

Holy Trinity CE Primary School
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Governor Visit Report



Name of Governor	Tim Fettes
Date of Visit	20/03/24
Agreed Focus for Visit (linked to SEF, SDP & Key priorities)	Science curriculum initial visit to assess implementation and impact
Name of Staff	Janelle Rhodes
HUGG shared? (if subject area)	Yes
Next Steps/follow up from previous monitoring Review the science under new curriculum	
Key Area in SDP: Monitoring Findings from this visit Science day in July, planning for this is in development. Presented Hug to show stages of progress and clarification of tracking of progress. Kapow tool provides resource for learning, it is in its first year of use. New curriculum is being followed and used in conjunction with Kapow. School trips are a core element of learning provision and are integral to the growth of knowledge. Community event with St Georges in planning to allow year 3 to explore science off site. 5 Topics over the academic year, some are more in depth than others.	
Actions used to identify findings Review of all year's subject books showing progression of subject matter. Evidence of findings within year groups and subsequent development of learning. Clarification of reinforcing learning and progression of this over the course of the year. Review of designated Science display in common area as well as individual classrooms. Consistency in displays with Kapow enquiry & knowledge sheets along with pupil displays evident. Curriculum presented along with monitoring document to show evidence of key development targets.	
What outcomes have been identified as a result of my visit Kapow has knowledge organisers which lead into assessments, enabling pre assessment prior to post assessment. These remain under review in context of prior method of provision of knowledge and assessment. Stem have visited to provide a workshop on Mission to Mars. Intervention group for year 3 to offer prior knowledge and recap prior learning, consideration of applying this in other year groups. Clarification that 45min subject lead time is sufficient to allow time to develop and planning.	
How I witnessed the vision in action during my visit ('I know there is nothing better for people than to be happy and do good while they live.' Ecclesiastes 3:12) Review of Hugg – SDP Measurable Steps Example of Kapow Scientific enquiry types Curriculum document for science Science Look Book January 2024	
Impact of this visit Evidence of framework for science curriculum and procedures to deliver this along with supporting documents and learning aids. Consistency of delivery across year groups with evidence of monitoring and attainment	
Aspects I would like clarified/Questions I have Further understanding of National curriculum and progression of subject matter and learning over time.	

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?