



Crynodeb Cynllun Datblygu Ysgol 2026 – 2027

‘Gyda’n gilydd gallwn lwyddo’.

Arolwg ESTYN diwethaf:

Medi 2022

Gwerthusiad yr Ysgol

Blaenoriaethau 2025-26, cynllun gweithredu a chymorth sydd ei angen.

Arfogi dysgwyr gyda’r sgiliau i reoli eu dysgu a’u tasgau dyddiol yn effeithiol, gan hyrwyddo lles cyffredinol a meithrin llwyddiant academiaidd.

Mae **cynnydd cryf** wedi’i wneud wrth helpu disgyblion i ddatblygu sgiliau megis cynllunio, canolbwyntio, trefnu eu gwaith a rheoli eu hemosiynau. Mae dull ysgol gyfan, ynghyd â rwtinâu a disgygliadau mwy cyson, wedi helpu disgyblion i fod yn fwy parod i ddysgu ac wedi cyfrannu at amgylchedd dysgu tawel a threfnus.

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

Mae **ymchwil ac arsylwi arfer effeithiol** wedi helpu’r ysgol i adnabod sut i ddatblygu rhuglder rhifedd a gallu disgyblion i gymhwyso eu gwybodaeth. Mae **cynllun clir ar waith** i ddatblygu rhesymu mathemategol, datrys problemau a defnydd hyderus o sgiliau rhif.

Sicrhau bod gweithgareddau dysgu’n herio disgyblion ar frig yr ysgol yn gyson.

Mae **gwaith ymchwil a datblygu** wedi’i gynnal i adnabod y strategaethau mwyaf effeithiol ar gyfer herio dysgwyr, yn enwedig y rhai mwy abl. Rydym Bellach wrthi yn datblygu **cynllun gweithredu clir** i gryfhau cyfleoedd ar gyfer meddwl lefel uwch, creadigrwydd a datrys problemau.

Blaenoriaethau 2026-27, cynllun gweithredu a chymorth sydd ei angen.

Bydd yr un tair blaenoriaeth ysgol yn parhau ar waith yn ystod y flwyddyn academiaidd nesaf, gan adeiladu ar y gwaith sydd eisoes wedi’i wneud.

Ein nod fydd **cynnal ac adeiladu ar y cynnydd cryf** a wnaed o ran datblygu annibyniaeth disgyblion a’u gallu i reoli eu dysgu.

O ran **rhifedd**, byddwn yn rhoi ein cynllun gwaith presennol ar waith, gan ganolbwyntio ar ddatblygu rhuglder, rhesymu a gallu disgyblion i gymhwyso eu sgiliau mathemategol.

Ar gyfer y blaenoriaeth sy’n ymwneud â **herio disgyblion**, byddwn yn defnyddio’r ymchwil a’r gwaith datblygu sydd eisoes wedi digwydd i lunio a gweithredu cynllun gwaith clir, gyda’r nod o sicrhau lefel briodol o her i bob dysgwr.

Er mwyn ein helpu i gyflawni’r blaenoriaethau hyn, byddwn yn:

- manteisio ar **gymorth a chyngor gan athrawon ymgynghorol yr Awdurdod Lleol**;
- **cydweithio ag ysgolion eraill** i rannu arfer effeithiol a dysgu oddi wrth ein gilydd;
- darparu **hyfforddiant a chyfleoedd datblygiad proffesiynol** perthnasol i staff;
- parhau i ddefnyddio **ymchwil ac arfer sy’n seiliedig ar dystiolaeth** i lywio ein gwaith;
- **monitro a gwerthuso effaith** y strategaethau newydd er mwyn addasu ein dulliau lle bo angen.

Bydd y cymorth hwn yn ein galluogi i adeiladu ar y cynnydd sydd eisoes wedi’i wneud a sicrhau gwelliannau cynaliadwy i brofiadau a chynnydd ein dysgwyr.

CRYFDERAU:

Ethos cynhwysol, gofalgwr ac amgylchedd cartrefol.
Cefnogaeth eithriadol i ddysgyblion bregus.

Gwelliant sylweddol mewn deilliannau disgyblion ysgol Penllwyn.

Arfer dda addysgu disgyblion 4-7 gan gynnwys defnydd o’r ardal allanol.

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

Tîm o staff ymroddgar a chydwybodol, yn cynnwys arweinyddiaeth effeithiol.

Cydweithio ar draws 2 safle.

MEYSYDD ERAILL I’W DATBLYGU:

Cysoni llawysgrifen a sgiliau llafar: Parhau i wella safonau.

Gwaith cartref: Cryfhau’r rôl y gall y cartref chwarae mewn Addysg plentyn.

Ardal allanol: Datblygu’r ardal ymarferol a phwrpasol i sicrhau cyfleoedd cyfoethog i ddysgyblion datblygu eu medrau yn yr ardal allanol.



SCHOOL DEVELOPMENT PLAN SUMMARY 2026 – 2027

‘Together we can succeed’.

Last ESTYN inspection date:
September 2022

School Evaluation

2025-26 Priorities, Action Plan and Support Required

Equip learners with the skills to manage their learning and daily tasks effectively, promoting overall wellbeing and supporting academic success.

Strong progress has been made in helping pupils develop skills such as planning, concentrating, organising their work and managing their emotions. A whole-school approach, alongside more consistent routines and expectations, has helped pupils to be better prepared for learning and has contributed to a calm and well-organised learning environment.

Learners to recall and use number facts, relationships and methods in order to develop fluency and the ability to apply their knowledge.

Research and observations of effective practice have helped the school identify how best to develop pupils’ numerical fluency and their ability to apply their knowledge. A **clear plan is in place** to develop mathematical reasoning, problem-solving and the confident use of number skills.

Ensure that learning activities consistently challenge pupils at the top end of the school.

Research and development work has been undertaken to identify the most effective strategies for challenging learners, particularly more able pupils. We are now developing a **clear action plan** to strengthen opportunities for higher-order thinking, creativity and problem-solving.

2026-27 Priorities, Action Plan and Support Required

The **same three school priorities will remain in place during the next academic year**, building on the work already undertaken.

Our aim will be to **sustain and build upon the strong progress** made in developing pupils’ independence and their ability to manage their own learning.

In relation to **numeracy**, we will implement our existing action plan, focusing on developing pupils’ fluency, reasoning and ability to apply their mathematical skills.

For the priority relating to **challenging pupils**, we will use the research and development work already undertaken to develop and implement a clear action plan, with the aim of ensuring an appropriate level of challenge for all learners.

To support us in achieving these priorities, we will:

- access **support and guidance from Local Authority advisory teachers**;
- **collaborate with other schools** to share effective practice and learn from one another;
- provide relevant **training and professional development opportunities** for staff;
- continue to use **research and evidence-based practice** to inform our work;
- **monitor and evaluate the impact** of new strategies, adapting our approaches where necessary.

This support will enable us to build on the progress already made and ensure **sustainable improvements in the experiences and progress of our learners**.

STRENGTHS:

An **inclusive, caring ethos and a welcoming, homely environment**, with exceptional support for vulnerable pupils.

Significant improvement in pupil outcomes at Penllwyn School.

Good teaching practice for pupils aged 4-7, including effective use of the outdoor learning environment.

Strong community links that provide a wide range of benefits and opportunities for pupils.

A dedicated and conscientious staff team, including effective leadership.

Effective **collaboration across the two school sites**.

OTHER AREAS FOR DEVELOPMENT:

Handwriting and oral skills: Continue to improve standards and ensure greater consistency.

Homework: Strengthen the role that the home can play in supporting a child’s education.

Outdoor area: Further develop the outdoor area to create a practical and purposeful environment that provides rich opportunities for pupils to develop their skills through outdoor learning.