

Cynllun Datblygu Ysgol Crynodeb Cyhoeddedig

2025-26



***School Development Plan
Published Summary***

2025-26

Hunan-werthuso'r ysgol: crynodeb o gryfderau

Maes Arolygu 1: Dysgu ac Addysgu

Inspection Area 1: Teaching and Learning.

- Ethos – agwedd bositif gan y mwyafrif at ddysgu.
- Mae disgyblion o bob gallu yn gwneud cynnydd da ar draws yr ysgol o'u pwyntiau cychwyn amrywiol.
- Mae'r disgyblion yn datblygu hyder a rhuglder yn y Gymraeg erbyn tua oedran y Derbyn sydd yn gamp oherwydd mae tua 98% o'n disgyblion yn deillio o deuluoedd di-Gymraeg.
- Mae sgiliau digidol disgyblion yn cael eu datblygu'n arbennig o dda, ac mae disgyblion yn defnyddio'r sgiliau hyn yn effeithiol ac yn hyderus ar draws pob maes o'u dysgu.
- Mae disgyblion yn mwynhau eu gwersi ac yn dangos agweddau cadarnhaol tuag at ddysgu.
- Ystod eang o brofiadau ac ymweliadau arbennig.
- Mae'r gwersi wedi'u cynllunio'n dda ac yn adeiladu'n ddilynol ar wybodaeth, sgiliau a dealltwriaeth disgyblion.
- Mae staff yn ystyried beth mae disgyblion am ddysgu amdano ac mae eu diddordebau yn dylanwadu ar themâu'r ysgol.
- Mae system arfarnu themau ar waith.
- *Ethos – the majority have a positive approach to learning.*
- *Pupils of all abilities make good progress across the school from their various starting points.*
- *The pupils develop confidence and increased fluency in Welsh by around Reception age which is an achievement because around 98% of our pupils come from non-Welsh speaking homes.*
- *Pupils' digital skills are developed particularly well, and pupils use these skills effectively and confidently across all areas of learning.*
- *Varied, worthwhile, valuable experiences and visits.*
- *The lessons are well planned and subsequently build on pupils' knowledge, skills and understanding.*
- *Staff consider what pupils want to learn and their interests influence school themes.*
- *Systems are in place to evaluate projects.*

Maes Arolygu 2: Lles. gofal, cymorth ac arweiniad.

Inspection Area 2: Wellbeing, Care, support and guidance.

- Mae'r ysgol yn gymuned ysgol hapus iawn.
- Mae gan yr ysgol ethos ofalgar a chynhwysol.
- Mae'r ysgol yn gweithio'n llwyddiannus gydag amrywiaeth eang o asiantaethau allanol i gefnogi anghenion ein disgyblion a'n teuluoedd.
- Mae trefniadau pontio'n gryf; o leoliadau cyn-feithrin i'r ysgol, Meithrin newydd, yn fewnol ac o'r cynradd i'r uwchradd.

- Pontio llwydiannus rhwng ysgolion y sir pan mae dysgwyr yn trosglwyddo i unedau arbenigol.
- Ceir ystod eang o gyfleoedd i ddisgyblion i gyfrannu at fywyd ysgol trwy wahanol grwpiau llais disgyblion.
- Mae bron pob un o'n disgyblion yn dweud eu bod nhw'n teimlo'n ddiogel ac yn hapus yn yr ysgol.
- Mae staff yn adnabod disgyblion a'n teuluoedd yn dda iawn.
- Ceir perthynas broffesiynol gref iawn rhwng disgyblion a staff.
- *The school is a very happy school community.*
- *The school has a caring and inclusive ethos.*
- *The school works successfully with a wide variety of external agencies to support the needs of our pupils and families.*
- *Transition arrangements are strong; from pre-nursery settings to school, new Nursery, internally and from primary to secondary.*
- *Successful transition systems between schools within the county when pupils transition into specialist units, here at Cynwyd Sant and elsewhere.*
- *Pupils enjoy their lessons and show positive attitudes towards learning.*
- *There is a wide range of opportunities for pupils to contribute to school life through different pupil voice groups.*
- *The majority of pupils say that they feel safe and happy at school.*
- *Staff know pupils and our families very well.*
- *There is a very strong professional relationship between pupils and staff.*

Maes Arolygu 3: Arwain Gwella

Inspection Area 3: Leadership and Improvement

- Mae gweledigaeth glir gan y Clwstwr a'r Ysgol yn ei lle sy'n cyd-fynd yn agos ag egwyddorion Cwricwlwm i Gymru; mae hyn wedi ei ddatblygu'n dda gyda disgyblion, rhieni / gofalwyr a llywodraethwyr.
- Mae gan yr ysgol ffocws cryf ar ddatblygu arbenigedd staff ac ymwneud â dysgu proffesiynol; mae hyn yn helpu staff i fyfyrio ar eu haddysgu a gweithio gyda'i gilydd i wella eu hymarfer.
- Mae gan y llywodraethwyr ymwybyddiaeth dda o waith yr ysgol wrth dderbyn adroddiadau cynhwysfawr, ymuno ar deithiau dysgu, Cip ar lyfrau/gwaith y disgyblion, cynnal sesiynau trafod gyda'n dysgwyr a'r staff a'n dilyn ar 'X'.
- Mae'r Is-bwyllgorau yn cwrdd yn reolaidd gyda'r Pwyllgor Iechyd a Diogelwch yn monitro'r holl safle yn dymhorol.
- Maent yn cefnogi'r ysgol yn effeithiol.
- Mae'r ysgol yn parhau i ddatblygu dulliau hunan-werthuso rheolaidd. Ers dwy flynedd, cynhaliwyd sesiwn yn ystod Diwrnod HMS ar gyfer y Staff Cefnogi i gynnig adborth gwerthfawr a chyfrannu'n uniongyrchol at y Cynllun Datblygu Ysgol (CDY).
- Er bod pob rhanddeiliad wedi cael y cyfle i rannu syniadau ac adborth ers 2019, profwyd bod cynnal sesiwn wyneb yn wyneb o'r fath yn ffordd llawer mwy effeithiol o ymgysylltu.

- Dwy flynedd yn ôl fe olygodd yr Ysgol fformat ein CDY yn gyfan gwbl ar Google Sites. Mae'r ddogfen yn gynhwysfawr ac yn cynnwys manylion perthnasol ein staffio, datblygiad proffesiynol a'r Hunan Arfarnu.
- Mae'r Ysgol a'r Pennaeth wedi ffocysu ar wella safonau eu hamgylcheddau mewnol ac allanol dros y 6 mlynedd diwethaf.
- Mae ystafelloedd dosbarth nawr yn amgylcheddau dysgu cynhyrchiol, gweithredol a deniadol. Mae'r Staff yn cynnal Taith Gerdded arfarnol yn flynyddol er mwyn gwerthuso a pharhau i wella.
- *The Cluster and the School have a clear vision in place which is closely aligned with the principles of the Curriculum for Wales; this has been well developed with pupils, parents / carers and governors.*
- *The school has a strong focus on developing staff expertise and involvement in professional learning; this helps staff to reflect on their teaching and work together to improve their practice.*
- *The governors have a good awareness of the school's work when receiving comprehensive reports, joining learning walks, holding discussion sessions with our learners and staff and following us on 'X'.*
- *The Sub-Committees meet regularly, with the Health and Safety Committee monitoring the entire site termly. They support the school effectively.*
- *The school continues to develop regular self-evaluation methods. For two years, a session has been held during an INSET Day for the Support Staff to offer valuable feedback and contribute directly to the School Development Plan (SDP).*
- *Although all stakeholders have had the opportunity to share ideas and feedback since 2019, it has been proven that holding such a face-to-face session is a much more effective way of engagement.*
- *Two years ago, the School edited the format of our SDP entirely and our new format is on Google Sites. The document is comprehensive and includes relevant details of our staffing, professional development and the Self Evaluation.*
- *The School and the Headteacher have focused on improving the standards of the school's internal and external environment over the last 6 years.*
- *Classrooms are now productive, active and engaging learning environments. The Staff conduct a Monitoring Walk annually in order to evaluate and continue to improve.*

Meysydd i'w datblygu

Maes Arolygu 1 Dysgu ac Addysgu

Inspection Area 1: Teaching and Learning.

- Parhau i wella iaith lafar y dysgwyr trwy annog defnydd fwy cyson/naturiol o'r Gymraeg (cynnig am Wobr Aur y Siarter).
- Annog ymarferion darllen cyson gan gynnwys strategaeth Dim ond Darllen.

- Parhau i ddarparu ystod o gyfleoedd i'r disgyblion cael ymarfer a datblygu eu sgiliau ysgrifennu estynedig (CDY 2021-22). trwy ddefnyddio strategaeth Pie Corbett ac Ysgrifennu Ysblennydd.
- Hyrwyddo a datblygu cyfleoedd i ddisgyblion gymryd rhan mewn dysgu yn yr awyr agored.
- *Continue to improve the oral language of learners by encouraging more consistent/natural use of the Welsh language (proposal for the Welsh language Charter's Gold Award)*
- *Encourage regular reading exercises, including 'Dim ond Darllen' strategy.*
- *Continue to provide a range of opportunities for the pupils to practise and develop their extended writing skills (SDP 2021-22) by using Pie Corbett and Ysgrifennu Ysblennydd methods.*
- *To promote and develop opportunities for pupils to engage in outdoor learning.*

Maes Arolygu 2: Lles. gofal, cymorth ac arweiniad.

Inspection Area 2: Wellbeing, Care, support and guidance.

- Lles – Datblygu ymhellach fel Ysgol Gymunedol drwy gryfhau partneriaethau a gwella'r gefnogaeth i ddysgwyr a'u teuluoedd.
- *Wellbeing – Further develop as a Community School by strengthening partnerships and improving support for learners and their families.*

Maes Arolygu 3: Arwain a Gwella

Inspection Area 3: Leadership and Improvement

- Parhau i dargedu presenoldeb a hwyrni parhaus gyda chefnogaeth yr EWO, Swyddog Ymgysylltu Teuluol – ymweliadau i'r Ysgol ar y giat
- Pwyllgorau'r Disgyblion – trefnu eto eu bod yn cydweithio ar y blaenoriaethau – Hydref 2025.
- Gwaith Clwstwr i barhau.
- Parhau i adolygu a mireinio'r gwaith o weithredu cwricwlwm newydd yr ysgol.
- *Continue to target attendance and persistent lateness with the support of the EWO, Family Engagement Officer - visits to the School on the gate*
- *The Pupils' Committees – continue to collaborate on priorities - Autumn 2025.*
- *Cluster work continues.*
- *Continue to review and refine the implementation of the school's new curriculum.*

GWERTHUSIAD CYNLLUN DATBLYGU YSGOL
EVALUATION OF SCHOOL DEVELOPMENT PLAN 2024-25

Blaenoriaeth / Priority	Gwerthuso cynnydd / Evaluating progress
Ennyn diddordeb pellach ein disgyblion wrth ddarllen ar gyfer mwynhad bydd yn cyfoethogi gwaith llafar a datblygu dychymyg. Yn ogystal fe fyddwn ni'n parhau gyda'r agweddau yma; • Parhau i weithredu; • Llafar - sesiynau drilio iaith effeithiol, cynnig am Wobr Aur y Siarter • Darllen - Gweithredu'r cynllun ffoneg Monster Phonics, Ail-ymweld â darllen dan arweiniad a gweithgareddau darllen – Carwsel darllen • Ysgrifennu - Pie Corbett, Ysgrifennu Ysblennydd	Crynodeb diwedd y Cylchred: Datganiadau gwerthuso ac effaith Mae holl staff Bl.3–6 yn hyderus wrth addysgu Monster Phonics ac yn darparu cyfleoedd pwrpasol i ddisgyblion ymarfer sgiliau ar lefel eu hanghenion. Effaith: Gwelliant amlwg yn hyder a chymhwysedd staff a disgyblion. Defnyddir systemau llafaredd, darllen ac ysgrifennu'n effeithiol yn y rhan fwyaf o ddosbarthiadau yn ystod gwersi ffoneg a Chylchoedd Darllen. Effaith: Gwell cydlyniant ac ansawdd mewn cynllunio a chyflwyno gwersi ffoneg a darllen. Mae data AWRT ac asesiadau personol wedi dangos cynnydd, heblaw am Fl.3. Effaith: Tystiolaeth o effaith y ddarpariaeth ar gynnydd darllen y rhan fwyaf. Mae'r mwyafrif o blant yn defnyddio'r patrymau ffoneg yn gywir ar lafar yn ystod gwersi. Effaith: Gwell dealltwriaeth a chymhwysiad ymarferol o ffoneg. Mae'r mwyafrif o ddisgyblion yn dychwelyd pecynnau darllen yn rheolaidd gyda staff yn dilyn y rhai sy'n methu drwy neges destun. Effaith: Gwell ymgysylltiad teuluol a chysondeb darllen gartref. Tymor yr Haf - Mae disgyblion Bl.2 wedi dechrau ar Monster Phonics trwy gynnal asesiad gwaelodlin a chyflwyniad i'r cymeriadau gyda gwersi addas i'w lefel. Effaith: Trosglwyddiad llyfn i ddarpariaeth CA2. Defnydd rheolaidd o Monster Phonics wedi arwain at gynnydd ymhlith y mwyafrif o ddisgyblion CA2 yn eu darllen Saesneg. Effaith: Gwelliant mesuradwy mewn sgiliau darllen. Mae nifer o blant yn cynhyrchu darnau ysgrifennu estynedig, creadigol ac addas i'w lefel. Effaith: Cynnydd mewn annibyniaeth ac ansawdd cynnwys ysgrifenedig. Mae llawysgrifen y mwyafrif yn ddealladwy. Effaith: Gwell cyflwyniad a safon ysgrifennu ar draws y dosbarthiadau. Cynhaliwyd adolygiad cynnydd dysgwyr, gyda Cham 3 o'r Cyfarfod Cynnydd yn nodi camau nesaf ar gyfer disgyblion ADY a'r rhai i'w monitro. Effaith: Gwell dilyniant a thargedu cefnogaeth unigol. Ffordd Ymlaen – Beth sydd ar ôl i'w wneud • Mapio ffurfiau ysgrifennu estynedig ar draws prosiectau i sicrhau cyd-destunau dilyys. • Gwahaniaethu grwpiau: dysgu strwythurau brawddegau cyn cyflwyno gwahanol ffurfiau ysgrifennu i ddysgwyr gallu isel. • Cynnal awdit a threfnu cynlluniau darllen presennol. • Cyflwyno strategaethau ffoneg newydd (e.e. lliwiau ar gyfer deuseiniau, llythrennau dwbl, llythrennau sy'n newid sain) gyda Tric a Chlic; sicrhau cysondeb ar draws dosbarthiadau.

To raise the awareness and interest of our pupils to read for enjoyment in order to continue to develop the accuracy of oral work and enrich imagination.	All Year 3–6 staff are confident in delivering Monster Phonics and provide pupils with opportunities to practise skills at their level of need. Impact: Clear improvement in staff and pupil confidence and competence. Oracy, reading, and writing systems are used effectively in most classes during phonics lessons and Reading Carousels. Impact: Improved consistency and quality in planning and delivering phonics and reading lessons. AWRT data and personal assessments show progress, with the exception of Year 3. Impact: Evidence of provision having a positive impact on reading progress for the majority. Most pupils are accurately using phonic patterns orally during lessons. Impact: Improved understanding and practical application of phonics. The majority of pupils are returning reading packs regularly with staff following up with those who don't via text. Impact: Increased family engagement and consistency in home reading. Summer Term - Year 2 pupils have started Monster Phonics by carrying out a baseline assessment and an introduction to the characters with lessons suitable to their level. Impact: Smooth transition to KS2 provision. Regular use of Monster Phonics has led to progress in English reading among the majority of KS2 pupils. Impact: Measurable improvement in reading skills. Several children are producing extended, creative pieces of writing appropriate to their level. Impact: Increased independence and quality in written content. The majority of pupils' handwriting is legible. Impact: Improved presentation and writing standards across classes. Learner progress has been reviewed, with Progress Meeting 3 identifying next steps for ALN pupils and those requiring monitoring. Impact: More focused progression and targeted support for individuals. Next Steps – What remains to be done • Map extended writing forms across projects to ensure authentic contexts. • Differentiate groups: teach sentence structures before introducing varied text types to lower-ability pupils. • Audit and organise current reading schemes. • Introduce new phonics strategies (e.g. colours for digraphs, double letters, letters with changing sounds) through Tric a Chlic; ensure consistency across classes. Crynodeb o ganlyniadau 2024-25 Darllen Saesneg a Chymraeg • Ar draws pob grŵp blwyddyn, yn ôl canlyniadau'r Asesiad Cenedlaethol, mae disgyblion wedi gwneud cynnydd sylweddol mewn darllen.
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	• Mae perfformiad ym mhob grŵp blwyddyn yn uwch na'r cyfartaledd cenedlaethol, gan ddangos cynnydd cryf iawn o'i gymharu â data'r llynedd. Yn benodol, mae canlyniadau darllen Blwyddyn 4, Blwyddyn 5, a Blwyddyn 6 yn sylweddol uwch na'r cyfartaledd cenedlaethol. • Ym Blwyddyn 3, mae darllen Saesneg ychydig islaw'r cyfartaledd cenedlaethol. Mae'n bwysig nodi mai dim ond ym Blwyddyn 3 y cyflwynir Saesneg, ac mae'r canlyniadau'n gymharol ag ysgolion cyfrwng Saesneg. Rhifedd • Mae perfformiad rhifedd ar draws pob grŵp blwyddyn, ac eithrio Blwyddyn 3, yn fras yn unol â'r cyfartaledd cenedlaethol. • Mae canlyniadau Blwyddyn 3 ychydig islaw'r cyfartaledd cenedlaethol, a bydd y garfan hon yn ffocws ar gyfer cefnogaeth dargedig yn y flwyddyn academaidd 2025–26. • Mae perfformiad rhifedd Blwyddyn 2 yn uwch na'r cyfartaledd cenedlaethol. • Summary of 2024-25 results • English and Welsh Reading <i>Pupils have made significant progress in reading across all year groups, according to the National Assessment results.</i> • <i>Performance in all year groups is above the national average, showing very strong progress compared to last year's data. In particular, Year 4, Year 5, and Year 6 reading outcomes are significantly above the national average.</i> • <i>In Year 3, English reading is slightly below the national average. It is important to note that English is only introduced in Year 3, and the results are comparable with English-medium schools.</i> • Numeracy <i>Numeracy performance across all year groups, with the exception of Year 3, is broadly in line with the national average.</i> • <i>Year 3 outcomes are slightly below the national average, and this cohort will be a focus for targeted support in the 2025–26 academic year.</i> • <i>Year 2 numeracy performance is higher than the national average.</i>
Parhau i gydweithio gyda'r Clwstwr er mwyn mireinio a datblygu'n bellach yr hyn sydd eisoes ar waith.	Crynodeb diwedd y Gylchred: Datganiadau gwerthuso ac effaith Cwricwlwm Clwstwr: Cydweithio effeithiol parhaus yn y Clwstwr Teulu Llan wrth ddatblygu a mireinio'r cwricwlwm. Effaith: Cysondeb ar draws y clwstwr wrth fabwysiadu'r cwricwlwm newydd. MDPh: Tîmau'n cydweithio'n effeithiol mewn ysgolion ac ar draws y clwstwr i greu cwricwlwm cydlynol. Effaith: Cydlynad cryfach a gwell aliniad o gynnwys dysgu. Parhad 2025-26: Bydd cydweithio'n parhau trwy drafod ac ymateb i adborth staff. Effaith: Gwelliant parhaus ac addasu cwricwlwm yn seiliedig ar anghenion go iawn. Cynllunio ac Ymarfer: Defnydd effeithiol o fformat cynllunio Clwstwr; hyder staff yn cynyddu gyda'r continwwm. Effaith: Gwell cynllunio a chysondeb o ran disgwyliadau.

Continue to collaborate with the Cluster in order to refine and further develop what is already in place.	Cyfarfodydd Cynnydd: Cyfarfodydd rheolaidd, effeithiol a gwerthfawr; cydnabyddiaeth gan y Partner Gwella. Effaith: Gwella darpariaeth a chynnydd disgyblion. Asesu Cymedroli Clystyrol: Diwrnodau asesu safonau LI&Ch, M&Rh a Ch.M wedi cynnal safonau a mireinio'r continwwm. Effaith: Safonau cyson, gweledigaeth glir o CC3, rhannu arferion da. CADY: Cydweithio llwyddiannus i sicrhau gweithdrefnau ADY cyson. Effaith: Cefnogaeth well i ddysgwyr ag anghenion ychwanegol ar draws y clwstwr. Ymgysylltiad Rhieni: Amryw o gyfleoedd i rieni fod yn rhan o daith ddysgu'r plant. Effaith: Gwerthfawrogiad rhieni o gynnydd eu plant, cryfhau cysylltiadau cartref-ysgol. End of Cycle Summary : Evaluative statements and effect <i>Cluster Curriculum: Continued effective collaboration within Teulu Llan Cluster to develop and refine the curriculum.</i> Impact: Consistency across the cluster in implementing the new curriculum. <i>AoLE Teams: Teams worked effectively within schools and across the cluster to create a coherent curriculum.</i> Impact: Stronger cohesion and improved alignment of learning content. <i>Ongoing Work 2025-26: Collaboration to continue via staff feedback and discussion.</i> Impact: Ongoing improvement and curriculum adaptation based on real needs. <i>Planning and Practice: Effective use of cluster planning format; staff confidence increasing with the continuum.</i> Impact: Improved planning and consistency in expectations. <i>Progress Meetings: Regular, effective, and valuable meetings acknowledged by School Improvement Partner.</i> Impact: Enhanced provision and pupil progress. <i>Cluster Moderation: Assessment/moderation days for LLC, Mathematics, Science and Technology and Expressive Arts helped maintain standards and refine the continuum.</i> Impact: Consistent standards, clear CC3 vision, and sharing of good practice. <i>ALNCo Collaboration: Successful collaboration ensuring consistency in ALN procedures across the cluster.</i> Impact: Better support for learners with additional needs. <i>Parental/Family Engagement: A range of opportunities for families to engage with their child's learning journey.</i> Impact: Parents/Family value being able to track their child's progress; stronger home-school links.
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Dysgu ac Addysgu yn yr Awyr Agored / <i>Teaching and Learning in Outdoor spaces</i> I ddatblygu hunan hyder a'r arfer i wneud defnydd pwrpasol ac effeithiol o ardaloedd awyr agored ein hysgol yn fwy aml er mwyn cyfoethogi profiadau dysgu ac addysgu ein disgyblion. <i>To develop self-confidence and the habit of making purposeful and effective use of our school's outdoor areas more often in order to enrich the learning and teaching experiences of our pupils.</i>	Crynodeb diwedd y Cylchred: Datganiadau gwerthuso ac effaith Derbyniodd staff Addysg Allanol hyfforddiant Cadw'n Daclus gan wella dealltwriaeth a gwybodaeth broffesiynol. Effaith: Parodwydd gwell i ddefnyddio adnoddau'r Grant yn effeithiol. Llwyddodd disgyblion i dyfu perlysiâu a phlanhigion ar gyfer y Big BocsBwyd. Effaith: Dealltwriaeth well o darddiad bwyd a chysyniad "o'r pridd i'r plat". Defnydd cynyddol a chadarnhaol o'r ardaloedd allanol ar draws yr ysgol. Effaith: Hyder disgyblion iau wedi datblygu, lles meddyliol wedi'i gefnogi, ac ymwybyddiaeth amgylcheddol wedi cynyddu. Profiadau addysg awyr agored ystyrlon a brwdfrydig wedi'u darparu. Effaith: Dysgu mwy ymgysylltiol ac ymarferol i ddisgyblion. Cynhaliwyd Wythnos Iechyd a Lles llwyddiannus gyda chyfranogiad eang. Effaith: Datblygiad sgiliau newydd, mwy o hunan-hyder a phrofiadau gwerthfawr i bob disgybl. Summary of the Cycle End: Evaluation statements and impact <i>External Learning Team staff received Keep Wales Tidy training, improving understanding and professional knowledge.</i> Impact: <i>Better readiness to use Grant resources effectively.</i> <i>Pupils successfully grew herbs and plants for the Big Bocs Bwyd initiative.</i> Impact: <i>Improved understanding of food origins and the "soil to plate" concept.</i> <i>Increased and effective use of outdoor areas across the school.</i> Impact: <i>Boosted younger pupils' confidence, supported mental wellbeing, and raised environmental awareness.</i> <i>Meaningful and engaging outdoor learning experiences provided.</i> Impact: <i>More interactive and hands-on learning for pupils.</i> <i>A successful Health and Wellbeing Week took place with full pupil participation.</i> Impact: <i>Development of new skills, increased self-confidence, and valuable experiences for all learners</i> Blaenoriaethau 2025–26 • Defnyddio gwasanaeth prawf gan Wasanaeth Carchardai EM i gynnal a gwella'r safle. • Datblygu prosiect Big Bocs Bwyd ymhellach. • Cyflwyno Cynllun Llythrennedd Bwyd ar draws yr ysgol gyda thasgau pwrpasol. • Ehangu'r Prynhawn Sgiliau i gynnwys thema Big Bocs Bwyd. • Cynnal awdit o'r Jyngl a chreu cynllun gweithredu.
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	• Creu amserlenni ar gyfer ardaloedd allanol i hybu defnydd cyson. • Trefnu sesiynau Ysgol y Goedwig i bob dosbarth (Tanio). • Trefnu sesiynau Bushcraft. • Parhau i ddarparu profiadau addysg awyr agored ymarferol a bywiog. 2025–26 Priorities • <i>Use the probationary service (HM Prison Service) to maintain and improve the site.</i> • <i>Further develop the Big Bocs Bwyd project.</i> • <i>Introduce a Whole-School Food Literacy Plan with purposeful tasks.</i> • <i>Expand Skills Afternoon to include a Big Bocs Bwyd theme.</i> • <i>Conduct a Jungle area audit and develop an action plan.</i> • <i>Create timetables for outdoor areas to encourage consistent use.</i> • <i>Arrange Forest School sessions for all classes (Tanio).</i> • <i>Organise Bushcraft sessions.</i> • <i>Continue to offer engaging and practical outdoor learning experiences.</i>
Datblygu darpariaeth ar gyfer lles, gan gynnwys diwygio Anghenion Dysgu Ychwanegol (ADY).	Crynodeb Diwedd y Cylch – Datganiadau Gwerthuso ac Effaith Mae asesiadau'r Tîm Ymyraethau, yn unol â'r Clwstwr, wedi'u cwblhau'n llwyddiannus. Effaith: Mae hyn wedi sicrhau dealltwriaeth glir o anghenion pob disgybl a chynllunio cefnogaeth addas yn gynnar. Mae disgyblion wedi'u hamserlennu'n effeithiol i dderbyn cefnogaeth briodol, gyda ffocws tymhorol ar iaith oherwydd prinder staff. Effaith: Mae hyn wedi galluogi cefnogaeth fwy penodol a pherthnasol, gan wneud defnydd effeithiol o adnoddau cyfyngedig. Cyfathrebu'n llwyddiannus â rhieni trwy gyfarfod i rannu targedau personol y grŵp 'Targed Ysgol'. Effaith: Mae hyn wedi cryfhau'r bartneriaeth rhwng ysgol a chartref, gan gynyddu ymrwymiad rhieni. Cydweithio buddiol gyda'r Clwstwr i rannu arferion da ac i fireinio systemau ADY. Effaith: Wedi arwain at brosesau mwy effeithiol a chyson ar draws ysgolion y clwstwr. Mynychu Fforwm CADY/ALNCo y sir bob hanner tymor, gan sicrhau bod negeseuon allweddol yn cael eu rhannu'n amserol gyda staff. Effaith: Mae hyn wedi galluogi staff i gadw'n gyfredol gyda datblygiadau ADY ac i weithredu'n effeithiol. Parhau i gynnal cyswllt cryf a buddiol gyda'n teuluoedd i gefnogi taith lwyddiannus y disgyblion yn Ysgol Cynwyd Sant. Effaith: Wedi cryfhau hyder rhieni a lles disgyblion.

Develop provision for wellbeing, including amending Additional Learning Needs (ALN).	Parhau i gynnal cyswllt agos gyda'n hysgolion partner yn y sir (Llangynwyd / Calon y Cymoedd / Heronsbridge/ Y Ferch o'r Sgêr) i hwyluso pontio llwyddiannus. Effaith: Mae disgyblion wedi gallu pontio'n esmwyth rhwng lleoliadau, gan leihau straen ac ansicrwydd. Monitro cynnydd disgyblion ADY a PYDd bob tymor drwy siarad gyda dysgwyr, edrych ar lyfrau a chynnal Cyfarfodydd Cynnydd. Effaith: Mae hyn wedi sicrhau bod ymyraethau'n cael eu hadolygu a'u haddasu'n gyson i fodloni anghenion. Wedi llunio amserlen ADY ar gyfer y flwyddyn ysgol gyfan. Effaith: Wedi creu trefn glir a sefydlog i staff a disgyblion, gan arwain at gefnogaeth fwy effeithiol. Cydlynu cyfarfodydd PCP gyda rhieni ac asiantaethau allanol. Effaith: Sicrhau cyfathrebu agored ac ar y cyd er lles y disgyblion. Sicrhau bod y Pennaeth, Dirprwy, Tiwtor Addysg a'r Cydlynnydd ADY yn cynnwys disgyblion ADY wrth fonitro gwaith dysgwyr. Effaith: Mae hyn wedi codi proffil y disgyblion ADY ac wedi gwella dealltwriaeth staff o'u hanghenion. GJ wedi cydweithio'n effeithiol gydag Angharad Jones a Marianne Maclem o'r Sir i gryfhau systemau'r Ymateb Graddedig. Effaith: Mae'r Uned MLD bellach yn rhan annatod o brosesau'r ysgol, gan gryfhau darpariaeth arbenigol. GJ yn parhau i fonitro addasiadau rhesymol mewn ystafelloedd dosbarth a sicrhau bod cofnodion pryder yn cael eu cwblhau'n gywir. Effaith: Mae hyn wedi sicrhau bod pob disgybl yn derbyn y gefnogaeth sydd ei hangen, a bod y staff yn gweithredu'n ragweithiol. GJ wedi mynychu hyfforddiant 'Uwch Arweinydd'. Effaith: Wedi arwain at arweinyddiaeth fwy hyderus ac effeithiol wrth gyflwyno newid o fewn yr ysgol. Heb ei gwblhau – i barhau yn 2025–26: • Parhau i fonitro effaith y sesiynau ymyraethau yn agosach. • Sicrhau amserlen glir ac amser neilltuedig i gwblhau gwaith papur ADY. End of Cycle Summary – Evaluative Statements and Effect <i>Intervention Team assessments, in line with the Cluster, have been successfully completed.</i> Impact: <i>This has ensured a clear understanding of individual pupil needs and enabled early planning of appropriate support.</i> <i>Pupils have been timetabled effectively to receive suitable and impactful support, with a specific focus on language this term due to staffing shortages.</i> Impact: <i>This has allowed for targeted and efficient use of limited resources, meeting current needs effectively.</i>
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	Successful communication with parents, including meetings to share personal targets for the 'School Target' group. Impact: Strengthened the school-home partnership, improving parental engagement and support. Effective collaboration with the Cluster to share good practice and refine ALN systems. Impact: Led to more consistent and efficient processes across Cluster schools. Regular attendance at the Local Authority ALNCo Forum each half-term, ensuring key messages are shared promptly with school staff. Impact: Keeps the whole team up to date with national and local developments, improving response and implementation. Maintained strong and meaningful relationships with families to support pupils' successful journey at Cynwyd Sant. Impact: Improved parental confidence and learner wellbeing. Continued strong links with local schools (Llangynwyd / Calon y Cymoedd / Heronsbridge / Ysgol y Ferch o'r Sgêr) to support successful transitions. Impact: Ensures smooth, well-supported transitions, reducing anxiety for pupils and parents. Monitoring the progress of ALN and Wellbeing (PYP) pupils each term through learner voice, book looks, and Progress Meetings. Impact: Ensures that interventions are regularly reviewed and adjusted for maximum impact. Created a whole-school ALN timetable for the academic year. Impact: Provided clarity and structure for staff and learners, enabling more effective support delivery. Coordinated PCP (Person-Centred Planning) meetings with parents and external agencies. Impact: Ensures honest, consistent communication and shared understanding of pupil needs. Ensured that the Headteacher, Deputy, Teaching Assistants, and ALNCo include ALN pupils when monitoring learner samples. Impact: Raised the profile of ALN pupils and improved staff understanding of diverse needs. GJ has worked closely with Angharad Jones and Marianne Maclem from the local authority to strengthen the school's Graduated Response systems. Impact: The school's MLD Unit is now fully integrated into the whole-school approach and systems. GJ continues to monitor reasonable adjustments made in classrooms and ensures that pupil concern logs are completed by class teachers. Impact: Supports the inclusion of diverse learners and ensures pupil development is tracked and supported appropriately. GJ attended 'Senior Leader' training.
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	Impact: <i>Has led to more confident and effective leadership, particularly in implementing and managing change across the school.</i> Outstanding – to continue in 2025–26: • <i>Continue to closely monitor the impact of intervention sessions.</i> • <i>Ensure clear timetabling and dedicated time for ALN-related paperwork.</i>
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BLAENORIAETHAU CYNLLUN DATBLYGU YSGOL 2025-26
PRIORITIES FOR SCHOOL DEVELOPMENT PLAN 2025-26

Blaenoriaeth 1 Priority 1	Camau Allweddol Key Actions	Cefnogaeth Support
Llythrennedd - Darllen / Literacy – Reading Parhau i wella cyrhaeddiad a chynnydd darllen ar draws y camau cynnydd drwy gyflwyno strategaeth ‘Dim Ond Darllen’ Rhydywaun (fel rhan o Glwstwr Tîm Llan), er mwyn datblygu a gwella sgiliau mecanyddol darllen disgyblion. Parhau i weithredu; • Llafar - Parhau â gweithdrefnau 2024-25; drilio iaith • Darllen - Tric a Chlic, Monster Phonics, Sesiynau ffoneg, Darllen Co. • Ysgrifennu - Parhau â gweithdrefnau 2024-25; Pie Corbett, Ysgrifennu Ysblennydd. • Cysoni arferion Gwahaniaethu / Herio ac Adborth ar draws yr Ysgol. <i>Continue to improve reading attainment and progress across the progression steps by implementing Rhydywaun’s ‘Just Reading’ strategy (as part of the Llan Cluster Team), in order to develop and enhance pupils’ mechanical reading skills. Continue to implement:</i> • Oracy – Continue with 2024–25 procedures; language drilling.	Mesur cynnydd clir mewn sgiliau mecanyddol darllen drwy asesiadau ffurfiol a ffurfiannol. Gweithredu’n llawn strategaeth ‘Dim Ond Darllen’ Rhydywaun ym mhob cam cynnydd gyda thystiolaeth o weithgareddau a phroffion. (Plant Proffil) Dilyn gweithdrefnau drilio iaith 2024-25 gyda thystiolaeth o weithgarwch llafar yn y dosbarth. Cynnal sesiynau Tric a Chlic, Monster Phonics, sesiynau ffoneg a Darllen Co’n rheolaidd gyda chofnodion presenoldeb Rhieni. Gweithredu Pie Corbett a’r Ysgrifennu Ysblennydd yn barhaus gyda thystiolaeth o waith a chynnydd disgyblion. Cysoni arferion gwahaniaethu, herio ac adborth ar draws yr ysgol, gyda chofnodi a monitro systematig. Dangos cynnydd a gwelliant drwy adolygiadau, arsylwadau dosbarth a data asesiadau. <i>Clearly measure progress in mechanical reading skills through both formal and formative assessments.</i> <i>Fully implement Rhydywaun’s ‘Just Reading’ strategy across all progression steps, with evidence of activities and assessments.</i> <i>Follow the 2024–25 language drilling procedures, with evidence of oracy activities taking place in the classroom.</i>	Bydd adborth rheolaidd gan yr Arweinydd Llythrennedd Bydd cydweithio agos rhwng athrawon, arweinwyr Ysgol, y Clwstwr yn sicrhau bod adnoddau a gefnogaeth priodol ar gael i ategu’r gwaith ysgol. <i>There will be regular feedback from the Literacy Leader.</i> <i>Close collaboration between teachers, school leaders, and the Cluster will ensure that appropriate resources and support are available to complement the work taking place in school.</i>

Reading – <i>Tric a Chlic, Monster Phonics, phonics sessions, Darllen Co.</i> Writing – <i>Continue with 2024–25 procedures; Pie Corbett, Brilliant Writing (Ysgrifennu Ysblennydd).</i> Standardise approaches to differentiation, challenge and feedback across the school.	<i>Regularly deliver Tric a Chlic, Monster Phonics, phonics sessions and Darllen Co, with parents' attendance records maintained.</i> <i>Consistently implement Pie Corbett and Brilliant Writing (Ysgrifennu Ysblennydd), with evidence of pupil work and progress.</i> <i>Standardise approaches to differentiation, challenge and feedback across the school, with systematic recording and monitoring.</i> <i>Demonstrate progress and improvement through reviews, lesson observations and assessment data.</i>	
Blaenoriaeth 2 Priority 2	Camau Allweddol Key Actions	Cefnogaeth Support
Mathemateg a Rhifedd / Mathematics and Numeacy - Defnyddio'r Continwfm Rhifedd wrth gynllunio i sicrhau cydlynid mewn grwpiau blwyddyn. - Sicrhau strwythur wythnosol cyson ar gyfer gwersi mathemateg gyda chyflwyno cysyniadau newydd, ailadrodd a her. - Defnyddio'r ystafell ddosbarth allanol yn rheolaidd i gyfoethogi dysgu rhifedd drwy weithgareddau ymarferol. - Cyflwyno system adborth a heriau (Mynydd Bychan) i helpu disgyblion ddeall eu camau nesaf. - Sicrhau bod disgyblion abl yn cael her briodol a dangos cynnydd mesuradwy. - Dangos cynnydd amlwg yn llyfrau disgyblion drwy ymateb i adborth athrawon. - Gwella sgoriau personol gyda ffocws ar ddisgyblion 115+ drwy ddarparu her a chefnogaeth darged	Defnyddio'r Continwfm Rhifedd yn gyson wrth gynllunio ar draws pob blwyddyn. Dilyn strwythur wythnosol ar gyfer gwersi mathemateg gyda chyflwyno cysyniadau newydd, ailadrodd a her. Defnyddio'r ystafell ddosbarth awyr agored yn rheolaidd i gyfoethogi dysgu rhifedd ymarferol. Cyflwyno system adborth a her Mynydd Bychan i arwain camau nesaf y dysgu. Darparu her briodol i ddisgyblion abl a monitro eu cynnydd. Sicrhau bod disgyblion yn ymateb i adborth athrawon yn eu llyfrau. Canolbwyntio ar wella sgoriau personol, yn enwedig disgyblion 115+, trwy gefnogaeth a her dargededig o'r Athro/awes dosbarth.	Derbyn cefnogaeth a chynghor gan Louise Davies CSC ar gyfer gweithdrefnau dysgu a gwelliant. *16-07-25 – Ymweliad cychwynnol Louise Davies. 22-09-25 - Cynnig hyfforddiant i staff ar strategaethau allweddol a dulliau addysgu. Monitro cynnydd a darparu adborth rheolaidd i wella gweithdrefnau. Sicrhau cydweithrediad agos rhwng athrawon, arweinwyr Ysgol, Clwstwr a'r CSC i gefnogi'r gwaith. Trefnu ymweliadau gan Louise Davies o CSC trwy gydol y flwyddyn i asesu cynnydd a darparu arweiniad arbenigol.

Mathematics and Numeracy - Use the Numeracy Continuum in planning to ensure coherence and consistency across year groups. - Ensure a consistent weekly structure for maths lessons, including the introduction of new concepts, repetition, and challenge. - Regularly use the outdoor classroom to enrich numeracy learning through practical, hands-on activities. - Introduce a feedback and challenge system (Mynydd Bychan) to help pupils understand their next steps. - Ensure more able pupils receive appropriate challenge and show measurable progress. - Show clear progress in pupils' books through responses to teacher feedback. - Improve personalised scores, with a focus on pupils scoring 115+, by providing targeted challenge and support.	Consistently use the Numeracy Continuum when planning across all year groups. Follow a weekly structure for maths lessons that includes introducing new concepts, repetition, and challenge. Regularly use the outdoor classroom to enrich practical numeracy learning. Implement the Mynydd Bychan feedback and challenge system to guide the next steps in learning. Provide appropriate challenge for more able pupils and monitor their progress. Ensure pupils respond to teacher feedback in their books. Focus on improving personal scores, especially for pupils scoring 115+, through targeted support and challenge from the Classteacher.	Receive support and advice from Louise Davies CSC regarding learning procedures and improvement. 16-07-25 – Initial visit from Louise Davies. 22-09-25 - Offer training to staff on key strategies and teaching methods. Monitor progress and provide regular feedback to improve procedures. Ensure close collaboration between teachers, school leaders, the Cluster, and CSC to support the work. Arrange visits from Louise Davies of CSC throughout the year to assess progress and provide specialist guidance.
Blaenoriaeth3 Priority 3	Camau Allweddol Key Actions	Cefnogaeth Support
Lles - Datblygu ymhellach fel Ysgol Gymunedol, gan gryfhau partneriaethau a gwella'r gefnogaeth i ddysgwyr a'u teuluoedd. - Sefydlu cysylltiadau cryf rhwng yr ysgol, teuluoedd a sefydliadau lleol. - Sicrhau bod y Swyddog Ymgysylltu Teuluoedd yn	Adeiladu partneriaethau gyda theuluoedd a sefydliadau lleol. Cynnal cyfarfodydd rheolaidd a chyfathrebu trwy'r Swyddog Ymgysylltu Teuluoedd. Hysbysebu a hybu gwasanaethau cymunedol yr ysgol. Trefnu a rhedeg gweithgareddau cymunedol newydd bob tymor.	Cefnogaeth barhaus gan Swyddog Ymgysylltu Teuluoedd (FEO), Julia Tomlinson, i adeiladu cysylltiadau cryf gyda theuluoedd a'r gymuned. Cydweithio ag asiantaethau allanol megis Early Help i ddarparu cymorth cynnar i deuluoedd mewn angen. Gweithio gyda Gwasanaethau Cefnogi Disgyblion (Pupil

weithgar ac yn weladwy gyda chynnydd mesuradwy. • Gwella defnydd y gymuned o wasanaethau a chyfleoedd yr ysgol. • Datblygu rhaglenni neu weithgareddau cymunedol newydd a'u cynnal yn rheolaidd. • Gwella presenoldeb disgyblion drwy gefnogaeth dargededig i deuluoedd. • Derbyn adborth cadarnhaol gan rieni a rhanddeiliaid am effaith y dull cymunedol. • Dangos tystiolaeth o wella lles a chynnydd addysgol disgyblion yn sgil ymgysylltiad gwell gyda'r gymuned.	Darparu cefnogaeth dargededig i deuluoedd i wella presenoldeb disgyblion. Casglu adborth rheolaidd gan rieni a rhanddeiliaid. Monitro a dadansoddi data i fonitro lles a chynnydd addysgol disgyblion.	Support Services) i gefnogi anghenion dysgu a lles disgyblion. Derbyn cyngor a hyfforddiant gan asiantaethau allanol i wella arferion y tîm ysgol. Cynllunio a gweithredu gweithgareddau cymunedol gyda chefnogaeth asiantaethau allanol er mwyn ymestyn y gefnogaeth i deuluoedd a dysgwyr. Monitro cynnydd a phrofi effaith y gefnogaeth drwy gydweithio ag asiantaethau allanol a staff ysgol.
Wellbeing – Further develop as a Community School by strengthening partnerships and improving support for learners and their families. • Establish strong links between the school, families, and local organisations. • Ensure the Family Engagement Officer is active and visible, with measurable progress. • Improve community use of the school's services and opportunities. • Develop and regularly run new community programmes or activities. • Improve pupil attendance through targeted support for families. • Receive positive feedback from parents and stakeholders on the impact of the community approach. • Provide evidence of improved wellbeing and educational progress of pupils as a result of better community engagement.	<i>Build partnerships with families and local organisations.</i> <i>Hold regular meetings and maintain communication through the Family Engagement Officer.</i> <i>Advertise and promote the school's community services.</i> <i>Organise and run new community activities each term.</i> <i>Provide targeted support to families to improve pupil attendance.</i> <i>Collect regular feedback from parents and stakeholders.</i> <i>Monitor and analyse data to track pupil wellbeing and educational progress.</i>	<i>Ongoing support from the Family Engagement Officer (FEO), Julia Tomlinson, to build strong connections with families and the community.</i> <i>Collaborate with external agencies such as Early Help to provide early support for families in need.</i> <i>Work with Pupil Support Services to support pupils' learning and wellbeing needs.</i> <i>Receive advice and training from external agencies to improve the school team's practices.</i> <i>Plan and implement community activities with the support of external agencies to extend support to families and learners.</i> <i>Monitor progress and evaluate the impact of the support through collaboration with external agencies and school staff.</i>

