

Inspection of North East Futures UTC

Stephenson Square, Stephenson Quarter, Newcastle upon Tyne, Tyne and Wear NE1 3AS

Inspection dates:	7 and 8 May 2025
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

The principal of this school is Daniel Sydes-Danvers. This school is part of Tyne Coast Academy Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer (CEO), Mike Collier, and overseen by a board of trustees, chaired by Les Watson.

What is it like to attend this school?

Pupils enjoy attending the university technical college (UTC). Pupils say they are 'seen' and valued. They can specialise in digital or health pathways. Pupils benefit from high-quality careers support. They have a range of aspirations for future careers. Students in the sixth form explore different pathways, such as apprenticeships and university. This helps them gain a wide understanding of opportunities beyond the UTC.

Pupils enjoy a calm and purposeful learning environment. They rise to the high expectations that the school has for their behaviour. The behaviour system is based around professional behaviours. Pupils understand why they are important for the world of work.

Pupils appreciate how quickly the school gets to know them. They understand the high expectations that the school has for their achievement. The outcomes that pupils achieve have improved over time. Pupils can progress on to their chosen destinations.

Pupils benefit from links with employer partners. Students in the sixth form learn about budget savings. They do this through real-life scenarios. Pupils in key stage 4 enjoy connections with the NHS. They learn about a range of roles. These include those that are non-clinical. These rich experiences help pupils develop a deep understanding of the world of work.

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

The broad and ambitious curriculum ensures that pupils learn gradually more difficult content. There are regular opportunities to revisit prior learning. This helps pupils to remember their learning over time. In some lessons, pupils do not get enough chance to practise what they have learned more recently. This means that they do not deepen their learning as well as they could.

The school provides clear feedback on pupils' learning. This helps pupils to understand areas they need to improve. It also helps teachers to identify where pupils require extra support. However, sometimes, the purpose of the tasks that pupils are given is not clear. This means some pupils do not understand what knowledge and skills they should use to complete these tasks.

The support for pupils with special educational needs and/or disabilities (SEND) is effective. The school accurately identifies the needs of these pupils. Staff are well informed about the support that pupils with SEND require. For example, teachers prioritise certain pupils to ensure they understand the lesson content. This helps adults identify if any further guidance is required. As a result, pupils with SEND access the ambitious curriculum well.

The school is very quick to gain an understanding of pupils' starting points in reading. Those who need extra support are swiftly identified. As a result, pupils make improvements in their reading skills. Some pupils enjoy book club. They read a selection

of books and discuss their favourite texts. These positive strategies help pupils to identify book genres that they enjoy and embed a love of reading.

Students in the sixth form are positive about their experience at the school. They recognise how they are helped to progress. Their high-quality work reflects the knowledge they have learned throughout the curriculum. Students benefit from taking on different leadership roles. For example, during enrichment time, some students opt to become academic mentors. They receive training to support younger pupils with their learning in key stage 4. This helps sixth-form students to develop important leadership skills for later life. Students in the sixth form act as role models to those in key stage 4. For all pupils, these opportunities enhance their employability. Sixth-form students also benefit from high-quality careers education that prepares them well for their next steps.

Pupils access important learning in their personal, social and health education lessons. Pupils in key stage 4 value their learning about different faiths, as do students in the sixth form. They enjoy being part of the diverse community in the school and show a respect for differences. All pupils and students have timetabled enrichment to develop their wider talents and interests. Pupils in key stage 4 take part in clubs such as games and debating. These activities help pupils to develop useful skills in areas such as teamwork and problem-solving.

The school has made recent refinements to how it promotes good attendance. While there are some signs of improvement, there is still more to do. The persistent absence of some pupils remains high. This is particularly the case for pupils who are disadvantaged. These pupils do not achieve as well as pupils who attend more regularly.

The school has developed a clear strategy for improvement. The governors, trust and the UTC are driven by the wish to provide a unique experience for pupils. Trustees and governors have a precise understanding of the school's strengths and development areas. They provide effective support and challenge. As a result, standards are consistently rising. Staff enjoy working at the school. They say their workload and well-being matter to leaders.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some lessons, pupils do not have sufficient opportunity to practise, embed and develop what they have learned before. As a result, some pupils do not develop the depth of subject expertise that they should. The school needs to support staff so that they provide more opportunities for pupils to consolidate and deepen their learning.

- In some subjects, the purpose of the tasks that pupils are set is not clear. This means that pupils do not develop knowledge over time as confidently and securely as they should. The UTC should ensure that the key knowledge and skills are identified in tasks and matched to the aims of the curriculum.
- The school's attendance strategies are not reaching some pupils as well as they could. The persistent absence of some pupils remains high, particularly disadvantaged pupils. This means that they do not achieve as well as those who attend more regularly. The UTC should strengthen and further intensify its work with pupils, parents and carers, and other agencies to reduce the persistent absence.

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	145900
Local authority	Newcastle upon Tyne
Inspection number	10379404
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	301
Of which, number on roll in the sixth form	72
Appropriate authority	Board of trustees
Chair of trust	Les Watson
CEO of the trust	Mike Collier
Principal	Daniel Sydes-Danvers
Website	www.nef.tynecoast.academy
Dates of previous inspection	8 and 9 February 2023, 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 UTC is sponsored by partner organisations. At the time of this inspection, its major partners include the University of Sunderland, SAGE, UbiSoft, Accenture, Enigma Interactive and the NHS.
- The UTC does not use alternative provision.
- The UTC 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.
- The UTC is part of Tyne Coast Academy Trust.

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.
- Inspectors discussed any continued impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors met with the principal and other members of the senior leadership team.
- Inspectors carried out deep dives in these subjects: English, IT/computing, mathematics and science. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors also visited a sample of lessons in other subjects.
- 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.
- The lead inspector met with members of the trust board, including the chair. They also met with members of the local governing body, including the chair.
- The lead inspector spoke with head of educational development and inclusion for the local authority. They also spoke with a representative from the Baker Deering Education Trust.
- The lead inspector met with the CEO.
- Inspectors considered the views of parents through the responses to Ofsted Parent View, including any free-text comments.
- Inspectors considered the views of staff and pupils through discussions and through their responses to Ofsted's online surveys.

Inspection team

Andrew Gibbins, lead inspector	His Majesty's Inspector
Karen Anderson	His Majesty's Inspector
Katherine Snowdon	Ofsted Inspector

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