



<b>Name of school</b>	<b>All Saints Primary School JM</b>
<b>Name(s) of teacher (s)</b>	<b>Ellie McMahon</b>
<b>Hub leader</b>	<b>Julia Miller</b>
<b>Hub</b>	<b>Round 9 - South West London Hub</b>
<b>Level submitted</b>	<b>Gold Award</b>
<b>Reviewer</b>	<b>Neil Phillipson</b>

<b>Criteria</b>	<b>Indicator</b>	<b>Observations</b>
<b>A1</b>	There is an effective subject leader for science	The SL is clearly driving science forward across the school and his helping to provide an enriched experience of the subject for all children.
<b>A2</b>	There is a shared and demonstrated understanding of the importance and value of science to children's learning.	The school is working hard to adapt their new scheme of work (meeting the 2014 curriculum) with their topic-based approach. A set of principles has been reviewed since a previous PSQM application and is present on planning pro-formas. It would be interesting to hear more about the review of the principles, and in particular critical reflection on the impact they have had on teaching and learning. It would also be useful to have more reflection on the extent to which the new scheme supports the principles and the extent to which it supports progress with skills and knowledge.
<b>A3</b>	The current School Development Plan has appropriate and active targets for science.	There is a specific mention of science on the SDP, although most of the highlighted sections are generic. Three clear priorities for science are outlined in the reflection and the SL is clearly making progress with these. More emphasis on the school sharing its expertise with other schools might be expected in a gold application.

<b>A4</b>	Science is valued as a subject	The children clearly enjoy the range of science-related activities available and science is a valued part of the curriculum. The inclusion of science experiments to try at home on a newsletter for parents helps to make them aware of the importance of the subject. Evidence of displays is provided in the portfolio, as is evidence of outdoor learning. The Clean Air project has engaged parents and helped to demonstrate the importance of science (this has been reported in local media).
<b>A5</b>	The science coordinator knows about science teaching and learning across the school	Regular monitoring of planning and children’s work is reported and examples of the support offered to colleagues following monitoring are given. Peer observation is reported to happen twice yearly and the head is aware of all monitoring outcomes. An example of a ‘book look’ recording sheet is provided; this is brief and, like the reflection, would benefit from more detailed analysis. It might be useful to link monitoring to CPD or to new approaches being trialled as part of the process of embedding new initiatives.
<b>B1</b>	Colleagues have had opportunities for CPD within science including training and support that increases their skills, knowledge & understanding	The SL has provided CPD around the demands of the new curriculum and how science can best be incorporated into the creative curriculum. Staff have also been involved in analysing samples of planning; increasing levels of confidence are reported. Other CPD events are mentioned in the CPD log, but without comment on impact. More evaluative reflection on the purpose and impact of CPD would be useful.
<b>B2</b>	There is a range of teaching and learning approaches	The reflection describes a wide variety of science-related activities that take place at the school, but more examples of specific teaching and learning approaches like those suggested by the hub leader in the comments section would be welcome. The school clearly does value outdoor learning, and the whole-school project around air quality sounds fascinating; learning science in the context of a ‘real’ project like this is a valid example of a T&L approach; more reflection on the impact of this on science learning and possible further applications would be welcome. It is not evident that T&L expertise has been shared with other schools, although the school has been included in a CPD film made by Imperial College about multi-disciplinary topics.
<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 school has a well-stocked set of resources which pupil technicians help to maintain (great to see pupils being given real roles). Data-loggers and visualisers have been purchased and a Mad Science club has further enhanced the children’s opportunities to use equipment. Some reflection on how specific pieces of equipment have added value to learning would be welcome.
<b>C1</b>	All pupils are actively are engaged in their own learning and achievement; independently making decisions, answering their own questions, solving real problems.	Independence in investigative work is clearly encouraged, and several examples of problem-solving and engaging investigations are given. Pupils reflect on their work through responding to formative marking, and the Clean Air project is a good example of the children becoming involved in a regional initiative with a strong science component. The newsletter is an

		interesting way of encouraging science at home. Differentiation can be seen in the samples of planning provided (some reflection on the effectiveness of various approaches to differentiation would be useful - the 'book look' suggested that this was an area for development). A little more focus on the progressive development of enquiry skills might be worthwhile, and a little more reflection on the impact of initiatives such as the newsletter experiment would be welcome.
<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.	The school is preparing a system of 'assessment without levels', but does employ a range of formative assessment approaches. These include formative marking, reviews of prior learning and end-of-unit testing. Monitoring shows that the feedback (to the teacher) from assessment is used in planning. It would be interesting to know more about how progression with enquiry skills is encouraged and monitored, and how summative judgements are made and moderated.
<b>C3</b>	Children enjoy their science experiences in school	Pupils' attitudes to science are reported to be positive and they clearly enjoy an enriched experience of the subject. The school council have been consulted about science, and it is great to see pupils taking on roles as science technicians. Pupil requests about the scheduling of clubs and trips have been responded to. Some reflection on the value of pupil-voice to subject leadership would be useful.
<b>D1</b>	Science supports other areas and contributes to maximising whole school initiatives while retaining its unique status	The school's creative curriculum encourages cross-curricular links and teachers are working to maximise these within the context of the new NC. The Clean Air project is a great example of cross-curricular learning. Some examples of writing and maths in the context of science are provided. A little more reflection on the impact of cross-curricular links on science learning would be welcome. Science contributes to whole school initiatives such as Forest Schools and links with the Fairbridge Gardening Society.
<b>D2</b>	There are clear links to outside agencies / organisations /communities to enrich science teaching and learning	The school has a strong programme of visits / visitors and enrichment activities. The practice of Y5 teaching Y2 pupils sounds interesting, and it is good to see the expertise of parents being used to enrich the subject. The Clean Air project again provides relevant evidence. A little reflection of impact on the calendar of events would be helpful, and links to other schools are not evident here.
<b>E</b>	General reflection if appropriate	Good to see that the PSQM process has helped to raise the profile of science at the school.

<b>Overall comment</b>	<b>Science is clearly a high priority at the school and many strengths are evident in this application. The SL is working hard to embed the new NC alongside the school's creative curriculum. A wide range of enrichment activities are in place and it is great to see children being given key roles: teaching younger pupils, presenting to parents and acting as science technicians, for example. The Clean Air project looks</b>
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	<p>fantastic and has provided strong evidence for several criteria.</p> <p>I am not aware of evidence that the school is sharing its expertise with other schools except through the Imperial College film, and little is made of this in the application. However this is sufficient to move the school into the gold level. It would however be useful to see more critical evaluation of the impact of the principles on teaching and learning, a wider range of CPD evaluated for impact, and more specific teaching and learning approaches explored. In general, more reflection on the extent to which actions have achieved the set goals would be useful and would support future action planning.</p> <p>Thank you for an interesting application, and keep up the good work.</p>
<p><b>This submission meets the criteria for PSQM Gold</b></p>	<p>Reviewer signature and date</p> <p><b>N. Phillipson 23/8/15</b></p> <p>Congratulations on your well- deserved PSQM gold award. You should feel very proud of all you have achieved. I am sure that you will find your reviewer’s feedback useful as you continue to develop science at all Saints and develop and embed its impact ‘beyond the school gates’.</p> <p><i>Jane Turner</i>  <b>PSQM National Director</b></p>