

Inspection Data Summary Report

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Scarborough University Technical College

Ashburn Road, Scarborough, YO11 2JW

Release information: Provisional 2022 KS4, Provisional 2022 KS5**Release date:** 16 November 2022

URN	142884
LAESTAB	8154002
Local authority	North Yorkshire
Phase of education	Secondary
Type of education	University Technical College

▶ [Important information](#)

Areas of interest

The following sections draw attention to only those areas which are meaningful or where statistical testing shows there is something significant to note (where they are not, text will be displayed in *grey*).

Some schools start educating pupils partway through the 5-year period covered by P8, which should be taken into account when comparing their results with schools that start at KS3. Progress 8 is not the most appropriate performance measure for UTCs, studio schools and some FE colleges. These establishments typically start educating pupils at age 14, with a focus on preparing pupils for their future careers by providing an integrated academic and professional education. Other headline measures, particularly pupil destinations, are more important for these establishments.

 **Performance data for 2022 should not be directly compared with 2019 and earlier. Nor should comparisons be made between schools. This is because schools may have been affected differently by COVID-19.**

Historic performance data from 2019 and earlier indicates the school context prior to the pandemic. For 2022, the IDSR quintiles have been removed.

Subjects

Subject entries at key stage 4 – 2022

- For the following EBacc subject(s), the average point score was in the **lowest** 20% and the proportion of entries was at or above the national average: double science (3.7), computer science (2.9).
- The subjects of the EBacc form a strong academic foundation for the key stage 4 curriculum. The EBacc entry rate in this school in 2022 was 0%. The subject that appears to be the greatest barrier to more pupils studying the EBacc is languages (0%).
- *There is nothing to highlight for EBacc value added in 2022.*
- The percentage achieving grade 4+ in science (54%) was significantly **below** national and in the **lowest** 20% in 2022.
- *The cohort for The percentage achieving grade 4+ in languages in 2022 was small (0), therefore no conclusions can be drawn from this data.*
- *The cohort for The percentage achieving grade 4+ in humanities in 2022 was small (9), therefore no conclusions can be drawn from this data.*
- *There is nothing to highlight for average point scores in subjects outside of the EBacc in 2022.*

Subject progress at key stage 5 - 2022

- There is no value added data available for all schools in 2022, therefore no measure can be presented in the IDSR.

▶ [Subject progress at key stage 5 – 2019 to 2017 \(not directly comparable to 2022\).](#)

Progress

Progress at key stage 4 - 2022

- *There is nothing to highlight for Progress 8 and all elements in 2022.*

▶ [Progress at key stage 4 – 2019 to 2017 \(not directly comparable to 2022\).](#)

Progress at key stage 5 - 2022

- There is no value added data measure available for 2022 due to COVID-19.

▶ [Progress at key stage 5 – 2019 to 2017 \(not directly comparable to 2022\).](#)

Attainment

Attainment at key stage 4 - 2022

- *There is nothing to highlight for overall Attainment 8 in 2022.*
- *There is nothing to highlight for the English element of Attainment 8 in 2022.*
- *There is nothing to highlight for the mathematics element of Attainment 8 in 2022.*
- The EBacc element of Attainment 8 (11.6) was significantly **below** national and in the **lowest** 20% in 2022.
- *There is nothing to highlight for the open element of Attainment 8 in 2022.*

▶ [Attainment at key stage 4 – 2019 to 2017 \(not directly comparable to 2022\).](#)

Attainment at key stage 5 - 2022

- *There is nothing to highlight for average point score per entry for A level in 2022.*
- *There is nothing to highlight for the percentage of students achieving at least AAB in 3 A levels in 2022.*
- *There is nothing to highlight for average point score per entry for applied general in 2022.*
- *There is nothing to highlight for average point score per entry for tech levels in 2022.*

- The average point score per entry in the best 3 A levels (22) was significantly **below** national and in the **lowest** 20% in 2022.

► [Attainment at key stage 5 – 2019 to 2017 \(not directly comparable to 2022\)](#)

English and mathematics re-sits

- Of the 2 pupils who did not achieve grade 4 or above in English at key stage 4:
 - 2 sat a level 2 qualification in English at key stage 5 in 2019.
 - *The cohort for students sitting a level 2 qualification in English in 2019 was small (2), therefore no conclusions can be drawn from the data.*
 - None of the key stage 5 students failed to achieve grade 4 or above in mathematics at key stage 4.
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Pupil movement

- *Between 2020 and 2021, 2 pupils left the school. Of these, 2 pupils left the school between Years 10 and 11 (4% of the Year 10 cohort), which was not significantly above the number anticipated for this school.*
 - *Between 2019 and 2020, 7 pupils left the school. Of these, 7 pupils left the school between Years 10 and 11 (10% of the Year 10 cohort), which was significantly above the number anticipated for this school. There is no available information about the destinations of 3 of these 7 pupil(s), 3 of whom left between Years 10 and 11.*
 - *Between 2018 and 2019, 6 pupils left the school. Of these, 6 pupils left the school between Years 10 and 11 (8% of the Year 10 cohort), which was significantly above the number anticipated for this school. There is no available information about the destinations of 4 of these 6 pupil(s), 4 of whom left between Years 10 and 11.*
 - *There is nothing significant or exceptional to highlight about the number of pupils that moved into alternative provision from this school.*
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Absence

Summer 2021 and autumn 2020 absence

This data relates to absences during the coronavirus (COVID-19) pandemic and should not be compared directly to previous years. There were 371 sessions missed by pupils not attending in circumstances related to coronavirus (COVID-19) in summer 2021 - these did not count as absence within the data. There were 916 sessions missed by pupils not attending in circumstances related to coronavirus (COVID-19) in autumn 2020 - these did not count as absence within the data.

- Overall absence in summer 2021 (11.2%) was in the **highest** 20% of all schools. *There is nothing significant or exceptional to highlight for overall absence in autumn 2020 when compared with all schools.*
- The rate of overall absence (11.2%) in summer 2021 was in the **highest** 20% of schools with a similar level of deprivation. *There is nothing significant or exceptional to highlight for overall absence compared to schools with a similar level of deprivation in autumn 2020, therefore no conclusions can be drawn from this data.*
- Persistent absence in summer 2021 (38.3%) was in the **highest** 20% of all schools. *There is nothing significant or exceptional to highlight for persistent absence in autumn 2020 when compared with all schools.*
- The rate of persistent absence (38.3%) in summer 2021 was in the **highest** 20% of schools with a similar level of deprivation. *There is nothing significant or exceptional to highlight for persistent absence compared to schools with a similar level of deprivation in autumn 2020, therefore no conclusions can be drawn from this data.*

Absence for 2018/19 and earlier

- *There is nothing significant or exceptional to highlight for overall absence in 2019, therefore no conclusions can be drawn from this data.*
- *There is nothing significant or exceptional to highlight for persistent absence in 2019, therefore no conclusions can be drawn from this data.*
- *There is nothing significant or exceptional to highlight for overall absence and persistent absence compared to schools with a similar level of deprivation in 2018/19, therefore no conclusions can be drawn from this data.*

Suspensions & permanent exclusions

Whole school

- For the whole school, the rate of total suspensions (10.2%) was in the **highest 20%** in 2020/21 as well as in 2019/20. It was also in the **highest 20%** of schools with a similar level of deprivation in 2020/21.
- For the whole school, the rate of repeat suspensions (5.4%) was in the **highest 20%** in 2020/21 as well as in 2019/20. It was also in the **highest 20%** of schools with a similar level of deprivation in 2020/21.
- Of the 15 pupils in the whole school with at least one suspension in 2020/21, 53% were suspended on more than one occasion and none received 10 or more suspensions during the year.
- Of the 27 total suspensions in the whole school in 2020/21, the following reasons each accounted for more than 10%: **verbal abuse/threatening behaviour against an adult** (8), physical assault against a pupil (7), persistent disruptive behaviour (5), racist abuse (3), inappropriate use of social media or online technology (3).
- There was 1 permanent exclusion in the whole school in 2020/21. The national average for this year was 1. There were no permanent exclusions in the previous two years.
- The 1 permanent exclusion in the whole school in 2020/21 was for **inappropriate use of social media or online technology**.

Key stage 5

- There were no students in key stage 5 suspended at least once in 2020/21. The national average for this year was 1. There were none in the previous two years either.
- There were no permanent exclusions at key stage 5 in 2020/21. The national average for this year was close to zero. There were no permanent exclusions in the previous two years either.

Key stage 5 qualification types and retention

Qualification types

	2019 (19 students)	2022 (30 students)
A level	58%	80%
Applied general	11%	17%
Tech level	63%	40%
Tech certificate	0%	0%

- *There is nothing to highlight for the proportion of students not taking any L3 or L2 DfE approved qualifications in 2022.*

Retention on main study programmes

	2018	2019
A level	50% of 8 students	Both students retained and assessed
Applied general	No students	No students
Tech level	50% of 10 students	85% of 13 students
Tech certificate	No students	No students

Destinations

Key stage 4

	2017/18 (86 pupils in scope)	2018/19 (74 pupils in scope)	2019/20 (63 pupils in scope)
Sustained education, employment or training	Average 90%	Average 89%	Average 98%
Any sustained education	Sig below 67%	Sig below 64%	Sig below 78%
<i>Further education</i>	Sig below 23%	Sig below 24%	Sig below 11%
<i>School sixth form</i>	Average 29%	Sig below 15%	Sig above 59%
<i>Sixth form college</i>	Average 9%	Sig above 23%	Average 8%
<i>Other education</i>	Average 6%	Average 1%	Average 0%
Sustained employment	Average 7%	Average 12%	Average 6%
Sustained apprenticeship	Average 15%	Average 14%	Average 14%
Destination not sustained	Average 9%	Average 11%	Average 2%
Activity not captured	Average 1%	Average 0%	Average 0%

Key stage 5

	2017/18 (18 pupils in scope)	2018/19 (17 pupils in scope)	2019/20 (29 pupils in scope)
Sustained education, employment or training	Average 89%	Average 94%	Average 66%
Any sustained education	Sig below 17%	Average 47%	Sig below 24%
<i>Higher education</i>	Sig below 6%	Average 41%	Sig below 17%
<i>Further education</i>	Average 11%	Average 6%	Average 7%
<i>Other education</i>	Average 0%	Average 0%	Average 0%
Sustained employment	Average 44%	Average 29%	Average 28%
Sustained apprenticeship	Average 28%	Average 18%	Average 14%
Destination not sustained	Average 11%	Average 6%	Average 34%
Activity not captured	Average 0%	Average 0%	Average 0%

Pupil groups

Key stage 4

- For low prior attainers, the open element of Progress 8 (1.0) was significantly **above** national and in the **highest** 20% in 2022. Overall Attainment 8 (37.4) was significantly **above** national and in the **highest** 20% in 2022. The open element of Attainment 8 (13.4) was significantly **above** national and in the **highest** 20% in 2022.

Key stage 5

- As there are no value added or completion and attainment measures available in 2022, then no sentences about key stage 5 data have been generated for pupil groups.

Absence

- Overall absence in autumn 2020 for pupils in receipt of free school meals (11.9%) was in the **highest 20%** of all schools. Persistent absence in autumn 2020 for pupils in receipt of free school meals (42.3%) was in the **highest 20%** of all schools.

School and local context

School characteristics

	2020	2021	2022
School number on roll	Well below average 153	Well below average 147	Well below average 135
Sixth form number on roll	Well below average 38	Well below average 51	Well below average 51
School % FSM	Close to average 22	Close to average 29	Close to average 27
School % SEND support	Below average 10	Well above average 24	Close to average 11
Sixth form % SEND support	Well above average 11	Above average 8	Below average 4
School % EHC plan	Below average 1.3	Well below average 0.7	Well below average 0.7
Sixth form % EHC plan	Well below average 0	Well below average 0	Well below average 0
School % EAL	Well below average 3	Well below average 3	Below average 3
Sixth form % EAL	Well below average 0	Well below average 2	Below average 6
School % stability	Well above average 97	Above average 95	Well above average 96

Trust/LA level information

As at November 2022:

- this school is part of COAST AND VALE LEARNING TRUST which contains 2 primary schools, 4 secondary schools, no special schools and no pupil referral units.
- the latest overall effectiveness grade for this school is requires improvement. As at 1 Nov 2022, the MAT grade profile (which may include grades for schools prior to joining the MAT) was:
 - outstanding - 0
 - good - 2
 - requires improvement - 1
 - inadequate - 3
 - not yet inspected - 0

Staff absence

During 2020/21:

- 78% of teachers had at least one period of sickness absence. This was significantly above national. In 2018/19, 72% of teachers had at least one period of sickness absence. This was significantly above national.
- *There is nothing to highlight for days lost to teacher absence (5 days) in 2020/21.*

To reduce burden during the pandemic, schools were not required to provide information on teacher absences for 2019/20.

Staff retention

- At the time of the November 2021 census, there were no full-time vacant teacher posts in the school.
- *There is nothing to highlight for staff turnover in 2020/21.*

Local area and school links

- The school location deprivation indicator was in quintile 3 (average) of all schools.
- The pupil base is in quintile 4 (more deprived) of all schools in terms of deprivation.

Finance

- In 2020/21, the academy trust had a revenue reserve of -£512,000.
- In 2020/21, this school had a negative in-year balance (-£390,000).
- In 2020/21, this school had a per pupil spend of £13,429.
- In 2020/21, this school received £1,547,000 in grant funding, £5,031,613 less than the national average.

Ethnicity whole school

This school has 5 out of 17 possible ethnic groups. Those with 5% or more are:

- 95%: White - British

Ethnicity key stage 5

This school has 4 out of 17 possible ethnic groups. Those with 5% or more are:

- 88%: White - British
- 6%: White - Any other White background

Year group context

Characteristics

	Number on roll	% FSM	% EAL
Year 10	44	Above other years 34	3
Year 11	40	Below other years 20	0
Year 12	22	Data not collected at key stage 5 -	9
Year 13	29	Data not collected at key stage 5 -	3

Prior attainment

	Reading	Writing	Mathematics
Year 7	No data	No data	No data
Year 8	No data	No data	No data
Year 9	No data	No data	No data
Year 10	Close to national	Close to national	Close to national
Year 11	Below national	Below national	Below national

Prior attainment at key stage 5

There is no data available for this section due to COVID-19.

SEND characteristics

Type of resourced provision: No resourced provision

Number of pupils with SEND who are also disadvantaged: 4

SEND primary need	SEND support (15)				
	Y10	Y11	Y12	Y13	Total
Specific Learning Difficulty	3	1	0	0	4
Moderate Learning Difficulty	1	0	0	0	1
Social, Emotional and Mental Health	3	2	0	0	5
Autistic Spectrum Disorder	0	0	0	1	1
School Support NSA	0	2	0	1	3
Other Difficulty/Disability	0	1	0	0	1
Year group totals	7	6	0	2	15

SEND primary need	EHC plan (1)				
	Y10	Y11	Y12	Y13	Total
Social, Emotional and Mental Health	1	0	0	0	1
Year group totals	1	0	0	0	1

Progress and attainment charts

Progress 8 - 2022

	Overall P8	English P8	Mathematics P8	Ebacc P8	Open P8
2022	In line with national (38 pupils)	In line with national (38 pupils)	In line with national (38 pupils)	In line with national (38 pupils)	In line with national (38 pupils)

► [Progress 8 three-year trend – 2019 to 2017 \(not directly comparable to 2022\)](#)

Value added - 2022

	Science VA	Languages VA	Humanities VA
2022	In line with national [38 entries]	Small cohort [0 entries]	Small cohort [9 entries]

▶ [Value added three-year trend – 2019 to 2017 \(not directly comparable to 2022\)](#)

Attainment 8 - 2022

	Overall A8	English A8	Mathematics A8	Ebacc A8	Open A8
2022	In line with national (40 pupils)	In line with national (40 pupils)	In line with national (40 pupils)	Sig below national (40 pupils)	In line with national (40 pupils)

► [Attainment 8 three-year trend – 2019 to 2017 \(not directly comparable to 2022\)](#)

Attainment thresholds - 2022

	Science % 4+	Languages % 4+	Humanities % 4+	A level AAB %
2022	Sig below national [39 entries]	Small cohort [0 entries]	Small cohort [9 entries]	In line with national (14 students)

► [Attainment thresholds three-year trend – 2019 to 2017 \(not directly comparable to 2022\)](#).

Key stage 5 attainment - 2022

	A level APS	Best 3 A levels APS	Applied general APS	Tech level (L3) APS	Tech certificate (L2) APS
2022	In line with national [57 entries]	Sig below national (14 students)	Small cohort [5 entries]	In line with national [20 entries]	N/A

▶ [Key stage 5 attainment two-year trend – 2019 to 2018 \(not directly comparable to 2022\)](#).

Subject entries

Subject entries at key stage 4

A darker shade of purple indicates a higher number of entries for the subject.

2019 cohort = 74; 2021 cohort = 51; 2022 cohort = 40

Subject cluster	Subject	Qualification type	2019 entries	2021 entries	2022 entries
Construction, engineering & manufacturing	Electronic Engineering OCR	Level 1/2		26	
	Engineering	Level 1/2	69		38
	Engineering Studies OCR	Level 1/2		47	
	Manufacturing	Level 1/2	71	47	38
	Mechanical/electronic engineering	Level 1/2			33
English	English language	EBacc GCSE	73	51	40
	English literature	EBacc GCSE	73	51	40
Humanities	Geography	EBacc GCSE	71	33	9
ICT	Computer Appreciation OCR	Level 1/2		11	
Mathematics & statistics	Mathematics	EBacc GCSE	73	48	40
	Statistics	GCSE		48	38
Performing arts	Music performance	Graded music	1		
Science	Biology	EBacc GCSE	72	21	9
	Chemistry	EBacc GCSE	32	21	9
	Computer science	EBacc GCSE	72	21	34
	Double science	EBacc GCSE		26	30
	Physics	EBacc GCSE	72	21	9

Subject entries at key stage 5 – level 3

A darker shade of purple indicates a higher number of entries for the subject.

2022 entry data for KS5 is not available until revised data has been released.

2019 cohort = 19; 2021 cohort = 11

Subject cluster	Subject	Qualification type	2019 entries	2021 entries	2022 entries
Construction, engineering & manufacturing	Engineering Studies	Applied general	2	1	
	Engineering Studies	Tech level		8	
General studies	Study Skills	Other academic		3	
ICT	Computer Appreciation (Introduction)	Tech level		2	
Mathematics & statistics	Mathematical Studies	Other academic		4	
	Mathematics	A level	10	5	
Science	Biology	A level		2	
	Computer Studies / Computing	A level	3	3	
	Physics	A level	7	3	

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