2024/25 Priority Overview &

	Area	Priorities 2024-25	Progress	Outcomes/Evidence	Development 2025-27	Key Milestones
Teaching & Learning	Teaching	• Enhance Extra-Curricular programme • Ensure teaching moves learning along at the right pace, with the appropriate level of challenge and support, particularly in Y10 & 11	Afterschool clubs are running but with limited uptake; a development plan has been created to address this. Staff have received training on active learning and equitable teaching for disadvantaged students. Learning Reviews have become more consistent and impactful, with increased departmental ownership and student feedback integration. Peer coaching and professional development were implemented, with positive staff evaluations. Awareness of disadvantaged students improved through RADY principles, and planning was informed by Individual Development Plans and student profiles.	• 2023/24 CPS9 345 up from 337 • Literacy APS 38.3 above LA average • Numeracy 35.9 above LA/Wales av. • % of students achieving 5 A*/A has increased from 9% to 12 % • Learning reviews show positive developments	• Continue to develop Teaching strategies, challenge and support	KS4 KPIs in line with AWCDS family performance and WG expected outcomes
	Curriculum	• Review & develop Vocational pathways to meet the needs of all learners • Refine Curriculum transformation in Y7, 8 • Initiate Curriculum transformation in Y9. • Plan and successfully implement the 'Made for Wales' GCSE Qualifications • Develop PSHE programme	Alternative pathways and vocational programmes are in place, including Personal Growth and LFC Onside, showing improved behaviour and attendance. Careers and World of Work tracking has been introduced, and curriculum planning across Years 7–9 has progressed well, with Learning Journeys reviewed regularly. Preparations for the new 'Made for Wales' GCSEs are underway. PSHE resources are updated to LORIC Life Skills, aligned with school values, and RSE provision is strengthened with external support and earlier contraception education.	• Curriculum has been implemented on schedule • Learning Journeys are completed and reviewed • Training for new GCSE wave 1 qualifications completed	• Expand Vocational pathways to improve outcomes • Deliver wave 1 of new GCSE Qualifications • Plan for wave 2 of new GCSE Qualifications • Review and refine PSHE programmeDeliver wave 2 of new GCSE Qualifications • Complete assessments for wave 1 of new GCSE Qualifications – review outcomes	Curriculum implemented across Y7-11 by 2027

	Skills	• Strengthen skills provision in phase 1 subjects • Audit and develop Oracy and other interventions. • Improve the quality of students Literacy skills across all year groups • Improve the quality of students' numeracy skills across all year groups • Develop opportunities to enhance digital skills across the curriculum • Develop understanding of progression in skills	The school has strengthened skill development by mapping literacy/numeracy frameworks and embedding creative pedagogies. Targeted literacy and numeracy interventions show modest improvements, especially in high-achieving pupils. Reading and oracy initiatives, such as "The News" and Harkness discussions, are implemented. Digital skills provision is audited, with an action plan in place. Welsh language engagement progresses through competitions, staff training, and bilingual resource development. Despite some staffing challenges, efforts to promote bilingualism and cultural engagement continue, supporting the goal of achieving the Siarter Iaith Gold award by 2026.	• Personalised Assessment Analysis Dec and June 2023 shows a positive impact across Years 7, 8 and 9 across all the key indicators. • 83% of the Y7 Intervention group showed improvement in SAS and 70% of Year 8 • The impact in Year 9 has been greater than the impact in Year 8 • Teaching and the progress made by students in Welsh is consistently strong. • Learning reviews show that strong progress had been made in terms of provision. There is some variation in terms of student application of these skills at an appropriate level	• Strengthen skills provision in phase 2 subjects • Quality of Literacy, Numeracy & Digital skills - evaluate progression across AoLEs • Quality of Literacy, Numeracy & Digital skills : act on further AoLE areas identified. • Develop and strengthen skills provision across cluster • Complete Siarter Iaith Gold award	Average NRT, NNT scores >100 at all levels
	Attitudes to Learning	• Improve attitudes to learning & raise expectations through 'behaviour blueprint'	The school has reinforced its "Be Ready, Be Respectful, Be Kind" ethos through PSHE and a revised Behaviour Blueprint. Senior detentions, SLT Timeout, and Man Meddwl Mwy continue to reinforce positive behaviour. Guidance Mentors help students reflect and re-engage. Homework expectations are clarified, and parental engagement has grown. Mental health training is delivered across the cluster, and student achievements are celebrated through the Arwyr Aberconwy award.	• Exclusions reduced to lowest level in county • Behaviour Points analysis : 32% reduction in BPs & 10% increase in number of students with 0 BPs • 2024:25 - 30% reduction in behavioural incidents and a 45% reduction on sessions lost to exclusions • Departmental examples: - Incidents of low level disruption in Science has reduced by 30%. - Standards and engagement in IL lessons has improved as identified in LR3	• Embed 'behaviour blueprint' across cluster • Review 'behaviour blueprint' across cluster	Exclusion rate returns to pre-covid level

Care, Support & Well-being					
	Attendance	• Attendance : Clarify policies and identify roles. Implement interventions. • Develop MHFA delivery and other interventions	Attendance policies are updated ahead of schedule, with roles clarified and an Attendance Assistant role partially implemented. Real-time tracking of absences is improved, and integration with SIMS replaces previous systems. Guidance Mentors begin delivering targeted group interventions based on PASS and internal data, with progress monitored through evaluations. Attendance improves to 88.9%, and Conwy MIND is added to the intervention plan. RADY tracking is developed to enhance student identification for support.	• Attendance has improved from 86.7 to 88.9% • YAC attendance higher than the LA averages in all cohorts bar ALN: - Boys +0.7%, - Girls +0.2%, - FSM +1.5%, - Non-FSM +0.3%, - ALN -1.2%, - Non-ALN +1%, - WBRI +0.5%, - Non-WBRI +1.6%	• Attendance – review progress, embed interventions • Review WSAEMW implementation and seek well-being accreditation Attendance – review progress, embed interventions	Attendance of 94% attained
	Safeguarding	• Reduce instances of Bullying through introduction of KIVA programme • Develop understanding of diversity through DARPL training • Audit safeguarding concerns and respond	Bullying reduction efforts include clarified roles, Kiva programme implementation, staff training, and improved early intervention. Student, staff, and parental awareness is raised through assemblies, twilight sessions, and direct engagement. Diversity initiatives involve DARPL training, policy adoption, and student group formation. Safeguarding procedures are strengthened with attendance tracking, concern logging, and intervention plans. Early signs show reduced incidents, with full impact to be evaluated using surveys and PASS data.	• Instances of bullying have reduced significantly over 3 years • 2023 : 80, 2024 : 44 • 2025 (interim) : 21 • In 2024 62.0% of parents stating an opinion felt that the school deals well with bullying, harassment and discrimination; in 2025 it's 73.6%. • Staff survey shows an improvement in staff opinions relating to how bullying is handled • Review of safeguarding reports show that staff recognise the signs and report concerns when brought to their attention.	• Strengthen KIVA programme and analyse impact • Engage in DARPL Advocacy Network • Introduce new CPOMS monitoring software Embed KIVA programme and analyse impact • Enter phase 3 as a Pioneer school in DARPL Advocacy Network	

Student leadership & Guidance	• Develop coherent and effective council structure and learning ambassadors model. • Audit CWRE provision across AoLEs and develop provision accordingly	The school strengthens student voice through a structured council network, Learning Ambassadors, and Voice 21 training. A Year 10 student is elected to the Welsh Youth Parliament, and student-led initiatives raise significant funds. Student leaders are also involved in interviews for staff positions. Democratic representation improves, though awareness of impact needs growth. Vocational pathways expand with the Personal Growth programme, showing improved behaviour and attendance. A Careers and World of Work tracker is introduced to enhance curriculum coordination.	• Feedback from pupils and parents about transition processes is positive and pupils report feeling confident about the next step. Pupils are supported to make appropriate choices for their specific needs. • SLG meet regularly • Members use 'Talk Tactics' to support effective discussion at meetings and discussions about interviewees show that pupils articulate their thoughts and opinions well, and show an open attitude towards differing opinions (oracy skills).	• Expand and develop sub-council structure, embed work of learning ambassadors. • Engage with resources from CW to enhance provision Review impact of student voice activities – develop student leadership opportunities • Review opportunities and pathways accessed	
ALN provision	• Identify & respond to those who need support • Complete ALN transformation	The school continues to support ALN students through regular assessments, targeted interventions, and weekly inclusion meetings. Interventions like ELSA, Lego therapy, and Reading Fluency are tracked via provision maps and evaluated regularly. The ALN transformation process is completed with updates to registers and provision records ongoing. Staff are informed through bulletins and drop-in sessions, though engagement with these remains limited and is identified as an area for improvement.	• Outcome review for ALN students to be updated in September.	• Review impact of ALN transformation	

Leading & Improving	Leading & Improving	• Develop Welsh language and culture engagement – review provision, embed 'silver award' practice • Embed evaluation cycle - Middle leaders implement improvement activity effectively • Develop Learning Reviews • Improve classroom provision - through targeted coaching, embedding classroom culture and collaboration with other schools • Develop students' understanding of feedback and performance information • Develop PDR system and ensure effective PL provision including at leadership level • Engage with RADY and focus actions on specified groups	The school has embedded a structured evaluation cycle, with middle leaders using shared agendas and action plans. Learning Reviews focus on student progress, especially for disadvantaged learners, with joint observations and departmental feedback driving improvement. Peer coaching is underway, though uptake is limited due to time constraints. Feedback practices are reviewed and refined, and students are supported in understanding performance data. RADY principles are implemented, with targeted support for disadvantaged students. Y Ganolfan continues to offer holistic support, including breakfast provision, ELSA interventions, and trauma-informed training. The Datrys protocol has improved behaviour, relationships, and reduced exclusions.	• Staff reflect more positively on the way the school is led in 2025 – with improvement in scores from 2023 and 2017 • The % of parents who feel their child was supported to settle in well has risen from 84.7% to 92.4% in 2025, and 92.4% also report that their child feels safe in school. • In 2024 85.9% of parents agreed that they would recommend the school to another parent/carer; in 2025 it's 92.4%. • Coaching support is responsive to identified needs and is beginning to have a positive impact on teaching and learning, particularly within Science and International Languages	• Embed Learning Reviews and assess impact • Continue to improve classroom provision - through targeted coaching and embedding classroom culture. • Review quality of feedback • Plan ongoing effective PL provision • Embed RADY principles and assess impact on deprived studentsEmbed improvement in classroom provision - through targeted coaching and embedding classroom culture. • Plan ongoing effective PL provision • Review equity of opportunities and provision	KS4 KPIs in line with AWCDS family performance and WG expected outcomes