



## Governor Link Visit Record

Governor Link Area	Curriculum
Governor/s	Suzanne Marston
Staff	Billy Waters, Jack Waddell (DT lead), David Leadbeater (Music lead) and Tom Blackburn (PE lead)
Date	19/06/23

### **Agenda and findings**

- Meeting with each of the subject leaders.
- Tour of school to see the new wraps- world map, Geography and History timeline.
- The three subject leaders could talk confidently about their subjects and how they have developed over time and their next steps for development for 2023-2024.
- All three subject leaders were very appreciative of the time and support provided to lead their subjects.

### **Challenge**

#### **Music-David Leadbeater**

##### **What's music like at St Bart's? Why is it important here especially?**

Music at St Bart's has improved over time. It's important as it's proven to make your brain grow and all children should have access to music.

##### **What challenges are there in music?**

Staff confidence and the musical skills of staff. This is addressed by using Charanga as a model music curriculum which helps to fill the gaps in staff subject knowledge.

##### **How often is it taught?**

1 hour a week in LKS2 and 2 half hour slots in UKS2. Children in KS1 receive 45 minutes of music a week, but do lots of singing activities in other areas of the curriculum.

##### **Do children have access to a range of instruments?**

Yes, all children learn to play a range of instruments starting in Year 1. Each year they learn to play a new instrument so that by Y6 they can choose an instrument to continue learning. By the end of Y6, we want all children to confidently be able to say they can play at least one instrument.

##### **What staff CPD has there been in music?**

Artis have been in to provide CPD over the last two years. They have delivered 3 sessions to staff. The music lead has also dropped in to music lessons.

##### **Do children enjoy music?**

Pupil voice during observations show that pupils enjoy music.

##### **Do children get to take part in any extra-curricular music opportunities?**

Yes, we have Rocksteady Music which is an additional chance for children to be part of a band. Two of the bands are paid for by parents and two are funded places for FSM children.

##### **Do children get the chance to perform music?**

Year 6 perform an end of year show and there is an annual talent contest. The choir are also performing at Leeds Arena in the next week.

##### **What would I expect to see within a child who has been at your school since nursery?**

Y6 children would be able to say that they have played different instruments through school, have listened to a variety of different types of music and have had the opportunity to continue learning an instrument they feel comfortable with.

##### **What support do you receive to lead subjects?**

Staff are given time each week to develop and monitor their subject and carry out pupil voice. The music lead has attended Primary Music conferences and network meetings and courses from LMEP (Leeds Music Education Partnership).

**Is there anything you haven't done yet?**

There are lots more instruments in school e.g., brass instruments, but it's been hard to source players and people who can provide lessons or demonstrate who to use these instruments.

The priorities for next year are more CPD with staff, particularly further training on effectively using Charanga.

**PE- Tom Blackburn**

**What's PE like at St Barts?**

We provide opportunities for all our children to access a range of sports and activities. In KS1 the focus is on developing skills and mastering the fundamentals while in KS2 the children move on to applying these skills in to games e.g., rounders. The GetSet4PE schemes are used to support teaching, providing opportunities for children to take part in lots of small group games which build the skills.

Outside the curriculum, we have clubs every day, the PE lead takes groups to events regularly, and there is an intervention in place for pupils who teachers have identified as leading an inactive lifestyle. The pupils are provided with fun activities that help the enjoy physical activity. SEND pupils are also invited to attend events throughout the year which are inclusive of their needs. Year 3 and 4 have been ice skating and Year 5 and 6 have been mountain biking. There are competitive events but also 'come and try' sessions to encourage more children to take part in activities.

**How often is it taught?**

All year groups have 2 hours of PE per week. This made easier by having the hall and the MUGA. We also encourage active break times.

**What staff CPD has there been in PE?**

All Y5/6 teachers have had swimming CPD. We have very few swimmers at the start of Year 5. We have also paid for additional lessons for swimming for Y6 to ensure that all children can swim by the end of KS2. As a result of the staff survey, staff have also had CPD on gymnastics and dance.

**Do you have coaches delivering PE lessons? Are they used to develop teacher subject knowledge?**

Yes, the coaches in KS1 help to develop staff subject knowledge. A Leeds Rhinos coach also provides sessions in Reception at the start of each term.

**What support do you receive to lead subjects? CPD for leaders?**

Management time is provided weekly, with the PE Lead having all day Tuesday to develop the subject and take groups to events. The PE lead also attends Leeds Well Schools network and CPD events.

**What monitoring do you do? Is there anything you haven't done yet?**

The PE lead monitors lessons whenever possible, with the support of the curriculum lead where needed. The aim is to have observed PE in all year groups across the year in a range of activities and there are still a few classes that need to be visited. The PE lead would also like to achieve the School Games Mark and will be reviewing the Sports Premium report on the website.

**What are your priorities for the next academic year?**

Pupil voice identified that children want more opportunities for clubs and events and more mountain biking. The PE lead would also like to provide CPD for LSAs to develop active breaks further.

**Design and Technology- Jack Waddell**

**What's DT like at St Bart's?**

The structure of lessons and units of work has improved massively in the last couple of years. Staff feel much more confident teaching as they have a prescriptive scheme of work.

**What challenges are there with DT?**

Time provides a challenge. DT takes place each term but often gets left until the end of term or dropped due to constraints in the curriculum or other events. The skills of the teachers was a challenge to begin with due to their own subject knowledge e.g. the different types of cuts used in food technology.

**How often is it taught?**

Once per term there is a DT unit made of 5-6 lessons.

**How is the curriculum mapped out?**

We use a mapping tool that helps us to ensure that lessons cover a theme, link to an inventor and develop skills. Each unit has a design brief with a user and a purpose. Children undertake product research or inventor studies before designing, making and evaluating their own product to meet the design brief. Children used to find evaluating challenging, but the use of smiley faces has made this more accessible for a lot of children. Floor books help children to see the products they have made and older children can update them.

**How is cooking and nutrition taught at St Bart's?**

Every year group does cooking and nutrition.

**How do you ensure teachers follow the DT process of: design, make, evaluate?**

This is visible in the floor book which is a useful tool for monitoring DT units and how they are structured.

**Do all DT units have a clear purpose and rationale?**

Yes- for example children in Y2 designed castles for Nursery children to play with.

**Are there any enrichment opportunities within DT?**

This is a target for next year. He would also like to provide opportunities which support the design brief and research e.g., visits to a costume department at a theatre.

**What staff CPD has there been in DT?**

As well as staff CPD, where staff may have units they are unsure about delivering, they can approach the DT lead for bespoke training.

**What management time do you get to develop priorities?**

Time out of class to monitor every year group and carry out pupil voice questionnaires. The floor books have been particularly useful for this.

**What monitoring do you do? Is there anything you haven't done yet?**

The DT lead would like to set up a cooking club and make good use of the resources in the food teach room.

**Further questions**

Are there any opportunities for CPD for TAs for the wider curriculum?

How much do subject leaders use the school assessment system (Sonar) to monitor their subjects?

Staff Signature

Governor Signature



Suzanne Marston 19.6.23