

Ein nod yw i alluogi pob dysgwr i gyflawni eu potensial wrth iddynt wneud cynnydd tuag at y pedwar diben. Wrth ystyried y materion a allai effeithio ar gynnydd dysgwyr, bydd yn bwysig archwilio'r themâu canlynol:

- Gweledigaeth, Arweinyddiaeth a Rheoli
- Y Cwricwlwm, Dysgu ac Addysgu
- Lles, Cynhwysiant a Thegwch

Our aim is to enable all learners to reach their full potential as they make progress towards the four purposes. When considering the issues which may impact on learner progress it will be important to explore the following themes:

- Vision, Leadership and Management
- Curriculum, Learning and Teaching
- Wellbeing, Inclusion and Equity

Gweledigaeth, Arweinyddiaeth a Rheoli

- Rhannir ein gweledigaeth gyda'r cymuned a dangosir ar hyd yr Ysgol.
- Mae ein Corff Llywodraethu yn cwrdd yn aml ac yn craffu prosesau a strategaethau'r Ysgol.
- Rhannir arweinyddiaeth cwricwlwm ar dras y staff dysgu a chynwysir dysgwyr yn cyllunio'u dysglu yn y dosbarthiadau, ac hefyd gyda llywio elfenau o'r Ysgol trwy'r Pwyllgorau Cyngror.
- Mae staff wedi derbyn hyfforddiant a chefnogaeth i sicrhau cynhwysiant dysgwyr ar draws yr Ysgol.



Vision, Leadership and Management

- Our vision has been shared with the community and is visible around the School.
- Our Governors meet regularly and scrutinise the School's processes and strategic direction.
- Leadership is shared across the teaching staff with regards to curriculum development and learners are involved with planning their learning in classes and with the direction of the school through Council committees.
- Staff have received training and support to ensure learner inclusion across the school.

Y Cwricwlwm, Dysgu ac Addysgu

- Mae pob dysgwr yn derbyn profiadau ar draws y cwricwlwm ac yn dangos cynnydd.
- Defnyddir dysgu o safod uwch i ymateb i ofynion dysgwyr yn nodbarthiadau gyda chymorth targedol i nhw a fydd angen.
- Rydym wedi esblygu ein cyllunio a thracio i ymateb i ofynion y Cwricwlwm a chofnodi cynnydd.
- Mae'r Ysgol wedi ymgysylltu gyda'r cymuned trwy drefnu digwyddiadau cymdeithasol yn yr Ysgol a gyda'r eglwys.
- Yn y dosbarthiadau mae'r plant yn helu llywio'u dysgu ac ar draws yr Ysgol mae nifer o bwllgorau plant yn arwain ar newidiadau, e.e. cylluniodd ac archebodd y plant crys i gystadlu mewn cyfarfodydd chwaraeon.
- Mae'r staff dysgu o hyd yn derbyn hyfforddiant ar ddatblygiadau'r cwricwlwm. Yn ddiweddar mae'nwyd deallwriaeth y cwricwlwm Crefydd, Gwerthoedda Moeseg.



Curriculum, Learning and Teaching

- All pupils receive and experience equally across the curriculum and show progress.
- High quality teaching is used to respond to the needs of learners in the classroom with targeted support available when needed.
- We've evolved our planning and tracking to respond to the requirements of the Curriculum and to track progress.
- The school has engaged with the community through organising community events in the school and with the church.
- In classes the children help to direct their learning and across the school pupil committees lead on school changes, e.g. designing and purchasing new t-shirts to compete in sports events.
- Staff are continually receiving training on curriculum developments. Recently we have enhanced our understanding of the Religion, Values and Ethics element of the curriculum.

Lles, Cynhwysiant a Thegwch

- Mae lles, cynhwysiant a thegwch pob dysgwr o'r blaenoriaeth uchaf a sicrhawn hyn ar draws yr Ysgol.
- Mae amgylchedd yr Ysgol yn cefnogi lles dysgwyr yn enwedig gyda'n defnydd o ddysgu yn yr awyr agored.
- Rydym yn mesur lles a pharadrwydd y plant at ddysgu, a phan gweler angen yn cefnogi'r unigolion gyda chymorth ychwenegol.



Wellbeing, Inclusion and Equity

- The wellbeing, inclusion and equity of all our learners are of the highest priority and is ensured across the school.
- The school environment supports learner wellbeing especially with our use of the outdoors for learning.
- We measure children's wellbeing and readiness to learn, and provide individuals with additional support when the need is recognised.



Cynnydd Blaenoriaethau Datblygu'r Ysgol

Progress of the School's Development Priorities

Blaenoriaeth 1

Cryfhau cyfleoedd i ddisgyblion wneud dewisiadau am eu dysgu, ac i weithio'n fwy annibynol.

- Mae staff wedi cael sgwrsiau proffesiynol, gan werthuso'r dulliau a defnyddir ar oeddrannau wahanol ar draws yr ysgol.
- Mae staff wedi derbyn hyfforddiant gan wasanaeth gwella ysgolion ac wedi darllen erthyglau ar ddulliau cyfoes ac arferion effeithiol.
- Mae disgyblion wedi derbyn dulliau wedi'u mireinio yn y dosbarth; gan fod yn fwy cysylltiedig â chyfarwyddo eu dysgu a chael cyfleoedd i fod yn fwy annibynnol.

Priority 1

Strengthen opportunities for pupils to make decisions on their learning, and to work more independently.

- Staff have had professional conversations, evaluating the approaches made at different ages across the school.
- Staff have received training from school improvement service and have read articles on contemporary approaches and effective practices.
- Pupils have received refined approaches in class; being more involved with directing their learning and receiving opportunities to be more independent.

Blaenoriaeth 2

Ehangu cyfleoedd a darpariaeth meddalwedd a chaledwedd digidol er mwyn datblygu Cymhwysedd Dogodol.

- Wrth ddefnyddio'r grant EdTech mae'r ysgol wedi caffael caledwedd ychwanegol - i-Pads, Chromebooks a Spike Lego.
- Mae staff wedi derbyn hyfforddiant ar ddefnyddio apiau yn ystod Gwyl Hwb, a gan Addysg Lego.
- Mae sgiliau pob plentyn wedi cynyddu gyda gwellhad mewn adnoddau a cyfleoedd, yn cynnwys codio, rheoli dyfeisiadau ymylol a rhaflenni newydd.

Priority 2

Extend opportunities and provision to use a range of software and hardware to develop Digital Competency.

- Using the EdTech grant the school acquired additional hardware - i-Pads, Chromebooks and Lego Spike.
- Staff received training during the Hwb Festival on using applications, and from Lego Education.
- All pupils' skills have improved with the increases provision and opportunities, including coding, controlling peripheral devices and new programs.

Blaenoriaeth 3

Esblygu'r system cynllunio i sicrhau bod gofynion ac ystod y chwech Maes Dysgu a Phrofiad yn cael cofnodi.

- Mae system gynllunio newydd, fwy addas wedi bod ar waith sy'n cynnwys cyfeiriadau penodol at y chwe maes dysgu a phrofiadau.
- Mae disgyblion yn derbyn ystod o ddysgu a phrofiadau sy'n cael eu llywio gan y cynllunio a gofynion y cwricwlwm.
- Mae disgyblion yn ymwneud â llunio cynnwys y cwricwlwm fel rhan o Lais y Disgybl.

Priority 3

Evolve the curriculum planning system to ensure that requirements and the range of the six Areas of Learning and Experiences are recorded.

- A new more suitable planning system has been in use which includes specific references to the six areas of the learning and experiences.
- Pupils' are receiving a range of learning and experiences informed by the planning and the curriculum requirements.
- Pupils are involved with constructing the curriculum content as part of Pupil Voice.

Blaenoriaeth 4

Datblygu ymarferion cynwysedig ar draws y clwstwr i sicrhau bod pob plentyn wedi'i gymell a chefnogi er mwyn iddynt ffynnu a chyrraedd ei botensial llawn.

- Mae staff wedi derbyn canllawiau cyfredol i sicrhau bod pob disgybl yn teimlo eu bod yn derbyn cefnogaeth.
- Fel clwstwr, mae staff wedi mynychu hyfforddiant ymwybyddiaeth i gefnogi pob disgybl gan gynnwys anghenion niwroddatblygiadol, ac mae ganddynt wybodaeth ymarferol am strategaethau defnyddiol.
- Mae pob plentyn yn cael ei drin yn deg ac yn cael mynediad at gefnogaeth. Mae grant yr ALI yn helpu i ddarparu ymyrraeth yn lleoliad yr ysgol.

Priority 4

Develop inclusive practices across the cluster to ensure that every child is motivated and supported to thrive and reach their full potential.

- Staff have received up-to-date guidance on ensuring that all pupils feel supported what-ever their need.
- As a cluster staff have attended awareness training to support all pupils including neurodevelopment needs, and have a working knowledge of helpful strategies.
- All children in school are treated equitably and access support when needed. The LA grant helps with providing interventions in the school setting.

Cynllun Datblygu Ysgol
School Development Plan

Blaenoriaethau Ysgol 2025/2026

Cadarnhau cyfleoedd i ddisgyblion wella'u dysgu ymhellach trwy gryfhau eu annibyniaeth a defnydd cynnydd o adbirth.

Gweithredu elfen Gristnogolein gweledigaeth a rhesymwaith cwricwlwm trwy fireinio teimladau a delweddau o fewn yr Ysgol a'r cymuned.

Datblygu diddordeb, rhygldeb a hyfydredd darllen yn y Gymraeg a Saesneg ar draws yr Ysgol.

Datblygu ymarferion cynwysedig ar draws y clwstwr i sicrhau bod pob plentyn wedi'i gymhell a chefnogi er mwyn iddynt ffynniol a chryaedd ei botensial llawn.



- Cwricwlwm, dysgu ac addysgu:
 - sicrhau cynnydd i bob dysgwr, ac yn benodol y rheini o gefndiroedd difreintiedig er mwyn mynd i'r afael ag effaith tlodi ar gyrhaeddiad
 - cynnydd dysgwyr ar hyd continwmm iaith Gymraeg (a diwylliannol), gan gynnwys mewn lleoliadau ysgol nad ydynt yn rhai cyfrwng Gymraeg
 - systemau asesu sy'n cefnogi cynnydd
 - datblygu cwricwlwm ar y cyd, yn unol â fframwaith y Cwricwlwm i Gymru, sy'n hyrwyddo amrywiaeth eang o wybodaeth, sgiliau a phrofiadau
 - bod yn ysgol sydd wrth wraidd eu cymuned
 - gwranddo ar blant a phobl ifanc
 - capasiti a gallu'r gweithlu, wedi'i ategu gan fuddsoddiad yn sgiliau ymholiad ac addysgeg pob aelod o staff
- Lles, tegwch a chynhwysiant:
 - Cynnydd o ran **sefydlu dull ysgol gyfan o ymdrin ag iechyd a lles meddyliol**
 - sicrhau bod amgylchedd yr ysgol yn cefnogi lles dysgwyr a staff. Mae hyn yn cynnwys hyrwyddo hil, rhyw a chydraddoldeb ehangach, yn ogystal â gweithgarwch gwrth-wahaniaethu, drwy ddysgu a thrwy amgylchedd ehangach yr ysgol
 - trefniadau i ddiogelu dysgwyr
 - sicrhau bod pob dysgwr, yn benodol y rheini sydd dan anfantais o ran eu cefndir neu eu hamgylchiadau, yn cael eu cynnwys yn deg ym mhob agwedd ar fywyd yr ysgol

- sicrhau bod pob dysgwr yn cael cyfle cyfartal i lwyddo a bod rhwystrau i gyfranogiad neu ddysgu ystyrlon yn cael eu nodi ac yr eir i'r afael â nhw.

A school's standard self-evaluation cycle should include coverage of the following areas:

- Vision and leadership:
 - strategic vision
 - leadership capacity across the whole school (including governing body)
 - effectiveness of self-evaluation and improvement processes, including impact of existing improvement strategies and any support received
 - tackling the impact of poverty on attainment
 - being a dedicated learning organisation, with ambitious professional learning for all
 - financial management and use of resources
- Curriculum, learning and teaching:
 - enabling progress for all learners, and in particular those from disadvantaged backgrounds in order to tackle the impact of poverty on attainment
 - learner progress along a Welsh language (and cultural) continuum, including within school settings other than Welsh-medium
 - assessment systems that support progression
 - co-constructing a curriculum, in line with the Curriculum for Wales framework, that promotes a broad range of knowledge, skills and experiences
 - being a school at the heart of its community
 - listening to children and young people
 - workforce capacity and capability, underpinned by investment in the enquiry and pedagogical skills of all staff
- Well-being, equity and inclusion:
 - progress in [embedding a whole-school approach to mental health and emotional well-being](#)
 - ensuring the school environment supports the well-being of learners and staff. This specifically includes promoting race, gender and wider equalities, as well as anti-discrimination activity, through learning and the wider school environment
 - arrangements to safeguard learners
 - ensuring that all learners, particularly those disadvantaged by background or circumstance, are included equally in all aspects of school life
 - ensuring that all learners are given equal opportunities to succeed and that barriers to meaningful participation or learning are actively identified and addressed