



Archdeacon John Lewis Church in Wales VA Primary School

Ysgol Gynradd Archdeacon John Lewis

Summary of School Development Plan

2025-2026

Acting Headteacher: Mrs Liane Forster

Chair of Governors: Mr Michael Hawthorne

SDP 2025-2026 Overview and Links to SER

Priority Area 1: Improve the Welsh language skills of older pupils.

Success Criteria:

- Bespoke professional learning opportunities are provided for all staff
- Opportunities to develop subject leadership are strategically planned
- Regular monitoring is in place for both planning and daily Welsh sessions
- Professional learning is enhanced through effective collaboration within the cluster and across the region
- The school draws on a substantial and developing bank of resources to support teaching and learning
- Older pupils demonstrate increasing confidence and competence in Welsh oracy skills

Priority Area 2: Continue with the strategies to attempt to reduce persistent absence.

Success Criteria:

- Overall attendance rate increases to at least the BCBC average by the end of the academic year.
- Persistent absence rate (pupils with <90% attendance) is reduced compared to the previous year.
- Identified at-risk pupils (e.g., those persistently below 90% attendance) have a personalised support plan in place.
- Weekly attendance monitoring is conducted and shared with relevant staff and families.
- EWO meetings are held every month for pupils with ongoing concerns.
- Families of persistently absent pupils attend initial attendance meetings or engage with school support.
- Pupil voice activities show increased awareness of the importance of attendance and its link to achievement.
- Attendance policy is reviewed and updated with stakeholder input.

- Unreported absences are investigated daily.
- The school engages in termly Attendance Drives.
- 'Attend to Achieve' letters are sent, and parents monitor attendance on the School Gateway App.
- Governors receive termly reports on attendance trends and interventions.

Priority Area 3: Develop the effectiveness of school leaders in ensuring that monitoring and evaluation activities identify and address important areas for development.

Success Criteria:

1. **Leadership:**

- Leaders use a range of monitoring and evaluation activities appropriately to highlight the strengths and identify areas in need of development.
- Leaders and governors identify important areas for development in the school's provision, including issues relating to site safety.

2. **Curriculum**

- More able children in the older classes are given increased opportunities to take ownership of their learning, with teachers gradually reducing the level of direction to promote independence and accelerate progress
- Older pupils use grammar and punctuation accurately.

Priority Area 4: Implement consistent and effective approaches to manage instances of poor behaviour and keep the effectiveness of these arrangements under regular review.

Success Criteria: Behaviour management:

- Improve pupil behaviour through targeted support and interventions.
- Reduce fixed term exclusions and referrals to ESBD specialist provisions.

Priority Area 5: To prepare for a Section 50 Inspection

Success Criteria:

- Learners are flourishing in our church school. Their academic, personal and spiritual needs are addressed in a loving environment where distinctively Christian values and teaching are encountered.
- In daily worship learners and members of the school community observe, encounter and are impacted by the living faith of Christians.
- The Church in Wales expression of that faith reflects the Ministry Areas/local church traditions and those of the world-wide Anglican communion.
- Each learner and member of the school community's spiritual development is fostered, together with positive attitudes towards the search for faith to live by.
- At the heart of religion, values and ethics are key religious and non-religious philosophical convictions, which impact on the way people live their lives.
- For Christians, Jesus Christ as the resurrected Son of God, is the example to follow. His teachings, from which derive Christian values and principles, are the root of the aims and expectations that the church school lives by.
- The living faith and clarity of vision of the school leaders are paramount in setting the example of policy and practice in the church school.
- Rooting the school in the Christian narrative enables a working environment where spirituality is central to the well-being of individuals and the community.