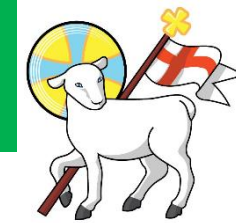


St John the Baptist Church of England Primary School



School Strategic Plan 2018/19 and 2019/20

THE AIMS OF THE SCHOOL

At St John's we are working together to be a caring school community based on Christian Values that will strive for excellence in educating the whole child, emotionally, physically, spiritually and academically.

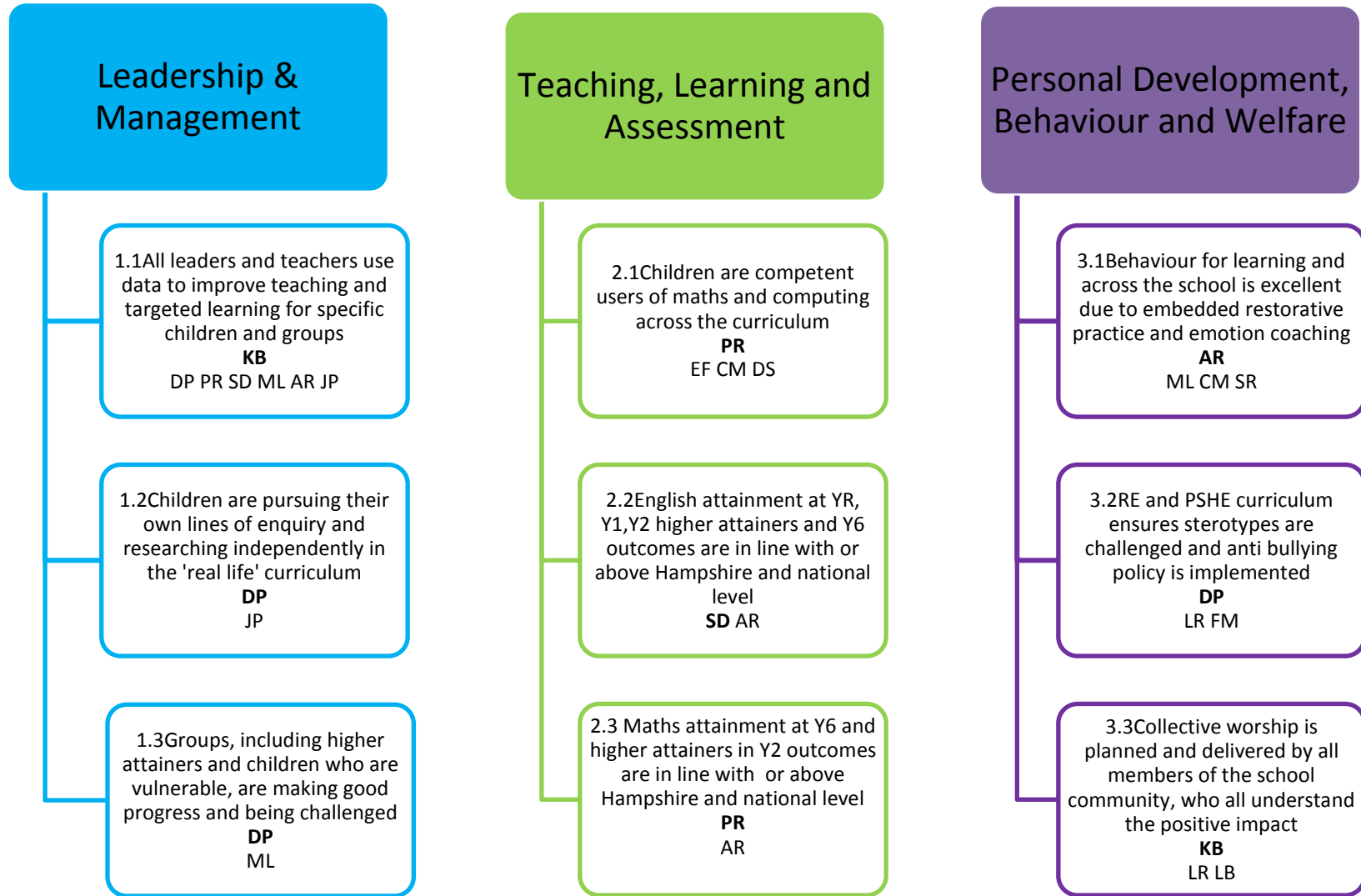
As we strive for excellence in all that we do, we aim:

- To ensure that everything we do is centered on children's learning, well-being and achievement
- To enable our children to become successful lifelong learners who achieve high standards and reach their optimum level of achievement and progress
- To educate pupils in all aspects of life and develop a lifelong love of learning
- To recognise, respect and celebrate diversity and to foster an understanding of tolerance of all faiths and cultures within our caring Christian community
- To develop creative, questioning and imaginative learners able to work independently and collaboratively
- To value and celebrate achievements for all
- To develop high expectations of behaviour enabling children to take responsibility for their actions and make informed choices

In order to realise this vision, we will:

- Provide a high quality, stimulating learning environment based on a rich, balanced and exciting curriculum
- Create a safe and secure environment fit for learners in the twenty first century
- Provide exciting and challenging opportunities to promote children's personal development and well being
- Develop purposeful partnerships and forge strong links with parents, church, local schools and the wider community

Achieved by continuous reflection and improvement within a culture of trust, respect and professional friendship between colleagues



Priority Targets1.1: All leaders and teachers use data to improve teaching and targeted learning for specific children and groups			Priority Coordinators: KB DP PR SD ML AR JP	
<p>Current Position: SLT are confident in using the external end of KS data to note issues and ensure that actions taken are focused on necessary improvements for individuals, groups and cohorts. Data entry at 3 points in year is increasingly accurate and is moderated by teams. Teachers discuss specific children and assessment in year teams regularly. Moderation with other schools and across school is scheduled in.SLT are using external data e.g. phonics check, EY GLD to inform improvement priorities.</p>			<p>Next steps: EY teacher (JP) to be confident in using EYFS data to drive improvement planning</p> <p>All of SLT to be able to use FFT to identify target children and areas for improvement in teaching across KS.</p> <p>All teachers to be able to use question level analysis at external data points and internally to identify areas for improved teaching and learning</p> <p>Internal moderation at assessment points leads to increased confidence in reliability</p>	
Success Criteria (Impact on children's learning)	Actions (Process)	Monitoring Arrangements SLT Focus(outputs)	Evaluation and Impact process and timeline (How heavy is the pig?)	Resources (Input)
<p>Precise data analysis and target setting based on this analysis with relation to the teaching of specific skills and curriculum areas.</p> <p>All teachers are confidently using external data points in their KS to inform priorities for improvement in teaching and learning.</p>	<p>RAPS led by SLT focus on specific areas for improvement based on data.</p> <p>Training and year team activity is focused on the RAPS .</p> <p>Subject leader support in small task teams to develop RAPS where appropriate more widely</p>	<p>SLT meeting discussion of data informs RAPS</p> <p>In year assessment and external data submissions</p> <p>RAPS submitted by SLT</p>	<p>RAPS and subject action plans review Oct 18 and subject portfolio review Jan 19 by governors and SLT</p>	<p>SLT and teacher training on individual basis to support. Half termly progress meetings and book looks together.</p>
<p>Teaching is good or better in all classes as a result of accurate use of precise prior assessment, including use of FFT.</p> <p>All teachers are setting appropriate targets for attainment and matching tasks to the prior attainment of children.</p> <p>Teachers can explain targets for their children relating to overarching targets and specific learning focus <i>Oct 18 and Jan 19 PP reviews</i></p>	<p>SLT and teachers set targets based on FFT and knowledge of children.</p> <p>Progress meetings focus on children who have 2/3 of RWM on track across all year groups.</p> <p>Moderation exercises in school focus on accuracy of assessment.</p> <p>Y2 moderation standardisation used for improvement and accuracy.</p> <p>Monitoring of teaching focus on children off track in one area.</p>	<p>Lesson observations and book looks half termly, progress meetings half termly, moderation reports termly for whole school and termly for year team.</p>	<p>PP review meetings Oct 18 and Jan 19</p>	<p>Time for SLT and year teams to moderate together and work with other schools – x3 staff training sessions.</p> <p>SLT training re FFT - M Rixson time</p>

Priority Target1. 2 : Children are pursuing their own lines of enquiry and researching independently in the 'real life' curriculum			Priority Coordinator: DP JP	
<p>Current Position: Curriculum allows for independent enquiry and research skills and application to be taught</p> <p>Grounds and local interest studies actively encouraged and teachers supported to provide visits and visitors</p> <p>IT provided for Y5/6 makes for a stronger provision for online research</p>		<p>Next steps: Mapping of research skills, taught research lessons</p> <p>Clear evidence needed of children having pursued own lines of enquiry, e.g. through different text types and outcomes, different areas of interest</p> <p>IT offering for whole of KS2 allows for good internet research possibility</p> <p>Library offering allows for high quality non fiction texts to support research based learning</p> <p>Outcomes are real life, eg letters to convey opinion, surveys of real issues, genuine experiments</p> <p>Outdoor learning is provided for through resourcing of school grounds</p>		
Success Criteria (Impact on children's learning)	Actions (Process)	Monitoring Arrangements & SLT Focus (outputs)	Evaluation and Impact process and timeline (How heavy is the pig?)	Resources (Input)
Children report, and their outcomes show, that they are using real life application of skills and knowledge	Subject leaders develop rich opportunities through the curriculum Children's learning has a positive impact i.e. KS1 playground	Book/Seesaw reviews Lesson observations	Every year group to have at last one opportunity each half term for real life context – reviewed by subject leaders/SLT monitoring	Leadership time Resources for projects
% of time spent in focused learning outdoors and in local environment increases for all of KS1 and KS2 to at least 20%	Year group outdoor learning RAPs ensure teams are focussed on increasing use of the environment	Trailblazers records RAPs reviewed by JP/DP Book/Seesaw review	20% of time spent outdoors by end of year– reviewed half termly	Leadership time Resources identified in year group RAPs
Library is used effectively for research lessons and computers are available for all of KS2 to improve research skills	Year groups plan for library sessions to compliment learning Children trained to	Book/Seesaw reviews Subject portfolios Pupil conferencing	Evidence of children using research to improve their own learning – ½ termly review Increasing use of technology across subjects – termly review	SLS training PAFS funds - Chromebooks

Priority Target 1.3 : Groups, including children who have SEND, protected characteristic (traveller) or have PP or Forces funding, are making progress in line with peers and being challenged			Priority Coordinator: DP ML	
<p>Current Position: Children who take FSM re progress? Ever 6 attainment is not as good as other non FSM nationally</p> <p>SEND - children identified and and external agencies support is actively sought and effective</p> <p>Increase in number of forces children this year</p> <p>Nurture and ELSA provision is in place and data from it can show specific improvements for individuals, translated into the classroom</p>			<p>Next steps: PP strategy relating to support for specific needs of identified individuals</p> <p>Gypsy/Roma/other traveller re attainment and attendance</p> <p>SEND review by SEND inspector to be carried out to support improvement</p> <p>Teachers take responsibility for support plans</p>	
<i>Success Criteria (Impact on children's learning)</i>	<i>Actions (Process)</i>	<i>Monitoring Arrangements</i>	<i>Evaluation and Impact process and timeline (How heavy is the pig?)</i>	<i>Resources(Input)</i>
Gypsy/Roma/Other traveller children all tracked and targeted for attainment and attendance.	<p>Review of pupil/parent information to ensure accuracy in record keeping</p> <p>1:1 meetings with parents to support</p> <p>Work with EMTAS to ensure periods of absence have minimal impact on attainment</p>	<p>Daily PP absence notifications</p> <p>Monthly attendance data</p> <p>Meeting minutes</p>	<p>Gap on attendance and attainment for GRT children is narrowing compared to school average – Milestones 1, 2 and EOY data</p>	<p>Admin time</p> <p>DP time</p>
Forces children are ably supported by ELSA and specific targets set and met for children	<p>ELSA and DH make contact with families early in the year and continue to build links so school can support children when the need arises</p>	<p>Contact logs</p> <p>Meeting minutes</p> <p>ELSA notes</p>	<p>Service children are accessing support and families are communicating with school – termly review</p>	<p>ELSA time</p> <p>Resources for sessions</p>
Attainment of children with PP is in line with peers in all year groups as a result of good teaching	<p>PP Strategy highlights steps to improve children’s basic maths skills, spelling and vocabulary</p>	<p>Book/Seesaw reviews</p> <p>Pupil Progress</p> <p>Subject leader observations</p>	<p>PP attainment is monitored to ensure no gaps develop in year – ½ termly review of books, termly PP meetings</p>	<p>Leadership time</p>
Year teams identify key groups and plan subsequent actions to ensure their attainment/progress is in line with peers	<p>Staff trained to use FFT to create realistic targets for all children</p> <p>Pupil progress meetings ensure key groups are focussed upon and action plans created</p>	<p>Data analysis after each milestone</p> <p>RAP report</p>	<p>Identified groups make progress as good or better than their peers – identified at each PP meeting</p>	<p>Leadership time</p>

Priority Target 2.1 : Children are competent users of maths and computing across the curriculum			Priority Coordinator: PR EF CM DS	
<p>Current Position: Y5/6 children have many opportunities to use computers through dedicated computing lessons and access to technology through Chromebooks. Planned roll out of Chrome books across school subject to funding. Successful STEM week with outside support from sixth forms very well received High level of commitment to improvement of teaching leads will lead to improved connections with maths in these subjects Links relating to Science and technology and maths are not always exploited, e.g. data handling taught in maths and applied in Science</p>		<p>Next steps:</p> <p>Repeat STEM week summer 2 2019 to build on external support</p> <p>STEM subject leaders to make maths links a priority area for their improvement planning this year and next</p> <p>Effective monitoring of teaching and of books by subject leads with specific support relating to use of maths/computing</p>		
<i>Success Criteria (Impact on children's learning)</i>	<i>Actions (Process)</i>	<i>Monitoring Arrangements</i>	<i>Evaluation and Impact process and timeline</i>	<i>Resources(Input)</i>
Computing lessons are all good or better in all year groups and take place weekly	Good and sufficient IT resources are in place in all year groups for children to use, computing planning is well resourced and understood by a teacher in all year groups	Computing governor and Computing leader – Spring 1 Ongoing programme of purchasing over next 2 years reviewed twice yearly	All year groups have computers to use in class by end of Summer term. Computing leader is monitoring the teaching and learning in computing lessons Spring 2	Continuing cost of investment – relying on PAFS at present, Leader time re planning
Specific links between theme learning and maths are planned into the maths curriculum and the STEM subjects to allow for application of taught maths skills	Integrate a Maths aspect to all curriculum planning documents Encourage utilising maths skills in all elements of the curriculum to provide real life contexts. Work alongside Curriculum leaders to find links that can be made in the foundation subjects.	Curriculum leaders and maths leader joint learning walks of foundation subjects	A maths section is included in foundation planning documents across all Key Stages. Maths language and skills are used in all computing and science lessons Spring 1	Subject leaders time Possibly supply/cover costs
STEM week and STEM days planning shows focus on maths and computing skills in use in planning and in teaching	Incorporate planning days with STEM teams to ensure the effective use of Mathematics skills	Observations of planning and STEM meetings	STEM week is organised with a key overall theme for all year groups. 100% of Children are exposed to real life	Costs of equipment for STEM activities

	<p>Monitor planning meetings around STEM week to encourage the use of every opportunity so child can use maths skills throughout the week</p> <p>potential external parties to show how maths skills are used in the real life to be arranged to complement curriculum in school</p>		<p>experiences of STEM subjects</p> <p>External people to come and support with talks/ college enterprise students/ School work experience students with an interest in science/ technology</p> <p>Spring 2</p>	<p>Cost of external parties if required</p>
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<p>Priority Target 2.2 : English attainment at YR, Y1,Y2 higher attainers and Y6 outcomes are in line with or above Hampshire and national level</p>	<p>Priority Coordinator: SD AR JP</p>
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<p>Current Position: EYFS: level of attainment at expected is above Hants, Phonics in Y1 is below national , EXS in reading and writing in KS1 is above national and Hants, GDS below, EXS and GDS in KS2 writing and reading is below national and Hants.</p>	<p>Next steps: Increase by 10 % higher attainers in EYFS writing from 2.5% to 12.5%, increase % passing Y1 phonics by 9% to 84%, increase by 14% higher scorers in phonics to 52%, increase by 9% children getting GDS in writing in KS1 to 19%, increase by 17% EXS in reading in Y6 to be at 78%, increase by 7% GDS in Y6 reading to 31%, increase by 10% EXS writing in Y6 to be 82%, increase by 4% GDS writers to be 24%, target group of 10 prior lower attaining boys in Y6 to have 50% + achieve EXS</p>
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<i>Success Criteria (Impact on children's learning)</i>	<i>Actions (Process)</i>	<i>Monitoring ArrangementsSLT Focus (outputs)</i>	<i>Evaluation and Impact process and timeline (How heavy is the pig?)</i>	<i>Resources (Input)</i>
<p>Spelling scores in KS2 SATS to increase to average of x from x as a result of focused teaching in all of KS2</p>	<p>Baseline test done for current year 6s – use this to put into spelling classes. 1 of classes to have a phonics focus to address gaps.</p> <p>Data analysis from previous year and analysis of Spelling papers for trends in mistakes done by KS2 teachers, action plans for year team teaching formulated</p> <p>Phonics training for all to then be implemented in the classroom and monitored for consistency and use in writing</p> <p>Regular analysis of spellings in each class of a particular set of children. Analysis to be brought to staff meetings to compare</p>	<p>Monitoring of spelling lessons</p> <p>Book scrutinies within year groups and whole school</p> <p>Monitoring of spelling analysis</p>	<p>Spelling analysis will show a reduction of spelling mistakes, particularly GPC</p> <p>Teachers more confident to identify mistakes in and then teach phonics</p> <p>Spelling scores in SATs to improve</p>	<p>Teacher training</p>

	<p>Weekly spelling test to continue – scores recorded regularly to monitor improvements/areas to work on</p> <p>No Nonsense spelling lessons to be taught at least 3 days a week in KS2</p>			
<p>Reading attainment improved in all year groups to be on track for ARE and ARE + targets at end of Y2/6</p>	<p>Training in teaching of reading and texts used for stimulus – training from ET</p> <p>Whole school focus of unfamiliar vocabulary – identifying unknown words and finding meaning – and inference – continue to use all resources from Inference course last year</p> <p>Library improvements – reduction of number of old/damaged books, higher profile within school, links with SLS to make the most of the support, afterschool club to encourage use of library with parents</p> <p>All year groups to take part in Hampshire Book Awards to encourage the love of reading</p> <p>Encourage reading at home – teachers checking homework diaries, monitoring Bug Club use and rewarding classes that use it regularly</p> <p>Speed reading to be done regularly – Y6</p>	<p>Analysis of library usage</p> <p>Monitoring of planning – using quality texts</p> <p>Monitoring of Bug Club use</p>	<p>Improvement in number of children reaching ARE in reading in every year group</p> <p>Improvement in SATs reading score - increase by 17% EXS in reading in Y6 to be at 78%, increase by 7% GDS in Y6 reading to 31%</p>	
<p>Phonics attainment in Y1 and YR improved to be above national</p>	<p>Phonics action plan - Advice from ET around phonics planning</p> <p>Working with Emma T, SIS Trio to develop a 'st Johns' approach to whole class phonics teaching.</p> <p>Rapid rap to also develop environmental/incidental phonics teaching / opportunities.</p> <p>LB to run a 4 week training programme with LSAs during Monday assembly.</p>	<p>Monitoring of teaching of phonics</p> <p>Monitoring of phonics data</p> <p>Book scrutiny</p> <p>KB SIS programme</p>	<p>Phonics scores to be higher than national by end of year - %, increase % passing Y1 phonics by 9% to 84%, increase by 14% higher scorers in phonics to 52%</p>	
<p>EY writing opportunities enhanced and teaching of writing and strengthening of physical development to achieve higher % attaining in PD</p>	<p>Phonics training for all, action planning for improved PD and writing in EY, early focus on writing being modelled</p> <p>KB SIS programme – review visit to focus on how children can move on from current provision to writing and opportunities to model writing.</p>	<p>KB SIS programme</p> <p>AR learning walks</p>	<p>Tracker shows % of pd for expected and exceeding is increased compared to last year and on track to achieve 12% exceeding writers</p>	

Priority Target 2.3 : Maths attainment at Y6 and higher attainers in Y2 outcomes are in line with or above Hampshire and national level		Priority Coordinator: PR AR CM		
Current Position: EY outcomes are above national and Hampshire in expected and exceeding, KS1 outcomes are above national and Hampshire for EXS in Y2, but below for GDS, KS2 outcomes are below national for EXS and GDS, Middle prior attaining girls are making less progress in KS2 compared to boys and all nationally		Next steps: Increase by 5% Y2 GDS to 26%(11chn), increase by 7% Y6 EXS+ to 76% (32 chn), all 3 prior high attaining Y6 girls to achieve GDS, middle prior attaining girls to improve attainment to reduce gap against boys and all at national to below 5%, Y4 girls close the gap to increase % on track from 33% to 75% (from 4 to 9), Increase by 6 % GDS in Y6 to be at 24%		
<i>Success Criteria</i>	<i>Actions (Process)</i>	<i>Monitoring Arrangements/focus</i>	<i>Evaluation and Impact process and timeline (How heavy is the pig?)</i>	<i>ResourcesInput</i>
Higher prior attainers are challenged and supported to improve school outcomes in Y2 and Y6 for GDS Middle attaining girls in KS2 make better progress as a result of effective teaching which meets their needs, and this will lead to improved outcomes at KS2 for EXS	<p>Jo Lee's to support with planning, ensuring reasoning is at the forefront of the children's learning. Booked to support in teaching and evaluation of lessons. Discuss with Jo Lee's to work on next steps for the team. Children Identified early</p> <p>Work alongside KS2 teachers and provide coaching to ensure those particular girls are supported and encouraged to participate in the learning.</p> <p>Book scrutiny of all year groups, specifically low/middle attaining girls to assess accessibility to lessons.</p> <p>Work alongside LR and KB on the FFT data ensuring we are identifying those key children that need to gain ARE at the end of the year in relation to KS1 data.</p> <p>Host an Inset day on the teaching of times tables which will specifically support those Year 4 girls and all children across the school.</p> <p>Girls morning Maths club to start with KB. Key girls identified.</p> <p>Boys morning Maths club to start with DP. Key boys to be identified.</p> <p>Promote the girls maths club at lunch and work with LR to ensure we covering gaps to support those key girls and also promote TT Rockstars club.</p> <p>Implement TT home learning diaries and monitoring of them.</p>	<p>Weekly discussions in PPA</p> <p>Monitoring of scores and misconceptions of weekly testing</p> <p>Weekly check of improvement on cohort and child by child basis, identify key issues for whole cohort to teach</p> <p>Outcomes from test entered on database for weekly tracking</p> <p>PR/AR learning walks</p> <p>Book scrutiny to track potential GDS</p>	<p>KS1 - Y2 GDS to increase by 7% to be in line with HCC - target 26% = 11 children</p> <p>KS2- Close the gap on Year 4 girls to ensure they are on track to be ARE. currently 4/12 are ARE</p> <p>KS2 - Y6 EXS+ to increase by 7% to be in line with national - target 76%= 32/40 children</p> <p>KS2 - Y6 GDS to increase by 6% to be in line with national at 24% = 10 children</p> <p>KS2 - Y6 Higher attaining girls (3) all to achieve GDS</p> <p>KS2 - Y6 girls improve attainment of middle prior attainers to reduce gap in attainment at EXS+ from 12% to 5%</p>	<p>Mastery documents</p> <p>SATS papers</p> <p>White Rose documents</p> <p>14 week maths teaching schedule</p> <p>FFT Website</p>

Priority Target 3.1 : Behaviour for learning and across the school is excellent due to embedded restorative practice and emotion coaching			Priority Coordinator: AR ML CM SR	
Current Position:		Next steps:		
Success Criteria (Impact on children's learning)	Actions (Process)	Monitoring ArrangementsSLT Focus(outputs)	Evaluation and Impact process and timeline (How heavy is the pig?)	Resources (Input)
Behaviour policy is understood by all parents and staff and based on restorative principles	CM and SR to develop behaviour policy after consultation with all staff. New policy to be put in place and reviewed during staff meetings ML to review policy to ensure restorative principals are embedded in the policy.	Attend SLT meetings CM and SR learning walk.	Autumn term - can all staff including MDSAs explain approach to leading on good behaviour?	Time in SLT and staff training
Reduced incidents of violence and name calling at playtimes	SLT and SR and CM to monitor this in line with the new agreed behaviour policy.	Behaviour folder check SR and CM	Lunch time incidents monitored by CM,SR and prefects – folders.	CM,SR time out of class to review behaviour folders.
Improved behaviours for learning for target group (including nurture groups)	REACH values reviewed in assembly 1 per week to be introduced in Monday assembly. Learning Council to do this and ensure each class has enough of the right stickers. Learning council members to buddy up with Nurture group children in class to model / encourage REACH values.	Learning Council review of Passports in their own class,	Learning Council and AR learning walk to spot reach behaviours in action.	AR Leadership time – training learning council
ReflectEd and REACH understood and demonstrated by all children	Living the REACH values all staff to model being a REACH Learner.	Seesaw review	DP, AR,SR,CM,ML review seesaw and pupil conference to assess understanding	DP time with CM,SR and AR to review Seesaw.

Priority Target3.2 : RE and PSHE curriculum ensures stereotypes are challenged and anti-bullying policy is implemented			Priority Coordinator: DP LR FM	
Current Position:		Next steps:		
Success Criteria (Impact on children's learning)	Actions (Process)	Monitoring Arrangements SLT Focus(outputs)	Evaluation and Impact process and timeline (How heavy is the pig?)	Resources (Input)
PSHE and RE lessons are monitored and are good or better, effectively planned and resourced and allowing for children to use literacy skills	New PSHE curriculum is used by all year teams Understanding Christianity is implemented Focus on challenging prejudice during PSHE/RE training sessions	Spring term lesson observations with RE leader Links are made between RE and PSHE and literacy as routine	Lesson observations each term identify good practice which is shared Number of racists, homophobic etc. incidents decreases – monitored in Dec, April, July	Training from diocese on Understanding Christianity
Pupil conferencing demonstrates pupil understanding of importance of these subjects	Subject leaders/ governors investigate the impact of the subjects on pupil understanding and feedback to teachers	Governors to carry out pupil conferencing Summer 1	Pupils are able to talk about the impact of their learning on their experience in school	Time for subject leader and governor
Reduction in bullying or similar incidents investigated, awareness of anti-bullying policy and procedure is higher	New behaviour policy shared with staff, parents and pupils Restorative Practice – Teach Peace Project initiated Young Citizens trained to lead in class sessions linked to new policies	Incidents reported reducing Meeting with young citizens	Monitoring activities show continuing improvement in learning behaviours Incident logs reviewed half termly, or sooner if patterns emerge	Staff training time for policy introduction, young citizens time

Priority Target 3.3 : Collective worship is planned and delivered by all members of the school community, who all understand the positive impact		Priority Coordinator: KB LR LB		
<p>Current Position: Collective worship is mainly led by members of clergy and headteacher, although a new rota gives all leadership a chance to lead collective worship, other community groups are involved e.g. Open the Book, foundation governor, Southampton City mission</p> <p>Class collective worship has not been monitored or a priority for improvement to present</p> <p>Spaces for collective worship in school are not exploited as they could be, including outdoor areas for worship</p>		<p>Next steps:</p> <p>Support and equip teachers and children to be able to lead collective worship with confidence</p> <p>Invite parents/carers and the wider church and community to worship with the school</p>		
Success Criteria (Impact on children's learning)	Actions (Process)	Monitoring Arrangements & SLT Focus (outputs)	Evaluation and Impact process and timeline (How heavy is the pig?)	Resources (Input)
Class collective worship is good in all cases. Collective worship is led by pupils at least weekly.	<p>Training for class teachers re what good collective worship involves</p> <p>Support with resources relating to specific days and introduce the Understanding Christianity materials for RE</p> <p>Links made with art and music</p> <p>Spirit team to have rota for leading elements of worship on Mondays and Tuesdays; children in classes leading their own class collective worship</p>	<p>Autumn 2 observations of class collective worship</p> <p>Governor visit re collective worship</p>	<p>Are teachers confidently leading opportunities for collective worship in class?</p> <p>Are children reporting in pupil conferencing (spring 1) that class worship takes place and is beneficial to them?</p>	Training by KB and Jane Kelly from diocese
Spaces for outdoor worship are improved, e.g. labyrinth, willow domes, M and D room	<p>Work with diocese to pursue labyrinth use as a prayer focus week</p> <p>Willow domes modelled for class worship during summer term</p> <p>Use M and D room for remembrance event and class collective worship</p>	Summer 1 – are outdoor spaces used for worship by classes	Use the SeeSaw app to demonstrate what is in use	Diocese labyrinth Rev Juliet
School collective worship is seen as important by pupils, parents and staff	Arrange programme of collective worship for parents to attend e.g. Harvest, Remembrance – one per term per year group	Summer 2 governor monitoring through attendance	Parents can attend a collective worship event termly	Year team organisation time