



<b>Name of school</b>	<b>1782 London Fields Primary School</b>
<b>Name(s) of teacher (s)</b>	<b>Maxwell Lawson-De Roeck</b>
<b>Hub leader</b>	<b>Naomi Hiscock</b>
<b>Hub</b>	<b>Round13 - Grow Hub</b>
<b>Level submitted</b>	<b>Gold</b>
<b>Reviewer</b>	<b>C Whittaker</b>

<b>Criteria</b>	<b>Indicator</b>	<b>Observations</b>
<b>A1</b>	There is an effective subject leader for science	You say 'we'. It would be useful to see a structure chart of who the We are? The Subject Leaders have a clear focus, strong awareness of the subject and are making a big difference to the school, the pupils and the community. It is good to note attendance at ASE but it would be worth this school becoming part of the committee structure at ASE as this is just the enthusiasm that the scientific education community needs.
<b>A2</b>	There is a clear vision for the teaching and learning of science.	Principles established, and embedded and extended to a wide community of stakeholders. SLs are clearly aware of the need to drive vision through ownership – A pull philosophy and not a done at model.
<b>A3</b>	The current School Development Plan has appropriate and active targets for science.	Active and appropriate. It would be useful to think about how A3 works well for you- It is not always the case in all schools. What is it about your communication with SMT that brings the success?

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<b>A4</b>	There is a shared and demonstrated understanding of the importance and value of science to children's learning.	Well if your pupils have influenced the influencers, Sadiq Khan (Mayor of London) and Diane Abbot, then clearly science has a central role.  Amazing and possibly the strongest A4 I have ever reviewed. Far too many examples to list but Slide 24 is awesome. Please keep up this level of impact.
<b>A5</b>	The science coordinator knows about science teaching and learning across the school	Robust, systematic and driving development. A strong understanding of the development cycle.  I would encourage as part of next steps that you seek the opportunity to visit other schools and to gain a view of science beyond your school- It will be helpful for you to realise and reflect upon the status that science enjoys in your school and will stop you from making any assumptions along the way.
<b>B1</b>	Colleagues have had opportunities for CPD within science including training and support that increases their skills, knowledge & understanding	A range of approaches to target teacher needs. Great to see lesson study applied to science CPD. With a focus and interest in Action research it would be useful to see a desire in your next steps to publish your findings. ASE journal or conference maybe?
<b>B2</b>	There is a range of teaching and learning approaches	Good inclusion of detailed lesson plans highlighting the thorough pedagogical thought associated with the teaching and learning.
<b>B3</b>	There is a range of up-to-date, quality resources specifically for teaching and learning science. ICT is used both as a tool and as a resource for teaching	Resources support practical science.
<b>C1</b>	All pupils are actively are engaged in their own learning and achievement; independently making decisions, answering their own questions, solving real problems.	Good to note C1 at the core as clearly it should be!! I particularly like the question flower in your early slides- Valuing and building children's questions. It is good to note the impact that this freedom to question has had on the teacher subject knowledge. There must be a learning culture at this school as it is often subject knowledge fears that limit C1 but you have driven success the other way around.
<b>C2</b>	The purpose of science assessment is well understood and shared by the members of the school community. Assessment approaches are designed to fit those purposes.	I am surprised that we do not see more of SOLO taxonomy in the submissions. Good to see that the function of assessment is at the heart of the process. It is clearly used to plan effectively and to respond to need.
<b>C3</b>	Children enjoy their science experiences in school	Absolutely!
<b>D1</b>	Science supports other areas and contributes to maximising whole school initiatives while retaining its unique status	A reconstructed curriculum backed up with pupil examples shows that D1 has become integral to the learning and enhances maximisation of teaching time.
<b>D2</b>	There are clear links to outside agencies / organisations /communities to enrich science teaching and learning	The links with Madrid not only impact on others but actually is symbiotic- Your pupils benefit hugely too. Science is an international forum and this is modelled at the school.
<b>E</b>	General reflection if appropriate	You say you are 'proud'- and so you should be. Well Done- In fact quite incredible.

<p><b>Overall comment</b></p>	<p>What a great title to the powerpoint! So refreshing to the assessor to see emotion rather than the criteria repeated. A delight to review. Gold PSQM is a huge challenge and so many schools fall short on the outreach. It is usually the task of the reviewer to give much guidance in order to achieve Gold. However in this case all criteria are robustly met and the leadership is making a huge difference not only at the school but in the community and internationally. I did not see PSTT mentioned in the submission and would encourage you to look at the nomination of science teachers for fellowship of this organisation as it would establish you within a community of lead teachers who are influencing others through their funded activity.</p>
<p><b>This submission meets the criteria for PSQM Gold level.</b></p>	<p>C Whittaker 7<sup>th</sup> August 2017</p> <p>There is clearly some fantastic science teaching and learning happening at London Fields. Congratulations to the whole school team on the achievement of your PSQM Gold award.</p>  <p>Helen Sizer PSQM Development Leader</p>
<p><b>Additional points</b></p>	<p>Please note the excellent display work that could be captured and shared as good practice- I particularly like the 10 good reasons to be a scientist!</p>