Reviewer's feedback

School: 21839 Four Oaks Primary School

Science Leader at school: Hayley Harrison and Elenid Steffan

PSQM Hub Leader: Eleanor Atkinson

Quality Mark submitted: **PSQM Gilt**

Reviewer**: Alex Sinclair**

Strand	Aim and PSQM Criteria	Observations
SCIENCE LEADERSHIP AIM: Science subject leadership has been strengthened and developed. Science is valued and improved through embedded and sustained processes for subject leadership.		
SLa	There is a clear vision for science that is well established and consistently implemented through principles for teaching and learning which are regularly reviewed by the whole school community.	The revamped principles have considered both teacher and pupil voice and it is helpful to have slightly different versions for the different audiences. It is clear that this is the bedrock of science at the school and using them as a monitoring tool will have assisted in embedding and making all stakeholders (children, teachers and parents) aware of them. Further, and impressive, evidence of their permeation is that children could speak about them to visitors.
SLb	There is strategic support for subject leadership which is well established and reciprocal and includes: • sustained professional learning for subject leader, including engagement with the primary science education community • the subject leader(s) contributing to whole school strategic planning • allocation of time and resources linked to strategic priorities.	It is evident that science is valued, and is a high priority subject, at Four Oaks and the numerous details in your initial assessment shows that this is not just because the school is undertaking PSQM. The work with the science consultant is also testament to this. The uptake by the school of progression plans and a recovery curriculum shows how valued the SL's work is and how they play a role in contributing to whole school strategic planning. The SD Log also demonstrates the numerous opportunities the SL has for CPD which are disseminated to the rest of the school.
SLc	There is a rigorous monitoring and improvement cycle using evidence and views from all stakeholders and sources to shape development in science.	As noted, there was already have a rigorous monitoring system in place prior to the PSQM journey. This includes a wide range of activities eg book monitoring, pupil voice) which allow the school to triangulate findings. Using the principles as a monitoring tool has allowed the school to gain a keen insight into what is happening in science throughout the school. Impressively, the frequent staff meetings that have been afforded have

		consequently allowed opportunities to address and develop any issues that have been raised through this monitoring and 'close the loop'.
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 a sustained programme of internal or external professional development and support with which staff engage.	There is an impressive calendar of staff meetings which have a science focus; and therefore, staff have received a wide range of CPD. As above, the SL has identified the school's needs and used this analysis to make decisions about their content. These have obviously been useful as shown by the comments from a range of staff. It is important that you continue to support any ECTs. It is also pleasing to read that LSAs have been involved in CPD which I am sure has increased their confidence but also helped them to feel more valued.
Tb	Teachers use and evaluate a developing and extending range of evidence-based strategies to challenge and support the learning needs of all children.	A wide range of evidence-based strategies (such as the ASE's PLAN and PSTT's TAPS) are already in place so there has been no need to provide action points for this criterion. Further thought, above and beyond those identified in the self-assessment) about how you might support children with specific barriers to learning in science might be useful (although it might already be in place but not obvious from this submission).
Tc	Resources are systematically audited and acquired (purchased or borrowed/sourced from outside agencies) so that children can regularly and safely use a wide range of appropriate practical and digital resources, information texts and the outdoor environment.	Four Oaks is very lucky that it is so well resourced, which includes having its own gardener! The outdoor area and locality are clearly well used and in a purposeful manner. This has had an obvious impact on the quality of the science lessons that the children experience. Identifying particular non-fiction texts has played a role in showing the diversity of contemporary scientists. You could consider (or demonstrate) how, as a Subject Leader, you are aware that science is being carried out safely by both the children and teachers.
LEARNING AIM: Science learning has been strengthened and developed. Subject leadership develops and evaluates teachers' practice.		
La	Children develop independence in the full range of enquiry types, using scientific enquiry skills appropriately to answer scientific questions about the world around them.	A raft of evidence has been provided that a range of enquiry types are being used and that the skills of working scientifically are being developed. I am sure that being explicit about the enquiry type being adopted, by writing in floor books and referring to the poster, will help to cement the children's understanding. Providing age-related support (Discovery Dog and the Post-it planner) shows how you are helping the children to become independent investigators.
Lb	There is a school-wide commitment to continually improving assessment practice and processes for formative, summative and statutory assessment, through regular evaluation which ensures that they reflect the shared understanding of the purposes of assessment in science and current best practice.	The use of demonstration lessons to highlight and discuss assessment opportunities should be applauded; especially as this focusses on progression between Early Years and Key Stage 1. The SL has the opportunity to monitor science on a regular basis. It wasn't clear whether staff have had the chance to moderate children's work so that there is a school-wide understanding of what age-related expectations are. Perhaps consider a more detailed use of TAPS as an assessment tool for the skills of working scientifically as it is not obvious whether this is a school-wide initiative.

Lc	The whole-school community supports and promotes initiatives that encourage all children to think that science is relevant and important to their lives, now and in the future	The actions taken have helped to challenge the stereotype (pale, male and stale Einstein look-a-likes) of the scientist and Year 5 and 6's visit to Inter Uni will have 'opened their eyes' to possible jobs in science. The science in action page, the science selfie and science homework have helped to ensure the whole-school community are encouraged to view science in a positive light and recognise its importance. Consider incorporating other aspects of the science capital approach in addition to highlighting the diversity of contemporary scientists and the range of science jobs available; how does the science being learnt relate to individual children's lives? What jobs use science but are not science jobs?
WIDER OPPORTUNITES AIM: Science has been enriched. Children's experiences of science are enriched.		
WOa	Whole-school planning links science to other areas of learning, including English and mathematics, and to whole-school initiatives.	The screen shot of the medium-term plan on Slide 16 shows how teachers are now explicitly identifying cross-curricular links to science. This demonstrates that the science learning comes first and that tenuous links are not made to other subjects. The decision to purchase non-fiction books and use these during Science Week to research Scientists and Inventors is further evidence of this. The school could consider embedding a scientist/inventor activity into each topic or on a regular basis throughout the year to ensure further coverage.
WOb	There is regular and purposeful involvement in a range of initiatives supported by other organisations and topical science activities, both in school and with their families	The SD Log shows how lucky the children at Four Oaks are as far as participating in a range of enrichment and developmental activities. It is great to read how much the children (and staff and parents) have enjoyed these. The introduction of Twig Science Reporter looks like an interesting and purposeful activity and, as noted, it would be useful to assess how and whether it is being used.

Overall comment	**This is an excellent submission and, as a consequence, I have found it difficult on occasions to suggest next steps. Science is obviously valued at Four Oaks and this submission was built on very strong foundations. Huge congratulations for moving on the science learning experiences for your children.** **Alex Sinclair** Hayley and Elenid have clearly worked incredibly hard this year to develop the quality of science teaching and learning at Four Oaks Primary School. It is clear that significant progress has been made against each one of the PSQM criteria – well done. Congratulations to all at the school – you should be very proud of all that has been accomplished. Helen Spring, PSQM Hub Leader and Reviewer
This submission meets the criteria for PSQM Gilt	Reviewer's signature