



The Learning Partnership

Crewe UTC LGB

Crewe UTC

Part 1 Minutes



**Crewe Engineering
& Design UTC**

Date: Tuesday 29th April 2025 at 4.30pm – in person at Crewe UTC

Present:

Mark Marsh (MM) – Chair
Chris Geddes (CG)
Clare Greenhalgh (CG)
Helen Tattersall (HT)
Harry Wain (HW)

Apologies:

Georgina Harris (GH)
David Jones (DJ)

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)
Chris Davies (CD) – Learning Director Engineering Design
Chris Rudd (CR) – Learning Director Engineering

Clerk: Sharon Dutton (SD) – TLP Governance Clerk

Governance and Administration

1. Welcome, Quoracy, Apologies and Declarations

The meeting started at 4:34pm and the Clerk confirmed the meeting quorate. MM welcomed everyone to the meeting. Apologies were accepted from GH and DJ.

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 28th January 2025 were approved. 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. It was agreed that enquiries for additional governors would go out at the start of the new academic year.

Strategic Direction and Progress Against Priorities

4. Principal's Report (s)

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

- Principal's Report Summer 2025 (WC)

WC's report highlighted the Ofsted areas for improvement and their corresponding 2 CIPs:

1. 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.
2. 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.
 - CUTC Governors CIP Meeting 03/04/25 (MM)
 - Industry Ready review (SF)

Quality of Education

5. To receive an upgrade on progress and attainment.

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

- Pastoral Report

a) Admissions and student numbers – WC

WC gave a brief review of student recruitment as highlighted on Page 5 of the Principal's Report Summer 2025. Except for two schools, all schools within the catchment area of CUTC have agreed to WC delivering a recruitment presentation.

Governor question:

Are there likely to be any further adjustments to the PAN?

WC response:

This is highly unlikely. Despite a good reception, the college is still fighting against the generally poor reputation of educational establishments in Crewe. Currently 35% of local pupils are being educated outside of the area due to this poor reputation.

Governor question:

How many positions offered in Year 10 are not taken up?

WC response:

A very small number.

Governors observed that CUTC was rapidly becoming a destination school for T-Level and WC confirmed that five companies have approached the college to be their training provider. An industry placement programme has been introduced at Bentley which is an incredibly positive development and WC is forecasting good results from this. Governors congratulated MM for his input towards this initiative.

b) Attendance and behaviour – CC

- Overall attendance has improved on total figures with all subgroups showing positive trends.
- 48% of the last years cohort were PA; 62% of the cohort joined having been PA in the key stage previously.
- Median figure is helpful in small cohorts where outliers have significant impact on the mean figure.
- Punctuality to morning sessions improved last year due to the introduction of a more rigorous application of sanctions. This year it has started low due to our revised timetable, high expectations with those getting public transport to source earlier trains/buses and a same day lunchtime sanction. Y12/13 are monitored more closely by tutors and there is a graduated approach to parental and SLT contact in order to emphasise professional standards.
- New processes have been put in place to monitor and intervene with students in the sixth form where attendance is an early concern.
- Attention was also focusing on pupils who were low attenders at their last school and continuing the practice.

CC reported that the college was fully utilising ARBOR to compare figures and unpick areas of concern. Where these occurred, the college was communicating with parents and setting up attendance meetings to identify reasons for non-attendance. A more detailed feedback report will be presented at the next governor meeting.

CC also observed that behaviour incident figures seemed high because standards had been raised and there was now a culture of zero tolerance. Students are encouraged to be industry ready on a continuous basis. Bullying is now being dealt with quickly and positively.

Governor question:

Is the college satisfied with the standard currently being applied?

CC response:

Yes, the college is confident the standard has been set at the correct level and generally the staff are applying those standards correctly with occasional intervention.

c) Pupil Premium – CC

CC assured governors that all Pupil Premium pupils were receiving practical and emotional wellbeing support. Governors discussed the “fresh chance to succeed” approach which, while commendable, must not be allowed to impact on behavioural standards or negatively impact on the school’s hard earned positive reputation. WC reiterated that the approach towards PP pupils was to remove or resolve as many barriers as possible by getting to the source of pupil’s problems and ensuring all pupils felt they belonged.

Governor question:

If being sent home for persistent bad behaviour is no longer an option, does this change a pupil’s attitude?

CC response:

Yes, because in most cases a pupil is then making a conscious decision to behave badly.

d) Pastoral Care – Safeguarding - CC

CC drew the governors’ attention to the table showing Current levels of Need which showed that 63 out of 296 pupils had been previously known to social care before joining the college. This required further analysis and was keeping the safeguarding team busy.

e) Year 11/13 Mock Results & GSCE Forecasts - SHT

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

- Quality of Education

This report covered results from November 2024 (Ofsted inspection) onwards. SHT brought the governors attention to the following:

- In the latest OFSTED review it was stated that:
“Teachers are experts in their subjects.” and “The published outcomes for pupils at the end of Year 11 in 2023 do not accurately reflect the quality of education that the school provides. Pupils start school in Year 10 with varied experiences of education. Some have significant gaps in their knowledge and skills. The school has strengthened its processes for identifying and addressing these gaps. Now, when pupils start in Year 10, Inspection report: Crewe Engineering and Design UTC 19 and 20 November 2024 3 the school comprehensively identifies any gaps in knowledge that they have. Teachers ensure that opportunities to address these gaps are woven into well-organised subject curriculums. This helps pupils to learn successfully.
- In the trust SIV visit February 2025, it was stated that:
“In the majority of lessons visited it was evident that they were planned well, and students were engaged in activities. Recall strategies were used, such as Do Now’s.” and also that:
“Students acknowledged the improvement in lessons and were able to articulate the difference in teaching over the past year. They were articulate in explaining how activities were used to support them remembering more and that Cold Calling in particular improved their engagement, which leads to them knowing more. Students praised the accessibility of support from staff and that, for the majority of them, they were aware of how well they were doing and what they needed to do to achieve further.”

Average scores for lesson observations had improved in all areas from Summer 24 to Spring 25 except for Assessment and Feedback which had dropped by 0.2 points. SHT confirmed that this would be focussed on during the next 12 months. She observed that the Teaching and Learning scores, as outlined on Page 3 of the report, needed to “go greener” and:

The areas of focus for CPD over the next term are:

- Assessment – increasing staff knowledge of the methods of formative assessment and how the information it generates should be used in responsive teaching.
- Questioning – ensuring that when staff use questioning it is:
 - Cold called
 - Thinking time is given

- Staff insist that 'right is right'
- There is 'no opt out'
- Literacy – increasing the use of 'Say it in a sentence' and Say it again better' as a follow up to questioning. Also, a focus on increasing the frequency of asking students to read aloud in lessons.

Over the next 12 months the college aims to continue to develop staff mastery of formative assessment and develop staff knowledge of Cognition and Metacognition. The framework for excellence has been updated with more explicit reference to strongly evidenced pedagogical approaches. It has also been rationalised into 4 key areas:

- Effective Routines
- Delivering the curriculum
- Literacy, Reading, Oracy and Numeracy
- Pedagogy

SHT reported that throughout the college the supply and standard of equipment is improving with additional items such as white boards and cameras having been procured.

Governor question:

What does 'Outstanding' look like?

SHT response:

This is a realistic aim over the next three years. The key is to be consistently 'good' all the time. WC added that the SLT is excited by the up-to-date pedagogic work being carried out across the board over a two-year period.

Governor question:

Are teachers engaging with this framework?

SHT response:

This is part of the QA cycle for staff.

Governor question:

Are you satisfied with the response from staff?

SHT response:

Yes, they are showing enthusiasm.

Governor question:

Is their own assessment in line with that of the SLT's? This can be a huge challenge when personal assessment is higher than the framework.

SHT response:

Improvements in assessment techniques have ensured better analysis which has led to better understanding of shortcomings and subsequently improved CPD. Dialogue has ensured a better understanding of grades particularly for less experienced members of staff.

HW left the meeting at 6:01pm.

f) Focus on Curriculum – SHT

This was included in the Quality of Education report uploaded onto GovernorHub.

SHT was concerned about the disappointing English Department results where accuracy and validity of assessment could be a problem. She was hoping this was indicative of staff using assessment methods incorrectly and not a reflection of actual attainment. She would report back at the next LGB meeting. In addition, the Year 11 progress figures were out of date and inaccurate and would be resubmitted at the next meeting, adjusted to take into account the high rate of persistent absenteeism in this cohort.

SF gave a verbal update on T-Level. 20% of the Year 13 cohort had secured degree apprenticeships including at Balfour Beatty and Airbus. Year 12 are currently taking examinations, and the college is confident of good results. Between 60 and 70 students have registered for T-Level for the next academic year.

g) The Design Faculty – CD

The Head of Design presented a paper covering the following:

- Journey of 2023-24 and key achievements
- Results of 2024 of whole faculty with new team and leadership
- Development plans for 2024-25
- Journey of 2024-25
- Ofsted inspection Autumn Term
- Projected results of 2025
- Development for 2025-2026

CD expanded on his report, informing governors how proud he was of the college and its achievements, the challenges the department had faced and how these had been and continued to be resolved with excellent staff recruitment and delegation of responsibilities being key. WC explained the challenges of expanding the department from a GCSE subject with 14 students chosen by the previous department lead to a department where every pupil undertakes a design and engineering subject. This had been difficult and risky, but Ofsted were satisfied with the initiative.

CD went on to explain about the new curriculum and teaching resources planned and prepared for the new KS5 course – C&G Creative Techniques in 2D and 3D

Governor question:

How is the college progressing with design in terms of AI and other recent technological innovations?

CD response:

These are seen as additional newly invented tools and taught accordingly.

Governor question:

As technology advances will the curriculum change to reflect this?

CD response:

At this stage there is no need to. Revision support may be needed but the core curriculum doesn't need to change.

Governor question:

Are the examination boards keeping up with fast moving technology?

CD response:

Yes, there is evidence of that.

Governors thanked CD for his presentation, and he left the meeting at 4:53pm (this presentation had been brought forward to the beginning of the meeting)

h) The Engineering Faculty

The Head of Engineering presented a paper covering the following:

- Where Engineering was in the 2022/23 academic year
- What was implemented for the 2023/2024 academic year including the introduction of the Arkwright Scholarship.
- Impact on the results of KS4 EM and PS
- Further interventions including re-entering students who did not achieve their full potential in their R015 coursework during the 2023/24 coursework window to improve the cohort's results.
- Forecast for the end of the 2024/2025 academic year.
- Actions for the 2025/2026 academic year

Year on year results are improving well and this year one student reached the interview phase of the Arkwright Scholarship whilst another has been successful and will receive support through two years at the college. In addition, new machinery had been installed within the department.

Governor question:

Has the national average increased?

CR response:

We are hoping to surpass that this year.

Governor question:

Do you have everything you need within the department to continue on this positive trajectory?

CR response:

We need more workshop resources. Currently the ratio of students to technicians is too high but planned new systems (e.g. rotations and an adapted curriculum) will improve matters.

Governor question:

How will you manage the safety issues associated with the doubling up of machinery?

CR response:

By working closely with the technician, implementing quality check sheets and promoting the “industry ready” ethos. SF expanded on the skills set requirements.

CR expanded on his plans for the fabrication room and governors observed that the college was providing a level of learning equivalent to that offered at first year university. A discussion ensued around the constantly evolving equivalent qualification requirements for universities which currently are not consistent particularly at T-Level. Governors observed that A level maths was a requirement and whilst being offered by the college, at present only a third of students had the capacity to pass it.

Governor congratulated CD and CR on their passion, enthusiasm and energy and pledged their support for any additional assistance that might be required by their departments.

CR left the meeting at 5:22pm (this presentation had been brought forward to the beginning of the meeting).

6. Link Governor Monitoring

DJ had uploaded two reports onto GovernorHub covering Quality of Education:

- November 2024
- March 2025

There were no matters arising.

7. Feedback on CIP meeting 03.04.25

A record of the review CIP meeting attended by members of the LGB had been uploaded onto GovernorHub.

Welfare**8. Welfare and wellbeing – students**

In the wake of the withdrawal of safeguarding support by the local authority, the college has had to increase its support of affected families.

9. Welfare and wellbeing – staff

Availability of wellbeing days have been extended to 2024/25 and are being used for a variety of social events.

Local Matters and Stakeholder Engagement**10. Policy Review – Trust update**

Governors approved the following policy in line with the letter sent to the local authority in March 2025 outlining the proposed adjustment to the PAN:

- Admissions 2025 updated for September 2027

11. 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.

SD also confirmed that Suspensions and Exclusions training was still outstanding from a few governors and should be completed by half term (end of May 2025).

12. Communication – To Trust:

Upcoming events:

- 6 June: Baker Dearing Trustee Visit (onsite, UTC)
- 30 June: Ada Plinth Ribbon Cutting (offsite, Wistaston Rd, Crewe)
- 4 July: Engineers Awards Evening (onsite, UTC)

13. Communication – From Trust:

- **Equality and diversity survey** – results were now in, a report was imminent and would be loaded onto the documents section on GovernorHub for the next meeting.
- **Governors biographies** – governors were asked to complete these by the end of the summer term in order for biographies to be uploaded onto the TLP website at the start of the new academic year.
- **LGB Skills Audit** – governors were asked to complete this questionnaire before 9th May 2025.
- **Governors' conference** - it was confirmed this would be held on June 14th, 2025, at CUTC. Governors were encouraged to RSVP the event at their earliest convenience.

14. AOB:

- **Chairs Forum**

Governors discussed feedback from the Chairs Forum.

Date and Time of Next Meeting: Tuesday 1st July 2025 at 4:30pm

Meeting Closed at 6:39pm

Minutes approved:

Date:.....