

## Review feedback (R23 Spring)

School: 157016835 St Ignatius Catholic Primary

Science Leader at school: Lloyd Walsh

PSQM Hub Leader: Julia Nash

Quality Mark submitted: **PSQM Outreach**

Reviewer: Claire Loizos

Strand	Aim and PSQM criteria	Observations
SCIENCE LEADERSHIP AIM: Science subject leadership has been strengthened and developed. Science is valued and improved through embedded and sustained processes for subject leadership.		
SLa	There is a clear vision for science that is well established and consistently implemented through principles for teaching and learning which are regularly reviewed by the whole school community.	The existing vision has been revamped and is now more visible across school and on the new website. All stakeholders were involved, showing a collaborative approach which valued the views of staff, pupils, governors and parents. With a simpler version written for EYFS and a more future thinking vision for Y1-6, all children can understand and promote the vision, with the children designing the logo for the vision themselves. The importance of science is clear to any visitors with the excellent range of displays throughout central areas in the school. Monitoring has highlighted that the vision is seen and valued by staff and children, and it is evident that the 'Science for Life' core value has helped to bring a consistent aim and focus to all teachers when planning highly engaging science lessons.
SLb	There is strategic support for subject leadership which is well established and reciprocal and includes: <ul style="list-style-type: none"> <li>sustained professional learning for subject leader, including engagement with the primary science education community</li> <li>the subject leader(s) contributing to whole school strategic planning</li> <li>allocation of time and resources linked to strategic priorities.</li> </ul>	This criterion was rated as 'green' in the pre-PSQM audit and evidence throughout the SD Log and Portfolio support the excellent support the SLs receive from the school. It is clear that strategic support for science leadership is embedded through its priority within the school development plan, allocated time for staff meetings and time for SLs' professional development opportunities. The SL leads CPD within the school, as well as establishing Science Moderation Hubs and leading CPD both nationally and locally. With work through other local Catholic Primary Schools, alongside work within STEM learning supporting CPD across local schools, the submission demonstrates that the school and SL goes above and beyond, supported and encouraged by the school. Well done.


<b>SLc</b>	There is a rigorous monitoring and improvement cycle using evidence and views from all stakeholders and sources to shape development in science.	The embedded monitoring schedule has continued to give science leadership a picture of science practice across school and to inform developments. With a focus on ensuring all stakeholders are involved in monitoring, as well as driving science forward, evidence shows that increased governor support and awareness has allowed the SL to ensure that all science at St Ignatius is in line with the vision, which evidence in the portfolio supports. The clear support and value placed on science by SLT, has extended impact and strengthened the understanding of your science vision, and subsequent quality of teaching and learning of the subject within the whole school community.
TEACHING AIM: Science teaching has been strengthened and developed. Subject leadership responds to development needs in science teaching.		
<b>Ta</b>	There is provision and signposting of a sustained programme of internal or external professional development and support with which staff engage.	Staff CPD was already established with regular science staff meetings, INSET, and individual allocated support time. The key need to offer CPD opportunities to ensure that all teachers have access to the 'right' CPD, with a focus on ensuring all ages and stages are progressive and knowledgeable, demonstrates strong and reactive leadership. This is evidenced in the SD Log and Portfolio demonstrating that this has been effective in increasing confidence and quality of planning. A programme of internal CPD and external CPD is available to all staff, for example; Explorify, and use of Word Aware, as well as individual access to ReachOut CPD, demonstrate the value St Ignatius places on the professional development of its staff.
<b>Tb</b>	Teachers use and evaluate a developing and extending range of evidence-based strategies to challenge and support the learning needs of all children.	It is clear from a range of monitoring and evidence in both the SDL and Portfolio that ensuring children are appropriately challenged and able to demonstrate their learning in a range of ways has been a focus. Whilst a range of evidence-based strategies are already in place, such as; Explorify, Modelling and Drama, these have been supported by clear enquiry and skills lessons, use of hands-on and child led enquiries. Monitoring has ensured these are being planned and used effectively, to elicit learning from the children and provide opportunities to assess the children's progress.
<b>Tc</b>	Resources are systematically audited and acquired (purchased or borrowed/sourced from outside agencies) so that children can regularly and safely use a wide range of appropriate practical and digital resources, information texts and the outdoor environment.	From the portfolio, St Ignatius' is clearly very well resourced in terms of the practical aspect of science. The SL has established an effective method of storing, auditing, and ordering resources which is easy and used well by all staff. It is clear that outdoor learning is a big part of the school's vision, with plenty of photo evidence demonstrating a wide range of resources outdoors, which enhance the children's learning experiences. A focus on staying up to date has meant working with the local secondary school to borrow more 'one-off' equipment, this has allowed the children the opportunity to experience more exciting and hands-on science, which they were previously unable to. What is not clear is the safety aspect, and please consider ensuring all staff are aware of safe practical science guidelines / CLEAPSS, perhaps by running a CPD session in the new academic year.
LEARNING AIM: Science learning has been strengthened and developed. Subject leadership develops and evaluates teachers' practice.		

<b>La</b>	Children develop independence in the full range of enquiry types, using scientific enquiry skills appropriately to answer scientific questions about the world around them.	The portfolio provides plentiful evidence that the full range of NC enquiries and embedded use of the SEERIH symbols, particularly on science working walls, have improved children's ability to identify the different types and skills, as well as focusing the teachers. Use of ASE plan matrices ensure that planning is progressive, and all enquiry types are covered equally. Teachers feel confident and excited when planning and delivering science, and it is clear from the portfolio that this infectious enthusiasm is reflected by the pupils.
<b>Lb</b>	There is a school-wide commitment to continually improving assessment practice and processes for formative, summative and statutory assessment, through regular evaluation which ensures that they reflect the shared understanding of the purposes of assessment in science and current best practice.	St Ignatius has a strong curriculum in place to ensure that all pupils, no matter their year group or barrier to learning, are provided with a wide range of opportunities to demonstrate their learning. Data is collected termly, and a range of resources are used to inform judgements made - including PLAN, Rising Stars and the Science Moderation Hub. Although both formative and summative assessment opportunities appear to be embedded, it is not clear from the submission how it is analysed or used to track and identify children who need additional interventions or practice in areas of weakness. Moving forward, it will be important to ensure that assessment is used to adapt planning and improve outcomes, rather than just tracking the data, which is mentioned in the post-PSQM action plan, with a focus on SEND pupils.
<b>Lc</b>	The whole-school community supports and promotes initiatives that encourage all children to think that science is relevant and important to their lives, now and in the future	Having undertaken CPD in science capital previously, the SL was able to run further CPD for all teachers/SLs across the school, promoting a range of ways and techniques to develop science capital in children and families. It is clear children at St Ignatius already undertake a wide range of activities to enhance their capital, as well as planning being linked to careers and real-life science where possible, so a focus on parent involvement has been made through this PSQM process. The SL has built this in a range of ways, namely the addition of My Life/My Science in the newsletter, to more Family Competitions and Science challenges at home. Children have been given more agency in wider science initiatives, such as the new Wall Art installation. Moving forward, it will be important to continue to monitor and evaluate the strategies that have been introduced, before implementing any new ideas.
WIDER OPPORTUNITES AIM: Science has been enriched. Children's experiences of science are enriched.		
<b>WOa</b>	Whole-school planning links science to other areas of learning, including English and mathematics, and to whole-school initiatives.	There is so much evidence for this criterion that it is difficult to highlight just one or two for the review comment. All staff at St Ignatius deeply prioritise the children, and therefore, they work together almost symbiotically, no matter their subject. Cross-curricular links are effective, exciting, and plentiful. To highlight just one, then the Andy Goldsworth Art Day is impressive .... along with the work on 'Our Mental Health' - sorry so difficult to pick just one. Well done.
<b>WOb</b>	There is regular and purposeful involvement in a range of initiatives supported by other organisations and topical science activities, both in school and with their families	The portfolio, A2R and SD Log are brimming with evidence of this criterion. With a wide range of events already in place and embedded across the school, it became clear to the SL that the PSQM would provide the opportunity to address consistency. A focus on ensuring that all children, no matter the age or stage, were given the same diverse range of opportunity, has meant a mix of clubs, workshops, assemblies, and awards are in place across St Ignatius. With a passion for sustainability and the protection of our world (in line with the vision and principles) the SL has worked hard

		with staff to attain two green flags for Eco Schools, with the third being successfully achieved across the PSQM process. Ideas have been shared at the Primary Eco Summit. All these opportunities pull together the aspects of strong teaching, learning and leadership, demonstrating the quality of science education children experience at St Ignatius. It is good to see this is a continued focus for next year, particularly in strengthening of high-quality enrichment for all.
<b>OUTREACH AIM: OTHER SCHOOLS</b> There is a commitment to leading professional development and learning in science in other schools. Science is valued and improved in other schools		
<b>Other schools a</b>	The subject leader(s) regularly shares good practice beyond their own school.	The SL is clearly passionate about sharing their ideas and best practice beyond St Ignatius. As one example of the initiatives, the SL leads the Science Moderation Hub, sharing good practice and ensuring consistency across the local area. Evidence in the SD Log and Portfolio suggests that science provision across the network has been strengthened, showing the impact of the SL. The SL is also sharing practice through STEM Learning, social media, and the local Surrey Eco Conference. Feedback is sought at every opportunity, as the SL is clearly passionate about their own improvement, acting on feedback as much as possible.
<b>Other schools b</b>	Science outreach initiatives are planned and evaluated.	As mentioned above, the SL works on and leads a range of outreach initiatives. Examples of planning and evaluation are clear in the SD Log and portfolio, and it has been a challenge to choose one to highlight here. It is clear the SL is passionate about links with the local SLP and has received the PDL CPD mark through evaluation. The portfolio is full of evidence which demonstrates the quality of feedback they have received, and they have acted on this. For example, from a suggestion to set up a moderation hub, this is now running regularly and going from strength to strength.
<b>Other schools c</b>	There are effective cross-phase links within and/or between schools.	The SL leads the local science network, which brings teachers of all phases together, to share best practices and promote progression/transition across the phases. This has meant that the SLs across the partnership have been able to look together at skills and knowledge progression, ensuring that transition between KS1 and KS2 is secure and strong. Pleasing to see the focus on transition between KS2 and 3 now taking the spotlight, and links with the feeder secondary schools taking place.
<b>OUTREACH AIM C: There is a commitment to sharing expertise in science teaching and learning beyond the immediate community:</b> Science is valued and improved <b>in the wider community:</b>		
<b>Wider community a</b>	People in industry are trained to work in schools.	Working with a range of STEM ambassadors, the SL has promoted the ease of organising these and encouraged effective deployment of STEM ambassadors through all year groups at St Ignatius, ensuring visits are well planned and outcomes are successful. The SL has also published several resources which are shared across the science education community, ensuring others can benefit from this expertise.
<b>Wider Community b</b>	Reciprocal global links are developed.	The SL has shown clear commitment to developing links, particularly through STEM Learning. Being involved in the successful CPD bid for STEM learning, alongside embedded work with the SLP and teachers across both Surrey and the Southeast of England, there is plentiful evidence throughout the submission.

Wider community C	There is collaboration with colleagues in HE to develop Initial Teacher Training.	As mentioned in PDB there are plentiful embedded links between the SL and HE, through supporting PGCE students, which the SL delivers a range of CPD and supports trainees through.
Wider community d	<p>Expertise is shared through:</p> <ul style="list-style-type: none"> <li>○ writing for journals e.g. ASE, Ogden Trust, PSTT, TES;</li> <li>○ regular online blogging or widely-available social media posts;</li> <li>○ contributions to published resources;</li> <li>○ conferences presentations;</li> <li>○ participation in policy-level activity.</li> </ul>	As mentioned throughout this review report, the SL is clearly passionate about learning and improving their practice, as well as ensuring that others can learn from their mistakes/not have to 'reinvent the wheel' in primary science. From consulting on a major book firm, to being the lead teacher consultant in a BBC TV show, the SL has demonstrated passion to share their expertise wider than just the school or Surrey community.

Final Questions – comment	It is heart-warming to read about how the PSQM OUTREACH process has inspired your whole school community. It is also great to see that there has also been a beneficial ripple effect on other subject leaders too beyond your school, through your work with Surrey SLP. Science was already strong but there have been some significant strategic steps forward, which have supported you as SL to drive science forward across the school. You should be extremely proud of the impact you have had - Well done!
---------------------------	---

Overall comment	<p>This is an extensive PSQM OUTREACH submission of the highest quality and I have thoroughly enjoyed finding out about science at St Ignatius. It is clear that science is embedded as a core subject and there is a rigorous improvement cycle in place to continually seek ways for further development. Your pupils are benefitting and their passion for science shines throughout the portfolio. Your passion to share science through Outreach work is clearly having an impact beyond your school, and I am confident that this will not be the last time I hear the name Lloyd Walsh.</p> <p>A thoroughly well-deserved PSQM OUTREACH and it will be exciting to see what St Ignatius Catholic Primary accomplish next.</p>
	<p>Reviewer's signature</p> 

**Congratulations to you all on achieving the Primary Science Quality Mark Outreach. We look forward to seeing how you continue to nurture and inspire science in your own school and beyond.**

**PSQM**

Primary Science  
Quality Mark

**PSQM Outreach**

Valid 2024 – 2027