



NEWSLETTER

WHITBY SECONDARY PARTNERSHIP

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the Madding Crowd

to be put upon and stormed at for nothing!' concluded the small woman, bigly.

'No, no, Liddy, you must stay!' said Bathsheba, dropping from haughtiness to entreaty with capricious inconsequence. 'You must not notice my being in a taking just now. You are not a servant – you are a companion to me. Dear, dear – I don't know what I am doing since this miserable ache of my heart has weighted and worn upon me so! What shall I come to! I suppose I shall get further and further into troubles. I wonder sometimes if I am doomed to die in the Union.' I am friendless enough. God knows!'

'I won't notice anything, nor will I leave you!' sobbed Liddy, impulsively she ran her arms round Bathsheba's, and kissing her.

Then Bathsheba kissed Liddy, and her face was smooth again. 'I don't want you to cry, do I, Lidd? but you have made tears come from my eyes,' she said, a smile shining through the moisture. 'Try to think him a good man, and love you, dear Liddy.'

'I will, miss.'

'That's all right. I way, you know, I'll be in a steady way. I promise me to keep my secret – do not let them know that I have been crying about him, and no good to him.'

'Dear's a good name for a girl. I'll be in a steady way. I promise me to keep my secret – do not let them know that I have been crying about him, and no good to him.'

'I'll be in a steady way. I promise me to keep my secret – do not let them know that I have been crying about him, and no good to him.'

'I'll be in a steady way. I promise me to keep my secret – do not let them know that I have been crying about him, and no good to him.'

Found Poetry

A found poem is created by taking words from somewhere else and refashioning them. The words can come from existing texts – such as articles, speeches, letters, street signs, books – or your own recorded observations. These words are then ordered or re-ordered into a poem.



Departure of Bathsheba – A Pastoral Tragedy 75

mutton – that a day came and found every shepherd an arrant traitor to his defenceless sheep. His first feeling now was one of pity for the untimely fate of these gentle ewes and their unborn lambs.

It was a second to remember another phase of the matter. The sheep were not insured. All the savings of a frugal life had been dispersed at a blow, his hopes of being an independent farmer were laid low – possibly for ever. Gabriel's energies, patience, and industry had been so severely taxed during the years of his life between eighteen and eight-and-twenty, to reach his present stage of progress, that no more seemed to be left in him. He leant down upon a rail, and covered his face with his hands.

Stupors, however, do not last for ever, and Farmer Oak recovered from his. It was a remarkable fact that was characteristic that the one sentence he uttered was in thankfulness: —

'Thank God I am not married: what would I have done in the poverty now coming upon me!

Oak raised his head, and wondering what he could do, listlessly surveyed the scene. By the outer margin of the pit was an open pond, and over it hung the attenuated skeleton of a chrome yellow moon, which had only a few days to last – the morning star dogging her on the left hand. The pool glittered like a dead man's eye, and as the world awoke a breeze blew, shaking and elongating the reflection of the moon without breaking it, and turning the image of the star to a phosphoric streak upon the water. All this Oak saw and remembered.

As far as could be learnt it appeared that the poor young dog, still under the impression that since he was kept for running after sheep the more he ran after them the better, had at the end of his meal off the dead lamb, which may have given him additional energy and spirits, collected all the ewes into a corner, driven the timid creatures through



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Far from the Madding Crowd

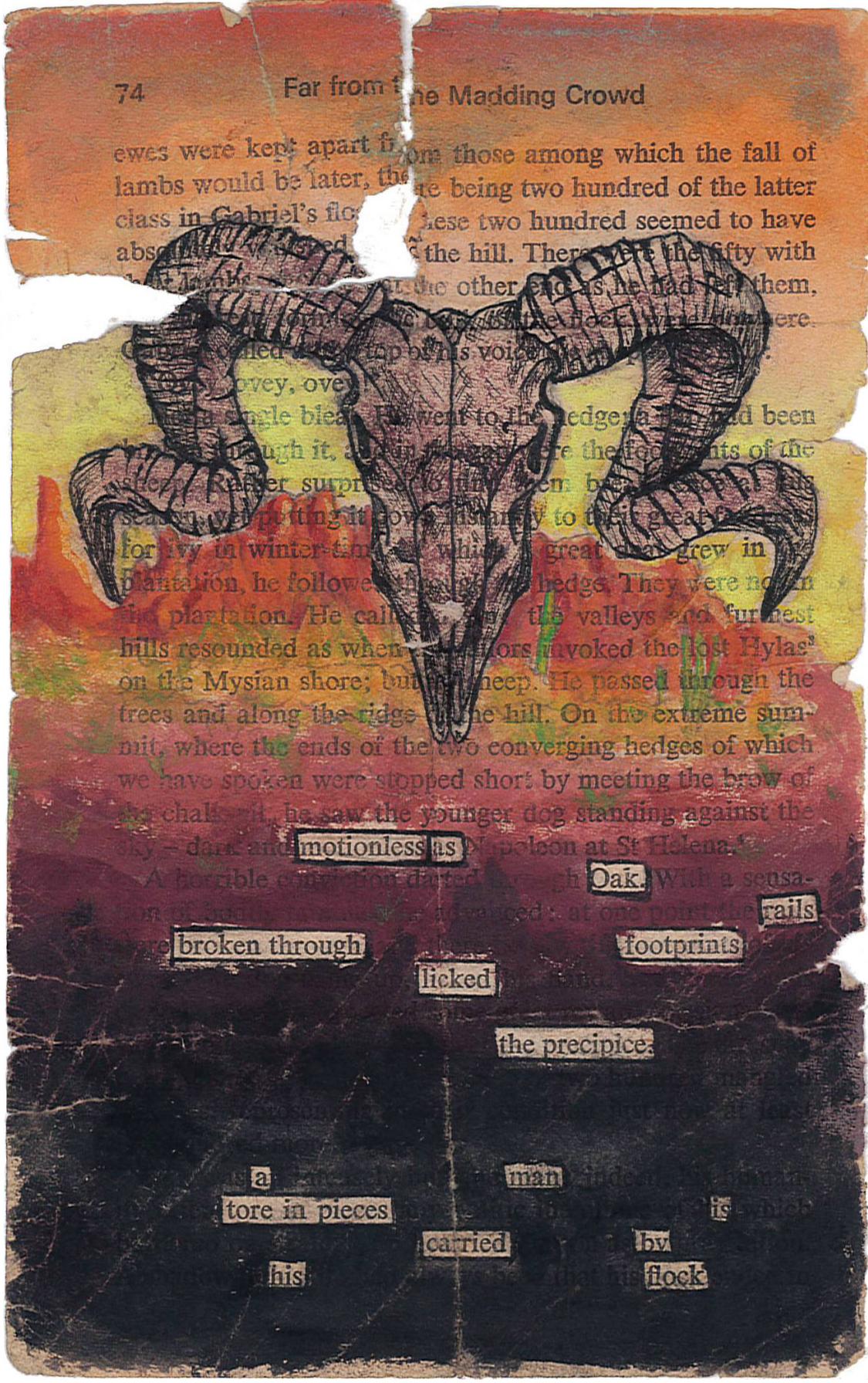
the hedge, across the upper field, and by main force of worrying had given them momentum enough to break down a portion of the rotten railing, and so hurled them over the edge.

George's son had done his work so thoroughly that he was considered too good a workman to live, and was, in fact, taken and tragically shot at twelve o'clock that same day, another instance of the untoward fate which so often attends dogs and other philosophers who follow out a train of reasoning to its logical conclusion, and attempt perfectly consistent conduct in a world made up so largely of compromise."

Gabriel's farm had been stocked by a dealer - on the strength of Oak's promising look and character - who was receiving a percentage from the farmer till such time as the advance should be cleared off. Oak found that the value of stock, plant, and implements which were really his own would be about sufficient to pay his debts, leaving himself free man with the clothes he stood up in and nothing more.



NEWSLETTER





Enhancing Attendance: A Priority at Whitby

As part of our commitment to keep you informed about significant developments at Whitby, this update focuses on a critical component of our educational framework—attendance. Regular attendance is essential for the academic and social success of our pupils, and improving it remains a key objective of our strategic initiatives.

In recent months, I have collaborated with leaders from both schools to devise a comprehensive strategy that boosts pupil attendance at all levels. Our approach includes enhancing policies, improving community engagement, and providing targeted support for pupils and families. Key improvements to our attendance policy have been aligned with the revised 'working together to improve attendance' guidelines.

While these changes are set to be fully implemented from September, we are optimistic about setting a strong trajectory for excellent attendance. Our commitment to continuous improvement is at the heart of our mission, ensuring every pupil has the opportunity to thrive.

Looking ahead, we plan to finalise our Attendance Strategy and action plans soon. Upcoming whole school training sessions are part of this plan, focusing on creating robust systems and fostering a culture of excellent attendance. Collaboration with parents, teachers, and community stakeholders is vital for our success. We are excited to strengthen these partnerships to meet our shared goals.

Mr J Rogers





NEWSLETTER

Welcome

Welcome from Ms Boyd



Good morning and welcome to the last newsletter before the half term break.

This week I have met with a group of pupils from Caedmon and Eskdale on a Safe Travel to School Charter for the new Whitby School.

We came up with a list of ideas including getting free travel in Stainsacre and Hawkser as well as getting extra bike racks and ways to make our travel more pleasant. We look forward to working more on this project and will let you know how the wider community can help.

If you have any further suggestions or ways that you can help us please contact me at the school. We hope to give you further updates throughout the rest of the term.

Ms Boyd
Head of School





NEWSLETTER



School News

Duck Update

The ducklings have all hatched, 14 in total, and have been released safely.

Thank you Ms Hugill and Mr Wood.





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School News

Careers Event

On the morning of Thursday 9 May our Year 10 pupils continued with their career's education with employability workshops from our career partners, Inspiring Choices. These workshops are an hour long and include CV and cover letter writing, how to make a good first impression, digital communication and transferable skills.

Over the course of the next few weeks they will all have a workshop on each of these important parts of their career education and will then get a chance to practice all they have learnt by taking part in a 15-minute mock interview.





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School News

Year 13 important dates and info

- » Friday 24 May, 11.45am – Year 13 Leavers assembly
- » Lessons continue in the subjects until they have completed your last exam in that subject area.

Year 12 Summer term important dates and information

- » UCAS/work experience was launched to students
- » 10-14 June – Mock exam week. Students will be examined on all the content they have learnt in Year 12. Grades need to be achieved to continue onto Year 13
- » 20 June – Year 12 trip to Leeds Beckett university – UCAS conference
- » 8-12 July Year 12 work experience.



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Why take the Extended Project Qualification at WSF

“What is EPQ?”

An independent piece of work which is mainly self-guided.

You produce a research-based essay. Complete a log and give a presentation at the end.

Some taught skills sessions plus 1:1 supervisor meetings.

A topic of your choice (you don't have to know what you want to do to start this course!)

The skills that you develop through the EPQ are excellent preparation for university-level study. Students can refer to the EPQ in their UCAS personal statements and interview to demonstrate some of the qualities that universities are looking for.

Another benefit of the EPQ is you don't have to revise and prepare for an exam but it will give you the same UCAS tariff as an AS exam. It can also help to further your knowledge in one or more of your examination subjects and enrich your performance in that exam.

The Benefits of the EPQ

The EPQ will help you to demonstrate to both Universities and future employers that you are able to work independently. It will also help you to develop essential skills required for study at a higher level:

- » working with others
- » working to deadlines
- » planning and management of a project
- » decision making and problem solving
- » presentation skills
- » communication skills.

Topics previously studied

- » Is it possible to eradicate fears?
- » Are the younger generation to blame for the extinction of traditional rural crafts?
- » The most influential design aspect of the international America's Cup Class 72 for the best velocity.
- » The 1950's - Britain's most iconic fashion decade.
- » What is the most effective poison to kill my brother?
- » Is it justified to sacrifice liberty for security?
- » Zara Sinclair - The Musical
- » Organising a charity ball
- » Can solar weather be predicted?

“The skills I gained during my EPQ will be invaluable at university in terms of time management and effective planning which will ensure that everything is finished by a set date.” - Kim, EPQ student.



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School News

Courses for All

Whitby Sixth Form offers a broad range of courses at Level 3 to reflect the strengths and aspirations of all students. These include both A-level and Vocational qualifications.

Whitby Sixth Form prides itself on high standards of teaching and learning, our teachers combine many years' experience with the use of the latest technologies and creative teaching practices. All students are encouraged to be increasingly responsible for their own learning, helping them to develop the essential skills they need for university, apprenticeships or employment.

Finding and applying for Apprenticeships and Employment

Several of our students gained apprenticeships last year with local employers such as Anglo American.

Bursary funding to help with study costs

We can help with text books, specialist equipment and transport.

Careers interviews

Our team are both experienced and have dedicated time to help you with progression.

Help towards travel costs

All students who buy a school travel pass will receive £120 towards the cost of this pass.

Help to organise your studies

Our tutors will meet with you regularly and help you to help yourself.

A personal development programme

We offer sessions on mental health awareness, personal safety and personal development throughout the year.

Expert university advice

Our UCAS coordinator has a track record of helping students get on the many competitive courses including Oxbridge.

Careers Guidance

As a Whitby Sixth Form student, you will receive excellent guidance and support to help you to achieve success in your learning pathway. So, whether you require help in choosing the right course or advise about a particular career path, you will receive high quality guidance to support your individual needs.

Results

A* – A 25%

A* – B 52%

A* – C 81%

A* – E 99%

WSF students' performance at A-levels is significantly above the national average.

These results are the best in the area!

85% of students applying to university got their first choice (compared to 79% nationally).

What Parents & Educators Need to Know about SCHOOL AVOIDANCE

Emotionally Based School Avoidance is a term used to refer to reduced attendance or non-attendance at school by a child or young person. It's often rooted in emotional, mental health or wellbeing issues. The rate of children who miss school more than 10% of the time in England has more than doubled since before the pandemic: rising from 10.9% in 2018-19, to 22.3% in 2022-23.

UNDERSTANDING SCHOOL AVOIDANCE

REASONS FOR ABSENCE

School avoidance is sometimes underpinned by several factors rather than one single cause. This could include something going on for the child or young person within the family or at school. A child may have caring responsibilities at home, for instance, or a change in family dynamics; bullying and friendship difficulties at school; pressure to achieve in schoolwork and exams; or moving from primary school to secondary school.

PATTERNS OF ABSENCE

You may notice patterns in regular absences or children regularly expressing that they don't want to attend school (particularly being reluctant to leave home on school days). If a child or young person is neurodiverse, there is some evidence to suggest there are more aspects of school life which can cause distress – such as changes in the environment, changes of routine and sensory stimuli.

COMPLAINTS ABOUT PHYSICAL SYMPTOMS

There may be an increase in a child or young person's complaints about physical symptoms, particularly on school days or the evening before school. These could include complaining of a tummy ache, headache, or saying they feel ill when there doesn't appear to be a medical cause. Always check with the GP first to rule out medical causes or illness.

IMPACT OF SCHOOL AVOIDANCE

LEARNING AND DEVELOPMENT

School refusal can negatively impact a young person's learning and development. Attending school on a regular basis not only supports academic attainment but is also important for the development of key life skills and the growth of children and young people as citizens.

LONG-TERM OUTCOMES

The difficulties associated with school non-attendance can be far reaching and may have a negative impact on long-term outcomes. It may, for example, lead to reduced future aspirations, poor emotional regulation, mental health difficulties, limited academic progress and restricted employment opportunities.

CYCLE OF ABSENCE

Consistent absences may contribute to sustained school avoidance over time. Further to this, the longer a pupil is out of education, the more likely it is that there is a rise in their ongoing need to avoid the activity which is making them anxious – increasing their desire to stay at home.

Advice for Parents & Educators

WORK TOGETHER

If there's a concern about a child's absence and emotional wellbeing, it's important that there is clear communication and a consistent approach between the child's parents and the school, so you can take a child-centred approach together towards a plan of support or reintegration. This ensures a consistency of approach from both home and school, creating better outcomes for the child.

FOLLOW REGULAR ROUTINES

Children can benefit from a regular and consistent routine. This could be a morning routine, from waking up and having breakfast through to getting dressed, packing their bag and leaving the house. A consistent evening routine which is calm and limited time on screens can also give children much needed predictability and familiarity. Schools can help create a timetabled routine for the child's school day, if required.

MANAGING OVERWHELMING FEELINGS

While there may be times you feel frustrated or angry, try to stay calm; acknowledge the child's worries, listen and discuss a range of coping strategies together to help them face the discomfort and overwhelming feelings. These could include mindfulness, deep breathing or going for a walk and practice the strategies in less overwhelming situations first.

REDUCE STIMULATING ACTIVITIES AT HOME

If a child is avoiding school, reduce their access to more stimulating activities (such as watching television, playing games and spending time with friends) during school hours, where possible. This reduces the potential for the child having rewarding experiences at home, which could be interpreted as a positive aspect of avoiding school.

Meet Our Expert

With 30 years' experience as a teacher, trainer, consultant and interim executive board member, Anna Bateman has a superb understanding of what works in pedagogy, school improvement and leadership. She has also advised the Department for Education on their mental health paper.



The National College®



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Upcoming Events

Half Term Break	Monday 27-Friday 31 May
Year 9 Rounders at Norton	Tuesday 4 June
Year 10 Six-a-Side Cricket at Scarborough College.....	Wednesday 5 June
U-13 Cricket at Fyling Hall	Thursday 6 June
Year 3/4 Quad Kids at WSF.....	Friday 7 June
County Athletics Trials/Championships at York Uni (TBC)	Saturday 8 June
Senior Golf Taster at Whitby Golf Club.....	Monday 10 June, 4.00-6.00pm
All Year 9 students: in school work experience	Monday 10 June to Wednesday 12 June
Year 8 Six-a-Side Cricket at Scarborough College.....	Tuesday 11 June, 4.00-6.00pm
Year 10 Parents' Evening	Tuesday 11 June, 4.00-6.00pm
Town v Country Track & Field Athletics at York Uni Sport Centre.....	Wednesday 12 June, 10.30-2.30pm
Year 10 Mock Interviews.....	Thursday 13 June
Year 3/4 Quad Kids at WSF.....	Friday 14 June
U-13 Six-a-Side Cricket at Scarborough College	Monday 17 June
Maritime Day at Whitby Fishing School	Tuesday 18-Wednesday 19 June
Burberry Challenge for Year 7 (50 pupils only).....	Wednesday 19 June
Pantene Project for Year 10 (number of pupils TBC)	Wednesday 19 June
Year 12 UCAS fair at Leeds Beckett University.....	Thursday 20 June
Year 7 Rounders at St Augustine's.....	Thursday 20 June
Year 9 Rounders at Scalby.....	Tuesday 25 June
Year 11 Prom at Sneaton Castle	Thursday 27 June
Exam Contingency Day.....	Friday 28 June
Primary Rounders at CCW	Friday 28 June
Year 7 and Year 9 Cricket final at Scarborough CC	Monday 1 July
WSF Rewards Trip to Alton Towers.....	Tuesday 2 July 2024
U-15 District Tennis at Ryedale.....	Tuesday 2 July
Year 8 and Year 10 Cricket final at Scarborough CC	Wednesday 3 July
Year 5/6 Athletics at Eskdale.....	Thursday 4 July
Transition Week	8-12 July
Inter School Golf Championships at Whitby Golf Club	Monday 8 July
Year 10 Summer School at York St John, 7 pupils from each school	Tuesday 9 July to Thursday 11 July



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Information

Who do you need to contact?

Caedmon College Pastoral Team

SENCo:	Mrs Kirk
Director of Learning Year 7, 8 & 9:	Mrs Harrison
Assistant DoL Year 7:	Mrs Cassell-Osowski
Pastoral Managers Year 7, 8 & 9:	Mrs Wood Miss Clarkson
Director of Learning Year 10 & 11:	Mrs Gordon
Assistant DoL Year 7:	Mrs Ruberry
Pastoral Managers Year 10 & 11:	Mr Taylor Mrs Ross
Email for all is:	post@ccwhitby.org

Eskdale School Pastoral Team:

Deputy Head & DSL:	Mr Dixon
Inclusion Manager /SENDCO:	Mrs Kirk
Senior Leader	Miss Caddell
Head of Year 11:	Mrs Scales
Head of Year 10:	Mr Raw
Head of Year 7, 8, 9: & DDSL	Mrs Bradley
Pastoral support:	Mrs Wilson
Email for all is:	post@eskdale-school.co.uk

Term Dates

Half term 5	Tuesday 9 April – Friday 24 May
Bank Holiday	Monday 6 May
Half term 6	Monday 3 June – Friday 19 July
	<i>(Year 11 off roll at end of June)</i>

