



The Learning Partnership
Crewe UTC LGB
Crewe UTC
Part 1 Minutes



**Crewe Engineering
& Design UTC**

Date: Tuesday 1st July 2025 at 4.30pm – in person at Crewe UTC

Present:

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

Apologies:

Clare Greenhalgh (CG)
Georgina Harris (GH)
Harry Wain (HW)

In attendance:

Will Chitty (WC) – Principal
Charlotte Casewell (CC) – Assistant Principal
Steve Fergusson (SF) – Assistant Principal
Sarah Hatton-Tonge (SHT) – Assistant Principal (Quality of Education)
Shona Tomkinson – Careers Advisor/Cover Supervisor
Dr Allan Howells – TLP Director of Quality

Clerk: Sharon Dutton (SD) – TLP Governance Clerk

Governance and Administration

1. Welcome, Quoracy, Apologies and Declarations

The meeting started at 4:40pm and the Clerk confirmed the meeting quorate. MM welcomed everyone to the meeting. Apologies were accepted from CG, GH and HW. 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 29th April 2025 were approved without amendment. There were no matters arising.

3. Membership Update

There were no changes to the membership of the LGB and SD confirmed there were currently two vacancies for one sponsor and one parent governor. Recruitment to resume in September 2025 following new student intake.

Strategic Direction and Progress Against Priorities

4. Principal's Report (s)

a) College improvement plan (CIP) and Self Evaluation (SEF)

The following papers had been uploaded onto GovernorHub prior to the meeting:

- Principal's Report July 2025 (WC)
- Industry Ready

WC presented the second iteration of the newly formatted Principal's Report, now streamlined to seven pages for clarity and accessibility. The report focused on four strategic improvement priorities:

Priority 1: Industry Readiness

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:

- Embed professional behaviours and employability skills across the curriculum.
- Ensure peer observations/assessments and CPD lead to measurable improvements in teaching quality.
- Staff actively engage in reflective practice and sharing best pedagogical approaches.
- Students demonstrate workplace competencies supported by employer feedback and mock assessments.

Priority 2: Formative Assessment Practice

Further develop formative assessment practice so that both are used to inform adaptive teaching and secure the best outcomes for students, especially SEND and PP.

- Weekly CPD sessions have improved assessment feedback quality.
- “Framework for Excellence” score has risen from 1.6 to 2.3.
- Staff use feedback more effectively; quality assurance shows improved consistency.
- Ofsted previously identified assessment as an area for development; current progress addresses this.

Priority 3: Numeracy and Mathematical Thinking

Excellent numeracy and mathematical thinking continue to be championed. Curriculum planning and delivery ensures opportunities for excellence in all forms of numeracy. Teachers routinely prioritise numeracy. Intervention is targeted and highly effective where necessary.

- Numeracy intervention programme launched, modelled on successful reading intervention.
- Students in Tier 2 and Tier 3 interventions have shown an average increase of seven points in standardized age scores.
- GL Assessments (assessments provider) used to identify students in the bottom 20% for targeted support.
- Goals established to enable students to achieve Level 2 qualifications and reintegrate into mainstream maths classes.
- Interventions have improved student confidence and classroom participation.

Priority 4: Destinations

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. Covered in detail under item 5d.

- Focus on ensuring every student has a meaningful post-UTC pathway.
- UTC committed to tracking and supporting individual student destinations with a forensic approach.

Quality of Education

5. To receive an upgrade on progress and attainment.

The following papers had been uploaded onto GovernorHub prior to the meeting:

- Quality of Education
- Pastoral Report
- Industry Ready

a) Admissions and student numbers – WC

- Year 10 induction attracted 94 students with a total of 132 applications. To date 90 pupils have been accepted with a PAN of 100. However, it is planned that the intake be capped at 104 to maintain financial sustainability and class sizes. Five applications are managed moves of which half will be successful.
- Sixth Form has been capped at 88 due to space and staffing constraints. To date 84 pupils have been accepted.
- Students in Year 10 have come from 17 different schools and home education backgrounds which will improve diversity and balance.
- For the first time a waiting list has been initiated - admissions are managed on a first-come, first-served basis and the admissions policy has had to be reviewed.
- Additional classes are planned to manage the numbers with 3 T-level classes and 1 Pathway class.

Governor question:

What is the demographic mix of applicants?

WC response:

There is a 47% retention rate in the 6th Form and external applicant profiles are mixed. There have been fewer applicants from The Oaks Academy and Sir William Stanier which is a disappointment. The Careers advisor is

working on initiatives for this. At present there are 303 pupils on roll, and the aim is to reach 400. However, this will mean manipulating space to accommodate everyone.

A discussion ensued around local demand for graduates. It was agreed that the college was correct in focussing on the quality of pupils and not quantity but at the same time achieving financial stability. The college is financially stable but has been impacted by lag funding which should resolve itself in the coming year.

b) Attendance and behaviour – CCL

- Attendance has improved but is still a concern particularly among vulnerable groups (SEN, PP, pupils with EHCPs) and intensive work is being carried out in this area.
- Persistent absence has been reduced to 38.5%; target for next year is below 30%.

Governors were pleased to see the year-on-year attendance figures showing comparative improvements and requested that in future the actual numbers of pupils on roll per year be included to assist with context.

CCL's Pastoral report provided a detailed outline of the behavioral issues at the college.

- Behaviour management systems have been used effectively with suspensions reduced significantly.
- Two students accounted for 59% of Year 10 suspensions; one now home educated, the other receiving Early Help Plan and support from Remedi (external provider for behaviour) support.
- 58% of all suspensions in Year 11, accounting for 38% of the total number of days are from just four individual students. Only one of those was SEND and another one was PP.
- The total number of suspensions for the Year 11 cohort leaving the college this year reduced by 54% from the cohort in Year 10 to Year 11. (There has been a small number of additions and leavers to the cohort including one PEX at the beginning of Year 11)
- Work placements piloted successfully with local employers, showing positive impact on student engagement.
- Verbal abuse of staff has increased and often parents are unsupportive. Reintegration meetings are being held which are proving successful and more work is required on the behaviour policy.

Governor question:

Is there provision for pupils who return to mainstream schooling after a period of home schooling?

ST response:

Yes, they are fully integrated back into school. Often home schooling helps them fully realise the benefits of being in a mainstream education facility.

Governor question:

How big is the cohort using abuse language towards staff?

CCL response:

It is spread across all years.

c) Year 11 progress update (without PA) - SHT

- Forecasts show strong improvements in attainment across most subjects with notable gains in Art, Science, and Engineering.
- IT and Photography have been discontinued due to staffing and curriculum challenges. A CAD course has replaced the IT course, and IT is now examined as part of Core Skills.
- Assessment targets are ambitious and based on inflated GL scores to drive aspiration.

d) Review of current Year 11/13 destinations – SFN

SFN presented the document Summary of Year11 and Year 13 destinations with group specific notes.

- Year 11: 42% staying at UTC; 14% into apprenticeships; 60% pursuing engineering-related pathways.
- Year 13: 4 students into degree apprenticeships; 4 into Level 4 apprenticeships.
- Strong employer feedback on professionalism and readiness of students.
- Alumni engagement growing; UTC LinkedIn page launched.

- New apprenticeship database has been developed to track opportunities and deadlines.
- Sixth Form students to mentor Year 11s to support retention and transition.

Governor question:

Records show that 57% of pupils are leaving at the end of Year 11. Would the college prefer more retention:

ST response:

50% would be ideal and the college continues to assist pupils to make informed decisions. As the emphasis on Engineering grows it is likely retention will increase. The college will continue to track and analyse pupils' industry pathways.

SHT presented the Year 13 Final forecast data for T Level, BTEC Eng Dip and 3D Design.

Governor question:

What is the driving force behind the destinations achieved?

ST response:

Consistency of staff, an effective organised teaching model, good understanding of assessment requirements. Seven pupils are undertaking Year 12 and 2 Year 13.

e) Review of Year 10 transition - CCL

- Successful induction: no form change requests.
- Strategic form groupings based on SEN, gender, and emotional needs.
- Early identification of support needs; counselling and attendance plans in place.
- Strong parent engagement and proactive communication.

f) Focus on Safeguarding - CCL

- High level of safeguarding activity requiring multi-agency involvement. It was observed that communication has been lacking from branches of the local authority, and the Trust is assisting with this.
- Staff have completed Prevent and Online Safety training.
- Local trends in safeguarding are primarily neglect and domestic violence.
- Enhanced transition planning and safeguarding tracking underway.
- Vulnerable student tracker in place; 68 students flagged with multiple indicators.
- CCL meeting with staff to ensure the PSHE curriculum is being delivered effectively.

Governor question:

Is information regarding individual pupils safeguarding issues being shared with the college from previous schools?

CCL response:

Communication is improving but often the college only finds out about an issue after the student has been accepted.

g) English Department results feedback - SHT

- Concerns over assessment methodology have been addressed after a deep dive visit from the Trust in May 2025. This review led to five improvement actions:
 1. Leaders should consider their rationale for 'do nows' and whether their current delivery is in the best interest of the students.
 2. Leaders need to be confident that this is the most appropriate way to prepare students for a written exam.
 3. Leaders need to be cautious about changing the model of delivery of teacher allocation without consideration of the rationale for this.
 4. Leaders need to ensure that their planning clearly identifies the intended learning from each lesson. In addition, leaders should consider CPD to ensure clarity of intention and the absolute basic requirement of learning for each lesson.

5. Leaders need to ensure that they have a college approach to students understanding their progress and that they can articulate what is needed for them to progress.
The department is responding positively.
 - Standardised assessments now in use; moderation improved.
 - Students now receive accurate, individualised feedback; cohort-level data corrected. The high quality of teaching is not in question.
 - A full results report will be presented at the September 2025 meeting.

Governor question:

Were pupils informed of their assessment results?

WC response:

Due to a computer system issue they were not, which resulted in incorrect overall results. Individual attainment results were not impacted by this. This issue is now being addressed in consultation with the Trust.

- It was noted that a SEND report had been posted onto GovernorHub for governors to read. There was no presentation.

6. Link Governor Monitoring

Nothing to report although governors are planning visits in the new term. Baker Dearing completed a Trustee visit on Friday 6th June which governors attended and attracted very positive feedback. The report is due mid-July.

Welfare

7. Welfare and wellbeing – students

- Student well-being initiatives have been well received.
- Vulnerable students supported through tailored pastoral plans and counselling.
- Work placements and employer engagement helping students find purpose and direction.
- Transition planning for Year 10 includes team building, strategic form groupings, and early identification of support needs.
- Parents' evening was well attended - WC outlined expectations around topics such as attendance, uniforms and behavior.

8. Welfare and wellbeing – staff

- Staff well-being rated at 75% (agree/strongly agree); the aim is to reach 80%.
- Challenges include performance management and union-led discontent.
- Low staff absence is seen as a key indicator of wellbeing and stability.
- Consistent full-time regular staffing (low incidence of agency staff requirements) supports vulnerable students and maintains high standards.

Local Matters and Stakeholder Engagement

9. Policy Review – Trust update

There are ten expired policies and five nearing expiry.

ACTION: SD to circulate schedule and coordinate governor review.

10. Governor Training update

- Mandatory training (Safeguarding, Prevent, Exclusions) outstanding for some governors.

ACTION: SD to send reminders and guidance documents.

11. Communication – to Trust:

Nothing to report.

12. Communication – from Trust:

- Governor biographies: only 3 submitted; reminder to be sent.
- Skills audit feedback posted on GovernorHub. This broad data will be used by the Trust to issue training guidance to governors.
- Governor Conference 2025: positive feedback; discussions on link governor roles and community engagement. Expanded feedback will be discussed at the next Chairs Forum. On behalf of the Trust AH thanked WC for the use of the college as an excellent venue.
- Meeting dates for next academic year confirmed and posted on GovernorHub.

13. AOB:

- Chair requested that future agendas be linked to papers submitted for ease of reference
- Positive feedback on the female-led engineering project and community engagement.
- Chair expressed pride in the college's progress and thanked all staff and governors for their considerable positive engagement.

The meeting closed with good wishes for the summer break from the Chair.

Date and Time of Next Meeting: Tuesday 30th September 2025 at 4:30pm

Meeting Closed at 6:48pm

Minutes Prepared by: Copilot in collaboration with the Clerk.

Minutes approved:

Date:.....

ITEM	ACTION	BY WHOM	BY WHEN
Page 5 Item 9	Circulate schedule of policies requiring review and coordinate governor actions.	Clerk	After meeting
Page 5 Item 10	Send reminders and guidance documents for outstanding governor training	Clerk	After meeting