

the Scarborough pledge



transforming coastal futures

...Being ambitious for children and young people on the Coast

What is the Scarborough Pledge?

If you've already heard of or become involved in the Pledge you will understand that it is a wide-ranging set of related initiatives designed to have a real impact on children and young people on the Coast. If you are new to the Pledge – here's a bit of background...

Youngsters living on the North Yorkshire Coast, in common with many others from coastal communities, tend to fare less well than other children in a range of areas from education to health to employment. With financial backing (£750,000 over three years) from North Yorkshire County Council, the Scarborough Pledge is designed to reverse this trend.

Following an Education Summit in March 2015, a Pledge was made to achieve the following:

- An overall improvement in standards of education provision on the Coast
- Improvements in student outcomes in all key stages
- A closing of the attainment gap for the most disadvantaged young people
- A reduction in the number of young people who are not in education, employment or training at 16 and 17
- An increase in the recruitment and retention of good teachers in key subjects
- Improvements in the training and development of teachers and other professionals working with children and young people
- Parents better equipped to support the learning and progression of their children
- Children and young people with high aspirations and better prepared for learning and work
- Greater involvement of the whole community in helping our children to aspire, thrive and succeed.

How is the Pledge organised?

Following the commitment from NYCC to invest £250,000 per year over a three-year period to fund enhanced activity adding value to current work, introduce new programmes and drive change on the Coast; a steering group was formed oversee the Scarborough Pledge.

Based on consultation with local stakeholders, projects have been developed through three related work-streams; Early Help, Improving Schools and Raising Aspirations. Work-stream summary and leads are detailed below – please contact them if you wish to get involved in their area of work.



Featured here are some key local professionals involved in rolling out Pledge projects and, most importantly, some of the young people that will benefit.

To gain a real flavour of the Pledge we have included comments from this group that were gathered by Elaine Williams, NYCC press officer.

The students:

Students at Scalby School support the idea of a Scarborough Pledge but are already very proud of their town. Rowan Hawes, 12, has his sights set on engineering and is a Scarborough devotee. *“It’s not like a massive city, it’s really easy to know but there’s loads of things to do here and you’ve got the sea on your doorstep.”*

Fellow student, Joe Huntley, 15, agrees and praises the town’s strong community. It’s a good place, he thinks, for teachers to come. *“You can really get to know your students here in Scarborough. It’s a really friendly place and there seems to be time for teachers to talk to their students and to have good relationships.”*

Eleanor Davidson, year 11, is interested in law. She knows she will have to go away to university, but she thinks she would want to come back to Scarborough, as does Ruby Hitton-Cox, 14, who wants to be a singer and an actress and has her sights set on London. *“Scarborough is not like people think it is. There are loads of opportunities to do stuff.”*

Sixty per cent of Scalby School’s students voted to Remain in the EU in a school ballot though the town voted for Brexit. Scalby students say most young people are outward looking, and many are ambitious, but they love their town and its strong community; *“I think teachers coming here would find it a really good teaching experience”* said year 9 student Margherita Puccinelli.

The Business:

Matt Parsons, is General Manager for External Affairs at Sirius Minerals, the mining company behind the multi-billion pound Potash Project. Sirius backs the Scarborough Pledge and is also contributing £750,000 over ten years to enhance STEM (science, technology, engineering, mathematics) in local schools. *“We want young people in Scarborough to be able to take the jobs on offer,”* he said, *“Contrary to what people might think, there’s a lot of talent among the young people in Scarborough and it’s our job to work with local schools and create training opportunities and work experience to make sure they*

are ready to grab the opportunities and are not at risk of being left behind. Everybody involved in The Pledge has the same mission. It's really inspiring."

The teachers:

Paul Offord is a teacher of English who was born and brought up in London and for the last nine years has been an advanced skills teacher in Brighton. He was tempted North and to Scarborough by a new job to be a lead practitioner in English across the town's secondary schools. His post is supported through the Pledge. He said: *"There is so much expertise, passion and commitment among teachers in this town and we want to build on that. Scarborough doesn't fit the coastal stereotype. It's a really vibrant place, a unique and exciting place to be for teachers. Geographically and culturally Scarborough is very distinctive and we can draw on that in literacy projects. Children need to have good literacy to achieve in other subjects and there's a huge commitment and energy here to improve outcomes."*

An important strand of the work of the Pledge is to support schools in the recruitment of teachers – a national problem that is even worse in coastal and more isolated areas. Therefore, it is good to see the comments of the students and of Paul, above, in relation to living, working and teaching in Scarborough.

The Theatre:

The Stephen Joseph Theatre will use Pledge funding to create a broad cultural offer for the town's young people. This will include subsidised theatre, gallery and museum tickets for school groups. It will include providing practitioners for schools to run, for example, maths and music projects or drama for writing. Diana Logan, Associate Director for education at SJT said: *"We can work with schools on their improvement plans and offer a range of arts projects to take forward the plan's objectives. This isn't about creating stars but about teaching creativity to improve children's problem-solving skills, their resilience in life, raising aspirations, improving life-chances."*

Other projects:

Various other projects are underway, including encouraging parents to stop over-use of dummies and to learn a common set of nursery rhymes with very young children, followed by training to help parents support the early learning of their youngsters and understand what to expect from school. Projects aimed older children include increasing the involvement of local employers in schools to promote an understanding of career paths, local opportunities and the world of work as well as enhancing careers provision in general.

We will feature case-studies of both Pledge projects and themes such as literacy in subsequent newsletters.

Opportunity Areas:

The Secretary of State for Education has recently announced a new Opportunity Areas programme with ambitions which chime so closely with our local Scarborough Pledge programme. We are delighted that Scarborough district was one of the first areas to be included in the national initiative. The Department is looking to fund the local partnership to make sure that children get the best start in early years, improve teaching and leadership in schools, increase access to university, strengthen technical pathways for young people and work with employers to improve young people's access to the right advice and experiences.

An initial meeting has taken place and we await further details but feel that the work of the Pledge gives us a great head start with this programme.

Pledge Work-streams & contacts:

Scarborough Pledge Steering Group	Chair: Sue Gradwell sue@nybep.org.uk NYCC: Jill Hodges Jill.Hodges@northyorks.gov.uk
Work-streams	Summary & Leads:
Early Help	Enhancing prevention measures to ensure that potential difficulties are identified early and that children and their families don't get 'left behind'. This strand includes supporting parents and carers in helping their children to succeed.
	Barbara Merrygold Barbara.Merrygold@northyorks.gov.uk NYCC Prevention Service
Improving Schools	Ensuring that we enhance measures to provide a high quality of learning for all children enabling them to achieve and thrive. This strand includes stepping up initiatives to tackle teacher recruitment difficulties on the Coast and enhancing training and development enabling teachers and other professionals to achieve the highest standards and collaborate effectively.
	Jane Pepper headteacher@childhaven.n-yorks.sch.uk Scarborough Teaching Alliance
Raising Aspirations	Ensuring that young people in Scarborough have high aspirations to achieve in learning and in work and have fulfilling lives. This includes providing experiences to broaden their horizons and build their resilience and confidence. This strand includes involvement from the business, cultural and wider community on the Coast.
	Rebecca McCleary rebecca@nybep.org.uk NYBEP

If you would like to join a group, get involved with a project or contact someone from the Scarborough Pledge please contact:

Rebecca McCleary rebecca@nybep.org.uk or Brianna Bratley brianna@nybep.org.uk

Other contact details:

General email: scarboroughpledge@nybep.org.uk

Phone: 07889 87739

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The Scarborough Pledge

What this Pledge means for Children and Young People:

All Pledge activity aims to achieve a learning entitlement which will enable young people to take responsibility for realising their potential.

As children grow up and progress through their education they will:

- Build upon an excellent early start to their lives supported by their families and carers and the local community
- Go to a school that is good or outstanding
- Receive consistently high quality teaching
- Be treated as individuals and encouraged to aspire and achieve
- Know they will be given help, support and encouragement to achieve through a trusted adult or mentor
- Achieve at least, and aim to exceed, expected progress in literacy, numeracy and science at all levels
- Have access to cultural experiences
- Have access to experiences that help them to understand and develop skills needed for the workplace and develop ambitious ideas for their future.

All children and young people will:

- Take responsibility for their own learning
- Exercise leadership
- Be responsible for their own physical and mental well-being
- Relate positively with adults
- Make ambitious plans for their future
- Understand what is expected of them at school, in their community and at work
- Be enterprising
- Try new things and take measured risks without fear of failing.