

Name of Governor	David Gingell
Date of Visit	2 nd July 2025
Agreed Focus for Visit (linked to SEF, SDP & Key priorities)	Prep meeting for potential SIAMS meeting next school year and to bring a new Governor up-to-speed with the teaching of religion and world view across the school, and how it is delivered across the year groups
Name of Staff	Mrs C Barnes
HUGG shared? (if subject area)	Yes; RE
Staff wellbeing check in I did not specifically enquire about this as this was my first formal governor visit. I will be sure to cover this on future visits. As an aside, I felt Mrs Barnes was engaged, enthusiastic and passionate about the topic and was very keen to share all the good work.	
Next Steps/follow up from previous monitoring Next step for me is to conduct a governor visit early next term to get first hand experience of how the subject is being taught and how the children are assimilating the knowledge	
Key Area in SDP: Monitoring Findings from this visit	
Actions used to identify findings	
What outcomes have been identified as a result of my visit A governor visit at some point next term. To be in a state of readiness for a SIAMS inspection sometime in the next school year.	
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.'</i> Ecclesiastes 3:12) I have seen how the curriculum designed by Mrs Barnes supports the core requirements of religious teaching across the school. The structure and delivery of the topic supports the vision wholeheartedly with the emphasis of the material being to focus on the principles of Christianity – love, kindness, respect, whether through the major world faiths, or indeed for those with no faith.	
Impact of this visit As a new Governor much is new to me but but as always, I was made to feel very welcome by staff members. Mrs Barnes is highly competent and comes across as really living the principles which are espoused through the coursework. I was very impressed.	
Aspects I would like clarified/Questions I have None	

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

Signed:



(Governor)

Signed:

(Headteacher/Staff member)

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?