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24 May 2018

Mr R Wheatcroft
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Dear Mr Wheatcroft

Special measures monitoring inspection of Derby Manufacturing UTC

Following my visit with Emma Hollis-Brown, Ofsted Inspector to your school on 8–9 May 2019, I write on behalf of Her Majesty’s Chief Inspector of Education, Children’s Services and Skills to confirm the inspection findings. Thank you for the help you gave during the inspection and for the time you made available to discuss the actions that have been taken since the school’s previous monitoring inspection.

The inspection was the second monitoring inspection since the school became subject to special measures following the inspection that took place in May 2018. The full list of the areas for improvement that were identified during that inspection is set out in the annex to this letter. The monitoring inspection report is attached.

Having considered all the evidence I am of the opinion that at this time:

Leaders and managers are not taking effective action towards the removal of special measures.

The school’s action plan is not fit for purpose.

The school may not appoint newly qualified teachers before the next monitoring inspection.

I am copying this letter to the chair of the governing, the regional schools commissioner and the director of children’s services for Derby. This letter will be published on the Ofsted website.

Yours sincerely

Chris Davies
Her Majesty’s Inspector

Annex

The areas for improvement identified during the inspection that took place in May 2018.

- Rapidly improve the school's procedures to keep pupils and students safe by ensuring that:
 - safeguarding leaders have the time and resources to fulfil their roles effectively
 - safeguarding leaders undertake timely and effective action when dealing with a concern about a pupil's welfare
 - safeguarding leaders maintain comprehensive and accurate records of their actions
 - all staff understand the actions they must take when they have concerns, including any concerns about the actions of other adults towards pupils.
- Rapidly improve the impact of leadership and management by ensuring that:
 - leaders and governors regularly check the effectiveness of the school's safeguarding procedures and undertake timely action when they find that the procedures are insufficiently robust
 - leaders at all levels, including governors, have an accurate understanding of the quality of the school's provision and use this to plan the necessary improvements
 - plans for school improvement and for the use of pupil premium funding contain measurable outcomes by which leaders can evaluate their effectiveness
 - subject leaders receive appropriate support so that they are effective in their role, particularly their whole-school leadership responsibilities
 - governors, in response to the recent external review of governance, continue to develop their knowledge and understanding of their leadership role, so that they provide effective challenge and support
 - leaders' checks on the quality of teaching result in the necessary improvements that will bring about consistently good classroom practice across the whole school
 - leaders make sure that all teachers apply the school's behaviour policy consistently so that pupils understand what constitutes appropriate behaviour
 - leaders ensure that all teachers provide pupils with feedback in line with the school's assessment policy
 - leadership of the sixth form secures the necessary improvements in the quality of teaching to promote better outcomes for students in both the academic and work-related subjects.
- Improve the quality of teaching, to secure more rapid progress in pupils'

achievement, by ensuring that every teacher:

- has high expectations of the quantity and quality of work that pupils complete in each lesson
 - ensures that pupils have positive attitudes to their learning and engage well in lessons
 - makes effective use of assessment information to plan activities that are at the right level, depending on pupils' starting points, and that enable pupils to become secure in their knowledge, skills and understanding.
- Improve pupils' personal development, behaviour and welfare by ensuring that:
- pupils' attendance rapidly rises to be in line with the national level for all pupils
 - pupils receive independent careers advice and guidance
 - pupils receive regular opportunities across the curriculum to become secure in their spiritual, moral, social and cultural development and their understanding of fundamental British values.
- Improve the quality of teaching and the advice and guidance for students in the sixth form, so that the proportion of those who move from Year 12 into Year 13 increases, and so that students prepare more effectively for their next steps at the end of Year 13.

An external review of the academy's use of the pupil premium should be undertaken to assess how this aspect of leadership and management may be improved.

Report on the second monitoring inspection on 8 and 9 May 2019

Evidence

Inspectors met with two members of the governing body, the principal, senior leaders and middle leaders. They also met with members of the support and teaching staff. Inspectors met formally with groups of pupils and spoke with others informally during break and lunchtime. Inspectors visited parts of 20 lessons and they looked at samples of pupils' work and talked with pupils about their work and learning.

Inspectors considered a variety of documents including the school's own self-evaluation and their post-Ofsted action plan. They also scrutinised information about pupils' progress and attainment, records of monitoring activities, information relating to behaviour and attendance and information about safeguarding arrangements. They also read minutes of governing body meetings and looked at a range of information and policies published on the school website.

The lead inspector also spoke by telephone to the Department for Education (DFE) representative who visited the school in January 2019 and to the executive principal of Sheffield UTC Academy Trust.

Context

The senior leadership team has reduced in number since the previous inspection. The secondment of the temporary vice-principal from Derby University ended during the spring term. This temporary post no longer exists. The leader of the English faculty left at the end of the autumn term. This post is currently being fulfilled by an acting leader of English. Leaders have continued to pursue the option of becoming part of a multi-academy trust.

The effectiveness of leadership and management

Leaders have not updated the school's self-evaluation form since the previous inspection. The post-Ofsted action plan has been reviewed. However, not all sections have been updated to reflect the school's current priorities. As a result, the action plan is not complete and is not fit for purpose. The governing body has not monitored the action plan as initially intended. Consequently, priorities for improvement have not been acted upon in a timely manner. A lack of coherent strategic planning and implementation has resulted in very little improvement in the quality of education and pupils' learning, progress, behaviour and attendance.

A core group of governors are beginning to adopt a more effective approach to their leadership and have assumed links to different areas of the action plan. This approach reflects the positive process taken in the autumn term to improve safeguarding. These links are in their very early stages and are yet to show any sustained improvement in monitoring key areas of the school's work. Members of

the governing body are implementing some of the recommendations from the review of governance undertaken a year ago.

Leaders have maintained a very positive approach to safeguarding arrangements. They continue to support staff with relevant safeguarding training. New staff are aware of their responsibilities having completed safeguarding training as part of their induction. Pupils who spoke with inspectors said that they feel safe and know that they can turn to an adult to share any worries and concerns they may have. Designated safeguarding leaders understand their responsibilities and know pupils well. They work with external agencies to support vulnerable pupils. Leaders ensure that safeguarding arrangements are fit for purpose.

Leaders and governors have maintained a very distinctive vision for the school's curriculum. However, the planned curriculum is not implemented consistently. For example, there are very few opportunities for pupils to be taught physical education. The departure of some teachers means that, at times, pupils are not adequately provided with opportunities to learn and make progress. Leaders have not ensured that pupils receive their curriculum entitlement. This is an additional area for improvement from the previous full inspection.

The planned external review of the pupil premium funding was completed in January 2019. This resulted in many recommendations for improvement. A change in the leadership of the pupil premium funding has resulted in leaders beginning to plan the use of this additional funding. However, the current pupil premium plan is basic and reflects a lack of strategic planning. A link governor has been established to monitor this aspect of improvement and intends to review the spending regularly. There is very little positive impact of this spending yet and disadvantaged pupils continue to underachieve.

Leaders are beginning to establish systems to monitor pupils' outcomes, attendance and behaviour. Senior leaders are in the early stages of gathering and evaluating this information. As a result, improvements are in their very early stages. The leaders of teaching and learning are being trained and supported by a local authority officer to monitor and evaluate the quality of teaching and learning. Leaders of teaching and learning are beginning to reflect on the steps needed to improve the quality of teaching across the school. However, they lack high expectations and do not have a clear understanding of how to bring about the much-needed improvements in teaching. Leaders have been slow to focus on teaching and learning as a priority for improvement.

Middle and senior leaders with responsibility for behaviour and attendance have established systems to improve pupils' behaviour and attendance. These are supported by an attendance officer and new learning mentors. However, these new systems are yet to improve pupils' overall behaviour and attendance.

Leaders have tried to ensure that pupils' assessment information is accurate. There has been an improvement in the accuracy of assessment in English and science.

However, some of this is still unreliable and inaccurate, as it is in some other subjects. Leaders are beginning to use this assessment information to identify pupils who need support to close gaps in their learning. Teachers do not consistently use accurate assessment information to meet the pupils' learning needs.

Leaders and governors are keen to pursue the steps currently being taken to become part of a multi-academy trust. They recognise the many opportunities this will bring for the school and its pupils. Leaders and governors also have high hopes for the 2020 'reset' approved by the DFE.

Quality of teaching, learning and assessment

Leaders have revised their basic set of expectations for teachers to use when planning lessons. However, these expectations are not consistently used by teachers. Leaders do not have a clear understanding of pedagogy and have failed to urgently develop and implement an effective whole-school policy and approach to teaching and learning. The quality of teaching and learning has not improved since the previous inspection.

Too often teachers' expectations are low and pupils' needs are not met. As a result, pupils are not sufficiently supported and challenged to strengthen and deepen their learning. Pupils do not make the progress of which they are capable. Even though leaders have revised the school's marking and feedback policy, the approach is not consistently used by teachers. Pupils' books and folders contain work reflecting low learning and behavioural expectations. Often work is unfinished and untidy. Very few pupils take pride in their work. Pupils' attitudes to learning are mostly negative. Too often too few pupils showed positive attitudes in wanting to learn.

There are instances of stronger teaching. On these occasions work is planned to meet pupils' needs and teachers have higher expectations. As a result, pupils are challenged and engage positively. They enjoy their learning and make stronger progress.

Personal development, behaviour and welfare

Leaders are working on a series of actions to improve pupils' overall attendance. However, attendance has not improved rapidly enough and is still well below the national average. Persistent absence has increased, with more pupils being regularly absent from school. This is also well above the national average rate for secondary schools. Newly established systems to improve attendance are yet to have positive impact, especially on the attendance of disadvantaged pupils.

Leaders' analysis indicates that the proportion of pupils being excluded on a fixed-term basis is gradually declining since the school opened. However, the proportion of pupils being excluded is still above the national average. Inconsistent and low behavioural expectations mean that there is often poor behaviour, both in lessons

and during social times. When teachers have high expectations, behaviour and attitudes to learning are positive. However, there is a lack of consistency in the application of the school's behaviour policy. Lessons are typically disturbed by low-level and uncooperative behaviour. At times, during the inspection, disrespectful behaviour, swearing and offensive comments were seen and heard. These were not consistently challenged by staff.

Leaders are developing a planned scheme for pupils' personal, social, health and economic development. Leaders recognise that this is work in progress. This is not complete and there are gaps in learning about healthy lifestyles. Opportunities for spiritual development are not developed well enough and pupils have very few chances to learn about tolerating difference and understanding different faiths and religions. Leaders do not ensure that pupils have clear opportunities to develop a deep understanding of fundamental British values.

Leaders have maintained the provision of independent careers advice, even though the funding for it has ended. Pupils value the opportunities to explore and plan their futures, especially in the sixth form. Links with local industry are mostly positive and are complemented by trips and visits. For example, Year 10 pupils spoke positively about the opportunities to visit to Jaguar Land Rover, Cadbury's and the Navy. These experiences support pupils' work-related learning. However, too few pupils participate on work experience and only half of the sixth-form students complete work placements.

Outcomes for pupils

Leaders have developed systems to assess and monitor pupils' learning and progress. The accuracy of assessment information in a range of subjects is unreliable. However, more accurate assessment in English has resulted in what appears to be weaker progress for current pupils. This is because previous assessments were too generous.

Assessment information shows little improvement in progress scores when comparing current Year 11 pupils with Year 11 outcomes in 2018. Disadvantaged pupils underachieve considerably. This weak progress is evident in pupils' books, which reflects variable teaching and learning over time.

Pupils with special educational needs and/or disabilities (SEND) and those pupils who start Year 10 with low literacy skills are provided with support to improve their reading. Reading ages have increased for all pupils who receive support to improve their reading.

External support

Since the last inspection, the governing body and senior leaders have commissioned the local authority's senior school's improvement officer to regularly review, advise

and support leaders. They have also sought the support and guidance of the executive principal of Sheffield UTC Academy Trust. The external review of pupil premium funding has also been completed. Reviews and checks have helped leaders to have a more accurate view of the school. The school also benefits from two specialist leaders of education. They are employed through funding provided by the Derby Opportunities Fund.

Additional area for improvement:

- to improve leadership and management by ensuring that the school's curriculum is timetabled and taught so that pupils benefit from a range of planned subjects, lessons and opportunities.