Initial Response from Greenhaugh First School

Your Views:

About You-

- Governing Body of **Greenhaugh First School**
- Serving a deeply rural area in the North Tyne.
- **Ofsted** - Consistently ‘Good’ - most recent judgement 2017
- **Children**:
  28 children at present 2017-18 (capacity 40) decreasing
- School of choice for the area see table on next slide.

School of choice for the area

Academic Year	Number of children from out of catchment area	Number of children in whole school
2007/2008	19	34
2008/2009	22	39
2009/2010	19	39
2010/2011	23	42
2011/2012	23	44
2012/2013	26	45
2013/2014	22	41
2014/2015	14	38
2015/2016	8	27
2016/2017	10	35
2017/2018	4	28

- **Staffing**:

  Shared Head with Wark First School

  2 Teaching Staff- 1X R, Y1, Y2 1x Y3, Y4

- **Finance:**

  Not in a £ deficit situation at present.

  Budget forecast on present available data and information shows a significant deficit in 2021.

  (This could be avoided with 3 more children moving into the area!)

Questions

- 1) How do you think surplus places can be reduced in schools in Haydon Bridge and Hexham Partnerships ?
- See Diagram depicted in Q5
- All Middle Schools would close and First Schools change to Primary
- Haydon Bridge High School would close and partner with QEHS in a 'super school' campus hub, 11-19 year olds:
- Years 7-11 could be educated and supported in Hexham 'super school' Hub, and Bellingham, Haltwhistle and Priory senior school spokes. Other spokes may be possible.

- All managed, staffed and funded from the Hub
- Using all new and existing technologies available to develop such a model
- Teaching and learning appropriate to all children shared
- Movement of Teachers and /or students to share learning experiences
- Expertise, space and facilities shared where/when appropriate
- Mutual support between schools
- Make the most use of ELearning, video conferencing, and all virtual learning platforms.

Questions continued

- Years 12+ Sixth Form ‘College’ buildings
  Vocational and Academic routes supported by employers and Higher Education

- Years 5 & 6 supported to stay in their local First Schools which would become primary schools.
- Financially- to afford the changes required in extra space and teaching capacity
- Emotionally- to ensure transitions are seamless and learning is maximised
- Learning- expertise shared with/ by nearest senior school spoke.

Pros and cons

Pros:

- ‘All eggs in one basket’ avoided - not concentrating all opportunities in one place may create more and different opportunities
- Parental choice remains
- Travel concerns are minimised -Time wasted in travelling to and from school is shortened for Senior school children and minimised for younger 4-11 year olds.
- Children remain in their own communities
- Rural communities survive, possibly thrive
- Education would be creative, flexible and up to date and future proof
- Teaching feels supported and shares outcomes
- Clearer KS responsibility
- Teachers feel valued, motivated and passionate
- Teachers have a clear chain of responsibility
- Children feel valued and safe in smaller groups
- Children are educated in an appropriate environment
- Children are proud of their school education
- Children are motivated to do well
- Parents feel more connected and able to support their role in their child’s education journey
- Recruitment opportunity - to attract and employ the best teachers into new posts

- Cons:
- Splits £ funding to invest in Spokes as well as Hub

- 2) Will the current structure of schools in the West of the county remain financially and educationally viable for the next 25 years?
- Clearly on data given this is not possible under present structure.
- The mood ***is*** for change to create something really great and inventive for the children of the next 25 years.
- There is concern 'the baby may be thrown out with the bath water' when discussing good schools
- Closing small schools serving these isolated areas would make for a very long day for a lot of very young children because of travel time (many already have a 30 minute travel to school).
- Rural identity is important to all those living and working in Northumberland particularly the West as so much of the west is deeply rural and isolated.
- Rural people find it difficult to accept change particularly without a clear vision of what change will look like and the advantages it will bring.
- A 'Hub and Spokes' model accepts change but keeps rural identity, economy and practicality.
- Making the most of concentrating existing resources where we don't naturally have a critical mass as they do in more urban areas.

- 3) Should schools in the west of the county receive additional capital investment and if so, how should this be invested?
- Yes there should be more capital investment
- £ split between the major projects-

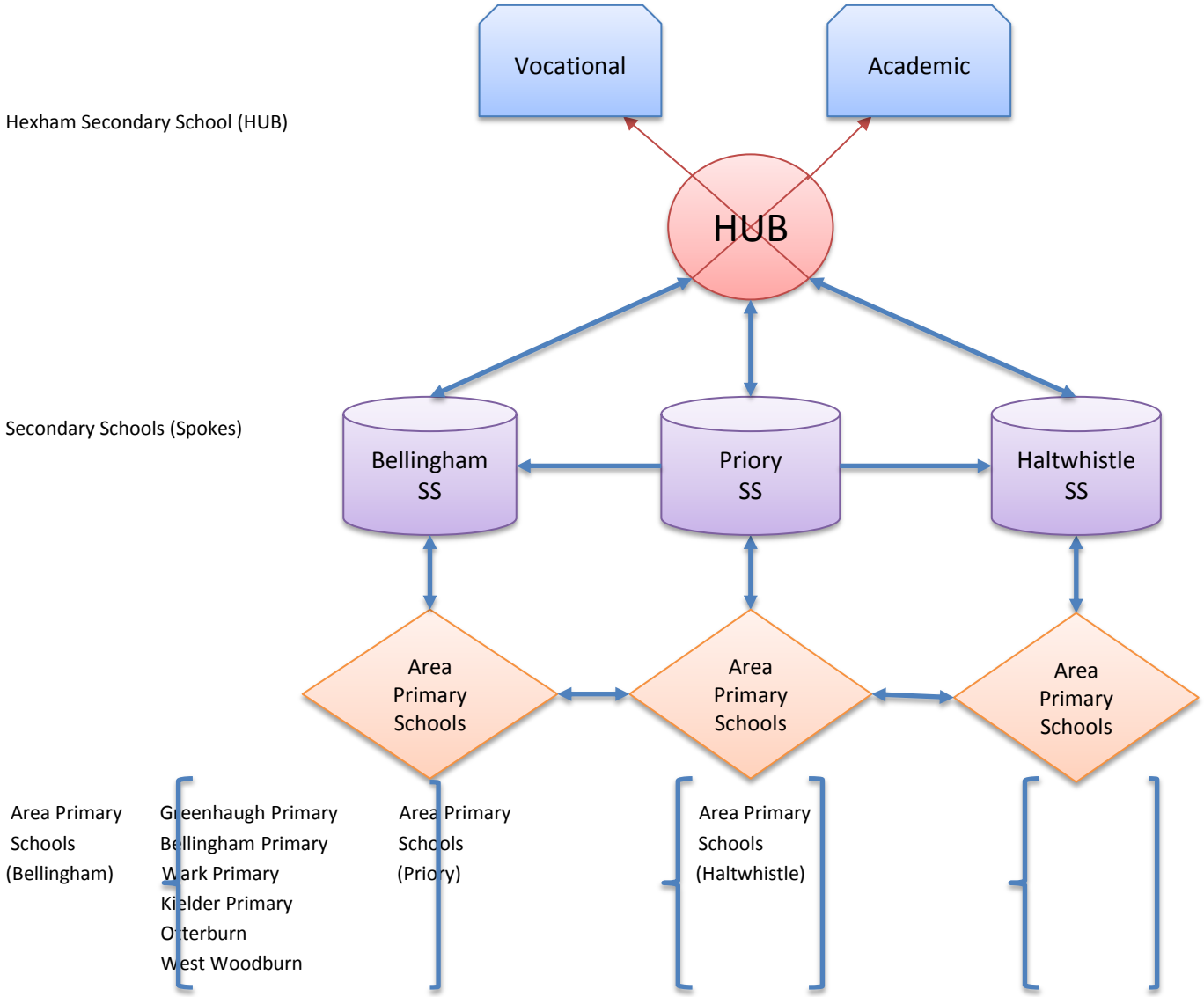
Hexham Campus :
Sixth Form Education
West Education Hub
Bellingham/Priory/Haltwhistle **Spokes**
Conversion of First to Primary Schools
Support for all pupils/students with difficulties

- **Pros:** Saves money- travel expenses, saves building extra capacity which would be necessary by using existing space (although most would require updating)
- Continuity of excellence
- Inclusion 'built in'
- Maintains rural children's confidence
- Maintains rural communities
- Maintains some employment
- Optimises student time

- **Cons / Risks:** Not enough money to go round
- Parents not supporting the changes distrusting the vision

- 4) Do colleagues see any merit in the establishment of a local authority Multi-Academy Trust and would your school want to join such an entity?
- Our understanding is that this is something that the LA could only support and involves the buy-in of University and other secondary schools or NHS funding for example.
- There is not enough information for us to feel we could join with such an entity at present.
- However, if this route would attract more funding and support for academic excellence and would fit seamlessly with our vision, then we could support such a trust.

Greenhaugh Model



Additional Questions

- Why did the two tier system fail historically?
- How would the two tier management team be decided and what would it look like?
- What does the vision of the new Hadrian Learning Trust model look like - particularly from a student’s point of view.