Subject Leader FAQs

Name: Daniel Heywood-Jacobs **Subject**: Computing

Question	Answer
1. How long have you been the subject leader?	I took over as Computing subject leader in January 2026.
2. What are your strengths as Computing subject leader?	As Computing subject leader, my strengths lie in my strong understanding of the Computing curriculum and how it progresses across all key stages. My experience as a class teacher enables me to see how Computing fits into the wider curriculum and how it can be taught effectively in the classroom. I am committed to keeping my subject knowledge up to date and have attended the BETT (British Educational Training and Technology) Show to remain informed about current developments, resources and technology available to schools. Online safety is a key priority within Computing. I regularly engage in professional discussions with other Computing leads to share concerns and best practice, and I keep up to date with relevant news and guidance to ensure potential online risks are addressed promptly. I work closely with class teachers to ensure the school's Computing curriculum is delivered consistently and confidently, offering support and guidance where needed so that all pupils receive high-quality Computing education.
3. Give examples of the impact you have had on the quality of teaching and learning/ standards?	I ensure Computing is taught consistently across the school, with a clear progression in programming, problem-solving and computational thinking skills. Pupils apply these skills across the wider curriculum. I support teachers with resources and guidance, helping to troubleshoot lessons and technology so that lessons run smoothly. Online safety is a priority and taught regularly in every year group. I continue to monitor emerging issues to keep learning safe and relevant. As a result, pupils gain confidence in using technology and leave primary school well prepared for secondary Computing.
4. What are the keys strengths in this subject?	Computing at our school is supported by an engaging, well-sequenced curriculum that is reviewed and updated regularly to complement learning across all subjects. Pupils benefit from access to a wide range of technology, including Chromebooks, Windows laptops, Microbits, and BeeBots, giving them opportunities to develop practical skills in programming, problem-solving, and digital creativity. I proactively support teachers by providing guidance, planning advice, and troubleshooting, helping them to deliver lessons confidently and maintain consistent learning across the school. Online safety is a key priority, and teaching is regularly updated to reflect current risks and developments.
5. What areas for development have you identified in this subject?	Some of the technology in school is now becoming old and unreliable. I am working closely with the School Business Manager to budget for replacements
6. How do you know how well pupils are achieving?	Monitoring and moderation shows children are achieving above the national standard and the local Secondary schools report that our children leave us at a very high level of attainment compared with other local schools. Attendance on courses also confirms that our standards are very high. We track the children's progress throughout their time at school and intervene if they fall behind the expected levels of progress.

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	Pupil voice questionnaires are very positive and show that the children enjoy the subject.
7. How does the school meet the needs of all groups within this subject?	Careful planning and preparation of lessons ensures that the needs of all children are met. Extension activities are always available for the pupils who are identified as gifted and talented. Children with no access to technology at home tend to underachieve compared to other groups in KS1, but the school ensures that these children have access to the Computing suite at breaks and lunchtimes, to ensure that they are not at a disadvantage. Children with English as an additional language receive additional support to access the curriculum. There is no gender gap in attainment.
8. What knowledge do Governors have about your subject? How have they been involved in your subject?	I give a bi-annual Subject Leader presentation to the Governors and discuss the subject with them at Open Days. The subject frequently appears in the School Development Plan and Head's Reports to the Governing Body.