



Evaluation of Research Projects at Freehold Community Primary Academy

Why?

Middle leadership development programmes are expensive and have had very little impact on improving T & L across school.

Designed own programme and included all teachers who were part of the wider leadership team.

Put together a programme that covered management aspects of the role as well as leadership;

Some time from Focus Consultant for a session on crucial conversations

Session on investigating your leadership style and skills, so they could identify any barriers to their leadership work

Session on Creative leadership- what does that look like- linked to what I wanted it to look like at Freehold

Session on research projects following a very simple pro-forma (which interestingly some staff didn't use- they were much more creative in how they presented their project to me

Session of 1-1 meetings to discuss their projects- where were they were up to, looking at research together etc- massive enthusiasm

Projects chosen as appropriate for their phase and staff's personal interests:

1. Do working walls help vulnerable pupils to develop their writing skills?
2. Does developing art skills impact on boy's fine motor skills and so improve their writing skills?
3. How can a focus on basic skills improve standards in maths? (Project unfinished due to member of staff leaving)
4. How can Wow events and trips improve standards in writing for disadvantaged pupils?
5. How can feedback within lessons improve children's progress in writing?
6. How can Thrass strategies support the improvement of children's spelling? (Project unfinished due to member of staff leaving)
7. How can the strategies of visualisation and meditation support our children's well-being, imagination and writing in detail?

When they found something that was successful they trialled it with their partner teacher and then rolled it out across phases or whole school as appropriate.

Impact on practice across the academy:

The impact on the wider leadership team has been seen in their confidence to lead initiatives, expanding knowledge, developing leadership skills and career aspirations.

Working Walls

- Teachers across Key Stage One all have working walls in place for the new academic year for all core subjects.



- Teachers are more confident in delivering an input and using models to put on display to support progress in writing.
- When asked, children are aware of where to go if they need support before they ask a peer or adult and can use them accurately.
- Children have said they feel more confident when writing because they have the working wall as reassurance.
- Spelling in books has improved
- Writing data is now above the national average in Year 2.

Developing art skills to impact on boy's fine motor skills and so improve their writing skills

- 100% of The target group made accelerated progress in literacy
- The group all made progress in C&I and PSEd supported by the intervention
- 71%of the group achieved a Good level of development across the seven areas of learning (they were not on track at the beginning of the intervention and were vulnerable for GLD) which includes Communication and language skills and Personal social and emotional development

Wow events and trips improve standards in writing

- From staff development session, Staff have a clear understanding of how to use enhancements to support children's writing.
- Staff provided with ideas to support writing and evidence of staff using these is clear in some books.
- Children's understanding of foundation subjects has deepened and is reflected in the work the children produce following an enhancement.
- Spelling and vocabulary linked to foundation subjects is evident in classrooms through the use of topic walls and vocabulary building displays and in books.
- Children use information learnt during enhancement sessions to improve the quality of their work.
- Children have a clear purpose for their writing.
- Improvement in children's choice of language and vocabulary can be seen in books.

Feedback within lessons used to improve children's progress in writing

- From modelled lessons and staff development session, teachers' confidence with marking within lessons has improved and most teachers use opportunities within lessons to mark and assess children's work to move learning forward more quickly. Staff have a clear and shared understanding of what quality feedback is.
- Marking policy reviewed and amended to ensure marking is more effective
- Evidence of children reviewing and improving their own learning clear in books through the use of the purple pen.
- Use of non- negotiables support children's independence and level of accuracy in writing.
- Quality feedback can be seen in books and provide opportunities for children to improve their own learning without being directed to their mistakes.
- Feedback from TAS shows marking prompt cards support marking



Strategies of visualisation and meditation used to support children's well-being, imagination and writing in detail

- Visualisation and drawing out methods really supports learning in maths, particularly when reasoning around word problems
- This year we will continue to use visualisation as a strategy in maths as well as other subjects such as spelling.

Ensuring impact is sustained:

- Support NQT's with marking in the moment and quality feedback.
- Deliver training sessions to support NQT's and RQT's.
- Continue to monitor the quality of working walls in writing being provided.
- Monitor children's attainment in writing.
- Art activities would benefit all EYFS children (several other children joined in) and would be better started at the beginning of the year for maximum impact as quality teaching and not just intervention
- To share guidance and wow event documents with NQT's
- Support staff with ways to develop vocabulary and spellings further
- Continue to monitor the impact of curriculum enhancements
- Carry out pupil voice questionnaire
- Identify further ways to use enhancements to improve progress.
- Support NQT's with marking in the moment and quality feedback
- Deliver training sessions to support NQT's and TA's marking
- Continue to monitor the quality of feedback being provided
- Monitor children's attainment in writing.
- For visualisation to have an impact in writing we need to conclude more experience – ie through role play, hot seating, outdoor experiences, sense activities
- This year we will continue to use visualisation as a strategy in maths as well as other subjects such as spelling.

Appraisal targets will link to the impact of these projects along with some new initiatives.