

# Inspection of a school judged good for overall effectiveness before September 2024: Lincoln UTC

Lindum Road, Lincoln, Lincolnshire LN2 1PF

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Inspection dates:

26 and 27 November 2024

## Outcome

Lincoln UTC has taken effective action to maintain the standards identified at the previous inspection.

The principal of this school is Stuart Hamer. This school is a single academy trust, which means other people in the trust also have responsibility for running the school. The trust is overseen by a board of trustees, chaired by Andrew Ogg.

## What is it like to attend this school?

Lincoln UTC has ensured that there is an ambitious curriculum that supports pupils who want to pursue a career in science, technology, engineering or mathematics. The school has high expectations of what pupils can achieve. Pupils and students in the sixth form enjoy learning here and achieve well.

There are highly effective transition arrangements in place. Pupils who start in Year 10 quickly settle in and develop excellent attitudes to learning. They are exceptionally well supported by staff. Pupils who have disengaged with education previously, flourish at this school. As one parent commented, reflecting the views of many, 'My child is thriving under the holistic care and high expectations of Lincoln UTC.' Pupils are polite and respectful. They demonstrate maturity in how they conduct themselves in lessons and around the school.

Pupils enjoy various extra-curricular activities that develop their talents and interests. For example, they attend business lunches, chess club and tabletop club. Pupils also enjoy taking part in the 'Greenpower' project, where they design, build and race an electric car. Pupils are proud to take part in the school council. Students in the sixth form enjoy contributing to the school by supporting younger pupils with reading and mathematics.

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

The school has set out what it wants pupils to learn and when. This ensures that pupils build on their prior knowledge. Pupils benefit from high-quality facilities that enhance the delivery of the curriculum. They learn in a business-like environment. Students in the sixth form have access to a range of academic and technical qualifications. They gain the qualifications they need to progress to destinations that meet their aspirations.

Most teachers use their strong subject knowledge to deliver the curriculum effectively. They use activities that are well matched to what they want pupils to learn. Most teachers use effective questioning to check and develop pupils' understanding. However, some teachers do not do this consistently well. As a result, they are not aware of gaps in learning that some pupils have, and these gaps are not addressed. This means some pupils do not learn as well as they could.

The school accurately identifies pupils needing help to improve their reading. These pupils get regular support that enables them to gain the knowledge and skills they need to become confident readers.

The school knows the needs of pupils with special educational needs and/or disabilities (SEND) well. Teachers use effective strategies to support these pupils to access the curriculum. Staff also provide high-quality pastoral support for these pupils. Pupils with SEND gain the qualifications and life skills they need to be successful.

The school has ensured that there are high expectations of how pupils should behave. These expectations are based on a business-like approach that prepares pupils for the world of work. Pupils rise to these expectations. Most pupils' behaviour is exemplary. Pupils learn in a calm and orderly environment. There are highly positive relationships between staff and pupils. Pupils appreciate how staff go 'above and beyond' for them. This motivates them to attend school and do well. Pupils' attendance is excellent.

The school has planned well for pupils' broader development. Developing pupils' skills for employment and character is central to this approach. During 'project' lessons, staff set pupils tasks that help them to develop these skills. They learn how to be resilient and overcome setbacks and the importance of teamwork. Staff teach them how to present and speak in public. This prepares pupils exceptionally well for their next steps. In 'life guidance' lessons, staff teach pupils how to be physically and mentally healthy. Pupils learn about different religions and cultures. Staff teach pupils about the importance of showing respect to others. Pupils learn about how to be safe online and in the community. Students in the sixth form learn about topics that prepare them well for adulthood.

Central to the school's ethos is ensuring that pupils are well informed about careers relating to their aspirations. The school organises an extensive range of trips and visits to employers and universities. Students in the sixth form have high aspirations and an impressive knowledge of the options available to them when they leave school.

The school is well led and managed. Leaders have an accurate view of the school's strengths and areas for development. They have taken effective action so that the school continues to improve. Staff are proud to work at the school. They appreciate the support leaders give them and the cohesive staff community. Those responsible for governance provide effective support and challenge.

## **Safeguarding**

The arrangements for safeguarding are effective.

## **What does the school need to do to improve?**

### **(Information for the school and appropriate authority)**

- Some teachers do not check pupils' understanding of key knowledge carefully enough. This means they are not aware of the gaps in learning that pupils have, and they do not address these gaps. As a result, some pupils do not learn as well as they could. The school should ensure that teachers systematically check pupils' understanding so they can address gaps in learning.

## **Background**

Until September 2024, on a graded (section 5) inspection we gave schools an overall effectiveness grade, in addition to the key and provision judgements. Overall effectiveness grades given before September 2024 will continue to be visible on school inspection reports and on Ofsted's website. From September 2024, graded inspections will not include an overall effectiveness grade. This school was, before September 2024, judged to be good for its overall effectiveness.

We have now inspected the school to determine whether it has taken effective action to maintain the standards identified at that previous inspection. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school's work has improved significantly or that it may not be as strong as it was at the last inspection, then the next inspection will be a graded inspection. A graded inspection is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the first ungraded inspection since we judged the school to be good for overall effectiveness in June 2019.

## 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 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

<b>Unique reference number</b>	140950
<b>Local authority</b>	Lincolnshire
<b>Inspection number</b>	10347595
<b>Type of school</b>	Technical
<b>School category</b>	University technical college
<b>Age range of pupils</b>	14 to 19
<b>Gender of pupils</b>	Mixed
<b>Gender of pupils in sixth-form provision</b>	Mixed
<b>Number of pupils on the school roll</b>	393
<b>Of which, number on roll in the sixth form</b>	156
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Andrew Ogg
<b>Principal</b>	Stuart Hamer
<b>Website</b>	<a href="http://www.lincolnutc.co.uk">www.lincolnutc.co.uk</a>
<b>Dates of previous inspection</b>	11 and 12 June 2019, under section 5 of the Education Act 2005

## Information about this school

- This is a university technical college. It provides technical education for pupils aged 14 to 19.
- The principal started in September 2024. The vice-principal was appointed in April 2024.
- The chair of trustees was appointed in September 2024.
- The school does not use alternative provision.
- 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

- Inspections are a point-in-time evaluation about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors spoke to the principal, vice-principal and the assistant principal.
- The lead inspector met with the chair of the board of trustees.
- Inspectors visited a sample of lessons, spoke to some pupils about their learning and looked at samples of pupils' work.
- To evaluate the effectiveness of safeguarding, 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 considered the responses to Ofsted's online staff and pupil surveys and Ofsted Parent View, including the free-text responses.
- Inspectors spoke to pupils and observed pupils' behaviour during lessons and at social times.

## Inspection team

Paul Halcro, lead inspector

His Majesty's Inspector

Sally Wicken

Ofsted Inspector

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