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| Name of school | 7637 William Law Primary School |
| Name of teacher | Helen Bowers |
| Hub leader | Jane Ferguson |
| Hub | Round14 - Bedfordshire Hub |
| Level submitted | <u>Silver Award</u> |
| Reviewer | Sarah Earle |

| Criteria | Indicator | Observations |
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| A1 | There is an effective subject leader for science | Helen has attended a range of CPD (as evidenced in her SL log) and cascaded these back to staff. As a reviewer it would have been good to hear more about the support given to individual staff and trainees. Next, you could consider training up a science leader 'buddy' to support you across such a large school. <i>Criterion met.</i> |
| A2 | There is a clear vision for the teaching and learning of science. | Teachers and TAs were involved in the development of the school principles, which have a particular focus on questioning and practical work. Next time the principles are reviewed, you could involve pupils in this. <i>Criterion met.</i> |
| A3 | The current School Development Plan has appropriate and active targets for science. | The SDP is brief, but there is clear evidence of its implementation across the core documents, for example, in the development of forest school and involvement of parents. The next challenge will be to maintain a focus on science after the PSQM year. <i>Criterion met.</i> |
| A4 | There is a shared and demonstrated understanding of the importance and value of science to children's learning. | Science is celebrated in all areas of the school, from bug hotels to 'Come Dine with Me' events for every class – a great initiative! Perhaps a whole school science celebration event or science fair could be something to aim for next. <i>Criterion met.</i> |
| A5 | The science coordinator knows about science teaching and learning across the school | A comprehensive programme of monitoring is in place. Issues arising from this are addressed, for example, increasing challenge or cross-curricular links. Could you now begin to train up science leaders in other year groups, to both support you and aid their professional development? <i>Criterion met.</i> |

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| B1 | Colleagues have had opportunities for CPD within science including training and support that increases their skills, knowledge & understanding | This reflection appears to be a little mixed up in its order, but it is clear that Helen has both attended and delivered CPD to colleagues and trainees. An audit of staff needs at the beginning of the new academic year could help decide the focus for future CPD. <i>Criterion met.</i> |
| B2 | There is a range of teaching and learning approaches | Timing science days and 'stay and learn' sessions for parents is a great idea! Continuing and embedding developments in practical work, ICT and outdoor learning provide plenty of ongoing work. <i>Criterion met.</i> |
| B3 | There is a range of up-to-date, quality resources specifically for teaching and learning science. ICT is used both as a tool and as a resource for teaching | Great to have an ICT supervisor to ensure kit is working – must make a big difference to implementing new technology. Linking with the local secondary schools sounds like it has been very effective. Could you make use of a group of pupils to act as science monitors for kit? <i>Criterion met.</i> |
| C1 | All pupils are actively engaged in their own learning and achievement; independently making decisions, answering their own questions, solving real problems. | Development of enquiry has gone beyond the planning of science investigations in class, to include homework and reflection activities. Perhaps future developments could consider link pupil investigations to real scientists or real problems (e.g. Practical Action). <i>Criterion met.</i> |
| C2 | The purpose of science assessment is well understood and shared by the members of the school community. Assessment approaches are designed to fit those purposes. | It is good to see a focus on Working Scientifically in this reflection, which can be much harder to assess. The school are trialling Cornerstone assessment grids and the subject leader engages with moderation discussions at cluster meetings, but take care that the tracking system is supporting rather than driving the assessment. Next, it would be good for the staff to take part in moderation discussions, perhaps reviewing a particular area that staff are finding difficult. <i>Criterion met.</i> |
| C3 | Children enjoy their science experiences in school | Visits, visitors and practical work have been a key part of developing pupil engagement. Developing further cross-curricular links sounds like a productive next step. <i>Criterion met.</i> |
| D1 | Science supports other areas and contributes to maximising whole school initiatives while retaining its unique status | Healthy eating links with the whole school 'come dine with me' activities look particularly successful. Perhaps a STEM focus next could develop different areas. <i>Criterion met.</i> |
| D2 | There are clear links to outside agencies / organisations /communities to enrich science teaching and learning | Effective links with local secondary schools are worth continuing to develop – could the secondary teacher or pupils visit you too? <i>Criterion met.</i> |
| E | General reflection if appropriate | |

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| Overall comment | The brief reflections were qualified by the explanations on the portfolio powerpoint, which showed how the whole school had taken part in a range of science initiatives like 'come dine with me' healthy meals. There was clear and ongoing support from the subject leader to develop more practical science. What a huge amount of work Helen – well done! |
| This submission meets the criteria for a PSQM Silver award | Reviewer signature and date <i>S. Earle</i> 26.4.18 Many congratulations to the whole staff team on the achievement of your PSQM Silver award.  Helen Sizer PSQM Development Leader |

