



Ysgol Deganwy Evaluation & School Development Summary

'Let children be children, while they are children'



School Evaluation Process

Through our robust monitoring and evaluating programme, we have identified the following strengths at Ysgol Deganwy during the academic year 2025-26:

- **Relationships:** Strong, respectful relationships create calm and positive learning environments.
- **Learning:** Pupils demonstrate positive attitudes, pride in their work and increasing ownership of their learning.
- **Curriculum:** A broad, enriching curriculum provides purposeful experiences linked to pupils' interests.
- **Inclusion:** Strong ALN provision and targeted support ensure vulnerable learners are well supported.
- **Assessment & Planning:** Improving consistency in planning, differentiation and whole-school assessment approaches.



SDP Priorities 2026-27

SDP1: Welsh Development : To develop a coherent whole-school approach to increasing Welsh-language provision to at least 35% by July 2028, ensuring pupils experience high-quality Welsh learning across the curriculum and beyond the classroom.

SDP2 Wellbeing: To develop a whole-school approach to wellbeing that promotes a strong sense of belonging, positive relationships and emotional resilience. This will include a clear focus on improving attendance and reducing persistent absence, ensuring all learners are supported to engage fully in their learning and achieve their potential.

SDP3: Enabling Learning: To develop consistently high-quality learning experiences that enable all pupils to make effective progress. The school will focus on creating purposeful and engaging learning environments, strengthening the impact of feedback on pupil progress, and ensuring that all adults contribute effectively to learning. We will further embed inquiry-based approaches that promote curiosity, independence and deeper understanding across the curriculum.

SDP4: Primed for Success: To improve the shared understanding of mathematical progression within the Ysgol Aberconwy cluster, so that the teaching of mathematics is robustly aligned to the five interdependent mathematical proficiencies outlined in CfW.

