



Whitby School  
Ad finem terrae

newsletter

ISSUE 11





# HEADTEACHER'S WELCOME



There are only nine hundred and thirty-six children in the entire world who are entitled to wear a Whitby School uniform. I want to thank those children for making me feel so welcome this week.

From coming to talk to me at lunchtimes to introduce themselves, to coming to see me with really thoughtful suggestions and ideas, to seeing them working in their lessons – it has put a smile on my face every day this week. I am proud to be part of this school, and I am so grateful to your children for making me really feel part of it.

There are four key values that define our community: **endeavour, courage, ambition, and character.**

We will support our pupils in striving for excellence and success, encouraging determination and engagement in their learning. In this way we will secure **endeavour.**

We foster an environment where pupils explore new opportunities, develop skills, and act with confidence and resilience. This will build their **courage.**

We will inspire our pupils to pursue their goals and provide pathways for them to be bold and successful in their future choices. We will ensure they have **ambition.**

Together we will make a caring and supportive community where kindness, integrity, and individuality are valued. We will build their **character.**

That uniform is important to the school – and to our key value of **character.**

I know that young people – keen to express themselves and show their identity and character – like to wear things that show their personality. That might be their favourite football team, favourite genre of music, or to say something about themselves. However, uniform is important because we are saying to children that character doesn't need accessories. Who you are doesn't require a garment or piece of jewellery. We, collectively, are Whitby School – but your character is your actions, your words, and choices.

In addition, uniform is a great leveller. When I was a child, I went to a school that had no uniform. It was in a part of the country where coal mines had started to close, and families were struggling to make ends meet. I'm afraid my friends and I could not afford the clothes that other children wore. Clothes in that school were a sign of how much money a family had to spend. Brands of trainers, amounts of jewellery – these things are expensive. Things like plain grey trousers and black shoes don't have brand names written on them – it doesn't make it advertise how much it has cost to get dressed that morning.

For families who are struggling with financial difficulties, we may be able to give support in providing



this for your child. This is another advantage of a school uniform.

It is important too that uniform is worn well. In the workplace it is likely that your child will have rules about what they can wear -perhaps even a uniform that they have to wear each day. One function of a school is to prepare children for professional environments. However, I feel that wearing a uniform with pride also shows respect in yourself and your community.

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 a child are, not what they wear – and we have some fantastic children at Whitby.

Thank you for supporting us.





# YEAR 9 ASSESSMENTS

Our Year 9 have been working on assessments in non core subjects to help them choose their options for KS4. This table explains how our pupils will be assessed in the next couple of weeks.

SUBJECT	ASSESSMENT
<b>Geography</b>	All pupils have completed two assessments in class in the first week of Spring term.
<b>History</b>	Pupils will do an extended response to a question in lesson to test understanding and skills.
<b>RS</b>	Pupils have completed an assessment, including an extended written answer in GCSE style.
<b>Computer Science</b>	Pupils are completing their assessments online - 3 assessments (Safety & Security, Impact of Technology, Effective use of Software Tools).
<b>French</b>	Pupils will write a paragraph of 80 words (the same length as GCSE requirement) on Year 9 topics. This will be a closed book assessment.
<b>German</b>	Pupils will write a paragraph of 80 words (the same length as GCSE requirement) on Year 9 topics. This will be a closed book assessment plus a reading exam.
<b>DT</b>	Half of the year group has completed. CAD drawing exercise on OnShape.
<b>Catering</b>	w/b 27 January - half of the year group will have completed the Chicken ballotine and fondant potato practical.
<b>Art</b>	The project work completed so far in Year 9 will be examined holistically and used to inform the assessment. This reflects the nature of how art is marked at KS4 and beyond.
<b>Music</b>	Battle of the bands for all music groups on Friday 24 January.



## WHITBY SCHOOL SIXTH FORM



This week students in Year 12 have been sitting trial exams in their A-level subjects. This is their first taste of a formal exam at this level and the first opportunity to demonstrate their learning since the start of the school year. For many of the students however, they have already taken external exams in their BTEC or Cambridge National courses and will be eagerly awaiting results in March.

While formal exams are only part of the educational experience and there are many benefits to sixth form that cannot be measured through a written response, they are of critical importance showing what you are capable of and giving yourself access to the next stage. For some students this will be applying to university, for others seeking employment and we are starting to see more students explore the degree apprenticeship option to allow further study while earning.

There will be another opportunity to take trial exams in June which will be a much sterner test of what has been covered across the full year and will be a really useful indicator of where a student is as they head into Year 13. Before this though we will be launching our Your Future programme where we give students the opportunity to explore the options which are open to them, visit some universities to get a better understanding of university life, university finance and what the other possibilities are. We will of course involve parents and carers in this process and have sessions to make sure that you also understand the UCAS application process, the best place to find

information on apprenticeships and some guidance on the financing of this. We would also like the students to engage in some work experience in an area, as far as possible, that may be part of their future plans. Many of the young people work but we would like to see them applying for work experience placements that will offer them a greater insight into what a job may look and feel like. This forms part of our Passport to Success - a strategy to encourage the students to engage more widely in activities that will help them develop skills and experiences which can be helpful when applying for university or jobs. Have they volunteered? Taken part in a team activity, read a book and shared this experience, worked with younger students to support them. Once launched, we will share the details of this so you too can encourage them to seek out the new experiences which make sixth form life rewarding and enriching beyond the formal exams!







## SPORTS UPDATE

### North Yorkshire Cross Country Trials 2025 - Skipton

Congratulations to Whitby School Cross Country runners who competed at the North Yorkshire Cross Country Trial representing Scarborough and District at Skipton on Saturday 18 January.

Their impressive performances earlier in the season earned selection for the trial with the best runners from across the county descending on Aireville Park, Skipton. Wintery conditions welcomed the runners to a testing course which involved a series of laps to establish qualification. The top 15 in each race qualified whilst those in the top 6 automatically selected for the English schools championships in March.

Congratulations to Dan in Year 9 who led from the start of his race with a determined approach following his return to fitness after injury. Huge credit to every runner who competed on the day, we are extremely proud of your performances.

Full results are available from: [www.nysaa.org.uk/results](http://www.nysaa.org.uk/results).





## NSEA Interschools Show Jumping

Year 10 pupil Saffron represented Whitby School at the weekend in the NSEA Interschools Show Jumping Competition at Northallerton. She competed against schools from Durham, Northumberland and Yorkshire.

Saffron was second in the 90cm event and third in the 1m event.

Well done Saffron!







# SCHOOL MEALS AND USE OF THE CANTEEN

Please note that our policy is that pupils should not take items from the canteen unless they have sufficient credit on their account. Food and drinks taken must be paid for at the time of taking them. Canteen debts put an unreasonable burden on the catering staff and are unfair on those who abide by the rules and remain in credit for the food and drink they wish to take. Please ensure that your son or daughter's canteen accounts are regularly topped up - you can set up a direct debit to do this using the MCAS system. The school office staff will be happy to help parents to navigate the MCAS system, as required. Payments of cash can be made in school into the paying-in units in school (office staff can help pupils who do not know where this is) on each site or by cheque payment to North Yorkshire Council. Having a debit in the school's catering budget diverts away money from areas that the school would otherwise be spending on learning and enrichment resources/activities for pupils.

## Free School Meals

For pupils eligible for a free school meal, please ensure that your child understands that the amount provided each day will only cover the cost of a school meal - ie, food to the value of £2.90 currently. It does not include drinks and, therefore, if pupils also take a snack

from the canteen at break time, this will mean they will not have much left at lunchtime to spend on food. The canteen staff will be happy to advise your child on what constitutes a meal within the daily allowance. This is also displayed on posters in the canteen. For items taken over the value of £2.90 each day, additional money will need to be paid onto your child's account, and this should be in advance of your son/daughter taking additional items of food or drink from the canteen.

Please do not allow your child's account to get into debt and thank you in advance for your help in this matter.





# EXTRA-CURRICULAR ACTIVITIES

## MONDAY

- Rehearsals for all members of the chorus *We Will Rock You* at Prospect Hill Site (Drama Studio)
- Airy Hill Site Band, Lunchtime

## TUESDAY

- Rehearsals for all members of the chorus *We Will Rock You* at Prospect Hill Site (Drama Studio)
- Sixth Form Maths, 3.30-4.30pm (M2)
- Gym Club, 3.30-4.30pm. All years welcome. (Prospect Hill site Fitness Suite)
- GCSE Music coursework help, 3.30-4.30pm

## WEDNESDAYS

- Choir, Lunchtime (Airy Hill Site)
- Rehearsals for all members of the chorus *We Will Rock You* at Airy Hill Site (R17)
- Year 11 Maths, 3.30-4.30pm (Higher in room H7; Foundation in room S2)
- Wednesdays and Thursdays after school (alternating days) After school Drama Club for Airy Hill Site - Main Hall; after school rehearsals for main cast *WWRY*

## THURSDAY

- Funk Band, lunchtimes (Prospect Hill Site)
- Music Theory, before school (Prospect Hill Site)
- Gym Club, 3.30-4.30pm. All years welcome. (Prospect Hill Site Fitness Suite)
- Year 11 German Help, 3.30-4.30pm (plus other nights if needed)
- GCSE Music coursework help, 3.30-4.30pm

## FRIDAYS

- Year 9 Drama Club, Lunchtime (Drama Studio)
- Writers' Club, Lunchtime (H6)
- English Revision, Lunchtime (H6)



# PE EXTRA CURRICULAR TIMETABLE 2024-25

LOWER	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Lunchtime</b> 12.45-1.15				<b>Year 7 &amp; 8 Basketball</b> Gym	<b>Year 7 &amp; 8 Basketball</b> Gym
<b>After School</b> 3.30-4.30	<b>Whitby Jets Basketball</b>	<b>Year 7 &amp; 8 Football</b> Field	<b>Year 7 &amp; 8 Netball</b> Courts/Gym <b>Dance Club</b> Gym	<b>Year 7 and 8 Table Tennis</b> Airy Hill Gym	

UPPER	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Before</b> 8.30-8.50			<b>Fitness Suite</b>		
<b>Lunchtime</b> 12.45-1.15	<b>Year 9, 10, 11 Basketball</b> Sports Hall	<b>Year 10 Football</b> Sports Hall  Year 11 GCSE Intervention	<b>Year 11 Football</b> Sports Hall  <b>Yoga/ Mindfulness</b> Dance Studio	<b>KS4 &amp; Sixth Form Badminton</b> Sports Hall	<b>BTEC Intervention</b> H9  <b>Year 10 GCSE PE Intervention</b> S4
<b>After School</b> 3.30-4.30	<b>Achieve Sports Club</b> Sports Hall	<b>Year 9 Football</b> Field	<b>Fitness Suite</b>	<b>Netball Club</b> all years	<b>Fitness Suite</b>

Where fixtures are arranged, Clubs may need to be postponed. Fixtures can be found on the PE noticeboard

# What Parents & Educators Need to Know about HEALTH & FITNESS APPS

## WHAT ARE THE RISKS?

Physical wellbeing apps are useful tools for monitoring and improving our health. They allow us to balance nutrition, set goals, track our activities and sleep patterns, and motivate us to exercise. Nonetheless, there have been some reported drawbacks; this guide outlines some of these concerns and explains how to use fitness apps safely.

### LACK OF PERSONALISATION

Many apps take a one-size-fits-all approach, failing to account for the varying ages and abilities of children: a 16-year-old, for example, will have different physical needs to a child of 10. This can create unrealistic expectations and set exercises which may be too advanced for younger children or too simple for older ones.

### NOT DEVELOPED BY EXPERTS

Some fitness and wellbeing apps are developed by experts in the field – but a concerning number of them *aren't*. As such, these platforms may contain inaccurate information. They may present safety concerns by giving incorrect advice regarding physical activities or might include age-inappropriate content which would clearly cause more harm than good.

### REDUCED INTERACTION WITH OTHERS

Physical wellbeing apps can remove the social and interactive elements which physical exercise can offer – for instance, meeting people at fitness classes, at the gym or during any other such activities. Research has found that young people generally dislike this aspect of fitness apps, suggesting that they would rather exercise in the company of friends or other like-minded individuals.

### DATA AND PRIVACY CONCERNS

Fitness and wellbeing apps tend to collect a lot of personal information from their users, including name, location, date of birth, details of their physical health and more. It's worth keeping in mind that some of these apps may sell this data to third parties. We'd advise that any apps young people download should have the correct legislation in place to protect their safety and privacy while using the service.

### ADDITIONAL COSTS

While many fitness apps are free to download, the initial content is quite basic. Users will only receive more helpful content (such as new workouts, nutrition advice or a personalised plan) by signing up to a subscription or paying for extra features. This can incentivise users to spend money on the service – a cost which can quickly mount up.

### DEPENDENCY ON THE APP

While physical wellbeing apps can help motivate young users to manage their fitness, there's a possibility that – without being sent frequent rewards and reminders – children could start to lose their natural drive to be active. Young people may also become obsessed with tracking their exercise, health and eating habits: this can have negative effects on their mental and emotional wellbeing.

## Advice for Parents & Educators

### EXERCISE AND SOCIALISE

Highlight the importance of children enjoying fitness activities with family and friends, rather than always exercising alone. Emphasise the fun they can have by interacting with others rather than solely relying on an app to maintain their regime. Remind them of the importance of staying active, as well as the benefits of doing so with company.

### PROMOTE POSITIVE BODY IMAGE

While we want children to be active and healthy, we must also ensure they don't become fixated on how they look and begin take things too far. During childhood and adolescence, the body is still growing and changing. It's vitally important for young people's wellbeing that we promote a positive body image and a healthy relationship with food, empowering them to make informed decisions about their diet and lifestyle.

### Meet Our Expert

Dr Claire Sutherland is an online safety consultant, educator and researcher who has developed and implemented anti-bullying and cyber safety policies for schools. She has written various academic papers and carried out research for the Australian Government comparing internet use and sexting behaviour of young people in the UK, USA and Australia.



### REVIEW THE APP FIRST

Before allowing someone under 18 to install a fitness and wellbeing app, check its age rating, read its reviews and scroll through its data policy, to ensure its suitability for younger users. You could also try it yourself, to see if it's appropriate for the child's particular needs and decide if you're comfortable with them using it. Ensure that any privacy-compromising features – such as location tracking – are disabled.

### USE PARENTAL CONTROLS

As with all apps, it's important for parents to familiarise themselves with any controls on the app and to use these on a child's account. The specific settings vary between platforms but – most commonly – these will relate to screen-time limits, disabling or capping in-app purchases, and managing social aspects or features which aren't age appropriate. By utilising these controls, you can help to ensure a child is getting a safe experience.



The National College®



## SIXTH FORM SUBJECT FOCUS: DRAMA



### What will I study?

This course builds on the skills and experience gained at GCSE aiming to make you both a better performer and also a more critical thinker. By the end of the course you will have been exposed to a number of different performance styles and be able to discuss your own performance in a reflective manner as well as analyse the dramatic intentions of established playwrights and practitioners.

### Units of study

Component 1 - Students participate in the creation, development and performance of one reinterpretation of an extract from a text, using the working methods and techniques of either an influential theatre practitioner or a recognised theatre company. Students must produce a realisation of the performance or design and a creative log.

Component 2 - Learners participate in the creation, development and performance of:

- one devised piece using the working methods and techniques of a different influential theatre practitioner or recognised theatre company
- one extract from a text in a different style to the devised performance. Learners must realise their performance live for the visiting examiner. Learners choosing design must also give a 5 to 10 minute presentation of their design to the examiner.

Learners produce a process and evaluation report within one week of completion of the practical work.

### Learners explore:

- two complete performance texts from different historical periods
  - one extract from a third contrasting text.
- In Components 1 and 2 learners are given the opportunity to develop performing and/or design skills as appropriate to their interests and the facilities available in the centre. Learners must choose one or two skills from the following list:
- performing
  - sound design
  - lighting design
  - set design (including props)
  - costume design (including hair and makeup).

### How will I be assessed:

Component 1: Theatre Workshop - 20% (Non - exam: internally assessed)

Component 2: Text in Action - 40% (Non - exam: externally assessed by visiting examiner)

Component 3: Text in Performance - 40% (Written examination: 2 hours and 30 minutes)

### What do students do afterwards?

Drama can help you gain success in many different professions: actor, broadcaster, politician, teacher, producer, director, creative writer, scriptwriter, stage manager, lighting designer, prop master, set designer and so much more. A Drama qualification means that you can self-manage; keep to time deadlines; work as part of a group; are creative confident and passionate – skills that would benefit you in any job.



# KEY DATES

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

## 2025

- WB 27 January ..... Year 9 Trial Exams
- Monday 27 January ..... ‘Making Waves’ Higher Education Workshops
- Wednesday 29 January ..... Year 9 Morning at East Barnby (qualifying pupils only)
- Wednesday 29 January ..... UCAS Deadline, 6.00pm
- Tuesday 4 February ..... Options Evening, 4.00-6.00pm (Prospect Hill site)
- Thursday 10 February ..... Years 7-8 Restart a Heart Event (Airy Hill site)
- Tuesday 11 February ..... Year 10 Post 16 Options Assembly from Inspiring Choices
- Wednesday 12 February ..... Year 7 Netball v Fyling Hall
- Wednesday 12 February ..... Year 8 Netball v Fyling Hall
- Wednesday 12 February ..... Year 10 & 11 Inclusive Handball at Pindar
- Half Term**
- w/c 24 February ..... Year 11 Trial Exam
- Tuesday 3 March ..... Year 10 Parents’ Evening, 4.00-6.00pm (Prospect Hill site)
- Thursday 6 March ..... Eskdale Festival
- w/c 10 March ..... Year 13 Trial Exam
- Tuesday 11 March ..... Year 7 Parents’ Evening, 4.00-6.00pm (Airy Hill site)
- Wb Monday 17 March ..... Music Exchange Trip to France
- Tuesday 1 April ..... Year 12 Parents Evening, 4.00-6.00pm (Prospect Hill site)
- Wednesday 2 April ..... Year 10 BTEC Dance Trip
- Wednesday 2 April ..... Easter Fair, 4.00-6.00pm (Prospect Hill site)



# MEET THE STAFF

## Senior Leadership Team

Mr G Davies – Headteacher  
Ms S Boyd – Deputy Headteacher  
Miss J Caddell – 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)

## SENDCo

Mrs H Kirk – SENDCo

## 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  
Mrs J Cassell-Osowski – Year 9  
Mrs A Scales – Year 10  
Ms A Ruberry – Year 11

## Care & Achievement Coordinators

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



# NOTICES

## Free Apprenticeship Webinar for Parents - Tuesday 28 January, 6pm

The webinar will cover:

- what apprenticeships are and how they work
- how to figure out if your teen is ready for an apprenticeship or if they should wait (and what to do in the meantime)
- how to help them find apprenticeship vacancies and how to increase their chances of getting an offer.

Sign up [HERE](#). The webinar will be recorded so if you can't make it, if you register for the webinar you will be sent a recording.

## Free Unlocking Autism Training for Parents

NYC Inclusion have a free downloadable course or a 2 day face to face course in Northallerton on 5 and 6 February 2025. To book on/download the training you will need to register/sign up on the NYES website and put parent in the job title/organisation boxes and 'attend training course' in the reason section.

Please click on this [LINK](#) for more information or Email: [nyes@northyorks.gov.uk](mailto:nyes@northyorks.gov.uk) or Call: 01609 533222

I'm sure it will be an interesting and informative course.

*Mrs K Hunter, Targeted Mainstream Provision Lead Teacher*





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# TABLE TENNIS SESSION

Thursdays  
3.30-4.30pm  
Airy Hill Site Gymnasium  
Open to all ages  
FREE TO ATTEND

Supported by Whitby Table Tennis Club

# KS3 Dance Club

Wednesdays  
3.30-4.30pm  
Airy Hill Site Gymnasium



# BASKETBALL SESSIONS



FREE TO ATTEND

Airy Hill Site Gymnasium

Mondays  
3:30PM - 4:30PM  
OPEN TO ALL AGES



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