Review feedback (R23 Autumn)

School: 162225277 Himbleton C of E Primary School

Science Leader at school: Sophie Wilcox and Eric Jenkinson

PSQM Hub Leader: Sally Patterson

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 pupil's ability to articulate the school's vision for science demonstrates the impact it has had on teaching and learning at Himbleton. The vision is clearly being enacted through the key vocabulary displayed and used on working walls, the range of enquiries taking place in lessons and home learning tasks answering big questions. Moving forwards, it would be good to plan to use the principles to inform your monitoring and evaluation cycle next year as this will help you to ensure they continue to have a positive 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.	It is clear that the personalised CPD arranged for each teacher has had a positive impact on their ability to plan purposeful practical science lessons for pupils making the most of the resources available to them. The subject leader has made good use of the network of schools around Himbleton working collaboratively to develop leadership skills and share best practise. It is great to see that there are plans to develop this collaboration further next year.
SLc	There is a monitoring cycle, including pupil voice, that informs actions taken and the development of science.	The subject leader has made good use of learning walks to monitor science teaching in the school. Pupil voice has been used to check validity of findings and monitor progress of new initiatives. PSQM has been a driver to ensure the monitoring cycle has focus, with lines of enquiry planned for and SMART targets provided for teachers to ensure impact is easier to measure.

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 proactive in signposting year group specific CPD for individual staff members during this year. It is good to see that evidence gathered in monitoring has helped the subject leader to identify training needs. The plan to provide more CPD on technology and science next year should support staff to develop more effective links between computing and science lessons and incorporate skills such as data logging into enquiry work.
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 subject leader has carefully monitored the use of new initiatives to ensure they are having the intended impact. The new knowledge organisers have clearly impacted on children's learning as shown by pupils' ability to link prior learning to new ideas. Moving forward it would be good to see this monitoring continuing to allow the subject leader to identify further ways to improve.
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.	Highlighting different resources in staff meetings over the year has paid off as seen in increased used of Explorify in classrooms to improve the quality of science discussions. The development of the science garden area has led to increased opportunities for practical work and the evidence provided shows that pupils are using the area for a range of different purposes. The teaching team have worked hard to audit and organise the physical resources available in the school to ensure they are easy to access. The impact of the new science texts will be interesting to monitor over the next year.
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.	Teachers have developed their understanding of progression in enquiry skills evident in their use of the detailed lesson planning structure which highlights the skills being taught. The science promises used by pupils have increased their awareness of the skills they are using when carrying out enquiry work. The science link task looking at what being a scientist means allowed pupils to follow their own lines of enquiry.
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 clear and robust assessment practice at Himbleton which is reliable and fit for purpose. Developing the core knowledge tests to include RAG rating and improving the marking feedback has supported pupils to better understand their next steps and take ownership of their learning. Information gathered through assessment is now used to make accurate summative judgements and provide pupils with additional support through interventions which shows a dedication to ensuring all pupils make excellent progress in the subject.

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.	Children are clearly developing their science capital through the enrichment activities they experience as part of the science curriculum at Himbleton. The Science Link and Learn and Home learning task have had a positive impact on parental engagement with science and as a result more science is taking place outside of school increasing pupils' science capital further.
WIDER OPPORTUNITES AIM: Science has been enriched. Children's experiences of science are enriched.		
WOa	Curriculum planning links science to other areas of learning.	Working together to map curriculum links has resulted in a deeper understanding of cross curricular opportunities. The links made between English and science can be seen through the examples of high-quality written work shared in the portfolio. The focus this year on making cross-curricular links more evident to pupils has been successful as evidenced in pupil voice. As mentioned above, the plan to provide more CPD on technology and science next year should support staff to develop more effective links between computing and science lessons and strengthen the teaching of both.
WOb	There is participation in some external initiatives, topical science events and family learning.	Parents have clearly become more involved in children's science learning this year as seen by the parent voice gathered after the introduction of Class Dojo Science updates. There are some plans for making more connections with science in the wider world through topical news stories in the next steps. You may like to consider using Twig Science Reporter: https://www.twigsciencereporter.com/ a free news update for children, like Newsround but focused on science stories.

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 Himbleton.

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. I am very happy to recommend this submission for PSQM – congratulations to all involved.
	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.

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