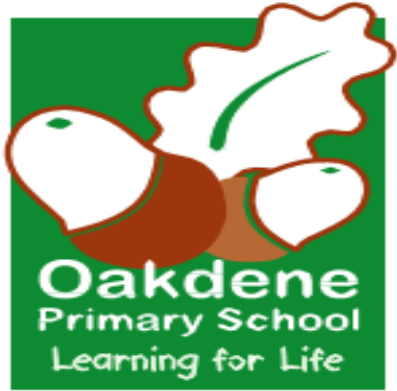




Oakdene Primary School

Approach to Teaching Science

Action

Impact

Next Steps

Pupil Voice

Subject Leader
Voice

Staff Voice

Parent Voice

Head Teacher
Voice

SL1: There is a clear vision for the teaching and learning of science

Our principles for science were created using pupil voice and staff voice to create a vision to underpin our science teaching and learning.

Our principles are displayed in corridors and classrooms, on the website, sent to parents in the newsletter and are referred to and used to inform planning.

Our science principles are at the forefront of science teaching and learning and are visible to the community



Your challenge is to find out how much kitchen roll would be needed to clean up Jimmy's mess!

In your groups think about:

Does the size of the sheet of kitchen roll affect the amount of water absorbed?

How will you test it?



Our science principles inform planning and are referred to using a coloured key matching our displays on all flipcharts.

Staff and pupil voice show that the science principles have had a positive effect on science teaching and learning and enjoyment of science.

'The principles give us a focus for planning, we know what we are striving for to teach outstanding science'

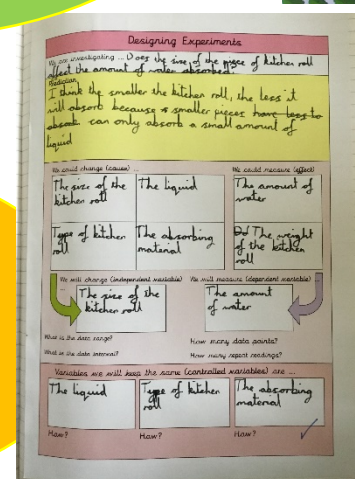
Year 4 teacher

'I love experiments and practical work'

Ben Year 6

The principles have given the staff a unified focus and the voice of the children has played an integral part in creating actions to improve science T&L

Liz Bramley



Book scrutiny shows an increase in the amount of practical work, challenge, independent work, enquiry and progression through year groups, all of which underpin our principles.

In the future, we will continue to embed our science principles and regularly review them to ensure they match our vision.

SL2: There is a shared understanding of the importance and value of science

The profile of science has been raised in school and our key principles have been shared with pupils, parents, visitors and governors.

Science has been included regularly in staff meetings, the SL has reported termly to governors, more CPD has been provided to meet the needs of staff and there have been more opportunities for children to share in science with parents.

Staff have felt more confident when teaching science and staff have commented that regular staff meetings and CPD have improved their planning, teaching and assessment.



Parents have a much bigger involvement in science this year through science themed open morning activities which has added value to our science teaching.

'I have enjoyed completing science with Erin, I've learnt something new and I have loved seeing her excited about science' Year 5 parent.



Forest School/Eco club has been well received by the children.

Science Governors Report: Spring 2019

Progress with actions for PSQM:

-Kick start grant has been awarded - £350 towards British Science week activities. I have planned workshops for each year group to link to their topics.

Monitoring activities showed that there were a number of positives in classroom practise such as a variety of activities, excellent questioning, independent work and collaborative work, lots of practical work.

-Targets from monitoring include - progression of skills needs to be more evident - particularly with regards to data, more challenge for higher ability children and use of the designing board for planning investigations throughout year groups.

Termly reports have created strong links with governors, informing them of progress towards PSQM/the SDP targets. This has also allowed for termly evaluation by the SL of progress towards the targets.

Next year, we would like to create links with local business to further engage the community and in turn develop the children's science capital.

SL3: There are appropriate and active goals for developing science

Science has been on the SDP for the last two years and has been developed across school by the SL. The monitoring process has identified further targets for the improvement of science. Science targets have been developed by the SL with SLT and the whole school community are aware of and are working towards these goals for our school as a whole. The SL has reported to both SL and governors to ensure that science is being developed by the whole school community.

Staff have been given clear targets for improving their science teaching from monitoring activities developed by the SL and SLT.

The SL has had support and mentoring from SLT and has had support in developing monitoring in science. Furthermore, the SL has worked with the SLT to develop science targets which have stemmed from monitoring and are specific to the needs of the staff.

Lauren has developed as a leader and has been the catalyst for change across school with the empowerment of staff who continually strive for improvement’
Liz Bramley

2018-2019 ACADEMIC YEAR ACTION PLAN FOR SCIENCE

OBJECTIVES/ACTIONS	SUCCESS CRITERIA	TIMESCALE	RESOURCES/COSTS/TIME	
To apply for and achieve the PSQM	Evaluate, strengthen and celebrate science teaching at Oakdene -Completion of PSQM portfolio, action plans and portfolio	Submission Date June 2019	£800 fee	LBR link
To organise and tidy the Science cupboard, ensuring there are the correct resources for each year group. Ensure that all resources are working properly and well stored.	Science cupboard to be well organised, tidy and well resourced.	Beginning of Autumn term.	None	LB t
To raise the profile of science around school, displaying the creative and practical aspects of science across school	To have a vehicle to display outstanding science teaching.	Autumn/Spring and ongoing	None	LB t to g

Monitoring has shown that having clear targets in place, which have been supported and driven by the SL and SLT, has had a positive impact on teaching and learning in science including planning, planning for progress and progression in science.



Oakdene Primary School Learning for Life

SCIENCE POLICY

CREATED: (Updated)	Spring 2019
By:	L. Bestwick

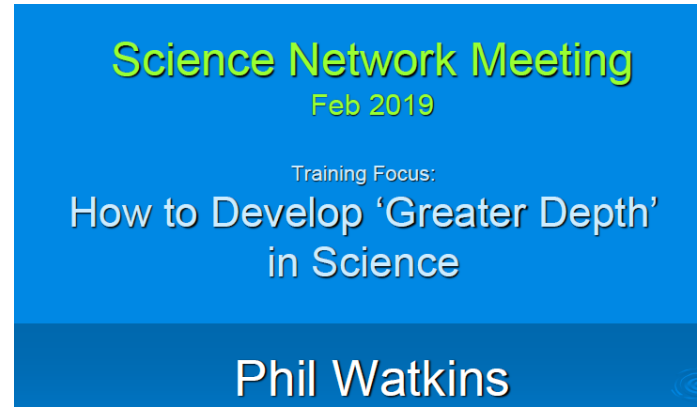
A robust science policy is in place which highlights our principles and is a clear indication of expectations for new staff.

‘Working closely with SLT throughout the year has strengthened my leadership of science as a subject and has given me confidence in my role and validation of my judgements ‘
Science Subject Leader

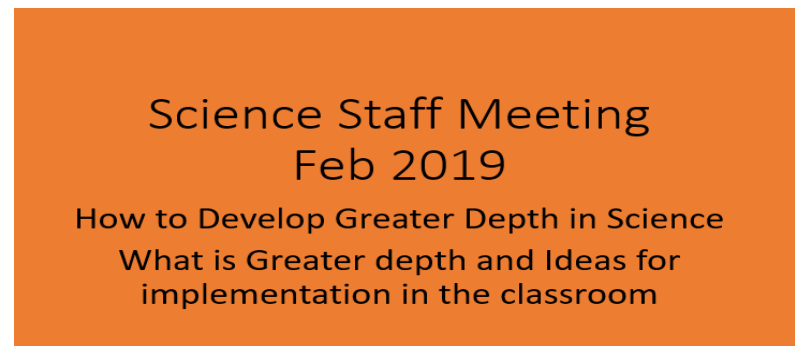
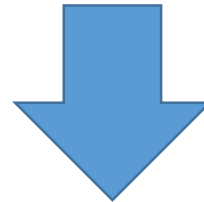
Next year, we would like to further strengthen governor links and include governor’s in our learning walks in the autumn term to allow them to have input into target’s for the year.

SL4: There is a commitment to the professional development of subject leadership in science

The SL joined a network meeting in order to aid professional development, share best practise and to create links with other schools in the area. The SL received support from SLT in order to develop leadership skills and to develop monitoring skills.



SL CPD at network meeting on Greater Depth



SL led CPD for staff as this linked to our targets from monitoring



Training includes the full *Science Assessment Board*® & all other resources. This package is the first step for a school.

Science Coordinator Training (£170 Half Day; £340 Full Day)

- Science concept models & curriculum planning
- All skill progression and year group expectations
- Effective assessment & tracking in science
- Planning and standardisation (full day option)
- Action planning (work scrutiny, etc) (full day option)

Science Coordinator training was undertaken by the SL, KS1 leader and KS2 leader to enable strength of dissemination across school.

'CPD has had a real impact and has helped us to meet our targets from book scrutiny and observation. It has really helped us focus in on our science teaching'
Year 2 teacher

Next year, I would like to attend a middle leader course in order to further strengthen and develop my skills as science subject leader. Furthermore, I would like to continue to work closely with SLT on the continued development of monitoring in science.

SL5: There are monitoring processes to inform the development of science teaching and learning

The SL completed school wide monitoring with SLT of science teaching and learning including pupil voice, book scrutiny and learning walks with whole school feedback and targets for improvement. This was then evaluated in a second round of book scrutiny, staff voice and pupil voice to ensure there were positive changes towards meeting the development targets.

Hi Lauren,
Sorry, yes. It goes as follows:

- 9.00ish-10.30 – Introduction to conceptual teaching; science models; *Explaining Science* assessment; word walls
- 10.30-10.45 – Break
- 10.45-12.00 – science models; standardisation exercise
- 12.00-1.00 – Lunch
- 1.00-3.00ish – Working Scientifically; progression in *Designing Experiments*; dual objective planning; rockets; introduction to greater depth and outstanding practice in science

CPD was put in place to support staff to meet the targets from monitoring – progression in WS skills, greater depth (challenge) and vocabulary use.

‘The PD Day was fantastic and gave us everything we needed to develop our teaching towards our targets from monitoring’.
Year 6 teacher

Support (CPD)

Monitoring of progress towards targets

Final staff meeting to review progress.

Our final staff meeting highlighted that we need to continue to develop and embed challenge for greater depth children, develop vocabulary use further and explaining science.

Book/Work Scrutiny
Oakdene Primary School

Teacher: H. Kewitt Date: 11/01/19 Year Group: 3

Have books been marked regularly? Does the marking tell children how they can improve their work, anything any reasons? Does it tell them what to good about their work?

Evidence of clear precise target setting related to improvement

Poor quality work and presentation is challenged and has an impact

Evidence of poor/lost assessment

Level of work is appropriate to the ability of pupils

Evidence of differentiation of activities

Evidence of evidence/consistent learning evidence of cross-curricular work

Evidence of rewards for good work (praise, stickers etc)

Use of prompts/writing frames

General comments

Strengths: Evidence of regular investigations - photos
Scientific vocabulary
Graph used to record results

Areas for development:

No full written investigations using frame
Challenge/differentiation

Further action:

Meeting required to discuss work scrutiny Staff meeting 14/01/19

Resubmission of books in _____ weeks

Initial Monitoring with SLT

Staff meeting 14.01.19
Observation/Book Scrutiny Feedback

Observations - positives

- Fantastic lessons throughout school - lots of practical, engaging and exciting lessons
- Subject knowledge
- Questioning
- Science displays throughout

Observations - areas for development

- Challenge for higher ability
- Investigative work wasn't evident in KS2 - however this is a topic related e.g. rocks, digestive system
- Vocabulary on display?

Book scrutiny - positives

- Regular investigations/practical
- Variety of recordings e.g. photographs, focused recording
- Most had full investigation write ups in KS2 using our investigation frame
- Well presented/consistent across year groups and key stages

Book scrutiny - areas for development

- Ensure weekly evidence of science

Feedback at staff meeting

Book/Work Scrutiny
Oakdene Primary School

Teacher: H. Kewitt Date: 21/05/19 Year Group: Year 3

Have books been marked regularly? Does the marking tell children how they can improve their work, anything any reasons? Does it tell them what to good about their work?

Evidence of clear precise target setting related to improvement

Poor quality work and presentation is challenged and has an impact

Evidence of poor/lost assessment

Level of work is appropriate to the ability of pupils

Evidence of differentiation of activities

Evidence of evidence/consistent learning evidence of cross-curricular work

Evidence of rewards for good work (praise, stickers etc)

Use of prompts/writing frames

General comments

Strengths: Variety of practical work, observation work, diagrams, graphs, tables. All at Year 3 level
Designing board used to plan investigations
Outdoor learning used

Challenge for HA

Further action:

- Meeting required to discuss work scrutiny
- Resubmission of books in _____ weeks

Monitoring of progress towards targets

Final staff meeting to review progress.

T1: There is engagement with professional development to improve science teaching and learning

Science Staff Meeting 04.02.19 - Agenda

- PSQM assessment criteria
- Assessment Grids
- Moderation using assessment grids
- Schemes of work - Phil Watkins
- Progression frameworks - differentiation and challenge in lessons



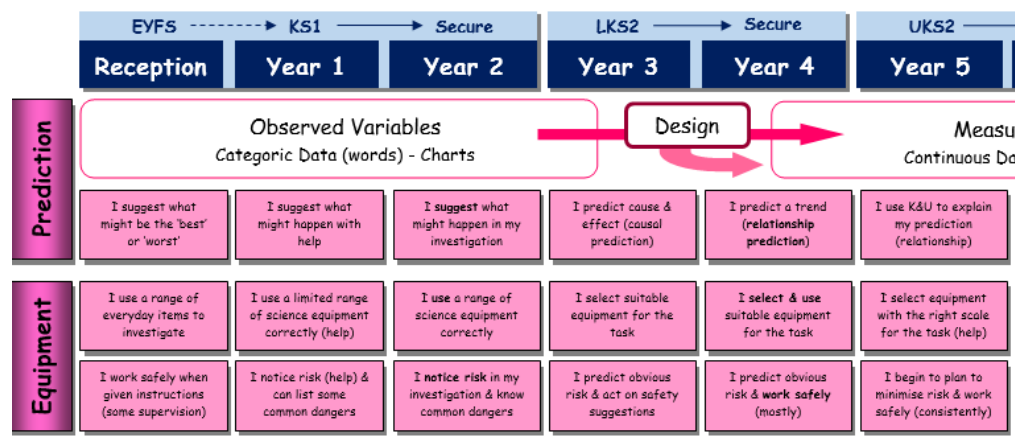
Congratulations to:
Lauren Bestwick
from
Oakdene Primary School

The SL arranged external CPD and led internal CPD to meet the needs identified from monitoring. The SL attends a network meeting and shares information with staff. The SL led moderation activities in staff meetings. Online CPD was carried out by all staff on Reach Out CPD.

Internal CPD was carried out looking at moderation, assessment and progression by the SL during a staff meeting to assist staff in meeting targets from moderation.

Online CPD with Reach Out CPD was carried out by all staff to improve subject knowledge

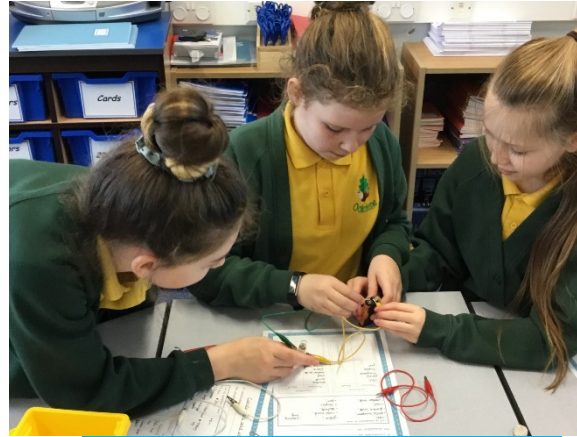
External CPD was arranged by the SL to provide support for staff to improve science teaching, learning, assessment and progression. CPD provided a new model for science teaching, detailed assessment boards (as pictured) which provide a framework for progression and clear expectations for staff and pupils.



Next year, I would like to arrange CPD into developing science and outdoor learning to enable staff to use our outdoor area more effectively for teaching and learning in science.

T2: There is a range of effective strategies for teaching and learning science which challenge and support the learning needs of all children

Monitoring showed that there was strength in the variety of activities being provided for children across school. Our principles highlight our values of practical, independent and challenging work.



Group work (Y6)



Problem Solving (Y4)



Generating Data (Y5)



Outdoor Learning (Y3)



Hands on Learning
(Y1)



Visits linked to science
topics (Y2)



Practical work (Y6)

T2: There is a range of effective strategies for teaching and learning science which challenge and support the learning needs of all children



Observation skills (Reception)



The Lightbulb award is used throughout school to celebrate children's questions and to allow them to investigate their own questions.

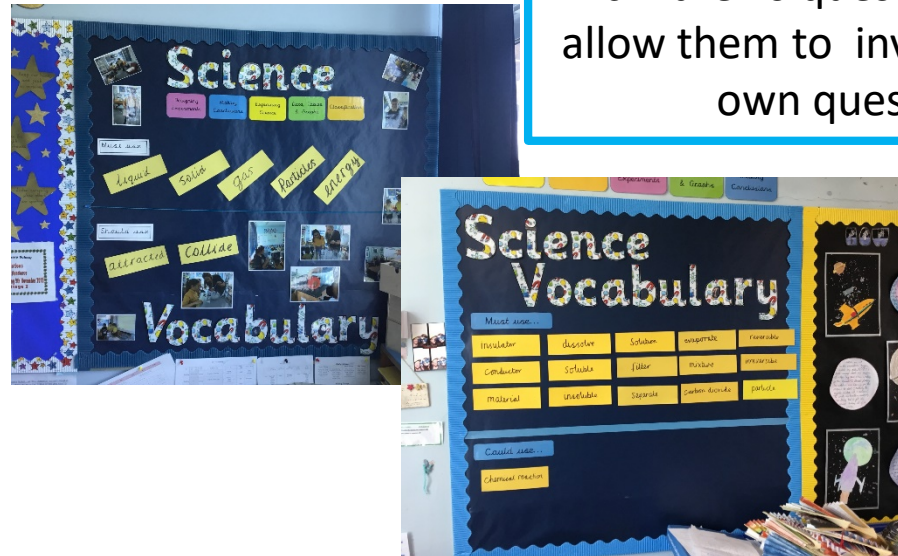
'I love when we design our own experiments and create data. Going outside is my favourite part of science'

Bobby Year 5

'I love science because we do lots of different things. I like working in groups together because you can support each other'

Sahand Year 4

Vocabulary displays are used across the school for high expectations in explaining science and to raise the profile of science in classrooms

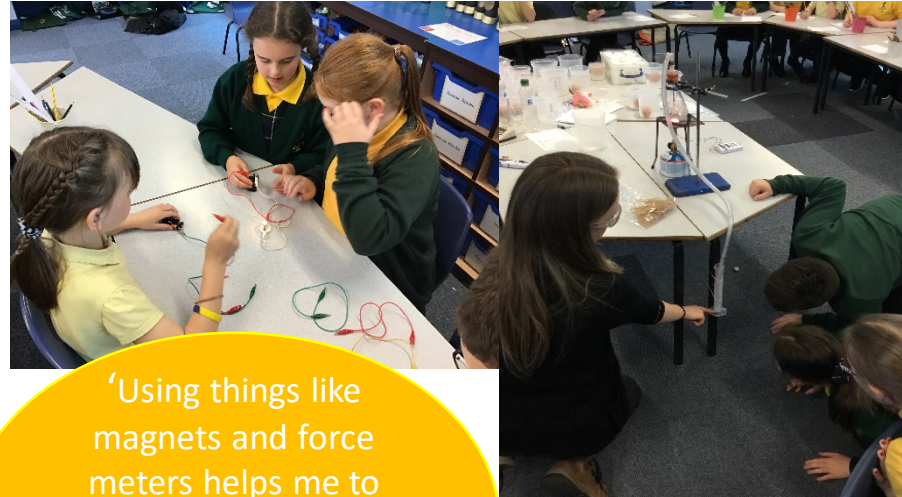


Our next steps are to develop our use of the outdoor area and implement the science/forest school curriculum as planned by the SL.

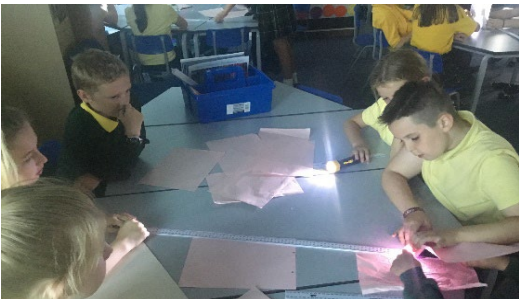
T3: There is a range of up to date, quality resources for teaching and learning science which are used regularly and safely

The science cupboard has been organised each year by the SL. Needed to create a resource list and ensure that staff had all the equipment they needed. The SL completed a staff audit and using an equipment list provided by the SL's network meeting, checked off our equipment against the new science equipment list.

A range of resources have been used throughout the school to support and enhance science teaching and learning.



'Using things like magnets and force meters helps me to understand and I like measuring things using the equipment'
Blake Year 5



Primary Science Equipment List (latest Feb 2016)



- **Safety** (safety glasses, disposable gloves, hair bobbles, aprons/white coats, fire blanket/extinguisher, ASE Be Safe, CLEAPSS)
- **Heating** (gas burner, tripod, tongs, heat resistant mat, evaporating dishes, Pyrex beakers, lighter)
- **Containers & Glassware** (test-tubes/racks, petri-dishes, white inspection trays, specimen bottles/lids, film canisters, large pop bottles, small pop bottles with scales drawn, large clear plastic tanks)
- **Measuring length** (wooden rulers (number track), clear plastic rulers (cm/mm), height measurer, trundle wheel, wind-up cloth tape measures, meter tapes)
- **Measuring volume** (plastic beakers/jugs (250ml), plastic measuring cylinders (20/100ml), syringes (5/10ml), plastic pipettes)
- **Measuring weight** (bathroom scales, digital scales (gms), analogue kitchen scales)
- **Measuring temperature** (spirit thermometers, digital thermometers, thermometer strips (words/symbols), giant wall thermometer, soil thermometers)
- **Measuring time** (clockwork timers, digital stopwatches)
- **Measuring environmental conditions** (rain gauge, wind vane/anemometer, thermos-hygrometer)
- **Data logging** (temperature, light, sound, humidity, pulse, time as apps or as full data logger)
- **Magnifying** (hand magnifiers, magnifying pots, microscope/slides, binocular microscope, tripod magnifier, bio viewer)
- **Filtering & separating** (sieves, soil sieves, colanders, filter paper, plastic funnels, pestle & mortar)
- **Forces & magnets** (force arrow sets, kites, fans, hair drier, balloon cars, parachutes, springs, toy cars, rockets, storm rocket/parachutes, Hovershot, bar/horse-shoe magnets (recycled magnets from sneakers, etc), pins, force

A resource list from the SL's network meeting showed what gaps there were in our resources and some resources which we didn't know existed! E.g. apps for iPads.

Our next steps are to ensure that we continue to update equipment and use staff voice to ensure equipment is up to date. E.g. staff meeting showed that electricity kits are outdated – so the SL ordered new ones.

L1: There is a shared understanding of the purpose and process of science enquiry

Our principles underpin our school wide belief that science should be a practical, enquiry based subject. Progression has been implemented and strengthened from Y1-Y6.



I love testing to see if I'm right!
Poppy
Reception



Nursery – How can I make it melt faster?



Year 1 – Does different fabric keep water hot?

'We know that we are covering all aspects of enquiry due to our CPD and training. Both the children and myself feel confident in experiments'
Year 2 teacher



Year 2- What happens when we put food colouring in different liquids?

'My teaching and understanding of enquiry has completely transformed this year. The quality of our science lessons have increased and so has the children's understanding'
Year 4 teacher



Year 3 – Does the distance of the torch from the object affect the size of the shadow?



Year 4 – Does the type of material affect the amount of sound absorbed?

'Working together to collect data makes me feel like a real scientist!'
Rhys Year 4



Year 5 – Does the height the rock is dropped from affect the size of the crater?



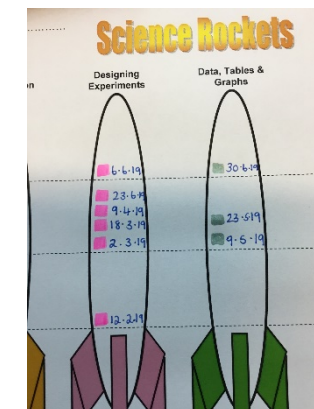
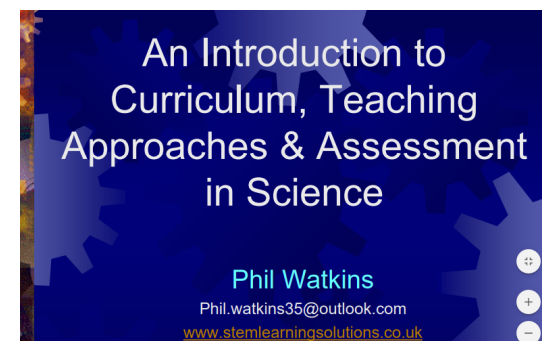
Year 6 – Does the height of the drop affect the speed of the reaction?

L2: There is a shared understanding of the purpose of science assessment and current best practice

Staff Meeting 12.11.18

Evaluation of current practice in Science

-Pre and post assessment - all teachers agreed that there is little value in pre assessment - only allows you to spot misconceptions in certain subjects. Others (e.g. evolution y6) children have no idea about.



Evaluation of current practise in staff meeting

Evaluation of schemes at network meeting

External CPD

Assessment rockets used for formative assessment

Moderation was carried out by staff to ensure we are consistent and showing progress throughout the school using standards files.

'Moderating science was a rewarding experience for all, as staff are consistent and collaboratively are improving standards across school'
Liz Bramley

'Moderation was so useful for us to strengthen our understanding and support to make tricky judgements from other staff and the SL'
Year 6 teacher

The SL did regional moderation in network meetings and continue to update standards files.

The assessment board has given staff a framework for progression and allowed them to plan for assessment opportunities within lessons which was evident in monitoring activities.

Staff voice has shown that they are not yet confident in using the assessment rockets and formatively assessing. More moderation time will be put in place and SL will support specific staff in lessons to assess in lessons.

Knowledge & Understanding			Working Scientifically				
Designing Experiments	Classification	Working Scientifically	Designing Experiments	Data, Tables & Graphs	Making Conclusions		
Year 2	Year 3	Year 4	Year 5	Year 6	Year 6+		
I remember relevant science facts with some confidence	I use science ideas & facts to describe & explain	I show a developing K&U of science ideas & concepts	I show a clear K&U of science ideas & concepts	I show a secure K&U across all KS2 topics (facts & concepts)	I show a deeper mastery of K&U across KS2		
I use & remember science words over time (short term)	I remember science words I have used before (longer term)	I use simple science words correctly (meaning, apply)	I begin to use complex science words correctly	I use complex science words correctly (fluency)	I use complex science words accurately & fluently		

Science Assessment Primary Standards

Yr1, Class3

Year Group	Content Objective	Skill Objective: Classification	Challenge
1	I can identify a range of trees	Sort using instructions	1

Working at expectation (yr 1)

Assessment

Commentary	Criteria Matched / Not Matched
The tree pictures provided the information about leaf drop on the deciduous trees. The pupil was able to use this information to sort trees into two groups.	Sort using instructions or pictures (yr1)
The pupil was also able to relate the pictures to an understanding that deciduous trees lose their leaves in the winter.	

L3: There is a commitment to developing all children's science capital

Our principles highlight our belief that science trips, events and visitors are one of the fundamental principles underpinning our science curriculum.

SCIENCE COMPETITION

*CAN YOU BE A SCIENCE TEACHER FOR A DAY?
CAN YOU TEACH YOUR CLASS SOMETHING?
CAN YOU WOW YOUR CLASS?*

*Children in Key Stage 1 and Key Stage 2 are invited to bring a small science investigation into school to show the rest of their class.
Can you bring a WOW experiment into school and teach*



'It was amazing seeing my work at the university. It has inspired me to be an engineer when I'm older!'
Erica Year 6

Children in KS2 took part in the Leader's award and designed an invention to solve a problem. An amazing 4 out of 14 winners were from Oakdene Primary! Parents all attended and were blown away by their children's work.



Year 5 met astronaut Michael Foale and learnt about his inspiring life.

Aspiration Fair @ Inspire2Learn

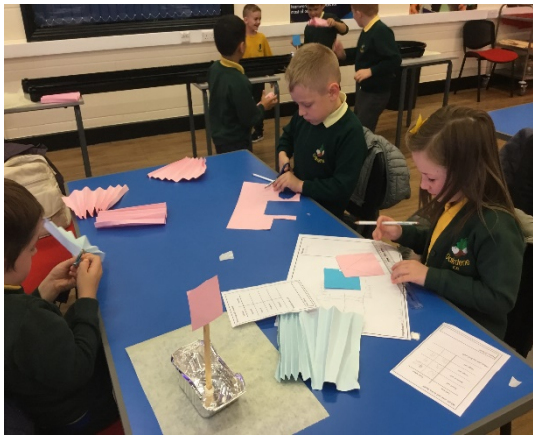
Aspiration fairs are underpinned by the belief that we need to raise children's aspirations for what their futures could be like after they leave school. One big aim is to ensure that any activity has an underlying theme of employability skills and opening eyes to possibilities. Inspire2Learn targeted the key sectors where employment possibilities will be greatest in the next ten years: Logistics, Engineering, Digital Technology and Construction. The Y5s were immersed in two hours of intense 'workshops', broken into 20 minute sessions, led by real people from a range of roles in each sector which proved to be very effective.



Year 5 attended an aspirations fair with local industry and business linked to STEM careers, which has raised aspirations.

Children from Year 1-Year 6 took part in our competition and brought experiments into school to show to their class and in assembly.

L3: There is a commitment to developing all children's science capital



Year 1 STEM Day Visit



Year 2 STEM Day Visit



Year 3 quarry visit



Year 4 EDF energy visit



Year 5 life centre visit



Year 6 local industry visit

IF YOU WERE AN
ENGINEER
WHAT WOULD YOU DO?

Dear Parents/Guardians,

We are excited to announce that Key Stage two will be taking
Engineer and **Leaders Awards**.

The competition will be challenging primary and secondary p
to research engineering, interview inspiring engineers and an
"If you were an engineer – what would you do?"

primary engineer rug
...the first step

Science Gadget Shop



The return of the gadget shop! Our popular
gadget shop we launched last year is
returning for British Science Week!

Running from Monday 11th March-Friday
15th March every day after school in the
main hall.

We provide regular opportunities for
parents and children to discuss science
at home and take part in science
activities with their children.

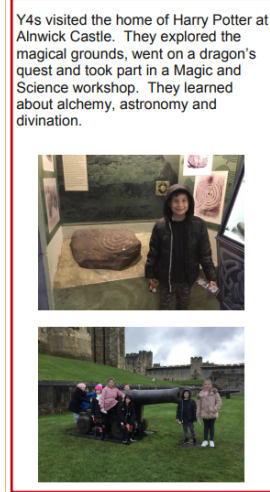
'Erica is a budding
scientist. The first thing
she looked at for her
secondary school was
their science lab!' Year 6
parent.

'Science has become the
topic of conversation in
our house! Indi is
desperate for a lab coat'
Reception parent.

Our next steps are to
ensure that we
continue to update
equipment and use
staff voice to ensure
equipment is up to
date. E.g. staff meeting
showed that electricity
kits are outdated – so
the SL ordered new
ones.

WO1: There are appropriate links between science and other learning

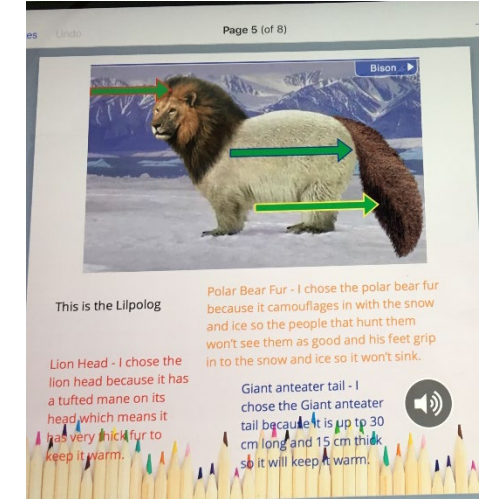
We decided as a school that we wanted to link science to other areas of learning. In KS1 we decided that the link would be between science and a text, to engage the children. In KS2, we decided that we wanted the link to be between science and our creative topics.



You have been challenged by the Royal Navy to create a boat that minimises the effects of water resistance.

Remember, use your THINK sheets to help you in your design.

Learning Objective: to explore the effects of water resistance



KS2 created links in topic such as history (WW2) and creative topic (Harry Potter).

Links with maths

Ipad Links – example of Year 6 evolution project on ipads

KS1 found that the children were more engaged in their science learning through the link with a text.



Can you keep Beegu warm?

We are investigating:
The effect of different fabrics on keeping water heat?

We are using 3 different fabrics: 1. Cotton 2. Wool 3. Fleece

My guess is that the will keep Beegu the warmest? Fleece

Our group tested this and our results:

Time	Temperature C					
	Start	5 mins	10 mins	15 mins	20 mins	25 mins
Fabric 1	22	23	24	25	27	27
Fabric 2	22	23	24	25	27	27
Fabric 3	21	22	23	24	27	30
Fabric 4	22	23	24	25	27	27

The best material for keeping Beegu warm would be the Fleece

This is because the material that felt as the warmer material stayed high

You can explain 'insulate'!

'The texts have given us a hook to our science teaching and the children have been more engaged and excited for science and children have a better understanding'.
Year 1 teacher



Links with outdoor learning

WO2: There are appropriate links with families, other schools, communities and outside organisations to enrich science learning

Year 6 took part in Children Challenging Industry which has increased aspirations in Year 6 and their attitudes towards science.



'I thought I wanted to be a doctor, but now I want to be a chemical engineer!'
Kendele Year 6

Staff engaged with the CIEC and local employers to create links with industry.



Eco warriors have been set up this year and children have felt empowered to make positive changes in our school environment.



For British Science Week, an outside organisation Hands on Science was organised to create a tailored, hands on experience for each class from Reception to Year 6.

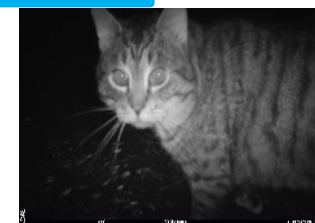


'I can't believe I dissected a real heart. It was amazing!'
Abigail Year 6

The Oral Health Nurse visited the Y4 children. The children tried disclosing tablets which showed up plaque on their teeth and identified areas where extra brushing is required. The children were also reminded about how to reduce their sugar intake. This complemented the key messages in the Change4life leaflets sent home last week.

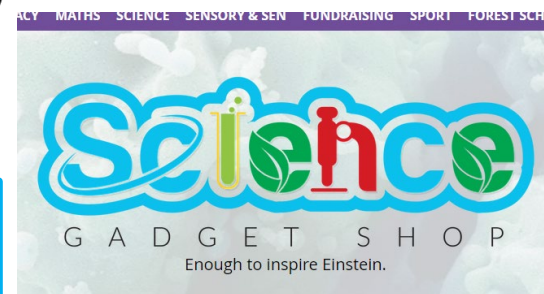


Visitors enhance and enrich science lessons



Year 5 children took part in a citizens science project using a camera trap to log animals in our school area. Their findings were shared across school.

Children were given opportunities to take part in science at home with parents.



WO2: There are appropriate links with families, other schools, communities and outside organisations to enrich science learning

Parents are engaged and each term are participating in Science activities with their children at Open mornings.



Year 1 open morning



Year 2 open morning



Year 3 open morning



Year 4 open morning



Year 5/6 open morning



Reception open morning

'I know that Teesside is a fantastic area for industry and I have seen that Oakdene are providing Ellie with all the skills she needs to possibly enter that industry one day'.

Year 3 parent

'I have loved learning alongside Harley in open mornings and am so glad that subjects like science are valued at his school, not just English and Maths'.

Year 2 parents

'I love when mum and dad come and can see what science I'm learning about. It helps me to talk about it with them at home'

Jude Year 6

Is Open Morning - 14th March 2019
Please leave feedback after each activity - it is greatly appreciated!
Art Area - Skittles Magic
We organised activities.
Y3S classroom - Colour wheels
Saharal enjoyed sharing his knowledge and learn more to what he knew.
Y3L classroom - Exploring Carbon Dioxide
It was a very good activity

WO2: There are appropriate links with families, other schools, communities and outside organisations to enrich science learning

Each Year group visits local careers and enterprise company Inspire 2 Learn and takes part in STEM activities with local companies.

We had the ever fabulous Y1 pupils from Oakdene Primary today. I suggested that engineers were usually men. The reaction was immediate 'Nooooooooo!, Don't be silly.....' really? These Y1 children were quite genuinely gender blind to the role. I am very aware that Oakdene are a very proactive school with aspirations. They engage with employers regularly and certainly use the events here as a backbone of activity to integrate with that. Looking at the new OfSTED framework they are clearly addressing the cultural and social capital requirements already. If that is what is happening then the symptoms are what I saw today. Quote from Andrew Stogdale @ Inspire 2 Learn

'Inspire 2 Learn is my favourite ever place. I love Science.'
Kai Year 1

'I love our visits to Inspire 2 Learn, I always learn something new and I like meeting children from other schools'
Hannah Year 5



'Inspire 2 Learn is such a valuable resource in our area and is integral to enriching our science curriculum, making links with employers and industry'.
Liz Bramley

