



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	Joanne Steel
Date of Visit	16 th February 2022
Agreed Focus for Visit (linked to SEF, SDP & Key priorities)	School Development Plan 2021-2022 – Computing as a Key Development Focus Area (Autumn term 2 – nb timing impacted by Covid).
Name of Staff	Mrs Jo Griffith
HUGG shared? (if subject area)	Yes

Next Steps/follow up from previous monitoring – This was the first link Governor visit for Computing (no previous actions to follow up).

Key Area in SDP: Monitoring Findings from this visit

- Computing curriculum is applied across all subjects as far as possible, for example in topic-based learning, mathematics, design, English, science as well as focussed computing learning (e.g. coding).
- Individual plans for each year group aim to ensure readiness at year end for following year's content/learning. Learning plans show progression across year.
- To ensure pupils remember the curriculum long term, a combination of activities is in place including, a lunch time computer club where older children from year 6 (Digital leaders) help younger year groups, use of computing across other subject areas, setting of computer specific homework as well as use of IT in other homework tasks to reinforce knowledge and practical skills.
- Safeguarding: Online safeguarding is prioritised with regular teaching on how children can keep themselves safe online. Focus on online behaviours (of self and others) rather than on content. National Online Safety (NOS) used across school to help support teachers and children, as well as providing advice and information to parents to help support internet safety at home. Technologically, firewalls are in place to prevent unsuitable content being accessed in school. Online safeguarding incidents can be reported on the safeguarding reporting forms.
- Software programmes available across the school include Purple Mash, and in the case of year 5 and 6, Scratch to ensure these pupils are stretched. Purple Mash provides a number of key benefits in addition to the child-led software including 'scheme of work' (planning) for each year group and

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training for staff. Mrs Griffith is satisfied with the software used by the school and its use in delivering the curriculum consistently across the school. The majority of teachers are secure in using/delivering the SOW on Purple Mash, although assessment is proving a challenge (see below under 'Outcomes')

- Teacher training and delivery: Training for teachers is provided in part by Purple Mash, as well as in occasional inset days and training to ensure consistency. Pupils also benefit from ad hoc computing classes provided by the subject lead (Mrs Griffith).
- Workload: As with all areas of the curriculum, workload is an ever-present challenge. The use of Purple Mash for SOW/planning, assists with this as well as ad hoc teaching from the subject lead. The ability to combine areas of the computing curriculum with delivery of other subjects also reduces amount of dedicated time required for teaching computing.
- Hardware: Previous concerns with dated hardware, laptops etc has been recently rectified with new laptops leased for a duration of three years. The three-year lease as opposed to buying the equipment outright will help ensure that technology available to staff do not become outdated. The school owns a number of iPads, although these are 5 years old and will fairly soon become outdated.
- Assessment of application of curriculum: as with all subjects, the subject lead will carry out an audit of delivery across the school talking to teachers, reviewing big books and relevant displays during an inset day. Achievement of ARE across the school is also monitored although it is noted that there are no national figures with which to compare.

Actions used to identify findings

- Viewed computing planning for individual year groups and across school as a whole
- Viewed an example of class "Big Books" showing the computing learning to date in that class (new for 2021/22)
- Conversation with Mrs Griffith about application of curriculum across year groups, the resources being used to support training for teaching staff as well as the software being used by children to further their computing knowledge.
- Detailed discussion about the particular safeguarding implications and risks for this area of the curriculum.

What outcomes have been identified as a result of my visit

- Challenges remain around assessment and how it is used to show that pupils know more and remember more. Further training will be provided to help progress this element. The aim for end of Summer Term 2 is for teachers to be secure in how to assess children in the subject area.
- Further work is also required on documenting the EFYS targets/goals in computing, which will be a focus over the remaining terms.
- Ability to keep up with fast moving technology is also a challenge and requires ongoing support and training (acknowledging that there is no longer ringfenced funding for this). The training and SOWs provided by Purple Mash will assist with this. Mrs Griffith is also speaking with Charters about their pupils coming into HTS to support our pupils' learning in this area (hopefully from September 2022).
- Consistent delivery of the coding element of the curriculum is more of a challenge than other areas, with Scratch being sourced for year 5 and 6 pupils to help with his particular element.
- Although computing will not remain a key development focus area for 2022/23, ongoing monitoring will continue to ensure consistency of application.

Follow up Governor Visit in June/July 2022:

- We have agreed to a follow up visit and actions towards the end of the year, which will include:
 - Review of Big Books across year groups
 - Look at progression with assessment and EYFS goals
 - 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.)
 - Interview with selected pupils to ascertain their views on this element of the curriculum
 - An overview of the ARE and percentage of children who have met this (as measured in pupil end of year reports)

Impact of this visit

- Mrs Griffith is confident that progress has been made across the year to date in terms of consistency and delivery of the curriculum across the school.
- As link Governor for this area, following my first visit, I am confident that the computing curriculum is being delivered consistently across the school and meeting requirements, albeit with some further progress to be made in the area of assessment. Clear progress has been made during the year where computing has been a key focus area and I am looking forward to my follow up visit later in the year.

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Aspects I would like clarified/Questions I have

- Clarity around June/July actions – is this something that Mrs Griffith will devise? Do you require any input from me? Same with the interviews with pupils.

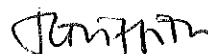
To be shared with the school staff and school Governing Board.

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?