Advantages/Strengths

- Shared philosophy and ethos, including the quality of relationships.
- Enhances partnerships with parents and the local community.
- Meeting the needs of young people with additional support needs.
- Different phases work together to raise standards.
- Share specialist staff and curriculum expertise.
- Increase opportunities for collaborative and cost-effective professional development.
- Share specialist accommodation and learning resources.
- Consistency of teaching styles.
- Reduces effect of learning dip on key stage transition.
- Improve transition arrangements between primary and secondary phases.
- Share good practice, including ideas for effective curriculum planning and delivery.
- Deliver more cost effectively a broader curriculum that respond to pupils' needs – possible to restructure the key phases 3-7, 8-14, 14-19.
- Access to secondary specialist resources at a younger age for (Primary) pupils.
- Take joint action to tackle inclusion in relation, for example, to pupils with EAL, disabilities or additional learning needs, which individual schools might find difficult to sustain alone.
- Reduce planning and administrative costs by exploiting economies of scale (fewer headteachers, centralising support services).
- Extend the reach and impact of the strongest leaders, teachers and governors in the participating schools.
- Enable the employment of shared staff.

Disadvantages/Challenges

- Cultural: establishing a single school – not just two schools under a single roof.
- Creating a unified vision for the school.
- School leaders having equal familiarity with primary and secondary phase practice.
- Shared planning of the curriculum and delivering learning.
- Shared understanding of standards and expectations.
- Exploiting the flexibility afforded by shared staffing, accommodation and resources.
- Enabling pupils of different ages to work together.
- Recognising and raising pupil achievement within each phase.
- Relationships with other feeder primary schools
- Creation of a two-tier approach.
- Schools become too large.