

# PRIMARY SCIENCE TEACHER AWARDS

*Recognising Excellence in Primary Science Teaching*

## WINNERS' BOOKLET

**2022 and 2023 Awards,**  
presented June 2023



Supported by

THE  
ROYAL  
SOCIETY



The Association  
for Science Education  
*Promoting Excellence in Science Teaching and Learning*

# THANK YOU

PSTT would like to thank the Royal Society, TTS and the Association for Science Education for their on-going support for the Primary Science Teacher Awards.

We also thank the organisations who have recognised the Awards through endorsement of our Fellows.



promoting physics



# WELCOME



I am delighted to welcome our 2022 and 2023 award winners to the Primary Science Teacher College. They join over 200 outstanding Fellows across the UK, who have individually and collectively made a huge contribution to how science is taught in primary schools.

It is wonderful to read through our winners' citations and get a sense of the breadth of their achievements. A number of common themes spring out. Our new Fellows have a deep commitment to inspiring children with science, which they so often achieve by centring their work on children's real-life contexts. They go beyond what the curriculum requires and enrich science through outdoor learning, whole-school events, and engaging families and wider communities. They frequently involve scientists, engineers and other inspirational people to enhance the learning. They are also committed to supporting others to follow their lead – whether in local schools, through social media, or even through international school links.

Our award winners also have an amazing array of other specialisms. From play-based learning to children's creativity, from engaging disadvantaged learners to supporting student and early career teachers: they are a microcosm of good pedagogy and educational leadership.

There are limits to what the Primary Science Teaching Trust can achieve by itself, and it is good to see the deep involvement of our new Fellows in the work of PSQM, STEM Learning, the Ogden Trust and other valued partners.

I am also very grateful to the Royal Society, TTS and the Association for Science Education for their continued sponsorship of the awards, and to all the organisations who have endorsed the work of tonight's award winners. We are delighted that SSERC now endorses all past and present PSTA winners in Scotland.

Starting in the new school year, PSTT will be following a new strategy with an emphasis on increasing our impact in the areas and schools where we work. Our Fellows will form a vital part of these plans, and I look forward to working with you all in the coming months and years.

*MARTIN POLLARD*

**CEO, PRIMARY SCIENCE  
TEACHING TRUST**



# ELAINE ARBUCKLE

## Mearns Primary School, Newton Mearns

Elaine has 'led the way in embedding a play-based curriculum where children are at the centre of everything that happens' at Mearns Primary School, where she has taught since 2013. Initially part of the school's STEM working party, Elaine has taken an increasing responsibility for STEM and has been the school's Science Subject Leader since 2020.

Children at Mearns now benefit from Elaine's full focus on science, as she teaches every one of the 872 children in the school! Elaine works tirelessly to create inspirational opportunities for the children in her class, making full use of the indoor and outdoor spaces in the school, building on the children's innate curiosity, interests and experiences and using highly skilled questioning to elicit understanding and develop this further. It is obvious that the children are passionate about science and STEM and want to share their work, and ideas, with anyone visiting the class.

Within the school, Elaine's initiatives, including various science clubs and a 'Science Lab Technician's programme', have enriched children's education and she has developed strong links with families. Elaine's subject leadership has contributed to the school being shortlisted for TES STEM awards and winning two Education Scotland STEM Awards.

In addition to supporting staff across all levels at Mearns, through developing and delivering career-long professional learning (CLPL) sessions in numerous aspects of the STEM curriculum, Elaine's wider support for colleagues is extensive. For example, she has been part of the Primary Cluster and Sustain and Extend Programmes with SSERC, both developing and delivering CLPL. She has been involved in developing an Early Years CLPL programme, delivered across the local authority and supported the East Renfrewshire Great Science Share for Schools event, running the Early Years group. Elaine's 'Half-Pint Science' Facebook group, focusing on early years science, has over 650 members. She has worked as a consultant for science content for the BBC Bitesize - Scotland website.





# CAT BOAZ

## Charlton Primary School, Wantage

Cat moved to the role of Science and Computing Coordinator at Charlton Primary School in 2015, bringing a wealth of science knowledge and experience from her earlier experiences as a classroom teacher and as a senior lecturer at Oxford Brookes University. From 2020, she took on the role of the STEM Specialist Teacher for the Vale Academy Trust, raising standards for all pupils across the schools and inspiring teachers to make their lessons relevant to the children.

Cat has a strong focus on creativity and practical learning in science. The ambitious curriculum that she has created for the school ensures that children are exposed to exciting learning opportunities; lessons are relevant to the children and ensure that they are developing the skills of scientists through well-designed activities, lesson structure and questioning. Having worked as a lecturer with Helen Wilson at Oxford Brookes University, Cat encourages 'Thinking, Doing, Talking Science' skills, and is a strong advocate of open questioning and giving children time to consider their ideas. She is passionate about child-led learning. The curriculum is enriched by many events including science weeks, and Cat has organised a science fair that included 14 schools, reaching over 3000 children and 100 staff.

Cat furthers the reach of her support by working with science leaders in five other primary schools within the academy trust. Her work in this role was described as 'an excellent model for other specialist teachers' by the CEO, Richard Evans. Cat has expanded her reach by working with 13 other local schools (both within the academy and outside this group). As a result of her advice, support and organisation of enrichment activities, science is developing a higher profile across the schools.

Cat formed an Ogden Trust School Partnership and as the Partnership Co-ordinator works with 11 other schools (primary and secondary) from both within and beyond the academy.



# MELANIE BOYESON



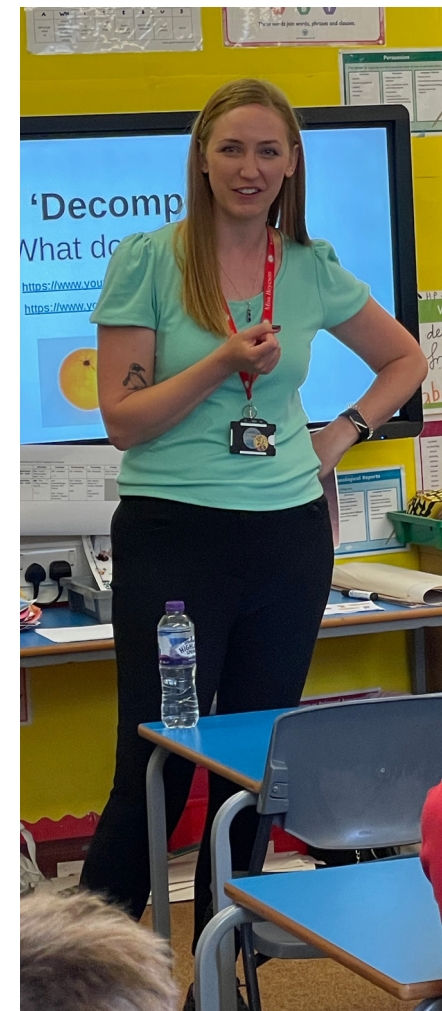
## Newport Primary School, Brough

Melanie was nominated for a PSTA whilst leading science at Newport Primary School. It was clear from stepping into her classroom that teaching science is her passion and that both children and staff are inspired by her enthusiasm and commitment to primary science.

Within her classrooms, children enjoy lessons that engage with their own interests and experiences and that develop these further, making learning relevant; Melanie certainly nurtures all children, including children with complex needs and a high number from disadvantaged families. Throughout the school, children are able to participate in enrichment activities that help them to appreciate the importance of science in their lives. During the pandemic, Melanie created a wide range of resources to support home learning. This has been extended into home holiday projects that involve families and these have raised the profile of science and STEAM subjects within the community too. Her work to support children during the pandemic was recognised in BBC Humberside's 'Make a Difference Awards' 2022.

Melanie's wider interest in 'travel for science', for example supporting turtle rescue groups, rehabilitating penguins and planting corals (to name just a few) has inspired others, as she has shared her own learning with the school. Locally, she has been involved in developing the Market Weighton Trail, bringing together 6 schools along its path to develop challenges and education for the whole community, displayed on boards and accessible via QR codes along the route.

As a PSQM mentor and Associate Facilitator for STEM Learning, Melanie continues to support a large network of teachers. Since winning her award, Melanie has become an independent consultant and works as an advisory teacher for the Centre for Industry Education Collaboration (CIEC), providing CPD on raising science capital in children and supporting STEM professionals to host school visits that are meaningful and relevant.





# ELLIE HUNTER

## Ashurst Primary School, St Helens

Ellie has led science at Ashurst Primary School since 2016, during which time science in the school has flourished and there has been a noticeable impact on standards. Her headteacher notes how “Ellie’s passion has shone through consistently.” From her participation in and subsequent award of the Gold Primary Science Quality Mark in 2018, it is clear that science projects that are visible in other classrooms across the school, such as a hydroponic plant system, utilising a symbiotic relationship with fish which produces nutrients for plants, have developed as a result of her strong leadership and inspiration. Ellie has subsequently led the school through PSQM Outreach.

Further links with experts, universities etc. to provide enrichment and inspiration for children at Ashurst have raised children’s ambitions and exposed them to science in the wider world. In Ellie’s classroom, a dialogic approach has developed children’s talk and understanding. The children have participated in various enrichment opportunities and as result, show a real enjoyment and love of science; this is shown through pupil voice and their Science Ambassadors, with children speaking confidently about their learning and aspirations for future careers with science. Ellie has developed playground science activities which enable children throughout the school to lead their own learning through investigations outside the classroom, and she has achieved the RSPB Wild Challenge Award. Ellie developed an opportunity for science through art using Maria Merian illustrations to raise science capital within families with a positive impact on the community and consequently, the project was supported by Cultured Ed, which displayed the work in St Helen’s.

Ellie has shared her expertise beyond the school by supporting teachers across the school’s network, and has contributed to ASE conferences and teachmeets. Through E-Twinning Projects, she has also supported teachers in other European countries in outdoor teaching and learning for science.





# REBECCA LAMB

## Stalham Infant and Junior Schools, Norfolk



Rebecca is the Teaching and Learning Lead at Stalham Infant and Junior Schools, and also leads science across the school, teaching the subject to classes in years 3-6. Within these roles, she leads a team of colleagues all of whom contribute significantly to the advancement of the subject within the school and community. Together, they have been recognised for their strength through the Royal Society of Chemistry's 2021 Team Prize for Excellence in Primary Education - an indication of Rebecca's drive and leadership qualities, which has nurtured this successful team.

In her classroom, Rebecca's open, creative and knowledgeable approach to teaching science has ignited excitement for science within the children. She generally uses an enquiry based approach to teaching science, ensuring children have a hands-on experience, whilst developing a firm knowledge base in addition to skills in working scientifically. Rebecca often uses different media, websites, cartoons and other stimuli to set children challenges in lessons. She extends these learning opportunities through home-based learning that clearly enthuses the children and increases science learning. Children regularly experience enrichment activities and science weeks that engage the local community. Children see appointment to the position of Science Ambassador in the school as a huge honour and this promotes agency in the children, who are able to effect change within the school.

Through regular CPD sessions run by Rebecca, staff at Stalham feel confident and supported in science and the school has achieved PSQM Outreach. As an assistant facilitator for STEM Learning through the Norfolk and Suffolk Science Learning Partnership, Rebecca supports numerous colleagues in many other schools. She is committed to achieving an inclusive and forward-thinking community around science. Prominent on Twitter, Rebecca shares ideas, promotes excellent resource and good practice and contribute to discussions in the science EduTwitter community.





## JODIE LEA

**IOP** Institute of Physics

### **Fairford CE Primary School, Fairford**

As Science Subject Leader at Fairford Primary School, Jodie has demonstrated her leadership qualities through achieving both PSQM Gold and Outreach Awards and has championed science as a core subject; through this commitment, she has significantly raised its profile and increased the impact of science teaching on children's learning.

Jodie finds ways to ensure that children not only study the subject in their discrete science lessons but also in other areas of the curriculum, enabling them to make connections and understand the importance of science in much wider contexts. Children may demonstrate their science knowledge across the school in a range of ways, through drama, learning and writing their own songs, art activities and creating their own games.

Whole-school events, such as a polar explorer day led by Jodie with the school's eco-lead, have had a huge impact on children, providing exciting learning experiences (Including meeting a real polar explorer) and an opportunity to appreciate the real-life applications of the science they were investigating across a range of topics. Jodie has organised both enrichment days and themed weeks. For example, during the school's 'Rich in Diversity' week, she planned activities focusing on the work of a diverse range of scientists with practical activities that immersed the children in the scientists' lives. Throughout their time at Fairford, children and their families are likely to take part in a large number of enrichment opportunities.

In addition to providing regular CPD support for all staff at the school, Jodie has mentored a newly qualified teacher to become a future science leader. Beyond the school, she has set up and leads a cluster of school through an Ogden School Partnership, which has provided Fairford with a Phiz Lab. She has spoken at regional ASE, PSQM and Ogden Trust conferences and regularly contributes to the Gloucester Science Subject Leader Network.





# CHLOE LISTER

## Newington Green Primary School, London

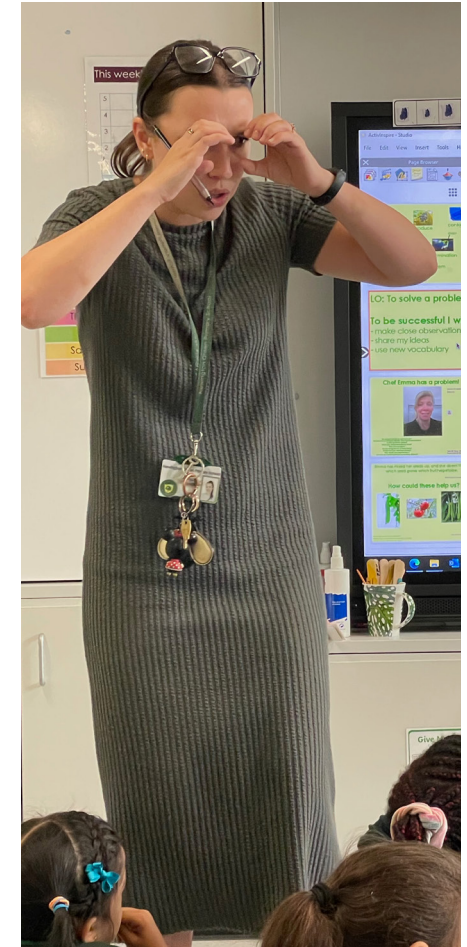


Chloe took on the role of Science Subject Leader at Newington Green Primary School in 2017 and then additional roles (Phase leader, Maths leader) during this time, demonstrating a strong commitment to each role and to modelling best practice, a quality that is recognised by her colleagues. She actively sought out a move from Year 6 to a Reception class to ensure she has gained experience at teaching every year group.

In her lessons, Chloe provides a real-life context to hook the children into the subject and to ensure they are invested in finding answers. She enables children to make connections between science and other subjects or activities by weaving it into children's wider school experiences. Children are placed at the centre of all Chloe's teaching and she ensures that children see and learn about people who look like them and have changed the world for the better. Chloe has encouraged shared learning experiences between older and younger children. Enrichment activities, including science weeks organised by Chloe have provided a wealth of opportunities for both children and staff to consider new ideas.

Chloe successfully led Newington Green through PSQM Outreach, fully demonstrating a commitment to enhancing science learning, not only in the school but also in the wider community. She has regularly supported early career teachers, modelling lessons and ensuring they are confident in teaching scientific enquiry. Beyond the school, Chloe has taken a leading role in supporting science teaching across Islington. As a member of the PSTT North London Cluster, she developed talk resources to share across the cluster schools. In 2019, she presented these resources with PSTT Fellow Jo Moore at the international Primary Science Education Conference in Edinburgh. Chloe has regularly led training for the Cluster and also at Islington Borough Science Leader events.

In the last year, Chloe has taken time away from her school career to pursue an opportunity to travel.





# DAWN McCANN

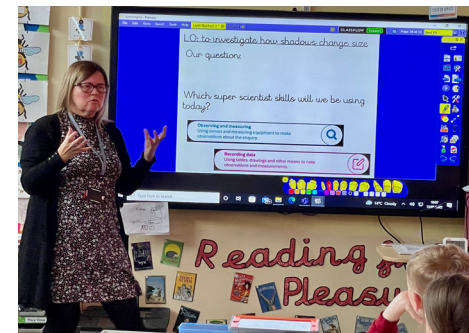
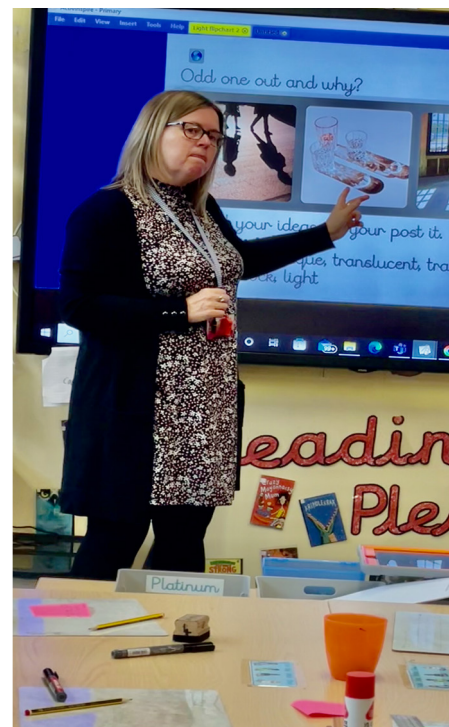
## Hillside Primary School, Stoke-on-Trent

As the Science Subject Leader at Hillside Primary School, Dawn's enthusiasm for primary science has transformed children's interest in and excitement for science and ensured the subject is engaging, meaningful and hands-on, with high levels of interaction in classes.

During lessons, there is a strong focus on developing working scientifically skills, thinking and talking about science to build the children's knowledge, and understanding of the subject. Children engage readily and participate fully, with learning often being taken outside, including the use of 'forest school' activities. Science Ambassadors at the school have been sharing their science and developing science skills with younger children during playtimes. Dawn regularly sources new ideas and resources to support interesting and engaging activities in lessons that really motivate the children.

Dawn's commitment to primary science and her own personal development is unquestionable; she achieved Chartered Science Teacher (CSciTeach) status in 2020. It is clear that the range of CPD opportunities that Dawn has undertaken has a much wider impact on colleagues both within and beyond Hillside Primary. Dawn is considered to be a 'Science Influencer', part of the Stoke-on-Trent Opportunity Area project known as Science Across the City (SATC). She links into a wide range of STEM organisations, which supports both Hillside and the wider SATC schools by signposting resources and sharing good science practice. Dawn's support for other schools as a local 'science subject coach' through the SATC initiative has had positive effects.

Dawn has contributed to the development of a number of initiatives, including the CALM resource (catch-up tools post-pandemic). She is a member of the Better Reading-Better Science innovation and research forum, which is a collaboration between Science Influencers and English Specialist Leaders in Education, considering EEF research findings on the impact of teaching explicit reading techniques on science attainment.



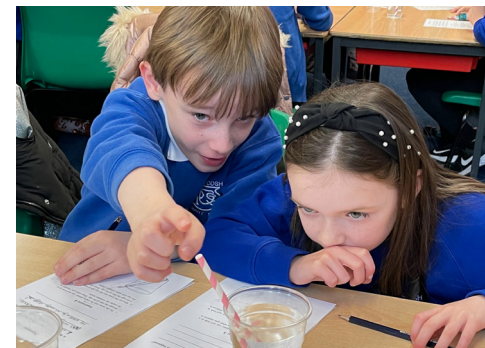
# STUART NAISMITH

## Gartcosh Primary School, North Lanarkshire

Stuart moved to the role of Science Subject Leader at Gartcosh Primary in 2021 and immediately created an ethos of work, challenge and being open to new opportunities for the children, where they are encouraged not only to ask more questions but to participate fully in wider discussions that arise around many varied aspects of science. He is keen to react to the children's interests, introducing different activities and learning opportunities based on their discussions or the observations that the children have made. Practical activities often use easy-to-source materials so that activities can easily be repeated at home, which encourages the children to take their learning further and to share this with their families.

Stuart ensures STEM topics are interlinked with other curriculum areas, such as exploring robotics and coding, to help children make connections between science and other aspects of their curriculum and to develop a sense of how science is important in their lives. Within Stuart's class, it is clear that science has a positive impact on children who may otherwise be finding school life a challenge - parents have noted the difference Stuart's lessons have made to their children's general well-being and progress.

Having participated in North Lanarkshire's STEM Leaders' programme and many other personal CPD opportunities, Stuart has supported colleagues at Gartcosh, providing both guidance and resources. During the first pandemic lockdown, Stuart launched 'STEM with Mr N' an innovative YouTube channel, initially to demonstrate weekly science activities for his school's children to complete at home. This was shared with other schools and since grown into a significant resource not only for children, but for teachers to use as CPD. Through interviews with STEM professionals, he has promoted STEM careers and diversity within STEM. Now with over 900 subscribers to the YouTube channel, and 7.4k followers on Facebook, Stuart is certainly reaching a huge audience of primary science enthusiasts!





## AMY BANKS

### **Greenfields Community Primary School, Wideopen**



promoting physics

Amy leads science at Greenfields Community Primary School in addition to her wider responsibilities as a Deputy Headteacher and SEND Coordinator. Amy's strong subject leadership was recognised in her appointment as a Specialist Leader in Education for science, with her support for colleagues in the region being extensive.

Amy encourages children to use critical and creative thinking throughout her teaching of science. She motivates learners to apply their knowledge and understanding of the subject content to real-world situations in science, rather than focusing on simply memorising facts. She is conscious that creativity, asking questions and connecting ideas is key to developing children's deeper understanding and the school has seen a positive impact in the children in every year group from Amy's leadership of the subject. One of her key priorities has been to expose children to a wide range of careers and the diversity within these. It is clear that Amy's drive to improve her own practice and leadership, undertaking PSQM (and becoming a Hub Leader), leading the school to achieve the Platinum Green Tree School Award, and qualifying as a Level 3 Forest School practitioner, has had a huge impact on outcomes for the children and support for other staff.

For a year, Amy was seconded to North Tyneside Learning Trust as the Science Lead Practitioner and she worked with all the schools to develop science teaching and learning across the trust. This trust also runs the Northumberland Tyne and Wear Science Learning Partnership, and as a STEM Learning Accredited Facilitator and ENTHUSE coach, Amy managed the team of facilitators as well as delivering CPD in the region. She worked with Blyth schools on the Aspire to STEM project.

Amy has recently worked with the Ogden Trust to secure a grant to support all primary, middle and secondary schools within the school trust, ensuring CPD will be provided for teachers at all levels.





# ROSEANNA BURNS

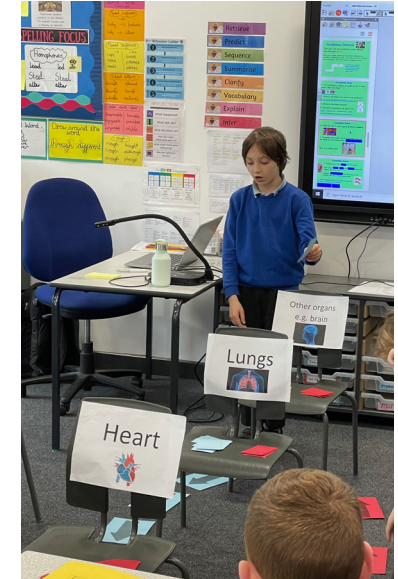
## Histon and Impington Brook Primary School, Histon

‘When I see Science on the timetable I go, “Yes, seriously awesome!” and I have an excited look on my face because I’m thinking about what our learning might be.’  
(Year 5 pupil)

Rosie’s love of science is evident and her enthusiasm is infectious, affecting both children and staff alike. She recognises that science is not about one-off exciting lessons and believes that exciting learning opportunities emerge through a well-established scientific culture that encourages enquiry, challenge, and debate. Beyond her classroom, children at the school benefit from many enrichment activities, for example taking part in a Science Image Award, hosted by the MCR Laboratory of Biology, undertaking heart dissections with MundiPharma, and numerous visits from science professionals.

As the Science Subject Leader and a member of the senior leadership team at Histon and Impington Brook Primary School, as well as supporting colleagues across the Meridian Trust, Rosie has embraced numerous opportunities for develop her own and others’ practice. For example, Rosie has worked alongside a professor at the University of Cambridge to consider how children can apply their knowledge creatively in science; she has participated in the Science Capital Teaching Approach project; and she has worked with a STEM facilitator to design a bespoke CPD programme for teachers across the trust.

In addition to the support that she provides for teachers in the school and wider trust, Rosie is the Primary Lead for Cambridgeshire and Peterborough Science Learning Partnership, in which she manages the team of STEM facilitators as well as delivering CPD across the region. She has supported the development of the Primary PGCE since her own PGCE year at Cambridge University and has subsequently been involved in teaching on this course, as well as contributing to their Partnership Schools Science Leaders website.



# RACHAEL CUTHBERT



## Summer Lane Primary School, Barnsley

Rachael was nominated for her award whilst teaching at Summer Lane Primary School, which she joined as an NQT and where she subsequently became Science Subject Leader, a mentor for initial teacher education students and Curriculum Development Lead at the school. During this time, she set up and led her first ENTHUSE Partnership for four schools in the area and following this, became an accredited STEM Learning Associate Facilitator. Subsequently, she was the deputy lead for an ENTHUSE Partnership of eleven schools. When we visited this school, evidence of Rachael's impact was still present, with the Headteacher describing a transformation from a school where science had been generally overlooked to one where it became, and remains, a high priority. She encouraged children to take ownership of their learning and to share it in a wide variety of ways. Rachael clearly developed positive attitudes and an enthusiasm for the subject.

During her time at the school, Rachael had created a fresh approach to the subject with clear progression in the curriculum, ensuring staff were fully supported to implement change and were confident. Children embraced numerous opportunities within the curriculum and through enrichment opportunities. As a Specialist Leader in Education for science, Rachael's impact on colleagues has been far reaching.

During our shortlisting process, Rachael accepted the opportunity to move to the position of Lead Practitioner for Teaching and Learning for St Mary's Academy Trust, also in the Barnsley area, where she is now able to support education development across nine schools.

We visited Rachel at Elsecar Holy Trinity (CE) Primary Academy, where she was both leading a lesson for the children and providing a CPD opportunity for the class teacher and teaching assistant, an indication of one of the approaches she takes to providing development opportunities - bringing science to life for the children and modelling good practice to colleagues in a supportive and environment.





# JACKIE ELSON

**IOP** Institute of Physics

## **Mersea Island School, West Mersea**

Jackie is the Science Subject Leader at Mersea Island School and throughout this time, she has transformed science teaching and learning across the school. She has worked tirelessly to ensure all staff feel confident in their subject knowledge and are equipped with high quality resources. Through her inspirational leadership of the subject, she has generated a real buzz and increased the excitement and passion for science amongst the whole school team.

With significant experience of early years and key stage 1 teaching, Jackie has created a culture of child-centred investigation, discussion and real-world exploration that clearly helps children see that science is a meaningful subject to them personally. Children at all levels at Mersea Island have enjoyed many opportunities for enrichment in science, for example undertaking a Royal Society Partnership Grant opportunity to study the behaviour of the red squirrels that are resident on the island. Jackie has encouraged the development of science capital across the school; she started a STEMETTES club specifically to encourage girls in science, which targeted those who are disadvantaged, raising aspirations and their identity with science.

Jackie joined one of the PSTT Science Clusters and describes the process as having been 'one of the most significant opportunities' for her to develop the science provision of the school. Jackie has demonstrated enormous commitment to her own development and provided inspiration to her colleagues. Identifying issues arising during the pandemic, Jackie developed and implemented 'Flashback Science', a bank of vocabulary and questions for every science topic that ensures key concepts are revisited each lesson in all classes to help embed these in children's long-term memory. The outcomes have been so successful that the same strategy is being used across the school in other subjects too, and the idea has also been shared and developed widely across the cluster.





# ANNE McDAID

## St. Patrick's Primary School, Glenariff



Anne has been the 'Science and World Around Us' Leader at St Patrick's Primary School since 2010, developing a wide portfolio of experience that has already been recognised through the STEM Learning Teaching Awards in 2022, where she was an Excellence in STEM Teaching - Primary Winner.

Anne takes her lead from the children, allowing them freedom to explore the world that interests them, but supporting them to discover science in a variety of relevant contexts and to investigate and learn in a happy and relaxed way. Children engage in the plan, do, review cycle regularly so they become reflective and reactive learners, who are able to recall appropriate vocabulary and explain their science understanding well, and are also keen to share this. Pupil voice is strong, so children feel that they are in control of their own learning, whilst carefully crafted activities mean they are exposed to many opportunities to investigate the world around them at an appropriate level and in a way that is directly relevant to them.

Anne has driven changes to the school grounds to enable extensive use of the outdoor space and she has formed links to many outside agencies, including Queen's University, 'Live Here, Love Here', Eco-Schools and the local council and secured funding for a variety of projects to inspire the children's, and their families', love of learning. In addition to supporting colleagues' development at the school, Anne has worked closely with other schools in their Shared Education partnership schools.

Sharing her particular love of outdoor learning more widely, Anne has co-created lesson plan content for the 'Heart of the Glens Landscape Partnership Scheme Outdoor Learning resource' to provide inspiration to colleagues with activities that really engage children to explore the natural world. Plans for all stages, from foundation to key stage 2, focusing on the local environment and seasonal changes, are included in the free-to-access publication that was developed.



# JOSHUA PIGGOTT

**St Nicholas CE First School, Wolverhampton**

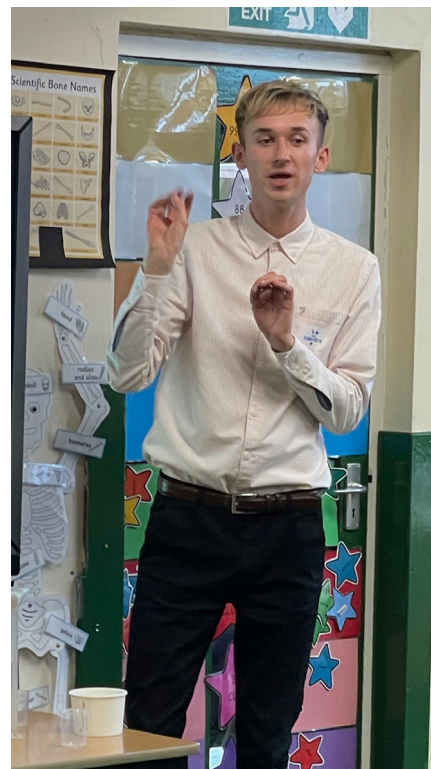


Joshua has been Science Subject Leader at St Nicholas First School since 2019 and it is fair to say that his impact during this relatively short time has been significant. Awarded the Royal Society of Chemistry's 2021 Early Career Prize for Excellence in Primary Education, Joshua has sought out many opportunities to ensure children at the school are fully engaged in their science learning. The RSC award has led Joshua to other career development opportunities, including authoring and editing their primary science career resources.

Joshua is naturally creative, driven to bring science to life for every child, in lessons that encourage children to see themselves as scientists. He has worked hard to break down the stereotype of a scientist as 'mad professor' and for children to see the importance of science in a wide range of careers, through introducing them to a diverse group of visitors as role models, raising aspirations and children's identity with science. They are encouraged to draw connections between different topics to deepen learning and understanding further. Themed science weeks and days have introduced the children to scientists such as university researchers in addition to those who for whom science is so important, such as farmers - Joshua's connections have become extensive!

Within school, Joshua's support for colleagues, regularly leading CPD, means they feel 'involved, valued and trusted to deliver high quality science learning experiences' and are enthusiastic about science.

Joshua leads a STEM Learning ENTHUSE Partnership with nine other schools; as part of this partnership, aims to raise the engagement, self-efficacy, and attainment of disadvantaged children further. He has led conferences for Warwick University trainee teachers on the role of the subject leader. He also leads primary science network meetings with a local cluster of schools across the local authority.





# REBECCA PRICE

## The Willows Primary School, Stoke-on-Trent

As the Science Subject Leader and a class teacher at the Willows Primary School, Becki thoroughly embraces a 'working together' approach for staff to instil creativity in children; embracing an inclusive attitude towards a diverse school community. Though science, Becki has helped create critical thinkers who are confident about asking questions about the world around them, and how and why things happen. The children can readily take ownership of their own learning as they are empowered through being involved in the whole creative process. She has developed the value in many enrichment opportunities, with innovations such as 'adopt a scientist' ensuring longer-term links with local science ambassadors and more significant impact on the children than one-off interactions. Becki's own subject and pedagogical knowledge and classroom experience means that she is very effective in encouraging and developing an enquiry-based learning approach in others. The determination to have an exciting useable teaching area outdoors and within the school grounds led to Becki planning, identifying funding for and working with the school grounds team to erect a polytunnel with seating used in lessons, garden club and for the wider nurturing of well-being.

During the pandemic, Becki identified an issue with providing secondary schools with appropriate data and devised a year 6 diagnostics tool by adapting 'BEST' questions from York University to create a standard 'test' that could be analysed, initially to inform a catch up plan. This standard test was used by every year 6 in over sixty schools, supporting smoother transition for over 3000 children. It is now also used in year 5 to support learning in upper primary levels.

As a 'Science Influencer' with Science Across the City, Becki has led CPD across Stoke. Becki's innovation, determination and credibility was focussed on recruiting 20 schools to work together on a weekly 'Curiosity Club'. Becki is also a PSQM Hub Leader and a STEM Learning Facilitator. Personally, she has undertaken significant CPD opportunities, leading to CSciTeach status.









**Tel** 0117 325 0499 • **Email** [info@pstt.org.uk](mailto:info@pstt.org.uk) • **Web** [www.pstt.org.uk](http://www.pstt.org.uk)

Primary Science Teaching Trust • 12 Whiteladies Road • Clifton • Bristol • BS8 1PD