

Blossom Federation



Lauriston Action Research 2024 - 2025

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Summaries

Research Title	Brief Findings	Actions
What impact does changing our Home Learning platform have on parental engagement and pupil outcomes?	• Detailed feedback from focus group around usage and ease of access • Parents found format user friendly and an improvement on previous methods used • Feedback from parents was helpful • Similarly from the children, the majority of children used the platform in some form. • There were inconsistent responses about usage with some helpful feedback about future implementation, therefore hard to make deductions about impact for the school population	• If rolling out further, awareness and onboarding is essential • It needs constant promotion and teacher drive to make it work.
Enacting school choir culture through pupil voice	• Rehearsal structure adapted to create improved atmosphere, collaboration and motivation • Children responded well to leadership roles and aspirations • There was improved focus and team work and ultimately, quality of performance •	• Pupil voice plays a big part in the success of any initiative • Development of a federation arts council
Will peer to peer observations help develop higher quality LSA / Pupil interactions?	• LSA's often lacked sufficient subject knowledge in areas which ultimately affected the support which could be provided • Observations and feedback were beneficial in moving learning forward • Confidence with adaptive strategies improved	• Further develop opportunities for peer to peer observations to share good practice • Develop opportunities to plug subject knowledge gaps

What strategies have had the most impact on supporting improved concentration during input time?	• Nearly half of the focus group expressed they found it hard to focus during input time and needed reminders • Strategies such as having music, visuals, resources, breaks helped improve this	• Parent workshop on screen time management and nutrition • Develop focus activities using games, visual aids and circle times • Develop call and response, non verbal signs
What impact do sporting enrichment activities have on pupil self-esteem and school inclusion?	• All children when taken out of their comfort zone demonstrate a lack of confidence. This creates a lack of resilience and therefore strategies needed to maintain this. Positive discussions and reflections were valuable in developing this. • Quieter children coped better in new situations and showed more motivation and interest • Praise is the most effective tool to develop performance	• Develop a Federation league featuring children who lack confidence, struggle with basic motor skills, anxiety etc.
Will discrete teaching of handwriting before writing sessions improve the application of techniques?	• Encouraging children to reflect on their own handwriting (pick your favourite 'a') improved self-esteem in writing as well as a sense of pride. By including topic vocabulary in sessions, this also improved spelling. • Children also benefitted from having specific letters to focus on which they then took on as targets to check independently in their work. • Sometimes the timetabling proved an issue, as having handwriting after lunch leading into writing did fatigue some of the children. It would be good to include some movement/ stretching or breathing break in-between to help reduce this.	• Include focus vocabulary at the start of a writing session 'manageable chunks' • Link formation into phonics sessions • Have shorted sessions leading into writing
To what extent does communicating assessment	• Arguably the rationale was that sharing information was beneficial. • 95% of parents felt this approach was helpful and 80% felt the approach improved the quality of discussion at parents evening; this was not repeated in the second session however.	• Repeating the process but refining the methodology perhaps

scores with parents drive progress in Maths and phonics?	• Feedback was harder to interpret; parental responses not typical of target children.	• Agree target children and refine CPD sessions
What strategies will make a difference to the writing outcomes of the lowest 30% of children?	• Children made huge amounts of progress from starting points. • Drawing Club made others want to be involved • Enhanced vocabulary and children were thinking more creatively.	• Drawing Club principles could be applied in some form to each year group, so perhaps a Federation strategy on this
What strategies can be used to develop and broaden children's vocabulary?	• Pictorials and gesture-based learning created strong visual and kinaesthetic associations, helping children retain and recall new words. • Vocabulary use increased noticeably from initial starting points • Picture cards around the classroom further supported spontaneous use. By the end of the project, children were able to hold sentences and express ideas and use more ambitious vocabulary both in their writing and verbal communication	• Introduce 2-3 ambitious words, linked to class text or writing. Each week across the school would have multiple benefits. • Encourage consistent language such as 'show me' and 'tell me' would also be helpful • Continue vocab rich display working walls
Does being part of a pupil group raise self-esteem and improve outcomes?	• Self esteem improvements • More confidence to share and present • Improvements seen in key children's emotional regulation • Children felt committed to being part of the groups and feel a sense of responsibility	• More guidance on selecting children to be part of these groups • To ensure children have a role throughout their primary experience and for all teachers to be part of a club leading role

How would practicing everyday handwriting and spellings for year 5/6 impact SPaG for end of year literacy assessments?	• Very balanced evaluation of the project which included strengths and challenges • Benefits included: improvements in pencil grip, game participation, set handwriting sessions and for home learning, 121 peer sessions • Challenges included some children's motivation or enthusiasm and some emotional barriers to unlearn learnt techniques. • Ensured that handwriting is given priority as it is impactful and detrimental to writing confidence	• Consider approaches to interventions beyond those run by LSA's • Flexibility around the writing lessons
Does having standalone scientific enquiry questions that develop vocabulary impact the quality of outcomes in Science lessons?	• Standalone scientific enquiry questions allowed children to make links between science topics, increasing understanding • Scientific vocabulary helped overall knowledge • Children more confident in their scientific articulation • The approach feels more inclusive	• Introduce vocabulary-based Science prompts as part of morning routines across KS2 to reinforce disciplinary language. • Regular recap and linking across subjects to support retention and reasoning
What strategies will support the lowest 30% writers to close the attainment gap?	• Improved Sentence Structure and clearer understanding of sentence components, resulting in more accurate and complete sentences. • Better Idea Organisation making their writing more coherent and easier to follow. • Increased Writing Confidence supported by the visual scaffolds. • Progress was sometimes slowed by irregular small-group sessions caused by external factors, but consistent access to Colourful Semantics materials still supported ongoing improvements.	• Further exploit use of colourful semantics • Keep groupings flexible and agile • Integrate topic based content