



Crynodeb Cynllun Datblygu Ysgol 2023 – 2024

'Gyda'n gilydd gallwn lwyddo'.

Arolwg ESTYN diwethaf:

Medi 2022

Gwerthusiad yr Ysgol

Blaenoriaethau a chynnydd 2023-24 (y llynedd) a'r cymorth a gafwyd:

Datblygu dylanwad llais y dysgwyr ar drefniadau'r ysgol.

Gwelwyd cynnydd cryf gyda'r rhan fwyaf o ddysgwyr bellach yn medru rhoi enghraifft o sut maent wedi gael dylanwad ar eu gwaith. Llauer o ddisgyblion yn medru rhoi enghraifft o sut maent wedi dylanwadu ar waith yr ysgol. Gall rhan fwyaf yn ymwybodol bod ganddynt hawliau. Cynnyddwyd cyfranogiad disgyblion difreintiedig a disgyblion ADY.

Camau nesaf:
Parhau i gynnal a gwreiddio hyn

Sicrhau bod disgwyliadau athrawon yn ddigon uchel i gefnogi pob disgybl i gyflawni hyd eithaf ei allu.

Gwelwyd cynnydd da gyda llauer o ddisgyblion difreintiedig ag agweddau cadarnhaol i'w dysgu a llauer o ddysgwyr yn meddu ar sgiliau cynyddol soffistigedig wrth godio, ymdrin a dogfennau excel, creu gwefannau. Gwelwyd gwelliant yn y ddarpariaeth ar gyfer rhifedd ac athrawon yn teimlo bod ganddynt arweiniad ar gyfer lefel addas yr her.

Camau nesaf:
Agweddau ar rifedd wedi amlygu eu hun wrth fonitro ac felly bydd hyn yn bwydo blaenoriaeth blwyddyn nesaf.

Amlygodd monitro bod angen cyd-berthynas cryfach rhwng asesu a chynllunio fel bod asesu yn bwydo cynlluniau mewn modd amserol.

Blaenoriaethau 2024-25, cynllun gweithredu a chymorth sydd ei angen.

Dysgwyr i gofio a defnyddio ffeithiau, perthnasoedd a dulliau er mwyn datblygu rhuglder a'r gallu i gymhwyso.

Mae'r cynllun gweithredu yn cynnwys hyfforddiant staff yn y maes, a chynlluniau ar gyfer gwella ymgysylltiad gyda rhieni. Cyfeirir at gynyddu'r defnydd o drilion yn ogystal. Mesurwn cynnydd yn bennaf trwy graffu ar ddysgu disgyblion.

Gobeithiwn gweld rhuglder a gallu i gymhwyso y rhan fwyaf o ddisgyblion yn gwella yn sgil gweithredu.

Gwella'r ddarpariaeth ysgol gyfan ar gyfer cefnogi gwydnwch emosiynol disgyblion.

Mae'r cynllun gweithredu yn cynnwys ymchwil gweithredol i ddefnydd rhaglen o'r enw My Happy Mind, gan gynnwys prosiect gyda Phrifysgol Aberystwyth fel rhan o raglen ymholi cenedlaethol. Bydd hyn yn cynnwys app at ddefnydd rieni i'n cefnogi gyda hyn yn y cartref. Mesurwn yn defnyddio holiaduron yn ymwneud a lles disgyblion.

Gobeithiwn gweld niferoedd disgyblion sydd angen cefnogaeth emosiynol uwchlaw darpariaeth dosbarth yn lleihau.

Sicrhau y defnyddia'r athrawon yr wybodaeth a ddeillir o asesu i fireinio'r addysgu a chefnogi ac herio disgyblion yn briodol

Cyfle i staff gynllunio cynllun datblygu ar y cyd fesul grwpiau bach i fynd i'r afael a'r anghenion a amlygir o asesiadau disgyblion h.y. medrau darllen Cymraeg ym Mhenllwyn, sgiliau mân echddygol dysgu sylfaen y ddwy ysgol a medrau cyfathrebu disgyblion blwyddyn 3-6 y ddwy ysgol i gynnwys geirfa a chystrawen cynyddol soffistigedig Mesurwn gynnydd yma wrth graffu ar ddysgu disgyblion a chynnal sgysiaau proffesiynol gyda staff.

CRYFDERAU:

Ethos cynhwysol, gofalgwr ac amgylchedd cartrefol. Arfer dda wedi rhannu ag ysgolion eraill.

Arfer dda wrth ddatblygu dysgwyr annibynnol.

Darpariaeth gref ar gyfer pwysleisio a dathlu Cymru a'i diwylliant.

Arfer dda addysgu disgyblion 4-7

Cysylltiadau cymunedol cryf sydd ag ystod eang o fanteision i ddisgyblion.

Tîm o staff ymroddgar a chydwybodol.

MEYSYDD I'W DATBLYGU:

Nid yw'r rhan fwyaf o ddisgyblion yn perfformio hyd eithaf eu gallu yn eu darllen Cymraeg yn y profion Cenedlaethol yn Ysgol Penllwyn.

Lleiafrif disgyblion blwyddyn 3-6 sydd yn dangos rhuglder wrth adalw ffeithiau rhif a pherthnasoedd neu sydd yn medru dewis o amrywiaeth o ddulliau cyfrifo gan ddatgan sut a pham y dewisant y dull.

Ychydig ddisgyblion a ddefnyddia a dewisa geirfa a chystrawen soffistigedig a phwnc benodol wrth gyfathrebu ar ben y ddwy ysgol.

Tua hanner disgyblion sy'n datblygu llawysgrifen taclus o maint cyson erbyn iddynt gyrraedd blwyddyn 3.

Mae nifer gynyddol o gyfeiriadau am gefnogaeth emosiynol yn cyrraedd yr ysgol, a chyfeiriadau am ddiagnosis o ASD. Mae cwricwlwm lles yr ysgol yn gynhwysfawr, ond a thuedd i fod yn ymatebol yn hytrach nag yn ataliol.



SCHOOL DEVELOPMENT PLAN SUMMARY 2023 – 2024

'Together we can succeed'.

Last ESTYN inspection date:
September 2022

School Evaluation

2023-24 priorities and progress (last year) and the support received:

Developing the influence of learner voice on the school's arrangements.

Strong progress was seen with most learners now being able to give an example of how they have had an influence on their work. Many pupils can give an example of how they have influenced the school's work.

Most may be aware that they have rights. The participation of disadvantaged pupils and ALN pupils was increased.

Next steps: Continue to maintain and embed this

Ensure that teachers' expectations are high enough to support each pupil to achieve to the best of their ability.

Good progress was seen with many disadvantaged pupils with positive attitudes to learning and many learners possessing increasingly sophisticated skills in coding, dealing with excel documents, creating websites. An improvement was seen in the provision for numeracy and teachers felt they had guidance for the appropriate level of challenge.

Next steps:

Aspects of number have manifested themselves during monitoring and therefore this will feature as a separate priority in next years' improvement plan.

The need for a stronger relationship between assessment and planning was highlighted, so that assessment feeds plans in a timely manner.

2024-25 priorities, action plan and support required.

Learners to remember and use facts, relationships and methods in order to develop fluency and the ability to apply.

The action plan includes staff training, and plans for improving engagement with parents. Reference is also made to increasing the use of concrete resources. We will measure progress mainly by scrutinizing pupils' learning.

We hope to see the fluency and ability to apply within real life contexts improve amongst most pupils as a result of implementation.

Improving the whole school provision for supporting pupils' emotional resilience.

The action plan includes active research into the use of a program called My Happy Mind, including a project with Aberystwyth University as part of a national inquiry programme. This will include an app for parents to support us with this at home. We measure using questionnaires relating to pupils' well-being.

We hope to see the number of pupils who need emotional support above classroom provision decrease.

Ensure that the teachers use the information derived from assessment to refine the teaching and support and challenge pupils appropriately

An opportunity for staff to jointly plan a development plan in small to address the needs highlighted from pupil assessments i.e. Welsh reading skills in Penllwyn, fine motor skills in reception to year 3 pupils at both schools, and the communication skills of year 3-6 pupils of both schools to include increasingly sophisticated vocabulary and syntax. We measure progress here by scrutinizing pupils' learning and holding professional conversations with staff.

STRENGTHS:

An inclusive, caring ethos and homely environment.
Good practice shared with other schools.

Good practice in developing independent learners.

Strong provision for emphasizing and celebrating Wales and its culture.

Good practice teaching pupils 4-7

Strong community links which have a wide range of benefits for pupils.

A team of dedicated and conscientious staff.

AREAS FOR DEVELOPMENT:

Most pupils do not perform to the best of their ability in their Welsh reading in the National tests at Ysgol Penllwyn.

A minority of year 3-6 pupils show fluency when retrieving number facts and relationships or are able to choose from a variety of calculation methods and state how and why they choose the method.

Few pupils use and choose sophisticated vocabulary and syntax and a specific topic when communicating at the top of both schools.

Around half of pupils develop neat handwriting of a consistent size by the time they reach year 3.

An increasing number of referrals for emotional support reach the school, and referrals for a diagnosis of ASD.