

Salisbury Cluster Project Guidance

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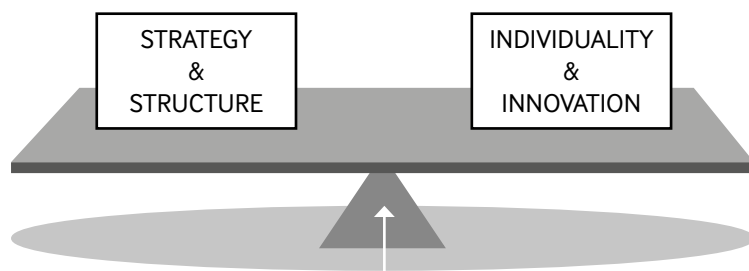
WHY DOES THE PSTT SUPPORT CLUSTERS?

The ultimate aim of the Primary Science Teaching Trust (PSTT) is to see excellent teaching of science in every primary classroom in the UK.

A science cluster is a group of schools working together as a collaborative community. Teachers in the cluster share ideas and resources, support and motivate one another, with the central goal of improving science teaching and learning.

By supporting (not just financially) the development of clusters, the PSTT is able to support primary science further afield than before. The PSTT has funded a number of historical clusters over the last 20 years, learning much from experience. Key lessons learned in the development of successful clusters include:

- The cluster coordinator is key! The most successful clusters have a strong coordinator who is able to drive the group forward, as well as giving ownership to others.
- Groups of 3-12 schools are most successful.
- Funding for teacher time is always needed.
- Basic science resources are a limiting factor.
- A project manager, i.e. an external person running the project means little ownership for schools = diminished chances of sustainability.
- 1 year is not long enough to effect change.



When balanced, the cluster will be most successful.

Figure 1: Creating successful clusters.

The PSTT Cluster Project for Salisbury is designed to be flexible and non-restrictive, but also provide enough structure based on what we have learned 'works'. Each cluster is unique, and ownership and individuality are very important (see Figure 1). The ultimate aim is to build supportive and sustainable science teacher communities.

This document provides a brief overview of the Salisbury Cluster Project. Please note that this *Project Funding* differs from the National PSTT *Cluster Programme* which was launched in 2016.



PETER SAINSBURY - *Cluster Advisor*

Peter is an award-winning primary science teacher and Fellow of the Primary Science Teacher College. Based at Winterbourne Earls C of E Primary School, Peter has developed many cluster projects; initially for the East Salisbury Rural Cluster (ESRC) then extended to include all Salisbury area clusters who wished to join. The partnership of schools' Senior Management Team, Science Subject Leader and the PSTT has also fed into the development of the National PSTT Cluster Programme.



DR. SOPHIE FRANKLIN - *Cluster Director*

In her role as Cluster Director, Sophie is overseeing the Trust's new Cluster Programme which aims to support primary science across groups of schools, encouraging collaboration, support and sustainability. Sophie's work as a Post-Doctoral Research Associate at the University of Bristol includes studies on exemplary primary science teaching, barriers to exemplary primary science teaching, and the role science qualifications play in the confidence of primary science teachers.



PROF. DUDLEY SHALLCROSS - *CEO*

Dudley Shallcross is a Professor of Atmospheric Chemistry and CEO of the Primary Science Teaching Trust. He founded the PSTT College to which all winners of the Primary Science Teaching Trust's Primary Science Teacher of the Year Award are inducted as Fellows. Dudley has been Director of the Bristol ChemLabS Centre for Excellence in Teaching and Learning (based at Bristol University) prior to his role with PSTT and is engaged with science education at all levels.

Salisbury Cluster Project TIMELINE

STAGE ONE

Spring 2012

The Primary Science Teaching Trust (then, the AstraZeneca Science Teaching Trust) and the pre-existing East Salisbury Rural Cluster (ESRC) Deputy Headteachers run a **Cluster Science Festival**, including staff training, 'Wow Workshops' and a children's project with project presentations.

STAGE TWO

Autumn 2012 - Autumn 2013

An exploratory partnership between the ESRC schools and the PSTT expands the work of the existing schools' cluster, leading to the formation of a **science cluster**.
This cluster is funded initially as a one year pilot.

Spring 2014 - Spring 2017

ESRC schools and the PSTT develop a funding and support package to build upon the successful first year pilot, **extending** their work to **establish** a sustainable science cluster.

STAGE THREE

2015 - 2017

Initial proposal to extend the project to the formation of further clusters in the Salisbury area. With the support of the PSTT, and engagement of schools and their SSLs, **four additional science clusters** are formed in this period. Each cluster appoints a lead school and SSL to co-ordinate the group. A two-year support package, including joint funding was agreed (see Figure 2).

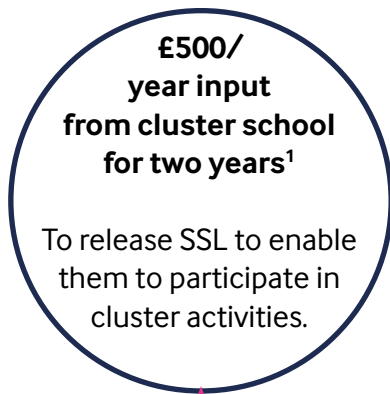
The exploratory nature of the project moves into **established practice**.

Next...

In 2017 the project secured further funding and support from the PSTT. On completion of a successful end of Stage 3 review, Salisbury clusters may apply to transition into the National PSTT Cluster Programme. Stage Four is designed to enable clusters to move from established to self-sustained collaborative communities.

Salisbury Cluster Project FUNDING MODEL

SCHOOL INPUT



*MATCH
FUNDING*

PSTT INPUT

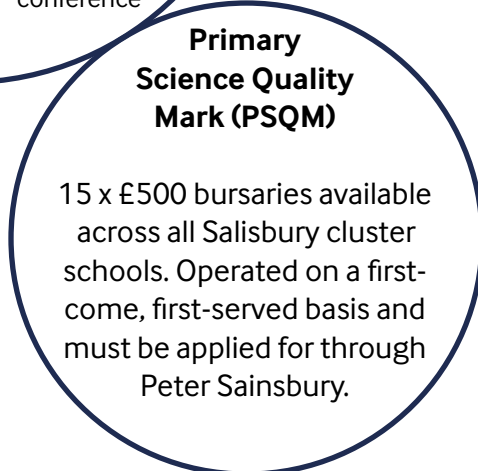
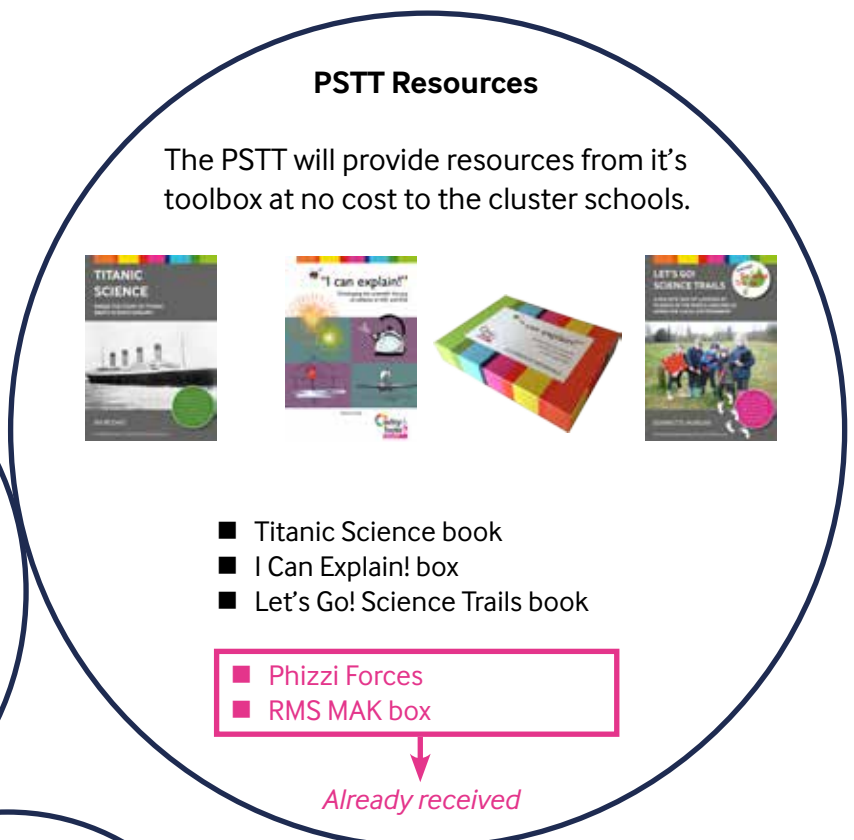
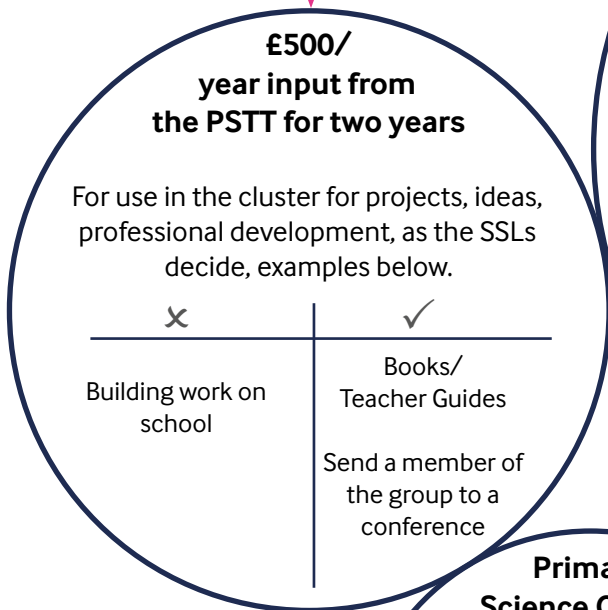
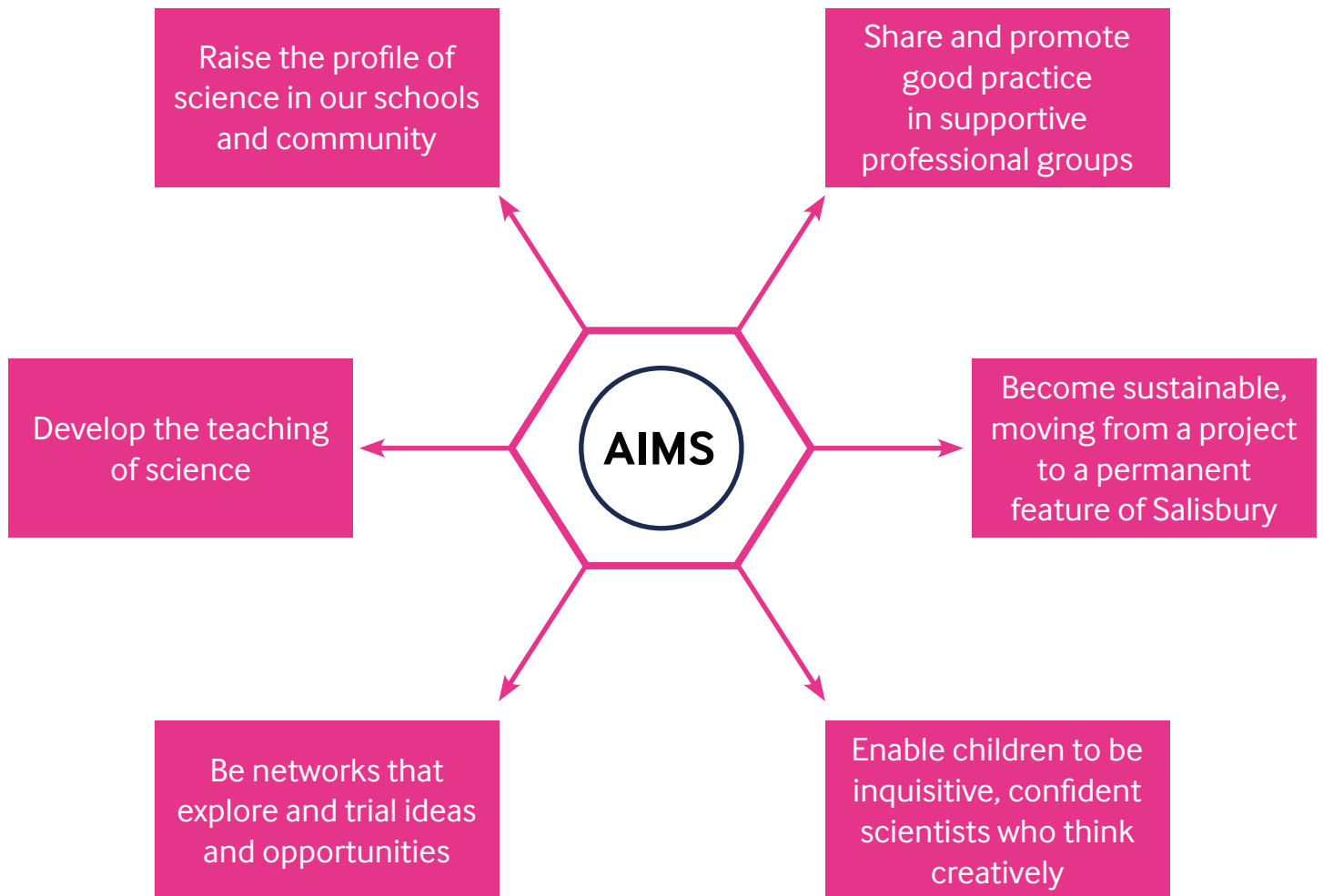


Figure 2: Salisbury Cluster Project Funding Model.

¹ £500/year is for schools to release the teacher - the focus of this project is on the teachers and their professional development, rather than provision of trips/activities for children. The £500/year is to be set aside IN ADDITION to the normal science budget, i.e. the funding is not a substitute for the school's science budget. This is equivalent to 5 x 0.5 days supply cover at a max. of £100 per half day.

The Steering group discussed and agreed on our SIX CENTRAL AIMS



A CLUSTER MAY WISH TO FOCUS ON:

- Increasing the amount and quality of investigative science.
- Improving teachers' skills and confidence.
- Increasing quantity and correct use of resources.
- Staff training (CPD).
- More emphasis on the use of ICT.
- Disseminating it's own work.
- Drawing on local expertise.
- SEN.
- Improving teachers' background science knowledge.
- Strengthening the role of the science coordinator.
- Effect continuity and progression in science teaching and learning across KS2 and KS3.
- Assessment strategies.
- Identifying barriers to effective primary science teaching and working to overcome them.
- Supporting NQTs in science.
- Developing 'family-learning' activities.
- Developing effective ways to monitor and evaluate science teaching.

FREQUENTLY ASKED QUESTIONS:

Can I add schools to my cluster after I've started?

This may be possible, please discuss with Sophie or Peter.

Is there PSTT funding support for Salisbury schools to do the Primary Science Quality Mark (PSQM)?

Yes. We have secured some funding for a limited number of schools; dependent on a training hub being available. Clear guidance exists, please contact Peter for further details.

A school in my cluster has already completed PSQM, can we use cluster funding to pay for their renewal?

No. Funding is only available for schools taking part in PSQM for the first time.

If we decide as a cluster we require CPD from an individual who is not a Fellow, can we use our cluster funding to bring them in for a meeting?

Yes. Please note there is a maximum amount of £400 + VAT payable to CPD providers per session. If the cost of the CPD is more than this, then the excess should be picked up by the schools.

If we have unspent funds, do we have to return them to PSTT at the end of each year?

No. Any unspent funds are rolled over to the next year.

What is the reporting process for cluster funding? Where is the accountability?

Annual reviews are part of the Steering Group's summer meeting. Cluster lead meetings with the PSTT Cluster Advisor feed into the monitoring of impact process. At the end of the 2nd year of the Salisbury Project, the original agreement ceases. Clusters and their schools may apply to transition into the National PSTT Cluster Programme. A report and successful application is necessary to proceed to this stage.

Who holds the cluster funding?

Each cluster has a 'lead school' who has agreed to hold the funds on behalf of the cluster. Projects and financial support for developments that require PSTT support are funded through the lead.

Supply costs to release SSL to attend the regular meetings are held by individual schools. This is the financial commitment that the school originally agreed to in order to be part of the PSTT Salisbury Cluster Project and to access Trust support.

The Trust holds central funding for the Salisbury Project to provide Trust resources for each school. Resources, such as 'I Can Explain', Science Trails and Titanic, may be requested from the office in Bristol. Additional copies may be purchased either as a cluster or individual school.

How do lead schools/cluster leads access funding?

Within the project funding for Stage 3, Lead schools have additional financial support.

A total of £300 per year (£600 over the two-year stage), is available and held by the Lead school to support the cluster lead in running/organising the cluster.

A total of £120 per year (£240 over the two-year stage) is available and held by the Lead school to support the Lead school administer the cluster finances.

Additional cluster organisational time, funded from the joint cluster pot, may be appropriate in certain circumstances. However, such funding spend must have prior approval from Peter.

How often and when should the cluster meet?

The central aim of the cluster project is to support the formation of clusters that are sustainable. Meeting together is fundamental to achieving this goal. The funding model is based upon clusters meeting regularly; 4 to 5 times a year is the minimum to fulfil the project aims. Schools should have £500 per year set aside to release teachers to meet (equivalent to 5x0.5 days supply cover at £100/half day) – it is up to the individual school how they provide release.

Clusters or smaller groups within the cluster may meet to work on projects and extend impact, funding these from the cluster pot as agreed by the cluster schools.

Although the cluster may meet outside of the normal school day, the expectation is for teachers to be released from their school commitments to work and develop science. Experience shows that after school meetings a) restrict the impact of cluster's work and science development and b) devalues the initiative, as well as not upholding the partnership agreement.

Can I apply for other funding (non-PSTT), and will this affect my application for Stage 4?

We encourage you to look elsewhere for funding to support your cluster. This will not affect your application, but please do let us know if the group has received funding (e.g. an Enthuse Award) in the past or has applied recently.

If a school disengages what should we do?

If you have done all you can to encourage the school to continue to participate and it's just not working, then discuss the situation with Peter, it may be time to call it a day.

If a school drops out, can we replace it?

It may be possible to support the idea of finding a suitable replacement. However, it is not necessary to do so and it may not be appropriate in the Salisbury area.

What happens if our cluster doesn't work?

We hope that we have enough of a supportive structure in place that you will not fail in developing your cluster. It is always best to make us aware of potential issues with the group as soon as possible, so we can help you find the best solution.

Do I have to include a secondary school in my cluster?

No. This is a primary-based initiative and clusters are always led by a primary school. However, involvement from secondary schools is encouraged and links between the sectors can be advantageous. Secondary schools within the existing clusters have been invited to participate as part of the science cluster.

Travel (e.g. coaches and cars) is a limiting factor to my teachers meeting. Can we use our cluster funding to help?

Requests such as this will be dealt with on a case-by-case basis, please contact Peter for advice.

If you are not sure about any aspect of the Salisbury Cluster Project or have any new ideas, please do contact Peter. Even if you have asked the same question a number of times, that's what the PSTT support is here for.

Remember, the Salisbury Cluster Project and the National Cluster Programme are creative and innovative by design and should always be evolving and improving. Therefore, clusters are encouraged to come up with ideas to discuss.

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General Cluster Enquiries
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Stonehenge Area Cluster

1. Amesbury Archer Primary School
2. Amesbury C of E Primary School
3. Christ The King Catholic School
4. Newton Tony C of E Primary School
5. Shrewton CE VC Primary School
6. Woodford Valley CE Primary Academy

Salisbury Plain Cluster

1. Bulford St. Leonard's Primary School.
2. Durrington All Saints C of E Infants School
3. Durrington C of E VC Junior School
4. Figheldean St Michael's C of E Primary School
5. Larkhill Primary School
6. Netheravon All Saints CE Primary School

The East Salisbury Rural Cluster

1. Gomeldon Primary School
2. Old Sarum Primary School
3. Pitton C of E VA Primary School
4. St Andrew's C of E VA Primary School
5. St. Nicholas' C of E (VA) Primary School
6. Winterbourne Earls C of E School
7. Winterslow C of E Primary School

The West Salisbury Cluster

1. Bemerton St. John Church of England Primary School.
2. Broad Chalke C of E Aided Primary School
3. Dinton Church of England Voluntary Controlled Primary School
4. Great Wishford Church of England (V.A.) Primary School
5. Manor Fields Primary School
6. Pembroke Park Primary School and Kingfisher Nursery
7. Wilton and Barford Church of England Primary School
8. Woodlands Primary School and Oak Tree Nursery

The East Salisbury Cluster

1. Exeter House School
2. Greentrees Primary School
3. Harnham Infant School
4. Harnham C of E Junior School
5. St Marks CE Junior School
6. St Martin's CE (VA) Primary School
7. St Osmund's Catholic Primary School
8. Sarum St Paul's Church of England Primary School.
9. Stratford-sub-Castle Church of England Primary School.
10. Wyndham Park Infants' School.