

Inspection of Greater Peterborough UTC

Park Crescent Campus, Park Crescent, Peterborough, PE1 4DZ

Inspection dates: 11 and 12 October 2022

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Sixth-form provision **Good**

Previous inspection grade Requires improvement

What is it like to attend this school?

Around Greater Peterborough University Technical College (UTC) and in classrooms, pupils get on well with each other and with staff. Pupils say that 'everyone cares' and that because the school is small it allows you to 'know something about everyone'.

Pupils understand the uniqueness of the school and its curriculum. There is an emphasis on science, technology, engineering and mathematics (STEM) subjects. Pupils enjoy working in their well-equipped engineering suites and learning through their carefully planned project-based activities.

Pupils behave well. They say they want to learn. As a result, pupils are largely focused in lessons. On the very rare occasions that name calling or bullying does happen, staff deal with it quickly and effectively. Pupils feel safe in the school. They learn about staying safe in lessons, assemblies, crew (form) time and through visitors to the school, for example the local police. This provides pupils with the knowledge they need to stay safe.

Pupils, including students in the sixth form, learn about opportunities beyond school. They understand the next steps that are available to them, for example apprenticeships.

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

Leaders are ambitious for all pupils, including those with special educational needs and/or disabilities (SEND).

In most subjects, the curriculum is well designed, and the content progressively builds upon pupils' prior learning. This allows pupils, including sixth-form students, to develop important knowledge and skills over time. A few curriculum areas are less clear about the knowledge pupils are to learn and when they should master it.

Leaders have thought carefully about how the curriculum develops pupils' independent learning skills. Leaders prioritise a themed approach to the curriculum in key stage 3. This themed approach has a STEM focus. Pupils are able to recall their learning and link it to real-life experiences. Pupils, including those in the sixth form, say that this is special to the UTC.

Teachers have expert knowledge. They use subject-specific language. Pupils confidently use this language when talking about their learning. Teachers check how well pupils are doing and explain what they need to do to improve. Students in the sixth form peer review project work. This helps students to improve the prototypes they have designed and replicates what happens in an industry setting. As a result, the curriculum content ensures pupils are being well prepared for the next stages of their lives.

Leaders have high expectations for pupils with SEND. Leaders accurately identify their additional needs and share helpful information and strategies with staff. Teachers use this information to adapt their teaching to allow all pupils with SEND to achieve well. Pupils with SEND are well supported and this enables them to successfully access the same curriculum offer as their peers.

Pupils respond well to leaders' clear expectations of behaviour. As soon as they join the school, pupils feel well supported and build strong relationships with other pupils. Pupils joining in Year 7, for example, take part in a residential activity. Pupils say this has helped them to develop teamwork skills.

Pupils develop an age-appropriate understanding of relationships through the personal, social and health education (PSHE) curriculum. Through this curriculum pupils also learn about different faiths, cultures and sexuality. There are many clubs that develop pupils' wider interests. In addition to the widerange of STEM clubs that are available, pupils can participate in clubs which focus on, for example, sports and gaming. Attendance at these clubs is high. Leaders provide opportunities for pupils, including those in the sixth form, to engage with employers, UTC sponsors and local universities. This gives them a solid foundation upon which to plan their next steps.

Staff feel well supported in school. Leaders are considerate of staff's workload and well-being. Staff feel valued and supported. Curriculum leaders engage with established trust-wide networks that provide opportunities to share best practice.

The trust and governors, through their wide range of experience and skills, hold leaders to account through the questions they ask. They also support the vision of leaders to equip pupils with the knowledge, skills, values, and experiences that are essential for life.

Safeguarding

The arrangements for safeguarding are effective.

All staff understand that safeguarding is a priority in the school. Training that all staff receive helps them to identify behaviours that might indicate that a pupil is at risk of harm. Leaders carry out rigorous checks on employees, governors and visitors to the school. Safer recruitment training is completed by leaders involved in recruiting new staff to the school.

Pupils have an age-appropriate understanding of how to stay safe in the local community and online. Pupils say they learn about keeping safe in PSHE lessons, in assemblies and during crew time. Pupils know how to report any concerns that they may have.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In a small number of curriculum areas, the knowledge that pupils need to know and understand is not clearly set out. This hinders how effectively pupils build on what they have learned before. Leaders should ensure that all curriculum thinking clearly sets out the sequence of learning which will most effectively support pupils, including those pupils with SEND.

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

Unique reference number	142902
Local authority	Peterborough
Inspection number	10241114
Type of school	Technical
School category	University technical college
Age range of pupils	11 to 19
Gender of pupils	Mixed
Gender of pupils in sixth-form provision	Mixed
Number of pupils on the school roll	435
Of which, number on roll in the sixth form	72
Appropriate authority	Board of trustees
Chair of trust	Shirley Jamieson
Principal	David Bisley
Website	www.gputc.org
Date of previous inspection	12 – 13 February 2019, under section 5 of the Education Act 2005

Information about this school

- Greater Peterborough UTC provides technical education for pupils aged 11-19.
- Greater Peterborough UTC is sponsored by Anglia Ruskin University, Peterborough College and a range of employers, such as Anglian Water, Baker Perkins, Marshall Skills Academy, Perkins Engines Company Limited and Z-tech.
- The school is a smaller than average-sized secondary school. The proportion of boys on roll is significantly larger than the number of girls.
- The school joined the Meridian trust in June 2021. Greater Peterborough UTC is one of 28 schools in the trust.
- At the time of the previous inspection, the school offered a 14-19 provision. In September 2021, it began admitting pupils from Year 7.
- In September 2022, pupils joined the school in Year 7, Year 9, Year 10 and Year 12.

- Leaders do not use alternative provision.
- The school meets the requirements of the Baker Clause, which requires schools to provide pupils in Years 8 to 13 with information about technical education qualifications and apprenticeships.

Information about this inspection

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

This was the first routine inspection the school had received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.

- Inspectors carried out deep dives in English, mathematics, science, computer science 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 held discussions with single sex groups of pupils to gather their views on the culture of the school.
- Inspectors met with representatives from the trust and the school's governing body.
- Inspectors met with leaders with responsibility for SEND, behaviour and attendance, pastoral support, sixth form provision and the PSHE curriculum.
- The lead inspector met with early career teachers to discuss the support and training that they have received in the school.
- The lead inspector considered the 37 responses and 30 free text responses to Ofsted Parent View. The inspector also reviewed the 45 responses to Ofsted's staff survey. There were no responses to Ofsted's pupil survey.

Inspection team

Wayne Jarvis, lead inspector

His Majesty's Inspector

Sally Garrett

Ofsted Inspector

James Shapland

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Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
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