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PSQM
Primary Science Quality Mark

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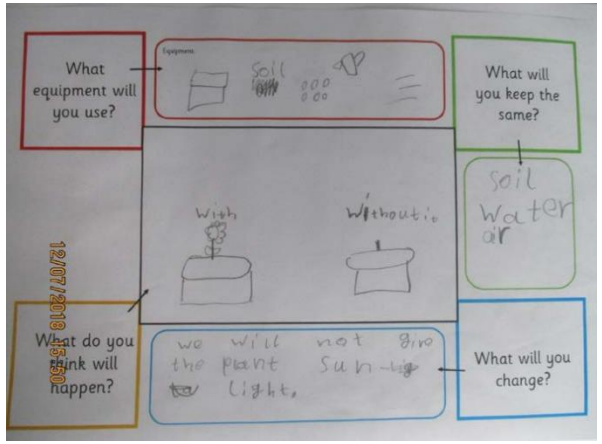
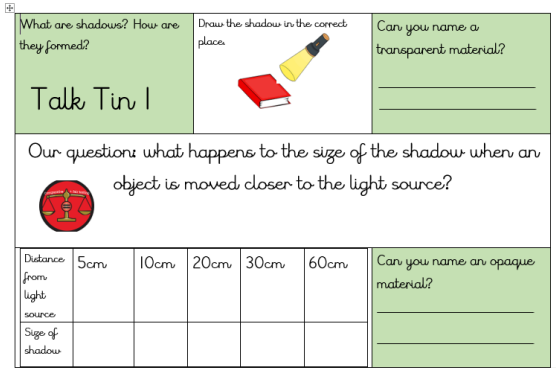
CDA – The science curriculum engages, inspires and challenges all children by promoting inclusion and equity



These are examples of SEN Thinking frames, used to ensure that the curriculum is inclusive and engages all learners. Our most vulnerable SEN learners can use this as a resource to be able to approach science lessons in an inspiring and challenging way, whilst meeting the needs of the National Curriculum. The idea of the thinking frame is that there is less of a written outcome for the SEN learners, they can instead adopt a more hands on, practical approach towards their learning.



During a recent pupil and staff voice feedback was taken to show the CDA element:
" Our lessons are really fun because we are given resources to help us like thinking frames or talk tins, this means that we don't always have to write up our experiments or long pieces of work, I am glad because this is what I find difficult." – Taken from a monitoring session on 2/11/25

Science Graduated Response

The science graduated response was created as a resource to show the approaches and resources being used to ensure that all of our learners are given opportunities in science that engage, inspire and challenge them.

CDA – The science curriculum engages, inspires and challenges all children by promoting inclusion and equity

2. What impact has your school's involvement in the PSTT cluster had on science teaching and learning?
(e.g. improvements in planning, assessment, inclusion, pupil engagement)

- Significant Impact
- Some Impact
- Minimal Impact
- No Impact
- Please give examples:

3. Which aspect(s) of the cluster CPD or collaboration have been most beneficial for your staff or pupils?

One of the most beneficial aspects of the cluster CPD and collaboration has been the introduction and sharing of the SEN Science Thinking Frames developed by St Clare's. These visual, structured tools were designed to support learners with additional needs by helping them organise their thoughts, access key vocabulary, and engage more confidently in science discussions and investigations. The CPD allowed other schools in the cluster to adopt and adapt these resources, leading to more inclusive practice across settings. Staff reported increased confidence in supporting SEN pupils during science lessons, and pupils themselves demonstrated greater independence, improved retention of scientific concepts, and a more positive attitude toward science learning. The thinking frames have proven especially valuable in enabling all children to access and succeed in science, regardless of ability, and have been instrumental in raising the profile of inclusive teaching strategies across the cluster

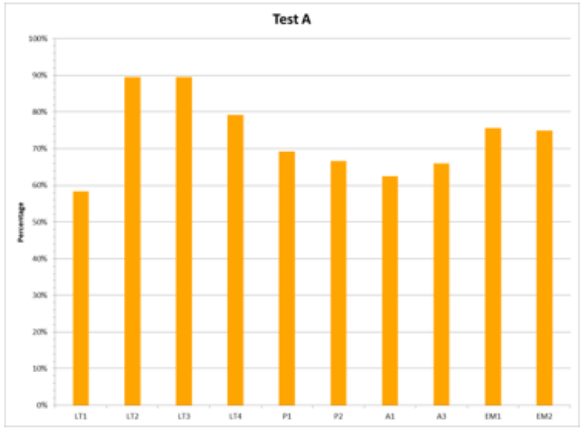
This slide highlights the usefulness of the introduction of the SEN Thinking Frames to the PSTT Cluster. St Clare's have been using the frames for the whole academic, and the impact on SEN formative and summative assessments have been positive. The next academic year will focus on the progress made for all learners including the SEN learners in other PSTT Cluster schools.

The updated map of the coverage of the National Curriculum highlights the progression of skills from EYFS to year 6, with national curriculum objectives and working scientifically skills evident. Book looks and monitoring across the year shows that teachers are planning using this map, this helped staff deliver focused, age-appropriate learning, reduce repetition or gaps, and improve long-term retention and depth of scientific understanding.

Autumn 1	**Physical Development**	**Animals including Humans**	**Materials**	**Rocks**	**Digestive System**	**Properties of materials**	**Light**
Enquiry Question	Super me, Super you/ Me and my world	What makes me, me?	Which materials are the strongest?	Which soil absorbs the most water?	What happens to the food we eat?	Solid, liquid, or gas?	How do we see things?
Autumn 2	**Understanding the World**	**Materials**	***Animals including Humans***	***Forces and Magnets***	***Sound***	**Changes of materials**	**Animals including humans**
Enquiry Question	Senses/ Let's Celebrate	Which materials are the most flexible?	*How can I grow up to be healthy?*	Do opposites attract?	*How do we hear?*	Which type of sugar dissolves the fastest?	Which type of exercise has the greatest effect on our heart rate?
Spring 1	**Understanding the World**	**Materials**	***Animals including Humans***	***Animals including Humans***	**States of matter**	**Forces**	Electricity
Enquiry Question	My world and beyond/ Treasure Island	Which materials are the most absorbent?	*What is a life cycle?*	what would happen if humans did not have skeletons	Does seawater evaporate faster than fresh water?	Which shape/size of parachute takes the longest to fall?	How does a series circuit work?
Spring 2	**Expressive Arts and Design/ Understanding the World**	**Plants Seasonal changes**	**Plants**	**Plants**	**Living things and their habitats**	**Earth and Space**	**Evolution and inheritance**
Enquiry Question	Colours/ Growing	Are all leaves the same?	How does your garden grow?	Which conditions help seeds germinate faster?	In our class, are omnivores taller than herbivores?	How does the length of daylight hours change in each season?	Who am I?
Summer 1	**Understanding the World**	**Plants Seasonal changes**	**Plants**	**Scientific enquiry**	***Living things and their habitats – conservation***	**Animals including Humans Life Cycles**	**Living things and their habitats**
Enquiry Question	All creatures great and small/dinosaurs	Which plants and trees are on our school grounds?	How does our school garden grow?	learn the scientific skills they will need to apply during each unit of learning	recognise that environments can change and that this can sometimes pose dangers to living things.	How are the life cycles of a mammal, bird and reptile different?	Which is the most common invertebrate on our school playing field?
Summer 2	**Understanding the World**	**Animals including**	**Habitats**	**Light**	**Electricity**	**Living things and their habitats**	**Looking after our environment**

CDB – The science curriculum engages, inspires and challenges all children through planned progression in content and procedural knowledge

Science Assessment Autumn Analysis 2C



Strengths

1. Living things and their habitats LO 2 and 3,4.
   - identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other
   - identify and name a variety of plants and animals in their habitats, including microhabitats
   - describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.
2. Everyday Materials All LO's.

Development areas: Some of these areas have not yet been covered in Y2.

1. Living things and their habitats LO 1.
   - explore and compare the differences between things that are living, dead, and things that have never been alive

Analysis of data produced by science lead after teachers have inputted their HEADSTART assessment data.

Pupil Voice Autumn Two 2024

1. How often do you have a science lesson?
2. What is your current learning about in Science?
3. What did you learn about last half term?
4. Does your learning link to anything that you have learnt before in science?
5. Does your teacher tell you how it links?
6. What do you like about your lessons?
7. In what ways do you learn?

Look at science books

8. What are you getting better at?
9. What makes learning fun in science
10. Show me something that you particularly remember learning about and tell me why.
11. Can you tell me how you were working scientifically?
12. Does your teacher tell you what enquiry you are going to be working on when you carry out an investigation?
13. Can you name any of the working scientifically skills?
14. Does your teacher tell you how you are going to be working scientifically?

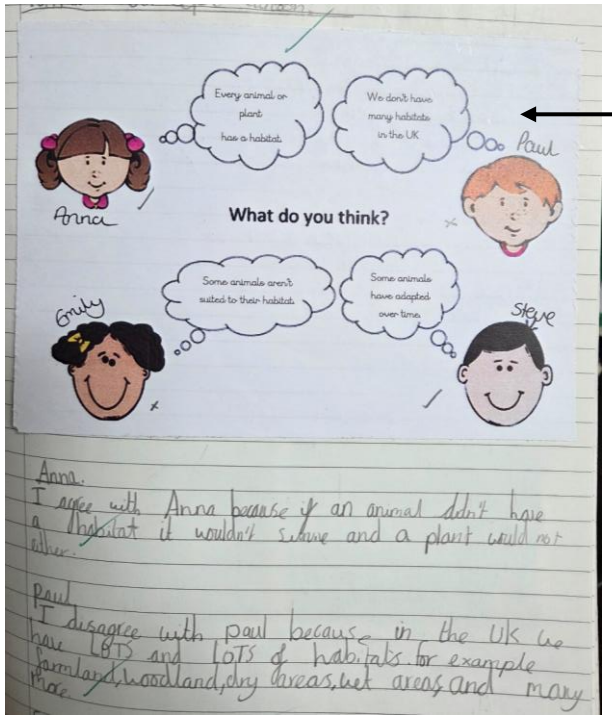
Vocabulary Focus.

15. How do you learn new vocabulary?
16. Can you tell me some of the vocabulary that you have learnt this unit?
17. Have you had revisited some of your prior vocabulary? (Do you have a short time dedicated to going over previous vocabulary?

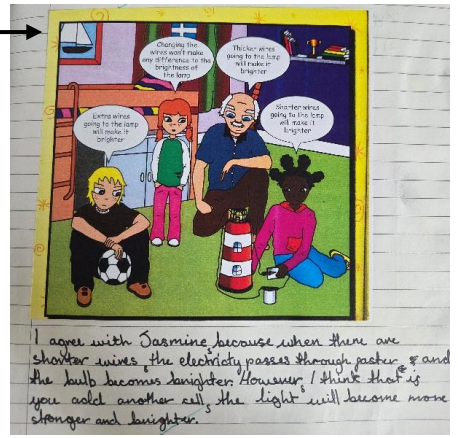
Above is a copy of the questions asked to a selection of children from KS1 – UKS2. On the right is a copy of some answers given by a year 6 child.

1. **How often do you have a science lesson? Year 6**
   We usually have science every week for a full afternoon – usually on a Wednesday.
2. **What is your current learning about in Science?**
   We're learning about electricity and how to build circuits with switches, bulbs, buzzers and motors.
3. **What did you learn about last half term?**
   We learned about evolution and inheritance. I really liked learning about fossils and how animals change over time.
4. **Does your learning link to anything that you have learnt before in science?**
   Yes, we learned about circuits in Year 4, and this time we're making them more complex with more components.
5. **Does your teacher tell you how it links?**
   Yes, she shows us what we did before and explains how it connects to what we're doing now.
6. **What do you like about your lessons?**
   I like the experiments, working in teams, and how we get to ask our own questions.
7. **In what ways do you learn?**
   We learn by doing practical investigations, group work, class discussions, writing up results, and using diagrams and models.

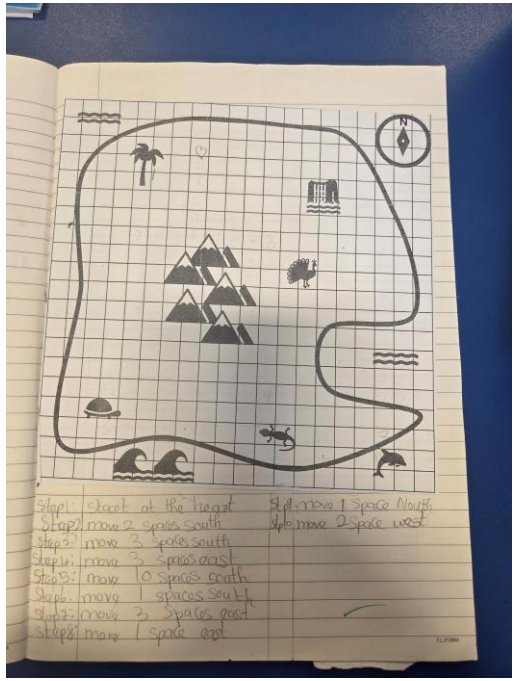
CDC - Teaching enables all children to learn science content and procedural knowledge by planning and sharing contexts and skills with other curriculum areas



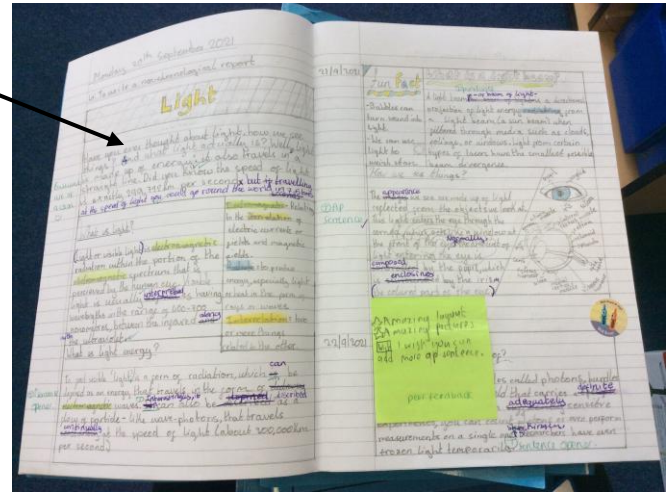
These two images show a link between science and oracy – the children were asked to think about an area of science in the form of concept cartoons- this allowed for a whole class discussion, talk partners and table talk (Rally coach, Round robin and class presentations) of the questions being discussed.



This image shows a link being made between maths and science. This is an area which needs to be further developed, therefore, over the next academic year, meetings will be organised with the science and maths lead, and CPD will take place to make further links between the curriculum areas



This image shows the link that has been made between Science, English and History – the children in year 6 were asked to research Ibn al-Haytham – the father of modern optics and create a non-chronological report on his work and the impact on his findings on modern science.



TLA - Teaching enables all children to learn science content and procedural knowledge by encouraging them to ask questions and express ideas

Focus: is there a focus on child-led questioning in and around science lessons?

Key Questions:

1. Are wonder walls in place and visible to the children?
2. Are wonder walls being used by the children? Scribed in KS1, independent in KS2?
3. Have children had the opportunity to answer questions added to the wonder wall?
4. Are independent/child-led questions being generated when investigating or exploring in lessons? (Ask pupils)

Strategies:

1. Learning walk – looking at the use of the wonder wall (an area of child-led questioning) in classrooms.
2. Pupil voice – 1 child per class to aid with answering focus 4 of the learning walk.

Findings:

1 **and 2. The majority of classes had a wonder wall on display and were evidently using it to question children and allow their responses to be recorded. See below for examples.**

3. **Some classes had a wonder wall on display but had not allowed the children to add their questions to it, similarly, some classes had a wonder wall but no space for the answers to be recorded (we now know section)**
4. **Children felt like that were being given the opportunity to ask questions in lessons, and often created their own investigative questions. Evidenced in book look.**

Next steps:

Ensure that every class has a wonder wall up on their science working wall (display) and ensure that it is being used effectively.

Are children given time to add questions to the wall? Are they being given an opportunity to answer the questions? Class teachers to ensure that the wonder wall is implemented within science lessons- and in others lessons where appropriate too, where cross curricular links can be made.

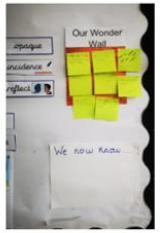
Science lead to repeat this learning walk in Spring term to ensure that the wonder wall has been used effectively to allow for wider questioning inside and outside of lessons.

This slide shows the monitoring of child-led questioning used in school, and evidence of the 'wonder wall' being used across the key stages. On the far right hand side is an example of the non-negotiables for our science displays.

Science Display Non-Negotiables.

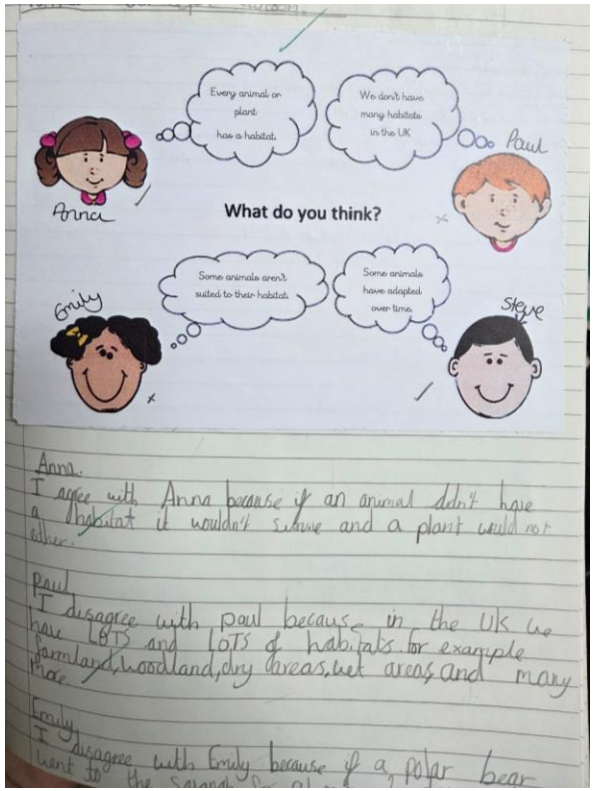
Every science display should show:

- The title of the topic e.g Materials, Light, Properties of materials etc
- Key vocabulary for the topic
- Science principles poster
- Wonder wall and a we now know wall
- Enquiry types logos
- Knowledge mat for the current topic



Do you get the chance to ask questions and be curious in your lessons?
Yes, all the time! Our teachers always say it's good to ask questions, even if they seem tricky. We even have a Wonder Wall where we can put our science questions and sometimes investigate them with our friends. – taken from a pupil voice conducted in Autumn term.

TLA - Teaching enables all children to learn science content and procedural knowledge by encouraging them to ask questions and express ideas



Linking oracy to the curriculum – children are encouraged to work together to discuss areas of science for their current topic. The image below shows children completing an all write round robin kagan activity as a starter for their science lesson – year 4.

Children having the opportunity to ask a variety of questions at our recent science fair for British Science Week

How do you feel about working with others in science?

I really enjoy it. We work in groups a lot, and that helps us share our ideas. Sometimes someone else spots something I didn't think of, and we learn from each other. It makes learning more fun and less scary – taken from a pupil voice conducted in the Spring 1 term.

Below is feedback given from a governor who visited the year 6 children and delivered a lesson on microbiology and chemicals – this was for our celebration of science during British Science Week.

Phil Hindley	20th March 2025

Name of staff members and focus of Visit

Kerry Salza and Ryan Willis

Science week talks on microbiology to the two Year 6 classes

Summary

Two very enjoyable talks and Q&A sessions with the two Year 6 classes focused on my late career and experience in microbiology and chemistry. The children showed a strong interest in the subject matter and had a wealth of questions on microbiology and other areas of science.

Thanks to the children for their engagement and immersivity, to Kerry and Ryan for their welcome and hosting, and Kerry specifically for the pre-visit preparation (including the pre-prepared questions).

What have I learned as a result of my visit ?

The Year 6 children are polite, attentive, enthusiastic and pleasingly quizzical. Their knowledge of general science is encouraging, with a handful of children exhibiting what I would consider an impressive knowledge of some aspects of broader science given their age groups.

TLA - Teaching enables all children to learn science content and procedural knowledge by encouraging them to ask questions and express ideas

What kind of visitors have you had in science, and what did you learn from them?

We've had engineers, scientists, and even someone from a museum! They showed us how science is used in real jobs, and now I really want to be a forensic scientist when I grow up! We also have our parents in our lessons when it is an end of topic experiment or something really fun. Our governors have been in for British Science Week too.

Taken from a year 5 child who had completed a pupil voice – spring 1 term

These images show the use of outside organisations and working with the wider community to allow children to see science outside of the classroom. The impact of this has been that it has allowed children to ask many questions to other professionals and guest speakers, therefore increasing the science capital for all of our learners.

What do you enjoy most about science lessons at St Clare's?

I love how fun and exciting our science lessons are! We get to do experiments, use cool equipment, and find out how things work. It's not just reading from a book – we're doing things and discovering stuff ourselves – taken from a pupil voice conducted in Sping 1 term – year 3 child.

TLB - Teaching enables all children to learn science content and procedural knowledge by using approaches and resources that enable lesson outcomes to be met

1. How has recent CPD supported your science teaching?
As a trainee, the CPD has been incredibly valuable. It's helped me understand how to plan practical lessons with clear objectives and use questioning more effectively to encourage pupil thinking.

2. What changes have you made in your teaching as a result of shared best practices?
I've been encouraged to try more hands-on investigations and to use scaffolding to support all learners. Watching experienced staff model lessons has given me ideas I've started applying in my own practice.

3. Have you noticed any changes in pupil engagement during science lessons?
Yes, definitely. When lessons are practical and allow for group work, the children are much more enthusiastic. They enjoy discussing their ideas and feel more confident when they see that their thoughts are valued.

4. How have you used assessment for learning (AfL) in your science teaching?
I'm still learning, but I've started using quick quizzes and targeted questions to assess understanding during and after lessons. Feedback from my mentor has helped me adjust my approach to meet pupil needs better.

5. Do you feel confident using a range of science resources?
I'm building confidence every week. Having the chance to explore resources during planning meetings and being shown how to use them in lessons has made a big difference. I'm more willing to take risks and try new things.

Staff Voice – Science Teaching and Learning

1. How has recent CPD supported your science teaching?
The CPD has been really practical and focused. I now feel more confident in planning and delivering investigations that encourage children to think like scientists. It's also helped me embed enquiry skills more purposefully into my lessons.

2. What changes have you made in your teaching as a result of shared best practices?
I've been using clearer learning objectives and success criteria, and I now include more hands-on activities that encourage questioning. I've also started using working scientifically skills more explicitly and modelling them during lessons.

3. Have you noticed any changes in pupil engagement during science lessons?
Yes, definitely! Pupils are more enthusiastic and curious. They enjoy the practical elements and are much more confident when explaining their thinking using scientific vocabulary.

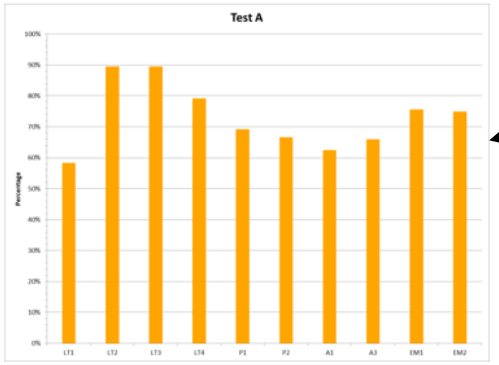
4. How have you used assessment for learning (AfL) in your science teaching?
I've used more targeted questioning and regular quick checks to identify misconceptions early. It's made a big difference to how I adapt lessons in real-time to support all learners.

5. Do you feel confident using a range of science resources?
Yes—much more than before. I now use a wider variety of resources, from practical equipment to visuals and vocabulary prompts, which really help to support SEN and EAL learners.

Trainee teacher feedback on a staff voice – both examples of staff voices highlight the use of CPD, resources and staff training that has been provided and the impact they have had upon staff and children.

TLC - Teaching enables all children to learn science content and procedural knowledge informed by formative and summative assessment

Science Assessment Autumn Analysis 2C



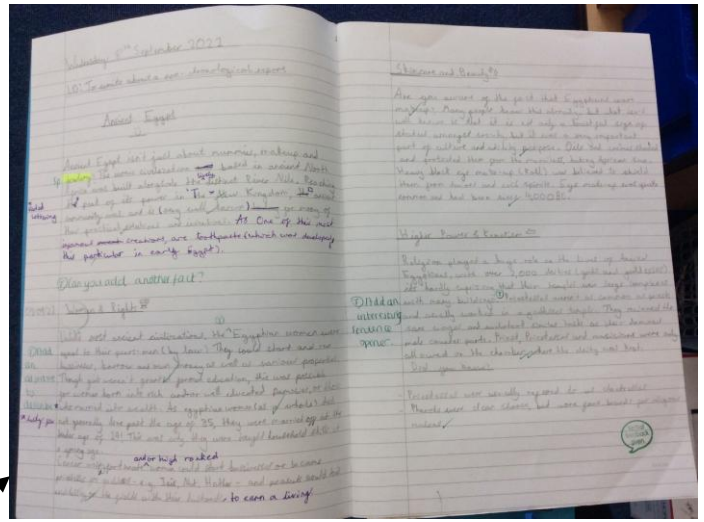
Strengths

1. Living things and their habitats LO 2 and 3,4.
   - identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other
   - identify and name a variety of plants and animals in their habitats, including microhabitats
   - describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.
2. Everyday Materials All LO's.

Development areas: Some of these areas have not yet been covered in Y2.

1. Living things and their habitats LO 1.
   - explore and compare the differences between things that are living, dead, and things that have never been alive

This is an example of the data analysis and feedback that has been completed by myserf as science lead, following analysis of the HEADSTART assessment. These are completed half termly for every teacher, next steps following this feedback is to complete a book scrutiny, lesson observations, monitoring of planning and conversing with teachers in regards to any necessary CPD or team teaching.



Here, our science ambassadors are completing monitoring as they check displays in each classroom, complete a book look and distribute Whizz, Pop, Bang magazines to each class.

OUTREACH ONLY

How do you know that the school has strengths that can support others to improve the science curriculum to better engage, inspire and challenge all children?

1. In what ways has the science lead at St Clare's supported your school's science development?
The science lead at St Clare's has been instrumental in supporting our science curriculum development. Their guidance in introducing the HEADSTART assessment has given us a much clearer and more consistent way of tracking progress and identifying gaps in pupil understanding. Their approach is always practical, supportive, and backed by a deep understanding of primary science pedagogy.

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2. How have the shared resources and ideas from St Clare's helped raise the profile of science in your school?
The resources shared by St Clare's have been of outstanding quality and immediately usable in the classroom. From practical investigations to knowledge organisers and assessment grids, everything is clearly thought out and aligned with the curriculum. As a result, our staff feel more confident in delivering high-quality science lessons, and science is now timetabled consistently as a core subject in every year group.

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3. What impact has the collaboration with St Clare's had on your overall science teaching and learning?
Working with the science lead at St Clare's has had a significant and lasting impact. Not only have we improved our assessment approach through HEADSTART, but we've also seen a noticeable rise in pupil engagement and staff confidence. The collaborative work has reinforced our commitment to science as a key subject and has given us the tools to deliver it with greater clarity, consistency, and enthusiasm.

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1. In what ways has St Clare's contributed positively to the work of the Ogden cluster?
St Clare's has played a central role in the success of our Ogden cluster. They have consistently offered to host meetings and CPD events, shared well-developed teaching resources, and contributed innovative ideas that have benefited all partner schools. Their science lead has shown strong leadership and enthusiasm, helping to coordinate joint activities and keep science high on the agenda across the partnership.

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2. How have St Clare's ideas, resources, or feedback supported your own school's science teaching or outreach work?
The resources shared by St Clare's—particularly around practical investigations and science capital—have been of excellent quality and easy to adapt for our own pupils. Their feedback on past events has been constructive and forward-thinking, often sparking useful discussions that have led to improvements in our own practice. Their support has made our science planning more robust and engaging.

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3. Please rate the overall impact St Clare's has had within the cluster in terms of collaboration and raising the profile of science.
St Clare's has had a significant and positive impact on the cluster. Their collaborative spirit, willingness to share expertise, and passion for science education have truly helped to raise the profile of science across all our schools. They are an inspiring and valued member of the partnership, and their contributions have enriched the professional dialogue and strengthened science outcomes for pupils across the cluster.

Both survey responses underscore the significant support and leadership provided by the Science Lead, not only within St Clare's but also across the partnerships of which the school is a member. Bowkervale Primary School, for example, commends the assistance received with assessment strategies and acknowledges how collaboration with St Clare's has elevated the profile of science within their own setting. Similarly, a representative from the Ogden Trust Partnership highlights the positive impact on the cluster through the planning of events, sharing of resources, and the exchange of expertise among partner schools.

OUTREACH ONLY

How do you know that the school has strengths that can support others to improve the science curriculum to better engage, inspire and challenge all children?

2. How effectively were the microscopes integrated into the lesson to support pupil learning?
Answer:
The microscopes were used exceptionally well to support hands-on learning. Pupils were fully engaged and demonstrated increasing confidence in using scientific equipment. The activity provided a clear link between practical work and the development of key scientific skills.

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3. Did the lesson planning and delivery reflect strong subject leadership in science?
Answer:
Absolutely. The lesson was well-structured with clear learning objectives, appropriate resources, and a strong emphasis on scientific thinking. It was evident that the science lead had planned the session with care and expertise, ensuring all 60 children could actively participate.

This feedback, gathered from a school governor survey, highlights the clarity and structure of the science activity, as well as the significant benefit of involving a visitor with a professional STEM background. The experience had a meaningful impact on pupils' science capital, offering them not only access to high-quality resources but also the valuable opportunity to engage directly with a governor whose career exemplifies real-world scientific application. This interaction enabled pupils to see science as both relevant and achievable, reinforcing its place as a meaningful and aspirational subject

"The increase in our science capital, and the raising of the science profile in our school has been exceptional, thanks to Kerry at St Clare's RC Primary School." – Science Lead at Irk Valley – PSTT Cluster

"The resources and ideas shared have been invaluable, without these, the children would not have had the opportunities they have had this academic year." Science Lead, St Anne's primary School- PSTT Cluster.

4. How did this experience contribute to raising pupils' science capital?
Answer:
The lesson significantly contributed to raising science capital. Pupils had the opportunity to engage with real scientific equipment and interact with someone who has worked in a lab. Many expressed excitement about science careers, and it was clear that the session helped make science feel accessible and relevant to their lives.

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5. As a governor with a background in science, what are your reflections on the impact of outreach experiences like this?
Answer:
I believe this kind of outreach is invaluable. It bridges the gap between classroom learning and the real-world application of science. It also allows pupils to see science as something they can pursue in the future, especially when they see role models and use authentic equipment. This visit reinforced the school's commitment to high-quality science education.

OUTREACH ONLY

How do you know that the school has strengths that can support others to improve teaching to enable all children to learn science content and procedural knowledge?

Criteria	Indicator	Observations
SL1	There is a clear vision for the teaching and learning of science	The SLs and school have come together to develop an excellent set of Principles and to agree on a vision for science. This vision, together with the Principles is underpinning all the science that goes on giving both pupils and staff confidence in science and ownership of the process. Great displays in the portfolio. Clear monitoring shows that the Principles is a driver for continued good practice.
SL2	There is a shared understanding of the importance and value of science	Again the SLs have identified a need to make science more visible around the school and on its website. There have been opportunities to raise the profile of science during lockdown and to involve parents. There have been a good range of resources provided during lockdown and it is good to see that these have been utilised to share the importance of science to everyone.
SL3	There are appropriate and active goals for developing science	It is good to see that the challenges presented by Ofsted have allowed the school to reassess the science curriculum and its learning and teaching. it is evident that undertaking PSQM has also helped the school to do this. Highlighting the progression of skills is essential and it is good to see that this has been an important focus. The processes, including curriculum maps, that have been employed have allowed staff to have ownership which is excellent. The SLs have supported planning in a number of areas as highlighted in the portfolio. Supporting child led learning has featured in a number of reflections and fits with the work that is being done on enquiry.

This feedback is from the review of the PSQM award achieved in 2021. At that time, St Clare's had made a strong start in monitoring and raising the profile of science across the school. In the current round (2024–25), the school is working towards the *Outreach Award*, having not only sustained and built upon those initial successes, but also supported other schools in embedding these practices. This includes significant contributions to the PSTT Cluster—led by St Clare's—and the Ogden Trust partnership, in which the school is an active member. The previous slide demonstrates the impact of this support over the past academic year, and the development log outlines plans to continue extending this outreach to additional local schools.

"The ideas that have been shared with us, although we are a high school, have been useful to us as we can help with the transition from KS2 science to KS3. Kerry has created many great resources and shared great ideas to aid with the teaching of science in our year 7 classes." Transition lead – Our Lady's RC High School.

OUTREACH ONLY

How do you know that the school has strengths that can support others to improve teaching to enable all children to learn science content and procedural knowledge?

Another section of the review from the previous PSQM award states that we have joined cluster schools. As time has progressed, I have now begun to lead a cluster (PSTT) and joined numerous other clusters, which has significantly broadened our professional network and enhanced collaboration. We are still active members of the ASE and regularly gather high-quality resources from there to support staff development and curriculum planning. As a result of this expanded outreach, our school has become a recognised hub for science support, contributing ideas, resources, and leadership that have positively impacted science teaching and learning both within our school and across the wider network.

SL4	There is a commitment to the professional development of subject leadership in science	It is good to see that the SL has joined a cluster of schools together with school membership of ASE, this will support their developments. The SL has also taken part in a range of personal CPD including a number of courses during lockdown. It is good to see the SLs developing into reflective practitioners and has trialling a number of new approaches and resources within her own classroom including supporting the development of child-based enquiry. This good practice has been shared with colleagues. Teacher and pupil comment shows that the SL is supportive and helpful.
	There are	The SLs have identified that monitoring was patchy and that

T2 - We've embedded varied strategies, including outdoor learning, drama, and science assemblies. Staff confidence has grown, and pupils engage enthusiastically. We now support other schools through CPD and resource sharing, showcasing inclusive, creative science teaching that meets all learners' needs.

		network of expertise with the school.
T2	There is a range of effective strategies for teaching and learning science which challenge and support the learning needs of all children	There is a limited range of strategies being used. The SL is encouraging her colleagues to widen these. but they have been limited by lockdown and its after effects. Outdoor learning is also being used and could be expanded further. Next steps: further increase the range of strategies, especially informal ones such as drama, assemblies and also remember that visits and visitors contribute to the impact of science.
T3	There is range of up-to-date, quality resources for teaching and learning science which are used regularly and safely	The SL has identified gaps in provision of resources and health and safety information and has arranged for access to CLEAPSS training and resources. Further work is needed to make sure that all staff know what is available and how to use equipment and that it is well organised, using science ambassadors will be useful in this area. The school is making good use of local free resources from the High School (Forest Schools) and Museum. It Is noted that microscopes will be coming from RMS. The portfolio shows a good range including IT resources and science magazines
L1	There is a shared understanding of the purpose and process of science enquiry	There has been a great start to introducing and supporting the process of enquiry. The reflection and portfolio clearly show that the journey has been started. This is focusing on child led processes with staff supporting pupils to become independent learners in all aspects - excellent.

T3 - Our resources are well-organised, safe, and widely used, supported by CLEAPSS training and science ambassadors. We access external partnerships and now support other schools by sharing audits, ambassador models, and best practice in managing and using quality science equipment effectively.

L1 - Child-led enquiry is embedded across school, with pupils independently investigating and evaluating. Staff confidently support progression in enquiry types. We share this success through CPD, modelling lessons, and network events, helping other schools embed enquiry-based approaches in their own science teaching.