



# THORNTON PRIMARY SCHOOL

Love • Respect • Ambition  
School Improvement Plan 2024-2026

**Key Priority:** To provide better learning opportunities for all children across the curriculum through the exploration of lesson study and implementation of improved teaching methods, leading to improved outcomes for all children.

**Year 1 subject focus:** History, Art, D&T

**Year 2 subject focus:** Geography, Science, Languages

Quality of Education	Behaviour & Attitudes	Personal Development	Leadership & Management
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Intention	The Active Ingredients and Implementation	Staff Responsible	Monitoring Implementation	Impact on teaching and pupil outcomes	Evaluation of Implementation
<p>Subject Leaders to carry out research and gather information about their subject.</p> <p><b>Autumn</b></p>	<p>Subject Leaders carry out lesson study within their subject area. This will include considering the following key questions:</p> <p><i>What does high quality teaching in this subject look like?</i></p> <p><i>Is the scheme fit for purpose?</i></p> <p><i>Does it enable high quality teaching?</i></p> <p><i>What is the structure of lessons and why?</i></p> <p><i>How does learning develop through EYFS, Key Stage 1 and Key Stage 2?</i></p> <p><i>Are there opportunities to revisit and build on prior learning and how is this being taught?</i></p> <p><i>Resources; are there relevant and sufficient resources? How are they being used to support and enhance learning?</i></p>	<p>Subject Leaders</p> <p>DA, BB (recruitment of T&amp;L consultant)</p>	<p>Ensure Subject Leaders have the experience/support to carry out the lesson research and gathering of information.</p> <p>SLT to meet Subject Leaders after timetabled sessions. (1 day per half-term per subject of additional time).</p> <p>Feedback to be provided from T&amp;L consultant after each session.</p> <p>Staff &amp; Pupil entry surveys/discussions.</p>		<p>Subject Leaders for History and Art have worked in collaboration with Teaching &amp; Learning Consultants to gather information about what is working well in their subject areas and what needs to be improved. Feedback has been shared by the History Subject Leader with key reminders sent to staff about how to implement specific areas of the History curriculum but further work is required on the structure of lessons.</p>



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	<p>Working alongside T&amp;L consultants, Subject Leaders gather information through lesson observations, pupil discussions, environment, use of resources.</p> <p>Subject Leaders must have a secure understanding about the lesson sequence from EYFS to Year 6 in order to maintain credibility when sharing this with all teaching staff.</p> <p>Subject Leaders to work with the SENDCo to decide what scaffolding must look like in their subject area for all pupils, including those with SEND.</p> <p>Subject Leaders to develop a list of strategies, that are consistent across different subject areas, that support the teaching staff to address misconceptions.</p>				
<p>Subject Leaders to provide professional development based on their findings to improve the teaching &amp; learning in their subject area</p> <p><b>Spring</b></p>	<p>Subject Leaders provide feedback from their research and information gathering. This will enable Subject Leaders to provide PD about the following areas:</p> <p><b>Lesson sequence expectations</b> Staff will have a 'WAGOLL' or equivalent. This must include details about the</p>	<p>Subject Leaders</p> <p>SLT</p> <p>Teaching Staff</p>	<p>Prior to providing feedback, SLT to meet subject leaders to discuss findings and their plans for sharing with the rest of the teaching staff.</p> <p>Professional Development is planned and delivered alongside SLT to ensure that Subject Leaders feel</p>	<p><b>Teaching Staff</b></p> <p>A wider range of strategies in their 'teacher toolkit' that they are able to use to support pupil's learning.</p> <p>Consistent approach will reduce staff workload.</p>	<p>Updated Professional Development has been provided by the History Subject Leader following the second visit by the Teaching &amp; Learning Consultant. The training provided was general feedback meaning further professional development is</p>



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	<p>order in which individual and a sequence of lessons are structured.</p> <p><b>Scaffolding</b> Staff will understand how to scaffold learning for all pupils, including those with SEND in specific subject areas.</p> <p><b>Resources</b> Staff understand which resources are to be used and how to use them to support children’s learning e.g. acquisition of knowledge and enquiry</p> <p><b>Feedback &amp; Questioning</b> Staff have a clear understanding about the types of questions to ask, when and how to provide feedback at different points in the lesson. Feedback follows our school’s Feedback policy</p> <p><b>Misconceptions</b> Staff understand potential misconceptions and how to address these in a structured way.</p> <p>In addition to the PD above, specific staff such as any ECTs will receive additional support.</p>		<p>supported and the message is consistent and clear.</p>	<p><b>Pupils</b> Cognitive Load is reduced due to the consistent approach to the structure of lessons.</p>	<p>required, focused on specific areas such as scaffolding and addressing misconceptions.</p> <p>Feedback hasn’t yet been provided by the Art Subject Leader as they need to carry out additional work on the curriculum overview before providing professional development to the staff.</p>
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<p>Subject Leaders monitor the impact on learning to ensure agreed changes.</p> <p><b>Summer</b></p>	<p>Subject Leaders to re-gather information through lesson observations, pupil discussions, environment and use of resources.</p> <p>Feedback to SLT and staff about what has improved and developed as well as areas that are not yet secure.</p> <p>Provide additional PD to refine and adapt teachers' approaches based on findings.</p>	<p>Subject Leaders</p> <p>SLT</p> <p>Teaching Staff</p>	<p>Subject Leaders to work alongside T&amp;L consultant/SLT to provide challenge about initial findings.</p> <p>Subject Leaders to be able to provide a range of different data sources that indicate what impact the adaptations and PD has had on learning.</p> <p>Ensure any additional professional development is carefully selected and then additional follow-up monitoring activities take place to ensure changes have been implemented effectively.</p> <p>Pupil and staff exit surveys.</p>	<p><b>Teaching Staff</b></p> <p>Staff are utilising the correct structure to all lessons within these subject areas.</p> <p>Teaching staff utilise the strategies they have had PD on to good effect leading to improved lessons.</p> <p><b>Pupils</b></p> <p>Pupil understanding and engagement is improved.</p> <p>Pupil surveys indicate that changes to the structure of lessons have been successfully implemented and there is an impact on their outcomes.</p>	<p>This area will be the focus for History in the Autumn term.</p>
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