Review feedback

School: 101223 Village Infant School

Science Leader: Jessica Allchurch

PSQM Hub Leader: Naomi Hiscock

Curriculum Design: Reviewer feedback on how the science curriculum engages, inspires and challenges all children	
The impact of effective leadership on the development of practice across the school *Strengths, notable points and areas for further consideration that are evident in the submission*	A range of monitoring activities as part of an existing and embedded cycle enabled the SL to review current provision across school and identify ways in which the current curriculum was designed and progress towards intended impact. This has had particular impact when developing the curriculum design to support SEND or EAL learners who now have a voice in shaping their curriculum. It is clear from evidence across the submission that the engagement of SLT, particularly the DHT, has had significant impact on the SL's ability to lead and enact changes to the curriculum design during the PSQM year. This has enabled moderative conversations to take place within and across school and use a wider team for support. Clearly placing science within the core team of subjects has given it the boost it needed too! The SL has undertaken a vast amount of CPD beyond the core programme which has enabled them to enact the changes to the curriculum that they planned. Reflections enabled the SL to consider the impact of their own professional learning and select the most appropriate tools for their colleagues at that time for the school. It is clear that the PSQM ideas bank has been instrumental in signposting the science leader to places they were not previously aware of, and these have provided expert insight and self-led CPD for the SL too. The SciDL shows some enrichment activities are planned to connect to other schools and external visitors. This is limited at the moment and in the early stages of instigation.

The impact of the development undertaken on children's learning *Strengths, notable points and areas for further consideration that are evident in the submission*	Pre PSQM, there was a range of inclusive activities taking place across school that allowed the children to be inspired and engaged in their learning. It is clear that the sharp focus on inclusive widget use during PSQM has built on this established effective practice and ensured no learners miss out. This new approach is becoming part of everyday science learning now and there is data to back up the impact. Pre-PSQM, the school had curriculum mapping and progression had been considered and planned, including vocabulary and skills. The focus on valuing prior learning has built on this strong starting point and evidence shared in the slides suggests this is learning to even higher levels of engagement in the learning too. The strategies now planned for include KWL grids and the use of science books rather than curriculum folders which have seen an increase in engagement too. Pre PSQM, there was effective cross curricular connections between science and other subjects. The school have worked hard to better connect the maths and science curricula this year, and this is already showing more meaningful science learning and more accurate measurements being taken such as reading a thermometer – a brilliant skill to master for such young scientists!
Relevance of next steps identified to support ongoing development and sustain change *Suitability as evident in the submission, along with recommendations for future professional learning and sector engagement*	There is a clear plan to consider how scientist work as a suitable next step building on what the school have worked on this year. The school as a whole, and the SL specifically, have worked so hard to build on the solid foundations pre PSQM. Now is the time to reflect on where the school feels they are in embedding everything put in place during PSQM and then reflect on appropriate monitoring activity to ensure a smooth transition into the new academic year for example or support any new staff that arrive. Are there some outstanding actions on the SciDP Implement that were not followed through for varied reasons perhaps which may be relevant post PSQM. It is strongly encouraged that schools consider their post PSQM journey as carefully as their PSQM year. The PSQM ideas bank and funded RSC CPD programme may also continue to provide inspiration and professional learning that can shape the curriculum even further in the coming years.

Teaching and Learning: Reviewer feedback on how teaching enables all children to learn science content and procedural knowledge	
The impact of effective leadership on the development of practice across the school *Strengths, notable points and areas for further consideration that are evident in the submission*	The SciDL evidences a wide range of monitoring approaches adopted to evaluate progress towards development priorities in teaching and learning. This regular planned approach to a development cycle has enabled the SL and SLT to have a clear understanding of science teaching and learning and adapt in response. Engagement with SLT has supported the SL to discuss and refine approaches supporting teaching and learning. The impact of this has helped raise the status and importance of science teaching to a core subject which has also increased consistency across the three core subjects too. Dissemination of professional learning from the SL has translated into a diverse and personalised CPD plan for colleagues across school. Some bespoke for specific teachers on specific aspects of teaching and learning, others more whole school, such as introducing logos to represent types of and skills of enquiry science or resources to support teachers in their teaching. Going forwards, consider the specific impact activities have had on the improvement of curriculum design and teaching and learning, and how this impact can be further established in future years.
The impact of the development undertaken on children's learning *Strengths, notable points and areas for further consideration that are evident in the submission*	Prior to commencing PSQM, the school was already thinking about ways in which children expressed their learning and the vocabulary they used. The focus on helping children have ownership of their own learning and ask questions that they really want to find the answers out for has really ignited their curiosity as well as making effective connections to literacy skills and understanding what a question is and how to use it in a science context. It is great to see these skills be explicitly taught! Pre-PSQM, children at Village Infants were already learning science in a practical and hands on way in different spaces and with purpose and context. The impact of focusing on varied and specifically chosen teaching strategies has enabled teaching to be adaptive and responsive to the learners as well as the topic with the children starting to articulate this too. There has also been a focus on the use of enquiry logos and enquiry skills which teachers have noted how this has helped them reflect on their own teaching and make appropriate adaptations too. There were some practices in place pre-PSQM to consider whether teaching enabled all children to learn content and procedural knowledge. This was mainly through quizzing and teacher assessment. It is clear from the evidence shared on the slide that the drive for consistency in assessment approaches has become more apparent and is starting to feed more accurate summative judgments. Although it is not made clear why this has happened, it is good to see the school have dropped their recording of greater depth for science assessment which is not seen as necessary for science.

Relevance of next steps identified to support ongoing development and sustain change *Suitability as evident in the submission, along with recommendations for future professional learning and sector engagement*	The next steps for assessment (TLC) identified here are pertinent and appropriate. The school will find excellent support material and guidance in the resources named here. The only addition suggested here is the approach outlined in the CD next steps applying here too. A focus on embedding changes needs to be carefully considered to ensure the effective progress and impact the school are starting to see in most learners becomes something embedded for all learners in all lessons over the coming three years.

PSQM Year Highlights

The overall impact and influence on others resulting from the PSQM year	It was a pleasure to read the whole journey from start to finish and it was particularly pleasing to read about the shift in status from foundation to core this year. This can be seen visually through displays, provision areas and through calendared events alongside teacher's confidence and the way children now speak about science. The whole process has supported the SL to lead changes building on the solid foundations already in place. The development in vocabulary, enquiry approaches and profile of science is evident throughout this document and the whole submission. The entire staff team should be commended for their work this year.

Validation of the Primary Science Quality Mark

Congratulations to you all on achieving the Primary Science Quality Mark Gilt. The school community is building on established effective practice and continues to develop an inspiring science education.

PSQM
Primary Science Quality Mark
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Valid 2025 – 2028

June 2025