

Engineering UTC Northern Lincolnshire

Carlton Street, Scunthorpe, North Lincolnshire DN15 6TA

Inspection dates

6–7 February 2018

Overall effectiveness	Good
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Good
16 to 19 study programmes	Requires improvement
Overall effectiveness at previous inspection	Not previously inspected

Summary of key findings for parents and pupils

This is a good school

- The new principal has made a considerable difference in a very short time to the quality of education that the college offers. His vision, enthusiasm and passion are crucial to the continuous development of the college. There is strong capacity for further improvement.
- Good teaching and learning are enabling all pupils, including the most able pupils, disadvantaged pupils and pupils who have special educational needs (SEN) and/or disabilities, to make, at least, good progress from their starting points.
- Pupils and students have a strong commitment to learning and demonstrate strong work-related skills and attitudes. They are proud of their college.
- In key stage 4, the attainment of pupils in English and mathematics is above the national average.
- The University Technical College (UTC) is supported and challenged by knowledgeable, effective governors and committed and enthusiastic business partners.
- Governors are highly supportive and enhance links with the world of work.
- The relationships between staff, pupils and students in the 16–19 provision are very positive and promote a culture of respect.
- Behaviour in lessons and around the site is good and pupils take pride in their business-like uniform
- Students' progress on 16 to 19 study programmes was below average, for the first cohort, in both academic and vocational courses.
- Post-16 students' personal development has not been supported well enough by the previous provision of enrichment, work-related learning opportunities and awareness of fundamental British values. Actions of the new leaders are beginning to have an impact and standards are improving.
- Leaders have done effective work to improve attendance. However, it remains below the national average for both key stage 4 and key stage 5, including the attendance of disadvantaged pupils.

Full report

What does the school need to do to improve further?

- Improve the 16– 19 provision by:
 - widening the programme of enrichment to ensure that students are better aware of fundamental British values
 - improving the retention of students on 16 to 19 study programmes and the progress they make
 - ensuring that all students are on appropriate study programmes, to allow them to make good progress and move onto higher education, apprenticeship or employment.
- Continue to improve the attendance of all pupils and students, including the disadvantaged and pupils who have SEN and/or disabilities.

Inspection judgements

Effectiveness of leadership and management

Good

- Since the college opened in 2015, there have been changes in leadership, including governance.
- A new principal was appointed in June 2017. He has a clear and focused vision for college development and continuous improvement. The principal accurately evaluated the strengths of the college, identified areas for development and revised the college's priorities. He has established a renewed focus in line with the vision and purpose of a UTC.
- The new principal is relentless in his efforts to improve the college's effectiveness and quicken its expansion. He acted swiftly and decisively to secure the co-sponsorship of a number of high-profile local and national engineering businesses.
- College leaders accurately identify weaknesses, and act with determination to secure improvements. They have taken decisive actions to eradicate any weak teaching and effectively support areas of underperformance. As a result, weaker outcomes in some subjects in 2017, and the quality of teaching, have now improved.
- The carefully designed curriculum allows pupils to study a specialist course in engineering, as well as GCSE subjects. Leaders ensure that the UTC provides equal opportunities for boys and girls, of all abilities and backgrounds, to follow a pathway to an appropriate destination in training, education or employment.
- The UTC uses its partnership with other schools effectively to check the accuracy of assessment and to improve the quality of teaching. Leaders support teachers, where needed, to make specific improvements in their teaching. Frequent visits of staff to industry partners further enhance the knowledge and expertise of teachers. As a result, the quality of teaching and learning across all subjects is strong.
- Often, sponsors and pupils work together on 'real' industry projects, using high-quality resources, state-of-the-art engineering workshops and the most up-to-date software packages. As a result, pupils are engaged and challenged, and get a good and realistic experience of the world of engineering.
- Leaders use the funding for pupil premium and SEN and/or disabilities, well. Additional support strategies, such as revision and enrichment sessions, specialist numeracy and literacy support and additional learning in core and option subjects, result in strong outcomes for these groups of pupils.

Governance of the school

- The governance of the college is good. It has been strengthened further over the last six months, through a number of new highly skilled governors with a wide range of knowledge and expertise, including a new chair of governors.
- The governors play a vital role in developing and further expanding the UTC. They include members from industry, such as British Steel and Phillips 66, as well as members with specialist educational backgrounds. As a result, they are effective in providing robust challenge to leaders and support the engagement of employers,

higher education and local authority.

- Governors are linked to various areas of the college. They thoroughly scrutinise performance information and know, well, the strengths and areas of development.

Safeguarding

- The arrangements for safeguarding are effective.
- Leaders ensure that all staff have appropriate and up-to-date safeguarding training. As a result, staff are knowledgeable about child protection procedures, the signs to look for and how to report concerns.
- There is a strong culture of safeguarding in the college and pupils reported that they feel safe and know what to do to stay safe, including when online. Pupils also said that bullying sometimes does happen, but, when it does, teachers and leaders tackle it quickly.
- Safeguarding records are detailed, and leaders ensure that all appropriate checks are carried out on the suitability of all staff who work with pupils.
- The college has effective referral procedures, and communication with external agencies is strong. As a result, safeguarding information is shared effectively and in a timely way.
- Leaders monitor work safety in laboratories and workshops very well, and all pupils comply with safety processes and procedures.

Quality of teaching, learning and assessment

Good

- Teaching and learning are good. The quality of teaching and learning has improved significantly during the last academic year. The new principal has taken swift actions to eradicate any weak teaching and, as a result, pupils' application to learning is now very positive.
- The relationships between teachers and pupils are very strong and, as a result, they enhance learning opportunities. Pupils are confident to ask questions and are keen to learn. Consequently, they are able to make good progress and deepen their knowledge and understanding.
- Most teachers use pupils' assessment information well in their planning of learning activities. They track pupil progress effectively in lessons. They ensure that challenge is provided, for all pupils, according to their ability, including the disadvantaged, most-able and pupils who have SEN and/or disabilities. For example, in geography, assessment information is used to adapt seating plans after every assessment point and, in mathematics, teachers use instant feedback to questions, to increase the level of challenge.
- When learning is well planned, students are eager to apply themselves to challenging activities. Teachers use probing and skilful questioning effectively. One-to-one support to pupils and post-16 students is highly effective and, as a result, they make good progress.
- Pupils and students value the highly skilled teachers and their specialist knowledge and

expertise. State-of-the-art workshops allow pupils to gain a realistic experience of the engineering world. As a result, pupils enjoy their learning and are motivated and focused on their tasks.

- Leaders track the quality of teaching and learning frequently. Close collaboration with industry partners and other schools provides support to staff development in specific areas of their teaching. Staff are appreciative of the opportunities to further extend their knowledge and industry awareness through 'Outset' training days at the sites of industry partners. As a result, their teaching is strong and reflects current industry applications.
- The UTC day reflects an industrial working day and it is longer than the structure of a day at a secondary school. Homework is not a regular feature. Instead, students are given independent learning time that the majority of students use effectively to develop their knowledge and skills further.

Personal development, behaviour and welfare

Good

Personal development and welfare

- The college's work to promote pupils' personal development and welfare is good.
- Leaders and staff have high expectations of pupils to behave as young adults. As a result, the vast majority of pupils display mature behaviours and independence. The business-like uniform, combined with the work environment, successfully promotes high levels of mutual respect and the employability skills required for life and work in modern Britain.
- Pupils value the culture of work-related learning and develop a strong appreciation of the world of work. As a result, they are keen to get involved in national competitions and further develop their understanding of new engineering technologies, such as building electric racing cars.
- Careers information, advice and guidance are an integral part of pupils' learning experience through close relationships with employers and specialist links with further and higher education and apprenticeship providers. As a result, pupils understand well the different career pathways available to them.
- Since the appointment of the current principal and the business engagement leader in the summer of 2017, the UTC has significantly increased the range of employers and partners it engages with. Initiatives such as 'lunch and learn' expose pupils to invaluable input by industry experts and raise their aspirations to engage with the world of engineering. Pupils welcome the expansion of the recently launched scheme in which every Year 11 pupil has a designated industry mentor.
- The UTC provides a well-structured programme of activities for pupils in Years 10 and 11 to support their social, moral, spiritual and cultural development. Consequently, pupils can talk confidently about different cultures and religions, and this is reflected in their respectful behaviour towards each other and staff.

Behaviour

- The behaviour of pupils is good.
- Pupils are polite and respectful, interact well with staff and college leaders and are happy to act in a business-like manner. During the inspection, a number of pupils were keen to engage with inspectors in mature conversations and to shake hands.
- The conduct of pupils and students around the site is good. Pupils behave well in lessons and show good attitudes to learning. They enjoy the practical nature of the vocational courses and value the knowledge and expertise of their highly skilled teachers.
- The new principal recently introduced a behaviour system based on positive discipline. Pupils respond well to the college's values, and relationships with staff promote a culture of respect. As a result, exclusions are rapidly diminishing. Instances of low-level disruption are rare and, when they occur, teachers apply the new policy consistently.
- Overall, college attendance is just below national averages. The attendance of disadvantaged pupils and pupils who have SEN and/or disabilities is lower than that of other pupils. The small size of the college means that the low attendance of some pupils has a disproportionate impact on overall attendance. The college is working closely with these pupils and, as a result, the attendance of current Year 10 pupils is improving rapidly. Although the actions of leaders are beginning to have an impact, they recognise that further work is needed to bring about more rapid improvement.
- Pupils take pride in their appearance, enjoy being treated as young adults and are proud of their college.

Outcomes for pupils

Good

- In 2017, published information on the first cohort of pupils' achievement shows that, on average, they made progress between the end of key stages 2 and 4, which is broadly in line with that of other students nationally. In modern foreign languages and humanities, the published information shows progress to be significantly lower than the national average, including the progress of the most able pupils. However, the UTC's information demonstrates that, arriving with low starting points due, in some instances, to poor previous attitudes to education, pupils make strong progress in Years 10 and 11 across the vast majority of subjects.
- The proportion of pupils, including the disadvantaged pupils, achieving grades 4 and 5 or above in 2017, in English and mathematics combined, was above the national average.
- The proportion of pupils, achieving grades 4 and 5 or above, in 2017, in English literature and in mathematics was also above the national average.
- The progress of the first cohort of disadvantaged pupils and pupils who have SEN and/or disabilities was above the national average and better than other pupils in the college.
- In 2017, two thirds of the pupils achieved a pass or above in level 2 engineering courses. Current college information indicates that the proportion of pupils on track to achieve at least one qualification in engineering is improving for the current Year 11 and Year 10 pupils.

- Current college assessment information indicates a continuous improvement in attainment and progress from their starting points, for all pupils in Year 11 and in Year 10, including the most able, in all subjects.
- Leaders have put in place a robust system for tracking the progress of pupils and ensure that additional support is provided quickly to the pupils who need it.
- Pupils are well prepared for their next steps in education or employment. Almost all the pupils from the Year 11 cohort in 2017 are in further education, training or employment. Half of the Year 13 students secured higher-level apprenticeships and some enrolled on courses at universities.

16 to 19 study programmes

Requires improvement

- Until the arrival of the new principal in the summer of 2017, the management of 16 to 19 study programmes was weak. Consequently, students previously did not experience a sufficiently broad and work-related curriculum that met their starting points, individual needs and career aspirations. As a result, the progress of the first cohort of students in Year 13 in academic and applied courses was below the national average.
- During the first two years of the college, students did not receive sufficiently good teaching, learning and assessment and did not cover the necessary subject content.
- A combination of frequent staff changes, some weak teaching that was not identified or tackled, and insufficient recording of progress and assessment outcomes slowed the progress of Year 13 students and impeded their ability to achieve their potential. Although the current Year 13 students recognise that the new leadership team is making concerted efforts to help them to catch up, they remain disheartened.
- A third of the students, who joined study programmes when the college opened in 2015, did not complete their programmes. This will decline further as half of the students, who started in Year 12 in September 2016, have already withdrawn from their programmes.
- Students who joined the UTC in September 2017, are following personalised programmes that meet the requirements for study programmes. Most of these students are making the progress they are capable of. Current college assessment information indicates improvement in the outcomes for students in current Year 13 and Year 12.
- As a result of recent changes made by leaders, including changes in staffing, the quality of teaching, learning and assessment that students experience on 16 to 19 study programmes, has improved for both year groups. Inspection evidence supports the rapid improvement in the quality of teaching and learning.
- Since the arrival of the current principal and the appointment of a business engagement leader in the summer of 2017, the college has significantly increased the range of employers and partners it engages with, for the benefit of students. As a result, students on 16 to 19 study programmes have good access to high-quality and meaningful work experience. In addition, they improve their understanding about employment opportunities available to them, through visits and the input of employers in careers lectures and events.

- The college provides a well-structured programme of activities for students in Years 10 and 11, to support their social, moral, spiritual and cultural development. However, leaders and managers recognise that the provision of a sufficiently broad range of activities for students in Years 12 and 13, to improve their awareness about life in modern Britain, requires further development. Students following 16 to 19 study programmes make very good progress in developing good work-related attitudes and behaviours, through engagement with employers and participating in work experience, external visits and events. However, students who joined the college in 2015 did not have sufficient input to deepen their awareness about fundamental British values, including the risks of radicalisation and extremism. Leaders acknowledge that more work is needed here and have already put in place a suitable programme of activities for the current students.
- Leaders and managers now ensure that students on 16 to 19 study programmes receive good-quality, impartial careers advice and guidance. The college works closely with partners to ensure that it is making good progress in meeting its benchmarks for careers education.

School details

Unique reference number	142130
Local authority	North Lincolnshire
Inspection number	10042149

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Technical
School category	University technical college
Age range of pupils	14 to 19
Gender of pupils	Mixed
Gender of pupils in 16 to 19 study programmes	Mixed
Number of pupils on the school roll	103
Of which, number on roll in 16 to 19 study programmes	31
Appropriate authority	The governing body
Chair	Graham Thornton
Principal	Marc Doyle
Telephone number	01724 878100
Website	www.humberutc.co.uk
Email address	info@humberutc.co.uk
Date of previous inspection	Not previously inspected

Information about this school

- Engineering UTC Northern Lincolnshire (Humber UTC) opened in September 2015.
- The UTC is funded by the Department for Education and co-sponsored by Phillips 66, Jacobs, Cristal, Singleton Birch, British Steel and North Lincolnshire Council. The UTC also works in partnership with the University of Hull.
- A new principal was appointed in June 2017 and a new assistant principal in September 2017.
- The college was previously known as Humber UTC and changed its name on 31 January 2018, now operating as Engineering UTC Northern Lincolnshire.

- The UTC offers technical qualifications in engineering, as well as GCSEs and A levels. The UTC admits pupils from the Scunthorpe region and beyond.
- Pupils study their technical subject for a substantial proportion of the week. The college day is longer than in most secondary schools.
- A very high proportion of pupils and students across all age groups are boys.
- The UTC is small, compared with the average secondary school. In its first year, pupils were admitted into Year 10 and Year 12.

Information about this inspection

- Inspectors visited parts of 15 lessons covering all subject areas and all teaching staff. Some of these visits took place with senior leaders. During visits to classrooms, inspectors looked in pupils' workbooks and questioned pupils about their learning.
- Discussions took place with the principal, other senior leaders, most subject leaders and a number of teachers. Inspectors also held discussions with members of the wider body of staff.
- Discussions also took place with a representative of the Baker Dearing Educational Trust and a representative of the Department for Education. Inspectors met with members of the local governing board, including the chair of the governing body.
- Inspectors held discussions with pupils and students, from all year groups, about what it is like to be a young person at the college.
- Inspectors observed pupils' behaviour around the college, including between lessons, at breaktimes and at lunchtime.
- Inspectors took into account 11 free-text responses from parents and carers to the online survey, Parent View. They analysed 16 responses to the staff survey and 16 responses to the pupil questionnaire.
- Inspectors examined records relating to behaviour, attendance and safeguarding.
- Inspectors also scrutinised documents, including college development plans, governing body minutes, external reviews, leaders' monitoring notes and information about pupils' achievement.

Inspection team

Dimitris Spiliotis, lead inspector

Her Majesty's Inspector

Malcolm Fraser

Her Majesty's Inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Raising concerns and making a complaint about Ofsted', which is available from Ofsted's website: www.gov.uk/government/publications/complaints-about-ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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. www.gov.uk/pupil-premium-information-for-schools-and-alternative-provision-settings.

You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.gov.uk/government/organisations/ofsted.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.gov.uk/ofsted.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2018