



Name of school	4022 Causeway Green Primary School
Name(s) of teacher (s)	Tracy Lenihan
Hub leader	Les McDowall
Hub	Round12 - Sandwell Hub
Level submitted	<u>Silver</u>
Reviewer	Bill Roffey

Criteria	Indicator	Observations
A1	There is an effective subject leader for science	If I've got this right, one subject leader began the award and in March this year, another SL took over. It is a very extensive SL log, which I note goes over 2 years, The log is excellent. There are clear next steps and you have carefully evaluated your work for impact. It is clear that the subject is being led in an enthusiastic and proactive way. You both have/had a clear view of the key development priorities and are pursuing them with carefully with drive and energy
A2	There is a clear vision for the teaching and learning of science.	This has been well addressed. Views from both children and staff have been canvassed and used to draw up a power set of principles for everyone to use. This is shared and used to inform the planning of teaching and views by children of the subject. I like the way it is presented. It is written from the perspective of the child 'We do this etc' and gives them great sense of ownership over the document. I can see evidence of the principles in action when I look through your portfolio. Are they displayed in classrooms or on the website? They are 2 things you may want to consider if you haven't done so already.
A3	The current School Development Plan has appropriate and active targets for science.	You have provided a comprehensive and detailed action plan, giving me a clear idea of priorities and developments in science. I can see you have led many of the initiatives and have evaluated them for impact plus RAG rated the plan so I can where you are up to. The plan is definitely the driver behind all that you are doing. I can see that the governing body and the SMT are linked in and that all stakeholders are on board

A4	There is a shared and demonstrated understanding of the importance and value of science to children's learning.	Any visitor to the school will be impressed with the quality of the displays which go throughout the school. (Essential for silver). There are other ways you can share the value and importance of science, many of which you do already such as assemblies and links with parents. To move on further in this area, you might want to consider others such as social media, newsletters and the school website as areas where you can share your good work with a wider audience. (Found a bit of this now in C3.)
A5	The science coordinator knows about science teaching and learning across the school	I can see how supportive you have been of your NQT colleagues, great to them develop as professionals due in no small part to your input. I can see also, on your detailed SL log, how fastidious you have been in following through on your school's monitoring programme. I am glad you work as team with the senior leadership and feedback to staff in a mutually supportive way. Really pleased that you have taught across the school too, another great way to get a feel for what goes on elsewhere. This helps ensure what is supposed to be happening is happening and informs future plans.
B1	Colleagues have had opportunities for CPD within science including training and support that increases their skills, knowledge & understanding	The CPD list is comprehensive – again it goes over a period of two years. Because of the change in SL I am not entirely sure who delivered what but I can see that between you both do a lot of in house CPD has been provided which helps increase staff skills and knowledge. I can see too that the SL's expertise is being put to good use in leading demo lessons such as the one on digestion. Be aware of on line training opportunities that some staff may want to take up such as ReachOut CPD from Imperial College – a free on line resource staff can use.
B2	There is a range of teaching and learning approaches	I can see a huge range of approaches from the portfolio alone and I especially like all the outdoor learning that takes place. Great use of the free resource that are your school grounds. It is clear that science is being taught in different ways according to the task in hand and the age of the children. These approaches also link in with your principles. I can see too you have been proactive in introducing initiatives such as drama. I can see in your next steps that you want to give children the freedom to decide how and what they investigate. It is quite a challenge to move staff from discrete and teacher led science to science that is pupil led. It does take quite a while and change is often in small steps, but even those are significant.
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	I note you do a termly audit and replace as needed to ensure resources are available and fit for purpose. Resources being fit for purpose are vital in saving teacher time and energy as people are not having to scurry round and locate resources. I can see too that ICT is a strength of the school widely used as a teaching tool and a method of recording. I can also see resources being used effectively across the school. One point here is to be aware of free resources that are out there such as on line programmes like BBC terrific scientific and organisations such as The Woodland Trust and Bulbs for Schools who have free resources available for schools. Using STEM ambassadors is another way you could get people into school at no cost to yourselves. I can see that already utilise the talents of your local secondary school
C1	All pupils are actively are engaged in their own learning and achievement; independently making decisions, answering their	I can see plenty of independent learning in the portfolio. Your reflection indicates to me that this is an area where significant development has taken place. It is encouraging to see how you both have led the way with developing your own practice. This has led to a greater understanding and confidence in leading change. I especially like the 'Keeping you cool'

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	own questions, solving real problems.	investigation where children are looking at insulating properties of lunch boxes. In this example they are answering their own questions and solving real problems.
C2	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.	You used the new NC and no levels any more as a starting point to re-evaluate your assessment procedures. Great to see KWL grids and mind maps being used as a simple but effective way for children to examine their own learning. You have assessment procedures in place that generate data for your on line tracking system. This seems an arrangement that is fit for purpose and is both used and understood by members of the school community. It also gives you data you can use to report to the SMT about attainment in science. Overall I can see that useful developments have taken place and have led to the staff becoming more confident in the use of assessment.
C3	Children enjoy their science experiences in school	I can see you carefully use pupil voice to seek out children's views and opinions and pupil conferencing is one I haven't come across before, but another great idea. As I have said elsewhere really like the way you sought out the children's views in drawing up your science charter. One of the comments from a Y4 child sums it up best for me "Science week was brilliant! We got to do lots of experiments" and "I enjoyed my science experiments at home! Science was great. My Mum and Dad enjoyed it too". You value and respond to children's views and opinion and are clearly a listening school.
D1	Science supports other areas and contributes to maximising whole school initiatives while retaining its unique status	There are clear and powerful links to a number of other subject areas, which supports children in seeing how science exists in a wider context. These add variety as well as understanding. PHSE, D & T, and as Y6 Lucy says "we don't just do science in our science lessons, we also do maths" (in this case line graphs I think).
D2	There are clear links to outside agencies / organisations /communities to enrich science teaching and learning	You have clear links to other schools and organisations, and I note that your future plans are to look to build on these links by doing some cross school moderation. Great to see. Really like the ECO bus initiative too, as a way to prepare the children for their roles as citizens when they get older. The Calendar of Events is extensive and, school wide, and again you have clearly evaluated it for impact and effectiveness. You go the extra mile to give the children opportunities they probably won't get with their families and that is to the benefit of all. As one idea for the future try looking at a national or international school link as a way to share your work with a wider audience. You have much to celebrate!
E	General reflection if appropriate	None: Thank you for the background detail about your school

Overall comment	Congratulations on gaining your silver award. I believe it has taken longer than normal, and I am sure the road has been rocky at times, but you have put in a detailed and professional submission at the end of the day and I have no hesitation in recommending you for the award. It has many strengths which I have confirmed in the boxes above. I have also made some simple and specific suggestions you may want to take on board to move the process on further. Like you say at the end of your very final reflection (E) – you’re on a journey and not at a finishing point! Well done again, now celebrate!!
This submission meets the criteria for PSQM SILVER AWARD.	Reviewer signature and date <i>21.8.17</i> <i>Bill Roffey</i> Many congratulations. <i>Jane Turner</i> Director: Primary Science Quality Mark