



THE OWL

VOL. 12

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DRAMA

**ALL ANIMALS ARE EQUAL IN
ANIMAL FARM**

SPORT

**TIER 1 HOCKEY SUCCESS AND
UNBEATEN NETBALL TEAM**

CHARITY WEEK 2026

**STUDENT-LED EVENTS RAISE
OVER £3,000 FOR YORKSHIRE
AIR AMBULANCE**

FRONT COVER PHOTO CREDIT: ANDY STANDING



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A WORD FROM OUR HEADMASTER

After the pace and productivity of the Christmas Term, you would be forgiven for expecting a slightly quieter Spring Term. That has absolutely not been the case!

We began the term with snow - a picturesque start, but one that required real teamwork. My sincere thanks go to colleagues, families and pupils for their flexibility and positivity. In particular, I am grateful to our Estates team for keeping the site safe, and to parent Mr Tyson, who very generously arrived with his tractor to clear the car parks - a great example of our community in action.



With the thaw came a sharp return to academic focus. Year 11 and Year 13 approached their mock examinations with maturity and determination, setting a strong foundation for the upcoming IB and GCSE exams. We have been delighted with their efforts. Meanwhile, university offers are arriving on a daily basis for Year 13, and it is pleasing to see applications and offers from institutions including my own alma mater, Durham, for competitive courses such as History and Law. You can read more about the guidance and pastoral support underpinning these applications further in this edition.

The performing arts continue to flourish. Animal Farm was a tremendous success, uniting pupils from Year 8 to Year 13 in a genuinely inclusive ensemble cast. For some, it was their stage debut; for others, a chance to demonstrate considerable experience and talent. My thanks to Mr Weatherhill, Mrs Golder, Mr Garfitt, Mr White and colleagues who contributed both on and off stage. Rehearsals are now well underway for our Year 7 production of Alice in Wonderland, the first senior production dedicated entirely to our youngest pupils. From props and promotion to acting and singing, they have embraced full ownership under Ms Galway's guidance. Staff, too, are preparing for our long-awaited pantomime, Cinderella. I can confirm that my role as the Wicked Stepmother is now contractually secured. I am measured for the costume, so there is no backing out now.

The final week of this half term was Charity Week. Under Miss Speake's leadership, the Sixth Form delivered a superb programme of events - staff found themselves in the stocks, an auction drew enthusiastic bidding and the much-anticipated staff Sumo Wrestling contest proved to be a raucous and energetic occasion. From Mr Kelly's airborne encounter with a stack of chairs to the Foden versus Byas showdown, the atmosphere was joyful and good-natured. Most importantly, over £3000 was raised for the Yorkshire Air Ambulance.

On the sports field and court, success continues apace. Both boys' and girls' Tier 1 hockey teams have topped their pools to progress to the National Plate stages. Netball remains exceptionally strong across all age groups: from our Owls, unbeaten in the Scarborough League, to the U12s who have demonstrated admirable commitment and progress. Attention now turns to Rugby 7s season, with our own Seaside 7s tournament followed by the prestigious Rosslyn Park event.

Much has been achieved, and much lies ahead. I wish you all a restful half term before we begin again.

Guy Emmett
Headmaster

UPDATE FROM OUR HEAD OF SCHOOL



Hello all and welcome to this half term's Owl. It has been a busy few weeks since the last entry, and there is so much to look back on and plenty still to come.

First off, a huge well done to everyone who took part in Animal Farm. The production was a brilliant showcase, from the acting to the behind-the-scenes work, and is a testament to the dedication of everyone involved that it came together so well. We look forward to seeing many more productions held, hopefully, in an updated Lisvane in the near future.

This half term has been extremely busy, especially for Year 11 and 13 who had their mock examinations, preparing for the end exams from May onwards. In terms of leadership in the school, the school council has also been busy having reached the halfway point in this academic year in the new structure. Whilst there have been some bumps to smooth out,

I am appreciative of all those who have actively sought to promote the student voice through their role in the school council.

For the past few weeks, members of the Charity Committee and the senior leadership team have been working to organise charity week, with the guidance of Miss Speake. I claim no role in this and only sought to congratulate those who were involved for a successful work with a substantial amount of money raised for charity.

This term has also seen a lot of sporting success, with the Owls netball team continuing their unbeaten streak as we near the end of the season. As well as this, the Boys' 1st XI hockey team progressed to both the ISHC cup and the Tier 1 plate competition, and the Girls' 1st XI hockey team to the Tier 1 plate competition, finishing 3rd in the region.

In my next and last Owl I will reflect on my time as Head of School, but in the meantime I would like to take this moment to wish good luck to those Year 12 students starting their applications for leadership roles. It is truly an honour to situate any leadership role for this school and I know that they will bring fresh ideas and energy to the year ahead.

As always, I look forward to the weeks and months to come, despite the hard work that will accompany this time as final exams approach for both Year 11 and Year 13.

All the best
Anouk McCann



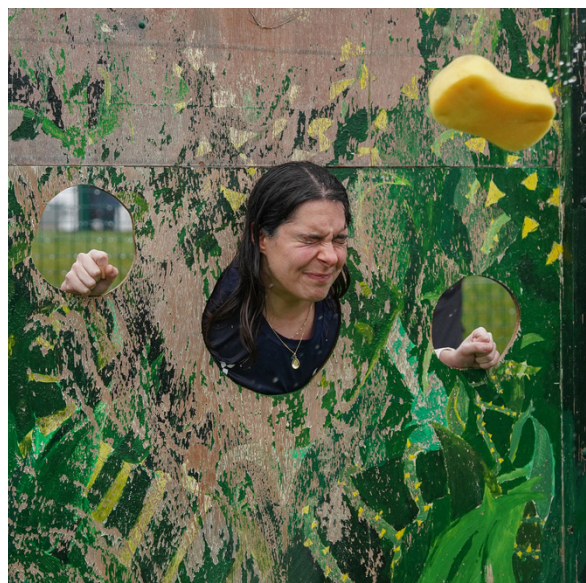
CHARITY WEEK 2026

Raising Funds for Yorkshire Air Ambulance

Charity Week is arguably one of the most memorable weeks of the school year as students and staff come together to raise vital funds for charity.

The week was marked by a full programme of fundraising initiatives with pupils organising and running a number of popular stalls, offering hot dogs, sweet bags, doughnuts and hot chocolate. The Guess Who? of staff baby photos proved to be a source of hilarity across the week

Sporting fixtures provided some of the highlights of the week with the Staff v Students Hockey and Netball being played in brilliant spirit. The staff Hockey team, including Mr Emmett, took the spoils in dramatic fashion as Mr Woolley scored a late winner, sparking wild celebrations from the students. The staff Netball team also took the spoils on Friday afternoon, with Mr Adams using his height to his advantage as they ran out comfortable winners.



The Charity Auction was a brilliant success - Dr Kehrl's hand crocheted dinosaur was won by a delighted Year 10 student and several members of the school community ended up taking home beautiful crafted coffee tables, donated by the D&T department.

Adding a somewhat light-hearted note to the week's events, pupils enjoyed the opportunity to throw wet sponges at some of their favourite teachers. Mr Barker, Miss Dias and Mr Emmett taking to the dreaded stocks. The staff sumo wrestling also proved to be another highlight of Charity Week as a thoroughly entertained audience got the opportunity to watch the teachers take to the ring. Some matches were very scrappy, some

were easy wins but all were incredibly entertaining. We had Mr Kelly flying through the air, Mr Foden and Mr Byas going all three rounds, and an incredibly dramatic entrance from Mr Adams.

The week would not be the same without the Sixth Form Entertainment event. Lisvane Hall was packed to watch (sanctioned) pranks, choreographed dance routines and a fascinating game of Mr & Mrs. The students really outdid themselves with an hour of fun, following in the footsteps of last year's team.

All in all, the team raised over £3,000 - an incredible achievement!

The money raised will make a huge difference to the Yorkshire Air Ambulance, helping to ensure they can continue delivering life-saving care when it is needed most.

A huge thank you to everyone who participated, donated and supported the week's events. A special mention to Miss Speake and her Sixth Form team, who organised and ensured that all the events ran smoothly.



ANIMAL FARM

REVIEW

This term's school production of *Animal Farm* was an imaginative take on George Orwell's well-known allegory, showcasing the dramatic talent at Scarborough College. Tackling a complex story that explores power, equality and corruption, the production balanced strong storytelling with creativity, making the themes accessible and engaging for the audience.

The cast of over 30 pupils, ranging from Year 8 to Year 13, underlined the ensemble nature of the production. For several students, this marked their first time performing on the school stage, taking part alongside more experienced students - and we hope to see them on stage again soon. The production even managed to entice members of staff to the stage, with Mr Mulryne, Mrs Golder, Mrs Leeson, Dr Kehrl, Mrs Hill and Mr Vickery taking on the roles of the farmers, much to the delight of the audience.

There were a number of standout performances. Barney (Year 11) delivered a commanding portrayal of Napoleon, capturing the character's transformation with maturity and presence. Lola (Year 12) brought warmth and emotional depth to Clover, while Theo (Year 12), as a narrator, guided the audience through the story with real feeling and clarity. The production also reflected the dedication to drama, with Niamh (Year 10) continuing to impress as a Sheep following her lead role in *Six the Musical* last term.

The live orchestra, led by Mr Garfitt, added a distinctive and professional dimension to the performance. Particular praise goes to Will (Year 10), who, after appearing as Old Major, returned straight to the stage to take his place behind the drumkit.

Animal Farm is the second of four productions this year, following *Six* in December and ahead of *Alice in Wonderland* and the Prep School production later this term. With over 200 students involved across all productions - from acting to backstage and even creating the brilliant costumes and props - the standard has been firmly set for the highly anticipated Staff Pantomime in March.



Director's Introduction from Mr Weatherhill

This performance is a collaboration: Mr Garfitt leads a school-based orchestra, teachers are stepping onto stage, Mrs Golder choreographs, Mr Riley has been working with a crew behind the scenes and Mr White, once more, takes the lead with the technical side of things. I am proud as punch that we have so much engagement.

George Orwell's work is not simply political satire, it's a living, breathing warning that resonates powerfully today. Beneath the fable lies a stark exploration of power, propaganda, corruption, and the frightening ease with which truth can be reshaped; language is weaponised, fear silences dissent, and ideals slowly erode under ambition. In an age of misinformation, populism, and widening inequality, these ideas feel more relevant than ever.

Music plays a central role to our version, and I've attempted to draw inspiration from relevant sources to underpin the story: from the grandeur of Elgar and the romantic ideal of the English countryside to the stark, forceful language of Russian communist marches and anthems. For good measure I have adapted a famous Russian tune, see if you recognise it.

A final layer to consider, I have framed the rebellion as students reacting against adult authority. As the story unfolds and we realise the pigs have become the men – a comment on the inevitability of becoming the adults against whom we rebelled. Yes, we all become our parents eventually!

Mr Alex Weatherhill



IB & SIXTH FORM

Supporting our Upper Sixth in their educational journey

As our Year 13 students approach the final stretch of their school careers, attention turns to what comes next. Whether that next step is university, an apprenticeship or the start of a professional qualification, navigating post-18 pathways can feel highly pressured for both students and parents. At Scarborough College, we place a strong emphasis on structured support and early preparation, ensuring that every student is well equipped to make confident and informed decisions about their future.

This year's IB Diploma Programme mock examinations have provided an encouraging snapshot of what that preparation can achieve. Students produced an excellent set of results, reflecting both their hard work and the accuracy of the grade predictions made back in October. These predictions are crucial: they not only underpin university applications, but also allow students to gauge how close they are to meeting the conditions of their offers, helping them to focus in the months ahead.

The strength of those applications is already evident as offers arrive from a wide range of highly regarded universities and competitive courses. Our students hoping to study Veterinary Medicine have secured offers from the Royal Veterinary College and the University of Nottingham. All students applying for Medicine have received interview invitations, with universities such as Exeter and Southampton recognising their potential. Particularly noteworthy is a student applying for Physiotherapy - an extremely competitive course - who has been invited to interview while studying in her second language, a significant personal and academic achievement.

Russell Group universities continue to be a popular destination, with institutions including Durham, Warwick, Birmingham, York, Leeds, Sheffield and Manchester recognising the work of our students. Many of these offers have been made to international students, several of whom are studying the IB Diploma in their second or even third language. Degree choices are wide-ranging, from law, economics, finance, maths and sports science, to more specialist routes such as architecture, interior design and sports journalism.

Behind these successes lies a carefully coordinated programme of guidance and support, led by the Sixth Form team and, in particular, our Careers Adviser, Mrs Anna Lowe. Early identification of students aiming for highly competitive courses allows tailored support to begin well in advance. Specialist societies - including the Veterinary, Medical and Dentistry Society - bring in professional guest speakers, provide insight into career pathways and offer valuable mock interview practice.

Support begins early in Year 12 for those considering Oxbridge, with webinars, alumni contact, and a dedicated Oxbridge event each March. Our links with specific Oxford & Cambridge colleges even allow students to experience residential visits ahead of application, helping them to make well-informed choices. External speakers, such as The University Guys, add further perspective, particularly for students considering international study.

While university remains the preferred route for many, it is not the only pathway we celebrate. Apprenticeships and professional qualifications are discussed openly and positively, with past students progressing into roles with companies such as Volkswagen or entering accounting and finance before pursuing professional accreditation.

We are immensely proud of the offers currently being received. It is a testament to the determination of our students and the depth of support around them. An additional advantage of the IB Diploma Programme is its earlier examination and results timetable, allowing students to approach the summer with reassurance, clarity and, in many cases, their future firmly secured.

Y9 OPTIONS EVENT

Supporting Every Step: The GCSE Options Process

Our Year 9 pupils have reached an important milestone in their educational journey: choosing the subjects they will study at GCSE. Alongside six compulsory core subjects, each pupil selects four option subjects, shaping a programme that will guide them through the next two years and lay strong foundations for post-16 study.

Our GCSE curriculum is carefully designed to balance breadth and depth, ensuring pupils gain qualifications valued by employers and universities while developing independence, resilience and intellectual curiosity. Central to this process is informed choice. Pupils attend presentations on each option subject, gaining a clear understanding of course content, assessment structure and future pathways.

The Year 9 Options Evening, held on 11 February, provided families with the opportunity to meet Heads of Department, teaching staff and pupil subject ambassadors. This event allowed parents and pupils to ask detailed questions and explore each subject in greater depth. Following this, pupils submitted their provisional choices before half term.

What sets our process apart is that we build the options blocks around our pupils, not the other way round. Provisional choices are used to construct subject blocks that accommodate as many individual preferences as possible within a viable timetable for 2026–28. Draft blocks will be published ahead of the Year 9 Parents' Evening on 11 March, offering a further opportunity for discussion with teachers before final choices are confirmed by Friday 13 March.

To support decision-making, we are also offering Business Studies 'taster' lessons, complete with preparatory work and assessment, so pupils gain a realistic insight into this new subject.

Choosing GCSEs can feel daunting, but it is also an exciting opportunity - a chance for pupils to shape a curriculum that reflects their interests, strengths and aspirations for the future.

Brief Timeline Summary

- 9 January: Letter for Options process and introductory assemblies
- 9 January-31 January: Optional subjects to present information through lesson and tutor periods
- 9 February: Provisional options letter
- 11 February: Options Presentation evening
- 13 February: Provisional options deadline
- 26 February: Options blocks sent to students and parents
- 11 March: Year 9 Parents' Evening
- 13 March: Final Options Deadline

EXCHANGES

Welcome our students from New Zealand

This term, Scarborough College has been delighted to welcome four students from St Peter's School in Cambridge, New Zealand - Jack (15), Jonny (14), Katie (17) and Kenzie (15) - as part of our developing international exchange programme. The partnership is built on a reciprocal model: our students travel overseas to experience life and sport in New Zealand and South Africa, and in return we host pupils from those schools here in Scarborough. Plans are already underway to extend the programme to Australia and parts of Europe, further broadening its global reach.

While the current focus of the St Peter's exchange is sport, the experience is deliberately holistic. Students spend a full term immersed in school life, living within our boarding community, attending academic lessons and representing the College in competitive fixtures. The initiative is being led by Mr Sam Thurgood, Deputy Head (Pastoral), with a clear vision: to create meaningful, character-building international opportunities that develop independence, resilience and cultural understanding. In the coming years, the programme will expand beyond sport to include a wider range of academic subjects.

We spoke with our current New Zealand exchangees to get their thoughts on the programme and what they have learned - about their sport and about themselves.



Q: What have been your first impressions of Scarborough College?

Kenzie: "When I first came in, everyone swarmed me - in a good way! They were all so lovely and polite, asking what classes I had and telling me to sit with them. It was just really nice to have that welcome experience."

Jack: "Boarding is completely different. Here you're rooming with one or two other people and it's such a good way of making friends. From the first day, we got to know everyone."

Katie: "I'm in the mixed boarding house and that's really cool. We don't do that in New Zealand - we're quite separate - so it's been a great experience."

Q: What have you particularly enjoyed or learned from training and playing alongside Scarborough College students?

Jonny: "I've enjoyed having extra rugby sessions and games every Wednesday and Sunday. You learn heaps here - there's more training and you can even play club rugby during term."

Katie: "The hockey girls are really positive. When we do fitness, everyone's keen and ready to work hard. It's a different style of training, and I really like that."

Kenzie: "You get a different playing style anywhere you go. It's so cool to learn something new that I can take back home and use in my team."

Jack: "All the teams train together sometimes, so younger players get to work with the more experienced ones. They're always willing to help you out."

Q: Alongside sport, you have been attending lessons while you are here. How have you found the UK classroom experience, and what similarities or differences have stood out to you?

Kenzie: "I was in class doing my own work and the teacher asked me if I wanted some help with it. He also offered me some resources that they have to help with further learning. I am a person that asks a lot of questions. So it was good that I got those resources to boost my learning as well."

Katie: "All the teachers are really lovely and genuinely enthusiastic about what they're doing. I feel like a part of the class even though I am doing my own work from home. So we try to match up the classes to be somewhat similar, so the teachers can still help us. It can be challenging when I'm not in the classroom with my exact teacher. But it's a good challenge. I like it."



Q: What will you take away from this exchange, academically, athletically and culturally, and how do you think the experience will influence you when you return to New Zealand?

Jonny: I'm pretty sure it's going to improve my rugby lots. It's a different playing style here. It's going to feed my game for the better. Over here, more training, so you learn more. With a really good coach, like Mr Foden, you just learn heaps.

Jack: First and foremost, we came here for rugby as this was was a sports exchange. I think my main goal was to make as many friends as I can and enjoy it. I've been doing that so far because I've met heaps of people who have all been super nice. We went to the Burn's Night celebration - it was different! When we first got told about it, I didn't know what to expect. But it was a really cool experience. I tried a little bit of haggis, but it's not my thing!

Q: What's the one piece of advice you would give to someone considering an exchange to Scarborough College?

Jack: Just make the most of it and enjoy your time here - make lots of friends. Make sure you pack a lot of warm clothes because it's freezing here!

Jonny: You don't need to pack shorts, you're not going to wear them. Just pack jeans and track pants, that's all you're going to wear. And you're going to miss the sun, but it's good.

Katie: Just throw yourself into all the opportunities to create a really good experience. Also show everyone a bit of how you are at home or your culture, because they will find it really interesting. And then just make sure that as well as making lots of new friends here, you're staying connected to people back home as well, because that's really important.

Kenzie: Yes, just throw yourself into it. It's been about a month for us now and the days are just calming down. I think it's coming too soon that we're going home. I love it here. Get out there, make friends, have a lot of fun. It's a short time.

CHINESE STUDENT VISIT

Scarborough College Hosts First Overseas School Group

This term, Scarborough College hosted its first Chinese school visit, welcoming children across various year group - from Year 8 to Year 12 - in the Senior School.

The 38 children from the Beijing LiZe Academy were on a visit to England as part of a focus on British education. During their tour, the children also visited universities to get an idea of what studying in England might look like. Staying in the north of England, they visited the established Russell Group universities of York and Durham, as well as taking a deeper dive into UK secondary education at Scarborough College.



Mr Porter and Miss Kipling organised a varied timetable of activities, including visits to the Rotunda museum, the Yorkshire Water Park and the lifeboat station. The highlights were the opportunities to follow snippets of the British curriculum, as they joined our own pupils in class. Even though subjects like Spanish and French were rather complicated to follow for our guests, the chance to join in real lessons was valuable and meaningful.



The children, who were accommodated at the TEC, also joined us for all meals and visited the boarding houses in the evenings. After many of them had exchanged contact details with the new friends they had made, the pupils from Beijing were given their certificates of attendance by Mr Emmett.

This was a successful visit that has given us an opportunity to taste and sample a Chinese secondary school in exchange. Many thanks to Mr Porter, Miss Kipling and the various volunteers across the week.

DUKE OF EDINBURGH: VOLUNTEERING

More than just expeditions

When people hear “Duke of Edinburgh’s Award”, the image that most readily comes to mind is a group of teenagers shouldering rucksacks, pitching tents and navigating muddy footpaths.

While the expedition is undoubtedly a memorable part of the experience, it is only one element of a far broader programme. At its heart, the Duke of Edinburgh’s Award (DofE) is about developing character, commitment and compassion - qualities that extend well beyond the campsite.

Established in the UK in 1956 and now recognised internationally, the DofE encourages young people to challenge themselves across four key areas: volunteering, physical activity, skills development and expedition, with an additional residential section at Gold level. It is the volunteering strand, however, that often has the most profound and lasting impact. By giving their time to support others, students learn responsibility, empathy and the value of contributing to their communities - lessons that resonate far into adult life.

At Scarborough College, the Duke of Edinburgh’s Award is a thriving and integral part of school life, with strong participation at Bronze, Silver and Gold levels. Students volunteer in a wide range of settings, from supporting younger pupils and assisting in sports or creative activities, to working with local charities and community organisations. These experiences not only benefit others, but also help students to discover new interests, build confidence and develop a sense of purpose.

Volunteering within the Duke of Edinburgh’s Award gives students the opportunity to turn interests into action, while developing confidence, resilience and a sense of responsibility to others. As the students’ own words show, its value lies as much in personal growth as in the positive impact made on the wider community.



For Ahafiia, volunteering was a chance to give something back to the school through dance - an activity she has loved “since I was four years old”. She wanted to create “a free space for anyone to express themselves in a way that they want to”, emphasising that “anyone can dance no matter the experience”.

Encouraging others to take part was part of the challenge, particularly for students lacking confidence. As she reassured them, “nobody here is a professional... no one’s going to remember what happened five minutes after it finishes.” Through this process, she developed leadership skills and believes that dance club has added to the school’s already thriving performing arts programme.

Layla's volunteering with the RNLI pushed her into an unfamiliar but highly rewarding role. She recalls how "showing people around the boat is really interesting", admitting that "before I started working there, I didn't really know much about it". Learning to explain the lifeboat's work became "a real challenge and test of my knowledge", but one that built confidence and awareness of an organisation that plays a vital role in coastal communities.

Chloe's experience at Filey Cat Rescue highlights adaptability and independence. While she initially sorted donated items, she recalls a moment of challenge when she was asked to work at the counter helping customers and running sales, something she had not done previously. As she puts it, "you just have to learn on the job", a great learning experience that strengthened her confidence and practical skills for the future.



Chloe volunteering at the Filey Cat Rescue charity shop



Juno spending time with our Little Owls

Will (Year 9) decided to volunteer in the Prep School as he himself benefitted from Senior School volunteers - he joined the Prep in Year 2. He learned a lot and so "wanted to give back to the Prep School and provide others with a similar experience". He chose to teach chess, alongside fellow student Aberer, because it was "a good one to teach and some people may not have much experience in chess" meaning that he could share his experience of his own hobby.

We know that volunteering through the Duke of Edinburgh award is about far more than completing hours. It encourages students to step forward, support others and discover abilities they did not know they had, with benefits that extend well beyond the Award itself.

Many of our DoE participants spend their volunteering time in the Prep School - offering after school clubs or assisting children with learning.

For Juno, volunteering with younger children brought a strong emotional reward. Helping a child complete a puzzle and "seeing their face light up" made her realise how much small encouragement can help someone. She also learned how to overcome challenges, like when some of the children got upset or distracted during activities - staying calm and listening really helped and showed her that she can handle tricky situations better than expected.



INTERVIEW WITH... MR BEN BYAS

In the latest of our interviews with staff members across the College, we spoke with Sports department member, Mr Ben Byas. Mr Byas joined the College in 2025, and in that time has helped Mr Elliott take the hockey programme from strength to strength.

Q: Tell us about your career so far?

I've been coaching sport now for around 10 years in some form or another, starting out coaching hockey on Two-Day and Summer Residential camps around Yorkshire, before moving off to Loughborough University in 2016

where I joined the Coaching & Volunteering Academy and learnt a lot from some of the nations top coaches. After I graduated from Loughborough, I was appointed as Head Hockey Coach at Northumbria University in 2019 for a year before COVID interrupted the season and I had to look elsewhere for opportunities. In 2020, I joined Pocklington School and worked my way into the Head of Hockey position at the school, leading the programme to its first Girls Hockey National Finals in the Tier 2 Plate. While at Pocklington School, I worked closely with Humber Hockey to build the regional pathway system in the area and was also appointed Ladies 1st Team Head Coach at Wakefield Hockey Club in 2024, my first National League coaching opportunity.



Alongside these achievements, I have been working hard to further my own coaching education, having completed GB Hockey's Advanced Coach Programme in 2024, alongside various other England Hockey coaching qualifications, and am currently working towards my full Level 3 Coaching award with the FIH. I then took the opportunity to join Scarborough College in 2025.

Q: What is your role at Scarborough College?

My role at Scarborough College is Assistant Head of Hockey, alongside Mr Elliot, and Head of Girls Hockey & Cricket. In my first two terms, my focus has primarily been on the Girls' Hockey programme, working with the Tier 1 girls in their journey for national success in both outdoor & indoor competitions and the younger age groups, building their love & passion for the sport through Games sessions, EPs and 1-2-1 sessions. I am looking forward to the Girls' Cricket term however, I have been taking the Senior Girls Cricket sessions on a Monday morning at 7:00am and they are an exciting group with tons of potential!

Q: What made you apply to Scarborough College?

What really made me apply to come to Scarborough College was the huge passion and focus they have for sport at the College, and in striving to compete against the biggest schools in the nation on the highest stages. I really wanted to keep pushing myself as a coach to be the best that I can be, and Scarborough is an environment where you have the opportunity to do that, while working alongside great colleagues and some of the brightest young players in the country and Europe.

Q: What do you enjoy doing out of work?

My main passion is my Hockey, I am still trying to compete at the highest level despite the difficulties that my schedule presents. Other than Hockey, since COVID I've taken a real interest in my own health & wellbeing, I try to get out for a run at least four times a week. I ran the Brighton Marathon last year, and The Great North Run a couple of years before that, and am really interested in completing in more Marathons and maybe an Iron Man at some point!

HISTORY

Y8 visit The Royal Armouries

In January, our Year 8 historians took a trip to the Royal Armouries Museum in Leeds, a destination that offers far more than static displays and glass-case history. As the home of the UK's most extensive collection of British Civil War arms and armour, the museum brings the 17th century vividly to life through themed galleries and hands-on learning opportunities that support the school curriculum.

During the visit, students explored the museum's exhibits with a particular focus on the English Civil War - a conflict that reshaped British society and military practice. They delved into the War Gallery, part of a five-floor display that charts the evolution of warfare from hand-to-hand combat to later gunpowder technology, and were able to connect what they have been studying in the classroom with real artefacts and detailed interpretative displays.

The highlight for many was an interactive workshop centred on the roles of pikemen and musketeers. In this session, students handled replica weaponry from the museum's unrivalled educational collection and practised historic pike and musket drills under the guidance of specialist staff. This dynamic, character-led experience encouraged them to think about the tactics, teamwork and discipline required of soldiers in the period.

Another memorable part of the day was a close-up look at period uniform and armour, giving pupils the chance to examine material culture up close - and even try on pieces themselves. A truly immersive history lesson that was both enjoyable and educational!





GEOGRAPHY

Y10 York Fieldtrip

In January, our Year 10 Geography students visited York and surrounding areas to learn more about settlement hierarchy. Starting in the village of Flaxton, they progressed up in size of urban population (via Strensall and Haxby) to understand more about Urban Planning and service provision in those settlements.

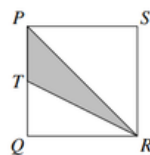
They then made a visit to Monks Cross to understand more about the characteristics of an out of town shopping centre, putting their data collection and observation skills into practice.

MATHS

Put your knowledge to the test with the UKMT Challenge

Our pupils have been taking part in the UK Maths Trust Challenge. Below are just some of the questions they were given. How would you fare? Answers on the back page

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What fraction of the area of the square $PQRS$ is shaded?



- A $\frac{1}{4}$ B $\frac{1}{3}$ C $\frac{1}{2}$ D $\frac{2}{3}$ E $\frac{3}{4}$

25. A gold coin is worth $x\%$ more than a silver coin. The silver coin is worth $y\%$ less than the gold coin. Both x and y are positive integers. How many possible values for x are there?

- A 0 B 3 C 6 D 9 E 12

13. When I increase a certain number by 20%, I get twice as much as when I decrease 20 less than the number by 20%. What is that number?

- A 40 B 60 C 80 D 100 E 120

ART

IB Visual Arts at Yorkshire Sculpture Park

Recently, our IB Visual Arts students enjoyed an inspiring visit to the Yorkshire Sculpture Park, an internationally renowned open-air gallery set within 500 acres of historic parkland. The trip was a fantastic opportunity for students to engage directly with sculpture in all its forms, supporting both their practical coursework and critical investigation.

Throughout the day, students encountered a wide range of works spanning modern and contemporary practice alongside more traditional sculptural approaches. Experiencing pieces at scale - positioned within the landscape rather than confined to a classroom or textbook - encouraged students to think carefully about the relationship between artwork, space and viewer. There were also two fascinating special indoor exhibitions from Southern Hemisphere artists, Jordy Kerwick and William Kentridge, which featured both sculptures and wall art. The diversity of materials, from metal and stone to mixed media installations, prompted valuable discussion about technique, structure and artistic intention.

A key focus of the visit was understanding how artists use form to communicate ideas. Students were encouraged to analyse how shape, texture, balance and negative space contribute to meaning, and to consider how these strategies might inform their own developing portfolios. Many found clear connections between the works on display and their personal projects, gaining practical ideas that they can now refine and adapt within their studio practice.

Despite a little Yorkshire drizzle, the experience of walking through the countryside and encountering sculpture in a natural setting added to the sense of immersion. Being able to move around the works - viewing them from multiple angles and at close range - allowed students to appreciate fine detail and craftsmanship in a way that images alone cannot convey.

Overall, it was a highly valuable and thoroughly enjoyable day, reinforcing the importance of first-hand artistic engagement within the IB Visual Arts programme.

Our thanks to Lola (Year 12) for the photos and her thoughts on the day.



D & T

Rotary Club Competition

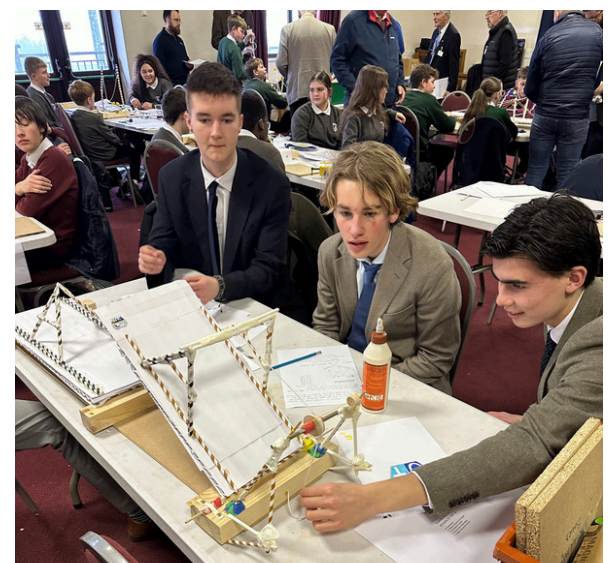
In February, three teams of students took part in a Design & Technology competition held at Scarborough Rugby Club, competing against teams from other local senior schools. Each team was challenged to think and work like professional engineers, applying creativity, technical knowledge and teamwork to a demanding, real-world brief.

Their task was to design, construct and test a working bridge across a “river”. The challenge required the bridge to be built in two sections: a permanent section allowing small barges to pass underneath, and a movable section that could be opened to allow tall ships through, while still permitting smaller vessels to pass beneath when closed. The task tested not only design flair but also structural understanding, precision and functionality.

Teams competed across three age categories - Foundation (11–14), Intermediate (15–16) and Advanced (16+) - with increasing levels of complexity at each stage. Alongside the practical build, students were required to submit a detailed design portfolio as part of the judging. This included working drawings and sketches, analysis of design principles, justification of final design choices, team organisation, the development of ideas and an evaluation of challenges encountered during the process.

On the day, each team was given a two-minute test run in front of the judges to demonstrate how effectively their bridge met the brief. The Scarborough College teams performed strongly across all categories, with particularly impressive outcomes at the highest level. We are delighted to report that our students won the Advanced category, while also putting in confident and competitive performances in both the Foundation and Intermediate sections.

The competition provided an excellent opportunity for students to apply classroom learning in a practical setting. Congratulations to all who participated.



SPORT



Roundup from our Director of Sport

Despite the inevitable challenges of the winter weather, this has been an exceptionally strong and varied half term for sport at Scarborough College. Across individual and team disciplines, our pupils have demonstrated commitment, resilience and a genuine appetite for competition at both regional and national level.

In athletics, we have seen outstanding individual performances. Izzy (Year 7) represented the College at the County Cross Country Championships, finishing an impressive 20th in a highly competitive field. On the national stage, Ben (Year 12) secured silver in the triple jump and bronze in the long jump at the Indoor National Championships - an impressive achievement. Summer added a bronze medal in the triple jump, while in pole vault Oscar claimed bronze and Hugo silver, underlining the strength of our field event programme.

Cricket has also provided cause for celebration, with Old Scarborian Shaquan and Year 11 pupil Callum competing in the U19 Cricket World Cup. This is not only an exceptional honour and experience for them but also serves as an inspiration for our younger players in the school.

Hockey continues to thrive. Both our 1st XI boys' and girls' teams finished third in their Tier 1 pools, qualifying for the National Tier 1 Plate competitions. The 2nd XI girls enjoyed a successful tour to Edinburgh, winning both fixtures against Loretto School and George Heriots. In the Independent Schools Hockey Competition (ISHC), our U13, U14, U15 and U19 boys have progressed, alongside the U16s in the Tier 2 Plate. Regular block fixtures have produced notable wins over Ampleforth, Hymers and Pocklington.

Netball remains a major strength. The 1st VII continued an unbeaten run across school fixtures and the evening league. Our Owls, Gibbons and Kites squads have also performed superbly, while age group teams have secured strong results against Read, Pocklington and Tranby.

Rugby's 15-a-side season concluded positively, with victories over Harrogate and QE, 's and a first-ever fixture against Sedbergh. Focus now shifts to the 7s season. In the next half term we will be hosting our own Seaside Sevens as well as taking several teams to the Rosslyn Park tournament.

Swimming has taken an exciting step forward, with our first-ever inter-school meets for U13 and U15 squads, including individual and relay victories. Meanwhile, our KS5 squash team has qualified for the National Plate Finals.

It has been a half term defined by breadth, ambition and competitive success, and we look forward to building further momentum in the months ahead.

Mr Kench
Director of Sport

Half term highlights in images



Tier 1 win for 1st XI. 3-2 win vs North East champions - GSAL. Thrilling performance ending with a short corner in the last 20 seconds.



Malachi impressed on his New Zealand cricket exchange, scoring 127 not out and earning a place on the school's honours board.



Callum (Year 10) was chosen to represent his country at the cricket U19s World Cup, representing his home country of Ireland.

OSA Shaquan was also at the event, representing the West Indies.



Another Tier 1 win for the boys, this time against Warwick. All ready for the next round.



Our incredible Owls team has had an unbeaten season so far.



Congratulations to our team on their first U13 and U15 swimming team meet



Great successes for the U18 Boys' Football. Photo following their 2-0 win against Read School.

PREP SCHOOL

A word from Mr Barker

Even the hardy children in the Prep school are fed up with the rain that we have had this half term. However, I am proud of the number of activities we have fitted around the poor weather.

Trips to Flamingo Land and many sports fixtures have made sure the children are outside as much as possible. The lovely atmosphere of being one school from ages 3-18 was apparent during the Senior school charity week, where the Prep school has been able to watch and participate in fabulous activities organised by the wonderful Sixth Form.

The build up to the Eskdale music festival is in full swing and Miss Dias is showing her competitive spirit making sure the children can shine on the stage of the Whitby pavilion. The children do look forward to performing and parents are welcome to come and support.

I hope you all have an excellent half term break and with the Spring Fair towards the end of term if you are doing any sorting out at home, don't forget to keep things for our tombola stall!!



PREP SCHOOL NEWS

Rainforest Encounters at Flamingo Land

This half term, our Year 3 and 4 pupils enjoyed a fantastic educational visit to Flamingo Land, where they explored the sights, sounds and creatures of the tropical rainforest. As part of the trip, the children took part in a hands-on workshop that gave them the chance to get up close to a variety of fascinating animals. For many, the highlights included bravely holding a hissing cockroach and stroking a tenrec

The visit also included an informative zoo tour, during which pupils learned more about rainforest habitats and the animals that live there. It was a great day, taking the children out of the classroom for a day of practical experience .



Year 6 Shine in Musical Theatre Assembly

In Prep School, our weekly class assemblies have recently been focused on the sights and sounds of musical theatre. Year 6 delivered a particularly memorable performance with a short version of Act One of *The Addams Family the Musical*. The pupils took on the challenge with enthusiasm, bringing the story to life through confident acting, singing and dancing.

Adding an extra layer of excitement, the cast performed in *Addams Family* costumes from Scarborough Theatre Company's production of the show - which featured our own Mrs Golder and Mr Richardson. The pupils all worked incredibly hard to sing, act and dance, featuring a brilliant dance solo by Georgia and confident singing solos from Erin, Chloe, Jonathan, Alice and Lyla.





Little Owls reach for the stars!

Little Owls have been exploring the fascinating topic of Space. As part of their learning, the children crafted their own space helmets, proudly transforming into astronauts ready for lift-off.

They also made mini “microphones” so they could “communicate” with one another, just like astronauts speaking to mission control. Through role play, creative activities and plenty of discussion, the children have been learning about space travel, planets and what it might be like to journey beyond Earth. A truly out-of-this-world topic!

Chinese New Year in Little Owls

Our Pre-School children have been learning about Chinese New Year through a range of exciting, hands-on activities. They created beautiful red lanterns, carefully decorating them in traditional colours to symbolise good luck and happiness. The children also enjoyed tasting noodles and bravely attempting to use chopsticks - with varying levels of success and lots of laughter! Trying prawn crackers was another highlight of the week. A fantastic introduction to different traditions and cultures from around the world.



Year 5 look into coastal erosion

Year 5 have been bringing Geography to life through hands-on learning, creating models to show how bays and headlands are formed through coastal erosion. Using different materials to represent soft and hard rock, pupils demonstrated how the sea shapes the coastline over time.

Later in the half term, they continued their exploration by modelling caves, arches, stacks, stumps and wave-cut platforms. An exciting and practical way to understand the power of the sea!



PREP SCHOOL SPORT

Despite some challenging weather throughout, it has been another excellent and action-packed half term for sport in the Prep School. Our pupils have shown enormous enthusiasm, resilience and sporting spirit across the board, with fixtures and training sessions taking place in all weathers.

For our girls, netball has taken centre stage, with players from every year group working hard in games sessions and competitive fixtures. The commitment shown by all has been tremendous, from developing basic skills and teamwork to putting those skills into practice during closely fought matches that have brought out the best in our young athletes.

Meanwhile, the boys have been busy with hockey and football, demonstrating great character and teamwork on the pitch. They have represented the school with pride and determination, working hard in every fixture. Across both sports, there have been impressive performances, strong defensive play and plenty of moments to celebrate.

Across all teams and year groups, it has been fantastic to see so many pupils embracing the opportunity to play, improve and compete. Well done to everyone.





BOARDING

Celebrating Burns Night in the Boarding Community

Our boarding students gathered for a memorable Burns Night celebration, embracing an evening rich in tradition, culture and great company. The event brought together pupils from across the world to experience a distinctly Scottish occasion - for many, something entirely new.

The evening began with a special dinner, featuring a menu inspired by tradition: roast beef or gammon served with neeps and tatties, followed by Cranachan or Ecclefechan Tart for dessert. While haggis is often the centrepiece of a Burns Night supper, many of our international boarders had never heard of it, let alone tasted it before. Anecdotal evidence suggests it may be something of an acquired taste for the international palate, but there was plenty of enthusiasm and willingness to give it a try!

Our Head of Physics, Mr White (a Scot himself), hosted the evening, delivering the traditional Address to a Haggis with great flair. His impeccable hosting ensured that everyone understood the significance of the rituals and felt part of the celebration.


Following supper, the festivities moved to Lisvane Hall, where students took to the floor for cèilidh dancing. It was certainly an energetic and joyful display, as boarders threw themselves wholeheartedly into learning the steps. There were some particularly impressive moves on show, and a great deal of laughter as pupils encouraged one another - a wonderful example of how shared cultural experiences can bring a boarding community even closer together.

Our thanks go to Mr White for leading such an enjoyable evening, and to the team at Holroyd Howe for serving a delicious and authentic feast.

Why we celebrate Burn's Night

Burns Night is held annually on or around 25 January to celebrate the life and legacy of Robert Burns, Scotland's national poet. Born in 1759, Burns is renowned for works such as Auld Lang Syne and Tam o' Shanter, and for writing in the Scots language.

The evening traditionally includes poetry, music, Scottish food and the famous Address to a Haggis, honouring Burns' enduring contribution to Scottish literature and culture.



Celebrating the start of the Year of the Fire Horse

Chinese New Year is one of the most significant festivals on the Chinese calendar, centred on family, tradition and new beginnings. For our Chinese boarding students, it is usually a time spent at home, making it especially important to recognise and celebrate the occasion within the school community. This year, Scarborough College marked Chinese New Year with a special evening in the dining hall, where boarding students enjoyed traditionally themed food and shared the celebration together.

Below, Chinese boarding student, Chami (Year 12) offers her personal insight into why Chinese New Year is so important in Chinese culture, exploring the traditions, values and meanings behind this much-loved festival.

“Chinese New Year is the most important festival in Chinese culture - it means as much to us as Christmas does to many of you. This festival marks the beginning of a new year according to the lunar calendar and usually falls between late January and mid-February. Rather than just being celebrated on one day, Chinese New Year lasts for a week and falls on a different day every year. For instance, in 2026, the date is 17 February, which marks the start of the Year of the Fire Horse. It is a time when families come together, spend time with one another and welcome new beginnings with hope, happiness and prosperity.

“Red decorations can be seen everywhere during celebrations, as the colour is believed to ward off evil and to bring good luck. In Mainland China, firecrackers and lion dances are traditionally performed because of an old myth that led us to believe that they could scare away bad spirits and misfortune. Additionally, customs such as giving away red envelopes (which contain money — yes, we get them from our relatives every year) symbolises good wishes, prosperity, and blessings for the coming year, especially for the younger members of the family.

“Overall, Chinese New Year is significant not just because it is a huge festival, but because it reflects the core Chinese values, including family unity, respect for tradition, and optimism for the future.”

Chami, Year 12



COMING SOON...

Upcoming Dates for Your Diary

The Lisvane Recital Programme 2026

We are proud to present both new and established artists to the College for an exciting concert programme in 2026. The professional artists will be supported by our own talented music students.

- 24 February: Pianists Betty Bao and Jasmin Jiang, Soprano Matilda Chen, supported by Aryana (year 10) on piano
- 19 March: Classical guitarist Wesley Hua, supported by flautist Sophie (Year 11)
- 23 April: Flamenco guitarist Samuel Moore, supported by violinist Sarah (Year 13) and Aryana
- 4 June: String duo Hafren, support TBC
- Aryana's date

Staff Pantomime: Cinderella

12 - 13 March

The Cinderella cast features some familiar faces in rather unfamiliar roles, with staff swapping their usual roles for the stage, with interesting results. Audiences can expect all the traditional pantomime elements: colourful costumes, audience participation, and more than a few groan-worthy jokes. Proceeds will go towards the Lisvane Hall Redevelopment Project.

TEDxScarboroughCollegeConference

16 March

This year's theme, "Unseen Values: What Shapes Our Lives Beyond What We Measure", enables speakers to explore the things in life that cannot easily be counted or quantified, yet shape who we are and the world we live in. Topics will include the value of time and attention, the power of knowledge, the limits and hidden psychological costs of financial wealth, the role of education and opportunity, economic recovery, and how redefining wealth beyond money can shape wiser decisions, personal fulfilment, and society as a whole.

Year 7 Production: Alice in Wonderland

18 March

We are delighted to present the first-ever Year 7 Production, an imaginative take on Alice in Wonderland. This production showcases the creativity, teamwork, and confidence that our Year 7s have developed since joining the school. There will be two performances on the day: an afternoon and an evening showing, giving all pupils the opportunity to shine on stage. We invite families and friends to support our youngest performers.

THE LISVANE RECITAL PROGRAMME 2026

Proud to present both new and established artists to the Yorkshire Coast
in an exciting new concert programme.

*TUESDAY 24 FEBRUARY,
6PM LISVANE HALL, SCARBOROUGH COLLEGE*

CONCERT 1

An intimate journey from Romantic lyricism to shimmering Impressionism, where piano
eloquence and songful storytelling intertwine

Felix Mendelssohn **Rondo Capriccioso, Op. 14**

Mikhail Glinka **Nocturne in E-flat major**

Bohuslav Martinů **'The Puppet' Book I**

Gabriel Fauré **En Prière**

Franz Schubert **Gretchen am Spinnrade**

Claude Debussy **Beau Soir**

Hugo Wolf **Er Ist's**



BETTY BAO
Pianist



MATILDA CHEN
Soprano



JASMIN JIANG
Pianist

FOR TICKETS VISIT
SCARBOROUGHCOLLEGE.CO.UK





FOUNDATION NEWS

Exciting Progress for the Scarborough College Foundation: The Lisvane Redevelopment

Work is well underway with the Scarborough College Foundation's Lisvane Redevelopment project, and we are thrilled with the support received so far.

Thanks to the generosity of families, Old Scardeburgians and local businesses, including Moneyweb and Proudfoots through their Making a Difference Locally charity, the first phase of the redevelopment is set to begin this year. This phase will see a complete upgrade of the Lisvane Theatre's seating, lighting, sound, technology and stage, creating a modern, professional space that will enhance the performing arts experience for our pupils.

The Take a Seat campaign has captured the imagination of our community, bringing together people of all ages through a shared love of performance. Some of the contributions have personal stories behind them: a German boarding parent purchased a seat for her son, imagining him one day playing drums on the new stage; an Old Boy who starred in *The Island of Doom* production in 1959 has supported the campaign and shared precious photographs of his performance; and a former teacher bought five seats in the back row - a nod to the spot where she always sat with her family. These stories demonstrate the deep, lasting connections that Scarborough College has built over the years through the performing arts.

As excitement for the renovation builds, rehearsals for our staff pantomime, *Cinderella*, are well underway, with all proceeds going directly towards the Lisvane Redevelopment. We are delighted that so many of our staff have dedicated their time to this brilliant performance - from backstage to dancing to being an Ugle Stepsister!

Whether through purchasing a seat, attending a performance, or simply spreading the word, the community is playing a crucial role in bringing this vision to life. The transformation of Lisvane will be a stage for talent, creativity, and shared memories for generations to come.

For more information on the Lisvane project and the Take a Seat campaign, visit the Scarborough College website www.scarboroughcollege.co.uk/foundation.

For more information about Scarborough College, please visit our website

www.scarboroughcollege.co.uk

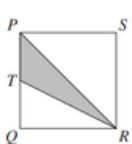
For enquiries regarding applications to the Scarborough College Senior School, contact our Registrar Mark Langley (mark.langley@scarboroughcollege.co.uk).

If you would like to talk to us further about agency relationships, please contact our Director of External Relations, Mr Remco Weeda (remco.weeda@scarboroughcollege.co.uk).

UKMT ANSWERS

3. A As T is the midpoint of the side PQ , $PT = TQ$. Therefore triangles PRT and TRQ have equal bases and the same perpendicular height, namely QR . So they are equal in area. Hence the shaded area is half the area of triangle PQR , which in turn is half the area of the square $PQRS$.

Therefore the required fraction is $\frac{1}{2} \times \frac{1}{2} = \frac{1}{4}$.



13. C Let the certain number be x . Then $\frac{6x}{5} = 2 \times \frac{4}{5}(x - 20)$.

25. E Let the costs of a gold coin and a silver coin be $£g$ and $£s$ respectively.

Then $g = \left(1 + \frac{x}{100}\right)s$ and $s = \left(1 - \frac{y}{100}\right)g$.

Hence $g/s = (100+x)/100$ and $s/g = (100-y)/100$. Therefore $(100+x)(100-y) = 10000$.

So $x = \frac{10000}{100-y} - 100$. Therefore $100-y$ is a factor of 10000 and we need consider only values of $100-y$ less than 100 as y is a positive integer.

Hence the possible values of $100-y$ are 1, 2, 4, 5, 8, 10, 16, 20, 25, 40, 50, 80. The corresponding values of x are 9900, 4900, 2400, 1900, 1150, 900, 525, 400, 300, 150, 100, 25.

So there are twelve possible values of x .



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