



**MINUTES OF THE CURRICULUM PERFORMANCE COMMITTEE MEETING HELD ON THURSDAY 1 DECEMBER 2022 AT 2.00 PM HYBRID - REMOTELY VIA MS TEAMS AND IN T108 AT THE ROUNDHOUSE**

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**MINUTES OF THE CURRICULUM PERFORMANCE COMMITTEE MEETING HELD ON THURSDAY 1 DECEMBER 2022 AT 2.00 PM HYBRID - REMOTELY VIA MS TEAMS AND IN T108 AT THE ROUNDHOUSE**

Present: Alan Brady (Chair), Andrew Cochrane, Phil Dover, Mandie Stravino, James Tinson

In attendance: Kate Cox, Melanie Lanser, Kate Martin, Heather Simcox, Rose Matthews (Clerk)

	Action	Date
<p><b>01/22-23 APOLOGIES FOR ABSENCE</b></p> <p>Apologies for absence were received and accepted for Sue Bradley and Patrick Ring</p>		
<p><b>02/22-23 DECLARATIONS OF INTEREST, CONFIRMATION OF ELIGIBILITY AND QUORUM</b></p> <p>All members were eligible, and the meeting was quorate. There were no new declarations.</p>		
<p><b>03/22-23 MINUTES OF THE MEETING HELD ON 28 JUNE 2022</b></p> <p><b>RESOLVED:</b> The minutes of the meeting held on 28 June 2022 were formally approved as a true and accurate record.</p>		
<p><b>04/22-23 MATTERS ARISING</b></p> <p>41/21-22 The Student Voice Policy was approved by the Corporation at its meeting on 11 July 2022.</p>		
<p><b>05/22-23 TERMS OF REFERENCE REVIEW</b></p> <p>An annual review of the Terms of Reference had taken place. A change in the name of this Committee to Curriculum Performance, dedicating focus to performance matters and all curriculum planning elements had been removed and included on the Curriculum Planning Committee (formerly Strategy Committee).</p> <p><b>RECOMMEND:</b> The Committee recommended the updated Terms of Reference for approval by the Corporation at its meeting on 12 December 2022.</p>	Chair	12/12/22
<p><b>06/22-23 2021-22 SAR AND 2022-23 QUALITY IMPROVEMENT PLAN (QIP)</b></p>		

**(Also incorporating the Safeguarding Annual Report, Student Voice Annual Report and Behaviour for Learning Annual Report)**

The Vice Principal: Quality of Education shared a comprehensive presentation covering the Group Self-Assessment process, which included the 31 validation panels – which fed into the overarching Group SAR for 2021-22. Governors had been invited to join the internal validation sessions to evidence the challenge which had allowed for interrogation of data by governors prior to this meeting.

This had been a year of challenge with the impact of the pandemic remaining. Students arrived with gaps in knowledge, reduced study skills, sometimes lacking self-regulation and with no experience of examinations and there was an increasing rate of mental ill health. DCG continued to provide good education in 2021-22, which typified its “students first” approach.

The key judgements were:

	Judgement Grade
<b>Overall Effectiveness</b>	<b>2</b>
Quality of Education	2
Behaviour and Attitudes	2
Personal Development	2
Leadership and Management	2
Education Programmes for Young People	2
Adult Learning Programmes	2
Apprenticeships	3
Provision for Students with High Needs	2

The key strengths and areas for improvement were discussed in detail as outlined in the presentation which informed the Group’s Quality Improvement Plan.

The Committee Chair referenced some areas had a decline in outcomes, but the strong outcomes for GCSE Plus, ESOL and STEPs students were positive. It was pointed out that DCG students had performed better than other students in FE.

He went on to ask how the teachers viewed the outcomes when they had worked so hard. They were disappointed on results day, but rigorous action plans were in place and functional skills outcomes had improved quickly.

The VP Quality of Education had met with the teams, there had been 278 feedback reviews to provide support.

Members questioned the co-design of courses with employers. It was explained this was carried out through a range of project work – co-design and co-delivery. Ofsted reference hard skills but students needed preparation with a range of soft skills as well. Close work was also carried out through the ESBs.

The Committee Chair asked if there was a willingness with employers to engage in co-design and delivery. The College were engaged with a range of employers that provided a lot of support in both co-design and delivery. An example was given of one employer that had approached the College to diversify its workforce.

The Committee Chair questioned how the College kept the top 5 areas for improvement in mind? The College had the overall Quality Improvement Plan (QIP). Each curriculum area had their own QIP and each staff member knows the common goals.

The College Chair questioned how they were ranked. The QIP was ambitious, and the team were working on all of them. They were all equally important, but some were on different scales of priorities for different areas, e.g. attendance might be a priority for one area with low attendance, but not for an area that has good attendance.

The Corporation Vice Chair asked about the tutorial programme and wanted to find out more about it. He asked if this could be presented at a future meeting. He was curious to see the impact from an improved scheme.

KM

09/03/22

In relation to apprentices those that stayed with the College did well (33% got a distinction). More attention needed to be paid to the suitability of the employer and their intent (some employers want apprentices for the low-level jobs without teaching them new skills).

Mental health was also raised as concern and was not just a local picture but also a national issue. Whatever the underlying reasons it was the College's role to develop resilience which included learning and working.

Members commended A Levels and the value added, along with the strong story and impact from character education.

Members commented they had heard employers were struggling with work placements and they questioned what the capacity was.

The Deputy Principal explained there were different types of approaches. Work placements were an embedded part of the early years programmes and was an expectation of employers in that sector. However, businesses in other sectors had different expectations. Bigger businesses could be relied upon, but further work was needed to engage more widely with SMEs for work placements. Members reflected on a presentation on employer engagement by the Director of Marketing and Communications at the Board Day.

The Committee Chair referred to the validation panels and noted 31 meetings over three weeks was a substantial amount of time. He questioned if the College evaluated if it was a good use of

time and the impact of it. He noted it had been a positive experience for him.

The Leadership team responded that they had to evaluate against the Ofsted Handbook. The panels provided the opportunity to challenge managers intent in areas requiring improvement and understand the area's capacity to improve. In strong areas they were challenged to remain good and maintain consistent improvement.

From a governance perspective this was not something that happened across the sector , but provided an opportunity for governors to observe the process and synergise with their link visits, curriculum planning and information provided in meetings.

Feedback from managers was that it was a valuable process.

The Annual Safeguarding Report was presented with a 16% increase in disclosures compared with the previous year. As a result of the 'Speak out' there had been a significant rise in disclosures.

The Nursery Operations Manager presented the headline summary for Little Explorers Self-Evaluation Form. Overall Effectiveness remained at Grade 1. Each judgement area was discussed and continuous improvement shared.

Members noted enhanced forest school sessions for those children transitioning to school and those identified as needing extra support. The impact of the pandemic on the children was discussed and the children's mental health and wellbeing had been enhanced.

Good links and partnerships had been forced with other settings, feeder schools, PVI and the University of Derby.

The Nursery Operations Manager and her team were commended on the positive Ofsted Inspection despite the staffing challenges.

**MEMBERS SUPPORTED THE JUDGEMENTS IN THE SAR AND THE QUALITY IMPROVEMENT PLAN WHICH WOULD BE SUMMARISED AT THE CORPORATION MEETING ON 12 DECEMBER 2022.**

Chair 12/12/22

## 07/22-23 KEY PERFORMANCE INDICATORS

The Corporation Key Performance Indicator targets were presented for recommendation to the Corporation for adoption.

In year performance to date was shared, retention for 16-18 and 19+ was above target. Further strategies were being engaged with regards to attendance.

**RECOMMEND:** The Committee recommended the KPI targets for 2022-23 to the Corporation for approval and adoption.

Chair 12/12/22

**08/22-23 PERFORMANCE REVIEW REPORT**

The Vice Principal Quality of Education summarised in year performance as detailed in her report.

Attendance was below that of last year and the group target. The impact of the industrial action in the first half term was significant – with a correlation between the curriculum areas with the lowest attendance and those with multiple teachers on strike. The VP reported on those academies with attendance in excess of 90% and those below 85%. These areas were monitored through the PMR process and informed the critical focus.

A discussion related to those students that had been withdrawn which in the main were those on the second year of their A Level programmes.

The Priority Group retention rate was 100%, although attendance gaps were noted for certain cohorts.

The Committee heard how covid had impacted the apprenticeship provision and the high-risk academies were discussed. Members questioned why this was. Employers were trapped with the government funding and not all organisations invested in their apprentices, Apprentices were on relatively low salaries and many had moved to high paid positions elsewhere due to the cost of living crisis.

**09/22-23 LANDEX PEER REVIEW**

Members received the results of the Landex Peer Review which took place in June 2022. Another visit had taken place since then in November 2022. The report of which was awaited. Sue Bradley had attended as the Link Governor.

**10/22-23 LITTLE EXPLORERS' PERFORMANCE AND RISK**

This had been covered in the earlier agenda item (06/22-23).

**11/22-23 STUDENT VOICE**

Students joined the meeting from the bricklaying (second year), business (first and second year) areas.

Students talked about gaining confidence and overcoming their initial nervousness around the College environment after lockdown. They preferred a face-to-face environment and all said the teachers had provided them with the support they needed. Those that had not accessed, knew how to obtain it.

Changes to the library were also noted as a positive, with a quiet space to work, access to the Student Support room and good food also raised. Support for maths and English was also a positive. Students liked the environment at the Roundhouse.

Students discussed their next steps with Members. These included employment, apprenticeships and further courses. They were being supported by the Careers team.

When asked about one thing they could improve, they all said their own English and maths. Suggested improvements for the College related to smaller groups and 1-1 support and one female bricklaying student said more female teachers in the bricklaying, although she acknowledged she had female teachers in other subjects and had also had female guest speakers.

Members questioned the brickwork student who wanted to move to a Midwifery course after she had completed her maths qualification. They asked if this was something she had always planned or realised once on the course. She said she saw brickwork as more of a hobby. The Corporation Vice Chair explained that as a College, DCG needed to make sure students were going into careers in line with the course they had taken. He acknowledged that people changed their minds and wished her luck.

The Corporation Chair asked if the change of course was driven by the fact she thought construction was a male dominated environment. She said not. It was noted behaviours in the area were monitored and the Speak out campaign was referenced. It was noted she was being prepared for her maths qualification now and could undertake a health and social care course, which would lead into Midwifery.

The DCEO mentioned on one of the link governor visits the prior week, SE had met a student that had transferred from Beauty to Plastering.

## **11/22-23 WHAT HAVE THE COMMITTEE LEARNED TODAY?**

Members discussed the SAR and Quality Improvement Plan, heard directly from students on their experience, discussed in-year performance and received assurance from the Landex Peer Review.

## **12/22-23 POLICY REVIEW**

The Committee noted minor revisions had been made to the following policies:

- Safeguarding Policy
- Safeguarding Guidelines
- Little Explorers Safeguarding Policy
- Compliments and Complaints Policy
- Equality, Diversity and Inclusion Policy

These were recommended to the Corporation for approval.



*The meeting finished at 4.00 pm*

Signed: \_\_\_\_\_ Date: \_\_\_\_\_