

Review feedback

School: 123443 Captain Webb Primary School

Science Leader: Tegan Read

PSQM Hub Leader: Wendy Precious

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

All three Aspects of Leadership are evident in the school's commitment to improving curriculum design for science, ensuring it enables all children to be successful. Initial monitoring in the audit phase highlighted to the leadership team areas for focus, including increasing the independence and coverage of enquiry skills, the number of scientists the children are exposed to, and improving cross-curricular opportunities to revisit and practice knowledge and skills.

Leadership has worked hard to ensure that children are provided with an engaging and inclusive curriculum. It is clear from the evidence slides that the development and use of hands-on experiences and physical models to support and probe the children's thinking has improved pupil talk, confidence and use of vocabulary, as well as providing a link between previous learning.

Moving forwards, it is important to ensure that monitoring drives improvement, as although it is clear that a range of monitoring strategies have taken place, the impact of these, as well as how they have moved things forward, is not yet clear.

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 from the submission, that initial monitoring indicated that the children's experiences and learning were not reflective of the school's new Vision and Principles. Through honest reflection, a focus on improving the real experiences outside of lessons, as well as the opportunities within lessons to explore and be curious, has been a huge focus for Captain Webb Primary School. Pupil voice has been captured regularly along the PSQM journey, reflecting the impact of these increased opportunities on the children's views of science and on their learning, and being used by leadership to drive further strengthening. Improved critical reflection has meant a focus on the planning, progression and delivery of disciplinary knowledge, although the desired impact of this has not yet been realised and this remains a focus next academic year. Plentiful evidence indicates that children are regularly exposed to hands-on learning, both inside and outside the classroom, with a noticeable strength being the use of diverse recording strategies to improve children's ability to engage and demonstrate their thinking.

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 school's next steps are clearly defined and informed by evidence gathered within the PSQM development cycle. Quality resources of CPD are identified to support continued development, and new actions are focussed on impact, alongside actions that take place over two academic years.

Moving into the new academic year, it will be useful to revisit some of the VLE's pocket monitoring and spotlights, as these will also support development, especially ensuring scientists are more diverse, as many evident in the slides show limited ethnic diversity.

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

All three Aspects of Leadership are evident in the schools commitment to improving teaching and learning of both content and procedural knowledge. Initial monitoring in the audit phase highlighted to the leadership team areas for focus, and although the curriculum planning was strong and ensured full coverage, resources to teach and for children to be hands-on, were limited. Through conversation with SLT as the year progressed, the subject leader confidently recognised a range of resources and initiatives to support this and has worked tirelessly with staff to ensure experiences, opportunities and vocabulary provide the foundations for quality talk in all science lessons, whilst sparking curiosity for science and the world around them. This is now a clear strength in the submission, with pupil voice echoing their increased use of equipment and confidence when talking about their understanding and ideas.

Moving forwards, it is important to ensure that monitoring drives improvement, as although it is clear that a range of monitoring strategies have taken place, the impact of these, as well as how they have moved things forward, is not always clear. Ensuring monitoring feeds back into development and staff meetings, both in terms of sharing strengths and working collaboratively to address weaknesses is important.

The impact of the development undertaken on children's learning

Strengths, notable points and areas for further consideration that are evident in the submission

From the submission it is clear that the curriculum design for science at Captain Webb is having a positive impact on children's engagement by inspiring and challenging learning across the school.

Effective strategies for curriculum design are being developed in line with the Primary Science Quality Framework Principles of Practice to enable the school vision for science to be enacted. The children across CWPS are more exposed to hands-on learning experiences, as well as more enrichment, and as a result are more aware of the relevance of science to their future. The leadership have worked hard to ensure the curriculum is progressive for both knowledge and skills, providing plenty of purposeful learning opportunities both inside and beyond the classroom. The introduction of increased enrichment to engage and inspire has been fundamental in shifting children's views of themselves as scientists, most noticeably through initiatives such as the embedded quality texts, use of Great Science Share for Schools tools, and Explorify.

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

It is clear that the PSQM journey for all of those at Captain Webb Primary School has been instrumental in igniting reflection and evaluation of the science provision and experiences. The next steps identified focus on the continuation of this evaluation and strengthening process, which is highly appropriate, demonstrating the leadership's commitment to ensuring the science curriculum is high quality and accessible for all. Ensuring children's voice and thoughts are valued remains a priority, threading together many aspects of subject leadership, especially the continued importance of monitoring.

PSQM Year Highlights

The overall impact and influence on others resulting from the PSQM year

Having the confidence and knowledge to tailor your curriculum to the community which you serve is a joy to highlight. This demonstrates the subject leader's commitment to the PSQM process and the amount of reflection and learning that they have undertaken and applied across this PSQM year. The evidence is bountiful to support this and it is clear that the profile of Science at Captain Webb Primary School has been raised for all stakeholders. Pupil voice shines through, as does the curiosity on children's faces.

Moving forward, it will be paramount to ensure that this momentum continues, so ensuring staff meetings, monitoring and enrichment are all embedded will allow appropriate strengthening and evaluation in the coming year.

Validation of the Primary Science Quality Mark

Congratulations to you all on achieving the Primary Science Quality Mark. The school community is developing effective practice in providing an inspiring science education.



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