

MEETING OF THE TEACHING AND LEARNING COMMITTEE

MINUTES

Date Thursday 6 November 2025

Time 15:30 to 18:00

Location Weybridge Campus/ MS Teams

Present (Governors): Jackie Pearson (Chair)
Fiona Capstick
Lee Chantry (Staff Governor)
Jude Hayden (Student Governor)
Mary Hughes (Teams)
Hilary Omissi
Rebecca Page-Tickell (Teams)
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)
Errol Ince and Marius Katzis (Engineering pre-meeting briefing)
Clair Priest (Director of Teaching and Learning)
Corinne Perry (Head of Teaching and Learning)
Jess Fordyce - Director of Student Support pre-meeting briefing)
Melissa Drayson - Director of Governance (DG)

Apologies for absence Kate Veryard (Head of English and Maths)

Quorum (3) The meeting was quorate throughout

Item	Action lead
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Pre-meeting curriculum deep-dive: Engineering

Presentation by Errol Ince, Director of Faculty. Slides were shared with governors after the meeting.

Key headlines from the presentation were:

- Achievement in Engineering has grown year on year from an original low base.
- The key to improvement had been building the staff team with the right skills and a positive culture. A remaining priority is to achieve consistency in teaching standards and to turn round some remaining negative attitudes.

- The relaunch of the College motor racing team had been a very positive development which was welcomed by students.
- There had been a significant investment in updating the workshop. Work was taking place to ensure that all resources were being fully utilised.
- Higher Education provision, with the progression route to London South Bank University, remained an area for development.
- Adult recruitment had been successful, resulting in an increase in 19+ learners from 16 to 36. In response to a governor's question, it was confirmed that most adult learners were funded through the Adult Skills Fund (ASF), although a small number were privately funded through their workplace. It was confirmed that this was a highly profitable area of provision.
- The department was still working on meeting the needs of its SEND/EHCP (Education and Health Care Plan) learners, and ensuring a consistent understanding across the staff team. Progression of SEND learners into the main programme was good.

Governors asked how the department was managing the English and maths curriculum for those students without GCSEs. It was confirmed that it was easier to integrate maths into the curriculum than English as it had greater occupational relevance. The applications of AI to support English teaching were being investigated.

The Committee thanked Errol Ince and Marius Katzis for an honest, informative and positive presentation.

1. Preliminary items

1.1 Confirmation of Chairing for 2025-26

It was noted that this would be Jackie Pearson's last meeting as Committee Chair and that she would be handing over the Chair to Fiona Capstick in the New Year, subject to Corporation approval.

RESOLVED: That it be recommended to the Corporation that Fiona Capstick be appointed as Chair of the Teaching and Learning Committee from 1 January 2026.

1.1 Welcome and Apologies for Absence

There were no apologies for absence

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. However, the Chair asked that the College's huge achievement in being granted standalone status by the FE Commissioner be minuted. This heralded a new era for the College, including a chance for the Corporation and Committees to refresh their strategic ambitions, as well as maintaining its strong oversight of data.

The Principal and CEO commented that the work on the standalone case had been timely in terms of new government policy, as the emphasis on inclusion at the college mirrored that within the new White Paper, Industrial Strategy and the Ofsted framework. Ofsted would be looking at what colleges were doing to meet the needs of their most vulnerable learners, and the professional development of all teachers.

Other forthcoming regional policy developments that would feed into the college's refreshed strategic plan, were the development of the new LSIP (local skills improvement plan), and the Surrey local government review and devolution. There was discussion about how the two processes would mesh and possible funding opportunities for priority skills areas.

2. Minutes

2.1 Minutes of the previous meeting

RESOLVED: The minutes of the meeting on 2 July 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.

Hilary Omissi confirmed that she had arranged a date to visit the apprenticeship provision at St Peter's Hospital.

3. Quality of Education

Supporting papers and presentations by the Assistant Principal Education and the Director of Teaching and Learning.

Performance Against KPIs and Targets

- The overall achievement rates had improved to 84.1%, despite the high number of learners joining the College without English and maths.
- 71% of provision overall had improved. It was notable that SEND and High Needs learners consistently achieved better than their peers.
- Overall apprenticeship achievement was 66.3%, which was well above the national rate. However, timely achievement was not as strong as desired partly due to the increased safeguarding needs of some learners.
- Some of the improvement in Level 3 outcomes was attributed to the introduction of mock assessments to enhance exam resilience.
- T Level pass rates stood at 83.3% compared to 91% nationally. It was noted that these did not currently feed into overall achievement rates. In response to governors' questions, it was explained that T Level health had lost some students in the first year due to the high science content. Stronger guidance was now in place at application time to ensure that students were aware of the course expectations. Other T-Levels had had more

positive outcomes: several Digital T Level students had been employed by their work experience providers, and pass-rates for Early Years T-Level were 100%. Governors asked whether the teachers had the right level of experience to teach some of the more advanced content, and whether there needed to be a shift in teaching methods. It was agreed that it would be useful to have a future item to gain a greater understanding of the factors contributing to T Level achievement.

- The Committee noted the proposed introduction of V Levels.

Teaching and Learning Strategy

Governors noted the updated T&L Strategy provided in the papers, which developed the theory behind the Brooklands Expects ethos and the successful enhancement of the Teacher Toolkit. There was a great deal of support among governors for the move to an empathy and relational pedagogical approach. The work involved in supporting staff, especially a high number of new teachers, was recognised.

Governors asked what measures of impact were being developed to support the strategy. Themes were starting to emerge as the learning visit programme progressed. It was also hoped that enhancing the student experience through improving teaching and learning would have a positive impact on attendance and achievement.

English and Maths Strategy

In the absence of the Head of English and Maths, the Committee requested that she be invited to the next meeting.

Governors asked if all diagnostic assessments using Centurytech had now taken place. This was confirmed by management and the student governor. The tool would be used to inform student streaming during the year.

It was reported that all students with GCSE Level 3 had been entered for resits that week. This amounted to over 300 students for each subject.

In response to further questions, it was confirmed that English and Maths attendance remained a challenge, but that there was no one-size-fits-all solution. The college had over 1000 students without a GCSE in one or both subjects, many of whom were demotivated and resistant to attending. Understanding individual barriers to attendance was an important part of dealing with the issue. In addition, follow up on non-attendance was now far swifter and staff were patrolling corridors to pick up students not in lessons.

AGREED:

- To keep T levels under close review, with a future deep dive item on factors contributing to T-Level success;**
- To invite the Head of English and Maths to the Spring Term meeting to update on the implementation and impact of the English and Maths Strategy.**

4. Student experience and culture

Supporting paper by the AP EPD and Director of Student Support

Headlines from the presentation were:

- A new approach to student support was being implemented, underpinned by the new Positive Behaviour and Support Policy.
- The Head of Inclusion and Inclusion mentors were working closely with the Safeguarding and Wellbeing Team, Head of English and Maths and other departments to identify learners in potential need of extra support at an early stage.
- This work was against a backdrop of a rise in needs among the learner population. A greater number were now identified as having health issues, the number of students receiving bursary support had almost doubled, and students requiring exam concessions was predicted to rise by 50%.
- To support the drive to pedagogical excellence, responsibility for the Learner Voice strategy was being moved to the Quality team
- Learners continued to benefit from the increasing number of partnerships with external organisations, and the opportunities that these provided for personal development and enrichment.

Governors commended this work as further evidence of the drive for inclusion and enhancement of the sense of belonging across the College. As with the Teaching and Learning Strategy, there was interest in understanding measures of impact in this area.

5. Student enrolment analysis

Supporting paper and presentation by the Executive Director Curriculum

Key headlines were:

- The College had tracked above the 16-19 allocation target since 2022-23, with 'census' (RO4) numbers on roll 51 above the allocation this year.
- There was particular growth in the numbers of Construction and Engineering students. In Engineering, there was a shift from manufacturing to motor vehicle.
- Average group size had increased from 16.3 to 17.1 in the two years since curriculum efficiency measures were introduced. Governors asked if there was a cap beyond which teaching and learning might be adversely affected. It was explained that group numbers varied according to the subject and student cohort, but that above 18 might create more pressure for staff and students.
- As mentioned in previous reports, the number of English and Maths enrolments had risen year on year. The proportion of study programme students retaking English and Maths now significantly outweighed those who had already achieved them.
- T Level enrolments were under target for all subjects except Digital. Predictions had been based on a high number of applications which had not converted to enrolments. It was possible, however, that many of the applicants did not have the entry qualifications required for T Levels.
- The numbers of pre-16 enrolments were noted and the pathways onto the courses discussed.

- Apprenticeship numbers were on target. The college had launched a 101 in 101 days initiative to recruit new apprenticeship starts.
- Recruitment to Hospitality and Education and Early Years courses had risen sharply. In the latter case, a new Level 2 qualification had been introduced which had proved very popular.

There was a discussion of the rationale for ending Level 1 provision and enrolling all students on Level 2. This was considered to be more motivating for the learner and would provide a qualification suitable for occupational entry.

Governors noted the positive picture in terms of learner numbers and looked forward to a report on the marketing and recruitment strategy for 2026-27 at the next meeting.

6. Draft EDI Annual Report

Supporting paper presented by the Director of Governance

Key headlines were:

- The learner population was becoming increasingly diverse in terms of ethnicity and the number of learners with a special educational need or disability and was more diverse than the local community. Male learners now outnumbered their female counterparts, partly due to increased recruitment to male-dominated courses such as construction and engineering.
- Whilst overall achievement had increased, there were pockets of underachievement. Achievement rates for female students were now worse than male, a reversal from previous years. Most ethnic groups performed better than the all college rate, with the exception of White British, Gypsy Roma and Traveller and Mixed-Race students.
- Students with SEND, identified as High Needs or with EHCPs achieved well above the all-college rate.

Governors noted the report and supported the EDI priorities for 2025-26. It was hoped that the work of the Inclusion team should help to identify and remove barriers experienced by learners in underperforming groups.

AGREED: That the Committee endorsed the EDI report and recommended it to the Corporation for approval.

7. Policies and Procedures

Supporting paper by the Director of Governance

RESOLVED: That the following policies be recommended to the Corporation for approval:

- **Positive Behaviour and Support Policy**
- **Revised Complaints Procedures**

8. Committee self-assessment

Supporting paper by the Director of Governance

The Committee supported the conclusions in the report that it had performed its functions well and fulfilled all responsibilities set out in the Terms of Reference. There was discussion of the need to formalise the feedback mechanism to enable governors to report from all of their engagement activities between meetings. It was agreed that this would be added to the Workplan.

Approved as a correct record at the Teaching and Learning Committee meeting on 11 March 2026