

SAVE ESKDALE SCHOOL
CAMPAIGN GROUP



RESPONSE DOCUMENT

TO

REORGANISATION OF SECONDARY
EDUCATION IN WHITBY

(9 February 2016)

(UPDATED VERSION - ENCLOSURE 2)

Purpose of the Report

(1.0) This is in essence biased and assumes a predetermined outcome. It should be about considering all options of how to improve secondary education standards in Whitby. It should not just be the LA's long-standing view to have one secondary school in Whitby, by closing Eskdale School.

Executive Summary

(2.1) The report states that it would be in the "*best interests of children*", and "*that a single organisation would most likely secure high quality provision*". How can proposing a single school on a split site, separated by a major arterial road and by a distance of one kilometre, be their best interests?

Decision making needs to be evidence based and not on 'likelihoods' as continually stated throughout the report.

If you were to take the time to listen to the students in both establishments (after all this is the message that you promote in your Young and Yorkshire 2014-17 publication) the vast majority tell you that they do not want this.

(2.2) The report states that Caedmon School and Whitby Community College successfully federated in 2010. Success cannot be claimed, when in 2014, Caedmon School went on to get Requires Improvement (RI) in all four areas, of their Ofsted report.

The statement that Eskdale School governors "had engaged positively" is misleading, and consequently at the end of the process they concluded it was not the best for Eskdale School and its pupils.

(2.3) Why is the fact that the school was judged to require improvement again a cause for "*concern regarding pupil numbers and financial viability*". Until last year when catchment areas were reorganised Caedmon School had a much larger potential intake from its feeder Primary Schools. In spite of this Eskdale has gradually increased its intake compared with Caedmon College. It is interesting to note that in 2014/15 when the catchment areas were the same for both schools Caedmon College had an intake of 119 students and Eskdale 111 students.

The County Council reservations are not about the Ofsted Report – they are about the financial issues, which will affect the numbers at Caedmon College. What evidence is there to support the claim that the proposed change of age range for Eskdale would have an impact at "*Key Stage 4 and 5, based on the ability of the school to move successfully in to Key Stage 4 teaching*"? Many of the staff have recently taught at Key Stage 4. In addition all teachers are trained at all stages of secondary teaching and with the new GCSE curriculums coming on stream in September 2016 all schools will be starting at the same point. It is our belief that if Eskdale were to be allowed to pursue its aim of becoming an 11-16 school that the results that it would achieve would be better than that of Caedmon College Whitby (CCW). This is based on past performance of Eskdale students at GCSE compared with Caedmon College's own students (See table 3). Whilst the current average of 63% for Caedmon College might be very slightly above the average for North Yorkshire and the national average, the results for Caedmon College have fluctuated over the years and it was only 59% the previous year. There is no guarantee that these results will be maintained in future years, if past performance is anything to go on. Therefore your statement that Caedmon College provides good quality teaching is not backed up by these results and statistics.

The age range change at Eskdale (after several years of constant blocking and interference by NYCC) due to be implemented September 2016 would increase its numbers in the following 2 years, from 320 currently to over 500. This would make the school up to capacity, resulting in no concerns about pupil numbers at Eskdale School and resulting in financial security. The Director of Education told Eskdale Governors that NYCC would not stand in the way of the 11-16 proposals.

(2.4) NYCC approached Eskdale School after their second Ofsted RI rating, giving them the limited options of amalgamation or federation. It was the governors' beliefs that if Eskdale School federated with Caedmon College, the newly federated school would then go on to decide to close the Eskdale School site. This would effectively be the same as amalgamation into a single school. If the governors did not agree to either of these options, the LA 'threatened' to use their powers of intervention and remove the governing body. This would then have allowed the LA to move on with its plan for a single school in Whitby. Whichever way they turned it would result in the same final result. How could these discussions be described as positive when the Eskdale School governors were threatened and given an ultimatum by NYCC?

Background

(3.1) There is no mention here of Caedmon College Whitby's plans to form a Multi Academy Trust (MAT), which they have been planning for the last three years. They announced their proposal last year and at that stage they invited, informally (not directly to the governing bodies), all the local feeder schools to join them. Not at the embryonic stages where all could input ideas and ethos, so forming a true, integrated, cohesive, multi academy trust where all are equal partners. As a result, none of the local primary schools were interested at that time. CCW discussed the MAT plans again on the 2nd December 2015, prior to seeing the Director of Education and this proposal, yet the report fails to mention it? The plans are still on the table simply waiting till after the amalgamation.

(3.2) "A single organisation is most *likely* to secure high quality provision across the area". Again there is no evidence to support this claim. There is however, a great deal of evidence to suggest that large institutions do exactly the opposite. For example even in North Yorkshire if you compare the average of five of the smallest schools in the county with five of the largest your evidence does not stand up to scrutiny (see table 1 below).

TABLE 1					
Schools below 650 students		5 A*-C	Larger Schools (above 1000 students)		5 A*-C
Bedale	648	68%	Graham	1200	36%
Harrogate High	567	52%	King James	1671	63%
Ryedale	600	76%	Rossett	1522	68%
St Augustine	528	61%	South Craven	1755	55%
St Francis Xavier	466	73%	Selby	1103	61%
Average		66%	Average		56%

The suggestion that "*..if Eskdale were to amalgamate that curriculum choice and options would improve and be more flexible*", is completely without foundation. Regarding options especially at Key Stage 5 Caedmon College offers one of the most limited ranges of courses in North Yorkshire; this cannot be down to any other factors than poor management and financial planning.

"The opportunity for a joint ambitious and visionary offer of education in Whitby that would drive standards to be outstanding".

No information is included as to how this would happen and with whom – the current leadership at Caedmon College do not have a proven track record. Previous involvement by WCC at Filey School made the situation worse. Is this empire building, over the needs of the future students?

"Deliver a coherent curriculum 11-19/The potential for students to experience an uninterrupted learning experience from age 11 through to 19, in keeping with many other students nationally"

Most schools have a transition point at 16; one doesn't have to look very far to see examples (Scarborough and York). There will still be a transition point at some stage due the split site set-up at CCW.

"A coherent approach to teaching and learning/the opportunity to share the best from each school/opportunities for enhancing CPD"

Staff would be made redundant – will this include non-qualified teaching staff, who, despite redundancies from the previous merger, still remain employed at CCW? Can you demonstrate how this will be achieved? CPD is not about being able to teach A Levels and non-specialist subjects

"The opportunity to increase the ability to recruit and retain the very best staff"

Eskdale has not had a problem with recruitment and with new GCSE teaching posts about to be advertised, this would have extend opportunities. Staff love Eskdale and retention is definitely not a problem. Staff movement is usually due to retirement or moving from the area. There is no evidence that a combined school would recruit or retain any more?

"The opportunity to be more flexible when to start GCSE and A level courses"

This is an irrelevant comment as Eskdale could be flexible as when to start GCSEs.

"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".

This is the reason for the proposal - to infill 6th form (KS5) finances – there is no evidence that it will solve any problems in the medium/longer term.

"The opportunity to be more flexible with setting, curriculum choices and options"

The proposal does not come up with any suggestions as to how this would occur? It doesn't take into account the new restrictions that Progress 8 and the English Baccalaureate (EBacc) impose on the curriculum and the choices available.

(3.3) States that both schools face financial challenges, however, Eskdale is more secure due to their plan of 11-16, thus increasing pupil numbers. Looking at the figures in 4.7 the financial position of Caedmon College, the deficit is nearly doubling from £180k to £320k, where as Eskdale is reducing from £134k to £108k. Also these

figures do include the age range change in September 2016, so Eskdale figures would be much stronger with an increase in pupil numbers and Caedmon College would be much worse?

(3.4) 2010 - Proposal for federation – there were objections. However in 2010 NYCC clearly stated, in said document that “a total of 20 written responses were received, expressing a variety of views. Whilst 11 were supportive of the principle of federation, 3 were neutral or provided no view and 6 were not supportive.” Furthermore the following was noted -

“An alternative proposal has been made by some consultees that one or two 11-16 schools and a sixth form college be established”

(3.5) Eskdale School-Change of Age Range and Academy Conversion

“That it would create an additional transition at age 16 for some students remaining at school for A Levels”

It is very common to have a transition point at 16 (Scarborough, York etc.) – it is a natural transition point as students choose between 6th Form, FE College and apprenticeships/training at this point. It would not be additional had Eskdale not been halted with their GCSE plans by the consultation process.

Currently about 40% of pupils leave Caedmon College after their GCSE’s to pursue other options, which is lower than the national average. However a further 10% leave after a year.

“There was no guarantee that this would lead to an improvement...”

Why and how could/can NYCC be so sure what the future will bring? There is no evidence that there would not have been an improvement in standards if Eskdale achieved their Academy conversion and age range change. Indeed there should have been more data evidence of improvements since Eskdale would be providing GCSE’s and would have a recognised testing to prove their position. The support of the David Ross Foundation, an experienced academy chain, would have provided strong impartial support to the school.

“Eskdale has no experience of offering GCSE”.

As mentioned earlier, all teaching staff have been trained and qualified for all aspects of secondary education. There has been a very conscious effort by Eskdale governors to recruit staff with Key Stage 4 experience and as a result a number of the staff that have joined Eskdale recently from other schools with previous relevant experience of teaching GCSEs. Other staff used to teach at Whitby Community College.

In addition Eskdale has provided some GCSE courses in recent years; in particular it has offered GCSE statistics to Year 9 students as an afterschool activity for a number of years with excellent results, especially when taking into account all these students are Year 9 students and therefore gaining the qualification 2 years ahead of time.

Eskdale Statistics GCSE 2011-14			
A*	A	B	C
7	28	51	25

With the new GCSE syllabus's starting in September 2106 most staff have already attended training courses. Timetabling for September and the teaching of the GCSEs would have reflected this experience.

The National Association of Small Schools tells us that up to 50% of educational outcomes reflect quality of teaching but the rest is home background. Larger numbers make it distinctly difficult to build the parent partnerships so natural in small schools and that remains the best answer to the growing concern about the very nature of childhood. It is clearly evident if you refer to recent events that Eskdale has the parents supporting them.

"Eskdale may not have specialist facilities"

Which GCSE courses are you suggesting Eskdale would not have the "specialist facilities" to teach, which were not included in Eskdale School's 11-16 plan?

With recent improvements to science labs, technology, and music rooms, together with the proposed refurbishment of the food technology room that NYCC were going to fund in August 2016. All the GCSEs that Eskdale intended to run had been accounted for and planning was well underway. This statement is speculative and unfounded.

"The proposal would have impact on the finances of Caedmon College"

Why is it therefore that schools such as Lady Lumley's Pickering, Malton and Norton all have fewer students on roll than Caedmon College, they also have a sixth form. This is clearly not down to Eskdale and is the crux of NYCC's issue with Eskdale School's proposal to become 11-16. In Eskdale School's 11-16 financial plans, all capital funding was accounted for. NYCC have chosen not to make extra capital available to Eskdale because it is not in their "longstanding and publically expressed view" to have two secondary schools in Whitby.

The decision by the Department for Education (DfE) in March 2014 not permitting Eskdale to become an Academy was also heavily influenced by NYCC's "longstanding and publically expressed view" that a single secondary school in Whitby was the best option. The viability concerns have always seemed less about Eskdale School and more about the old Whitby Community College. It was about NYCC preferentially looking after the interests of the other school. The DfE suggest that "*allowing local decision-making to continue to best decide upon a structural solution that will meet the educational needs in the area.*" The community has strongly shown its support to saving Eskdale School through coming together via social media, a petition signed by over 5000 people and a protest march through Whitby of 500 people demonstrating 'Choice'. The 'local decision' is to continue the choice in Whitby and keep Eskdale School open alongside CCW.

(4.1) Numbers on roll

If the amalgamation were to go ahead in September with a net capacity of 1579 and a student population of 1387 this would mean that the school would be at about 90% capacity. This in theory sounds fine, however, in practical terms it will probably mean larger class sizes than at present, because of the financial forecast for Caedmon College. It will also mean insufficient science laboratories, art rooms, music rooms workshops food technology rooms, when Eskdale School closes and all students are taught at Caedmon College.

For the purpose of this example we will look at food technology. The only provision is one classroom/kitchen at the Scoresby site so assuming that all Year 7, 8 and 9 students continue food technology and there are at least two Year 10/11 GCSE groups as currently, there is not enough capacity (see table 2). So yet another subject would be restricted and unavailable to many students who wish to study it!

In addition the fact that food technology is only available on one of the sites means disabled students in Key Stage 4 could not access it due to the need to move between the sites.

TABLE 2					
Year 7 250 students	Year 8 220 Students	Year 9 226 students	Year 10 40 Students	Year 11 40 Students	
10 Groups X 20	9 Groups x 20	9 Groups x 20	2 Groups x 20	2 Groups X 20	
10 Lessons	9 Lessons	9 Lessons	8 Lessons	8 Lessons	
Total Lessons Required	44 Lessons		Lessons available (per week)	30 Lessons	

The DfE stated in its response to Eskdale's request to become an academy "we believe the local decision process should be allowed to continue to provide opportunity to encompass further options involving all secondary schools in the Whitby area" – that clearly includes the option for Eskdale to become 11- 16.

(4.2) Admissions

What are the admissions numbers for pupils who live within the catchment area of Caedmon College, but choose to be educated elsewhere? Anecdotally secondary pupils also choose to go to Pickering, Stokesley, Guisborough or Scarborough. There will be more movement if Eskdale is forced to close.

(4.3) Inspection

If as a result of a local authority review in October 2014 "it was thought that Eskdale would remain in RI", why was nothing done by NYCC to address the problem. Why is it that over the last few years a large number of East Coast schools have not received very positive Ofsted reports?

Clearly, Filey and Graham schools did not receive a great deal of positive intervention either. Even when Whitby Community College was in Special Measures it was not required to close down.

It should be noted that when KS3 SATS were compulsory, both Eskdale and Caedmon school were rated in the top 10% of schools in the country and for several years Eskdale was in the top 5%. This was mainly down to competition between the schools which resulted in standards rising, something that will be sadly lacking if this proposed merger were to go ahead. With regards to Caedmon College's GCSE results being above the national benchmark and North Yorkshire average, this is mainly due to the influence that Eskdale School students have on the statistics with Eskdale students outperforming Caedmon College students.

TABLE 3			
2014 GCSE results		Ex-Eskdale Students	All of CCW students
% Achieving 5 A*- C GCSE inc Eng & maths		62	59
% Achieving 5 A*- C GCSE		70	65
% A*- C in English		72	70
% A* -C in Maths		71	68

It should be noted that Caedmon College has **never** been inspected.

In the last report for Whitby Community College in 2013 (over 27 months ago) Ofsted stated " *the proportion of students achieving five or more GCSE passes at grades A* to C, including English and mathematics, increased to above average as a result of leaders' focus on improving the quality of teaching. College data indicates this improving trend will continue*". If looking at the 3 year rolling average the position is not so good. What actually happened was that in 2014 standards dropped to 58%. When compared to the rest of North Yorkshire. CCW's results do not fare well and consistently missed their target of 68% students achieving A* - C (inc. English and maths). In 2014, CCW's result was in the bottom 40% of similar schools' results. The pupils of all schools in the same similar schools group have similar prior attainment and therefore those schools are predicted to achieve similar outcomes for their pupils. The results show that Caedmon College students are underachieving.

It should also be remembered that the 'old' Caedmon School's Ofsted was poorer than Eskdale School's at the same time – an issue that NYCC seem to have forgotten for the purpose of this report (see below). The previous merger saved it from being re-inspected within the same time restrictions as Eskdale.

School report

Ofsted
raising standards
improving lives

Caedmon School
Airy Hill, Whitby, North Yorkshire, YO21 1QA

Inspection dates 15–16 January 2014

Overall effectiveness	Previous inspection: Good	2
	This inspection: Requires improvement	3
Achievement of pupils		Requires improvement 3
Quality of teaching		Requires improvement 3
Behaviour and safety of pupils		Requires improvement 3
Leadership and management		Requires improvement 3

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- The progress of students for whom the pupil premium funding provides support and those with special educational needs is not good.
- Achievement in mathematics requires improvement. Opportunities for students to practise and develop their skills in numeracy are often missed by teachers. There are weaknesses in students' mathematical skills as a consequence.
- Teaching is not good enough overall to ensure rapid progress for all students because there is too much inconsistency across the curriculum subjects.
- A small number of students behave badly in lessons. When this poor behaviour occurs, it disrupts the learning of other students.
- Teachers' marking does not always check whether students understand their work. Teachers do not insist on work being presented well.
- Leaders, including governors, have not focused sufficiently on improving teaching and on ensuring that all students make at least good progress.

The only current evidence for Caedmon College is a 'good' from the LA on the basis of a one-day inspection. This is not comparable as previous LA judgements have not been reliable – a WCC LA inspection in 2005 deemed the school to be good, and 6 weeks later Ofsted put the school into special measures. NYCC appear to have an agenda when carrying out their inspections – hence the 'requires improvement' scenario for Eskdale and the lack of support to improve – part of the closing down agenda.

Apparently after a merger a school has 2 years grace before Ofsted returns. If that happens for a second time, if this merger goes ahead, Caedmon College Whitby will not have had an Ofsted for 5 years but had absorbed two schools which had RI?

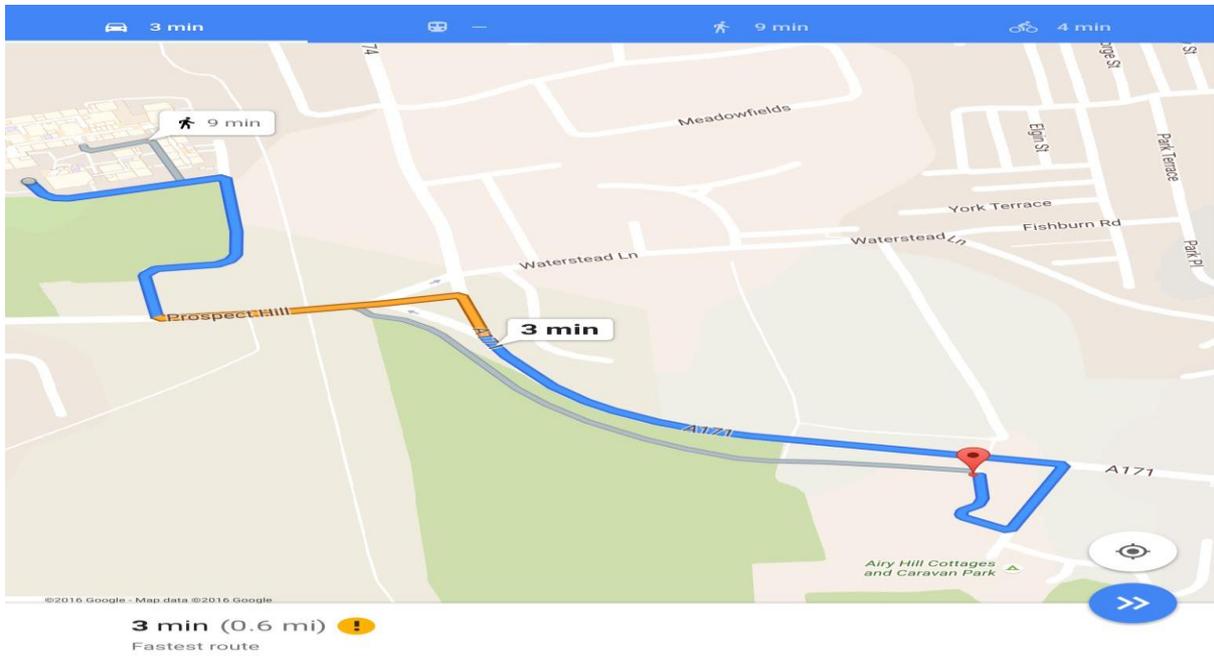
(4.4) Sites and Accommodation

With increased student and staff numbers there is also bound to be more movement between the sites – and this will involve crossing a busy road and a ten-minute journey or a similar length journey via the underpass (as quoted in the report).

The underpass is muddy and slippery at many times of the year that it is a health and safety hazard. It is accessed via an embankment path, down a single file wooden flight of steps. It is therefore definitely not suitable for wheelchairs. At the bottom of the steps is a cinder track, which used to be an old railway line. Dog walkers frequent it and do not always clean up after their dogs. It is overgrown, unlit and not visible from the road (see pictures below).

Staff must complete this journey when teaching across the two sites, which even in a car is not going to be less than five minutes, plus the time to get to their vehicle, parking etc. Students will be without their teacher for at least ten minutes at the beginning or end of a lesson. Staff will be stressed. This can only get worse with more students to be accommodated.





(4.7) Financial Position

The information on 'in-year deficits' is scaremongering to say the least. A Head Teacher has advised us, that NYCC finance staff tell their schools not to take too much notice of projected deficits.

Lots of schools have in-year deficits and the financial software cannot do anything but roll it forward into projected figures. Like a snowball running down a slope, a small deficit can appear as a large deficit in three or five years time because the programme assumes that the Leadership Team and Governing Body are going to take no action. **In reality and practice the Governing Body is obliged to take action because you have to live within your means in the medium to long term.** The LA will allow you to go into deficit temporarily provided that you have a financial plan to get back into the black. It is interesting to note that Caedmon College have a significant surplus at the present time - why is that and what is it for? Holding money back for a rainy day might not be justifiable if current students are being deprived of additional resources.

Find a school by Postcode 1 mile Schools/Colleges

England > Yorkshire and the Humber > **North Yorkshire** Local Authority (2015)

School Workforce

2014/15 School Workforce data (based upon November 2014 School Workforce Census)

Sorted by Average gross salary of all teachers in a school, in descending order.

November 2014 School Workforce Census
data published on 21 Jan 2016

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Click on headings to sort figures in ascending/descending order. Schools without data will be displayed below those with data.

Displaying 1 - 50 of 77 schools.

school name	School type	Headcount of all teachers in a school	Headcount of all teaching assistants in a school	Headcount of all support (exc. auxiliary) staff in a school	Full-time equivalent number of all teachers in a school	Full-time equivalent number of all support (exc. auxiliary) staff in a school	Full-time equivalent number of all support (exc. auxiliary) staff in a school	Ratio of pupils to teachers in a school	Average FTE gross salary of all teachers in a school
England - national (secondary state-funded)									
		228821	67826	89225	213431.5	53891.4	75488.3	15.0	38246
Local Authority - (secondary state-funded)									
		2452	723	1007	2209.4	505.3	798.8	16.7	38482
Schools (click the box next to a school/college to select it for comparison - once you have selected all required schools/colleges click here Compare)									
<input type="checkbox"/> Caedmon College Whitby	Community School	52	25	29	47.1	17.2	20.3	23.3	39401
<input type="checkbox"/> King James's School	Community School	118	37	44	96.6	26.8	34.7	17.3	38570
<input type="checkbox"/> The Wensleydale School & Sixth Form	Community School	33	4	5	29.0	2.5	4.9	16.2	38420
<input type="checkbox"/> Northallerton College	Voluntary Controlled School	49	11	27	44.1	6.9	22.0	15.9	38305
<input type="checkbox"/> Thirsk School & Sixth Form College	Community School	65	27	23	59.7	10.9	16.8	15.9	38263
<input type="checkbox"/> Harrogate High School	Academy - Converter Mainstream	44	20	29	38.2	15.9	23.5	14.8	38185
<input type="checkbox"/> Bedale High School	Community School	47	22	21	42.7	14.8	15.8	15.2	38152

At Caedmon College the average teacher salary of £39401 (see above) - this is the highest in North Yorkshire. An issue exacerbated by their top-heavy management/senior teacher structure.

The income is not being spent on the students as in other comparable schools. Only 95.7% of student income is spent on students compared with Lady Lumley's whose average is 97.9%. What will happen when Caedmon College's surplus runs out and when the transition funding no longer exists – will the students get a worse deal?

During the Eskdale School 11-16 consultation, Mr Prytherch stated that KS3 and KS4 monies subsidise Caedmon College 6th form provision. Since not all children stay on to the 6th form, they are getting an even poorer deal out their education.

Key Considerations for decision Makers (5.0)

- ***“How far will the proposal contribute towards County Council's aspiration see all school being judged good or outstanding and specifically will it lead to rapid improvement and in the future, an outstanding education for Whitby”***

Much research shows that many schools that have merged/amalgamated (especially in North Yorkshire) have had a decline in standards. So this proposal is a gamble with no guarantee of any improvement in standards or curriculum choice. The L.A.'s track record on the East Coast is very poor to say the least – Filey School went into and remained in special measures despite Keith Prytherch and his team at WCC being parachuted in to save the day, clearly not the result NYCC were hoping for? The amalgamation of Graham and Raincliffe schools in Scarborough also proved to be a disaster and put Graham into special measures as well. Why should the plan on the table be any different? A situation Whitby certainly does not want to happen. Can their help at Eskdale after the first RI Ofsted result be seen as any more positive?

NYCC have failed in their own promises to support their schools from the 'Young and Yorkshire' plan where they prioritised *“School improvement – From an improving position and set of 2014 results, we have begun to implement the recommendations of the North Yorkshire Commission for School Improvement in order to support and challenge schools to be good or outstanding. A new model of sector led improvement overseen by a new North Yorkshire Education Partnership is being put in place”*. Having failed Eskdale they want to use it against them rather than working with them – one can presume the agenda behind that decision?

If an enlarged school *“will lead to rapid improvement and, in the future, an outstanding education”* why is this not already happening in all the recently merged schools?

What evidence is there that the Head and Senior Leadership Team of Caedmon College Whitby are able to raise standards to an outstanding education? As previously noted when team were involved with Filey School was their intervention led a school requiring improvement to a school in special measures. The school has now converted into an academy, to remove itself from the local authority to raise standards.

- ***Does the proposal offer the young people of Whitby the best opportunities for progression, qualifications, further education employment and training in a visionary and ambitious town?***

The answer to this is No. Firstly students at Eskdale chose the school for a reason and that is that they feel that Eskdale School gives them the best chance to fulfil their education potential, no matter what their ability background or education needs. Clearly students at Caedmon College do not enjoy their education because the absence rate is one of the highest in North Yorkshire and way above the National and North Yorkshire's average? (See below)

2013-14 Pupil Absence data

2013/14 Pupil Absence / Pupil Absence - Sorted by **Persistent absence: around 15% +**, in descending order.

2013/14 Pupil Absence data last updated on 20 Mar 2015

1 2

Click on headings to sort figures in ascending/descending order. Schools without data will be displayed below those with data.

Displaying 1 - 50 of 77 schools.

school name	School type	Overall absence	▼ Persistent absence: 15% +
England - national (secondary state-funded)		5.2%	5.3%
Local Authority (secondary state-funded)		4.9%	4.7%
Schools (tick the box next to a school/college to select it for comparison - once you have selected all required schools/colleges click here: Compare)			
<input type="checkbox"/> Graham School	Community School	7.2%	10.1%
<input type="checkbox"/> Nidderdale High School	Community School	5.5%	7.7%
<input type="checkbox"/> Northallerton College	Voluntary Controlled School	5.9%	7.6%
<input type="checkbox"/> Caedmon College Whitby	Community School	8.4%	7.0%

A prime example of the opportunities Eskdale promotes is its use of Pupil Premium – Eskdale has always been proactive in supporting all students and students’ benefit from effective use of Pupil Premium.

The 2013 Eskdale Ofsted report commented – *“Pupils supported by the pupil premium achieve well. The attainment and progress of students supported by the pupil premium, including those known to be eligible for free school meals, have improved. As a result, in 2013, there was little difference in the levels that eligible students achieved compared to others within the school. The gap between the progress that these students make in English and mathematics, compared to other students in the school, has narrowed over the past three years”*

And the 2015 report – *“Pupil premium funding has been used in part to appoint an assistant head teacher whose remit is to monitor and track the progress, behaviour and attendance of disadvantaged pupils. Spending also provides for additional academic support and opportunities for disadvantaged pupils to prepare for the next stage in their education, for example thorough visits to universities. As a result of the school’s spending of pupil premium, attendance of disadvantaged pupils has improved and gaps in progress closed between disadvantaged pupils and their peers in Year 9 in 2015.”*

Are the students at Caedmon College getting the same benefit? The answer appears to be no, despite having £193,000 to spend. £98,000 is being spent on peer mentoring – a rather excessive amount to be spent on what is in essence a voluntary activity? This is in addition to £20,000 spending on additional mentoring and another £35,000 on 1-1 tuition.

However, at the last inspection Ofsted commented, *“Students eligible for the pupil premium currently make slower progress than their peers in English and mathematics but over time the gaps are closing. Additional funding has been spent on a variety of initiatives, including mentoring and counseling sessions, homework support and one-to-one booster classes in English. Nevertheless, these students are currently approximately a grade behind their peers in English and mathematics”*

Much of the Ofsted inspection and a school's 'worth' is based on data driven measurable results. There is no longer KS3 SATS in year 9 and Eskdale do not have GCSE results to be measured on. If they had the chance to do this, you would see just how fantastic the school is.

6th Form Provision

Over the years the range of subjects offered by Caedmon College has gradually declined. It is now not possible to study German, French, psychology, music, or drama. If you wish to study these you have to travel to other 6th form establishment. It is difficult to understand the reasons for this although as mentioned earlier Caedmon College has the most expensive average teacher salary in the county and which is above the national average. It should not be the case that KS3/KS4 money be used for KS5 students. NYCC should perhaps look more closely at alternative methods of funding or providing KS5 provision in the Whitby area.

It is very interesting to note that smaller 11-18 schools within North Yorkshire offer a greater range of A level subjects and a much smaller teacher pupil ratio (see table 4). If these schools can do it why can't Caedmon College?

Table 4	GCSE A*-C	No on Roll	No in 16-18	Student teacher ratio
Malton	66%	664	151	18.6:1
Lady Lumley	60%	870	192	14.5:1
Norton	64%	786	177	16.4:1
Caedmon College	63%	1100	329	23.3:1

CCW's 6th form results are very poor (as confirmed by 2015 figures below) – with the average points score per student being considerably lower than all other local 6th forms. This is about teaching not funding.

Table 5	Avg. point score per student	AAB with 2 facilitating subjects
Caedmon College Whitby	712.7	9%
Lady Lumley's School	807.6	15%
Malton School	887.8	9%
Scarborough 6 th Form	806.2	13%
Stokesley School	821.1	26%

Challenge

Competition between local schools ensures greater innovation in education and a better match between students' needs and interests. Therefore if students struggle with one school ethos they may well be more successful at a different one.

Research by the LSE concluded that 'once we know how many choices pupils have, it is easy to work out which schools are more competitive: simply calculate the average number of choices that pupils have in each school. If all the pupils in a school have that school as their only option, then the school is 'monopolistic', rather than competitive. But if, on average, 'pupils in a school have lots of alternatives, then the school has to compete with those other schools to attract its pupils.'

The same report found evidence that schools running their own admission systems and characterised by more autonomous governance structures have higher educational standards in more competitive markets. Pupils do seem to do better if

their secondary school is in an urban environment and not geographically isolated from other schools.

Research from the Centre for the Economics of Education supports the view that inter-school competition and innovation works in boosting pupil achievements. It also concludes that pupils do better if their secondary school is not geographically isolated from other schools.

“School choice is a tide that lifts all boats” (Caroline Hoxby)

- ***"Will the proposal reduce the potential disruption to education of children and young people through transition?"***

The simple answer to this is no and the question is irrelevant and at least misleading. If Eskdale were to be allowed to go 11-16 the current KS3/4 transition would be avoided anyway.

In considering these proposals for Eskdale, it is interesting to note that the Effective Pre-School, Primary & Secondary Education Project (EPPSE) Research Brief (September 2014) noted the following: *“students attending a secondary school where teachers were reported to have a strong focus on learning, where relationships between teachers and students were good in terms of trust, and where teachers provided more feedback were all significant predictors of better GCSE outcomes. Students GCSE attainment and progress was boosted if they attended a secondary school rated as having a more favourable overall school ‘behaviour climate’ in KS3. The effects were particularly noticeable for maths and English grades and the number of full GCSE entries.”*

At Caedmon College there is still a transition point between sites at Year 8 and this would continue, if amalgamation were approved, due to the split sites! The cost of supervising students across two or three sites is not factored into the proposal. Inevitably this also impacts on learning time.

- ***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?***

No one is suggesting that the “institutional status quo” has to remain. Eskdale has an aspirational vision of providing education from 11-16, to provide this choice. It has a sound educational and business plan in place, which is able to provide that vision. It is up to Caedmon College to decide what is best to achieve its 11-19 education with the institutions it has at its disposal.

The option to study GCSEs at Eskdale had proved very popular. Most students wanted to stay on into Year 10 despite the unfavourable recent Ofsted. One of the best ways to raise standards is to create competition, something that will be sadly lacking if this amalgamation goes ahead.

If parents do not want their son/daughter to go to CCW, there is a large financial bill for them ahead. For travel to Scarborough it would be £684 for an Arriva pass or £480 for a NYCC pass plus the costs involved to reach the nearest pick up point en route. Due to the limited transport infrastructure this may not even be an option. Alternatively, it costs £685 for travel from Whitby (centre) to Lady Lumley’s (per

annum) plus any additional costs if the student has to travel to meet the bus. The buses for LL leave at 7.30 and return at 4.45 so it also means a long day.

Scalby School currently starts at 8.20am so would require a similar departure time, it would not be possible to use the current schools service (384S) to Scarborough, which would be unrealistic for those living further out of Whitby.

Currently parents have been advised that St Augustine's School in Scarborough is full even for Roman Catholic families. It is also reported on the NYCC website that the St Augustine's bus from Whitby will stop from the new financial year?

Despite the issues involved, a recent survey by the group showed that parents were seriously considering leaving the Whitby area to pursue education for their children, since the start of the consultation ([appendix D](#)).

The figures for income/deprivation/unemployment etc. make it unlikely that many parents could access these costs anyway, so making alternative options unviable for them – please refer to data on www.nomisweb.co.uk. The only other local alternative is Fyling Hall School, which despite fairly reasonable fees compared with many other private schools, still remains beyond the pocket of most local parents.

The issue of choice has been highlighted in the FAQs - interestingly enough after parents raised it, prior to consultation. The FAQs talk about quality and reduction of GCSE choice and enriching activities.

1) Quality

This issue has already been addressed above – but to reiterate - the majority of subject areas this year have new syllabuses, which Eskdale staff are fully conversant with. CCW has no track record in their teaching of them and therefore start at the same point.

2) GCSE choice

Under the new Progress 8 measures - schools do not have as much choice in what they can offer as they once did. From Sept. 2017 vocational GCSEs are removed and from 2018 all students in year 9 must take the EBacc. qualification. Eskdale had already focussed its GCSE options based on the new examinations and the Progress 8 measures. Students and parents were happy with the choices on offer. CCW will have to remove the vocational GCSEs from their curriculum next year, as they will no longer exist, so these additional vocational choices are only for one year. Students who wanted to study one of them had already made the choice to go to CCW and been given advice on those options. All significant GCSEs in terms of higher education entry were to be on offer at Eskdale from this September and no students would have been disadvantaged. From September 2017 the GCSE choices at both schools would be very similar.

However, food and nutrition GCSE had proved very popular this year at Eskdale and two groups were planned – at CCW there is only provision for two groups in total so many students will not be able to have this choice satisfied (see table 2 above).

CCW are encouraging the majority of students to take the EBacc route this year. If a student also chooses triple science there will be one 'free choice' for that student. If they study double science there will be two free choices. To say the amalgamation will increase choice is erroneous.

There is also real concern about the disappearing arts subjects at CCW when Eskdale has consistently promoted them. The EBacc. is likely to consolidate this position. Eskdale has strong traditions in art, music, drama, dance and crafts and is one of the reasons parents choose Eskdale School.

3) Activities

Eskdale currently provides many activities – it is part of their ethos to broaden the curriculum and take part in as many opportunities as they are able without affecting their studies. Care is taken to make these trips inclusive and available to all students in terms of cost etc. These will be increased with the extended age range, including work experience opportunities, and activities to supplement the GCSE courses. All subject areas link with events that extend their curriculum, including trips abroad, participation in competitions, both local and national, sporting events and fieldwork. In addition the careers programme ensures year 9 students are able to look at all future options by visiting different providers and having employers in school regularly.

Issues when students cannot cope with study at Caedmon College – there is more use by them at outreach/inreach than by Eskdale students and other students are home tutored. This academic year ten students to date have moved into Eskdale because of ‘issues’ at the college. Even after this report was issued this move has continued. A recent CCW governors meeting quoted over 108 instances of bullying and another discussed that issues with Year 8 and 11 were being dealt with by using alternative educational arrangements. If issues are on-going then there needs to be alternatives other than using outreach and home tuition which cause isolation and a definite restriction of GCSE options.

What will happen to these students if the amalgamation goes ahead? Under section 19 of the 1996 Education Act, parents can consider alternatives such as withdrawing a child from school to ensure the child continues to receive a suitable full time education. This can include contacting the Local Authority and requesting they provide education as part of their duty for children out of school for other reasons such as bullying, making an in year application to another school – what other school?

In addition, under the 2002 Education Act, a Local Authority “*shall make arrangements for ensuring that the functions conferred on them in their capacity as a local education authority are exercised with a view to safeguarding and promoting the welfare of children.*”

There is the same issue if a child is not fulfilling their potential? There will be no options for change and this then means that there will be no incentive for the remaining school to do anything about any issues because they know they will still get to keep their numbers, as there is no competition. More students may well end up out of the mainstream system; statistically these students are more like to end up as NEET (not in education, employment and training) in the long term.

If one looks at the number of schools in comparable populated areas and Whitby is compared to towns/areas of similar sizes (including North Yorkshire) then it can be seen that these areas are able to sustain at least two secondary schools and in the case of Skipton, three! [Appendix A](#) shows us that UK towns with a similar population to Whitby have far more access to secondary school education and how poorly catered for the local area is, even before the proposal is considered.

The additional FAQs state examples of areas with one secondary school – these are not comparable to Whitby. Thirsk, Easingwold, Tadcaster and Stokesley all have populations less than a **third** of Whitby and the surrounding areas, as well as having a number of schools within a fifteen mile radius and in most cases at least one school within a ten mile radius. Northallerton, which is the largest of the areas, has

two schools within a ten-mile radius and a further two in a fifteen-mile radius. As you can see in Table 6 below, Whitby is already seriously disadvantaged when it comes to choice in North Yorkshire.

Table 6	<u>NYCC School choices with 10 mile radius by town</u>				
Town	Population*	Maintained	Academy	Independent	Total
Hawes	1,137	1	2	0	3
Whitby	13,213	2	0	1	3
Settle	2,564	2	1	1	4
Pickering	6,830	3	1	0	4
Helmsley	1,515	3	0	2	5
Pateley Bridge	2,210	3	1	1	5
High Bentham	3,027	2	1	2	5
Malton	4,888	3	1	1	5
Middleham	825	5	1	0	6
Leyburn	2,183	5	0	1	6
Kirkbymoorside	3,040	4	0	2	6
Masham	1,205	4	1	2	7
Thirsk	4,998	4	1	2	7
Northallerton	16,832	4	2	1	7
Scarborough	108,793	5	1	1	7
Filey	6,981	7	1	1	9
Bedale	4,530	8	1	1	10
Richmond	8,413	5	3	2	10
Easingwold	4,627	6	1	6	13
Catterick Garrison	13,000	6	5	2	13
Selby	14,731	8	4	4	16
Boroughbridge	3,405	6	5	6	17
Skipton	14,623	10	6	1	17
Knaresborough	15,441	5	5	8	18
Haxby	8,428	9	2	8	19
Tadcaster	6,003	11	6	9	26
Harrogate	157,900	10	8	8	26
Stokesley	4,757	5	19	3	27

- ***“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 teachers?”***

There is nothing in this proposal which is evidence based that suggests any partnership with others. This is not going to be a partnership but a monopoly of secondary education in Whitby, which will quickly be converted to a stand-alone academy, because no other school wishes to be a part of it, unless a school is forced to become part of the chain if its Ofsted is poor.

- ***Does the proposal meet the County Council's aim for schools to be working in partnership....."***

Again there is nothing in the proposal about partnership or innovative ideas about the options

- ***"Is the proposal financially sustainable over time?"***

Judging by Whitby Community College's track record and the fact that NYCC state that Caedmon College will be in deficit by £320,000 in 17/18 and that transition funding only lasts two years the answer to this question is no. As to the high quality of physical surroundings, then apart from making additions to the current buildings there are no plans for a new school. In fact when visiting the Scoresby site, it is evident that the classrooms are small, the corridors are narrow and the staircases are tight. They will not be able to accommodate the large number of pupils expected.

There is nothing in this proposal that shows any financial sustainability. The report figures show that Caedmon College is running a forecast deficit, followed by an even larger deficit the year after. Is that the kind of financial sustainability we are looking for?

The National Association of Small Schools comment *"for decades small schools have been told they cost too much, though decision-makers are deceived by claims of educational unviability"* and *"the blindly-sustained rigid unit cost factor paralyses debate in a way confounding broader, more relevant economic perspectives"*.

- ***"Does the proposal recognise the significance of schools as part of the wider local community...?"***

In a 2013 report on Rural Communities, the Environment, Food and Rural Affairs Select Committee said government policy *"too often fails to take account of the challenges to providing services for people living in rural communities ... Rural communities pay more in council tax, receive less government grant and have access to fewer public services than people in large towns and cities."*

East Whitby (in particular Streonshalh – the areas around St Peters Road and Abbots Road) is acknowledged as an area of high deprivation (<https://wa5.northyorks.gov.uk/JSNA/public-health/deprivation-story>). If the school was to close this area will be losing a major social hub. Social and community outcomes for schools as a centre of social activity are especially important in rural communities, as well as those of high deprivation. There is a range of groups and organisations regularly using the school and providing extensive activities for students and the community alike, as well as one off activities being hosted there. Regular users include:

<i>ABRSM music exams</i>	<i>Methodist Church group</i>	<i>Ultimate Soccer</i>
<i>Fishburn Park Football Club 1st & 2nd teams</i>	<i>Motorhome rallies (2 per year)</i>	<i>Volleyball Club</i>
<i>Fishburn Park kids football (3 teams)</i>	<i>Onomy - Young church group</i>	<i>Young Farmers Basketball</i>
<i>Football Clubs – Fylingdales, Lealholm and Whitby RC</i>	<i>Orchestra/Music club (Bob Butterfield)</i>	<i>Whitby Ladies football</i>
<i>Fylingdales netball - various times through the year</i>	<i>Tennis Club</i>	<i>Whitby Company of Archers</i>
<i>Whitby Christian Fellowship</i>	<i>Whitby Rugby Club</i>	

In addition the School has excellent links with local employers such as Sainsbury's who work in conjunction with the school on a number of community projects.

North Yorkshire County Council is not fulfilling its own promises – for example in the Equality Objectives 2012 – 2016 it clearly states as one of those objectives: - *“Maintain and where possible improve access to key services (**education, employment, health and food shopping**)”*

The impact of loss of facilities have not been considered at all, or the financial implications in providing these facilities elsewhere. If the site were sold would monies be reinvested to provide these new facilities? If not what happens to these groups? (Please find letters of support at [appendix B](#))

...And avoid unnecessary prolonged travel arrangements for young people

Even if every student went to the Caedmon College sites it would make very little difference to the current travel arrangements but because of the lack of choice as above, far from avoiding prolonged travel arrangements it would increase them. Students and their parents will look further afield for their education. Many Year 6 primary and Year 9 secondary parents are already considering options outside of Whitby (please refer to previous observations plus data at [appendix D](#)).

If parents can afford the transport and there are places at schools, within the 20 mile radius that includes Pickering and Scarborough then there are practical and psychological issues to consider such as: -

- Socialising - long distances divorce school from home life and friendship groups.
- Extra-curricular activities – it is hard to join in with if there is a trek to be faced afterwards or a particular coach to catch.
- Tiredness – affects family relationships and attention in school, ability to complete homework.
- Stress caused by these added issues.

...Quality affordable provision through creative partnerships –

The alternatives addressed in the proposal do not address creative partnerships – Appendix D of the report looks at no change/federation/amalgamation. These are not only, not creative but ignore the fact that Eskdale was going 11-16 from September 2015?

If Key Stage 5 is the central concept behind this decision as Cllr Barker has confirmed on his decision of 9th Feb then look at creative options and partnerships/collaborations perhaps involving successful colleges in the area – Scarborough 6th form/ Middlesbrough College/Prior Pursglove?

- ***Does the proposal prepare the area well for the projected growth in pupil numbers in the future?***

The report and FAQs accept that the numbers of pupils are set to increase over the next 10 –15 years and make a cursory reference to new housing but do not refer to the extent they are likely to increase and how that increase will be catered for: -

The Dogger Bank Wind Farm, which has also resulted in a multi-million pound large-scale development based in Whitby. This will include an offshore

renewables management and marine control centre for the support of operations in the North Sea including vessel maintenance, relaying personnel, and sale of goods and services. This project is expected to support up to **900 jobs**.

Whitby Business Park: – The North York Moors National Park Area Action Plan (November 2014) sets out the development strategy/ policy 'to improve infrastructure, support new development and diversify employment opportunities in the Whitby area'. The plan has a target for **2000 jobs** to be accommodated there by 2026.

New housing developments: - More family housing already being built in the town in the locality including 150 homes on the adjacent ScoresbyPark/Phoenix Park development as well as 250+ new homes planned at Sneaton Castle and 60 homes on the old county council depot off Stakesby Road. That is **nearly 500 new homes** in total over the next few years.

York Potash: -Once at full production the York Potash Project will directly employ **over 1,000 people** and bring more families into the area.

Looking at these new developments and the rise in the current numbers that are in local primary, it is short sighted of NYCC to even consider closing a school when numbers are clearly on the increase. If Eskdale is closed, then in 10 years time much of the teaching could end up taking place in cabins/temporary classrooms at Caedmon College sites? Surely it is a better way forward to build on the investment NYCC has made to the Eskdale School site, over last few years, and to carry on as an 11-16 establishment?

- ***Does the proposal allow for the strengths of both schools to be incorporated into a single structure?***

One size does not fit all and all children have different needs. The ethos of the two schools and their Head teachers has proved to be very different. Eskdale's ethos is about:

Education for the whole person
Education for the future not just the present
Developing initiative and responsibility
Dedicated group of teachers
Broad range of extracurricular activities
Strong parental involvement
Focus on practical skills and on art/music not just academic (excellent music pods)
Broad range of extracurricular activities – (including gardening, art, drama, choir, gymnastics, trampoline, juggling)

There is a very special caring environment at Eskdale, which the school is noted for. Ofsted has also acknowledged this: - *"The school has a very caring ethos. Staff, pupils and parents value this. As a result, excellent relationships and good behaviour are the norm and pupils feel safe"* would be impossible to replicate on a much larger scale over two sites and in addition staff would be required to embrace the apparently successful system adopted by Caedmon College.

Eskdale has always been highly regarded in terms of catering extremely well for

SEN pupils. This is down to their caring ethos, small size and provisions they have put in place to deal with particular needs and accessibility. As a result it means a smooth transition for all Year 6 pupils, especially those from very small feeder schools in surrounding rural areas, for which a small school feels safer and more secure.

Students are happy at Eskdale as confirmed by the Ofsted Parent View where 82% of parents strongly agree that their children are happy and a further 13% agree, compared to the national average of 53% and Caedmon College at 46%.

As a small school, it enables teachers to know pupils well and vice versa. Especially useful for those pupils with special educational needs who benefit from a smaller nurturing environment.

As all teachers are on one site at Eskdale, all of the time, it is easy for pupils to find them at break time, before and after school to tell them anything they need to, go over homework, seek support etc.

A Graham School teacher told us, that on their amalgamation **“both sets of staff found it difficult to reconcile the cultural differences between the two schools and the transition for the students was difficult as they had lost their identity. The idea that the new amalgamated school could be a hybrid of cultures and traditions was ill conceived and in reality led to the school having no clear direction, it was like watching a car accident in slow motion and what everyone feared happened, a decline in standards followed by special measures”**

- ***Does the proposal enable the current financial challenges to be met?***

There is no evidence to suggest this. The reinvestment of monies gained by the sale of the land at Eskdale is mentioned but there is no evidence, despite statements to the contrary, on how much the land is actually worth and how much NYCC would be reinvesting in Whitby. Caedmon College received transition monies from NYCC for two years after they joined together (as confirmed by the consultation meeting minutes dated Feb 2014) and yet one year on NYCC were funding redundancies bought on by financial problems as well as still having a deficit? Caedmon College clearly have problems saving money and seem to still have a top-heavy management structure, which eats resources?

Has a realistic plan for education provision in terms of exactly what additional buildings such as art rooms, music rooms, science labs workshops etc. been carried out and calculated by anybody? Or is it simply a matter as far as NYCC are concerned that pupil numbers are lower than capacity and therefore Eskdale students can easily be absorbed within the existing resources?

In the short term whilst Eskdale remains open, staff in all three sites could be made to teach on all sites. This could prove extremely difficult and stressful for staff concerned especially in the summer months when traffic on the A171 builds up on the new bridge and would cause delays to lessons and have a detrimental impact of the standard of teaching something that obviously nobody would want to happen.

It is being suggested that this is being done in the best interests of the students in Whitby, and also as a cost saving exercise by NYCC due to spare capacity within the schools. It should be noted that an analysis from DFE says the following:

"Schools on split-sites incur additional costs through the loss of economies of scale and the need for duplication of staff and equipment.

These costs differ from school to school but may include: -

- *One-off costs relating to the need for more sophisticated or separate telephone systems, separate heating systems, additional library facilities and the unavoidable duplication of certain items of equipment;*
- *Travel costs of staff and, in some cases, pupils between the sites;*
- *Additional staff costs e.g. additional teaching staff cover, additional non-teaching staff (playground supervisors, caretakers, receptionists, clerical staff and technicians); and*
- *In some instances, smaller classes because the organisation of a larger class is not possible given the distance between sites etc.”*

So far from saving money, costs will increase, surely a better solution is to build on the investment NYCC has made to the Eskdale School site over the last few years and let it carry out the wishes of its parents, staff and students and become, as previously and more recently as planned, an 11-16 establishment?

If both schools were to co-exist then they would still be average size for North Yorkshire.

(6.0) OPTIONS CONSIDERED

(6.1) Status quo

This is not going to happen since Eskdale School was going to be an 11-16 school from September 2016. This would in turn force Caedmon College to rationalise their sites to save money. Running the school at one site would produce further economies. Educationally it would also be better for Caedmon College since there would be no split site problems, no transitions, would be able to deliver a cohesive curriculum between KS3, KS4 & KS5 (if pupils choose it stay on to KS5). Long-term relationships developed between teachers and pupils. It would be a win-win situation.

The status regarding Eskdale Schools Ofsted is overstated. Although it had ‘required improvement’ for the second time, the text of the report stated that there has not been enough time for the improvements put in place to show through. Indeed there was only 23 months between inspections, whereas it should be 2 years, currently the re-inspection times are running up to 30 months, which would have given plenty of time for the improvements show results.

(6.2) Informal collaboration

Has this approach failed in the past due to the schools or has it been due to the failure of the LA? The standards of education in secondary schools on the Yorkshire Coast is shockingly low in comparison to the rest of Yorkshire and nationally.

(6.3) Creation of wholly new academy (6.4) Multi Trust Academy

Within a very short period of time, if the amalgamation proceeds, Caedmon College will apply to become an academy. It has already consulted last year and Eskdale becoming 11-16 was the only thing that stopped it due to funding forecast issues. It was discussed once again at the CCW governors meeting of 2/12/15 and is clearly the way forward for them regardless of the outcome.

“Governors were unanimous in believing that the best solution for secondary education in the Whitby area was to have one, good secondary school....”

- *They considered multi-academy trust status and other options*
- *They agreed to whatever action was necessary to achieve the best solution*
- *They “believed it was appropriate to wait until the meeting had taken place with the Director of Education before taking firm decisions on the way forward”.*
- *They “agreed they felt the best route to achieve their objectives would be to form a MAT but agreed this should be subject to the outcome of the meeting with the Director of Education”.*
- *They “agreed that a second meeting was required in January to discuss this matter further once the meeting with the Director of Education had taken place”.*
- *They “agreed to complete an application form to become a sponsor, in the event that the College did wish to form a MAT in the New Year”.*

Despite details of meetings with Eskdale about possible plans for the future, no reference is made to this information or the consequent meeting/discussions with the Director of Children’s Services in the report – why? Mr Dwyer has also publically said that there is likely to be a ‘Whitby Academy’ at some point.

(6.5) Conclusions

It is incorrect to conclude that all the above options do not meet the key criteria. To keep the ‘status quo’ as already discussed is a viable option and meets the key criteria. Eskdale School to remain open, continue with its plans to be an 11-16 school, with Caedmon College consolidating onto a single site.

1. Eskdale School is well on its way to become a ‘good’ school in the eyes of Ofsted. The second inspection was at only 23 months and the inspection report states several times that there has not been enough time to full see the results of the improvements already implemented. The Section 8 report in 2014 concluded that the ‘school development plan’ in place is fit for purpose. It is essential that Eskdale School remains open to allow all young people in Whitby to remain in Whitby to be educated. Without a choice in Whitby, many are considering travelling the 20+ miles to go to an alternative.
2. Eskdale School remaining open will allow diversity, choice, competition, and challenge. These are key words coming from the DfE when considering provision of education, especially different types of schools: academy, free schools. These factors will allow children to select which school meets their visions and ambitions.

(7.0) OPTIONS APPRAISAL

(7.1) Impact on school performance

Based on the above information, this section has no regard to options other than those that benefit the current Caedmon College and its needs to fund the 16-18 provision there. Mr Dwyer has since said at a meeting with the unions that a large number of options were considered – what are they and why has this report only considered two?

What about the more sensible option of franchised 6th form provision which would remove the need to use KS3 & 4 funding to supplement 6th form courses, remove the debt and give students a lot more choice of courses? In addition there could be an academy application with an approved DfE sponsor or a free school application?

As a response it is biased and clearly an attempt to stop the 11-16 plans of Eskdale in their tracks and to finance the current college despite already high levels of additional funding support including recent redundancies and the consequent re-employment of the same staff. The proposal has clearly been in planning since the Governors at Eskdale decided to extend the age range, maybe even earlier and the 'Ofsted' result was simply a bonus, irrelevant to any of the arguments (see appendix E).

This section revisits comments already covered in this response however in addition it is pertinent to note that neither school has proved itself to have leadership, which is strong and secure, but they do have weak governance which does not appear to challenge? For example, as previously noted, the CCW target for A* to C (inc. maths and English) was 68% for 2015. They achieved 63% that is a 5% shortfall.

(7.2) Governance and Decision-making

Despite Eskdale governors explaining the contrary, it would appear from these statements that amalgamation would keep the CCW governors and therefore there is less opportunity that any Eskdale governors would be involved in the process. CCW could decide to reconstitute, strengthen or enlarge said body – how likely is it that that would happen?

How does a process that means '*combining or uniting*' not actually include the governing body in that action?

The Governors told staff they had 'carved out the best possible deal' – clearly they were misunderstanding the facts and later had to send a letter of complaint regarding the discrepancies and between what they had been told and what was written in the report.

(7.3) Admissions and Transport

“Pupils would attend whichever site was appropriate to the way that the enlarged school was organised”. The fact is that the 'new' school would still be a split site school with a transition point despite this being a previous issue raised by the report.

“... there may need to be improvement in site access for buses to address any highways safety concerns”

This is a cursory comment for a major issue that has not been addressed. There is no reference to

- The poor access to the Scoresby site from the high level bridge
- The poor access to the old Whitby College site
- Managing student movement between sites
- The lack of parking for staff and visitors
- The limited bus parking at Caedmon and no parking at the old Whitby College site

Currently, the volume of traffic already creates hazards for children who make their way to school on foot as there is no crossing provided at the Scoresby site entrance (car parked in layby opposite the site is where some pupils are dropped off). Children are left with no choice other than to cross the path of traffic travelling across the new bridge if they are walking to or from the east side of the town towards Caedmon College sites.

During the dark winter months when hours of daylight are limited, children need to cross this road during poor weather conditions where there could be poor visibility for drivers

Here are examples of traffic congestion at the Scoresby entrance and the consequent backing up on the New Bridge.

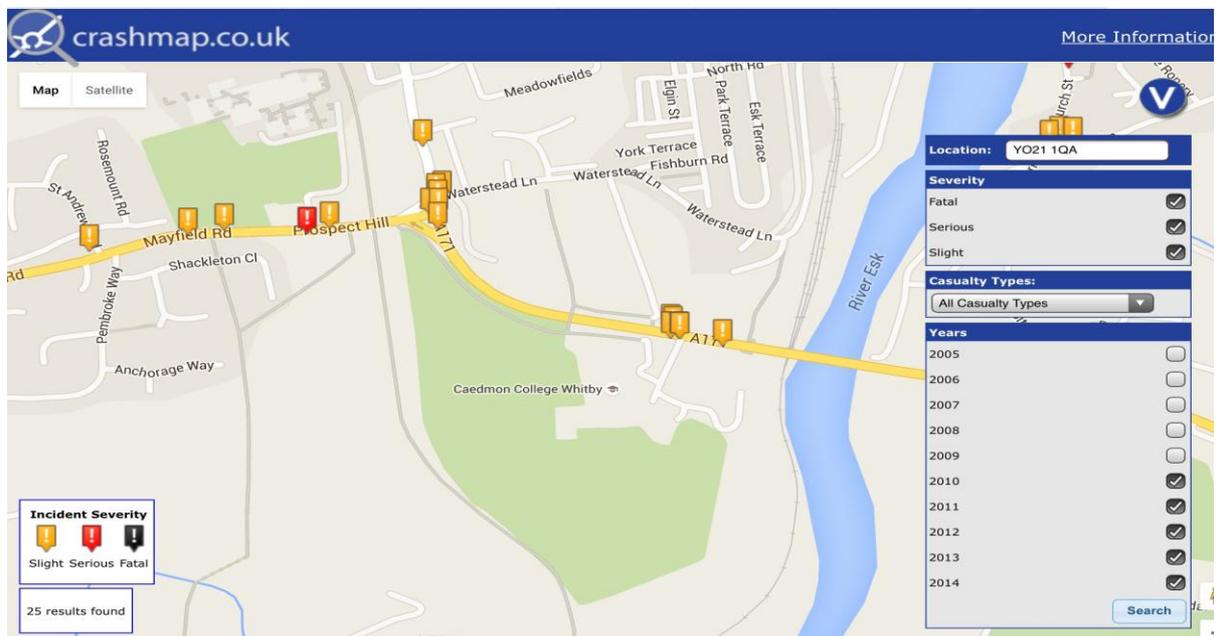
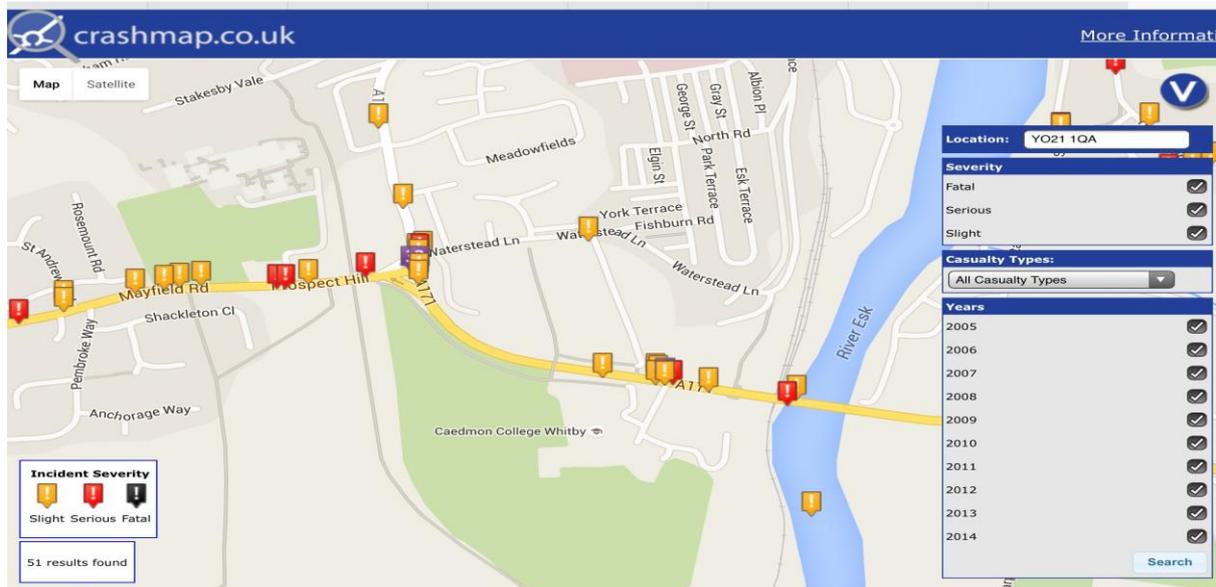


If the proposed amalgamation were to go ahead it will mean a substantial increase in the numbers of buses, cars and pedestrians on Prospect Hill, Mayfield Road and the New Bridge. How safe will it be? The area is already a congestion nightmare morning and afternoon. Vehicles will start to divert to other routes through town and possibly using the old bridge? The swing bridge is unsuitable for some larger

vehicles, which the new bridge was designed to withstand.

As a result there would be serious traffic implications on a split site school with a combined population of 1400 to 1500 pupils. Both sites are adjacent to main arterial route through Whitby. The Scoresby site is on a 40 mph route.

As evidenced in the maps below it has been an accident hotspot and this situation can only get worse if the numbers using the site increase. It is also interesting to note that the only two areas to witness pedestrian casualties in the last five years are the entrances to the two secondary school sites. In addition the area between the two CCW sites is shared with two primary schools so there would be nearly 2000 people in this vicinity at the beginning and end of the school day.

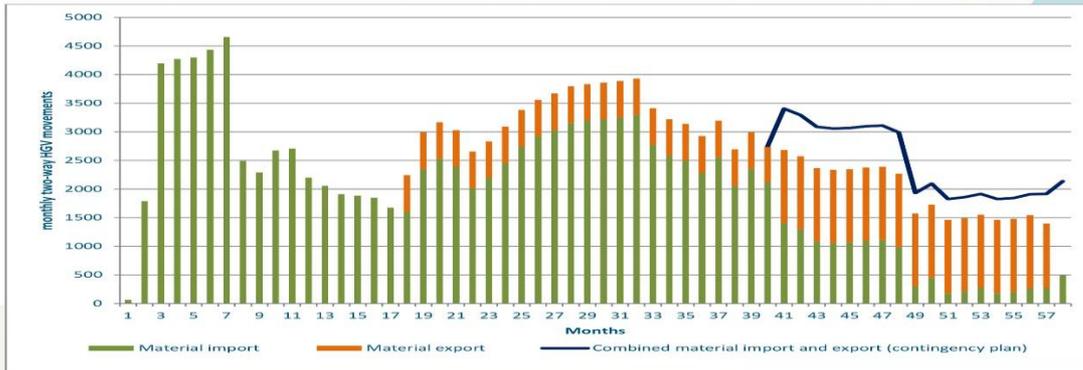


When the York Potash site opens up they have stated that there will be five/six lorries in and out as well as park and ride buses for the workers. This will amount to 10/12 HGVs per hour, directly past the two CCW sites. This can only add to the chaos on this stretch of road and increase the health and safety issues in the vicinity.

Combined material delivery and spoil export

The combined HGV demand has been consolidated to the programme to understand the total HGV demand. **Chart 1** illustrates the monthly HGV demand for the Mine and Intermediate MTS sites for the duration of the construction programme.

Chart 1 Monthly HGV flows, Mine and Intermediate MTS Shaft Sites, combined material delivery and export



If the amalgamation went ahead Stainsacre students would have to walk twice the distance that they do now. This would increase their travel to school time, which in winter would mean it would be dark for the return journey. In addition there would be an increase in the number of students walking from the train station to the Normanby site via 'un-adopted' Stakesby Vale, which has no footpath under the single lane bridge.

(7.4) Leadership

It is interesting to note, that teachers and all other staff will have to compete for their jobs, but the Headship, should the proposal go ahead, is already decided?

(7.5) Financial Issues

The issues of deficits have been covered in 4.7 so the report is going over old ground here. Lots of schools have in-year deficits and the financial software cannot do anything but roll it forward into projected figures. The figures show that predicted Eskdale's deficit is much lower than Caedmon College's. CCW are only in surplus currently because of the transition funding from the previous merger of the two schools. The deficit figures do not take into account Eskdale's move to 11-16, which would increase their funding by up to a £1,000,000 per year. Eskdale's cost for teaching staff has already been shown to be far less expensive than CCW's and this would continue going forward.

(7.6) Rationalisation of sites

Are the three sites really only worth £6 million? How can three very different sites in such different positions and proportions be valued equally at £2 million each? Who has done the NYCC valuation?

A recent FOI request asking for 'details of any valuations of the secondary school sites, Eskdale School and Caedmon College Whitby (Scoresby and Normanby Site separately)' has confirmed "The Local Authority does not hold current valuations for the sites mentioned". This information has therefore been proved to be without substance. Can we rely on any of the information given in the report?

A national house builder gave provisional values that varied considerably from site to site with the Scoresby site being the most valuable, and even this site was valued under the £2 million indicated.

Even taking into account that this is a 'rough' estimate (not having regard for local planning policy requirements) but using the average house prices for Whitby – the amounts are nowhere near NYCC quoted amounts.

It is unclear whether NYCC have developed a full business case for the proposal, which has been constructed according to government best practice, and taking into account the monetary and non-monetary costs and benefits.

By over-inflating the value of the Eskdale site this falsely creates the impression of a higher net present value of the proposal than is realistically achievable. A more accurate valuation would reduce the financial rationale for the combination of the sites, as the initial sale proceeds will contribute less to the additional cost endured through amalgamation. Even if the Eskdale site did achieve the hypothetical figure quoted and the cost of remodelling the Caedmon College site was quoted at £100 K - how are they going to use the rest of it? To shore up the failing CCW 6th form or worse not use it for education at all in Whitby? FAQs “A *strong recommendation would be to reinvest a proportion or all of any capital receipt in school facilities in Whitby*”

Whilst all options have been considered, option 4 does not seem to have been given a great deal of consideration. The option to keep Eskdale School open and allow it to become an 11-16 school and close part of Scoresby site is not mentioned.

Surely this would be an opportunity to minimise congestion in Whitby? Student movement could be minimised if they sold the Scoresby buildings but retained the AstroTurf and some of the playing fields and used the current field at the old Whitby Community College for better access, parking and remodelled new buildings. They have already built in front of the old Grammar School facade. It is not uncommon for secondary students to have to walk to their playing fields and this would significantly reduce student movement and staff supervision.

The cost for this is initially very small and quotes obtained by Eskdale for a new science laboratory/food technology room and some temporary classrooms were less than £200,000. This would allow the school to accommodate 550 students and with minimal investment into Normanby site as you have suggested and we have pointed out above, they would easily be able to accommodate the remaining students.

Your published figures (see table 8) indicate the following number of students could then be accommodated on the Normanby site (This also allows for surplus places should numbers increase as predicted and for students who do not wish to study at Eskdale)

School Year	Caedmon College Places
16/17	958
17/18	851
18/19	849

As noted in 7.3 – the other two sites have real issues with access and safety and increased numbers will only make the situation worse. The current Eskdale site is far more accessible for students. There is a good safe access for buses dropping off and picking up.

'APPENDIX E'

Most of the issues raised in this addition to the report have been covered previously. It also contains and repeats serious errors and untruths.

The Eskdale Governors have raised their own concerns (in their letter of 9th Feb to Cllr Barker) over various inaccuracies in it. Namely: -

"We, the Governors of Eskdale School, are writing to you as the report on the reorganisation of secondary education in Whitby contains a misrepresentation of our position. On sight of the draft proposal we registered our objections to paragraph 3 of appendix E; however we have been given to understand by North Yorkshire County Council that it is not legally possible for the draft to be amended. We have therefore decided that the proper course of action is to write to you in order to clarify our position.

The paragraph in question states that:

'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 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 Governor's position was and is that an 11-16 age range is an option that could drive forward school improvement and the Governors stand by the detailed business case that they produced to this end. This option may have been discounted by NYCC but the Governors believe that it was a viable alternative. We feel that the following amended paragraph would be factually correct:

'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 from the local authority. The report notes that there have been improvements in both leadership and governance since the last inspection. The decision to change the age range of the school is the principal way in which the governors hoped to bring about improvement, but it is the local authority's view that this is unlikely to be able to secure the rapid improvement without the support of another educational provider.'

We also wish to make the following comments to be noted:

1. Under Financial Issues 7.5 in the section in bold - after the words '..this being the specific proposal that the Eskdale Governors asked the local authority to consult on.' we feel that our position would be more clearly stated with the addition of the words 'following the limited options that were presented to them by the Local Authority in their Secondary School Provision in Whitby Options Appraisal document of December 2015.'

2. Eskdale School pupil numbers have been increasing – and this would be further increased by a change to 11-16."

The savings quoted in this appendix (under *How would the enlarged school be organised?*) seem fairly minor compared to the many other factors and issues raised in this response? Since transitional funding would available for two years during which time staffing will no doubt have been cut (restructured) we fail to see how further significant savings can be made and continued in the medium and long term?

OMISSIONS/ISSUES NOT ADDRESSED in the report

Human Rights/Equality Acts

The United Nations Declaration of Human Rights allows parents the 'prior right to choose the kind of education that shall be given to their children.' The European

Convention on Human Rights is more explicit: it gives parents the right to have their children educated 'in conformity with their own religious and philosophical convictions.' Parliament incorporated the European Convention into British law in the Human Rights Act 1998, where it is agreed that: '...the State shall respect the right of parents to ensure such education and teaching in conformity with their own religious and philosophical convictions.'

The Equality Act 2010 offers individuals' protection against discrimination "*Disadvantage' could include denial of an opportunity or choice, deterrence, rejection or exclusion. The courts have found that 'detriment', a similar concept, is something about which a reasonable person would complain – so an unjustified sense of grievance would not amount to a disadvantage. A disadvantage does not have to be quantifiable and the pupil does not have to experience actual loss. **It is enough that the pupil can reasonably say that he or she would have preferred to be treated differently.***

A significant factor in determining whether a public authority is able to justify what may otherwise be unlawful indirect discrimination is the extent to which the public authority has complied with its public sector equality duty."

Psychological perspectives

'Happiness' factor from Ofsted parent view (as above) is a very important aspect of achieving aspirations but this has been completely overlooked by the executive.

Neurologically, the teenage brain is at its peak of its development and undergoing rapid changes (synaptic pruning). Therefore adolescence is a very vulnerable time for the child in terms of their future outcomes. Environment, appropriate nurturing and stimulation have been found to be critical in this development. Children need to be empowered to develop aspirations. In a larger school there is less opportunity to 'stand out' and more chance to be 'average', children will not be empowered and emotional development hindered.

We are being told that the amalgamation will improve standards of education and quality of teaching; however evidence suggests that the most effective environments for engaging children in learning are those where there is individual attention and knowledge of students learning styles (Blatchford, Bassett & Brown, 2011). It could be argued that students may develop a greater sense of belonging in smaller sized schools than in larger sized schools. Specifically, when schools are small in size, students are more likely to get to know their teachers and their classmates on a more interpersonal level and therefore outcomes are improved.

Sense of belonging has long been regarded as fundamental to human motivation and learning (Baumeister & Leary, 1995). Anderman (2002) found that a perceived sense of belonging and connectedness to school had a significant in psychological and behavioural outcomes in addition to positive academic achievement. Sense of belonging comes from being heard, listened to and needs met - how can one large school provide this? It is not just about the attainment measure but we must not ignore the mental health implications over such a decision.

Educational environment can have profound effects on mental health and the impact of being in a large school has been proven to cause stress for many students. Having to leave the local community to access education can also prove stressful for many, so once again the issue of alternative provision is problematic and detrimental to a student's success. According to the Director of Children's Services he is committed to improving children's mental health and his twitter feed states "Change is at last coming" – unfortunately not in Whitby if this proposal is successful?

Relationship between school size and learning

There is:

- A greater sense of community in a smaller school, among students and teachers.
- A greater sense of identification with the school.
- More personalised relationships - teachers knowing their students well.

Size affects learning, behaviour, truancy and outcomes. It helps pupils to feel safe. One small school is better for many pupils rather than a large school on split sites in terms of them 'feeling at home' and well prepared for learning. SEN pupils cope much better in a smaller school.

Research supports this:

- (Newman et al -2006) Smaller schools create a more personalised learning environment, and greater interaction and participation by students and teachers.
- Hargreaves et al. (2009) provide a comprehensive overview of the challenges surrounding small schools in rural areas. Information used in the NYCC report highlighting the negative side of small schools - high costs, doubts about the quality of education are considered in this review. The authors say that these doubts are persistent but not always supported by the facts, and they go on to conclude that "there is little research on teaching and learning processes that might account for differential levels of performance, or on how or whether rural schools optimize the resources they have available to them" The review confirms the generally accepted advantages of small schools, such as people knowing each other better, more personalised relationships, and easier connections with the local environment. They also highlight the social benefits for the local community, as the school is sometimes seen as the heart of small rural communities.
- In a subsequent review of mostly British studies on small rural schools, Hargreaves et al. (2009) provide further details about benefits and challenges of small rural schools. On the positive side they refer to high levels of mutual involvement and collegiality among staff, strong parental involvement and "voice" and the positive esteem for teachers as professionals in rural communities. In the British studies small schools generally came out as being innovative, and show examples of positive effects of multiage classes. Despite this general innovativeness, small schools were somewhat behind in making good benefit of ICT provisions, and showed slow take-up of participation in national headship courses. All in all the review studies by Hargreaves et al. indicate more benefits for small schools than problems. Yet, negative scale effects on costs of very small schools are hard to neglect. Far less convincing is the criticism of lower school organizational and teaching quality in small rural schools. What one might expect is more variance in performance among small schools, as the quality would depend on fewer individuals, offering less opportunity for the leveling out of outlying cases (either very good or very bad teachers) than is the case in larger schools.

SUMMARY

“Choice and competition in markets can be thought of as two sides of the same coin: firms only compete for business when consumers are able to choose where to buy from, and schools only compete for pupils when there is more than one school they could go to” (Luke Sibieta, Research Economist at IFS)

This proposal for amalgamation appears to have been forced by the Governors of CCW pre-empted by a series of meetings, including one with Mr Dwyer in August. These were clearly held in reaction to the loss of funding that Eskdale’s 11-16 plans would have meant to them financially and not as part of a considered and thorough process.

The CCW Governors minutes of 2/12/15 (referred to on page 24) clearly give the Director of Children and Young People’s Services a choice – sort out an amalgamation or federation with Eskdale or we will go for academy status? This meeting was in addition to the previous planned Governor meetings, called prior to yet another meeting with Mr Dwyer, which was then very quickly followed up by the proposal to the Eskdale governors, giving them the consequent ultimatum.

There would undoubtedly be a monetary implication for NYCC but if the amalgamation were to go ahead and then CCW continued with their academy plans, it would ensure NYCC had the Eskdale land to sell so the loss would be lessened for them? Mr. Dwyer has already confirmed the ‘likelihood’ of a ‘Whitby Academy’.

Drawn up with a specific agenda, the report is in essence totally biased. If you compare it to the letter sent by CCW to the Eskdale Chair of Governors ([appendix E](#)) in June 2014, after Eskdale’s decision to go 11 -16, then the pattern of the argument is virtually identical and has clearly been the basis of his report. As previously noted, **there is no business case for the proposal**, which should have been constructed according to government best practice, and taking into account the monetary and non-monetary costs and benefits.

The majority of the statements in the report are made with **no evidence** and at best ‘likelihoods’ intended to satisfy a **predetermined outcome**. The statement about the value of the land has proved to be an outright lie. As a result we cannot trust any of the comments? We believe that the key issues raised in the report document (Reorganisation of Secondary Education in Whitby) are full of errors and misleading information, as highlighted in this response which is backed up by facts, not smoke and mirrors.

The following concerns are paramount in rejecting this proposal: -

- No choice for students and their parents and the consequent lack of competition. One size does not fit all.
- Comparable towns with a similar population, all have alternative options within a reasonable travelling distance (10/15 miles).
- Highways issues including traffic management, safety concerns and movement between sites

- Split site with a transition point; no different from the proposed 11 -16 plans for Eskdale
- Most evidence in report based Eskdale's Ofsted report – no current report for CCW
- The proposal exists purely to fund a failing 6th form – no other options/partnerships have been considered to help solve this problem
- Loss to the community and many organisations based there
- NYCC very poor track record on amalgamations
- Breach of Human Rights and Equality Act
- Eskdale School is not a failing school

The proposal has paid only a token gesture to the **rising pupil numbers** - NYCC has confirmed that numbers will rise to 1,600 over next 10 years and this number has not included any of the new initiatives and developments coming to the area over the next 20 years (see page 20). These students could not be catered for on one split site, that will already be heaving at the seams.

The notion that closing Eskdale and moving students to Caedmon College is going to raise standards and save money is only an **interim measure**. It is based purely on ensuring that Caedmon College is failing to provide the 6th form that Whitby students truly deserve. The answer to the issue of providing quality 6th form provision in Whitby is therefore not to be found in the closure of Eskdale. All it will do is to deny students a choice for the future and the community an important hub. Students and parents of Whitby need choice and a long-term strategic plan that improves the education provision in the area, which is what a second 11-16 school would have done.

As previously noted and confirmed in Table 5, CCW's A Level results do not compare favourably to other local North Yorkshire schools. In 2015 only 53% of students in CCW 6th form achieved 3 A Levels (A*- E) against 68% of students at Scarborough 6th Form (DfE Performance Tables). Therefore it is clearly not just about the subjects available – it is about quality and as the report points out teachers at Eskdale do not have A Level experience so clearly amalgamation is not going to help that problem.

In addition to the biased information contained in it, the proposal also contravenes the following NYCC policies: -

1. The North Yorkshire Community Plan 2014/17

One of the three priorities in this plan is: - *“Supporting and enabling North Yorkshire communities to have greater capacity to shape and deliver the services they need and to enhance their resilience in a changing world“*. Losing an important and well-used community hub is not support.

2. The Equality and Diversity Policy Statement (2012) states

“North Yorkshire County Council welcomes and celebrates diversity and the strengths this brings to our communities and workforce. The council aims to provide excellent and efficient local services enabling everyone to fulfil their potential. Treating everyone the same does not necessarily give people equality of opportunity. Sometimes we need to treat different people in a different way to give them equal access to a service or job”

One size does not fit all Whitby students and parents and therefore they must be treated differently to give them that equal access.

3. Council Plan 2020

This plan talks about NYCC’s vision for the future -

“That vision is about more than just dealing with cuts, and we are determined to take this opportunity to be more efficient and develop ways of working that are better for our customers.”

This proposal has no regard for the ‘customer’ and it is not efficient – the cost of the consultation alone could have been used to better to support Eskdale’s future?

4. ‘Young and Yorkshire’ (2014-2017)

In this plan for **all** children, young people and their families living in North Yorkshire Councillor Barker promises students **“to ensure the politicians of North Yorkshire continue to listen to you at all times and to prioritise your needs even in these challenging times”** and Pete Dwyer confirms **“our priorities are based on clear evidence about what is needed and what works and –crucially –are driven by children and young people themselves have told us”**

The young people of Eskdale have clearly showed you how they feel

- Witness their wonderful speeches at the two Whitby Town Council meetings
- Watch their march on 13th February at which they were joined by students from CCW
- Their song, which is now on YouTube for all to see.

Their message could not be clearer – please refer to the section in this response on the Equality Act and in particular **“the pupil does not have to experience actual loss. It is enough that the pupil can reasonably say that he or she would have preferred to be treated differently”**

So NYCC, despite promoting children's rights, fails to fulfill this promise and consequently completely ignores parental rights. Parents are very worried and feel let down by NYCC promises – see [appendix C](#).

By trying to deny Eskdale the right to go 11-16 at the very last minute (the week GCSE option information went out to students and parents) you are stopping any form of competition, which might produce invidious comparisons. Without such choices – and competition between schools and between school systems – standards in North Yorkshire will continue to deteriorate.

Eskdale School is about: -

Education for the whole student

Choice

Developing initiative and responsibility

Accessibility

Strong relationships

Every child matters

The School has: -

Community woven into it

A focus on practical skills and on the creative arts

A dedicated group of teachers

A broad range of extracurricular activities

Strong parental involvement

On Question Time (18th Feb 2016) Justine Greening, a member of the current Cabinet stated that the Government wanted to give parents more choice when making decisions about schools and Nicky Morgan introduces the March 2016 White Paper by saying “***Children only get one chance at education and every child deserves the opportunity to reach their full potential***”

Finally we refer you to the Schools Organisation of Maintained Schools Guidance (Jan 2014) (appendix F), which states that decision makers must have regard to the following: -

- The decision-maker should consider the views of those affected by a proposal or who have an interest in it, including cross (LA) border interests. The decision-maker should not simply take account of the numbers of people expressing a particular view. Instead, they should give **the greatest weight to responses from those stakeholders likely to be most directly affected by a proposal – especially parents of children at the affected school(s)**.
- Decision-makers should consider the quality and diversity of schools in the relevant area and **whether the proposal will meet or affect the aspirations of parents**; raise local standards and narrow attainment gaps.
- In assessing the demand for new school places the decision-maker should **consider the evidence presented for any projected increase in pupil population (such as planned housing developments)** and any new provision opening in the area (including free schools).
- The decision-maker should take into account the quality and **popularity of the schools in which spare capacity exists and evidence of parents’ aspirations for a new school or for places in a school proposed for expansion**. The existence of surplus capacity in neighbouring less popular schools should not in itself prevent the addition of new places.
- **Reducing surplus places is not a priority** (unless running at very high levels). For parental choice to work effectively there may be some surplus capacity in the system as a whole. **Competition from additional schools and places in the system will lead to pressure on existing schools to improve standards**.
- Closure proposals (under s15 EIA 2006)-The decision-maker should be satisfied that there is sufficient capacity to accommodate displaced pupils in the area, taking into account the overall quality of provision, **the likely supply and future demand for places**. The decision-maker should consider **the popularity with parents of the schools in which spare capacity exists and evidence of parents’ aspirations for those schools**.

The Fight to Save Eskdale School campaign and the issues raised in this report have highlighted the strength of feeling in the community for Eskdale School – if it were to close there would be no going back and the decision would severely impact future generations and the options open to them.

Change is required, but this consultation has opened up the opportunity for change – to learn from the mistakes of the previous two Ofsted reports, to strengthen the Governing Body and to move the school forward from strength to strength. The parents on the campaign group have proved that they could be part of a pro-active group including joining the Governing Body to fill the gaps left by recent departures. The school has promised to take up the gauntlet and look for support from an outstanding school beyond Whitby, which can move Eskdale forward.

ALTERNATIVE OPTIONS

The report does not raise alternatives, or look at the option of the retention of two schools (11-16 and 11-19). This clearly needs more investigation.

If NYCC were to sell part of CCW's Scoresby site, retaining the area of the Astro turf/adjacent building and the tennis courts as below



This solution would ease congestion in Whitby, as student movement could be minimised and some of the current field at the Normanby site could be used for better access, parking and remodelled new buildings. They have already built in front of the old Grammar School facade. It is not uncommon for secondary students to have to walk to their playing fields and this would significantly reduce student movement and staff supervision.

The remaining land can be sold to a developer- the area remaining is approximately the same size as the Eskdale site and would raise similar monies, if not more than Eskdale, due to its closer proximity to the centre.

How much would this cost?

Eskdale site

The cost to converting Eskdale to 11-16 is initially very small and quotes obtained by Eskdale for a new science laboratory/food technology room and some temporary

classrooms were less than £200,000. This would allow the school to accommodate 550 students.

Normanby Site

Minimal investment into Normanby site as you have suggested, and we have pointed out above, they would easily be able to accommodate the remaining students.

LAND VALUATIONS

LAND VALUES TO BUILDERS	Building Information							
	Area m ²	Average house plot m ²	Minimum number of houses	Build cost per typical 3 bed house	Selling price	Total expenditure cost	Total income	Profit
Retain area around Astro turf	45000	100	200	£160,000.00	£250,000.00	£32,000,000.00	£50,000,000.00	£18,000,000.00
Entire Scoresby site	71000	100	350	£160,000.00	£250,000.00	£56,000,000.00	£87,500,000.00	£31,500,000.00
Eskdale Site								
Entire site	43700	100	180	£160,000.00	£250,000.00	£28,800,000.00	£45,000,000.00	£16,200,000.00

(The above table gives a rough guide as to the potential value to a builder of the land - Source Spoons book - clearly this is the most lucrative financially)

The monies raised by the sale of the Scoresby land could then be also used for the CCW 6th form. The 6th form, however, is not just about the money so it may be time to also consider other options there as well.

NYCC need to look at alternatives for improving the 6th Form issues e.g. franchising with a local Further Education College (such as Grimsby Institute or Middlesbrough College) or a successful 6th form college (Scarborough) and/or a successful training provider like the Fishing School? Locally, Prior Pursglove and Stockton 6th Form are merging but keeping both campuses to provide choice for students.

Finally the new Government White Paper says that “**Achieving educational excellence everywhere relies on the commitment and dedication of everyone involved in our education system – leaders, teachers, sponsors, members of governing boards, and parents**” The Eskdale campaign has proved that commitment, the consultation process has shown the level of support for the school. Please do not let this important educational and community resource be lost to Whitby – **one option is no option**. Halt the proposal, stop the amalgamation and support Eskdale School in becoming an outstanding local 11-16 school for the local community.

We feel that the decision to even consider closing Eskdale School is “**so unreasonable that no reasonable authority could ever have come to it**”; therefore if the decision to close goes forward, we will have to pursue a judicial review.

APPENDIX A

Town	Number of Secondary Schools within 10 mile radius of towns in the UK with Population 13,000 – 14,000 (2011 Census)			
	Maintained	Academy	Independent	Total
Knottingley	7	17	2	26
Bourne	1	9	3	13
Ringwood	1	18	8	27
Ashtead	3	11	15	29
Beccles	3	10	2	15
Houghton-le-Spring	7	21	2	30
Beaconsfield	4	22	7	33
Enniskillen	4	4	1	9
Church Village	14	0	3	17
Chertsey	5	16	10	31
Bridport	3	1	1	5
Blackfield	11	10	7	28
Pyle	3	5	2	10
Standish	4	16	8	28
Middlewich	8	17	2	27
Wymondham	5	14	6	25
Milford Haven	5	0	2	7
Carlisle	7	8	2	17
Market Deeping	4	16	5	25
New Rossington	0	21	2	23
Womburne	9	11	3	23
Shepshed	2	21	4	27
Rhollanerchrugog	10	2	5	17
Chard	4	2	2	8
Lees	8	13	5	26
Linlithgow	10	11	2	23
Innsworth	2	18	9	29
Oxted	6	8	11	25
Uppermill	10	14	5	29
Rosyth	17	2	0	19
Corsham	2	18	11	31
Abergavenny	7	0	1	8
Milden Hall	2	6	2	10
Verwood	3	20	6	29
Alsager	13	6	2	21
Rhondda	15	1	1	17
Bacup	16	3	3	22
Mayfield	6	6	8	20

Bishops Cleeve	13	4	3	20
Berwick upon Tweed	6	0	1	6
Llantrisant	16	0	2	18
Newhaven	6	1	0	7
Knutsford	5	19	4	28
Strabane	4	1	1	6
Haslemere	4	7	13	24
Fraserburgh	2	2	0	4
Uttoxeter	2	5	4	11
Driffield	3	0	0	3
Stocksbridge	5	19	4	28
Alexandria	15	6	0	21
Bracklesham	6	12	4	22

APPENDIX B

Letters of support from users of the school

1) Fishburn Park Football Club

22nd March 2016

Re: Fishburn Park Football Club

The Club has been established for 75 years and we now have the most teams we have ever had. Longest serving team in the Teesside league.

We have a lease on the access to Broomfield Park for 25 years, we are 6 years into the lease. There is a Portacabin on site for changing rooms and the track is the only access for emergency vehicles.

If the pitches disappear there will be no where else to accommodate the Club in Whitby.

There are under 10, 2 x under 11, under 13, under 14 and under 15 teams plus 2 senior teams and a ladies team. We have enough interest to set up two under 8 teams but because of the uncertainty surrounding the playing fields the Club does not feel it can make the move at the moment.

We were not informed of this proposal by the council and feel we should have been.

This proposal is not just going to effect the pupils at Eskdale School but other users as well.

The Committee voted strongly against the amalgamation going ahead and will, if needed, seek legal action if they (NYCC) take away the access road during our lease.



Adam Bell (Coach) Fishburn Park FC

2) Eskdale School Tennis Club

Sixteen years ago, feeling that the School was a community facility, Dave Bradley (Head) and myself (Head of PE), decided that the formation of a Tennis Club would encourage the local community to play more tennis, use the facility to its full potential, and encourage responsible use. The initiative has been fully supported by subsequent Heads and continues to thrive.

The club has an average of 100 members, making it consistently, the second largest in the Borough of Scarborough. It has regular coaching sessions and supervised club sessions for juniors. (In bad weather the school gym is made available at no extra charge). It is the only club in Whitby providing club play and coaching for young people aged 6 to 16 years. It is in an area of social deprivation. It has offered free tennis to young people supported by social services and outside of recognised schooling. We are affiliated to the Lawn Tennis Association (the fee subsidised by the School) and that has financial and other benefits for our members. The courts are available all year outside of school sessions and many family groups play as it is generally non-competitive. The courts are not locked so it provides a place for local people to get fresh air and exercise, as there is a pay to play option.

Because of the realistic annual membership fee (£5), and easy access, it has become the place for visitors to the town to play tennis while on holiday. In 2015 the Leisure Centre courts became unusable so their staff frequently refer active families to Eskdale School Tennis Club. Having played, those families have expressed a desire to join us again when they revisit the town.

The implications of closure would be the loss of a facility to the local community and the town as a whole, as evidenced above.

Eskdale School has the largest number of courts in the town (4) and no other site could accommodate the extra number of members. The LTA ratio is 40 members per court. Closure of facilities without replacement is not encouraged by Sport England and within the town space is at a premium. The recent SBC analysis identified Eskdale School Tennis club as one of the few growing clubs.

Wendy Hurworth.
Secretary Eskdale School TC.

3) Whitby Company of Archers



12, Westbourne Grove
Whitby
North Yorks.
YO21 3NG.

Tel. 01947 821125

E.mail ian.thomson@fsmail.net

To whom it may concern,

We, The Whitby Company of Archers, would like to register our strongest objections to the possible closure of Eskdale School and the development of the playing fields. It would not only have a devastating impact on sport and leisure in Whitby but in the surrounding areas as well

Archery is a unique sport that everyone can compete in together regardless of age, sex or disability. We have members aged from eight to eighty some with disabilities, and we all shoot together with no restrictions.

Whitby Company of Archers are a long established archery club who pride themselves as being a community club. We have a large catchment area with members travelling from Marske, Guisborough, Pickering and the North York Moors as there are no other similar clubs in the area. We work with the community whenever we can, offering the experience of the sport of archery to many varied groups. We offer "have a go" sessions at Danby Moors Centre, Guisborough Forest and Rydale Folk Museum to name but three. We also work with Whitby DAG and have had great success in their "Friendship Through Sport" program where we have encouraged many people with various forms of disability to progress with the sport. We also work closely with Yorkshire MIRT an institution designed to help the rehabilitation of wounded service personnel. Our proudest moment was when a Marine we introduced to archery won a medal at the Invictus Games.

Our achievements are only possible because we have the use of the sports field at Eskdale and the support of its staff. Archery is a sport that requires a large area of flat land to safely practice, land that is scarce in Whitby. With the loss of Eskdale School, sports in Whitby would be concentrated into a small area, competition to use that land would be fierce. The cost of either buying or renting suitable land would be prohibitive, we are after all, a small club and our finances are limited.

We would ask you to deeply consider the long term effect that this proposal would have, not only with the education of the children of Whitby, but with the health and recreation of the whole community of Whitby.

Yours sincerely

A handwritten signature in black ink, appearing to be 'Ian Thomson', followed by a horizontal line and the initials 'SCC'.

4) Whitby Music Centre

To whom it may concern,

I write to demonstrate the importance of Eskdale School to music making and music education in our community.

Eskdale School plays an important role in supporting music making in our community. As Manager of Whitby Music Centre I am indebted to the school for opening its doors to us as a rehearsal venue for half the year and as a concert venue all the year round. The school even had storage facilities built for Music Centre equipment.

As well as acting as a concert venue for the Music Centre the school has worked with us on many major projects over the years. Two recent examples would be our "Open Day" and our "Wider opportunities" workshop. The first being our Music Centre "Open Day". For our "Open Day" the school were happy to allow us use of most of the whole school premises to make the event a success. The workshop involved 200 children from many of our primary schools playing Brass, String and woodwind instruments as a show case for the "Wider Opportunities" programme. The school did not hesitate to accommodate us for this when - at short notice - we asked them if they would host the event.

In addition to hosting a whole range of musical events, for many years the school has also acted as the venue for all practical and theoretical music exams for both the Associated Board and Trinity examination boards. In this role it has provided all examination candidates with an excellent service from efficient stewarding to warming up rooms, waiting rooms and the all-important isolated exam room.

Eskdale school is and always has been a corner stone for music making in Whitby.

Bob Butterfield



Whitby Music Centre Manager

5) Ultimate Soccer

- I REPRESENT ALLAN PRICE, MY BROTHER. THE OWNER & MANAGING DIRECTOR OF ULTIMATE SOCCER SCHOOL.
- HE HAS SUCCESSFULLY RUN HIS HOLIDAY COACHING COURSES FOR 11 YEARS FROM ESKDALE'S PREMISES WITH USE OF THE FIELDS, HALL & CHANGING ROOMS.
- ESKDALE HAVE ENABLED HIM TO MAKE A SUCCESS OF HIS VENTURE TO DATE DUE TO OFFERING THE ONLY AFFORDABLE RATES AVAILABLE IN THIS AREA FOR SUCH FACILITIES.
- WITHOUT THEM HIS BUSINESS MAY NO LONGER SURVIVE, MORE EXPENSIVE PREMISES MEANS HAVING TO CHARGE PARENTS MUCH MORE FOR HIM TO MAKE ENDS MEET.
- HE IS A LOCAL LAD OFFERING AN EXCELLENT SERVICE TO CHILDREN OF THE AREA.

Signed

Emily Price

6) Scarborough Borough Council Sports Development

Service Delivery
Town Hall
St Nicholas Street
Scarborough
YO11 2HG
Tel: 01723 232323



DO IT ONLINE
SCARBOROUGH.GOV.UK

SCARBOROUGH BOROUGH COUNCIL

Your Ref:
Our Ref:

4 March 2016

Dear To Whom It May Concern

Playing Pitches – Whitby

I am writing to you with regard to the situation regarding formal playing pitches in the town area of Whitby, in terms of provision, latent demand and also future strategic development. All the information contained in this letter is taken from our Playing Pitch Strategy that was published in October 2013, after an extensive research and consultation period. The following five paragraphs summarise the findings with regard to provision;

- Based on current levels of play there is currently a small amount of spare capacity (-1 match equivalent sessions) on senior pitches during the peak period. Spare capacity also exists elsewhere during the week.
- There is a small amount of overuse (+1 match equivalent session) on the junior 11-a-side pitches at Eskdale School. This is due to the many sources of demand placed on the pitches; they are used by the school and by Fishburn Park FC for competitive junior matches and for training purposes.
- There is currently no spare capacity on mini-soccer (7v7) pitches during the peak period. However, there is spare capacity (-7 match equivalent sessions) elsewhere during the week.
- There is only a very small amount of latent and displaced demand within the Whitby analysis area; 1 match equivalent per week in total. This will reduce the amount of spare capacity available on senior pitches; from 2 sessions to 1 session.
- The impact of future demand will be limited; there will be a lesser amount of spare capacity during and outside of the peak period for senior pitches.

The following statements refer to strategic recommendations within the Playing Pitch Strategy;



do it online www.scarborough.gov.uk

F14: Seek to address the existing overuse at Eskdale School, Whitby. The junior 11 pitches on this site are currently being overused by +1 match equivalent session per week. In addition to use by the school during term time, the pitches are heavily used by Fishburn Park FC, both for competitive fixtures and training purposes. It is anticipated that the capacity and quality issues at Eskdale School may deteriorate over time and will need to be addressed by engaging with the club to discuss club development and explore the possibilities of them utilising other facilities within the area for training or playing.

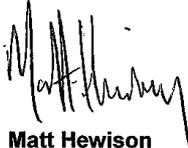
F15: Engage with effected clubs to consider the potential replacement of the 11v11 football pitch at White Leys with a rugby union pitch. The existing 2 rugby union pitches at White Leys are currently being overused by half a session per week. Given that Whitby RUFC have plans to increase its number of teams, additional pitch capacity will be required. The most effective way of creating additional capacity would be to replace the existing 11v11 football pitch on the site with an additional rugby union pitch. There is sufficient capacity on senior 11v11 pitches elsewhere in the town to accommodate the teams (Whitby Wanderers and Whitby RFC) who will be displaced as a result of the redevelopment.

F16: Identify a site for the potential development of a 3G pitch. Although Whitby has a full size sand-based AGP, the addition of a 3G pitch would ease the usage of existing pitches in the area, create a high quality training facility and provide a key location for the delivery of junior fixtures. An appropriate site needs to be identified for such a facility. Expressions of interest have been submitted to the FA Facility Enquiry Form by Eskdale School for the 3G and also by Caedmon College Whitby for re – surfacing their current facility.

F17: Work with Eskdale School and Fishburn Park FC to develop a new changing facility at the Eskdale School site. Fishburn Park FC has been actively seeking the development of modern changing facilities on the Eskdale School site. This is viewed as the main priority for the club and they should be supported. The Eskdale School site as a whole would also benefit from a robust pitch management system.

If you require any further information on any of the points above please do not hesitate to contact me directly.

Yours faithfully



Matt Hewison
Sports Development Officer

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APPENDIX C

Young and Yorkshire.... Are our young people actually being listened to?

When it comes to the proposal to amalgamate Eskdale School and Caedmon College Whitby, I fear that our young people aren't even being considered, 'One size does not fit all' after all! They want to feel **that what they want matters**, this whole proposal contradicts what the Young and Yorkshire plan is telling us!

Young and Yorkshire is a new three-year plan from North Yorkshire Children's Trust for all children, young people and their families living in North Yorkshire. It asked our young people what they wanted...

Having read through this impressive piece of literature on how everything is being done to improve the lives of the young people in Yorkshire, I thought I'd look and see how this will actually **work**. All too often people sit in an office, who have no real idea of what is needed, decide these things. Number crunching, balancing books, yes, this is part of it, but it should never be the priority when decisions are being made. I feel we need to keep sight of what is **best** for the children at all times.

'Our priorities are based on clear evidence about what is needed and what works, and crucially are driven by what children and young people themselves have asked for.' - Young and Yorkshire.

*What evidence is this based on? Where? Can you elaborate? When the young people have asked for more things to do, have you **actually** listened? Or fobbed them off with saying there had to be a compromise? You are proposing to take away more than you are giving! Losing Tennis, Football, Archery and a Christian Fellowship group. How is this listening to what young people have asked for? If you are taking these facilities away, what exactly are you proposing to replace them with?*

'We will not rest until we can confidently say that all North Yorkshire children's life chances are in their own hands, rather than being determined by geography or family circumstances.' -Young and Yorkshire.

How is the amalgamation proposal putting life chances in their own hands? They are being deprived of a choice... and being punished because they live in a geographically isolated place, surely choosing your own path is a very important life skill? The children whose parents can't afford the added cost of transport for schooling out of town, will be forced to attend a school they didn't choose!

Your principles state....

These principles underpin everything we do, for all the children and families, all of the time:

- Involve children, young people and their families at all stages of planning, delivering and evaluating services;

*How have you involved people in **all** stages of planning? This has been discussed behind closed doors for far too long, where is the transparency there? This feels like a decision has already been made, prior to all this being made public.*

- Resolve families' problems before they escalate by offering early help that develops resilience and self-reliance;
- Ensure that the safety and protection of children and young people is everybody's business;
- Strive for excellence in everything we do;
- Work in close partnerships, in the best interests of children, young people and families'.

Supporting Outcomes

Children feel safe and are safe.

'We will work together across the Children's Trust to ensure the children feel safe and are safe at all stages of their lives. This work will include further measures to promote safety on our roads and to reduce deaths and injuries from road traffic accidents.' - Young and Yorkshire.

Having looked at the site at Caedmon, (it being on a main road that has a speed limit of 40mph) I worry that the safety and protection of our children is not your priority! How will the pathways and roads cope with the extra children? The amount of traffic here, will undoubtedly increase? There is only one road in and out, has this been

properly thought about? What measures are being put in to ensure this doesn't create real problems? I want to feel assured that this has been looked at, I aren't filled with much hope!

You say that you;

“Recognise that fun, happiness and enjoyment of life are also important.”

Sometimes in drawing up Plan like this, we can get diverted into graphs, percentages and performance measures- and lose sight of the fact that we are dealing with young people in all their marvellous unpredictability. This principle exists to remind us of this, and that not everything that is important to children and young people can be measured in conventional ways.

Firstly, and most importantly, we will regularly listen to what children and young people are saying. In the past, this so called “soft” intelligence was not necessarily given as a high priority as numerical data or information about processes. For this new Plan, we will place the “voice of the child” at the top of our methods for checking our performances.

Through your consultations some clear themes have emerged. 94% of 10 year olds believe it is important to attend school regularly. However, one in four secondary pupils enjoys fewer than half of their lessons. You contradict yourselves enormously here, the “voice of the child” will only be listened to if it fits in with your grand plans, this is the voice of our next generation, do they not deserve a little more respect?!

Eskdale School is extremely proud of how happy our children actually are, doesn't this count for anything?

In our Parent View, 95% of parents who answered (67) said their child was happy at school, in comparison to 80% (25 answered) at Caedmon College Whitby, with 16% of those 25 saying they strongly disagreed. Out of 67 parents at Eskdale, 91% would recommend the school to another parent, comparatively Caedmon College Whitby, only 84% (out of 25) would recommend their school.

Do these views even get considered? I fear not!

Growing up in North Yorkshire

‘As England’s largest county, North Yorkshire is a place of contrasts. For many of our children and young people, their upbringing will essentially be a rural one, with farming the main industry. Others will grow up in one of our many market towns. Most will develop a deep love for the beautiful countryside that surrounds them, including two large National Parks. However, for some, there may sometimes be a sense of isolation, with long distances to the amenities that many of their contemporaries take for granted.’ – Young and Yorkshire.

Other findings were concerns about self-esteem, body image and bullying, with one in five secondary pupils worried that they will be bullied because of the way they look. There are concerns about rural isolation, with hopes for more local amenities, health and other public services, and better transport links. There is also a desire to be readily able to access organized sports and leisure facilities, and many young people expressed the wish to have more places to simply ‘hang out’ with their mates. – Young and Yorkshire.

*So when the children can perhaps feel vulnerable and isolated, let's not take away the safety and security of a caring, nurturing school, and leisure activities they enjoy and then take away a choice when it comes to their education. There is a massive push at the moment to promote active lives, especially in children. If you are proposing to take the few facilities away they do have, how, with the diminishing services on transport, are they supposed to access activities?! They simply cannot! Think about this, It's not too late to admit it isn't the right thing to do! We need **MORE** not less! You have researched this, (at great expense no doubt) don't ignore what is being asked for, otherwise all this research is a huge waste of taxpayers' money!*

In section 7.2 you say;

‘We are also conscious that it has not been possible to respond directly to every point made to us in the consultation. The expressed wish for “more things to do” and “transport” will present particular difficulties at a time of diminishing public funding; however, we will ensure that young people’s views are built into the plans to develop more self-reliant local communities and will keep them in mind when suitable funding becomes available.’

This is a convenient cop out, if ever I saw one, we want your opinions young people, but we won't necessarily do anything to deliver what you want! The request of more things to do is very quickly making its way down the list of priorities! So let us keep the few things we do have! You clearly have no plans in the near future for more; let's not offer less!!

In section 8.12 you also say;

The proposals in this Plan will shift the focus from direct delivery of universal provision to one, which is targeted, on those greatest levels of need whilst retaining our shared recognition of the importance of early intervention. In developing these proposals, we have given priority to those children and young people who are at risk or harm or are in need of care and protection. We recognize that this means it will be difficult to achieve everything that children and young people have asked of us (for example, the wish for more "things to do") through conventional funding routes and will therefore explore ways to approach this more creatively, for example by helping communities to develop local solutions.

Once again, another cop out, we listen to young people, but will find an excuse to not give you what you REALLY want! We will in fact take groups away. Where are you proposing our local community groups go, to provide our children and young people with things to do? They cannot magic up places with no funding available! Don't regret taking away these facilities!

Another little nugget, approximately 260 children are home schooled in North Yorkshire, I have personally heard much talk of this being the only viable option for some, so this figure is set to increase! How will this affect budgets and money that goes into schools? To lose just a few children out of a school is surely something to consider, teachers don't work for free, bums on seats pays the wages, it's as simple as that! The biggest outgoing is the wage bill, quite rightly, as the teaching of the children is the most important part in all this!

68% of secondary schools in North Yorkshire (under the national average) are considered good or outstanding, 70 schools are classed as Requires Improvement, why are we below when we excel in other areas? What have the Local Authority done to rectify this, helping with solutions? Or highlighting problems with no real plan to improve things? **In Eskdale's latest section 8 inspection report (4th March 2014) this was said, "Scrutiny of Local Authority notes of visit and reviews indicate that they have been more pointed in highlighting the school's short comings and more forthright in determining the nature of support and guidance to provide."**

Why are so many schools in North Yorkshire requiring improvement? Clearly there is a failing by those county officials brought in to support the schools – surely these people should be held to account, not just the school themselves, surely the schools are following the directives of these people who are supposedly here to help and move all these schools into good.

This tells me that they haven't necessarily helped with *actual* solutions, rather going over what the problems were.

There is a real surge in schools amalgamating, but taking an RI school (Caedmon's last Ofsted said this is where they were at) and putting it with a good school, surely this is just juggling/hiding figures, so I think the true figure will be a lot lower than 68% if it was looked into closely.

What evidence is there that the amalgamation was even a success? The newly formed school may not even get a 'good' in its next Ofsted, how can we be assured that this will be the outcome? They haven't had an external verifier say what the school now is, yes, a Local Authority judgement of 'good' but this isn't always the same outcome as an Ofsted! Surely taking yet another school in, can only cause transitional problems in the near future, not make the path any easier!

The merger at Raincliffe and Graham School went disastrously wrong, with them ending up in special measures! How can we as parents feel confident this won't happen here?! And that only involved 2 schools, this is talking about taking a newly amalgamated school and adding another, with absolutely no evidence that the previous one has been successful!

So in conclusion,

Young and Yorkshire, in my opinion, is lovely, if you take into account it is just fancy words with no conviction, it doesn't actually offer solutions, just a play on words.

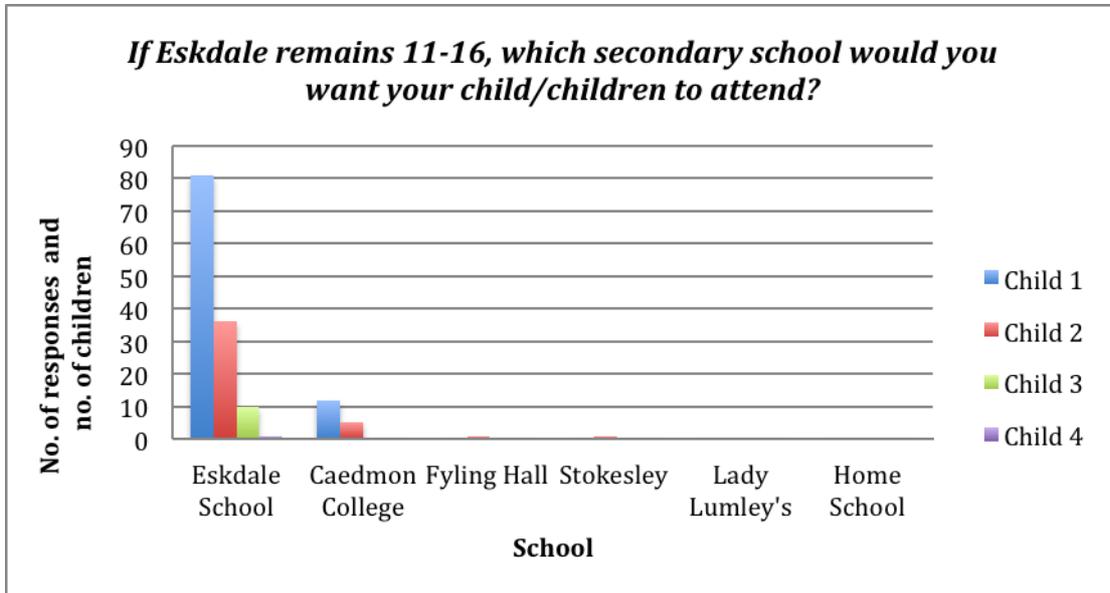
Our young people, our next generation, deserve a voice, otherwise we are at risk of them becoming disengaged and not interested, as they are told what they are able to do, and the list of what they can't do becomes ever longer!

Paula Poole
Concerned Parent and resident of Whitby.

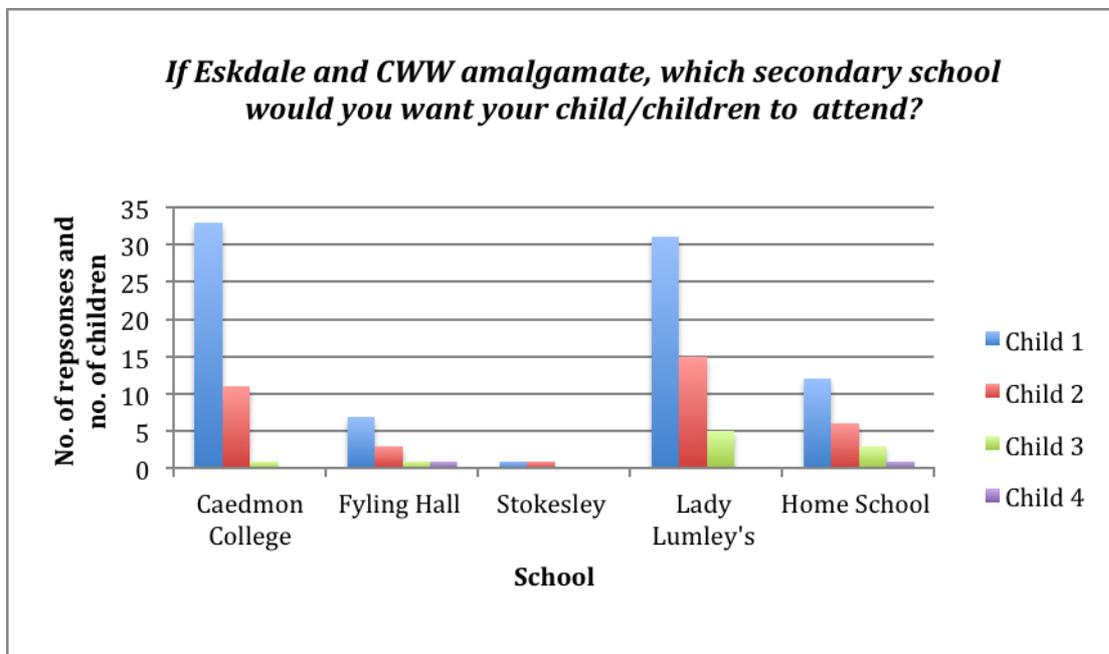
APPENDIX D

Results of parent's survey

Survey of parents of students in years 1 to 11



The figure shows that of parents who participated in the survey, the majority would wish for their child(ren) to attend Eskdale School, if this were an option.



The figure shows that of parents who participated in the survey, that is CCW and Eskdale were to amalgamate, approximately 50% of students from the local area would be lost to Lady Lumley's and a further 30% would consider home education.

APPENDIX E (obtained via FOI request)

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Normanby Site
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19 June 2015

Mrs S Verrill
Chair of the Governing Body
Eskdale School

Dear Mrs Verrill

Response by the Governors of Caedmon College Whitby to the Consultation regarding Eskdale School's proposal to extend its Age Range

I am writing this letter as part of the consultation process and therefore would like it to be considered alongside the responses of other key stakeholders, such as the local authority. I would also ask that these responses be published.

It is our opinion that the status quo is no longer tenable and that both schools, in their different ways, are attempting to deal with this. We feel that this is a decisive moment for education in Whitby and it is incumbent on the Governors of both Eskdale and CCW to find the best possible outcome for all young people in the Whitby area.

Our principle comments relating to the proposed changes at Eskdale are as follows:

Consultation

The statement in the consultation that the wider public supports this proposal is not evidenced. It is not clear who supports the proposal outside the parents of pupils at Eskdale School.

Although governing bodies are no longer required to follow a statutory process for such changes, they are nevertheless required to adhere to the usual principles of public law: they must act rationally; they must take into account all relevant considerations; and they must follow a fair procedure. Governing bodies must ensure effective consultation with interested parties, to gauge the demand for their proposed changes and to provide them with sufficient opportunity to give their views.

We consider that a full and comprehensive consultation should have been undertaken in order that all parents might have a say in the future of education in Whitby. We feel that people across the Whitby area have a right to know the 'bigger picture', that is to know the effect the proposal will have on Whitby education as a whole. For this reason we will inform our parents as to how we expect the Eskdale proposal will impact on CCW.

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Associate Principal:
Tony Hewitt, BEd (Hons), MA

Principal:
Keith Prytherch, BEd, MBA

Academic considerations

We consider that the extension of the age range at Eskdale will not offer a real alternative for most pupils, since, according to the consultation document, there is no intention to create a substantially different educational offer. Furthermore, it cannot make sense to further stretch resources - particularly in a time of falling rolls and impending funding cuts - when both schools are already under considerable pressure in terms of finances and recruitment. Indeed, the move will intensify the difficulties of recruiting teaching staff to the area.

We also consider that, at Key Stage 4, students can particularly benefit from bigger year groups, more specialist teachers, enriched activities and better resources - this proposal limits the opportunity for either school to achieve this.

Eskdale School consistently presents itself as offering a choice. In reality it does not represent a true choice given its limited capacity and the fact that most students therefore have to go to CCW. Eskdale School now proposes to reduce this 'choice' further by reducing its Pupil Admissions Number: this could adversely affect the Esk Valley schools who traditionally have had links with the school and whose children might no longer obtain their first choice of secondary school.

Furthermore, we would argue that choice is not as important a factor as quality. In the case of Whitby, the existence of a 'choice' over the last 30 years has not resulted in any significant academic advantage. It has, it could be argued, led to two weaker and under-resourced schools. Eskdale School's proposal will further weaken both schools and further intensify competition for scarce resources, including qualified, specialist teaching staff.

Financial considerations

In the opinion of the Local Authority, the impact of Eskdale School's proposal on CCW will be the loss of around 220 pupils from the roll and about £1m from the budget. This will obviously have a number of serious consequences given that the budget is already stretched and given the projected cuts in public spending.

The proposal would also mean that CCW will no longer be able to form a Multi-Academy Trust because of the adverse impact on its budget. We therefore consider that the proposal constitutes a serious waste of public resources through duplication - especially given the good resources and the spare capacity at CCW.

Sixth Form

The Local Authority has supported our view that one of the main effects of Eskdale School's proposal will be the impact on the Sixth Form educational offer in Whitby. The teaching of certain sixth form subjects is subsidised by Key Stage 3 and Key Stage 4 funding. Therefore, the educational offer at sixth form level will be greatly reduced - less well attended 'minority' subjects, such as MFL, art and music, etc, may have to cease. Unlike in more populated areas, we are unable to complement subjects with offers at other further education institutions nearby. This will mean that many sixth form students will be forced to travel to other colleges which will, in turn, cause further falls in the number of students on roll and the resources available for Whitby students.

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Furthermore, at a cost of around £500 a year, the option to travel will not be open to all. We feel that everyone needs a strong sixth form in Whitby – Eskdale School pupils included - and that, in considering Eskdale School's proposal, it is the duty of Eskdale School's Governing Body to be very mindful of this.

CCW therefore proposes a range of possible solutions

1) In the first instance CCW concurs with the long standing view of the Local Authority that, in the interest of the whole community, Eskdale School Governors should follow Caedmon School's example and merge with CCW. This would allow teaching resources to be properly concentrated and maximised, enormous savings through economies of scale and a proper focus on building a much better educational offer for all young people in the area. We believe that a school such as Eskdale, which has the trust and respect of its parents, can lead them through whatever process it perceives as in the best interests of their children.

2) It is evident that the two schools are now on two mutually incompatible courses which, if not resolved in a considered and impartial way, will lead to considerable damage to education and to the local community as a whole. We therefore propose that both schools should approach the DfE for an independent review of the situation.

3) Informal working arrangements have not worked sufficiently well.

- CCW understands Eskdale School's unhappiness at the extension in Key Stage 4. However, as you will know, this change is not only happening at CCW but is part of a wider change across the country. We consider that a more positive response would be to implement greater and better collaboration between the schools at Year 9.
- CCW has consistently argued for a structurally closer relationship with Eskdale School - be it through attempts to bring Eskdale School into a federation or through the recent offer to co-found a Multi-Academy Trust.
- CCW once again asks that Eskdale School enters into some kind of formal structural agreement with CCW that will allow for proper collaboration in Year 9 and enable us all to work together for a better educational future for the young people in the Whitby area.

In conclusion, CCW urges Eskdale School Governors to reconsider their proposal, which might benefit Eskdale pupils but which is highly detrimental to the majority of pupils in the area. CCW considers that, in a small, isolated community, the Governors of Eskdale School have a responsibility to act in the best interests of all pupils in the area. The most important factor, surely, is to provide the very best education possible for all the pupils in the Whitby area.

Yours sincerely

The Full Governing Body
Caedmon College Whitby

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Associate Principal:
Tony Hewitt, BEd (Hons), MA

Principal:
Keith Prytherch, BEd, MBA

APPENDIX F

School Organisation Maintained Schools Annex B: Guidance for Decision-makers - January 2014

Key points

1. This Annex is for local authorities, the Schools Adjudicator and governing bodies in their roles as decision-makers. It is relevant to the 2013 School Organisation Regulations¹. Decisions on proposals published before 28 January 2014 must be made with regard to the previous Decision-makers Guidance.

2. The table in Annex A.5 sets out the decision-maker for each type of school organisation proposal. The department does not prescribe the exact process by which a decision-maker carries out their decision-making function; however, decision-makers must have regard to this guidance when making a decision.

3. The decision-maker should consider the views of those affected by a proposal or who have an interest in it, including cross-LA border interests. The decision-maker should not simply take account of the numbers of people expressing a particular view. Instead, they should give the greatest weight to responses from those stakeholders likely to be most directly affected by a proposal – especially parents of children at the affected school(s).

Education standards and diversity of provision

11. Decision-makers should consider the quality and diversity of schools in the relevant area and whether the proposal will meet or affect the aspirations of parents, raise local standards and narrow attainment gaps.

12. The decision-maker should also take into account the extent to which the proposal is consistent with the government's policy on academies as set out on the department's website.

Demand

13. In assessing the demand for new school places the decision-maker should consider the evidence presented for any projected increase in pupil population (such as planned housing developments) and any new provision opening in the area (including free schools).

14. The decision-maker should take into account the quality and popularity of the schools in which spare capacity exists and evidence of parents' aspirations for a new school or for places in a school proposed for expansion. The existence of surplus capacity in neighbouring less popular schools should not in itself prevent the addition of new places.

15. Reducing surplus places is not a priority (unless running at very high levels). For parental choice to work effectively there may be some surplus capacity in the system as a whole. Competition from additional schools and places in the system will lead to pressure on existing schools to improve standards.

Closure proposals (under s15 EIA 2006)

54. The decision-maker should be satisfied that there is sufficient capacity to accommodate displaced pupils in the area, taking into account the overall quality of provision, the likely supply and future demand for places. The decision-maker should consider the popularity with parents of the schools in which spare capacity exists and evidence of parents' aspirations for those schools.