



making physics matter



# School Partnerships

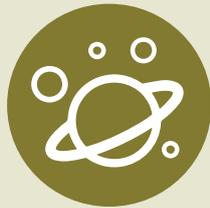
## 2019-2020

### School Partnerships programme

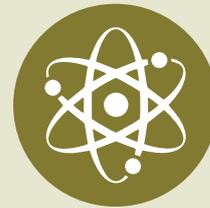
The School Partnerships programme is at the heart of the Trust's efforts to increase the uptake of physics post-16. The school-led programme builds collaborative teaching communities, supports improvements in physics education & engagement, offers enrichment opportunities and helps develop strong environments for physics learning. The total grant spend in 2019-20 was £94,865 across 99 active partnerships.



**99**  
school  
partnerships



**579**  
primary  
schools



**217**  
secondary  
schools

### New partnerships

To ensure that partnership funding reaches the schools and pupils with the most need, the Trust has been actively recruiting for new partnerships in rural and coastal areas, and in areas of social deprivation. Partnerships including schools with an above national average free school meals (FSM) population have been prioritised, along with partnerships including schools that require improvement or are rated inadequate by Ofsted.



**14**  
new  
partnerships  
Sept 2019

This focus has had a positive impact. Fourteen new partnerships started in September 2019 and most are situated in areas of acute socio-economic deprivation; approximately two-thirds are located in rural or coastal communities.

Thirty-nine per cent of new partnership schools had greater than the national average of free school meal eligible students. Across the programme, 27 per cent of partnership schools in 2019-20 have an above national average FSM population.

## Leading partnerships

In addition to a time buy-out for first year partnership co-ordinators (which was utilised by 11 of the new partnerships) an induction meeting for primary partnership leaders was introduced in 2019. The meeting provided an opportunity to better understand the partnership programme and to learn how to get the most out of the opportunities and resources available, as well as offering valuable teacher CPD.



Having the time to work collaboratively with colleagues who are so clearly passionate and dedicated to improving the quality of science provision in partnerships up and down the country was genuinely inspiring. Everyone within the group was given the opportunity to have their voice heard. We shared examples of best practice from our partnerships and were able to turn the spark of an idea into something concrete and achievable through supportive discussions. The information provided by the team couldn't have been any more relevant for this stage of our journey and was based on high-quality, school-based research. The resources we were given had an immediate impact on all of my partnership schools.

**David Gregory, Newsham Primary, Blyth Valley Primary Partnership**



Partnership leads who were able to benefit from the time buy-out, used their time away from the classroom to develop the partnership, and embed processes and resources. Approaches included, working more closely with other science leads and headteachers across their partnerships, supporting early career teaching, focusing on the transition from primary to secondary and building links with relevant organisations outside of their partnership (eg universities, outreach providers and science-based industries).

All reported that their school's senior leadership teams had strongly supported the time buy-out and bought into the Ogden partnership agenda. Six partnership leads indicated that significant progress was being made towards an improved culture around physics in their own schools.

## Phiz Labs



**33**  
**Phiz Labs**

The Phiz Lab programme is part of our ongoing strategy to help raise the profile of science, enhance pupil science capital and the development of working scientifically skills. Partnerships with primary schools are eligible to apply for a Phiz Lab after a successful first year. In 2019-20, two new Phiz Labs were opened, with a six more in development.

If a partnership does not have suitable classroom space for a Phiz Lab, funding is available for a Phiz Lab on Wheels which provides up to five fully equipped, moveable science trollies for the schools. One partnership launched their Phiz Lab on Wheels in 2019-20 bringing the total number of partnerships in this programme to three.

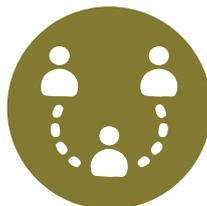
## Partnership activities

Our school partnerships adapted to the ongoing COVID challenges with resilience and fortitude, but plans and activities were of course affected. With the school closures in April, the summer programme of partnership events was significantly impacted particularly for primary schools as this is often when larger, multi-school events take place.

In 2019-20, there were still 615 partnership activities across the 99 partnerships, reaching 70,502 people – this included partnership meetings and teacher CPD as well as events that engaged pupils, families and the community. The partnerships reached more teachers and more parents than in the previous year.



**615**  
partnership  
activities



**70,502**  
people  
reached

During school closures, partnerships worked hard to inspire their pupils' scientific curiosity and engage families in science challenges, investigations and learning at home. Partnerships have run online science clubs and science fairs; there have been virtual science challenges and online events for careers and enrichment.



**£94,865**  
partnership grant  
spend



**£1.35**  
per person per  
event



The Ogden Trust resources have been an excellent way to get the children experimenting at home. The photos of our pupils taking part in science have been fantastic, with a real love for learning evident. Parents have told me the Ogden resources have helped bring families together, having fun whilst learning new things; and we have had reports from students who have been using the resources with brothers and sisters, helping each other and getting better at science!

**Emma Leonard, Springbank Primary School, Nottingham City Partnership**

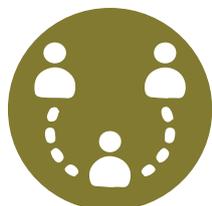


Only three secondary partnership trips to CERN were able to take place before lockdown; a further 11 visits were postponed or cancelled.

We have increased our efforts to engage with legacy partnerships who are outside their five year funding period but continue to work within their school cluster. We now offer a modest grant of £250 and regional representative time to help support their ongoing work. Six partnerships reported on activities – 19 events were held, reaching 1,175 participants.

## Continuing professional development

Seventy-seven per cent of the eligible primary schools took part in the Phizzi Forces CPD for 2019-20. Some schools missed their sessions because of COVID restrictions and can access online training and videos to support their development of this topic. Science Talk CPD for Early Years Foundation Stage was delivered to 72 partnership schools.



**507**  
teachers  
from 419 schools  
(Phizzi Forces)



**106**  
teachers  
from 72 schools  
(Science Talk)



The forces resource box included everything needed to recreate the lessons from the training and made a huge impression on the teachers at my school. As science co-ordinator, having quality ready-made lessons with a connection to the national curriculum not only informed my long-term planning with a clear link to progression, but resulted in a large increase in the confidence other teachers had to teach the science curriculum with success. As a result, the children enjoy their learning more as their teachers are better prepared to provide everything necessary for a smooth and successful lesson.

**Cheryl Frost, St Stephen Churchtown Academy, St Austell Partnership**



Ring-fenced secondary school CPD funding was used in 2019/20 to support technicians and NQTs and for some training in pedagogy, enrichment and engagement; the funding will be replaced in 2020 by a central Ogden KS3 CPD programme, replicating our successful primary Phizzi CPD.

## Partnership conference

The partnership conference in 2020 was held virtually, with more than 100 people attending on each of the two days. Highlights from the conference included regional networking sessions that enabled partnership co-ordinators to meet virtually and share good practice and local knowledge. For primary schools, an informative session on preparing for OFSTED deep dives was incredibly well received. Delegates heard stimulating keynote presentations from Cat Scutt, Director of Education and Research at the Chartered College of Teaching, and from Suzie Imber, Associate Professor in Space Physics at the University of Leicester. Science magician Dr Matt Pritchard sparked wonder for the delegates as he demonstrated some captivating science tricks.



How inspiring it is to be surrounded by so much energy and enthusiasm for science. It can be difficult on a day-to-day basis to look up from the goal posts, so this has reminded me of my own enthusiasm and desire to push my subject to the fore.

