



**MINUTES OF THE CURRICULUM PERFORMANCE COMMITTEE MEETING HELD
ON TUESDAY 10 MARCH 2026 AT 1.00 PM IN T108, THE BOARD ROOM AT THE
ROUNDHOUSE**

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MINUTES OF THE CURRICULUM PERFORMANCE COMMITTEE MEETING HELD ON TUESDAY 10 MARCH 2026 AT 9.30 AM IN T108, THE BOARD ROOM AT THE ROUNDHOUSE

Present: Andrew Cochrane (Acting Chair), Nikol Daskalova, Jill Matthews, Anju Virdee, Mandie Stravino

In attendance: Jo Clifford, Kate Cox (Agenda Item 33/25-26), Aaron Denton, Heather Kelly, Melanie Lanser, Brian Malyan, Matt Ridgill
Rose Matthews (Clerk to the Corporation)

	Action	Date
25/25-26 WELCOME, INTRODUCTIONS AND APOLOGIES FOR ABSENCE Apologies for absence were received and accepted for Alan Brady, Sue Bradley, Guy Hodgkinson, Jane McNeil.		
26/25-26 DECLARATIONS OF INTEREST, CONFIRMATION OF ELIGIBILITY AND QUORUM All members were eligible, and the meeting was quorate. There were no new declarations.		
27/25-26 MINUTES OF THE MEETING HELD ON 3 DECEMBER 2025 RESOLVED: The minutes of the meeting held on 3 December 2025 were formally approved as a true and accurate record.		
28/25-26 MATTERS ARISING 19/25-26 The overview of adaptive teaching and Voice 21 to be presented at the next meeting had been scheduled for the 22 April 2026.	Clerk	22/04
29/25-26 PERFORMANCE MEASURES The Vice Principal – Academic Education presented the 2024/25 Performance Tables to the Committee, noting this is the first publication of English & Maths progress since pre pandemic, and only the second publication of A level / Applied General / Technical Level progress measures since 2019. A-Level Performance showed a progress score: –0.04, significantly improved from –0.12 the previous year, placing DCG 11th of 90 GFE colleges, and well above the sector average of –0.41. The Chair acknowledged the positive performance and asked if the improvements could be sustained. The VP – Academic Education said sustained improvement was difficult but he was		

hopeful, the VP – Quality of Education added there was a good structure, formative assessment were positive and showed strong teaching.

Disadvantaged Progress: fell from +0.12 to –0.13, reflecting volatility in a small cohort (55 students).

Average Points Score: 30.70 (Grade C), continuing a long term improving trend.

The Chair asked if there were any interventions needed given the reduction in progress. The VP – Academic Education explained the College operated a quality first approach so they don't drill down to each student. The approach is to target progress for all students rather than just the disadvantaged.

It was noted that DCG was the only East Midlands provider to improve its score consistently from 2019 through 2024/25. DCG had the exact progress score as some of the prominent schools in the city.

The Chair questioned what was driving the improvements in students achieving higher grades. Lessons were better taught, there was a better environment and expectations and an overall improved culture.

Applied General Performance outlined improved Progress Score from –0.25 to –0.03, ranking 19th of 151 colleges. The Disadvantaged Progress Score improved markedly to +0.08, ranking 9th nationally.

The Chair asked what had been done differently with the disadvantaged cohort. It was explained a culture of understanding had been built with the students with different forms of teaching, and related to improved teaching in general.

Tech Level Performance progress remains strong at +0.14, ranking 24th nationally. However, disadvantaged outcomes declined, mirroring the national picture.

The Chair questioned the underperforming academies – Health and Social Care (which had been placed in rapid improvement) and Digital and the interventions being undertaken, which included a new Assistant Principal for Health and Social Care who has rigorously applied a number of interventions which are starting to show improvements.

English & Maths GCSE Progress English: +0.14 (top 25% of FE providers). Maths: +0.16 (top 5% of FE providers). Both measures significantly outperform national provider averages.

The Chair asked if there were any practices that were working well at other colleges that the College could take away? There was a gap between the best performing and poorer performing teachers and the College were working on how to reduce that.

Members praised the very strong performance picture but were concerned about volatility in disadvantaged A level progress and the implications for targeted intervention.

RESOLVED: The Committee discussed and accepted the Performance Measures report and presentation.

30/25-26 ORGANISATIONAL PERFORMANCE MANAGEMENT REPORT (OPMR)

The Vice Principal summarised the January OPMR, noting improved quality indicators and stable performance overall.

Learning Walks showed increased Excellent and Good practice across most academies with strong feedback quality, though some academies required more consistent challenge in written feedback. Digital and Health & Social Care remained priority improvement areas.

Attendance showed a slight improvement but with gaps in English and maths, with Level 1 attendance remaining lower than L2 and 3. Retention was largely stable with adult retention the best it had been. Apprenticeships was showing a notable year in year improvement.

In terms of inclusion measures there were attendance gaps in EHCPs, with many related to autism, care-experienced and mental-health-disclosure students, but retention was very strong. The College recognised the value this cohort gave and accepted they achieve with lower attendance.

Sub-contractor performance in year was strong and contributed to the adult achievement rate. Retention rates were lower due to losing some apprentices through the sub-contractors which showed lower performance than previous years.

The Vice Principal - Quality of Education discussed the rapid improvement panels with Hair and Beauty showing the strongest improvement. **Anju Virdee (AV) asked what the shift was.** It was attributed to staffing changes, refreshed standards and renewed rigor from enrolment. There had been a deliberate strategy to recruit smaller numbers and student behaviour had improved.

Travel & Tourism was improving, with assessment delays due to exam board disruptions. Health & Social Care attendance had improved, as had English and maths, but there was still concern relating uneven teaching quality and slow implementation of assessment improvements.

Digital had appointed a new member of staff which would release the manager from the teaching and cover, this should improve progress.

The DCEO shared positive reflections from the recent SkillsFest where DCG won several Level 2 competitions (automotive, electrical, plumbing, engineering, sport, music, foundation learning).

The Chair acknowledged the attendance challenges, particularly around Routes and STEPs. He asked if that was a standardised

approach in terms of interventions or was it area specific. The Leadership discussed persistent attendance challenges in vocational areas and the difficulty engaging harder-to-reach parents. Daily checks on vulnerable students and rapid-response attendance sweeps continued.

RESOLVED: The Committee discussed and accepted the OPMR.

31/25-26 CURRICULUM RISK REGISTER

The Vice Principal – Quality of Education explained there was only one update during this cycle, which related to the adoption of new labour market comparison software (RCU / Lightcast) across managers.

The Chair asked if any of the qualification reforms, SEND or V level announcements are likely to trigger new risks, and if so, are the College anticipating them early enough?

The DCEO said not as such, but discussed implications of SEND policy reform, where many high needs learners in mainstream would move to college responsibility. The College would need to look at training for staff on SEND and the challenges from industry.

Another risk highlighted related to Ofsted and work was already underway in terms of communicating the framework and looking at evidence against each judgement.

RESOLVED: The Committee discussed and accepted the changes to the Risk Register.

32/25-26 HIGHER EDUCATION REPORT

The Committee received an update confirming that the College continues to meet all **OfS Conditions**. **Continuation rates** remain strong at **93% overall**, rising to **99% for new starters**. **Student satisfaction** was reported as **97% for full-time learners** and **93% for part-time learners**. Although **attendance had improved**, it remains **below the 95% target**.

No significant demographic performance gaps were identified, with **DSA-supported students achieving 100% continuation**. **Teaching quality** was noted as consistently strong, with several staff performing above expectations. **Interventions to support Level 5 high-grade improvement** are underway.

The Chair asked if targeted interventions for HE students were working. The Vice Principal – Quality of Education explained they were purposeful for the students that chose to engage.

RESOLVED: The Committee discussed and accepted the report.

33/25-26 LITTLE EXPLORERS QUALITY IMPROVEMENT PLAN AND SELF-EVALUATION FORM

The Nursery Manager joined the meeting and reported substantial progress across safeguarding, curriculum, and inclusion. Key developments included the introduction of weekly safeguarding audits and enhanced DSL upskilling for staff.

A Padlet platform has been launched for parents, providing access to safeguarding newsletters. The strengthened graduated-response approach continued to identify emerging needs effectively, including for families experiencing trauma.

The reinstatement of home visits has had a positive impact. Precision-planning practices are now well embedded, with staff demonstrating clear understanding of curriculum sequencing from the baby room through to school readiness.

Improvements in behaviour and engagement were noted, supported by developments in emotional ecology and seasonal-responsive practice. Leadership capacity has been further strengthened through engagement in the community with the Stronger Practice Hub and regional professional events to share exemplary practice.

The Vice Principal – Quality of Education explained she was working with the Nursery to support with Ofsted preparation under the new framework.

RESOLVED: The Committee discussed and accepted the report.

34/25-26 **KEY PERFORMANCE INDICATORS**

The CFO presented the final 2025/26 Key Performance Indicators (KPIs) along with the associated target-setting flowchart. The Committee considered a proposal to remove the “Would recommend the College” metric from the Student Voice measures, due to evidence of inconsistent interpretation among respondents. It was further proposed that the Apprenticeship Student Voice measure be aligned with the Senior Leadership Team KPI for Overall Satisfaction.

RESOLVED: The Committee endorsed the proposals and agreed to recommend the KPIs to the Corporation.

35/25-26 **POLICY REVIEWS**

Members were asked to note the following policies had undergone an internal review with no significant changes proposed.

- HE Bursary and Hardship Policy
- Equity, Diversity and Inclusion Policy
- Positive Behaviour Policy

RESOLVED: The Committee acknowledged an internal review had been undertaken of the policies and accepted.

36/25-26 **DATE OF NEXT MEETING**

The Chair thanked everyone for their attendance and confirmed the next meeting would be held on 22 April 2026.

The meeting finished at 2.30 pm

