

Review feedback

School: 110385 Summerfield School

Science Leader: Luna Krish

PSQM Hub Leader: Shane Clark

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

Subject leadership has played a central role in improving curriculum design at Summerfield. Monitoring identified gaps in inclusion and progression, prompting the introduction of knowledge organisers, SE proformas, and cold tasks to support structured learning across year groups. To address accessibility, vocabulary pre-teaching and Widgit symbols were introduced. Practical experiences such as the chocolate rock investigation and NHS careers webinar enriched the curriculum and helped pupils see its real-world relevance. The science lead worked closely with SLT to align development priorities, including timetabled support for joint planning and curriculum integration. While staff CPD on inclusion and Widgit was delivered, the SciDlog entries are largely descriptive and do not fully explore the intended impact of training or its effectiveness on classroom practice, limiting the evaluative strength of the submission.

The impact of the development undertaken on children's learning

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

Science at Summerfield is increasingly impacting pupils' access to and engagement with the curriculum. Inclusion strategies such as Widgit symbols, vocabulary pre-teaching, and sentence scaffolds are enabling SEND and EAL pupils to access scientific language and participate meaningfully in lessons. Real-world experiences—such as the NHS careers webinar and the Space Centre trip—help pupils see the relevance of science to their lives, contributing to motivation and science capital. Pupil voice confirms that children enjoy science and are beginning to see themselves as scientists. Curriculum planning supports progression in both knowledge and skills through the Sonar curriculum, cold tasks, and endpoint assessments. This is evident in pupils' developing ability to explain processes such as fossilisation and digestion. Science is also linked to other curriculum areas, such as geography and music, helping to embed learning in meaningful contexts.

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

Summerfield's next steps for curriculum design are well considered and address current priorities. The aim to refine vocabulary and sequencing aligns directly with CDB, ensuring more coherent progression of scientific knowledge and skills. Efforts to embed adaptive teaching practices are highly relevant to CDA, supporting inclusion and ensuring that all pupils can access the curriculum. The focus on consistent enquiry recording reflects the intent of CDC, though the current interpretation does not yet explicitly reference science's contribution to the wider curriculum. An additional next step could involve strengthening cross-curricular planning, ensuring science is explicitly connected to whole-school themes and other subjects. This would better reflect the highest level of CDC exemplification. Ongoing subject leader collaboration and curriculum review with other subject leaders could help embed this and help sustain long-term impact.

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

Science teaching and learning at Summerfield have improved through responsive and well-targeted subject leadership. Monitoring highlighted gaps in pupil questioning and engagement with enquiry. In response, the science lead modelled use of Explorify and introduced question walls to prompt curiosity. For example, in Year 4, Explorify was used to launch a topic on sound, leading to rich class discussion. EYFS staff also reported increased engagement during vocabulary-rich tasks such as the “zoom in, zoom out” images. Staff CPD focused on enquiry and assessment was delivered through staff meetings and video clips. SE proformas were introduced to support consistent structuring of investigations. Teachers report growing confidence, and pupils describe enjoying practical activities—such as the dental health eggshell enquiry in Year 4 - suggesting that these strategies are having a positive impact on classroom practice.

The impact of the development undertaken on children's learning

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

Science teaching at Summerfield is becoming more inclusive and responsive, with growing impact on children's engagement and learning. Engagement is well evidenced. However, long-term learning impact (e.g., progression over time, pupil outcomes) is more implied than directly measured. Teachers encourage curiosity and questioning through the use of Explorify, question walls, and structured vocabulary prompts. These approaches help pupils express their ideas confidently, particularly in EYFS and KS1 where visual scaffolds and sentence stems are routinely used.

A wide range of teaching strategies is in use across the school (TLB). Children engage in well-planned practical activities that support learning objectives—for example, modelling the digestive system in Year 4, using food colouring to observe plant transport in Year 3, and exploring bubbles and ramps in EYFS. Pupils report enjoyment and can articulate what they have learned using scientific vocabulary.

Teachers are developing both formative and summative assessment strategies (TLC). Cold tasks, SE proformas, and observation are used to identify misconceptions and inform next steps. Summative assessments are carried out periodically using a range of evidence. To increase impact, the next step is to embed formative assessment consistently across all classes and use it to further adapt teaching.

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

Summerfield's identified next steps for teaching and learning are mostly relevant and grounded in evidence from monitoring and pupil outcomes. Priorities to further embed formative assessment and ensure children understand how to improve align well with TLC and reflect the current stage of development. Plans to increase pupil independence in enquiry are appropriate and support progress towards meeting lesson outcomes, as described in TLB. However, there is currently no specific next step that explicitly targets TLA, which focuses on supporting children to ask scientific questions and express ideas using appropriate vocabulary. To address this, the school could consider building in more opportunities for children to generate and explore their own questions, and to reflect more deeply on their ideas using scientific language. Continued CPD on scaffolding vocabulary and promoting pupil-led enquiry would further support this development.

PSQM Year Highlights

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

The PSQM year has significantly raised the profile of science at Summerfield, making it more inclusive and engaging across the school. Targeted CPD, visual supports like Widgeit, and the use of Explorify have improved teacher confidence and helped all pupils, particularly those with SEND, to access learning and express ideas. Enrichment events—such as Science Day, a Year 5 visit to the Space Centre, and a live NHS careers webinar—have sparked curiosity and supported pupils in seeing science's real-world relevance. Pupils are becoming more independent in enquiry, and practical science is now consistently embedded across the curriculum. The next step is to deepen assessment practice and increase opportunities for children to take ownership of their learning. There are early signs of wider community engagement, and with sustained focus, these developments have the potential for lasting impact.

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.

PSQM

Primary Science
Quality Mark

PSQM

Valid 2025 – 2028

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