Review feedback

School: 102204 Cannon Lane Primary School

Science Leader: Peter Green

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*	There is evidence that a monitoring cycle has been established within the school. Some monitoring events link to Curriculum Design and have led to changes being made such as monitoring planning in January 2025. It is recommended to ensure that a cycle is maintained in which CPD events are followed by monitoring events which, in turn, inform CPD and school development priorities. Science is strategically important at this school, with many meetings between the Subject Leader and SLT taking place during the PSQM year, suggesting that science subject leadership is enacted through working strategically with leadership. The SciDL indicates that plans for action were identified after each meeting with SLT, although the SciDL does not indicate whether these actions took place. The SciDL indicates that the Subject Leader has engaged with a wide range of CPD throughout the year. Do remember that the school continues to have access to PSQM spotlights, webinars, workshops and resources for a further year.
The impact of the development undertaken on children's learning *Strengths, notable points and areas for further consideration that are evident in the submission*	The evidence slides and SciDP Review indicate that prior to PSQM, the science curriculum engaged and inspired pupils, helping children to see how science is relevant to their lives through sharing information about scientists. The review team acknowledges a focus on the development of inclusion and equity this year. Staff and pupil feedback indicates higher engagement and enthusiasm. Snippets on slide 6 indicate that progression documents for both content and procedural knowledge were in place prior to the PSQM year, but the SciDP notes that monitoring had highlighted a 'lack of consolidation allowing for more effective and consistent progression'. The curriculum has been revised to support consolidation of prior knowledge. The review team identifies evidence that, prior to the PSQM year, incidental links were made between science and other curriculum areas and that the frequency of 'cross-work' has increased this year. In particular, the STEM week looks to have been a real highlight.
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*	Next steps are defined and align with the school's commitment to continuous improvement. Plans to review the new units introduced are an excellent post-PSQM plan. Do ensure that the Subject Leaders are given time to engage with relevant CPD (search CDB on the PSQM Resource Library) to ensure that the school's practice reflects current best practice. PLAN Assessment would be a good resource to investigate. Plans to introduce CPD for TAs is also a well-considered next step and the impact of this is recommended to be built into the monitoring cycle. The review team recommends considering a review of the science curriculum alongside other subject leaders to continue to plan in meaningful and purposeful links between subjects. It is not yet fully evident from the submission that the science curriculum has been monitored to ensure the impact of priorities around inclusivity have been embedded or that children recognise the relevance of their learning to their lives. Whilst having pupil leaders is a positive post-PSQM plan, the school may also consider carrying out book looks and planning scrutiny to monitor this and, if necessary put in plans to address – search CDA on the PSQM VLE for support.

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*	A monitoring cycle appears to have been established prior to the PSQM year. Some of the monitoring which has taken place during the PSQM year has had an impact on Teaching and Learning. This includes a data analysis in December 2024 which had a focus on assessment. Following this monitoring event, there were plans to support KS1 staff to challenge GDS pupils, although the SciDL does not indicate whether support was provided for KS1 staff. As noted for CD, the SciDL includes evidence of many meetings with SLT, including the meeting about data analysis in December 2024 (possibly the same event as that noted above) and indicating a team strategic approach. It's great to read that the Subject Leader was able to take part in both PSQM and the NPQSL this year. Although the SciDL indicates that the NPQSL was not relevant to any PSQM principles of practice, notes on the impact of this CPD relate to several topics, including assessment which are likely to have had an impact (notably PSQM principle of practice TLC).
The impact of the development undertaken on children's learning *Strengths, notable points and areas for further consideration that are evident in the submission*	It is clear that prior to the PSQM year, teachers were already encouraging children to be curious about scientific ideas and phenomena. The review team recognised that the focus during the PSQM year was on further developing this curiosity. The *SciDP Review* highlights that children are now asking more questions in science, which is a positive development. It would be beneficial to carry out further monitoring to explore the nature of these questions and whether children are being given opportunities to investigate them further. The *SciDP Review* also indicates that work to improve science resources and develop a range of effective teaching approaches had already begun prior to the PSQM year. This year's focus has been on further strengthening those resources. Access to these resources has evidently improved, supporting children in learning both scientific content and skills more effectively. Tracking progress in science had been established prior to the PSQM year, and a document was already in place to support teachers in assessing whether children were meeting age-related expectations (ARE) for both content and procedural knowledge. The submission clearly outlines the assessment strategies that were in use before the PSQM year. This year, there has been a particular focus on summative assessment, and marked work shows evidence that some form of formative assessment is also taking place.
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 post-PSQM plans to provide children with more opportunities to ask questions are appropriate. Do also ensure that teachers prompt and scaffold use of relevant age-appropriate scientific vocabulary. PLAN Assessment has some resources that would support with this. It's great that there are further plans to develop resources. Consider also developing children's ability to independently use resources and the impact the use of these has on the learning. Also is recommended to monitor the growing repertoire of teaching approaches in science lessons and the impact these are having. Reviewing the school's approaches to assessment is a good post-PSQM plan. Do ensure that time is made available for the Subject Leaders to engage with relevant CPD so that the school's approaches to assessment can reflect current best practice. Search TLC on the PSQM Resource Library for relevant Spotlights.

PSQM Year Highlights

The overall impact and influence on others resulting from the PSQM year	It's great to read that the PSQM year has helped to raise the profile of science, to increase teachers' confidence and to increase the excitement for science in both pupils and teachers. The science projects sound like they have been a real highlight. Well done and continue the collaborative, strategic approach to developing science in your school.

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

October 2025