

Review feedback (R22 Spring)

School: 156175628 Kentish Town Primary School

Science Leader at school: Joe Mahon

PSQM Hub Leader: Naomi Hiscock

Quality Mark submitted: **PSQM**


Reviewer: Janet Morris

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.	The vision for science, created during the last time school completed PSQM appears to still be being embedded. The vision for science in a school will change every few years. It would have been beneficial that a new set of principles and vision would have been developed for this submission, reflecting the children's and staff views currently so they all had ownership of this as a way forward. Next steps might include putting the V & P up in corridors and on science display boards for children to see and identify with.
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. 	Regular release time is given to the subject leader; the reflection suggests that this has not been enough time, but it is regular and allows the SL to monitor effectively including observing lessons and providing some support in the planning process. There are well maintained resources and time given to help facilitate the development of teacher planning and enriched science experiences for the children. The SL is working hard covering for maternity leave and handover has enabled this process to be smooth. Networking with other SLs has enabled good practice to be shared and this could be further developed next year to strengthen the skills and confidence of the new SL.
SLc	There is a monitoring cycle, including pupil voice, that informs actions taken and the development of science.	There is a clearly defined monitoring cycle that is established and is focussed. This enables the SL to be able to use time wisely to observe, monitor, report and feedback to staff. It would have been useful to see some of the impact on staff and children that monitoring has in school. Monitoring feedback is shared, and pupil voice is gathered and shared with SLT to ensure that actions are followed up and support given when necessary to staff. This whole school approach is valuable in continually moving science forward for the school. It is including the needs of all children- not just those in the resource base, but across the whole school and this is a strength of the thorough monitoring processes in school.

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.	Provision and time has been built in to staff meetings to enable all staff to be aware of new planning and assessments which has enabled them to be implemented fully across the whole school. This has ensured consistency, and staff are more confident to assess children's work and plan more effectively. Staff could sign up for Reach Out CPD, which is a free resource. This would provide quality subject CPD for staff to up level their confidence and knowledge. Explorify also have mini planning CPD planning videos to help support staff to include Explorify resources in their planning.
Tb	Teachers are supported to use a range of effective strategies for teaching science which challenge and support the learning needs of all children.	There is clear evidence of different teaching styles that are used to challenge and support all learners at Kentish Town. The use concept cartoons and specific high-quality questions to build upon previous learning and extend children's knowledge is evident. Explorify is a highly recommended free resource that all staff can use in their science lessons. This would add further value to the teaching and learning opportunities of the children and enable staff to extend their subject knowledge too.
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.	Resources are clearly organised and accessible. All classes have access to texts that support their current units of work and displaying these as part of displays has clearly encouraged the children to interact with them and use them. It would have been helpful to see more of the resources being used rather than just the storage of them in the portfolio. The outdoor environment is now being used more effectively and children are clearly excited to be learning outside. The experiences at Heath outdoor centre could be transferred to the school grounds too in the future. It would be interesting to find out more about staff and pupil thoughts on teaching and learning outdoors as this was a priority for this year in the initial RAG ratings. It will be interesting to see how the outdoor areas of school can be further developed to enhance the experiences of the children. Consider accessing grant funding for this from Local School Nature Grants. Next steps might include ensuring that the school is a member of CLEAPSS and/or using the Be Safe book as a reference for Health and Safety.
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.	It is wonderful to see that all staff are using symbols for science enquiry in all year groups. As monitoring has shown, the more these are on display, referred to and talked about the more children will fluently use and understand the types of science enquiry too. The planning documents and matrices show types of questions used in each topic are varied and focus the children on exploring more about their world related to their learning in school. Staff training has been received well and good dialogue is evident between staff to support each other in planning and delivering lessons with a specific SE focus.
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.	Feedback from staff has been honest and reflective resulting in updated formats for assessing children's knowledge that are now clearer in purpose and able to be more accurately assessed against the NC. It is evident from this submission that some PLAN assessment questions have been used with the intention of ensuring more consistency in science enquiry and assessments. It would have been helpful to see how these have impacted children's science with AfL. TAPS assessments alongside quizzes could be another way of broadening how science is assessed during the year too. The A2R document says all foundation subjects are moving towards a standardised assessment model. Science is a core subject and so should not be automatically included in this unless, of course, the new model is

		rigorous and open ended enough to provide high quality assessment opportunities for all areas of science.
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.	<p>Having a STEAM topic, with a science focus, planned in to each year group is a good way to take learning further and challenge all children about their role as scientists. Visitors are well received throughout the year and visiting the Science lab is enjoyed by the children who want to spend more time there! This is clearly an action point the school is developing well and building on over time. Timetabling will always an issue in schools especially for such a great space. It is wonderful that the lab is wanted for so many purposes yet blocking out science lessons and any special events hopefully is helping to identify 'free' slots for all now.</p> <p>Look at the PSTT resource, A scientist like me; that will enable the children to see scientists for who they are, normal people like those in their own community who came into school to visit the children, rather than the stereotypical scientist portrayed in the lab coat, like those who may visit school with shows and wow factor assemblies!</p>
WIDER OPPORTUNITIES AIM: Science has been enriched. Children's experiences of science are enriched.		
WOa	Curriculum planning links science to other areas of learning.	There are photographs of planning which links science to other areas of learning in the portfolio. It is not yet clear what the impact of this has been on children's learning. Look at each year group's curriculum map and think about how maybe dance can be linked to Space or habitats or how drama could be used to tell the story of a seed germinating in Y2. Look at existing links to the brilliant selection of excellent texts that the school has - these could be a focus in science lessons, for example Y5 could read 'Hidden figures' during their Space topic and Y6 could use 'Peppered Moth' for teaching Evolution. It is positive that looking for planning links has started, and it is important that time is planned in over the next year to look at this further.
WOb	There is participation in some external initiatives, topical science events and family learning.	The children have enjoyed the visitors, visits and going to the Crick lab, evident on their faces that speak of their joy. These opportunities are being embedded into the school year which will further enhance experiences throughout the years at school for each child. There is a good eco sense of responsibility in school. This could be developed further by participating in initiatives such as Switch Off Fortnight, Outdoor classroom day or the Big Garden Bird Watch. Groups or classes of children could participate and feedback to the school. This would help Kentish Town decide which ones may be more relevant and add value to the children at the school.

Final Questions – comment	<p>It is evident from the final reflective questions the SL would have benefitted from more release time to complete the PSQM submission.</p> <p>How wonderful that the children are looking forward to their Summer STEAM event with a planned science focus happening later this term and that by now learning outdoors their learning comes to life and their enjoyment is infectious!</p>
Additional Points	Throughout the CPD delivered during PSQM the emphasis is on the impact of each action. There are some areas of this submission which focus primarily on the actions taken rather than on the impact.

Overall comment	There are many examples of good practice in this submission, all a credit to the hard work of the SL and staff, to keep the profile of science high and visible throughout the school year. Going forward, keep going engaging the children with local science experiences and developing staff CPD opportunities and as a school look forward to spending time embedding the new actions that have been started or planned. Well done.
	Reviewer's signature 

Congratulations to you all on achieving the Primary Science Quality Mark. We wish you every success as you continue to develop science in your school.

