

NORTH YORKSHIRE COUNTY COUNCIL

CHILDREN AND YOUNG PEOPLE'S SERVICE

CORPORATE DIRECTOR MEETING WITH EXECUTIVE MEMBERS

9 February 2016

REORGANISATION OF SECONDARY EDUCATION IN WHITBY

1.0 PURPOSE OF REPORT

To seek approval to consult on a proposal to reorganise secondary education in Whitby by amalgamating Eskdale School and Caedmon College, Whitby through the technical closure of Eskdale School and the associated enlargement and expansion of Caedmon College, Whitby.

2.0 EXECUTIVE SUMMARY

- 2.1 The longstanding and publicly expressed view of the Local Authority is that it would be in the best interests of children in the Whitby area for the secondary schools to be working much more closely together and that a single organisational structure would be most likely to secure high quality, sustainable provision in the area.
- 2.2 The Whitby secondary schools have collaborated over many years, and there have been previous moves towards closer collaboration with extensive support from the Local Authority. Caedmon School and Whitby Community College amalgamated in 2014 following a successful federation in 2010. Until recently Eskdale School governors have felt unable to take the final steps towards closer partnership working although they had earlier been involved in a three-way collaboration from 2007 to 2010 and had engaged positively with federation discussions over a number of years.
- 2.3 In December 2013 Eskdale School's Ofsted rating went from Outstanding to Requires Improvement. A monitoring visit in March 2014 recommended a formal link with a good or better school as part of an improvement plan. The next inspection in November 2015 judged the school, for the second time, to require improvement. This compounds wider concerns about pupil numbers and financial viability. The County Council had expressed strong reservations about Eskdale School's governing body's decision to extend the age range of the school from September 2016 and the anticipated impact of that on Key Stage 4 and 5 provision in Whitby, based on the ability of the school to move successfully into key stage 4 teaching.
- 2.4 Positive discussions have recently taken place with both sets of governors about options for securing improvement and putting secondary education in Whitby on a secure and sustainable footing for the future. Options under consideration have included federation between the two schools and amalgamation into a single school. Both sets of governors have written to the local authority indicating that they would like the views of parents and the wider community to be sought on a proposal for amalgamating the schools.
- 2.5 This report seeks approval to initiate consultation on a proposal to bring the two schools together as a single school on two sites. This would be achieved through the expansion and enlargement of Caedmon College, Whitby. In parallel the local authority would technically close Eskdale School as a separate establishment.

3.0 BACKGROUND

3.1 There are two secondary schools in Whitby. Caedmon College, Whitby is an 11-19 school which was formed by the amalgamation of Whitby Community College and Caedmon School in 2014. Eskdale School is currently an 11-14 middle deemed secondary school. The governing body of Eskdale School decided in July 2015 to extend the school's age range to accommodate pupils aged 11-16 from September 2016. Both schools are Community schools.

3.2 The longstanding view of the Local Authority is that it would be in the best interests of young people in the area for the schools to be working much more closely together and that a single organisational structure would be most likely to secure high quality of provision across the area. In particular the following potential benefits of collaboration have previously been stated:

- The opportunity for a joint ambitious and visionary offer of education in Whitby that would drive standards to be outstanding
- The potential to deliver a coherent 11-19 curriculum in Whitby
- The potential for students to experience an uninterrupted learning experience from age 11 through to 19, in keeping with many other students nationally
- A coherent approach to teaching and learning, drawing on the best from staff in both schools
- The opportunity to share the best from each school and develop new ideas to promote improved learning for all students
- Opportunities for enhancing the professional and career development of staff to drive improvement
- The opportunity to increase the ability to recruit and retain the very best teaching staff and school leaders
- The opportunity to be more flexible when to start GCSE and A level courses
- The opportunity to make efficiencies in the use of scarce resources - to balance the books without detriment to either curriculum choice or front line teaching
- The opportunity to be more flexible with setting, curriculum choices and options

3.3 The two schools share a number of characteristics. Since September 2015 they have effectively had a shared catchment area, serving many of the same communities with the same issues and challenges, and drawing students, staff and governors from the same area. They both face financial challenges, and challenges around maintaining and improving the quality of educational provision. Both schools are aspirational for their students in terms of academic achievement, and focus on their students' wellbeing and happiness. They are geographically close to each other. For these reasons it is considered that they are logical partners.

3.4 The schools have collaborated over many years, and there have been previous moves towards closer collaboration with extensive support from the Local Authority. For example:

- 2004 - Caedmon School, Eskdale School and Whitby Community College joined together in a confederation
- 2007/2008 - Discussions took place between the three schools about the potential for federation
- 2010 - A proposal for federation of three schools went to public consultation. There were no objections from the public and some support. The governing bodies of Caedmon School and Whitby Community College agreed to federate.

The governing body of Eskdale School did not feel able to proceed, and so the proposed federation could not be created

- 2013 - Representatives of the three schools agreed once more to explore federation and other options.
- 2013/14 - Eskdale School withdrew from the discussions, applied for Academy status and proposed a change of age range
- 2014 - Caedmon School and Whitby Community College agreed to move forward with amalgamation
- 2015 - Eskdale School's application to convert to Academy status was not approved by DfE. Governors decided to extend the age range of the school to 11-16.

3.5. Eskdale School – Change of Age Range and Academy Conversion

In November 2013 Eskdale School consulted on a change of age range from 11-14 to 11-16 alongside a proposal to convert to Academy status as part of David Ross Educational Trust. The local authority in its response, published in December 2013, expressed a number of concerns about the element of the proposal concerning the change of age range. In particular:

- That it would create an additional transition at age 16 for some students remaining at school for A levels;
- There was no guarantee that it would lead to an improvement in standards in Whitby because Eskdale required improvement;
- Eskdale School had no experience of offering a GCSE curriculum and there would be considerable training costs and planning involved to ensure high quality provision;
- Eskdale School may not have the specialist facilities for the teaching of some GCSE courses;
- Additional capital funding would be required to create the additional capacity required. This would not be available because there are already more places in Whitby than are needed;
- The proposal would have a serious impact on the finances of Caedmon College which would impact on standards at both KS4 and at KS5, where the school provides Post 16 education across the whole of Whitby.

In March 2014 the DfE decided not to permit Eskdale School to become an Academy. They stated, in communicating this decision to the local authority that, 'The decision is based upon viability concerns for Eskdale and schools in the wider area, and allowing local decision-making to continue to best decide upon a structural solution that will meet educational needs in the area. NYCC's publication of statutory notices, to close Caedmon and expand Whitby Community's age range to 11-19, addresses this aim in part. We believe the local decision process should be allowed to continue to provide the opportunity to encompass further options involving all secondary schools in the Whitby area.' (Department of Education March 2014)

4.0 CURRENT POSITION

4.1 Numbers on Roll

	Pupil Roll	Net Capacity
Caedmon College, Whitby	1082	1579
Eskdale School	310	438
Total	1387	2017

The number of secondary school students in the area is expected to increase beyond 1600 over the next few years if anticipated housing comes forward.

A pupil forecast for both schools is provided at **Appendix A**, with net capacity data at **Appendix B**.

4.2 Admissions

For admissions from 2016/17, the normal area for Caedmon College Whitby and Eskdale are identical and include the whole Whitby Town and Rural area.

	Year 7 Admission Number 2016	Year 10 Admission Number 2016	Sixth Form Admission Number 2016
Caedmon College, Whitby	184	111	20
Eskdale School	146 (125 in 2017)		

The Sixth Form Admission Number is for pupils not previously on roll at Caedmon College.

4.3 Inspection outcomes and performance

Caedmon College, Whitby was last inspected by Ofsted in October 2013 (pre-amalgamation and as Whitby Community College) and was judged to be 'good'. All elements of the inspection were graded 'Good'. A one day LA review was carried out in September 2015 and found the school still to be good.

Eskdale School was inspected in December 2013 and was rated 'Requires Improvement'. A monitoring visit in March 2014 said that Eskdale School should be creating a formal link with a good or better school as part of its improvement plan. A local authority review of the school in October 2014 concluded that the school was likely to remain as RI. At the school's next Ofsted inspection in November 2015 it was judged to 'require improvement' for a second time. Effectiveness of leadership and management, quality of teaching, learning and assessment and outcomes for pupils were all graded as 'Requires Improvement'. Personal development, behaviour and welfare were graded 'Good'. It is likely that under new guidance on coasting schools any school with a continued pattern of 'Requires Improvement' judgements would be subject to formal intervention by the DfE/Regional Schools Commissioner.

NYCC does not hold any standards data for Eskdale School because the school does not teach pupils who are at the end of a key stage with public examinations or statutory assessment. Data for Caedmon College, Whitby is attached at **Appendix C**. GCSE results in 2015 shows the school above the national benchmark although slightly below the North Yorkshire average, a small improvement on the 2014 results.

Bringing the two schools together would enable the combined expertise of the staff to be deployed more efficiently for all pupils. It would allow the implementation of a single curriculum and timetable and remove transition at age 14 which currently affects some pupils, and at age 16 which will affect Eskdale pupils in future. These measures would make improvement in standards more achievable and more practical to sustain.

This is the last middle deemed secondary school remaining in North Yorkshire, the others having been the subject of closures or amalgamations in recent years as a result of similar concerns around standards and financial viability e.g. North Craven; or following successful federations e.g. Northallerton.

4.4 Sites and accommodation

Eskdale School is accommodated on a single site on the East Side of Whitby.

Caedmon College, Whitby is accommodated on two sites connected by a footpath via an underpass on the West Side of Whitby. The sites are known as the Normanby Site (formerly Whitby Community College) and Scoresby Site (formerly Caedmon School).

The two schools are 1.3 miles apart, an approximate five minute journey by road.

Both schools are operating with surplus places of approximately 30%. In keeping with many schools both have a number of building-related issues requiring investment although both have received investment through the County Council's capital programme in recent years.

4.5 Governance

Each school currently has a separate governing body.

4.6 Leadership

Each school has a single Headteacher in post.

The Senior Leadership Team at Eskdale School is made up of head teacher, deputy head teacher, one assistant head and a Senco.

The Senior Leadership team at Caedmon College Whitby is made up of a head teacher (principal), 4 assistant principals and a senior teacher.

4.7 Financial Position

School funding is mainly driven by pupil numbers. It is important that any consideration of financial sustainability takes account of the role of Caedmon College, Whitby in offering Post 16 provision across the whole of the Whitby area. For this reason resources must be viewed across the whole of secondary provision in the area rather than at individual school level. What this demonstrates is that without further efficiencies the secondary education system in Whitby is not financially secure.

	Forecast In-Year Deficit 2016/17	Forecast In-Year Deficit 2017/18
Caedmon College	£180,000	£320,000
Eskdale School	£134,000	£103,000
Combined	£314,000	£423,000

The above forecast is based on the schools' start budgets. Actual pupil numbers are known to be lower than assumed in these start budgets so the in-year deficit position across both schools is likely to be larger than this in 2016/17 by a further c£70,000.

As Caedmon College has significant surplus balances this does not translate into a year-end deficit, but balances would be eroded from £680k this year to £179k at the end of 2017/18. Eskdale's balances are forecast to be nil after the current financial year leading to year end deficits from 2016/17 onwards.

These forecasts take no account of the potential impact of Eskdale School becoming an 11-16 school from 2016/17. It is likely that if the governors' decision were implemented the school's numbers would grow as it retained some or all of its Y9 pupils into Y10 (and Y11 the following year) and that Caedmon's numbers would correspondingly reduce changing the balance of financial pressures between the two schools.

5.0 KEY CONSIDERATIONS FOR DECISION-MAKERS

A set of key criteria has been developed against which potential alternative options for the future of secondary provision in Whitby might be measured. This allows for an objective evaluation of how potential changes will meet the needs of the area both now and in the future.

The key questions which decision- makers need to consider are:

- How far will the proposal contribute towards the County Council's aspiration to see all schools in North Yorkshire being judged as good or outstanding?; Specifically, will it lead to rapid improvement and, in the future, an outstanding education for the young people of Whitby?
- Does the proposal offer the young people of Whitby the best opportunities for progression, qualifications, further education, employment or training in a visionary and ambitious town?
- Will the proposal reduce the potential disruption to the education of children and young people through unnecessary points of transition?
- Does the proposal have a clear focus on overall educational arrangements across a geographic area rather than on simply protecting the current institutional status quo?
- Does the proposal enable governing bodies to provide in partnership with others a depth, breadth and quality of teaching and learning through successful recruitment of the very best leaders and teachers?
- Does the proposal meets the County Council's aim for all schools to be working in partnership with appropriate others in a way which enhances opportunities for joint practice development and as a result to lead to improved educational standards?
- Is the proposal financially sustainable over time; and does it enable young people and staff to work and study in as high a quality of physical surroundings as possible?
- Does the proposal recognise the significance of schools as part of a wider local community and avoid unnecessary prolonged travel arrangements for young people when quality affordable provision could be maintained locally through creative partnership arrangements?

- Does the proposal prepare the area well for the projected growth in pupil numbers in the future?
- Does the proposal allow for the strengths of both schools to be incorporated into a single structure?
- Does the proposal enable the current financial challenges to be met?

6.0 OPTIONS CONSIDERED

There are many potential options for closer working between the two schools in pursuance of the above objectives and a number of variants within those options. The main ones are:

- Do nothing – retain the status quo
- Informal collaboration between Eskdale and Caedmon
- Federation between Eskdale and Caedmon
- Amalgamation through the enlargement of Caedmon and closure of Eskdale
- Amalgamation through the closing of both schools and creation of wholly new Free School/Academy
- Creation of Multi Academy Trust

Each of these options have been evaluated. A number of them are considered unlikely to meet the above objectives, in particular the requirement to secure educational improvement quickly.

6.1 Do Nothing – Retain the Status Quo

The current structure has failed to secure high quality provision across the area, as evidenced by Eskdale School being judged as requiring improvement for a second time. Given the information provided above on the school's financial position it is not considered that the current structure is financially secure for the long term.

In the context of a move to 11-16 for Eskdale it creates risks in relation to the future of Post 16 provision in Whitby and significant disruption to the workforce in both schools.

The challenge would remain for Eskdale School to become good or outstanding at its next inspection or face the prospect of formal intervention by DfE or the Regional Schools Commissioner. Caedmon will also be challenged to maintain its good rating in the face of budget and consequent staffing reductions,

6.2 Informal collaboration

Schools in the area have attempted to collaborate informally over many years. This has had some historic success but has not led, with or without, local authority support to financially secure and high quality educational provision. There is nothing to suggest that this is likely to be any more successful in the future. It would not address the financial challenges faced by both schools in terms of financial deficits, surplus places etc. It is considered that a more formal structure is required to provide a secure framework which will drive improvement in standards.

6.3 Creation of wholly new academy

A single new school could be created through the closure of both schools. This would be likely to introduce considerable uncertainty for parents over the potential quality of an, as yet unidentified, sponsor. Given that Caedmon College is a good school a closure proposal for this school would be additionally controversial. There are statutory processes for securing a sponsor for a new academy which would have to be undertaken before it could be established. It is considered that this option would be unlikely to meet the key criteria of being likely to secure early improvements in standards. It is unlikely that sufficient capital funding could be secured to create a single new school in a single set of buildings particularly since there are large numbers of surplus places currently in the system.

6.4 Multi Academy Trust

In the context of Eskdale School as a school requiring improvement it would not be permitted to convert to academy status voluntarily. It would require an approved academy sponsor.

The formation of a local Multi Academy Trust is possible in the future and might be something which governors may wish to consider in time. There are models of business led academy trusts which may have local interest and relevance, bringing stronger links to the changing, developing local business sector. There are also opportunities through such routes to explore, with the Regional Schools Commissioner, enhancements to the local vocational offer through e.g. studio school models. Whilst it is not considered an option which currently has the potential to deliver the required early improvement, it could at a future stage provide options for increased opportunities for wider local partnerships.

6.5 Conclusions

It has been concluded therefore that the above options do not meet the key criteria. It is considered that two options which would have the greatest likelihood of leading to a rapid improvement in standards and of creating financial security and sustainability would be either a formal federation between the two schools or amalgamation of the two via the expansion of one and the closure of the other.

These two options have been the subject of a more detailed evaluation and the following section of the report explores them in detail.

7.0 OPTIONS APPRAISAL – FEDERATION AND AMALGAMATION

7.1 Impact on school performance

Appendix D provides a detailed comparison of the opportunities presented by federation or amalgamation to drive up standards in respect of a number of factors.

In summary, the factors deemed most likely to drive improved performance are:

- Strong and secure leadership, including governance, and management
- Maintaining and developing high quality teaching and learning
- The ability to recruit and retain the best staff
- Good data analysis and tracking of student progress

Both options present opportunities to drive improvement. The key difference between them is that amalgamation creates the potential to have an absolutely consistent approach to the implementation and delivery of policies, strategies and practice through a single leadership structure and governance arrangements. Federation would not offer this absolute consistency.

Federated schools would continue to be subject to separate Ofsted judgements and although Ofsted inspections can happen at the same time in federated schools this can introduce complexity and risk.

If the two schools amalgamate the judgement attached to the closing school is effectively lost and in future the enlarged school would receive a single inspection and judgement.

7.2 Governance and Decision-making

Federation would involve the dissolution of the two existing governing bodies and the creation of a single federation governing body. The decision to federate would be taken by each governing body separately following a statutory joint consultation. The local authority can support but cannot lead such a proposal and is not the decision maker. Previous attempts at creating a single federation in Whitby have failed.

A Federation governing body consists of no fewer than 7 governors, including one parent governor in respect of each school in the federation, the head teacher of each federated school, one staff governor, one Local Authority governor plus such a number of co-opted governors as the governing body feel necessary. No more than a third of the governing body may be staff governors.

Amalgamation would be achieved through the technical closure of one school and the expansion/enlargement of the other across one or a number of sites. Whichever school remained open would retain its governing body although there are important opportunities to be taken for the governing body to be reconstituted and strengthened and/or enlarged to include governors with appropriate skills and experience from the closing school. The County Council would be both the proposer and the decision-maker on the proposal which would be subject to statutory school organisation procedures.

A single school governing body consists of no fewer than 7 governors, including at least two parent governors, the head teacher, one staff governor, one Local Authority governor plus such a number of co-opted governors as the governing body feel necessary. No more than a third of the governing body may be staff governors.

In both cases the important consideration in terms of governance is ensuring an appropriate mix of skills and experience to support and challenge school leaders.

7.3 Admissions and Transport

Federation would not involve any change to admissions arrangements. Each school would retain its own admission number and students would be allocated places in line with the County Council's admission arrangements. Although on roll at one school it would be possible for students to receive education at other sites within the federation depending on how teaching and learning were organised.

Amalgamation would create a single published admission number for the school. Pupils would be allocated a place in line with the admission arrangements and would

attend whichever site was appropriate to the way that the enlarged school was organised. Amalgamation would simplify arrangements in that only one application would be required for the whole of secondary education.

The catchment area would remain that served by the current Caedmon College, Whitby.

It is anticipated that a move to one school on two sites would have no significant impact on transport costs but there may need to be improvement in site access for buses to address any highways safety concerns.

7.4 Leadership

Within a federation the model of leadership would be a decision for the Federation governing body. There is no model which fits all circumstances but the most common model would be for there to be a single Executive Headteacher. In a federation, or for a single school on more than one site, it is common to have additional Associate/Deputy Headteachers who deal with the day to day running of each school, or site, with senior leadership teams sitting underneath these posts.

If the schools were amalgamated a single Headteacher would be required. An appropriate leadership review process would need to be agreed for the enlarged school.

In practice most amalgamations have retained a role for both Headteachers at least in the short term as leadership capacity is required to deliver the change. This would impact on the level of financial saving to be achieved in the short term.

Given the size of school that would be created by an amalgamation the payscale would be that of a 'Group 7' School which is within the same scale as that of the current Caedmon College.

The structure of the leadership team below the Headteacher would depend on the way that the school was organised and how sites were most effectively used.

7.5 Financial issues

It is clear that, under any structure, the secondary sector in Whitby is in a very challenging financial position. Both schools are forecast to have in-year deficits for the next three financial years with current balances being eroded and ultimately eliminated if no action is taken.

Expenditure calculations for the modelling of the options are based on start budgets submitted by both schools. They currently exclude the financial impact of the proposed change in the age range at Eskdale School which would be likely to see Eskdale's numbers increase and Caedmon College's numbers reduce. This could see up to £1m in funding moving from Caedmon College to Eskdale School over time. However, the position needs to be viewed across educational provision in Whitby rather than at individual school level.

Staffing costs have been assessed on the assumption that a federation or amalgamation would result in one Headteacher post. The saving associated with federation would therefore be reduced if both Headteachers were retained in the short term. **Taking into account the site information discussed below, premises costs have been reduced by the cost of the Eskdale site where the option under**

consideration involves only two sites, this being the specific model which governors of Eskdale School have asked the local authority to consult on.

No other changes have been assumed although it would be anticipated that further efficiencies could be achieved through the sharing of contracts/procurement and through the rationalisation of staffing including the senior leadership team below the Headteacher.

None of the options considered is forecast to result in an in-year surplus so further such efficiencies would be needed. However, all the options, with the exception of an amalgamation across three sites, are forecast to improve on the current financial situation. In so doing they reduce the likely impact on frontline teaching.

In a steady state situation i.e. after any transition funding expires, a federation across two sites would create the maximum improvement on the forecast in-year position of £236,000 per annum as a result of reduced premises and leadership costs (if the model includes a single headteacher). An improvement of £70,000 per annum is forecast to result from a federation across three sites as a result of moving to a single headteacher. Further efficiencies would be made through removing duplication and operating a more streamlined operational model.

Amalgamating the schools across two sites would lead to an improvement of £61,000 per annum. This is because the reduction in premises costs and increased split site factor is offset by the loss of one lump sum. The only option which might worsen the in-year position, by £55,000, would be an amalgamated school across three sites again as a result of the loss of one lump sum.

Any saving achieved is part of the funding available specifically for North Yorkshire schools and is not a saving which benefits local authority budgets.

A summary of the financial model is attached at **Appendix E**.

7.6 Rationalisation of school sites

The local authority and both governing bodies share that view that the retention of all three sites is an obstacle to the achievement of any significant financial benefit from either federation or amalgamation. Operating with a 30% surplus of places is not an efficient economic model when budgets are challenged and funding does not take site and building size into account. Clearly there are other educational benefits of the two schools coming together but ensuring that these benefits are realised will be dependent on ensuring financial sustainability. It is therefore likely that the reduction from the current three sites to two or, ideally, one would be advantageous.

Options for Rationalisation

Option No.	Description	Site Area	Accommodation
1	Retain all three sites	Site area sufficient	Retains surplus capacity of 30%.
2	Dispose of all three sites and build new school on new site.	Potential capital receipt. Capital cost to acquire site.	Major capital investment required – c£24.6m potential total project cost (excl. site acquisition)

3	Retain Normanby and Scoresby sites. Dispose of Eskdale site.	Site area sufficient. Potential capital receipt.	Accommodation large enough for forecast but would require some remodelling to absorb future growth – c£100k minimum cost.* see below
4	Retain Eskdale and Normanby sites. Dispose of Scoresby site.	Site area sufficient. Potential capital receipt.	Accommodation would require remodelling to provide sufficient net capacity. Capital investment required – c£392k minimum cost.
5	Retain Eskdale and Scoresby. Dispose of Normanby	Site area sufficient. Potential capital receipt.	Accommodation not large enough. Capital investment required – c£2.3m
6	Retain Normanby only. Dispose of Eskdale and Scoresby	Site area insufficient. Would require detached playing fields. Potential capital receipt.	Accommodation not large enough. Capital investment required – c£6m
7	Retain Scoresby only. Dispose of Eskdale and Normanby	Site area sufficient. Potential capital receipt.	Accommodation not large enough. Capital investment of £12.6m required.
8	Retain Eskdale only. Dispose of Scoresby and Normanby.	Site area insufficient. Would require detached playing fields. Potential capital receipt.	Accommodation not large enough. Capital investment of £15.2m required.

*Please note that the estimated capital investments are based on a per square metre cost and could be significantly more or less than stated. Each would require detailed feasibility studies to achieve cost certainty. The costs stated are the **minimum required to achieve overall space requirements**. Considerably more investment may need to be considered to ensure accommodation is suitable for curriculum delivery etc.

Evaluation of Site Options

Option 1 – Retain three sites

Retaining all three sites would not allow for a more efficient use of space unless buildings were demolished and accommodation reconfigured to reduce capacity and reduce premises running costs. This would have a capital cost which has not been assessed. Retaining three sites in the context of an amalgamation would require leadership and management across three sites which would be inefficient and would perpetuate the costs of upkeep of sites and buildings that would not be required for the number of children being educated.

Option 2 – Build new school on new site

Given the limited nature of capital funding the option to dispose of two or all three sites and build a wholly new school building has been discounted as a much longer term option which could not realistically be taken forward as part of the current reorganisation proposal.

Previous capital bids to central government for funding to realise this option have been unsuccessful.

Options 6 and 8 – Retain only Eskdale or Normanby site

Retaining either the Eskdale site or Normanby site only have been discounted because neither site is by itself large enough to create a school of the required size, which would mean the retention of detached playing fields in order to obtain the appropriate approvals to build on existing playing field land. Both options would also require multi million pound capital investment to create the physical capacity needed which would not be fully offset by capital receipts.

Option 7 – Retain only Scoresby site

The only option for moving to a single site without building a new school would be to add accommodation to the Scoresby site, which is large enough to take the required number of students. This would require a major capital investment of c£12.6m which would be unlikely to be met from capital receipts from disposing of the other two sites. This scale of funding would be likely to exceed the County Council's annual capital programme for the improvement of all maintained schools and is therefore unrealistic.

Options 3, 4 and 5 – Retain two sites and dispose of one

Options 3, 4 and 5 are all possible as site areas are large enough. Only Option 3 which retains the two Caedmon College sites and disposes of the Eskdale site would be possible without significant capital investment. Option 3 could accommodate forecast numbers but to provide further capacity for future growth some remodelling would be needed in future. The costs involved in future could potentially be addressed through the reinvestment of any capital receipt.

Options 4 and 5 would require between £392k and £2.3m of investment for remodelling or additional building. Although this could be offset by capital receipts there is no guarantee that the required Secretary of State approval would be granted to allow disposal.

Recent valuations have been undertaken on all three sites indicating that their total market value is less than £6m. Disposing of one site only would be unlikely to achieve a capital receipt much exceeding £2m.

Taking all these considerations into account, the most cost effective solution would be the retention of both Normanby and Scoresby sites, and disposal of the Eskdale School site. This option would tend to lend itself to the amalgamation of the two schools through the enlargement of Caedmon College and technical closure of Eskdale School. It creates the potential to consider a range of options for the use of the two sites as a single campus, including the creation of a single site for 11-16 provision alongside a split sixth form college site.

A case would be made to members for the reinvestment of any capital receipts relating to the disposal of school sites in Whitby back into secondary educational provision in the area specifically to support the coming together of the schools.

Sites capacity data is attached at **Appendix B**.

8.0 OPTION APPRAISAL - CONCLUSIONS

The above evaluation has led to the following key conclusions:

- The current structure of secondary education in Whitby will not lead to the rapid improvement in standards required;
- It is not financially sustainable in the long term;
- Doing nothing is not an appropriate option;
- Some options may be feasible in the long term but do not meet the key objectives identified in section 5, particularly in terms of delivering rapid improvement in standards;
- Amalgamation is considered to be a more secure option educationally;
- Retaining three sites is unlikely to lead to significant efficiencies given pupil forecasts and surplus places;
- In principle, a federation between the two schools across two sites (Eskdale and one of the Caedmon sites) or the amalgamation of the schools on two sites (Both Caedmon College sites) are both realistic options.
- In practice, a federation cannot be delivered by the local authority as it requires decisions by each governing body.
- For the above reasons the preferred option on which to consult would be an amalgamation between the two schools on two sites.

9.0 CONSULTATION

Since Eskdale School's decision to pursue academy status and an 11-16 age range the local authority has continued to express its views about the desirability of a single educational structure for Whitby schools.

The local authority has a statutory duty to consider what actions are required when a school requires improvement. Following the most recent Ofsted inspection discussions with Eskdale School have intensified with a view to agreeing with governors a plan for rapid improvement.

Informal discussions about the options for the future of education in Whitby have taken place with the governing bodies of both schools in recent weeks.

Both governing bodies are clear that they consider an amalgamation between the two schools across two sites to be more likely to deliver the required improvements than federation.

Given that the creation of a federation would require the agreement of both governing bodies it has been concluded that this is not currently a viable option in the light of these discussions.

It has therefore been agreed with the governing bodies of both schools to recommend to Executive Members that parents, staff and the wider community are formally consulted on one option i.e. the amalgamation of the two schools through the technical closure of Eskdale School and the enlargement of Caedmon College on two sites.

10.0 TIMETABLE

The following consultation timetable is proposed:

Executive Member for Schools approval to consult	9 February 2016
Consultation opens	16 February 2016
Consultation Meeting(s)	February/March 2016

Consultation period ends	1 April 2016
Report to Executive on consultation responses	26 April 2016
Statutory Notices	6 May- 3 June 2016
Report to Executive on representations: determination	14 June 2016
Implementation planning	September 2016

A draft consultation document is attached for consideration at **Appendix F**.

Transition Planning

A joint group will be established comprising members of both governing bodies with an independent chair and support from the local authority to start to plan the detail of the transition which would allow the two schools to come together with the minimum disruption for pupils and their families. Some advance planning would need to take place in advance of a final decision in June but the implementation would not proceed in the event that the proposal is not approved. It is likely that education would continue on the Eskdale site for at least the first year of operation of the enlarged school.

Transition planning will focus on curriculum planning, staffing structures, financial planning, and use of sites as well as ensuring smooth transition, particularly for the most vulnerable students.

11.0 RECOMMENDATION

The Executive Member for Schools is recommended to give approval to consult on a proposal to amalgamate Caedmon College, Whitby and Eskdale School through ceasing to maintain Eskdale School and enlarging Caedmon College, Whitby. Approval is also sought to the contents of the attached draft consultation document.

PETER DWYER
CORPORATE DIRECTOR – CHILDREN AND YOUNG PEOPLE’S SERVICE.


Action AgreedExecutive Member
Date: 9 February 2016


Action RequestedCorporate Director
Date: 9 February 2016

Background Information

Appendix A	Pupil Forecasts – Eskdale School and Caedmon College, Whitby
Appendix B	Net Capacity and Site Information
Appendix C	Performance Data – Caedmon College, Whitby
Appendix D	Analysis of Potential Impacts on Educational Standards
Appendix E	Modelling of Revenue Implications
Appendix F	Draft Consultation Document

Appendix A

Previous DFE No.	4039	Current DFE No.	4039	School	Caedmon College Whitby															 North Yorkshire County Council	
Transition %	Migration	Workings		District:			Scap Plan Area			SPO			County Councillor/s			Local MP		PAN 2015/16			
47.89	-1	47.89	Mig -0.50	Scarborough			Whitby & Rural			Fiona Campbell			David Chance			Robert Goodwill MP		184/111			
School Year	1011	1112	1213	1314	1415	1516	1617	1718	1819	1920	2021	2122	2223	2324	2425	2526	2627	2728	2829	2930	
Feeder Details (Y6 Leavers from catchment area)	195	243	242	231	242	250	239	262	223	250	256	256	254	252	249	246	243	241	239	239	
11+ Y7	128	123	118	102	119	121	120	114	125	107	120	123	123	122	121	119	118	116	115	114	
12+ Y8	155	127	124	115	105	122	120	119	113	124	106	119	122	122	121	120	118	117	115	114	
13+ Y9	147	157	128	123	109	106	121	119	118	112	123	105	118	121	121	120	119	117	116	114	
14+ Y10	258	250	265	213	227	198	105	120	118	117	111	122	104	117	120	120	119	118	116	115	
15+ Y11	248	255	245	261	208	225	197	104	119	117	116	110	121	103	116	119	119	118	117	115	
Y7 - Y11	936	912	880	814	768	772	663	576	593	577	576	579	588	585	599	598	593	586	579	572	
16+ Y12	216	186	187	181	198	175	175	154	150	176	173	175	167	184	156	175	180	180	178	177	
17+ Y13	104	138	127	128	118	144	120	121	106	103	121	119	121	115	126	107	121	124	124	123	
Y12 - Y13	320	324	314	309	316	319	295	275	256	279	294	294	288	299	282	282	301	304	302	300	
Total School Y7 - Y13	1256	1236	1194	1123	1084	1091	958	851	849	856	870	873	876	884	881	880	894	890	881	872	
Permissions / 5 yrs	330	43	Housing Yield - Outstanding Permissions				9	17	26	34	43	43	43	43	43	43	43	43	43	43	43
Local Plan /10+ yrs	720	94	Housing Yield - LDF				9	19	28	37	47	56	66	75	84	94	94	94	94	94	94
	1050	137	Total including housing				1091	976	887	903	928	960	972	984	1002	1008	1017	1031	1027	1018	1009
Net Capacity	1579																				
Maximum Workplaces	1755																				
Indicated Admission No.	295																				
	Number of pupils living within NY catchment*** (Oct 14)																	1401			
	Number of pupils attending from within NY catchment (Oct 14)																	759			
	Number of pupils from within NY catchment attending other Schools (Oct 14)																	642			
	Attending above school from other school NY catchment areas (Oct 14)																	5			
	Attending above school from out County catchment areas (Oct 14)																	15			

Previous DFE No.	4041	Current DFE No.	4041	School:	Eskdale School										 North Yorkshire County Council		
Transition %	Migration	Workings		District			Soap Plan Area			SPO		County Councillor/s			Local MP		PAN 2015/16
43.57	0	Trans	Mig	Scarborough			Whitby & Rural			Fiona Campbell		Joe Plant			Robert Goodwill MP		146
43.57	0	43.57	-0.17														

School Year	1011	1112	1213	1314	1415	1516	1617	1718	1819	1920	2021	2122	2223	2324	2425	2526	2627	2728	2829	2930	
Feeder Details (76 Leavers from catchment area)	195	243	242	231	242	250	239	262	223	250	256	256	254	252	249	246	243	241	239	239	
11+	Y7	86	103	84	95	111	105	109	104	114	97	109	112	112	111	110	108	107	106	105	104
12+	Y8	116	86	107	88	90	107	105	109	104	114	97	109	112	112	111	110	108	107	106	105
13+	Y9	101	114	89	108	93	88	107	105	109	104	114	97	109	112	112	111	110	108	107	106
14+	Y10	0	0	0	0	0	0	88	107	105	109	104	114	97	109	112	112	111	110	108	107
15+	Y11	0	0	0	0	0	0	0	88	107	105	109	104	114	97	109	112	112	111	110	108
Total School Y7 - Y11	303	303	280	291	294	300	409	513	539	529	533	536	544	541	554	553	548	542	536	530	

Permissions / 5 yrs	330	21	Housing Yield - Outstanding Permissions				4	9	13	17	21	21	21	21	21	21	21	21	21	21	21
Local Plan /10+ yrs	720	47	Housing Yield - LDF				5	9	14	19	23	28	33	37	42	47	47	47	47	47	47
	1050	68	Total including housing			300	418	531	566	565	578	586	598	600	618	621	616	610	604	598	

Net Capacity	438
Maximum Workplaces	473
Indicated Admission No.	146

Number of pupils living within NY catchment*** (Oct 14)	642
Number of pupils attending from within NY catchment (Oct 14)	204
Number of pupils from within NY catchment attending other Schools (Oct 14)	438
Attending above school from other school NY catchment areas (Oct 14)	87
Attending above school from out County catchment areas (Oct 14)	3

Appendix B

Net Capacity Information

Option	Net Capacity (Current Accommodation)	Surplus places (assume max NOR 1550)
1. CCW (Normanby +Scoresby)	1579	29 surplus
2. Eskdale + Normanby	1432	(118) shortfall
3. Eskdale + Scoresby	990	(560) shortfall
4. All Sites	2017	467 surplus
5. Eskdale	438	(1112) shortfall

Area Information

Site	Gross building area (Sq m)	Enlargement required for 1550 pupils (Sq m)	Estimated cost for required enlargement (£m)
Required for 1550 pupils BB103/S77	11785		
1.CCW	15299	0	-
2.Eskdale + Normanby	13955	0	-
3.Eskdale + Scoresby	10664	1121	2.2
4. All	19964	0	-
5.Eskdale	4665	7120	14.2

Appendix C

Performance Data – Caedmon College Whitby

Summer 2015	% 5 A*C(Incl. English and Maths) 2014	% 5 A*C (Incl. English and Maths) 2015	% English progress 2014	% English progress 2015	% maths progress 2014	% maths progress 2015
National	56.6	57.1	71.6	71.1	65.5	66.9
NY	61.0	62.4	69.8	72.2	68.3	72.3
Caedmon College Whitby	58.6	63	69.8	72	58.6	71

Appendix D – Analysis of Potential Impacts on Educational Standards

Aspect	No Change	Federation	Amalgamation
Leadership and management	<ul style="list-style-type: none"> • Two headteachers and leadership teams with attendant costs • Two governing bodies • Two sets of middle leaders, some departments in Eskdale very small increasing risk factor(1 person) • Largely separate leadership development currently • Financial difficulties likely to be impact more on two separate schools so both schools have less flexibility around staffing, the curriculum and resources 	<ul style="list-style-type: none"> • Potential to have shared ambitions and vision through strong leadership (1HT) of both schools serving education community of Whitby • Different models of school leadership possible (e.g. 1 Executive headteacher+2 Heads of school; 1 headteacher +1 Head of school; • Potential for lack of consistency around implementation of vision, strategies, policy and practice if 2 parallel HTs • Could retain 2 senior and 2 middle leadership teams or fully integrate leadership and management • 1 governing body for the education community of Whitby • Better opportunities for governing body to focus on succession planning, for school leadership and governance. • Joint appointments across the federation at all leadership levels possible • Joint leadership development activities and departmental activities (moderation etc.) • Potential for stronger recruitment and retention of leaders at all levels if there are joint appointments and clear career 	<ul style="list-style-type: none"> • Shared ambitions and vision through strong leadership (1 headteacher) of both schools serving education community of Whitby • 1 headteacher + potentially 2 deputies to ensure consistently strong middle leadership, high quality teaching and learning, consistency of practice • 1 senior and middle leadership team • 1 governing body for the education community of Whitby • Better opportunities for governing body to focus on succession planning, for school leadership and governance • Larger departments • Greater cohesion in terms of professional development, implementation of whole school culture of aspiration, policies and practice • Recruitment and retention of leaders potentially stronger – perceptions of career opportunities, internal support for development, larger school and departments, school judged as good by Ofsted. • One school for the Governing Body to monitor progress and implementation of policy and

		<p>development/ advancement opportunities including post 16.</p> <ul style="list-style-type: none"> • Two schools for the Governing Body to monitor and evaluate progress and potential for inconsistency in implementing policy and practice 	<p>practice. Less opportunity for inconsistency and discrepancy</p>
Teaching and learning	<ul style="list-style-type: none"> • Largely separate professional development for staff across 2 institutions • Potential issues about isolated/ long serving underperforming staff in small departments • Teaching and learning at Eskdale currently judged to be requiring improvement, at Caedmon College judged good – lack of cohesion across the 2 schools • Staff 11-16 experience needs to be enhanced in both schools, particularly with the introduction of new GCSE specifications and grading. • Small schools tend to attract greater numbers of pupils with special needs, impacting on school resources and staffing. • Vulnerable pupils in small schools are well known to staff. 	<ul style="list-style-type: none"> • Opportunity for one Teaching and Learning strategy across the two schools – decision to be made about who would lead the strategy. • Opportunities for joint professional development • Opportunities for joint practice development and action research • Potential to further increase rates of progress overall, KS3 to 4 transition • Potential for more coherent approach to individual pupil tracking 11-19 and early identification of barriers to learning particularly for vulnerable pupils • Opportunity to sustain a coherent focus on key identified barriers to learning, e.g. poor levels of literacy • Opportunity to create a broader and more sustainable curriculum offer with co-ordinated length of GCSE e.g. same starting point • Opportunity for joint work on new GCSE specifications to ensure 	<ul style="list-style-type: none"> • One Teaching and Learning strategy 11-19, with one leader. • Joint professional development • Joint practice development and action research • Potential to further increase rates of progress overall as transition KS3-KS4 will be within the same school – one point of transition removed • One school working with feeder primary schools – greater potential for stronger transition focus KS2 – KS3, and cross phase teaching and learning • More coherent approach to individual pupil tracking 11-19, and early identification of barriers to learning particularly for vulnerable pupils • Sustain a coherent and school wide focus on key identified barriers to learning, e.g. poor levels of literacy • Broader and more sustainable curriculum offer with co-ordinated length of GCSE e.g. same starting point

		<p>against errors that can impact on pupil outcomes</p>	<ul style="list-style-type: none"> • Larger departments offer greater support in terms of planning and delivery and ideas, particularly with new specifications at GCSE and A level • Budget concerns likely to have less impact on teaching and learning due to greater flexibility around staffing and resources • Potentially raise outcomes and reduce NEETs (Not in Education, Employment or Training) through creating longer term educational opportunities
<p>Recruitment and retention</p>	<ul style="list-style-type: none"> • Nationally acknowledged difficulties in recruiting to coastal schools and small schools at leadership and teaching staff levels, particularly in maths, English and science. • Eskdale currently judged to require improvement, this can impact on recruitment of strong staff • Many younger staff want post 16 teaching/ leadership opportunities and a clear career pathway/ support • Working in a small school usually leads to multiple responsibilities for individuals and, for some, greater levels of stress. This tends to be particularly the case at senior leadership level. • Increasing national concerns about financial viability of small schools is affecting recruitment of good 	<ul style="list-style-type: none"> • Potential to create clarity about career pathways for recruits to the federation • Wider range of teaching and leadership opportunities and experience including post 16 • Extended support network for staff can be put in place • Newly qualified teachers have the opportunity to work across the federation and with other newly qualified teachers/ staff in early career stages – less risk of isolation • Recruitment to the federation is likely to be more cost effective than recruitment to the individual schools 	<ul style="list-style-type: none"> • Potential to create clarity about career pathways for recruits to the amalgamated school • Wider range of teaching and leadership opportunities available, and wider experience including post 16 • Extended support network for staff can be put in place • Newly qualified teachers have the opportunity to work across the school and with other newly qualified teachers/ staff in early career stages – less risk of isolation • Recruitment to the amalgamated school is likely to be more cost effective than recruitment to two individual schools • Amalgamated school would take

	<p>teachers and leaders.</p> <ul style="list-style-type: none"> Some school staff actively look for work in small schools for particular work/ life balance or teaching preference reasons 		<p>on Caedmon College's 'good' Ofsted judgement</p>
Data analysis and tracking	<ul style="list-style-type: none"> No national comparisons for data from middle schools 'Life without levels' means that feeder schools (KS2 and KS3) must work closely with two receiving school/s to ensure seamless transitions and at least expected progress for all pupils beyond transition points Small departments can lead to inconsistencies in data, tracking and the accuracy of predictions/ identification of barriers to learning. 	<ul style="list-style-type: none"> Opportunity to have one tracking and data analysis system across the federation, early identification of barriers to learning and intervention needs Greater opportunity to demonstrate progress and achievement to DfE/Ofsted through coherency of systems Greater opportunities to ensure accuracy of assessment and pupil progress through joint moderation procedures Greater clarity for parents about pupil progress if there is one aspirational tracking system in use. Coherence in setting aspirational targets across the federation through using one system All of the above points are dependent on the two leadership teams agreeing to use one system Primary feeder schools would work with two schools re assessment and tracking in 'life without levels' 	<ul style="list-style-type: none"> One data and tracking system would necessarily be in place across the whole school. Greater opportunity to demonstrate progress and achievement to DfE/Ofsted 11-19 Greater opportunities to ensure accuracy of assessment and pupil progress through school wide moderation procedures Greater clarity for parents about pupil progress, with one aspirational tracking system in use. Greater consistency in setting aspirational targets across the school through one school wide tracking/ target setting system Primary feeder schools would work with one school/ one system to ensure seamless transition focused on pupil progress.

Summary	One good school, one Requiring Improvement school, both striving to improve further but potentially hampered by budget concerns, split resources, recruitment challenges.	The potential to develop opportunities for closer working under one Governing Body but the strength of such collaboration depends on level of integrated working between leadership teams agreeing shared priorities strategies, curriculum offer, policies and practice, use of resources including workforce	Actual opportunities for one Governing Body and Headteacher to lead the one school around curriculum, strategies for high quality teaching and learning, deploying resources most effectively, best use of one pupil tracking system, co-ordinated professional development,
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Appendix E

Options considered for financial forecast purposes:

1. 2 separate schools (status quo)
2. Federation – 2 schools on 2 sites
3. Federation – 2 schools on 3 sites
4. Amalgamation – single school on 2 sites
5. Amalgamation – single school on 3 sites

Funding

Financial year	Status quo (Option 1) £	Federation (Options 2 and 3) £	Amalgamation (Options 4 and 5) £	Difference in funding £
2016/17	7,113,131	7,113,131	7,113,131	0
2017/18	7,098,597	7,098,597	7,050,209	-48,388
2018/19	7,128,978	7,128,978	7,003,978	-125,000

Forecast In-Year position

Financial year	Option 1 (Status quo) £	Option 2 £	Difference from status quo £	Option 3 £	Difference from status quo £	Option 4 £	Difference from status quo £	Option 5 £	Difference from status quo £
2016/17	-389,869	-252,202	137,667	-349,036	40,833	-252,202	137,667	-349,036	40,833
2017/18	-424,403	-188,403	236,000	-354,403	70,000	-286,791	137,612	-402,791	21,612
2018/19	-394,022	-158,022	236,000	-324,022	70,000	-333,022	61,000	-449,022	-55,000

Notes

Expenditure calculations are based on the start budgets submitted by both schools which ignore any financial impact of Eskdale changing to become an 11-16 school

When both schools submitted their start budgets they were predicting a combined in year deficit for 2016/17 of £314k and for 2017/18 a deficit of £423k

Premises costs have been reduced for options 2 and 4 to take out the cost of the Eskdale site



**Eskdale School and Caedmon College, Whitby
Consultation on a Proposal for Amalgamation
February/March 2016**

Parents will be invited to attend a consultation meeting which will take place:

at #pm at

A meeting for other stakeholders will take place:

at #pm at

North Yorkshire County Council and the governing bodies of Eskdale School and Caedmon College, Whitby are consulting parents, staff, pupils and the local community on a proposal to change how the two schools are organised. The proposal is to merge the two schools from **September 2016** and we would welcome your views on this proposal. This paper sets out what the amalgamation would mean and how you can make your views known.

What is amalgamation?

It is a means of bringing two or more schools together as a single educational establishment to serve an area. It would involve the technical closure of Eskdale School as a separate entity and the enlargement of Caedmon College, Whitby to create a single school for 11-19 year olds providing education across two of the three current school sites.

The combined school would have a single governing body and leadership structure working in the best interests of all pupils. It would have a single budget and would operate across two of the existing sites and buildings with staff from both schools.

This would allow the two schools to combine the strengths and values of both schools through a single governing body, head teacher, staff and other resources. This would offer greater opportunities to pupils in terms of the breadth of the curriculum, having access to well-qualified specialist teachers and the extra-curricular and social opportunities open to them. It would allow the recent Ofsted judgement about standards at Eskdale School to be addressed rapidly and effectively.

The enlarged school could continue to work in collaboration with other schools or education providers in the wider area as other partnerships develop.

Why amalgamate?

The longstanding view of the Local Authority is that it would be in the best interests of children in the Whitby area for secondary schools to be working much more closely together and that a single organisational structure would be most likely to secure high quality education across the area.

This proposal would build on moves since 2004 towards closer collaboration when Caedmon School, Eskdale School and Whitby Community College joined together in a confederation. In 2010, a proposal for federation of three schools went to public consultation, the response to which from the community was favourable. The governing bodies of Caedmon School and Whitby Community College agreed to federate although the governing body of Eskdale School did not feel able to proceed at that time. Caedmon School and Whitby Community College subsequently amalgamated in 2014, to become Caedmon College Whitby.

Eskdale School's Ofsted inspection in November 2015 deemed the school, for the second time, to require improvement and this requires a decisive and rapid response. Eskdale governors have explored a range of options including academy conversion and a change of age range but now acknowledge there are no other options which could be put in place quickly or securely enough to address the pressing need for improvement. It is unlikely to be able to secure the necessary improvement without the support of another educational provider.

The two schools share the same catchment area, serving the same Whitby town and rural communities. Both schools have worked hard to provide the very best quality of education to children across the area but they share a number of similar challenges, notably in respect of their financial positions where falling secondary school pupil numbers in the area have impacted on their budgets.

In the short term Eskdale School's very low pupil numbers threaten the school's financial viability as a separate establishment. Whilst this could have been addressed to some extent through the extension of its age range this would have been likely to be at the expense of the financial stability of Caedmon College and the system as a whole, particularly provision for young people Post-16. Amalgamating the schools creates the potential for a financially secure and educationally sound future for secondary education in Whitby.

Educational Standards

Caedmon College, Whitby was last inspected by Ofsted in October 2013 (pre-amalgamation and as Whitby Community College) and was judged to be 'Good'. All elements of the inspection were graded 'Good'. A one day local authority review was carried out in September 2015 and found the school still to be good.

Eskdale School was inspected by Ofsted in November 2015 and was judged to 'require improvement' for a second time. Effectiveness of leadership and management, quality of teaching, learning and assessment and outcomes for pupils were all graded as 'Requires Improvement'. Personal development, behaviour and welfare were graded 'Good'.

The local authority does not hold standards data for Eskdale School because the school does not teach pupils who are at the end of a key stage with public examinations or statutory assessment. Provisional GCSE results for Caedmon College Whitby in 2015 show the school above the national benchmark although slightly below the North Yorkshire average, a small improvement on the 2014 results.

Bringing the two schools together would enable the combined expertise of the staff to be deployed more efficiently for all pupils. It would allow the implementation of a single curriculum and timetable. These measures would make improvement in standards more achievable and more practical to sustain.

The two schools share high aspirations for their students which governors believe are the foundation for a single mission for all Whitby students for the long term.

Pupil Numbers

The two schools have a total net capacity of 2,017. The number of secondary school students in the area is currently 1,387, which is expected to increase beyond 1,600 over the next few years. There are currently 1,082 pupils on roll at Caedmon College Whitby, and 310 at Eskdale School. The net capacities at Caedmon College Whitby and at Eskdale School are 1579 and 438 places respectively.

In the longer term pupil numbers across the Whitby area will gradually start to rise as a result of increased numbers of primary pupils feeding through into secondary school and some new housing. Bringing the two schools together would ensure that all students can be accommodated in a way which makes best use of the resources available.

Management Structure

Each school currently has a single Headteacher in post and its own senior leadership team.

If the proposal is agreed there would be a single Headteacher across the enlarged school. As Caedmon School would remain open and be enlarged the Headteacher from the school would take on that role. It would be necessary to ensure sufficient leadership capacity to implement the new arrangements successfully. Beneath this there would be a single senior management team. There are no plans to restructure other staffing immediately following the amalgamation but there will clearly be opportunities to avoid duplication and to realise efficiencies in the way that resources are organised.

Having a single leadership and management structure would mean a consistent approach to teaching and learning across the enlarged school, drawing on the best ideas and practice from each of the two existing schools. It creates the potential to develop richer curriculum opportunities for all pupils.

Staff Development, Recruitment and Retention

Recruitment of high quality teaching staff is a known challenge along the coast area. The schools draw staff and governors from the same geographical area sometimes competing between themselves to attract the most talented candidates.

The strength of any school is determined by the quality of its leaders and staff and this amalgamation offers the opportunity to support existing staff in developing their skills and to make employment more attractive for new members of staff in the future. It creates greater opportunities for training and development. In the longer term it creates opportunities for developing talent and succession planning.

Governance

Each school currently has its own governing body. A single governing body will provide an effective and accountable mechanism for the enlarged school to combine resources, purchasing, systems and staff. This will release strategic capacity for the head teacher, offering value for money and helping the combined school to remain viable. It will allow resources to be maximised towards teaching and learning. There may be opportunities for Eskdale governors with the appropriate skills and experience to join a reconstituted governing body for the enlarged school.

Finance

Eskdale School is predicting an in-year deficit of £134k in 2016/17. Caedmon College is predicting an in-year deficit of £180k, a combined in-year deficit for 2016/17 of £314k if no action is taken. Actual pupil numbers are known to be lower than assumed in these forecast budgets so the in-year deficit position across both schools is likely to be larger than this in 2016/17 by a further c£70,000.

For 2017/18 there is forecast to be a combined in-year deficit of £423k (£103k at Eskdale and £320k at Caedmon). As Caedmon College has significant balances this does not translate into a year-end deficit but balances would be eroded from £680k this year to £179k at the end of 2017/18. Eskdale's balances are forecast to be eroded after the current financial year leading to year end deficits from 2016/17 onwards. This is not a sustainable position for either school. Necessary actions to address this would impact on frontline teaching at both schools.

These forecasts take no account of the impact of Eskdale School becoming an 11-16 school from 2016/17. It is likely that its numbers would grow as it retained some or all of its Y9 pupils into Y10 (and Y11 the following year) and that Caedmon's numbers would correspondingly reduce, changing the balance of financial pressures between the two schools. As much as £1m in funding could switch from Caedmon School to Eskdale School as a result of changes to pupil numbers over time. However given that overall school funding is driven by pupil numbers this shows that without further efficiencies the secondary education system in Whitby is not financially secure.

Funding for all schools is uncertain and although the number of secondary pupils in the area is expected to increase in time, both schools are currently vulnerable.

Amalgamation would increase the financial resilience of educational provision in the Whitby area.

The Governing Bodies of both schools, having explored various options for strengthening the two schools, feel that this proposal would help to secure a better future for all pupils by increasing opportunities at a time of challenge.

Sites and Accommodation

Eskdale School is accommodated on a single site on the East Side of Whitby. Caedmon College Whitby is accommodated on two adjacent sites on the West Side of Whitby. The sites are known as the Normanby Site (formerly Whitby Community College) and Scoresby Site (formerly Caedmon School). The two schools are 1.3 miles apart, a five minute journey by road. Both schools are operating with surplus places of approximately 30%.

In bringing the two schools together consideration has been given to whether there is scope to reduce the number of sites across which education would be delivered in order to reduce surplus places and achieve greater efficiency. The only option which allows for a reduction of sites but without requiring major capital investment is the disposal of the Eskdale site and concentration of education across the two sites which form part of Caedmon College.

The County Council would consider reinvesting any capital receipt from the disposal of the Eskdale site to support the development of the single school on the remaining two sites, subject to the necessary approvals.

How would the enlarged school be organised?

The two schools would legally become a single educational establishment. Existing pupils at both schools would automatically be placed on roll at the enlarged school. New pupils would apply to the single enlarged school.

The governing body and leadership would look carefully at how best to organise education across the remaining two sites as part of planning the transition to the new arrangements. The local authority would consider with the governing body how any capital receipt from the disposal of the current Eskdale site might be reinvested in school facilities in Whitby for the benefit of young people.

Admissions to the school would be made through the North Yorkshire County Council admissions arrangements. The enlarged school would have a single catchment area which would cover the same area currently covered by the two schools. Transport eligibility will continue to be determined in line with the Council's home to school transport policy.

As school budgets are funded largely by pupil numbers the enlarged school would have a larger combined budget which, although smaller than the budgets for the two separate schools, would allow the funding to be used more flexibly to sustain a broad and balanced curriculum, and to be used more efficiently by making savings through a single approach. It is estimated that amalgamating the schools across two sites

would lead to an initial saving of £61,000 per annum (once transitional funding ended) but there would be significant potential for further efficiencies in staffing, procurement and other costs over time.

A single governing body would be created which would include parent governors, at least one staff governor, the head teacher and co-opted governors as appointed by the governing body. Co-opted governors can include parents of pupils at the school, staff of the school and other members of the community with the experience and skills needed to challenge and develop the school. It is likely that existing governors from both current schools would express an interest in being put forward for these posts.

School staff would continue to be employed by North Yorkshire County Council and would be under the direction of a single Headteacher. Existing staff would be consulted about any changes to their terms and conditions of employment arising from the amalgamation.

The leadership and governing bodies of both schools will work with the local authority to carefully plan the transition to the new arrangements and to communicate these to parents and staff.

Next Steps

The consultation period will run until 1 April 2016. At the end of the consultation period, the responses will be analysed by North Yorkshire County Council.

The County Council's Executive will decide in April whether to publish statutory proposals for the amalgamation and a final decision will be taken in June for implementation in September 2016.

How You Can Find Out More

Meetings will be held in both schools for parents of pupils attending either of the schools, and for any member of the community who would like to learn more.

Meetings will be held #. Interested individuals can attend whichever of these meetings is most convenient.

Separate meetings will be held for staff.

How to Make Your Views Known

You can attend the meetings, a note will be taken of the issues raised at the meetings and will be considered as part of the consultation response but we would also appreciate written responses.

Please complete the response sheet online at:

https://consult.northyorks.gov.uk/snapwebhost/SURVEY_PREVIEW.asp?k=145209522053

The closing date for responses is #