



Huanwerthuso - Self evaluation



Maes Arolygu 1 Cryfderau	Area of Inspection 1 Strengths
Addysgu a Dysgu • Mae mwyafrif y disgyblion yn ymddwyn yn briodol ac yn dangos agweddau cadarnhaol tuag at ddysgu, gyda pherthnasoedd cryf yn cefnogi amgylchedd dysgu effeithiol. • Mae llawer o athrawon yn datblygu gwell dealltwriaeth o fannau cychwyn disgyblion, gan gynllunio a gwahaniaethu'n briodol i ddiwallu anghenion ystod o alluoedd. Mae mwyafrif yr athrawon yn gosod disgwyliadau uchel ac yn defnyddio holi effeithiol i asesu ac addasu dysgu, gan gynyddu ymgysylltiad a dyfalbarhad disgyblion. • Mae llawer o ddisgyblion yn ymateb i adborth ac yn dechrau gwella eu gwaith yn annibynnol, er bod angen cryfhau cysondeb ar draws yr ysgol. Cwricwlwm • Mae'r cwricwlwm yn cynnig lled a dyfnder priodol ar draws amrywiaeth o ddisgyblaethau, gan ddatblygu ystod eang o sgiliau ymhlith disgyblion. • Caiff cyfranogiad mewn diwylliant a threftadaeth leol ei hyrwyddo'n gynyddol, gan gefnogi datblygiad hunaniaeth ac ymwybyddiaeth ddiwylliannol disgyblion. • Mae mwyafrif y gwersi yn cynnwys elfennau o amrywiaeth, gan ddatblygu dealltwriaeth disgyblion o wahanol ddiwylliannau, crefyddau ac anghenion unigolion.	Teaching and Learning • The majority of pupils behave appropriately and show positive attitudes towards learning, with strong relationships supporting an effective learning environment. • Many teachers are developing a better understanding of pupils' starting points, planning and differentiating appropriately to meet a range of abilities. • The majority of teachers set high expectations and use effective questioning to assess and adapt learning, increasing pupil engagement and perseverance. Many pupils respond to feedback and are beginning to improve their work independently, although consistency across the school needs to be strengthened. Curriculum • The curriculum provides appropriate breadth and depth across a range of disciplines, developing a wide range of skills among pupils. • Participation in local culture and heritage is increasingly promoted, supporting pupils' sense of identity and cultural awareness. • The majority of lessons include elements of diversity, helping pupils develop an understanding of different cultures, religions and individual needs.

Mae mwyafrif y ddarpariaeth yn cefnogi datblygiad medrau llythrennedd a digidol ar draws y Meysydd Dysgu a Phrofiad, er bod amrywiad mewn dyfnder a chysondeb.	Most provisions support the development of literacy and digital skills across Areas of Learning and Experience, although there is some variation in depth and consistency.
Maes arolygu 2 Cryfderau	Area of inspection 2 Strengths
Llesiant, Gofal, Cymorth a Chyfarwyddyd - Mae mwyafrif y disgyblion yn ymddwyn yn briodol ac yn dangos agweddau cadarnhaol tuag at ddysgu. - Mae llawer o ddisgyblion yn dangos diddordeb ac yn dechrau dyfalbarhau wrth wynebu heriau. - Mae perthnasoedd cadarnhaol rhwng staff a disgyblion yn cefnogi amgylchedd dysgu diogel. - Mae mwyafrif y disgyblion yn dechrau ymateb i adborth ac yn datblygu eu dealltwriaeth o'u lles a'u dysgu.	Wellbeing, Care, Support & Guidance - The majority of pupils behave appropriately and show positive attitudes towards learning. - Many pupils show interest and are beginning to persevere when facing challenges. - Positive relationships between staff and pupils support a safe learning environment. - The majority of pupils are beginning to respond to feedback and develop their understanding of their wellbeing and learning.
Maes arolygu 3 Cryfderau	Area of inspection 3 Strengths
Arweinyddiaeth a Rheolaeth - Mae arweinwyr wedi sefydlu diwylliant cadarnhaol a chefnogol, gyda ffocws cynyddol ar wella dysgu a lles disgyblion drwy gyfeiriad strategol sy'n datblygu'n gyson. - Mae systemau hunanwerthuso a chynllunio ar gyfer gwella yn cryfhau, gyda chasglu tystiolaeth a nodi blaenoriaethau yn fwyfwy effeithiol dros amser. - Mae cyfleoedd dysgu proffesiynol yn datblygu'n gadarn, gan gefnogi staff i wella eu hymarfer a chyfrannu at gynnydd disgyblion.	Leadership and Management - Leaders have established a positive and supportive culture, with an increasing focus on improving teaching and pupils' wellbeing through a developing strategic direction. - Self-evaluation and improvement planning systems are strengthening, with evidence gathering and priority-setting becoming more effective over time. - Professional learning opportunities are developing well, supporting staff to improve their practice and contribute to pupil progress.

- Mae arweinwyr yn rheoli adnoddau, perfformiad a phartneriaethau'n fwy effeithiol, gan sicrhau effaith gadarnhaol ar ddarpariaeth a chanlyniadau disgyblion.

- Leaders are managing resources, performance and partnerships more effectively, ensuring a positive impact on provision and pupil outcomes.

GWERTHUSIAD CYNLLUN DATBLYGU - EVALUATION OF SCHOOL DEVELOPMENT PLAN 2025-26

Gwerthuso cynnydd - Evaluating progress

Amlygwyd nifer o flaenoriaethau allweddol yn y Cynllun Datblygu Ysgol ar gyfer 2025–26, gyda'r nod o wella addysgu a dysgu ar draws gwahanol feysydd. Isod ceir crynodeb o'r flaenoriaethau a'r gwerthusiad o'r cynnydd a wnaed hyd yma.

The school development plan (SDP) for 2025-26 outlined several key priorities, which aimed to improve teaching and learning across various areas. Below is a summary of the priorities and the evaluation of progress made so far.

Blaenoriaeth 1 Gwella medrau ysgrifennu creadigol a ffeithiol disgyblion trwy ehangu cyfleoedd ysgrifennu estynedig i ddisgyblion ddatblygu a chymhwyso eu medrau.	Priority 1 To improve teaching in order to raise standards and ensure progress in Welsh Oracy and Reading
• Mae bron pob athro yn darparu darpariaeth darllen gyson (e.e. cylchoedd darllen a sesiynau ffoneg), gan gyfrannu at welliant mewn safonau darllen a dealltwriaeth, yn enwedig mewn data. • Mae llawer o ddisgyblion yn gwneud cynnydd disgwylidig neu well mewn agweddau ar ysgrifennu creadigol, gan gynnwys strwythur, geirfa a chreadigrwydd. • Mae'r ysgol wedi cryfhau darpariaeth ffoneg (gan gynnwys <i>Monster Phonics</i>), gan arwain at welliannau amlwg mewn sillafu a dadgodio ymhlith llawer o ddisgyblion. • Mae disgyblion mewn grwpiau bregus yn gwneud cynnydd da mewn darllen o ganlyniad i ymyrraethau wedi'u targedu a chymorth pwrpasol.	• Nearly all teachers provide consistent reading provision (e.g. reading circles and phonics sessions), contributing to improved reading standards and comprehension, particularly in assessment data. • Many pupils make expected or better progress in aspects of creative writing, including structure, vocabulary and creativity. • The school has strengthened its phonics provision (including <i>Monster Phonics</i>), leading to clear improvements in spelling and decoding skills among many pupils.

• Er bod enghreifftiau cadarnhaol o ysgrifennu ar draws y cwricwlwm, nid yw'r ddarpariaeth hon wedi'i gwreiddio'n gyson nac yn dangos cynnydd clir dros amser mewn llyfrau. • • Er bod disgwyliadau uchel ar gyfer disgyblion mwy abl, nid yw cyfleoedd i'w hymestyn a'u herio wedi'u datblygu'n ddigon cyson, gan gyfyngu ar eu cynnydd.	• Pupils in vulnerable groups make good progress in reading as a result of targeted interventions and purposeful support. • Although there are positive examples of writing across the curriculum, this provision is not yet consistently embedded or showing clear progress over time in pupils' books. • While high expectations exist for more able pupils, opportunities to extend and challenge them are not consistently developed, limiting their progress.
Blaenoriaeth 2 Cysoni strategaethau adborth effeithiol, a chryfhau medrau disgyblion i fyfrio, gwerthuso a gwella eu gwaith eu hunain a dysgu eu cyfoedion.	Priority 2 Encouraging effective feedback strategies, and strengthening pupils' skills to reflect, evaluate, and improve their own work and the learning of their peers.
• Mae'r ysgol wedi gwneud cynnydd da o ran gwella arferion adborth, gyda'r mwyafrif o athrawon yn darparu adborth amserol a phwrpasol sy'n canolbwyntio'n glir ar gamau nesaf. • O ganlyniad, mae'r mwyafrif o ddisgyblion yn ymateb yn gadarnhaol i adborth ac yn dechrau gwella eu gallu i fyfrio ar eu dysgu yn annibynnol. • Mae'r mwyafrif o athrawon yn defnyddio meini prawf llwyddiant yn effeithiol ac yn cynnig cyfleoedd i hunanasesu ac asesu cyfoedion, gan gryfhau hyder disgyblion wrth werthuso gwaith. • Mae dulliau ysgol gyfan (e.e. PIT STOPs, CALLIO a'r strategaeth pen porffor) yn cefnogi datblygiad medrau metawybyddol a gallu disgyblion i wella eu gwaith.	• The school has made good progress in improving feedback practices, with most teachers now providing timely and purposeful feedback that clearly focuses on next steps. • As a result, most pupils respond positively to feedback and are beginning to improve their ability to reflect on their learning independently. • Most teachers use success criteria effectively and provide opportunities for self- and peer-assessment, strengthening pupils' confidence in evaluating work. • Whole-school approaches (e.g. PIT STOPs, CALLIO and the purple pen strategy) are supporting the development of pupils' metacognitive skills and their ability to improve their work. • Most pupils present their work neatly and show pride, with many demonstrating improvement over time.

• Mae'r mwyafrif o ddisgyblion yn cyflwyno eu gwaith yn dachus ac yn dangos balchder, gyda llawer yn dangos gwelliant dros amser. • Mae diwylliant cadarnhaol o fyfrio a chydweithio yn parhau i gryfhau.	• A positive culture of reflection and collaboration is continuing to strengthen.
Blaenoriaeth 3 Gwreiddio sgiliau a dealltwriaeth fathemategol disgyblion ymhellach er mwyn gallu eu cymhwyso yn hyderus mewn gwahanol cyd-destunau, rhesymu a'u defnyddio i ddatrys problemau ar draws y cwricwlwm	Priority 3 Further embed pupils' mathematical skills and understanding so that they can confidently apply them in a range of contexts, reason mathematically, and use them to solve problems across the curriculum
• Mae bron pob aelod o staff wedi cynyddu eu hyder addysgeg mewn mathemateg, gan arwain at gynnydd amlwg ym medrau llawer o ddisgyblion yn y dosbarth, er nad yw hyn yn cael ei adlewyrchu'n gyson yn y data eto. • Mae llawer o ddisgyblion yn mwynhau cymryd rhan mewn gweithgareddau rhifedd ar draws y cwricwlwm, gan gynnwys tasgau menter a datrys problemau, ond nid yw eu hyder wrth gymhwyso sgiliau mathemateg mewn sefyllfaoedd bywyd go iawn wedi'i ddatblygu'n ddigonol. • Mae bron pob athro yn cynllunio cyfleoedd pwrpasol i ddatblygu a chymhwyso sgiliau mathemateg, gyda'r cynllun mathemateg newydd yn cefnogi dilyniant sgiliau a chysondeb ar draws yr ysgol. • Mae mwyafrif y disgyblion yn dangos medrau rhif cadarn yn eu gwaith, ac mae dulliau strwythuredig (e.e. sesiynau CLIC a chylchoedd datrys problemau) yn cefnogi cynnydd disgwylledig a hyder dysgwyr.	• Nearly all staff have increased their pedagogical confidence in mathematics, leading to clear progress in many pupils' skills in the classroom, although this is not yet consistently reflected in the data. • Many pupils enjoy participating in numeracy activities across the curriculum, including enterprise tasks and problem-solving activities; however, their confidence in applying mathematical skills in real-life situations is not yet sufficiently developed. • Nearly all teachers plan purposeful opportunities to develop and apply mathematical skills, with the new maths scheme supporting progression of skills and consistency across the school. • The majority of pupils demonstrate secure number skills in their work, and structured approaches (e.g. CLIC sessions and problem-solving cycles) are supporting expected progress and increasing learner confidence.

• Mae systemau asesu a thracio yn helpu llawer o ddisgyblion i ddeall eu cynnydd a'u targedau, ond nid yw'r defnydd o'r wybodaeth hon yn gyson nac yn ddigon effeithiol ym mhob dosbarth. • Er bod disgyblion yn elwa ar gyfleoedd i ddefnyddio mathemateg mewn cyd-destunau ymarferol, mae angen sicrhau bod yr her, disgwyladau uchel, a chynllunio systematig yn cael eu datblygu ymhellach er mwyn cryfhau cymhwysiad rhifedd a dangos cynnydd yn fwy cyson ar draws yr ysgol.	• Assessment and tracking systems help many pupils to understand their progress and targets; however, the use of this information is not yet consistent or effective enough across all classes. • While pupils benefit from opportunities to use mathematics in practical contexts, there is a need to further develop challenge, high expectations and systematic planning to strengthen the application of numeracy and demonstrate more consistent progress across the school.
Gwerthusiad Cyffredinol	Overall Evaluation
• Dros y flwyddyn ddiwethaf, mae'r ysgol wedi gwneud cynnydd da wrth wella'r ffordd rydym yn addysgu llythrennedd a mathemateg, gyda staff yn gweithio'n fwy cyson i gefnogi dysgu'r disgyblion. • Mae llawer o ddisgyblion yn gwneud cynnydd cadarn ac yn mwynhau cyfleoedd i ddarllen, ysgrifennu a defnyddio mathemateg mewn gwahanol weithgareddau. Rydym yn datblygu ymhellach sut mae disgyblion yn defnyddio eu sgiliau yn annibynnol ac yn gwella'u gwaith drwy adborth ac asesu. • O ganlyniad, eleni byddwn yn canolbwyntio ar gryfhau ysgrifennu a llythrennedd, datblygu mathemateg ymhellach, a chreu amgylcheddau dysgu cyffrous sy'n cefnogi dysgu drwy archwilio ac ymholi.	• Over the past year, the school has made good progress in improving how we teach literacy and mathematics, with staff working more consistently to support pupils' learning. • Many pupils are making steady progress and enjoy opportunities to read, write and use mathematics in a range of activities. • We are continuing to develop how pupils use their skills independently and improve their work through feedback and assessment. • As a result, this year we will focus on strengthening writing and literacy, further developing mathematics, and creating engaging learning environments that support exploration and inquiry.

BLAENORIAETHAU CYNLLUN DATBLYGU YSGOL 2026-27 - SCHOOL DEVELOPMENT PLAN PRIORITIES 2026-27

Blaenoriaeth 1 : Gwellu medrau ysgrifennu disgyblion trwy ddatblygu eu gallu i gwrando siarad a darllen yn gyson ar draws y Cwricwlwm

Meini Prawf Ilwyddiant

- Mae'r rhan fwyaf o ddisgyblion yn defnyddio geirfa gynyddol gywir a chyfoethog wrth siarad, darllen ac ysgrifennu.
- Mae'r rhan fwyaf o ddisgyblion yn defnyddio strategaethau darllen yn effeithiol i ddatblygu dealltwriaeth a thrafod testunau'n hyderus.
- Mae'r rhan fwyaf o ddisgyblion yn cyfrannu'n bwrpasol mewn trafodaethau, gan esbonio, cyfiawnhau ac adeiladu ar syniadau eraill.
- Mae'r rhan fwyaf o ddisgyblion yn defnyddio strwythurau brawddegau cynyddol ddatblygedig a geirfa briodol wrth gyfathrebu ar lafar.
- Mae'r rhan fwyaf o ddisgyblion yn trosglwyddo'r eirfa, y patrymau iaith a'r syniadau a ddatblygir drwy siarad a darllen i'w gwaith ysgrifenedig.
- Mae tystiolaeth glir o gynnydd dros amser mewn llafaredd, darllen ac ysgrifennu drwy waith disgyblion, arsylwadau, siarad â dysgwyr a data.
- Mae'r rhan fwyaf o athrawon yn defnyddio strategaethau cyson ac effeithiol ar gyfer datblygu llafaredd a darllen (e.e. modelu iaith, trafodaethau strwythuredig, cwestiynu o ansawdd uchel a strategaethau darllen).
- Mae'r rhan fwyaf o ddisgyblion yn dangos mwy o ddychymyg, manylder a soffistigeiddrwydd yn eu hysgrifennu o ganlyniad i gyfleoedd rheolaidd i siarad a thrafod testunau.

Camau Allweddol

Gweithredoedd

Cefnogaeth

Datblygu dull ysgol gyfan cyson ar gyfer addysgu gwrando, llafaredd a darllen Gwella rhuglder darllen a dealltwriaeth drwy addysgu sgiliau yn systematig Sicrhau cyfleoedd rheolaidd a phwrpasol i ddatblygu sgiliau gwrando a llafaredd ar draws y cwricwlwm Defnyddio siarad er mwyn cefnogi dealltwriaeth ddarllen a dysgu Cyflwyno a chymhwyso disgwyliadau cyson ar draws yr ysgol ar gyfer cyflwyniad gwaith.	Darparu hyfforddiant a chyfleoedd i rannu arferion da, defnyddio canllawiau llythrennedd ysgol gyfan, a monitro cynnydd disgyblion yn rheolaidd er mwyn sicrhau cysondeb a chefnogi gwelliant parhaus. Addysgu sgiliau darllen yn rheolaidd, darparu hyfforddiant a chyfleoedd i rannu arferion da, monitro cynnydd disgyblion yn gyson, a defnyddio adnoddau darllen a ffoneg yr ysgol i gefnogi datblygiad sgiliau. Darparu hyfforddiant a chyfleoedd i rannu arferion da, gweithredu strategaethau llythrennedd ysgol gyfan gan gynnwys Dim ond Darllen, Cylch Darllen, Cynllun Clebran, Llais 21 ac Ein Llais Ni, a monitro cynnydd disgyblion yn rheolaidd er mwyn sicrhau cysondeb a chefnogi gwelliant parhaus.	Hyfforddiant a datblygiad proffesiynol parhaus (DPP) mewnol gan yr arweinwyr pwnc i sicrhau bod pob aelod o staff yn gweithredu'r strategaethau llythrennedd yn gyson ac yn hyderus. Cyfleoedd rheolaidd i staff gynllunio gyda'i gilydd er mwyn sicrhau cysondeb mewn darpariaeth ar draws darllen, llafaredd ac ysgrifennu. Cynllun Tric a Chlic a chynllun Monster Phonics Canllaw un dudalen i staff sy'n cynnig trosolwg clir o'r disgwyliadau a'r dull o addysgu llythrennedd yn yr ysgol.
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Priority 1 : Improve pupils' writing skills by developing their listening, speaking and reading skills consistently across the curriculum.

Success Criteria

- Most pupils use an increasingly rich and accurate vocabulary when speaking, reading and writing.
- Most pupils use reading strategies effectively to develop understanding and discuss texts confidently.
- Most pupils contribute purposefully to discussions, explaining, justifying and building on the ideas of others.
- Most pupils use increasingly sophisticated sentence structures and appropriate vocabulary when communicating orally.
- Most pupils transfer the vocabulary, language patterns and ideas developed through speaking and reading into their written work.

- There is clear evidence of strong progress by most pupils over time in oracy, reading and writing through pupils' work, observations, learner voice activities and assessment information.
- Nearly all teachers use consistent and effective strategies to develop oracy and reading, including language modelling, structured discussions, high-quality questioning and reading strategies.
- Most pupils demonstrate greater imagination, detail and sophistication in their writing as a result of regular opportunities to speak and discuss texts.

Key Steps	Actions	Support
Develop a consistent whole-school approach to teaching listening, speaking and reading. Improve reading fluency and comprehension through the systematic teaching of skills. Provide regular and purposeful opportunities to develop listening and speaking skills across the curriculum. Use talk and discussion to support reading comprehension and learning. Introduce and apply consistent expectations for the presentation of work across the school.	Provide training and opportunities to share good practice, use whole-school literacy guidance, and monitor pupil progress regularly to ensure consistency and support continuous improvement. Teach reading skills regularly, provide training and opportunities to share good practice, monitor pupil progress consistently, and use the school's reading and phonics resources to support skills development. Provide training and opportunities to share good practice, implement whole-school literacy strategies including Just Read (Dim ond Darllen), Reading Circles (Cylch Darllen), Chatterbox Programme (Cynllun Clebran), Voice 21 (Llais 21) and Our Voice (Ein Llais Ni), and monitor pupil progress regularly to ensure consistency and support continuous improvement.	Ongoing professional learning and development (PLD) led internally by subject leaders to ensure that all staff implement literacy strategies consistently and with confidence. Regular opportunities for collaborative planning to ensure consistency in provision across reading, oracy and writing. Use of structured literacy programmes, including <i>Tric a Chlic</i> and <i>Monster Phonics</i>. A one-page staff guide providing a clear overview of expectations and the school's approach to teaching literacy.

Blaenoriaeth 2 : Sefydlu amgylchedd dysgu wedi'i seilio ar egwyddorion Froebel a dull ymholi i gefnogi annibyniaeth disgyblion

Meini Prawf Llwyddiant:

- Bydd bron pob un dosbarth yn darparu ardaloedd dysgu trefnus, pwrpasol ac ysgogol sy'n cefnogi ac yn ymestyn dysgu disgyblion..
- Bydd bron pob un aelod o staff yn cynllunio cyfleoedd bwriadol o fewn yr ardaloedd dysgu (gan gynnwys yr ardal allanol) i ddatblygu medrau llythrennedd, rhifedd a datrys problemau.
- Bydd y rhan fwyaf o ddisgyblion yn defnyddio'r ardaloedd dysgu yn annibynnol i ddewis adnoddau a symud eu dysgu ymlaen.
- Bydd y rhan fwyaf o ddisgyblion yn dangos lefel uwch o ymgysylltiad, creadigrwydd a gwytnwch wrth ddefnyddio'r ardaloedd dysgu, gan gynnwys yr ardal allanol.
- Bydd bron pob un aelod o staff yn sicrhau bod yr ardal allanol yn cael ei defnyddio'n rheolaidd ac yn fwriadol i gefnogi dysgu.
- Bydd cynnydd mesuradwy yn safonau gwaith llawer o ddisgyblion dros amser, yn enwedig o fewn gweithgareddau annibynnol.
- Bydd mwyafrif o ddisgyblion mewn grwpiau bregus yn dangos gwell ymgysylltiad a chynnydd o ganlyniad i well darpariaeth amgylcheddol.
- Bydd tystiolaeth glir o welliant yn ansawdd yr amgylchedd dysgu ar draws yr ysgol yn dilyn awdit cychwynnol.

Camau Allweddol	Gweithredoedd	Cefnogaeth
Datblygu ardaloedd ac amgylchedd dysgu i wella addysgeg arloesol sy'n gweddu ag egwyddorion galluogi dysgu. Uwchsgilio staff er mwyn datblygu syniadau i wella eu amgylchedd dysgu ac addysgu trwy ymchwil. Datblygu dull ymholi cyson o flwyddyn 3 i flwyddyn 6 mewn gwersi prosiect er mwyn meithrin annibyniaeth a sgiliau ymchwil disgyblion Datblygu darpariaeth Froebeliaidd i gefnogi dysgu hollataidd trwy chwarae a phrofiadau ystyrlon o fewn cam cynnydd 1 a 2.	Darparu cyfleoedd i ddisgyblion datblygu annibyniaeth o fewn darpariaeth amgylchedd dysgu. Newid a datblygu diwylliant a meddylfryd ysgol gyfan. Cynnal awdit amgylchedd ar ddechrau ac ar ddiwedd y flwyddyn er mwyn targedu a gweld cynnydd o ddatblygiad amgylcheddol ar effaith ar ddisgyblion. Ymweld ag ysgolion gwahanol er mwyn gweld arferion dda.	Hyfforddiant a datblygiad proffesiynol parhaus (DPP) mewnol ac allanol - 'Galluogi'r amgylchedd' Cyfleoedd rheolaidd i staff gynllunio gyda'i gilydd ac ymgymryd â thrafodaethau a deialog proffesiynol. Ymweliadau ysgolion Awdit ardaloedd Ymchwil Adnoddau pwrpasol

	Cynllunio cyfleoedd i ddisgyblion ymgysylltu a weithgareddau ymarferol sy'n hybu ac yn ddatblygu'r sgiliau cyfannol.	
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Priority 2 : Establish a learning environment based on Froebelian principles and an inquiry approach to support pupils' independence.

Success Criteria

- Nearly all classes will provide well-organised, purposeful and stimulating learning areas that support and extend pupils' learning.
- Nearly all staff will plan intentional opportunities within the learning areas (including the outdoor area) to develop literacy, numeracy and problem-solving skills.
- Most pupils will use the learning areas independently to select resources and move their learning forward.
- Most pupils will demonstrate a higher level of engagement, creativity and resilience when using the learning areas, including the outdoor area.
- Nearly all staff will ensure that the outdoor area is used regularly and purposefully to support learning.
- There will be measurable improvement in the standards of work of many pupils over time, particularly within independent activities.
- Most pupils in vulnerable groups will show improved engagement and progress as a result of enhanced environmental provision.
- There will be clear evidence of improvement in the quality of the learning environment across the school following an initial audit.

Key Steps	Actions	Support
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Develop learning areas and environments to enhance innovative pedagogy that aligns with enabling learning principles. Upskill staff to develop ideas to improve their teaching and learning environment through research. Develop a consistent inquiry approach from Year 3 to Year 6 within project lessons to foster pupils' independence and research skills. Develop Froebelian provision to support holistic learning through play and meaningful experiences within Progression Steps 1 and 2.	Provide opportunities for pupils to develop independence within the learning environment provision. Change and develop a whole-school culture and mindset. Conduct an environmental audit at the beginning and end of the year to target and measure progress in the development of the environment and its impact on pupils. Visit different schools in order to observe good practice. Plan opportunities for pupils to engage in practical activities that promote and develop holistic skills.	Internal and external training and continuous professional development (CPD) -“Enabling the environment” Regular opportunities for staff to plan together and engage in professional discussion and dialogue School visits Learning environment audits Research Purposeful resources
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Blaenoriaeth 3

Gwreiddio sgiliau a dealltwriaeth fathemategol disgyblion ymhellach er mwyn gallu eu cymhwyso'n hyderus mewn gwahanol gyd-destunau, rhesymu a'u defnyddio i ddatrys problemau ar draws y Cwricwlwm

Meini prawf Llwyddiant

- Yn ol systemau tracio ffurfiol mewnol a chenedlaethol yr ysgol bydd rhan fwyaf o ddisgyblion yn gwneud cynnydd disgwylidig neu'n uwch.
- Bydd cynnydd rhan fwyaf o ddisgyblion yn eu safonau a medrau mathemateg a rhifedd.
- Codi hyder addysgeg bron pob un aelod o staff wrth ddysgu mathemateg er mwyn i'r disgyblion gwneud cynnydd o fewn mathemateg.
- Codi hyder addysgeg staff wrth ddysgu rhifedd a rhesymu er mwyn i'r disgyblion gwneud cynnydd o fewn mathemateg.
- Arweinydd i gynllunio mwy o gyfleodd dysgu rhifedd ar draws y cwricwlwm er mwyn codi safonau disgyblion ac uwch sgilio staff.
- Bron pob un disgybl yn ymwybodol o gryfderau a thargedau i wella o fewn sgiliau rhif CLIC (blynyddoedd 3 - 6)
- Bydd llawer o ddisgyblion yn cymhwyso mathemateg a rhifedd at bwrpas yn yr ardal allanol i godi safonau unigol.

- Bydd disgyblion yn defnyddio geirfa fathemategol yn fwy cywir ac yn gallu esbonio eu rhesymu wrth ddatrys problemau.
- Bydd darpariaeth mathemateg a rhifedd yn fwy cyson ar draws yr ysgol, gyda dilyniant clir mewn sgiliau a disgwyliadau.

Camau Allweddol	Gweithredoedd	Cefnogaeth
Datblygu defnydd cyson o adborth adeiladol a chryfhau cyfleoedd ar gyfer hunanasesu er mwyn i ddysgwyr ddeall eu camau nesaf mewn dysgu, gan gynnwys diwyg gwaith clir a chyson sy'n cefnogi cynnydd a disgwyliadau dysgu	Parhau i ddefnyddio strategaethau adborth ysgol gyfan sydd yn cael ei weithredu yn barod (Seibiannau Sydyn, Talebau cyson, Pod Parablu)	Amser i hyfforddi, monitro a gwreiddio systemau'r ysgol. Rhannu arfer da yn ystod cyfarfodydd staff / cyfarfodydd adran
Datblygu a chynnal sesiynau rhesymu mathemategol yn rheolaidd er mwyn datblygu sgiliau datrys problemau a meddwl rhesymegol y disgyblion.	Sicrhau bod athrawon yn cynnal sesiynau rhesymu mathemategol yn rheolaidd. Sicrhau fod amrywiaeth o trinolion yn hygyrch i bawb.	Rhannu arfer da yn ystod cyfarfodydd staff / cyfarfodydd adran Trefnu hyfforddiant CSC
Cynyddu'r defnydd o ddysgu awyr agored er mwyn darparu cyfleoedd ystyrlon i gymhwyso sgiliau mathemateg a rhifedd mewn sefyllfaoedd bywyd go iawn	Creu ardaloedd dysgu mathemateg yn yr awyr agoredl. Adeiladau banc o geirfa i sicrhau fod y plant yn ymwybodol o'r geirfa mathemategol.	Buddosddi mewn adnoddau mathemateg yn yr awyr agored Trefnu ymweliadau arsylwi - rhannu arfer da o ysgolion arall.
Datblygu cyfleoedd trawsgwricwlaidd pwrpasol sy'n cael eu cynllunio'n gyson ar draws y cwricwlwm er mwyn datblygu a chymhwyso sgiliau mathemateg a rhifedd mewn amrywiaeth o gyd-destunau	Cynllunio cyfleoedd trawsgwricwlaidd rheolaidd i gymhwyso sgiliau mathemateg a rhifedd. Darparu cyfleoedd i ddisgyblion ddefnyddio mathemateg mewn sefyllfaoedd bywyd go iawn.	Rhannu arfer da yn ystod cyfarfodydd staff / cyfarfodydd adran Trefnu ymweliadau arsylwi - rhannu arfer da o ysgolion arall. Trefni sesiynau cynllunio ar gyfer gwersi trawsgwricwlaidd.

Defnyddio trinolion yn pwrpasol i gefnogi cynnydd disgyblion ac ymateb i anghenion dysgu penodol	Gwneud 'awdit' ar gyfer yr adnoddau sydd gennym ni yn barod.	Rhannu arfer da yn ystod cyfarfodydd staff / cyfarfodydd adran Trefnu hyfforddiant CSC Trefnu ymweliadau arsylwi - rhannu arfer da o ysgolion arall.
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Priority 3

Embedding and deepening pupils' mathematical skills and understanding, - so they can confidently apply them in different contexts, reason effectively, and use them to solve problems across the Curriculum.

Success Criteria

- According to the school's internal and national formal tracking systems, the majority of pupils will make expected progress or better.
- The majority of pupils will show improvement in their mathematics and numeracy standards and skills.
- The pedagogical confidence of almost all staff in teaching mathematics will increase, enabling pupils to make progress in mathematics.
- The pedagogical confidence of staff in teaching numeracy and reasoning will increase, enabling pupils to make progress in mathematics.
- Leaders will plan more opportunities for numeracy learning across the curriculum in order to raise pupil standards and further develop staff expertise.
- Almost all pupils will be aware of their strengths and targets for improvement within CLIC number skills (Years 3–6).
- Many pupils will purposefully apply mathematics and numeracy skills in the outdoor area to improve their individual standards.
- Pupils will use mathematical vocabulary more accurately and will be able to explain their reasoning when solving problems.
- Mathematics and numeracy provision will be more consistent across the school, with clear progression in skills and expectations.

Key Steps	Actions	Support
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Develop the consistent use of constructive feedback and strengthen opportunities for self-assessment so that learners understand their next steps in learning, including clear and consistent improvement work that supports progress and learning expectations.	Continue to use the existing whole-school feedback strategies already in place (Pit Stos, 'Pod Perablu', CALL sheet for KS2).	• Time to train, monitor and embed whole-school systems. • Share good practice during staff meetings / phase meetings.
Develop and maintain regular mathematical reasoning sessions to develop pupils' problem-solving skills and logical thinking.	Ensure that teachers deliver regular mathematical reasoning sessions. Ensure that a variety of manipulatives are accessible to all pupils.	• Share good practice during staff meetings / phase meetings. • Arrange CSC training.
Increase the use of outdoor learning to provide meaningful opportunities to apply mathematics and numeracy skills in real-life situations.	Create outdoor mathematics learning areas. Develop a bank of vocabulary to ensure that pupils are familiar with and use mathematical vocabulary.	• Invest in outdoor mathematics resources. • Arrange observation visits to share good practice from other schools. • Share good practice during staff meetings / phase meetings.
Develop purposeful cross-curricular opportunities that are planned consistently across the curriculum to develop and apply mathematics and numeracy skills in a variety of contexts.	Plan regular cross-curricular opportunities to apply mathematics and numeracy skills.	• Arrange observation visits to share good practice from other schools. • Organise planning sessions for cross-curricular lessons.

Use manipulatives purposefully to support pupil progress and respond to specific learning needs.	Provide opportunities for pupils to use mathematics in real-life situations. Carry out an audit of the resources that are already available and what's needed.	● Share good practice during staff meetings / phase meetings. ● Arrange CSC training. ● Arrange observation visits to share good practice from other schools.
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