



The Learning Partnership

Crewe UTC LGB

Crewe UTC

Part 1 Minutes



Crewe Engineering
& Design UTC

Date: Tuesday 28th January 2025 at 4.30pm – in person at Crewe UTC

Present:

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

Apologies:

Georgina Harris (GH) (via GovernorHub)

In attendance:

Will Chitty (WC) – Principal
Sarah Hatton-Tonge – Assistant Principal (Quality of Education)
Kat Humphries - Science
Clare Greenhalgh (CG) – Governor in approval process

Clerk: Sharon Dutton (SD) – TLP Governance Clerk

Governance and Administration

1. Welcome, Quoracy, Apologies and Declarations

The meeting started at 4:41pm and the Clerk confirmed the meeting quorate.

MM welcomed everyone to the meeting and introduced CG, new parent governor currently in the governor approval process, to the rest of the committee. CG confirmed that she had already recently undertaken an Industry Tour with CUTC students.

Apologies were accepted from GH.

No additional Declarations of Interest for items on this agenda were offered. SD reminded HW to complete his declarations now that he was confirmed a governor following his successful DBS check.

2. Minutes of the last meeting and Matters Arising

The minutes of the Crewe UTC LGB meeting held on 1st October 2024 were approved. There were no matters arising.

3. Membership Update

It was proposed that CG be moved from parent governor to sponsor governor with immediate effect. This therefore left a vacancy for one additional sponsor governor and one parent governor.

Strategic Direction and Progress Against Priorities

4. Principal's Report (s)

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

- Principal's Report Spring 2025
- Ofsted Inspection report for CUTC 19/20 November 2024

MM congratulated WC and his team on the successful Ofsted inspection conducted in November 2024.

WC was pleased to observe that the college's self-evaluation was in line with the inspection which confirmed that the self-evaluation process is a robust one and improvement is continuing on an upwards trajectory.

The college improvement priorities can be summarised under the three headings of Industry Ready:

- **Integrated Curriculum**
 - Engineering and design are embedded in all subjects, pastoral work, and PD programmes.

- All forms of assessment are highly effective and inform adaptive teaching.
- Frameworks for Excellence and CPD are highly effective.
- **Employer Experiences**
- Student attendance & behaviour is Industry Ready; intervention is timely and effective.
- **Professional Competencies & Expectations**
- Student conduct and attendance is Industry Ready; intervention is timely and effective.
- Written, digital and practical work is Industry Ready in content & presentation.
- Literacy & numeracy are championed; intervention is timely and effective.
- Communication with parents is adaptable and highly effective.

WC confirmed that good progress had been made over the last 18 months, in particular in the areas of quality of presentation, SEN and literacy and Governors queried if therefore, these improvement priorities should continue to be priorities?

SHT cautioned governors and asked that they give the college time to do undertake fact-finding and properly take stock of where the college stands and relook at priorities now that the inspection has been completed. A workshop had been held with the ELT department to review all nine improvement priorities and staff were encouraged to speak freely. As a result of this, the nine improvement priorities have been whittled down to 5 with a focus on a consistent AFI model of teaching and learning. By scrutinising the college through learning walks, she is attempting to understand what level the college is as a whole and where there are areas requiring improvement. These observations are linked to the data in the report. Ofsted highlighted one required improvement point: **Teachers are experts in their subjects. However, from time to time, some teachers' understanding of how to deliver the curriculum well is less secure.** SHT confirmed that this should be embedded in staff CPD and would be a focus on learning walks to be conducted during the spring term and two weeks into the summer term.

Governor challenge:

Knowledge retention is important. Learning intentions must be clear and progress results must match those intentions. Do teaching activities match the learning intentions and how does the college check they have been met?

SHT response:

The internal quality assurance process remains rigorous to ensure improvements are maintained.

DJ joined the meeting at 5:00pm

The discussion continued around the restructure of the improvement priorities. SHT observed that as scrutiny progresses, new priorities may emerge. It was agreed that whilst these priorities were important, there was additional information which should be covered within the reports to governors.

Governor question:

What are the next targets and what are the actions to get us there?

SHT response:

After the fact-finding session which will continue until after the Easter break, planning will begin throughout the summer term to confirm a set of renewed improvement priorities which will continue for longer than 12 months.

Governors agreed, commenting that the college needed to present long-term objectives with milestones. A discussion continued around the future structure of the LGB, and a workshop was suggested to discuss the role of the LGB and its objectives in supporting the college. MM reiterated that he was keen to build on the areas discussed at the last Governor workshop particularly in growing skills to satisfy employers.

Governors observed the high number of on call and removed pupils as outlined in the principal's report. WC explained that the threshold had been lowered but that preventative work and additional support was

improving the situation. Ironically this relatively high number was proof that disruption was not being tolerated. In addition, a quarter of the staff body were newly recruited this academic year and were still refining their skills in classroom management. They were, however, more confident, and better trained in this area and pupils were responding positively.

Governor question:

Is there a trend for bad behaviour to be more prevalent during the autumn term?

WC response:

Yes, generally due to the previous provisions pupils have come from where behavioural issues have not been as well managed. Most pupils quickly adjust positively.

Governor question:

With regards to suspensions, what are the figures for repeat offenders?

WC response:

As per the report, in the year 22-23, 19 students (54% of the students who received suspensions) received more than 1 suspension. This dropped to 17 students (41% of those receiving a suspension) in 24-25 indicating that even with growing numbers at the CUTC and cohorts who come with previous challenging behaviour records, we are equipped to apply pastoral programmes which reduce the proportion who go on to reoffend. There is a tally system in place and, where required, a permanent exclusion mitigation meeting is held with one governor, parent(s) and other advocates in attendance. This has helped to reduce permanent exclusions.

Governor question:

How are ECT's dealing with behavioural issues?

SHT response:

They are assigned a mentor and undergo training sessions where necessary.

Quality of Education

5. To receive an upgrade on progress and attainment including:

a) Admissions and student numbers

As outlined on Pages 20 and 21 of the Spring report

b) Attendance and behaviour – Charlotte Casewell

Report to be carried over to next meeting.

WC confirmed that the Trust has made this a high priority. He brought the governors attention to the following in his report:

In an external review which took place last year (Education Associates LTD), it was found:

'Attendance has improved on last year by around 5 percentage points (it is now 87 per cent for all years compared to 82 per cent last year). For disadvantaged students, attendance has improved by 6 percentage points to 81.4 per cent for disadvantaged students. SEND attendance has improved by nearly 10 percentage points and is now 86.1 per cent.'

'Significantly, 62 per cent of current key stage 4 students were persistently absent at their previous school or schools, including some school refusers and/or school avoiders. This figure has fallen to only 35 per cent during the current half-term.

'At the start of this academic year, persistent absence was 37.1 percent. But by the end of the end of the autumn term, it had risen to 47.2 percent. Following the appointment of a new assistant principal appointed towards the end of the autumn term, persistent absence has fallen to 41.4 per cent overall for this year, and to 36.5 per cent during the second half of the spring term.

He confirmed that at this stage in the term there was no emerging trend on attendance.

c) Pupil Premium – Charlotte Casewell

Report to be carried over to next meeting

d) SEND

As SENCo, KH brought the governors attention to the Literacy and Reading interventions outlined on the Principal's report. She reported that significant work had been done on adaptive teaching, upscaling of interventions, quality assurance, staff surveys and a renewed engagement with the CPD programme. The Year 11 students who accessed the intervention, on average, made progress of +0.5 grades above their Year 10 baseline, compared to the whole cohort's progress of +0.16 above baseline.

It is intended that the same level of intervention is to be rolled out for numeracy.

Dedicated staff are engaged and enjoying the rewards from these improved grades.

Governor question:

How is this additional intervention being funded?

WC response:

A programme has been put together entailing one-to-one reading intervention. Currently the cost is £65,000 per year with 50% covered by funding and the remainder covered by the college which is prepared to implement this expenditure considering it essential and effective.

CH left the meeting at 5:51pm

Governor question:

Are there any SEN-related trends within the incoming cohorts?

KH response:

Numbers are high but not increasing. The shadow of the pandemic still looms large, and numbers are linked to this year-on-year. The trust has engaged with research in this area particularly with the aim of increasing reading age(s).

Governor question:

Are the figures at CUTC in line with national statistics?

WC response:

They are, coupled with the locality of the college which is an area of deprivation and effects the standards surrounding schools and colleges are achieving.

e) Year 11 mock exam results & current forecasts for Year 13

A discussion took place around the causes of the drop in literacy standards which WC reported were starting to fall even before the pandemic. General teaching practices in KS1 and 2, the pandemic and local demographics are all factors and therefore baselining is very important. However, increased aspirations and the improved reputation of the college is having a positive effect. In addition, a library room has been created and KH is hoping the same level of interventions can be applied to numeracy soon.

Student progress and attainment was outlined on Pages 24 to 26 of the Spring report. The Year 11 mock exam results had been compared to the to last summer's forecast results and there had been a significant lift in attainment in every subject.

Governor question:

How are the target figures arrived at?

SHT response:

In Year 11 the progress analysis is based on the best-case scenario with progress from GL assessments to year 11 DC1 forecasts. The targets differ from cohort to cohort and between subjects.

Governors queried the accuracy of the science department figures which seem high. SHT reported that the cohort was ahead of the curve due to two excellent science teachers delivering a content heavy subject.

Governor question:

Is there anything to be concluded from the current PP/non-PP figures?

SHT response:

These figures are once again cohort based. Interventions are applied promptly when results show signs of dipping.

Governor question:

Are the progress analysis figures based on national averages of pupil's baseline figures?

SHT response:

Personal baseline figures

Governor question:

There seems to be an emphasis on those pupils achieving lower grades. How are exceptional pupils being challenged?

SHT response:

By emphasising progress marks, predicted grades and adapting to the top.

Governor question:

What has been the general feedback from pupils?

SHT response:

Broadly speaking pupils accept the judgements when fully explained to them.

SHT went on to explain that there continued to be some outliers in Year 10. Students arrive at CUTC with a wide range of previous academic experiences and starting points. Where available, KS2 scores are an unreliable starting point indicator as students in Year 10 have had three years of education in partner schools before joining us. For this reason, we baseline all students using nationally recognised GL Assessments and then measure progress from these starting points. There will be more scrutiny at the next data drop and a follow-up on intern success.

Key Stage 5 pupils are showing significant gains from last year.

Governor question:

What is the reason for the significantly lower positive response from the Year 11 cohort to the student survey in November 24 as presented on page 28 of the report?

WC response:

All pupils completed the survey but only responded where they felt there was an issue to be addressed. They had not had a careers interview at the time the survey was taken and the questions on the survey were generalised and not aimed at that particular cohort.

6. Link Governor Monitoring

CG reported that his proposed monitoring visit had been pencilled in for later in the spring term. DJ confirmed he would be uploading his visit reports after the meeting.

Governor question:

Are all employer engagements on track?

WC response:

All engagements have been filled. A promotional video has been completed which has proved successful.

A discussion ensued around sourcing of employer places. Corporate recruitment changes from year to year depending on each company's priorities at the time. In addition, placements need to be appropriate and enhance the pupil's experience.

7. Feedback on the Specialist Equipment Grant

WC confirmed that ordering and delivery was progressing well with 80% of the project ordered/received. He listed the machinery and computers which had been ordered, confirming that a recently designated storeroom

had been turned back into a classroom and an industry conference room had been created. The grant would be particularly beneficial to the science and maths departments. He announced a “ribbon cutting” event would take place in the second half of the summer term once all the equipment had been received and installed.

8. Feedback on the Governors Away Day 23.10.25

Governors agreed this had been a success and congratulated MM on the event. The documentation generated had been posted onto GovernorHub.

Welfare

9. Welfare and wellbeing – students

Governors noted that the results of the student survey carried out in November 2024 was largely positive except for a comparatively high number of Year 10's not feeling “safe” at college and lacking information on “next steps”. Participation in college activities outside of lessons was declining through the years.

10. Welfare and wellbeing – staff

Results of the staff survey in November 2024 were outlined on page 29 of the report. The lesson observations have dipped from June '24 to Autumn '24 due to the recruitment of 5 brand new teachers – 3 ECTs and 2 apprentices. These staff are participating in an intensive CPD course which will run for the first half of the term. There are vacancies in marketing and data administration.

Local Matters and Stakeholder Engagement

11. Policy Review – Trust update

Governors confirmed receipt of the following Trust policies:

- Equality Information and Objectives
- Serial and Unreasonable Complaints

12. Governor Training update

SD confirmed that the completion of the mandatory training on Prevent and Safeguarding was still outstanding from a few governors and requested that this be completed by the end of the spring term before new training was requested by the Trust.

13. Communication – To Trust:

- Governors requested confirmation of a date for another awayday.
- The CUTC awards evening will take place on 4th July 2025

14. Communication – From Trust:

- **Equality and diversity survey** - governors were asked to respond to this at their earliest convenience.
- **Governors biographies** - the information form to be completed by all governors was imminent.
- **Governors training update** - further training would be announced in due course and would most likely focus on suspensions and exclusions.
- **Governors' conference** - It was confirmed this would be held on June 14th 2025 at CUTC.

15. AOB:

DJ reported that the 6th Form careers open evening in November had been a great success, well attended with fully engaged pupils. Congratulations to all involved.

Date and Time of Next Meeting: Tuesday 29th April 2025 at 4:30pm

Meeting Closed at 6:55pm

Minutes approved:

Date:.....