



The Learning Partnership

**Crewe UTC LGB**  
Crewe UTC  
**Part 1 Minutes**



**Crewe Engineering  
& Design UTC**

**Date: Wednesday 10<sup>th</sup> July 2024 at 4.30pm – in person at Crewe UTC**

**Present:**

Mark Marsh (MM) – Chair  
Neil Fowler (NF) – Vice Chair  
Chris Geddes (CG)  
Helen Tattersall (HT)  
David Jones (DJ)

**In attendance:**

Will Chitty (WC) – Principal  
Harry Wain – Governor in approval process

**Absent:**

Georgina Harris (GH)

**Clerk:** Sharon Dutton – TLP Governance Clerk

**Governance and Administration**

**1. Welcome, Quoracy, Apologies and Declarations**

The meeting started at 4:35pm and the Clerk confirmed the meeting quorate. MM welcomed everyone to the meeting and introduced HW, new sponsor Governor currently in the governor approval process, to the rest of the committee. HW detailed his experience and position at Bentley.

**ACTION: SD to check with the Trust regarding HW’s DBS check status.**

No apologies had been received prior to the start of the meeting from GH who sent a message during the meeting requesting a Teams link. It was not possible to set up a link at that time.

No additional Declarations of Interest for items on this Agenda were offered.

**2. Minutes of the last meeting and Matters Arising**

The minutes of the Crewe UTC LGB meeting held on 23<sup>rd</sup> April 2024, were approved. Both actions on the minutes had been completed.

The following papers had been provided for Governors prior to the meeting:

- Principal’s Report Summer 2024
- Quality Assurance Report April 2024
- Careers Guidance Policy June 2024
- Provider Access Policy June 2024
- Skills Audit June 2024

**3. Governors Skills Audit – update**

The Trust confirmed that the skills audit had been received from the LGB. MM has analysed the results and will incorporate it into his proposed away-day (see agenda item 4).

**4. LGB Membership Update**

MM announced that it was with great sadness he must inform the LGB of NF’s intention to stand down from the LGB. NF explained that he felt he was not being adequately useful to the LGB as he was no longer living in the area but would continue to support the college in any way he could. MM and the rest of the LGB thanked him for his tremendous hard work, particularly during the Trust merge period and confirmed how much his experience and knowledge would be missed.

An attractive plaque designed and made by T level students from the college was presented to NF by WC.

It was confirmed that CG would be appointed a sponsor governor with effect from the new academic year. With regards to the LGB constitution, two parent governors are required as well as a replacement Vice Chair which governors were asked to give consideration to. At the same time there is need for a more invigorated employer engagement. There are between 6 and 8 current employers who should be approached for recruitment.

**ACTION: WC to approach current employers to discuss governor recruitment.**

In the new term, MM is planning an away-day with the governing body to discuss expectations of governors and their role(s), LGB vision, link governor roles, Ofsted readiness, exclusions, training and the skills audit.

**5. Dates for LGB Meetings 2024/2025 – confirmation**

Governors confirmed the proposed dates for the LGB meetings for the new academic year. They have been posted onto GovernorHub and SD will be sending Outlook invitations.

**Strategic Direction and Progress Against Priorities**

**6. Ofsted Readiness**

A discussion ensued regarding the impact the recent merger had had on the college. The last year had been challenging but interesting and there was excitement within the college about the road ahead. WC updated the Governors about the new executive structure within the Trust and referred to the recently held Headteachers Forum where the newly appointed Deputy CEO (Education) for the Trust presented her plan for the next 12 months which he felt had inspired confidence. He felt that the Trust was working towards being a cohesive entity offering strategic direction and operational support. Crewe UTC now feels to be part of a strong group and no longer isolated.

WC confirmed that the college was Ofsted ready and in the most recent external review, carried out by Education Associates LTD, it was stated:

- The school has undergone a major and successful refresh of its core purpose, curriculum and wider culture.
- The school is an orderly and generally mature environment with sound teaching and learning.
- Evidence gathered during this visit point to the UTC being a good provider.

In addition, he had evidence that other schools are taking ideas from the college and adapting them for use in their own establishments.

**Challenge:**

*Would the college benefit from recruiting external improvement partners?*

**Response:**

*WC is currently in positive engagement with the Trust in this area. In addition, Alex Hayes, an ex-Principal from UTC Norfolk, has conducted two virtual sessions giving insights to the SLT as a serving Ofsted inspector. This is particularly valuable due to the unique qualities of the UTC.*

Governors discussed the process of using external partners and the importance of being specific in requirements to gain the best advice.

**ACTION: HW to make contact with the Quality Assurance person he dealt with at the UTC he was previously involved with.**

MM confirmed that as part of the Governors away-day there would be a discussion on the Governors role during Ofsted inspections covering inspection readiness, articulation of the core aims of the college, accountability, professional development, behaviour and attitudes and to articulate the impact of an employer-lead curriculum. Additional governor training may be required for this and would also be discussed.

**7. College Improvement Priorities (SIP):** Progress against these was included in the Principals' report in Item No 3. The following priorities have been set for 2024/2025:

**Quality of Education**

- Ensure all students graduate Industry Ready by continuing to embed our engineering and design specialisms in all other subjects, pastoral work, and personal development programmes.
- Further develop formative and summative assessment practice so that both are used to inform adaptive teaching and secure the best outcomes for students.
- Excellent numeracy and mathematical thinking continue to be championed. Curriculum planning and delivery ensure opportunities for excellence in all forms of numeracy. Teachers routinely prioritise numeracy. Intervention is targeted and highly effective where necessary.
- Excellent literacy continues to be championed. Curriculum planning and delivery ensure opportunities for excellence in all forms of literacy. Teachers routinely prioritise literacy. Intervention is targeted and highly effective where necessary.
- The standard of written, digital and practical work is of the highest quality and is Industry Ready in both content and presentation.

**Behavior & Attitudes**

- Continue to develop excellent student conduct in and out of the classroom. Students joining the college with a history of poor conduct or other behavioral challenges are supported to make rapid and sustained improvements. Concerning patterns or trends are identified and actioned using a systemic and transparent approach which includes all stakeholders.
- Continue to ensure attendance and punctuality are at least consistently good. Students, and their families, joining the college with a history of poor attendance or punctuality are supported to make rapid and sustained improvements. Concerning emerging patterns or trends are identified and actioned using a systemic and transparent approach which includes all stakeholders.

**Leadership and Management**

- Senior and middle leaders support their teams and each other, using an adaptable CPD programme, the Framework for Excellent Teaching and the Framework for Excellent Leadership, to secure the best possible academic, personal and careers outcomes for students.
- Further strengthen communication and working relationships with families, parents and carers so that all students are supported to attend regularly and punctually, and to work hard to secure the best academic, personal and career outcomes.

Governors discussed these priorities in depth in terms of how to stretch pupils who were quick to learn whilst at the same time improving the learning of those who were slower to understand. WC confirmed that a report outlining the impact of these priorities would be presented to the Trust in due course.

WC brought the governors attention to the two-tiered approach to championing reading, literacy and oracy and it's impact; the Trust had sent a representative to the college to confirm and interrogate these huge strides forward:

- Students had made an average of 2.3 years progress in 18 weeks.
- 2023/24 interventions made a total of 63-year progress.
- Students with the lowest reading ages (typically >10 Years) made up to 3 years of progress in 12 weeks.

Numeracy skills continued to be a challenge and teachers, particularly the SENCo, have been upskilled to address this. A new area on the first floor has been set aside where one to one sessions on core numeracy are dealt with where there are deficits.

The college has successfully removed the stigma of reading and numeracy interventions by empowering pupils instead of them feeling embarrassed.

**Challenge:**

*How is the extra time this must involve being dealt with?*

**Response:**

*A rotation system has been introduced to spread the workload. There is no realistic alternative to teaching basics to those students who have been left behind by the limitations of previous teaching elsewhere.*

**Challenge:**

*What actions have been taken to deal with the additional workload on teachers now that there is less reliance on teaching assistants?*

**Response:**

*This has been conducted gradually and with careful planning. Some TAs have been given subject enhancement and a numeracy intervention course which will also assist in alleviating the workload once completed.*

Governors discussed the continuing quality assurance of the curriculum. WC reported that staff were enjoying and had been energised by the challenge of reviewing the curriculum and faculty leaders and their teams were feeling empowered by this exercise. In addition, subscriptions had been purchased to assist with curriculum expansion and redesign.

The impact of this was that:

- 98% of students surveyed said that they knew what was meant by 'Industry Ready'
- 93% of staff surveyed agreed that they 'Understand what it means for students to graduate Industry Ready'
- In an external review, it was said that:  
'Overall, students are learning the curriculum as intended. Improvements in the quality of education noted after the last the quality assurance visits have not only been maintained but extended.

It was suggested that a link governor could be assigned to overseeing the "cross-mapping of work".

**8. Quality Assurance Review – report**

WC observed that whilst Mike Cladingbowl is not impartial, he was able to clearly see the trajectory that the UTC is on. The college has focussed on 5 key points:

- attendance - context, actions, impact
- teaching, learning and assessment, including classroom routines
- SEND - meeting needs in classrooms
- reading/literacy strategy - context, actions, impact
- quality of education - progress and next steps.

WC highlighted the following:

**Attendance:**

Attendance has improved on last year by around 5 percentage points (it is now 87% for all years compared to 82% last year). For disadvantaged students, attendance has improved by 6 percentage points to 81.4%. SEND attendance has improved by nearly 10 percentage points and is now 86.1%. Following the appointment of a new assistant principal towards the end of the autumn term, persistent absence has fallen to 41.4% overall for this year, and to 36.5% during the second half of the spring term.

**Recommendations:**

- Ensure that further information (e.g. 'outlier' data across all years, persistent absence data for sixth form) and up-to-date case studies are readily available to add extra strength to leaders' narratives on attendance.
- Review and revise the robustness and timeliness of actions taken to improve the attendance of all pupils, including those in the sixth form.

**Challenge:**

*What is the reason for the high rate of non-attendance?*

**Response:**

*This is habitual and contextual. There is a high level of deprivation in the area with pupils with challenging home situations and working from home issues have contributed. Many schools have not tackled the issue effectively and pupils join the college with bad habits entrenched. However, for most students, being at the college is the result of a positive choice which has assisted enforcing attendance.*

**Challenge:**

*Is there a baseline available for national attendance figures in other depressed areas for comparison?*

**Response:**

*Figures are available but do not fit the UTC's particular demographic and therefore comparisons are neither fair nor relevant.*

WC also explained that Pastoral staff had been increased from 1 to 5, their sole focus being to raise standards of conduct, behavior and attendance.

**Challenge:**

*Have employers been approached to assist with encouraging better attendance?*

**Response:**

*Attendance and punctuality are constantly being reinforced through any assemblies held with employers and there is an ongoing discussion around producing an Employee Handbook. Industry mentorship is essential and to date a dozen have been secured but this only covers between 12 and 24 students.*

**Challenge:**

*Is there training available for mentors to understand their role?*

**Response:**

*Only in terms of their expertise.*

*Governors suggested WC look into what mentoring training for employers was available.*

**Curriculum, teaching and assessment**

Leaders have a clear picture of the quality of education across the school. Assessment arrangements are well established in terms of formal and end-of-unit summative testing. Increasingly, teachers are making effective use of assessment to check on students' learning before moving on. Overall, students are learning the curriculum as intended.

**Recommendations:**

- Review engineering projects done by key stage 4 students as to ensure that they are all sufficiently relevant and challenging.
- Seek and act on student views about the content and quality of the PSHE programme so that it is relevant and engages students.
- Ensure that the PE curriculum is ambitious and being taught as intended.
- Consider seeking further assistance from Trust or other schools to support art and photography.
- Extend work on improving reading and literacy with more frequent and detailed checking of impact of universal provision.
- Consider introducing more support for numeracy in different subjects (e.g. fluency, reasoning, common approaches, application in different contexts, and verbalising) and writing (e.g. accuracy, convention, considering audience, use of writing frames).
- Encourage more detailed, ongoing and everyday assessment of learning so that teaching adapts to what pupils already know and need to know next. As part of this, consider more widespread and regular use of scaffolding, visualisers, mini-whiteboards, hinge and probe questions.
- Explore provision of more variety in the extra-curricular activities available to students

## **SEND**

Leaders have spent time working with subject leads to provide training for staff to help ensure there is support and adaptations made for pupils so that all learn the same curriculum well. All staff, for example, now follow a programme each half-term to focus on one of the EEF 'five a day'.

### **Recommendations:**

- Extend and focus monitoring of SEND provision and progress more, including through lesson visits, work scrutiny and by gathering views of pupils and staff voice in relation to the quality of SEND provision in the classroom.
- Ensure any pupils who are not making progress in reading are assessed quickly and provided with rapid and further support.

### **Reading/Literacy strategy**

In total, 42 students have received either tier 2 or tier 3 support, including eight students in the sixth form. Of the students who have had support, around 8 out of 10 have made significant progress with, for example, Year 10 students making an average of two years progress in around 12 weeks.

### **Recommendations:**

- Ensure any pupils who are not making progress in reading are assessed quickly and provided with rapid and further support.
- Maintain focus on reading and literacy by issuing regular reminders to staff.
- Strengthen planning for good oracy and its scaffolding across all subjects.
- Evaluate the relationship between better reading and wider progress, progress, attendance and behavior measures for individuals and groups of students.
- Carry out intended checks on the impact on the more universal strategies, which include identification of key vocabulary, encouraging different approaches to reading.

Governors congratulated the staffing body on the enormous improvements they were achieving.

## **Education**

### **9. Behaviour**

Pages 20 – 22 on the Principal's report.

### **10. Attendance & Punctuality**

Pages 23 – 24 on the Principal's report

### **11. Safeguarding**

Pages 25 – 26 of the Principal's report

### **12. Curriculum Outcomes – Progress & Attainment**

Pages 27 – 30 of the Principal's report

### **13. Quality of Education**

Pages 31 – 34 of the Principal's report

### **14. SEND & PP**

Pages 35 – 37 of the Principal's report

### **15. Reading Intervention Funding**

WC reported that there was no further funding available for this. He had approached a number of businesses but there had been little support which was very disappointing considering how successful the results had been. It had been built into the budget in the short term but in the long term had been deprioritised as it is not a statutory requirement.

#### **Challenge:**

*What is the cost of the funding required?*

#### **Response:**

*Approximately £30,000 per annum to cover a mentor and resources. Numeracy would require the same.*

**ACTION: MM & HW to discuss this Reading Intervention funding with Bentley connections.**

#### **16. Employer Engagement – T Level student placements 2024/2025 update.**

Pages 40 – 42 of the Principal's report.

WC reported that the last academic year had been extraordinarily successful with good employer engagement. The standard of student work had been extremely high. An in-house video had been successfully produced. There was a boom in T Level numbers (45-55 students) which was one of the biggest intakes in the country. He was now concentrating on finding industry placements and was organising visits to various companies. He observed that due to the improvement in the calibre of students, the requirements of placements had widened.

**Challenge:**

*How can governors assist with T Level placements?*

**Response:**

*Governors to inspect their contacts. Even SME's can be considered if there was a contact available.*

**Challenge:**

*What is the significance of the empty spaces on the Employer Engagement table on Page 40 of the report?*

**Response:**

*These are companies who have offered places but cannot offer relevant positions (e.g. Crewe Heritage Centre). Transportation issues can also be a problem for some pupils. It is also important to find suitable placements for each pupil.*

#### **17. Admissions and PAN update**

Between 80-90% of applications will be accepted or converted and the college may have to consider reaching the emergency PAN which is 310. At the start of the new academic year there will be 160 new students split between two-year groups with 92 students in Year 10. Of these, all but 6 students attended the 2 transition days which were very successful. A discussion took place around the optimum number of pupils attending the college. The primary limitation at present is floor area and capacity; the building literally cannot hold any more people. However, there is an attrition rate which must also be taken into consideration.

NF commented that the college was making a transformative difference and that its original statement of intent must not be forgotten. There should be capacity to assist with prospective students who are missing out elsewhere. Governors agreed on the importance of this.

WC confirmed that there would be space for between 262 and 280 students in 2024/2025 and that recruitment was ongoing. The SLT of the college now felt confident to now advertise the college to secondary schools. In addition, many schools within the area were willing to work with the college on a wide range of collaborative projects.

**Challenge:**

*What are the admissions criteria?*

**Response:**

*This is outlined in the admissions policy which is in place but has previously not needed to be used as there has not been a waiting list. This is about to change.*

**Challenge:**

*Where are the applications coming from:*

**Response:**

*60% are retentions from the college itself and the rest are from far and wide.*

<b>Welfare</b>	
<p><b>18. Staffing Update including Welfare and Wellbeing</b>  Page 46 of the Principal's report  WC gave the following staffing update:  <b>September 2024 new starters</b>  2 apprentice teachers in Engineering and Design, 3 ECTs in English and Maths; 1 pastoral leader/PE teacher  <b>Vacancies</b>  1 science teacher vacancy – interviews on 10 July – following last minute failure of an ECT to complete their PGCE course and an admin vacancy: reception.</p> <p>Staff illness has plummeted and staff absence is almost non-existent.</p>	
<b>Local Matters and Stakeholder Engagement</b>	
<p><b>19. Policy Review</b>  Governors noted that with the formation of the TLP Trust in September 2023 Trustees agreed that existing TLA/UTC policies could be rolled forward for a period of 12 months without the need for approval. SD advised that work was ongoing within the Trust to review policies and that an update would be provided at the next LGB. The Director of Quality had been consulted and confirmed that unless there was an urgent need or statutory requirement to revise a local policy within the next 6 months then the LGB may wish to agree as a point of principle to roll forward the local policies for a further six months. Governors endorsed and agreed this approach and agreed to review this further at the next LGB meeting in light of progress made by the Trust.</p> <p>The following policies were uploaded onto GovernorHub and Governors agreed to report back with their observations at the next LGB meeting.</p> <ul style="list-style-type: none"> <li>• Provider Access</li> <li>• Careers Guidance</li> </ul> <p><b>ACTION: Clerk to include Policy Review on the agenda for next meeting.</b></p>	
<p><b>20. Stakeholder Engagement - Parents/Carers</b>  Nothing to report.</p>	
<p><b>21. Stakeholder Engagement - Wider Community</b>  Nothing to report.</p>	
<p><b>22. Communication – To Trust:</b>  Governors congratulated the Principal and his staffing body on the recently held awards evening which they were proud to have attended and which had had very positive feedback.</p>	
<p><b>23. Communication – From Trust:</b>  Nothing to report.</p>	
<p><b>24. AOB: None</b></p>	
<p><b>Date and Time of Next Meeting: Tuesday 1<sup>st</sup> October at 4:30pm</b>      <b>Meeting Closed at 18:42</b></p>	

Minutes approved: .....

Date:.....



**ACTION LOG FOR MEETING 10.07.2024**

<b>Minute Ref</b>	<b>Action</b>	<b>By whom</b>	<b>By when</b>
Page 1, Item 1	Check with the Trust regarding HW's DBS check status.	SD	After meeting
Page 2, item 4	Approach current employers to discuss governor recruitment.	WC	Ongoing
Page 2, item 6	Make contact with the Quality Assurance person he dealt with at the UTC he was previously involved with.	HW	01.10.24
Page 7, item 15	Discuss this Reading Intervention funding with Bentley connections.	MM/HW	Ongoing
Page 8, item 19	Include Policy Review on the agenda for next meeting.	SD	01.10.24