

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	Tim Fettes
Date of Visit	16 th May 2022
Agreed Focus for Visit (linked to SEF, SDP & Key priorities)	Governors Curriculum Workshop
Name of Staff	Jo Griffith
HUGG shared? (if subject area)	All

Next Steps/follow up from previous monitoring

Vision for Curriculum, planning across all year groups, monitoring of subject leads & HUGGS. Evidence of these key principles and strategic vision via the organised workshop and subsequent classroom visits.

Key Area in SDP: Monitoring Findings from this visit

- Writing, Grammar, Phonics and Spag appropriate for their level.
- Use of The Write Stuff, evidence of independent writing this took the form of stories; reasoned arguments & debates; descriptive writing etc.
- Maths
- History
- Geography
- RE & Music
- PE
- Science and Nature
- Biology
- The Community and Beyond (eg school trips, forest school etc)
- Well being topics (e.g. learning pit; self criticism vs areas of strength)

Actions used to identify findings

- Review of a selection of workbooks presented for each year group. Evidence of learning in association with each year groups National Curriculum.
- Open access to all year groups classrooms to evidence learning in action. Observation of school displays and associated projects.
- Discussions with pupils during breaktime to ask how they are learning, how they recall their learning. What is the school vision and values.

What outcomes have been identified as a result of my visit

- Evidence of progressive learning through year groups.
- Delivery of the whole curriculum through books, displays and class learning,
- Evidence of Christian vision, happy environment with caring approach evident amongst all year groups.
- Presentation of monitoring targets set by subject leads.
- Evidence of structured learning with well-planned implementation.

Impact of this visit

- Evidence of engaged learning in line with the school's vision.
- Governors seeing the curriculum in action through planning, monitoring, work samples and pupil interviews.
- Evidence of clear subject leadership and planned strategic developments in all areas of the curriculum.

Aspects I would like clarified/Questions I have

Further understanding of impact of COVID on learning as Key Stage 1 progresses through the years.

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

Signed:

(Governor)



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?