



# Scalby School

Prospectus 2023-24





# Cultivating a sense of belonging, to Scarborough and beyond



It is my privilege to introduce you to Scalby School, where students are known and cared for as individuals within a happy and friendly learning environment.

We have a strong academic focus and aim to be outstanding in all that we do. Learning how to be even better is a state of mind and it is as important for our staff as it is for our students. This is what makes Scalby such a vibrant learning community, with an excellent reputation for its high standard of teaching and learning.

There's little doubt, the prospect of starting at secondary school can be daunting, but is something which we are well used to dealing with. We pride ourselves on being an approachable school where new students settle in quickly and soon feel at home here. Please be reassured and remember, everything is on one site and you will quickly find your way around – and there are plenty of people to help if you get stuck.

Everyone feels part of our community – not just in terms of Scalby School, but in cultivating a sense of belonging as citizens of Scarborough and of the world. Our students are encouraged to broaden their horizons and get involved with fundraising activities locally, nationally and internationally.

We have strong ties to our partner primary schools and in normal, pre-Covid 19 times, their pupils visit us often to enjoy a range of different experiences which, in turn, help them to acclimatise to life at secondary school.

At the other end of the learning journey, we have established close links with providers of Higher Education and the local business community to ensure a smooth transition through to the next stage of our students' careers.

I hope you will be able to visit the school and see for yourself how we combine academic prowess with nurturing the whole person.

**CHRIS ROBERTSON**  
Headteacher





The vision for students and staff is "Being the best we can be". We encourage everyone to be the best they can be by embracing our four core school values:

**Learning** – We pride ourselves on being a learning community, where students make progress across all of their subjects every day and where teachers participate in weekly professional development activities to improve their practice.

**Leadership** – We practise our leadership skills at all levels of our school life; our students have responsibilities to lead improvements for our school community and our staff have opportunities to demonstrate their leadership skills, ready for the next step in their careers.

**Ambition** – We are relentless in our ambition to ensure that all of our students and all of our staff are challenged and supported so that they can maximise their potential.

**Preparation** – Above all, our curriculum ensures that we develop the culture and character of our students. We believe these social attributes are just as important as academic qualifications in preparing our young people to be responsible citizens, who contribute positively to our community.

*This is what "being the best we can be" means at Scalby School.*



# A vibrant learning

While we believe in nurturing a life-long love of learning, we know that good education is about so much more than examination results.

Our aim is to provide a broad, engaging and challenging curriculum to all our students. This is supplemented with an expansive programme of academic, sporting and cultural extra-curricular activities.

We want students of all abilities to strive to fulfil their potential and to enjoy their time at Scalby School. We are proud to see them grow in terms of their knowledge, skills

and personal confidence, so they leave us, as young adults, ready to deal with the next stage of their lives.

The progress of students is constantly monitored to ensure individual expectations are met – we know, all too well, that not all

children and young people are the same and we celebrate their differences.

Where appropriate, students can access additional support through specialist teaching and a dedicated team of teaching assistants who focus on developing literacy

**“WE BRING OUR STUDENTS’ EDUCATION TO LIFE THROUGH SCHOOL EXCURSIONS, SCHOOL PRODUCTIONS, SPORT AND THE DUKE OF EDINBURGH’S AWARD”**



# community

and numeracy skills.

Our learning support and pastoral team tailor their support as far as possible to each individual, usually through a combination of in-class support and access to appropriate intervention groups. At all times we keep in close contact with parents and carers, bringing in outside agencies for additional support as needed.

We bring our students' education to life through school excursions, school productions, sport, and the Duke of Edinburgh's Award. In recent years, we have

[www.scalby.coastandvale.academy](http://www.scalby.coastandvale.academy)

taken our students to France, Belgium, Holland, India, Italy and Switzerland. We have an enviable reputation for performing



arts, with school productions held at the internationally-renowned Stephen Joseph Theatre, often to sell-out audiences. We excel in the fields of football, netball, basketball, cricket, and cross-country.

Our clubs and societies provide a wide range of academic, vocational and recreational experiences. There really is something to capture the imagination of every student – choices include World Challenge, Book Club, Creative Craft, Digital Leaders and others closely linked to subject areas.



# Improving students' life chances



We believe an important part of our role is to improve students' life chances.

Irrespective of where they come from prior to joining our school, students all have the same excellent opportunities to progress on equal terms.

We see it as a responsibility we share with parents and we're very keen to work together to support your child's journey through the school and onwards, on whichever path they choose. At Scalby School, students come to us as children and leave us as

young adults. We do our best to make sure the crossroads they face at the end of Year 11 is clear and informative as they embark on the journey ahead.

Members of staff are always available to provide advice, support and guidance to each student and help them rise to their individual challenges.

We have excellent links to higher education establishments and can be trusted to provide impartial advice on next steps: we will have spent five years with your child and know what will, and what will not, be a good "fit" for them.



# A place to grow leaders and for leaders to grow

Leadership is encouraged at all levels and our mission is to nurture the leaders of tomorrow through the experiences we provide today.

We promote the development of leadership qualities among students by nurturing self-awareness, responsibility and a sense of challenge.

Our Student Voice structure, with representatives in every form, also provides students with a say in how the school develops and the opportunity to serve as Head Girl or Head Boy at either Key Stage 3 or Key Stage 4.





# Curriculum is in step with life itself

We have a curriculum model which is broad and balanced to reflect different skills and interests.

To prepare students for further study, training and employment, all students follow a rigorous curriculum matched to their abilities. We have allocated more curriculum time to those subjects where the academic challenge of assessment is greatest. Each year we review our curriculum to ensure it meets required national standards and, importantly, continues to be in step with the changing face of life and the workplace in the 21st Century.

We also see a well-planned curriculum as the basis for high quality teaching and learning.

## Art and Design

### Key Stage 3

We aim to engage, inspire and challenge pupils throughout their time in the Art and Design Department.

KS3 students have one hour of Art a week and are set on the basis of their English attainment.

The key skills of drawing, painting and making in clay are taught through project-based work that require students to learn through practical experience. Students are taught to understand the visual elements and will develop

skills and techniques in a range of different media. Students are given opportunities to develop their creativity and ideas in response to past and contemporary artists, architects and designers. Students will be taught to understand how their work is assessed, how to get help with feedback and make improvements to their work.

### KS3 Graphics

In KS3, students have one hour of Graphics a week for 10 weeks per year. Graphics is one of four technology subjects that are taught on a carousel. Students are taught to understand the role of a graphic designer and the influence of graphics in our day-to-day lives. They will learn how to develop their own ideas in response to a client brief and work on a range of different tasks linked to branding, advertising and packaging.

## Computing and Business

### Key Stage 3

The computing curriculum equips students to use computational thinking and creativity to understand and change the world. Computing has deep links with mathematics, science, and design and technology, and provides insights into both natural and artificial systems.



### Year 7 and Year 8

In both years students are streamed and have one computing lesson a week.

Over the two years we cover the following curriculum areas through different topics building upon knowledge and skills as the year progresses.

Students are taught to:

- design, use and evaluate computational abstractions that model the state and behaviour of real-world problems and physical systems
- understand several key algorithms that reflect computational thinking [for example, ones for sorting and searching]; use logical reasoning to compare the utility of alternative algorithms for the same problem
- use two or more programming languages, at least one of which is textual, to solve a variety of computational problems; make appropriate use of data structures [for example, lists, tables or arrays]; design and develop modular programs that use procedures or functions
- understand simple Boolean logic [for example, AND, OR and NOT] and some of its uses in circuits and programming; understand how numbers can be represented in binary, and be able to carry out simple operations on binary numbers [for example, binary addition, and conversion between binary and decimal]
- understand the hardware and software components that make up computer systems, and how they communicate with one another and with other systems
- understand how instructions are stored and executed within a computer system; understand how data of various types (including text, sounds and pictures) can be represented and manipulated digitally, in the form of binary digits
- undertake creative projects that involve selecting, using, and combining multiple applications, preferably across a range of devices, to achieve challenging goals, including collecting and analysing data and meeting the needs of known users
- create, re-use, revise and re-purpose digital artefacts for a given audience, with attention to trustworthiness, design and usability
- understand a range of ways to use technology safely, respectfully, responsibly and securely, including protecting their online identity and privacy; recognise inappropriate content, contact and conduct and know how to







- report concerns.
- Understand how enterprises work, how Enterprises start, what makes an Entrepreneur. Understand the basic of creating your own enterprise.

## Drama

### Key Stage 3

In both years, students have the opportunity to explore a variety of theatrical devices to develop their thinking skills and performance skills throughout the year.<sup>2</sup>

Students will also explore a variety of narratives which will expand their knowledge of social, historical and cultural themes. An emphasis is placed on building a supportive and caring system within the group and to give confidence and encourage commitment to the task in hand. Students learn both independently and in groups by rehearsing, practicing and refining their drama. Students are regularly required to observe and evaluate their own work and that of their peers, considering strengths, weaknesses and targets for improvement.

### Year 7

In Year 7 students are streamed into sets and they have one, one hour lesson per week. Topics in Year 7 include historical drama such as evacuees, mime and mask, physical theatre, script work, improvisation and devising.

### Year 8

In Year 8 students are streamed into sets and also have one, one hour lesson per week. Topics in Year 8 include thematic drama, such as Rosa Parks, racism and different genres such as melodrama, slapstick and soap opera. Students will also study Shakespeare and stage combat.

## English

### Key Stage 3

At Key Stage 3, Year 7 and 8, our aim is to embed reading and secure writing into each topic so that students can access



texts across the school and be ready for the demands of an ever changing curriculum. The need for our students to be confident readers has never been greater. The new GCSEs have an emphasis on independence, accuracy and breadth of study so we endeavour to ensure that students cover a wide range of genres, text types and, of course, two Shakespeare plays.

### Year 7

In Year 7 students have 4 one hour lessons per week. Topics of study in Year 7 include the novel, story writing, 19th Century fiction and Romeo and Juliet. At least one of those is dedicated to reading and spelling strategies and we make good use of our Learning Resource Centre and the Accelerated Reader program.

### Year 8

In Year 8 students also have

3 one hour lessons per week.

Topics in Year 8 include the non-fiction reading and writing, Poetry and more Shakespeare. Again, the Learning Resource Centre plays a continued role in supporting the reading culture across our school.

## French

### Key Stage 3

Our aim is to develop students who are confident, independent learners of French. In each module there is a strong teaching and learning focus on grammatical knowledge and awareness and students should be able to understand and use the perfect, present and immediate future tense by the end of year 8. Lessons focus on a variety of activities which promote understanding through listening and reading tasks and which encourage practical

communication in speaking and writing. Furthermore, we study phonics, in order that students can speak with accurate pronunciation and work out the pronunciation of unknown words. Cultural awareness is a key theme in each module and students learn to appreciate and compare life here with life in French speaking countries. We also have access to a computer suite and the department subscribes to various websites which enable students to consolidate their learning in the classroom with a variety of fun, yet challenging activities. Students are expected to learn key, high frequency vocabulary and phrases on a regular basis to improve their knowledge and literacy skills.

### Year 7

In year 7, students are set according to ability and they have 2 one hour lessons per week. Topics in year 7 include: France and the French-speaking world, school and me and my family.

### Year 8

In year 8, students are set according to ability and they have 3 one hour lessons per week. Topics include: hobbies and new technology, eating out, future plans and dreams, and a recent visit to Paris.

## Geography

### Key Stage 3

The emphasis in Years 7 and 8 is on gaining a good grounding in all aspects of Geography with the ultimate aim of continuing to raise attainment and preparing students for Key Stage 4. Our new Year 7 students will be some of the first to sample the new style Key Stage 3 course, which looks to give students increased locational knowledge of world geography as well as longer, enquiry based topics such as rainforests and global issues. All of our topics have a key question that will be answered in an assessment.





**Year 7**

In Year 7 students are set on ability and they have two, one hour lessons per week. Currently these lessons follow a set structure which builds the students knowledge as we go through the year. Our current topics for Year 7 are How safe is our local area?, How is the landscape in the UK shaped? The UK – land of opportunity or challenge? How can weather be extreme? Volcanoes – a benefit or a curse? and What are the challenges and opportunities in Kenya? These are a mixture of physical and human topics and test a range of skills.

Students in Year 7 will also complete a piece of fieldwork around school in the topic How safe is our local area?

**Year 8**

In Year 8 students are set on ability and also have two one hour lessons per week. As in Year 7, students build their knowledge of both physical and human geography and build on the skills learnt in Year 7. Our current topics for Year 8 are should we preserve our rainforests?, Is globalisation taking over?, How does ice change the world?, How can global issues change our lives? And where would you like to visit?

Students in Year 8 will also will also complete a piece of



fieldwork outside of the school site.

**History**

History fires pupils' curiosity to ask questions and know more about Britain's past and that of the wider world.

**Key Stage 3**

**Year 7**

Students begin their study with an enquiry into the development of Scarborough and gain a real appreciation of how history helps us see why things have happened. We aim to give students a coherent knowledge and understanding of Britain's past and that of the wider world. Through a combination of in depth and overview studies we use a range of enquiry questions to investigate the development

of Church, state and society in Britain and the wider world from the Middle Ages to the 20th Century.

**Year 8**

In Year 8 we continue the theme of using overview and in depth enquires to investigate political power, warfare and its impact on society throughout 20th Century. Students will assess how warfare changed during the 20th Century and some of the common factors that helped to cause conflict. They will also gain an understanding of the reasons for why conflict has changed over time. For example students identify and explain the main turning points in the Civil Rights movement from 1950-1963 and conclude their study with an enquiry into terrorism. They begin to understand how to

apply the definition of terrorism to different events and whether or not they can be called acts of terrorism.

**Life**

The intention of the Life Curriculum is for every pupil to develop the knowledge, skills and attributes they need to manage and many of the critical opportunities, challenges and responsibilities they will face as they grow up and in adulthood.

A range of teaching resources and expertise will enable every student to be safe, healthy and build the self-esteem, resilience and empathy to overcome and tackle barriers to learning and raise aspirations ensuring they can realise their potential in a modern and diverse society.

In each year the Life Curriculum -

- Identify and evaluate accurate, balanced and relevant knowledge
- Maximise opportunities to turn knowledge into personal understanding
- Explore opportunities to explore, clarify and if necessary challenge, their own and others' values, attitudes, beliefs, rights and responsibilities
- Develop and use skills, language and strategies they need in order to live healthy, safe, fulfilling, responsible and balanced lives
- Encourage opportunities to develop positive personal attributes such as resilience, self-confidence, self-esteem, and empathy.

**Year 7**

In Year 7 students have a one hour lesson per week.

Topics in Year 7 include 'Emotional Wellbeing', 'Digital Identity', 'Protecting myself from harm – smoking alcohol misuse', 'Change' and 'Future Me – Careers'.

**Year 8**

In Year 8 students are set on ability and also have a one hour





lessons per week.

Topics in Year 8 include 'Kindness and Caring', 'Families', 'Safe Relationships' and 'Families' and 'Diverse Communities'.

## Mathematics

The emphasis in Years 7 to 8 is on establishing the routines and confidence in all students to see that mathematics is a creative and highly inter-connected discipline. It has been developed over centuries, providing the solution to some of history's most intriguing problems. It is essential to everyday life, critical to science, technology and engineering, and necessary for financial literacy and most forms of employment.

A high-quality mathematics education provides a foundation for understanding the world, the ability to reason mathematically, an appreciation of the beauty and power of mathematics, and a sense of enjoyment and curiosity about the subject.

The scheme of learning at Scalby is a series of stages that students work through at a pace that suits their level of ability. If students do not show a mastery of the content of each of the stages at the end of unit test, then they will be offered extra intervention work.

### Year 7

In Year 7 students are placed into one of four sets and they have four one-hour lessons per week. Topics in Year 7 include number work, statistics, shape, space and measures and the introduction of algebra. At key points students are also challenged to develop their thinking and creative skills through tackling a series of problem-solving activities where students are asked to answer questions in unfamiliar contexts.

### Year 8

In Year 8 students are still set on ability and they have three one-hour lessons per week. Topics in Year 8 include problem-solving, geometry, statistics and further development of algebra. Again, at key points in year 8, students continue to develop their ability to tackle open ended

investigational tasks; increasing their levels of confidence in communicating mathematically both in written form and verbally through discussion and presentations.

## Music

### Key Stage 3

The emphasis in Years 7 and 8 is on gaining valuable experience in performing, composing and listening to a range of music in different genres, styles and traditions. Music at KS3 will engage and inspire students to develop a love of music and increase self-confidence, creativity and sense of achievement.

### Year 7

Students in Year 7 will have one hour of Music per week and the topics they study include, Musical Elements, Musical Structures, Music in the Media, Instruments of the Orchestra and Performing Music.

### Year 8

Students in Year 8 will have one hour of Music per week and the topics they study include Film and Gaming Music, Popular Music, Music from other Cultures, Jazz and Blues, Song writing and Performance.

## Physical Education

### Key Stage 3

The emphasis in Years 7 to 8 is

on gaining a good knowledge of the fundamental and transferable sporting skills and tactics required to take part in a range of sporting activities with the aim of continuing to raise attainment and prepare students for Key Stage 4. Ultimately students are encouraged to lead healthy active lifestyles by finding a sporting activity that they enjoy and can continue to participate in beyond school.

### Year 7

In Year 7 students are baseline assessed and then streamed into two sets. They have two one-hour lessons per week and will cover activities including Football, Rugby, Netball, Basketball, Badminton, Table Tennis, Fitness, Cross-country Gymnastics, Rounders, Short Tennis, Athletics and Cricket. Students will be taught the fundamental skills for each sport and will be required to apply them in isolated and competitive activities.

### Year 8

In Year 8 students continue in the two sets and also have two one-hour lessons per week. Sporting activities in Year 8 remain the same as Year 7 with the emphasis on embedding and developing the skills and knowledge taught in Y7. Students are expected to develop knowledge of improving skills and performance through leadership and independent learning. Assessment plays a key role in this progress, and happens regularly in lessons.

Alongside the development of practical skills taught in Year 7 and 8, students will be taught key parts of the theoretical aspect of Physical Education. This will include topics such as warming up and cooling down, key muscles and bones, the short and long term effects of exercise on the musculoskeletal and cardiorespiratory systems, the effects of a sedentary lifestyle and an introduction to the components of fitness.





**Science**

**Key Stage 3**

The emphasis in Key Stage Three Science is a thorough grounding of skills and concepts through the Activate Course. We aim to make students independent learners, who can tackle the challenges of a modern society, by developing understanding of fundamental ideas in science. Students undertake a programme of study called 'Let's Think', aimed at developing students' reasoning skills.

**Year 7**

In Year 7 students are placed into two bands of 4 and 3 sets, on the basis of their mathematical ability. Students have three hours a week to learn about Biology, Chemistry and Physics. They also follow skills lessons to develop scientific skills. 'Let's Think' is used to help with the development of intelligence,

(thinking about thinking).

**Year 8**

In Year 8 students are placed into two bands, on the basis of their mathematical ability. Students have three hours a week to develop concepts based on Biology, Chemistry and Physics. This helps prepare students for GCSE. 'Let's Think' lessons continue and develop in challenge.

**Technology**

**Key Stage 3**

In KS3 students have one hour of each technology subject a week for 10 weeks per year. The emphasis in Years 7 to 8 is on gaining a good grounding in all branches of technology. Rotations of ten weeks enable the students to experience Food, Graphics, Product Design and Textiles. The departments focus is on developing practical skills

and theory in each of the year 7 and 8 courses, to ensure solid progression to GCSE courses in year 9, if chosen.

**Year 7**

In Year 7 students are streamed into five sets and they have one lesson per week.

In Graphics, students are taught to understand the role of a Graphic designer and the influence of graphics in our day to day lives.

In Engineering the focus is to build basic practical skills using materials, tools and machinery. Students will also begin to develop an understanding about the materials they are using as well as manufacturing methods linking to them.

In Food Technology, students learn about safety, food hygiene and healthy eating and make a range of practical dishes which enable them to learn how to use basic equipment, the cooker hob and the oven.

In Textiles, students work on a single project to design, develop and make a soft toy monster. During this project students learn for the first time, how to use a range of equipment and processes accurately and safely, from cutting with dressmaking shears, to using the iron and the sewing machine.

**Year 8**

In Year 8 students are streamed into 5 sets and also have one lesson per week.

In Graphics they will learn how to develop their own ideas



in response to a client brief and work on a range of different tasks linked to branding, advertising and packaging.

Students in Engineering continue to develop their knowledge on the process of designing and making a product from start to finish using different materials, tools and machinery. Students will be introduced to using CAD CAM for producing a practical outcome as well as learning about how this links to scales of production for making products in industry.

In Food Technology, students further develop their practical skills by making a range of more demanding sweet and savoury products including some main meals, focusing again on food hygiene, safe production and healthy eating.

In Textiles students will continue to develop skills in their knowledge. Students design and make a vintage themed cushion, which they will research, design, plan, and make individually.





Wearing school uniform straightaway brings a sense of cohesion, community and pride in our school. The way we present ourselves matters, reducing distractions and encouraging professionalism



# Working together

## UNIFORM

- Black blazer with badge (for Years 7-10)
- Plain black V-neck sweater, or sleeveless tank top (optional for Years 7-10) If Years 7 – 10 wear a sweater or sleeveless top, this must always be worn under their blazer
- Year 11 may wear a black V-neck sweater with the school logo
- Black trousers (classic cut, not skin-tight at the knee or ankle).
- White blouse/shirt and school tie
- Plain white or black socks or tights
- Sensible all black shoes with dark laces and soles.

Girls may wear a petrol blue knee-length skirt with the school logo displayed near the hem or black trousers as described above.

Students who wear items relating to their faith, such as a turban or headscarf, should do so in line with the school colours, which are black or petrol blue.

Students may wear any sensible and acceptable outdoor coat with the following exceptions:

- Pictures, designs, football badges, pop group emblems, and sweatshirts with hoods are not allowed.
- Camouflage, military style, denim or leather coats or jackets are not allowed.

Students who arrive in trainers, shoes with coloured logos or stiletto or platform soled shoes will be provided with shoes to wear during the school day.

## APPEARANCE

- Jewellery should not be worn in school. An inexpensive watch and one small stud in each ear are acceptable
- Earrings, nose rings/studs, tongue studs, eye-brow studs or any visible body piercings are unacceptable
- Clear nail varnish only is acceptable
- False/acrylic/gel nails are not permitted
- No false eyelashes of any description are permitted
- Students in Years 7, 8 and 9 may not wear make-up. Make-up worn by students in Years 10 and 11 must be discreet and business-like.

## HAIRSTYLES

- Haircuts and styles must be smart and business-like, and not covering the face or eyes
- Hair accessories should be in the school colours of black or teal.
- No shaving all or part of the head
- No lurid, unnatural or extreme colouring
- No tramlines.

## EQUIPMENT

The following items are essential and should be brought on a daily basis:

- School planner
- Pen, pencil, ruler and eraser
- Calculator
- A protractor, a pair of compasses
- A strong bag to carry homework, equipment and P.E. Kit.

## PHYSICAL EDUCATION

Students with long hair must have a hair bobble to tie their hair back and all jewellery must be removed.

### GIRLS

- Training shoes and white socks
- Football boots and shin guards
- Navy blue football socks
- Older training shoes for Cross Country Runs
- Navy blue shorts
- Navy blue skirt
- White PE shirt
- Navy blue track suit bottoms
- Navy blue rugby shirt with red band (reversible to all navy) for outdoor winter games
- Shin pads (winter only).

### BOYS

- Football boots and shin guards
- Training shoes and white socks
- Navy blue football socks
- Older training shoes for Cross Country Runs
- Navy blue shorts
- White 'T' shirt for indoor lessons and summer games
- Navy blue rugby shirt with red band (reversible to all navy) for outdoor winter games
- Navy blue tracksuit bottoms (winter only)
- Boys with long hair must also tie their hair back.






# Coast and Vale

WHERE LEARNERS AND STAFF THRIVE

## Where learners and staff thrive



Scalby School is proud to be part of Coast and Vale Learning Trust, the new name for Scalby Learning Trust.

We are a family of schools, comprising Scalby School, Lady Lumley's School, Newby and Scalby Primary School and Friarage Community Primary School. The latest addition, Lady Lumley's, is the first to join from outside the immediate Scalby area, which is the reason behind the name change.

Our ambition is to work along the coast and up the Vale of Pickering to support any school that wants help to become a great school. By using the term, "a great school", we are indicating that school should be a place where all learners, from 3-18, and staff – including support staff – can thrive.

We realise that we can only directly affect the organisations within our family of schools, however we are committed to working with any school, or trust, that wants to see our area transformed and developed.

**BRIAN CROSBY**  
Chief Executive  
Coast and Vale Learning Trust

### Our vision for great schools is that they:



serve their community



meet the needs of all learners



are restless for constant improvement



are constantly striving for the best outcomes for learners



are great places to work



are well governed



are held in high regard by parents and carers



## Scalby School

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