

1. Effectiveness of Leadership & Management	2. Quality of Teaching, Learning & Assessment	3. Personal development, Behaviour & Welfare	4. Outcomes for Pupils	5. Early Years Provision	6. Church distinctiveness
<p><b>1.1</b> Develop permanent working arrangements between both schools to ensure the St James' community has cohesion.</p> <p><b>1.2</b> Sharing best practice, develop leadership teams within and across the schools to focus on specific areas of the SDP.</p>	<p><b>2.1</b> Develop peer monitoring and coaching to create a culture of professional challenge and shared accountability against an agreed set of pedagogical approaches.</p> <p><b>2.2</b> Continue to develop effective, shared assessment systems across the curriculum.</p>	<p><b>3.1</b> Persistent absences of disadvantaged pupils to be in line with (or below) national figures.</p> <p><b>3.2</b> Ensure the transition between and within each key stage is consistent.</p>	<p><b>4.1</b> Ensure that a high proportion of children in the higher PAG achieve GDS in KS1 and KS2.</p> <p><b>4.2</b> Maths outcomes (progress and attainment), for expected and greater depth, to be in line with other subjects in all key stages.</p>	<p><b>5.1</b> Ensure classroom provision reflects the communication and language needs of the children. Attainment in Prime Learning Goals to be above Kent and National and more in line with GLD.</p> <p><b>5.2</b> Ensure higher achieving children are given opportunities to exceed the Early Learning Goals.</p>	<p><b>6.1</b> Review and redefine the school's Christian vision so that leaders, and other key stakeholders, have a clear understanding of the distinctiveness of St James' as a church school.</p> <p><b>6.2</b> Ensure that the refreshed vision forms the basis for strategic development and underpins all school policies and practice to enable provision to be consistently informed by the school's Christian character.</p>

## St James' CE Infant and Junior Schools

October 2018

