



Whitby School  
Ad finem terrae

newsletter

ISSUE 16





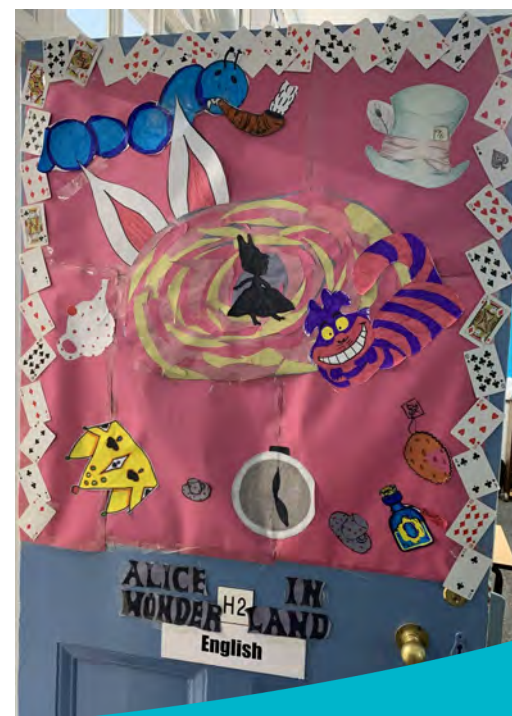
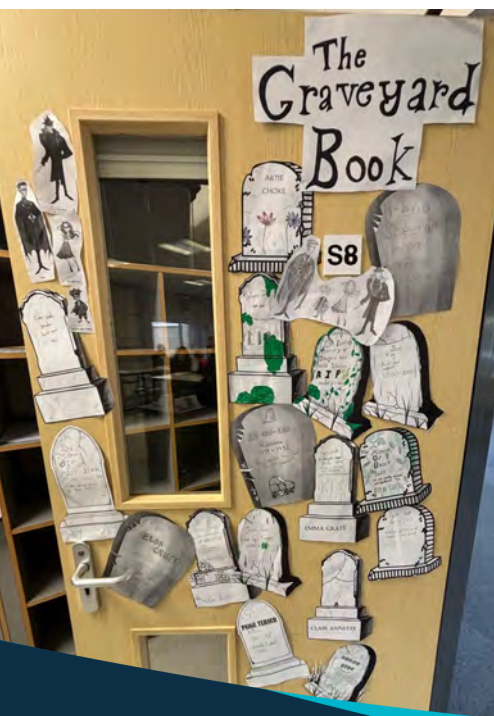
## HEADTEACHER'S WELCOME

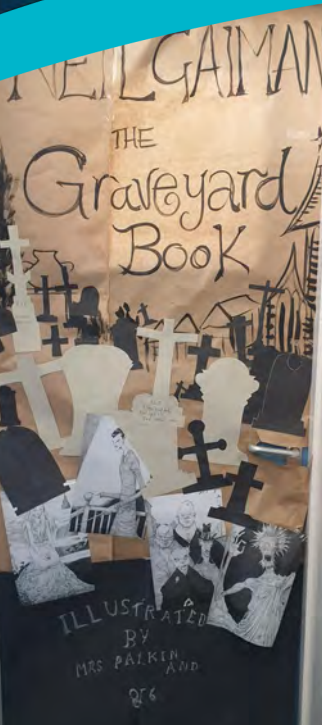


### Reading Opens Doors

At Whitby School, we are passionate about reading as one of the most important skills a young person can develop. It can shape not only their academic success but also their personal growth and future opportunities – but it is also fun, fascinating and engaging if you have a book that you enjoy. From Bram Stoker's Dracula, inspired by the dramatic cliffs and abbey of Whitby, to tales like The Whitby Witches, our local area has long been associated with creativity and storytelling. It's a proud tradition we continue by fostering a love of reading in our pupils.

To celebrate the magic of books and to mark World Book Day, we have held an exciting door-decorating competition, where pupils were challenged to bring their favourite stories to life with their creativity and imagination. The results were spectacular! From a door transformed into a portal to the wintry world of The Lion, the Witch and the Wardrobe – with working lamppost - to a design featuring humorous gravestones for The Graveyard Book, and even a door resembling a giant chocolate bar for Willy Wonka and the Chocolate Factory, the creativity of our pupils truly shone. It was such a pleasure to see the designs across both sites.

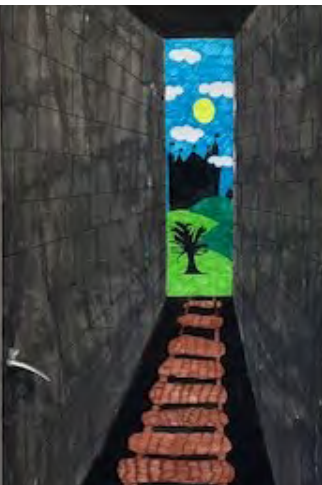




While the competition was a wonderful showcase of imagination, it also served as a reminder of how vital reading is for young people. Research consistently highlights the life-changing benefits of reading. For example, children who read frequently are more likely to achieve highly in their examinations. Studies show that reading for pleasure is a stronger indicator of future educational success than even a child's socio-economic background. Reading builds vocabulary, enhances comprehension, and strengthens critical thinking skills, which are essential for thriving in an ever-changing world. Beyond academic benefits, reading nurtures empathy, helping young people to understand different perspectives and develop the character that will guide them throughout their lives.

Today, as we celebrate World Book Day, it is a fitting time to reflect on the role reading plays in shaping ambition, courage, and endeavour—key qualities that we instil in our pupils at Whitby School. Whether it's discovering new ideas, pursuing ambitions, or building the skills needed for a successful future, reading equips young people with the tools they need to thrive.

We are incredibly proud of our children for making these amazing decorated doors, which are a vivid testament to the creativity, enthusiasm, and teamwork of our pupils. More importantly, they symbolize the idea that reading opens doors—not just to the fictional worlds found within books, but to future possibilities, personal growth, and a lifetime of inspiration.





# ESKDALE FESTIVAL - DANCE

On Wednesday 5 March the Year 10 BTEC Dance pupils took part in the annual Eskdale Festival at the Whitby Pavilion. The dancers performed a contemporary piece which was well received by the official festival adjudicator who said it was “a strong arrangement, the lyrics of the music was well interpreted, with smooth changes of pattern”. It was a great performance and the dancers were awarded joint First Place.

In addition to the group performance, the dancers also took part in an audition style workshop. This involved learning a piece of contemporary choreography in a very short period of time and then being able to perform it. All the dancers were able to show a strong sense of control and performativity and again the festival adjudicator was very impressed with the maturity and professionalism of the Year 10s. Anna Y was awarded first place. Macie S was awarded second place and Amelia J was awarded third place. Well done to all the dancers, Mrs Alderson is extremely proud of you.





## INTERNATIONAL WOMEN'S DAY & BRITISH SCIENCE WEEK

In order to inspire the next generation of female scientists, Mr Whelan reached out to me, Mrs Fleming - and rightly so... a science teacher AND female.. Perfect.

Unfortunately it's quite a tricky job to inspire you all

to be chemistry teachers (although I would love that!), so I've reached out to my friends from university. All these wonderful women studied science at university and now have very exciting jobs.

I studied Chemical Engineering at University and now work as Process Development Engineer on a chemical site which manufactures/recovers a range of speciality chemicals including fuel additives and solvents. I enjoy that the role involves problem solving and critical thinking and that I am always faced with new and interesting tasks. I also enjoy working with different departments such as the research chemists and commercial managers and am able to apply engineering principles to scale reactions and separations up to industrial scale from lab scale.

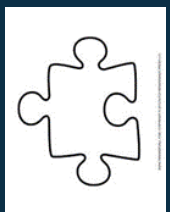
### SEQENS

I am a civil servant. Civil servants work for the UK Government, and I work for the Department for Science, Innovation and Technology (DSIT). I lead on developing new ideas (policy) to support people to get online and access digital technology – digital inclusion.



Department for  
Science, Innovation  
& Technology

I'm based in Darlington, at the Darlington Economic Campus. Here, 9 different departments work together in one campus and there is a great community including social groups and networks. A part of my job that I love is working with Ministers and in Parliament. I've been lucky to visit No10 and support Ministers in both the House of Commons and the House of Lords, which is very exciting.



My job is making pharmaceuticals (medicines) on a multi kilogram scale to support clinical trials. Day to day I like my job because I get to work with my team to solve puzzles and mysteries! We perform experiments to give us answers to questions so we can make sure it's safe and robust to do the chemistry at a large scale. It's also great knowing that our hard work is helping towards patients having an improved quality of life.

I work as a chemist in the Research & Development lab at Seqens. We investigate the feasibility of projects in the lab on a 5 L scale before trialling them at plant scale on 20,000 L. This involves performing reactions and analysing and purifying chemical mixtures, usually by distillation. We make a range of products that go into different markets, such as personal care (e.g. preservatives for shampoos and lotions), the automotive industry (e.g. fuel additives), and the paper industry (e.g. lubricants for the paper mill).

## SEQENS





## CAREERS WORKSHOPS



### Making Waves Workshops for Y8 pupils

As part of our partnership with York St John University's Making Waves programme, our Year 8 pupils took part in a series of workshops designed to help them to understand the skills and qualities they need for jobs, apprenticeships and university applications, as well as just celebrating how fantastic they are! They also had the chance to speak to university students about what it's really like at university and about the different courses they could study. One of the workshops was focused on problem solving skills where they had to do a series of tasks including building a shoe tower, solving riddles and coordinating a Mexican wave all within a short period of time, Mr Gaulter especially enjoyed this workshop! It was a great day and the visitors from York St John said how amazing and talented our pupils are.

### NYBEP Employability and Confidence Building Programme for Year 9 Pupils

Over the past few months, a small group of Year 9 pupils have been taking part in a pilot programme created by our career partner NYBEP. They have been focusing on their employability skills, understanding about their digital footprint and increasing their teamwork skills as well as building confidence in themselves and their abilities. This has

been through workshops, creating products (chocolate boxes) and self-reflection about their skills. This includes skills they currently have and skills they discovered they already had during the programme, as well as the skills and qualities they have gained during the programme.

The programme finished with a morning at East Barnby where our pupils took part in a series of tasks designed to enhance their problem solving, teamwork and observation skills. These tasks included building a mini catapult, transporting balls around the hut at East Barnby using only drainpipes and a treasure hunt. All our pupils agreed they had learnt a lot about themselves and about the different employability skills they need and if that isn't enough, they will also receive a qualification for taking part.





## SPORTS UPDATE

### Year 9 Rugby District Champions

Last Wednesday Year 9 attended a District rugby tournament at Malton rugby club. They were unbeaten in all 5 games. Beating Ryedale in the final to lift the trophy. Every player for Whitby School was outstanding from start to finish.

### Sports Leading

This week 54 sports leaders in Year 7 and 8, organised a hockey coaching event for 16 primary schools in the local area. 259 attended on the day working on their passing, dribbling and shooting skills. The day was a great success. Whitby School Sports Leaders were all in our brand new kit, looking fabulous!







## SHROVE TUESDAY

Shrove Tuesday has its origins in Christian belief around the process of having sins forgiven prior to the period of lent. Lent was a period of 40 days of abstinence from many aspects of life including lots of restrictions around food that could be eaten hence the tradition of using up ingredients on Shrove Tuesday!

The Sixth Formers have started their period of Lent by whipping up an enormous batch of pancakes on Tuesday. Culinary skills and team work were on show as they crafted pancakes topped by syrup, strawberries, chocolate spread and squirty cream. Not all on the same one! Perhaps some abstinence from food may be required after the plateful consumed!





## REVISION FOCUS: GEOGRAPHY



I would like to ensure that all parents/carers are aware of the resources which Geography is providing to support GCSE pupils leading up to the summer examinations.

### The following resources are available:

#### Revision - all pupils:

- geography website: [LINK](#)  
all the support Google Classroom links below are found on the website (reminder this is visible to all pupils in school and when pupils are logged into their school account through Google Chrome)
- all pupils completed their core topics learning in January, and so we are now using lessons to support revision and exam skills, pupils are given topic specific lesson to support knowledge.
- exercise books: the work sheets and exercise books went home with pupils prior to half term to support home revision.
- fieldwork: pupils completed their fieldwork in the summer term of Year 10 and we will revisit the information covered during the fieldwork to support pupils understanding of fieldwork techniques. Pupils completed work booklets and these were taken home in July 2024. Pupils will need these to revise for their paper 3.
- intervention lunchtimes: pupils have the opportunity to attend extra support sessions on Wednesday and Thursday lunch times each week, throughout the spring term. These sessions have been running since September and all pupils who attend will receive positives on Classcharts for intervention attended to support you to track your son/daughter's attendance.

- Google Classroom codes:  
topic resources: **jsekvhj**  
past papers and mark schemes – **zmlwvlb**  
fieldwork resources - **3u4uiat**  
Mrs Winspear's Google Classroom (password **xefgbnd**) has a range of support materials and resources  
GCSEPod – [LINK](#) this online resource is available to all pupils. It allows pupils to watch a range of 3-minute PowerPoints, with a talk over which explain concepts and examples
- revision guides – we have both a small (A5) and a large (A4) revision guide. These are available to purchase from the main office at break and lunch time, at a reduced price compared to shops  
A5 Revision Guide (£2.50) (Quicker key points and examples)  
A4 Revision guide and exam questions (£6.50) (a more detailed revision guide)
- PowerPoints for each lesson taught are available on the pupils' Google Classroom which the pupils joined throughout the course
- key geography terms which pupils must include to gain high marks are on the Google Classroom.



- case studies – these are specific real examples which pupils need to learn for each topic, each pupil has been given a printed copy of the named case studies to help revision
- past papers and mark schemes: Google Classroom with past papers and mark schemes to allow your son/daughter to practice at home and check the detail from the mark schemes. Revision materials, revision guides, booklets and the London and Lagos PDF city case studies are all available from the Google Classroom.

### Outline of the summer examinations:

There will be three examinations this summer worth 100% of the final grade. We follow the AQA Geography Specification. The papers are as follows:

- paper 1 – physical topics - living with the physical environment (1h 30m) 14 May 2025 (am)
- paper 2 – human topics - challenges in the human environment (1h 30m) 06 June 2025 (pm)
- paper 3 – fieldwork and pre-release - geographical applications (1h 30m) 12 June 2025 (am)  
pre-release A5 booklet (released to pupil's 20 March 2025) and issue evaluation to be used with paper 3.

### Key points/Revision tips:

- command words – these are the words used to identify the amount of detail needed for the question. Examples: Describe, Explain, Outline. (These are all on Google Classroom (password **jsekvhj**))
- PEE – Point, Evidence (give proof), Explain (explain your point) all critical for high marks.
- specifics – pupils must give specific points connected to real examples as generalisations will lose marks. This is where the case study detail makes the difference
- geography terms – using geography terms such as “High Birth Rate” instead of saying “lots of babies”, increases marks significantly (specific subject terms are defined on the Google Classroom).

I hope that the resources above help your son/daughter to revise at home using a range of different resources to enable the best outcome for them.

*Mr T Wigglesworth,  
Head of Geography*





# SIXTH FORM SUBJECT FOCUS: MUSIC

## What will I study?

Do you love singing or playing music? Do you enjoy writing your own songs or creating your own music? Do you enjoy listening to and discussing a wide range of music? Music A-level is the course for you to help to become a confident and creative musician. You will further develop your practical skills through the many performance opportunities we offer. You will also study and analyse a range of music, from symphonies to rock and pop.

## What do students do afterwards?

The majority of our A-level music students have progressed onto music or arts based courses, at university or Conservatoires. We've also had students go on to study a range of other subjects, like maths

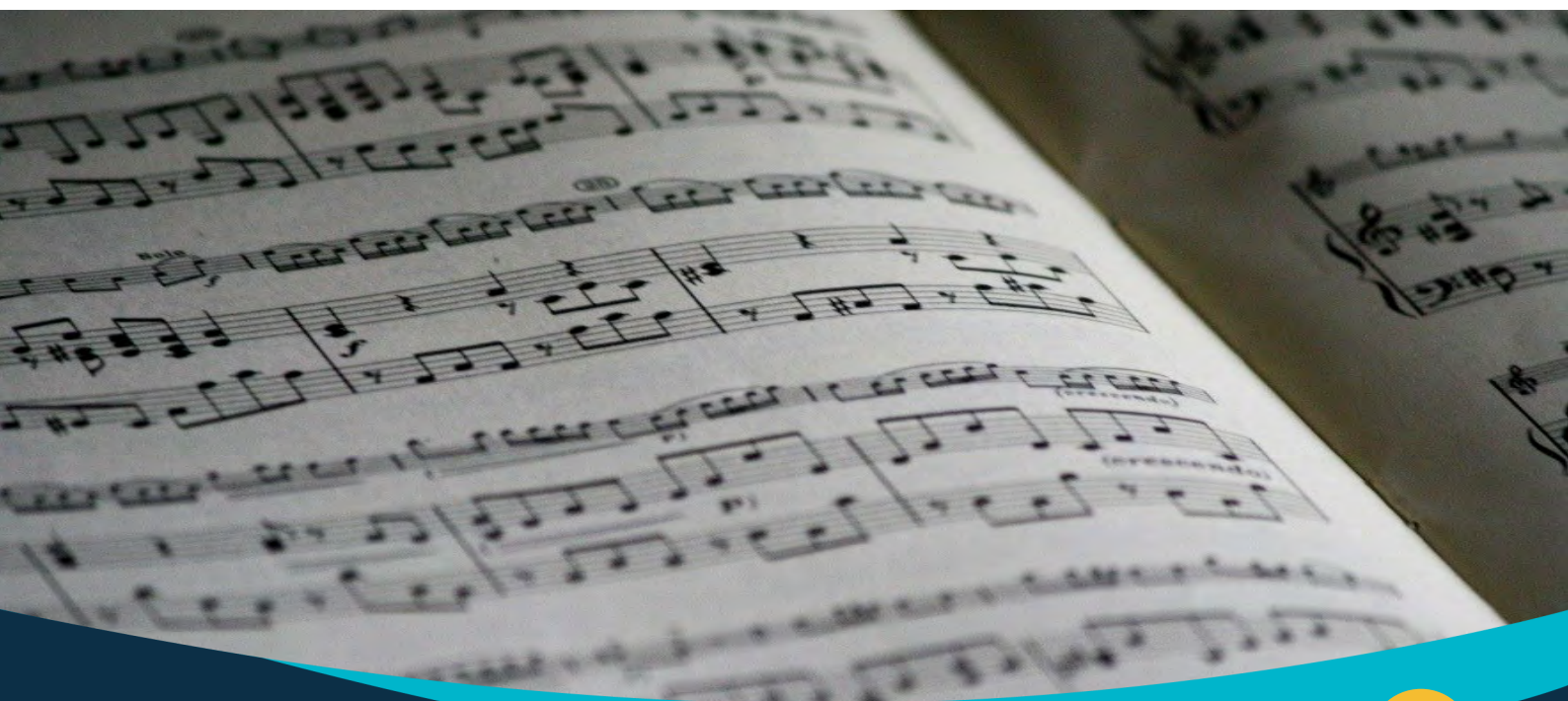
and science. Music A-level is highly regarded by all universities as a subject that is rigorous, both academically and practically.

## How will I be assessed?

30% performance (recital); 30% composition portfolio; 40% exam at the end of the course. Note: At A2, you can choose to specialise in performance (35%).

## What can I do to prepare?

Get involved in as many musical activities as you can - bands, writing and listening to music. Talk to Mrs Beattie, Mrs Edmonds-Preedy or any of the peripatetic teachers or students who have taken the course.





# READY FOR A FUN-FILLED, ACTION-PACKED EASTER?

With the Easter holidays just a few weeks away, North Yorkshire Outdoor Learning Service have a range of experiences planned to get young people and their families active and in touch with nature this spring.

Family Activity Days are the perfect solution for spending quality time together taking on a challenge in the great outdoors making memories that will last a lifetime. Join the team on a canoe journey at either Bewerley Park in Pateley Bridge or East Barnby near Whitby and get 10% off **your Family Activity Day booking using the code 'Hello10'**.

Adventure Club will keep your young people busy with activities that could include climbing, caving, high ropes, river scrambling and water sports such as canoeing and sailing. They'll make new friends, challenge themselves and learn a whole range of different skills. All while having lots of fun!

There are also three exciting courses available for young people to try this Easter – rock skills, paddle sports and sailing. Find out more about what's on and when at [www.outdoored.co.uk/schoolholidays](http://www.outdoored.co.uk/schoolholidays) and get ready for an unforgettable outdoor experience like no other.





# NOTICES

## Whitby School Student Council

Last Monday we launched the brand new Whitby School Student Council. The Student Council is an opportunity for the pupils to discuss how we can improve the school and ensure that it is a place where everyone is proud to be every day. Mrs Alderson will be asking for volunteers from across all the year groups and will be having the first meeting on both sites the week beginning 10 March. Anyone who is interested in taking part please let your form tutor know as soon as possible.

## Dropping Off/Collecting your Son/Daughter from School

Please note that, for health and safety reasons, we need to restrict the movement of traffic on the schools sites to keep our pupils safe. Parking is unavoidably limited for visitors, particularly on our Prospect Hill Site. However, Mayfield Road has space for parking which is easy to access. There are many pupils leaving the site at 3.30pm and we need it to be as safe as possible for them. Please therefore avoid turning into the Prospect Hill car park if there is space on Mayfield Road. Please also be respectful of our school neighbours and do not block or park in their private parking areas. This includes Beavers' Furniture Store car park - dropping off/collecting pupils from Beavers' car park is not permitted, nor is dropping off/collecting from our neighbours' parking areas at the top of the school driveway. The emergency access bay near to the field gate at our Prospect Hill Site also must be left clear at all times. When driving onto either school site, please note the 5mph speed limit and the reverse only policy for parking so that you only drive forwards out of any parking space. Thank you for your support with these matters.



## YEAR 11 REVISION CLASSROOMS

	CLASS CODES	REVISION WEBSITES
ART	Y11 Art Resources and Revision 7qwexhc Resources are in this general Y11 Classroom, they will need to join. This is different to their individual Class, Classrooms.	
BTEC SPORT	755ojr6	<a href="https://theeverlearner.com/">https://theeverlearner.com/</a>
DRAMA	3x3tthi and rlohdej - this is a general classroom but all revision will be made available on here in a specific section.	<a href="#">EDUQAS</a> <a href="#">BITESIZE</a>
D&T PRODUCT DESIGN	kiilgj3 - This is the revision classroom for both classes.	Revision will be on Classroom.
ENGINEERING	11D WJEC - zvri4eh 11A WJEC - zaheclo 11C OCR - yuljgv3	Revision will be on Classroom.
HOSPITALITY AND CATERING	11A/Ca1 - tcb2mfy 11C/Ca1 - 6kbcrdf	Revision will be on Classroom.
ENGLISH	zqejqr3	Loads of revision resources on Classroom.
FRENCH	11C nafebzl 11D vy3aqjf	All links are on the Google Classroom.
GEOGRAPHY	zmlwvlb - GCSE Past Papers and Mark Scheme jsekvhj - Topic Revision Resources	Geography Google Site (intranet) <a href="#">LINK</a> .
HEALTH AND SOCIAL CARE	11A ywycbor 11C tqio4me 11D dchewny	Revision will be on Classroom.
HISTORY	There is a separate code for each class and all pupils are enrolled.	Pupils are being directed towards Seneca Learning for Home Learning Revision. We are also selling revision guides through the department.
MATHS	All pupils have been added to the Classroom already.	Loads of revision materials on the Classroom <a href="#">on maths is a good resource for self marking</a>
MUSIC	All pupils are on the Google Classroom.	<a href="#">Eduqas Digital Educational Resources</a>
RS	yvbygqn	
GCSE PE AQA	yezxlqz	planetpe via YouTube <a href="https://www.senecalearning.co.uk">senecalearning.co.uk</a>
SPORTS STUDIES	fcpdrh6	<a href="https://theeverlearner.com/">https://theeverlearner.com/</a>
BUSINESS	hgztn5m	
SCIENCE	All pupils added to the Classroom d5j65f3	Lots of revision resources on the Classroom.



# 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

## WEDNESDAY

- 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

## FRIDAY

- 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

# 10 Top Tips for Parents and Educators USING TECHNOLOGY TO BOOST READING SKILLS

The way we engage with text has changed dramatically over the years. Whether reading captions on social media, instructions in a video game or an e-book on a digital device, technology plays a major role in modern literacy. While traditional books remain invaluable, digital tools can enhance reading skills by making text more accessible, interactive and engaging.

## 1 CHOOSING THE RIGHT TYPE OF TEXT

Before integrating technology, consider the types of text that a child engages with. If they need help on occasion, digital reading pens can assist by scanning and reciting words or sentences. These tools are especially useful for students with reading difficulties, and can even be used in exams if they're part of their routine learning process. Proper training and practice are required, but they can be a great help when tackling printed text.

## 2 READING ON SCREEN

Many devices now allow users to customise text for better readability. Adjusting font type, size and background colour can significantly enhance comprehension. For many readers, white text on a black background is the easiest to see, whereas other styles – such as dyslexia-friendly fonts – are designed to help those who are struggling. Teaching children how to personalise text settings on their devices empowers them to read more comfortably and with greater confidence.

## 3 ACCESSIBILITY TOOLS

Most modern devices include built-in tools designed to support readers. These features can be found in Settings under Accessibility and may include text-to-speech, speech-to-text and screen magnification functions. Enabling these tools can make digital reading more user friendly, especially for children with learning difficulties or visual impairments, who might have an easier time with spoken language than the written word, or who might simply require a closer look at the text.

## 4 INTERACTIVE READING PROGRAMMES

Many digital reading devices, such as Kindle and other e-readers, offer features like word highlighting, adjustable text speed and built-in dictionaries. These tools help learners to break down complex words and phrases while maintaining an appropriate reading pace. Some programmes even allow users to track their progress, making reading a more structured and motivating experience.

## 5 VIDEO GAMES AND READING SKILLS

Many video games require players to read instructions, character dialogues and mission objectives, making them an unexpected but effective literacy tool. Games that involve storytelling, puzzles or problem-solving often include large amounts of text – encouraging children to read these texts aloud or discuss them can improve their comprehension and vocabulary in a fun, engaging way.

## 6 SUBTITLES AND CLOSED CAPTIONS

Watching videos with subtitles or closed captions is an effective way to enhance reading skills. As children watch their favourite shows or online videos, they can follow along with the text, gaining a better understanding of how written words sound when spoken aloud. This is particularly beneficial for reluctant readers, as it exposes them to words in a familiar, engaging context. Repeatedly watching content with subtitles reinforces word recognition and comprehension.

## 7 USING AUDIOBOOKS

Audiobooks are an excellent way to develop listening and reading skills simultaneously. Children can follow along with the text while listening to a narrator, reinforcing word recognition and fluency. For struggling readers, listening to an audiobook before attempting to read the text independently can boost their confidence and comprehension.

## 9 TEXT-TO-VOICE TECHNOLOGY

Text-to-voice software reads digital text aloud, making it easier for learners to follow along. Most smartphones, tablets and computers come with this function built in. When enabled, users can highlight a passage or sentence and press Play to hear it read aloud. This tool is particularly helpful for auditory learners and those who struggle with decoding written words.

## 8 VOICE-TO-TEXT FOR WRITING AND READING

Voice-to-text tools allow users to dictate words, which are then transcribed into text. This feature helps children see the connection between spoken and written language. By using text-to-voice to have their dictated words read back to them, learners can identify mistakes and improve their reading and writing skills simultaneously.

## 10 SOCIAL MEDIA AND PARENTAL CONTROLS

While social media provides opportunities for reading, most platforms have age restrictions of 13–16 years old, making parental guidance essential. Many social media videos include captions and comments that can encourage reading. However, it's important to use the platform's parental controls (such as time limits and content filters) to create a safe and educational online environment for children. Encouraging responsible social media use can ensure a balanced and productive approach to digital literacy.

## Meet Our Expert

Catrina Lowrie is a qualified special needs teacher and experienced SENCO. She recently launched her own site, Neuroteachers, which offers a library of short, 'how-to' and explanation videos for educators. Catrina also writes and delivers online training and events for multi-academy trusts, businesses, schools and training organisations.



The National College



# KEY DATES

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

- w/c 10 March ..... Year 13 Trial Exam
- Tuesday 11 March ..... Year 10 Six-a-Side Football on the 3G Pitch
- Tuesday 11 March ..... Primary Quick Sticks Hockey, Astro Pitch, Airy Hill Site
- Tuesday 11 March ..... Year 7 Parents' Evening, 4.00-6.00pm (Airy Hill site)
- Thursday 13 March ..... Year 7 Rugby at Malton RFC
- w/c Monday 17 March ..... Music Exchange Trip to France
- Monday 17 March ..... House Football Tournament
- Tuesday 18 March ..... Year 8-19 Netball Finals at Lady Lumley's School
- Tuesday 18 March ..... Primary Straws Cup Football at 3G Pitch
- Wednesday 19 March ..... Year 8-11 District Football Finals at Whitby Town FC
- Thursday 20 March ..... Year 8 Rugby at Malton RFC
- Thursday 27 March ..... Primary Cross Country, Airy Hill Site
- Tuesday 1 April ..... Year 12 Parents' Evening, 4.00-6.00pm (Prospect Hill site)
- Wednesday 2 April ..... Year 10 BTEC Dance Trip
- Thursday 3 April ..... Karaoke Extravaganza, 5.30-8.00pm (Prospect Hill site)
  
- Easter Break - 7-21 April**
- Monday 21 April ..... Bank Holiday
- Wednesday 23 ..... April All Y12 'Future Selves' workshop from Inspiring Choices
- Thursday 24 April ..... Year 8 'Making Waves' with York St John University
- Tuesday 29 April ..... Year 8 Parents' Evening, 4.00-6.00pm (Airy Hill site)
- Wednesday 30 April ..... Year 10 York St John University Campus Visit
- Monday 5 May ..... Bank Holiday



# 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  
Mr D Jackson – Year 9  
Mrs H Ross – Year 10  
Mr D Taylor – Year 11  
Mr J Daley – Year 12 & 13