



Reviewer's feedback

School: **10374 Sand Hutton Primary Schools**

Science Leader at school: **Helen Wilson**

PSQM Hub Leader: **Helen Spring**

Quality Mark submitted: **PSQM**

Reviewer: **Charlotte Jackson**

Criteria	Indicator	Observations
SL1	There is a clear vision for the teaching and learning of science	<p>Creating the principles has clearly helped to raise the profile of science and focus teachers on what good science teaching and learning looks like.</p> <p>Throughout the portfolio the focus on awe and wonder, practical science and encouragement of children leading learning can be seen.</p> <p>Have you developed the principles into a vision which encapsulates these and succinctly summarises your aims for your science curriculum? Have a look at the guidance in your PSQM folder for SL1 for more advice on this.</p>
SL2	There is a shared understanding of the importance and value of science	<p>The school has clearly come a long way from the start of the process. The reflection states that it is now seen as a core subject and all of the evidence seems to suggest this is certainly the case.</p> <p>I enjoyed hearing that one of the children felt his science homework was the best homework ever!</p> <p>All children now report enjoying science (as they should do!).</p> <p>Continuing to share good practice to maintain the levels of interest and inspiration is going to be essential to maintain the higher profile of science. I am glad to see this as a next step.</p>
SL3	There are appropriate and active goals for developing science	<p>Although the reflection states, that as a result of PSQM science was specifically mentioned on the SDP it was not easy to see this.</p> <p>The SDP uploaded seemed to focus on subject leadership and it is clear that the current subject leader has had a fast learning curve but has been given appropriate time to engage with PSQM and the monitoring needed to lead the subject.</p> <p>It also appears that there was a smooth transition between the old and current subject leader.</p> <p>It is good to hear that sufficient staff meeting time has been given to develop science teaching and learning and I hope this will continue beyond the award.</p> <p>Good to see that the subject leader has reflected on what to include in the SDP moving forwards and has booked time with SLT to discuss this.</p>

SL4	There is a commitment to the professional development of subject leadership in science	<p>Much of the CPD attended was attended by the previous subject leader but they were able to share that training with teaching staff. It was a shame that the new subject leader was not able to attend these.</p> <p>The new subject leader has, however, fully embraced the PSQM procedure and been supported with the transition. Comments indicate that this has led to confidence in subject leadership. Staff and children were involved in reviewing progress towards PSQM in January and the results from this were used these to highlight further action points.</p> <p>The new subject leader has now begun attending clusters and has considered what to develop in school as a result of these.</p>
SL5	There are monitoring processes to inform the development of science teaching and learning	<p>A range of monitoring has been used to inform areas of development and these have then been the focus of staff meetings. It was good to see how teachers are supporting children to reflect on their investigations following staff meetings to address this.</p> <p>It will be important to maintain the monitoring that has started this year to identify good practice and further development priorities.</p>
T1	There is engagement with professional development to improve science teaching and learning	<p>Two areas were identified as being priorities for staff across the school: working scientifically and assessment.</p> <p>It appears that progress has been made in both of these areas but it will be important to monitor both how well working scientifically skills are covered and the impact of the new assessment tracking system.</p> <p>A wide variety of resources have been shared with staff and it is good to see resources such as Explorify being used to promote discussion in science lessons.</p> <p>It was great to read the impact of training on one teacher who has not only used the ideas for science planning but also for English.</p> <p>It is good to see that the termly staff meetings will continue.</p>
T2	There is a range of effective strategies for teaching and learning science which challenge and support the learning needs of all children	<p>A wide variety of approaches are evidenced in the portfolio. I particularly liked some of the learning supported by 'Outdoor Ted' and it is good to see the children take this learning into their play time.</p> <p>It was highlighted that progression in working scientifically skills across the school was inconsistent at the beginning and with the evidence it is not clear to see whether the coverage of working scientifically is now more consistent or thorough. This may be something to focus on in the next round of monitoring.</p>
T3	There is range of up-to-date, quality resources for teaching and learning science which are used regularly and safely	<p>Great to hear that the school's 'greatest' resource, the outdoors, is now being used more regularly.</p> <p>I particularly liked hearing about the child who brought in a leaf covered in frost from playtime to look at under the microscope; an opportunity for exploration that would not have been possible without the donated equipment.</p> <p>Although the reflection mentions that safety is a priority, the evidence for this is not in the portfolio. Are staff familiar with the CLEAPSS website as well as the Be Safe book as it has a range of useful resources and advice?</p>

L1	There is a shared understanding of the purpose and process of science enquiry	It is good to see children across the school being given the opportunity to plan, carry out and in some cases evaluate enquiries. It can be a challenge for children to come up with their own questions but it seems that the children are becoming more independent. With this growth in independence and the use of discussion, Explorify and the encouragement of children to ask questions throughout a topic, they will begin to ask more questions that can feed into planning for a topic.
L2	There is a shared understanding of the purposes of science assessment and current best practice	Self- evaluation highlighted that there was a need to focus on assessment and the school has come a long way in this area. There does now seem to be a shared understanding about the importance and purpose of science assessment. Teachers have taken on board some of the formative assessment strategies introduced and it is good to see them feeding into planning. It is great that children enjoy contributing to the 'big books' and I would imagine it helps them reflect on what they have learnt and take pride in their learning. Some of the comments indicate that they are showing progression but it will be important to question how well the big books show individual progression for the children and perhaps moderate individual children's work in future to ensure they are developing secure understanding and skills. The school are continuing to develop their tracking and summative assessment procedures and it is good to see that some staff have trialed new formats as I am sure their feedback will be valuable.
L3	There is a commitment to developing all children's science capital	A range of activities and visits have been used to enrich science and help the children see the relevance of the science they are learning. One of the highlights here is how the children have embraced the science homework and it is good to see them getting their parents involved in science at home. A next step might be to support teachers in thinking about science capital when planning their lessons.
WO1	There are appropriate links between science and other learning	The regular sharing of resources and good practice seems to have supported teachers in making links with other curriculum areas and initiatives such as using the outdoors effectively. I particularly like the recount of the digestive system as children always enjoy writing this and it provides a good opportunity to assess their understanding. I hope the science board continues to share good practice in this area to support other staff.
WO2	There are appropriate links with families, other schools, communities and outside organisations to enrich science learning	The focus of many of the enrichment activities has been about developing awe and wonder and helping the children see the real life links of what they are learning. It always good to hear feedback from parents and I love that the excitement about science led to children sharing this at home. It is good to see that the next step will be to involve parents even more in science which will have a great impact on the children.

Final Questions	<p>Hearing that science is regular, valued and enjoyed is really positive. Inspiring staff and encouraging them to try new things in a supportive environment should lead to improvements continuing beyond this year and I hope science will continue to go from strength to strength.</p> <p>Considering you took over responsibility for science and PSQM in Autumn it has clearly had a profound impact on you as a leader, which is great to hear.</p>
------------------------	---

Overall comment	<p>Thank you for letting me share in your PSQM journey.</p> <p>A real transformation has occurred and science is now given the priority it needs. It is not only the children but also the teachers who are enjoying the changes and it is great to see how the teachers have embraced the suggestions and been inspired to develop science teaching and learning.</p> <p>Changing subject leaders in the middle of the PSQM process is not easy but the transition was handled smoothly and I think the new subject leader has done an incredible job at getting up to speed so quickly. She clearly embraced the process and it is great to hear the impact it has had on her as a leader.</p> <p>I wish you success in the future. Well done.</p>
------------------------	--

This submission meets the criteria for PSQM	<p>Reviewer's signature and date</p> <p> 03/05/2019</p> <p>Many congratulations to everyone at Sand Hutton Primary School on the achievement of the Primary Science Quality Mark and a particular well done to Helen on her leadership of science. You have raised the profile of science this year and can now embed and build on the good practice established.</p> <p></p> <p>Helen Sizer Deputy Director: Primary Science Quality Mark</p>
--	---