

RESPECT

BEHAVIOR FOR LEARNING / ACHIEVING POTENTIAL



Reasons why :

- Class Charts Data (2025/26): The evaluation highlights that the behaviour of a very small number of learners continues to result in lost learning time.
- Evaluation evidence shows that the rate of external exclusions is a concern for a very small number of learners, affecting their continuity in education.
- The evaluation process noted that, in a minority of lessons, learners do not fully engage with or feel motivated by their learning.
- The evaluation highlights the ongoing need to provide Professional Learning for all staff on trauma-informed practices and de-escalation strategies.
- The evaluation process identified a need to develop more tailored interventions and to research good practice in order to strengthen strategies supporting 'behaviour for learning'.



How are we going to achieve this?

- Develop and refine the Respect and Relationships Policy in collaboration with all stakeholders, highlighting the direct impact of positive behaviour on learner progress.
- Rigorously implement and model the policy's procedures, ensuring consistent and comprehensive recording on Class Charts and Provision Map.
- Build staff and pastoral team capacity by providing ongoing professional learning on trauma-informed strategies to support the management of challenging behaviour.
- Strategically track and monitor data at individual, group, and cohort levels to enable the pastoral team to deliver timely and targeted interventions.
- Regularly evaluate the impact of new processes to ensure excellent standards of behaviour and foster a culture of respect at all times.



Desired outcome :

- Almost all stakeholders in the school community show consistent respect for one another and for themselves.
- Every member of the school community takes active responsibility for supporting and fostering positive relationships.
- Only a very small minority of learners are referred out of lessons due to behaviour that disrupts learning.
- The majority of learners show measurable improvement in their behaviour through the support of the pastoral team.
- Rates of external exclusions are reduced so that very few learners are affected.
- The majority of learners identified with behavioural concerns in the previous year show clear progress and demonstrate positive behaviour following tracking interventions.

ATTENDANCE

IMPROVE ATTENDANCE RATES AND FOCUS ON LEARNERS' WELLBEING



Reasons why :

- Attendance for 2025–26 was 91.9%, compared to an average of 89% across Conwy secondary schools, and was above the national average.
- Attendance was 91.9% in 2025–26, up 1.4% from 90.5% in 2024–25.
- Attendance for learners with ALN is 3.2% lower than for learners without ALN (91.9% vs. 88.7%).
- Attendance for learners eligible for FSM is significantly lower (by 10.4%) than for learners not eligible for FSM (91.9% vs. 81.5%). However, attendance for learners with ALN and those eligible for FSM is higher than the Conwy and national averages.
- Punctuality to school and lessons remains a concern for a small number of learners, disrupting learning.
- This has resulted in an increase in lost learning time (Class Charts data 25/26).



How are we going to achieve this?

- Adopting a New Attendance Policy: Renewing the focus on and importance of attendance with all stakeholders, highlighting the direct impact that lost learning time has on learners' progress and well-being.
- Joining the 'Inclusive Attendance' scheme to ensure that every staff member takes personal ownership and accountability for promoting and supporting good attendance.
- Implementing targeted interventions to reduce the attendance gap between learners receiving Free School Meals (FSM) and those who do not.
- Continuously tracking and analysing attendance data at individual, group, and whole-cohort levels, enabling the attendance and pastoral team to deliver timely interventions.



Desired outcome :

- Aim for an overall attendance target of 94% (an increase of 2.1% on the current figure).
- Increase the attendance rate of FSM (Free School Meal) learners from 81.5% to 88.5% (a 7 percentage point increase), reducing the number of learners falling into the Persistent Absence category (attendance below 90%) by at least 25%.
- Reduce the Friday absence rate from 9.56% to less than 6%, eliminating the gap between early/mid-week attendance and Friday attendance.
- Achieve a measurable improvement of at least 5% in attendance and punctuality for at least 85% of learners tracked weekly through pastoral interventions.
- Reduce instances of lateness recorded on Class Charts to less than 2% of the total learner population, ensuring that at least 95% of learners arrive at school and lessons on time every day.
- Ensure learners receive positive attendance/punctuality points or rewards on Class Charts for demonstrating positive improvement in their attendance over a specific period.

PEDAGOGY

TEACHING & LEARNING / INNOVATIVE CURRICULUM



Reasons why :

- We are keen to respond to the aims of Wales's National Mission (2023) and Curriculum for Wales by developing learners who are literate, numerate, and digitally competent, and ready for lifelong learning.
- Evaluation indicates a need to:
- Continue to embed deep learning opportunities through rich tasks that place a clear focus on each learner's progress.
- Respond to evaluation evidence indicating a need for more rich opportunities to develop learners' knowledge, skills, and understanding across the curriculum.
- Address evaluation findings indicating a need for feedback in a minority of books to focus more consistently on learning progress.
- Act on evaluation findings highlighting the need to demonstrate the effectiveness of learners' learning and to develop their capacity for independent learning.



How are we going to achieve this?

- Directing and empowering staff: Ensuring all practitioners understand their roles in promoting skills progression, with professional learning enhancing their pedagogy.
- Teaching: Focusing on an appropriate pace for lessons, maintaining learner engagement, and ensuring tasks are progressively challenging and suited to each learner's needs.
- Feedback for progress: Focusing on the quality of feedback on rich tasks and 'yellow box' tasks to provide learners with the best opportunity to make progress.
- Assessing progress: Refining progress assessment processes and approaches to learning to ensure consistency across all year groups and subjects.
- Impact-focused evaluation: Shifting internal monitoring from reviewing frontline processes to evaluating the impact of teaching and feedback on learner progress.



Desired outcome :

- Most learners confirm, through Learner Voice processes, that their learning experiences are innovative and creative, and motivate them to succeed.
- Most learners make steady and competent progress in their literacy, numeracy, and digital competence skills, according to the school's tracking data.
- Almost all monitoring activities (work sampling and observation) show that rich tasks offer appropriate levels of challenge, enabling every learner (including the More Able and Talented) to reach their potential.
- The majority of sampled books show that learners respond consistently and effectively to 'yellow box' feedback in order to improve their work and foster their independence.
- The majority of tracked learners receiving intervention (including those who are disadvantaged, or have ALN or FSM) show measurable progress in attainment and a clear improvement in their enthusiasm for learning.

YDC TEAM

EMPOWER EXCELLENT LEADERS AT ALL LEVELS



Reasons why :

- Schools as Learning Organisations (2019): Modelling, sharing, and fostering leadership at all levels across the school, including developing leadership capacity among learners.
- Providing Strategic Professional Learning: Responding to evaluation findings by providing tailored training for senior and middle leaders on motivational practices, improvement planning, and the effective use of Artificial Intelligence (AI).
- Staff Well-being: Enabling middle leaders and staff to play a more connected and strategic role in the school's evaluation cycle, supporting their well-being and helping them manage workload effectively.
- Accountability and Leadership: Ensuring senior leaders hold middle leaders more accountable as they evaluate standards, provision, and progress within their areas or departments.
- Ownership and Focus on Impact: Empowering middle leaders and teaching staff to take ownership of their meetings and evaluation processes, ensuring that every discussion focuses specifically on the impact on learner learning and progress.



How are we going to achieve this?

- Embed the principle of a 'learning organisation' by fostering a culture that drives the quality of learning, teaching, and leadership.
- Ensure that leaders at all levels engage strategically in evaluation, promptly implementing and reviewing improvement priorities.
- Clarify strategic expectations for middle leaders and provide tailored professional learning to foster inspiring leadership.
- Provide training and guidance on the effective use of Artificial Intelligence (AI) to leaders at all levels.
- Partner with Conwy Local Authority, CYDAG, and professional learning networks to strengthen evaluation procedures and develop leadership capacity.



Desired outcome :

- Almost all leaders apply effective motivation and support strategies which lead directly to the continuous progress of learners.
- All leaders feel they are equipped with strong leadership strategies to successfully evaluate and develop their areas of responsibility.
- Almost all leaders are at the heart of quality assurance processes, leading effectively on evaluation, identifying priorities and implementing clear actions.
- Most leaders act with high confidence and have a significant impact on raising standards of learning, teaching and learner outcomes.
- All leaders using Professional Learning Review (PLR) processes effectively to drive continuous improvement while managing and maintaining their personal well-being.