

Cynllun Datblygu Ysgol: Crynodeb

Gweledigaeth yr ysgol

Rydym yn ysgol hapus a chroesawgar sydd a'i chalon yn y gymuned. Datblygwn ein disgyblion i fod yn ddysgwyr annibynnol, galluog, hyderus a'n ddinasyddion fyd eang.

Hoffwn barhau i ddatblygu'r ysgol fel sefydliad sy'n dysgu er mwyn creu dysgwyr uchelgeisiol a galluog sy'n barod i ddysgu trwy gydol oes.

Rydym yn ymfalchio yn yr addysg eang, gytbwys a llawn a ddarparwn drwy'r ysgol. Ac yn yr un modd, rydym hefyd yn ymfalchio yn yr awyrgylch gyfeillgar a gofalggar sydd bob amser i'w weld.

Mae Lles disgyblion yn ganolbwynt i bob peth da sy'n digwydd yma yn Sant Curig.

Cynlluniwn gwricwlwm sydd yn gyfoethog o ran gwybodaeth, sgiliau a phrofiadau, yn galluogi i ddisgyblion gael dyheadau ac i lwyddo drwy gynnig her i bawb.

The school's vision

We are a happy and welcoming school whose heart is in the community. We develop our pupils to be independent, capable, confident learners and global citizens.

I would like to continue to develop the school as a learning organization in order to create ambitious and capable learners who are ready to learn throughout life.

We are proud of the broad, balanced and full education we provide throughout the school. And in the same way, we also pride ourselves on the friendly and caring atmosphere that is always evident.

Pupils' Wellbeing is the center of all good things that happen here at Sant Curig.

We plan a curriculum that is rich in terms of knowledge, skills and experiences, enabling pupils to have aspirations and to succeed by offering a challenge to everyone.

Hunanwerthuso ysgol/Self Evaluation: Trosolwg/Overview

Cryfderau

Maes Arolygu 1 – Dysgu ac Addysgu

Ansawdd addysgu a dysgu: Mae'r rhan fwyaf o athrawon yn darparu cydbwysedd da o her a chefnogaeth, yn addasu ar amrantiad i anghenion disgyblion, gan gynnwys y rhai ag ADY a'r rhai o gefndiroedd difreintiedig.

Asesu a defnyddio data: Defnyddir ystod eang o dechnegau holi ac adborth i gefnogi cynnydd. Mae athrawon yn defnyddio asesiadau mewn sesiwn a data allanol i lywio cynllunio yn effeithiol.

Defnyddio canlyniadau asesiadau: Y rhan fwyaf o athrawon yn defnyddio canlyniadau asesiadau i lywio addysgu yn effeithiol. Adborth digidol i ddisgyblion o safon dda sy'n cefnogi dealltwriaeth o gryfderau a meysydd gwella. Dadansoddi data, gan gynnwys asesiadau allanol, yn cael ei ddefnyddio'n dda i gynllunio a chefnogi grwpiau penodol, gan gynnwys disgyblion mwy abl a'r rhai mewn perygl o dangyflawni.

Disgwyliadau uchel: Mae disgwyliadau cadarn gan y rhan fwyaf o staff, a chefnogir hyn trwy ganmoliaeth a her estynedig i unigolion.

Amgylchedd dysgu: Mae'r ystafelloedd dosbarth yn ysgogol ac yn cefnogi annibyniaeth disgyblion. Defnyddir ystod eang o adnoddau, ac mae disgyblion yn ymateb yn dda i'r trefniadaeth.

Cwricwlwm cyfoethog: Mae ehangder a dyfnder profiadau yn amlwg ar draws yr holl feysydd dysgu, yn cynnwys cyfleoedd allgyrsiol, cysylltiadau cryf â'r gymuned leol, a phwyslais ar amrywiaeth ddiwylliannol, hanesyddol ac ieithyddol.

Datblygu sgiliau: Mae llawer o ddisgyblion yn dangos cryfderau mewn llythrennedd, rhifedd a medrau digidol, ynghyd â sgiliau cymdeithasol ac emosiynol da.

Iaith Gymraeg: Mae cynnydd cadarn yn sgiliau siarad, gwranddo a darllen disgyblion yn y Gymraeg, gyda chefnogaeth rhaglenni fel Trochi Iaith a Llais 21.

Ymddygiad a lles: Mae disgyblion yn ymddwyn yn dda, yn dangos dyfalbarhad wrth wynebu heriau ac yn ymateb yn gadarnhaol i adborth. Mae perthnasoedd â staff a chyfoedion yn gadarnhaol ac yn seiliedig ar barch.

Maes Arolygu 2 – Lles, Gofal, Cymorth ac Arweiniad

Diogelu a lles: Mae'r holl staff yn cynnal diwylliant cryf o ddiogelu a lles, ar ac oddi ar safle'r ysgol. Mae gweithdrefnau diogelu a gwiriadau addasrwydd staff yn gadarn, cyfredol ac yn cael eu dilyn yn drylwyr.

Ymddygiad a Gwrth-fwlio: Mae disgyblion yn cael eu parchu a'u trin yn deg, gyda rheolau, gwobrau a sancsiynau clir a chymesur. Mae ymddygiad disgyblion yn cael ei reoli'n dda, gyda defnydd effeithiol o ganmoliaeth a dulliau rhagweithiol gan athrawon. Mae diwylliant gwrth-fwlio'r ysgol yn effeithiol iawn, gyda chofnodi a dadansoddi cadarn o unrhyw achosion.

Diogelwch a Chydnherthedd: Mae'r ysgol yn sicrhau bod disgyblion yn rhydd rhag camdriniaeth ac yn dysgu am berthnasoedd iach a pheryglon posibl. Mae darpariaeth ar gyfer atal radicaleiddio a cham-fanteisio yn dda, gyda hyfforddiant priodol a chyfredol i'r holl staff.

Presenoldeb: Mae systemau a gwobrau i hyrwyddo presenoldeb yn effeithiol iawn, gyda chefnogaeth i deuluoedd a phartneriaeth ag asiantaethau allanol.

Anghenion Dysgu Ychwanegol (ADY): Mae'r ysgol yn cydnabod ac yn cefnogi disgyblion ag ADY yn dda, gan sicrhau olrhain cynnydd clir a chydweithio effeithiol ag asiantaethau arbenigol.

Cynnydd a Gwaharddiadau: Mae'r ysgol yn lleihau gwaharddiadau'n llwyddiannus ac yn sicrhau cynnydd cadarn i ddisgyblion sydd wedi wynebu eithrio.

Llais Disgyblion ac Arweinyddiaeth: Mae disgyblion yn cael cyfleoedd i ddylanwadu ar fywyd yr ysgol, datblygu arweinyddiaeth ac ymdeimlad o hunan-barch.

Pontio: Mae pontio rhwng cyfnodau ac i'r ysgol uwchradd yn gadarn iawn, yn enwedig o ran chefnogaeth fugeiliol a rhannu gwybodaeth.

Maes Arolygu 3 – Arwain a Gwella

Diwylliant ac Ethos: Arweinwyr wedi llwyddo i ddatblygu diwylliant cynhwysol, cadarnhaol a diogel i staff a disgyblion. Gwerthoedd craidd fel gonestrwydd, uniondeb ac ymddiriedaeth yn cael eu modelu'n gyson ac yn weladwy ar draws yr ysgol. Cyfeiriad strategol clir sy'n canolbwyntio ar wella dysgu a lles disgyblion.

Disgwyliadau ac Arweinyddiaeth: Disgwyliadau uchel yn cael eu gosod a'u cyfathrebu'n glir i staff, disgyblion ac arweinwyr eu hunain. Arweinwyr yn modelu'r disgwyliadau ac yn sicrhau cysondeb drwy gyfathrebu effeithiol ac amserol.

Hunanwerthuso a Chynllunio Gwella: Amserlen hunanwerthuso glir a systematig, gyda chasglu tystiolaeth am gynnydd, addysgu a chanlyniadau disgyblion. Blaenoriaethau gwella yn deillio'n uniongyrchol o hunanwerthuso cywir. Llywodraethwyr yn cymryd rhan weithredol ac yn cynnig her adeiladol drwy is-bwyllgorau. Cynlluniau gwella'n glir, perthnasol ac o ansawdd cyson.

Hanes o Wella: Arweinwyr yn cynllunio camau gweithredu mesuradwy sy'n cael effaith uniongyrchol ar ddysgu a lles. Cynnydd disgyblion yn gyson dda, gyda gwelliannau cynaliadwy dros amser. Monitro a gwerthuso yn cael eu gweithredu'n effeithiol ac yn addasu pan fo angen.

Dysgu Proffesiynol: Diwylliant cryf o ddysgu proffesiynol i staff, gyda chyfleoedd amrywiol ac effeithiol. Rhannu arfer gorau yn strwythuredig, gan gynnwys gan gynorthwyyr addysgu. Arloesedd yn cael ei annog a'i werthfawrogi gan staff.

Rheoli Perfformiad: Trefn rheoli perfformiad glir sy'n gysylltiedig â blaenoriaethau ysgol. Tanberfformio yn cael ei adnabod ac yn cael ei reoli'n effeithiol. Cynnydd staff yn gyffredinol dda iawn, gyda meini prawf llwyddiant clir.

Blaenoriaethau Cenedlaethol: Cynllunio da ar gyfer hyrwyddo'r Gymraeg, y Cwricwlwm i Gymru a diwygio ADY. Staff a disgyblion yn deall pedwar diben y cwricwlwm newydd ac yn eu gweithredu'n ymarferol.

Llywodraethu: Rhaglen anwytho a hyfforddiant da i lywodraethwyr. Cydbwysedd cadarn rhwng cefnogaeth a her i arweinwyr. Llywodraethwyr yn cyflawni eu dyletswyddau statudol yn effeithiol.

Rolau a Chyfrifoldebau: Strwythur staffio eglur ac wedi'i alinio â blaenoriaethau gwella. Anogaeth i staff ddatblygu sgiliau arwain.

Lles a Baich Gwaith Staff: Arweinwyr yn rhoi ystyriaeth ddwys i faich gwaith a lles staff. Cyfarfodydd wedi'u cynllunio'n effeithiol gyda thrafodaethau clir ac amserlenni cytbwys.

Perthnasoedd Allanol: Perthnasoedd cynhyrchiol gyda rhieni, ysgolion partner, asiantaethau allanol a'r gymuned. Partneriaethau'n cyfrannu'n uniongyrchol at wella darpariaeth a chanlyniadau.

Adnoddau ac Ariannu: Defnydd effeithiol o adnoddau a chyllid grant, gan gynnwys PDG a grantiau allanol. Penderfyniadau ariannol yn cyd-fynd â blaenoriaethau strategol. Hanes cadarn o roi gwerth da am arian wrth wella addysgu a lles disgyblion.

Strengths:

Inspection Area 1 – Learning and Teaching

Quality of teaching and learning: Most teachers provide a good balance of challenge and support, adapting instantly to pupils' needs, including those with ALN and those from disadvantaged backgrounds.

Assessment and use of data: A wide range of questioning and feedback techniques are used to support progress. Teachers use in-session assessments and external data effectively to inform planning.

Use of assessment outcomes: Most teachers use assessment results effectively to inform teaching. Digital feedback to pupils is of good quality, supporting understanding of strengths and areas for improvement. Data analysis, including external assessments, is used well to plan and support specific groups, including more able pupils and those at risk of underachieving.

High expectations: The majority of staff have firm expectations, supported by praise and extended challenge for individuals.

Learning environment: Classrooms are stimulating and support pupils' independence. A wide range of resources is used, and pupils respond well to the organisation.

Rich curriculum: Breadth and depth of experiences are evident across all areas of learning, including extracurricular opportunities, strong links with the local community, and an emphasis on cultural, historical, and linguistic diversity.

Skills development: Many pupils demonstrate strengths in literacy, numeracy, and digital skills, along with good social and emotional skills.

Welsh language: Good progress is made in pupils' speaking, listening, and reading skills in Welsh, supported by programmes such as Language Immersion and Llais 21.

Behaviour and wellbeing: Pupils behave well, show perseverance when facing challenges, and respond positively to feedback. Relationships with staff and peers are positive and based on respect.

Inspection Area 2 – Wellbeing, Care, Support and Guidance

Safeguarding and wellbeing: All staff maintain a strong culture of safeguarding and wellbeing, both on and off the school site. Safeguarding procedures and staff suitability checks are robust, up to date, and thoroughly followed.

Behaviour and anti-bullying: Pupils are respected and treated fairly, with clear and proportionate rules, rewards, and sanctions. Behaviour is well managed, with effective use of praise and proactive strategies by teachers. The school's anti-bullying culture is very effective, with strong recording and analysis of any incidents.

Safety and resilience: The school ensures pupils are free from abuse and learn about healthy relationships and potential risks. Provision to prevent radicalisation and exploitation is strong, with appropriate and up-to-date training for all staff.

Attendance: Systems and rewards to promote attendance are highly effective, with support for families and partnerships with external agencies.

Additional Learning Needs (ALN): The school identifies and supports pupils with ALN well, ensuring clear progress tracking and effective collaboration with specialist agencies.

Progress and exclusions: The school successfully reduces exclusions and ensures strong progress for pupils who have experienced exclusion.

Pupil voice and leadership: Pupils have opportunities to influence school life, develop leadership, and build self-esteem.

Transition: Transition between phases and to secondary school is very secure, particularly in terms of pastoral support and information sharing.

Inspection Area 3 – Leadership and Improvement

Culture and ethos: Leaders have succeeded in developing an inclusive, positive, and safe culture for staff and pupils. Core values such as honesty, integrity, and trust are consistently modelled and visible across the school. There is a clear strategic direction focused on improving learning and pupil wellbeing.

Expectations and leadership: High expectations are set and clearly communicated to staff, pupils, and leaders themselves. Leaders model these expectations and ensure consistency through effective and timely communication.

Self-evaluation and improvement planning: A clear and systematic self-evaluation timetable is in place, with evidence gathered on progress, teaching, and pupil outcomes. Improvement priorities arise directly from accurate self-evaluation. Governors play an active role and provide constructive challenge through sub-committees. Improvement plans are clear, relevant, and consistently high quality.

Track record of improvement: Leaders plan measurable actions that have a direct impact on learning and wellbeing. Pupil progress is consistently good, with sustainable improvements over time. Monitoring and evaluation are carried out effectively and adapted when necessary.

Professional learning: There is a strong culture of professional learning for staff, with varied and effective opportunities. Best practice is shared in a structured way, including by teaching assistants. Innovation is encouraged and valued by staff.

Performance management: A clear performance management system is linked to school priorities. Underperformance is identified and managed effectively. Overall, staff progress is very good, with clear success criteria.

National priorities: Strong planning to promote Welsh, the Curriculum for Wales, and ALN reform. Staff and pupils understand the four purposes of the new curriculum and implement them practically.

Governance: Induction programme and good training for governors. A strong balance of support and challenge for leaders. Governors fulfil their statutory duties effectively.

Roles and responsibilities: Clear staffing structure aligned with improvement priorities. Staff are encouraged to develop leadership skills.

Staff wellbeing and workload: Leaders give careful consideration to staff workload and wellbeing. Meetings are effectively planned with clear discussions and balanced timetables.

External relationships: Productive relationships with parents, partner schools, external agencies, and the community. Partnerships contribute directly to improving provision and outcomes.

Resources and funding: Effective use of resources and grant funding, including PDG and external grants. Financial decisions align with strategic priorities. Strong track record of providing good value for money while improving teaching and pupil wellbeing.

Meysydd i'w Datblygu

Maes Arolygu 1 – Dysgu ac Addysgu

Cysondeb mewn adborth: Er bod adborth llafar ac ysgrifenedig o ansawdd da mewn llawer o achosion, mae angen sicrhau mwy o gysondeb ar draws yr ysgol, yn enwedig ymhlith disgyblion 7–11 oed. **(Blaenoriaeth 1 – Dysgu ac Addysgu)**

Asesu a Defnyddio Data: Addasu **Camau Curig** i gryfhau'r systemau pontio rhwng cyfnodau. Cychwyn **proffil gwaelodlin newydd** ar gyfer y blynyddoedd cynnar i sicrhau cysondeb a dealltwriaeth well o gynnydd. Sicrhau bod cyfleoedd ar gyfer **hunanasesu a chydasesu** yn fwy cyson ar draws yr ysgol, a bod tystiolaeth ohonynt yn weladwy mewn gwersi a llyfrau disgyblion. **(Blaenoriaeth 2 – Asesu)**

Ymateb i sylwadau athrawon: Dangoswyd yn y monitro llyfrau fod angen i ddisgyblion ymateb yn fwy rheolaidd i sylwadau staff er mwyn sicrhau cynnydd pellach. **(Blaenoriaeth 1 – Dysgu ac Addysgu)**

Hunanasesu a chyd-asesu: Ceir enghreifftiau cadarn, ond mae angen i'r dulliau gael eu gwreiddio a'u gwneud yn fwy cyson ar draws yr ysgol. **(Blaenoriaeth 1 – Dysgu ac Addysgu)**

Datblygu geirfa a darllen uwch: Er bod medrau darllen ac ysgrifennu yn gyffredinol yn dda, mae angen ffocws pellach ar ddatblygu eirfa ddisgyblion a sgiliau darllen mwy soffistigedig. **(Blaenoriaeth 3 – Datblygu Medrau Darllen)**

Medrau digidol: Er bod disgyblion yn hyderus, nodwyd cyfle i ddatblygu cymhwysedd pellach drwy lwyfannau fel Google Classroom. **(Blaenoriaeth 5 – Digidol)**

Maes Arolygu 2 – Lles, Gofal, Cymorth ac Arweiniad

Presenoldeb Cyffredinol: Er gwaethaf systemau cryf, nid yw presenoldeb yr ysgol wedi cyrraedd y targed dros y ddwy flynedd ddiwethaf (2023/24 a 2024/25). Mae angen canolbwyntio ar godi lefelau presenoldeb dros y targed ysgol ar gyfer 2025/26. **(Blaenoriaeth 4 CGY 2025/26)**

Absenoldeb Parhaus: Er bod dulliau i leihau absenoldeb barhaus ar waith, mae angen gwella eu heffaith i sicrhau cynnydd sylweddol pellach. **(Blaenoriaeth 4 CGY 2025/26)**

Cysondeb Ymddygiad: Dylid parhau i sicrhau cysondeb llawn ym mhob agwedd ar reoli ymddygiad, gan gynnwys yr achosion prin lle nad yw pob aelod o staff yn dilyn yr arferion a ddisgwylir. **(Blaenoriaeth 4 CGY 2025/26)**

Gwrth-fwlio: Mae angen parhau i ddatblygu ac adolygu darpariaeth gwrth-fwlio er mwyn cynnal y lefel uchel o effeithiolrwydd a sicrhau ymgysylltiad parhaus disgyblion.

Maes Arolygu 3 – Arwain a Gwella

Hunanwerthuso a Chynllunio Gwella: Sicrhau bod pob aelod o staff yn cyfrannu'n llawn i'r broses hunanarfarnu drwy amserlen dynn a systematig.

Dysgu Proffesiynol: Datblygu amserlen gyson ar gyfer athrawon i arsylwi ar arfer gorau ar draws yr ysgol.

Llywodraethu: Annog llywodraethwyr i ymwneud yn fwy â bywyd bob dydd yr ysgol drwy ymweliadau a chyfranogiad ymarferol.

Blaenoriaethau Cenedlaethol: Parhau i gryfhau'r defnydd o'r Gymraeg ar draws pob agwedd o fywyd yr ysgol. **(Blaenoriaeth 3 – Iaith a Chyfathrebu)**

Perthnasoedd Allanol: Sicrhau bod cydweithredu â phartneriaid allanol yn cael ei ehangu ymhellach i greu cyfleoedd newydd i ddisgyblion.

Areas for Development

Inspection Area 1 – Learning and Teaching

Consistency in feedback

Although oral and written feedback is of good quality in many cases, greater consistency across the school is needed, especially among pupils aged 7–11. **(Priority 1 – Learning and Teaching)**

Assessment and use of data

Adapt *Camau Curig* to strengthen transition systems between phases. Introduce a new baseline profile for the early years to ensure consistency and a better understanding of progress. Ensure that opportunities for self-assessment and peer assessment are more consistent across the school, and that evidence of them is visible in lessons and pupils' books.

(Priority 2 – Assessment)

Responding to teacher comments

Book monitoring showed that pupils need to respond more regularly to staff comments in order to secure further progress. **(Priority 1 – Learning and Teaching)**

Self-assessment and peer assessment

There are strong examples, but approaches need to be embedded and made more consistent across the school. **(Priority 1 – Learning and Teaching)**

Developing vocabulary and higher-level reading

Although reading and writing skills are generally good, there is a need to focus further on developing pupils' vocabulary and more sophisticated reading skills. **(Priority 3 – Developing Reading Skills)**

Digital skills

Although pupils are confident, there is an opportunity to develop further competence through platforms such as Google Classroom. **(Priority 5 – Digital)**

Inspection Area 2 – Wellbeing, Care, Support and Guidance

Overall attendance

Despite strong systems, the school's attendance has not met the target over the last two years (2023/24 and 2024/25). Focus is needed on raising attendance above the school target for 2025/26. **(Priority 4 – SIP 2025/26)**

Persistent absence

Although approaches to reduce persistent absence are in place, their impact needs to improve to secure further significant progress. **(Priority 4 – SIP 2025/26)**

Consistency of behaviour

Full consistency in all aspects of behaviour management should continue to be ensured, including in the few instances where not all staff follow expected practices. **(Priority 4 – SIP 2025/26)**

Anti-bullying

Provision for anti-bullying should continue to be developed and reviewed in order to maintain the high level of effectiveness and to ensure pupils remain engaged.

Inspection Area 3 – Leadership and Improvement

Self-evaluation and improvement planning

Ensure that all staff contribute fully to the self-evaluation process through a tight and systematic timetable.

Professional learning

Develop a consistent timetable for teachers to observe best practice across the school.

Governance

Encourage governors to become more involved in the daily life of the school through visits and practical participation.

National priorities

Continue to strengthen the use of Welsh across all aspects of school life. **(Priority 3 – Language and Communication)**

External relationships

Ensure that collaboration with external partners is further expanded to create new opportunities for pupils.

GWERTHUSO CYNLLUN DATBLYGU YSGOL 2024 /2025

Blaenoriaeth

Gwerthusiad o'r cynnydd

1. **Dysgu ac Addysgu** – I ddatblygu a gwella safonau dysgu ac addysgu ar draws yr ysgol gan ganolbwyntio ar ddatblygu sgiliau annibyniaeth ymysg y dysgwyr, gan gynnwys defnydd o'r ardal allanol yn Y Cyfnod Sylfaen.

Learning and Teaching – *To develop and improve the standards of learning and teaching across the school by focusing on developing pupils' independence skills, including use of the outdoor area in the Foundation Phase.*

Polisi Cwricwlwm i Gymru nawr yn ei le a wedi diwedaru. Crewyd bolisi Marcio ac Adborth hefyd. Rhennir y rhain gyda staff mewn HMS yn ystod tymor yr Haf 2025 (18.06.25). Arsylwyd llawer o wersi a oedd yn dangos nodweddion o ragoriaeth ynddynt yn ystod arsylwadau ffurfiol Rheoli Perfformiad a theithiau dysgu pynciol. Yn ystod yr arsylwadau gwersi a sesiynau graffu ar lyfrau gwelwyd dystiolaeth dda o weithdrefnau a gweithgareddau cyflwynwyd gan SJ a Shirley Clarke yn gweithio'n effeithiol mewn llawer o ddosbarthiadau, fodd bynnag, fe fydd angen i'r arfer orau gael ei rannu'n fwy effeithiol yn ystod y flwyddyn nesaf. Ceuwyd y Cylch

	<p>Rheoli Perfformiad yn gyflawn a chynlluniau gwaith wedi cwblhau i bob aelod staff dysgu. Gwelwyd defnydd effeithiol o Gylch Monitro trwy'r flwyddyn. Datblygwyd gyfleoedd da i blant o dan 7 oed i weithio a datblygu sgiliau yn yr awyr agored boed o dan arweiniad neu'n annibynnol.</p> <p>Curriculum and Policies <i>The Curriculum for Wales policy is now in place and updated. A Marking and Feedback policy has also been created. These were shared with staff during an INSET day in the Summer Term 2025 (18.06.25).</i></p> <p>Lesson Observations and Performance Management <i>Many lessons observed during formal Performance Management observations and subject learning walks showed characteristics of excellence. During lesson observations and book scrutiny sessions, good evidence was seen of procedures and activities introduced by SJ and Shirley Clarke working effectively in many classes. However, best practice will need to be shared more effectively during the next academic year. The Performance Management cycle was completed in full, and work plans were drawn up for all teaching staff. Effective use of the Monitoring Cycle was seen throughout the year. Good opportunities were developed for children under 7 to work and develop skills outdoors, both through guided and independent learning.</i></p>
<p>2. Asesu - I gryfhau prosesau tracio cynnydd disgyblion Ysgol Sant Curig ymhellach drwy ddefnyddio Camau Curig yn effeithiol, fel cerrig milltir disgyblion ac i ddefnyddio SeeSaw i gadw portfolio personol i bob disgybl yn yr ysgol. Fe fydd yr ysgol hefyd yn gweithio o fewn Clwstwr Ysgolion Bro Morgannwg i greu system asesu i ddisgyblion.</p> <p>Assessment – <i>To further strengthen the processes of tracking pupil progress at Ysgol Sant Curig through the effective use of Camau Curig as pupil milestones, and to use SeeSaw to maintain a personal portfolio for every pupil in the school. The school will also work within the Bro Morgannwg Cluster of Schools to create an assessment system for pupils.</i></p>	<p>Camau Curig Rhifedd a Llythrennedd wedi datblygu ymhellach ac mewn lle ar gyfer bob blwyddyn o'r Meithrin hyd at Flwyddyn 6. Yn dilyn adborth gan staff a'r gwaith a wnaethpwyd gyda'r Bartneriaeth, addaswn y taenlenni am y flwyddyn nesaf er mwyn i staff fedru gweld a thracio cynnydd a chyrrhaeddiad disgyblion yn fwy effeithiol. Rhennir Amserlen Asesu a monitro i staff ar ddechrau bob tymor. Rhennir hefyd ganfyddiadau'r gwaith monitro yma gyda'r staff yn uniongyrchol ac yna fe osodwyd adroddiad gynhwysfawr ar Team Sant curig i holl staff weld. Gwelir dystiolaeth o Gamau Curig yn bwydo cynlluniau staff yn dda ar draws yr adrannau gydag Mrs Collins (Arweinydd Asesu) yn casglu tystiolaeth o Gamau Curig staff ar ddiwedd bod tymor. Gwelir defnydd effeithiol o raglen Seesaw yn cael ei ddefnyddio drwy'r ysgol gyfan, gyda'r arfer orau yn y Cyfnod Sylfaen. Defnyddiwyd Bandiau Bro Morgannwg fel canllawiau asesu i waith blwyddyn 6 ac o bob oedran ar draws yr ysgol. Bu HMS diwrnod cau clwstwr eleni ble fu yna ddiwrnod o ddefnyddio y Bandiau Asesu yma i staff ddechrau dod yn gyfarwydd a nhw. Edrychwn i ddatblygu y rhain ymhellach eto eleni.</p> <p>Camau Curig – Literacy and Numeracy <i>Camau Curig for Numeracy and Literacy have been further developed and are now in place for every year group from Nursery to Year 6. Following staff feedback and work carried out with the Partnership, spreadsheets will be adapted for next year so staff can track pupil progress and attainment more effectively. An Assessment and Monitoring Timetable is shared with staff at the beginning of each term. Findings from monitoring are also shared directly with staff, and then a full report is uploaded to Team Sant Curig for all staff to see. Evidence shows Camau Curig is feeding well into staff planning across departments, with Mrs Collins (Assessment Lead) collecting evidence of staff use of Camau Curig at the end of each term.</i></p>

	<p><i>Effective use of the Seesaw programme was seen across the whole school, with best practice evident in the Foundation Phase. Vale of Glamorgan Bands were used as assessment guidelines for Year 6 and for all year groups across the school. This year there was a cluster INSET closure day, which gave staff an opportunity to begin familiarising themselves with these Assessment Bands. Work will continue to develop these further this year.</i></p>
<p>3. Llythrennedd - Cryfhau ymhellach sgiliau darllen, ysgrifennu a llafar a sgiliau gwranddo ein disgyblion er mwyn ymateb i'r datganiad o'r hyn sy'n bwysig ym maes leithoedd, Llythrennedd a Chyfathrebu. Mae hyn yn rhan allweddol o weledigaeth yr ysgol.</p> <p>Literacy and communication – <i>To further strengthen our pupils' reading, writing, speaking and listening skills in order to respond to the "statements of what matters" in Languages, Literacy and Communication. This is a key part of the school's vision.</i></p>	<p>Cafwyd Hyfforddiant Darllen Co ar lein gan Alex Knott yn ystod sesiwn HMS 4/6/25. Fe fydd pob aelod o staff yn cael cyfle i ymgyswrtu/defnyddio Darllen Co yn ystod sesiwn HMS 26/6/25. Fe fydd disgwyl fod pob dosbarth yn defnyddio'r adnodd ym mis Medi 2025.</p> <p>Gwaith y PLC wedi ei orffen ar y 14/7/25. Gobeithio fydd yn barod ar gyfer mis Medi 2025.</p> <p>Polisi Llawysgrifen yn cael ei gyflwyno yn HMS cyntaf ym mis Medi. Disgwylir fod pawb yn dilyn y polisi o fis Medi ymlaen.</p> <p>Cylch monitro wedi ei gwblhau ar gyfer eleni- parhau i edrych ar godi safonau darllen ym mis Medi. Disgyblion yn trafod yn dda am eu profiadau darllen- bydd angen edrych ar ein deunyddiau/adnoddau darllen yn y dosbarth er mwyn hybu darllen.</p> <p>HMS 26.6.25- Rhoi cyfle i bawb i drefnu gweithgareddau darllen a chorneli darllen eu dosbarthiadau yn barid ar gyfer Medi 2025.</p> <p>Llais 21</p> <p>Roedd ymweliad â Stacey Primary yn fuddiol iawn. Bydd angen ail-edrych ar ein disgwyliadau ym mis Medi.</p> <p>Canllawiau trafod a'r ysgol wrando wedi eu argraffu'n broffesiynol ac wedi eu creu yn arbennig ar gyfer ein ysgol ni</p> <p>Reading Development</p> <p><i>Online Reading Co training was provided by Alex Knott during an INSET session on 4/6/25. All staff will have the opportunity to familiarise themselves with and use Reading Co during the INSET session on 26/6/25. Every class will be expected to use the resource from September 2025. The PLC work was completed on 14/7/25 and is expected to be ready for September 2025. A Handwriting Policy will be introduced in the first INSET session in September, and all staff will be expected to follow it from then onwards. The monitoring cycle was completed this year, with a continued focus on raising reading standards in September. Pupils spoke confidently about their reading experiences, but there will be a need to review classroom reading materials and resources to further promote reading. During the 26/6/25 INSET, all staff were given the opportunity to organise reading activities and set up classroom reading corners ready for September 2025.</i></p> <p>Pupil Voice (Llais 21)</p> <p><i>The visit to Stacey Primary was very beneficial. Expectations will need to be revisited in September. Discussion guidelines and "school listening" resources were professionally printed and specially created for our school.</i></p>

<p>4. Lles – Datblygu a mireinio’r Polisi Perthasoedd sy’n cyfuno’r gwaith gwnaethpwyd ar fewnblannu dull ysgol gyfan i gefnogi lles a iechyd meddwl gyda’r gwaith rydym wedi gwneud gyda cwmni Paul Dix (When the Adults Change)</p> <p>Wellbeing – <i>To develop and refine the Relationships Policy which combines the whole-school approach to supporting wellbeing and mental health with the work we have done with Paul Dix (When the Adults Change).</i></p>	<p>Roedd yna newidiadau staffio o fewn cwmni ‘When the Adults Change’ wnaeth olygu nad oeddem yn gallu cadw at y rhannau o’r amserlen oedd yn eu cynnwys nhw. Mae’r sesiynau yma wedi ei hail-drefnu nawr ar gyfer Tymor yr Hydref ’24. Mae gweithio gyda’n rhieni er mwyn helpu esbonio disgwyliadau yn rhywbeth mae staff yn teimlo sydd angen parhau i weithio arno felly bydd y gwaith gyda W.T.A.C o fudd tymor nesaf.</p> <p>Wellbeing and Relationships</p> <p><i>There were staffing changes within the ‘When the Adults Change’ organisation, which meant that we could not keep to the parts of the timetable that involved them. These sessions have now been rearranged for Autumn Term 2024. Working with parents to help explain expectations is something staff feel needs ongoing focus, and therefore the work with W.T.A.C will be beneficial again next year.</i></p>
<p>5. Maths - I barhau i fapio mathemateg ar draws yr ysgol fel cynnigir y profiadau a chyfloedd eiddgar i’r disgyblion wrth addasu’r ffordd o addysgu mathemateg gan roi bwyslais ar ddealltwriaeth cadarn o’r agweddau fathemategol, ar lafar ac yn ysgrifenedig. I brofi medrau sylfaenol mathemategol y disgyblion yn wythnosol wrth greu profion newydd sydd yn addas ac yn cynnwys elfen o her i bob disgybl. I sicrhau bod disgyblion yr ysgol yn cael cyfleoedd i ddefnyddio eu sgiliau rhifedd ar draws y cwricwlwm.</p> <p>Mathematics – <i>To continue mapping mathematics across the school so that pupils are offered rich experiences and opportunities, while adapting the approach to teaching mathematics to place emphasis on a secure understanding of mathematical concepts, both orally and in writing. To test pupils’ basic mathematical skills weekly by creating new tests that are appropriate and include an element of challenge for every pupil. To ensure that pupils in the school have opportunities to apply their numeracy skills across the curriculum.</i></p>	<p>Blwyddyn lwyddiannus ble mae Mathemateg a Rhifedd wedi datblygu ar draws yr ysgol. Roedd Mr Duan Evans (Partner Gwella) yn hapus o’r hyn a welwyd ar ôl sawl sesiwn monitro. Mae’r gwefan yn barod i’w lansio ym Medi. Mae Rhifedd ar Draws wedi cael ffocws eleni ac mae llawer o sesiynau hyfryd yn digwydd yn fwy rheolaidd ar draws yr ysgol. Edrychaf ymlaen at ddatblygu Rhifedd ar Draws ym mhellach blwyddyn nesaf. Mae’r sesiynau monitro wedi bod yn fuddiol eleni. Mae llawer o agweddau arbennig ar draws yr ysgol; rwyf wedi rhoi adborth i’r athrawon ac maen nhw wedi gweithio ar yr hyn sydd ei angen. Mae’r profion newydd mathemateg wedi bod yn llwyddiant eleni gyda’r staff a disgyblion yn mwynhau’r profion oherwydd eu bod yn dangos cynnydd y disgyblion yn well a bod y cwestiynau yn addas ac yn dangos dilyniant clir.</p> <p>Mathematics and Numeracy</p> <p><i>It has been a successful year with Mathematics and Numeracy developing across the school. Mr Duan Evans (Improvement Partner) was pleased with what he saw following several monitoring sessions. The website is ready to be launched in September. Numeracy Across the Curriculum has been a focus this year, with many excellent sessions happening more regularly across the school. I look forward to developing Numeracy Across the Curriculum further next year. The monitoring sessions this year have been beneficial. There are many excellent aspects across the school; I have provided feedback to teachers and they have acted on what was needed. The new mathematics tests have been a success this year, with staff and pupils enjoying them because they show pupil progress more clearly, the questions are appropriate, and they demonstrate clear progression.</i></p>

Blaenoriaeth 1 – Dysgu ac Addysgu

- Sicrhau gwersi cyson o safon uchel ar draws yr ysgol.
- Datblygu sgiliau annibynnol y disgyblion drwy weithgareddau her a datrys problemau.
- Defnyddio adborth clir fel bod disgyblion yn gwybod sut i wella eu gwaith.

Gweithredoedd:

- Hyfforddiant staff ar gwestiynu agored ac adborth effeithiol.
- Athrawon yn arsylwi gwersi ei gilydd a rhannu arferion gorau mewn cyfarfodydd tîm.
- Datblygu mwy o gyfleoedd i ddisgyblion gynllunio eu dysgu eu hunain (e.e. prosiectau annibynnol).
-

Priority 1 – Teaching and Learning

- Ensure consistently high-quality lessons across the school.
- Develop pupil independence through problem-solving activities.
- Use clear feedback so pupils know how to improve.

Actions:

- Staff training on open questioning and effective feedback.
- Teachers observing each other and sharing best practice in team meetings.
- Provide opportunities for pupils to plan and lead parts of their own learning.

Blaenoriaeth 2 – Tracio Cynnydd

- Defnyddio *Camau Curig* i fonitro cynnydd yn rheolaidd ym mhob dosbarth.
- Sicrhau bod SeeSaw yn cynnwys gwaith sy'n dangos cynnydd gwirioneddol dros amser.
- Defnyddio Proffil Blynyddoedd Cynnar i wneud pontio rhwng Meithrin/Derbyn a Blwyddyn 1 yn llyfnach.

Gweithredoedd:

- Adolygiadau cynnydd bob hanner tymor gyda'r ALNCo, UDRH a'r pennaeth.
- Rhieni'n cael gwybodaeth trwy SeeSaw i'w helpu i gefnogi gwaith gartref.
- Staff Derbyn a Blwyddyn 1 yn cydweithio'n agos ar brosiectau pontio (e.e. ymweliadau i'r dosbarthiadau)

Priority 2 – Tracking Progress

- Use *Camau Curig* to monitor progress regularly in every class.
- Ensure SeeSaw shows real evidence of progress over time.
- Use the Early Years Profile to support smooth transition between Nursery/Reception and Year 1.

Actions:

- Half-termly pupil progress reviews with the ALNCo, SLT and headteacher.
- Parents receive updates through SeeSaw to support home learning.
- Reception and Year 1 staff collaborate on joint projects and visits.

Blaenoriaeth 3 – Llythrennedd a Chyfathrebu

- Cryfhau sgiliau **darllen, ysgrifennu, siarad a gwrando** disgyblion.
- Datblygu **geirfa a darllen soffistigedig** i gefnogi dysgwyr yn y Gymraeg a'r Saesneg.
- Parhau i adeiladu ar waith llafar a defnyddio dulliau strwythuredig megis **carasel darllen** ac **Ail-ystyried darllen**.
- Ymateb i'r **Cwricwlwm i Gymru**, adroddiad Estyn (2024), a chanfyddiadau hunanarfarnu.
- Sicrhau bod **pob dysgwr, gan gynnwys PysDd**, yn cael mynediad teg i gyfleoedd llythrennedd a darllen.

Gweithredoedd

- Sefydlu a monitro **carasel darllen wythnosol** ym mhob dosbarth.
- Hyfforddi staff ar **strategaethau darllen newydd** drwy HMS a chefnogaeth clwstwr.
- Defnyddio **Darllen Co** a chorneli darllen pwrpasol i hybu darllen annibynnol.
- Parhau i ddatblygu sgiliau **Llais 21** gyda phatrymau trafod ac arferion siarad dyddiol.
- Buddsoddi mewn **llyfrau Cymraeg a Saesneg** i wella llyfrgelloedd dosbarth.
- Defnyddio **bandiau darllen clwstwr** i asesu cynnydd disgyblion.
- Sicrhau bod **sgiliau ffoneg Saesneg (Read, Write, Inc)** yn cael eu cyflwyno'n rheolaidd i blant yr is-adran lau.
- Cynnal **Wythnos Ieithoedd Rhyngwladol** i hyrwyddo iaith a diwylliant byd-eang.

Priority 3 – Literacy and Communication

- Strengthen pupils' **reading, writing, speaking and listening** skills.
- Focus on **vocabulary development and higher-order reading skills** in both Welsh and English.

- Build on post-lockdown work in oracy with structured approaches such as **reading carousel** and **Reconsidering Reading** strategies.
- Respond to the **Curriculum for Wales**, Estyn report (2024), and school self-evaluation findings.
- Ensure **equity of access** for all learners, including FSM/Vulnerable pupils.

Actions

- Establish and monitor a **weekly reading carousel** across all classes.
- Provide **staff training** on new reading strategies through INSET and cluster support.
- Promote independent reading with **Darllen Co** and purposeful class reading corners.
- Continue to develop **Voice 21 oracy skills** with daily discussion patterns and structured speaking.
- Invest in **Welsh and English books** to strengthen classroom libraries.
- Use **cluster reading bands** to moderate and assess pupil progress.
- Deliver regular **phonics teaching in English (Read, Write, Inc)** across early KS2.
- Run an **International Languages Week** to promote global language awareness.

Blaenoriaeth 4 – Lles a Chymorth i Ddisgyblion

- Cefnogi iechyd meddwl ac emosiynol pob plentyn.
- Gweithredu sytem rheolau Sant Curig ac atgyfnerthu'r Polisi Perthnasoedd
- Gwella presenoldeb ysgol i fod dros ein targed o 93%

Gweithredoedd:

- Cynnal sesiynau lles gwahanol yn ystod y flwyddyn a chynnig sesiynau penodol i'r plant mwyaf bregus.
- Pob aelod o staff i atgyfnerthu'r tri rheol ac i ddefnyddio'r sgript yn rheolaidd.
- Trefnu gweithgareddau gwahanol i hybu presenoldeb cadarnhaol ymysg ein teuluoedd.

Priority 4 – Wellbeing and Pupil Support

- Support every child's mental and emotional health.
- To promote the 3 rule system in school and to reinforce the Relationships Policy.
- To improve attendance to be above our school target of 93%.

Actions:

- Offer a variety of wellbeing activities and days during the year to all children and offer small group or 1:1 sessions to our most vulnerable.
- All staff members to reinforce the school 3 rule policy and to sue the script when needed.
- Organise a variety of activities to highlight good attendance amongst our families.

Blaenoriaeth 5 – Cymhwysedd Digidol

- Cyflwyno a chysoni defnydd **Google Classrooms** ar draws yr ysgol.
- Mapio a datblygu sgiliau digidol disgyblion yn raddol o'r Cyfnod Cynnar hyd at Flwyddyn 6.
- Adeiladu hyder a dealltwriaeth digidol i bawb.
- Sicrhau bod cyfleoedd rheolaidd i ddisgyblion ddefnyddio technoleg i gyfoethogi dysgu ar draws y cwricwlwm.
- Darparu mynediad i dechnoleg ar gyfer plant PyaDd a'r rhai bregus.

Gweithredoedd:

- Sefydlu cyfrifon **Google Classrooms** i holl staff a disgyblion.
- Creu ffolderi ar gyfer y **6 Maes Dysgu a Phrofiad** i gadw tystiolaeth.
- Hyfforddiant staff (HMS) ar ddefnyddio Google Classrooms yn hyderus.
- Casglu samplau o waith digidol fel rhan o fonitro.
- Arsylwi gwersi a chynnal sgysrsiau gyda disgyblion i ddangos eu cynnydd.
- Tracio sgiliau digidol drwy **Camau Curig Digidol** ar draws pob blwyddyn.
- Sicrhau bod adnoddau digidol ar gael i bob plentyn, gan gynnwys cymorth i deuluoedd bregus.

Priority 5 – Digital Competency

- Introduce and standardise the use of **Google Classrooms** across the school.
- Map and build pupils' digital skills progressively from Early Years to Year 6.
- Develop confidence and digital understanding for all learners.
- Ensure regular opportunities to use technology to enhance learning across the curriculum.
- Provide access to technology for eFSM and vulnerable pupils.

Actions:

- Set up **Google Classroom accounts** for all staff and pupils.
- Create folders for the **6 Areas of Learning and Experience** to store evidence.
- Deliver staff training (INSET) to ensure confident use of Google Classrooms.
- Collect digital work samples as part of monitoring cycles.

- Observe lessons and hold pupil voice sessions to demonstrate progress.
- Track digital skills through **Digital Camau Curig** across year groups.
- Ensure all pupils have access to digital devices, with support for vulnerable families if needed.



Tyfwn ar ein taith