

Reviewer's feedback

School: 17525 Baines' Endowed Primary School, A Church of England Academy

Science Leader at school: Kerry Littler and Julie Rowland

PSQM Hub Leader: Michele Yates



Quality Mark submitted: **PSQM GILT**

Reviewer: **Jacky Cross**

Strand	Aim and criteria	Observations
SCIENCE LEADERSHIP AIM: Science subject leadership has been strengthened and developed. Science is valued and improved through embedded and sustained processes for subject leadership.		
SLa	There is a clear vision for science that is well established and consistently implemented through principles for teaching and learning which are regularly reviewed by the whole school community.	The vision for science was developed collaboratively with stakeholders across the school and built on the previous principles to equip all children to "have the confidence and aspirations to pursue a 'science' based career". Evidence of these were seen in the portfolio with photographic evidence from classroom displays and SDL. Plans to continue with regular review are included in the post PSQM action plan.
SLb	There is strategic support for subject leadership which is well established and reciprocal and includes: <ul style="list-style-type: none"> • sustained professional learning for subject leader, including engagement with the primary science education community • the subject leader(s) contributing to whole school strategic planning • allocation of time and resources linked to strategic priorities. 	Subject leadership is well supported with representation of science included on SLT which ensures regular discussion and review of progress with key priorities for science. Achievement of NPQSL with a focus on improving the teaching of enquiry skills to increase pupil attainment has also supported professional learning. Evidence from this submission shows the profile of science has increased and time and resources have been allocated to support identified strategic priorities.
SLc	There is a rigorous monitoring and improvement cycle using evidence and views from all stakeholders and sources to shape development in science.	Reflection on previous years' monitoring had identified enquiry skills to be a priority for development during this year. The portfolio and SDL show evidence of monitoring of displays around the school in place. Although a calendar of monitoring has been produced for the next academic year, there doesn't appear to be regular monitoring activities such as book looks, planning looks or pupil voice included across this year, which should have been possible despite the restrictions imposed

		by Covid,. The post PSQM action plan indicates this will be addressed next year.
Summary comment for the SCIENCE LEADERSHIP AIM:		Evidence from this submission demonstrates science subject leadership has been strengthened and developed. Science is clearly valued and has improved through embedded and sustained processes for subject leadership. Post PSQM actions will sustain continued improvements.
TEACHING AIM: Science teaching has been strengthened and developed. Subject leadership responds to development needs in science teaching.		
Ta	There is provision and signposting of a sustained programme of internal or external professional development and support with which staff engage.	The school started the PSQM process with strengths in this area, including regular, timetabled staff meetings. Evidence shows the impact of provision of internal CPD for teachers. The portfolio and SDL provide evidence of engagement with internal and virtual support. External training was not possible due to restrictions imposed by Covid, but the post PSQM action plan includes plans for external training.
Tb	Teachers use and evaluate a developing and extending range of evidence-based strategies to challenge and support the learning needs of all children.	Critical thinking resources were trialled and evaluated by a Working Party with further drop-in sessions made available to support staff to challenge the needs of all children. Slides in the portfolio and evidence in the SDL show examples of planning and outcomes that use a range of strategies.
Tc	Resources are systematically audited and acquired (purchased or borrowed/sourced from outside agencies) so that children can regularly and safely use a wide range of appropriate practical and digital resources, information texts and the outdoor environment.	There is evidence in the portfolio and SDL of the impact of information texts with a focus on famous scientists and past and present women in science. Practical science is well resourced and supported through the loan of equipment from external agencies. The portfolio and SDL provide evidence of the impact of this. There is limited impact of on teaching and learning of the use of digital resources. It would be useful to include this as a future focus, together with the plan to further develop the use of the outdoor environment.
Summary comment for the TEACHING AIM:		The SLs have planned and implemented actions based on the needs of the school, evaluated the impact of these, and strengthened and developed science teaching.
LEARNING AIM: Science learning has been strengthened and developed. Subject leadership develops and evaluates teachers' practice.		
La	Children develop independence in the full range of enquiry types, using scientific enquiry skills appropriately to answer scientific questions about the world around them.	The school started from a strong starting point with enquiry skills embedded in the curriculum. Evidence in the portfolio and SDL shows impact of further development of children's independence in identifying specific skills and increased staff confidence in teaching and assessing enquiry skills. It would have been good to see more evidence of children asking their own questions to investigate.

Lb	There is a school-wide commitment to continually improving assessment practice and processes for formative, summative and statutory assessment, through regular evaluation which ensures that they reflect the shared understanding of the purposes of assessment in science and current best practice.	There is evidence in the portfolio and SDL to show the impact of developments to assessment practice. TAPS assessment resources have been used to support this. The quality of the photos included in the portfolio makes it difficult to see the detail. It would have been useful to see evidence of future plans to include moderation within the school and across a local cluster.
Lc	The whole-school community supports and promotes initiatives that encourage all children to think that science is relevant and important to their lives, now and in the future	There is evidence in the portfolio to show that children recognise the importance of science in their lives, have a better awareness of careers in STEM and their interest in science more widely has been stimulated. Post PSQM actions are planned to continue to support this. You might consider introducing a 'Science in the news' display or weekly question across the school community to foster curiosity, stimulate interest and continue the development of science capital.
Summary comment for the LEARNING AIM:		It is clear that the subject leader has developed teachers' practice in this area and there are appropriate post PSQM actions to continue development beyond the PSQM year.
WIDER OPPORTUNITIES AIM: Science has been enriched. Children's experiences of science are enriched.		
WOa	Whole-school planning links science to other areas of learning, including English and mathematics, and to whole-school initiatives.	Evidence in the portfolio shows examples of science linked to English and maths and the impact of this on children's learning. There is limited evidence to show links to other areas of learning, apart from during Space week and it would be appropriate to develop this further in future plans.
WOb	There is regular and purposeful involvement in a range of initiatives supported by other organisations and topical science activities, both in school and with their families	Evidence in the portfolio and SDL show the impact of involvement across the year on both children and teachers in a range of different initiatives, including The Great Science Share, Space week and use of STEM ambassadors. The school also took advantage of grants provided by organisations such as IoP to enrich children's science experiences. To continue to build links with families, you could consider introducing a science rucksack for each class containing a few items of equipment and a notebook ; a few suggestions of practical investigations could also be included, if needed. Each child in turn takes the rucksack home for a week and uses the notebook to record their findings / photos / diagrams etc. (It is a good idea to carefully choose the first child to 'set the bar'!) The impact on increasing parental involvement and interest in science in schools is usually very positive.
Summary comment for the WIDER OPPORTUNITIES AIM:		The subject leader has responded to the needs of the school and developed this area to enrich children's science experiences. Post PSQM plans will continue to develop and enhance this area.

<p>Overall comment</p>	<p>Well done Kerry and Julie. It is clear you have worked hard during this year to build on and develop science at your school, using a collaborative approach. Despite the restrictions imposed by the pandemic, you have been creative in finding opportunities to continue your professional development and provide guidance and support for teaching and learning and support for teaching staff. You have included a wide range of evidence from across the school.</p> <p>I wish you well for your future steps in continuing to enhance and develop science at Baines' Endowed Primary School.</p>
<p>This submission meets the criteria for PSQM Gilt</p>	<p></p> <p>Jacky Cross</p> <p>Many congratulations to everyone at Baines' Endowed Church of England Primary Academy, especially Kerry and Julie, on all that has been accomplished. Gaining the PSQM Gilt is a significant achievement and should be widely celebrated. Well done!</p> <p></p> <p>Janet Barnett: Senior Regional Hub Leader</p> <p>13.08.2021</p>
<p>Additional Points</p>	<p>A few additional points to note:</p> <p>Impact in the SDL was inconsistent. Many of the entries just included description rather than impact statements.</p> <p>I would have liked to have seen identification of sources of evidence in the A2R planner.</p> <p>Be aware of the recommended word count for reflections, (some were well over 500 words).</p>