

Holy Trinity CE Primary School
Believe • Achieve • Inspire •
Attendance Governor Visit Report



Name of Governor	Tim Fettes
Date of Visit	18 th June 2025
Agreed Focus for Visit (linked to SEF, SDP & Key priorities)	Science curriculum – Pupil Voice (KS2)
Name of Staff	Janelle Rhodes
HUGG shared? (if subject area)	Yes
Staff wellbeing check in Opportunity to discuss general well-being and recent changes to support staff structure	
Next Steps/follow up from previous monitoring Engage with pupils to gain overview of the curriculum and its implementation across year groups of KS2 to understand progression of subject matter and learning over time.	
Key Area in SDP: Monitoring Findings from this visit Review of HUGG and essential knowledge Met with pupils from KS2 year groups who attended Science Pupil Voice workshop Pupil Voice questionnaire formed agenda for workshop asking about frequency & duration of lessons Further questions asking about lessons & structure, favourite aspects and challenges around subject matter Evidence of enjoyment from practical learning amongst all pupils with confidence in expression and description of subject matter.	
Actions used to identify findings • Direct engagement with pupils • Questions around learning and retention of knowledge over time • Sharing of Pupil Voice expressing engagement with subject matter	
What outcomes have been identified as a result of my visit Ability of pupils to show understanding of subject matter with recall and reflection on prior learnings. Confident engagement between peer groups with open discussion around subject matter and sharing of views and learnings. Pupils expressed knowledge of curriculum and shared learnings with opportunity to reflect on prior learnings with younger pupils.	
How I witnessed the vision in action during my visit (<i>'I know there is nothing better for people than to be happy and do good while they live.' Ecclesiastes 3:12</i>) It was a pleasure to engage with the pupils who showed maturity and confidence during an engaging workshop	
Impact of this visit Evidence of curriculum and recall of key learnings over time. Informative engagement with pupils who clearly expressed themselves and proved to be engaged with subject and each other	
Aspects I would like clarified/Questions I have Further development of subject matter with evidence of on-going monitoring and learning.	

Revised October 2024



To be shared with the school staff and school Governing Board.

Signed:

(Governor)

R. Peller

Signed:

(Headteacher/Staff member)

[Signature]

If this is a NC Subject visit, please see table below for Ofsted

2a	The curriculum is at least as ambitious as standards set by the national curriculum / external qualifications.
3b	Subject leaders have the knowledge, expertise and practical skill to design and implement a curriculum.
4a	Leaders ensure that ongoing professional development / training is available for staff to ensure that curriculum requirements can be met.
5b	The way that the curriculum is planned meets pupils' learning needs. Including pupils with SEND – how has the curriculum been adapted to meet the needs of all pupils?
5c	Curriculum delivery is equitable for all groups and appropriate.
6b	There is a model for curriculum progression for every subject.

Possible questions for Governors to ask subject leaders:

- What is this content part of?
- How do you expect this specific bit of [Year 1] content to create readiness for [Year 2]?
- How will this specific content in the first term of Y4 foster pupils' capacity to tackle a task that your curriculum shows they will meet in the summer?
- Why this? Why now?
- When pupils struggle – do you know why?
- How do you get the best from pupils?
- How do you ensure pupils remember the curriculum long term?
- How does the CPD support confident teaching of the curriculum?
- Tell me about assessment and how you use it to ensure pupils know more and remember more?
- How has the curriculum been adapted to meet the needs of all pupils including those with SEND?

Possible questions/prompts to explore:

- Do pupils practise so that they can remember content long term?
- Does assessment check that the most important building blocks/components, identified by leaders, have been remembered?
- Are there systems in place to support new, non-specialist teachers?
- What staff professional development will be needed?
- How can staff workload be managed?
- Does the scope of the curriculum in each subject match the ambition of the national curriculum?
- What is the most important knowledge pupils should have?
- Have teachers identified the small building blocks of content that allow pupils to achieve the curriculum goal or end point?
- Are pupils able to build on what they know, in lessons over time?
- Is what pupils learn subject specific? Are they learning methods, rules and practices of the subject itself?

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