Cynllun Datblygu Ysgol Crynodeb Cyhoeddedig 2026-27

School Development Plan Published Summary 2026-27

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 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, profwyd bod cynnal sesiwn wyneb yn wyneb o'r fath yn ffordd llawer mwy effeithiol o ymgysylltu.
- Tair mlynedd 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 7 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, it has been proven that holding such a face-to-face session is a much more effective way of engagement.*
- *Three 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 7 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 2026.
- 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 2026.*
- *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 2025-26	
Blaenoriaeth / Priority	**Gwerthuso cynnydd / Evaluating progress**

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.
 	
Continue to improve reading attainment and progress across the progression steps by implementing
	Crynodeb diwedd y Cylchred: Datganiadau gwerthuso ac effaith
	
	Mae cynnydd cadarn wedi'i wneud wrth ddatblygu medrau Cymraeg disgyblion. Mae'r rhan fwyaf yn defnyddio patrymau iaith, idiomau a ffoneg yn fwy hyderus, gyda sesiynau *Bore Da* yn cefnogi datblygiad llafaredd a defnydd cywir o'r ferf.
	
	Mae *Dim Ond Darllen* a gweithgareddau cylch darllen wedi cryfhau hyder, hyfedredd a mwynhad disgyblion wrth ddarllen. Mae cyfleoedd rheolaidd i ddarllen gydag athrawon wedi cefnogi datblygiad pellach.
	
	Mae cynllunio mwy bwriadus ar gyfer patrymau iaith a ffoneg, ynghyd ag adolygu'r Cynllun Clebran, wedi gwella dilyniant ac asesu cynnydd. Yn ogystal, mae'r strwythur llafar–darllen–ysgrifennu ym Mlwyddyn 5 a 6 wedi cryfhau'r cysylltiadau rhwng y medrau iaith.
	
	Effaith: Mae dysgwyr yn dangos mwy o hyder wrth siarad a darllen Cymraeg, yn defnyddio patrymau iaith yn fwy cywir, ac yn ymgysylltu'n fwy cadarnhaol â gweithgareddau Cymraeg ar draws yr ysgol.
	
	Ffordd Ymlaen – Beth sydd ar ôl i'w wneud
	• Parhau i wreiddio atalnodi Kung Fu blwyddyn nesaf. Mae bl 1 a 2 wedi gweld yn effeithiol iawn.
	• Monitro sesiynau Tric a Chlic Tymor yr Hydref er mwyn arsylwi ein hyfforddiant ar waith. Yn dilyn yr hyfforddiant, gobeithiwn gweld cynnydd cyflymach gyda'r dysgwyr.
	• Parhau i godi disgwyliadau a safonau llawysgrifen.
	• Parhau gyda'r arfer da o Dim ond Darllen ac annog eu defnyddio yn drawsgwricwlaidd blwyddyn nesaf.
	• Parhau i wreiddio trefn yr wythnos CA2: **Trefn yr wythnos**
	  • **Dydd Llun** - Llafar (Cynllun clebran)
	  • **Dydd Mawrth** - darllen (Hyfforddiant darllen llynedd - Myfanwy/ Huw Hughes)
	  • **Dydd Mercher, Iau, Gwener** - gramadeg, cynllunio, ffurf ysgrifennu.
	• Parhau i ddangos gwahaniaethu'n glir yn llyfrau'r dysgwyr a darparu cyfleodd i wella gwaith (gwirio gwyrdd).
	• Rhannu canlyniadau'r holiadur yn ddi-enw fel bod pawb yn gallu gweld y gweithgareddau arbennig a chasglu syniadau newydd.
	• Cynllunio tasgau darllen yn ofalus, rhai wedi'i gwahaniaethu (nid dim ond amser ar y llyfrau chrome). Sicrhau bod grwp yn cael cyfle i ddarllen gyda athro/awes pob wythnos.
	
	End of Cycle Summary: Evaluation Statements and Impact
	
	Good progress has been made in developing pupils' Welsh language skills. Most pupils are using language patterns, idioms and phonics

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:
 	
• *Oracy – Continue with 2024–25 procedures; language drilling.*
• *Reading – Tric a Chlic, Monster Phonics, phonics sessions, Darllen Co.*
• *Writing – Continue with 2024–25 procedures; Pie Corbett, Brilliant Writing (Ysgrifennu Ysblennydd).*
• *Standardise approaches to differentiation, challenge and feedback across the school*.
	with greater confidence, with Bore Da sessions supporting the development of speaking skills and the correct use of verbs.
	
	Dim Ond Darllen *and reading circle activities have strengthened pupils' confidence, fluency and enjoyment of reading. Regular opportunities to read with teachers have further supported their development.*
	
	More purposeful planning for language patterns and phonics, together with the review of the Cynllun ***Clebran Scheme****, has improved progression and the assessment of progress. In addition, the speaking–reading–writing structure in Years 5 and 6 has strengthened the links between the different language skills.*
	
	Impact: *Pupils are showing greater confidence when speaking and reading Welsh, are using language patterns more accurately, and are engaging more positively in Welsh-language activities across the school.*
	
	Next Steps – What Remains to be Done
	• *Continue embedding the Kung Fu punctuation approach next year, as it has proven highly effective in Years 1 and 2.*
	• *Monitor Tric a Chlic sessions during the Autumn Term to observe the impact of staff training in practice. Following the training, we expect to see accelerated learner progress.*
	• *Continue to raise expectations and standards of handwriting.*
	• *Maintain the successful Dim Ond Darllen approach and encourage its use across the curriculum next year.*
	• *Continue embedding the Key Stage 2 weekly literacy structure:*
	  ○ *Monday – Oracy (Clebran Scheme)*
	  ○ *Tuesday – Reading (following previous reading training with Myfanwy and Huw Hughes)*
	  ○ *Wednesday, Thursday and Friday – Grammar, planning and writing.*
	• *Continue to show differentiation clearly in pupils' books and provide opportunities for pupils to improve their work through self-assessment and feedback (green checking).*
	• *Share questionnaire results anonymously so that all staff can view successful activities and gather new ideas.*
	• *Plan reading activities carefully, including differentiated tasks rather than solely independent work on Chromebooks. Ensure that every group has an opportunity to read with a teacher each week.*
	
	Crynodeb o ganlyniadau Asesiadau Personol 2025-26
	Summary of Personalised Assessments 2025-26 results
	Across all four assessments, outcomes are strong, with the large majority of pupils achieving a standardised score of 85+ in every year group. Performance is particularly strong in ***Welsh Reading*** *and both* ***Numeracy strands (Reasoning and Procedural)****, where between 80% and 97% of pupils achieve 85+ in most cohorts. The proportion of pupils attaining the*

	*higher benchmark (115+) varies across year groups, with particularly strong performance in **Welsh Reading BI3 and BI5** and **English Reading BI3 a BI5**. Very few pupils fall below the expected standard in Numeracy, although a higher proportion of pupils are below the benchmark in **Welsh Reading BI2**. Overall, the results indicate strong attainment across the school, with continued focus needed on increasing higher-level attainment consistently and reducing the small number of pupils below expected levels in reading.*
Mathemateg a Rhifedd • Defnyddio'r Continwwm Rhifedd wrth gynllunio i sicrhau cydlyniad 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	**Crynodeb diwedd y Gylchred: Datganiadau gwerthuso ac effaith** Mae datblygiadau cadarn wedi'u gwneud o ran sicrhau cysondeb mewn addysgu a chynllunio Mathemateg drwy fabwysiadu Cynllun Mathemateg y Consortiwm a pharhau â Big Maths. Mae defnydd TTRS, Sumdog a Clic wedi cefnogi cynnydd amlwg yn sgiliau rhifedd craidd y rhan fwyaf o ddisgyblion, yn enwedig eu gwybodaeth a'u cyflymder wrth gofio ffeithiau rhif. Mae'r cynlluniau a'r adnoddau newydd wedi cryfhau dilyniant sgiliau ar draws yr ysgol, tra bod hyfforddiant diweddar wedi dechrau cynyddu'r defnydd o drinolion a gweithgareddau rhesymu a datrys problemau. Gwelwyd hefyd ddatblygiad yn y ddarpariaeth awyr agored ar gyfer rhifedd yn y dosbarth derbyn. Yn gyffredinol, mae disgyblion yn dangos mwy o hyder a chynnydd mewn mathemateg. Fodd bynnag, mae angen sicrhau mwy o gysondeb ar draws dosbarthiadau, yn enwedig o ran defnyddio trinolion, gweithgareddau rhesymu, a datblygu'r elfen 'Safe' er mwyn sicrhau cynnydd cytbwys i bob dysgwr. **Ffordd Ymlaen** Parhau i; • Defnyddio TTRS yn ddyddiol am 10 munud i gynnal a datblygu sgiliau tablau. • Defnyddio Sumdog trwy gyfrwng y Gymraeg o fis Medi 2026 i atgyfnerthu terminoleg fathemategol. • Codi disgwyliadau o ran cyflwyno gwaith Mathemateg yn drefnus, yn glir ac yn systematig. • Cyflwyno gweithgareddau rhesymu yn wythnosol neu o leiaf unwaith y bythefnos. • Defnyddio'r Cynllun Mathemateg wrth gynllunio, gan gyfeirio at wybodaeth y continwwm sydd ar gefn y cynllun. • Defnyddio trinolion yn ddyddiol wrth addysgu Mathemateg, gan annog y disgyblion i'w dewis yn annibynnol. • Sicrhau bod pob dosbarth yn cwblhau sialensau Clic yn wythnosol. • Defnyddio llyfrau Mathemateg newydd ym Mlwyddyn 2 i gefnogi dilyniant llawysgrifen a ymddangosiad gwaith. • Parhau i dracio cynnydd Clic, Learn Its a SAFE ar TEAMS. • Darparu hyfforddiant Big Maths i staff newydd. • Gweithio gyda'r clwstwr i sicrhau cysondeb mewn darpariaeth a disgwyliadau.

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.*	***End of Cycle Summary : Evaluative statements and effect*** *Strong progress has been made in securing consistency in Mathematics teaching and planning through the adoption of the Consortium Mathematics Scheme and the continued use of Big Maths. The use of TTRS, Sumdog and Clic has supported noticeable improvements in the core numeracy skills of most pupils, particularly in their knowledge, recall and speed of number facts.* *The new schemes and resources have strengthened progression of skills across the school, while recent training has begun to increase the use of learning tools and reasoning and problem-solving activities. Developments have also been seen in the outdoor numeracy provision within the Reception class.* *Overall, pupils are demonstrating increased confidence and progress in Mathematics. However, greater consistency is still required across classes, particularly in the use of learning tools, reasoning activities, and the development of the 'SAFE' element to ensure balanced progress for all learners.* ***Way Forward*** *Continue to:* • *Use TTRS daily for 10 minutes to maintain and further develop times tables skills.* • *Use Sumdog through the medium of Welsh from September 2026 to reinforce mathematical vocabulary.* • *Raise expectations regarding the presentation of Mathematics work so that it is organised, clear and systematic.* • *Introduce reasoning activities weekly, or at least once every fortnight.* • *Use the Mathematics Scheme when planning, referring to the continuum information included within the scheme.* • *Use learning tools daily when teaching Mathematics, encouraging pupils to select them independently.* • *Ensure that all classes complete weekly Clic challenges.* • *Use the new Mathematics books in Year 2 to support progression in handwriting and the presentation of work.* • *Continue tracking progress in Clic, Learn Its and SAFE on TEAMS.* • *Provide Big Maths training for new staff.* • *Work with the cluster to ensure consistency in provision and expectations.*
Lles - Datblygu ymhellach fel Ysgol Gymunedol, gan gryfhau partneriaethau a gwella'r gefnogaeth i ddysgwyr a'u teuluoedd.	**Crynodeb diwedd y Cylchred: Datganiadau gwerthuso ac effaith** Ers mis Chwefror 2026, mae rôl y Swyddog Ymgysylltu Teuluol wedi esblygu i ymateb i newidiadau staffio ac anghenion yr ysgol. Er bod ymgysylltiad rhieni â nifer o weithdai a digwyddiadau yn amrywiol, roedd yr adborth gan y rhai a fynychodd yn gadarnhaol. Nodwyd ymrwymiadau gwaith a diffyg gofal plant fel rhai o'r prif rwystrau i gyfranogiad teuluoedd.

• Sefydlu cysylltiadau cryf rhwng yr ysgol, teuluoedd a sefydliadau lleol. • Sicrhau bod y Swyddog Ymgysylltu Teuluoedd yn 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.	Mewn ymateb i hyn, canolbwyntiwyd yn ystod Tymor yr Haf ar ddarparu cymorth lles wedi'i dargedu i unigolion a grwpiau o ddysgwyr bregus. Roedd y ddarpariaeth hon yn llwyddiannus wrth gefnogi meysydd megis hunanhyder, gwydnwch, meddylfryd twf a pherthnasoedd iach. Parhawyd hefyd i weithio'n agos gydag asiantaethau allanol, gan gynnwys Early Help a SHiNE, i sicrhau cymorth priodol i deuluoedd. Roedd y gweithdai Diogelwch Ar-lein ar gyfer Blwyddyn 5 a 6 yn arbennig o lwyddiannus o ran ymgysylltu â rhieni, gan awgrymu bod sesiynau sy'n ymateb i bryderon cyfoes teuluoedd yn denu mwy o gyfranogiad. **Effaith:** Mae'r ddarpariaeth wedi cryfhau lles a gwydnwch nifer o ddisgyblion, wedi gwella mynediad teuluoedd at gymorth priodol, ac wedi dangos bod gweithdai perthnasol a phwrpasol yn gallu cynyddu ymgysylltiad rhieni â'r ysgol. **Parhau 2026-27** • Mapio'r flwyddyn gan greu rhaglen/amserlen fras o sesiynau ar ddechrau tymor yr Hydref. • Cynnig mwy o sesiynau rhiant a phlentyn ar gyfer y sesiynau teuluol. • Ystyried sesiynau 'Stori, Can a Chwarae' i deuluoedd fel eu bod yn gallu mynychu gyda brodyr/chwiorydd iau a bod hwn yn gyfle iddynt drafod gyda ein SYT materion sydd yn peri pryder iddynt ac i drafod strategaethau cymorth. • Parhau i gynnig sesiynau grwp ac 1:1 i ddysgwyr yr ysgol gan fod rhain wedi bod yn llwyddiannus ac wedi cynnig cymorth lles i nifer o ddysgwyr, roedd hwn hefyd wedi helpu cefnogi plant byddai fel arall wedi cael eu cyfeirio i'r Hafan.
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,*	***Summary of the Cycle End: Evaluation statements and impact*** *Since February 2026, the role of the Family Engagement Officer has evolved in response to staffing changes and the needs of the school community. While parental engagement in a number of workshops and events was variable, feedback from those who attended was positive. Work commitments and childcare arrangements were identified as key barriers to participation for some families.* *In response, the focus during the Summer Term shifted towards targeted wellbeing support for vulnerable individuals and groups of learners. This provision proved successful in supporting areas such as self-confidence, resilience, growth mindset and healthy relationships. The school also continued to work closely with external agencies, including Early Help and SHiNE, to ensure that families received appropriate support when required.*

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.*	*The Online Safety workshops for Year 5 and 6 pupils were particularly successful in engaging parents, suggesting that sessions which address current and relevant family concerns are more likely to encourage participation.* ***Impact:*** *The provision has strengthened the wellbeing and resilience of a number of pupils, improved families' access to appropriate support services, and demonstrated that relevant and purposeful workshops can increase parental engagement with the school.* ***Next Steps*** • *Map out the year by creating an outline programme and timetable of sessions at the beginning of the Autumn Term.* • *Offer more parent-and-child sessions as part of the family engagement programme.* • *Consider introducing* ***'Story, Song and Play'*** *sessions for families, enabling them to attend with younger siblings. These sessions would also provide opportunities for parents to discuss any concerns with the Family Engagement Officer and explore appropriate support strategies.* • *Continue to provide group and one-to-one sessions for pupils, as these have proved successful in supporting the wellbeing of a number of learners. This provision has also helped support some pupils who might otherwise have required referral to The Haven (Yr Hafan).*

BLAENORIAETHAU CYNLLUN DATBLYGU YSGOL 2026-27 *PRIORITIES FOR SCHOOL DEVELOPMENT PLAN 2026-27*		
Blaenoriaeth 1 ***Priority 1***	**Camau Allweddol** ***Key Actions***	**Cefnogaeth** ***Support***
Cryfhau'r cyfleoedd i ddisgyblion ddatblygu fel dysgwyr annibynnol. *Argymhelliad Estyn Chwefror 2026* *Strengthen the opportunities for pupils to develop as independent learners. Estyn recommendation February 2026*	• Sefydlu dealltwriaeth gyffredin ymhlith staff o nodweddion dysgu annibynnol effeithiol drwy ymchwil, trafodaeth a chydweithio. • Cynyddu'r cyfleoedd i ddisgyblion wneud dewisiadau ystyrlon am eu dysgu a'r ffyrdd y maent yn dangos eu dealltwriaeth. • Mewnblannu dulliau cyson o hunanasesu, cydasesu, gosod targedau a myfyrio ar draws yr ysgol. • Cynllunio profiadau dysgu sy'n hyrwyddo datrys problemau, ymchwilio, gwydnwch a meddwl yn annibynnol. • Rhannu arferion effeithiol drwy gydweithio proffesiynol a monitro effaith drwy waith disgyblion, arsylwadau a llais y disgybl. • *Establish a shared understanding among staff of effective independent learning through research, discussion and collaboration.* • *Increase opportunities for pupils to make meaningful choices about their learning and how they demonstrate their understanding.* • *Embed consistent approaches to self-assessment, peer assessment, target-setting and reflection across the school.*	Hyfforddiant gan Cath Delve ar ddatblygu a hyrwyddo dysgu annibynnol ar draws yr ysgol. Cyfleoedd i staff ymchwilio a rhannu arferion effeithiol o fewn ac y tu hwnt i'r ysgol. Amser mewn cyfarfodydd staff a sesiynau datblygiad proffesiynol i drafod, cynllunio a gwerthuso strategaethau dysgu annibynnol. Cyfleoedd i arsylwi arferion effeithiol a chymryd rhan mewn arsylwadau cymheiriaid. Mynediad at ymchwil, adnoddau a deunyddiau sy'n cefnogi datblygiad dysgwyr annibynnol. Cefnogaeth arweinyddiaeth i fonitro, gwerthuso a datblygu arferion yn gyson ar draws yr ysgol. *Training from Cath Delve on developing and promoting independent learning across the school.* *Opportunities for staff to research and share effective practice within and beyond the school.* *Time allocated in staff meetings and professional learning sessions to discuss, plan and evaluate independent learning strategies.*

	• *Plan learning experiences that promote problem-solving, enquiry, resilience and independent thinking.* • *Share effective practice through professional collaboration and monitor impact through pupil work, observations and pupil voice.*	*Opportunities to observe effective practice and participate in peer observations.* *Access to research, resources and materials that support the development of independent learners.* *Leadership support to monitor, evaluate and develop practice consistently across the school.*
Blaenoriaeth 2 ***Priority 2***	**Camau Allweddol** ***Key Actions***	**Cefnogaeth** ***Support***
Cryfhau Cynnydd mewn Gwyddoniaeth Gynradd: Datblygu Asesu sy'n Seiliedig ar Dystiolaeth Prosiect CSC *Strengthening Progression in Primary Science: Developing Evidence-Based Assessment*	• Cynnal cyfarfod staff i adolygu gwaith blaenorol yr ysgol ar ddilyniant mewn gwyddoniaeth a sefydlu dealltwriaeth gyffredin o'r prosiect CSC a'r camau nesaf. • Datblygu defnydd cyson o'r Continwwm Gwyddoniaeth wrth gynllunio, addysgu ac asesu ar draws yr ysgol. • Cymryd rhan ym mhob cam o brosiect CSC i adolygu darpariaeth ac asesu presennol, nodi blaenoriaethau ar gyfer datblygu, a chreu adnoddau a deunyddiau asesu newydd. • Mireinio'r dulliau o gasglu, defnyddio a dehongli tystiolaeth i gefnogi barn broffesiynol am gynnydd dysgwyr mewn gwyddoniaeth. • Rhannu, gwerthuso a mabwysiadu arferion effeithiol drwy gydweithio â CSC ac ysgolion partner. • Datblygu cydweithio ysgol-i-ysgol er mwyn rhannu arferion effeithiol, cymedroli tystiolaeth a chryfhau dealltwriaeth gyffredin o ddilyniant mewn gwyddoniaeth. • *Hold a staff meeting to review the school's previous work on progression in science and establish a shared understanding of the CSC project and next steps.*	Cefnogaeth a chyngor gan Kate Wintle a Thîm Gwyddoniaeth CSC drwy gydol y prosiect i ddatblygu dealltwriaeth o ddilyniant ac asesu mewn gwyddoniaeth. Cyfleoedd i gymryd rhan yn niwrnodau dysgu proffesiynol a gweithdai'r prosiect CSC. Amser i staff gydweithio, myfyrio a gweithredu'r dysgu o'r prosiect o fewn yr ysgol. Mynediad at y Continwwm Gwyddoniaeth, ymchwil berthnasol ac adnoddau asesu o safon. Cyfleoedd i gydweithio ag ysgolion eraill er mwyn rhannu arferion effeithiol, cymedroli tystiolaeth a datblygu dealltwriaeth gyffredin o ddilyniant. Cefnogaeth arweinyddiaeth i fonitro, gwerthuso a datblygu'r gwaith ar draws yr ysgol. *Support and guidance from Kate Wintle and the CSC Science Team throughout the project to develop understanding of progression and assessment in science.*

	• *Develop consistent use of the Science Continuum to inform planning, teaching and assessment across the school.* • *Participate in all phases of the CSC project to review current provision and assessment practices, identify development priorities, and create new assessment materials and resources.* • *Refine approaches to gathering, using and interpreting evidence to support professional judgement of pupils' progress in science.* • *Share, evaluate and adopt effective practice through collaboration with CSC and partner schools.* • *Develop school-to-school collaboration to share effective practice, moderate evidence and strengthen a shared understanding of progression in science.*	*Opportunities to participate in the CSC project's professional learning days and workshops.* *Time for staff to collaborate, reflect and implement learning from the project within school.* *Access to the Science Continuum, relevant research and high-quality assessment resources.* *Opportunities to work with other schools to share effective practice, moderate evidence and develop a shared understanding of progression.* *Leadership support to monitor, evaluate and further develop the work across the school.*
Blaenoriaeth3 ***Priority 3***	**Camau Allweddol** ***Key Actions***	**Cefnogaeth** ***Support***
Parhau i wella cyrhaeddiad a chynnydd mewn darllen ar draws y camau cynnydd drwy wreiddio strategaeth **'Dim Ond Darllen'** Rhydywaun a datblygu ei defnydd yn fwriadus yn y Gymraeg a'r Saesneg er mwyn cryfhau sgiliau darllen mecanyddol, rhuglder, cywirdeb a dealltwriaeth disgyblion.	• Cynnydd mesuradwy mewn sgiliau darllen mecanyddol, rhuglder a dealltwriaeth drwy asesiadau ffurfiol a ffurfiannol. • Strategaeth 'Dim Ond Darllen' wedi'i gweithredu'n gyson ar draws pob cam cynnydd yn y Gymraeg a'r Saesneg. • Tystiolaeth o weithgareddau llafar a darllen strwythuredig yn y Gymraeg a'r Saesneg ym mhob dosbarth. • Cynnydd mewn safonau darllen yn cael ei olrhain drwy: ✓ Sgorau Darllen AWRT ✓ Asesiadau Darllen CSC ✓ Data Asesiadau Personol ✓ Adborth a llais y disgybl	.• Adborth rheolaidd gan yr Arweinydd Llythrennedd. • Craffu ar lyfrau, teithiau dysgu ac arsylwadau gwersi. • Dadansoddi sgorau AWRT, asesiadau darllen CSC a data Asesiadau Personol. • Casglu a dadansoddi adborth disgyblion am eu profiadau a'u hyder wrth ddarllen. • Hyfforddiant a chydweithio gydag YGG Llangynwyd i ddatblygu arferion effeithiol. • Monitro ymgysylltiad rhieni a pharhau i atgoffa teuluoedd o bwysigrwydd darllen yn rheolaidd gartref.

Continue to improve attainment and progress in reading across the progression steps by embedding Rhydywaun's 'Read Only' strategy and developing its purposeful use in both Welsh and English to strengthen pupils' mechanical reading skills, fluency, accuracy and comprehension.	• Tystiolaeth o gynnydd mewn ansawdd ysgrifennu o ganlyniad i'r cysylltiad cryfach rhwng darllen ac ysgrifennu. • Cysondeb cynyddol mewn gwahaniaethu, her ac adborth ar draws yr ysgol. • Mwy o rieni yn cefnogi darllen gartref ac yn ymwybodol o'u rôl wrth ddatblygu medrau darllen eu plant • *Measurable progress in mechanical reading skills, fluency and comprehension through formal and formative assessments.* • *The 'Read Only' strategy is implemented consistently across all progression steps in both Welsh and English.* • *Evidence of structured oral language and reading activities in Welsh and English in every class.* • *Improvements in reading standards tracked through:* ✓ *AWRT Reading Scores* ✓ *CSC Reading Assessments* ✓ *Personalised Assessment Data* ✓ *Pupil feedback and pupil voice* • *Evidence of improvements in writing quality resulting from stronger links between reading and writing.* • *Increasing consistency in differentiation, challenge and feedback across the school.* • *More parents supporting reading at home and having a greater awareness of their role in developing their children's reading skills.*	• Trafodaethau proffesiynol rheolaidd a chydweithio â'r Clwstwr i werthuso effaith a rhannu arfer. • *Regular feedback from the Literacy Leader.* • *Book scrutinies, learning walks and lesson observations.* • *Analysis of AWRT scores, CSC reading assessments and Personalised Assessment data.* • *Collection and analysis of pupil feedback regarding their reading experiences and confidence as readers.* • *Training and collaboration with YGG Llangynwyd to develop effective practice.* • *Monitoring parental engagement and continuing to remind families of the importance of regular reading at home.* • *Regular professional discussions and collaboration with the Cluster to evaluate impact and share effective practice.*