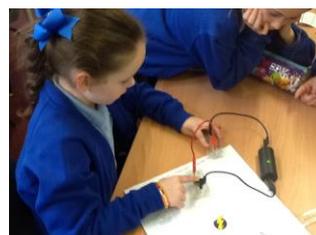


# Science Report for Governors

## March 2018

### Curriculum Coverage

At the start of this school year we took on a new science scheme of work called 'Science Bug'. This scheme encouraged the children to take an investigative approach to science through practical, 'hands on' activities. Our curious children have been investigating exciting topics such as; the senses, materials, forces and electricity.



### Events/Trips

Last year's British Science Week was highly successful with each year group learning about the food they eat, where it comes from, how it is grown and how it gets from the field to our plates. This work was enhanced by our exciting visits to Tesco and taking part in informative 'Farm to Fork' trails such as 'Harvest', 'Explore the Store' and 'Healthy Eating'. We're looking forward British Science Week 2018 beginning with a 'Spin, Pop, Boom' whole school assembly which will get things started with a BANG!

Just before Christmas the whole school took a trip to Chester Zoo and linked this in with their topic of Animals, including humans, which is the only topic which is taught in every year group.



### Monitoring

Earlier in the year I spent a day monitoring how science was being delivered across the school and seeing the impact of our new 'Science Bug' initiative. Our science link governor Mrs Page thoroughly enjoyed seeing science in action in the classrooms and was very impressed with the high levels of challenge within our curriculum. During pupil interviews I found that the children spoke confidently and enthusiastically about their science lessons and it came across clearly that they felt actively involved in directing their own learning through questions raised and then investigated.

## Displays

All classrooms have interactive science investigation boxes linked to their current topic and vibrant, relevant displays.



## CPD

At the start of the year we had an informative staff meeting to discuss the new 'Science Bug' planning materials and all the interactive online activities. We also introduced a whole school method of identifying prior knowledge and sharing the topic objectives through the use of colourful title sheets at the start of each topic. These sheets are also used to reflect on learning at the end of the topic. This is something the children have embraced and really makes them feel proud of how much they have learned. I also attended a Monitoring Progression in Science course which raised a few interesting issues. Also as a school we attended a Science moderation meeting with our local cluster group where we looked at books and discussed planning and assessment record keeping. The Key Stage Two teachers recently complete a subject knowledge audit for Hi-Impact Education and following this there are CPD courses arranged for each year group which will run over the next two terms.

## End of Year Data 2017

|        | Below Expected | At Expected or Above | Above Expected |
|--------|----------------|----------------------|----------------|
| F2     | 21%            | 79%                  | 0%             |
| Year 1 | 20%            | 80%                  | 18%            |
| Year 2 | 12%            | 88%                  | 21%            |
| Year 3 | 21%            | 79%                  | 20%            |
| Year 4 | 8%             | 92%                  | 16%            |
| Year 5 | 18%            | 82%                  | 23%            |
| Year 6 | 17%            | 83%                  | 4%             |

Upon comparing this data to end of year data for 2016 we have seen a slight increase in most year groups in the percentage of children working at expected or above, with a small decrease in year one. We are hoping that the new 'Science Bug' materials will help to address this slight drop.