Reviewer's feedback

School: 16805 Trinity St. Peter's CE Primary School

Science Leader at school: Samantha Morris and Matthew King

PSQM Hub Leader: Eleanor Atkinson

Quality Mark submitted: **PSQM**

Reviewer**: Emma Pughe**

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 evidence shows a strong science vision was already established and that the addition of science teaching principles has helped staff to make meaningful connections. Moving forwards, it would be good to use the principles as a focus for your monitoring activities next year to ensure they continue to have impact.
SLb	Strategic support for subject leadership is provided and includes: • Focussed CPD for subject leader • Regular release time • Resources to facilitate development in science.	Strategic support is evident in the portfolio and the science development log. There is clear evidence of the impact of the CPD attended by the SL this year, particularly for progression in the Early Years and remote learning. Hopefully, the FLIP network meetings will be able to take place next year so the SL can continue to learn from other science leads and share the good practise developed at Trinity St Peter's during the PSQM process.
SLc	There is a monitoring cycle, including pupil voice, that informs actions taken and the development of science.	Through staff surveys and pupil voice, you have developed a clear idea of teaching and learning across the school. Children's voices have been listened to and action taken to help them to make connections with the science they learn in school and the world outside. It is good to see in your post PSQM actions that you intend to carry out pupil voice termly. It would be good practice in future to repeat other monitoring activities so you can more easily find out if your initiatives are having impact.
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.	The subject leader has been pro-active in leading CPD for the whole staff during this year which has led to a better understanding of progression, science in the Early Years and teaching with a focus on the principles. Reach out CPD has also been signposted for staff to develop their subject knowledge. Moving forward, you may like to keep a record of when staff complete Reach Out units to monitor the impact this is having.

Tb	Teachers are supported to use a range of effective strategies for teaching science which challenge and support the learning needs of all children.	The slide shows some good examples of teaching and learning strategies and the examples of pupils' work make the impact of these clear. It is good to see in your post-PSQM action plan that you will continue to evaluate the teaching needs in your school and introduce new strategies through CPD sessions to meet them.
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.	Taking science outdoors and the use of quality science texts as hooks has clearly impacted children's learning as evidenced in your wonderful array of photographs. Organising your current resources and investing in exciting new resources, such as Moti Lab, has provided excellent opportunities for students to work practically. Using the SEA pupils to support you in auditing and organising science resources in the future is an excellent idea.
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.	The slide shows a range of enquiry types taking place across the school. Children are clearly given lots of opportunities to work practically to find the answer to questions. There is some evidence of students working independently to plan, carry out and evaluate their enquiries. You may like to consider the TAPs philosophy; focusing on teaching and assessing one enquiry skill at a time to ensure skills are taught as well used.
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.	There is a clear and robust system for tracking summative assessment results which provides the subject leader with progress data. There is limited evidence of formative assessment strategies being used to inform teaching before and during a unit of work. Moving forward, you may wish to consider using the discussion activities on Explorify to enable teachers to elicit where pupils are in their learning.
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.	It is evident from previous slides that this is an area where considerable development has taken place. The use of news stories and visitors to highlight the relevance of science and inspire projects and extra-curricular work has been particularly successful. You may like to look at the The Primary Science Capital Teaching Approach (ucl.ac.uk) and see if there might be more tweaks you can make to science lessons to increase science capital further still.
WIDER OPPORTUNITES AIM: Science has been enriched. Children's experiences of science are enriched.		
WOa	Curriculum planning links science to other areas of learning.	You are developing cross curricular learning and have provided evidence of the impact you have already had. The plan to work collaboratively with other SLs to develop a core document which sets out all the links for staff will be beneficial. The monitoring of cross-curricular links through book scrutiny will ensure these links are embedded.
WOb	There is participation in some external initiatives, topical science events and family learning.	Through your Global Citizen Policy you are participating in a number of external initiatives which enrich science learning for your pupils. The link you have made with your local secondary school is having a positive impact on pupils' attitudes to science and transition.
Final Questions- comment		Thank you for sharing your thoughts. It is brilliant to hear that taking part in PSQM has been such a positive experience for you and the staff and pupils at Trinity St Peter's.

Overall comment	There is so much to commend in the evidence you have presented; It has been a pleasure to review. The comprehensive plans for the future are great and show your ambition to continue to improve science teaching and learning throughout the school. Congratulations on all you have achieved! Samantha and Matthew have clearly worked incredibly hard this year to develop the quality of science teaching and learning at Trinity St Peter's CE Primary School. It is clear that significant progress has been made against each one of the PSQM criteria – well done. I am sure that you will find your reviewer's feedback helpful, as you work to embed the good practice initiated this year, and to identify next steps in the school's science journey. Congratulations to all at the school – you should be very proud of all that has been accomplished
This submission meets the criteria for PSQM	Reviewer's signature Emma Pughe  Helen Spring, PSQM Hub Leader and Reviewer
Additional Points	Thank you so much for your commitment and enthusiasm for developing science teaching and learning during what has been a difficult year. You have worked wonders!