

RESPECT

BEHAVIOR FOR LEARNING / ACHIEVING POTENTIAL



Reasons why :

- Learner behavior and attitudes continue to be a concern for a minority of learners who disrupt learning. This has caused an increase in lost learning time (Class Charts data 24/25)
- From evaluation it is noted that in a minority of lessons, learners do not always commit fully in their learning.
- From evaluation it is noted that there is a need to continue to provide appropriate Professional Learning for all staff on trauma-informed practice and de-escalation strategies.
- From evaluation it is noted that there is further work to be done in developing purposeful interventions for learners and investigating good practice in terms of support strategies for behavior for learning within the school.



How are we going to achieve this?

- Further develop a Respect and Relationship Policy which focuses on the importance of positive behavior with all stakeholders, emphasizing the impact that positive behavior can have on learners' progress.
- Increase the ability of staff and the pastoral team to support learners who show challenging behaviour.
- Thoroughly uphold Respect and Relationship Policy procedures through role modeling and recording on Class Charts and Provision Map.
- Track and monitor data on an individual, group and whole cohort basis and that the pastoral team uses interventions in accordance with the findings.
- Adopt trauma-informed strategies through ongoing Professional Learning for all staff.
- Ensure that new processes are constantly evaluated in order to ensure excellent behavior and respect for all learners.



Desired outcome :

- All stakeholders in the school community show respect for each other and for themselves.
- All members of the school community are responsible for supporting positive relationships.
- Reduce the number of learners who are referred out of lessons and receive exclusions.
- Learners' behavior tracked every week, with the support of pastoral staff improving.
- See an increase in the positive behavior of the learners who have exhibited behavioral concerns from the previous year following tracking processes.
- Learners take pride in their behavior and consequently embrace the new reward system.

ATTENDANCE

IMPROVE ATTENDANCE RATES AND FOCUS ON LEARNERS' WELLBEING



Reasons why :

- Attendance has not yet returned to pre-pandemic levels.
- Attendance for 2024 – 2025 was 90.5% compared to an average of 88% across Conwy secondary schools and higher than the national average.
- Attendance was 90.5% in 2024 – 2025 up 1.5% compared to 89% in 2023 – 2024.
- The attendance of ALN learners is 3% lower than learners who do not have ALN (90.8% – 87.8%).
- The attendance of FSM learners is significantly lower (13%) than learners who do not receive FSM (92.1% – 79.1%).
- Punctuality to school and to lessons continues to be a concern for a minority of learners who disrupt learning.
- This has caused an increase in lost learning time. (Class Charts data 24/25).



How are we going to achieve this?

- Adoption of a new Attendance Policy giving renewed focus and importance with all stakeholders, emphasizing the impact that missing learning time can have on learners' progress.
- Setting an ambitious attendance target of (94%, which is an increase of 3.5%).
- Increase capacity in the attendance / pastoral team to address attendance issues.
- Reduce the gap between the attendance of FSM learners and learners who do not receive FSM.
- Follow attendance and punctuality procedures thoroughly and firmly every day.
- Track and monitor data on an individual, group and whole cohort basis, with the attendance / pastoral team using interventions to address concerns.
- There will be quality assurance procedures to ensure that everything is done to ensure excellent attendance and punctuality for all learners.



Desired outcome :

- Reduce the number of constant absences and increase the attendance of FSM learners by 8%.
- Improve the attendance/punctuality of learners tracked every week, with the support of pastoral staff.
- Learners' aspiration rises through the effective use of reward and recognition processes.
- A learner takes pride in being on time for school, and punctual for lessons, unless there is a valid reason.
- All members of the school community assume the responsibility of supporting the increase in attendance rates and punctuality.

PEDAGOGY

TEACHING & LEARNING / INNOVATIVE CURRICULUM



Reasons why :

- The National Mission for Wales (2023) and Curriculum for Wales promote the need for all learners to become literate, numerate and digitally competent, to enable them to succeed and become lifelong learners.
- The implementation of a Curriculum for Wales for Years 7, 8, 9 and 10 (September 2025) continues to ensure that we offer deep learning opportunities through rich tasks in order to focus on learners' progress.
- From evaluation it is noted that we need to ensure that there are increasing and rich opportunities in the skills to support learners to develop their knowledge, skills and understanding.
- From evaluation it is noted that feedback needs to focus more on learning in a minority of books.
- From evaluation it is noted that it is necessary to raise learners' awareness of their effectiveness and make them increasingly more aware and independent in their learning.



How are we going to achieve this?

- Practitioner will have a clear understanding of what is expected of them in order to ensure opportunities for learners to make progress in their skills, which will be supported by Professional Learning.
- Areas of Learning and Experience will develop, refine and implement clear learning journeys and innovative work plans at the start of each term that make use of the concept of Backward Planning.
- Providing Professional Learning on creating purposeful rich tasks in the teaching and learning skills and strategies that encourage permanent progress.
- Change emphasis in assessment procedures to focus on the impact of teaching and feedback on learners' progress.
- Continue to revise the progress and approach to learning assessment procedures for year 7, 8, 9 & 10 to ensure that the processes are applied more consistently.
- Focus on feedback on rich tasks, and the quality of the yellow box tasks to ensure the best opportunity for learners to make progress.



Desired outcome :

- Learners part of an innovative, creative and purposeful curriculum in Year 7-10.
- Learners have constant and rich opportunities through the skills to make progress in their learning.
- Learners making the most of opportunities that stretch them, challenge them in order to reach their potential.
- Learners respond to formative feedback following rich tasks in order to improve their learning, make continuous progress and enjoy being lifelong learners.
- Learners do the best and make progress following practitioners' effective use of progress tracking processes.
- Improve the aspiration of tracked learners, with the support of pastoral staff, the progress team and through the use of effective interventions.

YDC TEAM

EMPOWER EXCELLENT LEADERS AT ALL LEVELS



Reasons why :

- Schools in Wales acting as learning organizations (2019) promotes the need for school leaders to model leadership in learning, share the leadership and help nurture other leaders, including learners.
- From evaluation it is noted that it is necessary to provide appropriate Professional Learning for senior and middle leaders on motivating practices, improvement planning processes and making effective use of AI (Artificial Intelligence).
- From evaluation it is noted that middle leaders need to play a more strategic and critical role in the school's evaluation processes and at the same time be mindful of their well-being as leaders when managing workload.
- From evaluation it is noted that senior leaders need to make middle leaders more accountable when evaluating the standards and provision of their department / field.
- From evaluation it is noted that middle leaders need to sharpen meetings and evaluation processes by considering the impact of their discussions on progress and learning.



How are we going to achieve this?

- To operate as a 'learning organisation' on an ongoing basis.
- Leaders at all levels take a full and strategic part in the processes of evaluating and developing the school's improvement.
- Middle Leaders ensure that priorities and actions resulting from all evaluation activities are reviewed and implemented promptly and efficiently.
- Leaders develop and engage with a motivating culture in the school to further strengthen the quality of learning, teaching and leadership.
- Middle Leaders will have a clear understanding of what is expected of them at a strategic level in order to ensure inspirational leadership, which will be supported by Professional Learning and effective use of AI.
- Continue to collaborate with Conwy LA to support evaluation, CYDAG and Dysgu (Professional Learning Body) processes for developing our ability to lead.
- Leaders at all levels receive guidance on the effective use of AI (Artificial Intelligence).



Desired outcome :

- Leaders lead in order to ensure the continuous progress of learners through strategies to motivate and support staff.
- All leaders feel that they are equipped with effective leadership strategies when evaluating and developing the school within their areas of responsibility.
- All leaders at the heart of quality assurance processes in their areas of responsibility, leading on evaluation, identifying priorities and formulating clear actions.
- All leaders are confident in their role in improving the school and have a significant impact on standards of learning, teaching and outcomes.
- All leaders use ADP (Professional Learning Review) processes to drive improvements and effective change and care for their well-being as leaders.