

SGS Berkeley Green UTC

Address: Gloucestershire Science and Technology Park, Berkeley, Gloucestershire, GL13 9FB

Unique reference number (URN): 144761

Inspection report: 19 May 2026

Exceptional	
Strong standard	
Expected standard	
Needs attention	
Urgent improvement	

Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

How we evaluate safeguarding

When we inspect schools for safeguarding, they can have the following outcomes:

- **Met:** The school has an open and positive culture of safeguarding. All legal requirements are met.
- **Not met:** The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Strong standard ●

Curriculum and teaching

Strong standard ●

Leaders have designed a highly-ambitious curriculum, enriched by 'cutting-edge' digital and engineering technologies. It is structured very well so that pupils with differing levels of knowledge in Year 10 can build their understanding step-by-step. Pupils revisit important concepts regularly, enabling them to master increasingly complex ideas. Leaders continually review the impact of the curriculum and the quality of teaching to ensure pupils learn well. For example, routine assessment has revealed gaps in some pupils' literacy when they join the school. Leaders have introduced a well-planned literacy programme that helps pupils to read and write with greater fluency. Pupils are encouraged to read widely through subject-specific articles and books. Pupils who struggle with reading receive tailored support. Pupils also learn to talk in-depth about their work, developing the vocabulary and confidence needed to articulate their understanding clearly.

Teachers have expert knowledge. Many pupils study subjects, such as engineering and computer science, for the first time when they join the school. Teachers excel at explaining complex concepts in accessible ways. They skilfully adapt their teaching in response to pupils' specific learning needs, helping them to build securely on their prior knowledge. Teachers check pupils' understanding routinely before introducing new ideas. Through careful questioning and strong, trusting relationships, they address misconceptions effectively. As a result, pupils are highly motivated to learn. They relish applying theoretical knowledge to real-life projects.

Inclusion

Strong standard ●

Leaders have created a highly-inclusive school. Through ongoing professional development, they ensure that staff identify pupils' needs early and implement bespoke support with accuracy. Teachers receive detailed information about pupils with special educational needs and/or disabilities and those who are vulnerable. This enables them to provide personalised support so that pupils can thrive.

Pupils benefit from tailored support that enables them to access the school's complex and specialised curriculum. Many pupils arrive in Year 10 having struggled in previous settings but the school's personalised approach and regular reviews of their needs help them to flourish. Staff provide mentoring that is carefully attuned to pupils' interests and individual needs. Through strong links with a partner school specialising in autism spectrum disorder, staff continually refine and enhance the support they offer. Leaders assess the impact of this provision with precision and work closely with families and external professionals to ensure that pupils' needs are fully understood. Pupils who speak English as an additional language receive expert guidance from the inclusion team, enabling them to follow the curriculum with confidence.

Disadvantaged pupils who are supported by additional funding benefit from targeted support, including help with travel, so that they can attend the school. As a result, they achieve well. The school has created a community in which pupils feel valued, included and

understood. Leaders use alternative provision appropriately and ensure that pupils who attend continue to make progress and are kept safe.

Leadership and governance

Strong standard ●

Leaders' vision for the development and direction of the school is shared unanimously by staff. They have a clear and in-depth understanding of the school's strengths and the areas they intend to continue to improve. Leaders place the needs and interests of pupils at the centre of their decision-making. They ensure that the school meets the diverse needs of pupils with special educational needs and/or disabilities and disadvantaged pupils. Their commitment to keeping pupils physically and emotionally safe, while also challenging them academically, is evident in every aspect of their work.

Leaders are proud of the curriculum that specialises in mathematics, digital technology and engineering. They review the quality of the curriculum and teaching routinely to ensure that pupils and sixth-form students achieve well and are well prepared for their next steps. Through collaboration with regional and national businesses, as well as university partners, leaders ensure that the curriculum keeps pace with rapid technological change. The professional development programme focuses on key priorities, such as literacy across the curriculum. This helps staff strengthen their subject expertise and teaching practice. Support staff also receive strong support and guidance.

Leaders prioritise staff workload and wellbeing. They respond swiftly to staff needs and concerns. Governors and the trust know the school well. They provide robust challenge and support in equal measure. Across the school, leaders work tenaciously to ensure that pupils learn well, remain safe and have access to enriching opportunities beyond school.

Personal development and wellbeing

Strong standard ●

Throughout the curriculum, pupils benefit from an impressive careers education and guidance programme that is both comprehensive and expertly aligned to national and regional employment needs. The specialist curriculum is closely linked to apprenticeship, employment and higher education pathways. Pupils receive impartial advice and attend a range of employer talks. They also complete work experience placements that are carefully selected to build on their curriculum knowledge and support their future aspirations.

Pupils follow a robust personal development programme that helps them grow into confident, thoughtful and technologically-astute young citizens. They learn about the importance of forming healthy relationships and how to lead safe, fulfilling lives. Pupils read about current events and emerging technological developments, which broaden their understanding of the world beyond school. Through the well-structured computer science curriculum, pupils learn in depth how to keep themselves safe when online. Staff enable pupils to discuss sensitive topics with maturity. Pupils have regular opportunities to explore issues of equality, rights and responsibilities.

Through the curriculum and the strong relationships staff build with pupils, leaders prioritise the development of pupils' character. Shared interests in digital and engineering technologies help pupils form close friendships. Pupils value the respect shown to them by staff and reflect this in the way they treat one another. Pupils develop professional attitudes

to learning. Pupils learn how to solve problems, build positive relationships and look after their physical and mental health.

Staff quickly identify pupils who may be struggling. They ensure they receive appropriate help, such as mentoring or support from the inclusion and safeguarding teams.

Pupils benefit from a wide range of cultural, sporting, digital and arts clubs and events. Most pupils take part in these extra-curricular opportunities. Leaders are tenacious in reducing barriers to participation, including those faced by disadvantaged pupils. Many pupils develop new interests and skills, such as robotics and drone creation. Through team-work and shared interests, pupils develop a firm sense of belonging that prepares them well for life beyond school.

Post 16 provision

Strong standard 

Students in the sixth form study an ambitious, well designed curriculum that specialises in mathematics, digital technology and engineering. Leaders have planned it with expertise so that students can aspire to fulfilling regional and national careers in sectors such as engineering. They review and adapt the curriculum continually to ensure it keeps pace with evolving technological change beyond school. The curriculum prepares students very well for their next steps.

Students achieve highly in national examinations in technical subjects. Teachers' expert subject knowledge enables students to learn very well. They explain complex concepts clearly and use industry-standard resources that allow students to apply theoretical knowledge to purposeful, real-world projects. Students speak very positively about their learning and how it connects to their chosen career paths, such as cyber security. Relationships between staff and students are warm, mutually respectful and rooted in a shared passion for learning. Students conduct themselves with professionalism. They learn to study independently as well as collaborate effectively in groups.

Staff provide tailored support to students. Students receive one-to-one mentoring, while those with additional needs benefit from bespoke support, including help with travel. Students take part in a rich range of enrichment activities, including leadership and career-focused events. Careers education and guidance are embedded throughout the sixth-form programme. Leaders make explicit links between students' subjects and the pathways available to them, supported by visits from local and national employers. Students flourish and the overwhelming majority secure places on a wide range of apprenticeships, employment routes and higher education courses. They are very well prepared for adult life

Expected standard

Achievement

Expected standard 

Pupils typically achieve well across the curriculum. Pupils with special educational needs and/or disabilities, as well as disadvantaged pupils, achieve in line with national figures for disadvantaged pupils. When they join the school in Year 10, many pupils arrive with gaps in

their knowledge and barriers to literacy. Through a well-constructed specialist curriculum and high-quality teaching, pupils catch up and learn successfully. They build their knowledge progressively, enabling them to apply their problem-solving skills to complex ideas in computer science, engineering and mathematics, among other subjects. Work in pupils' books and projects shows increased understanding that is sustained over time. Their work is typically well presented. Pupils speak confidently about what they have learned and how teachers tailor support to help them to succeed. They are well prepared for their next steps.

Leaders have identified that gaps in some pupils' literacy skills can make it difficult for them to express their subject-specific knowledge in writing. Leaders have responded appropriately by introducing a literacy programme designed to strengthen pupils' reading and writing fluency. However, this programme is still at an early stage, so it is too soon to evaluate its full impact.

Attendance and behaviour

Expected standard 

Many pupils join the school in Year 10 having not attended their previous settings regularly. Through a wide range of whole-school and personalised strategies, leaders have successfully improved pupils' attendance over time. Most pupils now attend regularly and value the educational opportunities the school provides. Leaders track attendance closely and work in partnership with families and carers to support pupils to attend consistently. Leaders work effectively with external agencies to ensure that pupils who are persistently absent receive timely and appropriate help. Positive relationships between the school and families underpin the sustained focus on improving attendance for all pupils. However, leaders recognise that some disadvantaged pupils continue to be persistently absent.

Pupils behave with respect, friendliness and kindness in lessons and around the school. The learning environment is calm, orderly and harmonious. The curriculum engages pupils deeply, which means that low-level disruption to learning is rare. Staff have high expectations, and pupils respond by conducting themselves with professionalism.

Most pupils relish learning the curriculum and demonstrate very positive attitudes towards their education. Pupils report that bullying is rare and they are confident that staff would deal with it immediately should it occur. During social times, pupils interact with empathy and kindness. Staff know pupils well and provide tailored support when needed.

What it's like to be a pupil at this school

Pupils thrive in this school. Their shared enthusiasm for science, technology and engineering helps them form strong, rewarding friendships quickly. As a result, bullying is rare. Warm, nurturing relationships with staff give pupils a deep sense of belonging. They feel safe, protected and supported.

The school empowers pupils to engage with 'cutting-edge' technology. For example, many pupils study cyber security which prepares them for future careers in protecting people and companies from cyber-attacks. Pupils value the strong support of their teachers, which

enables them to learn with confidence and achieve success. They approach their studies with highly-professional attitudes.

Pupils value the specialised curriculum, which prepares them well for their next steps in industry or higher education. For example, many pupils follow a well-resourced engineering pathway that equips them with the specialist knowledge needed to access high-quality apprenticeships. Sixth-form students achieve very well in technical subjects. However, pupils' achievements at the end of key stage 4 do not yet fully reflect the strength of the curriculum and the quality of teaching.

The needs of disadvantaged pupils and pupils with special educational needs and/or disabilities are identified with precision. They receive highly-bespoke support that transforms their social, emotional and academic development. Pupils typically attend well.

Pupils develop a deep understanding of the links between the subjects they study and their application in industry. They receive detailed information about apprenticeships, work and higher education. This enables them to make well-informed decisions about their futures. Their knowledge beyond the classroom is further enriched by a wide range of clubs, such as robotics. Pupils also learn about their roles as citizens in the wider world through the study of democracy and the rule of law.

Next steps

- Leaders should ensure that the ambitious and challenging curriculum, alongside the high-quality teaching in the school, results in more pupils achieving above what is typical nationally at the end of key stage 4.
 - Leaders should ensure that disadvantaged pupils who are supported by pupil premium funding attend school more regularly so that they can learn and achieve well.
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About this inspection

This school is part of South Gloucestershire and Stroud 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, Moira Foster-Fitzgerald and overseen by a board of trustees, chaired by Adele Haysom.

The school is a university technical college for pupils aged 14 to 19 years old. It specialises in STEM subjects, like engineering and computer science.

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

Following our updated inspection framework, all inspectors are now led by His Majesty's Inspectors (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspectors spoke with the headteacher, the chief executive officer of the trust, the chair of the trust board and the chair of the local governing board, senior leaders and other leaders and staff during the inspection.

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 educational qualifications and apprenticeships.

The inspectors confirmed the following information about the school:

The school makes use of two alternative provisions which are registered.

Headteacher: Gareth Lister

Lead inspector:

Susan Aykin, His Majesty's Inspector

Team inspectors:

Paul Nicholson, Ofsted Inspector

Daisy Louisa Agathine-Louise, Ofsted Inspector

Facts and figures used on inspection

The data was used by the inspector(s) during the inspection. More recent data may have been published since the inspection took place.

 This data is from 19 May 2026

School and pupil context

Total pupils

380

Well below average

What does this mean?

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 1,067

Pupils eligible for free school meals (FSM)

21.96%

Close to average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last six years.

National average: 28.9%

Pupils with an education, health and care (EHC) plan

2.37%

Close to average

What does this mean?

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 3.09%

Pupils with special educational needs (SEN) support

19.21%

Well above average

What does this mean?

The proportion of pupils with reported special educational support needs at the school.

National average: 13.4%

Location deprivation

Well below average

What does this mean?

Based on the English Indices of Deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

Resourced Provision or SEND Unit (if applicable)

No resourced provision

What does this mean?

Whether school has Resourced Provision or SEND unit (if applicable).

All pupils' performance

English and maths GCSE

Percentage of pupils who achieved grade 5 or above in English and maths GCSE.

Year	This school	National average	Compared with national average
2024/25 (final)	32.4%	45.4%	Below
2023/24 (final)	43.5%	45.9%	Close to average
2022/23 (final)	35.0%	45.3%	Below

Attainment 8

A measure of pupils' point scores across 8 subjects including maths (double weighted), English (double weighted if both language and literature are taken), 3 EBacc measures and 3 GCSE or technical measures.

Year	This school	National average	Compared with national average
2024/25 (final)	41.2	46.1	Below
2023/24 (final)	45.0	45.9	Close to average
2022/23 (final)	45.9	46.3	Close to average

Disadvantaged pupils' performance

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after.

Disadvantaged pupils' English and maths GCSE grade 5 or above

Percentage of disadvantaged pupils achieving grade 5 or above in English and maths GCSE.

Year	This school	National average	Compared with national average
2024/25 (final)	13.0%	25.8%	Below
2023/24 (final)	33.3%	25.8%	Close to average
2022/23 (final)	18.2%	25.2%	Close to average

Disadvantaged pupils' Attainment 8

A measure of disadvantaged pupils' point scores across 8 subjects including maths (double weighted), English (double weighted if both language and literature are taken), 3 EBacc measures and 3 GCSE or technical measures.

Year	This school	National average	Compared with national average
2024/25 (final)	34.0	34.9	Close to average
2023/24 (final)	43.0	34.6	Above
2022/23 (final)	35.9	35.0	Close to average

Disadvantaged pupils' performance gap

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after. The school disadvantage gap is the difference between the performance of the school's disadvantaged pupils compared to the performance of all non-disadvantaged pupils nationally.

Disadvantaged pupils' English and maths GCSE grade 5 or above

Percentage of disadvantaged pupils who achieved grade 5 or above in English and maths GCSE.

Year	This school	National non-disadvantaged score	School disadvantage gap
2024/25 (final)	13.0%	53.1%	-40.1 pp
2023/24 (final)	33.3%	53.1%	-19.8 pp
2022/23 (final)	18.2%	52.4%	-34.3 pp

Disadvantaged pupils' Attainment 8

A measure of disadvantaged pupils' point scores across 8 subjects including maths (double weighted), English (double weighted if both language and literature are taken), 3 EBacc measures and 3 GCSE or technical measures.

Year	This school	National non-disadvantaged score	School disadvantage gap
2024/25 (final)	34.0	50.4	-16.4
2023/24 (final)	43.0	50.0	-7.1
2022/23 (final)	35.9	50.3	-14.4

Destinations after 16

Destinations after 16

Percentage of pupils staying in education or employment for at least 2 terms after the end of secondary school (key stage 4).

Year	This school	National average	Compared with national average
2023 leavers (revised)	98%	92%	Average
2022 leavers (revised)	92%	93%	Not available
2021 leavers (revised)	96%	94%	Not available

16 to 18 performance

A-level average point score

The average points that students achieved per A-level entry.

Year	This school	National average	Compared with national average
2024/25 (final)	32.31	35.00	Close to average
2023/24 (final)	32.42	34.38	Close to average

Year	This school	National average	Compared with national average
2022/23 (final)	23.00	34.16	Below

A-level value added

A score showing students' progress between the end of key stage 4 and the end of their academic qualification studies.

Year	This school	National average	Compared with national average
2024/25 (final)	0.0	0.0	Close to average
2023/24 (revised)	0.0	0.0	Close to average

Absence

Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

Year	This school	National average	Compared with national average
2024/25 (3 term)	10.2%	8.4%	Above
2023/24 (3 term)	10.7%	8.9%	Above
2022/23 (3 term)	9.1%	9.0%	Close to average

Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

Year	This school	National average	Compared with national average
2024/25 (3 term)	33.5%	23.4%	Above
2023/24 (3 term)	34.8%	25.6%	Above
2022/23 (3 term)	27.2%	26.5%	Close to average

Our grades explained

Exceptional

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

Strong standard

The school reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement

The school needs to make urgent improvements to provide the expected standard of education and/or care.

The Office for Standards in Education, Children's Services and Skills (Ofsted) inspects services providing education and skills for children and learners of all ages, and inspects and regulates services that care for children and young people.

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