



Name of Governor	Barry Aherne
Date of Visit	2 nd July 2025
Agreed Focus for Visit (linked to SEF, SDP & Key priorities)	To be appraised of the curriculum for RE and World Affairs for Holt Trinity School.
Name of Staff	Mrs C. Barnes
HUGG shared? (if subject area)	
Staff wellbeing check in Not appropriate for this visit. It was evident from the discussion the amount of work that has been required to formulate such a broad based and interesting curriculum. Well being will be a core element of future visits.	
Next Steps/follow up from previous monitoring To attend collective worship and to arrange a class visit in the next academic year. Also to attend on-line courses organised by the Oxford Board of Education on SIAMS etc.	
Key Area in SDP: Monitoring Findings from this visit Perusal of a selection of YR Class books portrayed enthusiasm for the subject and individual development was clear as the academic year progressed. I was fascinated by some of the observations made (in a good way!).	
Actions used to identify findings	
What outcomes have been identified as a result of my visit	
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>)	
Impact of this visit To be assured that the teaching of RE & World Affairs is in a very good position at HTS>	
Aspects I would like clarified/Questions I have	

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

Barry John Aherne

Revised October 2024

'I know that there is nothing better for people than to be happy and to do good while they live.' Ecclesiastes 3:12

Signed:

Signed:

(Governor)

(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?