

## ECM Leadership Partner Note of Visit Callands Primary School Science Review

Headteacher: Lisa Littler		Date of visit: 19. 10.21.	
School email address: <a href="mailto:headteacher@callandsprimary.co.uk">headteacher@callandsprimary.co.uk</a>		Governors: Nigel Spencer (Chair) Anam Balbolia (co-opted governor)	
ECM Leadership Partner: Louise McArdle			
Triangulation of actions taken as part of support and challenge, including Deep Dive activities			
<b>Analysis of:</b> Self-Evaluation Summary (SES / SEF) / School Impact Plan (SIP / SDP) / School website/Curriculum Audit Information		<b>Monitoring of:</b> Curriculum overall including specific subjects – Science / Pupils' workbooks / Teachers' planning / Learning walk / Observations of learning/ Actions from previous visits	
<b>Discussion with:</b> Headteacher / Governors/ Senior leaders / Middle leaders – Science Subject Leader / Teachers / Teaching assistants / Pupils			
<b>Date of next visit:</b> • 08.12. 21. HTPM	<b>Future dates agreed for 2021/2022</b> 09.12.22. 14.03.22 (HTPM Mid-Year Review), 20.05.22.	<b>ECM to contact school about the following services:</b>	
Summary note of visit:			
<b>Strengths:</b> <ul style="list-style-type: none"> <li>Leaders and governors have the very highest of ambition for their science curriculum and are fully committed to ensuring that it is of the highest quality. The school has successfully achieved the bronze PSQM and is soon to receive further accreditation with the GILT award. This is testament to leaders' relentless drive and focus on continual school improvement. Useful sources of reference including the recently published Science review are also being utilised by leaders to further benchmark and audit their curriculum and to identify further areas for development.</li> <li>Due to the school's extremely strong models of effective subject leadership, the new science leader has been exceptionally well supported in developing in her role as science subject leader. Leaders have ensured that she has access to up to date and high quality CPD to be able to fulfil her role effectively.</li> <li>In consultation with leaders and teachers, the subject leader has mapped out precisely both the substantive and disciplinary knowledge that children will learn from EYFS to Year 6 through their 'On target Indicators' documents (OTIs). This includes key vocabulary and knowledge which is broken down into the subject disciplines of biology, chemistry and physics.</li> <li>A particularly impressive aspect of the school's practice is the highly consistent way in which the curriculum has been effectively implemented across the school. This is as a result of a very clear curriculum intent, as well as rigorous monitoring and evaluation to ensure consistency in pedagogy and practice, all of which is contributing positively to ensure strong curriculum impact.</li> <li>In lesson visits, right from EYFS, children get off to a flying start by developing their foundational knowledge through understanding the world around them and through a series of carefully planned activities, as part of a highly structured science curriculum.</li> <li>Teachers across the board, display great enthusiasm for science, coupled with very strong subject knowledge; they are highly appreciative of the subject leader's support and resources provided, particularly the high-quality training and video materials available to them. They refer to the OTIs as 'their bible!'</li> <li>Pupils across all year groups show very positive attitudes towards science and the majority of children are able to explain what science is and can identify learning of specific concepts, particularly the ones most recently taught.</li> <li>As a result of pupil voice, the subject leader, has implemented floor books and children are rightly very proud of these. They are being used effectively to capture particular features of 'working scientifically' within the science curriculum and are also helping pupils to remember more.</li> <li>During pupil interviews, children demonstrate a deepening understanding of concepts taught and how learning in previous year groups links to new knowledge. For example, in Year 6, children confidently discuss 'genetics, evolution and inheritance' and explain how previous work on reproduction has helped them to learn more on their unit of work on inheritance and evolution. They animatedly talk about the research they have done in their floor books on Charles Darwin and his trip to the Galapagos Islands and how this was a major contributor for his book 'the Origin of the Species'. This growing body of knowledge which the children are developing will put them in a very strong position when they begin the next stage of their education in Year 7.</li> </ul>			

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Actions agreed:

Building on the very strong practice observed during the review:

- revisit the OTI documents and further identify precisely the **key** concepts that children will learn in EYFS (carefully considering which ones will most support the development of a strong learning schema in key stage 1 and 2) and also consider what big ideas and/or 'overarching concepts' will be developed over time; <https://thescienceteacher.co.uk/big-ideas/> and <https://www.ase.org.uk/bigideas> (2015 publication)
- further enhance and strengthen science floor books by adding the 'overview document' to the front of all floor books and encourage children to engage with these as part of their growing repertoire of metacognitive and self-regulation strategies;
- enhance and build on strategies to support children to understand and remember scientific knowledge/concepts in the long term, particularly material from previous year groups/key stages; (e.g. use retrieval strategies including multiple choice questions – (<https://www.walkthrus.co.uk/s/5-Practice--Retrieval-V2.pptx>))
- share good practice with other schools/subject leaders.