

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



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?

Name of Governor	Jo Steel
Date of Visit	17 th November 2022
Agreed Focus for Visit (linked to SEF, SDP & Key priorities)	Computing (Follow up – previous visit Feb 2022)
Name of Staff	Jo Griffiths
HUGG shared? (if subject area)	

Follow up from previous monitoring:

- **Assessment – Feb 22:** Challenges around assessment, teachers not 100% secure in assessing the subject area. **Nov 22 Update:** Purple Mash would be coming into school to provide specific training on assessment in this area which will also provide CPD hours for teachers. Teachers to be secure in assessment by end 2022/23.
- **EYFC Targets/Goals – Feb 22** Further work required on documenting the EFYS targets/goals in computing. **Nov 22 Update:** In progress - Work to continue during 2022/23 to establish the key skills required for entering into Year 1. NB, it is no longer compulsory to report on Computing at the end of EYFS.
- **Review of Big Books** across year groups – **Nov 22 Complete - see below.**
- **Questionnaire to teachers** to ascertain their view on delivery of computing (a "then and now" look to assess progression across this year where computing has been a focus. A questionnaire carried out at the beginning of the year, showed variation on levels of comfort in teaching this particular area, with two advising that they were "anxious" in this area.) – **Nov 22 – as training has not yet been undertaken, this has not yet taken place.**
- **Interview with selected pupils** to ascertain their views on this element of the curriculum – **Nov 22 Complete – see below.**
- **An overview of the ARE** and percentage of children who have met this (as measured in pupil end of year reports) – **Complete – see below.**

Key Area in SDP: Monitoring Findings from this visit

- It is clear that all monitoring findings from the first visit in February 2022 continue to be in place with computing curriculum clearly being applied consistently and across all subjects as far as possible.
- Learning plans have resulted in progression across year with strong ARE results at year end 2021/22.
- Safeguarding clearly remains a primary focus of all computer based learning.
- Utilisation of multiple software platforms and resources clearly in use across all year groups.
- The school continues to invest in up to date hardware.
- IT subject leads to meet other subject leads within the cluster in March 2023 which will help with knowledge sharing.

Actions used to identify findings

- I viewed Big Books from Year 2 through to Year 6 which provided clear evidence of the range of disciplines taught as well as clear progression within year groups and as children progress up the school. Disciplines include spreadsheets, key vocab, images, simple coding, pictograms, online safety, grouping, design, presenting ideas, digital literacy, programming, graphing, simulations, email, and more complex coding in the higher years.
- I saw evidence of upcoming (and previous) workshops – "Mission to Mars" delivered by an external provider, where children create their own Microbits. A blend of IT and DT curriculum and skills.
- I reviewed the ARE results for end 2021/22. Impressive results with an average of 93% making ARE including 29% working at greater depth. One class achieved 100% ARE in the subject. Despite some training still to be received on assessment, the HT was secure in the ARE judgement. Although there are no comparative national figures, it is clear that Holy Trinity is succeeding in delivering the curriculum in this area.
- I met with a selection of children from different year groups (year 2 to year 6) and ability levels. We had a wonderful chat where the children could confidently share the different things that they had learned in class (highlighting clear progression through the age groups), the parts that they enjoyed etc. They advised that computing had improved since laptops had been updated and were consistent. They could advise how they had used IT in other areas of their learning such as English, science and maths. The older children (year 5 and 6) talked about the work they had done on coding and said they were confident that they would have obtained good computing skills by the time they are due to start secondary school. They discussed the "learning pit" and how they would sometimes find themselves unable to do the computing task "yet" but through perseverance had been able to succeed. Children talked about the fun games and tasks on Purple Mash. They talked about what they had learnt about online safety and were able to share, for example, dos and don'ts when working online (not to provide personal information, importance of secure passwords, and the importance of sharing concerns with a trusted adult). It was clear that the children were enthused by the subject and enjoyed their specific computing lessons.
- I was able to view a short part of a science lesson on "Forces" being delivered in Year 5 using the new interactive TVs to deliver a presentation including video elements. The new technology could be easily viewed and heard from all parts of the classroom and the teacher was using the tech with ease. I also saw a brief glimpse of the technology being used in Year 2 to deliver a different lesson on handwriting. It was good to see the tech being used across the curriculum and it will be great to have the tech rolled out across all year groups in the next two years.

What outcomes have been identified as a result of my visit

- The only outstanding areas which are due by the end of the academic year are the establishment of EYFS goals and increasing teachers' security in assessment which will hopefully be achieved via the upcoming Purple Mash Training.

Impact of this visit

- As link Governor for this area, I am confident that the computing curriculum is being delivered consistently across the school, with clear progression and is meeting requirements. I was particularly impressed with the end of year ARE results and the children's clear enjoyment and continued learning in the subject.
- I would like to extend my praise and gratitude to Mrs Griffith and all teachers for their hard work in this area, and to the children for taking time to speak with me about computing.

Aspects I would like clarified/Questions I have

None

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

Signed:



(Governor)

J. STEEL

Signed:



(Headteacher/Staff member)

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?