



Reviewer's feedback

School: **10895 Buckden CE Primary Academy**

Science Leader at school: **Susan Tarpey**

PSQM Hub Leader: **Charlotte Jackson**

Quality Mark submitted: **PSQM Gilt**

Reviewer: **Lynn Robson**


2nd Reviewer: **Liz Lawrence**

Criteria	Indicator	Observations
SL1	There is a clear vision for the teaching and learning of science	Principles are in place and have been incorporated into a school 'logo' that is shared in all classes creating a visual display. The principles are shared on the website. There is a dedicated science team to work on the vision of science and there are class displays. The image used is a great idea and the principles are included. Apart from the literal 'vision' of science in school, how is this shared in more detail with all stakeholders?
SL2	There is a shared understanding of the importance and value of science	Initiatives are in place to share the importance and value of science. Homework tasks, awards, clubs etc. The newsletter includes half-termly updates on 'talk homework'. Where we start from shows that there is an expectation of a two-hour science lesson per week. There are clearly creative ways that science is developed at school and the whole school oracy development point is worked through science.
SL3	There are appropriate and active goals for developing science	The school development plan has included goals for science linked to the curriculum. There are examples of topic-based learning and discreet science skills. SLT are supporting the development of science through the curriculum and creative opportunities. Link governor is in place and takes part in monitoring opportunities. What do you feel now needs to be improved and how?
SL4	There is a commitment to the professional development of subject leadership in science	There is clearly time and resources awarded to CPD for the science leadership team and events have been attended. Some strategies have been incorporated successfully in school. There are plans for staff to lead CPD in school and resources are being explored. There is clearly a commitment to CPD for science and it is clearly happening. The impact would be clearer if the slide showed the activities in use in the

		classroom (planning and children's work) rather than being demonstrated to staff.
SL5	There are monitoring processes to inform the development of science teaching and learning	There has been discussion of monitoring strategies and school have implemented strategies beyond the traditional to include the graffiti wall and science enquiry skills. Evidence of routine monitoring is included in the portfolio and discussions have taken place. NQT teachers and less experienced staff have been supported. Have you been able to recognise any areas for development through monitoring and what has been put into place?
T1	There is engagement with professional development to improve science teaching and learning	There is a member of each phase in the strategic science team. The team take part in CPD and feed back to all staff. There are staff meetings focused on staff CPD and activities and ideas are shared. Some staff not on the science team, have been chosen to complete additional CPD. Consider continuing widening the training for others outside of the science team if possible. Also perhaps consider having some in-school CPD led by external bodies as well as the science team. <i>As for SL4, you have shown the staff accessing a range of CPD (evidence of doing). This is good but you also needed to show how this has been taken into the classroom and had an impact on learning.</i>
T2	There is a range of effective strategies for teaching and learning science which challenge and support the learning needs of all children	This is clearly an area of strength for the school. There is clear evidence that all student needs are catered to. Clearly the school uses creativity as a tool to drive forward scientific skills. There is a great sense of inclusion and many strategies are employed to ensure all children can communicate their science learning.
T3	There is range of up-to-date, quality resources for teaching and learning science which are used regularly and safely	Resources have been clearly audited and organised. Good work has been done to ensure the resources can be accessed by all students and some specific needs (dyslexia) have been considered and resources made explicit. There is clear tracking in place. Some H&S advice has been included in the boxes. CLEAPPS was discussed earlier. How is this being used to improve the safe working with resources? Students are able to access outside areas of school. Consider how to develop outdoor learning beyond the allotment. Can the playground be utilised? Do EYFS have any outdoor learning provision that could be explored.
L1	There is a shared understanding of the purpose and process of science enquiry	Science enquiry has been considered and whole school investigations are in place. There are opportunities for students to demonstrate critical thinking and investigative skills through competition and events. How are teachers planning for investigation in the classroom? Are they included in year group work? The whole school element is great and promotes critical thinking and questioning but it is beneficial for students to see the investigations in their routine work to practice the skills more frequently. Are there any opportunities for child-led enquiry within the day to day teaching and learning?

		Slide 13 and some examples of work and planning on other slides (not signposted) do show a range of types of enquiry taking place in the units of work. However, much of the evidence for L1 is historic and linked to science week (slides 15 and 16) or whole school (slide 17) which is why the first reviewer has highlighted the need for regular classroom experiences of enquiry. This is an area for further consideration.
L2	There is a shared understanding of the purposes of science assessment and current best practice	There are several methods being used for assessment offering a variety of ways students can share knowledge. A school tracking system is in place and one child per class is tracked routinely showing progress over time. Does this child stay the same through school or change year to year? Teachers are encouraged to try different methods, ticks, post-it's and websites.
L3	There is a commitment to developing all children's science capital	Science capital is being explored through curriculum, events in school and parental involvement. The aspiration day is a great idea. Students are encouraged to reach out to scientists in the field. This is ambitious and these opportunities should be explored. You can also consider the science capital at a more local level. People working in local industry and businesses can be valuable. Science is apparent in many careers other than scientist, consider food prep, horticulture, local medical professionals. Students seeing everyday people completing everyday science is often more impactful and 'real'.
WO1	There are appropriate links between science and other learning	This is clearly a strength for the school. The implementation of the new curriculum and the whole school initiatives are abundantly apparent. The next step for the school is to ensure these are refreshed routinely and kept relevant.
WO2	There are appropriate links with families, other schools, communities and outside organisations to enrich science learning	There are links through homework projects, the school allotment and external agencies offering specific events and learning opportunities. Consider the smaller scale possibilities. Local colleges and secondary schools are often invaluable resources.
Final Questions		It's great that you and your colleagues have used PSQM as a focus for engaging in productive professional dialogue about science teaching.

Overall comment	Thank you for allowing me to take a glimpse into your school. I have enjoyed finding out how much good work you are doing and how you are working very hard to inspire your students. You are clearly a creative school and offer many opportunities to explore and drive forward the teaching and learning in a variety of ways ensuring the students are engaged and enjoying their work. Congratulations on your submission. You should be very proud of the work you have completed so far.
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This submission meets the criteria for PSQM Gilt	Reviewer's signature and date <i>Lynn Robson - April 28th 2019</i> <i>Liz Lawrence – May 2019</i> Many congratulations to you all on the achievement of the Primary Science Quality Mark Gilt.  Helen Sizer Deputy Director: Primary Science Quality Mark
Additional Points	Quite a lot of the examples seemed to pre-date the PSQM year. Although it is important for a Gilt school to show sustained and embedded practice the impact of this during the PSQM year was not always clearly evidenced.