



Crynodeb Cynllun Gwella Ysgol School Improvement Plan Summary

Medi 2024 - 2025

Trosolwg o Werthusiad CGY 2023-24

	Cryfderau
1 - Parhau i ymwreiddio systemau olrhain cynnydd, llais y plentyn a chydweithio clwstwr	<ul style="list-style-type: none">-Cydweithio clwstwr hynod effeithiol er mwyn dyfnhau dealltwriaeth gytûn o'r meysydd dysgu a phrofiad.-Datblygu gweithgarwch yr ysgol wrth olrhain cynnydd - gwelwyd traw effaith cadarnhaol i gyfarfodydd cynnydd a'r drafodaeth a gafwyd rhwng yr athro a'r disgybl.-Rhan fwyaf o'r disgyblion wedi gwneud cynnydd o'u manau cychwyn a gwelwyd hyn yn glir wrth drafod â hwy, yn eu llyfrau, yn eu hasesiadau mewnol yn ogystal â'u hasesiadau personol.-Cryw Cŵl Cymraeg wedi bod yn hynod ragweithiol a llwyddiannus wrth gydweithio gydag Ysgol Hawthorn.-Wedi ennill gwobr PSQM.-Staff wedi bod yn rhan o ymchwil gweithredol yn edrych ar sut i gyfoethogi adborth. Mae dylanwad yr ymchwil yma wedi bod yn gadarnhaol ym mwyafrif y dosbarthiadau.-Holl staff wedi derbyn hyfforddiant ar y cwricwlwm Cydberthynas a Rhywioldeb, staff blwyddyn 5 a 6 wedi derbyn hyfforddiant ar falchder Glasoed a disgyblion blwyddyn 5 a 6 wedi derbyn gweithdy ar falchder Glasoed.
2 - Cyfoethogi a Chysoni Medrau Traws-Gwricwlaidd, yn enwedig medrau digidol y disgyblion	<ul style="list-style-type: none">-Wedi sefydlu'r broses o ôl-gynllunio a thracio'r medrau trawsgwricwlaidd-Mwyafrif y dosbarthiadau wedi llwyddo i gael dros 20% o'r dosbarth yn ennill sgôr safonedig o 124+ yn eu hasesiadau personol gweithdrefnol-Arweinwyr Digidol wedi derbyn gweithdy codio ac wedi hyfforddi gweddill yr ysgol. Gwelwyd medrau codio arbennig gan ddisgyblion bl2-6.-Pob dosbarth wedi ymgymryd â'r her o ddatblygu medrau creu'r disgyblion.-Strategaethau Llais 21 wedi parhau i ddatblygu yn yr ysgol gyda'r staff yn rhannu arfer dda yn dymhorol-Waliau Gweithredol Rhifedd wedi eu sefydlu yn yr holl ddosbarthiadau ar gais y Senedd yn dilyn crwydriad dysgu.

Trosolwg o Werthusiad CGY 2023-24

	Cryfderau
3 - Cysoni darpariaeth parhaus yr adran dan 7	<ul style="list-style-type: none">-Cysondeb wedi datblygu ar draws yr adran.-Ardaloedd Dysgu wedi cysoni o ddosbarth i ddosbarth.-Ymagwedd y disgyblion at ddysgu wedi datblygu llawer gyda'r disgyblion yn dangos aeddfedrwydd a dealltwriaeth ddyfnach wrth drafod eu gwaith.-SeeSaw yn cael ei ddefnyddio gyda mwyfwy o effeithiolrwydd fel portffolio dysgu ym mhob un o'r dosbarthiadau.-Cysondeb ar draws yr adran yn y ffordd maen nhw'n delio gydag ymddygiad y disgyblion.
4 - ADY	<ul style="list-style-type: none">-Sefydlu CADy newydd yn yr ysgol.-Hyfforddi ELSA newydd.-Buddsoddi mewn darpariaeth Therapi Chwarae.-Cysondeb yn y ffordd mae'r holl staff yn delio gydag ymddygiad.-Ysgol wedi derbyn Gwobr Ysgol Dyslexia Gyfeillgar.-Clwstwr wedi cydweithio ar Strategaeth ADY cytûn o ran lefelau cymorth.-Ystafell Taf wedi datblygu i fod yn hafan mwy cysurus i hybu llesiant disgyblion.
Ffyrdd Ymlaen:	<ul style="list-style-type: none">-Datblygu rôl ein Timau Meysydd Dysgu a Phrofiad yn yr ysgol.-Datblygu cysyniadau rhifedd bywyd go iawn a gwersi mathemategol ymarferol.-Datblygu'r defnydd o'r awyr agored ar gyfer dysgu.-Datblygu her yr holl weithgareddau yn yr ardaloedd dysgu sylfaen.-Datblygu ein gwahaniaethu i gynyddu annibyniaeth disgyblion ADY.-Datblygu annibyniaeth staff wrth gefnogi disgyblion ADY yn y dosbarth drwy eu Darpariaeth Gyffredinol.

Overview of the school's evaluation of 2023 - 24

Cryfderau

1 - Continue to embed our progress tracking systems, pupil voice and cluster collaboration

- Highly effective cluster collaboration to develop a shared understanding of the areas of learning and experience.
- Develop the school's tracking progress activities - progress meetings and discussion between teacher and pupil have been extremely positive.
- Most pupils have made progress from their starting points. We know this from discussing with the pupils, looking at their books, through their internal assessments as well as their personal assessments.
- Criw Cwl Cymraeg have been extremely proactive and successful in collaborating with Hawthorn School.
- We've won a PSQM award.
- Staff have been involved in active research looking at how to enrich feedback. The influence of this research has been positive in the majority of classes.
- All staff trained on the Relationship and Sexuality curriculum, year 5 and 6 staff received training on Period Pride and year 5 and 6 pupils received a workshop on Period Pride.

2 - Enrich and Align the Cross-Curricular Skills, particularly pupils' digital skills

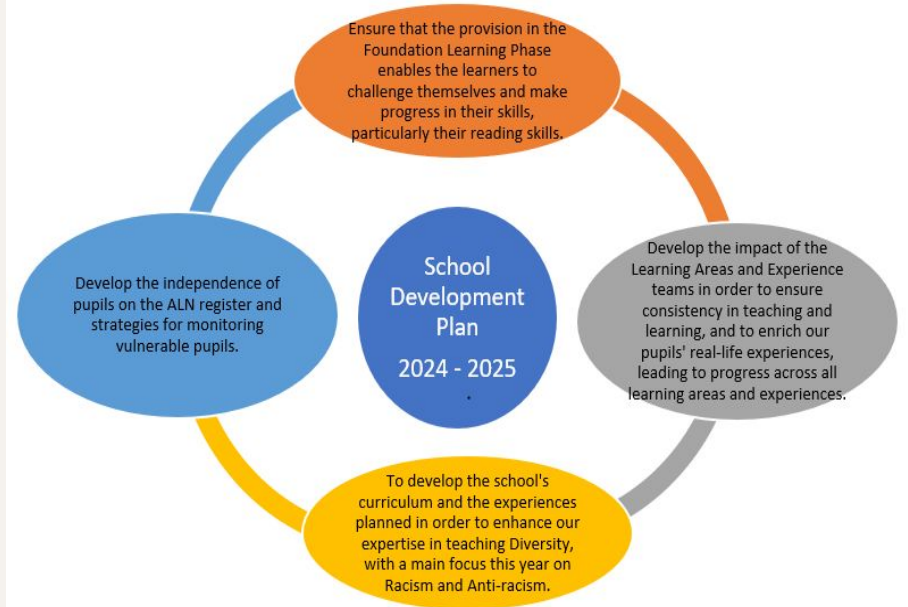
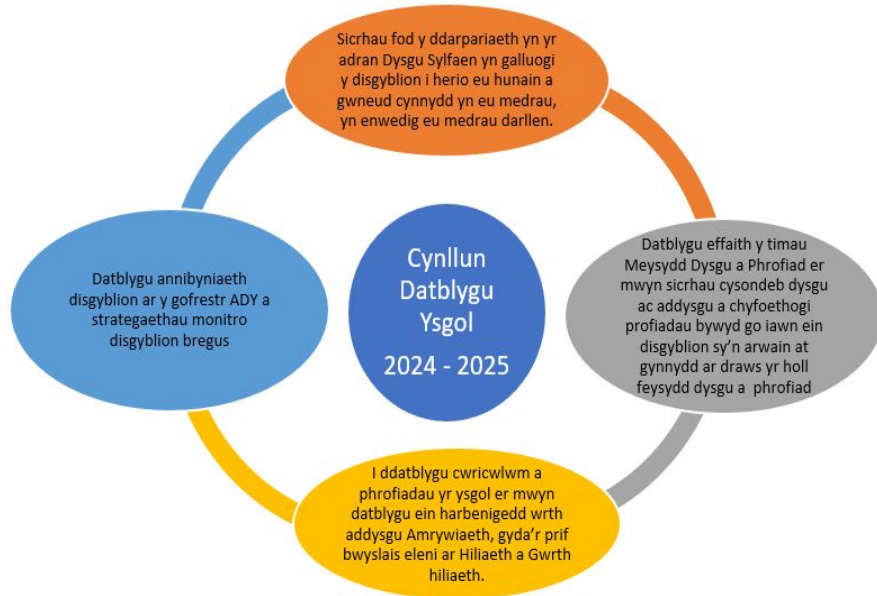
- Established the process of reflective planning and tracking the cross-curricular skills to find gaps in the curriculum and ensure progress in our planning.
- 20% of pupils in the majority of classes have achieved a standardized score of 124+ in their procedural personal assessments
- Digital Leaders received a coding workshop and trained pupils from year 2 -6. Excellent coding skills were observed by year2-6 pupils.
- All classes have taken on the challenge of developing the pupils' digital creation skills and progress in observed in all pupils skills.
- Voice 21 Strategies have continued to develop at the school with staff sharing good practice termly.
- Numeracy Interactive Walls have been put in place in all classes at the request of the Senedd following a learning walk.

Overview of the school's evaluation of 2023 - 24

	Cryfderau
3. Develop the consistency in the continuous provision opportunities in all classes.	<ul style="list-style-type: none">-Consistency has developed across the department.-Learning Areas are consistent and develop from class to class.-The pupils' approach to learning has developed with the pupils having a deeper maturity and understanding when discussing their work.-SeeSaw is being used with increasing effectiveness as a learning portfolio in all of the classes.-Consistency across the department in how they deal with pupils' behaviour.
4.ALN	<ul style="list-style-type: none">-Establish and developed the expertise of our new ALNCo.-New ELSA trained.-Invested in Play Therapy provision.-Consistency in how all staff deal with behaviour across the school.-School has received the Dyslexia Friendly School Award.-Cluster has collaborated on an agreed ALN Strategy in terms of support levels.-Ystafell Taf has become a more comfortable haven to promote pupils' well-being.
Next Steps	<ul style="list-style-type: none">-Develop the role of our Areas of Learning and Experiences Teams within the school.-Develop real-life numeracy concepts and practical mathematical lessons.-Develop the use of the outdoors for learning.-Develop the challenge of all activities in the foundation learning areas.-Develop our differentiation to increase the independence of ALN pupils.-Develop staff independence in supporting ALN pupils within the class through their Universal Provision.

Cynllun Datblygu Ysgol 2024 - 2025

2024 - 2025 School Development Plan



Blaenoriaeth 1: Sicrhau fod y ddarpariaeth yn yr adran Dysgu Sylfaen yn galluogi y disgyblion i herio eu hunain a gwneud cynnydd yn eu medrau, yn enwedig eu medrau darllen. / *Ensure that the provision in the Foundation Learning Phase enables the learners to challenge themselves and make progress in their skills, particularly their reading skills.*

Meini Prawf Llwyddiant Success Criteria

-Mwyafrif y disgyblion i wneud cynnydd yn eu medrau darllen trwy gysoni'r defnydd o Tric a Chlic a'r defnydd o Darllen Co. / *The majority of pupils will make progress in their reading skills through consistent use of Tric a Chlic and Darllen Co.*

-90%+ yn llwyddo i gyrraedd SS 85+ yn eu medrau darllen yn blwyddyn 2 (asesiadau personol darllen) / *90%+ pupils will succeed in achieving a Standardised Score (SS) of 85+ in reading skills by Year 2 (personal reading assessments).*

-Cynyddu lefel her y rhan fwyaf o ddisgyblion MAT er mwyn sicrhau bod y mwyafrif yn gwneud cynnydd uwch na'r disgwyl yn eu medrau llythrennedd (BI2 asesiadau personol ac asesiadau mewnol) / *Increase the challenge level for the majority of MAT (More Able and Talented) pupils to ensure most make progress above expectations in their literacy skills (Year 2 personal assessments and internal assessments).*

-Cynyddu lefel her gweithgareddau yn y ddarpariaeth parhaus er mwyn sicrhau cynnydd y rhan fwyaf o ddisgyblion yn y meysydd dysgu a phrofiad. / *Increase the level of challenge in the continuous provision to ensure progress in the learning areas and experiences for the majority of pupils.*

-Bydd cysondeb rhwng y dosbarthiadau wrth gynllunio gwersi sy'n targedu'r chwe maes dysgu a phrofiad a bydd cyflymder y dysgu yn gyson o ddsbarth i ddsbarth er mwyn arwain at gynnydd y rhan fwyaf o ddisgyblion yn y meysydd. / *There will be consistency between classes when planning lessons targeting the six areas of learning and experience, with the pace of learning being consistent across classes, leading to progress for the majority of pupils in these areas.*

Tymor yr Hydref / Autumn Term

-Cysoni addysgu llythrennedd, darllen ac ymateb i ddarllen ar draws yr uned.
Herio disgwyliadau y Dosbarth Derbyn o ran llythrennedd
Herio disgwyliadau darllen mwyafrif o ddisgyblion yr uned.
Defnyddio Cynorthwy-wyr dysgu i ddarllen yn ychwanegol gyda disgyblion ADY, bregus a PYaDd
Cynyddu lefel her y gweithgareddau yn yr ardaloedd dysgu

*Ensure consistency in teaching literacy, reading, and responding to reading across the unit.
Challenge the expectations for literacy in the Reception class.
Challenge the reading expectations for the majority of pupils in the unit.
Use teaching assistants to provide additional reading support for ALN, vulnerable and Pupil Premium pupils.*

Tymor y Gwanwyn / Spring Term

Herio medrau darllen ac ysgrifennu disgyblion MAT yr holl adran.
Parhau i gyfoethogi a sicrhau cysondeb yn ein defnydd o'r ardal allanol.
Cysoni faint o weithgareddau cyd-destun wythnosol sydd yn cael eu cynllunio.

*Challenge the reading and writing skills of MAT pupils across the whole department.
Continue to enrich and ensure consistency in our use of the outdoor area.
Ensure consistency in the number of contextual activities that are planned weekly.*

Tymor yr Haf / Summer Term

Datblygu egwyddorion Froebel yn yr ardal Dysgu Sylfaen (ymchwil gweithredol 2)

Develop Froebelian principles in the Foundation Learning area (action research 2).

Blaenoriaeth 2: Datblygu effaith y timau Meysydd Dysgu a Phrofiad a chyfoethogi profiadau bywyd go iawn ein disgyblion o fewn y cwricwlwm / *Develop areas of learning and experiences teams role and the real life opportunities within the curriculum*

Meini Prawf Llwyddiant *Success Criteria*

- Mwyafrif disgyblion MAT bl2, 5 a 6 i gyrraedd SS 114+ / *Majority of MAT pupils in years 2, 5 and 6 to get a ss of 114+*
- Cynyddu statws ac arbenigedd yr holl dimau meysydd dysgu a phrofiad yr ysgol. / *Increase the status and expertise of the school's Area and Learning Experience teams.*
- Datblygu annibyniaeth y rhan fwyaf o ddisgyblion ymhellach gan sicrhau cysondeb ar draws yr ysgol / *Further develop the independence of the majority of pupils, ensuring consistency across the school.*
- Cynyddu nifer y gwersi sy'n cael eu cynllunio i fod yn ymarferol ac sy'n gwneud cysylltiadau bywyd go iawn. / *Increase the number of lessons planned to be practical and to make real-life connections.*
- Bydd cynnydd ym medrau sylfaenol Technoleg Gwybodaeth bron pob disgybl / *There will be progress in the basic Information Technology skills of almost every pupil.*
- Darpariaeth ddigonol a phrofiadau amrywiol o fewn cyfadran Dylunio a Thechnoleg y MDaPh, Gwyddoniaeth a Thechnoleg. / *Sufficient provision and varied experiences within the Design and Technology department, within the Science and Technology AOLE.*

Tymor yr Hydref / *Autumn Term*

- Cydweithio gyda'r clwstwr er mwyn sicrhau cysondeb a chysoni profiadau ein disgyblion yn y meysydd dysgu a phrofiad.
- Datblygu rôl yr arweinwyr meysydd dysgu a phrofiad wrth iddyn nhw arwain y timau dysgu a phrofiad yn eu gweithgarwch.
- Edrych ar gontiniwmw lechyd a Lles a medrau digidol sylfaenol yr ysgol.
- Addasu model ymchwil gweithredol yr ysgol

- Collaborate with the cluster to ensure consistency and alignment in our pupils' experiences within the areas of learning and experience.*
- Develop our AOLE leads role in the school as they lead their team and the AOLE development.*
- Look at the school's Health and Wellbeing and basic digital skills continuum.*
- Adapt the school's Active research model.*

Tymor y Gwanwyn / *Spring Term*

- Cydweithio gyda'r clwstwr er mwyn sicrhau cysondeb a chysoni profiadau ein disgyblion yn y meysydd dysgu a phrofiad.
- Datblygu rôl strategol y timau meysydd dysgu a phrofiad.
- Datblygu profiadau rhifedd y disgyblion i fod yn fwy ymarferol ac i fod o fewn cysyniadau bywyd go iawn.
- Pob athro i gynnal a chyflwyno eu hymchwil gweithredol.
- Herio disgyblion MAT Bl2, 5 a 6 yn eu medrau rhifedd

- Collaborate with the cluster to ensure consistency and alignment in our pupils' experiences within the areas of learning and experience.*
- Develop the strategic role of the area of learning and experience teams.*
- Develop pupils' numeracy experiences to be more practical and to include engaging real life concepts.*
- Every teacher to complete and present their research.*

Tymor yr Haf / *Summer Term*

- Cydweithio gyda'r clwstwr er mwyn sicrhau cysondeb a chysoni profiadau ein disgyblion yn y meysydd dysgu a phrofiad.
- Ail-gyflwyno wythnosau her

- Collaborate with the cluster to ensure consistency and alignment in our pupils' experiences within the areas of learning and experience.*
- re introduce Challenge Weeks.*

Blaenoriaeth 3: I ddatblygu cwricwlwm a phrofiadau sydd yn dathlu Amrywiaeth, gan bwysleisio'n benodol ar Hilieth a gwrth-hiliaeth / To develop our curriculum and experiences that celebrates Diversity, particularly Racism and anti-racism.

**Meini Prawf Llwyddiant
Success Criteria**

- Systemau yr ysgol yn gadarn o ran disgwyliadau Polisi Cymru gwrth-hiliol / *The school's systems are robust and aligned with the expectations for Wales' Anti-Racism Policy.*
- Cynyddu hyder yr holl staff wrth addysgu amrywiaeth (hiliaeth a gwrth hiliaeth yn benodol) / *Increase the confidence of all staff in teaching about diversity (specifically racism and anti-racism).*
- Rhannu arfer dda gydag ysgolion eraill y ddinas er mwyn cyfoethogi ein darpariaeth ymhellach / *Share good practice with other schools in the city to further enrich our provision.*
- Amrywiaeth o ran hil a gwrth-hiliaeth yn weledol yn narpariaeth a chwricwlwm yr ysgol. / *Diversity, specifically race and anti-racism, is visibly reflected in the school's provision and curriculum.*
- Cynnwys holl randdeiliaid yr ysgol yng ngweithgarwch yr ysgol. / *Involve all school stakeholders in the school's activities.*

Tymor yr Hydref / Autumn Term

- Trefnu gweithdai dangoswch y Cerdyn Coch i Hiliaeth i holl ddosbarthiadau'r ysgol.
- Cydweithio gyda DARPL i ddatblygu gweithdrefnau strategol a dyfnhau dealltwriaeth.
- Cynnwys y Senedd yn y gweithgarwch a phenodi Llywodraethwr cyswllt ar gyfer amrywiaeth.

- Every class to receive a workshop from Show Racism the Red Card.*
- Collaborate with DARPL to develop our strategic procedures and deepen our understanding of diversity.*
- Involve the Senedd in developing our Diversity curriculum and appoint a link Governor for diversity.*

Tymor y Gwanwyn / Spring Term

- Cydweithio gyda DARPL i ddatblygu gweithdrefnau strategol a dyfnhau dealltwriaeth.
- Sefydlu'r Cod Eurgylch yn yr ysgol ac ennill gwobr Ysgol Noddfa.

- Collaborate with DARPL to develop our strategic procedures and deepen our understanding of diversity.*
- Establish the Halo Code at the school and win the Sanctuary School award.*

Tymor yr Haf / Summer Term

- Diwygio polisiau'r ysgol
- Mapio gweithgarwch yr ysgol o ran amrywiaeth

- Develop and adapt the school policies*
- Map how the school celebrates diversity within its curriculum.*

Blaenoriaeth 4: Datblygu annibyniaeth disgyblion sydd ar y gofrestr ADY a strategaethau monitro disgyblion bregus / *Develop pupil who are on the ALN register's independence and how we monitor fragile groups*

Meini Prawf Llwyddiant
Success Criteria

-Bron pob un o ddisgyblion ADY i wneud cynnydd yn ystod y flwyddyn / *Almost every pupil on the ALN register will make progress during the year.*

-Cysondeb yn y strategathau gwahaniaethu o ddsbarth i ddsbarth er mwyn sicrhau cynnydd y mwyafrif o ddisgyblion ffiniol ac ADY. / *Consistency in differentiation strategies across classes to ensure progress for the majority of vulnerable and ALN pupils.*

-Ffurfioli ymyraethau ymhellach gan sicrhau cofnodion clir a chyson o gynnydd y disgyblion o fewn yr ymyraethau / *Further structure interventions to ensure clear and consistent records of pupil progress within the interventions.*

-Sicrhau cyfathrebu cyson ac adeiladol rhwng yr holl staff sy'n gweithio gyda'r unigolion er mwyn sicrhau y ddarpariaeth gywir. / *Ensure consistent and constructive communication between all staff working with individuals to ensure the correct provision is in place*

Tymor yr Hydref / <i>Autumn Term</i>	Tymor y Gwanwyn / <i>Spring Term</i>	Tymor yr Haf / <i>Summer Term</i>
<p>-Gweithgarwch clwstwr i ddatblygu arbenigedd yr holl staff mewn amryfal strategaethau Anghenion Dysgu Ychwanegol (ADY)</p> <p>-Cwblhau holiadur SHRN ac ymateb i'r canlyniadau.</p> <p>-Sefydlu strwythur ble fo cynorthwy-wyr yn darllen yn ychwanegol gyda disgyblion ADY a PYaDd</p>	<p>-Datblygu model monitro disgyblion bregus ac ADY yr ysgol.</p> <p>-Sicrhau cysondeb o ran gwahaniaethu er mwyn hybu annibyniaeth disgyblion.</p> <p>-Datblygu annibyniaeth y staff i gynllunio ymyraethau o fewn y ddarpariaeth dosbarth.</p>	<p>-Awdit dulliau emosïynol a meddyliol yr ysgol.</p>
<p><i>-Cluster activity to develop the expertise of all staff in various Additional Learning Needs (ALN) strategies</i></p> <p><i>-Complete the SHRN questionnaire and respond to the results.</i></p> <p><i>-Establish a structure where teaching assistants provide additional reading support for ALN and FSM pupils.</i></p>	<p><i>-Develop the school's monitoring model of vulnerable pupil.</i></p> <p><i>-Ensure consistency and effectiveness of differentiation to encourage pupil independence.</i></p> <p><i>-Develop staff independence to plan interventions within their universal provision.</i></p>	<p><i>-Complete the whole school approach to emotional and mental wellbeing audit.</i></p>