



MEETING OF THE TEACHING AND LEARNING COMMITTEE

MINUTES

Date	Wednesday 6 November 2024
Time	16.00 to 17:50
Location	Microsoft Teams
Present (Governors):	Jackie Pearson (Chair) Fiona Capstick Lee Chantry (Staff Governor) Rebecca Page-Tickell 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) Meisha Harding (Director of Foundation and Progression Pathways) – presentation Melissa Drayson - Director of Governance (DG)
Apologies for absence	Mary Hughes Rowen Baker (Student Governor)
Quorum (3)	The meeting was quorate throughout

Item

Action lead

Pre-meeting curriculum deep-dive: 14-16 provision

Presentation by Meisha Harding. Slides made available after the meeting.

Key headlines were:

- The programme to date is characterised by inconsistency, with courses on different times and days of the week and at different locations, a mixture of Year 10 and Year 11 students and variability in hours offered meaning that, for many courses, funding was not being maximised.
- Proposals for September 2025 would introduce standardisation in terms of only being available to Y11s, being held at Weybridge, consistent timetabling, incorporation of maths and English and a standard 2.5 days (13 hours) for every programme. Maths, English and tutorial would be centralised, with six hours 'stepping out' into vocational programmes.

- A Gateway Vocational Studies Level 1 qualification in Foundations for Learning and life would be awarded on successful completion of the programme.
- Each programme would be organised with generic content in Terms 1 and 3, and vocational specific units in Term 2.
- The Tower block renovation provided a great opportunity for discrete 14-16 accommodation with separate outdoor space and stairwell. This would enhance the safety of this cohort.
- The application and admissions route from schools had also, up to now, been variable with all 17 schools having a different approach. A standard pack would be developed for all schools.

Governors commented that the Director had achieved a lot since she had taken over responsibility for this area in April, and supported the drive for consistency. The question was raised about where the responsibility would lie for their accreditation. It was confirmed that the Vocational qualification would reside with the college, but the responsibility for Maths and English had still to be clarified.

There was discussion about current consultation with schools about the provision offered. Feedback was that it was very valuable but many colleges were not offering it and consistency and quality was important. Not all colleges were offering 14-16 provision, however, but this was important to Brooklands as part of the culture of inclusivity.

In response to a question about numbers, it was confirmed that fewer 14-16s were on roll due to the decision to focus on quality and Year 11s only.

Governors asked about the difference between 14-16 students otherwise at school and those otherwise home educated. Unfortunately, because of the 13 hour cap, the College was not able to offer a five-day option for those not in school. The local authority was very focussed in reducing the number of NEET learners and saw the FE sector as part of the solution to achieve targets. They would, however, need to provide additional funding to enable us to deliver above 13 hours. For a register home-schooled young person, the expectation would be for their parent/carer to top up their education to full time.

The Committee thanked Meisha Harding for an interesting and informative presentation and looked forward to hearing about progress with implementing the new plans for 14-16 provision at the College.

1. Preliminary items

1.1 Welcome and Apologies for Absence

The Chair welcomed Fiona Capstick and Rebecca Page-Tickell to their first meeting as governors. Apologies were received from Mary Hughes and Rowen Baker. Mitchell Fletcher (student governor) was also not present.

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 of the on 19 June 2024 were **APPROVED** as a correct record.

2.2 Matters Arising

Supporting paper by the Director of Governance

It was confirmed that all previous actions had been completed or were covered on the agenda.

The Executive Director Curriculum provided an update on student numbers.

- 16-19 numbers stood at 1405, having taken of non-starters and early withdrawals. At 133, this was a 27% improvement on the previous year, partly attributable to the keeping in touch strategy via the new Purlos app.
- Average group size was 17, one above the target of 16
- 860 students were enrolled on GCSE Maths, and 780 on GCSE English
- 235 students were joining with an Education Health Care Plan.
- T Level enrolments were currently below target. Upon asking for reasons, governors were informed that this was due to a combination of factors, including students who failed to pass the first year and new starts who dropped out early. The high demands of the qualification might have been a contributing factor and this underscored the need for strong information, advice and guidance on the course at the application stage. It was noted that the Foundation T Level programme was also being refreshed to prepare learners for the full qualification.

Governors asked whether this year's growth target for 16-19 students had been met. It was confirmed that the Chief Operating Officer would be revisiting 2025-26 projections in light of this year's recruitment. Governors asked that Day 42 numbers be compared for successive years against demographic trends.

AGREED: That an analysis showing year-on-year student numbers with demographic trends for context be brought to the next meeting.

3. Draft Curriculum and Skills Strategy 2024-27

Supporting paper by the Executive Director Curriculum

The purpose of the draft strategy was to reflect the purpose and strategic aims of the College in terms of its curriculum. Eight objectives were proposed that encompass all of the requirements when setting the curriculum:

1. To meet the training and skill needs of local employers and stakeholders
2. Develop a skilled workforce and prepare students to work in local and regional industries
3. To work in collaboration and competition with other providers
4. To enable positive progression to next steps for students of all ages
5. Align provision to the Local Skills Improvement Plan priority sectors and skills
6. Continue to deliver what the College does well and is viable and sustainable
7. Provide courses that can be resourced with industry-standard equipment and teaching
8. To meet social responsibility and support the community

Each objective was underpinned by a set of sub-strategies and actions. In response to a governor's question, it was reported that the next step would be to populate the action plan with SMART KPIs and milestones.

Governors checked that the college was meeting the key dates in the 2024-25 timetable. It was confirmed that the prospectus review had been undertaken and a very well-attended open day held. High levels of interest were thought to reflect a demographic 'bump', and had also been experienced by other local Colleges.

It was confirmed that the same T Levels would be offered in 2025-26. The new facilities in the Edge should be completed by December 2024, and these should have a positive impact on recruitment in Science, Health Care and Early Years.

AGREED: That the action plan be included in future reports to allow the Committee to track progress.

4.

Quality of Education

Supporting paper by the Executive Director, Education and Personal Development

Governors were advised that they would receive full data packs and analysis as part of the Self Assessment Report (SAR) validation on 21st November. Key headlines were:

- Overall achievement was marginally above the previous year. Entry grades for English and maths GCSE were far lower than General Further Education averages and subsequent English and maths achievement had, therefore, impacted negatively on overall performance by 4%. The greatest impact had been in Level 2.
- Overall, 16-18 outcomes had been sustained.
- Entry Level 1 achievement had been sustained at 90% and was consistent across curriculum areas, reflecting the wraparound support that had been put in place.
- Level 3 outcomes had improved from the previous year's dip as a result of the focus on preparing learners for assessment and exams.

- There had been a dip in the achievement of ESOL learners, mainly due to some refugee students returning to their home country before they completed the course.
- Completion rates for apprenticeships were above national average overall, although overall achievement had dropped as a small number of Electrical learners did not get through their end point assessment (EPA) on time. In response to a question it was confirmed that there would be no funding clawback for these learners, but there was no further funding to teach them beyond their EPA.
- The Higher Education cohort was small but achievement had been strong with all students on the Early Years degree achieving high grades.

It was noted that a new English and maths strategy had been developed, focusing more on grade progression and celebrating positive progress at an individual level, especially for lower-level learners. A specialist practitioner had been engaged to support curriculum teams to establish consistency across all delivery. It was noted that under-16 performance was not included in the overall data, although it was interesting that they achieved better maths and English grades than their 16-18-year-old peers.

The new data dashboard had had a positive impact, translating into an improvement in achievement rates, particularly in the four largest curriculum areas. The dashboard was being developed further and it was agreed that governors would be given another demonstration to show progress.

Governors sought an update on the new partnership with London South Bank University (LSBU). It was confirmed that the agreement was in place and one member of staff was already enrolled on the teacher training programme. Consideration was now being given to moving the Early Years Foundation Degree to LSBU.

AGREED: That a live demo of the data dashboard would be provided at a future meeting.

5. Embedding a Culture of High Expectations 2023-24 *Supporting paper by the Executive Director of Education*

During the first weeks of 2024-25, the following had been put in place to establish expectations of at an early stage:

- A more standardised approach to welcoming students in the first week of term, set out behavioural expectations firmly and take swift action with any poor behaviour. This approach resulted in some early exclusions.
- The introduction of behaviour and attitude walks, involving both teaching and support staff.
- Greater staff presence in the Hub, including progress coaches and support staff. This had a positive impact on tackling low-level poor behaviour.

Student attendance had dipped to 79% overall, with some pockets of low attendance. This was in line with the previous year. Staff had attended a sector meeting where effective practice was shared, and examples would be collated and implemented. Governors expressed a concern about further slippage and were assured that attendance continued to be a priority area of focus. The progress coaches would be key to working with individual students to understand reasons for poor attendance, and it would be important for teachers to also develop this individualised understanding. It was agreed that REMs would be a useful tool in providing data to understand the story for each student.

The Committee noted the range of student tutorials, careers and personal development and enrichment activities that were being delivered. Tutorial resources had been refreshed so that they could be contextualised according to the level of student. Careers provision had been commended by Matrix for positive progress against four of the Gatsby benchmarks. A priority would be to engage a Level 6 qualified careers adviser to whom students would have access.

The first Student Council would be held the following week, reflecting on themes from the start of year student survey. A You Said, we did approach was being taken to ensure that student voice was threaded through all aspects of College life. Governors were encouraged to attend the Student Council along with the Student Conference on 22nd January.

6. Policies and procedures

Revised Complaints Policy and Procedures

Minor changes had been made to the policy in its recent review.

RESOLVED: that the Complaints Policy be recommended to the Corporation FOR APPROVAL.

7. Committee self-assessment

The Committee discussed its performance and effectiveness over the previous year. Governors were asked if there was any further information that they would like to see.

New governors commented that it had been an interesting meeting, and it was good to hear about the importance of understanding the story behind the numbers and the importance of taking an individual, contextualised approach to supporting students.

The following suggestions were made

- Data that demonstrated progress in outcomes and impact of initiatives would be helpful.
- Data to enable easy comparisons, but balanced with the story behind the data.
- It would be useful to understand the different pedagogies used for different groups of students.
- A continued focus on the impact of curriculum reform on curriculum development
- A continued focus on the Skills Agenda

8.

Date of Next Meeting

12 March 2025 at 4.00 pm

21 May 2025 at 4.00 pm

Signed

(Chair)