



Governor Visit – Feedback

Date of Visit	9 th June 2022
Governors Visiting	Lucy Fink, Mary Hawes, John Dewhurst and Malcolm Eady facilitated by Richard Taylor and Helen Swain
Focus of Visit	<p>Science</p> <p>This visit was part of an ongoing programme of Governor visits designed to get to know the school better, see the progress being made, with particular emphasis on what the school is doing in terms of science, and to ask challenging questions.</p>

Comments/Observations	
Data Headlines	<p><u>Current data</u></p> <p>A high percentage of children in each year group are targeted to reach age related expectations. There are rigorous and robust systems in place to track progress and where there are concerns about groups or individuals, provision is made to support learning.</p>
School Development Plan	<p>Intent</p> <ul style="list-style-type: none"> • To ensure that the Curriculum is effective in meeting the needs of all children and provides a rich set of knowledge and skills which enables them to know more and remember more • To narrow the gap in attainment <p>Implementation</p> <ul style="list-style-type: none"> • Deliver high quality teaching across all phases • Staff training • Opportunities to develop subject specific vocabulary <p>Impact</p> <ul style="list-style-type: none"> • Children know more and remember more • Attainment gaps narrowed
Science Plan	<p>To ensure all command words in Thinking Scientifically are being carried out by the children through practical Science lessons.</p> <p>To raise the profile of Science within the school and provide wider opportunities – Curriculum Week and gardening.</p> <p>To create a record keeping structure to effectively track pupil progress.</p>
Website	<p>In the Curriculum section of the website there is a dedicated section for science. This details the curriculum intent, implementation and impact for science, as well as links to useful websites.</p> <p>Year Group Pages also have information about curriculum content and Knowledge Organisers.</p>
Learning Environment	<p>Science displays are engaging and linked to the curriculum. They reflect year group end points in learning and progression across the school.</p>



Key vocabulary and working walls also provide valuable support for learning and help children to apply and extend their scientific knowledge.

Curriculum, Teaching and Learning

In Reception, children are encouraged to be active learners in science where a hands-on approach is taken when teaching the new EYFS curriculum. The EYFS curriculum enables children to develop a deeper understanding of the natural world around them. For example, observe and discuss the way the seasons change. Children are enthusiastic and keen to share and explain their knowledge.



In KS1, children are taught to identify and classify, find patterns and relationships, carry out research using a variety of sources, observe changes over time, as well as make comparisons and carry out fair tests.



In KS2, the children continue to deepen their understanding of Scientific enquiries. They develop skills in making predictions, testing and evaluating ideas, and communicating using scientific language, drawings, tables and charts.



Teachers use a range of teaching strategies and resources, including the IWB to engage and enthuse children. Additional adults provide effective support in the classroom by scaffolding the learning and providing prompts to encourage the children to complete the activities independently.



Assessment is consistent across the school: teachers use a range of strategies in the class for formative assessment to check children are ready to progress.

Engagement in Learning (behaviour and attitude)

Children are confident, engaged and enjoy science at SMSP. They are keen to demonstrate and explain their knowledge and participate fully during the lessons.

Throughout the school, children approach their learning with a positive and determined mindset to develop their knowledge and understanding of all areas of science covered in the National Curriculum.

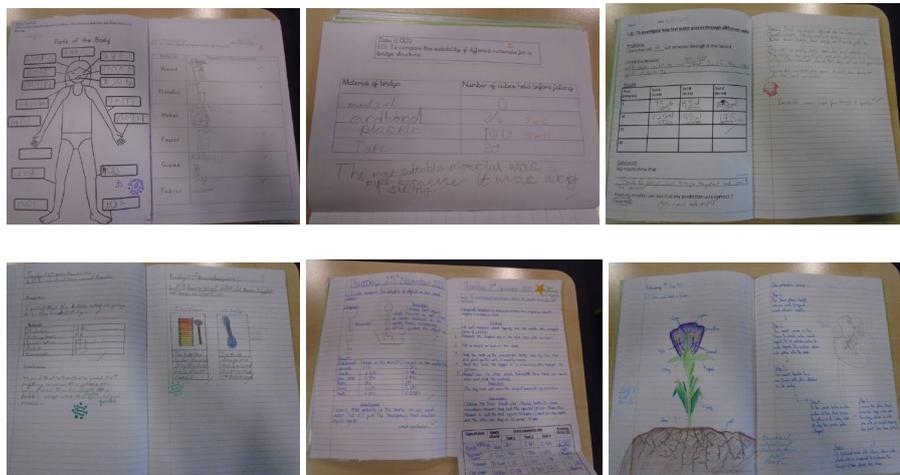
The focus for our SMSP Curriculum week 2022 was Growth, following the British Science Week theme, and we had visitors in working with the children, including Scientists from the National Physical Laboratory. Throughout the year we also have visitors from BP as well as various other trips and workshops, e.g. farm on the field, pond dipping.

Year 6 pupils enjoy the responsibility afforded to them as science Advocates, where they help manage Science resources and also help raise the profile of Science in the school through activities such as being part of the judging panel for the Royal Society and then sharing their findings with others.

Pupils' Learning (class books, work scrutiny)

Evidence in science books and Class Books show clear progression of skills and knowledge across the school.

There are a range of age appropriate recording opportunities and a balance of individual and paired work. Activities are differentiated to meet the needs of the children and resources are available to support learning.



Class books are used to record paired or group investigations.



<p>Pupil Voice</p>	<p>Children talk with enthusiasm about science and are keen to share their extensive knowledge. Reception 'I am an omnivore because I eat plants and meat.' Year 2 'We enjoy working in groups for the practical activities.' Year 6 'I like learning about new things and my favourite part is doing experiments.'</p>
<p>SIP Visit</p>	<p>Our school improvement advisor visited the school in April and monitored science.</p> <p>Strengths observed included:</p> <ul style="list-style-type: none"> • Teachers presenting subject matter clearly for example a short video of the life cycle of a dandelion, real resources (dandelions, fruit cut to show pips / seeds) • Promotion of appropriated discussion and scientific vocabulary, for example recording key words on the board or mini whiteboards to support recording later (germinate, photosynthesis), sorting activity to match descriptions of each part of a plant to the name of that part and the picture, discussion partners and paired work, Dragon's Den challenge. • Understanding checked systematically through probing questions (What is it dirty with? soil. Why is this important? When else might we use a dimmer switch?), recall quizzes, flashbacks to learning. • Assessment used to understand children's different starting points and adapt tasks appropriately, keeping expectations high. • An environment that supports children's scientific learning, for example resources ready, display boards (rainforest), laminated knowledge organisers. • Children were able to demonstrate that they knew more and remembered more, for example a topic on magnets from earlier in the year or how their knowledge had increased since they last studied plants. <p>Next steps:</p> <ul style="list-style-type: none"> • Teachers and children to make use of visualisers to look in more detail at small items (daisy, pips in apple). • Teachers to model how to use equipment correctly. • Identifying possible misconceptions and using these as learning points.

Summary Comments

What Went Well

The visit, during science week, demonstrated the breadth of topics and different approaches to teaching science at SMSP. Each classroom had science displays; some of the children's work and others that supported the children's learning. Science teaching in SMSP is supported by visits from external parties such as NPL, and the Urban Farm, and visits such as Lookout Centre. Science is taught weekly, but time can also be blocked if experiments are ongoing, such as growing plants or looking at the phases of the moon. Science teaching at SMSP includes reference to scientists from a range of background, and the teaching of scientific vocabulary is a focus across the school.

Year 5 were on an observational visit to Bushy Park during the Governors' visit. The Governors were able to look at examples of the children's work in year 5 & 6. The standard of presentation was particularly high, and the children had used relevant scientific reporting techniques including displaying data

graphically and the use of diagrams. Class books showed evidence of group working and practical experiments undertaken by the children.

Year 4 were learning about dairy farming, and would later in the day reinforce what they had learnt with a butter making experiment. The children were keen to share what they had learnt with the Governors and staff. Year 3 were learning about food miles and sustainable eating, using internet research and making booklets on the topic. The children understood the impact of the work they were undertaking and how it fitted with wider sustainability and farming issues. They had designed savoury tarts that they were making later in the day. In year 2, they were designing experiments as a class to investigate the role of yeast in pizza dough, which they would use to make pizzas later in the day with the support of parent volunteers.

In reception, the children were enthusiastically engaged in a variety of activities based on growth and measurement. These included using rulers and tape measures to measure and compare heights, and collaboration with children from preschool and year 5, to draw around hands, and make observations about growth.

The school has made significant improvements to their outdoor space by developing growing areas for each class, where they are growing a variety of fruit and vegetables. The school Eco-Warrior group is also helping take responsibility for the care and maintenance of these areas, with the school premises managers.

Next Steps

The school will continue to identify areas where the remote learning provision in 2020/1 did not cover the topics in the same level of depth as teaching in school. Class teachers will revisit these areas to reinforce learning.

The Science lead and Deputy Head Teacher are reviewing a number of children's workbooks, across all abilities and year groups to ensure that progression is being made in each of the topics throughout the school.

