



Name of school	Bishop Wood Junior School
Name(s) of teacher (s)	Angela Day
Hub leader	Jo Conn
Hub	Hertfordshire Hub
Level submitted	Silver
Reviewer	Nicola Beverley

Criteria	Indicator	What is there?	Observations
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A1	There is an effective subject leader for science	CPD list, portfolio, action plan, SL log.	The evidence presented within this application strongly supports the view that there is an effective science subject leader at Bishopwood Junior. The process of PSQM, with a focus on self-evaluation and review, has enabled the SL to tighten up her approach to her role, extending her influence far further than she had done previously. She has accessed CPD, in line with the school's needs and priorities, and has disseminated information effectively, actively offering staff meeting sessions or one to one support for colleagues. All documentation presented strongly emphasises impact and provides a range of examples of where action points addressed have led to developments in practice. Next steps are also clearly indicated – particularly important as the school aspires to PSQM gold status in the future. This is no 'quick fix'!
A2	There is a clear vision for the teaching and learning of science.	Principles, portfolio, SL log	The principles for teaching and learning are included in teacher planning and looked for in practice during lesson observations and work scrutiny. A dining hall display of principles ensures that they are in open view and regularly seen by children, staff and visitors. Each class has a section of the board where they 'show off' principles in practice in their class. A next step action point for the SL is to talk to the children about the principles during a pupil voice interview. The SLs reflection is very short, with little detail, but wider evidence adds to the picture enormously.
A3	The current School Development Plan has appropriate and active targets for science.	SDP, action plan, SL log	The full SDP has been submitted and this shows the school's wider priorities, as well as how and where development in science might link to those. The science section is clear and indicates that the school sees PSQM as a vehicle for school improvement over time – the aspiration being to achieve gold in due course. The PSQM action plan expands on the SDP and takes into account children's ideas about science, as well as feedback from school staff. Good to hear that teachers have appreciated a shift away from Literacy and Maths during staff meeting time!

A4	Science is valued as a subject	Principles, portfolio, Event calendar	Science is clearly central to the wider curriculum at Bishopwood Junior. There are numerous references to planned 'enrichment' opportunities that raise its profile, while visits and visitors ensure that children see the value of science learning in the context of the real world. A major focus recently has been the development of outdoor learning, and progress has been made towards ensuring that every opportunity is grasped by teachers. Parents and other agencies have added to the mix, giving a community feel to the shift of emphasis. Next steps will involve parents in future developments of this resource.
A5	The science coordinator knows about science teaching and learning across the school	CPD activity list, portfolio, SL log	The SL has used an extensive toolkit of monitoring strategies to broaden her awareness of teaching and learning in science across the school. She states that 'lesson observations proved a humbling experience', because of the great strides teachers have made in shifting their practice. I like the lesson observation focus on 'children who cannot hold things in their heads'. An interesting sample to consider when looking at learning. The inclusion of regular pupil progress meetings for science in the school's assessment landscape raises the status of science, while ensuring that teachers have a regular chance for professional discussion about their successes and concerns.

B1	Colleagues have had opportunities for CPD within science including training and support that increases their skills, knowledge and understanding.	Portfolio, SLs log	The CPD log demonstrates that there have been numerous CPD opportunities for SL and staff. CPD has been delivered whole school, through staff meetings, but also on a need basis, one to one between SL and specific teachers. This adds to the effectiveness of the planned intervention, ensuring that those who are less confident or would like additional support to develop an aspect of their teaching get what they need, while whole school messages are reinforced through INSET sessions. The SL has also taken the time to disseminate useful information and key resources, articles from PSE etc. This ensures that what she has learned through attending courses is shared with others more widely, rather than remaining solely with her. It is her wish, as part of the school's continued development that other colleagues be given the opportunity to attend training themselves, thus building a core of science expertise.
B2	There is a range of teaching and learning approaches	CPD list, portfolio, SLs log	Early pupil voice interviews identified a desire from children for more cross-curricular science opportunities and to be able to choose how to communicate their learning. This led to a considerable amount of CPD, and teachers and children responded creatively and enthusiastically to the shift in emphasis – outcomes of an investigation might now be presented through drama, a rap or even a song! While this development has been well received by most staff, the SL recognises a need for consistency across the school. At the moment this is not the case, and next steps will be to encourage and support particular colleagues to feel more confident to work in this way.
B3	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	Portfolio, SLs log	The school's science resources have recently been reviewed and replenished, as additional funding became available. Teachers identify resource requirements in advance and a parent governor has been responsible for acquiring consumable as well as everyday science resources. ICT is used effectively to support science and there are digital microscopes and data loggers available for children to use. Teachers use IT based resources to support their teaching, e.g. Youtube, and no doubt this will further develop in the light of new technologies.
C1	All pupils are actively engaged in their own learning and	Principles, portfolio, SL log, event calendar	The SLs reflection demonstrates how carefully the school's science development has been related to the PSQM criteria. Differentiation was an important focus for science CPD as a result and the impact of this can be

	achievement; independently making decisions, answering their own questions, solving real problems.		seen within the portfolio of evidence presented, both in teacher planning and in learning outcomes. Other evidence shows considerable development in science enquiry: children actively ask questions and solve real world problems, are able to explore their ideas and communicate their findings in a variety of different ways.
C2	Teachers are using a range of assessment approaches	Portfolio, SL log	The school has begun to use science APP to support teacher assessment. Over the course of the year, the SL has supported colleagues in finding a manageable way of 'covering all strands'. Teachers have been provided with a variety of additional AfL strategies and resources that they might use within the learning sequence, or in assessing children's prior knowledge. This seems to have increased teacher confidence and embedded the assessment process within everyday practice, rather than being an add-on or 'extra' task to do. Adding moderation to the mix should ensure that the teacher assessment process is strengthened still further.
C3	Children enjoy their science experiences in school	Portfolio, action plan, SL log, event calendar	Pupil voice discussions established early the views of children; their science likes and dislikes. These were incorporated within the school's action plan and will feed into further future developments. The calendar of events gives a fantastic insight into the range of additional enrichment activities that are provided for children at Bishopwood Junior. The inclusion of people with 'science jobs' within the programme of events broadens the children's perceptions of why we bother to do science in school and helps them to see where their science learning might possibly take them in the future.
D1	Science supports other curriculum areas and contributes to maximising whole school initiatives while retaining its unique status	Portfolio, SL log	Science is taught discretely through QCA units at present. INSET was provided to encourage greater cross-curricular linkage to support children's learning. The SL recognises that cross-curricular teaching is not consistent at present (evidence from book scrutiny) and this will form a next step requiring further development.
D2	There are clear links to outside agencies/organisations/communities to enrich science teaching and	Portfolio, SL log, event calendar	The SLs reflection identified this criterion as one of the weakest for the school initially. Considerable progress appears to have been made; links have been identified with a variety of outside agencies, with a local infant and secondary school, and with the wider community. Children's learning is enriched through visits from

	learning		adults who use science in the real world, including a car mechanic, a photographer a dietician and a sound engineer. Local museums, zoological parks and other visit sites provide a rich context in which children can apply their classroom based learning.
E	General reflection if appropriate		

Overall comment	<p>This is a very thorough and well organised application. Plentiful evidence of the quality of teaching and learning in science at Bishopwood Junior and of the way in which progress to date has been achieved. The subject leader has evidently been instrumental in providing CPD as necessary, while encouraging, prompting and supporting colleagues to ensure that science was at the forefront of their minds at all times – not easy with so many other priorities to think about!</p> <p>One feature of this application was the quality of the core documents, which allowed reflections to be kept short and sweet, without the need for further documentary evidence – very helpful for a hard pressed assessor!</p> <p>Very well done overall. Truly worthy of praise and a great example of a Silver application with lots of potential for the future. Congratulations to Angela and all those involved.</p>
This submission meets the criteria for PSQM silver level.	<p>Reviewer signature and date</p> <p><i>Nicola Beverley</i> 11th April 2013</p>
Additional points	Congratulations on an outstanding silver submission. Jane Turner PSQM

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