



Whitby school
Ad finem terrae

newsletter

ISSUE 48





HEAD OF SCHOOL'S WELCOME



Welcome Back – A New Year and a Renewed Focus

I hope you and your families had a restful and enjoyable Christmas break and that the start to 2026 has been a positive one. Although the new term did not begin in quite the way we had hoped due to the weather, it has been wonderful to welcome pupils and students back into school and to begin settling once again into a more familiar routine.

As a staff, we adapted quickly by moving our training day on Monday to an online format. This allowed us to continue our professional learning while also taking the time to reflect on what matters most to us as a school community. We revisited our core values and reminded ourselves of the beliefs that underpin everything we do.

Our school vision - *“To the ends of the earth”* - reflects our commitment to providing the very best education for our young people. We truly believe that every pupil and student deserves high expectations, care, and opportunity, and on a daily basis our staff demonstrate what it means to go *“to the ends of the earth”* to support, encourage, and challenge our pupils and students to be their best.

At the start of the day, I shared a powerful letter written in 1972 by Haim Ginott, a Holocaust survivor, teacher, and child psychologist. His words serve as a sobering reminder that education is about far more than academic success alone. Ginott challenges educators to ensure that learning always serves humanity and compassion, warning of the dangers of knowledge without empathy or moral purpose.





His message reinforces an important truth: reading, writing, and arithmetic matter deeply - but only if they help young people become kind, thoughtful, and humane individuals. As we move forward into this new year, we remain committed not only to academic excellence, but also to developing character, empathy, and respect in every pupil and student.

We look forward to a positive and purposeful term ahead, working together to help our students grow - both as learners and as people.

It has been my privilege to work alongside Gareth Davies; the work he will continue to do as Secondary School Improvement Lead within the Trust will continue to have a significant impact on the school. I am delighted to be working with David Perry and have no doubt that Whitby School will greatly benefit from his depth of experience and wisdom. You will have received his letter which was sent this morning - it's attached here again to be sure.

With very best wishes, Miss Caddell

Poem written by Haim Ginott, 1972

Dear Teacher,

I am a survivor of a concentration camp. My eyes saw what no man should witness:

Gas chambers built by learned engineers.

Children poisoned by educated physicians.

Infants killed by trained nurses.

Women and babies shot and burned by high school and college graduates.

So I am suspicious of education. My request is:

Help your students become human. Your

efforts must never produce learned monsters, skilled psychopaths, educated Eichmanns.

Reading, writing, arithmetic are important only if they serve to make our children more human.





EXECUTIVE HEADTEACHER INTRODUCTION



Dear Parents, Carers and Whitby School Community

There is no doubt that this is an important period for education in Whitby and a time of great opportunity. Over recent years, the community has experienced significant change and it is clear that tremendous progress has been made. As you will be aware, during and since its formation, Whitby School has received support from the Wonder Learning Partnership, including through the fantastic leadership of Mr Davies. In order to maintain the school's progress and to help build on the foundations that have been laid, I will be working alongside your Head of School, Miss Caddell, in my role as Executive Headteacher for the Trust, starting with immediate effect. This reflects the commitment of the Wonder Learning Partnership to the Whitby community, further broadening the team of support that has already been established around the school.

I am incredibly excited to be joining an excellent leadership team who are steering the school towards a bright future and creating a secondary school that provides a truly exceptional education. Importantly, an education securely underpinned by its values of **courage, character, ambition** and **endeavour**.

For brief context, the majority of my first 20 years in education were spent in a school which grew to be amongst the largest and highest performing in the country. In the decade after its first Outstanding

Ofsted judgement, I was fortunate to progress through several senior leadership roles, ultimately becoming Head of School, securing a World Class Schools Quality Mark and leading the school to its official flagship status. During that period, I was part of a national programme which enabled me to travel to other countries and experience some of the best





education provision anywhere in the world. I learnt a huge amount and was subsequently afforded several opportunities to work with other schools at different stages of development to support their improvement.

More recently, I have had the privilege to take up a post with The Wonder Learning Partnership and became the Headteacher at Longcroft School and Sixth Form at a time of particular challenge. With the support of the Trust team, the school has gone from the lowest performing in its local authority and in the bottom 10% nationally to becoming the most well attended school in the region and amongst the highest performing academically. Latterly, my role in supporting other schools within the partnership has been formalised through executive headship.

The vision for education that the Trust and I share is most simply articulated as one that is world class. It is an education that never settles for average, that never makes excuses and that reflects an absolute ambition for all young people. Our approach is always underpinned by clearly established values and an

unrelenting drive for excellence in service of children so that they are afforded the opportunity to truly recognise and realise their vast potential.

In all partnership schools, it is an absolute priority for our young people to be known and cared for, feel safe and secure, and have their immeasurable value acknowledged as individuals with a unique role to play in our communities and in the world beyond.

I very much look forward to working with Whitby School and with all of you invested in its success, to promote the very highest of standards and expectations for all in the community. It is both my received wisdom and lived experience that when working together for shared goals, ordinary people can achieve extraordinary things. This is a moment of great hope and opportunity for the future of this school and our young people. I consider it my tremendous privilege to be a part of these exciting next steps in its journey.

Mr D Perry
Executive Headteacher





HOW TO SUPPORT YOUR CHILD WITH OPTION CHOICES

Choosing options can feel like a big decision and it can sound like your child is being asked to decide their whole future at 13 or 14. The truth is a bit less dramatic, but option choices do matter and they can quietly open or close doors in the coming years. Teenagers' interests and goals can change, sometimes quite dramatically over the years following option choices. Many young people see things in very black and white terms, as far as they're concerned, they may be sure that they're going to be a...; conversely they may have no idea what they want to do. Either way, they often don't see the issues, both positive and negative, that are coming down the line.

Don't panic

Firstly, a little bit of reassurance. Very few careers depend on one single GCSE choice. People change direction all the time, you have possibly changed career direction yourself. That said, some subjects act like stepping stones and if your child steps off them too early, it can make certain paths harder to get back onto.

Take science as an example

A pupil dropped science as soon as it was optional because they found it tough. At the time, that felt sensible. A few years later they became interested in nursing. They could still get there, but they had to do extra study and take a longer route because science

qualifications are required. Compare that with another pupil who kept science on, even though it was not their favourite. They did not become a scientist, but when they later considered physiotherapy and sports science, those doors were already open.

Languages are another common one

A pupil chooses not to take a language because it was "too much writing". Fast forward to Sixth Form and they were interested in working in international business and travel. Again, not impossible, but they had missed a chance to build confidence and qualifications that employers value. On the flip side, a pupil who kept a language found it helped them stand out when applying for apprenticeships, even though the role itself did not need fluent French or German.

Creative subjects can work both ways too

One young person chose only practical, creative options and dropped more academic subjects. They loved school more and did brilliantly in those areas, but later found some post-16 courses and training programmes required a broader mix of subjects. Another pupil balanced a creative option with more traditional ones, which gave them flexibility when they were not sure whether to pursue art college or a different route.



The key message is not “choose the hardest subjects” or “choose what looks best on paper”. It is about keeping sensible options open while still choosing subjects your child can succeed in and more importantly enjoy.

Three key points for parents to bear in mind:

1. Some subjects act as gateways. Dropping them early can limit future choices, even if your child is not sure what they want to do yet.
2. Enjoyment matters, but so does balance. A mix of strengths, interests and core subjects usually keeps the most doors open.
3. Ask about future routes, not just GCSEs. Look at what colleges, sixth forms, apprenticeships or careers might expect later on.

Option choices are not a life sentence, but a bit of thought now can save a lot of stress and catch-up later.

Thanks to Janet Colledge RCDP who compiled this article [LINK](#).

I am on hand to talk to your child about their career decisions as well as supporting them with university and job applications. The best thing your child can do at all stages of their education and career, is to research their options fully so they are prepared for the decisions.

There is a lot of helpful information on our careers page which can be found [HERE](#).

Ms Mackle

Careers and Guidance Lead

g.mackle@whitbyschool.co.uk





UNIFORM REMINDER

As we start a busy term, we wanted to take the opportunity to remind all parents and carers of our expectations regarding equipment and uniform.

Uniform

We are a uniformed school as we believe this allows the **character** of our young people to shine. As such, our dress code is simple and practical:

- white shirt (long or short sleeved)
- Whitby School blazer
- smart grey trousers, or grey pleated skirts, or grey tailored shorts
- plain, black polishable footwear
- Whitby School tie in house colour
- Whitby School jumper (optional).

Please note, we do not permit leggings, sportswear or stretchy “yoga style” trousers.

More detailed information about uniform, including PE kit, can be found on the Uniform and Equipment section of our website, by following the Parents and Carers - Key Information links.

Please support your child in continuing to wear our uniform well and with pride, and get in touch with school where we may need to support by lending ties or other garments. We have a supply in school. It is important because at Whitby School **character** is not defined by the money a person can spend on clothes, or the jewellery that they wear. **Character** is who the child is, not what they wear – and we have some fantastic children at Whitby.

Other dress code rules:

- if ears have been pierced, one pair of plain studs may be worn. Earrings must be removed for PE
- a clear retainer may be worn whilst a new piercing is healing
- no other jewellery should be worn. This includes rings, nose studs, bracelets and wristbands etc.
- pupils will be asked to remove any non-uniform jewellery - staff may confiscate items not in line with our dress code. If necessary, these will be kept in the school office until a parent or carer can collect them
- false/acrylic/gel nails and nail polish must not be worn
- discreet make-up is permitted
- natural hair colours only.

Equipment

It is essential that all pupils arrive equipped and ready to learn every day. This is a key part of the secondary school experience, as pupils begin to take responsibility for their own learning and develop crucial organisational skills.

We expect every pupil to have:

- a good sized school bag
- a pencil case, containing: black pens, a green pen, a pencil, ruler, rubber and a scientific calculator.
- if pupils forget their pencil case, they can let their form tutor or Care and Achievement Coordinator know before their first lesson of the day. Recurring



issues with equipment will be marked as a “Concern” on Class Charts.

Additional information:

- mobile phones should not be seen whilst on site. They should be switched off and in the pupil’s bag or locker. If a pupil is seen with their phone inside of the school building the phone will be confiscated by a member of staff
- if you are struggling to source uniform or school equipment, or have any questions relating to our policies, please do get in touch by emailing post@whitbyschool.co.uk.

Support from parents/carers in ensuring pupils are smartly dressed and fully prepared for learning each day is critical to the smooth running of any school. Here at Whitby School, we are proud of the partnership we work so hard to develop between our dedicated staff and the people who know the young people best of all: you. Thank you for your continued commitment to helping us provide the best possible education for your children.

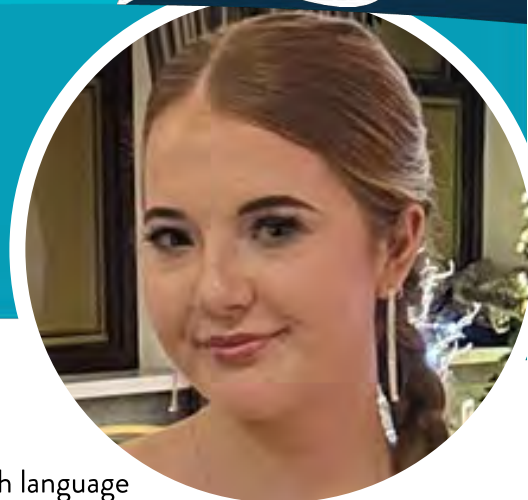
Mrs Mallender
Assistant Headteacher
Airy Hill Site

Mrs Bradley
Assistant Headteacher
Prospect Hill Site





ALUMNI NEWS



Sophie H

I studied A-level English literature, A-level French and BTEC psychology. I'd studied French and English at GCSE level, had done well in both of them and enjoyed the subjects. Doing psychology at BTEC level also gave me more time at the end of Year 13 as I had less exams and had more time to focus on English and French and manage my revision time better, as you complete the BTEC by March/April time.

I am now at the University of Liverpool studying politics with French, I am currently in my third year which is a 'Languages Year Abroad' in France where I am doing a placement as a language assistant in a secondary school. Being able to take this path has been very useful for future job applications as it has given me experience in a professional field and

improved my French language ability. I enjoy university and recommend it to anyone who is considering it.

At the start of Year 12, I struggled to stay motivated as it was very different from GCSE level with a lot more time to work independently, especially having just come out of COVID. All the staff at Sixth Form were very understanding and patient whilst I struggled through the transitional period whether they were my own teachers, pastoral staff or other members of staff I knew from my time at secondary school.

In Year 13, we went to Nice on a school trip with French, which was very informal as there were only four of us. In general, I enjoyed my time at Whitby Sixth Form, the smaller classes meant that the students were closer and it felt more beneficial.





SIXTH FORM SUBJECT FOCUS: LAW

What will I study?

The titanic struggle between good and evil comes alive on the page when studying law. Well, sort of. Every aspect of our lives is governed by the government and the system of laws which exist and BTEC law will help you to understand this. If you enjoy legal programmes, police programmes or politics then this course will help you develop and understand.

What do students do afterwards?

BTEC law students have acquired apprenticeships with local law firms, gone on to study law in many universities around the country, or used the qualification to access courses such as physiotherapy, English, sport, primary teaching... The possibilities are endless.

How will I be assessed?

By both internal and external assessment. One exam in Year 12 and another in Year 13. The external exams are based on pre-released material while the assignments use materials covered in lessons.

What can I do to prepare?

Talk to other students who are already doing the course and ask them what they have done or wish they had done. Come and talk to one of the teachers who will be happy to discuss the content and style of



learning in more depth. Watch some cracking TV programmes like 'How to get away with Murder', 'Suits' or 'The Night of'!



REVISION FOCUS: BTEC SPORT

Component 3 - Developing Fitness to improve other participants performance in sport and physical activity
- external assessment 40%

Lunchtime intervention - Fridays in H9

Use the [Everlearner website](#) to revise and complete checkpoint tests.

Learning outcome A: Explore the importance of fitness for sports performance

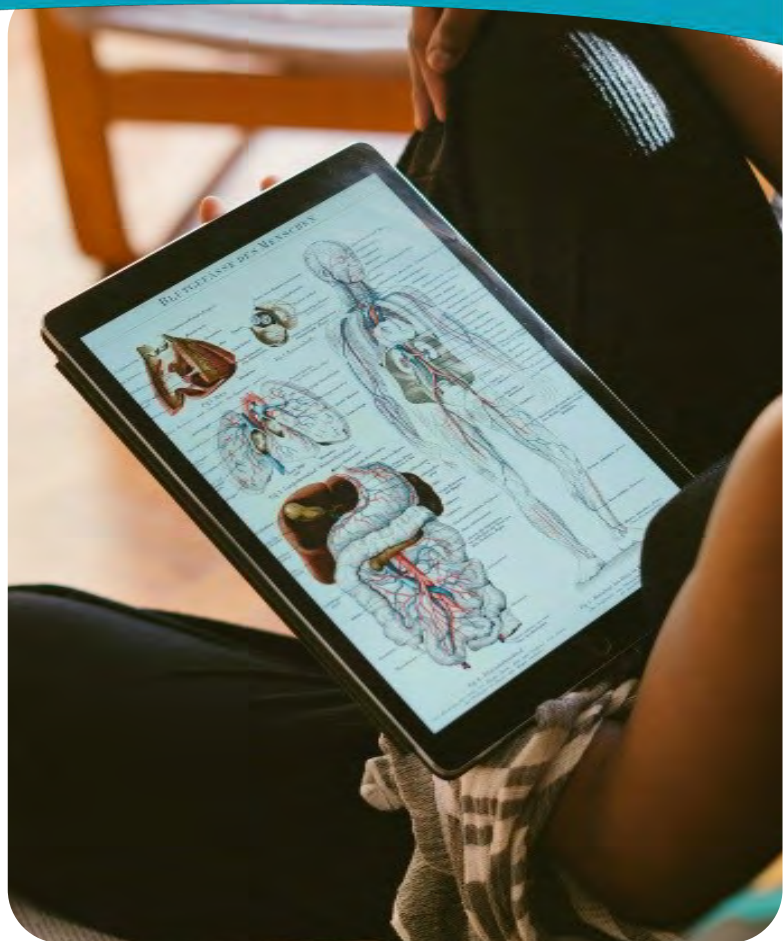
- the importance of fitness for successful participation in sport
- fitness training principles
- exercise intensity and how it can be determined.

Learning outcome B: Investigate fitness testing to determine fitness levels.

- importance of fitness testing and requirements for administration of each fitness test
- fitness test methods for components of physical fitness
- fitness test methods for components of skill-related fitness
- interpretation of fitness test results.

Learning outcome C: Investigate different training methods

- requirements for each of the different training methods
- fitness training methods for physical components of fitness



- fitness training methods for skill related components of fitness
- additional requirements for each of the fitness training methods
- provision for taking part in fitness training methods
- the effects of long-term fitness training on the body systems.

Learning outcome D: Investigate fitness training programming to improve fitness and sports performance.



- personal information to aid training fitness programme design
- fitness programme design
- motivational techniques for fitness programming.

Focus your revision on the following areas:

Components of Fitness and Principles of Training - definitions with sporting examples, training pyramid/ training zones, calculating exercise intensity, Borg RPE scale, FITT, additional principle of training.

Fitness Training Methods - safe and correct use of equipment, warm-up, cool-down, application of FITT, intensity, additional principles of training to each training method, advantages and disadvantages of training method, appropriate training methods for given situations:

- flexibility training - static, ballistic and PNF
- strength, muscular endurance and power training - plyometrics, free weights and circuit training
- aerobic training - continuous, interval, fartlek and circuit training
- speed training - hollow, acceleration and interval.

Fitness Testing - importance of fitness testing, advantages and disadvantages, interpretation of results and methodology for each test linked to a component of fitness

- flexibility: sit and reach test (cm)
- strength: grip dynamometer (KgW)
- aerobic endurance: multi-stage fitness test, forestry step test (predicted in ml/kg/min), plus definition of VO2 max: the maximum amount of oxygen uptake, usually measured in ml of oxygen per kg of body mass per minute.
- speed: 35m sprint(s)
- speed and agility: Illinois agility run test(s)
- anaerobic power: vertical jump test (kgm/s)
- muscular endurance: one-minute press-up, one-minute sit-up (reps/minute)
- body composition: Body Mass Index (BMI) (kg/m^2), Bioelectrical Impedance Analysis (BIA), skinfold testing.





THE BREAD AND BUTTER THING OPENS NEW HUB IN WHITBY

A food redistribution charity providing low cost food through weekly food clubs has expanded to support more Whitby residents.

The Bread and Butter Thing (TBBT) is opening a new food hub at Airy Hill School on 27 January 2026. The Airy Hill School hub will provide members in Whitby with access to fresh, nutritious food at low cost, while helping reduce food waste. The new hub will operate alongside the three hubs already serving the community, supporting more than 500 members with affordable food.

At the weekly food clubs, members can access three bags of food, consisting of fresh fruit and vegetables, chilled items, and cupboard staples from just £8.50. Healthy Start cards are accepted, and any non-food products also available at a reduced price too.

The opening of this hub was made possible through Comic Relief's continued commitment to working with The Bread and Butter Thing.

There is no joining criteria, anyone interested in using TBBT's food clubs can register as a member by texting 07507 237311 with their name, postcode, and chosen hub, eg, Airy Hill School. Once registered, members receive a weekly text offering the food service, which they can then collect from their hub.

Across TBBT's network, 79% of members say they're eating more fruit and vegetables, 71% are cooking more meals at home, and 72% feel more connected to their community. Many also save up to £25 a week, freeing up money for other household priorities.

TBBT already runs food clubs in Hawsker, Hinderwell and Seton, where the hub is held at the primary school.

Vic Harper, Chief Executive of The Bread and Butter Thing, adds: "Opening another hub in Whitby gives more people the chance to access quality, affordable food and meet new people, and we're pleased to be able to expand our work in the community. We couldn't do any of this without our brilliant volunteers, their dedication brings the hubs to life and makes a real difference. That's what drives our work: people, access to healthy food, less waste, and stronger, more connected communities."

TBBT works closely with supermarkets such as Morrisons, Co-op, and Sainsbury's, as well as manufacturers and farmers, who supply quality surplus produce to the hubs.

The service is reliant on the dedication and enthusiasm of its volunteers, with over 1,000 people giving their time each week. Whether it's at one of the hubs or getting involved at the warehouse, anyone interested in volunteering can find out more and get in touch through TBBT's website at [Contact Us](#) – The Bread and Butter Thing.

Other hub details are as follows:

Hawksker	Monday	2.00pm
Oakridge	Friday	2.30pm
Seton	Thursday	2.30pm

The bread and butter thing.



Your local hub:

AIRY HILL SCHOOL

Every Tuesday at 2:15pm

**Airy Hill School, 14 Waterstead Lane,
Whitby, YO21 1PZ**

- Get around £35 worth of food for £8.50.
- Includes fresh fruit and veg, fridge favourites and cupboard staples.
- Open every Tuesday at 2:15pm.
- You need to become a member to use the hub but it's free to sign-up and book a slot - just follow these steps.
- There is no commitment and it's free to join.

It's really easy to sign-up:



1

Text 07507 237 311 with your full name, postcode and the name of the hub you will be collecting from:
"AIRY HILL SCHOOL"



2

Select the size of order you want to receive: Family £8.50, individual £5 or Large Family £17. There is a Vegetarian option available too.



3

You'll get a text every Sunday to see if you want an order. Just reply "YES" by 10am the next day. Your order will be delivered to the hub on Tuesday at 2:15pm.



4

Collect and pay for your goods from the AIRY HILL SCHOOL hub (Don't forget - someone can collect on your behalf if you can't make it and Healthy Start Vouchers are also accepted.)

Where does our food come from?



Our weekly bags are made up of surplus food from supermarkets, food manufacturers and farmers. We never know what we're going to get from day to day, which means each week your bag of food will be different.

But it is always quality, fresh produce. You will probably need to top up from the shops as well, but our food will go a long way to helping you feed your family affordably.

Surplus food happens for lots of reasons - sometimes there is a fault with the packaging or there may just be too much of it for the supermarkets to handle.

Some of our food is beyond its BEST BEFORE date BUT that doesn't mean that you can't eat it. With proper storage - for instance in its original packaging and sealed with a clip or in an airtight container - lots of foodstuffs can be eaten long after their best before date, including:

- Crisps can still be edible for a good month after their best before deadline.
- Biscuits and cereals can last for another six months.
- Baked beans and other tinned goods can last in your store cupboard for a whole year, as can sweets and bottled pasta sauce.
- And don't throw away that packet of dried pasta that you've found at the back of a cupboard. If stored correctly, it should still be safe to eat around three years after its best before date has expired.

We will never provide food that is after its USE BY date because this is about food safety, not food quality. You can eat food on its USE BY date or, if you have a freezer, pop it in. Just make sure you make a note of how long it will be freezer safe and how long it takes to defrost.

You can find out more about our food and our work on our website:

www.breadandbutterthing.org

or at

@teambbt



NOTICES

Parents and Visitors

Please can you ensure that you always enter our school premises through the doors at the main reception when needing to come on site. We require that all parents and visitors make contact with reception before venturing further on our school premises. Reception is clearly signposted on each site.

We have plans to relocate the reception to the front of the school on our Prospect Hill Site which will assist further with this expectation. We ask everyone to please co-operate with these procedures on both our school sites and to make contact with reception directly on arrival. Thank you for your help in this matter.

Year 7 Parents' Evening 1

We are pleased to confirm that the new date for Parents' Evening is **Thursday 22 January**. We have carried over appointments where possible but please check for slightly different times. Thanks for your patience with this.

Charity Fundraising

Members of staff from Whitby School were joined by Mr Steve Maltby and some members of his choir in Carol Singing on Golden Lion Bank in Whitby on Saturday 6 December. A total of **£146.83** was raised for Cancer Research.

10 Top Tips for Parents and Educators

ESSENTIAL ONLINE SAFETY

Children and young people use the internet every day to learn, play, and connect, but the online world is not always safe. For adults, it can be hard to keep up with the risks, including harmful content, cyberbullying and scams. These 10 tips provide clear and practical advice to support safer and healthier digital habits, helping young people to make informed, secure choices when using technology.

1 START EARLY CONVERSATIONS

Begin talking about online behaviour from the moment children start using devices. Use age-appropriate language and revisit topics regularly, making it clear they can speak to you about anything that upsets or confuses them. Keeping these chats open helps build trust, so children are more likely to come to you when needed.

2 PROMOTE SAFER SHARING

Children can overshare without understanding the risks. Remind them that photos, locations, or messages can be copied or shared beyond their intended audience. Explain how even private messages or group chats can be saved and/or misused. Talk about what is appropriate to post, message, and who it's safe to share with.

3 ENCOURAGE DIGITAL BALANCE

Many apps and games are designed to keep users engaged through rewards, likes, or constant updates. These features can make it hard for children to switch off. Talk openly about how these systems work and help children recognise when it's time to take a break. Building in tech-free routines supports a healthier balance and awareness of their screen time.

4 CREATE A SAFE SPACE FOR CONCERNS

When children come to you with a concern, respond with interest and care, rather than with alarm. Keeping your reaction measured helps them feel safe and supported. This doesn't mean ignoring serious issues; it means showing that you're there to help. When children trust that they can speak openly, they're more likely to feel supported through unpleasant online experiences, and to ask for help in future.

5 STAY INFORMED AND CURRENT

With emerging technologies like AI moving and changing so quickly, it's important to stay updated on how children are using new platforms, apps and games. Ask them to show you what they use and let them take the lead as you explore together. This opens up valuable conversations and helps you stay ahead of emerging risks and trends.

6 TEACH CRITICAL THINKING

Talk to children about how to recognise unreliable information or scams online. With AI-generated videos, photos, and stories becoming harder to spot, help children question what they see and encourage them to look for evidence, check sources, and ask questions. These skills will help them avoid risks, make smart choices, and develop healthy habits for the future.

7 SET CLEAR BOUNDARIES

Involve children in conversations about device usage so they feel included. Agree on digital rules such as screen-time limits, age-appropriate apps, and no devices in bedrooms overnight. Use parental controls to block or filter harmful content and explain that rules are there to protect and support them, not to spoil their fun.

8 LEAD BY EXAMPLE

Children often copy the behaviour of adults around them. Show them what balanced, respectful, and mindful use of technology looks like, such as avoiding scrolling during family time and speaking kindly in messages. If you expect certain behaviour from them online, make sure your own habits reflect the same standards.

9 EXPLORE PRIVACY SETTINGS TOGETHER

Show children how to use privacy tools on apps, games, and websites. Teach them to use strong passwords, block or report others in response to problems, and avoid sharing personal details. Explore settings together so they feel confident and in control, and explain that these features are there to help them stay safe online.

10 KNOW WHERE TO GET HELP

Familiarise yourself with tools and organisations that support online safety. The National College offers online safety guides and webinars which provide tips on staying safe. Websites like Report Harmful Content and CEOP can be used to report when something goes wrong. Show children how to report or block users, and where to go if they feel unsafe. Make sure they know that asking for help is always the right thing to do, and be prepared to support them.

Meet Our Expert

Home to the world's largest CPD library for educators, The National College has transformed the way education establishments go about developing their workforces and managing compliance. Our three memberships help all phases and types of setting raise standards, save time, reduce risk, and build a culture of improvement.

See full reference list on our website

#WakeUpWednesday®

The National College®



EXTRA-CURRICULAR ACTIVITIES

MONDAY

- Year 7-8 Football, 12.45-1.15pm (Astro, Airy Hill Site)
- Airy Hill Choir, 12.45-1.15pm (Music Room, Airy Hill Site)
- Year 9 Football, 12.45-1.15pm (Sports Hall, Prospect Hill Site)
- Health and Social Care Intervention, lunch time (N9, Prospect Hill Site)

TUESDAY

- Year 7-8 Football, 12.45-1.15pm (Astro, Airy Hill Site)
- Airy Hill Band, 12.45-1.15pm (Music Room, Airy Hill Site)
- Year 10 Football, 12.45-1.15pm (Sports Hall, Prospect Hill Site)
- Year 7-8 Football, 3.30-4.30pm (Field/Astro, Airy Hill Site)
- Football Club, 3.30-4.30pm (Field, Prospect Hill Site)
- SEN Homework Club, 3.30-4.30pm (Both Sites)
- KS3 Drama Club, 3.45-4.45pm (Prospect Hill Site)
- Health and Social Care Intervention, 3.30-4.45pm (N9, Prospect Hill Site)

WEDNESDAY

- Debating Club, lunchtime (Room 3, Airy Hill site)
- Chess Club, 12.45-1.15pm (Library, Airy Hill Site)
- Writers' Club, lunchtime (Prospect Hill Site)
- Year 9 Football, 12.45-1.15pm (Sports Hall, Prospect Hill Site)
- Year 7-8 Netball, 3.30-4.30pm (Courts, Airy Hill Site)

- Year 10-11 Netball, 3.30-4.30pm (Sports Hall, Prospect Hill Site)
- SEN Homework Club, 3.30-4.30pm (Both Sites)
- Whitby Table Tennis Club, 7.00-8.00pm (Gym, Airy Hill Site)

THURSDAY

- Year 7-8 Football, 12.45-1.15pm (Astro, Airy Hill Site)
- KS4 Racket Sports, 12.45-1.15pm (Sports Hall, Prospect Hill Site)
- Funk Band, 12.45-1.15pm (Music Room, Prospect Hill Site)
- Health and Social Care Intervention, lunchtime (N9, Prospect Hill Site)
- Debating Club, lunchtime (H4, Prospect Hill site)
- SEN Homework Club, 3.30-4.30pm (Both Sites)

FRIDAY

- Science Sparx, 12.45-1.15pm (R6, Airy Hill Site)
- Year 7-8 Football, 12.45-1.15pm (Astro, Airy Hill Site)
- Games Club, 12.46-1.15pm (R4, Airy Hill Site)
- BTEC Sport Intervention, 12.45-1.15pm (H9, Prospect Hill Site)
- Year 10 GCSE PE Intervention, 12.45-1.15pm (S4, Prospect Hill Site)
- Writers' Club, Lunchtime (H9, Prospect Hill Site)



KEY DATES

To find out more about upcoming events and visits, please view the Whitby School Calendar.

Monday 12 January	Year 9 Battle of the Bands, 2.30-3.30pm (Main Hall, Prospect Hill site) All Year 9 are involved Year 10 Basketball at Lady Lumley's, 3.00pm
Tuesday 13 January	KS3 Badminton at Fyling Hall
Thursday 15 January	Year 12 and 13 Parents' Evening, 4.00-6.00pm (Prospect Hill site)
Tuesday 20 January	Year 9 Immunisation: DTP/MenACWY Primary Change 4 Life, 1.00-3.00pm (Prospect Hill site) Year 8 Basketball at Lady Lumley's, 3.00pm
Wednesday 21 January	Year 9 Basketball at Lady Lumley's, 3.00pm
Thursday 22 January	Year 7 Basketball at Fyling Hall, 4.00pm Year 7 Parents' Evening 1, 4.00-6.00pm (Airy Hill site)
Monday 26 January	Year 7 Basketball at Lady Lumley's, 3.00pm
Tuesday 27 January	Primary Change 4 Life, 1.00-3.00pm (Prospect Hill site)
Wednesday 28 January	Year 11 County Basketball Final at York College
Thursday 29 January	Reserve Hockey at Scarborough College, 2.30pm
Monday 2-Friday 6 February	Hospitality and Catering Practical Exam
Monday 2 February	Year 10 County Basketball Final at York College
Tuesday 3 February	Year 9/10 to Inspiring Choices Destination Festival at York St John University Primary Key Steps 1 Gym, 1.00-3.00pm (Prospect Hill site)
Thursday 5 February	County Basketball Final in York U-15 Swimming Gala (Pickering Leisure Centre) Year 9 Parents' Evening 1, 4.00-6.00pm (Prospect Hill site)
Friday 6 February	Cocreate Festival, twelve KS4 musicians at York St John University Primary Key Steps 1 Gym, 1.00-3.00pm (Prospect Hill site)
Mon. 9-Fri. 13 February	National Apprenticeship Week
Thursday 12 February	U-13 Swimming Gala (Pickering Leisure Centre) Year 9 Girls' Football at Norton College Year 9 Parents' Evening 2, 4.00-6.00pm (Prospect Hill site)
Mon. 16-Fri. 20 February	Half Term Holiday



23 Feb-6 March	Year 11 Mock Exams
Monday 23 February	House Cross Country
Thursday 26 February	Year 8 Netball at Scarborough College, 1.30pm Year 9 Rugby at Malton RFC, 2.00pm
w/b Monday 2 March	National Careers Week
Tuesday 3 March	Digital Futures for SEND Learners, 10.40am-12.45pm - Year 8 pupils Year 8 County Basketball Final at York College Primary Key Steps 2 Gym, 1.00-3.00pm (Prospect Hill site)
Thursday 5 March	World Book Day Eskdale Festival Year 7 District Netball at St Augustine's School, 1.30pm Year 10 Rugby at Malton RFC, 2.00pm
Friday 6 March	Eskdale Festival Primary Key Steps 2 Gym, 1.00-3.00pm (Prospect Hill site)
Monday 9 March	Year 3/4 Hockey Coaching (Airy Hill site)
Tuesday 10 March	Digital Futures for SEND Learners, 10.40am-12.45pm - Year 8 pupils Year 8 Rugby at Malton RFC, 2.00pm Straws Cup Football, 4.00pm (3G Pitch)
Wednesday 11 March	Year 7 County Basketball at York College U-14 Netball reserve date
Monday 16 March	House Football Tournament
Tuesday 17 March	Primary Quick Sticks Hockey, 1.00-3.00pm (Airy Hill site) Year 7 Rugby at Malton RFC, 2.00pm
Wednesday 18 March	U-14 W/R Partnership at Lady Lumley's School Year 10 Six-a-Side Football, 2.00pm (Airy Hill site)
Thursday 19 March	U-12 T1 Rugby at Malton RFU Year 8 Parents' Evening 1, 4.00-6.00pm (Airy Hill site)
Friday 20 March	Primary Quick Sticks Hockey, 1.00-3.00pm (Airy Hill site)
Tuesday 24 March	Year 9 to York St John University for the Making Waves Programme
Thursday 26 March	Year 8 Netball (reserve date) at Scarborough College, 1.30pm Year 8 Parents' Evening 2, 4.00-6.00pm (Airy Hill site)
Friday 20 March	Primary Cross Country - League 3, 1.45pm (Airy Hill site)
Mon. 30 March.-Fri. 10 April	Easter Holiday
Friday 17 April	Year 5/6 Cricket at Whitby CC, 10.00am TBC
Tuesday 21 April	Year 3/4 Quad Kids (Airy Hill site)
Friday 24 April	Year 3/4 Quad Kids (Airy Hill site)
Monday 4 May	Bank Holiday



TERM DATES 2026-27

Autumn Term 2026

Mon. 7 September	School Opens
Thurs. 22 October	School Closes
Fri. 23 October	Training Day
Mon. 26-Fri. 30 October	Half Term Holiday
Mon. 32 November	School Opens
Fri. 18 December	School Closes
Mon. 21 Dec.-Fri. 1 January 2027	Christmas Holiday

Spring Term 2027

Mon. 4 January	Training Day
Tues. 5 January	School Opens
Fri. 5 February	School Closes
Mon. 8-Fri. 12 February	Half Term Holiday
Mon. 15 February	School Opens
Fri. 19 March	School Closes
Mon. 22 March.-Fri. 2 April	Easter Holiday

Summer Term 2027

Mon. 5 April	School Opens
Mon. 3 May	Bank Holiday
Fri. 28 May	School Closes
Mon. 31 May-Fri. 4 June	Half Term Holiday
Mon. 7 June	School Opens
Fri. 23 July	School Closes
Mon. 26 July	Training Day

Two additional Training Days TBC



MEET THE STAFF

Senior Leadership Team

Mr D Perry – Executive Headteacher
Miss J Caddell – Head of School
Ms S Boyd – Deputy Headteacher
Mrs J Bradley – Assistant Headteacher (Prospect Hill site)
Mrs K Mallender – Assistant Headteacher (Airy Hill site)
Mr A Whelan – Assistant Headteacher (Sixth Form)

SEND

Mrs H Kirk – SENCo

Safeguarding

Miss J Caddell – Designated Safeguarding Lead
Mrs J Bradley – Deputy Designated Safeguarding Lead

Heads of Year

Mrs A Harrison – Year 7
Ms D Reddy – Year 7
Mr A Raw – Year 8
Ms A Ruberry – Year 9
Mrs J Cassell-Osowski – Year 10
Mrs AM Scales – Year 11

Care & Achievement Coordinators

Miss A Clarkson – Year 7
Miss E Hutton – Year 8
Miss K Wilson – Year 8
Mr D Taylor – Year 9
Mr D Jackson – Year 10
Mrs H Ross – Year 11
Mr J Daley – Year 12 & 13

THE DANGERS OF FROZEN WATER

Every year children are at risk when they are tempted to play on the ice formed on open waters and adults find themselves at risk as they attempt to save them. Over 50 % of ice related drowning involved an attempted rescue of another person or a dog.

Areas with frozen waters can be beautiful to look at but they are also extremely dangerous. Here are some useful tips to help you enjoy these areas safely.

TOP TIPS TO STAY SAFE

NEVER GO ON THE ICE UNDER ANY CIRCUMSTANCES

This includes attempting to rescue another person or animal who may have fallen through the ice.

ONLY USE WELL LIT AREAS

Try to take walks in the daylight but if you must walk in the evening, only use well lit areas and avoid anywhere with water.

KEEP AWAY FROM THE EDGE OF THE WATER

Never go close to the edge or lean over to touch the ice. You may overbalance or trip and fall in.

ALWAYS WALK WITH AN ADULT OR A GROUP OF FRIENDS

Look out for each other and if someone does fall through the ice there will be others around to raise the alarm and get help

WHAT TO DO IF YOU FALL THROUGH THE ICE

Keep calm and shout 'help'

Spread your arms across the surface of the ice in front of you

Try to kick your legs and pull yourself out of the water and on to the ice

Lie flat, spreading your weight across the surface and pull yourself to the bank, you may find it easier to roll.

If you cannot climb out, wait for help and keep as still as possible. Keep your head above the water, press your arms by your side and keep your legs together

Once you are safe, it is important that you go to hospital immediately for a check up



WHAT TO DO IF YOU SEE SOMEONE FALL THROUGH THE ICE

Shout for **'HELP'** and dial **999** or **112** if you can

DO NOT walk on to the ice to attempt a rescue

Shout to the person to **'KEEP STILL'** and offer reassurance.

If they are close enough, **LIE DOWN TO AVOID OVERBALANCING** and falling onto the ice, and try to reach them with a tree branch clothing tied together or anything else which can extend your reach.

If you cannot reach them, **SLIDE SOMETHING** which floats across the ice, such as a plastic bottle or a football, so that they can hold on to it to stay afloat whilst help is on the way.

If they are too far away, **WAIT FOR THE EMERGENCY SERVICES** and reassure the casualty from the safety of the bank.

Speak Out Safely



Designated Safeguarding Lead
Miss J Caddell



Deputy Designated Safeguarding Lead
Mrs J Bradley



Mrs K Mallender



Mrs J Robinson



Mr A Whelan



Mrs H Kirk, SENDCo



Mr M Taylor, Governor



Whitby
School

FUNK BAND



Whitby
School

PROSPECT HILL SITE
THURSDAYS, LUNCHTIME
IN THE MUSIC ROOM
BRING YOUR LUNCH

Airy Hill Band



**Tuesday
Lunchtime
Music Room**

*Bring a packed lunch.
For all
instrumentalists.*

AIRY HILL CHOIR

**Mondays,
Lunchtime
in the
Music
Room**



Whitby
School

**For anyone who enjoys
singing. Bring your
lunch and a friend or
come along and meet
our friendly singers.**



**KS3 Drama Club
Year 7 8 & 9
TUESDAYS
3:45-4:45pm
UPPER SCHOOL
Drama Studio**

Opens 30th September!