

In what capacity are you responding to the consultation - Role	Having read the consultation document, do you think schools in the Berwick Partnership will be better able to deliver improved outcomes and safeguard their viability for future generations if they are organised within the current 3-tier (first/middle/high) structure or if they are reorganised to the 2-tier (primary/secondary) structure? - Tier	Please give the reasons for your answer below or state 'None' - Comment	Do you have an alternative option for school organisation in the Berwick Partnership that would address the issues outlined in this document that you would like us to consider? Please give your alternative option here or state 'None' - Comment
Parent/Carer of a pupil currently attending Berwick Middle	Three-tier (current structure, phase change at end of Year 4)	None	None
Resident/member of the community living in the Berwick Partnership	Three-tier (current structure, phase change at end of Year 4)	Having the middle school allows for a more nurturing environment especially for those coming from smaller country schools/rural areas instead of straight into a larger school environment with many more pupils. Pupils tend to remain in Berwick schools instead of moving away to other partnerships/ across the border until they are due to move to Berwick Academy due to dissatisfaction of the school so maybe it's one school that needs changing so this doesn't happen	More needs to be done at Berwick Academy to make it a more supportive environment and a welcoming school. Many parents are not happy to send children there and it seems that the other schools are suffering or being asked to change because of this. Some first schools could work more collaboratively with each other but due to the geography and small rural schools this is difficult at times. These schools should be supported more
Parent/Carer of a pupil currently attending Tweedmouth Middle	Three-tier (current structure, phase change at end of Year 4)	The three tier system is more appropriate for school aged children. Middle school children aged 11 mixing with older high school children can affect the way they think and behave it could also make them more nervous about starting a school with older children. I personally think the three tier system works brilliantly and helps to safeguard the younger children.	Make fewer first schools
Staff Member of The Grove	Two-tier (primary/secondary structure, phase change at end of Year 6)	I think that this would enable there to be investment and development that would be sustainable for the future of the partnership. I would look for phase change to be Year 7.	None

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Parent/Carer of a pupil currently attending Tweedmouth Middle	Two-tier (primary/secondary structure, phase change at end of Year 6)	The area is too small to host a three tier system. Berwick has six first school, two middle schools and one high school. The is an inconsistency of the level of teaching in the area. The students suffer from leaving year 8 to start in year 9 at high school. There is money and time wasted in supporting the transitions, the change of uniforms and the standard of teaching in all schools.	None
Parent/Carer of a pupil currently attending Wooler First	Two-tier (primary/secondary structure, phase change at end of Year 6)	Because, living in Wooler we are already in the middle of a 2 tier & 3 tier structure. Some children from Glendale middle already leave for year 7 at Duchess's high school which is impacting Glendales pupil numbers.	None
Resident/member of the community living in the Berwick Partnership	Two-tier (primary/secondary structure, phase change at end of Year 6)	All areas of Northumberland should be on the same system	Glendale Middle school to move to be within the Alnwick partnership as friends and siblings are being unnecessarily separated
Parent/Carer of a pupil currently attending Tweedmouth Middle	Three-tier (current structure, phase change at end of Year 4)	Having lived in areas where we have experience of children attending both Set ups prefer the 3 tier system. Age qq to young to be moving up.	None

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Parent/Carer of a pupil currently attending St Mary's CE First	Two-tier (primary/secondary structure, phase change at end of Year 6)	have worked in scottish side and see the benefit to two teir system. having a ASD son i know that transision are a real risk to his education and wish could have contiuned his fantaistc learning at ST marys first school.	create smaller high schools in the current middle schools, this would make them smaller and create a similar smaller feeling for children and can keep transistions to minimum. this will i feel also be best use of the best/specialist teachers in the area and raise attainment for the area.
Parent/Carer of a pupil currently attending Tweedmouth Middle	Three-tier (current structure, phase change at end of Year 4)	None	None
Parent/Carer of a pupil currently attending Tweedmouth Middle	Three-tier (current structure, phase change at end of Year 4)	Middle school gives the children a chance to get used to being in a larger school before heading to the High school, the jump straight from primary to high school would be tok much in my opinion	None
Staff Member of Belford Primary	Two-tier (primary/secondary structure, phase change at end of Year 6)	None	None
Parent/Carer of a pupil currently attending Berwick Academy	Three-tier (current structure, phase change at end of Year 4)	None	None

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Parent/Carer of a pupil currently attending Berwick Middle	Three-tier (current structure, phase change at end of Year 4)	The problem lies with the academy- should of remained in control of the council. The data shows the middle schools perform above national expectations	Super campus 2 18 age with separate age appropriate buildings that is designed to meet all needs on site
Parent/Carer of a pupil currently attending Berwick Academy	Three-tier (current structure, phase change at end of Year 4)	Other children in our area are at a disadvantage as they have to leave and start the other schools quicker or stay until they are old enough for high school. But I believe children should be educated in their local town for as long as possible as thy get a better education. I have had 4 of my own children, 4 of my grandchildren and my husband and myself through Wooler first School and Glendale and can't speak highly enough about the education there.	None
Parent/Carer of a pupil currently attending Glendale Middle	Two-tier (primary/secondary structure, phase change at end of Year 6)	I have sent both my older children to alnwick high school as the middle school just wasn't the right fir for them at the time. My son has an ehcp(asd and adhd) unfortunately the size of dchs was too much for him, he's now in a smaller setting. My daughter is thriving at high school. I have to make a decision in September regarding my year 6 but as it stands I think I'll apply for alnwick. She needs more than middle school can offer.	.
Other – please state	Three-tier (current structure, phase change at end of Year 4)	3-tier has worked well for my children with SEN. I also do not support the Academy educating a wider age group due to their ongoing issues, and leadership team.	None

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Resident/member of the community living in the Berwick Partnership	Two-tier (primary/secondary structure, phase change at end of Year 6)	Having taught in 2 and 3 tier systems I prefer 2 tier. It is more suited towards the organisation of the National Curriculum. With falling school rolls it makes more sense.	My concern is that the High School has academy status which I am not in favour of. If the council is funding a new build for secondary school then this should be under the control of the county council. I would not support all schools in Berwick becoming academies .
Staff Member of Wooler First	Two-tier (primary/secondary structure, phase change at end of Year 6)	Better financially viable and less disruptive to the education of children	None
Staff Member of Berwick Middle	Two-tier (primary/secondary structure, phase change at end of Year 6)	From experince of my own children, I feel that pupils and staff would benefit from the extra time in the secondary phase to help with decisions regarding GCSE choices for the future. I also feel staff could expand and share their knowledge over the KS3 better.	None

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<p>Governor of Norham St Ceolwulfs CE First</p>	<p>Three-tier (current structure, phase change at end of Year 4)</p>	<p>The 3 tier system better serves rural areas. If it isn't broken, leave it be. It works well. The whole problem with the education in Berwick is the Failure of the high school to provide a decent education. The decision being made should actually be that we seek to totally revamp the Academy totally, both physically in respect to the building and its facilities and educationally by giving control of the school back to NCC. A town like Berwick is already struggling to attract people to live and work here. A falling birth rate is attributed to other factors, people choosing to have their children born in Scotland, people moving over the border because Scotland not only provides better education provisions, but also has a better provision of social housing and help with medical aid. Berwick has an aging population, what Council homes are left have elderly people in them who don't move out until vulnerable or pass on. Social housing is limited, private rentals are scarce due to holiday lets which the CC and local council are failing to control. We made the difficult decision to remove our children from the Academy as it was failing them educationally. Something must be done at the school immediately for the parents and carers to have any faith in the education system going forward. Switching to a two tier system is not the remedy. Communication between the Academy and the parents is non existent and they don't communicate when teachers leave... My child had her gcse</p>	<p>Sort the Academy out immediately. Sack the head of school, get rid of the Chair of Governors, as they are uncontactable and refuse to hear or discuss anything about the school and turn control back to NCC with immediate effect.</p>

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		<p>cancelled due to funding. It is nothing short of disgraceful that nobody is tackling what is happening at the school and this consultation seems as hell bent on turning the tables into a two tier system to mask the ineffectiveness of the decision to turn the town's secondary school into an Academy in the first place. The people who originally made the decision should be brought to account for the mess they have made for Berwick's children.</p>	

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Parent/Carer of a pupil currently attending Tweedmouth Middle	DON'T KNOW	Think better management of schools will help. I think if it is anyone currently in charge then the same issues will continue.	None
Parent/Carer of a pupil currently attending Hugh Joicey CE First	Three-tier (current structure, phase change at end of Year 4)	We are a rural area and the transition from a small first school to a huge high school at age 11 would be terrifying for children. It's a big enough challenge as it is.	None
Resident/member of the community living in the Berwick Partnership	DON'T KNOW	None	None
Parent/Carer of a pupil currently attending Glendale Middle	Three-tier (current structure, phase change at end of Year 4)	I believe children of 11 are too young to go to a secondary school. The extra 2 Years of a middle school gives a vital time for children to mature that bit more before they are exposed to all the things that come their way with mixing with older children at a secondary / high school. The difference between and 11 Year olds and a 13 Year old is huge. I grew up through a three tier system and feel very lucky to have done so.	None

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Parent/Carer of a pupil currently attending Glendale Middle	DON'T KNOW	We live in Milfield so how does that work if it moves to Alnwick partnership as currently we're in the Berwick catchment area? If we do go to Alnwick we currently have to pay for the bus and get into wooler for the school bus to Alnwick.	None
Parent/Carer of a pupil currently attending Belford Primary	Two-tier (primary/secondary structure, phase change at end of Year 6)	Children will be taught according to the requirements of SATs/GCSEs for longer - reducing the need for additional assessments/ restarting / staff getting to know them part way through a key stage. I am concerned about the transition for children as the jump from a small primary to secondary is massive, particularly for a lot of the currently good first schools. Additionally how will some of the good rated rural first schools with limited space be able to cater for UKS2	Not really -Perhaps two smaller schools could work together to be infant(to ks1)/ primary to reduce the number of good rural first schools that may have to close
Parent/Carer of a pupil currently attending Wooler First	Two-tier (primary/secondary structure, phase change at end of Year 6)	I believe starting secondary school at year 7 provides more continuity and better prepares for GCSEs and A-levels	none

<p>Parent/Carer of a pupil currently attending Berwick Middle</p>	<p>Three-tier (current structure, phase change at end of Year 4)</p>	<p>I think the three tier system is greatly beneficial for our children and young people as middle school is the place they go through their physical and mental changes of beginning to become teenagers, both our middle schools and the staff employed by them are amazing at dealing with the pressures our children and young people go through. The two tier system will add to the pressures the children and young people already have to deal with as they will be attending school with individuals so much older than themselves which will be a very daunting experience. Parents are sending their children to alternative high schools to Berwick academy not because of the two tier or three tier system, but because the school itself is terrible and has gone down hill ever since it became an academy! Also schools now are no longer about the individuals attending them and what their needs are but are about paperwork and ticking boxes, they get marked down if attendance falls below a certain percentage, children should not feel pressured about having to go to school when unwell because their attendance will be low, or about what mark they will get in an exam, teaching staff should be allowed to meet the needs of each individual instead of being bogged down with paperwork, schools are massively understaffed and under paid that I'd where this money should be going! There is 4 teachers assistants at my children's primary school who have not had their contract renewed for after September as there is not enough money in the budget, which is absolutely disgusting because it is the children who will suffer because of this. Our children and young people have had a harder time than anyone the last few year through covid with all that they have been expected to deal with, and all I have heard from though out is "how resilient children are" which in my opinion is an absolute cop out, some are some are not same as adults, society puts unnecessary responsibility on their young shoulders and it needs to stop! Spend the money doing what is best for the children and young people in the area and fund the existing schools so that they can do a better job, do not make the same mistake with our schools and children as you have with the new leisure centre, show the people of the area that you care about the future of our children and young people.</p>	<p>Strip Berwick Academy of the Academy title and make it a high school again, use the money to fund the existing schools so the staff can nurture and help our children learn and grow, stop putting unnecessary pressure on our children, and lastly do something good for this wonderful town for a change.</p>
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Parent/Carer of a pupil currently attending Tweedmouth Prior Park First	DON'T KNOW	<p>The problem is not whether we are in two tier or three tier. The problem lies with budget cuts to schools, so that they are unable to provide high teaching standards due to lack of teaching assistant/ support posts.</p> <p>The main reason for students attending other high schools is due to the academy failing students left right and centre. The biggest mistake ever made was changing it from a local high school to an academy.</p>	Get rid of the academy and rebuild a better local high school like they done in Eyemouth. Supply the schools with better budgets to allow more staff, which will result in better teaching.
Other – please state	Three-tier (current structure, phase change at end of Year 4)	Children will get lost in the system more.	The only issue that we have currently is the Academy and how that school is letting our children down. That should me made back into a high school and taken back by Northumberland. The grove school needs a new school
Governor of St Cuthbert's RC First	Two-tier (primary/secondary structure, phase change at end of Year 6)	System works very well in most places in England. Year 6 and 7 children are disadvantaged as they miss out on specialist teaching and equipment.	none
Parent/Carer of a pupil currently attending Belford Primary	Two-tier (primary/secondary structure, phase change at end of Year 6)	It is disruptive at the moment with students across two systems which means confusion and affects consistency of intake numbers for the high school. A 2 tier system clears this route up more clearly and allows for a more supported and structured transition which only needs to occur once in a child's schooling potentially.	None

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Parent/Carer of a pupil currently attending Glendale Middle	Two-tier (primary/secondary structure, phase change at end of Year 6)	Two tier just seems more sensible to me. It brings the Berwick Partnership in line with the majority of schools nationally.	None
Other – please state	Two-tier (primary/secondary structure, phase change at end of Year 6)	I noticed with both my children that the Middle School concentrated on SATS work in Years 5 and Years 6 and then the input and quality of education dropped off in Years 7 and 8. Having received homework in Years 5 and 6 daily, they rarely got homework in Year 7. I think the Berwick Academy inherits children who have already fallen behind and have disengaged with learning. Saying that, I would rather my children be educated for Years 7 and 8 in the current Middle School rather than the current Academy.	None
Parent/Carer of a pupil currently attending Berwick Academy	Two-tier (primary/secondary structure, phase change at end of Year 6)	My main reason is that I think children need to attend the Academy before year 9. At present they start year 9 in september and are expected to make their GCSE choices after Christmas. This doesn't give the children time to settle in and see what subjects are for them and it also doesn't give the teachers time to get to know the children or their abilities. I also feel that given the children are assessed at the end of KS2 - yr 6 that would be a suitable time to move on to the next phase of their education, instead of splitting KS2 between schools. Much as my children loved Middle School, I think children	None

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		would benefit greatly from being in the more nurtured environment of a first school for a bit longer.	
Parent/Carer of a pupil currently attending Glendale Middle	Three-tier (current structure, phase change at end of Year 4)	More support is available for the children in middle school, especially if they have SEN needs. there is also the matter of school travel in that many children in our area would have atleast an hours travel to school both to and from. It is easier for them to cope with this when they are a little older.	none
Parent/Carer of a pupil currently attending Tweedmouth Prior Park First	Three-tier (current structure, phase change at end of Year 4)	None	You state in the document that middle schools benefit the support and development of children with SEMH and SEND. Keep the middle schools and support the ever rising number of children with these issues within our partnership.
Staff Member of Berwick Middle	Three-tier (current structure, phase change at end of Year 4)	The current performance of the high school needs addressing in order for them to be able to provide a full and comprehensive KS3 programme	Another specialist provision is needed in the area -

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Resident/member of the community living outside of the Berwick Partnership	Three-tier (current structure, phase change at end of Year 4)	The Middle and First Schools have provided excellent education for many years. The problem is (and always has been) Berwick Academy and a succession of poor head teachers. The Academy issues are no excuse for dismantling all the other schools. If (and this is not my first preference) you move to 2 tier then there should be separate schools on both sides of the river.	2 tier with separate high schools for Berwick and Tweedmouth. The Tweedmouth one should be on the Ord Road near Tesco not at Adams Drive.
Parent/Carer of a pupil currently attending Berwick Middle	Two-tier (primary/secondary structure, phase change at end of Year 6)	I think it will put us in line with the rest of the country, it will mean only one change in school which means less time settling in. I feel that it will be easier for children to know how they need to behave as it they know what will be expected of them rather than each school with different rules	None
Parent/Carer of a pupil currently attending Wooler First	Three-tier (current structure, phase change at end of Year 4)	Because there will be less children in the schools and the age gap will be smaller	None
Parent/Carer of a pupil currently attending Tweedmouth Prior Park First	Three-tier (current structure, phase change at end of Year 4)	It is a more nurturing approach	Develop the Academy where the funding is needed. The primary school and middle schools are managing well.

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Staff Member of Hugh Joicey CE First	Two-tier (primary/secondary structure, phase change at end of Year 6)	Fewer transitions Schools with a greater core number of pupils for long term stability In -line with National curriculum Ford parents often say they wish children could stay here till age 11	None
Parent/Carer of a pupil currently attending Hugh Joicey CE First	Two-tier (primary/secondary structure, phase change at end of Year 6)	None	None
Parent/Carer of a pupil currently attending Hugh Joicey CE First	Two-tier (primary/secondary structure, phase change at end of Year 6)	None	None
Parent/Carer of a pupil currently attending The Grove	Three-tier (current structure, phase change at end of Year 4)	It's better for the kids, to many different ages in one area	Keep it the way it is. Berwicks disabled children need a proper school with a large grass area. Safe parking for our Disabled kids. Larger areas for them to thrive

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Parent/Carer of a pupil currently attending Hugh Joicey CE First	Two-tier (primary/secondary structure, phase change at end of Year 6)	Although I can see the benefits of middle schools in providing more extra-curricular activities for their pupils, I feel that the Berwick partnership would benefit from going into the two tier system in line with the rest of the country.	None
Parent/Carer of a pupil currently attending Belford Primary	Two-tier (primary/secondary structure, phase change at end of Year 6)	none	no
Parent/Carer of a pupil currently attending Wooler First	Two-tier (primary/secondary structure, phase change at end of Year 6)	If children are leaving to attend out of area schools in the later phases of education, then a two tier structure may encourage consistency and retention of students, leading to increased budget and therefore more investment in facilities to help retention and opportunities within the Berwick Partnership.	None
Parent/Carer of a pupil currently attending Hugh Joicey CE First	Two-tier (primary/secondary structure, phase change at end of Year 6)	Although there is much I love about the 3 tier system and in some ways prefer it. I feel in terms of viability with declining numbers, 2 tier would probably work best. Especially as everywhere else around us is already 2 tier.	None
Parent/Carer of a pupil currently attending Berwick Academy	Three-tier (current structure, phase change at end of Year 4)	None	None

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Other – please state	Three-tier (current structure, phase change at end of Year 4)	I had been in 2 tier as a pupil then moved to Berwick at middle school age. 3 tier is better for pupils. The maturity difference between 11 and 16 year old is huge.	None
Parent/Carer of a pupil currently attending Lowick First	Two-tier (primary/secondary structure, phase change at end of Year 6)	one change only for children, target the budgets to fewer schools, come into line with the rest of the country.	None
Parent/Carer of a pupil currently attending Glendale Middle	Three-tier (current structure, phase change at end of Year 4)	Because of geographical issues in our rural community. I think the children learn better in smaller schools which are closer to their homes and where the teachers can have more one on one time with each child due to smaller class numbers. It is a long bus ride for an 11 year old all the way to Berwick or Alnwick and on a bus with other students up to the age of 18. I think the age difference is a big issue here on unsupervised bus journeys. The length of journey will tire the younger children out more and therefore affect their learning.	None

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Parent/Carer of a pupil currently attending Tweedmouth Middle	DON'T KNOW	<p>I feel having one child who has gone through the academy and one child in middle school.</p> <p>2 tier would be the best option, they start their learning for their GCSEs quicker, behaviour which is a huge problem at the academy would be shaped in year 7, 2 years quicker than when they currently go to high school so when it comes to knuckling down they've had the how far can we push the boundaries.</p> <p>Teaching and learning at the academy is way below the government guidelines and the Northumberland average, where as the middle schools are above this, this is reflected in their status 'good schools' and the academy 'requires improvement'</p> <p>merging to 2 tier when the Academy is doing so poorly would have a knock on effect on the childrens education from year 7 and not year 9 so this is where I believe the 3 tier system should stay until the Academy is at 'good school' level before 2 tier is considered.</p>	I would like the information on the Academy being transferred back to Northumberland county Council, I know it isn't a done thing but it has been done in the past with one school I know about.
Other – please state	Three-tier (current structure, phase change at end of Year 4)	I feel that both Middle Schools in the town provide excellent educational provision. I am concerned that Berwick Academy does not. It has had problems in doing that for a number of years now and although it appears to be making progress, academic achievement compared with most other high schools in Northumberland is poor.	None

In what capacity are you responding to the consultation - Role	Having read the consultation document, do you think schools in the Berwick Partnership will be better able to deliver improved outcomes and safeguard their viability for future generations if they are organised within the current 3-tier (first/middle/high) structure or if they are reorganised to the 2-tier (primary/secondary) structure? - Tier	Please give the reasons for your answer below or state 'None' - Comment	Do you have an alternative option for school organisation in the Berwick Partnership that would address the issues outlined in this document that you would like us to consider? Please give your alternative option here or state 'None' - Comment
Governor of Hugh Joicey CE First	Two-tier (primary/secondary structure, phase change at end of Year 6)	Too many places are vacant in the current 3 tier system. The key to change is to ensure that academic achievements and school outcomes are enhanced	Yes. This rural catchment area should be catered for. There could therefore be three first stage schools prior to the Academy... two in urban areas and one in a rural area. This would cater for the rural catchment and provide choice to parents.
Staff Member of Tweedmouth Prior Park First	Three-tier (current structure, phase change at end of Year 4)	Some children would slip through the net through lack of small group / 1:1 interventions.	None
Parent/Carer of a pupil currently attending Berwick Middle	Three-tier (current structure, phase change at end of Year 4)	To dissolve the middle schools will be an awful thing. Certainly wouldn't have wanted my daughter going straight in with the older kids. Concentrate on getting the academy to a place where they aren't failing our kids before acausing more upheaval	None
Governor of St Cuthbert's RC First	Two-tier (primary/secondary structure, phase change at end of Year 6)	Disrupting children's education half way through key stages is counter productive to their progress. Difficulty of attracting subject specialists to Middle Schools. 3 tier system is out of sync with the English system. Children have to transfer twice instead of once.	None

<p>In what capacity are you responding to the consultation - Role</p>	<p>Having read the consultation document, do you think schools in the Berwick Partnership will be better able to deliver improved outcomes and safeguard their viability for future generations if they are organised within the current 3-tier (first/middle/high) structure or if they are reorganised to the 2-tier (primary/secondary) structure? - Tier</p>	<p>Please give the reasons for your answer below or state 'None' - Comment</p>	<p>Do you have an alternative option for school organisation in the Berwick Partnership that would address the issues outlined in this document that you would like us to consider?</p> <p>Please give your alternative option here or state 'None' - Comment</p>
<p>Staff Member of Berwick Middle</p>	<p>Three-tier (current structure, phase change at end of Year 4)</p>	<p>Middle schools offer pupils a bridge between the world of primary and secondary schools within a relatively small setting where they are well known and form positive relationships with their teachers.</p> <p>Middle school pupils are given opportunities for specialist teaching and a more varied curriculum experience developing secondary level knowledge as well as their practical skills across a range of subjects - this is not the case in primary schools.</p> <p>Ofsted inspection outcomes: 85% of middle schools in 2017 were judged to be good or better vs secondary schools, at 79% good or better. In the Berwick schools system the first and middle schools are judged good or better where as the Academy is not.</p> <p>Reorganising Berwick schools to go 2 tier will be detrimental to the educational experiences of all pupils, in addition to the negative impact on their mental well-being and social development. Many pupils in our catchment area come to us from remote rural areas where they are in very close, tight-knit family and friendship groups. The middle schools allow these pupils to gradually grow and develop, meeting a wider more varied school population on a gradual basis. We have children with many varied and individual needs - these would be lost if dropped into the vast anonymity of a secondary school at the age of 11.</p>	<p>I believe the investment needs to be made into improving pupil experiences at Berwick Academy. Encouraging retention of good teachers and pupils.</p> <p>Many pupils leave the Academy after GCSEs, choosing to travel to Newcastle for 6th form college rather than staying on at the Academy. Many of our pupils leave after KS3 to go to schools over the border in Scotland or the local private school, rather than going up to the Academy.</p> <p>The Academy could also share its site with a specialist SEND unit - provision for SEND pupils is inadequate at present in Berwick and should be addressed as part of the reorganisation.</p>

In what capacity are you responding to the consultation - Role	Having read the consultation document, do you think schools in the Berwick Partnership will be better able to deliver improved outcomes and safeguard their viability for future generations if they are organised within the current 3-tier (first/middle/high) structure or if they are reorganised to the 2-tier (primary/secondary) structure? - Tier	Please give the reasons for your answer below or state 'None' - Comment	Do you have an alternative option for school organisation in the Berwick Partnership that would address the issues outlined in this document that you would like us to consider? Please give your alternative option here or state 'None' - Comment
Parent/Carer of a pupil currently attending Holy Trinity CE First	Three-tier (current structure, phase change at end of Year 4)	<p>Middle schools provide good pastoral care for pupils at an age where they undergo other significant changes</p> <p>Structure of academy school day will not suit younger pupils. Lessons are too long.</p> <p>Extracurricular opportunities currently better in middle schools than the academy</p>	One new middle school built on same site as new high school to allow specialist teachers to visit middle school and begin transition process earlier and allow middle school and academy to work more closely together.
Parent/Carer of a pupil currently attending Berwick Academy	Two-tier (primary/secondary structure, phase change at end of Year 6)	My daughter is in her first year at Berwick academy. She has recently had to choose her GCSE options. She found this quite difficult and upsetting and also felt pressure after only being at the school for 2 term. She has not had long enough to get to know her subject teachers or to have more experience of the subjects. I feel if she had been at the school for a couple of years before hand she would have felt more confident in making her choices.	None
Parent/Carer of a pupil currently attending Tweedmouth Middle	Three-tier (current structure, phase change at end of Year 4)	The current situation provides excellent nurturing and education of pupils at a middle school level. By the end of year 4, children are ready to move on from primary school and middle schools are a perfect setting for that. Children age 9-13 are still young children and require the extra nurturing and pastoral care that middle school provides whilst providing the correct level of education. Unless the Academy reverts back to the local authority how can a two tier system	It works as a three tier system. Why change it? The only thing I would change would be the Academy going back to Local Authority Management.

In what capacity are you responding to the consultation - Role	Having read the consultation document, do you think schools in the Berwick Partnership will be better able to deliver improved outcomes and safeguard their viability for future generations if they are organised within the current 3-tier (first/middle/high) structure or if they are reorganised to the 2-tier (primary/secondary) structure? - Tier	Please give the reasons for your answer below or state 'None' - Comment	Do you have an alternative option for school organisation in the Berwick Partnership that would address the issues outlined in this document that you would like us to consider? Please give your alternative option here or state 'None' - Comment
		even be discussed? I suspect however that it is already a done deal.	
Parent/Carer of a pupil currently attending Tweedmouth West First	Three-tier (current structure, phase change at end of Year 4)	<p>I believe the current structure fits with my child's needs, in terms of allowing creativity, extra sports curriculum and also providing emotional support.</p> <p>I understand the challenges facing the high school and appreciate the stats for its failing performance but feel that measures should be made to help support the improvement of the high school rather than change the whole system because this school needs specials measures.</p>	None
Parent/Carer of a pupil currently attending Scremerston First	DON'T KNOW	From the data presented it is unclear how the outcomes may be improved at first and middle schools as it appears that all the schools except 1 are good/ outstanding and producing outcomes above national average.	Better support and local provision for SEND children. Lots of SEND children are leaving the local area and travelling miles to other partnerships to receive education.

In what capacity are you responding to the consultation - Role	Having read the consultation document, do you think schools in the Berwick Partnership will be better able to deliver improved outcomes and safeguard their viability for future generations if they are organised within the current 3-tier (first/middle/high) structure or if they are reorganised to the 2-tier (primary/secondary) structure? - Tier	Please give the reasons for your answer below or state 'None' - Comment	Do you have an alternative option for school organisation in the Berwick Partnership that would address the issues outlined in this document that you would like us to consider? Please give your alternative option here or state 'None' - Comment
Parent/Carer of a pupil currently attending Berwick Middle	Two-tier (primary/secondary structure, phase change at end of Year 6)	I believe that a 2-tier structure is the best structure for the Berwick Partnership school.	None
Parent/Carer of a pupil currently attending Berwick Middle	Two-tier (primary/secondary structure, phase change at end of Year 6)	Only one school move, less stressful for the children. Time to get to know the secondary school before picking GCSEs.	Keep first schools and have school for 9-18 where the 9-11 are kept separate and the 16-18 are also kept separate. The management and teaching staff can cover all three age groups as appropriate. Therefore spending less money on staff and infrastructure and more on the children's education and facilities.
Parent/Carer of a pupil currently attending Tweedmouth Middle	Two-tier (primary/secondary structure, phase change at end of Year 6)	None	None
Staff Member of Berwick Middle	Three-tier (current structure, phase change at end of Year 4)	All current stakeholders within the partnership knows what is best for the education within and around Berwick. The future generations will be kept in the best hands if it remains the way it is.	None
Parent/Carer of a pupil currently attending Holy Trinity CE First	Three-tier (current structure, phase change at end of Year 4)	Excellent first schools in Berwick and surrounding areas giving children a great start. A new academy may be needed but not at the expense of these great first schools and middle schools. This is a rural area and children need their local school where they are known.	Build a new academy and fun those years rather than destroying the good first and middle schools just to improve the academy

In what capacity are you responding to the consultation - Role	Having read the consultation document, do you think schools in the Berwick Partnership will be better able to deliver improved outcomes and safeguard their viability for future generations if they are organised within the current 3-tier (first/middle/high) structure or if they are reorganised to the 2-tier (primary/secondary) structure? - Tier	Please give the reasons for your answer below or state 'None' - Comment	Do you have an alternative option for school organisation in the Berwick Partnership that would address the issues outlined in this document that you would like us to consider? Please give your alternative option here or state 'None' - Comment
Other – please state	Two-tier (primary/secondary structure, phase change at end of Year 6)	The two tier system is the recognised system in operation across most areas of the county and better reflects the national picture. It is now recognised to better support young people in their development. The three tier system does not give young people long enough to fully settle into the High School before they are making important choices and embark upon crucial GCSE examinations.	There should be a two tier system but with Post 16 operating separately from the schools. If the High School operated to Year 11 and then there was a community college for year 12 and beyond this would allow for better quality post 16 provision which could then provide for young people and adults from the North of Northumberland and the Borders.
Parent/Carer of a pupil currently attending Hugh Joicey CE First	Two-tier (primary/secondary structure, phase change at end of Year 6)	Splitting KS2 over first and middle school makes no sense. 1 change of school is better than 2. So kids only attend 2 schools rather than 3.	No
Parent/Carer of pupil/student in another school in Northumberland	Two-tier (primary/secondary structure, phase change at end of Year 6)	None	None
Parent/Carer of a pupil currently attending Belford Primary	Two-tier (primary/secondary structure, phase change at end of Year 6)	None	Belford should be in alnwick partnership for it's a primary school and should feed a high school at present ins in limbo causing mayhem for people like my son who has no transport provided to the village due to the confusion of catchment areas and that the school isn't in the correct tier system ?? Why would a primary feed an established middle school in berwick is beyond me

In what capacity are you responding to the consultation - Role	Having read the consultation document, do you think schools in the Berwick Partnership will be better able to deliver improved outcomes and safeguard their viability for future generations if they are organised within the current 3-tier (first/middle/high) structure or if they are reorganised to the 2-tier (primary/secondary) structure? - Tier	Please give the reasons for your answer below or state 'None' - Comment	Do you have an alternative option for school organisation in the Berwick Partnership that would address the issues outlined in this document that you would like us to consider? Please give your alternative option here or state 'None' - Comment
Resident/member of the community living in the Berwick Partnership	Two-tier (primary/secondary structure, phase change at end of Year 6)	One transition phase instead of 2 so less unsettling for young people. Teachers find it hard to get middle school training and so either need to do primary or secondary CPD.	None
Parent/Carer of a pupil currently attending Belford Primary	Two-tier (primary/secondary structure, phase change at end of Year 6)	The rest of the county is 2 tier and Belford seems stuck in the middle	None
Resident/member of the community living in the Berwick Partnership	Two-tier (primary/secondary structure, phase change at end of Year 6)	That's what I'm used to because it's the system I went through. Should be economies of scale by having fewer buildings etc. Fewer changes of site through childhood.	None
Other – please state	Two-tier (primary/secondary structure, phase change at end of Year 6)	Nearly all families choose Alnwick high school which is 2 tier above Berwick. Just check the statistics.	None
Parent/Carer of a pupil currently attending Belford Primary	Two-tier (primary/secondary structure, phase change at end of Year 6)	None	None

In what capacity are you responding to the consultation - Role	Having read the consultation document, do you think schools in the Berwick Partnership will be better able to deliver improved outcomes and safeguard their viability for future generations if they are organised within the current 3-tier (first/middle/high) structure or if they are reorganised to the 2-tier (primary/secondary) structure? - Tier	Please give the reasons for your answer below or state 'None' - Comment	Do you have an alternative option for school organisation in the Berwick Partnership that would address the issues outlined in this document that you would like us to consider? Please give your alternative option here or state 'None' - Comment
Councillor of Belford with Middleton Parish Council	Two-tier (primary/secondary structure, phase change at end of Year 6)	none	none
Resident/member of the community living outside of the Berwick Partnership	Three-tier (current structure, phase change at end of Year 4)	Children are more separated by age in a three tier system, and aren't interacting as much with 16-18 years olds when they're only 11	None
Resident/member of the community living in the Berwick Partnership	Two-tier (primary/secondary structure, phase change at end of Year 6)	If do not change to 2 tier they will lose out on a lot of children who will end up going to Alnwick schools. Not viable to have areas in the same education authority running different systems.	None
Parent/Carer of a pupil currently attending Berwick Middle	Three-tier (current structure, phase change at end of Year 4)	Currently most pupils in the Academy catchment get at least a good education to the end of year 8. If there is a change to the 2 tier system they will only get at least a good education up to the end of year 6. The pupils and schools (apart from the Academy) are all performing well, the only failure here is the Academy. The Academy takes pupils who are doing well in first, primary and middle schools and fails them - the weak link here is the Academy , not the other schools or the pupils.	No

In what capacity are you responding to the consultation - Role	Having read the consultation document, do you think schools in the Berwick Partnership will be better able to deliver improved outcomes and safeguard their viability for future generations if they are organised within the current 3-tier (first/middle/high) structure or if they are reorganised to the 2-tier (primary/secondary) structure? - Tier	Please give the reasons for your answer below or state 'None' - Comment	Do you have an alternative option for school organisation in the Berwick Partnership that would address the issues outlined in this document that you would like us to consider? Please give your alternative option here or state 'None' - Comment
Resident/member of the community living in the Berwick Partnership	Two-tier (primary/secondary structure, phase change at end of Year 6)	Pupils will gain extra experience and fit into their Key Stages better by leaving primary at the end of Year 6 .	None
Resident/member of the community living in the Berwick Partnership	Three-tier (current structure, phase change at end of Year 4)	None	None
Parent/Carer of a pupil currently attending Belford Primary	Two-tier (primary/secondary structure, phase change at end of Year 6)	Less disruption for the children to attend Primary until year 5 and then they have 3 years to settle into Secondary school before commencing GCSEs. I also understand the current curriculum is more suited to 2 tier than splitting it between 3 tier.	None
Parent/Carer of a pupil currently attending Berwick Academy	Two-tier (primary/secondary structure, phase change at end of Year 6)	None	None
Resident/member of the community living in the Berwick Partnership	Two-tier (primary/secondary structure, phase change at end of Year 6)	Already provided earlier in this document.	None

In what capacity are you responding to the consultation - Role	Having read the consultation document, do you think schools in the Berwick Partnership will be better able to deliver improved outcomes and safeguard their viability for future generations if they are organised within the current 3-tier (first/middle/high) structure or if they are reorganised to the 2-tier (primary/secondary) structure? - Tier	Please give the reasons for your answer below or state 'None' - Comment	Do you have an alternative option for school organisation in the Berwick Partnership that would address the issues outlined in this document that you would like us to consider? Please give your alternative option here or state 'None' - Comment
Student/Pupil of Wooler First	Two-tier (primary/secondary structure, phase change at end of Year 6)	Becoming two tier will bring us in line with the rest of the country making organisation and training easier for schools. It will also reduce the number of transitions our children have to make.	None
Resident/member of the community living in the Berwick Partnership	Two-tier (primary/secondary structure, phase change at end of Year 6)	Better to have all schools working under the same umbrella, which now seems to be two tier. Pupils still in the three tier system arrive at secondary school two years after their peers - not good and can create problems.	All Berwick Partnership schools to be two tier.
Parent/Carer of a pupil currently attending Spittal First	Two-tier (primary/secondary structure, phase change at end of Year 6)	none	none
Parent/Carer of a pupil currently attending Wooler First	Two-tier (primary/secondary structure, phase change at end of Year 6)	I would like my children to have the eligibility for given places at Alnwick secondary school.	None

In what capacity are you responding to the consultation - Role	Having read the consultation document, do you think schools in the Berwick Partnership will be better able to deliver improved outcomes and safeguard their viability for future generations if they are organised within the current 3-tier (first/middle/high) structure or if they are reorganised to the 2-tier (primary/secondary) structure? - Tier	Please give the reasons for your answer below or state 'None' - Comment	Do you have an alternative option for school organisation in the Berwick Partnership that would address the issues outlined in this document that you would like us to consider? Please give your alternative option here or state 'None' - Comment
Parent/Carer of a pupil currently attending Scremerston First	Two-tier (primary/secondary structure, phase change at end of Year 6)	<p>My child has been given the best start to his learning journey at scremerston first school. An inclusive and welcoming school which is the heart of the village. Many parents choose scremerston due to its location outside the town in a more rural setting which is a choice I made myself despite living in the town. Being in in small, personal school is a choice I made and a choice that I am glad I made. Despite my child only being 7 I do worry for his further education especially at the academy. The issues arise with the academy and that should be a priority for your investment, not only for a purposeful building but in staff retention and development. The academy model is clearly not working. The beauty of Berwick is its rural location so do not take away the rural schools which give the partnership its unique</p> <p>2 tier would bring 30 more children into scremerston school and with expansive grounds to expand it would be a welcome solution in maintaining pupil numbers. Let's keep our good schools being good and doing a brilliant job and focus on improving education from key stage 3 upwards.</p>	Scremerston could be the "rural hub" for the Berwick partnership bringing together all rural communities. Use the expertise of the middle schools to support in the development of key stage 3 onwards. Make send provision in Berwick a priority.
Staff Member of Scremerston First	Two-tier (primary/secondary structure, phase change at end of Year 6)	<p>Most sustainable education for the future. Larger numbers in school which are struggling. Primary and secondary will be able to offer more for their children for an area in need.</p>	We don't want to loose the identify of our brilliant small and rural school, rural schools could be brought together on one central sight such as Scremerston to create one larger school whereby travel is minimised for those furthest away.

<p>In what capacity are you responding to the consultation - Role</p>	<p>Having read the consultation document, do you think schools in the Berwick Partnership will be better able to deliver improved outcomes and safeguard their viability for future generations if they are organised within the current 3-tier (first/middle/high) structure or if they are reorganised to the 2-tier (primary/secondary) structure? - Tier</p>	<p>Please give the reasons for your answer below or state 'None' - Comment</p>	<p>Do you have an alternative option for school organisation in the Berwick Partnership that would address the issues outlined in this document that you would like us to consider?</p> <p>Please give your alternative option here or state 'None' - Comment</p>
<p>Parent/Carer of a pupil currently attending Hugh Joicey CE First</p>	<p>Two-tier (primary/secondary structure, phase change at end of Year 6)</p>	<p>There is little point in disrupting children who are happy and fulfilled in a setting for a short period of time to go to middle school especially if the current setting has the capacity to accommodate children for longer.</p> <p>Having continuous education in one setting through these developmental years seems to be critical to providing stability and familiarity to children.</p> <p>My preference is for a two tier system to foster development and education in the least disruptive manner.</p>	<p>None</p>
<p>Staff Member of Berwick Middle</p>	<p>Three-tier (current structure, phase change at end of Year 4)</p>	<p>I have been through the 3 tier system, along with a lot of my friends and family. I fully support the school structure to stay how it is, the Middle school is able to prepare students for the Academy and has a fantastic community and supportive atmosphere. It does not matter that we do not follow the majority of other schools in the country, this works for our students which is the most important thing.</p>	<p>None</p> <p>invest in current school infrastructure and buildings</p>

<p>Resident/member of the community living in the Berwick Partnership</p>	<p>Three-tier (current structure, phase change at end of Year 4)</p>	<p>Having worked in a 2-tier system for over 25 years in various parts of the country, I have spent all that time explaining the joys and benefits of a 3-tier system to colleagues. This is not an exhaustive list, but is borne from having been educated myself in 3-tier Northumberland but spending most of my career in 2-tier.</p> <ol style="list-style-type: none"> 1. School size: the smaller (but not too small) school offers greater emotional stability to pupils, a smaller manageable and easier to negotiate site (particularly wrt pupils with physical obstacles to their learning). Stronger and more secure relationships for pupils with their peers and the adults in school are far easier to maintain in a slightly smaller school. This makes it much easier for pupils to learn and teachers to teach. 2. Sense of growing progression: children value tangible external measures of their progress, but which aren't linked punitively to exam. success. Having a 3-tier system shows them far more clearly that they are growing up. 3. Changing schools: transition and change are a key part of all our lives, especially as adults. Moving up through a 3-tier system helps children practise these skills which they will need for life. In a 2-tier system, that transition is only ever practised once, and, if that doesn't go so well, the child is saddled with that sense of inadequacy or failure for ever. In a 3-tier system, if it doesn't go so well going up to middle school, you have a chance to learn from your mistakes and put that right going up to high school, or going somewhere else post-16. This builds in more resilience for adult life. 4. Bullying: in the 3-tier system there is far less of this than in 2-tier. Believe me, the physical difference between and 11 year old Yr 7 and 16 year old Yr. 11, as you get when new intake Yr. 7s arrive, especially with boys, is vast and there is infinitely more opportunity for that physicality to manifest itself in aggressive behaviours and bullying from the older children. This is exacerbated by the difference in intellectual maturity: someone in their later teens has infinitely more intellectual capacity to think about how to make this happen to the often still very small 11 year olds, yet to approach puberty, and to outwit teachers' best efforts to prevent it . Schools down south often have to have segregated playgrounds or playtimes to deal with this: it is simply not as safe to have big kids with little kids in a less structured environment. 	<p>See my detailed answer to q7.</p> <p>I reiterate: Please do get in touch if you'd like me to be involved. As I outline, I have 25+ years teaching experience across all age ranges (EYFS to adult) in primary, secondary, first, middle and high schools, PRUs, running a private teaching practice and being a tutor on an initial teacher training course (PGCE) and all this across a variety of parts of the country from here in Northumberland to down south in London. I feel very strongly both from an anecdotal, personal point of view and an academic research point of view, that children in Northumberland generally, and north Northumberland in particular, are educationally disadvantaged and my current job role involves trying to address that.</p>
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5. Other age disparity-related problems: the above comment doesn't just apply to bullying in the traditional sense. It also applies to inappropriate sexual behaviours, to substance misuse and to carrying of knives. It is all very well to put our heads in the sand and claim that we don't have those issues in Northumberland: true some are less prevalent than elsewhere in the country, but: a. Berwick smells more of dope than various "rough" parts of South London to me; b. recently some youngsters were found by the police on Bank Hill in gangs and be carrying knives and c. just because it doesn't happen a lot doesn't mean it won't happen a lot in future. We have a chance to be proactive in preventing these behaviours, but we have to act decisively and now in order to do so. Taking away that buffer of middle schools removes the protection of our Yr. 5-8s from those older children and allows them to enjoy a more "child-like" childhood for longer.

6. Year 6 post-SAT attainment dip: Changing schools at the end of Year 6 is linked psychologically with SATs in May: poor Year 6 children (and teachers!) work incredibly hard for them, which is bad enough but that's a gripe with central Government's inability to understand what education actually is and is not for this forum. This means that Year 6s in effect do very little good learning for all of May and July: their perception is that there's no point as they've "done their SATs and are leaving anyway." In a middle school, SATs can be done, a week or so rest and recuperation and then learning can resume as the pupils will be staying in that school for another 2 years and 2 months. This also helps with making less of a big deal of the SATs - doing badly in them destroys pupils' confidence, and it can take all of KS3 to rebuild that if their subsequent learning is being done in a new school, with a different way of being and working (subject-specific teachers rather than a class teacher) across a geographically larger site. In the 2-tier system, we get children coming up in Year 7 with high SATs results but whose actual attainment by the following September has plummeted - in effect they've had 3 1/2 months off learning, not just the summer holidays. Children who have wonderful English marks, for example, can't remember how to hold a pen properly! We waste the 1st half-term re-assessing those pupils to see where their REAL skills lie, so we can group them accordingly, as the hot-housing they've endured in Year 6 has worn off by then. That first half-term is, in effect, a wasted half-term, as it is assessment rather than learning which is the real focus. This needs to be done, so the rest of

KS3 (Yrs. 7,8,9) is organised appropriately but seems so very counter-productive to we secondary teachers.

7. Continuity: the change from primary to secondary is a huge one in terms of ways of working. As well as moving from subject area to subject area in the school to be taught by specialists, methods of behaviour management are completely different in secondary schools. Middle schools offer a good transition space to make this change gradually and more "safely" in a familiar environment. Purely anecdotally, I'd put my academic success directly down to my middle school, Chantry in Morpeth, where I remember feeling and knowing that I was learning well and quickly but in a place in which I was familiar and where no-one was much bigger & scarier than me. In my opinion, that middle school, and Morpeth Library's letting me join the adult section early were the main factors that got me to Oxford University!

8. Transition. With close collaboration between schools, there is no reason why transitions should be hugely scary. Fear of the unknown is the worst fear.

9. Berwick Academy. Berwick High School, as it used to be, has always been perceived as less good than, say, QE in Hexham, or KEVI in Morpeth. That has been so for over 40 years. The current Head is doing a great job at improving the school, it seems fair to let this process develop without further tinkering. Investing in the high school to support this seems the most logical thing to do here: with more and more well-trained staff they will be able to turn the school around. That requires investment and funding on a longer-term stable basis.

With more staff, and expanded skill set that brings, the school would be able to offer some of the courses we are crying out for here: in a tourist town why is there no BTec in Travel & Tourism for Berwick Academy pupils available? Not down to lack of imagination on the school's part, I'm sure - just the availability of staff and facilities to offer it. Improve the range of courses and accreditation on offer and it will flourish. How about the European Computer Driving Licence qualification for example? Nowhere round here offers it: adults in our town want to do it and bringing the community into the school in that way would help drive up standards too.

However, staff can only do so much: family engagement is vital in the three-way partnership between school, pupil and parents. The single biggest indicator of future academic attainment is adults' regularly reading with small children in EYFS: this has a direct, mappable link to GCSE results. Regrettably, I've heard parents here "let children have a break from reading as it is the school holidays,!" This needs to change before we will be able to improve our educational outcomes!

This is just my 1st reaction. I hope my answers show I really do know what I am talking about here. I am happy to consult further if you would find that useful.

I cannot state highly enough how deleterious a move to a 2-tier system would be. The current situation isn't working: agreed. However, there are much better ways to try to address this.

Please do get in touch if you'd like me to be involved. As I outline, I have 25+ years teaching experience across all age ranges (EYFS to adult) in primary, secondary, first, middle and high schools, PRUs, running a private teaching practice and being a tutor on an initial teacher training course (PGCE), and all this across a variety of parts of the country from here in Northumberland to down south in London. I feel very strongly both from an anecdotal, personal point of view and an academic research point of view, that children in Northumberland generally, and north Northumberland in particular, are educationally disadvantaged and my current job role involves trying to address that.

Parent/Carer of a pupil currently attending Holy Trinity CE First

Three-tier (current structure, phase change at end of Year 4)

None

None

Governor of Belford Primary

Two-tier (primary/secondary structure, phase change at end of Year 6)

none

none

In what capacity are you responding to the consultation - Role	Having read the consultation document, do you think schools in the Berwick Partnership will be better able to deliver improved outcomes and safeguard their viability for future generations if they are organised within the current 3-tier (first/middle/high) structure or if they are reorganised to the 2-tier (primary/secondary) structure? - Tier	Please give the reasons for your answer below or state 'None' - Comment	Do you have an alternative option for school organisation in the Berwick Partnership that would address the issues outlined in this document that you would like us to consider? Please give your alternative option here or state 'None' - Comment
Parent/Carer of a pupil currently attending Berwick Academy	Two-tier (primary/secondary structure, phase change at end of Year 6)	<ol style="list-style-type: none"> 1. Fewer transitions will help. 2. Collaboration between middle schools and the Academy has been patchy. It is heavily reliant on personal relationships in the current system. 3. Aligning structure to national curriculum improves incentives for schools. 4. Some small first schools are likely to experience financial difficulty soon (if not already) and consequently will face obstacles to providing good education. 5. Greater familiarity between pupils and teachers in a 2 tier system prior to the GCSE years will help achieve better results. 	None.
Governor of Belford Primary	DON'T KNOW	Am already involved with school that has phase change at year 6	None
Staff Member of Berwick Middle	Three-tier (current structure, phase change at end of Year 4)	All of the reason cited in the consultation document in favour of the 3 tier system.	None

In what capacity are you responding to the consultation - Role	Having read the consultation document, do you think schools in the Berwick Partnership will be better able to deliver improved outcomes and safeguard their viability for future generations if they are organised within the current 3-tier (first/middle/high) structure or if they are reorganised to the 2-tier (primary/secondary) structure? - Tier	Please give the reasons for your answer below or state 'None' - Comment	Do you have an alternative option for school organisation in the Berwick Partnership that would address the issues outlined in this document that you would like us to consider? Please give your alternative option here or state 'None' - Comment
Councillor of Lowick Parish Council	Three-tier (current structure, phase change at end of Year 4)	Rural first schools are an essential part of a Childs development, I had two children pass through Hugh Joicey First school which together with parental support provided an secure and safe space for learning, forming lifelong friends and sense of community. Reduced travel times for many when so young vital. Those early experiences of school are essential to make easy transitions to next stage of learning.	Ultimately I believe the middle schools have done a good job at building on the first school development, however, Berwick High School has always been perceived as the poor relative to the new New Duchess High School with outdated buildings facilities etc. Children for which Berwick would be easier are travelling outside area because "we can't send them there!". That view needs to be altered by investment, excellent teaching/leadership and a complete change of local perception..... Just because a child is born in an area where numbers of births are declining this should not mean there opportunities are limited! Smaller classes should be seen as an opportunity. There is such a negative perception which needs change.
Parent/Carer of a pupil currently attending Berwick Middle	Three-tier (current structure, phase change at end of Year 4)	I like the 3 tier system. It will have helped my boy who is autistic and I don't think would have been able to move on to high school at a younger age. The passage will be easier.	None
Staff Member of Berwick Academy	Two-tier (primary/secondary structure, phase change at end of Year 6)	<p>To improve educational outcomes at GCSE. These are the result of an 11-year education system – every year matters.</p> <p>To ensure the financial stability of the schools in the Berwick Partnership.</p> <p>Trusted relationships and educational maturity will be enhanced through moving to the 11-18 model used in the vast majority of English schools.</p>	None

In what capacity are you responding to the consultation - Role	Having read the consultation document, do you think schools in the Berwick Partnership will be better able to deliver improved outcomes and safeguard their viability for future generations if they are organised within the current 3-tier (first/middle/high) structure or if they are reorganised to the 2-tier (primary/secondary) structure? - Tier	Please give the reasons for your answer below or state 'None' - Comment	Do you have an alternative option for school organisation in the Berwick Partnership that would address the issues outlined in this document that you would like us to consider? Please give your alternative option here or state 'None' - Comment
Staff Member of Berwick Academy	Two-tier (primary/secondary structure, phase change at end of Year 6)	Two-tier allows: pupils more time to understand a subject better behaviour through improved staff-pupil relations is in-keeping with the rest of England allows teachers more time to embed a deeper understanding less transitions for pupils will save the County Council a lot of money in the long run larger departments so that workload is shared out more among staff	No, it MUST go to 2-tier for the benefit of everyone concerned in my opinion.
Staff Member of Berwick Academy	Two-tier (primary/secondary structure, phase change at end of Year 6)	None	None
Staff Member of Berwick Academy	Two-tier (primary/secondary structure, phase change at end of Year 6)	The middle school system is being phased out across the UK, this process brings schools in Berwick in line with this. Removing a middle tier of education will help make savings or for more money to be put into a more cost efficient system. I have heard experts and teachers familiar with middle schools argue that students would make more progress in a secondary school.	None

In what capacity are you responding to the consultation - Role	Having read the consultation document, do you think schools in the Berwick Partnership will be better able to deliver improved outcomes and safeguard their viability for future generations if they are organised within the current 3-tier (first/middle/high) structure or if they are reorganised to the 2-tier (primary/secondary) structure? - Tier	Please give the reasons for your answer below or state 'None' - Comment	Do you have an alternative option for school organisation in the Berwick Partnership that would address the issues outlined in this document that you would like us to consider? Please give your alternative option here or state 'None' - Comment
Parent/Carer of a pupil currently attending Scremerston First	Three-tier (current structure, phase change at end of Year 4)	While an extra school move for children may be disruptive, moving from a small country school (as many of them are around here) to a large high school would be very daunting, especially for children with emotional difficulties. The three tier system allows children the chance to mature slowly opposed to mixing with much older children from the age of 11. Many of the schools in our area are small community and country schools, something which would likely be lost if two extra year groups were added. Smaller schools under the three tier system are more personal and offer the children more attention.	None
Parent/Carer of a pupil currently attending Belford Primary	DON'T KNOW	None	None
Parent/Carer of pupil/student in another school in Northumberland	Three-tier (current structure, phase change at end of Year 4)	Young children living in rural areas should be going to school close to home.	None
Staff Member of Berwick Academy	Two-tier (primary/secondary structure, phase change at end of Year 6)	There are only 102 Middle School's out of 32,000 in the country. In the Berwick region there are 2 so as a result we have 2% of the Middle School's, Now is the time for us to move to a two-tier system like the majority of the country instead of this old model.	None

In what capacity are you responding to the consultation - Role	Having read the consultation document, do you think schools in the Berwick Partnership will be better able to deliver improved outcomes and safeguard their viability for future generations if they are organised within the current 3-tier (first/middle/high) structure or if they are reorganised to the 2-tier (primary/secondary) structure? - Tier	Please give the reasons for your answer below or state 'None' - Comment	Do you have an alternative option for school organisation in the Berwick Partnership that would address the issues outlined in this document that you would like us to consider? Please give your alternative option here or state 'None' - Comment
Parent/Carer of a pupil currently attending Belford Primary	Two-tier (primary/secondary structure, phase change at end of Year 6)	Brings them in line with other areas.	N/A
Staff Member of Berwick Academy	Two-tier (primary/secondary structure, phase change at end of Year 6)	It has to be more financially viable to run a two tier system, also having spoken to students and my own opinion is that the students would have a better outcome and whole secondary school experience by starting in year 7. This would give them a chance to find their feet when embarking on their GCSE journey.	None
Staff Member of Tweedmouth Prior Park First	Two-tier (primary/secondary structure, phase change at end of Year 6)	Personally I prefer a 2 tier system, it's how I went through school. But I think it's more beneficial in a nurture sense. This has been more noticeable after covid too, that readiness to go into the "bigger middle school" mentally isn't there.	None
Parent/Carer of a pupil currently attending Glendale Middle	Three-tier (current structure, phase change at end of Year 4)	None	None

In what capacity are you responding to the consultation - Role	Having read the consultation document, do you think schools in the Berwick Partnership will be better able to deliver improved outcomes and safeguard their viability for future generations if they are organised within the current 3-tier (first/middle/high) structure or if they are reorganised to the 2-tier (primary/secondary) structure? - Tier	Please give the reasons for your answer below or state 'None' - Comment	Do you have an alternative option for school organisation in the Berwick Partnership that would address the issues outlined in this document that you would like us to consider? Please give your alternative option here or state 'None' - Comment
Staff Member of Berwick Academy	Two-tier (primary/secondary structure, phase change at end of Year 6)	<p>The current number of schools in the partnership is not viable financially, and cannot withstand the fluctuations in funding that are easier to manage when part of a larger school.</p> <p>The move to a two tier structure allows the schools to build longer and more productive working relationships with families than a three tier system can. It also allows for better pastoral support because of those improved relationships, and better academic support due to knowing the students much better.</p> <p>Educational outcomes will be impacted positively by the change to a two-tier system. The schools will deal with full key stages, rather than a broken key stage system as currently. Primary schools will be responsible for the full journey to SATS and the secondary school would be responsible for the full KS3 to KS5 journey.</p>	None
Parent/Carer of a pupil currently attending Scremerston First	Three-tier (current structure, phase change at end of Year 4)	Scremerston school is a great school and I feel changing the tier system. Would be detrimental to village schools such as Scremerston and a major upheaval for the children moving from a small school to such a large school in the 2 tier system.	None

<p>In what capacity are you responding to the consultation - Role</p>	<p>Having read the consultation document, do you think schools in the Berwick Partnership will be better able to deliver improved outcomes and safeguard their viability for future generations if they are organised within the current 3-tier (first/middle/high) structure or if they are reorganised to the 2-tier (primary/secondary) structure? - Tier</p>	<p>Please give the reasons for your answer below or state 'None' - Comment</p>	<p>Do you have an alternative option for school organisation in the Berwick Partnership that would address the issues outlined in this document that you would like us to consider?</p> <p>Please give your alternative option here or state 'None' - Comment</p>
<p>Parent/Carer of a pupil currently attending Berwick Middle</p>	<p>Three-tier (current structure, phase change at end of Year 4)</p>	<p>I strongly believe that the three tier structure allows a more gradual and gentle transition between early years learning and senior learning environments. Allowing 8-12 year olds to remain in an environment where they are not in regular contact with, and therefore not adversely influenced by, much older children (and in some cases 18 yr old adults) it allows them to learn in a much more relaxed and secure way. Before moving to Berwick we lived in Alnwick, where we witnessed (through my older son) first hand the chaos brought about with the transition from 3 to 2 tier education and the subsequent appalling decline in educational attainment, behaviour and safety of the schools in Alnwick. DCHS has just been rated as "requires improvement, when by all accounts it should have been Special Measures.</p>	<p>A new school building for the high school then leave everything alone.</p>

<p>In what capacity are you responding to the consultation - Role</p>	<p>Having read the consultation document, do you think schools in the Berwick Partnership will be better able to deliver improved outcomes and safeguard their viability for future generations if they are organised within the current 3-tier (first/middle/high) structure or if they are reorganised to the 2-tier (primary/secondary) structure? - Tier</p>	<p>Please give the reasons for your answer below or state 'None' - Comment</p>	<p>Do you have an alternative option for school organisation in the Berwick Partnership that would address the issues outlined in this document that you would like us to consider?</p> <p>Please give your alternative option here or state 'None' - Comment</p>
<p>Staff Member of Tweedmouth Prior Park First</p>	<p>Two-tier (primary/secondary structure, phase change at end of Year 6)</p>	<p>I've worked as a teacher and a Headteacher in both systems and I think that educational outcomes and pastoral care is vastly improved in a 2 tier system where there are fewer transitions for the children.</p> <p>As a 2 tier primary school there would be greater accountability for Key Stage 2 - rather than the current system where it is split between first and middle schools.</p> <p>As a parent, I didn't get the logic of my child having to move to a new school at the beginning of Year 9 and then choose GCSE options a term later with teachers who did not know her very well. I think that the current system of moving children at the end of Year 8 puts Berwick children at a huge disadvantage to the rest of the country.</p> <p>I also think that there are too many schools in the small town of Berwick - particularly with the falling birth rate. If this declining birth rate continues this will eventually reach the Middle schools and the Academy and I'm not sure how sustainable secondary education would then be across 3 increasingly small schools.</p> <p>I think 2 tier is the only sensible option.</p>	<p>None</p>

<p>In what capacity are you responding to the consultation - Role</p>	<p>Having read the consultation document, do you think schools in the Berwick Partnership will be better able to deliver improved outcomes and safeguard their viability for future generations if they are organised within the current 3-tier (first/middle/high) structure or if they are reorganised to the 2-tier (primary/secondary) structure? - Tier</p>	<p>Please give the reasons for your answer below or state 'None' - Comment</p>	<p>Do you have an alternative option for school organisation in the Berwick Partnership that would address the issues outlined in this document that you would like us to consider?</p> <p>Please give your alternative option here or state 'None' - Comment</p>
<p>Staff Member of Berwick Academy</p>	<p>Two-tier (primary/secondary structure, phase change at end of Year 6)</p>	<p>A two tier structure will create the opportunity to achieve better educational outcomes for children and young people. The three tier system is one that robust data cannot be ascribed to because of the very limited number of three tier systems remaining in the country, but these limited numbers reflect the fact that the system is anachronistic and does not align logically with key stages. Splitting key stages across two schools creates challenges for both schools with creating and sustaining the best possible curriculum that will enrich students and help them to achieve the best possible outcomes. While colleagues across schools within the partnership work as closely as possible to make curriculum transition work effectively, it simply is not the same as a single school having full strategic control of a key stage. As an improving school, our children would benefit significantly from a curriculum that we were able to have strategic ownership of from Year 7.</p> <p>As a high school, we also find that students come to us at a time in their social and emotional development when building relationships can be at its most challenging point for some of those young people. Being able to build relationships, set expectations and embed routines at the start of Key Stage 3 - Year 7, would be hugely advantageous and lead to a better experience for students.</p>	<p>None</p>

<p>In what capacity are you responding to the consultation - Role</p>	<p>Having read the consultation document, do you think schools in the Berwick Partnership will be better able to deliver improved outcomes and safeguard their viability for future generations if they are organised within the current 3-tier (first/middle/high) structure or if they are reorganised to the 2-tier (primary/secondary) structure? - Tier</p>	<p>Please give the reasons for your answer below or state 'None' - Comment</p>	<p>Do you have an alternative option for school organisation in the Berwick Partnership that would address the issues outlined in this document that you would like us to consider?</p> <p>Please give your alternative option here or state 'None' - Comment</p>
		<p>The financial evidence for the structural change is also overwhelming. There are many other benefits, such as recruitment and retention of teachers, which is crucial for quality of education.</p>	

In what capacity are you responding to the consultation - Role	Having read the consultation document, do you think schools in the Berwick Partnership will be better able to deliver improved outcomes and safeguard their viability for future generations if they are organised within the current 3-tier (first/middle/high) structure or if they are reorganised to the 2-tier (primary/secondary) structure? - Tier	Please give the reasons for your answer below or state 'None' - Comment	Do you have an alternative option for school organisation in the Berwick Partnership that would address the issues outlined in this document that you would like us to consider? Please give your alternative option here or state 'None' - Comment
Parent/Carer of a pupil currently attending St Cuthbert's RC First	Three-tier (current structure, phase change at end of Year 4)	I none	None
Staff Member of Scremerston First	Three-tier (current structure, phase change at end of Year 4)	While there are surplus places in the Berwick Partnership and the structure of provision needs to change because of this; it seems foolish to do away with middle schools which perform well and ensure the spread of education beyond Y4 across the town, reducing the need for younger children to travel across the town. The majority of first schools have good judgments from Ofsted and each one already works well within their unique communities.	While a rationalisation of school places in the smaller rural schools seems to be the obvious course of action this could prove counter productive as children would be travelling into Berwick at a younger age therefore the transport costs for the partnership would increase along with the anxiety levels of the children travelling and their parents. Small rural communities often rely on their schools to keep the villages alive and to deny them this strikes a death knell for these places. Perhaps the amalgamation of schools within the town would allow the smaller rural schools to survive.
Parent/Carer of a pupil currently attending St Cuthbert's RC First	Two-tier (primary/secondary structure, phase change at end of Year 6)	Children will have more stability and consistency in a 2 tiered structure	None
Parent/Carer of a pupil currently attending St Cuthbert's RC First	Two-tier (primary/secondary structure, phase change at end of Year 6)	Moving schools disrupts kids education and exams. Two tier system is better ages for childrens exams	None

In what capacity are you responding to the consultation - Role	Having read the consultation document, do you think schools in the Berwick Partnership will be better able to deliver improved outcomes and safeguard their viability for future generations if they are organised within the current 3-tier (first/middle/high) structure or if they are reorganised to the 2-tier (primary/secondary) structure? - Tier	Please give the reasons for your answer below or state 'None' - Comment	Do you have an alternative option for school organisation in the Berwick Partnership that would address the issues outlined in this document that you would like us to consider? Please give your alternative option here or state 'None' - Comment
Parent/Carer of a pupil currently attending Berwick Middle	Two-tier (primary/secondary structure, phase change at end of Year 6)	To enable children to have a longer education in a church first school	None
Parent/Carer of a pupil currently attending Berwick Academy	Two-tier (primary/secondary structure, phase change at end of Year 6)	Falls in line with National Curriculum and therefore will make it easier to attract and retain high quality specialist teachers Only one transition for pupils between schools causing less stress and anxiety leading to better mental health for both children and parents	None
Parent/Carer of a pupil currently attending Hugh Joicey CE First	Two-tier (primary/secondary structure, phase change at end of Year 6)	Having gone through the scottish 2 tier system myself I believe it works well and have never understood the need fir middle school.	None
Parent/Carer of a pupil currently attending Belford Primary	DON'T KNOW	I work in the two tier system of a Northumberland school, from a teaching point of view ilthink it is better if we teach the whole of key stage 3 rather than having students come to us from different middle schools all having covered different areas of curriculum however I don't know enough about the middle schools in Berwick to make a judgement.	Berwick could become a two tier system with a junior and high school on the same site.

In what capacity are you responding to the consultation - Role	Having read the consultation document, do you think schools in the Berwick Partnership will be better able to deliver improved outcomes and safeguard their viability for future generations if they are organised within the current 3-tier (first/middle/high) structure or if they are reorganised to the 2-tier (primary/secondary) structure? - Tier	Please give the reasons for your answer below or state 'None' - Comment	Do you have an alternative option for school organisation in the Berwick Partnership that would address the issues outlined in this document that you would like us to consider? Please give your alternative option here or state 'None' - Comment
Staff Member in another School in Northumberland	DON'T KNOW	None	None
Staff Member of Tweedmouth Prior Park First	Two-tier (primary/secondary structure, phase change at end of Year 6)	<p>A good number of children in this area fall into the deprived status, their lives are complicated with family breakdowns, single parent households and poverty not to mention mental health issues, often repeating through 2 generations or more. This can impact greatly on attendance figures. There are also a good number of children with specific learning needs some of whom require to be helped in a different setting. I am uncertain if children in these groups would do any better in any setting but for those who need specialist help. Here lies one of the biggest areas of concern. Where do children go if they require an alternative setting. There are insufficient places/schools in this area to take the numbers who have these needs. Mainstream children will flourish in most settings with guidance from parents and teachers. All schools here are good as far as I can tell however some schools like ours struggle to achieve this due to the aforementioned. There is almost constant disruption in school due to issues with children who require specific placement and so I do feel that we need additional provision within this immediate area.</p>	<p>Not alternative just feel 2 tier would address lots of issues I'm not sold on the three tier method, my children were firstly educated (as was I) in Scotland in a Primary/Secondary system. My children later moved to the current 3 tier and struggled at first to find their feet. The systems in both countries are not fluid/seamless. I feel it unsettles children having to go to 3 schools what's the point? Children are here in a first school for the first 7 years of their educational life and then 4 in the next stage prior to another move to high school. I feel there is financial wastage under the present system duplication of premises. Just look at rates paid for instance approximately 14k in this school alone! Less schools more money to use on good teaching practice support services and better buildings. (to include SEN places and clinical support for parents and children).</p>

In what capacity are you responding to the consultation - Role	Having read the consultation document, do you think schools in the Berwick Partnership will be better able to deliver improved outcomes and safeguard their viability for future generations if they are organised within the current 3-tier (first/middle/high) structure or if they are reorganised to the 2-tier (primary/secondary) structure? - Tier	Please give the reasons for your answer below or state 'None' - Comment	Do you have an alternative option for school organisation in the Berwick Partnership that would address the issues outlined in this document that you would like us to consider? Please give your alternative option here or state 'None' - Comment
Staff Member of Hugh Joicey CE First	DON'T KNOW	I am unsure, even after reading the consultation I can see benefits of both systems. The continuation of KS2 in the school would be beneficial to the progress and attainment of pupils, and a two tier system would address the decline in pupil numbers in a positive way. However, in small rural areas, I do believe that middle schools provide an important stepping stone before going to high school - personally, I would have been completely out of my depth had I gone straight to the much larger high school from a small first school.	None

<p>In what capacity are you responding to the consultation - Role</p>	<p>Having read the consultation document, do you think schools in the Berwick Partnership will be better able to deliver improved outcomes and safeguard their viability for future generations if they are organised within the current 3-tier (first/middle/high) structure or if they are reorganised to the 2-tier (primary/secondary) structure? - Tier</p>	<p>Please give the reasons for your answer below or state 'None' - Comment</p>	<p>Do you have an alternative option for school organisation in the Berwick Partnership that would address the issues outlined in this document that you would like us to consider?</p> <p>Please give your alternative option here or state 'None' - Comment</p>
<p>Parent/Carer of a pupil currently attending Hugh Joicey CE First</p>	<p>Three-tier (current structure, phase change at end of Year 4)</p>	<p>The document is clearly favouring a new two tier system despite alluding to offer a balanced review . The greatest issue remains unaddressed which is eventual outcomes , that is the overall achievements at the end of schooling . Unfortunately Northumberland CC systematically let down the children and young people in Northumberland!! What lessons have been learned from Alnwick Duchess school and it's demise in achievement? Since adopting a two tier system the school has dropped into requiring improvement according to ofsted. Berwick school has risen to this ofsted rating having been in special measures for a considerable length of time . We now have both secondary schools requiring improvement , Alnwick hardly being an advert for a radical change . Parents complaining of a monstrous school with impersonal process and little individual care where the average student is lost in the maelstrom! Sort these issues out before looking to change everything . To be cynical it would appear that the prospect of a new school for Berwick is a drive to change the schooling system and one wonders of the council ever actually listen to the people! Whilst changes may be required for sustainability in the Berwick partnership , it is my opinion that these should be kept to a minimum to negate uncertainty and change for young people particularly in rural areas where the expectation to travel 40mins too and from school at age 11 will undoubtedly effect their well being</p>	<p>Berwick clearly has far too many first schools for the student numbers . These could be streamlined. With extra focus being placed on making positive change to the high school and creating favourable outcomes for children at the end of their schooling .</p>

<p>In what capacity are you responding to the consultation - Role</p>	<p>Having read the consultation document, do you think schools in the Berwick Partnership will be better able to deliver improved outcomes and safeguard their viability for future generations if they are organised within the current 3-tier (first/middle/high) structure or if they are reorganised to the 2-tier (primary/secondary) structure? - Tier</p>	<p>Please give the reasons for your answer below or state 'None' - Comment</p>	<p>Do you have an alternative option for school organisation in the Berwick Partnership that would address the issues outlined in this document that you would like us to consider?</p> <p>Please give your alternative option here or state 'None' - Comment</p>
		<p>and ability to participate in after school clubs and homework . The statistics show the real area for attention remains the high school !! I would favour the three tier system for my own child for the reasons made out .</p>	

<p>Parent/Carer of a pupil currently attending Hugh Joicey CE First</p>	<p>Three-tier (current structure, phase change at end of Year 4)</p>	<p>I am in whole hearted agreement to retain the 3 tier system for all of the reasons outlined in the National Middle Schools' forum listed above.</p> <p>Historically, Berwick Academy has been inspected as inadequate or failing in some way for many years. The most recent inspection has raised to requiring improvement. This is encouraging, but the long standing poor reputation of the school has been the single factor why pupil numbers in Berwick Academy have fallen. Every parent wants the best outcomes for their children and as Berwick Academy has been consistently poor for many years, parents have been drawn to Scottish school provisions and The Duchess Secondary school to try to achieve those better outcomes. Having only 67% of Berwick Partnership children attending the Academy is catastrophic in reality and, I feel, is the statistic that demands the greatest amount of attention and work from NCC.</p> <p>However, since the Duchess Secondary school has recently also been inspected as requiring improvement, I feel that neither school provisions are viable options to the young people of Northumberland. One could argue that The Duchess' transition to a secondary school has not been a great advert for the benefits of the two tier system in rural areas, when in pre transition inspections it performed a lot better.</p> <p>However, my personal view is that in both cases, the issue lies with how education is delivered in high school settings in North Northumberland and not just about the tier system. Clearly, in first, primary and middle schools the quality of education is of a very good standard, but NCC should place a huge amount of focus and analysis on improving the education for older children , thus improving their outcomes overall. As a parent, my trust and confidence needs to be much higher in both high school settings to be able to deliver excellent teaching and great opportunities. I actually shudder at the thought of the time coming to me when I have to chose a high school for my child, when the Ofsted reports of Berwick and Alnwick high schools are wholly unacceptable. I would certainly consider a private option to prevent my child being let down educationally.</p> <p>Huge investment is definitely required in Berwick, where pupils are required to travel huge distances to access extra support and/ or facilities which are far more readily available to other areas.</p> <p>It is like a chicken and egg situation to consider what comes</p>	<p>I would look to the first schools to see whether they could be streamlined further rather than looking at the older category children. There are a lot of first schools in the Berwick partnership.</p>
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first in Berwick, a new secondary school in a new two tier system where trust and confidence in what is being offered is still low, or providing a better provision as a high school that actually raises standards and in turn reputation and attainment, attracting all local pupils, before considering a change to two tier system in the future.

I believe middle schools are a better provision in rural areas due to the time children can remain in their local communities, easily accessing school without many of the issues they are faced with by going to a much larger secondary school. In the case of Wooler children, this would require them to make a daily 40 mile round trip on a school bus, on country roads, to get to and from school, before any homework has been even started. It also places the same children at a disadvantage when it comes to accessing after school clubs/provisions etc due to being bound by the same bus time tables. I am not sure many adults make daily 40 mile round trips to work themselves, so I feel it is a huge ask of such young children at a crucial stage of their development and a lot of wasted time, which could be used much more productively or creatively within their communities. There is a real risk those same children then become disconnected from the very communities they live in and move away as soon as they are able, thus compounding the highlighted NCC problem around maintaining numbers in rural areas and rural schools.

As a parent hugely concerned around the poor high school options, I'd be more inclined to keep my child at my local middle school, where they can offer a good education up to age 13, as opposed to sending my child, aged 11, to a poor performing secondary school. That just makes no sense to me at all. If NCC actually care about the standards of education provided to the children in this area, they would see that a three tier system is beneficial to rural areas and should be maintained. First schools achieve good scores as they are much smaller schools based in the heart of the estates within the Berwick area, making them far more accessible locally.

Berwick Academy, as school with a poor reputation locally and poor Ofsted inspections, it does not suddenly become an attractive school simply by changing the tier system, upgrading the building and adding more pupils. The improvement has to come at a more foundational level first. NCC need to invest in improving current standards now before bigger decisions are made over tiers.

In what capacity are you responding to the consultation - Role	Having read the consultation document, do you think schools in the Berwick Partnership will be better able to deliver improved outcomes and safeguard their viability for future generations if they are organised within the current 3-tier (first/middle/high) structure or if they are reorganised to the 2-tier (primary/secondary) structure? - Tier	Please give the reasons for your answer below or state 'None' - Comment	Do you have an alternative option for school organisation in the Berwick Partnership that would address the issues outlined in this document that you would like us to consider? Please give your alternative option here or state 'None' - Comment
Parent/Carer of a pupil currently attending Berwick Academy	Three-tier (current structure, phase change at end of Year 4)	Too many kids get lost in the system as it is. Moving to a 2 tier system will make this slot worse.	We need a new bigger Grove school we have so many children with needs having to travel to schools further away adding more stress to the child and family. The Grove school is amazing and they need more space so that the children can have more space inside and outside with more outdoor learning space with grass and space to explore. Change the academy back to a high school the school are letting down so many children.
Parent/Carer of a pupil currently attending The Grove	Three-tier (current structure, phase change at end of Year 4)	None	A bigger SEN provision Get rid of the academy and make it back into a high school
Parent/Carer of a pupil currently attending Belford Primary	Two-tier (primary/secondary structure, phase change at end of Year 6)	Changing school at the end of a key stage will allow teachers to plan appropriate schemes of work to help students make as much progress as possible rather than pupils moving between schools during key stages and this disrupting their education as they try to settle into a new school.	None
Staff Member of Berwick Academy	Two-tier (primary/secondary structure, phase change at end of Year 6)	Improve outcomes – GCSE are the result of an 11-year education system – every year matters. Over concentration on pastoral care disadvantages students especially the more able Financial stability – a two tier systems can 'cope' with fluctuating birth rates. There is a falling birth rate in Berwick and wider Berwick community	None

In what capacity are you responding to the consultation - Role	Having read the consultation document, do you think schools in the Berwick Partnership will be better able to deliver improved outcomes and safeguard their viability for future generations if they are organised within the current 3-tier (first/middle/high) structure or if they are reorganised to the 2-tier (primary/secondary) structure? - Tier	Please give the reasons for your answer below or state 'None' - Comment	Do you have an alternative option for school organisation in the Berwick Partnership that would address the issues outlined in this document that you would like us to consider? Please give your alternative option here or state 'None' - Comment
		Trusted relationships with students and parents and developing educational maturity	
Staff Member of Hugh Joicey CE First	DON'T KNOW	None	None
Staff Member of Glendale Middle	Two-tier (primary/secondary) structure, phase change at end of Year 6)	I feel we are left with no choice. Because the Alnwick partnership (The Duchess High School specifically) has repeatedly refused children to join them at the end of Y8 we are seeing an exodus of pupils at the end of Y6 meaning we are faced with no option but to change. This has made it incredibly difficult for us to manage staffing etc. Two of our best teachers are leaving at the end of this year because of job security worries for the future. I also have been forced to look for jobs elsewhere due to the uncertainty of all of this. I am a primary trained / Geography specialist and I'm incredibly worried for the future. The middle school model is brilliant however, we feel we are left with no choice.	Glendale Middle School could become a part of the Alnwick Partnership and become a Primary School, this would create security for children and staff alike.

In what capacity are you responding to the consultation - Role	Having read the consultation document, do you think schools in the Berwick Partnership will be better able to deliver improved outcomes and safeguard their viability for future generations if they are organised within the current 3-tier (first/middle/high) structure or if they are reorganised to the 2-tier (primary/secondary) structure? - Tier	Please give the reasons for your answer below or state 'None' - Comment	Do you have an alternative option for school organisation in the Berwick Partnership that would address the issues outlined in this document that you would like us to consider? Please give your alternative option here or state 'None' - Comment
Parent/Carer of a pupil currently attending Belford Primary	Two-tier (primary/secondary structure, phase change at end of Year 6)	Allows more time to settle into a secondary school before having to choose options May increase the attendance May improve the Berwick High School (Stop it being an Academy)	None
Other – please state	DON'T KNOW	I have mixed views after attending a school myself within the two-tier system in Yorkshire where my nearest high school was only a short bus ride away and then moving to Northumberland and my children being within a three-tier system. We live very rural and the distance from Wooler to any high school, makes the school day extremely long even for a child going at 13 years old. There's also a lack of choice of education at present for children 11 years and older with some schools already being two-tier!	None
Parent/Carer of a pupil currently attending St Mary's CE First	Two-tier (primary/secondary structure, phase change at end of Year 6)	Two tier is a better system, reducing the need for multiple transitions, providing a better, more stable structure and system for the children to learn and grow within. 2 tier will allow this area to come into line with all surrounding areas including those schools across the border, keeping things simpler and more efficient for the long term.	None

<p>In what capacity are you responding to the consultation - Role</p>	<p>Having read the consultation document, do you think schools in the Berwick Partnership will be better able to deliver improved outcomes and safeguard their viability for future generations if they are organised within the current 3-tier (first/middle/high) structure or if they are reorganised to the 2-tier (primary/secondary) structure? - Tier</p>	<p>Please give the reasons for your answer below or state 'None' - Comment</p>	<p>Do you have an alternative option for school organisation in the Berwick Partnership that would address the issues outlined in this document that you would like us to consider?</p> <p>Please give your alternative option here or state 'None' - Comment</p>
<p>Parent/Carer of a pupil currently attending The Grove</p>	<p>Three-tier (current structure, phase change at end of Year 4)</p>	<p>concerned that the number of children in the Academy will become too high to allow for every child to feel safe and heard, especially for children who live rurally and havent been used to busy, big schools. sad to think that the middle school buildings will sit empty for years to come and become eye sores in the town. where will the school staff members work if the middle schools are closed? can the current first school buildings accommodate 2 extra year groups or will they become crowded? I wouldnt have wanted my son to go to high school at the tender age of 11. Its too young. Middle school provides that wonderful middle stage for the children before going to high school and being around much older children.</p>	<p>If the condition of the Academy improved, both physically and academically, more parents will want to send their child there rather than Eyemouth, Alnwick or Longridge. If there were more options for children with SEND nearer to Berwick, less children would have to travel distances to a school that suits their needs. The Grove school is a fantastic school but too small to suit all the needs of children living within the Berwick Partnership who need a specialist school education rather than mainstream school.</p>

<p>In what capacity are you responding to the consultation - Role</p>	<p>Having read the consultation document, do you think schools in the Berwick Partnership will be better able to deliver improved outcomes and safeguard their viability for future generations if they are organised within the current 3-tier (first/middle/high) structure or if they are reorganised to the 2-tier (primary/secondary) structure? - Tier</p>	<p>Please give the reasons for your answer below or state 'None' - Comment</p>	<p>Do you have an alternative option for school organisation in the Berwick Partnership that would address the issues outlined in this document that you would like us to consider?</p> <p>Please give your alternative option here or state 'None' - Comment</p>
<p>Other – please state</p>	<p>DON'T KNOW</p>	<p>At present I would not feel comfortable sending an 11 year old to Berwick Academy The school needs a drastic over haul with some discipline reinstated, I drive a school bus for the council for Academy pupils and where the kids on my bus are super some of the sights I see pouring out of that school, smoking / vaping on school property without a member of staff in sight is appalling. Some of the students look like they've been to a night club rather than an educational setting, it's disgusting. Keeping my daughter at Middle School (now year 7, year 8 in September) was purely to reduce the time she'd need to spend at Berwick academy. It's about time we had a system that separates the wheat from the chaff instead of one school fits all thus permitting / allowing students with actually no intention of learning / being educated ruining it for the ones that do want to achieve. Streamed education, entrance exams etc is the only way to sort out this problem.</p>	<p>Yes, as I stated above. An entrance exam to secondary education, thus sorting the wheat from the chaff. Many parents are now choosing Longridge because they have no faith in Berwick Academy. Many of these parents would never have considered this path if the academy had got its act together and started actually having an authority over these disruptive students.</p>

In what capacity are you responding to the consultation - Role	Having read the consultation document, do you think schools in the Berwick Partnership will be better able to deliver improved outcomes and safeguard their viability for future generations if they are organised within the current 3-tier (first/middle/high) structure or if they are reorganised to the 2-tier (primary/secondary) structure? - Tier	Please give the reasons for your answer below or state 'None' - Comment	Do you have an alternative option for school organisation in the Berwick Partnership that would address the issues outlined in this document that you would like us to consider? Please give your alternative option here or state 'None' - Comment
Parent/Carer of a pupil currently attending Wooler First	Three-tier (current structure, phase change at end of Year 4)	<p>If 2 tier is adopted the youngest high school children from our area would be spending 2+ hours a day on the school bus. During this time they are exposed to all sorts of behaviour, unpoliced by anyone. Complaints of bad behaviour on the bus are usually pushed aside by the schools, the the perp's parents are seldom bothered either.</p> <p>If a 2 tier system is adopted, there should be separate buses for the youngest children to protect them from being exposed to increasingly poor examples being set by a minority of older pupils. The majority of bullying etc. that occurs around the school environment is out of class hours, so imagine the amount that occurs on a bus for 2 hours a day.</p> <p>We have a daughter who is 15yrs old. We kept her at glendale middle for the full 3 tier middle school term knowing the risk of her losing a place at Alnwick as a result, mainly for the reason set out above.</p> <p>The bus situation for the youngest children should be taken seriously with regard to their safety and wellbeing.</p>	None
Parent/Carer of a pupil currently attending Glendale Middle	DON'T KNOW	None	None

In what capacity are you responding to the consultation - Role	Having read the consultation document, do you think schools in the Berwick Partnership will be better able to deliver improved outcomes and safeguard their viability for future generations if they are organised within the current 3-tier (first/middle/high) structure or if they are reorganised to the 2-tier (primary/secondary) structure? - Tier	Please give the reasons for your answer below or state 'None' - Comment	Do you have an alternative option for school organisation in the Berwick Partnership that would address the issues outlined in this document that you would like us to consider? Please give your alternative option here or state 'None' - Comment
Resident/member of the community living in the Berwick Partnership	Two-tier (primary/secondary structure, phase change at end of Year 6)	More likely to provide a good run into GCSEs than 3 tier which involves too much upheaval just prior to subject choices and stepping up the gears at start of yr10. Also more likely to be attractive to teachers from outside the area to come in.	I would strongly advocate weaker pupil choice to attend Alnwick is strengthened not removed. The underperformance in Berwick cannot be attributed to pupil choice.
Staff Member of Glendale Middle	Three-tier (current structure, phase change at end of Year 4)	Middle school is a good stepping stone for children's development	Upgrade all schools in the partnership - new high school, a single middle school in Berwick, upgrade Glendale and streamline first school provision.
Parent/Carer of a pupil currently attending Wooler First	Three-tier (current structure, phase change at end of Year 4)	Travelling to Berwick or Alnwick everyday won't work for all children	None
Resident/member of the community living outside of the Berwick Partnership	Two-tier (primary/secondary structure, phase change at end of Year 6)	None	None
Other – please state	Two-tier (primary/secondary structure, phase change at end of Year 6)	None	None

In what capacity are you responding to the consultation - Role	Having read the consultation document, do you think schools in the Berwick Partnership will be better able to deliver improved outcomes and safeguard their viability for future generations if they are organised within the current 3-tier (first/middle/high) structure or if they are reorganised to the 2-tier (primary/secondary) structure? - Tier	Please give the reasons for your answer below or state 'None' - Comment	Do you have an alternative option for school organisation in the Berwick Partnership that would address the issues outlined in this document that you would like us to consider? Please give your alternative option here or state 'None' - Comment
Governor of Hugh Joicey CE First	Two-tier (primary/secondary structure, phase change at end of Year 6)	Key Stage 2 is split between first and middle but results are held against the middle school. It seems logical that one school looks after this phase and can have more control to help. Its too fractured for an end to end journey. This then repeats for Key Stage 3. If the Academy is the long term goal for all children to go to, then this aspect needs addresses to help.	None
Parent/Carer of a pupil currently attending Glendale Middle	Three-tier (current structure, phase change at end of Year 4)	I believe that the 3 tier system is better suited to children living in the rural areas and helps them to fit in within the community, become independent and have firm friendships within the area. I was brought up in the 3 tier system and it has done me no harm and I was supported by a very good teachers. I also think that if the 3 tier system was to become definite that a lot of the teachers would feel more secure in their jobs and therefore potentially stay at that school for a number of years.	None

<p>In what capacity are you responding to the consultation - Role</p>	<p>Having read the consultation document, do you think schools in the Berwick Partnership will be better able to deliver improved outcomes and safeguard their viability for future generations if they are organised within the current 3-tier (first/middle/high) structure or if they are reorganised to the 2-tier (primary/secondary) structure? - Tier</p>	<p>Please give the reasons for your answer below or state 'None' - Comment</p>	<p>Do you have an alternative option for school organisation in the Berwick Partnership that would address the issues outlined in this document that you would like us to consider?</p> <p>Please give your alternative option here or state 'None' - Comment</p>
<p>Parent/Carer of a pupil currently attending The Grove</p>	<p>Two-tier (primary/secondary structure, phase change at end of Year 6)</p>	<p>A two-tier arrangement would mean less change for children, more time to allow staff to build understanding of pupils individual needs and a more settled and familiar environment for the children. Most catchment areas are now two-tier so it makes sense for Berwick to follow suit.</p>	<p>In the event of Berwick going two-tier it would make great sense to use one of the vacant middle school buildings to provide a bigger setting for the Grove School. Considering that the Grove is the only special school in Berwick (the next nearest being in Alnwick, some 32 miles away) it is shocking that it is not big enough to accommodate the children who would benefit attending it. Our son is very fortunate to attend the Grove. However, the school has been at capacity for many years and will continue to be so for ever more unless a new building is provided. There is an extortionate amount of money spent on transporting children with special needs in the Berwick partnership to schools outside of the area and sometimes completely out of the county! These amazing children should not be expected to travel so far from home to access the placement they need it is simply unacceptable, unfair and considerably lacking in inclusiveness and equality. The Grove school building is no longer fit for purpose. There is no real outdoor space, parking is very limited and the building does not provide enough room for proper wheelchair access. The staff are incredible but they are limited as to what they can achieve in the building and grounds that they currently work in.</p>

In what capacity are you responding to the consultation - Role	Having read the consultation document, do you think schools in the Berwick Partnership will be better able to deliver improved outcomes and safeguard their viability for future generations if they are organised within the current 3-tier (first/middle/high) structure or if they are reorganised to the 2-tier (primary/secondary) structure? - Tier	Please give the reasons for your answer below or state 'None' - Comment	Do you have an alternative option for school organisation in the Berwick Partnership that would address the issues outlined in this document that you would like us to consider? Please give your alternative option here or state 'None' - Comment
Staff Member of Berwick Middle	Three-tier (current structure, phase change at end of Year 4)	<p>I feel the children when they leave year 8 after being at middle school for 4 years are ready both mentally and physically to take on High School. They have had the nurture and guidance needed to take on the next chapter of there education.</p> <p>As a parent of 3 children who have been through the 3 tier system and myself completing a 2 tier system a 3 tier is so much more supportive for the pupils.</p> <p>I feel there is more support in first schools and middle school for students to explore there options before having to decide on big decisions, having a year at the Academy also gives them the breathing space to explore subjects they don't have at first and middle schools before choosing there options.</p>	no but do feel changing the system to 2 tiers wont solve anything just make things worse
Staff Member of Tweedmouth Middle	Three-tier (current structure, phase change at end of Year 4)	The current system works well both educationally and pastorally. I don't believe that changing this to two tier will work better.	Berwick academy should go back to the Local Authority to hopefully improve. In so doing children will not be transferring to Scottish schools or private schools at the end of year 8. First schools do not have the capacity to house further year groups locally. Children at the end of year 4 are ready to move to Middle School which provides a fantastic pastoral/nuturing environment for them.
Parent/Carer of a pupil currently attending	Three-tier (current structure, phase change at end of Year 4)	I don't believe there is anything wrong with the three-tier structure as it is at the moment. I went to these schools and had a great education and believe my kids will also.	None

<p>In what capacity are you responding to the consultation - Role</p>	<p>Having read the consultation document, do you think schools in the Berwick Partnership will be better able to deliver improved outcomes and safeguard their viability for future generations if they are organised within the current 3-tier (first/middle/high) structure or if they are reorganised to the 2-tier (primary/secondary) structure? - Tier</p>	<p>Please give the reasons for your answer below or state 'None' - Comment</p>	<p>Do you have an alternative option for school organisation in the Berwick Partnership that would address the issues outlined in this document that you would like us to consider?</p> <p>Please give your alternative option here or state 'None' - Comment</p>
<p>Tweedmouth Prior Park First</p>			
<p>Parent/Carer of a pupil currently attending Tweedmouth Middle</p>	<p>Three-tier (current structure, phase change at end of Year 4)</p>	<p>Schools in Berwick are part of a successful 3-tier system, we have Ofsted rated good and outstanding middle schools, therefore why change something that is working.</p> <p>As a parent I like the idea of my child to be kept in a middle school environment, nurturing and safe, allowing my daughter to go to 2 tier worried me about her growing up too fast, seeing and hearing things when she isn't ready. I have spoken to friends in a two tier and their children are introduced to more grown up environment.</p>	<p>Fix what we have.</p> <p>New academy and Grove school. Invest the money where it is needed. Why fix something that isn't broken.</p>

<p>In what capacity are you responding to the consultation - Role</p>	<p>Having read the consultation document, do you think schools in the Berwick Partnership will be better able to deliver improved outcomes and safeguard their viability for future generations if they are organised within the current 3-tier (first/middle/high) structure or if they are reorganised to the 2-tier (primary/secondary) structure? - Tier</p>	<p>Please give the reasons for your answer below or state 'None' - Comment</p>	<p>Do you have an alternative option for school organisation in the Berwick Partnership that would address the issues outlined in this document that you would like us to consider?</p> <p>Please give your alternative option here or state 'None' - Comment</p>
<p>Governor of Berwick Academy</p>	<p>Two-tier (primary/secondary structure, phase change at end of Year 6)</p>	<p>1. School age ranges would match the national curriculum Key Stages 2. During a recent School, Governor visit to Berwick Academy and a chance to hear students in year 9's views on the transition to the High School (that year); whilst pupils were very excited by the additional range of teaching available, music, science, metalwork (ADT) etc, when asked if they would prefer to start at the High School earlier (i.e. Yr7-8). The pupils unanimously said 'NO'. The rationale however, was skewed from a child's perspective, on the basis that having worked hard in primary completing SATS etc, they were grateful for the opportunity to 'slow down' ('Coast') whilst at Middle School and have some of the pressure from Primary School removed. So that they could just take the time to 'enjoy' themselves rather than, worry about being 'pushed' at Middle School. The answer indicated that the pupils felt that 'in effect' they were treating the middle school as a 'holiday' period before joining the high School. Whilst I can understand the pupils point of view as a child. As a parent I am horrified that children are being let down by a system that does not prepare them for life at the High School and arguably, for later life as an adult, where they will be expected to perform.</p>	<p>None</p>

In what capacity are you responding to the consultation - Role	Having read the consultation document, do you think schools in the Berwick Partnership will be better able to deliver improved outcomes and safeguard their viability for future generations if they are organised within the current 3-tier (first/middle/high) structure or if they are reorganised to the 2-tier (primary/secondary) structure? - Tier	Please give the reasons for your answer below or state 'None' - Comment	Do you have an alternative option for school organisation in the Berwick Partnership that would address the issues outlined in this document that you would like us to consider? Please give your alternative option here or state 'None' - Comment
Parent/Carer of a pupil currently attending Hugh Joicey CE First	Two-tier (primary/secondary structure, phase change at end of Year 6)	I wish for my child to remain at his current school until year 6 as he is settled there	None
Other – please state	Two-tier (primary/secondary structure, phase change at end of Year 6)	Fiscal mandate and better use of resources Demographic considerations Investment in new facilities Demonstrative evidence in loss of 3 Tier from 1800+ to 107 Model doesn't fit current continuous professional development for teachers	None
Parent/Carer of a pupil currently attending Berwick Academy	Two-tier (primary/secondary structure, phase change at end of Year 6)	I feel that a two tier system makes more sense - three tier systems are completely outdated; there are very few areas that still operate as a three tier system and that speaks for itself. There is loads of evidence that shows students will improve in their studies a lot quicker and will have a lot more support in a two tier system. For one, this change will give students more time to think about their GCSE options and more of an opportunity to try different subjects before they decide. It will also have a huge impact on the students' educational maturity which in turn, will improve behaviour drastically. Furthermore, it will improve the relationships schools have with parents/guardians as well as student/teacher relationships	None

In what capacity are you responding to the consultation - Role	Having read the consultation document, do you think schools in the Berwick Partnership will be better able to deliver improved outcomes and safeguard their viability for future generations if they are organised within the current 3-tier (first/middle/high) structure or if they are reorganised to the 2-tier (primary/secondary) structure? - Tier	Please give the reasons for your answer below or state 'None' - Comment	Do you have an alternative option for school organisation in the Berwick Partnership that would address the issues outlined in this document that you would like us to consider? Please give your alternative option here or state 'None' - Comment
Parent/Carer of a pupil currently attending Norham St Ceolwulfs CE First	Two-tier (primary/secondary structure, phase change at end of Year 6)	As I feel less moves and disruption to the daily routine. This gives them more time to concentrate on the education. And less time try to find there way around a new school with new teachers and a Chang in the friends / environment.	I feel the children can be assessed at a earlier age and helped as required to give them chance to find a way to learn in their own way to cause less stress and anxiety as they go through the stages of learning. And also use more of what they are good at and incorporate it in to what the struggle with to encourage them to keep trying.
Parent/Carer of a pupil currently attending Holy Trinity CE First	Three-tier (current structure, phase change at end of Year 4)	Middle schools offer better pastoral care. Berwick Academy requires improvement	None
Parent/Carer of a pupil currently attending Holy Trinity CE First	Three-tier (current structure, phase change at end of Year 4)	Primary schools are not big enough to support more year groups. Middle school provides more options for pupils especially with extra cuticular activities. Not so daunting transition when moving to high school	None
Parent/Carer of a pupil currently attending Belford Primary	Two-tier (primary/secondary structure, phase change at end of Year 6)	None	None
Parent/Carer of a pupil currently attending Belford Primary	DON'T KNOW	None	Duchess High School

In what capacity are you responding to the consultation - Role	Having read the consultation document, do you think schools in the Berwick Partnership will be better able to deliver improved outcomes and safeguard their viability for future generations if they are organised within the current 3-tier (first/middle/high) structure or if they are reorganised to the 2-tier (primary/secondary) structure? - Tier	Please give the reasons for your answer below or state 'None' - Comment	Do you have an alternative option for school organisation in the Berwick Partnership that would address the issues outlined in this document that you would like us to consider? Please give your alternative option here or state 'None' - Comment
Parent/Carer of a pupil currently attending Berwick Academy	Three-tier (current structure, phase change at end of Year 4)	None	None
Parent/Carer of a pupil currently attending Belford Primary	Two-tier (primary/secondary structure, phase change at end of Year 6)	None	None
Parent/Carer of a pupil currently attending Belford Primary	DON'T KNOW	None	None
Resident/member of the community living in the Berwick Partnership	Three-tier (current structure, phase change at end of Year 4)	I think that learning is more concentrated at the years in each tier rather than having loads of years in one location. Plus there's less risk of having older children with younger children bullying etc.	None
Parent/Carer of a pupil currently attending Belford Primary	Two-tier (primary/secondary structure, phase change at end of Year 6)	none	none

In what capacity are you responding to the consultation - Role	Having read the consultation document, do you think schools in the Berwick Partnership will be better able to deliver improved outcomes and safeguard their viability for future generations if they are organised within the current 3-tier (first/middle/high) structure or if they are reorganised to the 2-tier (primary/secondary) structure? - Tier	Please give the reasons for your answer below or state 'None' - Comment	Do you have an alternative option for school organisation in the Berwick Partnership that would address the issues outlined in this document that you would like us to consider? Please give your alternative option here or state 'None' - Comment
Parent/Carer of a pupil currently attending Belford Primary	Two-tier (primary/secondary structure, phase change at end of Year 6)	Alignment with national curriculum and other local schools	None
Parent/Carer of a pupil currently attending Norham St Ceolwulfs CE First	Two-tier (primary/secondary structure, phase change at end of Year 6)	I believe in these times it's far better for children to remain in their first school for primary school and cut middle school out. As someone who went to a two tier system I don't believe a middle school is warranted. Our children should build and maintain those relationships in the first precious years of education instead of settling them then moving them on to middle school - it forces them to grow up quicker as well. Let them be children.	None
Other – please state	Three-tier (current structure, phase change at end of Year 4)	The school system work for berwick there is good safeguarding good are children and schools work hard to keep Ofsted good. The children that move schools from first to middle and then high the transition s are great for the children they do lovely activities to meet new children from the schools. The schools and classes are also not over crowded the children can get the best support from class teachers and support staff in schools.	None

In what capacity are you responding to the consultation - Role	Having read the consultation document, do you think schools in the Berwick Partnership will be better able to deliver improved outcomes and safeguard their viability for future generations if they are organised within the current 3-tier (first/middle/high) structure or if they are reorganised to the 2-tier (primary/secondary) structure? - Tier	Please give the reasons for your answer below or state 'None' - Comment	Do you have an alternative option for school organisation in the Berwick Partnership that would address the issues outlined in this document that you would like us to consider? Please give your alternative option here or state 'None' - Comment
Parent/Carer of a pupil currently attending Tweedmouth Prior Park First	Three-tier (current structure, phase change at end of Year 4)	I know from personal experience how moving to Middle school allows children the time for "independence, time to grow up slower, allows them time to adjust to changes within the school environments. It also allows them more interaction with teachers. Rather than an extra 2 years with much much younger children they don't develop the same independence and responsibilities they go from playing with dollies and believing in santa to having to go to high school and being bullied or called childish for being not as grown up, more emotionally together, not knowing how to do stuff. It doesn't allow them time to understand what is expected. They go from having play time with younger children to needing to fit into friend groups and if you don't tough. The 3 tiers allows our children the correct time to mentally prepare for high school it also allows them to mix with other school settings before all joining once after a 6 week break.	I do feel some schools require extra support and help to improve. However could we not use days where teachers visit other classes to see how they do stuff or have an area that teachers can talk to one another for help on what works best and what doesn't. We also need to get much hotter with senco! A lot of children referrals take years not months and parents do not have the correct support set up. (Not the Grove school) I know we have choices for growth but not many people know of the fab work they do.
Parent/Carer of a pupil currently attending Lowick First	Two-tier (primary/secondary structure, phase change at end of Year 6)	I believe children transitioning schools once would be better than the two times in three-tier education. I would prefer my children to stay in their current first school (as a primary school) longer as they would benefit from the small school environment. We live in Belford and the day would be a lot longer for them to travel to Berwick/Alnwick at a young age.	None

In what capacity are you responding to the consultation - Role	Having read the consultation document, do you think schools in the Berwick Partnership will be better able to deliver improved outcomes and safeguard their viability for future generations if they are organised within the current 3-tier (first/middle/high) structure or if they are reorganised to the 2-tier (primary/secondary) structure? - Tier	Please give the reasons for your answer below or state 'None' - Comment	Do you have an alternative option for school organisation in the Berwick Partnership that would address the issues outlined in this document that you would like us to consider? Please give your alternative option here or state 'None' - Comment
Parent/Carer of a pupil currently attending Belford Primary	Two-tier (primary/secondary structure, phase change at end of Year 6)	2 Tier aligns with the majority of the UK and only involves one disruptive change of school (rather than 2 disruptions). Furthermore, although children arrive at the final tier stage (likely needing to travel) at a younger age, it has the advantage of them having extra time to adjust and adapt to the final tier environment before the extra pressure of GCSEs etc. They also get to know the teachers for longer before having to choose their options.	None
Parent/Carer of pupil/student in another school in Northumberland	Three-tier (current structure, phase change at end of Year 4)	None	None
Parent/Carer of a pupil currently attending Belford Primary	Two-tier (primary/secondary structure, phase change at end of Year 6)	Year 6 is a better age for the children to complete only one transition	None

<p>Parent/Carer of a pupil currently attending St Cuthbert's RC First</p>	<p>Two-tier (primary/secondary structure, phase change at end of Year 6)</p>	<p>There are three reasons that I believe that Berwick Schools Partnership should move to the 2 tier system. These are improved educational, social and emotional and spiritual outcomes for children and young people.</p> <p>1) EDUCATIONAL ATTAINMENT The 2 tier structure is nationally recognised as the best model as it moves children to coincide with key stages of curriculum change. I believe a 2 tier model would allow my children to have the best possible educational outcomes. Currently, children move to the Academy in year 9, which gives the teachers there only one year to get to know them, assess their attainment levels, identify areas that the children require support in, and address any behavioural issues, before the children start their GCSE curriculum in year 10. If secondary school teachers were able to teach the children from year 7, they would have three years, not one, to work through those foundational areas so that children thrive academically, socially and emotionally as they process through the school. At present it seems that children do well up to the point of entering the Academy. I do not believe this lowering of standards is because the teachers are not trying their best or that the children suddenly become out of control. There is something much more fundamental going on (the 3 tier system) that is not working, and must be changed.</p> <p>2) SOCIAL/EMOTIONAL DEVELOPMENT Secondly, I do not think that socially or emotionally children are ready at age 9 to go to a school with children who are age 12 and 13. Children are not old enough at this age to manage the complexities that mixing with older children creates. When children move to Middle School, issues of bullying, mobile phone usage, exposure to inappropriate media from older peers, and peer pressure intensifies before children are emotionally mature enough to deal with them. By delaying the transition to age 11, children have two more years to mature in the smaller, safer and more nurturing environment of a primary school before mixing with young people who are much older than they are.</p> <p>3) SPIRITUAL DEVELOPMENT As Christians, we prize the education our girls receive at St Cuthbert's First School. Faith in God, prayer and living our lives as followers of Jesus is who we are as parents, and is what we base our family life on. Therefore we count ourselves hugely privileged to have the opportunity for our children to be educated in a similar framework of beliefs and values, so that they are encouraged in their faith journey and</p>	<p>When I went to Secondary School, the school had a split site. Years 7 and 8 were in one site and years 9-13 were in another. Teachers drove between sites to deliver the curriculum to the entire school. I found this was a really good way to make the transition from being in a small rural school in year 6, to being one of 200 per year group in my secondary school as I had to co-exist with 'just' 400 pupils over the two year groups of year 7 and 8, rather than the entire school of 1,300 pupils! The 'lower school' site was an older building whereas the 'upper school' site was a modern building with much better facilities. This model could be adopted in the Berwick Partnership Schools, using Tweedmouth Middle School for years 7-8, and building a new school to replace Berwick Academy for years 9-13. That way the children would not only remain in Primary school for two more years, but they would also maintain the advantages (that they currently enjoy in the Middle School) of a smaller, safer and more nurturing environment in the lower years, before moving to the larger site for older pupils; all within a 2 tier system.</p>
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		<p>have friends who understand and respect their identity as Christians. We would dearly love for our daughters to have the opportunity to remain in St. Cuthbert's during the key stage of their development from age 9-11. We believe this would better prepare them to take on the social, emotional and spiritual challenges of adolescence as they would be more confident in their beliefs and values and thus less threatened by and better prepared to understand/question others.</p>	
Councillor of Wooler Parish Council	Two-tier (primary/secondary structure, phase change at end of Year 6)	National curriculum is set up for 2 tier, Berwick Partnership is only area still 3 tier.	Turn Glendale Middle into a High School, changing boundaries would lessen the demand on Berwick Academy and Alnwick High School. This would produce competition which should make schools improve their standards.
Parent/Carer of a pupil currently attending Lowick First	DON'T KNOW	None	None

In what capacity are you responding to the consultation - Role	Having read the consultation document, do you think schools in the Berwick Partnership will be better able to deliver improved outcomes and safeguard their viability for future generations if they are organised within the current 3-tier (first/middle/high) structure or if they are reorganised to the 2-tier (primary/secondary) structure? - Tier	Please give the reasons for your answer below or state 'None' - Comment	Do you have an alternative option for school organisation in the Berwick Partnership that would address the issues outlined in this document that you would like us to consider? Please give your alternative option here or state 'None' - Comment
Parent/Carer of pupil/student in another school in Northumberland	Two-tier (primary/secondary structure, phase change at end of Year 6)	Being a secondary school teacher I prefer teaching from year 7. Students are more pliable and open to learning as well as more open to forming new friendship groups. Specialisation earlier.	Reorganization of jobs is a big issue - think it could be handled differently. and very sensitively.
Parent/Carer of a pupil currently attending Hugh Joicey CE First	Two-tier (primary/secondary structure, phase change at end of Year 6)	The move to middle school for the sake of a couple of years seems unnecessary and disruptive to education and children's wellbeing. Also having read the document, the way the current Key Stages and curriculum are laid out across the school years clearly results in a lack of continuity to learning for children.	None
Governor of Belford Primary	Two-tier (primary/secondary structure, phase change at end of Year 6)	A two-tier arrangement will provide better continuity within and across the key stages, will improve recruitment and retention of staff, especially in the secondary phase, and ensure that the schools are more viable than they are under the current system. There will also be the opportunity to reduce surplus places. Three years as a primary school have been a very positive experience for us.	None, other than the details set out below.
Parent/Carer of a pupil currently attending Spittal First	Three-tier (current structure, phase change at end of Year 4)	The consultation documents states that, on average, academic outcomes for secondary school and high schools are similar. It also says that the nurturing environment of a small middle school is beneficial to children. There seems to be no reason to change to a two-tier system.	Should we revert back to the infant, junior, secondary model?

In what capacity are you responding to the consultation - Role	Having read the consultation document, do you think schools in the Berwick Partnership will be better able to deliver improved outcomes and safeguard their viability for future generations if they are organised within the current 3-tier (first/middle/high) structure or if they are reorganised to the 2-tier (primary/secondary) structure? - Tier	Please give the reasons for your answer below or state 'None' - Comment	Do you have an alternative option for school organisation in the Berwick Partnership that would address the issues outlined in this document that you would like us to consider? Please give your alternative option here or state 'None' - Comment
Staff Member of Tweedmouth Middle	Three-tier (current structure, phase change at end of Year 4)	<p>I feel as Middle school we are able to get to know all our children really well able to help them grow and develop as we know their individuals needs and we can nurture them during a very important time int heir education.</p> <p>I worry that the more children and wider age range of children we wont be able to give as much attention to each child and give them the individual care that is needed.</p> <p>I also feel that we are able to offer extra curricular activities that are based for our children and able to offer a lot more than we could if we were in a 2 tier system.</p> <p>I also feel that the children are able to stay children for longer and to mixing with older children and hearing things that they shouldn't be subjected to at their early age.</p>	none
Student/Pupil of Berwick Middle	Three-tier (current structure, phase change at end of Year 4)	I think we are ready for a change after 4 years in a school. I think before any changes are made the academy needs to improve results to at least average before you add any more year groups.	No

In what capacity are you responding to the consultation - Role	Having read the consultation document, do you think schools in the Berwick Partnership will be better able to deliver improved outcomes and safeguard their viability for future generations if they are organised within the current 3-tier (first/middle/high) structure or if they are reorganised to the 2-tier (primary/secondary) structure? - Tier	Please give the reasons for your answer below or state 'None' - Comment	Do you have an alternative option for school organisation in the Berwick Partnership that would address the issues outlined in this document that you would like us to consider? Please give your alternative option here or state 'None' - Comment
Parent/Carer of a pupil currently attending Scremerston First	DON'T KNOW	<p>Thus far I have no information to indicate what a two tier and three tier system will look like.</p> <p>For example would three tier mean maintaining the status quo or would schools close, would there be one or two big first schools? The same number of middle schools? Similarly would two tier mean all the first schools convert to primary and remain open, would they close? How many would remain open? Would the secondary school remain under the same leadership?</p> <p>Special needs provision is not clearly outlined under either system.</p> <p>My overwhelming feeling is secondary provision needs to improve dramatically and special needs provision developed so The Grove is bigger and children aren't travelling so far to have needs met that can't be met by partnership schools or The Grove.</p>	The Academy being led by a proven leadership team with demonstrated capacity for improvement
Parent/Carer of a pupil currently attending Tweedmouth Middle	Three-tier (current structure, phase change at end of Year 4)	I believe smaller school sizes promotes individuality and allows staff to target areas of improvement easier than larger schools.	None.

In what capacity are you responding to the consultation - Role	Having read the consultation document, do you think schools in the Berwick Partnership will be better able to deliver improved outcomes and safeguard their viability for future generations if they are organised within the current 3-tier (first/middle/high) structure or if they are reorganised to the 2-tier (primary/secondary) structure? - Tier	Please give the reasons for your answer below or state 'None' - Comment	Do you have an alternative option for school organisation in the Berwick Partnership that would address the issues outlined in this document that you would like us to consider? Please give your alternative option here or state 'None' - Comment
Parent/Carer of a pupil currently attending Spittal First	Three-tier (current structure, phase change at end of Year 4)	Standard of teaching is higher in middle school the structure I believe allows for teachers to spend more time with pupils and develop their learning on an individual basis. Facilities are much better. Also their is a huge leap for primary school setting to a high school which can cause anxiety a child is at their most important stage of development both physically and mentally.	None
Parent/Carer of a pupil currently attending Tweedmouth Middle	Three-tier (current structure, phase change at end of Year 4)	The current middle schools are both rated "Good" by ofsted. The academy hasn't had a hood rating since it became an Academy. There's a systemic failure within the academy system.	Leave things as they are.
Staff Member of Tweedmouth Middle	Three-tier (current structure, phase change at end of Year 4)	The outcomes in middle schools exceed those in primary/ secondary schools. The enrichment opportunities in middle schools exceed 1st schools due to the mix of ks2 specialists and ks3 subject specialists. The middle schools are thriving in Berwick. The change to 2 tier in Alnwick has not proved successful.	None.

In what capacity are you responding to the consultation - Role	Having read the consultation document, do you think schools in the Berwick Partnership will be better able to deliver improved outcomes and safeguard their viability for future generations if they are organised within the current 3-tier (first/middle/high) structure or if they are reorganised to the 2-tier (primary/secondary) structure? - Tier	Please give the reasons for your answer below or state 'None' - Comment	Do you have an alternative option for school organisation in the Berwick Partnership that would address the issues outlined in this document that you would like us to consider? Please give your alternative option here or state 'None' - Comment
Staff Member of Berwick Academy	Two-tier (primary/secondary structure, phase change at end of Year 6)	<p>I believe a 2 tier is the way ahead. Having 1 transition at age 11 is better for students than having 2 transitions at 9 and 13. Transition at 9 is too young for many pupils. Matching schooling to the National Curriculum Key stages (KS1/2 in primary) (KS3/4/5) in secondary makes more sense. Students can access the specialist provision at secondary in Y7/Y8 rather than being taught by mixed/non-specialists with fewer resources in middle school year 7/8.</p> <p>With falling numbers in the future, it is not good value for money to keep so many schools open. Moving 2 tier would rationalise the numbers of schools in the area and make more efficient use of funding available</p>	None
Other – please state	Three-tier (current structure, phase change at end of Year 4)	<p>The Academy has been performing poorly for a number of years with no details provided by the Council of how improvement is to be achieved. Given this situation is with their current school roll, how can this be improved by increasing the number of children attending? The facilities at the Academy are also limited and aged, so presumably a programme of improvement would be needed to increase the capacity. How will this be funded and managed given it is an Academy and not under NCC control. Seems to be a lot of questions with limited answers and a</p>	None.

<p>In what capacity are you responding to the consultation - Role</p>	<p>Having read the consultation document, do you think schools in the Berwick Partnership will be better able to deliver improved outcomes and safeguard their viability for future generations if they are organised within the current 3-tier (first/middle/high) structure or if they are reorganised to the 2-tier (primary/secondary) structure? - Tier</p>	<p>Please give the reasons for your answer below or state 'None' - Comment</p>	<p>Do you have an alternative option for school organisation in the Berwick Partnership that would address the issues outlined in this document that you would like us to consider?</p> <p>Please give your alternative option here or state 'None' - Comment</p>
		<p>strong view of NCC that a two-tier system should be adopted, presumably for monetary purposes.</p>	
<p>Parent/Carer of a pupil currently attending Berwick Middle</p>	<p>Three-tier (current structure, phase change at end of Year 4)</p>	<p>My children are having a fantastic and successful time at BMS. It is nurturing and the pastoral care is good. They receive great specialist teaching from year 5 and the school is graded good. I would not like them to go to Berwick Academy earlier.</p>	<p>None</p>

In what capacity are you responding to the consultation - Role	Having read the consultation document, do you think schools in the Berwick Partnership will be better able to deliver improved outcomes and safeguard their viability for future generations if they are organised within the current 3-tier (first/middle/high) structure or if they are reorganised to the 2-tier (primary/secondary) structure? - Tier	Please give the reasons for your answer below or state 'None' - Comment	Do you have an alternative option for school organisation in the Berwick Partnership that would address the issues outlined in this document that you would like us to consider? Please give your alternative option here or state 'None' - Comment
Governor of Berwick Academy	Two-tier (primary/secondary structure, phase change at end of Year 6)	<p>Structure is aligned to Key Stages so curriculum can be developed to suit this</p> <p>Implement a top down curriculum</p> <p>Parents and Students know pathway at start of education</p> <p>Less transitions during key stages</p> <p>In line with national picture and how staff are trained</p> <p>Specialist teachers and subject leads at Secondary level</p> <p>Students will be able to make GCSE option choices with a better understanding of subject</p> <p>Curriculum will be same at KS3 so no knowledge gaps</p> <p>Pastorally will develop a secondary school mentality and behaviour earlier</p> <p>More specialist and targeted SEND provision</p> <p>Develop independent learning in secondary sector earlier</p> <p>Better use of resources to provide fit for purpose modern school</p> <p>Improved final outcomes</p>	None
Parent/Carer of a pupil currently attending Berwick Middle	Two-tier (primary/secondary structure, phase change at end of Year 6)	<p>In-line with national curriculum and most other counties</p> <p>Gives pupil renewed focus in year 7 and time and stability to build their knowledge within the secondary school setting</p> <p>Gives pupils wider choice and better facilities at high school.</p>	None

In what capacity are you responding to the consultation - Role	Having read the consultation document, do you think schools in the Berwick Partnership will be better able to deliver improved outcomes and safeguard their viability for future generations if they are organised within the current 3-tier (first/middle/high) structure or if they are reorganised to the 2-tier (primary/secondary) structure? - Tier	Please give the reasons for your answer below or state 'None' - Comment	Do you have an alternative option for school organisation in the Berwick Partnership that would address the issues outlined in this document that you would like us to consider? Please give your alternative option here or state 'None' - Comment
Staff Member of Holy Trinity CE First	Three-tier (current structure, phase change at end of Year 4)	I wholeheartedly believe in the three-tier model. Children are nurtured in first schools who are able to recognise and cater for the unique needs of all children. Children in these schools are never just a number. Considering the rural and isolated area of North Northumberland, these first schools provide high quality (see Ofsted judgements) education without having to travel too far. Middle schools offer specialist teachers and facilities for children from nine years old and act as a stepping stone with excellent (again, see Ofsted judgements) educational outcomes.	The high school must be improved if we are to stop losing children to other establishments out of the town. Investment needs to happen across the board, so that families are encouraged to live in - and stay in - Berwick.
Parent/Carer of a pupil currently attending Berwick Middle	Three-tier (current structure, phase change at end of Year 4)	It gives children the opportunity to be taught at age related groups. Minimises peer pressure within inappropriate age ranges enabling children in this ever advancing world to maintain a level of the spirit of childhood.	Please fund our schools better without ploughing money into restructuring, more money at the teaching level where it is needed in rural areas. Giving children more equal opportunities in line with city/unban schools.
Parent/Carer of a pupil currently attending Holy Trinity CE First	Three-tier (current structure, phase change at end of Year 4)	<p>Given the current issues faced by the academy versus the excellent provision provided by the middle schools locally, I feel that the three tier system is better.</p> <p>It is also more of a gradual change for the children when coming from small primary schools. Moving to a very large school from a significantly smaller primary school under the two tier system would be very overwhelming!</p>	None

<p>In what capacity are you responding to the consultation - Role</p>	<p>Having read the consultation document, do you think schools in the Berwick Partnership will be better able to deliver improved outcomes and safeguard their viability for future generations if they are organised within the current 3-tier (first/middle/high) structure or if they are reorganised to the 2-tier (primary/secondary) structure? - Tier</p>	<p>Please give the reasons for your answer below or state 'None' - Comment</p>	<p>Do you have an alternative option for school organisation in the Berwick Partnership that would address the issues outlined in this document that you would like us to consider?</p> <p>Please give your alternative option here or state 'None' - Comment</p>
<p>Staff Member of Tweedmouth Middle</p>	<p>Three-tier (current structure, phase change at end of Year 4)</p>	<p>as a parent of 3 high achieving students, first and middle schools were organised that academic gaps were addressed and help was put in place for individuals to achieve. I did not have this experience for my own children at high school, staff weren't employed long enough to build rapport with their students and get to know them. Too many supply teachers at an important time in their education and staff weren't always specialist in a subject they were teaching. When I questioned this I was told that to be taught by a specialist was a privilege and not an obligation of the school.</p>	<p>our 3tier system is not broken, so does not need fixing! Perhaps first schools need to be restructured as pupil numbers are experiencing a dip,however, as house building is active and property prices buoyant, Berwick is becoming an investment area in terms of property which will bring in new families.</p> <p>NCC need to take back control of Berwick Academy and concentrate on getting the Academy to a 'good' Ofsted rating since the community have no choice of high school and many families move their children over the Scottish Border into Scotland to complete their education. When the school was academised, the powers that be did not listen to parents, this wasn't what they wanted!</p> <p>Refurbishment/partial rebuild of both middle schools to enhance facilities.</p> <p>Refurbishment/partial rebuild of academy to give pupils facilities they deserve.</p> <p>Local authority-led and partnership-driven collaboration to support and preserve outlying rural schools.</p>

In what capacity are you responding to the consultation - Role	Having read the consultation document, do you think schools in the Berwick Partnership will be better able to deliver improved outcomes and safeguard their viability for future generations if they are organised within the current 3-tier (first/middle/high) structure or if they are reorganised to the 2-tier (primary/secondary) structure? - Tier	Please give the reasons for your answer below or state 'None' - Comment	Do you have an alternative option for school organisation in the Berwick Partnership that would address the issues outlined in this document that you would like us to consider? Please give your alternative option here or state 'None' - Comment
Resident/member of the community living in the Berwick Partnership	Two-tier (primary/secondary structure, phase change at end of Year 6)	As Alnwick was allowed to go 2 tier Berwick was always going to be at a disadvantage regarding pupils attending Berwick. Berwick must also go to 2 tier to bring in pupils from our area.	None
Staff Member of Tweedmouth Middle	Three-tier (current structure, phase change at end of Year 4)	<p>I believe that switching to a two tier system would not be in the best interest of students and staff at present owing to the current status of the Berwick Academy school. It is this school that has the lowest Ofsted and pupil attainment, yet under a two tier system it would be the school becoming larger with younger, more vulnerable pupils. Switching to two tier would dismantle the successful middle schools while forcing more pupils and staff into a school that offers a provision that many are currently unhappy with.</p> <p>Furthermore, in a switch to two tier I think that there would be a difficulty in arranging the schools across the buildings currently in use - owing to first schools and middle schools being smaller than primary schools would be.</p>	none

<p>In what capacity are you responding to the consultation - Role</p>	<p>Having read the consultation document, do you think schools in the Berwick Partnership will be better able to deliver improved outcomes and safeguard their viability for future generations if they are organised within the current 3-tier (first/middle/high) structure or if they are reorganised to the 2-tier (primary/secondary) structure? - Tier</p>	<p>Please give the reasons for your answer below or state 'None' - Comment</p>	<p>Do you have an alternative option for school organisation in the Berwick Partnership that would address the issues outlined in this document that you would like us to consider?</p> <p>Please give your alternative option here or state 'None' - Comment</p>
<p>Staff Member of Tweedmouth Middle</p>	<p>Three-tier (current structure, phase change at end of Year 4)</p>	<p>In my opinion, after experiencing both 3-tier and 2-tier systems as both a pupil and a teacher, 3-tier has always felt like they deliver stronger outcomes both academically and mentally/emotionally, especially in areas such as Berwick, which are more rural than the urban counterparts.</p> <p>Middle schools offer a key transition period for students aged 9-13, and this allows for stronger support in regards to the KS2 SATS, as well as giving KS3 time to grow and learn before entering the high school environment where GCSES become a much more prominent stress-factor for students.</p> <p>Middle schools also offer a significantly larger variety of extra-curricular activities for students.</p> <p>Middle schools also provide a vital space for 9-13 year olds to grow and become more confident, socially and emotionally, compared to those within the 2-tier system, in which students as young as 11 find themselves in an environment with 16 or possibly 18-year-olds.</p>	<p>I think the best way to address the current organisation within the Berwick Partnership is to focus on refurbishing the current schools (first, middle, and high) to ensure that our equipment and buildings are up to the standard of other schools in the county.</p>

<p>In what capacity are you responding to the consultation - Role</p>	<p>Having read the consultation document, do you think schools in the Berwick Partnership will be better able to deliver improved outcomes and safeguard their viability for future generations if they are organised within the current 3-tier (first/middle/high) structure or if they are reorganised to the 2-tier (primary/secondary) structure? - Tier</p>	<p>Please give the reasons for your answer below or state 'None' - Comment</p>	<p>Do you have an alternative option for school organisation in the Berwick Partnership that would address the issues outlined in this document that you would like us to consider?</p> <p>Please give your alternative option here or state 'None' - Comment</p>
<p>Parent/Carer of a pupil currently attending Tweedmouth Middle</p>	<p>Three-tier (current structure, phase change at end of Year 4)</p>	<p>At this current time I have 3 children oldest attends the Grove special School and is approaching 16 Middle child just turned 12 and attends TCMS Y7 soon Y8</p> <p>Youngest child is 8 attends tweedmouth prior park first school. Y3 soon Y4</p> <p>The current school set up provides a nurturing environment leading the children on to the academy. At this present moment I have no faith in the academy and dread to think what my youngest child might endure if this goes ahead to a two tier system.</p> <p>The academy is run as a business not a school. It's not nurturing they're are more worried about there uniform policy instead of the daily bullying, drug taking and dealing going on within the school and I do not want my child/children subjected to this behaviour any quicker than they need to be. The behaviour of the students at times is quite frankly a disgrace. And if your child requires any form of additional support with their academic attainments the school has no time, no interest and basically washes their hands of the problem. I am dreading my child attending this school and in all honesty I am considering placements outside this catchment area! So no a two tier system would not be</p>	<p>Keep the 3 tier system and concentrate on getting the academy ofsted rating improved!</p>

<p>In what capacity are you responding to the consultation - Role</p>	<p>Having read the consultation document, do you think schools in the Berwick Partnership will be better able to deliver improved outcomes and safeguard their viability for future generations if they are organised within the current 3-tier (first/middle/high) structure or if they are reorganised to the 2-tier (primary/secondary) structure? - Tier</p>	<p>Please give the reasons for your answer below or state 'None' - Comment</p>	<p>Do you have an alternative option for school organisation in the Berwick Partnership that would address the issues outlined in this document that you would like us to consider?</p> <p>Please give your alternative option here or state 'None' - Comment</p>
		<p>beneficial to Berwick until the problems within the academy are delt with and the OFSTED rating is much improved!</p>	

In what capacity are you responding to the consultation - Role	Having read the consultation document, do you think schools in the Berwick Partnership will be better able to deliver improved outcomes and safeguard their viability for future generations if they are organised within the current 3-tier (first/middle/high) structure or if they are reorganised to the 2-tier (primary/secondary) structure? - Tier	Please give the reasons for your answer below or state 'None' - Comment	Do you have an alternative option for school organisation in the Berwick Partnership that would address the issues outlined in this document that you would like us to consider? Please give your alternative option here or state 'None' - Comment
Staff Member of Glendale Middle	Three-tier (current structure, phase change at end of Year 4)	The recent OFSTED inspection of Alnwick has shown that the move to two tier is not a magic wand. OFSTED report in October 2021 that Pupils do not learn well across the whole curriculum, particularly at key stage 3. This is, of course, following the move to two tier. Middle Schools in the Berwick partnership perform extremely well; outperforming national SATs averages. There is nothing wrong with the middle schools, therefore why close them?	<p>Keep middle school teachers and improve teaching and learning at KS3, keeping pupils engaged in Year 7 and Year 8 and 9 - which is what they are good at.</p> <p>Keep middle school teachers and improve SATs outcome as specialists in First schools - which is also what we are good at.</p> <p>Regardless of two or three tier, you are in danger of losing some of the best and most specialised teachers you have in Middle School, when you could actually improve the standard of education and learning outcomes. You would reduce absence, exclusions and behaviour issues.</p> <p>Remember it is not the buildings but the teachers that engage pupils, raise expectations and inspire our young people.</p>
Staff Member of Tweedmouth Middle	Three-tier (current structure, phase change at end of Year 4)	The 3 tier system allows children to mature at middle school without the pressures of older children around them. First schools provide education closer to the population they serve.	None

<p>In what capacity are you responding to the consultation - Role</p>	<p>Having read the consultation document, do you think schools in the Berwick Partnership will be better able to deliver improved outcomes and safeguard their viability for future generations if they are organised within the current 3-tier (first/middle/high) structure or if they are reorganised to the 2-tier (primary/secondary) structure? - Tier</p>	<p>Please give the reasons for your answer below or state 'None' - Comment</p>	<p>Do you have an alternative option for school organisation in the Berwick Partnership that would address the issues outlined in this document that you would like us to consider?</p> <p>Please give your alternative option here or state 'None' - Comment</p>
<p>Staff Member of Tweedmouth Middle</p>	<p>Three-tier (current structure, phase change at end of Year 4)</p>	<p>The 3 tier system is a proven system that works well for the rural community of Berwick. It is suitable for the catchment areas of smaller market towns. Middle schools span KS 2 and KS 3 offering a nurturing and enriching curriculum for all students. As teachers in a middle school, we are best placed to use KS 2 assessments to benefit the learning of our pupils. With the support of specialist teachers in the Middle School, we are able to plan for and provide a creative and flexible curriculum that delivers very good outcomes in both key stages. We can offer a wider variety of extra-curricular activities in all areas: sport, humanities, music, science, art, computing and PSHE. A Middle School offers a nurturing environment to children and when the children feel secure and happy, the results and the number of pupils on the roll increase. Middle Schools nurture the children by really being able to get to know the children well - no child feels anonymous, every child matters. All Middle Schools in Berwick have been rated 'Good' by Ofsted. The immediate areas of priority should be getting Prior Park First School and Berwick Academy to a 'good' rating. A 'Good' rating for the Academy would ensure that students stay within our Berwick partnership.</p>	<p>I would recommend a 3-tier system. The immediate areas of priority must be getting Prior Park First School and Berwick Academy to a 'good' rating. A 'good' rating for these schools would encourage parents of pupils in every year group to keep their children educated within the Berwick partnership, improve school rolls and therefore budgets.</p>

<p>In what capacity are you responding to the consultation - Role</p>	<p>Having read the consultation document, do you think schools in the Berwick Partnership will be better able to deliver improved outcomes and safeguard their viability for future generations if they are organised within the current 3-tier (first/middle/high) structure or if they are reorganised to the 2-tier (primary/secondary) structure? - Tier</p>	<p>Please give the reasons for your answer below or state 'None' - Comment</p>	<p>Do you have an alternative option for school organisation in the Berwick Partnership that would address the issues outlined in this document that you would like us to consider?</p> <p>Please give your alternative option here or state 'None' - Comment</p>
<p>Staff Member of Berwick Academy</p>	<p>Two-tier (primary/secondary structure, phase change at end of Year 6)</p>	<p>Multiple transitions in a three tier system interrupt the continuity of education. Repeated disruption can lead to insecurity and loss of progress, therefore this can be minimised by moving to a two tier system. Having a two tier system ensures KS3 students have access to specialist staff and specialist equipment, which acts as a springboard for rapid progress in KS4. Additionally, a two tier system will be more efficient, allowing for economies of scale. Having worked in the two tier system, I would not agree that transition from primary to secondary is any more daunting than from middle to high school.</p>	<p>none</p>

<p>Staff Member of Berwick Academy</p>	<p>Two-tier (primary/secondary structure, phase change at end of Year 6)</p>	<p>Out of over 31 000 schools there are 102 middle schools left. This is an outdated system that does not reflect how education is organised across key stages. This disadvantages all students and slows progress - especially the most able. The current system is not fit for purpose and I have detailed below the benefits a change would bring.</p> <p>Ensure the long term financial stability of education provision across Berwick and the surrounding community. A number of schools are struggling due to falling numbers of school aged children in Berwick and the surrounding communities. The financial instability this causes is more keenly felt in a 3 tier system. For us adding year 7 and 8 brings in approximately 1.5 million in extra funding. Our financial forecast shows that even with the addition of 10 teachers on MPS6, 2 Pastoral Leads and 4 TAs we would still have a significant financial surplus - evidence can be provided (this is calculated on a lower number of students than are in the system so the actual figure would be higher). This surplus can be invested in education provision and enable the school to provide education support for vulnerable students.</p> <p>High school numbers are currently growing but the financial impact of falling pupil numbers on the majority of first schools is being felt now and this will not get any better if no change happens. First schools will benefit from adding two extra year groups in the same way as the high school.</p> <p>Add a system reorganisation will give capacity to schools to manage the impact of fluctuating birth rates, mitigating the the instability this can cause in school planning.</p> <p>Changing schools in year 9 adds to an already turbulent time in a young persons growth and development. Developing relationships from year 7 allows staff time to build trust with students and parents ensuring the best support can be provided for children and young people before the turbulence of being 13 and the stresses of starting GCSE/level 2 qualifications.</p> <p>Developing trusted relationships with staff early ensures that educational maturity can be developed consistently by staff through a pastoral care system that supports students to be successful. Parent, staff and students will know each other really well.</p>	<p>None</p>
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Improving educational outcomes for all students across all stages of education has to be the key driver for educational change. The high school is at the end of the previous 11 years of education and yet has the fewest years to influence its shape or content. Moving to a two tier system will enable a full range of subject specialists to support the educational development of young people from an earlier age. It will allow staff to provide an enriched curriculum intertwined with robust foundational knowledge acquisition – taught by teachers who currently teach examination subjects.

Students and parents have more time to think about options choices and make informed decisions. Options choices are based on experience of two previous years study with specialist staff with an eye on post 16 and post 18 opportunities that have been visible and are available to all.

What this should not be about:

Academisation

40 million pounds

Individual schools

<p>Staff Member of Berwick Middle</p>	<p>Three-tier (current structure, phase change at end of Year 4)</p>	<p>According to your documentation, the schools in the current three-tier system are doing incredibly well. The First / Primary schools in particular are performing consistently well and have been rated as 'Good' by Ofsted and all are continuing to work with SIPs to improve, regardless of their current Ofsted status. Schools are also pulling together to return to some kind of normality after an awful time with Covid-19, remote schooling and lockdowns. This enormous disruption to pupils education has been difficult on everyone. Staff, pupils, families, the community. However, with a tremendous amount of effort and community spirit, we are surviving and now beginning to Thrive once more.</p> <p>A move to Two-Tier seems like a pointless and cynical move at this point. It will cause further disruption, upset, unrest and confusion to the public. Reasons as to 'why' we would move to Two-Tier seem vague or miscommunicated at best, deliberately confusing and filled with language designed to make people feel excluded at worst (I refer you to Question 11 of the survey sent out to the community last year).</p> <p>We have an opportunity to take the £39.9million and use it to improve the offer to children. We SHOULD do this by putting the money where it is needed most. In Berwick right now, that would be rebuilding / improving the Academy Site, and providing a more modern SEND provision for The Grove (whether that is all on one site or separate sites). The Grove is an outstanding school that needs modernising, The Academy is a school that has been through an incredibly difficult time (largely due the appointment of someone who cares about numbers, not children to the position of Headteacher - thankfully those days are over and we're starting to see The Academy get back to what it should be for, educating children), but is definitely on the rise. Attitudes and perceptions to the Academy need to change throughout the town AND the site needs a complete overhaul. There isn't a better time to do this than now. Don't fix what isn't broken, invest in what can make it better. We could and should be leaders in three tier systems, not follow a by now old trend of two-tier systems that are not proving to be any better for education.</p> <p>Moreover, as a parent, I have seen my own children, along with thousands of others flourish in the three-tier system. The multiple transitions have had no ill-effect. They get to the end</p>	<p>See above, but essentially, yes. Invest in the academy. Make it a place that kids are excited to see, proud to attend and this will help change the perception of the community, help attract new staff where needed. Improve whats on offer to children where the community and staff and pupils feel it is needed most. This will help address the issue of losing children to private schools (Longridge), over the Border (Eyemouth / Duns) or further South (Alnwick). This keeps the pupil numbers up in Berwick. It also helps attract more people to the town to live (a town with one 'failing' high school is not an attractive proposition when looking to relocate).</p> <p>Some of the money should be ear marked for marketing too. The perception of the academy needs to be changed more so than the academy needs to change. There are some incredibly strong staff, doing amazing things up there and yet because their slow climb out of the Ofsted category, there is still a widespread perception that the academy is an awful place. This needs to be addressed.</p> <p>Currently, a move to two-tier could simply mean we start pushing children North to the Borders, West to Private Schools or South to Alnwick even sooner. Use the money to make the much needed site improvements and re-brand or re-market the academy in a new light. They're already doing the work to improve the school outcomes, lets get behind them and make this town a beacon of three tier education to be envied.</p>
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of Year 4 and are either ready for something bigger with more challenge, or are a little apprehensive and still need some guidance to help them feel supported and build a relationship with them - they get BOTH at Middle School. At the end of Middle School, Year 8s are ready to take that next step as they have built their confidence in dealing with larger groups, different backgrounds, niche interests etc in a place where they feel comfortable, cared for, safe.

Now when they transition to the academy, they feel ready for that challenge and are supported in doing so by Middle School staff AND Academy staff who work closely together to ensure a safe and smooth transition for all.

I moved from Yorkshire to Berwick FOR the three tier system because I believe it is demonstrably better to the two-tier system.

<p>In what capacity are you responding to the consultation - Role</p>	<p>Having read the consultation document, do you think schools in the Berwick Partnership will be better able to deliver improved outcomes and safeguard their viability for future generations if they are organised within the current 3-tier (first/middle/high) structure or if they are reorganised to the 2-tier (primary/secondary) structure? - Tier</p>	<p>Please give the reasons for your answer below or state 'None' - Comment</p>	<p>Do you have an alternative option for school organisation in the Berwick Partnership that would address the issues outlined in this document that you would like us to consider?</p> <p>Please give your alternative option here or state 'None' - Comment</p>
<p>Staff Member of Berwick Academy</p>	<p>Two-tier (primary/secondary structure, phase change at end of Year 6)</p>	<p>Within the current system the High School offers education in the final three years of compulsory education - year 9 to 11, culminating in the sitting of GCSEs. Whilst the final two of those three years are focused on teaching and learning of the GCSEs the success of the pupil is dependent on all the education that has gone on before with arguably more and more focus placed on the expectations at the end of year 11 as the progress through the previous years. It takes time for a pupil to settle after transition and currently that time is taken away from Year 9, a year in which GCSE preparation is essential for success in Year 11. In a two tier system, transition would take place two years earlier, which gives the pupil more time in which to adjust with less focus on the expectation at the end of year 11. The teachers will have more time to assess, intervene and adjust to a pupil's progress and I think this will lead to better outcomes at the end of Year 11.</p>	<p>No</p>

<p>In what capacity are you responding to the consultation - Role</p>	<p>Having read the consultation document, do you think schools in the Berwick Partnership will be better able to deliver improved outcomes and safeguard their viability for future generations if they are organised within the current 3-tier (first/middle/high) structure or if they are reorganised to the 2-tier (primary/secondary) structure? - Tier</p>	<p>Please give the reasons for your answer below or state 'None' - Comment</p>	<p>Do you have an alternative option for school organisation in the Berwick Partnership that would address the issues outlined in this document that you would like us to consider?</p> <p>Please give your alternative option here or state 'None' - Comment</p>
<p>Staff Member of Tweedmouth Middle</p>	<p>Three-tier (current structure, phase change at end of Year 4)</p>	<p>I think we should keep our three tier system this system is not broken so why should we try to fix this. This system works in our small, personal town it keeps close contact between parents and children. Having a three tier system works because children of this age needs supported throughout these important years after primary school, not all children would be ready for such a massive change in environments(two tier), this would affect their mental health and emotional wll being leading to problems in the future. In my opinion if we focus on helping to improve Berwick Academy overall this would build confidence with parents and encourage them to keep them in this great partnership and therefore budgets would rise too.</p>	<p>none</p>

<p>Staff Member of Berwick Academy</p>	<p>Two-tier (primary/secondary structure, phase change at end of Year 6)</p>	<p>Berwick needs fewer schools to ensure a sustainable model of education given the current falling roll and to safeguard against future fluctuations in birth rate. Reorganisation would result in more efficient schools, able to invest in staff and facilities to ensure the highest possible standard of education.</p> <p>Outcomes are good for majority of the first and middle schools in the partnership, but there is no evidence nationally to suggest that three tier systems produce better outcomes overall. This is in large part due to the fact that there 24,454 schools in England, but only 102 middle schools, ensuring that any comparative data is statistically insignificant.</p> <p>Berwick academy does not have the time to build trusted relationships with students or parents in the one academic year between starting the school and beginning GCSE study. Other three tier systems within Northumberland mitigate this to an extent through close working partnerships between schools. In Berwick there has been sustained opposition to this. Conversely, first schools in the partnership do have time to develop positive relationships with students and parents. This would be bolstered further with an additional two years and would provide a strong basis for transition.</p> <p>Middle schools offer strength in pastoral care. However this is eroded due to the transition point at 13, when those relationships are broken by the system.</p> <p>The opportunity to create stability in the partnership would help recruitment in the area, which would in turn support better outcomes for students.</p> <p>Middle schools have always offered a broad a balanced curriculum. Whilst this is still the case, the situation in Berwick is that many subject areas at KS3 are taught by non specialists because of the relatively small sizes of the schools and challenges with recruitment, meaning that many students are not taught by a specialist at any point in the years crucial for GCSE preparation. A larger, more stable secondary school could eradicate this to a large extent, which would lead to better outcomes.</p>	<p>None.</p>
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In what capacity are you responding to the consultation - Role	Having read the consultation document, do you think schools in the Berwick Partnership will be better able to deliver improved outcomes and safeguard their viability for future generations if they are organised within the current 3-tier (first/middle/high) structure or if they are reorganised to the 2-tier (primary/secondary) structure? - Tier	Please give the reasons for your answer below or state 'None' - Comment	Do you have an alternative option for school organisation in the Berwick Partnership that would address the issues outlined in this document that you would like us to consider? Please give your alternative option here or state 'None' - Comment
Governor of Tweedmouth Prior Park First	Two-tier (primary/secondary structure, phase change at end of Year 6)	<p>I believe that two-tier is better for the pupils with one less change of schools, the change better placed at the end of a key stage and with more time to settle into the secondary school before having to choose options for GCSE study. The national curriculum is designed around the two-tier system that is used across most of England.</p> <p>It is also very difficult for First schools to be financially viable, with fewer classes than Primary schools, unless they have wide catchment areas which can then involve longer travel distances and less 'local' schooling for the youngest children.</p>	None.
Parent/Carer of a pupil currently attending Berwick Middle	Three-tier (current structure, phase change at end of Year 4)	<p>I do not believe getting rid of Middle Schools and going to a Two Tier Model offers any benefit to the partnership. I believe that the current model is not broken and does not need fixed. I think that there needs to be re-structuring in the partnership within the first schools to reflect the population dynamic as well as future building of housing stock but I do not believe that we need to go to a Two Tier model to offer families the education they deserve. Investment needs to be made to future proof the current model and to accommodate fluctuations in year group sizes.</p>	<ol style="list-style-type: none"> 1. Restructuring 'town' First schools from the current 6 to reflect the population dynamic as well as future building of housing stock. This will still offer plenty of parental choice of schools. 2. Refurbishment/partial rebuild of 2 town Middle Schools to reflect future predicted roll, along with potential repurposing of buildings/land. 3. Refurbishment/rebuild of Berwick Academy to give pupils the facilities they deserve. 4. Local authority-led and partnership-driven financial collaboration to create a 'hub' model to support and preserve outlying rural schools.

In what capacity are you responding to the consultation - Role	Having read the consultation document, do you think schools in the Berwick Partnership will be better able to deliver improved outcomes and safeguard their viability for future generations if they are organised within the current 3-tier (first/middle/high) structure or if they are reorganised to the 2-tier (primary/secondary) structure? - Tier	Please give the reasons for your answer below or state 'None' - Comment	Do you have an alternative option for school organisation in the Berwick Partnership that would address the issues outlined in this document that you would like us to consider? Please give your alternative option here or state 'None' - Comment
Parent/Carer of a pupil currently attending Tweedmouth Prior Park First	Three-tier (current structure, phase change at end of Year 4)	None	None
Staff Member of Berwick Academy	Two-tier (primary/secondary structure, phase change at end of Year 6)	<p>Students joining secondary school in Year 7 enables for relationships and routines to be built and instilled in children from Year 7, rather than students having to readjust to a new setting, new staff and new routines during Year 9, a time when many are also going through puberty. This would result in a more settled experience by the time students reach Year 9-10 and begin GCSE courses.</p> <p>Students also have time to build meaningful relationships with support staff who can offer advice around careers and pastoral issues from Year 7 which would hopefully assist in helping students to have a more clear idea of their goals, aspirations and next steps than they currently have arriving in Year 9.</p> <p>Beginning secondary school in Year 7 allows for a KS3 curriculum to be taught which is broad and expansive and also challenging but which also lays and reinforces the key foundational knowledge that students will rely on in KS4/GCSE. This helps to build students' confidence within</p>	None

<p>In what capacity are you responding to the consultation - Role</p>	<p>Having read the consultation document, do you think schools in the Berwick Partnership will be better able to deliver improved outcomes and safeguard their viability for future generations if they are organised within the current 3-tier (first/middle/high) structure or if they are reorganised to the 2-tier (primary/secondary) structure? - Tier</p>	<p>Please give the reasons for your answer below or state 'None' - Comment</p>	<p>Do you have an alternative option for school organisation in the Berwick Partnership that would address the issues outlined in this document that you would like us to consider?</p> <p>Please give your alternative option here or state 'None' - Comment</p>
		<p>subjects as well as allowing students to fully experience subjects before choosing GCSE options.</p>	
<p>Staff Member of Berwick Academy</p>	<p>Two-tier (primary/secondary structure, phase change at end of Year 6)</p>	<p>I think it would benefit staff and students to have more time to build up trusting relationships before the pressures of puberty and GCSE's.</p>	<p>None</p>

<p>In what capacity are you responding to the consultation - Role</p>	<p>Having read the consultation document, do you think schools in the Berwick Partnership will be better able to deliver improved outcomes and safeguard their viability for future generations if they are organised within the current 3-tier (first/middle/high) structure or if they are reorganised to the 2-tier (primary/secondary) structure? - Tier</p>	<p>Please give the reasons for your answer below or state 'None' - Comment</p>	<p>Do you have an alternative option for school organisation in the Berwick Partnership that would address the issues outlined in this document that you would like us to consider?</p> <p>Please give your alternative option here or state 'None' - Comment</p>
<p>Governor of Spittal First</p>	<p>DON'T KNOW</p>	<p>I feel conflicted, there seems to be an assumption that moving to a two tier system will sort out the poor academic results and poor performance during OFSTED inspections at Berwick Academy but I do not feel there is any evidence that supports this is what will happen if we move to a two tier system. At present there is a good standard of education at first and middle schools which abruptly falls off at the last stage of education, hence for a number of years parents have voted with their feet and sent their children elsewhere, if they had the ability to do so. Which has created a cycle of decline, I'm not convinced the move to two tier improves the problem, do we have a clear idea of what the problem is? Anecdotally there have been issues at the last stage of education here for generations, moving to two tier will not necessarily fixed this - and may increase the problem to earlier year groups.</p>	<p>Research more radical approaches to effect change in a rural, remote town like Berwick. There must be other towns that have had similar issues and have sought more radical interventions than what is being offered here.</p>

In what capacity are you responding to the consultation - Role	Having read the consultation document, do you think schools in the Berwick Partnership will be better able to deliver improved outcomes and safeguard their viability for future generations if they are organised within the current 3-tier (first/middle/high) structure or if they are reorganised to the 2-tier (primary/secondary) structure? - Tier	Please give the reasons for your answer below or state 'None' - Comment	Do you have an alternative option for school organisation in the Berwick Partnership that would address the issues outlined in this document that you would like us to consider? Please give your alternative option here or state 'None' - Comment
Governor of Spittal First	Three-tier (current structure, phase change at end of Year 4)	<p>As discussed, There is no problem in the outcome of childrens academic performance in both first schools and middle schools.</p> <p>The problem lies withing the final 3 years at the high school. It would be a disaster if we changed to 2 tier for cost reasons, only for the problems with the secondary/high schools to be expanded to another 2 year groups that are consumed into the secondary school.</p> <p>Also, 1st schools all have a proven track record of overachievement against the national standard, surely overhauling this could only have a negative effect to pupils outcomes, if any effect were to happen.</p>	Financial overhaul needs to be concentrated on the high school and 6th form education. It is a serious issue. I'm not sure consulting for well performing 1st and middle schools is the best use of resources.
Governor of Spittal First	Three-tier (current structure, phase change at end of Year 4)	We have excellent first schools in our town and two superb middle schools. The area that needs help and input is the Academy. Leave the bits that are excellent and put the money to the higher end.	None

<p>In what capacity are you responding to the consultation - Role</p>	<p>Having read the consultation document, do you think schools in the Berwick Partnership will be better able to deliver improved outcomes and safeguard their viability for future generations if they are organised within the current 3-tier (first/middle/high) structure or if they are reorganised to the 2-tier (primary/secondary) structure? - Tier</p>	<p>Please give the reasons for your answer below or state 'None' - Comment</p>	<p>Do you have an alternative option for school organisation in the Berwick Partnership that would address the issues outlined in this document that you would like us to consider?</p> <p>Please give your alternative option here or state 'None' - Comment</p>
<p>Resident/member of the community living outside of the Berwick Partnership</p>	<p>Two-tier (primary/secondary structure, phase change at end of Year 6)</p>	<p>Keeping KS2 & KS3 cohesive will surely improve outcomes over time and remove the current opportunities for there being mismatched curricula across first-middle and middle-high, I was a HT in the Morpeth partnership and saw first-hand how difficult it has been to unify curricula and prevent unnecessary duplication, or even to resolve holes in what should have been taught.</p> <p>Two changes of schools can also cause a 'double dip' in attainment for some pupils, which can take many years to recover from. However I also think that going from high to secondary requires careful management. Purely imposing a secondary model of teaching may not be appropriate so pupils may need to be taught, for at least a year, in a somewhat primary fashion, to enable a more effective transition.</p> <p>Unless additional funding comes into education, a change to the primary/secondary model may be the only solution to ensure the longer term viability of small rural schools, however it would need to be matched with a huge effort across the partnership to ensure upper KS2 pupils in those smaller schools don't miss out on the social/community/extra-curricular opportunities that larger middle schools would have offered.</p> <p>And I really hope that the staff in any closing schools would</p>	<p>None</p>

<p>In what capacity are you responding to the consultation - Role</p>	<p>Having read the consultation document, do you think schools in the Berwick Partnership will be better able to deliver improved outcomes and safeguard their viability for future generations if they are organised within the current 3-tier (first/middle/high) structure or if they are reorganised to the 2-tier (primary/secondary) structure? - Tier</p>	<p>Please give the reasons for your answer below or state 'None' - Comment</p>	<p>Do you have an alternative option for school organisation in the Berwick Partnership that would address the issues outlined in this document that you would like us to consider?</p> <p>Please give your alternative option here or state 'None' - Comment</p>
		<p>be very well supported - there were too many horror stories coming out of other school partnership migrations.</p>	

<p>In what capacity are you responding to the consultation - Role</p>	<p>Having read the consultation document, do you think schools in the Berwick Partnership will be better able to deliver improved outcomes and safeguard their viability for future generations if they are organised within the current 3-tier (first/middle/high) structure or if they are reorganised to the 2-tier (primary/secondary) structure? - Tier</p>	<p>Please give the reasons for your answer below or state 'None' - Comment</p>	<p>Do you have an alternative option for school organisation in the Berwick Partnership that would address the issues outlined in this document that you would like us to consider?</p> <p>Please give your alternative option here or state 'None' - Comment</p>
<p>Parent/Carer of a pupil currently attending Norham St Ceolwulfs CE First</p>	<p>Three-tier (current structure, phase change at end of Year 4)</p>	<p>Both first and middle schools within the Berwick partnership area are providing a good education to their pupils. However Berwick academy is a failing school and requires drastic improvement. In a three tier system pupils will remain at good school for an additional two years.</p> <p>Parents within the Berwick partnership area have major concerns about the level of education delivered by Berwick Academy. In my view Berwick Academy needs to improve drastically before it restores confidence with local parents.</p> <p>I feel that a two two system will only encourage more parents to send their children to schools out of the Berwick partnership area, sooner.</p> <p>It will also be very daunting for pupils going from a small primary school to a large secondary. This may hinder shy, children's education as they try to over come social issues.</p>	<p>None</p>

<p>In what capacity are you responding to the consultation - Role</p>	<p>Having read the consultation document, do you think schools in the Berwick Partnership will be better able to deliver improved outcomes and safeguard their viability for future generations if they are organised within the current 3-tier (first/middle/high) structure or if they are reorganised to the 2-tier (primary/secondary) structure? - Tier</p>	<p>Please give the reasons for your answer below or state 'None' - Comment</p>	<p>Do you have an alternative option for school organisation in the Berwick Partnership that would address the issues outlined in this document that you would like us to consider?</p> <p>Please give your alternative option here or state 'None' - Comment</p>
<p>Other – please state</p>	<p>Two-tier (primary/secondary structure, phase change at end of Year 6)</p>	<p>Governors for both schools (Lowick and Holy Island) feel that we have the appropriate team, leadership and premises to make 2 tier work well.</p> <p>Governors feel that this will give the children the chance to mature for two more years before key transition.</p> <p>Children on Holy Island will be able to stay longer being educated locally before moving to Longridge.</p> <p>It will bring our partnership into line with north of the border and south of our area (Alnwick).</p>	<p>None</p>
<p>Parent/Carer of a pupil currently attending Berwick Middle</p>	<p>Three-tier (current structure, phase change at end of Year 4)</p>	<p>I feel the three tier is a better way to do things for the children involved.</p> <p>I went through two tier school where I grew up and it wasn't great at all. Pupils didn't get the attention they needed in order to better themselves due to overcrowding larger classes and not the correct staffing.</p> <p>My son is currently going through 3 tier schooling and I feel this is a far better way to school children. He is flourishing as the classes aren't too large therefore each child can receive the help they need. To have my son going up to a high school this year seems ridiculous he is too young. I feel that the extra time in a middle school is very beneficial and better prepared them for high school life.</p>	<p>None</p>

In what capacity are you responding to the consultation - Role	Having read the consultation document, do you think schools in the Berwick Partnership will be better able to deliver improved outcomes and safeguard their viability for future generations if they are organised within the current 3-tier (first/middle/high) structure or if they are reorganised to the 2-tier (primary/secondary) structure? - Tier	Please give the reasons for your answer below or state 'None' - Comment	Do you have an alternative option for school organisation in the Berwick Partnership that would address the issues outlined in this document that you would like us to consider? Please give your alternative option here or state 'None' - Comment
Parent/Carer of a pupil currently attending Berwick Academy	Three-tier (current structure, phase change at end of Year 4)	The 3 tier system is a better system the children are more likely to thrive in smaller surroundings. I was a 2 tier & felt forgotten. 3 tier helped my children learn develop & not slip through & feel forgotten. I personally think that if a child is 2 tier they don't feel valued that extra 2 years in middle school gives them a chance to think about what path they want to take.	None
Parent/Carer of pupil/student in another school in Northumberland	Two-tier (primary/secondary structure, phase change at end of Year 6)	I think a two tier is better in my personal experience	None
Parent/Carer of pupil/student in another school in Northumberland	Two-tier (primary/secondary structure, phase change at end of Year 6)	None	None
Parent/Carer of a pupil currently attending Wooler First	Two-tier (primary/secondary structure, phase change at end of Year 6)	Being in wooler puts us between Berwick high school currently on 3 tier and duchess high school in Alnwick on 2 tier meaning if you want your child to have a place in Alnwick they have to leave middle school 2 years early or go to Berwick if all were 2 tier pupils from wooler should then be allowed to choose which high school	None

<p>In what capacity are you responding to the consultation - Role</p>	<p>Having read the consultation document, do you think schools in the Berwick Partnership will be better able to deliver improved outcomes and safeguard their viability for future generations if they are organised within the current 3-tier (first/middle/high) structure or if they are reorganised to the 2-tier (primary/secondary) structure? - Tier</p>	<p>Please give the reasons for your answer below or state 'None' - Comment</p>	<p>Do you have an alternative option for school organisation in the Berwick Partnership that would address the issues outlined in this document that you would like us to consider?</p> <p>Please give your alternative option here or state 'None' - Comment</p>
<p>Parent/Carer of a pupil currently attending Wooler First</p>	<p>Two-tier (primary/secondary structure, phase change at end of Year 6)</p>	<p>None</p>	<p>None</p>
<p>Parent/Carer of a pupil currently attending Glendale Middle</p>	<p>Two-tier (primary/secondary structure, phase change at end of Year 6)</p>	<p>It seems ridiculous that there are mixed tiers within the county.</p> <p>I think this is very disruptive to children that want to complete a middle school in wooler as half of the pupils leave in year 7 and they are forced in to a smaller year group.</p> <p>However the school is operated should be in line with what the whole county of Northumberland is doing and there should be a plan in place for that.</p> <p>Either the whole county is 2 tier or 3 tier. Berwick needs to see real change so I think it would be good to actually carry out a physical change so that pupils and parents alike can start believing in the Berwick partnership again rather than it having its current reputation.</p>	<p>None</p>

In what capacity are you responding to the consultation - Role	Having read the consultation document, do you think schools in the Berwick Partnership will be better able to deliver improved outcomes and safeguard their viability for future generations if they are organised within the current 3-tier (first/middle/high) structure or if they are reorganised to the 2-tier (primary/secondary) structure? - Tier	Please give the reasons for your answer below or state 'None' - Comment	Do you have an alternative option for school organisation in the Berwick Partnership that would address the issues outlined in this document that you would like us to consider? Please give your alternative option here or state 'None' - Comment
Parent/Carer of a pupil currently attending Glendale Middle	Two-tier (primary/secondary structure, phase change at end of Year 6)	Fewer pupil numbers.	None
Governor in another School in Northumberland	Two-tier (primary/secondary structure, phase change at end of Year 6)	Less flux for children	None
Resident/member of the community living in the Berwick Partnership	Two-tier (primary/secondary structure, phase change at end of Year 6)	Less disruption to classes and friendships, continuity of education in KS2	None
Governor of Spittal First	Three-tier (current structure, phase change at end of Year 4)	The first and middle schools have good outcomes and I am not convinced the upheaval of a complete change to two tier will improve outcomes at the end of the education system in Berwick.	No

In what capacity are you responding to the consultation - Role	Having read the consultation document, do you think schools in the Berwick Partnership will be better able to deliver improved outcomes and safeguard their viability for future generations if they are organised within the current 3-tier (first/middle/high) structure or if they are reorganised to the 2-tier (primary/secondary) structure? - Tier	Please give the reasons for your answer below or state 'None' - Comment	Do you have an alternative option for school organisation in the Berwick Partnership that would address the issues outlined in this document that you would like us to consider? Please give your alternative option here or state 'None' - Comment
Parent/Carer of a pupil currently attending Hugh Joicey CE First	Three-tier (current structure, phase change at end of Year 4)	I think children in small rural schools need to move when they are 9 as they have outgrown the school and surroundings. Rural schools do not have enough capacity to be able to give 9-11 year olds the variation and sports experience that they need. Also leaving a rural Primary School where the numbers are small to go to a large Senior school is very daunting for children. I feel that the smaller jump from first school to middle school is kinder to the children.	Bring the Academy back into Council control and work on improving it rather than losing all of the very good First and Middle Schools which feed into the one bad link in the chain.
Resident/member of the community living in the Berwick Partnership	Two-tier (primary/secondary structure, phase change at end of Year 6)	I worked in Berwick High School for 15 years as a technician in the science labs and believe the children would achieve better results if they transferred into the High school aged 11 and had more time to settle before embarking on their GCSE's syllabus. My own children attended Milfield First school and I feel they would both have benefited from being there until 11 instead of having to travel to Wooler aged 9.	None
Staff Member of Berwick Academy	Two-tier (primary/secondary structure, phase change at end of Year 6)	2 tier matches the key stages of national curriculum. This would benefit the children and improve educational standards and outcomes. Schools would be responsible for specific stages of curriculum which would enable improved outcomes, instead of splitting stages within current 3 tier system.	None

<p>In what capacity are you responding to the consultation - Role</p>	<p>Having read the consultation document, do you think schools in the Berwick Partnership will be better able to deliver improved outcomes and safeguard their viability for future generations if they are organised within the current 3-tier (first/middle/high) structure or if they are reorganised to the 2-tier (primary/secondary) structure? - Tier</p>	<p>Please give the reasons for your answer below or state 'None' - Comment</p>	<p>Do you have an alternative option for school organisation in the Berwick Partnership that would address the issues outlined in this document that you would like us to consider?</p> <p>Please give your alternative option here or state 'None' - Comment</p>
<p>Resident/member of the community living in the Berwick Partnership</p>	<p>Two-tier (primary/secondary structure, phase change at end of Year 6)</p>	<p>It is difficult (though not impossible) to operate a “mixed economy” of 2-tier and 3-tier systems within one Authority, but the reality is that it can lead to school closures. Witness Belford Middle School - a travesty!</p> <p>Within the current 3-tier system in the Berwick Partnership, it is hard to argue against the successful outcomes achieved by pupils in terms of attainment in First and Middle Schools. It is the High School which needs to undergo drastic change in order to provide the sort of good education youngsters in Berwick deserve.</p> <p>A change to 2-tier education would result in fewer transitions, and is often favoured by Secondary Schools who feel they have more time to achieve successful outcomes for pupils when they transfer at 11 years of age.</p> <p>In my view, it is the size of schools, particularly at Secondary level, which can have the greatest impact on successful pupil achievement in all areas, rather than organisation into 2- or 3-tier school systems. It surely can't be coincidence that SEMH difficulties, for example, among pupils has rocketed in direct proportion to the increase in size of our secondary schools in particular.</p>	<p>The time has come now to think “outside the box” to create an educational system in the Partnership which best suits Berwick and its pupils. Does the age of transfer have to be 11 or 13 years, for example? Is it necessary that academisation is a pre-requisite for certain forms of school organisation? Would a “mixed economy” of 2- and 3-tier school systems suit Berwick best? Could alternative Specialist provision take place in dedicated spaces within mainstream schools, or in other suitable buildings away from mainstream schools, to bridge that gap between what mainstream schools can offer and Special schools offer, and avoid the current situation where some young people undoubtedly “fall into a hole”? What if The Grove Special School were to increase in size and capacity to include youngsters without an EHCP, but whose SEND warrants Specialist expertise, even on a time-limited basis? What about appointing Specialist teaching staff who could “float” between The Grove and mainstream schools?</p>

<p>In what capacity are you responding to the consultation - Role</p>	<p>Having read the consultation document, do you think schools in the Berwick Partnership will be better able to deliver improved outcomes and safeguard their viability for future generations if they are organised within the current 3-tier (first/middle/high) structure or if they are reorganised to the 2-tier (primary/secondary) structure? - Tier</p>	<p>Please give the reasons for your answer below or state 'None' - Comment</p>	<p>Do you have an alternative option for school organisation in the Berwick Partnership that would address the issues outlined in this document that you would like us to consider?</p> <p>Please give your alternative option here or state 'None' - Comment</p>
<p>Staff Member of Tweedmouth Middle</p>	<p>Three-tier (current structure, phase change at end of Year 4)</p>	<p>Three tier system has worked extremely well during its time in existence in the Berwick area. It gives pupils excellent opportunities and ensures they do not get lost in the shuffle that a larger two tier scale would bring.</p> <p>The current model allows pupils to be nurtured more before they move on to a high school setting and dropping to two tier would in my opinion be overwhelming for a high number of students in the Berwick area. The standard of teaching at first and middle schools is exceptional and I feel this will be diluted by a move to two tier. Both middle schools have specialist teachers who provide excellent specialist knowledge on a variety of subjects.</p>	<p>An option that should be considered is spending the money to redevelop the middle schools and improve the sites of both schools. I believe there are too many first schools in the town and reducing the number of schools and restricting those while keeping the three tier system is an option that should be under consideration.</p>

<p>Staff Member of Tweedmouth Middle</p>	<p>Three-tier (current structure, phase change at end of Year 4)</p>	<p>The consultation document does not give sufficient evidence to warrant a successful change to a two-tier system. Within the two "Good" middle schools we have KS2 and KS3 specialists who are already providing a great education for our students. If we go to two tier these teachers could potentially be lost due to the slotting in of staff into remaining schools. Especially in terms of KS3 staff their only option would be going to the Academy, who do not have to take staff due to being an academy and not being under Northumberland County. Instead, they could employ unqualified or less experienced teachers. Therefore, students could potentially lose specialist staff.</p> <p>The pastoral support is improving at the Academy however at TCMS we already have a consistent pastoral support system and have lots of teaching assistants to give 1:1 or small group support, overall giving a more personalised education. Having smaller year groups due to the three tier system means we get to know the students better. Also, we can provide more learning opportunities due to staff ratios, events and funding that can cater for these numbers. With greater year group numbers this is harder to achieve in a two-tier system.</p> <p>At TCMS we already display Y6 SATS results which are above County and National levels, there has been no evidence given to show how this would be protected or improved.</p> <p>A two tier system results in larger age gaps. With older students potentially having influence over younger students, and many students are already expressing their concerns about this. With the smaller age range, development needs can be met. This is evident in the National Middle School Forum evidence, which shows middles school students attain better grades to other schools. Evidence also suggests the brain goes under many changes from ages 8 to 14. If in a 3 tier system the majority of this age range would be spent in a middle school. Whereas, if it was a two tier system there would be the disruption of a transition in the middle of this development.</p> <p>My main concern is this exact process happened at Alnwick and a good school was downgraded to requires improvement. This was mainly due to behaviour and as</p>	<p>Currently all our schools are doing well with the exception of 2 which require improvement. Currently the Academy is improving and heading in the right direction. I believe the current system allows parental choice which is important in an already rural area. I believe that money needs invested into refurbishment of buildings as this hasn't been done for a while due to the uncertainty in the change of the system. This would allow for the update to more modern, inspiring and suitable facilities. In particular a new build should be considered in terms of SEND facilities as the Grove has long since out grown their site and there are many potential green areas to allow for additional room and sensory stimulation these students deserve. Also a lot of SEND children are having to travel out of the area as there are not enough places. Which I feel is not acceptable and we should be able to cater for all that need these facilities.</p> <p>A new build only changes the walls it does not completely influence the education happening within them. The schools that need to improve should be given the support to do so and be held responsible for what they need to improve.</p> <p>However, the number of first school may need assessed, due to future admission numbers and whether there are too many first school to still be profitable.</p> <p>I feel that currently all the schools are improving and changing this system is a massive risk and potential disruption to all the schools and the quality education which is already provided.</p>
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quoted from the Duchess's Ofsted report after they changed to two tier "pupils do not learn well across the whole curriculum, particularly at key stage 3". Also adding to this the already narrowing curriculum at the Academy in some subjects such as Science. I feel there is not sufficient evidence to say this will not happen to Berwick if we were to go two-tier. Especially when the Berwick consultation evidence has quoted the Alnwick consultation, which states there would be an improvement to the system and there clearly hasn't been. The Berwick Consultation largely focuses on National data and quotes consultation evidence prior to system changes, however has not reported on the impact post change to the systems.

<p>In what capacity are you responding to the consultation - Role</p>	<p>Having read the consultation document, do you think schools in the Berwick Partnership will be better able to deliver improved outcomes and safeguard their viability for future generations if they are organised within the current 3-tier (first/middle/high) structure or if they are reorganised to the 2-tier (primary/secondary) structure? - Tier</p>	<p>Please give the reasons for your answer below or state 'None' - Comment</p>	<p>Do you have an alternative option for school organisation in the Berwick Partnership that would address the issues outlined in this document that you would like us to consider?</p> <p>Please give your alternative option here or state 'None' - Comment</p>
<p>Staff Member of Tweedmouth Middle</p>	<p>Three-tier (current structure, phase change at end of Year 4)</p>	<p>The current three tier system works well and does not need to be fixed. Pupils and parents are comfortable and understand the system well. Many of our parents went through this system themselves and liked it. Reorganisation will not be a quick fix for the Academy, there needs to be more thought put in re - staff retention, behaviour of pupils etc.</p> <p>Some of the Academy and Middle school buildings need work, the money could cover this.</p> <p>Middle school pupils are provided with excellent opportunities both in school and with extra curricular activities provided by specialist teachers.</p> <p>The two tier system would overwhelm a high volume of both pupils and teachers and I believe some of our most vulnerable pupils would be 'lost' in the system.</p> <p>Both first schools and middle schools provide excellent pastoral support, could you guarantee this would continue in a bigger two tier school?</p> <p>Middle school pupils are happy at school and they feel valued and cared for - this is extremely important to parents and carers.</p>	<p>Keep the three-tier system. Make improvements to the Academy. Provide funding for provisions to help the Academy improve their Ofsted rating.</p> <p>Provide incentives for teachers to come to Berwick and stay in their positions. This will encourage parents to keep their children in a Berwick school and avoid surplus school places.</p>

<p>In what capacity are you responding to the consultation - Role</p>	<p>Having read the consultation document, do you think schools in the Berwick Partnership will be better able to deliver improved outcomes and safeguard their viability for future generations if they are organised within the current 3-tier (first/middle/high) structure or if they are reorganised to the 2-tier (primary/secondary) structure? - Tier</p>	<p>Please give the reasons for your answer below or state 'None' - Comment</p>	<p>Do you have an alternative option for school organisation in the Berwick Partnership that would address the issues outlined in this document that you would like us to consider?</p> <p>Please give your alternative option here or state 'None' - Comment</p>
<p>Resident/member of the community living in the Berwick Partnership</p>	<p>Three-tier (current structure, phase change at end of Year 4)</p>	<p>I went through the three-tier system myself. I came back to teach here, having previously worked in a two-tier system. I have family in this town. Both of my nieces attend Middle School at the moment. They are happy and thriving in this environment. They receive excellent pastoral care. My nephew is in a local first school. Again he is thriving. Transition between first and middle schools is smooth and works well for Berwick pupils. At the end of Year 4 they are ready to move on. Middle school is still a small and welcoming environment to prepare them for the next transition to the Academy.</p> <p>How could Northumberland County Council guarantee their education would not be disrupted in the restructure? Would Year 6 pupils be ready at age 11 to go into a big Academy with pupils aged up to 18?</p>	<p>If the two-tier system goes ahead then there would need to be two parts of the secondary school. One for Key Stage 3 and another for Key Stage 4/5. This would ensure pupils are not mixing with older pupils and feeling intimidated. It would also ensure that a Key Stage 3 curriculum is followed instead of rushing into a GCSE curriculum. This will make sure the pupils do not miss the broad variety of subjects at Key Stage 3.</p>

<p>Staff Member of Tweedmouth Middle</p>	<p>Three-tier (current structure, phase change at end of Year 4)</p>	<p>I have worked in both a Secondary (2 tier) and Middle School and have seen both perspectives.</p> <p>Outcomes (Y6 Sats) in the Middle Schools are above National Level. The majority of schools in the partnership are good or outstanding. How would attainment improve faster in 2 tier?</p> <p>There is continuity between the different phases through co operation between the three tiers and transition is important part of the system. The current partnership supports each phase. What evidence is there that a single transition point is more effective?</p> <p>Quality of teaching sees good from Ofsted in the Middle Schools. There are specialists in subjects to ensure quality in the curriculum and progression through each key stage. There is secondary and primary teacher training available to staff - to meet the learning needs of our pupils. I would question that a bigger high school could offer wider curriculum opportunities - where is this evidence from?</p> <p>Partnership meetings have seen subject specialists in the Middle School liaise with First Schools and the Academy to ensure good outcomes. The Middle School curriculum supports and continues the development of pupils from KS1/2 and begins KS3 with KS4 in mind..</p> <p>Pastoral support for young people in Berwick is strong through the 3 tier system and highlighted within TCMS Ofsted report. The three tier system</p>	<p>1 Restructure the First Schools - there are too many with not enough pupils or budget. The number would need to be reduced but still ensure parental choice. 2 Some refurbishment of Middle Schools. 3 New buildings or refurbish the Academy. 4 Expand SEN provision at the Grove. 5 Look at Post 16 choice - limited subject choice for keeping pupils in Berwick - look at College links or Longridge, providing a wider range.</p>
<p>Parent/Carer of a pupil currently attending Wooler First</p>	<p>DON'T KNOW</p>	<p>I am still undecided on my thinking of whether a two or three tier structure is preferable. As a parent of a 7 year old at Wooler First School and a 9 year old just beginning Glendale Middle School, in many ways it would be 'easier' for my personal circumstances to opt for the current 3 tier system. However, having read the consultation document, particularly regarding dropping pupil numbers in the area, I recognise that a two tier system would be far more sustainable and affordable into the future. There are sensible arguments for and against the two different systems from a educational standpoint. My only real concern is sending my children, via school bus, to either Alnwick or Berwick at a younger age.</p>	<p>None.</p>

<p>In what capacity are you responding to the consultation - Role</p>	<p>Having read the consultation document, do you think schools in the Berwick Partnership will be better able to deliver improved outcomes and safeguard their viability for future generations if they are organised within the current 3-tier (first/middle/high) structure or if they are reorganised to the 2-tier (primary/secondary) structure? - Tier</p>	<p>Please give the reasons for your answer below or state 'None' - Comment</p>	<p>Do you have an alternative option for school organisation in the Berwick Partnership that would address the issues outlined in this document that you would like us to consider?</p> <p>Please give your alternative option here or state 'None' - Comment</p>
<p>Staff Member of Tweedmouth Middle</p>	<p>Three-tier (current structure, phase change at end of Year 4)</p>	<p>Within Berwick, middle schools are providing a quality education with excellent opportunities for all pupils which is resulting in good outcomes. For example, in our school, we are consistently achieving a strong set of SATs results which have been this year above local AND national averages. We even had a strong percentage of children who have achieved Greater Depth standard in Reading, Maths and Writing. Middle schools work particularly well as they meet the needs of our pupils as they respond to children's developmental needs as and when they need it. For example, as a Year 6 teacher, I look at my class who are about to move into Year 7 and I would be concerned if they were to transition up to the academy shortly as they are just not ready - it would be too big a jump for them. Middle schools provide a child-centered nurturing environment where we have outstanding pastoral support. This support is vital to pupils to ensure they can progress and achieve the best that they possibly can. Furthermore, within our school, we have an array of specialist teachers. This means that our pupils (KS2 and KS3) are accessing a broad curriculum and have further extra-curricular activities as enrichment.</p>	<p>There are a lot of first schools within Berwick so there could potentially be a restructure of these schools. I also feel that we need to extend our SEN provision within the community. Pupils shouldn't have to travel out with their community, for several miles, to have an education which meets their needs. Looking further ahead, Berwick should be developing their A-Level provision. Pupils of Berwick should be able to have a range of options available to them which does not limit their career choices.</p>

<p>Staff Member of Tweedmouth Middle</p>	<p>Three-tier (current structure, phase change at end of Year 4)</p>	<p>We feel strongly that a link to the full National Middle Schools' Forum report (Three Tiers For Success: a system designed to meet the needs of children as they grow and develop by Nigel Wyatt, January 2019) should have been inserted where the National Middle Schools' Forum's advantages of the 3-tier system are mentioned on page 23 of the consultation document. Everyone should have been directed to this document to have full access to it. We wondered why this was not the case.</p> <p>We were concerned that 'citations' from this well-researched and suitably statistically supported report – which clearly demonstrates the success of the 3-tier system over the 2-tier system – should be presented alongside 'comments' taken out of context, with no reference as to any research basis/bias, or statistical soundness, of their sources; and why this would be thought to convey an appropriate overview of the 2-tier/3-tier 'pros and cons' in any usefully instructive way which would help those reading the consultation document (pages 23-25) reach a well-informed, critically appraised, carefully considered, balanced conclusion.</p> <p>3-tier or 2-tier?</p> <p>Evidence Overlooked</p> <p>It is imperative to look above and beyond what those within (pupils, parents, public, staff, heads, governors, County etc.) envisage would work best merely in terms of a majority consensus, or collective compromise, based on pooled perspectives which could potentially be broadened even more productively and positively.</p> <p>For example, the assumption that two-tier (purely because it is so pervasive) is better than three-tier (just because so few LEAs follow it) is erroneous.</p> <p>THE MOST SUCCESSFUL model (so much so that it has long been widely embraced across the whole world) is that of the independent sector (private/'public' schools) where there is indeed a 'Middle' (Preparatory Common Entrance [9-13 yr-olds: Y5-Y8]) and 'High' (Senior/'College' [I]GCSE and A Level/Bacc/Pre-U [13-18 yr-olds: Y9-Y13]) school system.</p> <p>Here it has long been held that 11-13 yr-olds (i.e. Y7+Y8) do</p>	<p>We are wholeheartedly committed to supporting fully our strong vision for a successful school which sees TCMS continuing to thrive, as a Middle School, as part of a flourishing 3-tier system, in our aim to ensure it duly receives the recognition it deserves for becoming the Ofsted outstanding rated school we know it can be.</p> <p>What we raise on the following few pages, then, is what we ask to be considered in light of the concerns we identify, and on the basis of what would optimally address – in terms of the best overall route-through-school experience for all our children and young people living locally within the Berwick Partnership area – what the consultations document identifies (pages 4-13) as 'Issues Facing The Berwick Partnership' – i.e. what most would best improve the:</p> <ul style="list-style-type: none"> • financially sustainable viability of those particular schools in the Berwick partnership which are not currently financially sustainably viable • educational outcomes of those particular schools in the Berwick Partnership which are held to be currently below par. <p>We are completely convinced that a move to the 2-tier primary-secondary system is not only wholly unnecessary but risks, in fact, exacerbating these issues.</p> <p>We see so no merit in an alternative, substantially reorganized 3-tier, first-middle-high system; not when appropriately minimal tweaking, of things as they are, aimed only where they are necessary, at certain parts of the system, would suitably suffice; coupled with maximal initiative, input and investment targeted at key areas involving the one part of the system where all that is needed most.</p> <p>Considering the Information in the Consultation Document:</p> <p>The consultation document groups 'Issues Facing the Berwick Partnership' under the headings 'Ofsted' (page 6); 'Education Outcomes' (page 6-9); and 'Pupil Data and Information' (pages 10- 13).</p> <p>'Pupil Data and Information' clearly reads as 'Financially Sustainable Viability'</p> <p>'Education Outcomes' clearly reads as 'Academic Achievement'</p>
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better in the top two years of a 'Middle School' setting than in the bottom two years of a 'High School' setting. Certainly 'outcomes' (in the widest sense of that word; certainly not just academic examination results) in the independent sector have long borne this out.

The independent sector 'Middle School' framework, then, is already there to be taken full advantage of: long established, well proven, and highly regarded. Why should our existing local state Middle Schools, already rated 'Good' by OFSTED, not continue to flourish, in a thriving 3-tier system, all the while aspiring to be 'Outstanding', by taking full advantage of everything available that's easily transferable from their independent educational counterparts?

In curricular terms, especially, there is so much freely available to adopt/adapt. Certainly, at TCMS, we have colleagues and contacts with significant independent sector 'Middle School' framework experience which means that we know we are already working well towards that goal: our focus on Oracy across the curriculum – and in wider contexts both in and out of school – is a key case in point!

And, again, the assumption that independent schools only do so well because they simply select the more able pupils is equally erroneous. Some do - more so in senior schools. But school settings for middle-years do, in fact, span the entire ability range; and that includes those whose SEND provision for a relatively high proportion of children on roll is excellent and exemplary.

Equally, it is often not appreciated that classroom curriculum delivery in such schools can be really quite sparsely resourced; with the bulk of school fees being funneled into other costly areas which simply aren't a feature of state sector school life. The assumption that 'more income = better outcomes' is, again, erroneous.

It is the educational ethos inculcated in children - the life-long-lasting love of learning and keenness to succeed instilled in them - by good teachers, led by a good Head, and filtering through to families, and the wider school community locally as a whole, which does most to drive up standards.

MIDDLE SCHOOLS DO THIS BRILLIANTLY.

'Ofsted' clearly reads as 'Quality of Education'

Pupil Data and Information:

Several factors are presented under 'Pupil Data and Information' (pages 9-13): decreasing birth rate (pages 9-10, table 5); falling pupil numbers (page 9, table 4); secondary age student exodus (pages 10-13, tables 6 & 8); and increasing surplus school places (pages 10-12, table 7). The specific issue of surplus places is linked, crucially, to the reduction in per capita pupil-numbers- based funding of schools, which therefore limits a school's budget, which forces cutbacks, diminishing educational provision, and so threatening a school's financially sustainable viability within the Berwick Partnership (pages 12 & 13):

... some schools can still have a healthy budget and carry a certain number of surplus places if they attract the right number of students that still allows them to provide the broad and balanced curriculum that the Department for Education requires. However, when schools need to cut back on their teaching and learning resources as a result of a reducing budget then the educational experience of pupils may be impacted. (page 12)

... If the 183 High School age students who go out of the Berwick Partnership attended Berwick Academy, it would have an additional £915,000 in its budget each year. If the 94 Middle School age students who leave the area attended, those schools would have an additional £470,000 in their budgets.

Though it is not stated in the consultation document, this clearly signals:

- i) schools will close
- ii) staff will lose their jobs
- iii) children will have to move to fill surplus places in those schools that do stay open.

First Schools:

The consolidation of existing First Schools' Reception-Y4 pupils into the most financially sustainably viable of their existing premises as possible (necessarily closing and selling off those remaining), extended to include as much 2-4 year-old pre-

Reception provision as possible, would address the issue of surplus places in First Schools whilst retaining the current first-school phase (i.e. move from Y4 First School to Y5 Middle School) in the Berwick Partnership. This addresses the issue of the sustainable viability of First Schools in the Berwick Partnership.

Middle Schools:

Both of the town's Middle Schools are fairly full in terms of pupil places, and financially well managed. Therefore there simply is no case for reorganizing them on the grounds of their financially sustainable viability. They are financially sustainably viable. Indeed, given the 94 Middle School age students (consultation document, page 13) who currently leave the area to attend schools elsewhere (even though that figure presumably includes students flowing on through from Belford Primary, Wooler First, and Glendale Middle Schools to Alnwick Partnership schools; and even if these three schools were to move permanently from the Berwick Partnership to the Alnwick Partnership), reorganization of Berwick Partnership schools would need, in fact, to expand in the town's two Middle Schools if those among the 94 Middle School age students (and projected numbers for the future) who live in the Berwick Partnership area (and weren't to flow through Belford Primary, Wooler First and Glendale Middle Schools on into the Alnwick Partnership) were to be 'attracted back' or 'recaptured', post-reorganization, to the town's two Middle Schools in the Berwick Partnership. Whatever proportion of those 94 Middle School age students who leave the area would otherwise have attended the town's two Middle Schools, those two schools would have, in their budgets, the equivalent proportion of the additional £470,000 (consultation document, page 13) accounted for by those those 94 Middle School age students. This addresses the issue of the financially sustainable viability of the town's two Middle Schools in the Berwick Partnership. To reiterate – they are financially sustainably viable.

High School:

Berwick Academy is clearly not financially sustainably viable. At issue are the 183 High School age students who should be on roll there, were they not attending schools out of the Berwick Partnership. This would bring back into Berwick Academy's budget an additional £915,000 each year (consultation

document, page 13).

There are, in addition, sixth form students, living in the Berwick Partnership area, who are also travelling to attend not only private, Scottish, or Alnwick schools, but also VIth form colleges in Newcastle, and perhaps elsewhere, too (?). The consultation document makes no mention of VIth form students living in the Berwick Partnership area who aren't actually studying in the VIth form at Berwick Academy. If they, too, were all attending the town's High School, that would add even more to the school's budget, and so further secure the financially sustainable viability of Berwick Academy.

If Belford Primary, Wooler First, and Glendale Middle Schools were to be moved to the Alnwick Partnership that might shift the balance in numbers on roll somewhat, such that some of those Berwick-based High School age students who currently travel to Alnwick would instead flow on through from their Middle Schools to Berwick Academy. But parental choice will still operate. Some of those students will still secure places at the Duchess High School Alnwick. Private and Scottish school places will still remain available. Students will still travel to take up all those available places (consultation document, page 12, table 8). There is no guarantee that enough of a shift in numbers will occur to ensure the financially sustainable viability of Berwick Academy as the town's High School.

And so we do realize, then, that reorganizing the Berwick Partnership's schools to follow the 2- tier primary-secondary system would yoke flagging numbers of Y9-13 students at Berwick Academy (~520 students) to thriving numbers of Y7+8 pupils from the Middle Schools (~350) to bring the total combined number on roll (~870) at a new secondary school close to that of the capacity of the current Berwick Academy site (~930); thus obviating the need, in terms of financially sustainable viability, to 'attract back' or 'recapture' the numbers of secondary school age students currently travelling to attend private, Scottish, Alnwick, Newcastle, or other schools (or those, also, who may, indeed, be being home-educated, or receiving education other than at school [EOTAS]); or that 'attracting back' or 'recapturing', in addition, say, around just half or so (~60) of those secondary school age students currently travelling to Alnwick (133: consultation document, page 12, table 8), would see a new secondary school roll reach the capacity of the current Berwick Academy (~930) – assuming, that is, that such

a new secondary school would involve a refurbishment/rebuild/redevelopment of the current Berwick Academy buildings/site to that same capacity.

We feel that this is an insufficiently unambitious way of attempting to deal with the financially unsustainable viability of Berwick Academy; and, moreover, does a great disservice to our young people locally. To seem to be 'solving the problem' of the financially unsustainable viability of the town's High School by accepting that:

- i) we have lost the majority of those who currently go elsewhere because Berwick simply can't (and won't ever be able to) provide what would persuade them to stay;
- ii) we might retain just a minority of these students but only by being able to manipulate the distribution of schools within the Berwick and Alnwick Partnerships; and
- iii) manipulating the distribution of year groups across school sites to shore up flagging numbers in one with thriving numbers from parts of others is the only solution – these do not address the issue of retaining High School age students in Berwick for the reasons that they should be staying, namely that:

Berwick should be seen to be providing provenly successful Education Outcomes for High School students – just as it already does, very well, for first and Middle School pupils – in all those areas in which our young people want, and need, and deserve to be succeeding, in order to flourish in life, and to secure their own futures.

We return to considering what could be done about this, after first considering the information in the consultation document on 'Education Outcomes', in order to take that all that into account, too.

Education Outcomes:

Despite saying, under 'Education Outcomes' (pages 6-9), that 'Academic achievement is only one way of measuring the quality of a pupil's educational experience' (page 6), the consultation document goes on to focus solely on academic achievement, in quite some detail, over quite a few of the following pages (pages 6-9).

Despite saying, under 'Education Outcomes' (pages 6-9), that 'Parents and carers of pupils on roll in schools in the Berwick

Partnership will know the many other ways in which their children are benefitting from their school' (page 6), the consultation document goes on to say 'However, academic achievement is* important and therefore the following data is presented for information'. There then follows that sole focus on academic achievement, in quite some detail, over quite a few of the following pages (pages 6-9).

* In the context of the consultation document, at that point in the text, the words 'education outcomes are' (as they appear in the text at that point) are there in error; the context clearly means that those words should be read here as 'academic achievement is' since the document goes on to focus solely on academic achievement, in quite some detail, for quite a few of the following pages (pages 6-9).

Despite saying, under 'Education Outcomes' (pages 6-9), that 'Academic achievement is only one way of measuring the quality of a pupil's educational experience' (page 6), the consultation document does not mention any alternative gauge of Education Outcome which is in fact measurable.

Although the consultation document states that 'Parents and carers...will know the many other ways in which their children are benefitting from their school', there is then no indication as to what these 'many other ways' might be, other than that – implicit in the context – they have nothing to do with academic achievement; although they still are assumed – again, implied by the context; even though no single example is given – to count, like 'academic achievement', as 'education outcomes'.

Indeed, might it not be that 'the many other ways in which their children are benefitting from their school' include precisely those benefits which parents value most as being currently community-school-specific such that the closure of, or change in, a school, because of any reorganization, would mean that those are the very same benefits, so appreciated by parents, which will be lost?

It seems somewhat disingenuous to suggest there is so much more that matters to parents than mere 'academic achievement' only to then focus solely on 'academic achievement' without

alluding to how reorganization of the Berwick Partnership might impact on 'the many other ways in which...children are

benefitting from their school' as things currently stand.

A note on KS3 Y7 & Y8 curricular preparation for KS4 Y10 and Y11 GCSE courses:

We would also highlight concerns about potentially persistently held erroneous assumptions about KS3 Y7 & Y8 education in Middle Schools stemming from the period, some ten years or so ago, around the time that Berwick Community High School became Berwick Academy, when, as we understand it, the LEA implemented independent County-administered assessment tests to identify that this was the case. That fueled, at this time, as we understand it, an unfortunate, and wholly mistaken impression that poor GCSE results at The High School stemmed from slippage in standards of Y7 & Y8 teaching and learning at Middle Schools. That entirely misguided belief needs, most emphatically, to be firmly scotched. It is not true.

To deploy the argument that the key to GCSE success lies in ensuring students begin secondary school in Y7 so that the school has a full five years to drill children to get the highest possible marks by the time, a full five years later, they sit the actual exams – this is wholly wrong. It is also, moreover, entirely anti-educational. GCSE courses are specifically designed to be delivered solely over the course of two years in Ys 10 and 11. This is preceded, in the majority of schools, by a 'taster' year where the timetabled curriculum is purposely devised to include lessons in the full range of subjects the school offers, from which students choose the GCSE options they want to continue with for the two following years. Whilst these 'taster' lessons do facilitate, to some degree, 'getting ahead' with the GCSE specification, it is ludicrous to suggest that a school needs to start that process from the very start of Y7.

There are plenty of schools, particularly in densely populated urban centres, with a high year- on-year turnover of students, as families move into and out of the catchment areas which these schools serve. They cope admirably with implementing strategies to adapt curriculum delivery to ensure, say, that they get students arriving at the start of Y10 successfully through their GCSEs at the end of Y11. And it must be remembered that many subjects which students study for their GCSEs are entirely new to them when they first encounter them in Y9.

It is, rather, a broad base of diverse educational experiences;

linked in with strong foundational knowledge and understanding to be built upon later; and, most certainly, strong study skills; as well as, most importantly, a love of learning instilled in children in their younger schools years; coupled with the necessary maturity they have developed to apply themselves to their schoolwork ready for GCSE, which makes all the difference to their success at that level when they get there.

This is what the Middle School educational experience delivers; and it can't be replicated in Ys 7+8 at a secondary school because those same children are, in that setting, the youngest; over-awed by all the older students; overwhelmed by the sheer numbers there that they are so unused to; having to cope as best they can to adjust as quickly as possible to everything that is very different and new to them; and trying to cope with it all. That's a real setback at that age.

As research clearly shows (see above: Wyatt, 2019) Middle Schools prepare Y7 and Y8 pupils for GCSE significantly better than secondary schools do; precisely because, perhaps, the pressure in the 2-tier system, to start drilling students towards GCSE too early, is so strong; and this, sadly, stifles children's natural curiosity and inquisitiveness, their enjoyment of learning, and their enthusiasm for study – all of which otherwise thrive in Middle School settings.

Ofsted:

Though Tweedmouth Prior Park First School is the only Berwick Partnership school, other than Berwick Academy, with an Ofsted rating less than 'Good', pupils go on from there to Middle Schools where any potential shortfall in Education Outcomes as Academic Achievement is no longer discernible given those Middle Schools' Ofsted 'Good' ratings (page 6) and their >10% above both County and National expected standards for KS2.

Summary:

First schools: Financially Sustainable Viability - NO, Academic Achievement - YES, Quality of Education - YES;
Middle schools: Financially Sustainable Viability - YES
Academic Achievement - YES Quality of Education - YES;
High school: Financially Sustainable Viability - NO, Academic Achievement - NO, Quality of Education - NO.

Linking together Financially Sustainable Viability ('Pupil Data and Information'), Academic Achievement ('Education Outcomes') and Quality of Education ('Ofsted')

In terms of Education Outcomes (pages 6-9) as Academic Achievement (KS1 [page 6]; KS2 [page 7]; KS4 [pages 7-8]; and KS5 [pages 8-9]), all that information presented in the consultation document (pages 6-9), coupled with schools' Ofsted ratings (page 6), points to the only problem in Education Outcomes as Academic Achievement being those of Berwick Academy.

Addressing the financially sustainable viability of the town's High School, therefore, we believe, requires that Berwick Academy must be seen to be able to deliver what will 'attract back' or 'recapture' those 183 High School age students (and projected numbers for future years) and also the additional number (??) of V1th formers who should be studying there as well. Simply accepting that the majority of these will always remain lost to the Berwick Partnership – and that a secondary school created within a reorganized 2-tier system will be financially bolstered by per-pupil funding generated from the number of Y7 and Y8 students incorporated from closed-down Middle Schools – is a reprehensible strategy which will by no means guarantee any improvement in 'Education Outcomes' as 'Academic Achievement or otherwise.

We would be very concerned if it were indeed being assumed that, simply by reorganizing Berwick Partnership schools to follow the 2-tier primary-secondary system, all those who live in the Berwick Partnership area, but attend schools elsewhere, would be 'attracted back' or 'recaptured' purely by the allure of a shiny new-build campus.

In terms of the 'pull-in' power of an Ofsted rated 'Good' or 'Outstanding' school, published public exam statistics remain the overriding deal-breaker in the majority of people's eyes. And so there still remains, for Berwick Academy, the perceived problem of GCSE results. It is most unfortunate that public perceptions have deteriorated over the years to a point where they appear to have become intractably entrenched. Hence the continuing large numbers of pupils

leaving local Middle Schools for schools other than Berwick Academy (consultation document, pages 10-13); pupils who, in

the past, would automatically have gone on to become students at the Academy, far nearer to home than the schools which they are now prepared to travel to.

It is the case nationally, statistically, and stereotypically, that, on average, 'middle class', 'professional', 'educated' families have the wherewithal – financially and otherwise – to secure for their children their preferred choice of schools, and to cover the associated costs. It is equally the case – again: nationally, statistically, and stereotypically – that, on average, the children of 'middle class', 'professional', 'educated' families get more GCSEs, and at higher grades.

This means that, again on average, if all pupils leaving local Middle Schools did go straight on to become students at Berwick Academy, then GCSE results there would, in due course, automatically rise to a level which one would expect to reflect that of pupils' prior KS2 results i.e. above expected in relation to both County and National averages; instead of, as is currently the case, well below (consultation document, pages 7-9).

Conversely, if, post-reorganization, all those pupils who would usually have left local Middle Schools to go to schools elsewhere do, in fact, continue to do so, and do not go on to an overhauled Berwick Academy – or to the new 2-tier secondary school which supersedes it – then GCSE results there would not improve, the problem of public perceptions would still remain, and 'Educations Outcomes' would still be foremost among the 'Issues Facing The Berwick Partnership' – potentially becoming more, not less, of an issue.

Whatever the arguments for Education Outcomes being about so much more than just Academic Achievement – and however much such arguments ring true – public opinion, especially locally, has long been overwhelmingly influenced by schools' test and exam results; particularly Berwick Academy's GCSEs and A levels. This will not change. It presents a considerable – perhaps even wholly insurmountable – challenge that must be conquered in order to win people over to whatever is proposed for reorganizing Berwick Partnership schools.

That aside, it has clearly long been the case that the Department for Education – and, more especially, the Secretary of State for Education – focuses very firmly – exclusively, even –

on test and exam results in judging schools; particularly schools which are (in danger of) failing; and certainly where a Local Authority County Councils is to be held accountable for addressing such a case of a failing school within its remit.

Hence the recruitment, in 2018, of Northumberland County Council's Executive Director of Children and Adult Services to Parliamentary Under Secretary of State for the School System in the Department of Education Theodore Agnew's (Lord Agnew; Baron Agnew of Oulton) group of education experts tasked with raising school standards in the North East; one of whose key targets was 'unlocking the potential of key secondary schools in the region by encouraging collaboration with schools, high performing academy trusts and local authorities'.

Such collaboration, we feel, requires a radical rethink; a much more ambitious vision for KS4, KS5, alternative pre-and-post-16, SEND, special, and adult education. This needs to start, we would advocate, with an accurate independent expert educationist consultancy assessment of the educational needs of our teenagers and young adults living in the Berwick Partnership area; and ensuring those needs are properly met by determinedly focusing on implementing thoroughly and carefully thought through, properly planned, and appropriately well matched

educational provision, at Berwick Academy, which will rigorously and robustly target delivering those very educational opportunities which our teenagers and young adults do need, and deserve, to be able to access, in order for each of them to fulfill their individual potential; and so move on knowing that they are ready for the world of work; and to succeed in life, as fully capably prepared by their experiences of school as possible.

That means delivering provision for success in everything that will 'attract back' or 'recapture' those 183 'missing' students, and additional V1th formers, to Berwick Academy; for the statistically likely majority of whom, coming from, prospectively, stereotypically, 'middle class', 'professional', 'educated' families and, on balance of probability, aiming to get more GCSEs at higher grades, this does mean provision for 'Education Outcomes' as 'Academic Achievement' i.e. provision for a good range of GCSE and A level subjects, delivered via high standards of teaching and learning, and so leading to 'success' as measured by exam results in terms of

being able to get more GCSEs and A Levels at higher grades.

That said, it is just as important to ensure provision of alternatives to GCSEs (Applied GCSEs, Entry Level GCSEs, BTECs, NVQs etc.) for students better suited to, and likely to do better at, those instead; and to balance that with, ideally, for every student, at least a pass grade in GCSE Maths and English; and, if possible, a minimum of 5 GCSE passes – though there will always be some students for whom that will still be a struggle.

If Berwick Academy were able to show, now, that students' grades for Maths and English GCSEs in recent years have been 'on target' with respect to what those pupils' KS2 Maths and English SATs results predicted, then that is something worth working up in the public eye by way of demonstrating that young people are leaving at 16 having fulfilled their potential such that, post-reorganization, those who might otherwise have usually travelled to attend schools elsewhere would, instead, feel more reassured about staying within the Berwick Partnership to do GCSEs and A Levels at Berwick Academy. This would go some way to 'attracting back' or 'recapturing' those students.

As to how to provide such a broad ranging curriculum, staff it (recruitment and retention), resource it (finace!), accommodate it all appropriately within the premises on site (refurb/rebuild/redevelop), and ensure that everything is financially sustainably viable (student numbers, per-capita funding, additional sources of income), doubtless poses considerable challenges. Nonetheless, a great deal is accomplished elsewhere, all of which needs to be scouted out, and be tapped into, by looking outward, to models of exemplary practice in other schools, from which to glean the best of what could be implemented here; rather than the inward-looking, overly self-reliant, home-huddle-hub approach which is necessarily short-sighted and self-limiting. We are aware of at least some suggestions prompted by colleagues and contacts with experience of how things have been done in other schools. We would be happy to share those and would urge that further such avenues should be purposefully explored and pursued.

That, we are convinced, would be pay dividends. To concede otherwise, and simply accept that the students Berwick Academy loses just can't be won back; that the only way forward is to go 2-tier just to boost numbers by combining, in a new

secondary school, existing Y7 and Y8 Middle School pupils with Y9-13 High School students – that seems, to us, defeatist. Besides which, we would echo the words of Cllr Fairless-Aitken at the FACS OSC meeting of 10am April 7th 2022:
'I don't know whether, if you stick clearly thriving Middle Schools, in this instance, onto a struggling – I know it's moved up a tier – academy, I don't know if that's going to fix the problem.'

We don't know if that's going fix the problem, either. We think it won't. And we're concerned it might make matters worse.

<p>In what capacity are you responding to the consultation - Role</p>	<p>Having read the consultation document, do you think schools in the Berwick Partnership will be better able to deliver improved outcomes and safeguard their viability for future generations if they are organised within the current 3-tier (first/middle/high) structure or if they are reorganised to the 2-tier (primary/secondary) structure? - Tier</p>	<p>Please give the reasons for your answer below or state 'None' - Comment</p>	<p>Do you have an alternative option for school organisation in the Berwick Partnership that would address the issues outlined in this document that you would like us to consider?</p> <p>Please give your alternative option here or state 'None' - Comment</p>
<p>Staff Member of Tweedmouth Middle</p>	<p>Three-tier (current structure, phase change at end of Year 4)</p>	<p>Current structure - ALL 3 middle schools are rated as 'good' from OFSTED as are ALL the (except 1) first schools rated 'good' - The Grove Special School - rated outstanding. Outcomes from middle schools - SATS results are above National average - in reading writing and maths The current structure middle schools act as stepping stones in phase of children education - middle schools provide subject specialists - languages, humanities, arts - and prepare children for the next phase of their education to the academy. Pupils at end of Yr4 are ready to move on from their first schools and middle schools provide a nurturing environment in that next phase and likewise at Yr8. Middle schools are set up to carry out the relevant assessments SATS ant the end of Year 6 - introduces children to specialist teaching - the ability to offer a wide variety of extra curricular opportunities to the vast amount of pupils Current structure first - middle - academy work together on curriculum planning</p>	<p>I do not think I am qualified to offer an alternative option - however it is clear that some extended provision for SEN pupils is needed - The Grove. Adapted 3 tier restructure - due to pupil numbers dropping - first schools could be combined in some way - to help address surplus spaces. Refurbish update facilities at Berwick Academy - in order to provide environment that will attract and retain teachers and pupils.</p>

In what capacity are you responding to the consultation - Role	Having read the consultation document, do you think schools in the Berwick Partnership will be better able to deliver improved outcomes and safeguard their viability for future generations if they are organised within the current 3-tier (first/middle/high) structure or if they are reorganised to the 2-tier (primary/secondary) structure? - Tier	Please give the reasons for your answer below or state 'None' - Comment	Do you have an alternative option for school organisation in the Berwick Partnership that would address the issues outlined in this document that you would like us to consider? Please give your alternative option here or state 'None' - Comment
Parent/Carer of a pupil currently attending Holy Trinity CE First	Three-tier (current structure, phase change at end of Year 4)	<p>Current three tier system works - the first schools and middles schools are 'good'</p> <p>Pupils at end of Yr 4 are ready to move onto Middle School - but also relish in being the top of the school in Year 4 and the opportunities that are provided for them.</p> <p>Middle schools are the next stepping stone for them to move on to the next phase in their education. They are introduced to specialist teaching and given more extra curricular opportunities. Middle schools - like their first schools provide a nurturing environment with good pastoral care. Middle schools are in a position to and are experienced in delivering and preparing pupils for SATS at the end of Year 6. In KS3 pupils are continued to be taught by specialist teachers giving them the grounding for transition at the end of Year 8 to the Academy and their GCSEs. By year 8 pupils have the confidence to move on to the next phase in their education.</p>	<p>Stay as 3 tier - but as a parent of pupil who is about to move onto the Academy some facilities and departments are in need of updating - it is also concerning as it is still a school which 'requires improvement' (and has been since 2012)- and as parents we have no alternative or choice as to where we send our children - standards / outcomes and facilities do need improving. Why shake up a whole system... when only part of the system needs fixing?</p>
Parent/Carer of a pupil currently attending Tweedmouth Middle	Three-tier (current structure, phase change at end of Year 4)	<p>I think it would be better to improve the existing system than change to a 2-tier system.</p> <p>The system works well for our area and children are usually ready for the move up to middle school at 9yrs. The middle schools are performing well and achieving good results so why risk changing to another system. The Academy could perhaps liaise more with the middle schools during years 7 and 8 to help achieve a more seamless transfer.</p>	<p>Improve the system we have.</p>

<p>In what capacity are you responding to the consultation - Role</p>	<p>Having read the consultation document, do you think schools in the Berwick Partnership will be better able to deliver improved outcomes and safeguard their viability for future generations if they are organised within the current 3-tier (first/middle/high) structure or if they are reorganised to the 2-tier (primary/secondary) structure? - Tier</p>	<p>Please give the reasons for your answer below or state 'None' - Comment</p>	<p>Do you have an alternative option for school organisation in the Berwick Partnership that would address the issues outlined in this document that you would like us to consider?</p> <p>Please give your alternative option here or state 'None' - Comment</p>
<p>Staff Member of Tweedmouth Middle</p>	<p>Three-tier (current structure, phase change at end of Year 4)</p>	<p>In my opinion I think the two tier system would be detrimental to the welfare of many younger children Every child matters and I don't think that will be the case if this were to go ahead The three tier system gives a far more structured approach to needs of children who just could not cope in a two tier environment.</p>	<p>Updating the middle schools and leaving things as they are !</p>

<p>Staff Member of Tweedmouth Middle</p>	<p>Three-tier (current structure, phase change at end of Year 4)</p>	<p>Outcomes at KS2 in Middle Schools are at or above both local and national figures and have been for some years.</p> <p>At KS3 in Middle Schools, children are taught by secondary specialists in their subject area - KS3 staff are trained to teach KS3, KS4 and KS5.</p> <p>At KS3 there are links to the 'next phase' of children's education through transitional work such as the AQA Unit Award Scheme - children are familiar with the exam board used at GCSE.</p> <p>The 3 tier system falls in line with children's developmental needs - when they leave First School, they are emotionally ready to do so. When they leave Middle School, they are emotionally mature enough to move on. Middle Schools are a community and the children are aware of this. They have brilliant pastoral support and the small community feel of the school means they know there is someone to turn to with a problem. They are individuals who all the staff know well.</p> <p>I have worked in both 2 tier and 3 tier system. In the 2 tier system, the Y7 children do not want to be with the KS4 and 5 children. There are too many children for the staff to get to know on an individual level. Peer pressure also takes its toll where Y7 and Y8 children believe they must act in a certain way to be accepted by their older peers.</p> <p>Whereas this is not the case in the 3 tier system where Y7 children still make the transition from KS2 to KS3 but do so within a familiar place, with staff they are already familiar with. Middle School staff know pupils' academic strengths and weaknesses and can build on them as they transfer to KS3.</p> <p>Middle schools offer a vast enrichment curriculum through their broad and balanced curriculums - often taking pupils out of school or having visitors in school. Often this is through Art grants etc - and these are only possible through the numbers Middle Schools have. If a cohort was more than double its size (as a 2 tier system would be) then this means grants etc are not as readily available so pupils would miss out on these valuable enrichment experiences.</p> <p>Middle school pupils thrive on this enrichment - it allows them</p>	<p>I am aware of the surplus places in First Schools - but I am also aware that surplus places are only an issue when there is a negative budget.</p> <p>If some First Schools are no longer financially viable then a restructure would need to happen in First schools. However, parents should still be given a choice as to where to send their children so this would need to be carefully considered.</p> <p>A refurbishment of Middle Schools (given their success in terms of quality of education, academic success and financial viability) should happen.</p> <p>Berwick Academy should be given a major refurbishment or a new build.</p> <p>SEN provision is vital - The Grove School is at capacity and is not necessarily the correct place for some pupils. In the partnership, we have pupils attending schools far from Berwick. Many of these children are neurodiverse children who should not be travelling for miles to attend school. Their education should be here in Berwick.</p>
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to see the value in the work they are studying; they are memorable experiences and foster their love of learning.

Lastly, both Tweedmouth Middle and Berwick Middle are Ofsted Good schools. between the schools there are hundreds of pupils who are receiving a great education. Why should those 700 or so pupils be displaced in favour of a 2 tier system where there is no evidence that it will be a success?

<p>In what capacity are you responding to the consultation - Role</p>	<p>Having read the consultation document, do you think schools in the Berwick Partnership will be better able to deliver improved outcomes and safeguard their viability for future generations if they are organised within the current 3-tier (first/middle/high) structure or if they are reorganised to the 2-tier (primary/secondary) structure? - Tier</p>	<p>Please give the reasons for your answer below or state 'None' - Comment</p>	<p>Do you have an alternative option for school organisation in the Berwick Partnership that would address the issues outlined in this document that you would like us to consider?</p> <p>Please give your alternative option here or state 'None' - Comment</p>
<p>Parent/Carer of a pupil currently attending Glendale Middle</p>	<p>Three-tier (current structure, phase change at end of Year 4)</p>	<p>Both my children (from this September) will be pupils at Glendale Middle School - the school I attended as a child. This school has incredible facilities and the ethics and community connections which all schools should strive to have. But do fell that being stuck in the no mans land of two and three tier systems is wholly unfair. There needs to be a clear decision made and lines drawn for high school catchments - it used to be so straight forward! North of Wooler went to Berwick and south went to Alnwick with very few exceptions!!</p> <p>Middle School makes children in my opinion and I am absolutely horrified at the thought of year 6 age children spending upwards of 2hrs per day on school transport! It is just lunacy!</p>	<p>It is very clear to see - if high school age is where we are seeing the pupil levels drop - then this is the issue! Fix this problem! I have raised this many times before - if Berwick High School was to have some decent money spent on it, not on administrative costs, on actual infrastructure and with the view to providing first class facilities open to the community and therefore creating a sense of community ownership and pride, the numbers will start to increase at Berwick. We cannot compete with the shiny new Duchess or Scottish Borders facilities, and why? Because Berwick is once again in the dark ages! Poor school facilities and failing leadership have a massive bearing on who stays in Berwick and who chooses to leave to bring up a family somewhere more appealing. It's sad. Better high school facilities will attract families in to the area and more importantly, retain the families who may otherwise choose to send their children out with the catchment area or pay for private education. A new high school would create greater employment opportunities, greater sense of pride, better prospects, better future for our children and a greater draw to the area as a whole. This is no quick fix but enough is enough! Too much time has been wasted and it is now time for action. Fix the problem at source rather than making it about the "system" and stop this bureaucratic rubbish!</p>

<p>Staff Member of Berwick Middle</p>	<p>Three-tier (current structure, phase change at end of Year 4)</p>	<p>The three-tier system in Berwick is currently providing a 'good' or 'outstanding' education to the vast majority of pupils and as can be seen in the consultation document attached above, that is what was seen as the most important priority by those who responded to the last consultation. I can not understand the rationale of destroying an entire educational Partnership based on poor educational results, a poor Ofsted grading and a significant drop in retention of pupils who live in Berwick, during one phase of the current system. As can be clearly seen from the data in the document above, the vast majority of parents and pupils are using the three tier system and it can clearly be seen that the huge majority of parents/pupils who leave education in the Berwick Partnership to be educated elsewhere, do so upon entry to Berwick Academy at Year 9. I firmly believe that if the Berwick Partnership moved to a two-tier system that more pupils will leave the Berwick Partnership and will do so upon entry to Year 7 (Secondary School) and the situation will actually worsen.</p> <p>I believe that the current three-tier system is working up to Year 8 and that the system should therefore remain, but that significant investment and change is needed so that the educational provision and results improve at Berwick Academy. If this were to happen, I firmly believe that far fewer pupils and parents would choose to leave a Partnership which has worked for them during their entire education. This would therefore reduce surplus places from Year 9 and beyond and would also therefore have financial benefits for Berwick Academy moving forward, allowing for progress and improvements to continue in the future.</p> <p>In my role, I am contacted by parents who are choosing to remove their pupils from the Berwick Partnership and the reason given time and time again is that parents do not feel that the educational offer at Berwick Academy is good enough. Parents are always very apologetic about this but often explain that they feel like they have no choice but to move their child out of the Partnership to begin Year 9 outside of the Partnership. I feel that it is important to state that during these conversations and communications, parents are always extremely complimentary and supportive of all the First and Middle schools in the Partnership and I have never heard any parent mention the three tier system as the issue - it is simply one phase of this system is not</p>	<p>None</p>
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		currently providing the educational results that parents expect or pupils deserve.	
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<p>Parent/Carer of a pupil currently attending Holy Trinity CE First</p>	<p>Three-tier (current structure, phase change at end of Year 4)</p>	<p>The three-tier system in Berwick is currently providing a 'good' or 'outstanding' education to the vast majority of pupils and as can be seen in the consultation document attached above, that is what was seen as the most important priority by those who responded to the last consultation. I can not understand the rationale of destroying an entire educational Partnership based on poor educational results, a poor Ofsted grading and a significant drop in retention of pupils who live in Berwick, during one phase of the current system. As can be clearly seen from the data in the document above, the vast majority of parents and pupils are using the three tier system and it can clearly be seen that the huge majority of parents/pupils who leave education in the Berwick Partnership to be educated elsewhere, do so upon entry to Berwick Academy at Year 9. I firmly believe that if the Berwick Partnership moved to a two-tier system that more pupils will leave the Berwick Partnership and will do so upon entry to Year 7 (Secondary School) and the situation will actually worsen</p> <p>I believe that the current three-tier system is working up to Year 8 and that the system should therefore remain, but that significant investment and change is needed so that the educational provision and results improve at Berwick Academy. If this were to happen, I firmly believe that far fewer pupils and parents would choose to leave a Partnership which has worked for them during their entire education. This would therefore reduce surplus places from Year 9 and beyond and would also therefore have financial benefits for Berwick Academy moving forward, allowing for progress and improvements to continue in the future.</p> <p>In my role, I am contacted by parents who are choosing to remove their pupils from the Berwick Partnership and the reason given time and time again is that parents do not feel that the educational offer at Berwick Academy is good enough. Parents are always very apologetic about this but often explain that they feel like they have no choice but to move their child out of the Partnership to begin Year 9 outside of the Partnership. I feel that it is important to state that during these conversations and communications, parents are always extremely complimentary and supportive of all the First and Middle schools in the Partnership and I have never heard any parent mention the three tier system as the issue - it is simply one phase of this system is not</p>	<p>None</p>
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		currently providing the educational results that parents expect or pupils deserve.	
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<p>Governor of Holy Trinity CE First</p>	<p>Three-tier (current structure, phase change at end of Year 4)</p>	<p>The three-tier system in Berwick is currently providing a 'good' or 'outstanding' education to the vast majority of pupils and as can be seen in the consultation document attached above, that is what was seen as the most important priority by those who responded to the last consultation. I can not understand the rationale of destroying an entire educational Partnership based on poor educational results, a poor Ofsted grading and a significant drop in retention of pupils who live in Berwick, during one phase of the current system. As can be clearly seen from the data in the document above, the vast majority of parents and pupils are using the three tier system and it can clearly be seen that the huge majority of parents/pupils who leave education in the Berwick Partnership to be educated elsewhere, do so upon entry to Berwick Academy at Year 9. I firmly believe that if the Berwick Partnership moved to a two-tier system that more pupils will leave the Berwick Partnership and will do so upon entry to Year 7 (Secondary School) and the situation will actually worsen</p> <p>I believe that the current three-tier system is working up to Year 8 and that the system should therefore remain, but that significant investment and change is needed so that the educational provision and results improve at Berwick Academy. If this were to happen, I firmly believe that far fewer pupils and parents would choose to leave a Partnership which has worked for them during their entire education. This would therefore reduce surplus places from Year 9 and beyond and would also therefore have financial benefits for Berwick Academy moving forward, allowing for progress and improvements to continue in the future.</p> <p>In my role, I am contacted by parents who are choosing to remove their pupils from the Berwick Partnership and the reason given time and time again is that parents do not feel that the educational offer at Berwick Academy is good enough. Parents are always very apologetic about this but often explain that they feel like they have no choice but to move their child out of the Partnership to begin Year 9 outside of the Partnership. I feel that it is important to state that during these conversations and communications, parents are always extremely complimentary and supportive of all the First and Middle schools in the Partnership and I have never heard any parent mention the three tier system as the issue - it is simply one phase of this system is not</p>	<p>None</p>
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		currently providing the educational results that parents expect or pupils deserve.	
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<p>Other – please state</p>	<p>Three-tier (current structure, phase change at end of Year 4)</p>	<p>The consultation document does not give sufficient evidence to warrant a successful change to a two-tier system.</p> <p>Within the two "Good" middle schools we have KS2 and KS3 specialists who are already providing a great education for our students. If Berwick goes to two tier, teachers could potentially be lost due to the slotting in of staff into remaining schools. Especially in terms of KS3 staff their only option would be going to the Academy, who do not have to take staff due to being an academy and not being under Northumberland County. Instead, they could employ unqualified or less experienced teachers. Therefore, students could potentially lose specialist staff.</p> <p>Having smaller year groups due to the three tier system means teachers get to know the students better. Also, teachers can provide more learning opportunities due to staff ratios, events and funding that can cater for these numbers. With greater year group numbers this is harder to achieve in a two-tier system.</p> <p>TCMS already display Y6 SATS results which are above County and National levels, there has been no evidence given to show how this would be protected or improved.</p> <p>A two tier system results in larger age gaps. With older students potentially having influence over younger students. As a parent this greatly concerns me. As there is a big difference between 3 and 11 year olds and 11 and 18 year olds.</p> <p>Within a three-tier system and a smaller age range, development needs can be met. This is evident in the National Middle School Forum evidence, which shows middle school students attain better grades to other schools. Evidence also suggests the brain undergoes many changes from ages 8 to 14. If in a 3 tier system, the majority of this age range would be spent in a middle school. Whereas, if it was a two tier system, yes there would only be one transition, however this would be in the middle of this development.</p> <p>My main concern as a parent is this exact process happened at Alnwick and a good school was downgraded to requires improvement. This was mainly due to behaviour and as quoted from the Duchess's Ofsted report (after they changed</p>	<p>Currently all our schools are doing well with the exception of 2 which require improvement. Currently the Academy is improving and heading in the right direction. I believe the current system allows parental choice which is important in an already rural area. I believe that money needs invested into refurbishment of buildings as this hasn't been done for a while due to the uncertainty in the change of the system. This would allow for the update to more modern, inspiring and suitable facilities. In particular a new build should be considered in terms of SEND facilities as the Grove has long since out grown their site and there are many potential green areas. This would allow for additional room and sensory stimulation these students deserve. Also a lot of SEND children are having to travel out of the area as there are not enough places. This I feel is not acceptable and we should be able to cater for all who need these facilities.</p> <p>A new build only changes the walls it does not completely influence the education happening within them. The schools that need to improve should be given the support to do so and be held responsible for what they need to improve.</p> <p>However, the number of first schools may need assessed, due to future admission numbers and whether there are too many first schools to still be profitable.</p> <p>I feel that currently all the schools are improving and changing this system is a massive risk and potential disruption to all the schools and the quality education which is already provided.</p>
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		<p>to two tier) "pupils do not learn well across the whole curriculum, particularly at key stage 3". Also adding to this the already narrowing curriculum at the Academy in some subjects such as Science. I feel there is not sufficient evidence to say this will not happen to Berwick if we were to go two-tier. Especially when the Berwick consultation evidence has quoted the Alnwick consultation, which states there would be an improvement to the system and there clearly hasn't been. The Berwick Consultation largely focuses on National data and quotes consultation evidence prior to system changes, however it has not reported on the impact post change to the systems.</p> <p>As a parent who has gone through the middle school system yet has also taught in both three-tier and two-tier systems I believe there is more benefits to a three-tier system in the Berwick area.</p>	
<p>Staff Member of Tweedmouth Middle</p>	<p>Three-tier (current structure, phase change at end of Year 4)</p>	<p>There isn't a single factual statement in the consultation document that suggests a two-tier system would improve outcomes within the Berwick Partnership. According to the document, all but two of the schools in the partnership are good or outstanding - why is it not easier to focus on getting those two schools to a good standard rather than altering schools who are already performing well.</p>	<p>The problem with falling numbers on roll appears to be at the High School stage. As a parent, I would be happier moving my child outside of the Berwick Partnership at the end of Year 6 if we were in a two-tier system and a big transition would be happening at this stage anyway. You don't need an alternative; you need the Academy to be a good school to retain the pupils from our very good middle and first schools.</p>

In what capacity are you responding to the consultation - Role	Having read the consultation document, do you think schools in the Berwick Partnership will be better able to deliver improved outcomes and safeguard their viability for future generations if they are organised within the current 3-tier (first/middle/high) structure or if they are reorganised to the 2-tier (primary/secondary) structure? - Tier	Please give the reasons for your answer below or state 'None' - Comment	Do you have an alternative option for school organisation in the Berwick Partnership that would address the issues outlined in this document that you would like us to consider? Please give your alternative option here or state 'None' - Comment
Governor of Tweedmouth Middle	Three-tier (current structure, phase change at end of Year 4)	Agreed TCMS Governors' consensus response submitted to Lorraine Fife by email (11/08/22 at 12:15) as per her email to Headteachers (18/07/22 at 14:27)	Agreed TCMS Governors' consensus response submitted to Lorraine Fife by email (11/08/22 at 12:15) as per her email to Headteachers (18/07/22 at 14:27)
Staff Member of Hugh Joicey CE First	DON'T KNOW	I feel Middle Schools are a nice next step for children in Y5 - Y8 before mixing with older children in High School . I also think that having children in First School until Y6 has benefits as I feel Y4 children really don't want to leave for a new school just yet.	None
Parent/Carer of a pupil currently attending Holy Trinity CE First	Three-tier (current structure, phase change at end of Year 4)	You stated that "this consultation is not a referendum and any decision about the structure of schools will be based on the quality of the educational rationale" and it is clear to see that the quality of education in first and middle schools- particularly middle schools- is good if not outstanding. The quality of education at the current high school/academy is less than that. Much less. Worse. To consider sending pupils to a 'requires improvement' school TWO YEARS EARLIER THAN NECESSARY is utterly farcical and not feasible for any pupil. Why would we want that for the children in our community. Despite what's happening across the county, it's clear to see that the 3 tier system WORKS in the Berwick area. I have been through it myself as a pupil. Now I have two children about to go through it and every single time I would choose 3 tier. It is the obvious choice and it seems to	My concern is that the 2 tier system was implemented in what was a successful 3 tier area of Alnwick just south from us and now the entire education system particularly the current High school which is also in 'requires improvement' is failing. An alternative option could be to amalgamate some smaller first schools but absolutely NOT to make the same mistake that was made in a the Alnwick area.

In what capacity are you responding to the consultation - Role	Having read the consultation document, do you think schools in the Berwick Partnership will be better able to deliver improved outcomes and safeguard their viability for future generations if they are organised within the current 3-tier (first/middle/high) structure or if they are reorganised to the 2-tier (primary/secondary) structure? - Tier	Please give the reasons for your answer below or state 'None' - Comment	Do you have an alternative option for school organisation in the Berwick Partnership that would address the issues outlined in this document that you would like us to consider? Please give your alternative option here or state 'None' - Comment
		me that your 'education rationale' answers itself in favour of the 3 tier system.	
Staff Member of Tweedmouth Middle	Three-tier (current structure, phase change at end of Year 4)	<p>The current 3 tier system is currently working well with educational outcomes exceeding national figures in all but GCSE. All but 2 schools in the Berwick Partnership of Schools are rated Good or better by OFSTED.</p> <p>The 3 tier system provides a smooth transition for pupils at a key developmental stage of their lives.</p> <p>Data from the National Middle Schools forum shows that pupils in 3 tier systems perform better when they come to GCSE's and this is born out in Northumberland where the 2 most successful High/Secondary Schools are in 3 tier systems.</p> <p>The Alnwick Partnership also moved to a 2 tier system a</p>	Maintain the current 3 tier system by amalgamating the Middle Schools onto one site/campus. Rebuild Berwick Academy on the same campus and build specialist facilities such as a Sports College which can be shared by the two schools.

In what capacity are you responding to the consultation - Role	Having read the consultation document, do you think schools in the Berwick Partnership will be better able to deliver improved outcomes and safeguard their viability for future generations if they are organised within the current 3-tier (first/middle/high) structure or if they are reorganised to the 2-tier (primary/secondary) structure? - Tier	Please give the reasons for your answer below or state 'None' - Comment	Do you have an alternative option for school organisation in the Berwick Partnership that would address the issues outlined in this document that you would like us to consider? Please give your alternative option here or state 'None' - Comment
		number of years ago and educational outcomes (at GCSE) have declined and the most recent OFSTED report at The Duchess showed it had declined since becoming a Secondary School and was particularly critical of the provision at Key Stage 3.	
Parent/Carer of a pupil currently attending Tweedmouth West First	Three-tier (current structure, phase change at end of Year 4)	I would like my daughter to experience Middle school and not attend a school with older children when she is a lot younger to them. I really enjoyed my experience as a child in Tweedmouth Middle School. I have heard so many wonderful things about them recently I really want my daughter to experience them . I do worry about Berwick Academy but I feel with time and support from berwick parents it will improve.	Improved SEND facilities and thrive across the partnership More money given to the Academy to help them improve Build a stronger berwick partnership in a 3 tier model .
Parent/Carer of a pupil currently attending Hugh Joicey CE First	Three-tier (current structure, phase change at end of Year 4)	I like the children to have the security of a smaller school and then have a change when they out grow the setting they are in and grow themselves as they move on to the next chapter at middle school and then again at High School.	None

In what capacity are you responding to the consultation - Role	Having read the consultation document, do you think schools in the Berwick Partnership will be better able to deliver improved outcomes and safeguard their viability for future generations if they are organised within the current 3-tier (first/middle/high) structure or if they are reorganised to the 2-tier (primary/secondary) structure? - Tier	Please give the reasons for your answer below or state 'None' - Comment	Do you have an alternative option for school organisation in the Berwick Partnership that would address the issues outlined in this document that you would like us to consider? Please give your alternative option here or state 'None' - Comment
Parent/Carer of a pupil currently attending Tweedmouth Middle	Three-tier (current structure, phase change at end of Year 4)	The 3 tier structure when working to its potential is proven to produce better exam results than a 2 tier system, and allows a more varied and enriching curriculum. Viability for future generations can be assured by investing in an established structure that does so much right already, so pupils, their families and the whole community will benefit directly from any improvements that can be made.	I feel very strongly that moving to a 2 tier system is a very backward looking step. Primary pupils who are commonly ready to move on at the end of Y4 lose out as they are forced to stay on at Primary level for another two years. They then lose out again by moving straight to a struggling high school and completely losing out on the unique pastoral, development and curriculum opportunities a middle school majors on. There is much that could be done within the existing structure relating to achieving relevant and improved educational and employment outcomes without a wholesale change to a 2 tier system. There should be a truly independent assessment commissioned by educational experts to explore what can be fine tuned and what needs resources thrown at it, relevant to our local area.
Parent/Carer of a pupil currently attending Holy Trinity CE First	Three-tier (current structure, phase change at end of Year 4)	Having gone to school in Berwick myself, attending Holy Trinity and Berwick middle school I feel that the advantages of the 3 tier system greatly outweigh the disadvantages.	None
Parent/Carer of a pupil currently attending Berwick Middle	Three-tier (current structure, phase change at end of Year 4)	It's a much better system 3 tier	None

In what capacity are you responding to the consultation - Role	Having read the consultation document, do you think schools in the Berwick Partnership will be better able to deliver improved outcomes and safeguard their viability for future generations if they are organised within the current 3-tier (first/middle/high) structure or if they are reorganised to the 2-tier (primary/secondary) structure? - Tier	Please give the reasons for your answer below or state 'None' - Comment	Do you have an alternative option for school organisation in the Berwick Partnership that would address the issues outlined in this document that you would like us to consider? Please give your alternative option here or state 'None' - Comment
Resident/member of the community living in the Berwick Partnership	Three-tier (current structure, phase change at end of Year 4)	Save the middle school!	None
Resident/member of the community living in the Berwick Partnership	Three-tier (current structure, phase change at end of Year 4)	I believe a 3 tier system is a much better education system than the 2 tier system. The middle school years are vital to a child's development and going straight from primary school to high school negates this development. Middle school teachers and staff help ease the transition between primary and high school, and without this, the earlier years of high school can be very daunting and traumatic for 11 year olds to be at school with 18 year olds.	None
Staff Member of Berwick Middle	Three-tier (current structure, phase change at end of Year 4)	None	None

In what capacity are you responding to the consultation - Role	Having read the consultation document, do you think schools in the Berwick Partnership will be better able to deliver improved outcomes and safeguard their viability for future generations if they are organised within the current 3-tier (first/middle/high) structure or if they are reorganised to the 2-tier (primary/secondary) structure? - Tier	Please give the reasons for your answer below or state 'None' - Comment	Do you have an alternative option for school organisation in the Berwick Partnership that would address the issues outlined in this document that you would like us to consider? Please give your alternative option here or state 'None' - Comment
Parent/Carer of a pupil currently attending Holy Trinity CE First	Three-tier (current structure, phase change at end of Year 4)	Your current plan from what I could see focuses on the secondary school. I believe that until you have a plan for a brand new primary school to accommodate the current learning structure we have in our wonderful first and middle schools without 'squeezing' (your words to me at consultation) extra classes into existing first school buildings/grounds, the structure should remain the same. Our children have been through so much uncertainty over the past few years, please do not add any more unnecessarily. I feel they from my own children 9, 5 and 2 that they have only just begun to feel secure again, especially my 5 year old, which is the exact age group this will effect the most if a move to 2 tier is done half organised!!!	Continue with 3 tier until you have a purpose built primary and secondary school. The reason our first schools thrive is because alot of learing is not just based in the classroom. You squeeze more classes into existing buildings you are losing outdoor space, less ability to fit the entire school into the hall/communal space which will ultimately result in young kids sitting in their classrooms more losing the opertunity for active learning leading to a decline in results.
Other – please state	Three-tier (current structure, phase change at end of Year 4)	The current system works.	None

In what capacity are you responding to the consultation - Role	Having read the consultation document, do you think schools in the Berwick Partnership will be better able to deliver improved outcomes and safeguard their viability for future generations if they are organised within the current 3-tier (first/middle/high) structure or if they are reorganised to the 2-tier (primary/secondary) structure? - Tier	Please give the reasons for your answer below or state 'None' - Comment	Do you have an alternative option for school organisation in the Berwick Partnership that would address the issues outlined in this document that you would like us to consider? Please give your alternative option here or state 'None' - Comment
Resident/member of the community living in the Berwick Partnership	Three-tier (current structure, phase change at end of Year 4)	<p>I experienced the three-tier system as a pupil myself and only a small proportion of the advantages of this system are listed above. Middle schools offer pupils with opportunities unable to be provided in large primary schools and high schools. Without these a lot of children miss out.</p> <p>Being a teacher myself, I now teach in a two tier system. I see the advantages for some but not in a town like Berwick. Keeping class sizes smaller by being three tier allows for me pupil-teacher experiences, relationships to be formed.</p>	None
Staff Member of Berwick Middle	Three-tier (current structure, phase change at end of Year 4)	Better education	None
Parent/Carer of a pupil currently attending Berwick Middle	Three-tier (current structure, phase change at end of Year 4)	3 tier system is far superior	none
Parent/Carer of a pupil currently attending Tweedmouth West First	Three-tier (current structure, phase change at end of Year 4)	Middle schools have good ofsted reports whereas the high school requires improvement. I wouldn't want my child going to the high school any sooner than they have to because of this. I also think the jump from such a small primary school to the high school would be too daunting for my children and the transition from middle school to the high school would be easier for them	None

In what capacity are you responding to the consultation - Role	Having read the consultation document, do you think schools in the Berwick Partnership will be better able to deliver improved outcomes and safeguard their viability for future generations if they are organised within the current 3-tier (first/middle/high) structure or if they are reorganised to the 2-tier (primary/secondary) structure? - Tier	Please give the reasons for your answer below or state 'None' - Comment	Do you have an alternative option for school organisation in the Berwick Partnership that would address the issues outlined in this document that you would like us to consider? Please give your alternative option here or state 'None' - Comment
Parent/Carer of a pupil currently attending Berwick Middle	Three-tier (current structure, phase change at end of Year 4)	The Middle schools are doing an amazing job with great results high school not so much. The two tier system does not seem to work as well as our current 3 tier system	None
Parent/Carer of a pupil currently attending Holy Trinity CE First	Three-tier (current structure, phase change at end of Year 4)	It has always work so why change something that is t broken, I feel going to high school in year 6 is too young	None
Parent/Carer of a pupil currently attending Holy Trinity CE First	Two-tier (primary/secondary structure, phase change at end of Year 6)	None	None
Parent/Carer of a pupil currently attending Holy Trinity CE First	Three-tier (current structure, phase change at end of Year 4)	It works well and don't see the need for change.	None

In what capacity are you responding to the consultation - Role	Having read the consultation document, do you think schools in the Berwick Partnership will be better able to deliver improved outcomes and safeguard their viability for future generations if they are organised within the current 3-tier (first/middle/high) structure or if they are reorganised to the 2-tier (primary/secondary) structure? - Tier	Please give the reasons for your answer below or state 'None' - Comment	Do you have an alternative option for school organisation in the Berwick Partnership that would address the issues outlined in this document that you would like us to consider? Please give your alternative option here or state 'None' - Comment
Parent/Carer of a pupil currently attending Scremerston First	Three-tier (current structure, phase change at end of Year 4)	<p>Nearly all first schools are Ofsted good.</p> <p>Both Tweedmouth Middle and Berwick Middle are Ofsted Good.</p> <p>Both middle school results for KS2 sats are at or above local and national figures.</p> <p>As someone who experienced the 3 tier system: 3 tier means that children are ready to move to their next school. They are ready when they're 9 and then again ready for High School at 13.</p> <p>11 year olds are too young to be with 16 and 18 year olds.</p> <p>Same with primary age pupils - 3 year olds are too young to be with 11 year olds.</p> <p>The 3 tier system allows them to be with age appropriate peers.</p>	<p>Leave the middle schools as they are - but use some money for refurbishment purposes.</p> <p>Invest money into the Academy's building - either new build or major refurbishment.</p> <p>Children with SEN need more provision as I know that some children have to travel a considerable distance to get to school as there is no appropriate place in Berwick to educate them.</p> <p>If the problem is that there are too many empty places in first schools which makes them not financially viable then perhaps some of them will need to be combined.</p>
Parent/Carer of a pupil currently attending Tweedmouth Prior Park First	Two-tier (primary/secondary structure, phase change at end of Year 6)	None	Pair up the schools

In what capacity are you responding to the consultation - Role	Having read the consultation document, do you think schools in the Berwick Partnership will be better able to deliver improved outcomes and safeguard their viability for future generations if they are organised within the current 3-tier (first/middle/high) structure or if they are reorganised to the 2-tier (primary/secondary) structure? - Tier	Please give the reasons for your answer below or state 'None' - Comment	Do you have an alternative option for school organisation in the Berwick Partnership that would address the issues outlined in this document that you would like us to consider? Please give your alternative option here or state 'None' - Comment
Parent/Carer of a pupil currently attending Tweedmouth Prior Park First	Two-tier (primary/secondary structure, phase change at end of Year 6)	After a lot of consideration between the options, I de used on two tier because then they can finish the key stage in one school, and finish in the next.	None
Resident/member of the community living in the Berwick Partnership	Three-tier (current structure, phase change at end of Year 4)	I think it should stay as it is. All the first and middle schools are excellent in Berwick. First and middle schools give first class pastoral care, and offer a broad and varied curriculum. Until there is a new school built for the secondary phase with facilities suitable for all aspects off learning this change should definitely not be considered. Especially after the last two years with covid I think it's disgusting that you are going to put the children through more uncertainty.	I actually don't think you need an alternative. You may have to look at restructuring the number of first schools to address the surplus places.

<p>In what capacity are you responding to the consultation - Role</p>	<p>Having read the consultation document, do you think schools in the Berwick Partnership will be better able to deliver improved outcomes and safeguard their viability for future generations if they are organised within the current 3-tier (first/middle/high) structure or if they are reorganised to the 2-tier (primary/secondary) structure? - Tier</p>	<p>Please give the reasons for your answer below or state 'None' - Comment</p>	<p>Do you have an alternative option for school organisation in the Berwick Partnership that would address the issues outlined in this document that you would like us to consider?</p> <p>Please give your alternative option here or state 'None' - Comment</p>
<p>Resident/member of the community living in the Berwick Partnership</p>	<p>Three-tier (current structure, phase change at end of Year 4)</p>	<p>Results at KS2 in both Tweedmouth and Berwick Middle are above average - so why would you change that? A move to 2 tier puts Y5 and 6 children being taught by teachers who have no experience of Y6 sats.</p> <p>The consultation document shows Belford at the top with 88% but there are far fewer children in this school (and Year 6) so it isn't a fair representation considering Berwick and Tweedmouth Middle have cohorts of 90+.</p> <p>Under the 3 tier system, children are in a school with similar age children. In my opinion, 3 year olds don't belong with 11 year olds; similarly, 11 year olds don't belong with 18 year olds.</p> <p>My grandson left his first school in July and he is more than ready to start Middle School. When is is 13 he will also be ready to start High School. Simply stating that 2 tier would be better because there is only one transition is misguided. One transition where a child, who has been in school with children as young as 3, and is then suddenly is in a school with children as old as 18 is far more daunting a prospect than 2 smooth transitions where children move to a school with slightly older children - which is what the 3 tier system provides. It is child centred and the schools are small</p>	<p>Provide educational provision for the SEN children who are currently travelling distances to be educated elsewhere.</p> <p>Reorganise the first schools who are not financially viable (those with surplus places and an unhealthy budget).</p> <p>Leave the Middle Schools alone - invest money for refurbishments where necessary.</p> <p>Leave the Academy alone - invest money for refurbishments/new builds where necessary. Allow them to continue their hard work to eventually be an Ofsted Good school.</p>

<p>In what capacity are you responding to the consultation - Role</p>	<p>Having read the consultation document, do you think schools in the Berwick Partnership will be better able to deliver improved outcomes and safeguard their viability for future generations if they are organised within the current 3-tier (first/middle/high) structure or if they are reorganised to the 2-tier (primary/secondary) structure? - Tier</p>	<p>Please give the reasons for your answer below or state 'None' - Comment</p>	<p>Do you have an alternative option for school organisation in the Berwick Partnership that would address the issues outlined in this document that you would like us to consider?</p> <p>Please give your alternative option here or state 'None' - Comment</p>
		<p>communities where all children are known on an individual basis.</p> <p>I also know that in Middle Schools, children are taught by specialist subject teachers - which maintains enthusiasm and widens the interest of pupils; a move to a 2 tier model would prevent that.</p>	

<p>Resident/member of the community living in the Berwick Partnership</p>	<p>Two-tier (primary/secondary structure, phase change at end of Year 6)</p>	<p>The current three-tier system of school organisation is a mingling of outdated and often confused thinking that is not serving the best interests of children and young people attending those schools involved and therefore no longer fit for purpose. The schools do not collaborate effectively to create a cohesive system of transition for pupils through the education process. Individual schools, Head Teachers and Governing bodies across phases have created "king or queen of my castle" structures and self-serving approaches that promote the needs of their school unit over the needs and best interests of their pupils. Transition is problematic and often creates stagnation as levelling processes are prioritised at each "next stage" at the expense of progressing learning to meet individual student's needs and aspirations. The collective weight of the schools performance in terms of value added appears routinely more important than the pupils attainment. This doesn't appear to be a concern for Middle schools as Yr5 is considered a transition year and the levelling processes focuses on preparing for KS2 assessments at the end of Yr6 rather than embedding and developing pupils learning capabilities and potential. There is no accountability in Yrs7-8 for pupils learning other than to tick the matrix to demonstrate curriculum areas have been covered. Presenting a range of neatly presented rote learning pupils' books to show coverage is completely different from being able to demonstrate the embedded learning and thinking associated with creativity, problem solving and critical thinking, and this is far too often exposed at transition to the High School phase. Within a matter of weeks of transition to High School, teaching of GCSE course material commences and within 6-8 weeks GCSE options are presented to students and parents with commitments and allocation of preferences required some 12-14 weeks later to meet school planning, staffing, budgets and timetable formation. Education rapidly becomes more about processes and timeframes rather than learners at a time when gaps in knowledge and learning are being exposed for many pupils and the need for focused teaching, support and mentoring are at their greatest. This anomaly results in the early stages of a significant group of students becoming de-railed and disengaging at the very moment they need maximum care and attention. Their needs are not being served!</p> <p>There are too many transitions, a total lack of accountability, a lacking of priority given to the needs of pupils and too much</p>	<p>The only alternative for me, would be to merge the two Berwick Middle schools onto one site and an acknowledgement that Middles Schools deemed secondary relinquish their autonomy, in-order to be directed, supported and led by an overall secondary HT and School Leadership Team capable of ensuring that curriculum and culture within the school is overarchingly focussed on delivering massively improved attainments at the end of KS4 and KS5 for all pupils. Clearly this would release some sites and spaces at school to allow for mergers of some first schools and a reworking of school catchments. We have to stop this pointless parochialism based around preserving dysfunctional schools and a systems that is not able to deliver effectively in the best interests of children. If that means closing some schools, addressing surplus places and rethinking staffing arrangements in school, so be it. the needs of our children has to start being the principle focus.</p> <p>The Academy site is massive and dramatically underutilised. There is ample space to develop and build a purpose built suitably safe, secure and state of the Art facility to replace the Grove, offering circa 100+ places and facilitating integration and shared use of facilities wherever that is achievable. This would provide additional capacity for much needed learning needs close to home and build on the successes the Grove has delivered for many years.</p>
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		<p>emphasis on the requirements of schools and teachers, before we even start discussing the misalignment of the structure to two tier reality of the UK education system and funding streams. Is it any surprise families lose confidence in the arrangements and performance of schools, voting with their feet to move a third of potential students away from Berwick Academy which so poorly delivers the formal qualification stages of the statutory education process.</p> <p>This failure to tackle the education organisation in North Northumberland is far greater than this consultation suggests. I moved up here to work with the local authority in 1999 and reports and work to address apparently already serious concerns had already been commissioned at that stage. This is 25yrs of neglect of responsibility and duty that certainly has not "Put the Learner First".</p>	
Parent/Carer of a pupil currently attending Berwick Academy	Three-tier (current structure, phase change at end of Year 4)	Middle schools are a lovely setting for children who are going through so many changes in their lives at this age, they aren't with children who are too many years older than them do they grow and develop organically like they should be allowed to .	Build a new high school asap, and encourage experienced teachers to the area. A school is only as good as it's teaching staff.
Parent/Carer of a pupil currently attending	Three-tier (current structure, phase change at end of Year 4)	Three tier system has worked for years and is a brilliant system	None

In what capacity are you responding to the consultation - Role	Having read the consultation document, do you think schools in the Berwick Partnership will be better able to deliver improved outcomes and safeguard their viability for future generations if they are organised within the current 3-tier (first/middle/high) structure or if they are reorganised to the 2-tier (primary/secondary) structure? - Tier	Please give the reasons for your answer below or state 'None' - Comment	Do you have an alternative option for school organisation in the Berwick Partnership that would address the issues outlined in this document that you would like us to consider? Please give your alternative option here or state 'None' - Comment
Tweedmouth Middle			
Parent/Carer of a pupil currently attending Tweedmouth Middle	Three-tier (current structure, phase change at end of Year 4)	I have had 3 children who have gone through the 3 tier system and now have a 10 year old about to start year 6 this system has worked well for all of them and has given them the confidence to move forward with their education the care given to the children in middle school is excellent and I would hate to see it removed	None
Resident/member of the community living in the Berwick Partnership	Three-tier (current structure, phase change at end of Year 4)	<p>Children thrive in the current system - they are ready to transfer to the next phase of their education at age 9 and age 13.</p> <p>Schools are small communities so each child is known individually by the staff - this is not feasible under a 2 tier system.</p> <p>Outcomes at KS2 in Middle Schools is at or above local and national average - a move to 2 tier would mean children being taught by less experienced teachers.</p> <p>At Middle School, children have experience with specialist teachers - even in Years 5 and 6 - this would not happen under a 2 tier system.</p>	<p>If some first schools have surplus places and their budgets are not healthy then some may need to restructure.</p> <p>Spend money on refurbishment of Middle Schools where needed.</p> <p>Spend money on new build/refurbishment of the Academy.</p> <p>Spend money on SEN provision to stop pupils with additional needs from travelling to schools elsewhere.</p> <p>Spend money on post 16 to ensure a full range of A levels are on offer in Berwick to prevent students from attending Newcastle College etc.</p>

In what capacity are you responding to the consultation - Role	Having read the consultation document, do you think schools in the Berwick Partnership will be better able to deliver improved outcomes and safeguard their viability for future generations if they are organised within the current 3-tier (first/middle/high) structure or if they are reorganised to the 2-tier (primary/secondary) structure? - Tier	Please give the reasons for your answer below or state 'None' - Comment	Do you have an alternative option for school organisation in the Berwick Partnership that would address the issues outlined in this document that you would like us to consider? Please give your alternative option here or state 'None' - Comment
Parent/Carer of a pupil currently attending Tweedmouth Middle	DON'T KNOW	The quality of outcomes depends on the level of funding - neither the two or three tier option is intrinsically better than the other. In either system, school buildings require investment. In either system, schools need to be able to recruit and retain great staff, and those staff need ongoing opportunities to train and develop their skills. Pupils need breadth and depth of opportunities to learn and develop - these can be provided in either model. I am concerned that a change of model will be implemented as if it will magically solve all issues, with schools then expected to improve outcomes without further support and investment.	None
Staff Member of Tweedmouth West First	Three-tier (current structure, phase change at end of Year 4)	None	None
Parent/Carer of a pupil currently attending Holy Trinity CE First	Three-tier (current structure, phase change at end of Year 4)	Our children are nurtured and supported by the current 3 tier system which allows them to be themselves and grow emotionally at their own pace.	None
Staff Member of Tweedmouth Prior Park First	Three-tier (current structure, phase change at end of Year 4)	There is nothing wrong with the 3 tier system if anything it provides 'personal' teaching in a small range age group. It builds up confidence within the pupils when moving onto the next level of education. Leave it as it is.	Linking 2 first schools eg. Prior Park with Scremerston. Prior Park has the scope for expansion.

In what capacity are you responding to the consultation - Role	Having read the consultation document, do you think schools in the Berwick Partnership will be better able to deliver improved outcomes and safeguard their viability for future generations if they are organised within the current 3-tier (first/middle/high) structure or if they are reorganised to the 2-tier (primary/secondary) structure? - Tier	Please give the reasons for your answer below or state 'None' - Comment	Do you have an alternative option for school organisation in the Berwick Partnership that would address the issues outlined in this document that you would like us to consider? Please give your alternative option here or state 'None' - Comment
Resident/member of the community living in the Berwick Partnership	Three-tier (current structure, phase change at end of Year 4)	The current first and middle schools are all doing well as OFSTED inspections demonstrate. The weaker member of the partnership is the Academy. By changing to two tier, pupils from 11 will join a failing school which will lead to fewer succeeding in the long run.	Improve standards in the Academy and then come back in 3 to 5 years with the same organisational question.
Parent/Carer of a pupil currently attending Tweedmouth Middle	Three-tier (current structure, phase change at end of Year 4)	None	None
Staff Member of Tweedmouth Middle	Three-tier (current structure, phase change at end of Year 4)	Both middle schools are rated good by Ofstead. Having the middle schools gives all the children a far better nurturing education. Our grades prove this. We have specialist teachers that are dedicated to providing top quality education especially in their specialised subjects.	There are far too many first schools, the Academy (which is not rated good and hasn't done so for as long as I can remember) could do with improvement . As well as building a larger specialised school for The Grove school ,providing them with better equipment.

<p>In what capacity are you responding to the consultation - Role</p>	<p>Having read the consultation document, do you think schools in the Berwick Partnership will be better able to deliver improved outcomes and safeguard their viability for future generations if they are organised within the current 3-tier (first/middle/high) structure or if they are reorganised to the 2-tier (primary/secondary) structure? - Tier</p>	<p>Please give the reasons for your answer below or state 'None' - Comment</p>	<p>Do you have an alternative option for school organisation in the Berwick Partnership that would address the issues outlined in this document that you would like us to consider?</p> <p>Please give your alternative option here or state 'None' - Comment</p>
<p>Staff Member of Tweedmouth Middle</p>	<p>Three-tier (current structure, phase change at end of Year 4)</p>	<p>The 3 tier system works in Berwick. It suits our Geography and the people of the town. Both middle schools are classed as 'good' from Ofsted and achieve above average in KS2 SATS.</p> <p>Middle schools create a nurturing stepping stone between Primary and Secondary schools where they have the security of Primary trained teachers offering care, support and an excellent level of primary education, along with specialist teachers, allowing children to experience specialist, subject specific teaching. The subject specialism is drip fed on a small scale in Y5 and Y6 alongside their Primary education, and then used more consistently in KS3. This is a far more child friendly approach than changing schools, aged just 11 and also entering a completely different phase of teaching and education at the same time.</p>	<p>Berwick Academy needs support, our loss of pupil numbers has historically been down to parents not wanting their child to go to Berwick Academy so they get them into the Scottish or Alnwick systems-this is not to get away from 3 tier!</p> <p>They need support to facilitate improvement on a grander scale, to improve their post 16 provisions and to ensure staff are supported and well managed. They need to become more financially sustainable.</p> <p>The middle schools should stay as they are, continue to work with BA and continue to thrive and achieve above average levels.</p> <p>There are too many first schools for the size of the partnership. Some of the smaller ones should merge to create slightly larger, again-financially sustainable- first schools who can continue to do an excellent job of nurturing and educating the children through KS1 and beyond.</p>

In what capacity are you responding to the consultation - Role	Having read the consultation document, do you think schools in the Berwick Partnership will be better able to deliver improved outcomes and safeguard their viability for future generations if they are organised within the current 3-tier (first/middle/high) structure or if they are reorganised to the 2-tier (primary/secondary) structure? - Tier	Please give the reasons for your answer below or state 'None' - Comment	Do you have an alternative option for school organisation in the Berwick Partnership that would address the issues outlined in this document that you would like us to consider? Please give your alternative option here or state 'None' - Comment
Parent/Carer of a pupil currently attending Spittal First	Three-tier (current structure, phase change at end of Year 4)	The lower and middle schools are doing well, Above national average. It seems to be failing at the academy level. I'd prefer if it stayed the 3 tier, where the children are doing well rather than add 2 more years at the academy. I also feel the kids are suited to the age differences in the 3 tier. I went to a 2 tier system and hated the age gap going in as a younger student compared to the oldest. It's scary and unsettling. I have also asked my 5 children what their views were, and the all agree, that the 3 tier is so much better. I do however believe that instead of spending all that money on a 2 tier, Put it to good use and spend it on improving the academy and bringing that up to standard	Spend the money on bringing the academy up to standard!
Staff Member of Tweedmouth Middle	Three-tier (current structure, phase change at end of Year 4)	The level of education in both middle schools is of a high standard and i feel mixing 11/12 yr old with 16/18 yr olds may affect the younger childs education as they may feel intimidated by the older children	None
Parent/Carer of a pupil currently attending Scremerston First	DON'T KNOW	It's not clear what two or three tier would look like. Would all first schools become primaries? Would there be a super primary? Would the secondary school retain the same leadership? Would it be in the same building? What would the SEND provision be.	None

<p>In what capacity are you responding to the consultation - Role</p>	<p>Having read the consultation document, do you think schools in the Berwick Partnership will be better able to deliver improved outcomes and safeguard their viability for future generations if they are organised within the current 3-tier (first/middle/high) structure or if they are reorganised to the 2-tier (primary/secondary) structure? - Tier</p>	<p>Please give the reasons for your answer below or state 'None' - Comment</p>	<p>Do you have an alternative option for school organisation in the Berwick Partnership that would address the issues outlined in this document that you would like us to consider?</p> <p>Please give your alternative option here or state 'None' - Comment</p>
<p>Resident/member of the community living in the Berwick Partnership</p>	<p>Three-tier (current structure, phase change at end of Year 4)</p>	<p>First and middle schools work well. Problems at the academy will not be sorted out by moving to two tier system.</p>	<p>None</p>
<p>Resident/member of the community living in the Berwick Partnership</p>	<p>Three-tier (current structure, phase change at end of Year 4)</p>	<p>My children were educated in the three tier system and it worked very well.</p>	<p>None</p>

<p>In what capacity are you responding to the consultation - Role</p>	<p>Having read the consultation document, do you think schools in the Berwick Partnership will be better able to deliver improved outcomes and safeguard their viability for future generations if they are organised within the current 3-tier (first/middle/high) structure or if they are reorganised to the 2-tier (primary/secondary) structure? - Tier</p>	<p>Please give the reasons for your answer below or state 'None' - Comment</p>	<p>Do you have an alternative option for school organisation in the Berwick Partnership that would address the issues outlined in this document that you would like us to consider?</p> <p>Please give your alternative option here or state 'None' - Comment</p>
<p>Staff Member of The Grove</p>	<p>Three-tier (current structure, phase change at end of Year 4)</p>	<p>Although the document offers extensive insight into grades and outcomes, there is little to no consideration for the views of the children. As it is children and young peoples future education that will be directly impacted, their views should be taken into great consideration and referred to in the document.</p> <p>There has been little explanation for the advantages of having a 2-tier system. For example “attainment will improve faster through changing to 2-tier” there is no explanation or evidence provided to back up this claim. Middle schools allow children to mature between years 6/7/8, ready for high school, it is a good transitional stage.</p> <p>Having experienced working in a year 6 classroom in a middle school, I have worked with children who will benefit from the extra 2 years before high school. Especially considering these children, who have only just turned 11, would potentially be in the same school as pupils who are 18, if sixthform was also part of the secondary school. This may intimated the children aged 11/12, which can have a significant impact upon their mental well-being and in turn effect their educational outcomes. Educational outcomes which are supposedly improved through a 2-tier system.</p>	<p>None</p>

In what capacity are you responding to the consultation - Role	Having read the consultation document, do you think schools in the Berwick Partnership will be better able to deliver improved outcomes and safeguard their viability for future generations if they are organised within the current 3-tier (first/middle/high) structure or if they are reorganised to the 2-tier (primary/secondary) structure? - Tier	Please give the reasons for your answer below or state 'None' - Comment	Do you have an alternative option for school organisation in the Berwick Partnership that would address the issues outlined in this document that you would like us to consider? Please give your alternative option here or state 'None' - Comment
Resident/member of the community living in the Berwick Partnership	Three-tier (current structure, phase change at end of Year 4)	If it's not broke don't fix it! 11 year olds mixing with 18 year olds isn't good for any one	Stay as a three system
Resident/member of the community living outside of the Berwick Partnership	Three-tier (current structure, phase change at end of Year 4)	I believe that the 3 tier system is tye best for the children as it allows that phased introduction to older age groups, instead of being immediately put in the same environment as older children that the 2 tier system offers. I was a product of the 3 tier system and believe it benefited me greatly, as i believe being put in the same environment as older children can be intimidating, and for any kids who have some form of social anxiety, larger schools will not benefit them amd can inhibit their development 3 tier system is the best for the Berwick area	None
Other – please state	Three-tier (current structure, phase change at end of Year 4)	The current system works well changing schools is quite an upheaval for a child and I feel it is easier and safer to have a gradual move at nine years to middle school then again thirteen years to high school rather than an eleven year old suddenly being put into school with pupils of sixteen/seventeen years old. I don't believe a school can easily cater for such a difference in ages. The present system makes the transition much more easier.	None

In what capacity are you responding to the consultation - Role	Having read the consultation document, do you think schools in the Berwick Partnership will be better able to deliver improved outcomes and safeguard their viability for future generations if they are organised within the current 3-tier (first/middle/high) structure or if they are reorganised to the 2-tier (primary/secondary) structure? - Tier	Please give the reasons for your answer below or state 'None' - Comment	Do you have an alternative option for school organisation in the Berwick Partnership that would address the issues outlined in this document that you would like us to consider? Please give your alternative option here or state 'None' - Comment
Resident/member of the community living in the Berwick Partnership	Three-tier (current structure, phase change at end of Year 4)	The middle schools perform strongly in the eyes of OFSTED and form an integral part of the community and local education system.	No.
Parent/Carer of a pupil currently attending Berwick Middle	Three-tier (current structure, phase change at end of Year 4)	It's the best model for the education of children within this area	No
Other – please state	Three-tier (current structure, phase change at end of Year 4)	The three tier works. The best school I went to was Berwick middle! It would be such a shame to only have two schools	None
Resident/member of the community living outside of the Berwick Partnership	Three-tier (current structure, phase change at end of Year 4)	Children need to develop and the 3 tier system does that now in a good way... we need middle schools as this gives children a chance to develop before a High School. Berwick has always had a 3 Tier system that works very very well. It would loss of jobs for middle school teachers who are amazing and also I think 11 is far to young yo ho into a high school	None

<p>In what capacity are you responding to the consultation - Role</p>	<p>Having read the consultation document, do you think schools in the Berwick Partnership will be better able to deliver improved outcomes and safeguard their viability for future generations if they are organised within the current 3-tier (first/middle/high) structure or if they are reorganised to the 2-tier (primary/secondary) structure? - Tier</p>	<p>Please give the reasons for your answer below or state 'None' - Comment</p>	<p>Do you have an alternative option for school organisation in the Berwick Partnership that would address the issues outlined in this document that you would like us to consider?</p> <p>Please give your alternative option here or state 'None' - Comment</p>
<p>Parent/Carer of a pupil currently attending Holy Trinity CE First</p>	<p>Three-tier (current structure, phase change at end of Year 4)</p>	<p>In mine point of view, as a parent of a middle school child and a staff member of a local middle school, the middle school should stay as they are. They are unique places where young people are well known and treated very individually. Young people feel safe, happy and comfortable which is very important not only for educational goals but also for emotional wellbeing at the challenging pre-teens age.</p>	<p>From the documents above I can see that the middle and first schools did an amazing job and provide a very wide curriculum in most of the subjects (even covid did not stop us). 3 out of 4 middle schools met expected standards and achieved above England average scores. 12 out of 13 first schools are graded outstanding or good. That's clear proof that these schools need to stay but also deserve an additional support from the council (buildings, equipment, staff trainings and development this is just a few examples). In another hand Berwick High School needs not only new buildings but also lots of new ideas to work through; staff members like a TA, specialist teachers, SEND professionals or even an on-site counselling team to help with challenging behaviours and support both staff and pupils wellbeing. Only all those people together can in time make a huge change for the kids and the town. Making big modifications in such a challenging time (growing inflation, rising cost of life, covid, war in Europe, Brexit) for everyone - council, residents, school members and pupils - does not make a good outcome. It will create more stress and an unknown destinations. In my opinion the high school is the main place that needs to be transformed, to make sure the needs of kids, parents and staff are finally met. There is also a need for a specialist school to start as soon as possible that can meet the needs of students who find difficult to attend to a mainstream school but are not</p>

<p>In what capacity are you responding to the consultation - Role</p>	<p>Having read the consultation document, do you think schools in the Berwick Partnership will be better able to deliver improved outcomes and safeguard their viability for future generations if they are organised within the current 3-tier (first/middle/high) structure or if they are reorganised to the 2-tier (primary/secondary) structure? - Tier</p>	<p>Please give the reasons for your answer below or state 'None' - Comment</p>	<p>Do you have an alternative option for school organisation in the Berwick Partnership that would address the issues outlined in this document that you would like us to consider?</p> <p>Please give your alternative option here or state 'None' - Comment</p>
			<p>qualify for Groove School. There is a huge gap to cover in this area.</p>
<p>Parent/Carer of a pupil currently attending Tweedmouth Prior Park First</p>	<p>Three-tier (current structure, phase change at end of Year 4)</p>	<p>Berwick Academy is an awful place with an awful reputation. Why would you inflict extra years of Berwick Academy on our children</p> <p>Unless the Academy status was taken away and it was back as a state school I would never support a 2 tier system</p>	<p>Turn Berwick Academy back to Berwick High School</p> <p>Remove it from being an Academy</p>

In what capacity are you responding to the consultation - Role	Having read the consultation document, do you think schools in the Berwick Partnership will be better able to deliver improved outcomes and safeguard their viability for future generations if they are organised within the current 3-tier (first/middle/high) structure or if they are reorganised to the 2-tier (primary/secondary) structure? - Tier	Please give the reasons for your answer below or state 'None' - Comment	Do you have an alternative option for school organisation in the Berwick Partnership that would address the issues outlined in this document that you would like us to consider? Please give your alternative option here or state 'None' - Comment
Resident/member of the community living in the Berwick Partnership	Three-tier (current structure, phase change at end of Year 4)	I had the 3 tier system when I went to school and had a much more favourable experience and outcome to friends who were in a 2 tier system	None
Resident/member of the community living outside of the Berwick Partnership	Two-tier (primary/secondary structure, phase change at end of Year 6)	My experience of working in, and leading schools in both systems tells me that a 2 tier system better supports student progress	None
Parent/Carer of a pupil currently attending Tweedmouth Prior Park First	Three-tier (current structure, phase change at end of Year 4)	Easier transition going into smaller schools in the 3 tier system than it would be going into larger schools. This whole thing smacks of people at the council trying to justify their wages/position	None
Resident/member of the community living in the Berwick Partnership	Three-tier (current structure, phase change at end of Year 4)	Nothing wrong with the current system at all. It feels like all the schools have to suffer job cuts etc just to save a failing Berwick Academy because people are taking their children over the border because of the Academy's rotten reputation.	Split the funds to all the schools and update them all
Parent/Carer of a pupil currently attending The Grove	Three-tier (current structure, phase change at end of Year 4)	None	None

In what capacity are you responding to the consultation - Role	Having read the consultation document, do you think schools in the Berwick Partnership will be better able to deliver improved outcomes and safeguard their viability for future generations if they are organised within the current 3-tier (first/middle/high) structure or if they are reorganised to the 2-tier (primary/secondary) structure? - Tier	Please give the reasons for your answer below or state 'None' - Comment	Do you have an alternative option for school organisation in the Berwick Partnership that would address the issues outlined in this document that you would like us to consider? Please give your alternative option here or state 'None' - Comment
Resident/member of the community living in the Berwick Partnership	Two-tier (primary/secondary structure, phase change at end of Year 6)	Because I think that the children receive better grounding in first school	None
Parent/Carer of a pupil currently attending Berwick Middle	Three-tier (current structure, phase change at end of Year 4)	None	None
Parent/Carer of a pupil currently attending Tweedmouth Middle	Three-tier (current structure, phase change at end of Year 4)	None	None
Resident/member of the community living in the Berwick Partnership	Three-tier (current structure, phase change at end of Year 4)	The quality of education is much better in first and middle schools. This structure gives pupils a chance to gain a greater understanding of subject grow in confidence before moving to the Academy. It also gives a better environment to support those with special education needs. These young people often have their needs ignored and dismissed at the academy.	I feel that until there is a purpose built high school staffed with motivated quality staff you should not be considering adding younger pupils to that site.
Staff Member of Scremerston First	Three-tier (current structure, phase change at end of Year 4)	It's a better transition for children throughout their school experience, the bigger schools may make going to school for children more scary or more anxious.	None

In what capacity are you responding to the consultation - Role	Having read the consultation document, do you think schools in the Berwick Partnership will be better able to deliver improved outcomes and safeguard their viability for future generations if they are organised within the current 3-tier (first/middle/high) structure or if they are reorganised to the 2-tier (primary/secondary) structure? - Tier	Please give the reasons for your answer below or state 'None' - Comment	Do you have an alternative option for school organisation in the Berwick Partnership that would address the issues outlined in this document that you would like us to consider? Please give your alternative option here or state 'None' - Comment
Resident/member of the community living in the Berwick Partnership	Three-tier (current structure, phase change at end of Year 4)	None	None
Parent/Carer of a pupil currently attending St Mary's CE First	Three-tier (current structure, phase change at end of Year 4)	None	None
Parent/Carer of a pupil currently attending Tweedmouth Middle	Three-tier (current structure, phase change at end of Year 4)	Tweedmouth middle is a second to none school, my son was struggling academically and attending that school brought his education on leaps and bounds, it's central to the community and without berwicks education system would systematically fail, I say this as I have a child who attends there currently, a child who attended and myself went there, it mentally and physically prepared the child for higher school education, sending a child from first school to high school will mentally destroy them in my opinion	None

In what capacity are you responding to the consultation - Role	Having read the consultation document, do you think schools in the Berwick Partnership will be better able to deliver improved outcomes and safeguard their viability for future generations if they are organised within the current 3-tier (first/middle/high) structure or if they are reorganised to the 2-tier (primary/secondary) structure? - Tier	Please give the reasons for your answer below or state 'None' - Comment	Do you have an alternative option for school organisation in the Berwick Partnership that would address the issues outlined in this document that you would like us to consider? Please give your alternative option here or state 'None' - Comment
Resident/member of the community living in the Berwick Partnership	Three-tier (current structure, phase change at end of Year 4)	The three tier system will be more beneficial to children transitioning through the schools. More support would be given in a three tier system with teachers and teaching assistants knowing the personalities and preferred age groups of the children they are teaching and supporting through school, especially children needing additional support throughout school life for example special needs, mental health (anxiety, depression and much more) and bullying within the school, this kind of support is needed and I think it would apply more in a 3 tier system with closer age groups and teachers knowing their students on a better age level and knowing how to communicate with th based on their age group.	None
Parent/Carer of a pupil currently attending Tweedmouth Middle	Three-tier (current structure, phase change at end of Year 4)	Middle schools in Berwick provide such a fantastic environment for the children. Middle school has so many benefits for the children from their rich curriculum to the warm family feel school. Grades are high, good ofsted reports. The children enjoy being there. Cutting out middle schools to go to a 2 tier would seriously disadvantage all children of our town.	None
Parent/Carer of a pupil currently attending Tweedmouth Middle	Three-tier (current structure, phase change at end of Year 4)	Having grown up in a 2-tier system, I wasn't sure about 3-tier but having had 1 child through 1st & middle & 2 children in middle I absolutely think 3 tier is the best thing. The 1st schools are amazing as are the middle schools and they absolutely set the children up well equipped for the academy.	None

In what capacity are you responding to the consultation - Role	Having read the consultation document, do you think schools in the Berwick Partnership will be better able to deliver improved outcomes and safeguard their viability for future generations if they are organised within the current 3-tier (first/middle/high) structure or if they are reorganised to the 2-tier (primary/secondary) structure? - Tier	Please give the reasons for your answer below or state 'None' - Comment	Do you have an alternative option for school organisation in the Berwick Partnership that would address the issues outlined in this document that you would like us to consider? Please give your alternative option here or state 'None' - Comment
		I just hope the academy don't let my child down. It's not the 1st or middle schools that need restructuring, it's just the academy!	
Parent/Carer of a pupil currently attending Tweedmouth West First	Three-tier (current structure, phase change at end of Year 4)	The failings appear at high school. Longer time in that environment doesn't seem a good idea. Also keeps age ranges within a single school tier to a lowest allowing Children to stay children longer	None
Parent/Carer of a pupil currently attending Berwick Middle	Three-tier (current structure, phase change at end of Year 4)	None	None
Resident/member of the community living in the Berwick Partnership	Three-tier (current structure, phase change at end of Year 4)	None	None
Parent/Carer of a pupil currently attending Tweedmouth Middle	Three-tier (current structure, phase change at end of Year 4)	Don't think a two tier education is viable in Berwick. Our middle schools are fantastic so why change a good thing	I have a child currently in middle school and another starting in September, I myself along with my partner went to the middle school too. It's a fabulous school. Again....why change something that's working extremely well?

<p>In what capacity are you responding to the consultation - Role</p>	<p>Having read the consultation document, do you think schools in the Berwick Partnership will be better able to deliver improved outcomes and safeguard their viability for future generations if they are organised within the current 3-tier (first/middle/high) structure or if they are reorganised to the 2-tier (primary/secondary) structure? - Tier</p>	<p>Please give the reasons for your answer below or state 'None' - Comment</p>	<p>Do you have an alternative option for school organisation in the Berwick Partnership that would address the issues outlined in this document that you would like us to consider?</p> <p>Please give your alternative option here or state 'None' - Comment</p>
<p>Parent/Carer of a pupil currently attending Tweedmouth West First</p>	<p>Three-tier (current structure, phase change at end of Year 4)</p>	<p>I feel we have currently got a great system and I don't think it needs to be changed .</p>	<p>None</p>

Staff Member of Tweedmouth Middle	Three-tier (current structure, phase change at end of Year 4)	<p>Having read the consultation document I feel that there was not enough information given to allow people to make a truest informed decisions. How do you know that outcomes are going to rise? Ect!!</p> <p>In my opinion Berwick Partnership should absolutely remain a three tier system.</p> <p>As stated in the document all of Berwick Partnerships First/ Middle Schools (with the exception of 1 are Ofsted graded Good or above compared to the Academy which has just got out of a long period of time in special measures.</p> <p>As highlighted in the document KS2 outcomes for all primary schools are above both National and local averages showing that outcomes are improving consistently.</p> <p>KS3 teachers in middle schools are giving specialist teaching and are allowing children to discover and learn about these subjects in a much smaller/ safer environment.</p> <p>In middle schools we have the capacity to give pupils extra pastoral care which is not always available in secondary schools, we offer extra support through ELSA, Thrive and Choice for Growth helping the children to work through the issues that come hand in hand with adolescence.</p> <p>In middle schools we can offer more one to one support which allows children to stay children for longer without being subject to the stresses and strains of examinations (GCSE prep) in Year 7.</p>	<p>As shown in the document many of the local primaries (of which there are many) have a falling roll, this in turn leading to surplus's spaces and a negative budget.</p> <p>I think a restructure of primary schools to reduce the current number of choices available would be a good choice to help reduce negative budgets and surplus's spaces. This would still allow choice for parents but would address some of the issues</p> <p>The middle schools are both Good Schools and should stay as part of the three tier system They could be refurbished to make some of the facilities More fit for purpose and the current Academy could be rebuilt/ or refurbished to bring the facilities more modern.</p> <p>There needs to be a bigger site for SEND provision in the town. The current Grove site has no capacity to grow any larger so in its current building it is unable to take more children.</p> <p>If there was to be a restructure of primary schools, the Grove school could move into one of the old primary school sites giving them extra space and capacity to increase there roll so that children aren't not having to be sent by taxi to other parts of the county for school.</p> <p>The current post 16 provision needs a major overhaul as currently there is very little provision or support in place and many children are forced to move to Newcastle collage as the Academy will not run the courses they want to study.</p>
Parent/Carer of a pupil currently attending Berwick Middle	Three-tier (current structure, phase change at end of Year 4)	It's working great as it is	None
Parent/Carer of a pupil currently attending Berwick Middle	Two-tier (primary/secondary structure, phase change at end of Year 6)	Smaller school size	None
Parent/Carer of a pupil currently attending Spittal First	Three-tier (current structure, phase change at end of Year 4)	Three Tier gives the children time to settle into each school instead of leaving a primary and heading straight into a high school. Sticking with the 3 tier also means children will remain to be noticed instead of slipping through barriers due	From reading the document and also living in the area it has come to my attention how much the academy is failing as a school. Possibly start with helping to sort that out first before looking at closing schools in the area and possibly creating more problems.

<p>In what capacity are you responding to the consultation - Role</p>	<p>Having read the consultation document, do you think schools in the Berwick Partnership will be better able to deliver improved outcomes and safeguard their viability for future generations if they are organised within the current 3-tier (first/middle/high) structure or if they are reorganised to the 2-tier (primary/secondary) structure? - Tier</p>	<p>Please give the reasons for your answer below or state 'None' - Comment</p>	<p>Do you have an alternative option for school organisation in the Berwick Partnership that would address the issues outlined in this document that you would like us to consider?</p> <p>Please give your alternative option here or state 'None' - Comment</p>
		<p>to being bigger classes and a bigger school more chance of children being less noticed.</p>	

<p>Other – please state</p>	<p>Two-tier (primary/secondary structure, phase change at end of Year 6)</p>	<p>As a lead teacher of English responsible for the planning and organisation of a Ks3 and KS4 curriculum being delivered to 11-16, I don't see how the three tier system is effective in the long term succession of a child moving through the knowledge rich curriculum expected by the end of KS4.</p> <p>Though it is stated that there is cross Key Stage curriculum planning between schools, I don't see how it equips the students in Berwick and Tweedmouth Middle for the Academy's KS4 curriculum offer. Text coverage and skill coverage isn't in balance across the two middle schools and therefore means that the knowledge gained from year 7 onwards isn't the same and could disadvantage others.</p> <p>I believe that the KS2 Sats are the logical end to a child's time at that school, therefore giving the teachers who are training them for their next exam longer to get to know them on a personal level as well as an academic. At this current time Berwick Academy gets 1 year of teaching before the GCSEs start being delivered, which ultimately, like many other schools, encourages them to start GCSE content in Y9. This is a disadvantage to students who are supposed to experience a broad and balanced curriculum and falls into the typical 'teaching to an exam spec' than the love of a subject.</p> <p>I also believe from my experience of teaching in the 11-16 secondary school, that a three tier system lends itself to raise concern with accountability. A Y7&8 teacher will never see what the child will do in their KS4 exams, so could possibly teach with less accuracy, enthusiasm and risk a student outcome at the end because of it. In a 2 tier system, everyone is working to the same goal 5 years down the line and have bought into the curriculum design, and as a result I feel that the educational diet on offer to students should be of better quality. Looking at the CPD offer to staff that all schools provide, I believe that a 2 tier system targets more accurately the needs of a teacher and works to improve it. I think this would be hard in a Middle school where half are still using primary strategies and half need secondary. How can the leadership of a school fully tailor their CPD programme when their teachers may be teaching both lower down and upper?</p> <p>The disruption to a child's education is also a negative factor</p>	<p>None</p>
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		<p>of a 3 tier system. A student is integrated into two new schools and unfortunately is not afforded enough time in between Y8 and 9 and the start of their most important exams. With 2 tier, a student has more than enough time to acclimatise to their surroundings.</p> <p>I went through the 3 tier system in Berwick, attending Spittal, Tweedmouth Middle and the High School. I firmly believe that I have benefitted from that teaching style but also believe that if what had been on offer was a 2 tier system, I would have thrived just fine.</p> <p>I do believe that The Grove school do God's work. I do not feel that it could be an option for a Berwick education system to be successful without their existence especially when thinking about outcomes for all.</p>	
Resident/member of the community living in the Berwick Partnership	Three-tier (current structure, phase change at end of Year 4)	The three tier system works for a town like Berwick so why change it. We have no buildings suitable to accommodate a 3 tier system how would the 2 tier system be financed.	None

<p>In what capacity are you responding to the consultation - Role</p>	<p>Having read the consultation document, do you think schools in the Berwick Partnership will be better able to deliver improved outcomes and safeguard their viability for future generations if they are organised within the current 3-tier (first/middle/high) structure or if they are reorganised to the 2-tier (primary/secondary) structure? - Tier</p>	<p>Please give the reasons for your answer below or state 'None' - Comment</p>	<p>Do you have an alternative option for school organisation in the Berwick Partnership that would address the issues outlined in this document that you would like us to consider?</p> <p>Please give your alternative option here or state 'None' - Comment</p>
<p>Staff Member of Tweedmouth Middle</p>	<p>Three-tier (current structure, phase change at end of Year 4)</p>	<p>Having grown up and been educated myself within a three tier system, my own children also experienced the same during their school lives. I believe the current structure which exists in Berwick should remain for the following reasons:</p> <p>Tweedmouth Middle School as well as Berwick Middle School and Glendale are all rated 'Good' by Ofsted with some outstanding features.</p> <p>As I work at Tweedmouth Middle school I can state that we have an outstanding pastoral support system in place. All pupils achieve well in a balanced, rich and exciting curriculum. We promote the love of learning with teachers in all specialist subjects, when pupils attend school they have access to equipment and resources not found within first school settings. SATs results have been consistently above both Northumberland and National Average as well as in greater depth. Teaching is aligned to each child to support them through their formative years as well nurturing them in preparation for adolescent and high school.</p>	<p>I do not feel like I am qualified enough to answer this question properly and there is not sufficient information contained within the consultation document as to what exactly is to be proposed as an alternative option for school organisation in the Berwick Partnership.</p> <p>However, in my opinion I would recommend the restructure of first schools within the partnership. While this approach will impact some settings there will still be sufficient choice for parents of schools.</p> <p>An immediate area of priority should be getting the two schools within the partnership that are currently rated as 'Requiring Improvement' from Ofsted up to a 'Good' as an Academy that is performing will attract parents to send their children, whereby currently parents are reluctant to send their children into a setting that has such a bad reputation within the area.</p>