



Reviewer's feedback

School: 16699 Staindrop CE Primary School

Science Leader at school: Lesley Davidson and Abby Taylor

PSQM Hub Leader: Rosemary Feasey

Quality Mark submitted: **PSQM**

Reviewer: **Joanna Conn**

Strand	Aim and PSQM Criteria	Observations
SCIENCE LEADERSHIP AIM: Science Subject Leadership has been strengthened and developed. Science is valued and improved through the development of effective processes for Subject Leadership.		
SLa	There is a clear vision for science, created and implemented by teachers and children, through principles for teaching and learning.	From the action to reflection planner and development log, it is clear that this has been a huge focus for the school this year. It was lovely to see how you engaged all members of the community in their creation and the children particularly with the creation of science mascot! Making them visible around school on display boards and ensuring that teachers are referring to them within planning and lessons is helping to keep them fresh and at the forefront of all that happens in science. The Subject Leaders have reflected on next steps and identified the need to focus future efforts on developing independence of children in enquiry to fully realise the schools' principles.
SLb	Strategic support for Subject Leadership is provided and includes: <ul style="list-style-type: none"> • Focussed CPD for subject leader • Regular release time • Resources to facilitate development in science. 	The development log clearly shows how the school has enabled monitoring to take place through release time. PSQM has been a driver for the Subject Leaders to immerse themselves in professional development and to share the gained knowledge with staff to drive improvements in the subject. The Subject Leaders have identified key resources and training avenues to support particular developmental needs of staff which has led to a tailored approach.
SLc	There is a monitoring cycle, including pupil voice, that informs actions taken and the development of science.	The Subject Leaders have engaged with monitoring activities throughout the year and used the insights gained from training to support reflective thinking. The children's voices have been listened to and their ideas have informed the creation of the principles and direction of improvements in the subject. As a result of monitoring the Subject Leaders have sought further support for teachers' planning and many have engaged in subject specific training to enhance their science delivery.
Summary comment for the SCIENCE LEADERSHIP AIM	The extensive list of actions have been fully implemented by the Subject Leaders, which is a credit to their tenacity. The impact on the staff and	

		children is evident, and for the Subject Leaders the reflective thinking has supported them to become a more effective leaders.
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 relevant internal or external professional development and support with which staff engage.	The Subject Leaders have been proactive in leading professional development for staff throughout the year, this has led to teachers having a clearer understanding of the working scientifically skills and learning objectives for different year groups. Monitoring and auditing of working scientifically skills has enabled teachers to better track which types of enquiry and which skills are being used across a year group. It is clear from the comments of teachers that they now feel more confident in their delivery of science.
Tb	Teachers are supported to use a range of effective strategies for teaching science which challenge and support the learning needs of all children.	The Subject Leaders have supported staff through training and joint planning to introduce a number of new teaching strategies. It is clear that the PLAN resources have impacted the science learning taking place and the working scientifically wheels have supported teachers to focus on the individual skills within enquiry. The review of the curriculum and creation of long term planning documents has helped to focus teachers on key learning objectives and enabled them to understand the links between different year groups.
Tc	Resources are audited annually, well-organised and accessible, so that children can regularly and safely use appropriate practical and digital resources, information texts and the outdoor environment.	Highlighting different teaching resources in staff meetings over the year has impacted the experience of the children. The learning journeys created by the Subject Leaders have supported staff to plan effectively within each unit and for children to anticipate the questions that they will be exploring. Teachers using Explorify resources have commented how well it can be used to consolidate learning or to elicit prior learning. Children have also appreciated the opportunity to engage with more outdoor learning in science and develop their connection with nature. The school has used digital resources and devices effectively to enhance children's science learning.
Summary comment for the TEACHING AIM:		The Subject Leaders have been proactive in introducing a wealth of different resources and strategies to staff throughout the PSQM year. They have clearly supported the teachers' planning, have increased the children's enthusiasm and improved their science learning.
LEARNING AIM: Science learning has been strengthened and developed. Subject Leadership develops teachers' practice.		
La	Children are taught to use different enquiry types to answer scientific questions about the world around them, through the use of scientific enquiry skills.	The simple strategies and training provide by the Subject Leaders has helped to build the confidence of staff to tackle more enquiry skills and has supported the children to be able to identify the type of enquiry being undertaken. The 'science toppers' and enquiry symbols from the PSTT have addressed the issue raised by the children during pupil voice about the 'lots of writing' and have focused their time on the key aspects of enquiry. It is clear that the learning journeys have supported teachers to embed enquiry thoroughly.

Lb	A range of strategies and processes for formative, summative and statutory assessment are used, which reflect a shared understanding of the purposes of assessment in science and current best practice.	The Subject Leaders have used the ideas from the PLAN documents to generate their own end of unit assessment criteria. Teachers report that these are easy and manageable to use and support them to understand where children have secure learning and where there are gaps. The staff have used TAPS resources to assess the working scientifically skills effectively and this focus has helped them to better understand what success would look like. It will be interesting to share these insights with other schools when the school undertakes moderation activities.
Lc	Initiatives that encourage all children to think that science is relevant and important to their lives, now and in the future, are supported and promoted.	It is interesting to see how the outdoor learning has supported children to be more connected with nature, to notice and care about living things around them. By highlighting the work of women scientists the school has supported children to appreciate the discoveries and impact made by them. With online learning, both the children and their parent's science capital has been enhanced through the independent enquiries that were undertaken and the subsequent posts shared.
Summary comment for the LEARNING AIM:		There have been so many new ideas shared with staff that it will be important to provide opportunities for them in the coming year to revisit and fully embed them all into the practice of the school.
WIDER OPPORTUNITIES AIM: Science has been enriched. Children's experiences of science are enriched.		
WOa	Curriculum planning links science to other areas of learning.	Using World Book day as a vehicle for children to engage with science texts has not only provided valuable links between literacy and science but has also developed children's science capital. The activities and work that followed on from this event are awesome, from the portraits and dioramas, to the posters and writing. Teachers have also seen an increase in children's discussion and questioning skills following training in science enquiry, which demonstrates the cross curricular nature of the developments.
WOb	There is participation in some external initiatives, topical science events and family learning.	The comments from across the school community following science week demonstrate the huge impact of the collective approach to the event. The Subject Leaders developed the confidence of staff to tailor the activities to their own classes. The use of class Dojo meant that parents could also become engaged with the action, which developed their science capital too! The link with the external competition helped children appreciate that they were part of something bigger than their school.
Summary comment for the WIDER OPPORTUNITIES AIM:		There are definitely events and resources from the PSQM journey that will become embedded into the wider curriculum for science and become a regular feature of the science calendar.

Overall comment	This was an uplifting submission to review with so many new initiatives and resources shared and trialled throughout the year. The Subject Leaders have clearly worked extremely hard to upskill themselves and share their new ideas with the rest of the staff. Well done!
This submission meets the criteria for PSQM	Joanna Conn 12/07/21

Many congratulations to everyone at Staindrop CE Primary School, especially Lesley and Abby, on achieving the Primary Science Quality Mark at this challenging time.

Jane Turner

Associate Professor Jane Turner
Director: Primary Science Quality Mark
16th August 2021