



BROOKLANDS TECHNICAL COLLEGE

MEETING OF THE TEACHING AND LEARNING COMMITTEE

MINUTES

Date	Wednesday 2 July 2025
Time	16:00 to 17:40
Location	Microsoft Teams
Present (Governors):	Jackie Pearson (Chair) Fiona Capstick Lee Chantry (Staff Governor) Mary Hughes Hilary Omissi Christine Ricketts (Principal and Chief Executive)
Officers and advisers in attendance	Sarah Clancey – Assistant Principal Education and Personal Development (EDE) Lorne Richardson – Assistant Principal Curriculum (EDC) Jess Fordyce - Director of Student Support pre-meeting briefing Tammy Lane – Head of Marketing (item 8) Melissa Drayson - Director of Governance (DG)
Apologies for absence	Rebecca Page-Tickell
Quorum (3)	The meeting was quorate throughout
Item	Action lead
Pre-meeting curriculum deep-dive: Personal Development and Careers <i>Presentation by Jess Fordyce.</i>	
The presentation summarised learner progression and careers development updates, links with partnerships, progression against Gatsby benchmarks, self-assessment against Surrey Enterprise, and future aims, with an emphasis on student voice and engagement activities.	
Governors commented on the changes made so far, including the external engagement and new roles created. The hope was expressed that these would have a positive impact. Thanks were conveyed to the team for their hard work in this area.	
1. Preliminary items	

1.1 Welcome and Apologies for Absence

Apologies were received from Rebecca Page-Tickell.

1.2 Declarations of interest

There were no new declarations of interest relating to matters on the agenda. Previously declared interests were carried forward.

1.3 Urgent other business notified in advance

No urgent matters of other business had been notified in advance.

2. Minutes

2.1 Minutes of the previous meeting

RESOLVED: The minutes of the meeting on 12 March 2025 were APPROVED as a correct record.

2.2 Matters Arising

Supporting paper by the Director of Governance

The completion of previous actions was noted.

Jackie Pearson updated on her site visit to St Peter's nursery to observe their apprenticeships. The provision had been very impressive and was highly recommended as a way to understand the apprenticeship process and to see Onefile in action.

Hilary Omissi then expressed an interest in arranging a similar visit (ACTION)

3. Quality of Education

Supporting paper presented by the AP EPD

Performance Against KPIs and Targets

- The overall forecast achievement rate was currently 81% against a KPI of 84% and was slightly below the previous year's actual achievement of 83.1%. There was confidence, however, that actual achievement would be higher.
- Particular success was predicted in Engineering and Construction, with Construction forecasting a 6% achievement increase, and Engineering a 9% increase, demonstrating strong, successful tracking and support in these areas.
- Apprenticeship achievement was forecast at 66%, which is slightly below the college KPI but significantly above the national average of 53%. Timely apprenticeship achievement was forecast to improve by 19%
- Adult achievement rates were currently forecast at 88% continuing a positive trend but slightly below the set KPI.

College Improvement Plan (CIP) and Teaching & Learning strategy

- In response to a request from governors, it was reported that 89.5% of teachers met the 'Brooklands Expects' ethos,
- The college had seen a high number of new teachers, just below 50% of staff, including new Heads of Department. For nine new teachers coming into the new academic year, focused support

was needed. Initiatives include the Virtual Teacher Academy, one teacher on the LSBU programme, and five on apprenticeship schemes.

- Forecast achievement meetings were held with all curriculum areas and teachers before Easter to review every 'at risk' learner and ensure a targeted support plan was in place. This process would be integrated fully in the critical first six-week period.
- Curriculum Intervention: Five curriculum areas have been identified as being at risk, with specific interventions in place for Art and Design and Travel.
- The second SurreyFE Teaching and Learning conference on 1 July was a successful day for networking and sharing best practice, with five teachers presenting workshops.
- Work was underway on innovation, including:
 - Collaboration and CPD on the new Immersive Space with Nescot.
 - Support for Artificial Intelligence (AI) integration with Basingstoke College
 - Developing an internal AI tool with the working title 'Wallis'.

Focus on English and Maths

- A cautious approach was being taken to forecasting English and maths achievement due to ongoing challenges with attendance.
- Exam attendance had, however, improved by 4-5% compared to the previous year.
- A high number of English and maths learners were anticipated in September 2025.
- The 2025-26 English and Maths Strategy was outlined: a new Head of English and Maths would be starting in August, and all teaching would be undertaken in a dedicated space to facilitate collaboration. Strategies to improve attendance would be implemented. All English and Maths learners who achieved Grade 3 in Year 11 would be automatically enrolled for November exams, streamed on enrolment, and placed on an accelerated program. There's also a plan to obtain previous exam scripts for individualised learning programs.

Governors commended the report but expressed frustration that the college's inclusive policy (taking a disproportionate number of students with low E&M levels) places a heavy and disproportionate resource burden on the college. It was acknowledged that the new reviews in place are excellent and impactful.

Governors challenged on the low take-up of green skills course. It was explained that this was mainly on the online courses, but a new partnership had been set up with Kingspan at the Low Carbon Centre which should result in growth.

4. Student experience and culture

Supporting paper presented by the AP EPD

- All staff had received training on creating a positive culture and managing low-level behaviours. The sessions were very well received, and a follow-up session was planned for the autumn term to focus on positive expectations.!
- A new Head of Inclusion role had been created, which would be led by the previous Head of Teaching and Learning. Their focus would be on developing and implementing a new "positive behaviour and support framework"
- Good progress had been made in growing and delivering enrichment activities, but further work is needed. This was identified as a priority by students in a recent survey.
- There were particularly positive good news stories regarding student talent and skills shown through the Surrey FR student skills competitions.
- The Student Voice Strategy would be reviewed to focus on threading student voice throughout all college activities. The initial focus would be on teaching and learning in maths and Digital to enhance the student experience and drive college improvement.
- The college had moved to a new platform for student voice surveys but had experienced lower levels of student engagement due to IT complexities. Work was planned for the next year to re-engage students in providing feedback.
- A new system called 'Navigate' would be introduced that would capture the student learning journey from induction, track core skills (aligned to employer feedback), allow students to reflect on enrichment and work experience/industry placements and map to the Gatsby benchmarks for improved data and reporting.

The Committee thanked the Executive Director for a comprehensive report. The impact of the new initiatives would be monitored at future meetings.

5.

Curriculum Strategy 2025-27

Supporting paper by the Executive Director Curriculum

The final Strategy was presented for approval following discussion during its development at previous meetings. Key features were noted, including the aim to move all learners to a point where they had the qualifications they needed to provide occupational entry into the workplace.

Governors raised a concern about T Levels not being accepted for Engineering degrees at some universities, which were insisting on A Level maths. This reflected a need to ensure both that learners had

high-quality guidance when making their applications, and to dispel myths relating to T Levels with Universities.

RESOLVED: That the Curriculum Strategy 2025-27 be recommended to the Corporation Board FOR APPROVAL.

6. Marketing and Recruitment 2025-26

Supporting paper and presentation by the Head of Marketing and Assistant Principal Curriculum

The Committee received an update on marketing strategies, including increased prospective student touchpoints through targeted email campaigns, personalised segmentation, and video content, with the goal of keeping prospective students engaged from application to enrolment.

The committee reviewed data on student numbers from feeder schools in Elmbridge, Woking, Runnymede, and Spelthorne, noting a projected 5,500 students leaving school in 2025-26. Internal progression targets for the coming year of 718 students have already been met. Using conversion rates from previous years, the total 16-19 numbers could reach the forecast rate for 2030 at an earlier point.

Enrolment projections indicated some potential areas of over-enrolment, particularly in Science, Construction, Hair and Beauty, and Hospitality and Catering, with an estimated 150-200 extra students.

Accommodating Construction students was discussed. Wellington building would be used as a temporary solution while a permanent one was found. Governors sought assurance that there were sufficient teaching staff for the increased numbers. This would be reviewed after enrolment in September.

AGREED: That the Committee would receive a report at the next meeting showing enrolment targets against growth targets

7. Key risk assurance report

Supporting paper by the Director of Governance

The Committee confirmed that it was satisfied that all key curriculum and teaching and learning risks on the risk register had been covered through reports and discussion.

8. Dates of 2025-26 meetings

The Committee agreed to continue termly meetings (November, March, June) but with earlier start times to accommodate staff. A higher number of face-to-face meetings would be held.

Approved as a correct record at the Teaching and Learning Committee meeting on 6 November 2025