



<b>Name of school</b>	<b>St Thomas Aquinas Catholic Primary</b>
<b>Name(s) of teacher (s)</b>	<b>Kelly Hellawell</b>
<b>Hub leader</b>	<b>Neil Phillipson</b>
<b>Hub</b>	<b>Round11 - Cheshire Hub</b>
<b>Level submitted</b>	<b>Silver Award</b>
<b>Reviewer</b>	<b>Karen Crinyion</b>

<b>Criteria</b>	<b>Indicator</b>	<b>Observations</b>
<b>A1</b>	There is an effective subject leader for science	Both the reflections and the portfolio really show the progress that has been made in science across the school. This has been possible because the subject leader has had a clear vision for science in the school, and has developed expertise through regular CPD. The outcomes of this CPD have been cascaded to all staff through whole school meetings. I understand your concerns about next year as staff may not feel as motivated once you have received your silver award. However, I am sure that with continued CPD and monitoring of science, that staff will maintain their increased enthusiasm for science and the profile of science will remain high.
<b>A2</b>	There is a clear vision for the teaching and learning of science.	The portfolio shows clear evidence of staff being involved in the development of the key principles for science document. It's great to see these have been developed for each key stage, reflecting the progression in learning as pupils move through the school. Involving pupils in the development of these principles has really helped the pupils to develop ownership of these principles and understand what being a scientist actually means. Embedding these key principles into science displays has clearly helped to raise the profile of science. It is clear that the subject leader has reflected upon the key principles and that some are embedded more than others. Using these as a starting point for monitoring and evaluation will help to establish further areas for development.
<b>A3</b>	The current School Development Plan has appropriate and active targets for science.	Developing the teaching and learning of science has taken a central role within the school development plan, with the senior leadership time actively involved in the monitoring and evaluation of science. Having the SLT involved with the monitoring and leadership has really helped the subject leader to establish strengths and areas for development across the school, and to support teachers with the development of working scientifically skills.

<b>A4</b>	There is a shared and demonstrated understanding of the importance and value of science to children's learning.	Thank you for sharing all of the fantastic photographs in your portfolio. It is clear that the profile of science has really increased across the school. Your whole school science display reflects the value the school are now placing on the science curriculum. What a fantastic idea to have a grandparent's lunch during science week. I bet that the children really enjoyed helping their grandparents to use the 'swap sugar app.' The introduction of science days and weeks and links to national initiatives have really helped pupils to link science to the real world and it's great to see your school embracing real life science, such as Tim Peake's launch into space.
<b>A5</b>	The science coordinator knows about science teaching and learning across the school	Monitoring and evaluation has been highly effective, because the SLT have been involved and because actions have been taken in response to evidence collected. For example, a book scrutiny showed that not all teachers were incorporating the different types of enquiry into lessons. Therefore, the subject leader arranged a staff CPD on the different types of enquiry and supported teachers in joint planning and team teaching to embed key messages.
<b>B1</b>	Colleagues have had opportunities for CPD within science including training and support that increases their skills, knowledge & understanding	The subject leader has attended all of the PSQM network meetings, using this as an opportunity to develop their own subject knowledge and leadership skills. All staff have received CPD through an external provider and in addition, the subject leader has led science training in school. The science subject leader has supported the NQT to access training for science and there are plans in place to ensure the school continues to access science CPD during the next academic year.
<b>B2</b>	There is a range of teaching and learning approaches	It is clear from the photographs in the portfolio that staff have embraced their science CPD and have tried to increase the variety of activities in their science lessons. This has been clearly evidenced through book scrutinies and lesson observations. It's great to hear your plans to increase the opportunity for pupils to plan and develop their own investigations. I would recommend reading the 'Maintaining Curiosity' report as it shares some good case studies of schools that have adopted a more pupil centred approach to working scientifically.
<b>B3</b>	There is a range of up-to-date, quality resources specifically for teaching and learning science. ICT is used both as a tool and as a resource for teaching	The subject leader has shown great initiative in the quest to develop resources for science. Though fundraising and accessing free resources, the subject leader has increased the resources available for pupils. Teachers have clearly embraced these new resources and the photographs within the portfolio show pupils using many of the new acquisitions. It's really worth sending off for any free resources you can and asking secondary schools for any cast offs they no longer need. Remember to read the CLEAPSS newsletters as they are a great source of ideas for experiments using everyday materials. It's good to see that the dataloggers have made it out of the cupboard and the pupils using the iPads to enhance learning in their science lessons.
<b>C1</b>	All pupils are actively engaged in their own learning and achievement; independently making decisions, answering their own questions, solving real problems.	The introduction of working scientifically self-assessment grids has been used to support pupils to take ownership of their learning in science lessons. This good practice has been shared with other schools and is to be adopted by a local secondary school. The school recognise that there is further work to be done in this area and involving pupils in the development of their own investigations will remain a priority next year. The school may wish to consider a 'I wonder wall,' using this to record pupils questions as they arise and then using these as a basis for scientific investigations.
<b>C2</b>	The purpose of science assessment is well understood and shared by the members of the school community. Assessment approaches are designed to fit those purposes.	Within a context of significant changes to primary assessment at a national level, the school are recording pupil's progress summatively, at the end of each topic and are using a variety of assessment for learning strategies to measure progress during lessons. With the introduction of a new system, it's essential you evaluate the usefulness of any assessment information you collect and ensure that it supports teachers to identify any gaps in pupils' knowledge and understanding. I really hope that you manage to develop a common approach to assessment across the MAC as this will really lend itself towards moderation across the schools and help the school to identify whether the pupils are meeting Age Related Expectations in science.
<b>C3</b>	Children enjoy their science experiences in school	You must be so pleased to see the significant improvement in pupil responses to the science questionnaire. You have clear evidence to show that the pupils are now enjoying science more than they did at the start of the academic year. Developing a group of science ambassadors to take responsibility for science across the school sounds like an excellent next step and will really help to maintain the profile of science across the school.

<b>D1</b>	Science supports other areas and contributes to maximising whole school initiatives while retaining its unique status	Science has been used as a stimulus for a number of writing opportunities across the curriculum, really supporting the whole school focus on writing. The school have also embraced other opportunities to link science with other curriculum areas. The pupils must have loved rerecording the 'Dem Bones' songs with the correct scientific vocabulary.
<b>D2</b>	There are clear links to outside agencies / organisations /communities to enrich science teaching and learning	It's great to hear about all of the extra-curricular clubs you have started in school, and to read about the science trips that have happened this year. I really hope you get the chance to embed these into the school calendar. You may wish to consider utilising the expertise of local STEM Ambassadors. Inviting 'real life' scientists into your school will help the pupils to develop their knowledge, understanding and applications of science.
<b>E</b>	General reflection if appropriate	

<b>Overall comment</b>	It has been a real pleasure reviewing your PSQM submission. Your core documents, portfolio and reflections demonstrate the significant increase in the profile of science across the school and show that you have met all of the criteria for the Silver Award. It is clear that good subject leadership has ensured that teachers now understand what good science looks like and are striving to improve the teaching and learning of science and to improve the enrichment opportunities for the pupils in your school. Your reflections are well written and you have identified the next steps for the school. I am sure that the profile of science will continue to improve and I wish you every success in further developing working scientifically across the school.
<b>This submission meets the criteria for PSQM Silver level.</b>	<p><b>Reviewer signature and date</b></p> <p><b>Karen Crinyion</b>  <b>4<sup>th</sup> August 2016</b></p>
<b>Additional points</b>	<p>Congratulations on not only Silver Award but also on all your developments and impact so far. Good luck with you next steps, embedding science in your school and hopefully the wider community.</p>  <p><b>Tara Lievesley PSQM Senior Regional Hub Leader</b></p>