GCSE and A level Results 2019/20

Introduction

The results presented in this paper reflect the robust and thorough process delivered by the teaching and leadership team at Scarborough UTC in ensuring the Centre Assessed Grades submitted to each examination board were entirely in line with the guidance provided by OfQUAL. The grades were identified and submitted with absolute integrity, honesty and reflecting the excellent knowledge the teaching and leadership team had of this cohort of students.

Centre Assessed Grades:

*This should be **a holistic professional judgement,** balancing the different sources of evidence. Teachers and heads of department will have a good understanding of their students' performance and how they compare to other students within the department/subject this year, and in previous years. We want heads of department and teachers to consider each student's performance over the course of study and make a realistic judgement of **the grade each student would have been most likely to get** if they had taken their exam(s) in a subject and completed any non-exam assessment this summer. This could include U (ungraded).*

It is clear from these results, that were these grades achieved through the usual examinations process (although not certain, our view is that these were the likely outcomes) then Scarborough UTC would have presented significant improvement in outcomes. These grades would, in our view confirm quality of education as 'good' in line with our judgement in the SEF.

Summary of achievement and progress

Measure	Total
Average Total Attainment 8	48.74 ↑
Average Attainment 8 Grade	4.87 ↑
Average KS2 Prior Attainment	4.76 ↓
Average Estimated A8	45.76 ↓
Average Total Progress 8	0.30 ↑
P8 Upper Confidence Interval	0.63
P8 Lower Confidence Interval	-0.02
Pupils Included (Progress 8 Coverage)	63
Pupils with Adjusted Progress 8 Scores	1
Average Total Progress 8 (Unadjusted) ?	0.30 ↑

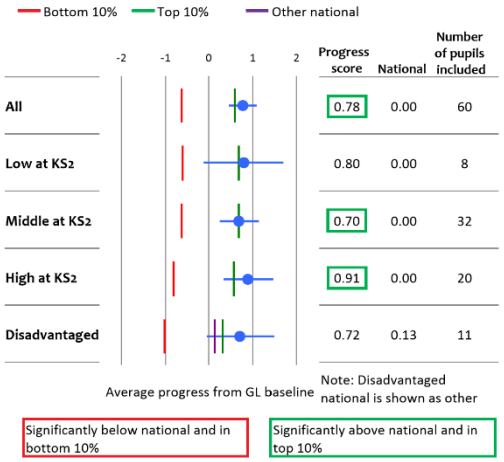
Measure	Total	%
Students Achieving 9-5 in English and Maths	32	50.8 ↑
Students Achieving 9-5 in English	44	69.8 ↑
Students Achieving 9-5 in Maths	34	54.0 ↑
Students NOT Achieving 9-5 in English or Maths	17	27.0 ↑
Students Achieving 9-5 in English but NOT Maths	12	19.0 ↓
Students Achieving 9-5 in Maths but NOT English	2	3.2 ↑

Measure	Total	%
Students Achieving 9-4 in English and Maths	52	82.5 ↑
Students Achieving 9-4 in English	56	88.9 ↑
Students Achieving 9-4 in Maths	52	82.5 ↑
Students NOT Achieving 9-4 in English or Maths	7	11.1 ↑
Students Achieving 9-4 in English but NOT Maths	4	6.3 ↑
Students Achieving 9-4 in Maths but NOT English	0	0.0 ↑

The continued strong improvement of English is a key point here. Mathematics has also improved strongly and at 4+ is close to English hence the high 4+ including English and Maths. At 5+ mathematics (54%) still needs improvement so that the English (69.8%) and Maths 5+ percentage improves.

This was the first cohort where all students completed the full GL Assessment suite on joining the UTC at the start of Year 10 giving us clear data on each student's starting point. The table below shows progress from this starting point and clearly shows top 10% performance in some areas. Whilst low prior attainers and disadvantaged did not make the same progress as other groups their progress was still significantly positive and above national.

Overall progress from GL baseline



Key Stage 4 Achievement for all subjects and groups

Outcomes for all three engineering subjects are well above last year's national average and significantly above the outcomes for last year's cohort. For the first time we have settled and skilled teaching in engineering systems and control and this is reflected in the outcomes achieved, much improved on the previous year. The difference in D*2 – P2 when compared to Design and Manufacture is due to the new teacher only having just short of two terms with this cohort.

Name	D*2 %	D*2 - *2 %	D*2 - D2 %	D*2 - M2 %	D*2 - P2 %
Engineering Design C12	0.0	0.0	11.7	35.0	76.7
Engineering Manufacture C12	0.0	3.3	20.0	50.0	73.3
Engineering Systems Control C12	0.0	1.8	14.0	29.8	52.6
Summary	0.0	1.7	15.3	38.4	67.8

In February we took a considered decision to move away from all students taking separate sciences. The new model entered the most able for separate sciences and the remaining students were entered for combined sciences. This decision is justified in these outcomes as 74.3% of combined science students achieved grade 4+ and all separate science students achieved at least a grade 4. A strong performance from science and ensures all students have the best chance of achieving successful outcomes in science.

Name	9 %	9 - 8 %	9 - 7 %	9 - 6 %	9 - 5 %	9 - 4 %	9 - 3 %	9 - 2 %	9 - 1 %
Science Combined GCSE	0.0	1.4	2.9	5.7	17.1	74.3	85.7	100.0	100.0

Name	9 %	9 - 8 %	9 - 7 %	9 - 6 %	9 - 5 %	9 - 4 %	9 - 3 %	9 - 2 %	9 - 1 %	9 - 0 %	9 - U %
Biology GCSE	7.4	22.2	48.1	81.5	96.3	100.0	100.0	100.0	100.0	100.0	100.0
Chemistry GCSE	0.0	18.5	18.5	37.0	85.2	100.0	100.0	100.0	100.0	100.0	100.0
Computer Science GCSE	8.3	11.1	19.4	36.1	61.1	77.8	86.1	97.2	97.2	97.2	100.0
English Language GCSE	1.6	8.1	16.1	29.0	62.9	83.9	91.9	95.2	98.4	98.4	100.0
English Literature GCSE	3.2	9.7	22.6	43.5	67.7	87.1	95.2	95.2	98.4	98.4	100.0
Geography GCSE	0.0	3.2	16.1	29.0	29.0	58.1	80.6	93.5	96.8	96.8	100.0
Mathematics GCSE	6.5	11.3	19.4	37.1	54.8	83.9	91.9	96.8	98.4	98.4	100.0
Physics GCSE	11.1	18.5	33.3	70.4	92.6	100.0	100.0	100.0	100.0	100.0	100.0

It is worth noting that both geography and computer science have again shown significant improvements on last year's outcomes.

Key Stage 5 Attainment

The improvements in average A level grade, from C+ to B, is very pleasing and is a reflection in our much improved teaching of A level courses achieved over the last two years.

	Measure	Value	%
	Students included in A Level Cohort	13	54.2 %
	A Level Average Points per Entry	39.63	-
	A Level Average Grade	B=	-
	A Level Total Entries	27.00	-
	A Level Average Points per Pupil	82.31	-
	Students included in A Level Value Added	13	54.2 %
	A Level VA	1.33	-
	A Level VA Upper Confidence Limit	1.75	-
	A Level VA Lower Confidence Limit	0.91	-

In addition, the improvements in engineering grade achieved last year have been sustained with a weaker and more challenging cohort.

	Measure	Value	%
	Students included in Tech Level Cohort	15	62.5 %
	Tech Level Average Points per Entry	30.42	-
	Tech Level Average Grade	Dist-	-
	Tech Level Total Entries	36.00	-
	Tech Level Average Points per Pupil	73.00	-

Alps is a measure of student performance against benchmarks for each subject. Alps is a value added tool. It considers the progress a student makes from the start of their course (measured via their GCSE scores) through to the completion of the course (their A/AS/vocational results).

ALP's benchmarks at KS5 are created using the full national dataset supplied by the Department for Education. Alps reports compare our performance against a benchmark which is based on every students' results nationally. Using these benchmarks each subject is given a score from 1 to 9 on the ALPs thermometer to grade performance. See diagram and tables overleaf:

ALPS K55 data analysis

ALPs 1 – 3 positions us in the top 25% nationally, when compared to all providers. A reminder that the red colour used for grades 1 – 3 are linked to the ALPs thermometer (see diagram).

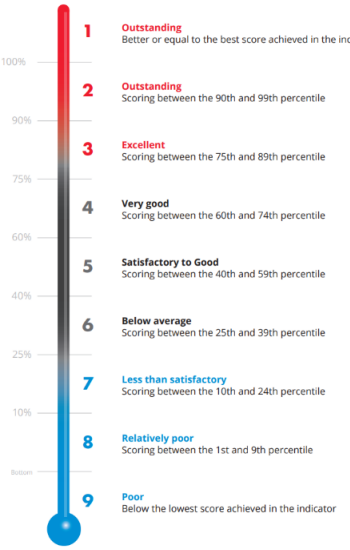
Subject	2017/18			2018/19			2019/20		
	Entries	Score	Grade	Entries	Score	Grade	Entries	Score	Grade
A - Biology	-	-	-	-	-	-	2	1.20	1
A - Chemistry	-	-	-	-	-	-	3	1.17	1
A - Computer Science	6	0.37	8	3	0.98	3	8	1.20	1
A - English Literature	-	-	-	-	-	-	1	1.25	1
A - Mathematics	2	0.64	8	9	0.81	7	5	1.13	2
A - Maths (Further)	-	-	-	-	-	-	2	1.23	1
A - Physics	2	0.47	8	7	0.97	2	2	1.33	1
EPQ - Extended Project	-	-	-	-	-	-	8	1.08	4
L3 - Core Mathematics	-	-	-	-	-	-	10	1.06	5
AS - Mathematics	-	-	-	-	-	-	7	0.99	3
AS - Maths (Further)	1	1.14	2	-	-	-	1	1.40	1
16 CT Ext Cert - Engineering	7	0.30	-	2	1.28	1	3	0.72	7
16 CT Dip - Engineering	10	0.49	-	18	0.82	-	18	0.72	-
16 CT Ext Dip - Engineering	6	0.23	-	6	0.63	-	18	0.95	-

Matching top 25%+	RED	Alps grades 1 – 3
Matching middle 50%	BLACK	Alps grades 4 – 6
Matching bottom 25%-	BLUE	Alps grades 7 – 9

Alps Colours

- RED means your performance is within or exceeds the top 25% of the benchmark for the indicator.
- BLACK means your performance is between the best 25% and the worst 25% of providers on the benchmark for the indicator
- BLUE means your performance is within or is worse than the bottom 25% of the benchmark for the indicator.

Alps grades 1 – 9 – basis of the grading system



Overall these sixth form results show strong performance particularly at A level.

Overall examination results

Strengths

There has been strong improvement in all subject areas at both GCSE and Level 3. Improvements in GCSE outcomes in science, engineering, geography and computer science has impacted on our Attainment 8 score which has increased significantly from last year. Much improved A level teaching has ensured that A level outcomes are now top 10% in the country.

Our engineering specialism at GCSE has improved strongly and now demonstrates outcomes that are significantly above the national average.