



Name of school	5498 Sacred Heart RC Primary School
Name of teacher	Chris Brannan
Hub leader	Tara Lievesley
Hub	Round13 - Online Only Hub
Level submitted	Gold
Reviewer	Anna Hammill
Second reviewer	Clare Warren

Criteria	Indicator	Observations
A1	There is an effective subject leader for science	<p>It is clear that you are a very effective leader and provide a great deal of outreach to help support others to improve science. Your portfolio and reflection talks about the impact on other schools, students, NQTs, teachers, Head teachers, local cluster network and children that you have helped to support. The Enthuse grant has allowed you to lead other schools and ensure a smooth transition with the High schools and other feeder schools. It is clear that your work with enthuse partnership and the SEEIRH is continuing to evolve into the Science leader innovation cluster- your work beyond your school never stops! The action plan is realistic and thorough and have some interesting ideas that I'm looking forward to reading more about the further I proceed through your submission. You discussed and reflected a great deal about beyond your school; I would have liked to have heard some more about how you are an effective subject leader in your own school too- your logs do not have any entries that relate to monitoring within your own school such as book scrutiny, learning walks, lesson obs. etc although I'm sure you must do these.</p> <p>Please can you create a supplementary subject leader log which includes any monitoring activities which took place over the year in your own school and focuses on their impact?</p> <p>Thank you for your SLL with the highlighted monitoring activities. I find the impact statements very woolly; there is no evidence of what happened as a result. I would hope to see more in-depth analysis of what you observed and a cycle of improvement as later observations should show the impact of CPD which was arranged as a result of needs identified during previous observations. Also I have noted that there are no pupil voice, planning or book scrutiny activities which could also provide some valuable information. Later I found evidence of a book scrutiny in one of the additional evidence slides but there was no evidence of the impact of this.</p>
A2	There is a clear vision for the teaching and learning of science.	<p>A good set of principles which captures the essentials of science teaching and learning. It is clear that the principles have impacted on teaching and learning across the school. I like how you set out your portfolio slide showing evidence of each principle in action through pictures, work and quotes. It is clear that the principles are understood by teachers and children and they are used to form the basis of the planning. Displaying them on the displays ensures all stake holders are aware of them. I like how you want your next steps to be that the principles are going to be the underlying theme for the whole school working scientifically days in order to show progression across the school. Will you involve parents or governors next time when you come to review the principles? Are there any that you think needs to evolve now that you are working at such a high level?</p>
A3	The current School	<p>It is good to see that the SDP has appropriate targets for science which has helped to drive teaching and learning forward this year and help to move beyond your school. Your reflection gave evidence</p>


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	Development Plan has appropriate and active targets for science.	to support your SDP core document. Each of your targets have been addressed and the impact evaluated each term through monitoring. The termly badge meeting certainly helps all the other staff understand the provision of science and ensure everyone has the same principles so that your data remains consistently high. You've said your next steps are to continue developing science provision after the success of your science lab. What implications would this then have for next year's CPD, training needs and resources for the school?
A4	There is a shared and demonstrated understanding of the importance and value of science to children's learning.	Were I to visit, I am sure I would see an awful lot of good science, and there is no doubt that science has a highly visible presence both in and out of the school. You have also shared the importance with the wider community, the parents, the homeless charity and the cluster to name but a few. Really like the effective use of Facebook to get feedback from the parents and the high profile you put on this via newsletters, feedback forms and even the press. You also had a great attendance at the family events too. I love the idea of the Halloween and valentines Science event - I've put that on my list of things to do at my school! Your calendar of events shows lots of planned interaction with the wider community, and your work in enthuse partnership, SEEIRH, TTRP2 and the Bolton Science Leader Innovation Cluster, indicates to other schools the importance your school place on science. I just wonder what feedback you have had from the other schools you have supported and visitors to your school that provided evidence that the wider school community understands the importance of science to children's learning.
A5	The science coordinator knows about science teaching and learning across the school	Through book and planning scrutiny, learning walks, lesson observations, staff discussions offering feedback and advice and pupil voice together with self-assessment you obviously have become familiar with teaching and learning across school. This range of evidence has been gathered and scrutinised to form a clear view of the teaching and learning. You write articulately about this and there is some evidence to show monitoring of a lesson or learning walk. I like your idea of the child self-assessing and sharing their thoughts with the SL to see if they agree - does this happen in other subject areas too or is it just the standards of science that are so high? You wrote about the introduction of science enquiry days so that the SL can see the progression, even though you have found enquiry to be good already. What advantages are you aiming for by having these days? Are you going to be having the same enquiry across the full school or observing the enquiry skills from the unit work? The eLeader file is a good idea for use within school for moderation purposes and across the cluster.
B1	Colleagues have had opportunities for CPD within science including training and support that increases their skills, knowledge & understanding	<p>From your CPD log and reflection it is clear that there has been a range of CPD taken place for both the SL and the staff. Through your own CPD via network and cluster meetings and external CPD it has allowed you to have the necessary skills and use this to support staff during whole school CPD, 1:1 support and online support (Reach Out CPD) and for staff outside of your school via the enthuse partnership, SEEIRH, NQTS and trainees. How are you going to continue to lead CPD beyond your own school next year? You have taken on board the needs of the staff from your monitoring and staff questionnaire and have ensured that they have been met through CPD and termly staff meetings on best practise. What evidence do you have that the CPD has had an impact on staff? Have you seen evidence in their planning of new things being put in place after CPD or through the work in children's books? I enjoyed reading about your outdoor training led by Rosemary Feasey- I think I will look into it; it sounds great! Although you don't explicitly say this in this reflection, you have spoken in previous ones about developments for the outdoors after the introduction of the lab. Make sure you make it explicit why you implemented the change in the first place. Have you carried out follow up staff discussions in order to plan in next year's CPD?</p> <p>Please provide a supplementary B1 reflection which tells us about the impact of the CPD in terms of changes in practice of teachers and the impact of this on the learners. Please also provide a couple of extra slides with examples of planning and children's work which exemplify the impact referred to in this reflection.</p> <p>Congratulations on achieving an increase in the number of outdoor lessons. I would like to have seen more photos or work samples produced around your sheep themed activities. It is still not really clear why the CPD was selected in the first place. Please consider carefully what your monitoring activities are showing you and use CPD to address need rather than just arranging CPD because it seems like a good idea.</p>
B2	There is a range of teaching and	I read your comment from your hub leader first, which said about loving the idea of sheep- talk about intriguing me! You are definitely the first school I've read about that has a sheep!

	learning approaches	<p>Your reflection discusses a wide range of teaching and learning approaches and recording methods, but there is very little evidence of these within the portfolio. I would have liked to have seen examples of the work produced from teaching with problem pup, or the post it note science, concept cartoons, terrific scientific or the work produced from primary upd8. I could only see one piece of planning throughout the whole portfolio for year 3; this would have provided good evidence of the different teaching and learning strategies if they had been included. These areas would have shown the initiatives that you have introduced and show how different year groups have used them.</p> <p>Please provide a couple of extra slides which provide the evidence asked for above. Include examples of planning and children's work to exemplify the teaching and learning approaches you have discussed. I am concerned that the one piece of planning you have provided relates to pushes and pulls which are no longer mentioned in the English primary curriculum.</p> <p>I think you might have a misunderstanding of what we mean by a range of teaching and learning approaches. The problem pup example and all the practical work is great but I would like to have heard more about ideas like odd one out, think pair share, etc. Elsewhere you have mentioned Active Assessment activities which is good.</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	<p>Your school is clearly well resourced for science from your reflection although this is not clear from the portfolio evidence. The majority of your slide is taken up with the criteria - you could have used it for planning, work examples or photographs that show examples of how your children and staff use resources. You write keenly about the space case you loan from the university, a plethora of ICT resources and the city farm - but there is no evidence of this.</p> <p>Do staff make a range of science resources available to children in lessons so they can make their own decisions about what equipment will be most suited to their investigation? How does this impact on children's learning in science?</p> <p>Again please provide a couple of slides which show planning, examples of work and photographs of children using resources to evidence your reflection.</p> <p>Thanks for the photos of children using different resources. This, combined with the photos in the original power point, show a good range of resources in use.</p>
C1	All pupils are actively engaged in their own learning and achievement; independently making decisions, answering their own questions, solving real problems.	<p>You seem very proud of the enquiry work that takes place within SH and share your thoughts on the use of concept cartoons addressing the misconceptions and the quality of science enquiry in class. A lovely example is the Iron Man. I would have liked to have seen examples of the practical work and recordings of this piece of work and other examples of science enquiry. Do staff use all the different types of enquiry? What evidence do you have to show that they use these types? You give lots of examples of what the children are involved in such as science club, family events, masterclasses, STEAM days, initiatives but what impact do all of these things have on children independently making decisions, answering questions and solving problems. There is no photographic evidence of these pieces of work so it is left to the reviewer to infer the impact of these for this criteria. The Summer of Science daily activities on the website sounds wonderful- do you have any examples of these or what the children thought of these activities? The wonder wall allows the children to ask questions - what type of questions do they ask? Do you have a picture of the wonder wall in use?</p> <p>Please will you provide a supplementary reflection to answer the questions above and another couple of slides to provide supporting evidence. You have covered science enrichment activities in depth but I would like to hear more about how everyday science lessons relate to this criteria. Another slide with examples of planning and pupils' work would be useful to demonstrate what it is happening.</p> <p>I am not confident that the planning example you provided shows children engaging with independent enquiry however I like the photos and the wonder wall examples.</p>
C2	The purpose of science assessment is well understood and shared by the members of the school community. Assessment approaches are	<p>The reflection discusses a range of different formative assessment strategies including mind maps, concept cartoons, active assessment and photographs. It is a very impressive range, but there is no evidence in your portfolio of these types of assessment strategies. You discuss your tracking system which allows staff to track children and you, as SL, to also track the pupils. You have included a blank example of this in the portfolio but it would have helped to have seen one of the pro formas in action. What happens if the teachers see that the children are falling behind, what is put in place to plug the gap? TAPs is an excellent resource to use and help to ensure that both skills and knowledge are being assessed. What has been the response to staff of using these? Do you have any examples of feedback from staff about this? Do you have any examples of the work produced from the children or how the staff recorded their notes from this?</p>

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	designed to fit those purposes.	<p>It is good to see that the apprentice technician has had a good impact on assessment through more focused small groups, planning activities and working closely alongside the teaching staff to ensure the resources are available for more practical work.</p> <p>Please provide a slide or two demonstrating your formative assessment strategies. Please also add a supplementary reflection which tells us about the impact of the TAPS pyramid supported by evidence in a power point slide.</p> <p>Mind mapping is one example of a formative assessment strategy but I would like to have seen more examples. There are many facets to the TAPS resources and I am left perplexed as to which particular activities have happened and what the impact has been. A couple of specific examples rather than overall claims would have been better.</p>
C3	Children enjoy their science experiences in school	<p>It is great to see how much the children have enjoyed their science experiences with visits and events in school. You have certainly given them a range of opportunities and have taken their point of view into consideration and acted upon what they wanted to improve. It is good that their comments about more outdoor learning was acted upon, CPD for staff given and the follow up pupil voice showing that there has been an increased amount and an increased satisfaction rate from the pupils. Parents' comments highlight how good science is and the provision for the children. The feedback from parents and the comments on Facebook read very favourably. Events such as the cinema and family events have been well attended and you have also acted upon clubs that the children requested and have a good robotics after school and lunchtime club highlighting the link with STEM. Have you seen the Goblin Kit cars? You can get a grant to help finance them and then build them as part of an engineering project and go on and race them at race tracks around the country. The children love building them.</p>
D1	Science supports other areas and contributes to maximising whole school initiatives while retaining its unique status	<p>The reflection discusses examples of cross curricular links with examples such as maths, literacy, computing, art, SMSC, RE and history. I like the example of the Iron Man and how you linked that with history, DT, Science and English. Have you heard of the citizen science project counting the penguins? This real-life research often makes the children feel like real life scientists and they can do it on pcs or iPads https://www.penguinwatch.org/</p> <p>There is a range of different links to the environment including gardening, eco and recycling and the city farm. It is a lovely wider community link with the Dementia care home and having the residents to your sensory garden. What feedback have you had about this from the children and the care home? It would have been nice to see examples of the Iron Man and the other cross curricular links via the children's work in the portfolio, rather than just pictures. You could have included a piece of planning to show these links and also quotes from the children about the links.</p> <p>Another couple of slides with examples of planning or work demonstrating cross-curricular links would be good.</p> <p>I like the letter requesting a visit from an astronomer and a rocket mice bar chart but I would like to have seen a wider range of examples of pupils' work.</p>
D2	There are clear links to outside agencies / organisations /communities to enrich science teaching and learning	<p>This has been a strength of this submission. I am impressed not only by the support you have given other schools but also by the range of enrichment activities for the children in the school including residential here and in France- fantastic!</p>
E	General reflection if appropriate	<p>I read this section first to get a flavour of your school. Thank you for the information. After reading your reflection, I'm excited to continue reading your submission!</p>

<p>Overall comment</p>	<p>The story you tell in this submission shows that you are a very active subject leader and that you are developing science beyond your school. I do feel that your school is working within what PSQM would expect for a Gold Standard from reading your reflections, however finding some of the evidence in your portfolio is hard as there is a lot of wasted space on the pages and the criteria is put on each one in a large font that takes up a lot of the page. You might want to consider evidence such as planning, quotes, examples of children's work, marking, teacher feedback etc. to support the evidence in your reflections and make your portfolio 'sell' all the great Science that takes place at Sacred Heart RC Primary School.</p> <p>I get the impression that you ran out of time to fully demonstrate the claims you make in your reflections. Please read the comments in purple above and provide a supplementary power point and a couple of supplementary reflections in response to the comments.</p> <p>Thank you for providing additional evidence. I am not sure it always provided the concrete examples I was hoping for to convince me that the quality of science teaching and learning within your own school meets the very high standards we expect from gold schools. There could also have been a stronger focus on the impact of events.</p> <p>I do like to see CPD needs identified through monitoring activities, the CPD carried out to address these needs then further monitoring activities showing a change in practice and identifying further areas for development. This cycle of improvement is not clear to me although it may be clearer to you. Please consider this to help you move forward more strategically.</p> <p>Because I feel the submission still lacks evidence of impact it has been a very difficult decision as to whether the school should receive a silver or gold PSQM award. On balance I have decided that a gold award is appropriate because I believe that all the good things you are doing must be having a positive impact.</p> <p>I do however feel you are on a bit of a treadmill, so busy arranging activities that you never have time to stop and reflect on which ones are successful and why. At PSQM we are very interested to hear about the impact of activities, CPD and events and I think you would benefit from a similar focus.</p> <p>Congratulations on your GOLD PSQM award and I hope that you will consider my comments above and work towards becoming an even more effective subject leader.</p>
<p>This submission meets the criteria for PSQM Gold level.</p>	<p><i>Anna M Hammill</i> 11.8.17</p> <p><i>Clare Warren 23rd August 2017</i></p> <p><i>Clare Warren 25th October 2017</i></p> <p>Many congratulations to you all on the achievement of your PSQM Gold award.</p> <p></p> <p>Helen Sizer PSQM Development Leader</p>