

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	Aileen Boaler
Date of Visit	22 nd October 2022
Agreed Focus for Visit (linked to SEF, SDP & Key priorities)	Handover meeting
Name of Staff	Miss Wallbanks (current Maths Lead), Miss Neale (new Maths Lead)
HUGG shared? (if subject area)	N/A

Next Steps/follow up from monitoring (from previous visit 24/6/21)

Booklet for parent to support – view booklet and any feedback from parents

Planning

- Consider whether all staff/year groups should be using the White Rose Scheme of Learning to plan from and how this can be added to the school's LTP.
- Ensure all curriculum leaflets are on the Shared Drive (Autumn was missing for most year groups).
- Make sure cross curricular links are made explicit on Curriculum Leaflets (see Year 4 Autumn) and on LTP if maths is added to this document.
- Does the plan include opportunities to celebrate diversity explicitly?
- Does the long term planning and Curriculum Leaflets match the learning evident in books?

Books

- How can practical/outdoor Maths tasks be celebrated and displayed. SLT have suggested a class book similar to R.E Big Book.
- Plan for some hooks related to Maths. Year 5 had a Viking Maths Day in 2019-2020.
- How can teachers give children timely and age appropriate feedback on their maths work and make this evident in books?
- However, not much written feedback that is responded to by children.
- Worksheets are kept to a minimum in KS2 which promotes children to present their work well from Year 3 onwards. However, worksheets could be reduced in KS1 to prepare children for this earlier.

Environment/resources

- Return to sharing Mathletics/Times Tables Rock Stars/Maths Steps certificates in KS collective worships they return to the hall.
- Add Numicon to the wishing tree and aim for more sets to be shared across the KS1 phases. 6 sets would be ideal so that there is one per table for children to use.
- Ask Teaching Assistants/Subject Leader support TA to find out what resources are available in each class and subject lead to collate a list. Even consider a resource amnesty at end of term/summer holidays.
- Do we need to agree a title for all Maths displays?

Aspects I would like clarified/Questions I have

- Maths is not included on the LTPs. Does this need to be added?
- New maths guidance – has this had an impact on the way that maths is delivered?

Key Area in SDP: Monitoring Findings from this visit

N/A

Actions used to identify findings

Discussion with current and future Maths leads (Miss Wallbanks and Miss Neale)

What outcomes have been identified as a result of my visit

Maths at HT has been strong and in-line with reading but starting to dip with gaps opening up. Need to look at HUGGS, number string reinforcing and consistency. Objectives should be on long term plan. Next term calculation workshops to be held. There is a new EYFS framework to consider, Lizzie Neale due to meet with Su Tones with regards to this. EY to be added to the calculation policy. Subitising is important in EY – instant recognition of how many objects without needing to count. Marking and feedback policy updated for all subjects. Step maths – Yr 2 need to increase so all doing. This has been reviewed with new staff. Yr 2 have lots of gaps and many not ready to start step maths. Rising stars arithmetic. YR 1 verbal maths steps. YR 2 are doing Times Table Rock Stars (TTRS) Mainly following White Rose scheme of works. Need to look at resources and what works and helps with results. Now problems solving in every lesson not just on Mondays. I pads need updating.

Impact of this visit

Understanding of current focus on maths for follow up later in school year.

Aspects I would like clarified/Questions I have

Arrange meeting later in the year with a view to looking at previous visit (24/6/21) follow up questions.

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

Signed:



Signed:



(Governor)

(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?