



Name of school	1477 Bishop Wood Junior School
Name of teacher	Angela Day
Hub leader	Joanna Conn
Award submitted	<u>PSQM</u>
Reviewer	Bill Roffey

Criteria	Indicator	Observations
SL1	There is a clear vision for the teaching and learning of science	I can see you have a set of school science principles now, which you didn't have before. Your 'huge board' means they are centrally displayed and everyone can see them and refer to them. You use them in monitoring and in observations making them a working document. I am not entirely sure how they were drawn up. I would comment that they are mostly in adult speak, presumably developed by the adults in school, and perhaps as you move forward out some of the principles in child's language to give them a sense of ownership over them. Also build in a review date.
SL2	There is a shared understanding of the importance and value of science	Any visitor to your school would be impressed by the value and importance you place on science. Initiatives like the lab coats, the weekly question, and sharing via the newsletters means your whole school community is aware of what you are doing and can share in it. Moving forward, look at the website a another way to communicate - as you have acknowledged
SL3	There are appropriate and active goals for developing science	To be honest, this one is a bit thin. Not quite of the depth and quality of the rest of the submission. I can't see a link with the PSQM action plan which is suggested and the SDP hasn't been evaluated or colour coded in anyway so I can see what has or has not been achieved. The reflection says that before PSQM, there had always been science targets on the school development plan. Two points stand out here. One - why are there no science targets during the PSQM period as there had been before so I could see them, and secondly it would have been helpful to have seen these old targets so I could see where science fitted in with the overall strategic planning. The SDP provided (compulsory document) is not an SDP but a summary of the PSQM requirements

SL4	There is a commitment to the professional development of subject leadership in science	The very detailed SL and CPD log is helpful here. I can see you have been given the time to develop by your school who are clearly keen to see you develop professionally. You have committed beyond your school in attending local area events for the benefit of all. I note you are looking to push out further by joining the Polar Explorer Programme next year. That would have been my suggestion for next year – look at national initiatives you can be involved in which you are actually planning on doing
SL5	There are monitoring processes to inform the development of science teaching and learning	You had some background in this, but on your own admission systems were a bit scatter gun and not overly structured. What you have got now though appears to be a way of gathering a wide range of evidence to form a clear view of t & l. I can see you have listened to the children and taken their views into account. Their feedback that they are doing more science and there is less repetition shows me the monitoring processes are working for you. Dialogue with colleagues also appears to have increased. Next year, just keep them systems up and running.
T1	There is engagement with professional development to improve science teaching and learning	You have been pro-active in this area in providing opportunities for CPD both in school and by using on line resources such as ReachOut CPD. Great to see. You did an initial staff audit which identified that although staff felt confident in their knowledge base, some areas would benefit from further development hence the use of on line training. The training was clearly well received by staff
T2	There is a range of effective strategies for teaching and learning science which challenge and support the learning needs of all children	One strategy you seem to have successfully adopted is ‘big questions.’ Oliver clearly likes this approach ‘the questions really make me think hard’ – so you are clearly helping his learning needs! Why is mucus green? Why are eggs egg shaped? Two excellent examples of this approach. Could a further way to improve this provision be to be to make sure it is embedded school wide? From this and other photographic evidence in the PowerPoint I believe to you are reaching out to challenge and support all learners
T3	There is range of up-to-date, quality resources for teaching and learning science which are used regularly and safely	You appear to have ‘tweaked’ already existing systems to ensure they are fit for purpose. What a surprise that staff have reported that the coloured class card system is helpful as they no longer trail around the school asking everyone where a particular piece of equipment is but can go straight to the relevant class. Time energy saved, stress levels lowered. Result. I acknowledge you have addressed safety. You have identified ICT as an area for development which I would agree with and also perhaps look at using children as science ambassadors to be in charge of locating, delivering and collecting resources. I have known this to work in some schools. Also perhaps look at free resources you could use – The Woodland Trust is one I know of and also your local high school.
L1	There is a shared understanding of the purpose and process of science enquiry	The 2014 NC identified 5 enquiry types. You appear to have plenty happening in this are already, perhaps as a result of your existing PSQM silver status. So you weren’t attempting to transform practice but maintaining practice. You are giving children time to come up with questions they can then go and answer such as “why doesn’t super glue stick to the inside of the tube”. You acknowledge you still have work to do at the top end of the school which is fine. I would also suggest you specifically look at monitoring the 5 enquiry types in each year group to ensure they are being covered as you think they are
L2	There is a shared understanding of the purposes of science assessment and current best practice	Assessment continue to be a challenge for all of us. Again you had some existing strength in this area due to previous practice and you seem to have procedures in school that are reliable and fit for purpose. The trouble is there is not much evidence on the slides for this. L2 gets a mention on slides 10 and 111 but even then there is not much on assessment actually on these

		slides. I don't for instance know how you track the children what materials you use to assess, how often you assess or how you address WS, or if you give the children opportunities to self-assess by using KWL grids and the like. It may be these systems are in school but the evidence for them has not been provided
L3	There is a commitment to developing all children's science capital	Science capital is a new criterion since you did your silver award last time round, and I think you have addressed it well. Initiatives such as the way you have got families involved (evidenced on the slides) and parents visiting to talk about their real life jobs are so important in helping children see that science isn't just a school subject but super relevant to their everyday lives. Just as important is the way you have used real life contexts in science lessons which I have alluded to elsewhere.
WO1	There are appropriate links between science and other learning	Again you were coming from a strong position on this and have re-visited it. Slide 13 has been very helpful here showing cross curricular links in both the lower and upper juniors. All these links help children see the relevance of science to their lives. Moving forward, there are lots more links you can make for instance linking with PE/fitness when, history if Y3 study the stone age, forces and DT are three fairly obvious ones you could develop next year. My only criticisms of this criteria is that only maths, English and IT have got a mention
WO2	There are appropriate links with families, other schools, communities and outside organisations to enrich science learning	You have developed this area well. The calendar of events shows a comprehensive list of visits and visitors to fully engage and benefit the children. Glad that science week was a big success and equally that you have now planned this to be an annual event. You have linked effectively with home as I have mentioned elsewhere and are looking to engage with STEM via the Polar Explorer Programme
Final questions		Thank you for the useful background on your school and the area it serves

Overall comment	This is a really strong award, with one glitch. So I have passed it as being more than worthy of the PSQM award, provided you can provide a SDP as what is there now can't be classified as one and sadly that is one of the compulsory documents (as it was last time round). It is a simple specific issue to address and should be easily rectifiable. The rest is very strong, I have indicated some 'next steps' many of which you had already identified. But overall you have worked very hard to boost the scientific experiences for your children and you seem to have a great staff team who are fully on board with your journey.
This submission meets the criteria for PSQM Award	<p>Reviewer signature and date <i>Bill Roffey August 13th 2018</i></p> <p>Many congratulations on all you have achieved this year. You and your colleagues should be very proud. I am sure that you will find your reviewers feedback helpful as you carry on developing science at Bishop Wood. Great leadership. Well done!</p> <p><i>Jane Turner</i> National Director: Primary Science Quality Mark</p>

Your reviewers agree that further evidence is required to meet the award criteria. Please note the following comments and submit the additional requested information as a separate document to psqm@herts.ac.uk by the given date.

Please send paste the requested word documents to psqm@herts.ac.uk by September 28th. Please note that we do not expect a new submission, but for you to address the gaps identified by the reviewers. Please follow the instructions below carefully and contact PSQM via email or phone 01707 281034 if you have any questions.

Overall comment:
There is just one piece of missing to be able to make the award, in what is otherwise a very good submission.

Criteria/Core document	Area of concern	Action needed to meet the standard for PSQM Award	Review of additional evidence
SDP – (SL3)	What is provide is not an SDP but a bit of writing about PSQM which is out of keeping with a high quality submission elsewhere	Please send a document which shows the science targets on the SDP.	Three slides submitted clearly showing school development targets for science linked to PSQM. Many thanks