

# Inspection of Scarborough University Technical College

Ashburn Road, Scarborough YO11 2JW

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Inspection dates: 22 and 23 November 2022

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Sixth-form provision	<b>Good</b>
Previous inspection grade	Requires improvement

## **What is it like to attend this school?**

This is a school of opportunity. The pupils and staff thrive together. Motivated pupils who want to do well attend this school. Pupils want to make a positive difference in the world. Dedicated and caring staff are on hand to support the pupils' aspirations. A planned curriculum that offers enrichment for all pupils helps them develop personally.

High expectations are part of everyday life. Pupils understand that when they join the school they become 'young professionals'. They rise to the challenge and support each other to be the best they can be.

Behaviour is calm and respectful. In lessons, pupils are attentive and want to learn. Pupils who may drift off task are quickly and skilfully engaged again with minimum fuss. In the sixth form, pupils are keen to do their best.

Local industry and business work hand in hand with the school. The links are strong and supportive. Local industry leaders visit the school weekly and support subject delivery. The application of their subject in the world of work stimulates interest and curiosity in pupils.

Pupils go on to secure a variety of high-quality placements when they leave the UTC.

## **What does the school do well and what does it need to do better?**

The school is growing. The addition of pupils from the age of 13 has been seamless. Leaders have supported staff to extend their curriculum plans. Professional development has been well planned and subject focused. School staff and leaders have welcomed the expertise from the trust. This has provided challenge and support in equal measure. The new headteacher has quickly built on strengths within the school and has a clear vision for excellence. This high expectation is clear in curriculum thinking that supports staff in teaching lessons that are relevant, exciting and build pupils' knowledge over time. The new curriculum is at an early stage for the youngest pupils and requires further review and refinement to ensure that it is fully embedded.

Teachers have passion for their subject areas. Pupils feed from this passion and immerse themselves in the practical elements of subjects such as engineering. They are keen to share their knowledge. Staff encourage the use of subject-specific language across the school. Standards of oracy and literacy are high. This is the result of a focus by staff and leaders to broaden pupils' exposure to technical terms and opportunities to read.

Assessment is carefully planned. Pupils use it to make corrections to their work. Staff use it to inform plans. During lessons, teachers address misconceptions quickly.

When this happens, staff check that pupils are clear on what to do next. In English, staff are especially attuned to meeting the needs of pupils. They use research carefully that relates to the school setting to inform their curriculum rationale and lesson content.

Leaders have high expectations for all pupils. This includes those with special educational needs and/or disabilities (SEND). The SEND coordinator (SENDCo) has the respect of staff and pupils. Sharing information takes place through support plans. These help teachers meet pupils' needs in the classroom. The SENDCo has a vast amount of experience and works with external agencies well.

Leaders and staff describe the school as a family. They feel mutually supported and value the attention leaders give them. Staff morale is extremely high. Leaders actively consider the burden of workload. Staff share additional responsibilities. Staff take on extra work because they know they have the support needed to do it well.

Reading is promoted in all subject areas. In English, pupils read for pleasure in addition to the set subject texts. Those pupils who need support with their reading are identified and helped quickly. Staff have had specific training to support both reading and numeracy.

A meticulously planned personal development curriculum is in place. Lessons are age appropriate and build pupils' knowledge over time. Leaders are agile and quick to adjust content if there is a local need. Staff use points of contact pupils have throughout the day to strengthen and reinforce personal development themes such as British values. Assemblies that celebrate success, career fairs that welcome visitors into school and enrichment activities that range from combined cadet force to green power are part of life at the school. Staff and pupils welcome visitors to the school. They also step into the wider community and enjoy a variety of educational visits, including the geography trip to the North Yorkshire Moors, where pupils apply knowledge learned to fieldwork.

Clear expectations for behaviour are in place. Senior leaders and staff model this. Staff are supportive of the systems for addressing poor behaviour. As a result, there have been considerable reductions in pupils being removed from lessons and suspensions of pupils from the school. Leaders have created a positive rewards culture where success and effort are recognised.

Leaders have strategies in place that have resulted in improved attendance. However, there are still a group of pupils who are persistently absent from school. Leaders are not complacent and know that this needs to continue to be an area for further improvement.

The sixth form is small but is high in prestige in the school. The younger pupils look up to those in the sixth form with respect. A tailored curriculum meets the needs of individual students. Students like the small class sizes and the support that the staff give them. A comprehensive careers support programme guides and supports students in their chosen destiny.

The governing body is knowledgeable, supportive and challenging in equal measure. They care about the community and the pupils who attend the school. Senior leaders in school welcome the challenge they offer.

## **Safeguarding**

The arrangements for safeguarding are effective.

Safeguarding is a top priority at the school and understood by the staff. All staff receive training that enables them to recognise behaviours that may point to a pupil who is in danger of harm. Employees, governors, and outside visitors to the school are subject to thorough screening by the leaders. Leaders involved in recruiting new staff for the school take training on safer recruitment practices. All appropriate safety checks are in place when recruiting new staff.

The teaching of personal safety has been influenced by leaders' analysis of the possible dangers that pupils may encounter in the community. Governors and leaders know their responsibilities to look out for and safeguard students.

## **What does the school need to do to improve?**

### **(Information for the school and appropriate authority)**

- The rate of persistent absence is high. As a result, some pupils' learning suffers over time. Leaders should continue to fine-tune their effective plans for dealing with lengthy absences to ensure that all pupils regularly access the good-quality education that is available.
- The new foundation year curriculum has only been fully implemented since the beginning of the current academic year. While the implementation has been successful, the impact on pupils' progress is still in its early stages. Leaders must continue to review, evaluate, and revise the curriculum as needed to ensure that it meets the needs of their pupils.

## **How can I feed back my views?**

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

## Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

## School details

<b>Unique reference number</b>	142884
<b>Local authority</b>	North Yorkshire
<b>Inspection number</b>	10241156
<b>Type of school</b>	Technical
<b>School category</b>	University technical college
<b>Age range of pupils</b>	13 to 19
<b>Gender of pupils</b>	Mixed
<b>Gender of pupils in sixth-form provision</b>	Mixed
<b>Number of pupils on the school roll</b>	203
<b>Of which, number on roll in the sixth form</b>	23
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Roger Cannon
<b>Headteacher</b>	Helen Dowds
<b>Website</b>	<a href="http://www.sutc.coastandvale.academy">www.sutc.coastandvale.academy</a>
<b>Dates of previous inspection</b>	22 and 23 January 2019, under section 5 of the Education Act 2005

## Information about this school

- This is a university technical college. It provides technical education for pupils aged 13 to 19.
- The school opened in 2016.
- At the time of this inspection, the school has the following specialisms: engineering, cyber and health.
- The school has industry partners that include North Yorkshire County Council, Deep Sea Electronics, Rosti, Schneider Electric, GCHQ, Scarborough Borough Council, McCain, The University of Hull, Unison, Firmac, Flamingo Land Resort Yorkshire, The University of Sheffield Advanced Manufacturing Research Centre (AMRC), Scarborough Business Ambassadors, Severfield, AngloAmerican, Royal Navy SWC Trade Frames and Plaxton.
- The school joined the Coastal and Vale Learning Trust in January 2022.

## Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- Inspectors met with the principal, several other members of the school's senior leadership team, the SENDCo, curriculum leaders, teachers and support staff.
- The lead inspector met with members of the governing body.
- Inspectors carried out deep dives in English, mathematics, geography and engineering. For each deep dive, inspectors discussed the curriculum with leaders, visited lessons, spoke to teachers and staff, spoke to pupils and looked at pupils' work.
- Inspectors reviewed relevant policies relating to safeguarding and met with the designated safeguarding lead. They scrutinised the single central record. They spoke with staff and pupils about their understanding of safeguarding in the school.
- Inspectors met with leaders with responsibility for SEND, behaviour and attendance, safeguarding, pastoral support, sixth-form provision and the PSHE curriculum.
- The responses to Ofsted's surveys for pupils, staff and parents were also considered.

## Inspection team

Richard Jones, lead inspector

His Majesty's Inspector

Ralph Brompton

Ofsted Inspector

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