

School Improvement Plan 2021–2024

E1216, ST Bridget's Primary School, Greythorn

Our Vision

At St Bridget's we are strong and courageous. We believe that individuals must stand up for the values expressed in the Gospels (freedom, love, justice, integrity and forgiveness), in spite of fear, failure and retribution

Our Strategic Intent

(brief statement outlining what the school is looking to achieve over the next four years)

To develop a culture of continuous Professional Learning to deliver consistent and contemporary curriculum based on data where student agency is visible and to enable each student to flourish within a Catholic context

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Priority 1 - Connection with Catholic Faith and Life Experiences

Goal	Intended Outcome/s	Target/s
To strengthen the capacity for teachers to deliver an engaging RE curriculum and pedagogy which encourages students to explore their own questions and ideas of faith in the context of their lived experience	That through the Prayer Collective and other professional learning opportunities and experiences teachers, students and families are more confident in connecting the Catholic Faith and life experiences	Consistent Pedagogy; Shared understanding of the Characteristics of Prayer; Improvement in Religious Dimension areas of MACS SIS Surveys (parent, staff, student); Improvement in ECSI; Introduction of Pedagogical Reflection Tool as a benchmark

(SIF sphere/s relevant to priority to be checked accordingly)

Religious Dimension Sphere	<input type="checkbox"/>	Learning and Teaching Sphere	X	Leadership and Management Sphere	X	Student Wellbeing Sphere	<input type="checkbox"/>	School Community Sphere	X
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Priority 2 - Consistent Contemporary Pedagogy

Goal	Intended Outcome/s	Target/s
To develop and embed a shared and consistent understanding of contemporary pedagogy	That professional and pedagogical practice are improved through specific training in using learning intentions and success criteria and other effective, research based teaching practices	Consistent pedagogy; Waterfall Chart; Learning Walks and Talks; MACS SIS; student feedback

(SIF sphere/s relevant to priority to be checked accordingly)

Religious Dimension
Sphere



Learning and Teaching
Sphere



Leadership and
Management Sphere



Student Wellbeing
Sphere



School Community
Sphere



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Priority 3 - Use of data to differentiate learning to improve student growth

Goal	Intended Outcome/s	Target/s
To use data more consistently to inform teaching and monitor learning growth	<p>That a data plan is developed and implemented</p> <p>That teacher confidence increases in applying strategies of differentiation to improve student growth</p>	Data Plan; Data Wall; Evidence of Planning - differentiated; targeted professional development on differentiation; modelling and feedback sessions on differentiation strategies; Case Management Meetings to monitor student progress

(SIF sphere/s relevant to priority to be checked accordingly)

Religious Dimension
Sphere



Learning and Teaching
Sphere

X

Leadership and
Management Sphere

X

Student Wellbeing
Sphere

X

School Community
Sphere



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Priority 4 - Wellbeing Framework

Goal	Intended Outcome/s	Target/s
To develop a clear, cohesive and evidence-driven well being philosophy and framework, which provides avenues for student agency and which links student wellbeing and learning outcomes	That a wellbeing philosophy and framework will be developed and implemented with explicit links to learning outcomes	Regular SRC meetings; Bounce Back; student wellbeing surveys; MACS SIS; updated behaviour management policy; wellbeing philosophy and framework; appointment of wellbeing leader; increased support from LSOs; opportunities for student voice

(SIF sphere/s relevant to priority to be checked accordingly)

Religious Dimension
Sphere



Learning and Teaching
Sphere



Leadership and
Management Sphere

X

Student Wellbeing
Sphere

X

School Community
Sphere

