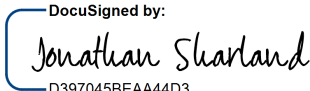


Name of Governor	Jonathan Sharland
Date of Visit	28/6/2023
Agreed Focus for Visit (linked to SEF, SDP & Key priorities)	Attendance – New guidance review
Name of Staff	Sarah Lawson
HUGG shared? (if subject area)	
Next Steps/follow up from previous monitoring	
N/A first meeting	
Key Area in SDP: Monitoring Findings from this visit	
I visited on behalf of the governors to discuss the impact of the “Working together to improve school attendance” publication by the DfE. Key points are; - Does the school have to impose fix penalty notices in September 2023 - Any other impacts to the school	
Actions used to identify findings	
SL and JS discussed their findings in the document and identified key areas: - Discussed Section 6: Attendance legal intervention in particular - p 43 – 45 around Fixed Penalty notices. - Local Authorities guidance on penalties - Discussed in general the impact of the document on policy and process	
What outcomes have been identified as a result of my visit	
- No changes are required by the school in relation to issuing of Fixed Penalty notices. - Attendances policies might need to be reviewed in light of the guidance, the policy is due for review in autumn term.	
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)	
N/A	
Impact of this visit	
There is no requirement for the school to impose fixed penalty notices	
Aspects I would like clarified/Questions I have	
N/A	

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

Signed:  D397045BEAA44D3...
(Governor) Jonathan Sharland

Holy Trinity CE Primary School
Believe • Achieve • Inspire •

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.
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?

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?