

Inspection of UTC Derby Pride Park

Locomotive Way, Derby DE24 8PU

Inspection dates: 6 and 7 December 2023

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Outstanding
Personal development	Good
Leadership and management	Good
Sixth-form provision	Good
Previous inspection grade	Not previously inspected under section 5 of the Education Act 2005

The principal of this school is Lee Kirkwood. This school is part of The Sheffield UTC Academy Trust, which means other people in the trust also have responsibility for running the school. The trust overseen by a board of trustees, chaired by Javid Mahdavi.

What is it like to attend this school?

This school transforms pupils' attitudes towards their education. Parents and carers praise the school for this. This school gives pupils a unique opportunity to really engage with learning as it provides specialist teaching which supports their future aspirations. All pupils receive a well-rounded education that enables them to take their next steps into education, employment or training.

The school instils the highest expectations in pupils. Teachers remind pupils of the school's three values when they get things wrong. The school develops students and pupils to be respectful, resilient and to have high aspirations.

Pupils behave impeccably well. They shake your hand, greet visitors with a smile and can hold a mature conversation. They all contribute to the wider life of the school by the standards they uphold and the support they provide to pupils who are younger than them. As one pupil put it, 'We are all one at this school.'

There is a range of activities that allow pupils to develop talents and interests. For example, many pupils have recently been prototyping satellites for the 'Cansat' competition. Pupils value the opportunities to develop links with industry. This strongly supports them in achieving their future aspirations.

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

The school provides a highly specialist curriculum to all pupils, including to pupils with special educational needs and/or disabilities (SEND). The curriculum is broad and pupils study a core academic curriculum. This enables pupils to have the knowledge, skills and qualifications for future success in education, employment or training in any field. More and more parents are choosing to send pupils to this school. As the school grows, more qualifications are being introduced.

The curriculum goes beyond exam specifications. Employers take a lead role in ensuring that the curriculums in the specialist areas, such as health science and engineering, are informed by what is happening in industry. Pupils learn about cutting-edge technology and new materials, such as graphene.

Subject experts identify the core knowledge and skills in each subject. Curriculum sequencing ensures that pupils build on what they know. The curriculum considers pupils' starting points and experiences. This progressive approach benefits all pupils, including those with SEND.

Teachers have strong subject knowledge. The environment and resources are of high quality and allow pupils to learn well. Pupils show highly positive attitudes towards education. Teachers deliver the school's core academic curriculum using highly effective teaching methods. Teachers know how to impart knowledge and check that pupils remember it. This is not yet consistently the case across all

subjects. There are instances when some teachers do not teach the core knowledge explicitly enough.

Recall sessions check for gaps in pupils' understanding. When teachers identify any gaps, they adapt the curriculum to ensure that pupils are not left with any gaps in their understanding. This helps pupils to achieve well over time.

The school is ambitious for pupils with SEND. Their needs are clearly identified. The school provides effective strategies to support these pupils. Teachers use these strategies well to help pupils with SEND achieve.

Students in the sixth form highly value the expert knowledge of the staff that teach them. They gain a detailed knowledge across the curriculum. Students are proud to volunteer as subject experts that help pupils in the lower years apply what they know in extra-curricular projects. Students are quick to recognise that this school gives them the interpersonal skills to exploit employer engagement opportunities. Many students leave the sixth form having acquired a place on degree-level apprenticeships. Alumni return to the school to support existing pupils.

Encouraging pupils to read widely and often is a priority here. The curriculum has dedicated time when each class reads a specifically chosen book. The school assesses pupils' reading ability as soon as they join the school. Effective and swift intervention ensures that weaker readers are well supported to get better quickly.

Pupils are respectful and celebrate the backgrounds of pupils that are different to them. Pupils have a strong understanding of British values and equalities legislation. They know these are fundamental in both society and a workplace. Many pupils are highly competitive and enjoy the sports clubs on offer and undertaking national competitions, such as the Royal Navy engineering challenge. The school enrolls all pupils in Year 9 on to the Duke of Edinburgh Bronze Award. Careers education is of the highest quality.

Leaders have transformed this school. Trustees and governors hold leaders to account for making the school the best it can be. They understand and fulfil their statutory responsibilities.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- On occasions, in a few subjects, teachers do not teach explicitly enough the most important knowledge that is set out in curriculum plans. Some pupils do not remember this knowledge well enough. The school must ensure that all teachers

are fully trained to use the pedagogical approach that the school has prioritised, consistently well.

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' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	147685
Local authority	Derby
Inspection number	10298546
Type of school	Technical
School category	University technical college
Age range of pupils	13 to 18
Gender of pupils	Mixed
Gender of pupils in sixth-form provision	Mixed
Number of pupils on the school roll	371
Of which, number on roll in the sixth form	91
Appropriate authority	Board of trustees
Chair of trust	Javid Mahdavi
CEO of the trust	Nick Crew
Principal	Lee Kirkwood
Website	www.utcderby.org.uk
Date of previous inspection	Not previously inspected

Information about this school

- As a university technical college, the school has two key specialisms: health sciences and engineering.
- The school uses one unregistered alternative provider.
- The school meets the requirements of the provider access legislation, which requires schools to provide pupils in Years 8 to 13 with information and engagement about approved technical education qualifications and apprenticeships.

Information about this inspection

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

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors held various meetings with the principal, the vice-principal, the assistant principals for safeguarding and special educational needs coordinator. The lead inspector also met with the chair of trustees, the chief executive officer, the chair of governors and vice-chair of governors who chairs the EQC.
- Inspectors carried out deep dives into science, mathematics, engineering and health sciences. Inspectors discussed the curriculum with leaders, visited lessons, spoke to teachers, spoke to some pupils about their learning and looked at a sample of pupils' work.
- Inspectors also considered the geography, English, digital skills and the personal development curriculum which included personal, social, health and economic (PSHE) education and careers education.
- Inspectors also looked at individual pupils' education, health and care plans and associated pupil profiles when considering the support for pupils with SEND.
- Inspectors considered a wide variety of school documents, including the academy improvement plan.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors took note of the responses received on Ofsted's online survey, 'Parent View', and considered the results of the staff and pupil surveys. Inspectors met with pupils to gather their views.

Inspection team

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His Majesty's Inspector

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