



The Learning Partnership

Crewe UTC LGB

Crewe UTC

Part 1 Minutes



Crewe Engineering & Design UTC

Date: 24th April 2024 at 4.30pm – in person at Crewe UTC

Present:

Dr M. Marsh (MM) – Chair
Mr C. Geddes (CG)
Mrs. H. Tattersall (HT)

Apologies:

Mr D. Jones (DJ)

Absent (no apologies received):

Professor N. Fowler (NF)
Professor G. Harris (GH)

In attendance:

Mr W. Chitty – Principal (WC)

Clerk: Sharon Dutton – TLP Governance Clerk

Governance and Administration

1. Welcome, Quoracy, Apologies and Declarations

The meeting was rescheduled following the postponement of the meeting planned for 27th March 2024. The meeting started at 4:39pm. MM welcomed everyone to the meeting. Apologies were received from DJ. No apologies had been received from NF or GH. The Clerk confirmed that the meeting was quorate. No additional Declarations of Interest for items on this Agenda were offered. Papers had been provided to Governors prior to the meeting.

2. Minutes of the last meeting and Matters Arising

The minutes of the Crewe UTC LGB meeting held on 31st January 2024, were approved. There were two actions which WC confirmed were addressed in the Principal’s report.

Strategic Direction and Progress Against Priorities

The Principal’s Report had been shared on GovernorHub.

Prior to presenting the Principal’s report, WC updated the governors on the college’s proposal to reduce the PAN. He reported that the proposal had been processed with Year 10 reduced from 200 to 125 and Year 12 from 200 to 75 with effect from September 2025. An agreement was also made for an emergency reduction to 110 for Year 10 entry from September 2024. He confirmed that parents have engaged positively with the process.

3. Ofsted Readiness

WC reported that the Trust had deployed Mike Cladingbowl on a termly inspection of the college, the most recent of which had happened a day before the LGB meeting where previously set priorities had been covered. It was felt that the college was in a good position and WC was confident that the staff are fully prepared and good in all areas. He confirmed that he had a responsibility to articulate to Ofsted that the 48 countrywide UTC’s were to be inspected slightly differently according to the Ofsted inspection handbook.

It was also important to stress to inspectors the improvements pupils had made since moving to the college and to inspect in the context of the high level of deprivation in the area.

4. College Improvement Priorities (SIP): Progress against these was included in the Principals’ report in Item 3. They were summarised under three headings; ABC:

- **Achievement & Excellence**

- o Embed our framework for typically excellent teaching & deliver supporting CPD
- o Developing leadership capacity in all teams

- **Behaviors**

- o Further improve student attendance & behavior so they are Industry Ready

- **Curriculum**

- o Embed the integrated curriculum
- o Further develop effective assessment
- o Ensure a consistently high standard of written work
- o Further develop reading & oracy
- o Further develop numeracy

Challenge: Following on from the Financial Report posted onto GoverborHub was the Principal confident that the college was solvent?

Response: Absolutely. The college is set to post an in-year surplus in 2024/25 for the first time with the main risk being overspending on staff cover due to chronic illness. Despite this the college was successfully balancing staff costs against outcomes and due to its relationship with the Trust no longer had HR costs which assisted in it's viability.

Challenge: What plans were there for any future surplus?

Response: The college needed to consider a maintenance plan and replacement of materials and IT equipment.

A discussion ensued around the college's teaching philosophy as outlined in item 3 in the Principal's report which was summarised as "teaching to the top". This was seen as acknowledging the departure from differentiated outcomes and moving towards guiding learners to progress upwards. Attainment was not to be capped and no pupil should be left behind or left disadvantaged. Attainment is reached through curriculum planning to maximise exposure to content. Teachers adapt their practice to the needs of each pupil and ultimately will deliver effectively due to increased engagement.

Governors discussed what efforts were made for students with low prior attainment. The teaching principal is to release pupils to practice what they have learnt once understanding has been reached in order for the teacher to refocus on and reteach those still not performing in an ever-reducing continuous cycle.

Education

5. Behaviour - item 6 on the Principal's report

The objectives detailed in items 6 and 7 of the Quality of Education section of the Principal's report outlined the impact these objectives had had on behavior and attitudes. Statistics are calculated from half term to half term and from year to year.

- The Conduct Curriculum and work on Industry Ready Professional Expectations had seen the new academic year start very positively. For example, a strong procedure covering mobile phone usage had achieved significant and sustained improvements at the beginning of the academic year.
- Conduct incidents were down on average 52% compared to 2022 despite the cohort having grown by 14% overall (20% in KS4).
- A new reporting system has helped to reduce the number of behavior incidents; students clearly see how to de-escalate conduct issues and make the correct choices. The IEU (Internal Exclusion Unit) now has a new formal format with its own conduct procedures.

In addition, there had been a new member of the pastoral team appointed in October 2023 to focus specifically on pastoral administration:

- Daily reports on lesson removal and serious incidents
- Daily monitoring of late comers to college – new station at front reception

- Weekly analysis of attendance, punctuality, conduct trends & students on conduct reports.

WC congratulated the staff for significantly raising and enforcing the standards of behavior expected from pupils.

Challenge: Why have truancy incidents increased between Autumn 2023 and Spring 2024?

Response: It is essentially the same group of students in Year 10 who have come from schools which were not as strict. Vaping had become a truancy issue.

Challenge: What is the sanction for truancy?

Response: Detention.

Question: Under Bullying and Protected Characteristics what is meant by 'Other'?

Response: A report made by a third party but with no single incident to pinpoint the event.

WC went on to explain that there had been 2 permanent exclusions within the 2023/2024 academic year and that HT had been present at 6 PEx mitigation meetings between the Principal and the parents where a governor was required as the third party. These mitigation meetings had had a good success rate which showed the power of good governance. To date 2 were ongoing, 2 had been successful and 2 were unsuccessful.

Challenge: Why had the figure jumped from none to 6?

Response: The pupils involved were part of a challenging cohort, were post-COVID and had had issues in their previous settings.

6. Attendance & Punctuality – item 7 on the Principal's report.

Overall attendance has improved on total figures from last year. The Vice Principal had presented up to date term by term data to Mike Cladingbowl and there had been some notable points:

- Overall attendance has improved on total figures from last year
- Attendance has tracked national attendance week on week since September
- The national attendance is a Mean calculation, but WC has provided the Median figure which is helpful in small cohorts where outliers have significant impact on the mean figure.
- Punctuality to AM session, and lessons, continues to improve.

A discussion ensued regarding the relatively low attendance in Key Stage 4. WC explained that 62% of the cohort had joined the college (from KS3) historically persistently absent and therefore an improvement had been achieved by the college focusing on changing habits.

WC pointed the governors to the Student Context page at the start of his report which highlighted the demographic issues the college faces and which must be taken into consideration when interpreting the data. He also expanded on the Attendance stages chart which RAG rated attendance showing that just over 40% of the college had over 95% attendance. He confirmed that the Vice Principal was taking a lead in this area by issuing letters, follow-up phone calls and meeting with persistent offenders and this was improving results.

Governors requested that this data table be included in subsequent reports.

Challenge: Governors asked for a clarification on Yr. 13's low attendance figures.

Response: This is the college's smallest cohort and contains four pupils with significant mental health issues.

Challenge: Are there trends forming and what is the Vice Principal's action plan for the future?

Response: Progress must be measured from each pupils starting point with the college. Often it was the very nature of their absenteeism that had resulted in them leaving their previous place of learning and coming to Crewe UTC. WC urged governors to understand the positive impact the college was having on them.

7. Safeguarding – item 8 on the Principal’s report.

The following was noted:

- Fewer schools than ever have passed over safeguarding information – we have had to contact each individually and pursue files and data.
- Further capacity in the safeguarding team has been made with another member of the pastoral team completing DSL training in December. The college now has 10 DSL’s which is the largest number on record and 10 out of 35 staff have received training.
- A student survey carried out in October found that 88% of students felt safe ‘Most of the time’.
- All members of the pastoral team have completed Prevent training at the highest level and a new member will be starting with the college soon.

Challenge: Is this level of training being undertaken nationally?

Response: It is required due to the high deprivation in the Crewe area bringing with it an array of challenges. WC cautioned that this can offer limited experience for staff who are often dealing with challenges in volume but not complexity.

8. Curriculum Outcomes - Progress and Attainment – item 9 on the Principal’s report

The Principal’s report contained tables highlighting forecast grades following final mock examinations. The following points were made:

- At the previous meeting English Language forecast had seemed to be too high but was supported by the pupil’s performance in the mock exams. Final examinations would confirm if the projections had been accurate or over-ambitious.
- WC had consulted with the English Lead regarding the difference in forecast grades between English Language and Literature.
- The National Average for KS4 and 5 is outlined in item 17 of the Principal’s report. This showed a marked improvement from last year to this.
- Maths is hitting the set target due to improved working methods.
- The English Lead had confirmed that many pupils had registered for reading intervention.
- The Mock examination results were more accurate than previously due to the nature of the papers and questions set.
- Science department were forecasting good results.
- The engineering staff were felt to be too conservative in their marking.
- The DT forecast results for year 11 at 72.9% was evidence of the work put in by the subject lead.

Challenge: Governors were pleased to see these figures. Would it be possible to see them compared to the previous year’s results?

Response: WC agreed that these did not show the enormous progress made from the previous year but were instead a forecast based on the previous month’s mock examinations.

Challenge: How is the cohort after their mocks and leading up to examinations?

Response: WC advised the governors that the staff had put a lot of work into preparing the pupils for examinations by encouraging respect for their importance and working on past papers. The entire cohort had written exams and it was clear that the academic profile had grown, with pupils observed revising in the canteen with flash cards.

WC pointed out that comparisons should be drawn to last year when both pupils and the college were unhappy with performance, curriculum and procedures and the entire UTC experience has improved. He felt that there was little to be gained from taking comparisons further back as the educational climate had changed dramatically post-Covid.

WC highlighted the Key Stage 5 (Tear 13) forecasts which included 6 disciplines; T Level, BTEC Eng. Dip., 3D Design, BTEC Art Dip., BTEC Art Cert. and IT Diploma. This is the last year of BTEC Art Dip. And IT Diploma due to the streamlining of qualifications.

WC noted that the targets for Year 10 'Working At' grades – Spring 2024 have been adjusted in line with a slightly higher academic performance and that it is not expected that any student will have realised their target grade at this point. He explained that with every cohort presenting in different ways there is a methodology for baselining them to measure their academic potential more accurately.

9. Quality of Education – item 10 on the Principal's report

The day before this meeting a Quality Assurance review had taken place with Mike Cladingbowl (previously mentioned in item 3 of the agenda) which had been extremely successful. The written report was due in a fortnight, but the verbal feedback had been very positive.

Lesson observations for individual staff using the college's framework for excellence had been conducted and the results were included in the report. Where a white block is seen, it means that aspect of the framework was not observed in the 30-minute slot and codes 1 to 4 were developmental categories (with 1 being the least successful).

The report outlined the next steps:

1. Three CPD focus for the academic year, chosen as development areas using the aforementioned framework.
 - Assessment and feedback
 - Scaffolding the curriculum (adaptation/SEN)
 - Literacy/oracy
 2. CPD agenda for the academic year featuring half termly CPD slots on the 3 priority areas.
 3. Review of summative assessment plans completed in November 2023.
 4. Review of curriculum maps for all subjects and addition of specified formative assessment activities.
- These will be evidenced in books, along with any subsequent re-teach, in December 2023

10. SEND & PP – item 11 on the Principal's report

The breakdown of statistics for the current PP and SEND Cohort coupled with the Year 11 forecast grades are clear evidence that they are on the cusp of attaining a 4. The gap is not widening and the school is focussing their efforts on getting this cohort "across the line".

The Trust and the college SENDCo were collaborating to develop the following:

- Provision mapping tools
- SEND data storage and sharing protocols
- Class-room teacher SEND CPD
- Needs screening for new and existing intake
- Quality Assurance for SEND student support across the curriculum

Results from the QA learning walks were as follows:

- Pupils were able to engage with the learning that was presented.
- Pupils were able to work independently on the tasks that were set.
- Supportive strategies were used by staff to ensure that they were able to access the learning.
- Staff were positive in their interactions with the pupils.
- Pupils were able to contextualize their learning and explain with clarity what they were being asked to do.
- Pupils were engaged with their learning.

- Some pupils were aware of their target grades.
- SEN pupils were asked for responses to questions and felt comfortable to volunteer information.
- SEN pupils were prompted effectively and given praise and encouragement.
- There was evidence that staff had taken on board some of the QFT strategies that have been given for these pupils.

11. Literacy & Reading – item 12 on the Principal’s report

WC emphasised to the governors the sheer volume of pupils joining the college with a huge reading deficit. Over the last year the college had gradually built up a full cycle of interventions which all students have now gone through with the vast majority making huge progress. During this relatively short time some pupils had gone from a reading age of 6 to 12.

The school had also focused on understanding which cohorts have not been taking assessments seriously and have since tackled this issue.

An Academic Mentor, part funded by NTP, delivers tiers 2 and 3 intervention. The programme is 50% funded by the National Tutoring Programme. This funding stream has been confirmed for 23/24 but is uncertain beyond then. The college is in talks with Bentley to provide essential long-term support for the programme which has been included in the college budget. The gains made with student reading ability will mean that the interventions are worth the additional cost.

Challenge: Is it possible for more Trust funding to be put into place for additional staff?

Response: WC reported that this is not possible at this time and that each school must source additional funding where it can. He reiterated that the college’s achievements in this area are good and they are focused on ensuring all pupils leaving Year 11 can read at an acceptable standard.

Challenge: Could all the college sponsors be approached for reading intervention funding support?

Response: WC agreed and confirmed that any support would be widely acknowledged.

Question: Are there any government level grants available?

Response: WC advised that a final submission would be made before the end of August.

12. Employer Engagement (EE) – item 13 on the Principal’s report

A summary table was provided in the Principal’s report with supplementary notes. The current Year 12 have all found placements but approximately 50 T Level students have not received much needed placements.

Question: How can governors assist?

Response: WC asked that governors approach their contacts in search of placements. Direct contact was important as it was often very difficult for the college to make contact with the correct people in an organisation, particularly a large one. In addition, employers needed reassurance that such issues as site safety and insurance were not insurmountable. WC offered to visit any company with the Assistant Principal in order to convince them of the long-term importance of employer engagement.

ACTION: Governors to explore their contacts within relevant companies to assist with student placements.

The report also included an update on student destinations for Years 11 to 13. He reported that Shona Tomkinson had worked tirelessly to find appointments wherever possible.

13. Admissions and PAN update - item 15 on the Principal’s report

As previously discussed.

WC confirmed that there would space for between 262 and 280 students in 2024/2025 and that recruitment was ongoing.

Welfare
<p>14. Staffing Update - Welfare and Wellbeing – item 16 on the Principal’s report</p> <p>Qualified teaching staff have been appointed in English, Mathematics, Science and a PE/Pastoral Lead. An unqualified position for a CAD instructor had also been filled. There were vacancies for DT/engineering teachers and in agreement with the Trust the college had agreed to take on 4 teaching apprentices, 2 of which have been appointed.</p> <p>Challenge: How does the college quantify the success of this arrangement?</p> <p>Response: The individual teaching load is reduced significantly, they are mentored by suitably experience staff and go through an extensive induction process.</p> <p>The following was also noted:</p> <ul style="list-style-type: none"> • Commitment to ‘rarely cover’ has led to the appointment of a cover supervisor. Autumn term 1 saw just 1 lesson covered internally. • The enhanced pastoral team has seen 52% reduction in behavioral incidents. • Centralized planning and resourcing has cut planning workload for all • A well-being day for all staff has been trialed and 4 have booked already.
Local Matters and Stakeholder Engagement
<p>15. Stakeholder Engagement – Policies</p> <p>It was agreed that the final meeting of the school year on July 10th would include a review of policies. Statutory guidance had changed and there were differing categories of policies with some being designated Trust ones and others non-statutory but school specific. For example, the college was currently in consultation with the Trust in writing a lockdown policy.</p> <p>ACTION: Clerk to include Policy Review on the agenda for next meeting.</p> <p>16. Stakeholder Engagement - Parents/Carers Nothing to report.</p> <p>17. Stakeholder Engagement- Wider Community Nothing to report.</p> <p>18. Communication – To Trust: Governors congratulated the Principal and his staffing body for the excellent strides the UTC has made particularly in the areas of educational standards and budgeting.</p> <p>19. Communication – From Trust: Nothing to report.</p> <p>20. AOB: None</p>
<p>Date and Time of Next Meeting: Wednesday 10th July at 4:30pm Meeting Closed at 18:50</p>

Minutes approved:

Date:.....

ACTION LOG FOR MEETING 23.04.2024

Minute Ref	Action	By whom	By when
Pg 6 Item 12	Explore contacts within relevant companies to assist with student placements	All	10.07.24
Pg 7 Item 15	Include Policy Review on agenda for next meeting	Clerk	10.07.24