

INITIAL SELF-ASSESSMENT STATEMENTS



School: All Saints' School, Gresford

The first step in the PSQM process is to assess your current provision for science using the statements below. You should discuss the statements with your head teacher/SLT and RAG rate them before you attend your first PSQM training session. By shading the box on the right Red, Amber or Green (where Red indicates not present or at initial stages, Amber indicates developing and Green indicates established and evidencing impact), you will reach a shared understanding of the current position of science leadership, teaching and learning in your school which will help you to identify key development needs.

Please be open, honest and reflective as you complete your RAG rating. Think about the evidence, or lack of evidence, that you are drawing on. How do you know? No judgement will be made. Primary Science Quality Marks are awarded at the end of the process for evidence of progress made against PSQM Aims, to meet the criteria for PSQM, PSQM Gilt or the PSQM Outreach. Your Hub Leader will help you to determine which is the appropriate quality mark for your school.

	PSQM AIMS	SELF-ASSESSMENT STATEMENTS - How well established are these in your school?	RAG RATING
SUBJECT LEADERSHIP	Science subject leadership is strengthened and developed through: A. the creation and implementation of a clear vision for science; B. strategic support enabling improvement to take place; C. an effective monitoring and improvement cycle that informs development in science.	A: The vision for science is clear and established; teachers use it to inform science teaching and learning.	
		A: The science vision is evident e.g. on the school website, policy documents, displays in classrooms and communal /public spaces.	
		A: Staff and children have agreed a set of principles for good science teaching and learning.	
		B: Science is recognised as a core subject of similar status to English and mathematics.	
		B: There is an adequate annual budget for science.	
		B: There are targets for science on the school development plan.	
		B: The science leadership meets regularly with the SLT to discuss science development plan progress.	
		B: The science leadership is allocated release time to carry out their role.	
		B: The science leadership regularly engages with science professional development activity.	
		B: The science leadership participates in a local science network meeting	
		C: A range of approaches is used termly for monitoring science teaching and learning, e.g. scrutiny of work and planning, lesson observations, learning walks, team teaching.	
		C: Children are given opportunities talk about their science teaching and learning experiences e.g. pupil voice, surveys, science council.	
		C: Feedback from monitoring of science is used effectively to inform development.	
		C: The teaching and learning of science has improved over the last three years.	
SCIENCE TEACHING	Science teaching is strengthened and developed through: A. engagement with professional development; B. use of a range of effective teaching and learning strategies C. regular and safe use of up-to- date quality resources.	A: Science staff meetings are timetabled regularly.	
		A: The science leadership regularly provides and/or facilitate professional learning for others including NQTs e.g. team teaching, co-planning, in-house CPD.	
		B: A range of new teaching strategies for science has been introduced and evaluated in the last year.	
		B: Staff have recently attended external training on science pedagogy.	
		B: Teachers plan and teach inclusive lessons where all learners are appropriately supported and challenged.	
		C: There are sufficient science resources which are used effectively, regularly audited, maintained and replenished.	
		C: Children have regular and easy access to quality science texts that are modern, relevant and age appropriate.	
		C: Legal requirements for working safely in practical subjects are met and understood by all staff and children.	
		C: Children across the school experience science taught outdoors.	
		C: Children across the school regularly take part in science field work.	
SCIE		A: Children across the school use the full range of enquiry types to answer scientific questions.	

	Science learning is strengthened and developed through a shared understanding of: A. the purposes and process of science enquiry; B. the purposes of science assessment and current best practice; C. the importance of, and strategies for, developing all children's science capital.	A: Children across the school use scientific enquiry skills.	
		A: Children across the school plan, carry out and evaluate enquiries independently.	
		B: Teachers regularly use a range of assessment strategies to inform learning in science.	
		B: There are agreed school processes for making in-school and statutory end-of-key-stage summative assessment judgements.	
		B: The subject leadership is confident that all children make progress in science.	
		C: All children engage in activities in school to develop their science capital.	
		C. Parents participate in science activities with children in school and at home.	
		C: Teachers use science in the news and/or the school's locality to engage children in science learning.	
WIDER OPPORTUNITIES	Science is enriched by: A. cross-curricular planning that links science to other areas of learning; B. provision of a variety of opportunities that deepen and extend learning.	A: Literacy and numeracy strategies are embedded in science lessons.	
		A: Teachers identify and map science skills to a range of other subjects.	
		A: Science is contextualised within other subjects.	
		B: There are opportunities for children across the school to attend science-related clubs.	
		B: There are regular links with other organisations to enhance/enrich science learning.	
		B: There are links with local school(s) to support transition in science.	

Additional Self-Assessment Statements for schools considering PSQM OUTREACH (where subject leadership reaches out beyond the school to other schools AND the local or wider community)

	PSQM AIMS	SELF-ASSESSMENT STATEMENTS - How well established are these in your school?	RAG RATING
ADDITIONAL PSQM OUTREACH	Essential A. PROFESSIONAL DEVELOPMENT There is a commitment to lead professional development and learning in science IN OTHER SCHOOLS	The science leadership leads professional development for teachers from other schools.	
		The school leads science outreach initiatives which involve other schools.	
		There are cross phase links within and/or between schools which develop practice in the other schools.	
	PLUS either B. LOCAL ACTIVITY There is a commitment to work WITH OTHER COMMUNITY GROUPS AND ORGANISATIONS to develop their science teaching and learning	The science development plan includes working with other community groups or organisations, in the next twelve months, to do any of the following: <ul style="list-style-type: none"> develop a resource for others e.g. pond at public nature reserve; collaborate in a local science activity e.g. industry, environment, astronomy; initiate a project with the local community to develop science capital. 	
	or C. WIDER ACTIVITY There is a commitment to share expertise in science teaching and learning BEYOND THE IMMEDIATE COMMUNITY	The science leadership and or another member of staff plan, in the next twelve months, to: <ul style="list-style-type: none"> train people in industry to work in schools; make reciprocated global links; work with colleagues in HE to develop programmes in Initial Teacher Training; share expertise through: <ul style="list-style-type: none"> writing for journals e.g. ASE, Phizzi News, PSTT newsletter, TES; regular online blogging or widely-available social media posts; contributing to published resources; presenting at conferences; contributing to policy level activity. 	