**Establishment name:** Newburgh Church of England Primary School  
**Lancashire no.:** 08/005  
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**Award granted:** Innovative Practice  
**Project title:** 'Kitchen Science Week'

**Project summary**

In order to raise the profile of practical science we decided to have a Kitchen Science week. A senior member of staff attended an INSET on practical science and a grant was obtained from the Edina Trust, this was used to purchase all of the materials needed for the week.

Children from Year 5 and 6 led the week by setting up activities in the hall and each class in turn visited in order to have hands on experience of the various experiments.

The children all kept a log of their work throughout the week and the culmination of the week was a whole school 'Volcano' in the playground on the Friday afternoon when parents and governors were invited to take part.

**Specific aspect of practice to be accredited?**

Raising standards in Science by giving children ownership of the week and allowing access to greater practical experiences for all.

**Aspect of Every Child Matters addressed:**

- [ ] Be healthy  
- [ ] Stay Safe  
- [x] Enjoy and achieve  
- [ ] Make a positive contribution  
- [ ] Achieve economic well-being

**What were you hoping to achieve?**

To broaden the access to practical science throughout school in line with the criteria set out in the school development plan, which highlighted this as an area for improvement.

**How did you identify the need for this practice?**

Whole school audit, scrutiny of planning and lesson observations identified that there was insufficient practical science taking place throughout school. This was then identified on the development plan and addressed initially by this week.
Briefly describe the main characteristics of the school?
Small rural school in a mainly white middle class area. 90 pupils on roll plus 16 places in non-maintained nursery. SEN approx 10%.

What did you do?
Having identified the need for more practical science throughout school in last year’s development plan, a member of the SMT was sent on INSET for this purpose. The findings were then cascaded to staff and the science week was planned. This has resulted in a different approach to science with a greater emphasis on practical and less cumbersome methods of recording, i.e. photographic evidence as opposed to lengthy writing-up of work.

Which members of the establishment and/or wider community have been involved and what was their role?
This project involved all of the staff, including NTA and the site supervisor. Parents and governors came into school on the final day and children have been encouraged to continue with the kitchen experiments at home.

How has the progress of the project been monitored and evaluated?
Headteacher has monitored the progress and evaluated the impact on the children through observations and interviews.

How has the practice been modified or improved during development?
The various experiments were modified according to the ages of the children. As staff have become more confident with the practical aspects, the experiments have become more ambitious.

What has been the impact of the project on pupils’ learning, achievement or enjoyment and how has this been measured?
Pupils are now much more willing to set up investigations themselves. They see science as exciting. This has been evaluated by speaking to the children and the parents and by the level of enthusiasm witnessed both in the science week and since.

What are the next stages in the development process?
We will plan who has a themed science week each term as well as making the existing science lessons more practically based.

What aspects of this practice may be useful for other establishments to consider?
When planning the science week it is important to involve the children in the whole process. Utilising other methods of recording has been extremely successful.