



Reviewer's feedback

School: 16769 EEF John Henry Newman Academy

Science Leader at school: Philippa Benaldjia

PSQM Hub Leader: Shane Clark


Quality Mark submitted: **PSQM**

Reviewer: **Phil Watkins**

Criteria	Indicator	Observations
SL1	There is a clear vision for the teaching and learning of science	It is clear from your evidence that creating your principles was, not only a collaborative effort by staff and pupils, but was a rewarding one where the idea has spread to other subjects. Well done. I really like that you have engaged pupils through a design competition and that they are centre stage in your floorbooks. How have you maintained this profile for pupils working at home? I agree that monitoring and review once all pupils return is a valuable next step.
SL2	There is a shared understanding of the importance and value of science	Science is valued at your school and PSQM has enabled you to raise the profile by investing in staff training, curriculum enrichment and a greater focus across the school. Your strategy of big floorbooks has focussed intent, assessment and has led to increased quality and variety of approach. Your programme of enrichment has included staff, governors and parents and online work has supported feedback. Your link with Oxford University has really supported pupil interest and capital and I'm glad you will be taking this forward. Science week was a great success.
SL3	There are appropriate and active goals for developing science	Science is valued as a core curriculum subject with mention on the SDP. Science has an improvement plan and curriculum is supported through accessible central planning and online staff support (e.g. ReachOut CPD, ASE materials). Principles are displayed on floorbooks. It is to your credit that you have driven most developments and begun to build experience in areas such as monitoring mostly on your own. SLT supported you directly early on and have invested in science and I feel that greater support (planned) for more regular and impactful monitoring will help you significantly as a leader in the future.
SL4	There is a commitment to the professional development of subject leadership in science	It is great to hear that you have attended leadership training, begun networking (Trust) and have joined a wider science community through ASE membership. You are beginning to benefit from training, resources and discussions to widen your experience. External providers (e.g. University) have supported both you and your staff to engage in real world science. You have led staff meetings and supported an NQT directly. I wonder if next year you might focus on your leadership and begin to support colleagues across the school in planning and

		directly in their classrooms. This is your more natural next step.
SL5	There are monitoring processes to inform the development of science teaching and learning	I'm really pleased that you have recognised such value in pupil voice as a component of monitoring and it is clear from comments the change you are driving. Statistical analysis of staff questionnaires created clear next steps that were acted upon. You have carried out work scrutinies and had a supported mock deep dive that supported areas for improvement. It is a real shame that the restrictions prevented your SLT supported monitoring of lessons, etc. Try to get a regular cycle planned whereby you can triangulate evidence rather than different strategies being spread out over the year. I really like your use of floorbooks and online strategies to widen the monitoring approaches. This is a great start in difficult circumstances.
T1	There is engagement with professional development to improve science teaching and learning	Staff CPD has been done through meetings (SL led), external providers (Science Oxford), online (Reach Out CPD), SL dissemination, involvement in enrichment activities and direct SL planning support (NQT). ASE membership has also provided staff with a range of useful resources. These have provided a good variety of approaches and some strategies, e.g. developing subject knowledge, has been carried out according to identified need. Developing Crest Award will be useful and I hope that you feel able to support staff across the school more directly in the future.
T2	There is a range of effective strategies for teaching and learning science which challenge and support the learning needs of all children	A range of teaching strategies have been trialled such as the use of Explorify & Big Questions, concept cartoons, learning through story starters and outdoor learning (grant; Wild Things Club) to good effect with good impact identified through monitoring. Floorbooks have been trialled in your own classroom with real impact on conceptualisation and depth recognised by SLT. Development of this strategy has moved across school with positive impacts on sharing ideas, assessment and enquiry. This has been a real success story. Online strategies, such as Tapestry, have been developed over lockdown and could be used as effectively once the children are all back in school.
T3	There is range of up-to-date, quality resources for teaching and learning science which are used regularly and safely	Resources have been audited and organised for more effective use. Equipment has been purchased/loaned and as a result, more practical work is evident in classrooms. It is good to see that you are monitoring use and effectiveness of your systems. The use of CLEAPSS, and possibly your secondary school(s), can be extended to support staff more effectively on safety and equipment use. It's great to see your use of funding to support outdoor learning and that this is a target to develop next year. Online learning (both staff and pupils) and use of stories in lessons is developing well.
L1	There is a shared understanding of the purpose and process of science enquiry	Your combination of supporting enquiry types (staff meetings and through Explorify) and your floorbook initiative is working well to capture evidence of progress in ways that would otherwise be difficult to achieve. This is really good practice but can be enhanced through the additional explicit development of Working Scientifically skills linked to year group expectation. I really like your idea of each classroom (some shared areas) having an area with key vocabulary and on-going investigations that can stimulate engagement, skills and curiosity. It would be great to see these areas more linked to the wealth of enrichment activity happening within school to focus on raising capital. Are your children asking questions that lead to self-investigation? It is not clear in your submission.

L2	There is a shared understanding of the purposes of science assessment and current best practice	You have introduced TAPS progressively in school by carefully planning and beginning to try out before lockdown(s). It is hoped that this process can continue to ensure that assessment moves more into a formative approach during all lessons rather than through summative task. This is suggested through your intention to use WS expectations and strategies such as questioning, cartoons, etc. This is a work in progress. It's good you also recognise wider assessment and have developed Target Tracker to do this.
L3	There is a commitment to developing all children's science capital	It is great to read that you and your school have embraced the importance of science capital. Questionnaires have established a baseline and a wide range of targeted activity such as family involvement, University enrichment/role models and careers events have supported developments. It is a shame that the restrictions have limited all that was planned but you have made a great start with targeted activity. Well done.
WO1	There are appropriate links between science and other learning	Your approach to developing cross-curricular working is really welcomed. Rather than just making casual and vague links, you have started to 'blend' through finding curriculum/expectation overlap and use of text to develop science thinking. Although in early stages, this approach will develop mutual support and should be developed further across a wider range of subjects. I also really like your recognition of the 'wider' curriculum (collaboration/wellbeing) with outdoor learning. How about extending this into skills such as teamworking, problem solving, resilience, etc, so crucial for STEM careers (link to science capital).
WO2	There are appropriate links with families, other schools, communities and outside organisations to enrich science learning	This criteria has been a challenge for most schools over a very difficult year but you have made the most of the opportunities you have developed. I'm impressed by your on-going relationship with Oxford University to create enrichment and support visits that have involved parents. You are also beginning to widen your engagement with other organisations and to use STEM career role models (e.g. nurse, University). Science week, clubs, enrichment and trips (e.g. year 1; Natural History Museum) have engaged each key stage and parental involvement has unexpectedly been enhanced through lockdown online learning. You have some great ideas to take this forward.

Overall comment	Well done. You have made science a real strength in your school through your leadership, vision and hard work. There is still a way to go but you have made a great start.
This submission meets the criteria for PSQM	<p>Phil Watkins 05.03.2021</p> <p>Congratulations to everyone at John Henry Newman Academy and in particular to Philippa on the achievement of the Primary Science Quality Mark. It is wonderful to see science developing across the school despite the challenges of the past year. Your next steps will ensure that science goes from strength to strength.</p>  <p>Helen Sizer Deputy Director: Primary Science Quality Mark</p>