



Name of school	2027 Springfield School
Names of teachers	Lizz Cawley and Natasha Spann
Hub leader	Neil Phillipson
Hub	Round14 - Cheshire Hub
Level submitted	<u>Gold Award</u>
Reviewer	Mary Darby

Criteria	Indicator	Observations
A1	There is an effective subject leader for science	Clearly the school has a significant involvement within the wider area and regularly liaises with other schools to provide enrichment activities for the pupils along with support for other teachers (outreach: logs, portfolio, D2). Very thorough monitoring with associated feedback occurs regularly (SL log and portfolio). The logs also indicate how you have considered how science learning can be moved forward through developing the science curriculum along with providing maximum opportunities for pupils to engage with learning outside the classroom. You may decide to continue to monitor, evaluate and adapt the revised curriculum during the next academic year and ensure that it successfully links with the assessment / tracking procedures. Gold criterion met.
A2	There is a clear vision for the teaching and learning of science.	The reviewed principles indicate the focus on working scientifically and are well supported by the revised curriculum and associated planning documents and progressions grids. From the evidence in the portfolio it is apparent that they are followed and that all opportunities are taken to facilitate enquiry and practical based learning. The use of the local environment to observe seasonal changes appears to have increased the number of opportunities for outdoor learning. When you review the principles in the future, you might consider taking into account those of pupils, governors and parents so as to gain a wider perspective. Most gold criterion met (not fully as there is no indication of a school wide team reviewing the principles).

<p>A3</p>	<p>The current School Development Plan has appropriate and active targets for science.</p>	<p>The SDP has targets for Science including that for developing assessment and progress is stated – some of which are performance management related. All aims are geared to improving the quality of the children’s learning. The SLs have acted to address the targets through arranging activities that promote science and through introducing forest schools – as evidenced in the SL log. These are all effective strategies to engage pupils and provide exciting learning. Clearly the impact of the outreach worker, especially with the Forest Schools, has had a significant and favourable impact on the attitudes of children both at Springfield and beyond. (Portfolio). It would be interesting to know how the targets are developed and if these arise from monitoring – possibly something to consider in the future. Gold criterion met.</p>
<p>A4</p>	<p>There is a shared and demonstrated understanding of the importance and value of science to children's learning.</p>	<p>Wow! The portfolio definitely shows the high profile of science. I love the igloo display and the very informative photos you have included! (Portfolio). There are so many exciting learning opportunities provided for the children! Involving parents with the Forest schools, hosting events and the fantastic contribution to Tatton Park Flower Show are just a few examples of how science is promoted and valued at Springfield (portfolio and logs). There is plenty of evidence for this criterion to confirm how science opportunities involve the wider community. What fantastic impact the Forest Schools have had! (slide 10) There appear to be plans in place to further develop the school and grounds to promote science learning – the challenge may be to consider if all areas of the science curriculum are promoted sufficiently as that for living things appears to be very prominent. Gold criterion met.</p>
<p>A5</p>	<p>The science coordinator knows about science teaching and learning across the school</p>	<p>Regular book scrutinies take place along with learning walks and lesson observations. These appear to be focused and related to school priorities and the principles. Feedback following monitoring occurs with a positive and supportive tone. The electronic folder is another successful initiative that allows monitoring to occur electronically. As you move forward you might consider developing the aspects that are looked at further such as if/how skills are applied from other subject areas and if there is promotion of vocabulary across the school – these are just a few ideas and you will probably have others that are more suitable! Gold criterion met</p>
<p>B1</p>	<p>Colleagues have had opportunities for CPD within science including training and support that increases their skills, knowledge & understanding</p>	<p>The SLs have thoughtfully consulted with colleagues when introducing changes. They have led relevant CPD for teachers and TAs to help move science learning forward - as this is linked to performance management and the SIP. The introduction of the revised scheme appears to have received a positive reception. A programme of optional CPD is also outlined. It was pleasing to learn of the impact of CPD related to technology on the pupils’ attitudes and enjoyment of science. As you continue to lead science you may consider how all CPD has influenced pupil learning along with teacher confidence, including the use of iPads as stated and base future CPD on internal monitoring. You might also consider asking teachers about their perceived CPD needs so that training can be specifically targeted and relevant. Gold criterion met.</p>
<p>B2</p>	<p>There is a range of teaching and learning approaches</p>	<p>The photos and lesson plans (portfolio) indicate the focus on practical, hands-on learning experiences both within and outside the classroom. The faces of the children show how much they enjoy learning in this way. The forest schools initiative has been successful and shared with other schools with positive impact. Through organising the STEM event teachers from other schools have become more aware of possible approaches. In the future, the Science Leader may decide to widen the strategies teachers use further. It might be helpful to look at websites such as PSTT, STEM, and ASE for further ideas and initiatives. Gold criterion met</p>

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	The photos and reflection indicate the fantastic well-organised range of resources that are listed and readily available to support learning. New ICT resources appear to have enhanced learning and the opportunities to use the facilities offered by another school enrich experiences further. It is pleasing to note the importance placed on safety and how teachers have access to resources to support their knowledge about this. As you move forward and identify further resources, it might be helpful to share these with colleagues during staff meetings or by email, such as ICT sites, to support their use. Have you a wish list? Gold criterion met.
C1	All pupils are actively engaged in their own learning and achievement; independently making decisions, answering their own questions, solving real problems.	The excellent planning documents / science scheme ensure that teachers are able to support and challenge pupils to develop the enquiry skills. (portfolio and links to SDP) Good to note the positive comments from colleagues related to the changed curriculum. The school recognises that it is difficult for the pupils to evaluate their learning but ensures that their enthusiasm continues through some home / school activities. In the future, you might consider if children regularly meet the five types of enquiry across the school or hold a science week to further promote enquiry. Gold criterion met
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.	Regular meetings to moderate science with other schools have enabled teachers to assess pupils with greater confidence. The resources to support assessment are detailed and represent progression from EYFS to Secondary. (Portfolio). Clearly the school focuses on AfL and teachers are proficient in using a number of strategies to identify and capture learning and progress, thus meeting the SIP requirement (SDP). The impact of assessment approaches deployed during the Forest schools sessions and shared with other schools is impressive. You appear to have a secure system for assessment in place, but you might be interested to see the 'PLAN' materials recently available on the ASE site https://www.ase.org.uk/resources/primary/plan/ or to review those related to TAPS on the PSTT site. Gold criterion met.
C3	Children enjoy their science experiences in school	I appreciate that it can be difficult to gauge the children's reactions to science but the experienced teachers who know the children so well are able to acknowledge when science is being enjoyed. The photos in the portfolio tell the same story and the teachers' observations are so enjoyable to read! (portfolio) As science learning is of such a practical nature, it is evident that all opportunities are taken to make learning meaningful and memorable for the children in your care. The wealth of visits and events ensures that science learning is enjoyable and the plans for the future should ensure that it continues this way. Gold criterion met.
D1	Science supports other areas and contributes to maximising whole school initiatives while retaining its unique status	Although Science is taught as a standalone subject, the cross-curricular links with other subject areas, especially PSHE and sustainability, including the 'Food for Life' initiative are highly visible. Links with Maths, ICT, English and Geography, for example, are evident in the portfolio. Teachers clearly maximise learning opportunities, related to the revised scheme / curriculum to enable children to apply and demonstrate their previous knowledge and skills. In this way learning continues to be progressive and meaningful. As you plan for the future you may consider how further links can be developed such as through art, drama or D&T – although you may already do this. Definitely Gold!
D2	There are clear links to outside agencies/ organisations /communities to enrich science teaching and learning	I did not need to read the reflection initially – I was already aware of the many advantageous links that are made with other schools and organisations (calendar, SL log, and portfolio). This is an area where Springfield excels and you should be justly proud. Super to read of opportunities for children to experience residential fieldwork and for children of other schools to visit Springfield. The experience of contributing to a national flower school is so inspiring and to win

		<p>an award as well – fantastic! I appreciate the amount of planning and organising this required. The impact of the activities is reflected by feedback comments, teacher comments, and children’s facial expressions along with examples of their work, all of which indicate the quality science learning and life experiences that the children gain.</p> <p>I am not offering a suggestion for the way ahead – you have such a good awareness of this aspect of science leadership already!</p> <p>Double gold!</p>
E	General reflection if appropriate	<p>Thank you for sharing the detailed outline of the school’s organisation, pupil profiles, aims for science, and successes to date. Clearly it has been a very busy year and you must be thrilled by how the many initiatives have been received and their impact on children’s attitudes and learning.</p> <p>This section is very long – it goes beyond the 400 word limit requested by Neil. Likewise the other reflections are often too descriptive and the portfolio exceeds the 25 slides requested significantly. Please appreciate that these comments are made to support you when you work towards the ‘Outreach’ award in the future!</p>

Overall comment	<p>A very detailed submission outlining the science provision at Springfield. The children experience a wide range of exciting science experiences aimed at promoting their development through multi-sensory and memorable approaches. The science leaders maximise opportunities to enrich learning – there are too many to include! They have a realistic view of the way ahead and have supported colleagues by revising the school science curriculum and ensuring that resources are in place to support this. I wish you every success in the future and have appreciated the opportunity to read of your endeavours and successes.</p>
This submission meets the criteria for a PSQM Gold award	<p>Reviewer signature and date</p> <p><i>M. Darby</i> 15th April 2018</p> <p>This is a very positive review. Many congratulations to the whole school team on the achievement of your PSQM Gold award.</p> <p><i>Helen Sizer</i></p> <p>Helen Sizer PSQM Development Leader</p>