

Accountability Statement 2023/24



The Commitment to Our Community

Accountability Statement 2023-24

The Accountability Statement sets out how the College:

1. Benefits the local community and the wider borough
2. Is central to the local community that it serves
3. Meets the current and future needs of the economy
4. Offers the right provision to meet both national and local skills priorities
5. Via the estates strategy, will enable curriculum delivery as outlined in the Skills for Jobs Lifelong Learning for Opportunity and Growth (January, 2021).

Vision: An inclusive inspirational centre for lifelong learning.
Mission: Develop a skilled workforce within an inclusive inspirational environment, to help build our community for the future.

1. INTRODUCTION

- 1.1. The College is a general further education college in North Surrey and provides education and training for adults and young people. The largest cohort of students are on programmes for young people, with 70% of these on pre-entry to Level 2 programmes. Students joining the College have a lower GCSE profile than their peers who attend the large number of high performing sixth form colleges and private schools in the locality. 29% of our learners join the College without either a GCSE in English and Mathematics, compared to 23% in national Further Education providers. This sets the College apart from our local providers.
- 1.2. The College's detailed vision is to be an inclusive centre for lifelong learning and to equip our students with the professional behaviours, skills and values that they will need for their careers. We enable access to digital and technical skills training, provide valuable careers advice and guidance, break down barriers to learning, and empower all learners to achieve their full potential and career ambitions.
- 1.3. The College has two campuses located close to the town centres of Weybridge and Ashford. Students travel to the campuses from the boroughs of Elmbridge, Runnymede and Spelthorne. The vast majority of students attend the Weybridge campus which is in the borough of Elmbridge.
- 1.4. Of the student cohort for young people, 249 have an Education Health Care Plan (EHCP) which is 18% of the student population. 110 students at the College have High Needs and this is a relatively higher proportion when compared to other larger further education providers in the locality. A significant number of young people require Exams Access Arrangements and/or Additional Learning Support.
- 1.5. The vast majority of adult enrolments are part time and studying on either a professional course, English for Speakers of a Second Language (ESOL), literacy and /or numeracy. The development of literacy and numeracy skills continues to be fundamental to the career progression and the general life skills of many of our adults. This makes a significant contribution to meeting local needs, especially in the borough of Spelthorne. Community and Employer Facing Ethos

2. COMMUNITY AND EMPLOYER FACING ETHOS

Brooklands College plays a civic, as well as an anchoring role within the community by taking a holistic approach to local community and wider engagement, (investing widely beyond academic duties) and seeking to meet local skills' needs, whilst also developing partnerships to prioritise action for the benefit of our local communities. (Economic and Social Footprint of Brooklands College, Lichfield's, May 23)

- 2.1. The College is an anchor in the local community, with a strong sense of place. It has a unique heritage and serves the community well. The curriculum at each campus location is distinctive in meeting the economic needs of its locality whilst responding to regional and local economic priorities. The Apprenticeship programmes align to the specialist areas of growth in construction and engineering. Employer partnerships are strengthening and innovative work with large employers is progressing, putting employers at the heart of the skills system so that education and training leads to jobs that improve productivity and fill skills gaps.
- 2.2. The College provides the local community with access to specialist training and vocational learning, alternative education for 14 -16-year olds and specialist provision for those with learning difficulties and disabilities. The College specialises in STEM (Science, Technology, Engineering and Maths) and these areas are engineering, construction, hair and beauty and health care all of which make an essential contribution to the local economy.
- 2.3. The College has a good reputation for the successful delivery of motor sport, general and aerospace engineering, together with a rich history and association with Brooklands racetrack and Vickers who started manufacturing aircraft on the site in 1915. On 17 June 1907 Brooklands racetrack was opened by the Locke King family, and marks a significant point in history as the first purpose-built motor racing circuit in the world. In 1926, the first British Grand Prix took place on this racing circuit. The Locke King family who lived in Brooklands House on the Weybridge college site, were pioneers of their time and their creativity, innovation and entrepreneurship shapes the spirit of the College. The College continues to instil this ethos into college life.



3. THE ESTATE

- 3.1. The College is deeply rooted in the local community and has an ambitious estates strategy that underpins the curriculum plan. This will enable the College to achieve its ambition of creating dedicated specialist centres each with an employer led occupational standard by 2026.
- 3.2. Through our estate's development project, the College will:
 - Upgrade the College's teaching facilities to create a college of the future that inspires students and supports their learning and skills development. This will include small expansion of capacity at the Ashford campus to deliver T Levels in Electrotechnical Engineering and a significant resizing of the teaching accommodation on the Weybridge campus.
 - Deliver much needed Special Educational Needs and Disabilities (SEND) provision within a new purpose built SEND facility.
 - Deliver a new sports hall and community space for the use of the College and the wider local community.
 - Enhance the woodland to the south of the Mansion (Brooklands Woodland) - opening up 12 hectares of woodland for the local community to enjoy and having it designated by Natural England as a SANG (Sustainable Alternative Natural Greenspace).
- 3.3. As a result of the capital investment, the campus will align with ESFA estates benchmarks and space guidance, and be as environmentally efficient as possible whilst accommodating increasing student demand. The estates development will also create opportunities for commercial development at marginal cost and will increase public access and utilisation of its resources outside of the traditional College academic year.
- 3.4. The estates development project will commence in June 2023 with the intention of completion in 2026, dependant on planning approval.



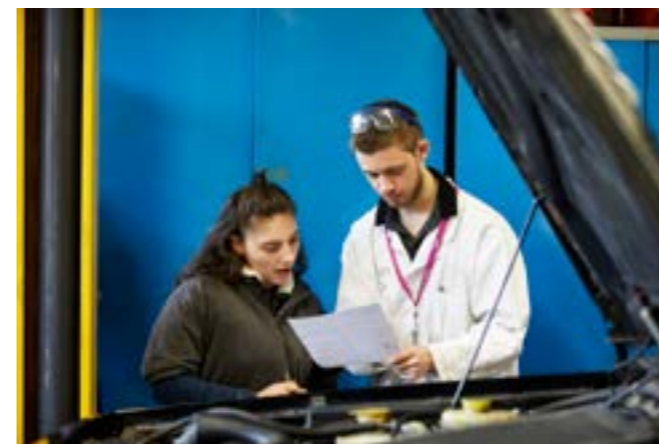
4. THE STRATEGIC PLAN

- 4.1. In 2021-2022, the College began its implementation of a new strategic plan setting out the strategic direction for the College over the next five years. The plan is responsive to the Skills and Post 16 Education Skills Act (2022) and the reform agenda, together with acknowledging anticipated changes in employment skills. The Strategic Plan is led by the Corporation and senior leaders, with the participation of staff, Elmbridge, Runnymede and Spelthorne borough councils, local employers, Surrey County Council (SCC) and the Enterprise M3 (Local Enterprise Partnership, EM3).
- 4.2. The Strategic Plan was approved by the Corporation in September 2021 and can be found at [Strategic Plan 2021-26](#)

The Strategic Plan 2022-26 sets out five strategic aims:

1. Produce highly qualified and skilled people ready to enter the workforce. (Students).
2. Be a leading community asset with a strong reputation in order to play a part in driving the local and regional economy. (Community).
3. Attract and develop the right staff to deliver a high quality, inclusive learning experience. (Staff).
4. Continue to invest in our facilities to create a high-quality learning environment and be a resource to the community. (Facilities).
5. Ensure robust and self-sustaining finances capable of funding its strategic aims. (Finance).

- 4.3. Since the publication of the Strategic Plan, national skills policy has developed further and now places a statutory duty on colleges to ensure that the curriculum contributes towards meeting local, regional and national skills needs. This accountability statement considers the changes which include, involvement in the Local Skills Improvement Plan (LSIP), the Strategic Development Fund (SDF), the Surrey Skills Plan and most recently, the Local Skills Improvement Fund (LSIF).



4.4. Below are examples of how the College is strengthening partnerships with stakeholders, collaborative working, employer engagement, curriculum design and delivery, governance and the estates project, in line with our strategic plan.

- The College secured support from the 'Skills Development Fund' (May 2022) - to expand the delivery of curriculum – notably around green skills, digital/artificial intelligence and professional/business development.
- Association of Colleges (AOC) 2022/23 Beacon Award Finalists for participation in the Academic Industry Sabbatical Programme with the EM3 LEP Colleges Consortium.
- Increasing activity with local employers has led to improved recruitment and enrolment on the apprenticeship provision by 42% (compared to 2020-2021).
- Catering learners hosting tasters with the local schools to raise awareness of the industry and course offers at the college.
- The Brooks Restaurant, open to both staff and the general public, prepares learners for successful careers in the hospitality industry.
- The hair & beauty facility at Weybridge and the high street salon at Ashford, are open to the public preparing learners successfully for work readiness and progression into this sector industry.
- Adult summer schools focusing on developing and improving use of English language, CV writing, interview skills and job applications.
- The Department of Work and Pensions is supporting to enable early progression into work and/or the voluntary sector with the majority of adults working towards an Employability/ESOL qualification.
- A well-established Youth Hub in partnership with Elmbridge and Runnymede borough councils – a strong reputation and meeting local needs.
- A very successful programme to support Ukrainian refugees, and many have continued their studies at the College. To date, 209 of these learners have completed their qualifications and many are continuing their studies at the College.



5. CURRICULUM INTENT

- 5.1. The College's curriculum intent is to enable every young person and adult, to develop the knowledge, skills and behaviours that they need for life and work. The curriculum design for all young people is ambitious and structured, to enable the acquisition of technical skills and knowledge, whilst fostering knowledge, skills and behaviours beyond the academic. This includes work readiness, confidence building, resilience and equality of opportunity, so that all our students understand the importance of difference and so that we thrive together. The adult's skills strategy was enhanced to support the Lifetime Skills Guarantee (2020), all adults have the opportunity to retrain and/or update their skills to move into the local growth sectors to include digital, green energies, health & social care and finance. Parallel provision is offered at each campus in essential skills (ESOL, English, maths, IT, digital skills and employability) to meet the needs of adults who want and need to study locally and close to home. In 2022/23 the adult provision broadened to include Multiply, to help adults to access employment, progress in employment, as well as improving day-to-day functional numeracy skills.
- 5.2. The apprenticeship programmes align to the specialist areas of growth in construction, engineering, early years and science. Employer partnerships are strengthening and innovative work with large employers is progressing, putting employers at the heart of the skills system so that education and training leads to jobs that improve productivity and fill skills gaps. Growth is emerging on apprenticeship programmes in 2022/23, with 33% growth on electrical installation, 18% on early years and construction by 17% - all local priority skills areas.

6. CONTEXT AND PLACE

- 6.1. This section sets out the key characteristics of the organisation and includes, the geographical area with reference to the local authority and LSIP boundaries, and the specific economic and social characteristics of the area that inform skills needs.

7. GEOGRAPHICAL AREA – THE LOCAL AUTHORITY AND LSIP BOUNDARIES

- 7.1. Brooklands College serves the boroughs of:
- **Elmbridge.** Its principal towns are Esher, Cobham, Walton on Thames, Weybridge and Molesey. Elmbridge directly borders the London Borough of Richmond upon Thames and the London Borough of Kingston upon Thames. Running anticlockwise from the northwest, Elmbridge borders the Surrey boroughs of Spelthorne, Runnymede, Woking, Guildford and Mole Valley. Responsibility for some designated services is with Surrey County Council such as social services and transport.
 - **Spelthorne.** Its principal towns are Ashford, Sunbury on Thames, Shepperton, Stanwell and Uxbridge. Spelthorne borders the London Boroughs of Hillingdon, Hounslow and Richmond upon Thames to the north and east, the boroughs of Elmbridge and Runnymede to the south and the unitary authorities of Windsor and Maidenhead and Slough Berkshire to the west.

➤ **Runnymede.** Its principal towns are Addlestone, Chertsey, Egham, Egham Hythe, Virginia Water, Englefield Green and Thorpe. Runnymede is connected with the sealing of Magna Carata by King John in 1215 and is the site of several significant monuments.

➤ The total resident population in Surrey is 1,203,100 (2021 Census) with 138,800 living in Elmbridge and 103,000 residing in the borough of Spelthorne. For Elmbridge, the population size has increased by 6.1% since 2011 and for Spelthorne by 7.7%. The population growth in Spelthorne is higher than the overall increase for England (6.6%).

Source: <https://www.ons.gov.uk/visualisations/censuspopulationchange/E07000207/>

➤ In 2021, the largest age group in the South East was those people aged 50 to 54 years.

➤ Elmbridge has seen an increase of 15.3% in people aged 65 years and over, an increase of 3.2% in people aged 15 to 64 years, and an increase of 7.2% in children aged under 15 years.

➤ In the area of Spelthorne, there has been an increase of 11.5% in people aged 65 years and over, an increase of 5.0% in people aged 15 to 64 years, and an increase of 13.1% in children aged under 15 years.

8. ETHNICITY

8.1. Surrey is less diverse than the rest of England with 83.5% of the population reporting their ethnic group as white British (79.8% England). 78,000 (6.9%) of the population belonged to other white ethnic groups; 'Irish', 'Gypsy or Irish Traveller' and 'other white'. A higher proportion of people in Surrey (6.9%) were recorded in other white ethnic groups than in England (5.7%) with fewer in all other ethnic groups (9.6% compared with 14.6%).

Source: https://www.surreyi.gov.uk/jsna/surrey-context/#scpp_ethnicity

9. THE STUDENT POPULATION

9.1. The student population is male at 56.4% and female at 43.6%. Of the student population, 76.1% are white, with the second largest ethnicity group, Asian at 12.4%. A higher proportion of males achieved their qualifications in 2021/22 compared to the previous year when females achieved better.

9.2. Pupil numbers are increasing in mainstream Secondary Schools in Elmbridge following rising birth-rates to a peak in 2012 and new housing in the area. The number of pupils in Year 11 is expected to

increase by 41% from 882 in 2021 to 1244 in 2031-32. The impact of this means that there will be a higher number of 16 – 19-year olds in need of post 16 education in Elmbridge.

9.3. In addition, Surrey County Council (SCC) has seen significant growth in the number of children and young people with SEND (Special Educational Needs and Disabilities), particularly autistic children and young people, and those with communication and interaction needs. A long-term sufficiency gap for additional specialist places for this cohort has been identified in Elmbridge. From 2023/24 the College will increase capacity in SEND to meet this growing demand.

10. DIFFICULTY, DISABILITY OR HEALTH

10.1. In 2021-22, 22.5% of learners declared a difficulty, disability, or health problem. Learners with a declared difficulty, disability or health problem continue to achieve marginally better than their peers. There are 249 students at the College with an Educational Health Care Plan (18% of the student cohort) and 110 students with High Needs.

11. UNEMPLOYMENT

11.1. As at July 2022, unemployment in the borough of Elmbridge is 2.0% against South East averages of 2.9%. The borough of Spelthorne has the highest unemployment rates in Surrey at 3.0%, mainly due to the reduction in jobs at Heathrow, compared to South East averages but 0.7% lower than the UK rate of 3.7%.

Source: [EM3 Economy Update & Regional Skills Needs \(October 2022\)](#)

12. QUALIFICATION AND SKILLS PROFILE

12.1. In Elmbridge there is a significantly higher proportion of residents with higher levels of qualifications compared to Spelthorne and South East averages. In the borough of Spelthorne, there is a lower percentage of qualified residents at all levels compared to Elmbridge and South East averages. As an impact, the percentage of Spelthorne residents engaged in managerial and professional occupations is 56.1%, much lower than the average for Surrey.

Source: [Office for National Statistics](#)



13. THE LOCAL SKILLS IMPROVEMENT PLAN

The LSIP Geography

- 13.1. The Local Enterprise Partnership (Enterprise M3) (including whole of Surrey) LSIP area includes Surrey and most of Hampshire, representing a mix of towns and rural areas, but bracketed between London and Kent at one end and Portsmouth and Southampton at the other.
- 13.2. The area comprises:
- 112,000 local business units
 - 1.2m working age population
 - Two Local Authorities and 17 district/borough councils
 - 16 Further Education and 5 Higher Education institutions
 - ALPS ALPHI, representing over 60 training providers across Surrey, Hampshire and The Isle of Wight
 - Two Local Enterprise Partnerships and two Careers Hubs
- 13.3. The LSIP in the region is led by the Employer Representative Body (ERB), Surrey Chambers of Commerce. With the purpose:
- To create the plans to outline the **needs of local businesses**,
 - to outline a **clear articulation** of employers’ skills needs and the priority changes, to embed a more responsive and dynamic relationship between employers and providers (e.g. colleges, universities, training providers),
 - to make technical education and skills provision more **responsive**.



14. MEETING LOCAL PRIORITY AND NATIONAL NEEDS

14.1. The table below sets out LSIP Priorities, alongside national skills needs.

LSIP Priorities	National Skills Needs
Advanced Manufacturing & Engineering	Construction
Aerospace, Space & Satellite	Digital & Technology
Animal Health & Life Sciences	Engineering
Construction	Haulage & Logistics
Creative	Health & Social Care
IT	Manufacturing
Health & Social Care	Science & Mathematics
Hospitality & Tourism	
Land Based	
Professional Services	

14.2. Surrey County Council also has a Skills Plan [A Skills Plan for Surrey - October 2022](#) which sets out the actions that SCC will take over the next three years to drive change in the Surrey Skills system, inclusive of the LSIP. This has been reviewed in determining the College’s Plans.

15. APPROACH TO DEVELOPING THE ANNUAL ACCOUNTABILITY STATEMENT

- 15.1. This section outlines the approach that the College has taken to identify which of the key priorities it will focus on and the target outcomes.
- 15.2. In this section the College identifies:
- The range of key external stakeholders that were consulted in developing the plan.
 - The range of other providers in the local area and how the College is working with them to meet skills needs and to achieve the College priorities.



16. THE APPROACH TO STAKEHOLDER PRIORITISATION AND CONSULTATION

- 16.1. The development of the College's Strategic Plan is led by the College's Corporation and senior leaders, in consultation with the borough councils, employers, Surrey County Council (SCC), the Enterprise M3 (Local Enterprise Partnership, EM3), Surrey Chambers of Commerce and college staff.
- 16.2. The Strategic Plan sets out the strategic intentions for the College over the next five years and is aligned to priority areas of growth which are engineering, hair & beauty, construction and SEND. These areas are identified as sector priority areas in the LSIP, with SEND identified as a long-term sufficiency gap in Elmbridge at post 16. In developing the aims and objectives of the Accountability Statement, the College has carefully considered national, regional and local priorities and in particular where they align with the LSIP. These aligned areas are being given priority, as described further below.
- 16.3. The College is working in partnership with a number of employers and key stakeholders to address the skills gaps across the Surrey region. These include for example; Maclaren, Mercedes, the AA, Ashford & St Peters Hospital, Surrey Chambers of Commerce, Surrey County Council, Lee Marley Brickwork, Jaguar, Enterprise M3 and Brooklands Museum. These partnerships/stakeholders will enable the College to achieve the objectives that are set out in the Accountability Statement.

17. THE APPROACH TO COLLABORATIVE PLANNING AND PROJECTS WITH OTHER PROVIDERS

- 17.1. The College has worked in a variety of collaborative groupings and projects with other providers, as outlined below. This approach is helping to ensure a collective approach to responding to LSIP needs, reducing unnecessary duplication and gaps.
- 17.2. There are four Further Education Colleges in the Surrey area, NESCOL (North East Surrey College), Brooklands College and Activate Learning (Merrist Wood site) the CEOs recently formed a Surrey FE Provider Group with the purpose to act as:
 - a voice for the county's Further Education sector, and its colleges,
 - to ensure it delivers the personal and practical skills and training required by students, employers and the community,
 - to consider and implement the Local Skills Improvement Plans.
- 17.3. Whilst in the early stages of implementation, Surrey FE is at the heart of helping to deliver the local, regional and national targets for 16-18 education and training, Apprenticeships, Higher Education and Adult training and upskilling in the county.

18. BROOKLANDS COLLEGE WORKS DIRECTLY WITH THE FOLLOWING FURTHER EDUCATION COLLEGES IN THE LSIP REGION:

- NESCOL
- East Surrey College
- Activate Learning (Merrist Wood and Stoke Park campuses)
- Sparsholt College

- Basingstoke College of Technology
- Havant & South Downs College

19. THE SKILLS DEVELOPMENT FUND

- 19.1. The SDF project (SDF) in partnership with the Surrey and North Hampshire colleges is well underway and has enabled training providers to expand the delivery of curriculum- notably around green skills, digital/artificial intelligence and professional/business development. The project has extended collaborative working within the local area to address the skills priorities, and to achieve a shift in focus towards key strategic priorities for change. Brooklands College is a delivery partner for carbon literacy and ultra-low carbon vehicles.
- 19.2. The Surrey Skills Leadership Forum (SSLF), this is a strategic leadership body which sets the vision and supports the development of a demand-led, inclusive Surrey skills system. The SSLF is a multi-agency group of senior people who hold a level of responsibility which can be drawn upon to make a long-term, sustainable difference to how skills and employability training is delivered in the county. The SSLF's vision is closely aligned to government and regional economic policy. This takes an evidence-led approach to impacting economic growth and inclusion in Surrey, through a focus on local employment and skills demands, and a targeted approach to residents' needs.
- 19.3. The Surrey Skills Plan (SSP) forms the strategic basis for delivering future skills priorities in the County. It places employers as the leaders and co-designers of provision and supports local providers to respond to changing market needs. The Plan is the culmination of several related strands of work gathering insight into labour market challenges and skills needs and incorporates the views of a broad range of Surrey stakeholders. It will be an integral input into the Surrey and Central/North Hampshire Local Skills Improvement Plan, but is an output in its own right.

20. STAKEHOLDER SUPPORTING EVIDENCE

- 20.1. The College values the support and engagement from its stakeholders and partners:

20.2. Surrey Chambers of Commerce

Brooklands College has had a strong relationship with Surrey Chambers of Commerce built over many years. They are active members of the Chamber and have regularly participated in events and networking with first hand opportunities to engage with the County's businesses. They have opened their doors to the Chamber for events and have also brought us in to meet governors to build on the relationships. Their Principal and CEO has a very open and supportive approach and is always a pleasure to work with. We have been involved in their youth hub, and most recently we have had several interactions between our LSIP project team and various members of the Brooklands team. They have been instrumental in supporting many of our deep-dive roundtables, bringing additional businesses and intel to the sessions. Through our involvement with SDF, we are also aware of the



strong part they played in bringing the SDF project to a successful conclusion. We look forward to our ongoing collaboration in the delivery of the LSIP and LSIF (Louise Punter CEO, Surrey Chamber of Commerce, May 23).



Surrey County Council

I have been with Surrey County Council since 2019, one of the first things we did was refresh and reform our PfA/Next Steps Programme offer, one of the key aims of the new approach was to support SEND Learners to access vocational Pathways leading to employment and volunteering. Brooklands College has been a key partner in delivering that new approach, expanding their SEND offer and numbers; delivering Supported Internships with local employers and with a major capital investment launching out first dedicated GFE specialist unit for learners with ASD in September 2023. The support of our partners and in particular Brooklands has seen our Post 16 SEND participation in vocational pathways rise from 37% to 73% over that period (Eamonn Gilbert, Assistant Director Commissioner, May 23).



Enterprise M3

Since 2019, Enterprise M3 LEP has convened employers and providers to provide a coherent view of the skills needed to support local economic growth and boost productivity. The LEP has also used these engagements to outline key priorities to meet these local skills needs and lead on related activity. Brooklands College has been an active partner in many of these activities through, for example, participating in and contributing to the EM3 Skills Advisory Panel; participating in the EM3 FE Principals' group; engaging in the EM3 Careers Hub; creating opportunities to disseminate economic and labour market updates to local stakeholders; being a delivery partner in the DfE-funded Strategic Development Fund project and jointly collaborating with other providers in the development of the Local Skills Improvement Plan (LSIP). With the rollout of the Local Skills Improvement Fund across the LSIP area, we look forward to working with Brooklands College and others to make post-16 technical education & training even more responsive and aligned to local labour market needs (Stephen Martin, Joint Managing Director, Enterprise M3 Local Enterprise Partnership, May 2023).

21. DETAILED CONTRIBUTION TO NATIONAL, REGIONAL AND LOCAL PRIORITIES

21.1. This section sets out the aims and target outcomes for the year ahead that reflect:

- The national Skills priorities and the regional/local priorities that the College is taking forward as part of the LSIP,
- The Strategic Plan,
- The priority areas for improvement,
- The objectives that set out the planned scale of priority provision in 2023/24 and the ambition for growth compared to 2022/23.

Table 1: Local & National Skills Priorities Mapped to the Colleges' Strategic Plan

(shaded by commonality)		
LSIP Priorities	National Priorities	College Strategic Plan Our Response
Advanced Manufacturing & Engineering	Manufacturing & Engineering	Manufacturing & Engineering
Aerospace, Space & Satellite		
Animal Health & Life Sciences	Science	Science
Construction	Construction	Construction
Creative		
IT	Digital & Technology	Digital
Health & Social Care	Health & Social Care	Health & Social Care
Hospitality & Tourism		Hospitality
Land Based		
Professional Services		Accountancy
Haulage & Logistics		
	Mathematics	Mathematics

Table 2: Surrey Priorities (Surrey Skills Plan, 2023) the Plan Forms the Strategic Basis for Delivering Skills Priorities in Surrey

This is a plan for all of Surrey's businesses, skills providers and people

Surrey Priorities	College Strategic Plan – Our Response
1. Identify emerging green skills needs across all sectors.	New provision developed as an outcome of SDF funding (2022/23). Introduction of Electric Vehicle units across all motor vehicle and motorsport courses.
2. Establish key cross sector vocational pathways e.g. green skills pathways across construction/innovation.	The College already offers electrical installation, these are critical skills needed to decarbonise the energy system. The College invested in the electric vehicle infrastructure and currently supports students and employers (e.g. AA) to upskill their workforce. Construction & engineering – unit.
3. Promote system- wide collaboration between all partners.	Collaborating with EM3 LEP, Surrey County Council, Surrey Chambers of Commerce, LSIP and other Colleges.
4. Help people to move between jobs to develop their career locally.	The College works closely with the Careers and Enterprise company and is making good progress against the Gatsby benchmarks.
5. Enable access to opportunities for work progression.	Professional courses at the College for adults who seek to enhance their career prospects. Enhancing curriculum offer in response to the universal entitlement for a first full level 3 qualification, building on the Lifetime Skills Guarantee (2020). Local level 3 priorities in line with the local skills improvement plan e.g. engineering and science.
6. Support more business to invest in training and skills development.	Aligning apprenticeship programmes to meet local need. Establishing employer links across all areas of curriculum.
7. Develop a specific STEM careers strategy for Surrey	The College is working with SCC to align the STEM provision to the wider skills strategy for Surrey.
8. Prepare a Surrey Green Skills plan to support a cross -sectoral pipeline of green skills provision across sectors.	As referenced in point 1 & 2. Create a Passive, Low Carbon, Technologies Centre on the Weybridge campus by 2025/26. The Centre will provide training on, Energy Assessment, Insulation and building treatments, Retrofit Installation and will span subject matter such as Green roofs and walls, rainwater harvesting, passive heating, cooling and ventilation.
9. SCC has seen significant growth in the number of young children and young people with SEND, particularly those with communication and interaction needs. A long-term sufficiency gap for additional specialist school places for this cohort. Intention to create additional places for pupils aged 16 -25 years old.	The College secured funding from the local authority of £6m for a new build for SEND. This will include refurbishment of the current accommodation in the Vickers building to allow for a September 2023 start of 15 students, whilst the new facility progresses.

21.2. Summary

Whilst not identified as a specific local or national priority, the College will continue to offer Public Services and Hair & Beauty programmes. These programmes play a key role in raising participation in education, with strong local demand. They are leading to employment with many of our young people in Public Services choosing the army, the police force and paramedics as a chosen profession. The College has a very good relationship with the Surrey Police Force and many of our young people successfully progress into employment/further training. Whilst a national priority, the College has no intention to offer land-based provision, aerospace and/or space provision at this current time, which are met by others providers.

22. THE COLLEGE OBJECTIVES

College	Strategic Plan	Target	Impact
T Levels	T Levels (from 2023) aligned to the specialist areas (and our heritage), primarily in engineering, construction, health care and digital.	Introduce at least two T Level specialist pathways that align to the vision and our specialist pathways by 2023/24: <ul style="list-style-type: none">· Digital T Level· Education & Early Years· Health. By September 2024· Electronical Engineering (Ashford)	To further enhance and evolve the existing curriculum, particularly in the Digital and STEM Industries and extend provision at Level 3.
High Needs	The College continues to raise the aspirations of young people with lower attainment levels and Special Educational Needs & Disabilities (SEND). The College has an excellent relationship with Surrey County Council (SCC) and partnership work is very effective in securing meaningful local progression pathways for SEND into further education, employment, supported internships and/or supported living.	Increase capacity in SEND to meet growing local demand, particularly autistic young people and those with communication and interaction needs. ASD Level 2 provision introduced September 2023: <ul style="list-style-type: none">· 15 starts 23/24· 15 new starts 24/25 (30 Total)· 15 new starts 25/26 (45 Total)· 15 new starts 26/27 (60 Total). Total capacity 60.	A dedicated specialist centre for Special Educational Needs and Disabilities (SEND) for provision for high functioning Autistic Spectrum Disorder (ASD) At Level 2/3, meeting the growing demand across Surrey at post 16.
Apprenticeships	Align apprenticeship provision to the skills needs of local and regional employers and the specialist areas	Increase the number of apprentices in key sector areas of growth, aligned to the strategic plan.	The apprenticeship provision aligns to the specialist areas of growth in construction, engineering, science and the digital industries.
Programmes for Young people	Study Programmes revised to enhance broader skill development and work readiness.	Enhanced curriculum planning for 2023/24 to include: <ul style="list-style-type: none">· Central Personal Development Programme – dedicated Progress Coaches· Work Readiness· Social Inclusion - community	The curriculum design for all young people is ambitious and structured, to enable the acquisition of technical skills and knowledge, whilst fostering knowledge, skills and behaviours beyond the academic. To include work readiness, confidence building, resilience and equality of opportunity, so that all our students understand the importance of difference and so that we thrive together.
Adults	Enhancing the curriculum offer in response to the universal entitlement for a first full level 3 qualification, building on the Lifetime Skills Guarantee (2020). Local level 3 priorities in line with the local skills improvement plan e.g. engineering and science.	Local level 3 priorities in line with the local skills improvement plan e.g. engineering and science.	All adults have the opportunity to retrain and/or update their skills to move into the local growth sectors to include digital, green energies, health & social care and finance.
Alternative Provision	In 2024/25 the College intends to extend the provision to Direct 14 -16. The school will offer alternative provision for c60 pupils, this is an integral part of the estate's development.	In 2024/25 two vocational pathways introduced: <ul style="list-style-type: none">· Construction 15 pupils· Hair & beauty 15 pupils. In 2025/26: <ul style="list-style-type: none">· Construction 15 new starts (30 total)· Hair & beauty 15 new starts (30 total).	Direct Provision for 14 -16 provides an alternative education pathway for young people, aligned to the College's specialist areas for growth. Direct Provision provides a progression pathway into construction and hair & beauty.

College	Strategic Plan	Target	Impact
Green Skills	Identify emerging green skills needs	Create a Passive, Low Carbon, Technologies Centre on the Weybridge campus by 2025/26 The Centre will provide training on, Energy Assessment, Insulation and building treatments, Retrofit Installation and will span subject matter such as Green roofs and walls, rainwater harvesting, passive heating, cooling and ventilation.	Programmes will train new entrants to the construction industry and those already qualified in trades, that need to upskill or retrain in low carbon techniques.
Work Readiness	Place employers at the heart so that education & training leads to jobs that improve productivity & fill skills gaps.	Strengthen our work with local employers and partners, and provide opportunities for all learners, including the most disadvantaged, to access work placements and/ or experience.	Learners develop the skills and behaviours that they need for progression and increase their life chances. Secure meaningful local progression pathways for SEND students into further education, employment, supported living and/ or internship programmes.
Career Pathways	Through high quality learning experiences and skills development, we will equip our learners with the professional behaviours, skills and values that they will need for their careers.	Provide access to digital and technical skills training, valuable careers advice and guidance for all learners. Career pathways will be formalised across all sector areas by 2024.	By breaking break down barriers to learning, all learners will be empowered to achieve their full potential and career ambitions. All learners including the most disadvantaged will make progress.
Youth Hub	Ensure that the community can access training and learning flexibly throughout their lives within a framework of valuable careers advice and guidance.	In partnership with Elmbridge and Runnymede Borough Council, continue to work with our local community, to support young people in receipt of universal credit.	Exceed Youth Hub targets for 2023/24 (2-year proven track record of exceeding borough council targets).
College Values	Be a safe and resilient environment by promoting professional behaviours, social innovation and inclusion	Implement Brooklands Track to form the basis of our values and behaviours at the College. By September 2023 develop the Accountability Framework, to underpin the work on College Values.	Shared understanding of accountability for the quality of teaching and learning and professional practice, across all areas of the College. Instill a culture of respect, compassion and collaborative working for our College community.
Estates Development	In June 2023 commence the estates development through the enhancement of existing facilities.	Phase 1: <ul style="list-style-type: none">· T Level (digital) provision June 23 - August 23· The Edge – laboratories fitted August 23· Vickers (SEND) refurbishment first floor June 23 -Sept 23.	By 2026, create dedicated specialist centres in engineering, construction, digital and health care each with an employer led occupational standard and providing a career pathway into employment or an apprenticeship programme

22.1. The Challenges/Barriers

- Staff pay and in particular, the pay gap between college teachers and school teachers, working with AoC and stakeholders to lobby the government to address.
- Providing access for all staff to ongoing professional development, to include upskilling and industry relevant training for all teachers, so that they are equipped to deliver a current and responsive curriculum.
- Attracting staff to our key sector areas and our areas of growth, such as digital, construction, engineering & science – the hardest to recruit.
- The on-going challenges of funding to ensure that we deliver a cost effective and highly efficient curriculum, working with the AoC and stakeholders to lobby the government to address.
- Access to Work placements, in what is a highly competitive market between schools, colleges and training providers.
- The cost of High Needs provision – ensuring that High Needs learners are supported effectively, with no negative impact in costs on the organisation.

22.2. To enable the ongoing viability and vitality of the College in 2022/23 and beyond, and to better meet LSIP priorities, we will endeavour to:

- Continue to strengthen the quality of education – currently Ofsted Good.
- Correct our financial position.
- Consolidate our position in the local community.
- Co - create with employers – curriculum design and delivery.
- Progress the estates development.

Approved by the Corporation



Chair:

Date: 13.07.23

Approved by Brooklands College



Principal/CEO:

Date: 13.07.23



Brooklands College