



Reviewer's feedback

School: 3975 St Joseph and St Bede Catholic Primary School

Science Leader at school: Stephen Whalley

PSQM Hub Leader: Helen Spring

Quality Mark submitted: **PSQM GILT**


Reviewer: **Cerian Angharad**

Criteria	Indicator	Observations
SL1	There is a clear vision for the teaching and learning of science	From the evidence provided it is clear that St Joseph and St Bede Catholic Primary School has an established clear vision for science. The updated principles developed are engaging, colourful and have clearly impacted on teaching and learning. I really like that the principles are not only accessible to all but that that they are also integrated into the ethos of the whole school. From the portfolio we can see that the Science principles which tie into your school aims and vision and it is interesting to see how you have involved your pupils SLT and governors in reviewing the principles. Pupils are now able to self-assess which principles they have used and think more scientifically about their lessons which has also resulted in more engaging lessons.
SL2	There is a shared understanding of the importance and value of science	You are obviously committed to sharing your vision for science with both staff and pupils and increasing the profile as seen in your reflections and portfolio and the fact that science is treated as a core subject is key to this. It is great to learn that families have become involved in pupil's learning in school and that you the range of activities that can be accessed by their children and that outside agencies are being utilised appropriately. It was very pleasing to hear that the SLT within the school value science as a subject within the curriculum which opens the gates to a range of interesting initiatives. Again, there is ample evidence of your work in the portfolio. You have already suggested ways that you can move forward next year, which clearly suggests that you are a reflective and innovative leader.
SL3	There are appropriate and active goals for developing science	It is good to see that your SLT are committed to developing science within the school and that succession planning has been secured with the support of the head governor. This has obviously provided you with the support you needed to develop a strategic approach and ensure that the initial momentum continues. It is also pleasing to understand that the SDP are so supportive providing suitable time for staff meetings and including specific subject targets in order to ensure that Science remains a whole school priority. Monitoring and book scrutinies also ensure consistency across the school and sharing your findings with linked school will no doubt raise the profile of your good work further.

SL4	There is a commitment to the professional development of subject leadership in science	<p>As a Science Leader you have obviously worked hard to ensure that the school was committed to professional development of subject leadership within the school, and this is evident in the subject CPD log.</p> <p>You have also managed to link with your local high school and visit for a science day and I am sure that under normal circumstances there would have been opportunities to cascade your schools' journey to other local schools via the Beacon Trust as well as support staff in other school.</p> <p>Keeping up with the latest ideas as well as sharing good practice with other schools via SEERIH meetings have ensured that staff within your school have benefited from the knowledge that has been cascaded leading to pupils engaging in enriched learning experiences as highlighted in your portfolio.</p> <p>I am pleased that the school is a member of ASE. Engaging with the wider science community in future to share best practice will increase your own confidence and raise the profile of the school further.</p>
SL5	There are monitoring processes to inform the development of science teaching and learning	<p>It is clear that a wide range of assessment priorities have been agreed and evidence has been gathered and evaluated to form a clear view of teaching and learning in science and inform action through, learning walks, observations, book and planning scrutinies. This has obviously highlighted strengths and areas for development which is shared in a yearly update to all staff and governors.</p> <p>New ideas are shared with colleagues and progress has been monitored to ensure consistency across the school. This has resulted in a more positive attitude towards science and increased value of the subject as a whole and I am sure that this will be reflected in any science voice activities carried out in the future.</p> <p>As suggested in the reflections the SL has successfully built on the strong foundations and used opportunities within the school and beyond to further develop good practice regarding moderation and reflect on children's learning.</p>
T1	There is engagement with professional development to improve science teaching and learning	<p>It is obvious from the evidence provided in the core documents and in the reflections subject leader has been pro-active with regard to professional development and therefore focusing CPD on individuals was a suitable route to take in order to increase their confidence and to support the teaching and learning of science.</p> <p>Engagement in the Reach Out CPD was an excellent opportunity as well as staff meetings offered by the SL which is evidenced in the portfolio.</p> <p>It is reassuring to see evidence of feedback from the NQT and see ideas that have been shared carried forward into the classroom and that the mentoring that you have provided has had an impact on classroom practice in the portfolio.</p> <p>Leading CPD sessions in the future will no doubt develop your own confidence further and enable science teaching and learning to continue to prosper.</p>
T2	There is a range of effective strategies for teaching and learning science which challenge and support the learning needs of all children	<p>As a result of monitoring the SL had noted that there was room for improvement in the range of effective strategies for teaching and learning of science. Use of a wide variety of effective strategies and approaches have been evidenced in the portfolio.</p> <p>It is clear that there is a particular focus on science enquiry and working scientifically which has resulted in a significant shift in how teachers think and teach science and evidence of children leading their own learning is more evident. The working wall vocabulary will and use of video recording via See Saw or QR codes also be beneficial for many pupils</p> <p>Strategies that you have used so far such have clearly worked and impacted on children's learning and you have thought carefully about future plans</p>
T3	There is range of up-to-date, quality resources for teaching and learning science which are used	<p>Staff have awareness of the teaching resources including links to websites that are available and using them in lessons which is impacting positively on the way children are working in the classroom.</p> <p>Completing a full audit of the resources is always worth doing and there is evidence in the portfolio that colleagues are making use of the equipment</p> <p>Developing the science library will also enhance the learning that is happening within</p>

	regularly and safely	<p>the school. Access to a farm within the school must be quite unique and I would have liked to see more details about how the farm is integrated into your lesson plans. Having the use of the farm must be a huge asset to teaching and learning which clearly improves well-being and engagement.</p> <p>Having the opportunity to share resources within the Beacon Trust and resourcing extra equipment from other organisations would further improve your provision.</p>
L1	There is a shared understanding of the purpose and process of science enquiry	<p>In the actions you noted that there was an inconsistency about pupils having opportunities to lead in some lessons.</p> <p>Although teachers were already aware of the types of science enquiry at the start of the journey you have achieved a real transformation in science learning to an enquiry focused approach by using staff meeting time to share ideas and this is evidenced in the portfolio.</p> <p>The introduction of science wonder-wall to enable pupils to write their own big questions and come up with their own investigations supports children's innate scientific curiosity with pupils developing an increased ownership of their learning by encouraging them to ask questions and find ways to answer them.</p> <p>There has obviously been a shared understanding of the purpose and process of science enquiry and this has been evidenced through positive staff feedback commenting on how new approaches have made it easier to plan more hands-on lessons.</p> <p>It is a delight to see children's innate scientific curiosity being so well supported and evidence provided in the portfolio supports the reflections made with pupils developing an increased ownership of their learning by encouraging them to ask questions and find ways to answer them</p>
L2	There is a shared understanding of the purposes of science assessment and current best practice	<p>Using the TAPS self-assessment pyramid to produce reliable and fit for purpose assessment procedure is always a good start and ensuring consistency across the school is vital. Attending various courses will also provide you as SL with opportunities to acquire more ideas for best practice.</p> <p>I particularly like the use of video assessment with QR codes and agree that this has provided more opportunities for pupils to provide more evidence of their science knowledge than in previous years, when writing may have held them back.</p> <p>The evidence highlighted in the portfolio accurately reflects the journey you have taken to ensure that there has been an improvement in assessment within your school and that teachers are now able to judge progress.</p>
L3	There is a commitment to developing all children's science capital	<p>It is clear that enjoyment and confidence in teaching science had increased within your school. Children are clearly developing their science capital through a regular programme of science-based events such as the science fairs, engagement in some competitions. Engaging with the Head Governor has clearly had some impact; perhaps this could be extended further by engaging with the STEM Ambassadors Programme for example, as many volunteers are now keen to engage online. I am sure that this would have a significant impact on pupils, in order to encourage them to consider pathways and careers.</p> <p>I am sure that the Forest School is also a huge asset to you as a school providing pupils with a love for the outdoors and first-hand experience of science in action and I am sure that there are several opportunities to expand on this in the future and highlight more cross curricular links.</p>
WO1	There are appropriate links between science and other learning	<p>Appropriate links between science and other areas of learning are obviously well developed and there is evidence in the portfolio.</p> <p>Matching opportunities for cross curricula work is key; support and resources have been provided to enable staff to plan effectively and creatively which in turn promote scientific dialogue. There is plenty of evidence that pupils can make connections to the science they are doing in the classroom and real-life problems which in turn engages and motivates pupils and I am sure that the outdoor learning spaces created will enhance this further. Using reading to enhance the teaching and</p>

		learning of Science is an excellent idea and I am sure that the Eco Ambassadors could input more to lesson in the future. It is important that you take time to reflect on your next steps in order to develop further with these links and progress.
WO2	There are appropriate links with families, other schools, communities and outside organisations to enrich science learning	<p>You have highlighted the impact of arranging visits to places of interest inviting visitors to school can have on pupils in your classroom. I was delighted to hear about the 'clean-up' project that Year 6 participate in. Taking part in different activities and events will enrich and enhance the science capital of your pupils and provide them with aspirational role models which will make them more aware of career opportunities for the future.</p> <p>I am sure that the new outdoor learning areas will offer new cross curricular opportunities for your pupils (see Eden Project resources and Practical Action for some excellent ideas).</p> <p>It was wonderful that all classes were able to access home Science learning which included many ideas for family-based activities.</p> <p>In future I am confident that links with outside organisations you will continue to grow from strength to strength.</p>
Final Questions		Thank you for sharing your PSQM Gilt journey with me. It has been interesting to read all the evidence that you have compiled and I am sure that the science provision is continually improving. You have clearly embraced the PSQM Gilt challenge and celebrated the excellent work that is being carried out by yourself and colleagues and you are to be congratulated.

Overall comment	I am delighted that PSQM has provided you with the foundations, confidence and aspirations to continue develop as a SL and to empower staff at your school to teach science with the enthusiasm and confidence – Well done.
This submission meets the criteria for PSQM Gilt	<p>Reviewer's signature and date 15 March 2021</p>  <p>Many congratulations to everyone at St Joseph and St Bede, especially Stephen, on all that has been achieved. This is well deserved.</p> <p>Ed Walsh Senior Regional Hub Leader 22/3/21</p>