

Case Study:

Extending the Role of the Science Subject Leader

Holymead Infant School;

- a vibrant mixed infant school which looks after 265 pupils aged 4 –7
- the school is located Bristol and its catchment area is typically working and middle class
- pupils performance is slightly above average and Ofsted have consistently rated the school as good
- 'Love to Learn for Life' is the schools motto and this is reflected in the schools recent Ofsted report: *"pupils' good competence in numeracy and literacy and their excellent personal and social skills provide a good preparation for their future lives."*

By attending Extending the Role of the Science Subject Leader, you will be able to;

- define and reflect upon outstanding teaching and learning in science
- use teaching and learning strategies to engage and inspire young pupils and colleagues
- employ strategies and develop skills to become a highly effective leader of science and its assessment across the school
- produce an action plan to implement and evaluate your learning

There is also an option to follow an accredited route through additional independent tutor-supported study.

Extending the Role of the Science Subject Leader

What were your objectives for this course?

Jo-Anne Head, science class teacher at Holymead Infant School in Bristol, attended Extending the Role of the Science Subject Leader as she comments; *"I wanted to improve science experiences for pupils and to use a range of assessment strategies that would enthuse both my colleagues and myself."*

What happened on the course?

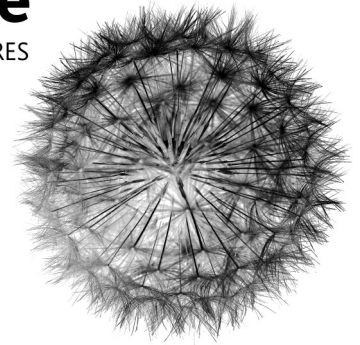
This in-depth course runs over a year, with three residential periods and is intended to develop experienced science subject leaders in all key areas of their role. Jo-Anne says that a particular highlight during the course was; *"being able to have lots of hands-on during the science activities and I can take this straight back into school."* The enthusiastic teacher said: ***"I now have lots of ideas for leading science and where to take it next in the school."***

On a personal note, Jo-Anne notes that she; *"gained in confidence and in my ability to lead science and confirm that I was doing it right after all! It was also great to meet with other subject leaders and share experiences, ideas and to enthuse each other."*

How has this course impacted on teaching and learning?

Jo-Anne identified that the course has really influenced her leadership; *"I have led staff meetings to introduce, implement and monitor assessing pupils' progress (APP) in science and I delivered a session covering outstanding teaching and learning."* As a result of attending the course, Jo-Anne also held a science week and as she highlights; *"during the week, I held lots of hands-on sessions which gave colleagues ideas, I also asked them to complete a questionnaire to establish their needs and this is something that I am currently following up."*

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The course has had a clear impact on the school, as Jo-Anne comments; *“the KS1 staff are now more confident in teaching science and colleagues know to come to me for support. We now have lots of meaningful hands-on science happening, APP is currently being used and **most importantly the children are more excited.**”*

The future of teaching and learning

Jo-Anne is looking forward to the future and felt that the course had met her objectives and stated; *“I hope to be able to complete the Primary Science Quality Mark (PSQM) at school which will further include the school and local community.”*

Throughout the course, participants are made aware of lots of resources and grants that are available to schools and Jo-Anne is excited to be investigating the many options.

Why should others attend this course?

Like other teachers, Jo-Anne has a busy life both in and out of school but as she explains; *“the course was absolutely brilliant! There were lots of relevant and interesting sessions and I also found it helped that we all came back after a few months to meet up again.”*

The course also requires participants to create an action plan to evaluate their learning. This is often a powerful tool for participants and as Jo-Anne states; *“The action plan was a good way to promote change in the school as with a lot of courses you go on, when you get back to the reality of school life, it is not such a priority.”*