



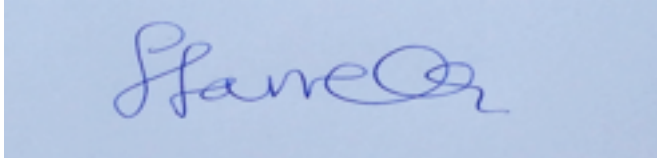
<b>Name of school</b>	<b>9170 Devonshire Road Primary School</b>
<b>Name of teacher</b>	<b>Martin Cox</b>
<b>Hub leader</b>	<b>Rachael Webb</b>
<b>Award submitted</b>	<b><u>GILT</u></b>
<b>Reviewer</b>	<b>Siobhan Farrelly</b>

<b>Criteria</b>	<b>Indicator</b>	<b>Observations</b>
<b>SL1</b>	There is a clear vision for the teaching and learning of science	There has been whole school collaboration in developing the principles. Teachers and Science Ambassadors worked together to create them. The children felt empowered because they were consulted about what they felt was working well and what direction they would like to take science in. Evidence shows how the principles are being addressed throughout the portfolio of evidence and how it has focused the science teaching and learning. The profile of these eye-catching principles has been raised through displaying on science learning walls in all year groups. They are also displayed in communal and public places and on the school website so that parents and carers are involved too.
<b>SL2</b>	There is a shared understanding of the importance and value of science	The subject leader has set clear expectations for staff. Classrooms display a non-negotiable science display and every other half term corridors have a science display theme. Children's enthusiasm for science has been raised through events like 'stay and learn' opportunities with their parents, science clubs, homework projects and features in the school newsletter. Children enjoy talking about and showcasing science and sharing their experiences.
<b>SL3</b>	There are appropriate and active goals for developing science	The subject leader has worked in partnership with the SLT to create a range of targets to move science forward, as it was agreed that previously science was not given the same priority as other core subjects. It shows where science fits into whole school improvement and demonstrates determination to continue to promote the importance of learning across a wide range of subjects. Teachers are clear about these

		targets and what the expectations are regarding science and when monitoring will take place.
<b>SL4</b>	There is a commitment to the professional development of subject leadership in science	There has been a commitment by the subject leader to developing his professional development both as a middle leader and science lead. He has cascaded his knowledge effectively to his colleagues and used networking opportunities via social media groups and made good use of ASE, Explorify, TAPS and ASE PLAN. Actions are now agreed with staff so they now have involvement in and ownership of their own CPD. As a result monitoring is revealing more pupil engagement and increased progress.
<b>SL5</b>	There are monitoring processes to inform the development of science teaching and learning	It is clear that the subject leader is a pro-active and strives for new ideas and drives their implementation into practice. He has involved a wide range of groups from staff, SLT, children, governors and parents. Together with the SLT, clear expectations have been set and there is a robust monitoring system through learning walks, book looks and observations. Teachers are supported through regular feedback on planning so they have the skills they need to deliver effective lessons.
<b>T1</b>	There is engagement with professional development to improve science teaching and learning	The CPD log outlines the good range of opportunities that have been on offer to all staff. The skills and knowledge the subject leader has learnt from his own CPD have been cascaded to staff through regular staff meetings. Feedback has been very positive from colleagues they know feel more confident in the delivery and assessment of science. As a result, children are benefitting from lessons, which are more pupil led, and enquiry focused. It is pleasing to see plans have been made for external phase specific science training for each key stage phase and that plans are to cascade this knowledge to their colleagues.
<b>T2</b>	There is a range of effective strategies for teaching and learning science which challenge and support the learning needs of all children	There is good evidence on the portfolio showing a range of teaching and learning approaches. I particularly like the way you have implemented Reach out CPD into your science curriculum. Have you ever thought about using Concept Cartoons? They are a wonderful way to engage pupils and to generate pupil talk. If you haven't already used <i>Active Assessment</i> book, this will also give you some good ideas.
<b>T3</b>	There is range of up-to-date, quality resources for teaching and learning science which are used regularly and safely	The science area is audited regularly and is being built up to meet the needs of the curriculum. Staff have been consulted in resourcing the science area so they have what they need to plan their lessons. It has been well organised by topic by the science leader to increase accessibility. The photographs on the portfolio show the resources being used and how this is impacting on progress. Lessons are more practical and are encouraging curiosity amongst pupils. There are lots of free resources and kits out there. Whilst the Royal Microscopical Society free microscope loan kits are over-subscribed, book one as soon as you can – even for the following year ( <a href="http://www.rms.org.uk/discover-engage/microscope-activity-kits.html">http://www.rms.org.uk/discover-engage/microscope-activity-kits.html</a> )
<b>L1</b>	There is a shared understanding of the purpose and process of science enquiry	The most significant change to teaching and learning in science, resulting from the PSQM process, has been evident in the increased quantity of 'practical activities' now being undertaken by the children. This is a result of listening to pupil views and acting upon them. Children's learning extends well beyond the classroom and frequent use is made of the outdoor grounds. Lesson observations and book monitoring both show that children are curious and they ask questions. Teachers planning reveal that science is differentiated and the expectations are different

		for different abilities. Support is provided for the LA children and children complete different tasks depending on ability. However the subject leader has plans to do further work on sourcing their own high quality text books to ensure effective secondary research.
<b>L2</b>	There is a shared understanding of the purposes of science assessment and current best practice	Through monitoring the subject leader identified the inconsistencies in assessment throughout the school. He was proactive in implementing new assessment practices. The portfolio evidences of the use of formative and summative assessment in science. Good use is being made of the ASE PLAN and TAPs and Rising Stars resources. Through pupil conferencing the subject leader is listening to their voice and plans to implement and increase the ways children record science. This is wonderful that long pieces of writing will no longer be a barrier to children who may struggle to record their results in this way.
<b>L3</b>	There is a commitment to developing all children's science capital	The PSQM process introduced the concept of science capital to the subject leader. However he embraced it very well and did research so that he developed it within school to benefit the whole school community. There are a wide variety of visitors of all sorts currently supporting children's science learning. These range from professional scientists, to parents and other adults with an area of interest or relevant expertise to share. The children, of all ages, apply their learning beyond the school, making visits that stimulate learning as well as to apply science. All of these will enrich children's experience of science enormously and will, no doubt, be seamlessly woven into planning for children's learning, so that the visits and visitors themselves form an integrated part of that learning, rather than an embellishment.
<b>WO1</b>	There are appropriate links between science and other learning	There are examples in the portfolio of science being linked to other aspects of children's learning e.g. Literacy, PE, Maths and Computing. Science learning clearly extends beyond the science lesson with science weeks and after school clubs being referenced. These are clearly enhancing children's understanding.
<b>WO2</b>	There are appropriate links with families, other schools, communities and outside organisations to enrich science learning	There are a wide variety of outreach experiences currently supporting children's science learning. There are good links with the community. Visitors and trips into their local community have provided inspiring science opportunities.
<b>Final questions</b>		The final questions sum up well the impact of this PSQM journey. It is wonderful to see how you have grown as a subject leader and how this has impacted so positively on your colleagues and pupils.

<b>Overall comment</b>	<b>A strong submission Martin. The presentation of your portfolio of evidence highlights just how much you know about science at Devonshire Rd. As a subject leader you really listen to and act upon the pupil voice. This has really shaped science teaching and learning and I am delighted to hear that you plan to continue doing this again next year. You really reflect on your own practice and measure impact of everything you do. Through your monitoring system, you regularly review and evaluate science throughout the school to ensure that children are</b>
------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

	<p>challenged and work is pitched correctly for all levels of learners. Through your vision for science in teaching and learning you are pushing both staff and children outside of their comfort zone and developing a science curriculum, which is forward thinking, engaging and lots of fun. You write with great enthusiasm about what you, your school, staff and children have achieved. Well done!</p>
<p><b>This submission meets the criteria for PSQM Gilt</b></p>	<p><b>Reviewer signature and date</b></p>  <p><b>27.7.18</b></p> <p><b>Many congratulations on all you have achieved this year. You and your colleagues should be very proud! Fantastic leadership.</b></p> <p><i>Jane Turner</i></p> <p><b>National Director: Primary Science Quality Mark</b></p>