

Keep Choice in Whitby & Save Eskdale

Response document to the proposed amalgamation of Eskdale School & Caedmon College Whitby

Friday 31st March 2023

PURPOSE OF THE REPORT

1.0 The purpose of this report is to reject the proposal for the amalgamation of Caedmon College and Eskdale School as proposed by the Whitby Secondary Partnership governing body.

2.0 Background

The Whitby County School was opened in 1912 and began life as a co-educational grammar school with around 300 pupils. In 1972 it received its first comprehensive intake with students beginning to transfer at the age of 14 and became Whitby school, becoming the apex of secondary education in the town and district, offering a chance for every child to study for a place at university. 70 years ago, Eskdale School opened in September 1953 under Mr Jameson. A community School administered by North Yorkshire County Council, operating as an 11-14 school. Named after the valley that was formed around the time of the last ice age, running from Whitby to Westerdale. In 1984 Bryan Barker, quietly spoken, and a firm but fair disciplinarian, drew the school forward into the mainstream of secondary education, and established links with the community in his hometown. In line with the introduction of adult education in 1993,

Whitby School became Whitby Community College, a 14-19 college. Encouraging people of all ages to take advantage of its opportunities. Throughout the 90's both Eskdale School, under the headship of Mr Bradly and Caedmon School under the headship of Mr Cowell were in the top ten percent nationally for key stage 3 results for several years. With each school winning a series of Kite Marks for sports, art, drama and journalism. Both Schools were at the forefront for careers and the Healthy Schools Status. With a thriving friendly rivalry driving up the standards of both schools across the board, seen on the pitches and off, in the music halls, to the Eskdale Festival of the Arts an national competitions, the schools were highly supported and regarded by the local community and beyond. In 2002 the Community College was designated a Specialist Technology College but have operated without a specialism from 2011. Although all 3 schools had reportedly worked together under an informal joint collaborative since the college's redesignation in 2008. It wasn't until 2014 that Caedmon School and Whitby College amalgamated to become Caedmon College Whitby, an 11-18. Eskdale, in response to the amalgamation and the desire of its students to continue studying at the school, became an 11-16 from September 2017. Following this, Eskdale school agreed to merge in 2019 and federate with Caedmon College working under the banner of Whitby Schools Partnership, WSP.

2.1 The Whitby Secondary Partnership.

"The Whitby Secondary Partnership was formed in July 2019 when Eskdale School and Caedmon College were brought together to form a federation with a single Governing Body responsible for both schools. The main aim of the Whitby Secondary Partnership was that everyone involved in secondary education in Whitby should work together to provide the best possible education and opportunities for all students in the Whitby area." (This is The Coast Dec 2016)

They have **failed to register** the Federation with Dfe on "Get information about schools." This is a vital step in the formation of a federation as Ofsted use this Website. The DfE have **no** documentation in relation to the formation of the Federation of the school's. Under this "federation" a sixth form was set up on its own site, funded by public funds & a payment from Eskdale School. (appendix 1) The formation of a 6th form on its own site, funded by public funds. (appendix 2)An executive head position

was created in June 2022 to commence September 2022, at high expense to the federation to the sum of £100k Plus per annum.

2.2 Eskdale moved to 11-16 from September 2017 after the last amalgamation attempt. The popularity of this move was seen in 2018 when children were turned down for places as it was over subscribed.

Caedmon College was formed in 2014 with the amalgamation of Caedmon school and Whitby Community college, the reasons behind that move were finances and lower pupil numbers.

2.3 Eskdale is on a single site on the East side of Whitby one of only two schools on that side of town not including the outlying village schools. It has a 3G pitch and plenty of outside space. Along with a turning circle for buses.

Caedmon College operates mainly on the Normanby site, whilst its original structure still operates as the hub of the school, it has seen addition upon extension, to the point of over development reaching its capacity. (has been which is an old hospital with buildings added on since, its been the grammar school, Whitby school, and WCC before Caedmon College.)

Currently It does not have the correct amount of outside space to meet government requirements for the whole 11-16 cohort. With sports lessons currently taking place on its sister site.

Neither does it have adequate infrastructure for its current transportation needs. Having to use the main road, Mayfield Road as collection and drop off areas, causing huge disruption to the traffic system and subsequent junctions surrounding it.

Scoresby is currently used, and is suggested to be used as the 6th form site, Containing an all-weather pitch, vast amounts of fields, a turning circle for buses, the potential capacity of 552 plus.

2.4 The governments target for all schools to be in or preparing to join multi-academy trusts by 2030 has been scrapped along side the scrapping of the pledge for councils to set up their own trusts. (Feb 9th 2023)

2.5 'recognise that it would need to resolve its finances before any future applications to join a multi-academy trust'

The co - chairs and the executive head teacher held talks with Coast and Vale trust in Oct 2022, after the idea of amalgamation was first mentioned in September 2022, with NYCC giving a model with staffing levels for all schools on one site.

3.0 CURRENT CONCERNS

'imperative to give the best education and curriculum'

The governors on the current board have been on since 2021, with Jane Mortimer sitting as an Eskdale governor since before 2016.

Caedmon College promised to improve education! The federation and the formation of the separate 6th form were supposed to be for the best of Whitby Education as Cllr Chance said at the time of federation "This is great news for Whitby. It has been a long journey for the schools and we are now at a point where they can move together to develop further great educational opportunity for the towns young people"

However since amalgamation, the schools have seen a decline in attainment and an increase in antisocial behaviour, with children choosing to school elsewhere at 11+

3.1 PUPIL NUMBERS

'a surplus of 40% of places in Whitby'

This number is a lot and we acknowledge that pupil numbers are dropping even though the number of houses in the area have increased dramatically with further

houses either being built or at the planning stage. When the 40% is broken down over the two schools (Whitby 6th form cannot be separated from Caedmons figures. They receive the budget, falling under their Ofsted. With Eskdale School receiving no funds for it)

33.6% surplus is at Caedmon College

6.4% surplus is at Eskdale.

This is calculated on the 6th form being housed on a site which due to alterations now has a capacity of 483 however only enrolling 137 pupils.

The governors believe these numbers will increase! Yet they have more than halved since 2012/13 when there were 314 pupils enrolled as part of an integrated 6th form. With Decreasing 11-16 numbers and the amalgamation effect which affected post 16 after the 2016 proposal -

How do they expect these numbers to improve?

This is not a new problem for the Whitby area numbers of students have been decreasing since pre-2010, but nothing has been done to fix the problem.

At the time when Whitby Community College merged with Caedmon School back in 2014 there was already a surplus of places across the two sites of 31.3%, with the known expansion of Eskdale to 11-16, should this not have been addressed sooner?

3.2 FINANCE

'the federation currently operates TWO separate budgets....Schools are responsible for their own budgets. its for heads and governors to determine at school level how to optimise the use of resources and maximise value for money'

They operate two separate budgets - Caedmon College receives the funding for its two sites (Normanby & Soresby) and Eskdale receives its own funding.

How ever in the minutes of the WSP board and the start Budget for Eskdale 2022/23, It is documented that Eskdale pays a contribution of £30,000 to the 6th form. This is money allocated by the government for the education of 11-16 year olds, cutting the overall funding the school has to work with, meaning their educational needs of the students are suffering, due to unnecessary cuts.

They pay 37% of the federation costs, and in 2021 were already paying a sum off £70,000, for which they receive some work from three Caedmon members of staff, and the Executive Head Teacher.

The are only classed as federation staff on the EskdaleSchool staff list, there is no mention of this on the Caedmon staff list. (appendix 3 & 4)

The service level agreement covered the IT support and the printing/ photocopying which until recently all had to be done at Caedmon at a Cost from Eskdales budget - again diverting money away from Eskdale in to Caedmon.

At the public consultation meeting the Co-Chair Christina Zanelli reassured parents, with her slide presentation of financial figures that no contributions had been made to the Whitby 6th form!

The heavily delayed release of the above-mentioned confidential Eskdale start budget proved this to be wrong, further declining the faith in the Governing body and raising serious concern over their fluffing of figures. (appendix 5)

In 2020/21 Eskdale had a revenue balance of £117,958, while Caedmon had a balance of -£583,292, by the end of 2021/22 with the pressure of Federation Costs, contributions to 6th Form and confidential pay-outs and payoffs to several members off staff. Eskdale's fiancés had changed. In October 2021 Andy Fyfe predicted Eskdale School will still have an in year surplus. In reality, their revenue balance dropped to £49,488 while Caedmons balance had improved massively to -£373,550.

Eskdale is only in financial trouble due to the Board of Governors delay in actions over serious concerns and allegations made by teachers and governors alike against a particular member of staff, causing detrimental financial hardship and a huge turnover of teachers, a successive chain of Head teachers – thus losing its sound footing held for years on trust and mutual respect, leaving declining numbers being effected by lack of interaction with the primary schools, and the top heavy advertising of Caedmon College Whitby.

STANDARDS AND CURRICULUM

3.3 'the proposal as offering the opportunity to deliver a broader curriculum offer with wider opportunities

This is the same promise that was made with the 6th form, with many students being left disappointed when promised courses, which have since been pulled at the last minute. Offering more courses does not automatically mean more choice, it comes down to timetabling, and cost effectiveness if only a few students want a particular subject is it really the best use of resources to run it? where is the evidence this proposal will enable '**the delivery of high-quality education**' shouldn't that have been a priority with the child past, present and future?

Why does post 16 education need to be taught on its own site to deliver high quality education? Where do they expect to receive the funding for this to be able to compete with the likes of Middlesbrough and Teeside? Where is the harm in focusing on a selection on courses that benefit the town via apprenticeships, local business & adult education? Such as in the fields of Catering & Hospitality, Health Care, Plumbing, Electricians, Finance, Fishing, Business Management, Teaching etc, drive economy back to the town with sustainable jobs created through teaching skills required in our tow?

3.4 Caedmons Ofsted is expected to be downgraded to either requires improvement or inadequate.

3.5 Eskdales Ofsted is expected to be downgraded to either requires improvement or inadequate.

This means both schools have seen a decline in standards over the years, this is not down to the teaching staff. but the failure of the governors to do their job in pushing the Head teachers for better performance. How is amalgamating two declining schools going to drive up standards. There will not be an Ofsted of the 'new' school for years, the damage will be untold. If they cannot make things work as individuals, how do they expect to instal a practice an ethos on such broken ground?

4.0 THE GOVERNING BOARDS PROPOSAL

4.1 At the meeting on the 13th of December 2022, **only 4 members** of the governing body voted for this proposal - the 2 co-chairs, the exec head and 1 co-opt. How does this make a cohort?

This was the only proposal discussed from September 2022, there are no other options mentioned by the Governing body in any reports. Where are the case studies and draft figures from their carefully considered other options? Where is the evidence that you looked at to back up your choice to amalgamate?

4.2 *'however following further consideration'*

This followed a public uproar against that what was proposed was not possible in the time frame set out. There was no consideration for the wellbeing of any Staff or Students in their original time frame plan, without an outcry from the parents, guardians and the general public, great distress would have been caused to everyone involved.

Why the need to rush the process through? Why does it take public pressure to force the WSP hold itself accountable to its values and its aims?

4.3 *'Enlarge an existing schoolto accommodate all pupils'*

Why does the site need enlarging? When the two proposed sites have a max capacity of 1698 (which we will use but there is a problem with the current figures of agreed

enrolment numbers where the math read 1125 pupils of CCW + 483 pupils of Eskdale School = 1608)

Normanby Site with a capacity of 1125 and a potential of 1032 merged students, however it doesn't fit government guidelines for outside space and the Scoresby site with a capacity of 483 and a potential of 154 amalgamated students .

Where needs enlarging in this proposal?

'Opportunity to rename Caedmon College'

Whitby Grammar School, Whitby School, Whitby Community College, Caedmon College, Eskdale School, Caedmon College Whitby. Changing the name will not solve any problems. A new name will not unite staff and students. Projecting Hundreds of thousands of pounds to be spent on adapting facilities to cater for this merger, and with the Cost of Living Crisis, a rebrand is an unnecessary expense that families do not need nor are bothered about! More money being diverted away from teaching on a PR exercise.

5.0 INITIAL ANALYSIS OF THE GOVERNING BOARDS PROPOSAL

Educational and Curriculum Improvement

5.1 'Delivering a quality first provision for the community of Whitby and surrounding areas is our number one priority'

This should have been the priority from the very beginning so both schools should not be heading towards being downgraded by Ofsted. The 'Vision' is all ifs and buts, where is the evidence that this proposal WILL improve education, why are they not implementing these practices already?

5.2 'the Ofsted judgement attached to the school closing is effectively lost'

The governing body would only be in-control of one school that requires improvement or is inadequate.

Staff

5.3 '**Creation of a new staffing model**'

Caedmon is currently management heavy. Will these staff be expected to take a demotion?

The chain of command at the moment is

Exec Head,
Head Teachers of Schools,
Deputy Head,
Assistant Head,
Associate Assistant Heads,
Directors of Learning,
Assistant Directors of learning,
Facility heads,
Last But not least you reach a classroom teacher,
and least, teaching assistant!.

How is this cost effective?

How Is the new model going to be cost effective?

How is this current model an efficient way to run a school, to keep grounded and connected with its students?

Are the staff going to be based at 1 site or will they be required to move between the two sites,

Governance

5.4 The federated board is not at this present time recognised by the DfE, it has been operating outside of DfE guidelines on numerous levels.(appendix 6) There are official complaints in process currently regarding the legality of this. There is no confidence in them after being caught in a web of deception and lies - allowing the bullying of staff –

resulting in planned industrial action. A serious lack of communication about this proposal to staff, parents, and the wider community. Refusal to meet Whitby Town council, Whitby Community Network and ourselves, the deliberate and petty delay of withholding of information.

This governing body is not fit for purpose.

Christina Zanelli, Jamie Henshaw (and Simon Riley) are all on the board of Yorkshire Endeavour Academy Trust.

Surely this constitutes a conflict of interest as YEAT are feeder schools?

Brian Crosby is the CEO of Coast and Vale the preferred Academy trust to take over.

Again, a serious conflict of interest?

Brian Crosby, Christina Zanelli & Stuart Carlton were on the board of North Yorkshire Coast Opportunity Area, which gave Whitby Secondary Partnership £250,000 in capital investment for the 6th form, this was matched by NYCC, totalling £500K ! and there was a request for further funding in March 2021!

Admissions

5.5 The current year 5s would be automatically enrolled why did the governors encourage them to look round both schools in November knowing that they would not get the school they choose? This is not good for the mental wellbeing of children who have already been through so much with COVID and lost so much of their early education.

Why were these children not invited to respond to, or consult on this document? With some primary schools only contacting parents regarding document as far back as 3 days prior to the end consultation date?

5.6 Catchment Area is shared - how reliable are the predicted figures Which school is preferred now does not dictate that in the future, its a shared area so trends change. As can be seen with past figures

5.7 Eskdale's PAN of 110 is contentious. In the minutes of WSP it is documented that the PAN was reduced to 95 and the capacity of 510 indicating it was further reduced by the governing body to 85.

Premises

No land valuations are available

5.8 Normanby is not fit for purpose as the only 11-16 school, lack of outside space, lack of sports facilities, dated buildings- it is not a purpose built school.

5.9 Normanby used to have a lot more students enrolled but they are still using buildings which were put up to accommodate demand in the 1960/70's and has a lack of sports facilities.

In the 2016 proposal it was estimated that the school population of Whitby would reach 1600 due to all the new houses being built - the houses have been built and more being built or planned yet the school numbers are decreasing!

5.10 *'the schools meals provider has confirmed that they have no concerns regarding catering for the increased numbers'*

At the public meeting it was raised by a number of students that there was already a lack of dinning space and food available, NYCC promised to address the problem, Mr Henshaw said the governing body knew about the problems and had spoke to the catering company.

If these are the problems now, what is going to happen with 400 more students? if the infrastructure is not in place for basic human needs, that are key for learning, hungry children do not concentrate.

5.11 The stake holders involved with the 3G pitch have not been approached by the Governing body.

Transport

5.12 There is no turning circle for buses at the Normanby site, the buses Que on Mayfield Road one of the main routes in to Whitby, with more children getting on and off the traffic is going to be more heavily affected. There is currently no safe crossing in place at the buss drop off point, nor the provision of a lollipop lady! Why not?

5.13 assumes all children will attend the newly amalgamated school.

5.14 Where is the mention of the cars used to drop students off already, there are issues with the path at the back near Beevers & co, with repeated complaints by the company over the use of their customer and staff parking by parents and St Andrews road is already congested at drop of and collection times. Adding more children who currently walk to school is going to compound the issues and cause serious dangers for students and the general public.

Finance

5.15 What happens after the 19 month period when Eskdale is not there to contribute to the 6th form? or management costs

5.16 - 20 What are the savings if another site was closed?

Why are there no figures for cost checking the closure of either of the other two sites in question?

Investment Requirements for both sites

Eskdale £905,000

Scoresby £750,000

Normanby £1,500,000

However between 2019 and 2022 WSP spent the following on construction, conversion and renovation.

Eskdale £65,860 approx £13 per square meter

Caedmon and 6th Form £ 595,000 approx £44 per square meter.

Making a potential total of £2,845,000 over 8 years to make the 2 sites fit for purpose, on top of how many millions over the years already spent on the Normanby site.

We have requested on numerous occasions the evidence of the other options looked at. They were requested at the public meeting to which Cllr. Wilkinson stated that it would be entered as part of the consultation as the Governing body did not have the evidence available.

We would like to see this evidence.

Have all the figures that have been used been verified by an independent body outside nyc and wsp?

Bearing in mind that figures stated in their own words over several different documents, emails and conversations differ between themselves and the government!

Transition

How are they going to transition Children to a school which they do not want to attend? students who have escaped bullying and are going to be forced back in to an extremely damaging environment.

Where is the mention of SEN children?

The TMP hub was due to open in January but has been delayed until after Easter. Proving they are unable to cater for their current intake let alone an amalgamation. What happens to children who decide the Amalgamated school is not for them, they are going to be forced out of the area?

Why are the governors trying to force students to stay in Whitby post 16?

The numbers speak for themselves the 6th form was better attended when it was part of the school. Children at 16 are speaking with their feet and choosing to go to educational facilities outside of the town, this is normal for the location. It broadens the students' experiences, moves away from siblings, and they can be themselves and not be judged as the 11 year old them. It's the first step towards university and the work place.

Summary

5.17 'it is recommended that the views of parents, staff, local residents and other stakeholders are sought'

There is one main voice not mentioned - the **Students** this is their education being decided yet the governors and NYCC do not even rate them enough to list them, or tell them they can fill in the form.

There has been a deafening silence from WSP with the pushing of the public consultation, anyone would believe they didn't want people to have an opinion and it could just be pushed through.

The local primary schools have not engaged with the process even though the children they teach will be effected by this change.

The Governors have refused every invitation to meet with stakeholders within the community, if this proposal is the best for the education of Whitby Children, and holds up to scrutiny, why hide away? why not get everyone to engage with the process? Why not shout it from the roof tops and walk round with your head held high?

You show us this is the only course, back it up with facts and figures, look into our eyes and tell us you have tried everything, then we will stand behind you and make this work. But you can't, you haven't and you will not!

But there is the problem as proven through this document that it does not hold up to scrutiny. It is just words, with no hard evidence to back it up!

6.0 CONSULTATION PROCESS AND TIME SCALE

6.1 'A period of six weeks of consultation'

There have been numerous request for an extension to this period from members of our group and the Mayor of Whitby. This is because the Governors have refused to engage with stake holders, withheld information, and now there are questions about the legality of the process dating back 4 years. A number of official complaints are in process at the moment and it would be fundamentally flawed to move forward while these have not been resolved.

The Governors have not considered the SEN children - we have and we have given them a voice.

Impact of proposed school merger on students with SEND and existing mental health issues.

Two groups of students who have suffered detrimental damage to their well-being are those on the SEND register and those who have on going poor metal health.

These students and their families have been completely disregarded in terms of care taken to process this sudden proposal. If the proposed amalgamation had been drawn up by trusted members of the employees of WSP, outlining how beneficial the changes would be, offering state of the art provision for our most vulnerable learners and explaining, in detail (because often our SEND students can adapt to change, given the correct consideration, information and support) rather we find ourselves in crisis. A crisis of health and well being. A crisis, which, with proper consideration from an informed and well meaning governing board not only should not have happened but should have categorically ben avoided.

The result of the letter to parents dated 04.01.2023. Has been catastrophic, with reports of students refusing to go to school, disengaging with their families and trusted adults and in extreme cases, self harming. This is response is to the very idea of being forced to attend a school with 1000+ students, for many, new buildings to navigate, new teachers, different rules, expectations, timings, uniform... has left students completely overwhelmed and unable to function. It confounds belief that a governing board, who are most vocal about securing the future of our secondary provision have overlooked any mention of SEND at this stage. The omission of such vital information indicates the low priority of these students in the proposal. Who on that governing board represents these students? Who will come forward and take responsibility for this lack of care, lack of foresight, lack of consideration, this dereliction of duty?

When considering such a seismic change in our secondary education provision we must all be at pains to protect the wellbeing of our most vulnerable students and their families. After extensive discussions with parents with children at both schools it is very clear that Eskdale is the preferred choice for SEND requirements. Parents and students select Eskdale for its small class sizes, which allow them to access their learning in a calm and nurturing environment. Parents with children at Caedmon are less enthusiastic and the phrase 'they are just expected to get on with it' was often used. A not insignificant number of students have left Caedmon to attend Eskdale due to the more nurturing environment. Eskdale is clearly a much loved and much needed institution in our town - as it has been for the last 70 years. Children who attend or have attended Eskdale flourish, they gain confidence and are ambitious - these qualities are not always expressed on league tables or exam results yet they are crucial to the development of our young people and anyone sitting on a governing board with an inkling of the importance of education should recognise this.

As previously mentioned students who attend Caedmon school have recently had their provision for vulnerable learners completely removed. The new message to these students is to 'get on with it' in mainstream lessons; when they are unable to do so they and their families are pestered about poor attendance. The families with children at Eskdale are aware of this and it terrifies them. The lack of communication and clarity is completely unacceptable. Attendance is a significant issue for many of the students

who are stuttering with mental health issues. Previously Cademon had the facilities to offer an alternative learning environment for these students, supporting the students to complete a school day at school, to be supported in their learning and to begin to adapt to being back in their mainstream classes. This provision was ended abruptly at the end of 22/23 and these vulnerable students were told that they would 'have to get on with it', which, naturally caused more mental health issues as this is not how mental health issues work and they already feel like an inconvenience for requiring support. One student said 'they seem to think I want to feel like this!'

Our children have all suffered through the COVID pandemic, from lock down learning, from having to survive through exceptional circumstances, from not being allowed to mix with anyone outside of their home and they have suffered. It is not acceptable to suggest that children are robust and resilient and able to adjust to exceptional circumstances because not all of them can. Some, and the numbers are not insignificant, cannot. Some are still coming to terms with being back at school. We simply cannot over look these pupils and their families.

The proposals are vague, financially driven, they do not show how the teaching and learning will improve. There is no plan or targets for our current students. The goals are not ambitious, it is not ambitious to herd students and teachers like cattle into an old, existing building expecting them to thrive and for their results to sky rocket. There is desperation. There is a financial mill stone, it's not Eskdale, it's the 6th form. Let us retain our two schools and a choice in Whitby without the need to cause further anxiety or anguish to our SEND students.

Here is a very small selection of some of the letters parents have shared with me about the SEND response to the proposal.

Family 1

Our Daughter, whose in Y10, was adopted along with her brother who's in Y9. She's slowly starting to speak to people, but not at school, but at every change there's a set back, i.e. from nursery to Junior School; to Secondary school. She has a condition

called Selective Mute-ism and is extremely anxious in unfamiliar surroundings. An EHCP is currently been applied for, we've already had a delay in this procedure due to lock-down, and she's also showing strong signs of Autistic traits and are awaiting an assessment for this as well. We have non violent challenging behaviour, she's defiant at school by not going into lessons. When she last had an Education Psychology Assessment it was stated that this would cause added difficulties during transition to a new school. She has had a Dyslexia Screen-er Report done and she has a profile typical of someone who is moderately dyslexia. We have non violent challenging behaviour, she's defiant at school, not going int lessons. By moving her for the final year would make her extremely anxious, she knows the layout of Eskdale school and potentially staring at a new school would be totally against giving her the best education she deserves. Our son also struggles with his learning and also needs SENCo help.

Family 2

My child is 12

Waiting for adhd and autism diagnosis

My child's mental health is off the chart right now, he's anxious. Scared. Frightened and worried for the future. He's self harming.

Family 3

B S year 8 eskdale school

When Blake attended airy hill school a teacher put it to me that Blake was suffering with anxiety in school which I knew he had anxiety because I had him to the doctors a few times with it but didn't realise he was also suffering at school..

The teacher then informed the head at the time and Blake ended up seeing a counsellor for 5 weeks (1 session a week) where he seemed to improve with his confidence A bit and I did mention that I thought Blake maybe had a touch of ADHD/Autism but she said she didn't think he had and it was just part of growing up

Once at eskdale school the 1st 6 months was amazing till Blake started getting bullied by a close friend of his which used to happen on the way to school and after school but the bully also took Blake's lunch off him .I only found out about this when I'd seen punch marks to Blake's legs and a text on his phone begging him to stop bullying him .School did what they could but since then things have got progressively worse with Blake's anxiety and since Mr Jones (senco) head of eskdale joined in September he pulled me in one-day and had concerns for Blake..He put it to me that Blake had massive traits of ADHD and possibly autism.

Mr Jones did everything n his power to help Blake at school with PT checking on Blake 4 times a lesson and pointed me n the right direction for the help I receive today..

He got cahms involved and we have an appointment on the 8th if February..

Since they sent the email to all parents Blake's anxiety is so bad panicking about attending the school as it's so big he as only been to school for 10 days all in all since the proposal

This is making Blake very ill and Iv had to get some phenagran of the doctor to try n help Blake sleep as he was panicking so much especially on a night he weren't going to sleep till 2/3 in the morning and ended up with me phoning the crisis team..I hope n pray eskdale stays opening for the sake of all children especially SEN

Family 4

Hi good afternoon, My son currently is diagnosed with sensory processing difficulties and we are also under the retreat at York who are working with us on an assessment for Autism. He is currently Year 8 at Eskdale.

Family 5

Hi re your SEND message our child has dyslexia is in yr 6 but chose eskdale because of the excellent SEN department, now we are extremely worried as we weren't impressed by Caedmon at all.

In response, 'I hope she's ok'.

Yeah no problem. No she isn't ok she is terrified but I think it's a done deal unfortunately. I hope and pray you succeed.

Family 6

Hi, I saw your post about SEN children at eskdale. I have a y8 student there with HF autism and I am so worried about how this merge will affect her.

Family 7

Hi, Just seen your message on FB. I have one 16year old girl with EHCP,who is partially sighted and has delayed learning. She attends Welburn Hall School .

I have a younger boy who has nystagmus who is on the send register at Eskdale.

Family 8

All my children are SEND, my daughter in part struggles with learning, they couldn't get the 1 to 1 learning they needed as the EA changed the protocol for assessment and

they needed 3 cycles of procedures already in place, before saying if they needed the extra help. It was a ridiculous amount of time and Lella fell far behind.

Lexie really struggles with noise. She couldn't concentrate in lessons because of the noise, so the stress was unbearable for her. Even the playground noise, so a large 1000+ would be immense for her.

Family 9

I've seen your posts about Eskdale and thought I'd chip my thoughts in.

I'm having Olivia tested for ADHD / ASD. She is at Sleights now (y3) and the thought of her going into a year group of 200 is mind boggling. She will struggle with the transition as it is. She's already decided to come to Eskdale so that she has me to support her (big sis has chosen Caedmon to be away from me) I laugh but it's not funny, she should have the right to choose a school that her Mum doesn't work in!

Family 10

I saw your post about children with SEN needs and Ellie and Sam come under this, with Ellie in her first year at Caedmon, and Sammy going up in a year and a half. Both children struggle with anxiety.

Family 11

Hi just seen your post about sen. my son was at Caedmon he has selective mutism and at the time was awaiting an asd assessment and he was allowed to go to swas while he had casts on his legs although he was literally just sat in front of a computer with no work for nearly a year. They then demanded he went back to lessons as 'there's no reason he can't' even though they agreed he probably had autism I just kept being told that there was no help as they had no money so at the point of them telling him he had no option but to just get on with it and 3 of them basically ganging up

on me at a meeting I sent the letter to register him. apparently selective mutism is not a good reason.

Family 12

That's good then. My daughter had a near perfect attendance record before that and now it's absolutely abysmal. Saying that since the announcement of the amalgamation it's got a lot worse. My daughter was bullied at Caedmon and the thought of going back there is making her break out in hives. Her behaviour has deteriorated dramatically to the point she's actually attacked me which utterly breaks my heart to say that as she never used to be anything like this. I don't know who on earth she is now and I feel we're drifting apart. She's not gone into school today. She's flatly said she is not going back to Caedmon and she'd "rather die" that's what she's said. Thank you

Family 13

I am a parent to a girl who is in yr 7 in Eskdale she has dyslexic tendencies as well as short-term memory issues and processing issues. I went to her school yesterday evening for her 1st parent's evening and her reports were amazing. She is trying her best. The amount of help she is getting from the school is outstanding. Mr Jones has been a credit to the school as well as all of her other teachers, She is up so much already from primary school. Which is fantastic. But now the concern is how long will this last with what's being planned.

We are really worried about the idea of a new school happening this quickly and how this is actually going to work with the timings, how they can pull this off? Surely this isn't a viable option in the time they have given. I accept that change needs to happen, but this quickly a lot of things will not be done correctly and shortcuts will be made. And to what detrimental damage to the whole of Whitby not just the students of both schools.

I have had 3 children go to this school, they all chose it and it wasn't because their friends went to this school. They chose this school because my children are more

artistic, and creative than academic. I admit that I wanted my youngest to go to Eskdale because of the achievements that my Son had last year in his yr 11 thanks to the staff and especially Mr Jones and the senco help my Son had last year. Since Mr Jones. The senco support at this school is outstanding. Since Mr Jones started at the school I can honestly say if it wasn't for him my son who had been lost through the net due to the last seco teacher being on maternity leave and then not realising my son had problems he had been lost through the net from 2018. He left in 2022 with 1, 5 and the rest 3s to some that's, not a good achievement but for him it was amazing and that was thanks to all the support he got from the teachers and Mr Jones. That was the reason I wanted my youngest to go to Eskdale because she is the same as him and already is showing so much improvement in such a short time. When we went to view Cademon it wasn't the same the senco staff wasn't as knowledgeable in my opinion it was definitely not the right option for my children to go there.

I hope this helps if you would like any more information, please let me know.

Family 14

I have an 11 year old who 'was' going to go into Eskdale for his year 7. He is on the spectrum, very easily distracted and has an EHCP in place. Choice of Eskdale was down to smaller class size, and attention to SEN needs, which didn't appear to be a concern at Caedmon. My child would 'just' manage an environment like Eskdale. He won't manage and will be lost and forgotten in the back row at this new full to capacity Caedmon site. I need information on what they would be providing to ensure my child's SEN needs are being met- but there isn't any info at this time....I am heavily considering Woodlands School or Home Schooling him. Problem with Woodlands is that he may not receive enough academics-he is more capable than most are aware and that school doesn't focus on that. Home Schooling literally cancels my life. Thankfully my child is not interested in knowing where he is going, he is just excited about going to a new school and being a good student there.

Family 15

Just seen your post about children not attending due to their mental health, Amelia has had a few days off due to her mental health. She is so worried about going to Caedmon as the class numbers are almost triple to what she has been used to at Eskdale

Safeguarding

Both schools have major safe guarding issues, at the public meeting it was raised about vaping, drug use and alcohol use within the schools. Mr Henshaw was quite sure there wasn't a problem, whilst in another statement back tracked to say students were punished but it was not made public that punishments had happened.

With the release of the confidential minutes we now know there has been a drug problem with in both schools since pre October 2021,(appendix 6) with the possibility of county lines operating with in them. With the increase in use of vapes, they have had 18 months to tackle these problems but the situations have not improved.

Toilets are currently locked to prevent vaping at school, why arent they fitted with Vape alarms like other colleges use.

Since 1st of January 2020 - 17th of march the police have attended

Caedmon College 8 times

Eskdale School 7 times

Whitby 6th Form 22 times -these figures are alarming considering how much time the schools were closed due to COVID in 2020 and 2021 and the numbers of pupils at each site.

Guidance that schools and colleges in England must have regard to when carrying out their duties to safeguard and promote the welfare of children. The motto of safeguarding is to keep everyone safe and enable them to live their life on their terms, encouraging and inspiring children to speak for themselves and take decisions on their own.

We must give them a choice to make their own decisions. However, sometimes they might not get the encouragement or opportunity to do that.

It appears that Whitby Secondary Partnership nor North Yorkshire County Council have engaged with the pupils that will be affected by the proposed amalgamation. Their mental health and wellbeing, the emotional impacts and financial impacts are all concerns they have and yet they are not being listened to or given a choice.

Seemingly preventable incidents that are occurring more and more frequently during the school day and yet no sufficient solutions other than the usual soundbites and punishments that clearly aren't deterring incidents occurring.

At a recent public meeting, it emerged that children are struggling to get a hot, nutritional meal. Some children have resorted to buying food at break times and keeping it in their lockers while others have just given up completely on the idea of a hot meal and now bring a pack up. There were also children with health issues that raised concerns about the provision of food.

Most concerning is that at this point, when North Yorkshire are seeing a rise in applications for Free School Meals, is the availability of hot food for those who qualify for FSM and the very real possibility that, at at this time of cost of living crisis, a hot meal at school may be the only warm, nutritional meal a child gets.

One of the major principles of safeguarding is to protect children from harm, abuse and neglect. Under this principle, everyone should recognise the type of risk that can occur and acknowledge the methods of safeguarding in order to handle that situation. Additionally, to protect children, every organisation should create awareness and impose a safeguarding system that both staff and parents are aware of.

We have seen a number of incidents of bullying and physical abuse that have been caught on mobile phones and have been distributed by the recorder. These incidents are not being handled correctly and abusers are simply allowed to continue to mix with their victims. There needs to be a system in place that singles out the abuser, their actions and then there needs to be a system of consequences to deter further abuse and bullying.

This is an area where schools can work with parents. Posting advice on social media is a good start, but schools need to have the support to take a tougher stance on bullying and abuse.

We also have a very prominent concern around bullying and the children that have had managed moves to escape bullying. There are certainly no robust plans in place to protect abusers from their bullies and this is causing a disproportionate amount of worry amongst those pupils who may have to face their abuser again with very little or no assurances that they will be safe from harm.

There has also been a worrying rise in the culture of sexual harassment that several young girls have raised concerns about and yet these young girls are still being educated with the very people who have sexually harassed them. A more robust system is needed to teach young people that touching someone inappropriately and using sexually explicit language isn't tolerated. Again, this is where schools and parents could work together so appropriate behaviour is encouraged.

To further elaborate on the collaboration between the schools and parents, if the local community can collaborate with them, they might understand how to identify risks, take action and provide security to their community.

There also needs to be more anonymous systems in place in schools where it is easier for a child to speak up about bullying that they are experiencing either from a fellow pupil or a member of staff. Having pastoral care, senior leadership teams and safeguarding is all well and good, but if these services are not available from the moment a child walks into school until the very last child has left then children will be slipping through the cracks and concerns that children have may not be heard. This could be potentially remedied with volunteer programs that involve parents.

Human rights and equality

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.

Does the proposal allow for the strengths of both schools to be incorporated in a single structure.

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

Broad range of extracurricular activities – (including gardening, art, drama, choir, gymnastics,) 3g pitch

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. - this is part of the problem the Govenors do not understand Eskdales Ethos and tried making it into Caedmon instead of embarrassing the differences.

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.

When Graham school amalgamated. 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. Where are the guarantees this will not happen in Whitby, under WSP educational standards are already declining - the children can not afford any further decline.

Have other options been looked at there is no evidence in the proposal but here are 7:

IS THERE MORE THAN ONE OPTION THAT SHOULD BE CONSIDERED?

NYCC has the responsibility and opportunity to provide the very best educational provision that our Whitby and district students need and deserve.

Only when all the information is freely available and a proper, thoughtful, and meaningful time frame is in place should any consultation be undertaken. Parents and students must have total confidence in the procedures being adopted.

A 'quick fix' to reduce costs is certainly not what is required.

At present, there appears to be only one Option for any consultation.

Do NYCC Officers, our Councillors and/or the Governors have a predetermined view with their minds closed to the merits of any other Option?

Yes, everyone agrees cost savings need to be found but surely not at the expense of our students.

Alternative options

OPTION 1 (Governor's current proposal?)

Close Eskdale School and amalgamate Caedmon and Eskdale on the two remaining sites – Normanby & Scoresby.

There are **900+** places at the Caedmon College (Normanby Site), which is the smallest (4.5ha), but there is no play area, limited sports fields, and is without road access for coaches.

However, this proposal means shoe-horning all **900+** 11-16 students into a confined space whilst leaving **350+** available spaces on the Scoresby (6th Form) site – OR creating a split-site school – i.e. 11-13/14 on one site and 13/14-18 on the other.

A large 11-16 1000+ school on split sites could be created but split-sites schools have been shown to fail in North Yorkshire and more recently in Whitby.

This proposal is all about money rather than the students.

Teachers, in a larger school, will find it difficult to know all their pupils and this could result in increased bullying, with more disciplinary and safeguarding issues, as well as larger class sizes.

Parental choice and competition, and comparison, would be lost.

Traffic chaos at the beginning and end of the school day, with the extra pupil and traffic movements, will increase.

Caedmon College (Normanby site) have just asked parents to help in reducing the traffic chaos at that school at present whilst the Governors are proposing an *increase* with their proposal.

Current and future students accessing 11-16 education will potentially be harmed.

Educational chaos could ensue.

Many parents and students could be forced to look outside the town for educational provision as they do at 16+.

Is it right that 6th Form considerations are allowed to distract from the best provisions for any 11-16-year-old?

OPTION 2

Allow both schools to apply to become separate Academies.

There are several outstanding small Academies in North Yorkshire and further afield.

OPTION 3

Build a new, fit for purpose, 11-18 comprehensive school on the Caedmon site.

This would be designed in such a way to reduce the impact of a large school for students e.g. smaller blocks with defined outside space.

Whilst the Caedmon (Scoresby Site) was redeveloped Eskdale would remain as an 11-16 school and Caedmon as an 11-18 School on the Normanby site.

When the new school was built the remaining two sites could be sold to reduce the overall spend.

OPTION 4

Reconfigure the Scoresby site to accommodate 900+ 11-16-year-olds.

Thought would again be needed to lessen the impact of pupils moving to a large school.

Whilst building work was undertaken Eskdale and Caedmon (Normanby site) would remain.

When completed either of the other two sites could be sold with the other to be used as the 6th Form.

As a site, maybe Eskdale could offer more (3G pitch, etc.) and have fewer available spaces or could it be possible to use the old St Hilda's RC School, with an additional building, as a small 6th form.

OPTION 5

Move the 6th Form to the Normanby site with the added space used to create a Marine Training facility which is also being proposed for Whitby.

More technical/mining/ and/or adult courses could also be offered, as well as possibly creating a community hub.

The opportunities are endless.

This would again leave two sites (Eskdale & Scoresby) for 11-16 students, each with **500** students.

An enlarged 6th Form could be in partnership with the 11-16 schools, as a stand-alone school or could even possibly be operated as the Whitby Campus of another larger education provider.

OPTION 6

Leave Eskdale as a stand-alone **500** place 11-16 school or working in partnership with Caedmon (Scoresby site) as an 11-18 **750** place school with the addition of an additional teaching block (costs required).

How much investment would be needed at Eskdale to improve facilities in the long-term for **500** students?

All could be achieved with the revenue from the sale of the Normanby site.

The Normanby site (Caedmon School), which doesn't have the added complication of a floodlit all weather 3G pitch to be included in any sale, could then be sold.

The 3G pitches at Eskdale and Scoresby (6th Form) are subject to the legal sale restraints which were put in place when the grant funding was given.

The Mayfield Road site could be very attractive to developers in providing houses, apartments, etc., close to the Town Centre

OPTION 7

Close Whitby 6th Form (Scoresby Site), which diverts funding from the 11-16 schools, and provides free travel to the student's choice of school for post-16 education.

Move Caedmon School to that site leaving the town with two 11-16 schools Caedmon and Eskdale.

Small schools can be as successful as any large school.
Again this would leave the Normanby site to be sold.

And there could be other Options that should be considered.

Preferred option

The preferred option amongst parents and the community is two smaller schools the Scoresby site 11-18 and Eskdale site 11-16, this allows both sides of the town to be catered for which is essential in the make up of the town. There would need to be some work done on the scoresby site to take it back to the original school capacity.

But both schools at 550 would be comfortable for the 11-16 numbers in 24/25 and any decrease in numbers would be managed with the PAN numbers depending on the upcoming number. There would be a short fall of 86 for the 6th form to fit on Scoresby, but the money saved from Normanby would enable the building of extra class rooms.

Even though both sites have ageing buildings they are both purpose built schools and have the necessary outside space and sports facilities for neither staff nor Children to have to leave the site for lessons.

The Sale of the Normanby site would be able to fund the work needed on Scoresby, and has the potential to be a business centre similar to Green Lane.

The 6th form could still offer a wide range of courses by linking with bigger colleges outside the area like they do now with Malton.

The issues with decreasing numbers is sorted for the long term with the proposal it will have to be re evaluated in a few years as predicted numbers will fit on one site.

This would enable both schools to embrace their individual ethos (appendix 7&8), giving true choice in the town, driving up standards like it has proven to do so in the past, with healthy local competition.

BUT BEFORE ANYTHING AN INDEPENDENT REVIEW OF WHITBY EDUCATION FROM PRIMARY TO 6TH FORM NEEDS TO HAPPEN.

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.

A small school is better for many pupils rather than a large school on split sites for outside activities.

In terms of them feeling at home? and well prepared for learning. SEN pupils cope much better in a smaller school.

NYCC have a history of keeping small rural schools open because otherwise the children are travelling miles further for their education, why does this not apply to secondary schools?

the next nearest secondary school is nearly 20 miles away.

When this one size fits all approach to 11-16 fails the children they will be travelling across the moors from the age of 11 through no choice of their own.

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 WSP

We believe that the key issues raised in the report document

(amalgamation of Secondary Education in Whitby) or vision

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

The proposal exists purely to fund a failing 6th form –no other options 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

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 in whitby

APPENDIX

Appendix 1.

I believe you spoke to a colleague on Friday who confirmed that following a search of the Department's paper and electronic records, we have established that the department holds no documentation received about the formation of a federation between Eskdale School & Caedmon College Whitby.

The screenshot shows the GOV.UK 'Get Information about Schools' search results. On the left, there is a search interface with a text input field containing 'Whitby secondary partnership' and a green 'Search' button. Below the search bar, it says 'We could not find any establishment groups matching your search criteria'. On the right, there are two search results side-by-side. The first result is for 'Caedmon College Whitby' with URN: 121667, identified as a 'Community school'. The second result is for 'Eskdale School' with URN: 121668, also identified as a 'Community school'. Both results have tabs for 'Details', 'Governance', and 'Links', and a 'Location' section with a 'Show map' link. At the bottom right, there is a 'PIC COLLAGE' logo.

Appendix 2

791d9-march-2019-agenda

North Yorkshire Coast Opportunity Area
Scarborough | Whitby | Flax | @northca

Date: Friday 12th March, 2019
Venue: C1 Scarborough, Ashburn Road, YO15 2JW
Time: 13:30 - 15:00

Board Members: Sir Martin Henry (Chair), Jane Pappas, Martin Kelly, Gareth Edmunds, Stuart Carlton, Christine Zewell, Janet Benson, Annette O'Leary, Neil Anderson

Attendees: Richard Bonstead, Alison Webster, Hebe Lockley, Rachel Webster, Liz Froney (Blackpool Opportunity Area)

Apologies: David Reed

Time	Item	Notes/Action
13:35	Welcome and apologies	
13:40	Discussion: Attendance project	Discussion about a project to improve attendance rates across primary and secondary schools (AG)
13:45	Behavioural Insight Team	Proposal to support work from progression in Whitby
13:50	For 2019: Local Council support	Through capital funds (AG)
14:00	Local Council support for Whitby	Proposal to support work from progression in Whitby
14:05	Local Council support for Whitby	Through capital funds (AG)
14:10	Local Council support for Whitby	Through capital funds (AG)
14:15	Local Council support for Whitby	Through capital funds (AG)
14:20	Local Council support for Whitby	Through capital funds (AG)
14:25	Local Council support for Whitby	Through capital funds (AG)
14:30	Local Council support for Whitby	Through capital funds (AG)
14:35	Local Council support for Whitby	Through capital funds (AG)
14:40	Local Council support for Whitby	Through capital funds (AG)
14:45	Local Council support for Whitby	Through capital funds (AG)
14:50	Local Council support for Whitby	Through capital funds (AG)
14:55	Local Council support for Whitby	Through capital funds (AG)
15:00	Local Council support for Whitby	Through capital funds (AG)

Open of next meeting: 4 May, 7 June, 8 July, 8 September, 21 October, 8 December

00c02-agenda-march-2021 (1)

North Yorkshire Coast Opportunity Area
Scarborough | Whitby | Flax | @northca

Date: Monday 22nd March 2021
Time: 13:30 - 15:00

Log in details:

Microsoft Teams meeting

Join on your computer or mobile app

Click here to join the meeting

Join Meeting | Meeting details

Board Members: Sir Martin Henry (Chair), Jane Pappas, Gareth Edmunds, Christine Zewell, David Reed, Annette O'Leary, Julie Wright, Hebe Lockley, Alan Coates

Attendees: Richard Bonstead, Lee Turner, Rachel Webster

Apologies: Stuart Carlton, Martin Kelly

Time	Item	Notes/Action	Lead	Attachment
13:30	Welcome and apologies			
13:35	Proposed - Whitby Sixth Form Support	Proposal on the support for Whitby Sixth Form	Richard Bonstead	AL
14:00	Discussion - Year 8 Funding	Update on Y8 funding and the proposed allocation of this to projects	Lee Turner	A2
14:15	Programme Update	Update on programme progress	Richard Webster	A2
14:45	Any other Business			

Mobile interface icons: Rename, Edit, Bookmark, Share, More

Mobile interface icons: Rename, Edit, Bookmark, Share, More

PIC•COLLAGE

Appendix 3 (Caedmon Staff)

STAFF ROLES AND RESPONSIBILITIES 2022-2023

Name	Surname & Title	Post
H	Attridge (Mrs)	Teacher of DT
H	Baxter (Miss)	Teacher of Maths, PSE Coordinator
H	Beattie (Mrs)	Subject Leader: Music
A	Buckley (Mr)	Teacher of Science
H	Blackwell (Mr)	Teacher of Humanities
J	Bond (Mr)	Assistant Head of School: Behaviour, DSL
S	Boyd (Ms)	Head of School
K	Brown (Mrs)	Subject Leader: Business
Z	Brown (Mrs)	Subject Leader: Art
J	Casell-Oswald (Mrs)	Assistant Director of Learning: Science
M	Cox (Ms)	Assistant Director of Learning: Head of Years 7 and 8
M	Cookley (Mr)	Teacher of English
J	Cox (Ms)	Teacher of Mathematics
C	Davies (Mrs)	Alternative Provision Co-ordinator
H	Dwyer (Mrs)	Director of Learning: Mathematics
H	Fletcher (Mrs)	Director of Learning: Science
K	Gilroy (Mr)	Teacher of History
J	Griffin (Mrs)	Assistant Director of Learning: KS4
J	Gower (Mrs)	Subject Leader: Health and Social Care
A	Harrison (Mrs)	Assistant Director of Learning: KS3 Mathematics
A	Harrison (Mrs)	Director of Learning: KS3: Teacher of PE
B	Heath (Dr)	Teacher of Science, S11C Quality Nominee
J	Hewson (Mr)	Executive Head: Teacher of the Federation
Y	Hewlett (Mrs)	Teacher of German
T	Hudson (Mr)	Teacher of Art
A	Hughes (Mrs)	Teacher of English and SEN
S	Hopper (Mr)	Teacher of PE, SSO
A	Jenkins (Mrs)	Teacher of History
H	Kirk (Mrs)	SENCO
R	Knox (Mrs)	Teacher of Science
J	Lydon (Mrs)	Teacher of DT
K	Madden (Mrs)	Assistant Head of School: Staff Development, Progress and Achievement
B	Manning (Mrs)	Teacher of Science
J	Mastromarino (Mrs)	Teacher of Social Sciences
H	Mastromarino (Mrs)	Director of Learning: PE and Community Sport
A	McNeil (Mr)	Associate Assistant Head of School
C	Ornel (Mrs)	Assistant Director of Learning: KS3 Mathematics
R	Pedrick (Miss)	Teacher of DT
E	Quinn (Mrs)	Subject Leader: DT
J	Rice (Mrs)	Teacher of PE, SSO; Assistant Director of Learning: Post-16
A	Rubery (Mrs)	Teacher of English; Assistant Director of Learning: Head of Years 9, 10 & 11
A	Sewer (Mr)	Teacher of Science

Support Staff

Name	Surname & Title	Post
C	Barnes (Mrs)	Part-time Science Technician
C	Baxter (Mrs)	Relief Learning Support Assistant
S	Beattie (Mrs)	Exam Officer
P	Benfirth (Ms)	Cover Supervisor, HLTA/Instructor of DT, First Aider
A	Carlson (Miss)	Receptionist
R	Coates (Mrs)	Senior Office Administrator, responsible for Cover and supporting the S11C Manager, First Aider
H	Cooke	Relief Learning Support Assistant
S	Corfield	Learning Support Assistant
S	Cowley (Ms)	Canteen
J	Cox (Mr)	Teacher of Maths
J	Daley (Mr)	Facilities Manager (South Form); First Aider
M	Faulder (Mr)	Learning Support Assistant
S	Fergus	Relief Learning Support Assistant
J	Gilpin (Mr)	Site Manager: Normandy Site, First Aider
P	Gray (Ms)	ICT Technician
Z	Hermann (Ms)	Relief Tutor, First Aider
S	Hughes (Mrs)	Senior Science Technician
J	Harper (Ms)	Business & Response Manager
T	Hutchinson (Mr)	Network Manager
E	Hutton (Miss)	Receptionist/Admin Assistant (Social Media); First Aider
R	Lane (Ms)	Learning Mentor (AP)
A	Lincoln (Mrs)	Events Administration Assistant
T	Lowry (Mrs)	South Form Administrative Assistant
G	Madden (Mrs)	Careers and Progression Co-ordinator and Learning Resources Manager
J	Middleton (Mrs)	Senior AML Technician; PAV Tester
K	Norgan-Davies (Mrs)	Learning Support Assistant

S	Hosley (Mrs)	Admin Assistant (NHS, Site, Eds Vets Co-ordinator, Transport, Finance)
H	Okon (Mr)	Exam Officer
D	Ottor (Mr)	Site Manager: Scaresby Sites; First Aider
L	Collin (Mrs)	Learning Support Assistant
M	Plant (Mrs)	Administrative Assistant: SEN
L	Pound (Mrs)	Administration Assistant - Pastoral/Attendance and LEP/SL; First Aider
K	Purvis (Mrs)	Geographics and Marketing Manager
D	Randy (Miss)	Cover Supervisor; First Aider
J	Rander (Mrs)	Technician: DT
J	Robson (Mrs)	Senior Administrative Assistant: S11 PA, HL, CNS Protection and Safeguarding; HSA coordinator
P	Robson (Mrs)	Learning Support Assistant
H	Rose (Mrs)	Learning Support Assistant (Pastoral); First Aider
K	Sedman (Mrs)	Duke of Edinburgh Co-ordinator
D	Shaw (Mrs)	Relief Learning Support Assistant
B	Seawary (Ms)	Relief Learning Support Assistant
D	Taylor (Mrs)	KS4 Pastoral Manager; First Aider
R	Taylor (Mrs)	Learning Support Assistant
B	Thompson (Miss)	Learning Support Assistant
A	Upton (Mrs)	Learning Support Assistant
T	Ward (Mrs)	Learning Support Assistant
G	Wattmough (Mrs)	Sports Facilities Assistant
D	Wood (Ms)	KS3 Pastoral Manager
K	Wood (Mr)	Senior Canteen and Groundsman; First Aider

L	Shaw (Mrs)	Teacher of English
D	Shaw (Mrs)	Teacher of Science
J	Shinton (Mrs)	Senior Cover Supervisor; Teacher of History
J	Taylor (Mrs)	Director of Learning: Humanities; Teacher of KS
R	Thomas (Mrs)	Subject Leader: HLTA; Teacher of HLTA
L	Thompson (Miss)	Assistant Director of Learning: KS4 English; Teacher of English
D	Turnes (Mr)	Online Teacher of Computer Science
V	Turnes (Mrs)	Director of Learning: Post-16, Subject Leader: Sociology; Teacher of Health & Social Care; Acting Head of Sixth Form
P	Walker (Ms)	Subject Leader: ICT
L	Whelan (Mrs)	Director of Learning: English
A	Whelan (Mrs)	Associate Assistant Head of School: Digital Learning, Exams
T	Wright (Mrs)	Subject Leader: Geography
K	Wright (Ms)	Subject Leader: Drama; UCAS Coordinator

Appendix 4

Staff List 2022-2023

First Initial	Surname	Staff Role
J	Henshaw	Executive Headteacher
P	Nicholson	Headteacher-PS Teacher
P	Dixon	Deputy Headteacher; Safeguarding Lead; History Teacher
J	Bradley	Art Disadvantaged/Pupil Premium Lead; Head of Years 9 & 8; English Teacher
Z	Hurworth	Art Data, Maths Teacher
A	Roe	Head of Years 9 & 11; PE Teacher
A	Scates	Head of Years 10 & 11; PE Teacher
J	Jones	SENCO
K	Wilson	SENCO Administrator; Pastoral Officer
L	Pageon	Head of English; English Teacher
B	Henderson	Head of Humanities; History Teacher
D	Rae	Head of Technology; Food Technology Teacher
A	Bell	Head of Maths; Maths Teacher
J	Parfity	Head of Creatives; Drama Teacher
R	Tindall	Head of Science; Science Teacher (Sept-Dec)
J	Hunter	Federation Business Manager
S	Nedley	Federation Busur
L	Thompson	Office Manager (Sept-Oct)
V	Orton	Attendance Assistant
R	Sapthite	Office Administrator
S	Ninemo	Receptionist
R	Patkinson	Site Staff
C	Chiswick	Assistant Site Manager
L	Bloor	German Teacher
S	Mathewson	Transport Coordinator; Technology Teacher
G	Mackie	Federation Careers Advisor
F	Anderson	Dance Teacher
D	Brown	Science Teacher
C	Edmondson-Predely	Music Teacher
D	Gaulter	English Teacher
A	Ingham	French Teacher
A	McIlwain	PE Teacher
D	Parvin	Art Teacher
C	Payson	Science Teacher
C	Plant	English Teacher
S	Rae	Computing Teacher
R	Stanfield	Child Development Teacher
A	Koziba	Maths Teacher
G	Tosdale	Maths Teacher
R	Wingspas	Geography Teacher
L	Bradfield	Teaching Assistant; Reprographics Technician
L	Briggs	Teaching Assistant
L	Briggs	Teaching Assistant
L	Collier	Teaching Assistant

G	Lovins	Teaching Assistant
G	Twibberrow	Teaching Assistant
K	Young	Teaching Assistant
J	Westwood	Teaching Assistant
L	Kitchingman	Teaching Assistant
F	Conventer	Technician

Appendix 5

2.1 Requirements for all maintained schools (regulation 13)

The total number of governors in all schools must be no fewer than seven. There is no upper limit but we recommend that the governing body consider whether a smaller number of governors would allow business to be conducted more effectively.

The governing body must include:

- at least two parent governors
- the head teacher unless the head teacher resigns
- one staff governor
- one local authority governor.

The governing body may appoint as many **co-opted governors** as they consider necessary but the number of co-opted governors who are eligible to be elected or appointed as staff governors under Schedule 2 must not, when counted with the one staff governor and the head teacher, exceed one-third of the total membership of the governing body.

Governing Body

Name	Category	Term Started	Term of Office Ends	Declaration of Interests
Jamie Henshaw	Executive Head Teacher	N/A	N/A	Governor WA Academy Trustee of YEAT
Vacancy	Local Authority			
Mark Taylor	Co-opted	20/10/2020	19/10/2024	None to declare
Dave Rae	Staff	30/6/2021	29/6/2025	Married to Mrs S Rae
Su Crossland (Co-Chair)	Co-opted	20/9/2022	19/9/2026	
Christina Zanelli (Co-Chair)	Parent	22/7/2021	21/7/2025	CEO of YEAT
Andy Mitchell	Co-opted	21/9/2021	20/9/2025	None to declare
Jane Mortimer	Co-opted	3/10/2022	2/10/2026	
Brian Crosby	Co-opted	24/1/2023	23/1/2027	CEO of Coast and Vale

We are a caring and supportive school community providing high challenge and support for our students. There is a very special atmosphere at Eskdale School; visitors note the calm, purposeful and supportive environment. We value every child as an individual and understand the importance of ensuring students are as happy and settled in school as they can be. We understand that this is essential for successful learning.

Over the last few years Eskdale School has been through many important changes including becoming a 11-16 secondary school in its own right, as well as federating with Caedmon College and Whitby Sixth Form. Working together in collaboration will enable us all to increase the academic offer, develop extra-curricular activities and create new opportunities that all our students deserve.

Our school values:

Belonging Our community is our strength. The integration of students, through the pastoral and house system, underpins all that we do. Most importantly, we care for the happiness of others and speak up if we see injustice or prejudice. Our staff and students feel part of something bigger than themselves, not just during their time at school, but for the rest of their lives.

Restorative We nurture those in our community to develop and apply good moral values of fairness and restorative justice. We aim to have consistency in our actions, focusing on treating each other fairly. We use restorative conversations to build and develop a strong foundation of trust across the school. Most importantly, our community is defined by the respect we show one another.

Inspiration Our community strive to be intellectually curious across a breadth of academic and extra-curricular strands. Our aim is for pupils to be multi-dimensional, to

seek out opportunities for growth, and to develop a set of transferable skills fit for the global marketplace. We will prepare young minds to embrace new challenges as they present themselves.

Dignity We recognise that we have a moral obligation to serve, support and treat others with dignity. We will seek out opportunities to improve and enrich the community and lives of others. We will use our circumstances to aid others with charity and compassion in the wider community of Whitby.

Generosity Being part of our community means caring for others and creating happiness for one another. This generosity of spirit will help develop high levels of emotional intelligence within our students. We will treat others with a kind heart and greater understanding.

Engagement We take pleasure in everything we do for our community with a sense of fun and enjoyment. Through striving to be the best version of ourselves, by engaging in our education, we aim to enjoy our lives and make ourselves and those around us happy and proud.

Appendix 8

Caedmon college is about-

The College lives its values – everyone matters. It is also clear that we all – students and staff – have responsibilities as well as rights. We feel trusted and respond to this. The culture encourages innovation and experimentation but never allocates blame. If something does not work out or targets are

not met, the leadership seeks to know how they could have supported the person better.

The result is a staff team that works extremely hard in an appreciative and encouraging environment and students who understand exactly what is expected of them at College.

Small things matter; staff are smartly dressed as professionals, and students reflect as well as respect this

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Letters of support

Letter 1

On behalf of everyone involved at Goldsborough FC we write this letter to oppose the proposed school closure of Eskdale School to build housing on as it would have negative impacts on our club & a number of other clubs in the local area.

If housing was to be built on the site & the new 3G surface was to be demolished the impact on our club for training purposes would be huge. Whitby has always been behind other areas when it comes to general use sports facilities. Take tennis for example the Whitby Tennis club still plays on Caedmon school tennis courts, it doesn't have its own courts. In terms of football the astro turf at Caedmon is a surface we have used previously but it is a very unforgiving surface unlike the 3G at Eskdale. We trained on the astro last season & the amount of injuries picked up from that surface was more than double this season on the 3G.

Whitby has just got the 3G pitch where other areas such as Hartlepool for example have had these type of pitches for over 10 years. So to see Whitby's only provision of this type of surface go after such a short period would be bad for the town itself & put us further back in terms of providing sporting facilities to the community. We have had 15 sessions on the 3G & although slightly more expensive the surface for our training sessions is much more forgiving & also a lot more realistic to the surfaces we play on for our match days. We can also deliver a higher quality of training session as a result of the surface being an improvement on what we have previously used.

All in all the removal of this facility as a direct result of Eskdale school being turned into housing would bring a massive negative impact on our club & a number of other clubs within the locality. This simply cannot happen.

Team Goldsborough

Letter 2

Good afternoon,

I am the coach for Sleights FC Under 10s and I am writing on behalf of the whole Sleights FC committee.

As a committee we feel very passionately about the future of Eskdale School. As a former pupil of Eskdale myself I feel it's extremely important the children of Whitby have the choice.

Sleights FC is a founder partner of the 3G astro pitch up at Eskdale. As a club, Sleights has grown from only having two junior teams last season, to having 4 junior teams this season, with an additional team next season as well. Our growth has impacted in a very positive way on local children's lives, who have been given the opportunity to play in a football team, when other teams in the area are at full capacity. Children feel part of the Sleights community and enjoy training sessions and playing weekly football matches which I am sure you will agree has a positive impact on the ever-growing concerns around children's mental health.

We use the 3G pitch up at Eskdale for all our clubs weekly training sessions throughout the winter months. We also book it to use on match days when our pitch at Sleights is unplayable due to bad weather. We feel the pitch is situated in an ideal place with ample car parking and space. I am sure I do not speak just for Sleights FC when I say that the astro pitch at Eskdale has improved grassroots football opportunities for young people in the Whitby area massively since it was developed.

It would be a huge disappointment and loss to our community to lose the astro pitch from its current location up at Eskdale and something we would oppose massively as founder partners.

Regards, Annabel Beaver (Sleights FC)

Letter 3

To whom it may concern,

Fishburn Park Football Club and Eskdale School have been a partnership for nearly 30 years – initially using the Eskdale football pitches for our junior teams and since we got our own pitch at Broomfield Park using the Eskdale School changing facilities on a match day.

Fifteen years ago as a partnership we applied for a lottery grant, backed by the North Riding County FA and the Football Association but this had to be abandoned because of issues with the Eskdale School drainage which would have cost £250,000 to put right and this unfortunately put it out of our reach financially.

As a club we have then built an access road across Eskdale playing fields and use the old copse area to house a porter-cabin for storage etc.

All of this has been done together as a partnership and consequently we have become dependent on Eskdale School for access, use of football pitches and use of changing facilities.

If Eskdale School were to close it would have a massive impact on our football club because without access and the use of changing facilities we would not be able to use Broom field Park.

Consequently you have got our 100% backing in your quest to save Eskdale School.

Yours sincerely,

Allan Burnett – Chairman of Fishburn Park FC

Petitions

1 A petition started by parents to keep choice in Whitby and save Eskdale School from closure has been signed by 2,479 people.

The signatures were made up of 1,157 written signatures and 1,322 online.

The petition was presented to Cllr Neil Swannick who represents Whitby's Streonshalh ward on North Yorkshire County Council (NYCC).

He will hand it to Barry Khan NYCC's Assistant Chief Executive (Legal and Democratic Services) and Monitoring Officer.

Keep Choice in Whitby and Save Eskdale campaign group member Carla Blackman said: "The petition shows just how strongly this town feels about the threat and the decline of education in whitby.

“Addresses from up and down our coastline have signed their support wanting to see an improvement in the quality of schooling so that their children and their children's children can continue to be educated in our town.”

Tomorrow sees the start of the 6 week consultation period on the Whitby Secondary Partnerships plan to amalgamate Eskdale School with Caedmon College Whitby from September 2024. With the new school set to operate across a split site. The consultation period offers parents and local residents to have their say.

The proposal would result in the closure of Eskdale School which has been met with concerns and anger by parents and the local community.

Carla added: “We welcome the consultation as an opportunity to air some serious concerns over the failing governance of the schools.

“This is our chance to reboot education in the area and provide a legacy of schooling for generations of Whitby residents to come.

“We urge everyone whether they have links to the schools or not, to review the document and put forward their views

Nycc petition letter

This petition was created in response to the proposal to NYCC by four governors of the Whitby Secondary Partnership to amalgamate Eskdale School with Caedmon College Whitby. Which in fact is a plan to reorganise the whole of Secondary education in Whitby.

We believe all students, parents/guardians, teachers, support staff, feeder schools & significant members of the local community including the town itself at large should of had the topic brought before them for consideration before it was it was presented to elected members.

North Yorkshire County Council has a proud record of keeping small primary schools open, even when numbers fall dramatically. It has long been realised that young people from rural backgrounds thrive in small schools which are integral parts of their community. We wish these same principles to be applied to secondary education. Whitby has always been a town of two halves, east & west, town & country, fisherlads vs friendship, church street or baxtergate, Eskdale or Caedmon. It is how our town has thrived over the decades.

When Eskdale & Caedmon were 11-14 schools they enjoyed considerable academic, sporting & creative success because they had a strong community support around them thriving on friendly competition. Both schools were in the top ten percent nationally for key stage 3 results for several years in the 90's. With each school winning a series of kite marks for sport, art, drama & journalism, alongside being at the forefront of the careers & the healthy schools status.

With our votes & our voices we are asking that the future of our schools & the education in whitby is considered with open & honesty. We feel that we the people have been treated with contempt by the four governors, making a decision which they should not have been allowed to make. It is no secret that numbers have declined in whitby due to many reasons that have been and will be debated for years. But education has seen a decline in the area with failing attempts to federate resulting in a school's partnership which does not hold the best interest of all three schools at heart. A top heavy management system drawing vital funds away from the classroom and a catalogue of serious failed managerial appointments leaving the schools in disarray, faithless & unsupported.

We are asking that the education in Whitby is given a full, impartial & transparent review of its future in the town and its catchment areas before any closure is considered.

Petition 2 : Vote of NO confidence in WSP board.

Currently this petition has a 342 votes

This petition is a Vote of No Confidence in the Whitby Secondary Partnership Governing Body.

There has been limited consultation with parents and students.

There are other potential options that haven't been considered.

There has been no Equality Impact Assessment completed during the consultation period.

There is questionable leadership specifically regarding trust, collaboration, decision making, vision, communication and a lack of respect for children, parents and staff.

Amalgamating Eskdale and Caedmon College makes no logical, financial or common sense.

Immediate action must be taken to stop Whitby Secondary Partnership destroying years of educational opportunities in our town Whitby.

Children deserve choice and they deserve good education, opportunities and deserve to be safe in school! Now is the time to act and have your voice heard for the children of Whitby.

MOTION 1

I, NIGEL WARD, being an elector of the Civic Parish of Whitby, do move that: this Council write to North Yorkshire (County) Councillor Annabel

WILKINSON (Executive Member for Education, Learning & Skills) and Mr Stuart CARLTON (Corporate Director: Children & Young People Services), informing them that Whitby Town Council fully supports Whitby parents/carers in their strenuous opposition to the proposed Amalgamation of Whitby's secondary schools – this formal opposition to be included within the present Consultation process.

This was Seconded by Whitby Town Councillor Chris RIDDOLLS.

*I felt, and the Mayor agreed, that this was not a contentious Motion; it was nothing more nor less than the Town Council representing the views of the Whitby electorate. Such is democracy. This was reflected in the fact that it was **CARRIED** almost unanimously.*

*On the same subject, Whitby Town Councillor Rob BARNETT Proposed a Motion concerning the need for an Independent Review of education in the Whitby catchment area, to be commissioned by North Yorks (County) Council but comprising members outside of the local authorities, selected on the basis of experience and expertise. I cannot yet reproduce the precise form of words of Councillor BARNETT's Motion. I hope to do so at a later date. I can report that it was **CARRIED** almost unanimously.*

The Chair graciously then welcomed me to the microphone for a second time to allow me to Propose a second Motion:

I, NIGEL WARD, being an elector of the Civic Parish of Whitby, do move that:

this Council write to North Yorkshire (County) Councillor Annabel WILKINSON (Executive Member for Education, Learning & Skills) and Mr Stuart CARLTON (Corporate Director: Children & Young People Services), informing them that Whitby Town Council fully supports Whitby parents/carers in their strenuous opposition to the proposed Amalgamation of Whitby's secondary schools – this formal opposition to be included within the present Consultation process.

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The Chair graciously then welcomed me to the microphone for a second time to allow me to Propose a second Motion:

MOTION 2

I, NIGEL WARD, being an elector of the Civic Parish of Whitby do move that:

this Council write to the Co-Chairs of the Whitby Secondary Partnership Board of Governors (Ms Christina ZANELLI and Ms Su CROSSLAND) calling upon them to write, on behalf of the Board, to North Yorkshire (County) Councillor Annabel WILKINSON (Executive Member for Education, Learning & Skills) and Mr Stuart CARLTON (Corporate Director: Children and Young People Services), requesting them to instigate:

(i) the immediate and formal withdrawal of the Whitby Secondary Partnership Board of Governors' formal request for the Amalgamation of the Whitby secondary schools;

(ii) the immediate and formal appointment of an Interim Board of Governors for the Whitby Secondary Partnership;

and, immediately thereafter;

(iii) to tender their resignations, along with all other members of the Board, from the Whitby Secondary Partnership Board of Governors.

*This Motion was Seconded by Councillor Rob BARNETT and also **CARRIED** almost unanimously.*

It should be clearly understood that the Town Council has no powers to compel the recipients of these expressions of the will of the people to take any action whatsoever. What the Town Council can achieve is to send a strong and formal public record message to the decision-makers who (at least morally) are bound to take these Motions into account. Alas, no more than that. But County Councillor Annabel WILKINSON has given me her personal assurance that everything will be taken into consideration. I have no reason to doubt her words.

I have provided the Meeting Clerk, Councillor HARSTON, with hard-copy of my two Motions and have emailed the text to the Town Clerk, Mr Michael KING, for inclusion in the Council's public record.

I am very glad about all this. My Motions seemed to have captured the sentiment not only of those members of the public who attended, but also of the scores of people who have contacted me since the Public Consultation sessions of Wednesday 8th March 2023, expressing the same aspirations.

Letter from former Eskdale Headteacher David Bradley

Dear Sir or Madam,

Re: Proposal to amalgamate Caedmon College Whitby and Eskdale School from 1 September 2024.

1.0 Introduction

The proposal to NYCC by four governors of the Whitby Secondary Partnership to amalgamate two schools is, in fact, a plan to reorganise secondary education in Whitby. In my view, it is not the collective view of a Governing Body and as such it has no more legal authority than the views of any four individuals. I understand that the 'Federated Governing Body' should consist of thirteen members. How can four governors be considered a quorum?

A reorganisation of this magnitude should have been a topic for consideration by all the students, parents/guardians, teachers, support staff and significant members of the local community before any proposal was presented to elected members. The proposal 'came out of the blue' on the first day of term in January 2023. Worse still, the original date for closure of Eskdale School was September 2023. What did this do to the confidence and morale of children, carers, and staff in our two schools? Thankfully, the time frame has been extended but the original proposal had none of the hallmarks of good, strategic planning. How did the parents of Year 6 students feel when they had just made their choice of secondary school?

The management of change is a complex issue and good practice dictates the gathering of opinions, consultation with a variety of interested groups and the consideration of several options by the community. As far as I am aware, none of this has happened. To say that the consultation is happening now (February/March 2023) is both insulting and naïve. In truth, the young people and their parents/guardians have been treated with contempt. The damage has been done, and it could have been easily avoided. Now there is uncertainty and young people, parents and staff are angry, and some will vote with their feet.

Most upsetting of all, is the fact that educational standards can only be further damaged in the short term and there is only one plan on offer in the longer term.

Some members of the local community will undoubtedly feel that Eskdale is an easy target for closure because of its proximity to a new housing development. It is critically important that elected members absorbing information from this consultation understand that their decisions must be based on sound educational principles rather than financial expediency.

2.0 Pupil Numbers

Supporters of the "Save Eskdale" campaign are correct to emphasise that 73.8% of the Eskdale total capacity has been realised, whereas only 51.2% of the Caedmon College has been reached. Why?

North Yorkshire County Council has a proud record of keeping small primary schools open even when numbers fall dramatically. It has long been realised that young people from rural backgrounds thrive in small schools which are integral parts of their community. Why are the same principles not applied in the secondary sector in Whitby? When Caedmon and Eskdale were 11-14 schools they enjoyed considerable academic, sporting, and creative success because they had strong community support around them and they were in friendly competition. During the 1990s both schools were in the top ten percent nationally for Key Stage 3 results for several years and each school won a series of kite marks for sport, art, drama, and journalism. Both schools were also at the forefront for careers and healthy schools' status.

Why have two small 11-16 schools on the Eskdale and former Caedmon site not been considered?

The pupil numbers over the last ten years have decreased and to some extent, young people are showing us why this is happening. At sixteen, young people are attracted to the broader range of subjects on offer in Scarborough and Teesside/Redcar/Guisborough. They vote with their feet! Who can blame them? It is very unlikely that Whitby will ever be able to offer such a broad post sixteen choice.

3.0 Choice

In making decisions about secondary education in Whitby, it is imperative that the sites for education are future proofed. We must have sites which have decent playing fields, are capable of expansion, have reasonable access for buses and are not too near the town centre. We know that there are several housing developments in Whitby, and we know that since COVID more people are working from home and gradually people are relocating from urban centres to the country and coast. A choice of 11-16 schools is an important and attractive feature for any family considering relocation to Whitby. There is real concern in the Whitby area about holiday homes and the tendency for older people to settle here in retirement. We are more likely to improve this demographic if we preserve choice at primary and secondary level. An influx of young families could

bring new businesses, new ideas and energy and this could bring about a more outward-facing community.

Of course, we cannot always have a choice at secondary level and Pickering is a good example, but it is much smaller than Whitby and Whitby has the buildings and space at the moment. We do not want to find ourselves closing or moth-balling school buildings to then re-open them as happened in Northallerton. This created a lot of anger; frustration, upset and it was costly on several levels.

It is not an accident that today's parents are demanding a choice in Whitby. They grew up at a time when educational reform was a priority for UK governments. The 1988 Education Act gave schools their own budgets and a raft of subsequent legislation was underpinned by concepts of diversity and choice. The "Every Child Matters" agenda focussed our attention on the individual, and aspired to bring educational, social and health agencies together. It was a laudable enterprise, and the principles are still worth pursuing. The current amalgamation proposal appears to have little regard

for these worthy educational principles. It has become a matter of: -"We have too many buildings, not enough children and not enough money. Let's close Eskdale, call it an amalgamation and use the money to improve the other two sites." Have we tried looking at this scenario through the eyes of a learner? What do they think? How can they be proud of their school when people keep wanting to change, close or sell it?

The campaign groups in Whitby are rightly fighting this proposal because they want choice at 11+ but they also want a quality experience for their children now. They no longer regard school as a 'waiting room for life'; they want school to be a safe, happy and productive experience now. In fact, exactly what was enshrined in the legislation mentioned above.

4.0 Post Sixteen Provision.

Whitby Sixth Form is currently housed in a large building with very large playing fields. The move to the former Caedmon School site was an attractive option but has it provided value for money?

We know from the financial reports that the present 11-16 budgets have propped up the sixth form provision for some time. There are only 136 students in the sixth form at the present time – 42.5% of its take-up in 2010. This is not an effective use of limited resources.

Caedmon School housed between 450-550 students when it was an 11-14 school. Admittedly, the staircases are narrow and access to the site could be better, but it is hugely better than the access to the former Whitby School. Congestion on Mayfield Road at the start and finish of the school day are a matter of real concern. The former Caedmon School would make an attractive 11-16 site.

In my view, most post sixteen students can travel for their courses. Most of these students will have to travel for their training and HE opportunities at 18+ but given the current numbers and the likely future numbers, continuing to preserve post 16 courses in Whitby is an expensive luxury which financially damages provision for students in the 11-16 sector. Scarborough has a Sixth Form, a UTC, and a 'TEC' college, how can Whitby compete?

I do appreciate that some post 16 students with special needs may need to stay in Whitby but there are opportunities at the Whitby Sea Fishing School, the Ropery, Coliseum and through a variety of educational support services which already operate in the schools.

5. Buildings

In the ideal world, a brand new 11-19 comprehensive built over the next five years might solve some of the issues. However, it would cost about £30 million and as far as I know this is very unlikely to materialise, particularly in the present economic climate. I remember this being talked about by the Joint Governors' Committee of the Whitby Schools in 1999. The first Whitby Secondary

Partnership was created in 2001, and this was a 'soft' partnership where we sought to share resources, ideas, equipment, and staff. All schools were equal, and the emphasis was on partnership rather a 'take-over'.

Although the former Whitby School has the greatest pupil capacity, it has dreadful access and is very close to town. It has very limited playing fields, a mixture of newer buildings, including the ROSLA block which is an eyesore and a sports hall. Of course, originally it was a two-form entry grammar school, and it does have a beautiful façade. In my view, this site is the one to sell affordable housing for young, local people to begin their journey on the property ladder. Other projects in the town seem to be falling short on this area of need. There is sufficient space for play areas, communal areas for groups, sufficient space for parking and residents can walk into town for shops, as well as the bus and train stations. There may also be scope for some sheltered housing on this site. The school's original façade could also be retained like the convent/Lower Graham building in St. Thomas Street, Scarborough.

6. Conclusions

I am firmly of the view that two small 11-16 schools on the Eskdale and former Caedmon School sites, is the best solution to the long-term problem of surplus places. This option gives choice back to parents and children. It is also the least disruptive to this age-group. Each school can develop its own family atmosphere/ethos and young people will be on one site with plenty

of fields and facilities. Importantly, each school will have to work hard to maintain and improve standards because they are competing.

It would be sad to have no sixth form in Whitby, but events elsewhere have left us with little choice. Closure of the sixth form is more easily managed over a limited period than the amalgamation of two schools over two sites. I have led schools on split sites, and it brings a range of issues which detract from teaching and learning.

I have nothing but admiration for all of the staff who have been working in the Whitby secondary schools through the pandemic and through this extended period of uncertainty. The uncertainty must stop soon because it is damaging for our community. It is also having a detrimental impact on standards of education.

The former Whitby School site is a valuable one. Many local people have fond memories of it. I am disappointed that the consultation document does not provide us with market values for any of the sites. I am also genuinely concerned that new housing developments pay lip service to the need for affordable housing and young, local people are priced out of the market.

We need some strategic thinking – no more quick fixes! Our young people need to feel proud of their schools, not ashamed of the shambles. Let's put young people and their learning first.

Yours faithfully,

D.W Bradley, B.Ed. FRSA

P.S. I was Headteacher of Eskdale School 1991-2005, Headteacher of Haughton Community School (later the Darlington Education Village) 2005-2006 and Headteacher of Allertonshire School, Northallerton, 2006-2010. I have lived in the Whitby area since August 1991.

Questions from the former head teacher David Bradley

Dear Readers,

I have lived in Sleights for over thirty years, served NYCC for 23 years as a teacher at Graham School and then secondary headteacher at Eskdale School (1991-2005) and Allertonshire School, Northallerton(2006-2010).

The current proposal by the Federated Governing Body to amalgamate the two secondary schools and close Eskdale School is a naïve and quick fix solution to a long-running problem. Sadly, it is a solution which has ignored the wishes of the community it is supposed to serve. Four well-meaning members of the Federated

Governing Body have proposed a solution which has not involved the stakeholders and ignored the best practices of the management of change. Yet again, we know the price of everything and the value of nothing.

I offer the questions below for local groups and elected members to consider.

1. Has the Whitby Town Council submitted its view on the proposed amalgamation of schools through the NYCC consultation process? If not, why not?

2. Why has the quorum figure for the Whitby Secondary Partnership Governing Body not been published?

3. How can four members of a Governing Body of thirteen be legally empowered to propose closure of a school, loss of secondary school choice for parents and the likely loss of jobs to many people associated with Eskdale School? Was the decision to propose amalgamation made in the presence of a Clerk to the Governors?

4. The reasons for the proposal are rooted in concerns over surplus places. Eskdale School has realised 73.8% of its published admission number (PAN) whereas Caedmon College realised 51.2% of its PAN. Why has Eskdale School been selected for closure over Caedmon College?

5. Have the federated governors considered the safety of approximately 1000 students being accommodated on a split site school which is separated by a main access road into an increasingly busy seaside resort?

6. The planned success for the newly amalgamated school is predicated on the belief that the numbers of students in the sixth form can be dramatically improved. Why would future sixth formers choose Whitby over highly successful post sixteen courses in Scarborough, Pickering, Guisborough, Redcar and Teesside when many haven't done so for a decade?

7. Have the Federated Governing Body secured any future additional funding for the amalgamated school in the light of the possible sale of one school site? If not, why not?

8.It was asserted at the Consultation Meetings by members of the Federated Governing Body that the Sixth Form had not been financially propped up by the two 11-16 sectors.

9.To date, the Sixth Form budget, and the capital expenditure to adapt the former Caedmon School building have not been presented to the public. Why is this? At present 136 sixth form students enjoy the space originally designed for 500+ students. Is this value for money?

10.Why have none of the good practices associated with the 'management of change' been adopted by the Federated Governing Body? For example, involvement of stakeholders and proposing a range of options to the public, not a fait accompli.

Do members of the current Federated Governing Body collectively possess the knowledge, skills, understanding and experience to bring about a successful educational resource which will meet the needs of all students and enjoy the support of the local community?

Yours sincerely,

David Bradley, B.Ed., FRSA

Sleights.

Children's voices on the amalgamation

Child 1

Age 15 attends eskdale school year 10

I'm lucky because if the amalgamation goes ahead I will not have to attend the amalgamated school.

But I feel that it's a stupid idea. I chose to attend eskdale and I love it.it such a friendly place to be with fantastic teachers and staff.

This school has given me confidence when I had none. It has given me the tools I needed to help me with my dyslexia and autism. I have made a lot of progress in Eskdale and will always be grateful to those who helped and encouraged me to be myself and never give up.

I've made strong friendships here. Friendships that will last a lifetime. So Eskdale school, teachers and staff THANK YOU.

Child 2

age 12 attends Caedmon College year 7

I chose to go to Caedmon College because I felt it was right for me (even though my parents didn't want me to)

I do enjoy attending CCW but on hearing about the amalgamation I have to say it worries me a lot I worry about class sizes, the amount of people there is going to be (there's a lot already).

I worry about there being no food left as it's hard now (I have to buy a sandwich at break time to eat for lunch.) so I don't really want this to happen.

Child 3

Age 15 in year 10 at Eskdale

My issue at the moment is that I desperately want to be a vet.

But Eskdale school does not have a head of science or a chemistry teacher and one will not be employed as in the governor's words we can't afford one? I have previously excelled in science but now I worry that I won't get the grades I need to even get into the college I want. If I don't then I can't do the courses I want and achieve my goal. I feel that I am being failed. Not by Eskdale school. But by the management and WSP governors who are meant to do everything in their power to give me the education I deserve.

Child 4

Year 8 girl Caedmon

I have a friend here who has come from Eskdale because they were bullied. They are crying

sometimes because they are worried that bullies will come to our school and then they will bully her again. I have gone to pastoral sometimes and sometimes it is closed or there is no-one there and so I don't think she will feel happy at school anymore. Some of the boys in our

year are really rude and sometimes touch us when we ask them not to. They say things that are horrible too but my parents always say to tell the teacher. I wish the boys' mums and dads

knew what they were saying sometimes as I think that their m,us and dads would be shocked at what they say and do

Child 5

Year 5 girl

I looked around Caedmon with my Mum and Dad and really liked it. I want to go to Caedmon

as my big sister is there and if I have any problems or get lost then she can help me find my way. I haven't been included in any extra sports that my school goes to but I really like sports and so if there are more children at Caedmon then I still won't get picked

Parent voice 1

Year 8 eskdale school

Blake has spoken out about his feelings in the proposed amalgamation between eskdale school and Caedmon college and since then Blake has not attended eskdale school as this has frightened him to the point where he's had to see a psychiatrist because of his severe anxiety caused by this announcement.

Blake has now been prescribed medication to try and calm his anxiety down and for him and his family can finally get a good night's sleep.

Blake spoke up and said he had chosen eskdale over caedmon as it was a smaller school and he felt safe..Blake said the thought of entering Whitby caedmon college absolutely terrifies him and refuses point blank to go..Blake says he can not get over the fact that his school as been chosen to shut over caedmon and frequently asked WHY ESKDALE because I could not cope in a school as big as caedmon..He tells me in a daily basis that he will not be attending Caedmon..

Parent voice 2

Child at eskdale school and child at caedmon school

As a parent of two children in each school i am totally opposed to this amalgamation it leaves no choice in the town for secondary school. Which would mean sending children out of town if children didn't want to attend that school. My children choose the school they felt fit them. eskdale is great school with fantastic teachers with a great head of sen who has helped daughter 1 with all her needs she feels safe and secure there and wouldn't go to caedmon college. daughter 2 goes to caedmon college she does well there and is happy but didn't want to go to eskdale.

One size doesn't fit all.

I worry that if the schools are amalgamated that 1000+ plus students' education starts to fall through the cracks. This cannot be allowed to happen. It's a ridiculous pipe dream from governors who have failed to run three schools and tried to save face because the 6th form they planned failed and now they are trying to cover their mistakes. Instead of admitting they were wrong.