



A VISION FOR THE FUTURE OF OUR STUDENTS

As part of the consultation on Education in the West of Northumberland, we are using this opportunity, not only to put forward a vision for an education system in the heart of West Northumberland, but to demonstrate the need for a school at Haydon Bridge.

An inclusive 21st century education tailored to the needs of our students, which...

- 1** Fundamentally **breaks down the barriers** to education for all of our students.
- 2** Accommodates the **real & widespread needs of our community**.
- 3** Enables our students, of **all abilities**, to **engage** with & **exceed** in their **own education**.
- 4** Educates the children of our community today, to **contribute** to, **shape & drive tomorrows society**.
- 5** Caters to the **individual ambition** of **each & every student** in our school.
- 6** Provides a **safe, nurturing & positive environment** which works for our students.
- 7** Crucially, sees the children of our community as **individuals, and not just numbers**.

This proposal will not only **produce a viable school in the heart of our community, but a benchmark for education** in the county. We envisage a system which truly enables our children's individual needs to be catered for and their individual paths to success to be embarked upon.



KEY CONSIDERATIONS FOR CHANGE

In developing our proposal for the future of our students, we are following some key guiding principles, which, with any proposed changes to the education system in West Northumberland, should be adhered to;

— **The student comes first**

The educational outcomes of all students should remain at the forefront of decision making.

— **Empowering future generations**

The post-18yrs pathways of students, both now and in the future, should form the basis of educational decisions pre-18yrs.

— **The value of a partnership approach**

The distinct nature of Haydon Bridge partnership should be valued and embraced in the future plans of the area.

Other key considerations include:

- **Parental Choice**
- Future education based on **individual needs, not a point system**
- **Catchment area**; ability to attend after school activities (sports to catch up academic classes) & distanced friendship groups.
- **Transport** - to and from school
- Rural & wider **community issues**
- **Special Educational Needs & Disability** provision
- **Pupil transition** from one school to the next
- The **viability** of each schools future
- **Employment & economic impact** to our local community, staff, suppliers & local business viability



THE HIGHLIGHTS OF OUR PROPOSAL

The key aspects of our proposal, in brief:

- **Project based learning**

From 2019, we will embed project based learning in our Yr 7 & 8 curriculum, proven to provide strong foundations for GCSE.

- **A three year GCSE programme**

Utilising a new system which allows students to complete up to two GCSE option choices each year, from 9-11, in conjunction with the 6 core courses.

- **Vocational & apprenticeship opportunities**

Adapting to the needs of students and employers to provide academic, vocational & apprenticeship post-16 opportunities.

- **Special educational needs & disability provision**

On site, specialist provision to support **all** students. This would include a dedicated Autism Spectrum Condition unit.

This vision addresses four key issues to ensure a viable future:

- **Addresses surplus places**

Based on future pupil numbers and a scalable education model.

- **Ensures financial stability**

Without compromising on educational outcomes, this proposal creates a sustainable financial model.

- **Focuses on future employment**

Creating a school rich in educational options, suited to the current and future needs of the community and employers.

- **A compelling choice for parents**

With a new approach tailored to student needs, this model creates a compelling alternative to neighbouring schools.



PROJECT BASED LEARNING

What is it...

A project based learning model for our year 7's and 8's taught in conjunction with core subject delivery (English, Math & Science).

This system incorporates non-core subjects into projects, which will provide a well rounded learning platform and is proven to develop strong foundations for progression to the GCSE curriculum. Developing Core skills, identified by employers, including; **Communication, Relating to Others, Enterprise, Application, High Order Thinking Skills & Emotional Intelligence.**

We will also promote combined year group and mixed ability teaching. Currently, we use this mixed classroom approach on a small scale, seeing the benefits of collaborative learning, developing additional skills and embedding peer learning to challenge and engage across ability levels.

Research shows numerous benefits, including;

"reflecting the social mix of the world outside of the classroom, enhancing students' self esteem and motivation, providing equality of opportunity, and outcomes are furthered."

What would it look like...

A multi-subject project approach, embedding community engagement and social benefit as often as possible, whilst developing transferable skills and delivering the curriculum. An example could be...

Subjects: Creative Arts, Humanities, Business Studies.

Project: Develop and implement a creative production to raise funds for multi-cultural community engagement.

Outcomes: Skills development aligned to curriculum for each subject engaged. Additional development of skills including Relating to others, Enterprise, Thinking skills & Emotional Intelligence.



A THREE YEAR GCSE PROGRAMME

What is it...

With a solid foundation of skills, students will engage with their core subjects throughout the three years (9-11). In conjunction, students will embark on up to two GCSEs in each year.

Option subjects will be allocated doubling the current annual teaching hours. In the current system, students can achieve up to 9 GCSE's during two years. Our new system will enable students to achieve up to 12 GCSEs, benefiting from a wider course selection.

Aligned with our ethos, one of the key benefits of this system is that it allows students to follow courses which have personal relevance to them, rather than being dictated by performance tables.

Over the three year period, as students progress through their GCSEs, they will be supported no matter their ability. This means that, as relevant, students could fast-track to A-levels, complete enrichment activities or intervention work, creating an inclusive, supportive and opportunity rich system.

What would it look like...

Student A: Total 12 GCSEs.

Yr 1: Core subjects + gains two full GCSEs.

Yr 2: Core subjects, gains two further full GCSEs.

Yr 3: Gains six core GCSEs, additional two GCSEs.

Student B: Total: 9 GCSEs

Yr 1: Core subjects + gains one full GCSE.

Yr 2: Core subjects, additional support to progress yr1 learning, one further full GCSE.

Yr 3: Gains six GCSE qualifications in core subjects, undertakes enrichment activities, gains a further GCSE. Total: 9 GCSEs

Student C: Total 11 GCSEs + Level 3 (e.g A-Level/B-tech)

Yr 1: Core subjects + gains two full GCSEs.

Yr 2: Core subjects, gains two further full GCSEs.

Yr 3: Six core GCSEs, additional two GCSE's + begins A-Level.



ACADEMIC, VOCATIONAL & APPRENTICESHIP OPPORTUNITIES

What is it...

In our spirit of inclusive learning and inclusive opportunities - the student comes first, we will embrace additional opportunities for post GCSE education.

To strengthen the link between education, real world employment and our local community, in addition to offering our successful program of A-Level courses, we will also provide opportunities with vocational and apprenticeship pathways.

This new provision will allow students of our community to engage with a multitude of opportunities allowing each individual to find a meaningful route to employment and/or further education.

Through this proposal, we are excited about the potential to become an apprenticeship trainer in areas such as; Business, Engineering, Child Care, Health Care, Agriculture and Sports.

What would it look like...

Student A: A-Levels

Achieved twelve GCSEs.
Gains three A-Levels in Maths + Multiple Sciences.
Undertakes a Bachelors Degree at University.

Student B: Apprenticeship

Achieved ten GCSEs.
Gains an apprenticeship in Engineering.
Secures employment + supported part time degree.



EXPERT SPECIAL EDUCATIONAL NEEDS & DISABILITY PROVISION

What is it...

In response to increasing identification of mental health issues and numbers of students with identified needs across the Local Authority, our vision for HBHS includes specialised provision to support, nurture and engage each and every student in our school.

With a dedicated hub, we will answer the real need for the most vulnerable students to be placed in an educational provision close to their home.

Our provision will include an Autism Spectrum Condition unit, which could provide educational provision for students aged 5+ to 18 and where appropriate would include integration to the main body of the student population, enabling inclusion within our student community.

What would it look like...

A dedicated team, dedicated building and dedicated funding.

Building on the excellent provision by dedicated, specially trained staff and the supportive and nurturing nature of our community of staff and students, we will become the 'school of inclusion' in West Northumberland.

With a dedicated unit, responsible solely for the specialist needs of our student's we aim to gain the best possible learning outcomes for each and every student in our school community.



THE FUTURE VIABILITY OF OUR PROPOSAL

Each element of our vision for the future of students, both current and future, encompasses an ethos of 'the student comes first'.

To achieve this vision our proposal creates a sustainable and financially viable model.

- **Creating certainty**

The uncertainty of the school's future has, unfortunately, significantly affected parental choice. Our proposed model, along with increased certainty and increasing potential intake will increase viability significantly.

- **A scalable 'hybrid' model**

Our model allows for both two tier and three tier systems with a dual intake opportunity. Designed with minimal student numbers, the model becomes scalable with staffing levels to be optimised and adapted with growth.

- **Our project based benefits**

The project based yr7&8 system allows for increased staff flexibility, allowing future intake to be accommodated & timetabling to be economised.

- **Incorporating Apprenticeships**

Our vocational and apprenticeship scheme will increase post-16 numbers, providing a positive and inclusive choice for the student community. These numbers will significantly improve viability.

- **Partnership approach**

Benefiting from the Haydon Bridge partnership, multiple schools can benefit from economies of scale in relation to staff; Special Educational Needs Staff, Business Manager, Data Managers, IT Support, etc.

- **Special Educational Needs & Disability Unit**

Bringing a dedicated unit into the heart of our community not only benefits our students, but increases the viability of our proposal, increasing building usage and reducing capacity issues.

With some capital investment, our proposal will make HBHS viable, growing and strengthening over coming years, ensuring a 'student comes first' education for the future of our communities' students in our community.