

Inspection of Crewe Engineering and Design UTC

West Street, Crewe, Cheshire CW1 2PZ

Inspection dates:	19 and 20 November 2024
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Sixth-form provision	Good
Previous inspection grade	Good

The principal of this college is William Chitty. This college is part of The Learning Partnership Academies Trust, which means other people in the trust also have responsibility for running the college. The trust is run by the chief executive officer (CEO), Daniel Thomas, and overseen by a board of trustees, chaired by David Wootton.

What is it like to attend this school?

Pupils quickly develop a sense of belonging to a unique community when they join this college. Some pupils, including students in the sixth form, are attracted by the distinctiveness of the college's engineering and design offer. Others come to the college for a fresh start, having struggled to be successful in other educational settings. Regardless of what brought them here, pupils feel privileged to have access to the college's industry-standard resources. They are inspired by posters celebrating the impressive destinations of pupils who attended the college before them. Pupils are proud and happy to follow in their footsteps.

Pupils benefit from the college's determination to make them 'industry ready'. This core purpose is threaded through all aspects of college life. Pupils learn how to conduct themselves professionally and respectfully. Most do. Typically, pupils strive to meet the college's high expectations of them. This helps them to achieve well from their starting points.

Pupils embrace a vast array of opportunities to engage with employers. For instance, pupils work collaboratively to solve real-world problems and then formally present their solutions to employers. These experiences help to develop pupils' confidence, as well as building valuable knowledge and skills.

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

Leaders at all levels demonstrate an unwavering commitment to providing a high-quality education. In collaboration with the trust and governors, the college has recently strengthened many aspects of its provision. As a result, the college caters well for the wide range of pupils who attend. For example, pupils learn what they need to access ambitious further and higher education destinations. Added to this, the college successfully re-engages pupils who may have experienced a disrupted education previously. The college has prioritised staff development while taking action to reduce their workload. For example, staff benefit from dedicated curriculum development time. Many staff feel reinvigorated by the work of leaders.

The college's pastoral care is a strength. Staff build positive relationships with pupils and their families. Many pupils struggled to regulate their behaviour or were persistently absent from their previous schools. The focus on becoming 'industry ready' is used to good effect to address this. It helps pupils to understand the importance of being present, punctual and committed to their learning. Pupils typically attend the college frequently and behave well. Students in the sixth form are positive role models for younger pupils. Across the college, most pupils are attentive in lessons. They are respectful to staff.

The college has designed an ambitious curriculum for pupils. The published outcomes for pupils at the end of Year 11 in 2023 do not accurately reflect the quality of education that the college provides. Pupils join the college in Year 10 with varied experiences of education. Some have significant gaps in their knowledge and skills. The college has strengthened its processes for identifying and addressing these gaps. Now, when pupils

start in Year 10, the college comprehensively identifies any gaps in knowledge that they have. Teachers ensure that opportunities to address these gaps are woven into well-organised subject curriculums. This helps pupils to learn successfully.

Teachers are experts in their subjects. However, from time to time, some teachers' understanding of how to deliver the curriculum well is less secure. For instance, some activities do not help pupils to learn what the teacher intended. Occasionally, some pupils do not build secure bodies of knowledge over time.

The college recognises that there are additional barriers to learning for many pupils. It identifies these swiftly, including any special educational needs and/or disabilities (SEND) or any gaps in pupils' reading knowledge. Pupils are given the help that they need to access their learning. For example, those who struggle to read benefit from expert support to develop into fluent and accurate readers.

Leaders place a strong emphasis on ensuring that pupils are prepared well for their lives beyond the college. Careful thought has been given to both the knowledge that pupils will learn and the experiences that they will have. For example, weekly assemblies help pupils to learn about local employers. Opportunities to volunteer in the college and in the local community help pupils to develop a sense of responsibility. Pupils and students in the sixth form who want to pursue their education or a career in engineering are exceptionally well prepared to do so. The college is in the process of ensuring that the minority of pupils who are interested in other subjects benefit from equally strong guidance.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Some staff lack a secure understanding of how to use the college's agreed learning strategies to deliver the curriculum effectively. At times, this hinders how well pupils learn the intended curriculum. The college should ensure that staff are supported to develop their understanding of how to deliver subject curriculums 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	142890
Local authority	Cheshire East
Inspection number	10348331
Type of school	Technical
School category	University technical college
Age range of pupils	14 to 19
Gender of pupils	Mixed
Gender of pupils in sixth-form provision	Mixed
Number of pupils on the school roll	297
Of which, number on roll in the sixth form	101
Appropriate authority	Board of trustees
Chair of trust	David Wootton
CEO of the trust	Daniel Thomas
Principal	William Chitty
Website	www.utccrewe.co.uk
Dates of previous inspection	4 and 5 June 2019, under section 5 of the Education Act 2005

Information about this school

- The college joined The Learning Partnership Academies Trust in September 2021.
- The college is a 14 to 19 university technical college with a focus on engineering, design and manufacturing specialisms.
- The principal has been in post since September 2022.
- The college does not currently make use of any alternative provision.
- The college 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. During a graded inspection, we grade the school for each of our key judgements (quality of education; behaviour and attitudes; personal development; and leadership and management) and for any relevant provision judgement (early years and/or sixth form provision). Schools receiving a graded inspection from September 2024, will not be given an overall effectiveness grade.

- Inspections are a point-in-time evaluation about the quality of a school's education provision.
- This was the first routine inspection the college received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the college and have taken that into account in their evaluation of the college.
- Inspectors carried out deep dives in these subjects: English, mathematics, science, engineering and design technology. For each deep dive, they discussed the curriculum with subject leaders, visited a sample of lessons, spoke with teachers, spoke with some pupils about their learning and looked at samples of pupils' work.
- Inspectors spoke with the headteacher, other leaders and staff.
- Inspectors spoke with representatives of some of the college's industry partners.
- An inspector spoke with representatives of the trust, including the chair of trustees and the CEO. An inspector also spoke with representatives of the local governing body, including the chair of governors.
- An inspector spoke with a representative of the local authority.
- Inspectors spoke with pupils and students about their experiences at the college and their views on behaviour and bullying. They also observed pupils' behaviour during lessons and at breaktimes.
- Inspectors considered the responses shared through Ofsted Parent View, including the free-text comments. They also considered the responses to Ofsted's surveys for staff and for pupils.
- The inspectors reviewed a wide range of evidence, including the college's self-evaluation document, leaders' improvement plans and records relating to behaviour and attendance.
- 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 college has created an open and positive culture around safeguarding that puts pupils' interests first.

Inspection team

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