



**MINUTES OF THE CURRICULUM PERFORMANCE COMMITTEE MEETING HELD
ON WEDNESDAY 22 APRIL 2026 AT 11.00 AM IN T108, THE BOARD ROOM AT THE
ROUNDHOUSE**

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MINUTES OF THE CURRICULUM PERFORMANCE COMMITTEE MEETING HELD ON WEDNESDAY 22 APRIL 2026 AT 11.00 AM IN T108, THE BOARD ROOM AT THE ROUNDHOUSE

Present: Alan Brady (Chair), Sue Bradley, Andrew Cochrane, Guy Hodgkinson, 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, Debbie Painter (agenda Item X/25-26) Rose Matthews (Clerk to the Corporation)

	Action	Date
37/25-26 WELCOME, INTRODUCTIONS AND APOLOGIES FOR ABSENCE		
Apologies for absence were received and accepted for Jane McNeil.		
It was also noted the Student Governor had resigned.		
38/25-26 DECLARATIONS OF INTEREST, CONFIRMATION OF ELIGIBILITY AND QUORUM		
All members were eligible, and the meeting was quorate. There were no new declarations.		
39/25-26 MINUTES OF THE MEETING HELD ON 10 MARCH 2026		
RESOLVED: The minutes of the meeting held on 10 March 2026 were formally approved as a true and accurate record.		
40/25-26 MATTERS ARISING		
19/25-26 The overview of adaptive teaching and Voice 21 was on the agenda for this meeting.		
41/25-26 VOICE 21 ADAPTIVE TEACHING OVERVIEW		
The Curriculum Manager – GCSE Plus (CM) delivered a comprehensive overview of the College's oracy programme, detailing its rationale, implementation journey, impact on students and staff, and future plans, with the intention of supporting the wider curriculum.		
The CM highlighted future courses aimed at governors and agreed to keep the Clerk apprised of any once released.		
Discussions around oracy related to the differences in state and private schools, with private schools investing in oracy. The Committee Chair asked if there was anything the College could		

learn from private schools. The CM said the College needed to give learners the skills and the confidence to speak out.

RESOLVED: The Committee discussed oracy and noted the positive work the College were undertaking to embed into curriculum.

42/25-26 **ORGANISATIONAL PERFORMANCE MANAGEMENT REPORT (OPMR)**

The Vice Principal – Quality of Education presented the latest OPMR. highlighting improvements in retention, attendance, and apprenticeship outcomes, while addressing areas requiring further intervention such as health and social care, digital, and inclusion needs.

Retention rates improved to nearly 96% with 196 fewer withdrawals, attributed to the introduction of routes and a robust IAG process. Attendance is over 90%, with 20 academies exceeding 91%.

KPIs were monitored with 16-18 and 19+ apprenticeship retention rates increased, and adult provision attendance and satisfaction are at their highest. Internal quality assurance processes are in place to ensure timely achievement.

The College had received a record 30 compliments and 74 complaints (with 27 upheld). AI was contributing to more detailed complaints, with the ability to reference legal frameworks and draft comprehensive complaints. **The Committee Chair what the upheld ones related to.** Most complaints relate to teaching, exams, or admissions. HLK added there might be a rise in exams for those now claiming specialist considerations they hadn't given notice of.

Areas for Improvement were Health and Social Care and Digital which are under rapid improvement processes due to slower progress. Interventions include leadership changes and team teaching with advanced practitioners supporting less experienced teachers.

The Committee Chair asked if that was part of an improvement plan for the teachers. The VP QE explained she meets with the AP for the area each month, it was resource heavy. **He went on to ask how the teachers were.** They were responding well and appeared to welcome it.

Withdrawals are higher among students with inclusion needs, especially looked-after children and those with autism, primarily in the Lexis Academy.

Attendance gaps persist for pupil premium students and in Routes, prompting changes to entry criteria. It was noted this related specifically to a cohort of construction students. **The Committee Chair asked if this was a teacher or staffing issue,** he was assured it was not and it related to a particular group of students.

The Committee Chair questioned, in the AP's experience in dealing with teachers with improvement plans

Fewer teachers are on improvement plans, with mentoring focused on new staff. Curriculum managers refer staff for support more proactively, and CPD is tailored to emerging themes and academy needs.

The Committee Chair referenced the withdrawn students and questioned what was happening to prevent them becoming NEETS.

He was advised there had been a number of adults withdraw who have left before Christmas having secured seasonal jobs and not returned. The College were identifying themes and were maintaining a record of those students who had left.

RESOLVED: The Committee accepted the OPMR report.

43/25-26 CURRICULUM RISK REGISTER

The Vice Principal – Quality of Education shared the Curriculum Risk Register. The only change related to a change of title of one of the risk owners.

It was also noted there had been discussions at Search and Governance to clarify the links to the strategic aims.

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

44/25-26 HIGHER EDUCATION REPORT

The Higher Education report was shared, reporting strong attendance, retention, and apprenticeship outcomes, with ongoing work to improve graduate destination tracking and ethnic minority participation.

Attendance in higher education is above last year, and continuation rates are strong, with 99% retention for year one students.

The Committee Chair noted attendance was below the target. It was explained the attendance target was set using a formula with 3pp compared to the previous year. Attendance was high.

Apprenticeship outcomes are positive, with most professional construction students achieving merit or distinction in their BTEC assessments.

Efforts are underway to improve tracking of true graduate destinations and to increase National Student Survey response rates, with support from HE Link Governor, Jane McNeil.

Ethnic minority participation is below target, and the college is working on this in the new APP plan. The HE offer is described as strategic and unique in the region, especially for land-based and engineering degree apprenticeships.

The Committee Chair asked how many HE students the College had, it was 440, but they would not all appear on the HE dashboard.

He asked if that was a sustainable number. It was a strategic decision to make that offer for the city as the university experience wasn't for all students.

He went on to ask how recruitment was going for the next academic year. It was confirmed it was on track. It was pointed out as there was no other Landbased provision in the local region, the Landbased Foundation Degree provided an opportunity for some of the disadvantaged students.

The College continued to comply with OFS conditions of registration.

RESOLVED: The Committee discussed and accepted the report.

45/25-26 LITTLE EXPLORERS QUALITY IMPROVEMENT PLAN AND SELF-EVALUATION FORM

The Nursery Manager joined the meeting and presented the self-evaluation findings for Little Explorers, emphasizing the progressive curriculum, robust support for children and families, professional development cycles, and innovative family engagement initiatives.

She discussed the key headlines and agreed the Nursery was in a strong position based on the new Ofsted toolkit with the key headlines very much around the vision, value and culture. This was really embedded as a progressive curriculum. The Nursery is able to see how that maps when children leave them for school, with strong attainment for all children, including those with SEND or barriers to learning.

Children experiencing disruption are quickly identified and supported through interventions and family engagement, ensuring they remain on track.

A robust cycle of professional improvement links curriculum, child needs, and staff CPD, with regular monitoring and reflection to adapt provision and training.

Home visits have resumed, offered universally and tailored to family preferences, with additional events like 'Precious Moments' and 'Bumps and Beyond' to build early relationships and support. **Sue Bradley noted the home visits and asked if that was exceptional compared with other nurseries,** which it was.

Little Explorers is an active member of the Stronger Practice Hub, sharing and adopting best practices, and is building community links to extend support to local families.

She explained the Nursery were happy to validate as strong.

The Committee Chair asked how the Nursery felt about being part of a large college and asked if they shared what they were doing with others in the College. The Nursery Manager explained on many levels it was a benefit. On a local level there had been discussions about enrichment with sports students hosting the forthcoming sports day. The nursery were looking at

how they could utilise their wider skills to put in a supportive package for the College.

The Committee Chair went on to ask about staffing. Staffing is stable with one vacancy, and a strong mentoring culture ensures continuity and quality, even with staff changes.

He also asked if they staff would respond to any safeguarding concerns they witnessed in the home. The staff were all trained and knew how to report and where.

RESOLVED: The Committee discussed and accepted the Little Explorers SEF.

46/25-26 **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