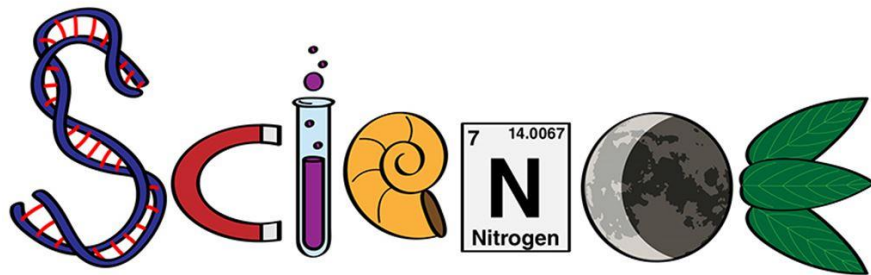




# SCIENCE SUBJECT LEADER SELF EVALUATION BOOKLET 2026 TO 2026



# Pupil voice

## What do our children say about their Science lessons:

|              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|--------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 2025 to 2026 | <p><b>Tell me about science</b><br/> Science is quite good- the experiments are good, but the writing is boring.<br/> In year 3 we're learning about rocks- sedimentary rocks<br/> In year 4, we've been learning about electricity- switches/motors, talked about symbols<br/> In year 5, we've just learned about gears, pulleys and levers.</p> <p><b>If I came into your science lesson, what would I see?</b><br/> Teacher would model, then we carry out experiments. Some teachers allow us to do more experiments.</p> <p><b>What do you enjoy most in your science lessons?</b><br/> Most like the practical</p> <p><b>Do you feel challenged in your learning?</b><br/> GD challenge and reflections<br/> Write-ups for some children.</p> <p><b>How could we improve science at Eynesbury?</b></p> <ul style="list-style-type: none"> <li>• Less writing, more experiments</li> <li>• Some lessons feel samey- e.g. repeat the same circuits</li> </ul>                                                                                                                                                                                                                                                                                                              |
|              | <p><b>Tell me about science</b></p> <ul style="list-style-type: none"> <li>• We do lots of posters</li> <li>• It's quite boring</li> <li>• We do some investigations but sometimes the teachers do the investigation</li> <li>• Less investigations</li> <li>• Strands are covered</li> <li>• More knowledge</li> </ul> <p><b>If I came into your science lesson, what would I see?</b></p> <ul style="list-style-type: none"> <li>• Teacher would model the investigations, then we carry out experiments.</li> <li>• Some teachers allow us to do more experiments.</li> </ul> <p><b>What do you enjoy most in your science lessons?</b></p> <ul style="list-style-type: none"> <li>• The investigations</li> <li>• The posters</li> <li>• Finding out the results</li> </ul> <p><b>Do you feel challenged in your learning?</b></p> <ul style="list-style-type: none"> <li>• Its more fun rather than challenging</li> <li>• The vocabulary is quite challenging</li> </ul> <p><b>How could we improve science at Eynesbury?</b></p> <ul style="list-style-type: none"> <li>• Some reflections which could be tied into the hypothesis</li> <li>• Reflections are included at the beginning of the unit</li> <li>• Scientist of the month</li> <li>• Certificates</li> </ul> |

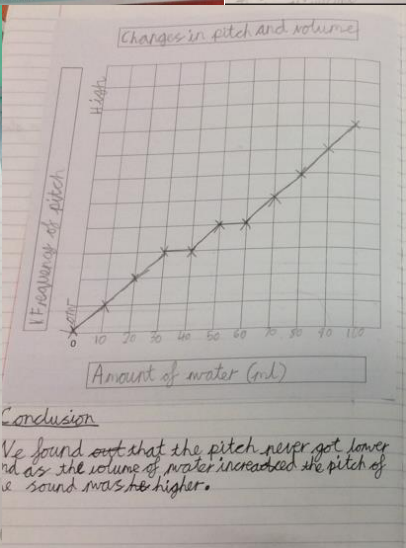
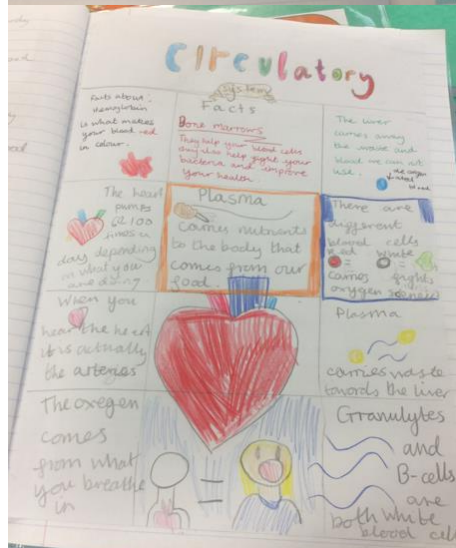
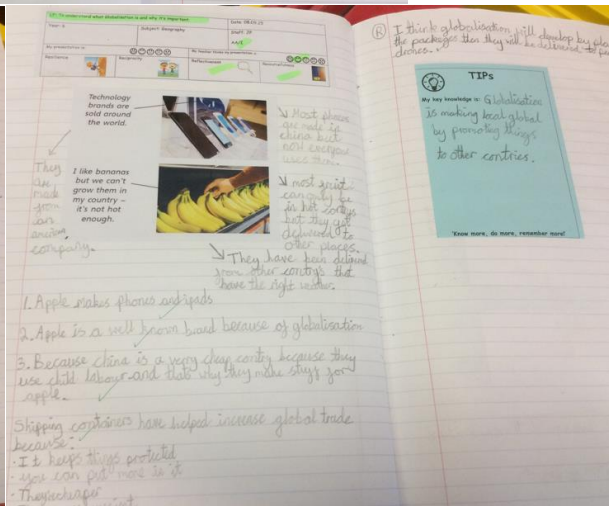
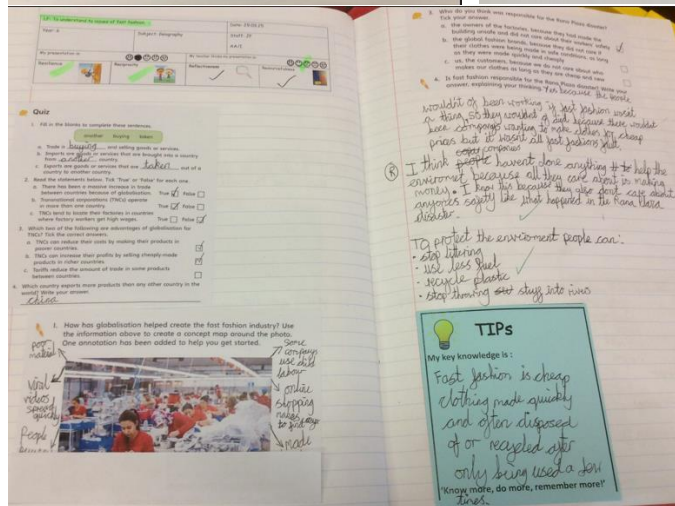
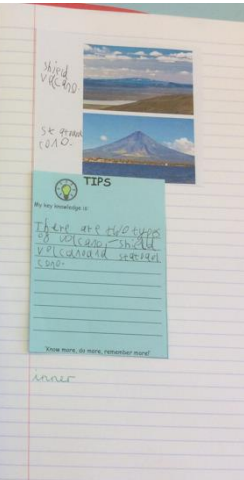
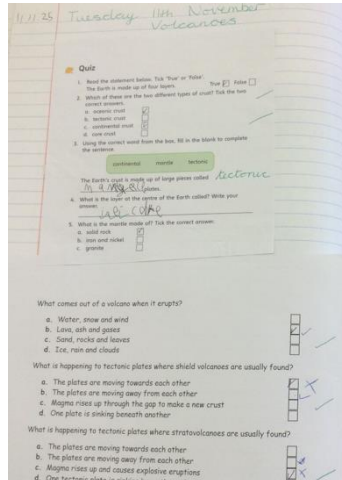
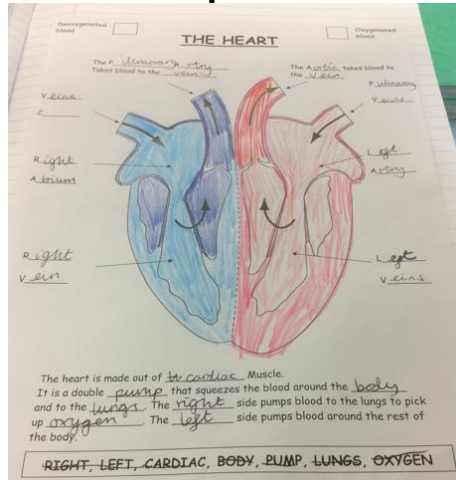
# Quality of learning

## What do our Science books show?

|              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|--------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 2025 to 2026 | <ul style="list-style-type: none"><li>• Presentation is good in most year groups.</li><li>• There is a variety of recording- graphs, diagrams, tables, charts, flow-charts, etc.</li><li>• The books show progression across the school.</li><li>• There is some evidence of adaptation for SEND children, but not always clear.</li><li>• There is consistency in the vocabulary used for experiment write-ups.</li><li>• As discussed previously, children lower down the school, are not expected to write up a whole experiment, but to focus on a particular aspect.</li><li>• Some reflections were evident, but they are developing well.</li><li>• TIPs boxes, LFs, front sheets and K.Os all consistently used across the school.</li><li>• As above</li><li>• Is the approach consistent – Year 4 do not speak highly about the lessons whereas others in KS2 do</li><li>• Plenty of work is evident in the pupils books but there is no evidence of feedback – is this verbal, written, some ticks are evident in Y6 and Y4 books – my question would be, do the teaching staff know what the children are achieving and how?</li></ul> |
|--------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

**Some examples of our children's work – further examples can be seen in books:**

## Work we are proud of:





**TIPS**

My key knowledge is:

The more water in the glass, the less air there is so the shorter the vibrations are.

*Know more, do more, remember more!*

|                                                                                                                       |  |                                                                                                                |  |                                                                                                                                        |  |
|-----------------------------------------------------------------------------------------------------------------------|--|----------------------------------------------------------------------------------------------------------------|--|----------------------------------------------------------------------------------------------------------------------------------------|--|
| 12. <u>Do a presentation from slides of a sound it occurred</u>                                                       |  |                                                                                                                |  | Date: 11.6.14                                                                                                                          |  |
| Your ID: <span style="border: 1px solid black; display: inline-block; width: 100px; height: 20px;"></span>            |  | Subject: Science                                                                                               |  | Staff: Miss Adams                                                                                                                      |  |
| My presentation is: <span style="border: 1px solid black; display: inline-block; width: 400px; height: 20px;"></span> |  |                                                                                                                |  |                                                                                                                                        |  |
| Sequence:                        |  | Receptivity:              |  | My teacher knows my presentation is: <span style="border: 1px solid black; display: inline-block; width: 100px; height: 20px;"></span> |  |
| Evaluation:                      |  | Reflections: <span style="border: 1px solid black; display: inline-block; width: 100px; height: 20px;"></span> |  | Recommendations:                                  |  |

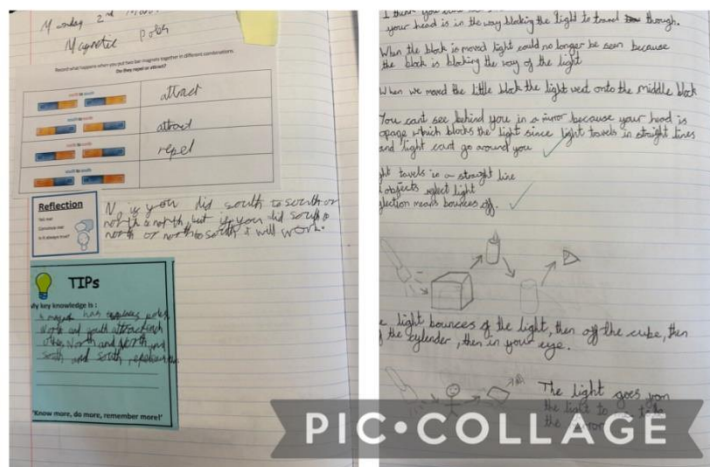
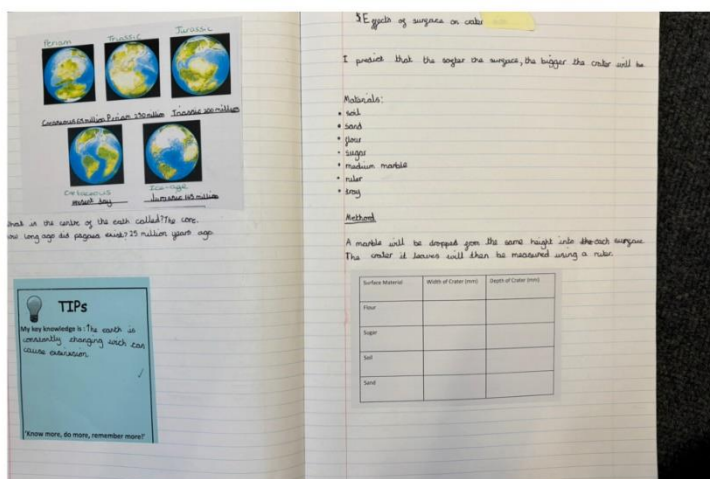
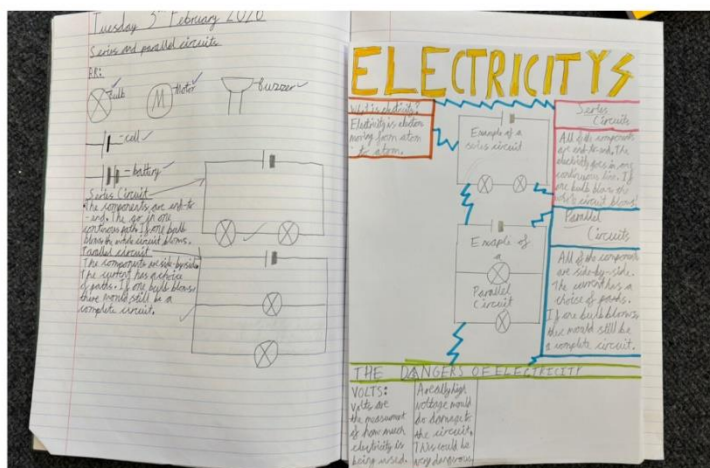
| Phenomenon             | Volume (dB) |
|------------------------|-------------|
| Clap                   | 87          |
| Door Closes            | 63          |
| Individual Talking     | 72          |
| Individual shouting    | 118         |
| Class shouting talking | 123         |
| Class shouting         | 99          |
| Book dropped on table  | 107         |
| Book dropped on floor  |             |

Reflection

A shout is louder than talking because you are using more of your voice more and you are using more of your <sup>body</sup>.

The book dropped on the floor has a higher reaction than it is if dropped on the table because it has a harder harder surface.





# Quality of teaching

What do lesson drop ins show?

|              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|--------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 2025 to 2026 | <ul style="list-style-type: none"><li>• Y5 (1/12/25) Great engagement. Children were enthusiastic and keen to make and try out their boats. They could talk about the forces at work and how they had designed their boat to counteract the effects. HA pupils were able to make connections and comparisons with other pairs of forces. LA needed support to use correct vocabulary, but could explain what they were doing and the purpose of the investigation. The vocabulary used by the teacher was very high standard and the children had clearly learnt the meaning, as they could answer questions about the various variables of the investigation.</li><li>• Teachers are knowledgeable, children enjoy their lessons</li><li>• Some classes investigate whereas some have the investigation modelled</li><li>• All have investigation write ups using headings – but need to check consistency of them</li><li>• Do classes focus on a certain part of the write up or are they expected to write up the whole investigation? Quality of write ups could be improved by a focus on one area in some year groups building to a whole investigation write up.</li><li>• Reflections are built into the investigation write ups and also stated in the termly objectives</li><li>• TIPS boxes and knowledge organisers are used effectively</li><li>• Is there enough knowledge being taught, scientist of the month across the school?</li><li>• Challenge...the children do not feel challenged in the lesson, is this because there is not enough knowledge built in, is the investigation too scaffolded and are the questions for investigation derived by the children or given to them? As the new lead, this needs reflecting on and the scheme needs evaluating.</li></ul> |
|--------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

# Pupil Data

Mean percentage of objectives met and exceeded in each unit ( see INSIGHT for more in depth analysis):

|              | ANIMALS INCLUDING HUMANS | EVERYDAY MATERIALS | SEASONAL CHANGES | WORKING SCIENTIFICALLY |
|--------------|--------------------------|--------------------|------------------|------------------------|
| Year 1– ARE  | 92%                      | 91%                | 89%              | 53%                    |
| Year 1 - GDS | 8%                       | 0%                 | 0%               | 0%                     |

|              | PLANTS | LIVING THINGS AND THEIR HABITATS | ANIMALS INCLUDING HUMANS | USES OF EVERYDAY MATERIALS | WORKING SCIENTIFICALLY |
|--------------|--------|----------------------------------|--------------------------|----------------------------|------------------------|
| Year 2 – ARE | -      | -                                | 91%                      | -                          | -                      |
| Year 2- GDS  | -      | -                                | 6%                       | -                          | -                      |

|              | PLANTS | ANIMALS, INCLUDING HUMANS | ROCKS | LIGHT | FORCES AND MAGNETS | WORKING SCIENTIFICALLY |
|--------------|--------|---------------------------|-------|-------|--------------------|------------------------|
| Year 3 – ARE | 93%    | 100%                      | 97%   | 88%   | 88%                | 90%                    |
| Year 3 - GDS | 7%     | 0%                        | 3%    | 22%   | 11%                | 0%                     |

|              | LIVING THINGS AND THEIR HABITATS | ANIMALS, INCLUDING HUMANS | STATES OF MATTER | SOUND | ELECTRICITY | WORKING SCIENTIFICALLY |
|--------------|----------------------------------|---------------------------|------------------|-------|-------------|------------------------|
| Year 4 - ARE | 92%                              | 97%                       | 96%              | 97%   | 100%        | 100%                   |
| Year 4- GDS  | 21%                              | 21%                       | 21%              | 0%    | 21%         | 21%                    |

|              | LIVING THINGS AND THEIR HABITATS | ANIMALS, INCLUDING HUMANS | PROPERTIES AND CHANGES OF MATERIALS | EARTH AND SPACE | FORCES | WORKING SCIENTIFICALLY |
|--------------|----------------------------------|---------------------------|-------------------------------------|-----------------|--------|------------------------|
| Year 5- ARE  | 81%                              | 81%                       | 81%                                 | 81%             | 88%    | 81%                    |
| Year 5 - GDS | 19%                              | 19%                       | 19%                                 | 19%             | 15%    | 19%                    |

|              | LIVING THINGS AND THEIR HABITATS | ANIMALS, INCLUDING HUMANS | EVOLUTION AND INHERITANCE | LIGHT | ELECTRICITY | WORKING SCIENTIFICALLY |
|--------------|----------------------------------|---------------------------|---------------------------|-------|-------------|------------------------|
| Year 6 - ARE | -                                | 83%                       | 89%                       | 97%   | 97%         | 94%                    |
| Year 6- GDS  | -                                | 0%                        | 7%                        | 2%    | 6%          | 0%                     |



# Evaluation

## In summary:

|              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|--------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 2025 to 2026 | <ul style="list-style-type: none"><li>• Some of the teachers have commented that they have found Pzaz difficult to access, so we are looking into switching over to Science on Grammarsaurus, so we will trial this through the Spring term and see how this works before committing and changing the Science policies etc.</li><li>• The engagement and enthusiasm in classes is high and children seem to enjoy their science learning. Many children take their learning out of the classroom and repeat or expand their knowledge at home.</li><li>• Books show a good range of recording techniques. Children are exposed to a rich level of vocabulary and this is evident in books. Reflections, LFs, Tips boxes are also being used to enhance learning.</li><li>• SEND learners are included in practical lessons, with adaptations and support given as needed, however this is not always evident in books.</li><li>• Review of PZaz scheme – looking into White Rose for Autumn term 2026 due to knowledge base in Pzaz and teachers concerns</li><li>• Scientist of the Month to be implemented across the school</li><li>• Review of display to incorporate 'Working Scientifically' and STEM of the month – Science, Technology, Engineer of the Month</li><li>• Number of children achieving GD is relatively low in the data returns to date. Is this because of the scheme, teachers understanding or pupil engagement?</li></ul> <p><b>Next steps:</b></p> <ul style="list-style-type: none"><li>• Encourage children to be more reflective in their evaluations</li><li>• Assessment practices – are they sound?</li><li>• Grammarsaurus scheme of work to be implemented and has been mapped out for the new academic year planned in for 2026 to 2027</li></ul> |
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