

Cynllun Datblygu'r Ysgol *School Development Plan*

2021-2022

Fersiwn wedi'i Ddiweddarau / *Version Updated: 27/06/2022*



Ysgol Panteg, Heol Yr Orsaf, Tre Griffith, Pont-y-Pŵl, Torfaen, NP4 5JH ☐

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Gwybodaeth Demograffig a Chydestunol yr Ysgol / *The School's Demographic and Contextual Information*

	Meithrin / Nursery	Derbyn / Reception	Blwyddyn 1 / Year 1	Blwyddyn 2 / Year 2	Blwyddyn 3 / Year 3	Blwyddyn 4 / Year 4	Blwyddyn 5 / Year 5	Blwyddyn 6 / Year 6	Cyfanswm / Total
Carfan / Cohort	55	52	57	66	53	49	47	36	408
Gwrywaidd / Male	30 (54.55%)	23 (46.00%)	27 (48.21%)	26 (38.81%)	25 (48.08%)	26 (52.00%)	26 (54.17%)	19 (52.78%)	202 (48.79%)
Benywaidd / Female	25 (45.45%)	27 (54.00%)	29 (51.79%)	41 (61.19%)	27 (51.92%)	24 (48.00%)	22 (45.83%)	17 (47.22%)	212 (51.21%)
Yn derbyn 'Prydiau Bwyd am Ddim' / <i>In receipt of 'Free School Meals'</i>	1 (1.82%)	6 (12.00%)	12 (21.43%)	19 (28.36%)	17 (32.69%)	22 (44.00%)	8 (16.67%)	11 (30.56%)	96 (23.19%)

Sail a Diben Ein Datblygiad a Gwelliant / *The Foundation and Aims of Our Development and Improvement*

Sail gref ar gyfer safonau academaidd a lles
A firm foundation for academic and wellbeing standards

Dysgwyr angerddol
Fired up learners

Lledaenu gorwelion a pharotoi disgyblion ar gyfer bywyd
Expanding horizons and preparing children for life

Darparu profiadau a chyfleoedd cyfoethog
Rich learning experiences and opportunities

Bachu ar gyfleoedd arloesi
Grasping chances for innovation

Ymfalchïo yn ein Cymreictod, iaith, hunaniaeth a threftadaeth
Loving our Welshness, language, identity and heritage

Cynnu tân dwerder, chwilfrydedd a chymhelliant
Lighting the fire of bravery, curiosity and motivation

Cenhedaeth gref sy'n agor drysau
A strong mission that opens doors

Teulu caredig ac uchelgeisiol
Kind and ambitious family



Cefndir yr Ysgol / *The School's Background*

Agorodd Ysgol Panteg ei drysau ym mis Medi 2010 ar y safle wreiddiol ar Stryd Rhydychen yn Griffithstown gyda 36 o blant. Plannodd y plant hyn 36 o fylbiau cennin pedr sy'n cael eu cynrychioli gan y 36 cenhinen bedr ar fathodyn yr ysgol. Wrth i'r ysgol dyfu lleolwyd Ysgol Panteg ar ddau safle yn Griffithstown a Kemys Fawr, Sebastopol. Ers mis Chwefror 2017, rydym wedi ein lleoli ar ein safle bresennol ar Heol yr Orsaf. Ar hyn o bryd mae gennym dros 400 o ddisgyblion yn hannu o ardal Pont-y-Pŵl, Griffithstown, New Inn a Sebastopol. Mae'r disgyblion yn mwynhau ac yn profi addysg gyfrwng Cymraeg a chyfoeth o brofiadau cyffrous. Ein amcanion yw:

- Creu amgylchedd croesawgar a diogel lle mae plant, staff a'r rhieni'n hyderus ac yn llawn cymhelliant;
- Sicrhau bod pob plentyn yn teimlo ei fod yn cael ei gynnwys, ei werthfawrogi a'i barchu waeth beth fo'u gallu, rhyw, anabledd, ethnigrwydd, crefydd, cefndir teuluol, diwylliant neu iaith y cartref;
- Annog plant i wneud eu gorau glas, gan sicrhau bod y heriau addysgu'n gwella sgiliau a hunan-hyder plant;
- Rhoi amser i blant siarad am eu dysgu ag oedolion ac i blant eraill;
- Darparu profiadau dysgu sy'n meithrin creadigrwydd, brwdfrydedd a chwilfrydedd plant;
- Darparu profiadau dysgu sy'n meithrin hunan-barch a helpu plant i ddatblygu perthnasoedd cadarnhaol ag eraill yn yr ysgol ac yn y gymuned ehangach;
- Helpu plant i ddatblygu i fod yn ddinasyddion dibynadwy, annibynnol a chadarnhaol;
- Ein nod yw sicrhau bod pob plentyn yn ein gadael yn unigolion hyderus yn credu ynddo'i hun ond yn dangos parch at eraill a ffurfio a chynnal perthnasoedd ag eraill plant ac oedolion.

Ysgol Panteg opened its doors in September 2010 on the original site on Oxford Street in Griffithstown with 36 children. These children planted 36 daffodil bulbs which are represented by the 36 daffodils on the school badge. As the school grew Ysgol Panteg was then situated on two sites in Griffithstown and Kemys Fawr, Sebastopol. Since February 2017, we have been located on our fantastic site on Station Road. At present we have over 400 pupils coming from the Pontypool, Griffithstown, New Inn and Sebastopol area all enjoying and experiencing Welsh medium education and a wealth of exciting experiences. Our aims are:

- To create a welcoming and secure environment where children, staff and parents are confident and motivated;
- To ensure that all children feel included, valued and respected regardless of their ability, gender, disability, ethnicity, religion, family background, culture or home language;
- To encourage children to do their 'very best', ensuring that the teaching challenges each and every child to enhance their skills and self-confidence;
- To give children time to talk about their learning to adults and other children;
- To provide learning experiences which foster children's creativity, enthusiasm and curiosity;
- To provide learning experiences which foster self-esteem and help children to develop positive relationships with others both within the school and in the wider community;
- To help children develop into reliable, independent and positive citizens;
- Our aim is to ensure that every child leaves us as a confident individual, believing in themselves and showing respect and concern for others.

Pedwar Panteg / *The Panteg Four*

Yn sail i bwrpas ein hysgol, fel yr amlinellir yn ein arwyddair ('Meithrin Meddyliau Craff'), mae pedwar bloc adeiladu – dyma ein gwerthoedd. Fel ysgol, rydym am fyw ac anadlu'r pedwar gwerth craidd hyn a dal ein hunain atynt fel ein nodau a'n dyheadau. Gyda'n gilydd mae'n rhaid i ni ymrwymo i fod yn **garedig** wrth ein gilydd ac yn **deulu** cyd-gefnogol. Rhaid inni ymrwymo i fod yn **angerddol** gyda chymhelliant i ddysgu a sicrhau lles pob aelod o'n cymuned. Rhaid i ni fod yn **uchelgeisiol** a mynnu ar disgwyliadau uchel ar gyfer y gymuned hon, yr ysgol hon a phob unigolyn.

Underpinning our school's purpose, as outlined in our motto ('Meithrin Meddyliau Craff' – 'Nurturing Sharp Minds'), there are four building blocks – these are our values. As a school, we want to live and breathe these four core values and hold ourselves to them as our aims and aspirations. Together we must commit to being **kind** to one another and a co-supportive **family**. We must commit to being fired up with motivation for learning, the Welsh language and ensuring the wellbeing of all members of our community. We must be **ambitious** and hold high expectations for this community, this school and each and every individual.



Caredig



Kind

Yn Ysgol Panteg, rydyn ni'n garedig sy'n meddwl:

- rydyn ni'n gefnogol;
- rydyn ni'n dangos parch tuag at bawb a phopeth sydd o'n cwmpas;
- rydyn ni'n gwrtais;
- rydyn ni'n feddylgar;
- rydyn ni'n empathetig;
- rydyn ni'n gwrando ar ein gilydd;
- rydyn ni'n trin pawb yn deg;
- rydyn ni'n dangos ymrwymiad at bobl eraill a'u cynnwys;
- rydyn ni'n deall bod pawb yn werthfawr;
- rydyn ni'n gofalu am ein hunain ac eraill;
- rydyn ni'n dathlu ein gwahaniaethau, ein cryfderau a'n unigolrwydd.

At Ysgol Panteg, we are kind which means:

- we are supportive;
- we show respect for everyone and everything around us;
- we are polite;
- we are thoughtful;
- we are empathetic;
- we listen to each other;
- we treat everyone fairly;
- we show commitment to others and include them;
- we understand that everyone is valuable;
- we look after ourselves and others; we celebrate our differences, strengths and individuality.

Teulu



Family

Yn Ysgol Panteg, rydyn ni'n deuluol sy'n meddwl:

- rydyn ni'n ofalgar o eraill a'n hunain;
- rydyn ni'n gynnes tuag at ein gilydd;
- rydyn ni'n ymfalchïo yn ein Cymreictod a'n hiaith;
- rydyn ni'n cyfrannu at y gymuned ehangach;
- rydyn ni'n deall bod gan pob person llais a'r hawl i gael i'w clywed;
- rydyn ni'n cydweithio ac yn deall gyda'n gilydd gallwn gorchfygu unrhyw her;
- rydyn ni'n magu hyder trwy rhyngweithio;
- rydyn ni'n cymuned cyd-ddibynnol hapus ac angerddol;
- rydyn ni'n gyfeillgar a chroesawgar.

At Ysgol Panteg, we are a family which means that:

- we are caring of others and ourselves;
- we are warm towards each other;
- we take pride in our Welshness and our language;
- we contribute to the wider community;
- we understand that every person has a voice and they have the right to be listened to;
- we work together and understand together we can overcome almost any challenge;
- we build confidence through interacting and working together;
- we are a happy and 'fired up' interdependent community;
- we are friendly and welcoming.

Angerddol



Fired Up

Yn Ysgol Panteg, rydyn ni'n angerddol sy'n meddwl:

- rydyn ni'n meddu ar tân yn ein boliau dros ein hiaith, ein haddysg a theulu Panteg;
- rydyn ni'n parchu bod pawb yn wahanol ac yn unigryw;
- rydyn ni'n benderfynol fe fydd tegwch i bawb ar bob achlysur;
- rydyn ni'n herio stereoteipiau;
- rydyn ni'n benderfynol bydd pawb yn llwyddiannus;
- rydyn ni'n frwd ac yn awyddus i cyd-lwyddo ym mhob maes ag ymdrechwn;
- rydyn ni'n mwynhau dysgu ac yn dysgwyr gydol oes.

At Ysgol Panteg, we are 'fired up' because:

- we have a fire in our hearts for our language, our education and the family of Panteg family;
- we respect everyone as different and unique;
- we are determined that there will always be fairness for all;
- we challenge stereotypes;
- we are determined that everyone will be successful;
- we are passionate and keen to achieve success in all areas we strive for;
- we enjoy learning and are lifelong learners.

Uchelgeisiol



Ambitious

Yn Ysgol Panteg, rydyn yn uchelgeisiol sy'n meddwl:

- rydyn ni'n herio'n hunain i wella;
- rydyn ni'n dangos gwydnwch wrth ddelio gyda sefyllfaoedd anghyffredin neu anodd;
- rydyn ni'n cymryd balchder yn ein gwaith;
- rydyn ni'n mentro yn ein dysgu ac yn trio pethau newydd, arloesol;
- rydyn ni'n benderfynol i ddyfalbarhau gyda ein gwaith nes ein bod ni'n llwyddo;
- rydyn ni'n gweithio'n annibynnol gan feddwl dros ein hunain;
- rydyn ni'n gweithio fel rhan o dimoedd a theulu ehangach Panteg;
- rydyn ni'n ymwybodol o'n targedau ac yn gweithio arnyn nhw yn rheolaidd.

At Ysgol Panteg, we are ambitious which means:

- *we challenge ourselves to improve;*
- *we show resilience in dealing with unfamiliar or difficult situations;*
- *we take pride in our work;*
- *we take sensible risks in our learning and try new, innovative things;*
- *we are determined to persevere with our work until we succeed;*
- *we work independently and think for ourselves;*
- *we work as part of a team and wider Panteg family;*
- *we are aware of our targets and consistently work on them.*

Blaenoriaethau Ddatblygu'r Ysgol, 2021-2022 / School Development Priorities, 2021-2022

Blaenoriaeth Ddatblygiad 1 / Development Priority 1

Cryfhau Rolau a Chyfrifoldebau Arweinyddiaeth Dosranedig
drwy Rymuso Staff a Datblygu'r Uwch Dîm Arweinyddiaeth tra'n Ymgorffori Cylchoedd Monitro Effeithiol

Strengthen Distributional Leadership Roles and Responsibilities
by Empowering Staff and Developing the Senior Leadership Team whilst Embedding Effective Monitoring Cycles

Yn gysylltiedig â 5.1: Arweinyddiaeth a Rheolaeth: Ansawdd ac Effeithiolrwydd Arweinwyr a Rheolwyr (Fframwaith Arolygu Cyffredin, Estyn, 2020)
Linked to 5.1: Leadership and Management: Quality and Effectiveness of Leaders and Managers (Inspection Framework, Estyn, 2020)

Syniadau Cychwynnol ar gyfer Datblygiad / Initial Ideas for Development

Syniadau Cychwynnol Staff / Initial Ideas from Staff

- Sicrhau bod pawb yn cael y cyfle i ymgeisio am rolau/swyddi yn cynnwys TLR ar gyfer pawb
- Sicrhau bod rheoli perfformiad yn pwrpasol a chyrhaeddadwy
- Sesiynau adlewyrchol i rannu arfer da neu i adlewyrchu ar rolau arweinyddol a datblygiad
- Sicrhau cyfleoedd i ddatblygu/ hyfforddiant pwrpasol
- Mwy o gydweithrediad rhwng ysgolion
- Adnabod cryfderau staff ac adeiladu ar eu cryfderau
- Goruwchwylliaeth (Supervision) i bawb

Syniadau Cychwynnol Disgyblion / Initial Ideas from Pupils

- Disgyblion i gymryd ymlaen mwy o gyfrifoldebau i ryddhau amser i athrawon e.e. arweinwyr digidol, Disgyblion sy'n dysgu disgyblion.
- Ail-Gydio yng Nghyngor yr Ysgol yn dilyn COVID-19
- Arweinwyr disgybl ar gyfer pob maes dysgu
- Creu rolau swyddogion
- Disgyblion i rhoi adborth i staff
- Disgyblion i werthuso gwersi

Arweinydd yn Gyfrifol am Ddatblygiad y Targed / Leader Responsible for the Development of the Target

Dr. Matthew Dicken & Mr. Thomas Rainsbury

Datblygu ac Mewnoli System Cynllunio Cwricwlwm sy'n Gadarn a Phwrpasol
drwy Sicrhau Cydweithio Effeithiol, Rhaglen Astudio Eang a Chytbwys a Mapio Cwricwlwm Cymru yn Effeithiol

Develop and Embed a Robust and Bespoke Curriculum Planning System
by Ensuring Effective Collaboration, a Broad and Balanced Programme of Study and Effective Mapping of the Curriculum for Wales

Yn gysylltiedig â 3.1. Addysgu a Phrofiadau Dysgu: Ehangder, Cydbwysedd a Phriodoldeb y Cwricwlwm (Fframwaith Arolygu Cyffredin, Estyn, 2020)
Linked to 3.1. Teaching and Learning Experiences: The Breadth, Balance and Appropriateness of the Curriculum (Inspection Framework, Estyn, 2020)

Syniadau Cychwynnol ar gyfer Datblygiad / Initial Ideas for Development

Syniadau Cychwynnol Staff / Initial Ideas from Staff

- Cylch monitro tynn i graffu ar gynlluniau
- Sicrhau cysondeb o ran Cwricwlwm Cymraeg
- Mapio effeithiol i sicrhau bod y plant yn derbyn digon o gyfleoedd amrywiol
- Sicrhau bod mewnbyn gan bob aelod o staff
- Sicrhau cysondeb o ran diwrnodau sbardun sy'n rhoi profiadau bywyd dilys.
- Creu cysylltiadau gyda'r gymuned e.e. ysgrifennu llythyron ar gyfer cartref yr henoed
- Creu cysylltiadau gyda rhieni i annog nhw i rannu profiadau gyda'r disgyblion i sicrhau bod y plant yn ymwybodol o'r byd o'i cwmpas
- Gwrando ar lais y dysgwr fwy
- Sicrhau bod y cynllunio yn cynnwys digwyddiadau cyfoes
- Ymestyn y dysgu gan ei rhoi mewn cydestun bywyd
- Disgyblion yn cyd-drafod gyda staff er mwyn llywio eu taith dysgu (negotiated learning rather than always pupil led learning)
- Myfyrio ar y cynllunio, gwethuso yn pwrpasol er mwyn sicrhau ein bod yn cynnig y cyfleoedd gorau i ddatblygu sgiliau
- Cydweithrediad rhwng y staff / HLTAs/ cynorthwywyr; gwrando ar syniadau a chyfraniadau pawb

Syniadau Cychwynnol Disgyblion / Initial Ideas from Pupils

- Mae gennym ni lais yn yr hyn rydyn ni'n ei ddysgu
- Mae'r gwaith yn berthnasol i'n diddordebau
- Ein bod yn dysgu sgiliau ar gyfer y dyfodol.
- Mae rhieni sy'n cael swyddi diddorol (fel drydanwyr a phlymwyr) yn dod i'r ysgol i'n dysgu am eu swyddi
- Rydyn ni i gyd yn dysgu'n wahanol. Dylem ddewis sut rydyn ni'n dysgu. Dylem cael cyfleoedd i ddysgu mewn gwahanol ffyrdd.
- Mae gennym ni lais yn y themâu trwy rhoi mewnbyn

Arweinydd yn Gyfrifol am Ddatblygiad y Targed / Leader Responsible for the Development of the Target

Ms. Nerys Phillips & Mr. Dafydd Evans gyda mewnbyn Mrs. Elin-Mai Johnson (Arweinydd Meddwl Critigol a'r Pedwar Diben)

Mewnoli Protocolau a Chymorth Ymyrraeth sy'n Canolbwyntio ar yr Unigolyn Ymhellach
drwy ganolbwyntio ar Gyflymu Dysgu ar ôl Covid-19, Darpariaeth ar gyfer y Rhai Mwy Abl a'r rhai sy'n meddu ar Anghenion Dysgu Ychwanegol.

Further Embed Person-Centred Intervention Protocols and Support
by focusing on the Acceleration of Learning Post-Covid-19, Provision for the More Able and those possessing Additional Learning Needs

Yn gysylltiedig â 4.1 Gofal, Cymorth ac Arweiniad: Datblygiad Personol (gan gynnwys datblygiad ysbrydol, moesol, cymdeithasol a diwylliannol, a darparu cymorth dysgu) (Fframwaith Arolygu Cyffredin, Estyn, 2020)
Linked to 4.1. Care, Support and Guidance: Personal Development (including spiritual, moral, social and cultural development and the provision of learning support) (Inspection Framework, Estyn, 2020)

Syniadau Cychwynnol ar gyfer Datblygiad / Initial Ideas for Development

Syniadau Cychwynnol Staff / Initial Ideas from Staff

- System ymyrraeth ble mae'r criteria yn glir o ran ADY
- Bod y plentyn yng nghlwm gyda'r darpariaeth ychwanegol
- Hyblygrwydd yn y cynlluniau ac addysgu
- Cyfathrebiad cryf gyda adref
- Hyfforddiant staff cyson
- Datblygu ymyrraeth llesol penodol
- Cyfarfodydd pwrpasol
- Defnydd o systemau tracio
- Datblygu gwybodaeth y staff o ran pa systemau allanol sydd ar gael
- Pontio yn yr haf
- Defnydd effeithiol o EDUkey
- Adnoddau priodol e.e. sensory, ymarfer corff..
- Sicrhau cyfathrebiad clir gyda'r athrawon o ran anghenion / gweithdrefnau sydd yn eu lle
- Rhannu ymateb / syniadau asiantiaethau allanol
- Herio o'r cychwyn
- Gwahaniaethu priodol
- Gwerthfawrogi anghenion y disgyblion fel unigolion, boed yn ADY neu MATH

Syniadau Cychwynnol Disgyblion / Initial Ideas from Pupils

- Rydyn ni'n cael amser un i un gyda'r athro
- Gwaith cartref ychwanegol i'r rhai sydd ei eisiau
- Bod athrawon yn gweld bod ni gyd yn wahanol
- Mae pawb yn derbyn beth mae nhw angen er mwyn llwyddo yn eu gwaith
- Mae pobl sy'n stryglo yn gwybod sut i ofyn am gymorth
- Mae plant sy'n gweld gwaith (fel darllen ac ysgrifennu neu Mathemateg) yn cael help ychwanegol.

Arweinydd yn Gyfrifol am Ddatblygiad y Targed / Leader Responsible for the Development of the Target

Mrs. Kaysha Wulder gyda mewnbwn gan Miss Bethan Jones (Eilydd ALNCo a Chydlynnydd MATH)

Datblygu Safonau a Chysondeb Addysgu a Dysgu Rhifedd ar draws yr Ysgol
drwy Weithredu Darpariaeth Mathemateg Gydlynol a Blaengar.

Develop Standards and Consistency of Numeracy Teaching and Learning across the School
by Implementing Cohesive and Progressive Mathematics Provision

Yn gysylltiedig â 1.1. Dysgu: Safonau a Chynnydd mewn Dysgu a Medrau & 3.1. Addysgu a Phrofiadau Dysgu: Ehangder, Cydbwysedd a Phriodoldeb y Cwricwlwm & 3.2. Addysgu ac Aseu (Fframwaith Arolygu Cyffredin, Estyn, 2020)

Linked to 1.1. Learning: Standards and Progress in Learning and Skills & 3.1. Teaching and Learning Experiences: The Breadth, Balance and Appropriateness of the Curriculum & 3.2. Teaching and Assessment (Inspection Framework, Estyn, 2020)

Syniadau Cychwynnol ar gyfer Datblygiad / Initial Ideas for Development

Syniadau Cychwynnol Staff / Initial Ideas from Staff

- Mewnoli cynllun Abacus
- Profiadau dilys a gwerth chweil sy'n berthnasol i'r disgyblion
- Datblygu sgiliau datrys problemau yn wythnosol neu'n ddyddiol
- Ymweliadau e.e Lloyds Bank
- Cyfleoedd entrepreneuriaeth
- Sicrhau bod adnoddau pwrpasol/ perthnasol ar gael i annog a hybu'r dysgu
- Dysgu trwy brofiad/ ymchwilio
- Ail-ymweld a sgiliau o'r wythnos blaenorol yn yr ardaloedd yr wythnos canlynol
- Rhannu arfer dda - arsylwi ar bobl eraill
- Ymarfer sgiliau rhifedd yr wythnos yn ein sesiynau rhifedd ar draws y cwricwlwm yn y prynhawn.
- Mewnosod systemau monitro cadarn, cyson a chefnogol er mwyn bod yn uchelgeisiol.
- Defnyddio data asesiadau i bwrpas er mwyn symud y dysgu ymlaen
- Bachu ar gyfleoedd naturiol i ddatblygu rhifedd yn ddyddiol e.e. cyfri wrth y drws
- Modeli yn gyson ac ailadrodd yn aml
- Mynd gyda diddordeb y plant

Syniadau Cychwynnol Disgyblion / Initial Ideas from Pupils

- Gemau mathemateg yn y bore
- Mathemateg i'w defnyddio gyda gemau cyfrifiadurol e.e. minecraft
- Pam fod angen mathemateg arnaf? Sicrhewch fod mathemateg yn berthnasol i mi.
- Bod y pethau rydyn ni'n dysgu yn Mathemateg yn helpu ni gyda sgiliau pob dydd (fel mynd i'r siop)
- Bydd pawb yn derbyn gwarsi Mathemateg sydd ar lefel nhw - oherwydd mae lot o ni'n wahanol.
- Mae gwarsi ychwanegol i rhai plant sy'n stryglo gyda Mathemateg oherwydd mae rhai ohonynt ni'n well mewn iaith
- Ydyn ni'n gallu dysgu rhai pethau Maths drwy ganu?
- Angen pethau fel cyfraniellau yn y dosbarth ni'n gallu mynd atyn nhw pan rydyn ni angen help.

Arweinydd yn Gyfrifol am Ddatblygiad y Targed / Leader Responsible for the Development of the Target

Miss Rebecca Brown & Mr. Tom Rainsbury gyda mewnbwn Mr. Simon Alexander (Arweinydd Maes Dysgu a Phrofiad Rhifedd a Mathemateg)

Trawsnewid Darpariaeth Awyr Agored yr Ysgol
drwy Sicrhau Amgylcheddau Dysgu Pwrpasol sy'n Cynnig Cyfleoedd ar gyfer amrywiaeth o Brofiadau Dysgu Dilys

Transform the School's Outside Provision
by Ensuring Purposeful Learning Environments that Offer Opportunities for a range of Authentic Learning Experiences

Yn gysylltiedig â 2.1. Lles & 2.2. Agweddau at Ddysgu & 3.1. Addysgu a Phrofiadau Dysgu: Ehangder, Cydbwysedd a Phriodoldeb y Cwricwlwm (Fframwaith Arolygu Cyffredin, Estyn, 2020)
Linked to 2.1. Wellbeing & 2.2. Attitudes to Learning & 3.1. Teaching and Learning Experiences: The Breadth, Balance and Appropriateness of the Curriculum (Inspection Framework, Estyn, 2020)

Syniadau Cychwynnol ar gyfer Datblygiad / Initial Ideas for Development

Syniadau Cychwynnol Staff / Initial Ideas from Staff

- Amserlenni sy'n rhoi pwyslais ar y tu allan
- Setiau wedi paratoi yn barod i fynd e.e bocsi i faes dysgu penndol gyda amryw o offer i ddatblygu sgiliau
- Cynllunio pwrpasol ar gyfer yr ardal allanol yn hytrach na just rhoi gweithgaredd dosbarth tu fas.
- Cyfleoedd addas i ddatblygu sgiliau ymhellach ac atgyfnerthu gwaith ar lawr y dosbarth tu fas, profiadau byw e.e plannu, gwaith cwpmawd gan ystyried lleoliad yr haul
- Adnoddau perthnasol/ priodol/ effeithiol sy'n galluogi gwersi o ansawdd digwydd yn yr awyr agored
- Hyfforddiant awyr agored
- Gwisg gwlyb a lle i storio e.e. shoe rack
- Prosiect plannu coed
- Defnyddio'r ardd yn aml
- Bod ni'n gwybod sut i ddysgu sgiliau penodol yn bwrpasol tu allan - nid bod ni'n gwneud gwersi tu allan a gall cael eu gwneud tu fewn.

Syniadau Cychwynnol Disgyblion / Initial Ideas from Pupils

- Cyrsiau rhwystrau y tu allan
- Fframiau dringo neu parc i'r adran iau
- Archwilio y tu allan
- Gorchuddau fel y gallwn ddal i fynd y tu allan pan fydd hi'n bwrw glaw
- Mwy o gysgod
- Ystafell ddosbarth tu fas
- Mwy o wersi yn yr ardd
- Dysgu llawer mwy am natur
- Llwyfan chwarae rôl / drama
- Bod gwisg gwlyb gyda ni i newid mewn iddyn nhw.

Arweinydd yn Gyfrifol am Ddatblygiad y Targed / Leader Responsible for the Development of the Target

Mr. Thomas Rainsbury & Dr. Matthew Dicken

Blaenoriaethau Ddatblygu'r Ysgol, 2022-2023 / School Development Priorities, 2022-2023

Blaenoriaeth Datblygiad 6 / Development Priority 6	Blaenoriaeth Datblygiad 7 / Development Priority 7	Blaenoriaeth Datblygiad 8 / Development Priority 8	Blaenoriaeth Datblygiad 9 / Development Priority 9
<p>Cryfhau Llais y Dysgwr ar draws yr Ysgol</p> <p><i>Strengthen Pupil Voice within the School</i></p>	<p>Mewnoli Ymhellach a Gwella Dysgu Digidol trwy'r Ysgol</p> <p><i>Further Embed and Improve Digital Learning throughout the School</i></p>	<p>Mewnoli a Gweithredu ar Brotocolau Asesu yn sgîl y Cwricwlwm i Gymru</p> <p><i>Implement Assessment Protocols in-line with the Curriculum for Wales</i></p>	<p>Datblygu Cerddoriaeth ar draws yr Ysgol</p> <p><i>Develop Music across the School</i></p>

Blaenoriaethau Ddatblygu'r Ysgol, 2023 Ymlaen / School Development Priorities, 2023 Onwards

Blaenoriaeth Datblygiad 10 / Development Priority 10	Blaenoriaeth Datblygiad 11 / Development Priority 11	Blaenoriaeth Datblygiad 12 / Development Priority 12	Blaenoriaeth Datblygiad 13 / Development Priority 13
<p>Cynnal Lefelau Uchel o Gyrhaeddiad a Chynnydd yn Sgiliau Ysgrifennu</p> <p><i>Maintain High Levels of Attainment and Progress in Writing Skills</i></p>	<p>Datblygu Ystod a Chyfoeth Cyfleoedd Allgyrsiol</p> <p><i>Develop the Depth and Range of Extra-Curricular Opportunities</i></p>	<p>Darparu Amgylchedd Ysgogol lawn gyda Threfniadaeth y Cwricwlwm sy'n Darparu Profiadau Cyfoethog, Amrywiol a Dychmygus</p> <p><i>Provide a Highly Stimulating Environment with an Organisation of the Curriculum that Provides Rich, Varied and Imaginative Experiences</i></p>	<p>Datblygu Ymgysylltiad Diwylliannol a gyda'r Iaith Gymraeg o fewn yr Ysgol, gyda Theuluoedd a gyda'r Gymuned Leol</p> <p><i>Develop Welsh Cultural and Language Engagement within the School, with Families and with the Local Community</i></p>

Cynllun Gweithredu Blaenoriaeth Ddatblygu 1 / *Development Action Plan for Priority 1*

Cryfhau Rolau a Chyfrifoldebau Arweinyddiaeth Dosranedig drwy Rymuso Staff a Datblygu'r Uwch Dîm

Arweinyddiaeth tra'n Ymgorffori Cylchoedd Monitro Effeithiol

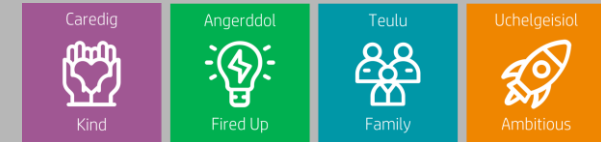
Strengthen Distributional Leadership Roles and Responsibilities by Empowering Staff and Developing the Senior Leadership Team whilst Embedding Effective Monitoring Cycles

2021-2022

Cyfrifoldeb Arweinyddiaeth Penodedig / *Assigned Leadership Responsibility: Dr. Matthew Dicken & Mr. Tom Rainsbury*



Sut fydd y targed yn helpu ni wreiddio a byw ein gwerthoedd yn well? /
How will this target help us to root our values and live them out better?



Fel ysgol, rydym yn anelu at ragoriaeth. Rydym yn cydnabod bod gennym daith i droedio er mwyn cyrraedd y pwynt hwnnw a sylweddolwn hefyd y bydd gennym dasg barhaus o wella i gynnal rhagoriaeth ac arfer sy'n arwain y sector. Mae ein gwerth allweddol o fod yn **'uchelgeisiol'** yn golygu bod gennym ddisgwyliadau uchel i bawb ac mae hynny'n golygu bod angen i ni fod yn effeithiol yn ein harweiniad ysgol, datblygu unigolion ac ymgorffori prosesau cadarn. Rydym yn cydnabod ac yn gwerthfawrogi'r ffaith bod yr ysgol hon yn **'deulu'** a bod gan bob aelod o'i chymuned ran i'w chwarae. Yn hynny o beth, rydym am ddatblygu pob aelod o staff fel arweinwyr, sicrhau dirprwyo effeithiol a grymuso unigolion a thimau fel eu bod yn **'angerddol'** am ddatblygiad a rhagoriaeth. Rydym yn deall bod gennym gwaith i'w wneud i sicrhau bod ein Huwch Dîm Arweinyddiaeth yn hynod effeithiol ym mhob maes. Fodd bynnag, trwy arweinyddiaeth dosranedig ac ymgorffori cylchoedd monitro effeithiol, bydd staff yn cael eu harfogi ar gyfer ein taith tuag at ragoriaeth.

*As a school, we aim for excellence. We recognise that we have a journey to tread in order to get to that point and also realise that we will have a continuous task of improvement to maintain excellence and sector leading practice. Our key value of being **'ambitious'** means we have high expectations for all and that means we need to be effective in our school leadership, developing individuals and embedding robust processes. We recognise and value the fact that this school is a **'family'** and that each member of its community has a part to play. As such, we want to develop each member of staff as leaders, ensure effective delegation and empower individuals and teams so that they are **'fired up'** and passionate about development and excellence. We understand that we have some way to go in ensuring that our Senior Leadership Team is highly effective in all areas. However, through distributional leadership and embedding effective monitoring cycles staff will be equipped for our journey towards excellence.*

Is-Darged / Sub-Target	Camau i'w Cyrraedd / Steps to Complete	Meini Prawf Llwyddiant / Success Criteria	Cyfrifoldeb / Responsibility	Adnoddau (Amser ac Arian) / Resources (Money and Time)	Gwerthusiad wedi'i Graddio (Gweler Atodiad 1) / Graded Evaluation (See Appendix 1)		
					Tymor yr Hydref / Autumn Term	Tymor y Gwanwyn / Spring Term	Tymor yr Haf / Summer Term
1. Further embed effective monitoring cycles within the school with transparency and clear expectations.	1.1. ClickUp (cloud-based platform and app) will be utilised in order to plan out the year's staple monitoring activity and cycles .	1.1. The school will have identified clear termly routines for purposeful monitoring and consistent development. The culture of the school will have changed to see monitoring as a method of celebrating success whilst identifying areas for development alongside individuals and teams. The school's monitoring cycles will be planned out in advance and shared (digitally) with all staff so that there is transparency. The calendarisation of the monitoring cycles using ClickUp will have provided a method whereby all senior leaders are aware of their responsibilities and deadlines. Monitoring activity will be spread sensibly and evenly across the year to avoid staff burnout, unnecessary stress, overloading of certain times of the year and running out of time. Monitoring activities will be prioritised using the system. Senior leaders will have received training on how to utilise ClickUp effectively meaning they will be able to easily access and record progress.	1.1. MD	1.1. SLT training session followed by 1:1 support for individual members of staff. No ongoing cost for ClickUp.	1.1. Calendar of monitoring successfully embedded and mapped for the entire year. ClickUp is used effectively by Head and Deputy to allocate tasks. SLT developing use of the tool in order to plan their monitoring activity. Initial training for staff to utilise ClickUp has been provided.	1.1. Clear monitoring cycle in place and self-evaluated as being robust. Responsibilities allocated to SLT and Middle Management. SIP and Governors provided with updates. Staff noted monitoring cycles as one of the schools' biggest improvements due to clarity and transparency. Clear deadlines have been set on a termly basis utilising ClickUp and the shared digital calendar. Monitoring spread evenly and sensibly across the year - two terms of embedding this have shown its success so far. Senior Leaders are beginning to use ClickUp successfully.	1.1. System utilised effectively in order to ensure that there is a staple of monitoring activity and cycles. Official school handbook created to support this process having reflected on strengths and areas for development of the current year's monitoring and evaluation cycle.
	1.2. Monitoring activities will be supported by clear self-evaluation processes for individuals and teams.	1.2. Time will have been set aside for individuals and teams (as appropriate) to evaluate the effectiveness and quality of their practice. This will mean that, on a termly basis before senior management evaluation and monitoring, individual staff and teams will be provided with (and trained in the use of) the 'Excellence in Teaching and Leadership Framework' documentation in order to: (a) self-scrutinise children's books and digital evidence, and (b) self-monitor planning. Individuals and teams (as appropriate)	1.2. MD and SLT	1.2. Monitoring time built into staff meeting schedules.	1.2. Self-evaluation is becoming embedded within the school. Evidence of self-evaluation activity available: (a) Self-Evaluation - Book Scrutiny, (b) Self-Evaluation of Marking, (c) Professional Discussions for Teaching Assistants, (d) Self-Reflection and Implementation of Targets following Lesson	1.2. Self-evaluation of individuals' performance is becoming a staple of the monitoring cycle. This is creating a culture of 'done-with' monitoring rather than 'done-to' monitoring. Process of self-evaluation documents then being ratified by SLT mean that staff are more reflective of practices. The 'two week' turn-around	1.2. Clear self-evaluation cycles now fully embedded into termly and yearly cycle. Official school handbook created to support this process having reflected on strengths and areas for development of the current year's monitoring and evaluation cycle. Evaluation of marking and the 'two week turn around' has been

		will be able to identify areas for celebrating success and the sharing of good practice as well as areas for development. This self-evaluation will form the basis of motivating staff to critically evaluate their own performance alongside senior leaders and embed a culture of monitoring 'done with' rather than 'done to'. Pupil voice will feature strongly where appropriate to inform improvement steps and analyse current strengths and weaknesses.			Observations.	process following scrutinies and lesson observations have been very successful in ensuring that targets are followed up on (for instance the 'Talking Partners'). Professional dialogues with TAs and HTLAs have also ensured that there is consistent focus on improving performance.	particularly effective.
	1.3. Pedagogical Audit 'Task and Finish Groups' (including a cross-section of staff) will become a norm in the school thereby driving success and improvement at all levels.	1.3. 'Task and Finish' groups will be established in line with the audit schedule embedded in our monitoring cycle (outlined using ClickUp). These groups will highlight staff voice and ensure ownership over key audits and key developments (where appropriate). Learning walks and evidence scrutinies will be undertaken by these groups and embed a culture of monitoring 'done with' rather than 'done to'. Staff members (and children) will have their voices heard as part of these 'Task and Finish' groups and will be drivers of grassroots development. These groups will be made up from a cross-section of staff (governors and pupils, where appropriate) in order to listen to representatives of stakeholder groups and embed a culture which demonstrates that the school values each individual. 'Task and Finish' groups will look at 'Enhanced Provision', 'Learning Environment and Displays', 'Digital Learning', 'Outdoor Learning'. Pupil voice will feature strongly where appropriate, in these groups, to inform improvement steps and analyse current strengths and weaknesses.	1.3. TR	1.3. Release of staff to take part in 'Task and Finish' Audits. Internal cover by HLTAs. No ongoing cost for ClickUp.	1.3. The Assessment Focus Group has implemented a new marking scheme and policy. This has been reviewed by staff through: (a) self-book scrutiny, (b) senior leaders' randomised book scrutiny, (c) self-analysis of marking and assessment, (d) senior leaders' analysis of assessment (e) learning walk with governors and pupils.	1.3. The Assessment Focus Group has now revisited their implementation and provided feedback. Excellent progress showing consistent use of marking policy across all classes. Now, need to set up a 'Task and Finish Group' to scrutinise quality of outdoor learning after producing our 'Outdoor Learning Handbook'.	1.3. Task and finish group for risk assessing outdoor learning activities have now finished their work. Our 'Outdoor Learning Handbook' is in the final stages of development and will be ready for September implementation. Individuals appointed from September to review effectiveness and revise where necessary. Assessment Team have finished their work and the process of marking is now consistent across the school and self-evaluation has been firmly embedded.
	1.4. School Self-Evaluation Processes will be embedded and regularly reviewed. The	1.4. The school will have a robust self-evaluation document that will be aligned to Estyn's inspection framework.	1.4. MD, TR and SLT	1.4. Dedicated leadership and management time	1.4. Process of Self-Evaluation has begun in earnest. Senior Leaders	1.4. Full-scale Self-Evaluation Matrix and Analytical Commentary	1.4. Full-scale Self-Evaluation Matrix and Analytical Commentary

	honest and frank information will be used to celebrate achievements as well as to plan for improvements.	Initially, the Senior Leadership Team will have ownership of the document (for the first term) as it is developed. Then, over the next two terms, this document will be utilised to involve all other relevant stakeholders. Regular half-termly reviewing cycles of the school's self-evaluation document will be calendarised using ClickUp.		allocated to each 'Progress Step Leader', ALNCo and Deputy Headteacher. (See school timetabling document for more information.) No ongoing cost for ClickUp.	are finalising Inspection Area 1 and 2 sections. After Christmas, self-evaluation of Inspection Areas 3, 4 and 5 to be completed.	completed. All inspection areas visited. Documentation produced by HT, DHT, SLT and Middle Leaders. Copies provided to Governors and SIP. Now need to ensure that sections are updated on a termly basis - starting with Standards in HT5 and Wellbeing in HT6.	re-evaluated and fully embedded. All inspection areas visited. Documentation produced by HT, DHT, SLT and Middle Leaders. Fully reviewed - not just Standards and Wellbeing reviewed as was planned.
2. Ensure a robust system of performance management and staff development.	2.1. All members of the Senior Leadership Team will receive training to ensure the culture, processes and routines of 'Performance Management' are unified and consistent. Training will be led by our Partnership School's HT (Lynn Griffiths, Ysgol Gymraeg Caerffili). This will be completed in September (before target setting meetings) and training reviewed with the Senior Leadership Team before holding interim progress discussion meetings in January.	2.1. Each member of the Senior Leadership Team will be confident in understanding the rationale behind 'Performance Management' and how to hold evaluative, professional and critical discussions with members of staff. Training will be reviewed as appropriate in order to support quality assurance.	2.1. MD	2.1. Half-Day Training (Supply Costs for x3 Teachers)	2.1. Senior leaders have received training by the Head and School Improvement Partner. Senior leaders are more confident in holding performance management discussions. Review training before the new round of interim discussion meetings in January. Quality of performance management documentation quality assured by Head.	2.1. Interim progress meetings held in January with all staff utilising the team's training. Lesson observations held in March. Effective 'Professional Dialogues' held with TAs and HTLAs have been effective in aligning their performance expectations to professional standards. Quality of performance management documentation quality assured by Head.	2.1. Final performance management meetings scheduled as part of the yearly cycle. System fully embedded now. Quality of performance management documentation quality assured by Head. Develop MT as office manager to line manage office staff.
	2.2. All members of staff continue to receive performance management reviews. However, these processes will reflect the distributional leadership model we are working towards.	2.2. In line with our restructuring of the Senior Leadership Team (outlined in 'Sub-Target 3' and 'Appendix 2'), clear line management, accountability and performance managers will be in place. This means that 'Progress Step' team leadership will be effective and provide dedicated opportunities for 1:1 progress and development discussions with line managers. (See 'Appendix 3' for Performance Management Structure outlining distributional leadership responsibilities).	2.2. MD, TR and SLT	2.2. Dedicated leadership and management time allocated to each 'Progress Step Leader', ALNCo and Deputy Headteacher. (See school timetabling document for more information.)	2.2. Clear lines of accountability and performance management in place with senior leaders mentoring staff. All members of staff are part of performance review procedures.	2.2. Clear lines of accountability and performance management in place with senior leaders mentoring staff. All members of staff are part of performance review procedures. This is now fully established and is part of the termly processes.	2.2. Fully embedded clear lines of accountability and performance management in place with senior leaders mentoring staff. All members of staff are part of performance review procedures. This is now fully established and is part of the termly processes.

	<p>2.3. Systemic evaluation of pedagogical quality for teachers will be further developed with distributional leadership.</p>	<p>2.3. Teachers will have opportunities to self-evaluate the quality of their planning, provision of feedback and pedagogy and will be able to do so confidently. Using the ETLF as a method of judging quality and benchmarking the level of effectiveness, teachers will understand their current level of effectiveness and plan (with support where necessary) for further development. Support and follow-up evaluations will be based on need - rather than a one-size-fits-all approach; some teachers will receive a lighter touch of monitoring whilst others will receive more support determined by using the ETLF as a support document and professional discussions. (See 'Appendix 3' for Performance Management Structure outlining distributional leadership responsibilities). Monitoring activities will be pre-planned and transparent using ClickUp.</p>	<p>2.3. MD, TR and SLT</p>	<p>2.3. Dedicated leadership and management time allocated to each 'Progress Step Leader', ALNCo and Deputy Headteacher. (See school timetabling document for more information.) No ongoing cost for ClickUp.</p>	<p>2.3. Self-Led, Team-Led and Senior Leader-Led Book Scrutinies, Planning Scrutinies and Lesson Observations have taken place. Formal feedback given by senior leaders. Following lesson observations, teachers provide evidence of implementing their development point improvements within a fortnight of receiving feedback. Senior leaders have taken a strong leadership role in supporting. Two individuals are being supported with individual support planning meetings - led by Progress Step Leads.</p>	<p>2.3. Self-evaluation of individuals' performance is becoming a staple of the monitoring cycle. This is creating a culture of 'done-with' monitoring rather than 'done-to' monitoring. Process of self-evaluation documents then being ratified by SLT mean that staff are more reflective of practices. The 'two week' turn-around process following scrutinies and lesson observations have been very successful in ensuring that targets are followed up on (for instance the 'Talking Partners'). Professional dialogues with TAs and HTLAs have also ensured that there is consistent focus on improving performance. Two individuals mentioned in Autumn term receiving further support are now more independent but books and planning receiving closer scrutiny.</p>	<p>2.3. Systemic evaluation of pedagogical quality of provision now fully embedded. Systems revised and monitoring and evaluation handbook created to share with transparency. Steady increase of quality of lesson as evidenced by formal observations and book scrutinies. 55.5% of lessons judged 'effective levels of impact', and 44.5% judged as 'highly effective levels of impact'. In the Summer Term, 0.0% judged as 'satisfactory levels of impact'. In terms of book scrutinies, 68.8% of books judged 'effective levels of impact', and 12.5% judged as 'highly effective levels of impact'. In the Summer Term, 18.8% judged as 'satisfactory levels of impact' which is a reduction from 37.5% in the Spring Term and 57.1% in the Autumn Term. Evidence available on request.</p>
	<p>2.4. Systemic evaluation of pedagogical quality for teaching assistants will be further developed with distributional leadership.</p>	<p>2.4. Teaching assistants will have opportunities to self-evaluate the quality of their provision of feedback and pedagogy (as well as planning where necessary) and will be able to do so confidently. Using the ETLF as a method of judging quality and benchmarking the level of effectiveness, teaching assistants will understand their current level of effectiveness and plan (with support where necessary) for further development. Support and</p>	<p>2.4. TR and KW</p>	<p>2.4. Dedicated leadership and management time allocated to each 'Progress Step Leader', ALNCo and Deputy Headteacher. (See school timetabling document for more</p>	<p>2.4. Professional discussions held with teaching assistants (evidence available on request). This was completed in November. Teaching assistants met with teachers in order to discuss with a focus of 'Pedagogy', 'Collaboration' and 'Innovation' (Professional</p>	<p>2.4. Professional discussions held with teaching assistants (evidence available on request). This was completed in March. The focus of these elements were 'Pedagogy', 'Leadership' and 'Professional Learning' (which were the remaining Professional</p>	<p>2.4. This termly process is now fully embedded and part of our monitoring and evaluation cycle and handbook. Teaching assistants feedback shows that it is useful for them. The option has also been extended for a formal observation - some assistants have taken up their team</p>

		follow-up evaluations will be based on need - rather than a one-size-fits-all approach; some teaching assistants will receive a lighter touch of monitoring whilst others will receive more support determined by use of the ETLF as a support document and professional discussions. (See 'Appendix 3' for Performance Management Structure outlining distributional leadership responsibilities). Monitoring activities will be pre-planned and transparent using ClickUp.		information.) No ongoing cost for ClickUp.	Teaching Assistant Standards). Strengths and areas for development were identified. Term 2: process to be continued whilst looking at 'Pedagogy', 'Leadership' and 'Professional Learning' (remaining Professional Teaching Assistant Standards).	Teaching Assistant Standards not covered in Term 1). Now need to ensure that we reflect on process gaining feedback from TAs and HTLAs.	leader on this in order to gain more quality feedback.
3. Transform and enhance the school's Senior Leadership Team through structural change, training and clear distributional leadership responsibilities.	3.1. Senior Leaders will be appointed with clear roles and responsibilities for Progress Steps and Additional Learning Needs.	3.1. The Senior Leadership Team will be developed to include a leader for Progress Step 1, Progress Step 2 and Progress Step 3. This will mean that there are clear lines of distributional leadership. The Deputy Headteacher and the Additional Learning Needs Co-Ordinator are also members of the team. This structure was put in place in the latter weeks of 2020-2021 and now must be embedded robustly and continuously evaluated. The team will be effective in its support of less experienced leaders through training (internal and external - i.e. in partnership with Ysgol Gymraeg Caerffili) and through partnering experienced members of the team.	3.1. MD and TR	3.1. Senior Leaders Meetings, Partnership with Ysgol Gymraeg Caerffili and Timetabled Release of Staff for Management Time.	3.1. Senior leaders appointed with clear role descriptions and responsibilities. Formal training has been given on evaluating, planning for improvement and analysis. HT has supported. Review of the system and structure to be held after Easter 2022.	3.1. Team has been established. Evaluation using a self-evaluation matrix has been completed and provided to Governors in a meeting with the SIP. Further proposal for formalising and to make the structure permanent was approved by Governors. Interviews to be held in Summer Term (HT5).	3.1. Team has been developed. Self-review of effectiveness of structure completed with governor support. Interviews for permanent leavers of Progress Step 1 and Progress Step 3 were held in May. Leadership team is now fully established. Deputising roles (such as the Deputy ALNCo role is safeguarding the strength of the team). Further develop deputising roles from September to protect strength and ensure succession management highly secure.
	3.2. Senior Leaders will have responsibility for specific school development priorities . They will be responsible for creating and monitoring the development of their target and will be overseen by the Headteacher and Deputy Headteacher.	3.2. Each member of the Senior Leadership Team will have responsibilities for targets within the School Development Plan. Each priority will be clearly assigned to two members of the team. This must include one experienced individual to enable support and continuous training of newer members of the team. In order to build capacity of future leadership and succession planning, middle leaders will also be assigned to development of our	3.2. MD and TR	3.2. Senior Leaders Meetings, Partnership with Ysgol Gymraeg Caerffili and Timetabled Release of Staff for Management Time.	3.2. Senior leaders have developed effective action plans for individual priorities with clear steps and success criteria. Senior leaders presented their planning as part of our 'School Development Planning Professional Discussion' with the EAS, LA and Governors. Governors assigned to	3.2. Senior leaders are effectively leading their targets as laid out in this document. Senior leaders have now evaluated their effective action plans for individual priorities with clear steps and success criteria twice. Senior leaders have presented progress towards their allocated responsibility	3.2. Senior leaders are responsible for leading targets as laid out in the School Development Plan. Senior leaders are now adept at evaluating progress towards targets. Senior leaders have presented the progress of their targets to the Governing Body in Ordinary Meetings. Senior

		school priorities (See Sub-Target 4 for more detail). Governors will also be assigned to targets in order to focus on specific areas and critically challenge development. Senior Leaders will present to governors and partnership school support (i.e. Lynn Griffiths, Ysgol Gymraeg Caerffili) on the developments in their areas, quality of development and next steps.			School development priorities.	and targets to the Governing Body in Ordinary Meetings.	leaders have held discussions with the School Improvement Partner with regards to the progress of their allocated targets.
	3.3. Leaders at all levels will receive relevant training in performance management, the Excellence in Teaching and Learning Framework, ClickUp, Self-Evaluation, and Action Planning.	3.3. With the development of a new Senior Leadership structure, training and support is needed to ensure that self-evaluation, action and development planning etc. is of quality, is effective and clear. MD will provide internal training on the creation and utilisation of effective and robust action planning. This training will be opened to current Senior Leaders and also Middle Leaders. (See Sub-Target 4 for more detail). MD will provide internal training on the quality use of Click-Up software as shown in Sub-Target. 1. MD will provide internal training on effective use of ELTF to evaluate quality of learning and teaching in addition to providing clear steps forward. This training will be supported through partnership with our 'Partnership Support' (Lynn Griffiths, Ysgol Gymraeg Caerffili). (See Sub-Target 2 for more information). Lynn Griffiths will provide training on Performance Management to Senior Leaders so that they may be able to understand the rationale and processes to be utilised. This will mean that individuals are supported through mentoring. (See Sub-Target 2 for more information). Established leaders will complete their 'Senior Leaders' course with the EAS and new leaders will access appropriate courses from the EAS (including 'Middle Leaders' Course' and 'Senior Leaders' Course'. Deputy Headteacher will complete his 'Senior	3.3. MD and Performance Managers	3.3. Senior Leaders Meetings, Partnership with Ysgol Gymraeg Caerffili and Timetabled Release of Staff for Management Time.	3.3. Training has been provided for senior leaders and middle leaders on action planning. Senior leaders have received training from Head and School Improvement Partner. Initial training for ClickUp provided for Senior Leaders. Senior leaders are attending senior leaders courses with the EAS. Middle leaders are attending middle leaders course with the EAS. HT is attending Newly Appointed Headteacher Course. ALNCo and Deputy Head is attending MA in ALN. Deputy Head has applied for Aspiring Head's course. HLTA course completed by three individuals - awaiting results of assessment and moderation.	3.3. Further training provided to SLT and Middle Leaders on - Evaluation Matrices and Analytical Commentaries. ETLF is firmly in place with all monitoring utilising the judgement criteria from within. Self-evaluation and reflection processes in place. All leaders on track to complete their respective courses. (See separate Professional Learning reports by TR for more information.) Two more individuals now attending HTLA courses.	3.3. Official school handbook created to support this process having reflected on strengths and areas for development of the current year's monitoring and evaluation cycle. Middle leaders attend meetings with senior leaders to evaluate progress against targets and the 'School Evaluation Framework'. See separate Professional Learning reports by TR for more information.)

		Leadership Course' and begin admission to the NPQH course.					
	3.4. Evaluation of the New Leadership Structure will be undertaken by Senior Leaders and Governors with input from our Partnership School Lead (Lynn Griffiths, Ysgol Gymraeg Caerffili).	3.4. Qualitative and quantitative methods of evaluating the success and effectiveness of our leadership structure will be undertaken. Next steps will be produced and acted upon in order to ensure that the structure is working and is highly effective. Governors will be a part of ensuring this quality. This structure will then move from being a temporary structure to a permanent structure after robust evaluation and discussion at governors' meetings. Input will be gathered from staff, leaders and externally (from the EAS - i.e. Lynn Griffiths) to support this decision. This is due to take place at the beginning of the Summer Term.	3.4. MD and Governing Body with input from LG.	3.4. Management Time Allocated and Meetings with Governors at regular intervals (see Governors' Schedule as provided by Chair of Governors).	3.4. N/A Due to take place after Easter 2022.	3.4. Team has been established. Evaluation using a self-evaluation matrix has been completed and provided to Governors in a meeting with the SIP. Further proposal for formalising and to make the structure permanent was approved by Governors. Interviews to be held in Summer Term (HT5).	3.4. 'Strengths, Opportunities and Areas for Development' (SOA) process started with Senior Leadership Team to be reviewed in Autumn Term. Development points being actioned to ensure consistent and continual improvement. Schools as Learning Organisations and Staff Questionnaire data support.
4. Distributional leadership at the school will ensure middle leader development for three core purposes: (a) to develop individuals and their leadership skills, (b) to build leadership capacity, and (c) to support succession management.	4.1. Key members of staff who are middle leaders and aspiring middle leaders will receive individual staff development plans for succession management purposes embedded in their performance management documentation.	4.1. As part of Performance Management discussions, Senior Leaders will engage in dialogue with Middle Leaders and Aspiring Middle Leaders about their leadership roles. This will be reflected in their targets and will be in-line with their individual needs and skills development requirements. This will mean a hybrid of training, opportunities and shadowing.	4.1. MD and Performance Managers	4.1. Performance Management time allocated and scheduled at regular intervals. Cost of supply staff to cover in order to facilitate meaningful discussions.	4.1. Performance management discussions have taken place including personal and professional development targets. Quality Assured by Senior Leaders and HT. Review due in January 2022. Aspiring Middle leader (AB) is developing a project based on immersion in the Welsh language.	4.1. Middle management staff have reviewed their performance management documentation with their mentors. Middle leaders have received multiple opportunities to develop professionally (such as attending key leadership meetings, contributing to self-evaluation and to learning walks). Shadowing and development of the Deputy ALNCo is a key success. Key Middle Leaders have contributed to monitoring and FADE reports. Lack of replacement staffing along with COVID-19 pressures has made it impossible to release these members in the Spring Term on a regular	4.1. Fully embedded clear lines of accountability and performance management in place with senior leaders mentoring staff. All members of staff are part of performance review procedures. This is now fully established and is part of the termly processes. Opportunities for developing middle leaders has been seen and has supported succession management with regards to senior leaders' maternity leave. Next year, we need to ensure that we embed a calendar of regular release for these members to develop professionally and shadow more effectively. Triad working to feature

						basis.	in School Development Plan.
	<p>4.2. Key members of staff who are middle leaders and aspiring middle leaders will be able to access leadership training (internally and externally) and, thus, receive opportunities to shadow, practise and expand their knowledge.</p>	<p>4.2. Opportunities will be given for middle leaders to input and evaluate programmes of development (such as the planning, undertaking and evaluation of points within this School Development Plan). Individuals will begin to develop strategic planning and evaluation skills with support from Senior Leadership Team members, there will be increased leadership capacity and support succession planning. Middle leaders (along with Senior Leaders) will access training by HT on how to develop effective action plans. Where appropriate, staff will access EAS training for Middle Leaders in order that they might receive the opportunity to reflect on good leadership and practice then utilise this knowledge within the school environment.</p>	<p>4.2. MD and Performance Managers</p>	<p>4.2. Training Costs and Release Costs</p>	<p>4.2. Middle leaders have taken part in planning for school development action plans and gathering information to inform direction, training needs and school improvement. Deputy ALNCo role has been developed (see Target 3 for more information). Mathematics Lead has been developed and middle leader has taken a lead role in Mathematics learning walks. Four Purposes Lead has undertaken an analysis of our effectiveness with regards to purposeful learning and coverage of the Four Purposes' sub-headings.</p>	<p>4.2. Middle leaders have continued to take a clear role in school development action planning. They have made invaluable contributions in our succession of leadership meetings focusing on the development and completion of the School Self-Evaluation Matrices and Self-Evaluation Analytical Commentaries. Middle leaders are attending training from the EAS and the impact of this is being felt in our professional discussions. Four Purposes Lead has undertaken an analysis and revisited our effectiveness with regards to purposeful learning and coverage of the Four Purposes' sub-headings. Immersion Lead is developing support for children moving from English medium to Welsh medium. Mathematics lead has been key in developing calculation policies from Abacus exemplars. Deputy ALNCo has been key in developing systems and developing ALN and MAT policies. Identify new Wellbeing Lead and new Four Purposes lead due to one resignation and one maternity leave.</p>	<p>4.2. Middle leaders have continued to take a clear and effective role in school development action planning. They have made invaluable contributions in our succession of leadership meetings focusing on the development and completion of the School Self-Evaluation Matrices and Self-Evaluation Analytical Commentaries. Middle leaders are attending training from the EAS and the impact of this is being felt in our professional discussions. Next year, we need to ensure that we embed a calendar of regular release for these members to develop professionally and shadow more effectively. Triad working to feature in School Development Plan. New Wellbeing lead identified and training secured. Four Purposes lead role taken up by ALNCo due to being out of class for the final half term due to Covid-19 maternity regulations.</p>

5. Embed the culture and philosophy that all staff are leaders to live out our value of valuing and trusting staff whilst developing mutual accountability.	5.1. We will recognise, as a school community, that all staff have key responsibilities (relative to pay grade) and, thus, are leaders of development areas.	5.1. A mapping document will provide each employee with their areas of responsibility. Each member of staff will feel trusted with their development area and responsibility (measurable by staff survey). All staff will have clear responsibilities which will be relative to their pay grade and their full-time/part-time role. These allocated responsibilities will range from leadership of areas such as our school library, peripatetic music liaisoning and co-ordination of our school garden to more significant roles such as leadership of school development targets, critical thinking and co-ordination of the provision for more able and talented pupils. The mapping document, as mentioned above, will be regularly updated and will be available to all in the interests of positive mutual accountability and transparency. At each Governing Body meeting, a member(s) of the school staff will be asked to present on their area of responsibility thus giving the group a deeper understanding of the effective running of the school.	5.1. TR and MD	5.1. Timetabling will reflect allocated time to work on responsibilities, where appropriate.	5.1. All staff have clear responsibilities. Focus on the effectiveness of the uptake of these roles has been on Senior and Middle Leaders primarily. Teaching assistants' roles, strengths and areas for development have been discussed as part of a professional review discussion (evidence available upon request). Senior leaders presented at the School Development Planning Meeting with the EAS, LA and Governors. NPh presented to Governors on the 16/11/2021 about her role and responsibilities. School timetabling and calendar reflects responsibilities and non-contact time to work on key responsibilities.	5.1. RB presented to Governors on the 18/01/2022 about her role and responsibilities. School timetabling and calendar reflects responsibilities and non-contact time to work on key responsibilities. Lack of replacement staffing along with COVID-19 pressures has made it impossible to release these members in the Spring Term on a regular basis. Senior Leaders are confident and more independent in monitoring - systems embedded and will be considered fully embedded after a full calendar cycle. Middle leaders have attended and contributed to leadership direction discussions and evaluations.	5.1. School timetabling and calendar reflects responsibilities and non-contact time to work on key responsibilities. Impact of role responsibilities is supporting the fast development of projects and individuals. For instance, HLTA staff have been identified as highly effective in leading elements of programmes (such as Tric a Chlic) during School-to-School working.
	5.2. Individual responsibilities will be tied to their performance management planning and review cycles.	5.2. All staff will be clear around their roles and responsibilities for the school to run effectively. Each member of staff will have a voice into how they see their areas of responsibility developing and becoming more effective. As part of the individual's performance management planning and review, clear expectations and parameters of the role will be outlined. Where appropriate, these expectations will be derived from job/role descriptors or be built with staff's input ensuring a mutual understanding of expectations.	5.2. MD, TR and SLT.	5.2. Clear calendarisation of performance management cycles outlined in school diary (using ClickUp). Dedicated leadership and management time allocated to each 'Progress Step Leader', ALNCo and Deputy Headteacher. (See school timetabling document for	5.2. Clear lines of accountability and performance management in place with senior leaders mentoring staff. All members of staff are part of performance review procedures. Senior leaders have received training by the Head and School Improvement Partner. Senior leaders are more confident in holding performance management discussions. Review training before	5.2. Clear lines of accountability and performance management in place with senior leaders mentoring staff. All members of staff are part of performance review procedures. Senior leaders have received training by the Head and School Improvement Partner. Senior leaders are more confident in holding performance management discussions. Training	5.2. Fully embedded clear lines of accountability and performance management in place with senior leaders mentoring staff. All members of staff are part of performance review procedures. This is now fully established and is part of the termly processes.

				more information.)	the new round of interim discussion meetings in January. Quality of performance management documentation quality assured by Head. Complete next round to fully embed.	reviewed before the new round of interim discussion meetings in January began. Quality of performance management documentation quality assured by Head. System now embedded.	
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Nodiadau Ychwanegol / *Additional Notes*

Tymor yr Hydref / <i>Autumn Term</i>	Tymor y Gwanwyn / <i>Spring Term</i>	Tymor yr Haf / <i>Summer Term</i>
<ul style="list-style-type: none"> • Compass for Life Training with Floyd Woodrow provided by the EAS was attended by Senior Leaders in order to look at self-care and self-development as well as inspiring others' improvement and development. • Inset Training Days held focusing on empowering all to lead the Curriculum for Wales. Senior leaders then acted as conduit between Head and staff to gather information, ideas and to form a strategic direction for the school. 	<ul style="list-style-type: none"> • Further capacity building within the ALN team has been taking place with WellComm training. Diagnostics team now to set up. • Further 2 TAs now attending HTLA course. • DHT now attending 'Aspiring HT Course'. • HT completed four-part 'Certificate of School Management and Leadership' at Harvard University. • HT undertaking 'Newly Appointed HT Course'. 	<ul style="list-style-type: none"> • Diagnostics Team is now being trialled and developed. • Systems and screening tools for early intervention have been purchased for piloting. • Triad working process • 'Schools as Learning Organisations' questionnaire analysis completed. • 'Monitoring Protocols Flow and School Development Handbook and Resources' created.

Cynllun Gweithredu Blaenoriaeth Ddatblygu 2 / *Development Action Plan for Priority 2*

Datblygu ac Mewnoli System Cynllunio Cwricwlwm sy'n Gadarn a Phwrpasol drwy Sicrhau Cydweithio Effeithiol, Rhaglen Astudio Eang a Chytbwys a Mapio Cwricwlwm Cymru yn Effeithiol

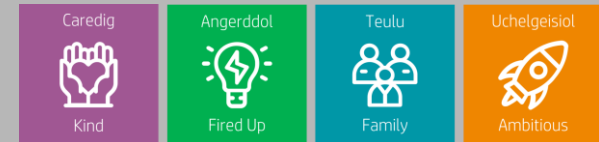
Develop and Embed a Robust and Bespoke Curriculum Planning System by Ensuring Effective Collaboration, a Broad and Balanced Programme of Study and Effective Mapping of the Curriculum for Wales

2021-2022

Cyfrifoldeb Arweinyddiaeth Penodedig / *Assigned Leadership Responsibility*: Ms. Nerys Phillips & Mr. Dafydd Evans gyda mewnbwn Mrs. Elin-Mai Johnson (Arweinydd Meddwl Critigol a'r Pedwar Diben)



Sut fydd y targed yn helpu ni wreiddio a byw ein gwerthoedd yn well? /
How will this target help us to root our values and live them out better?



Fel ysgol, rydym yn anelu at ragoriaeth. Rydym yn cydnabod bod gennym daith i droedio er mwyn cyrraedd y pwynt hwnnw a sylweddolwn hefyd y bydd gennym dasg barhaus o wella i gynnal rhagoriaeth ac arfer sy'n arwain y sector. Mae cyflwyno'r cwricwlwm newydd yn ymgorffori ein gwerthoedd craidd o sicrhau bod pob dysgwr yn **'uchelgeisiol'**, yn **'angerddol'** ac yn **'garedig'** o fewn teulu Panteg. Bydd ein cynllunio manwl yn sicrhau bod gan bob plentyn fynediad at brofiadau dysgu dilys sy'n briodol i gam datblygu pob dysgwr. Rydym ni fel ysgol yn **'deulu'** ac, oherwydd hynny, rydym yn addysgwyr cydweithredol. Trwy'r cynllunio effeithiol hwn gallwn gyrraedd rhagoriaeth. Rydym yn deall pwysigrwydd sut mae ein cynllunio yn sicrhau bod pob myfyriwr yn **'uchelgeisiol'** ac yn **'angerddol'** er mwyn dod yn feddylwyr beirniadol ac yn ddysgwyr gydol oes yn ogystal â bod yn ddinasyddion â gwybodaeth foeseogol. Trwy ymgorffori hyfforddiant a chylchoedd monitro cadarn effeithiol, bydd staff yn cael eu harfogi ar gyfer ein taith tuag at ragoriaeth.

*As a school, we aim for excellence. We recognise that we have a journey to tread in order to get to that point and also realise that we will have a continuous task of improvement to maintain excellence and sector leading practice. The introduction of the new curriculum embodies our core values of ensuring all learners are **'ambitious'**, **'fired up'** and **'kind'** within our Panteg family. Our detailed planning will ensure that every child has access to authentic learning experiences that are appropriate to each learner's stage of development. We as a school are a **'family'** and as such we are collaborative educators. Through this effective planning we can achieve excellence. We understand the importance of how our planning ensures that all students are **'ambitious'** and **'fired up'** in order to become critical thinkers and lifelong learners as well as ethically informed citizens. Through embedding effective training and robust monitoring cycles, staff will gain regular feedback and be equipped for our journey towards excellence.*

Is-Darged / Sub-Target	Camau i'w Cyrraedd / Steps to Complete	Meini Prawf Llwyddiant / Success Criteria	Cyfrifoldeb / Responsibility	Adnoddau (Amser ac Arian) / Resources (Money and Time)	Gwerthusiad wedi'i Graddio (Gweler Atodiad 1) / Graded Evaluation (See Appendix 1)		
					Tymor yr Hydref / Autumn Term	Tymor y Gwanwyn / Spring Term	Tymor yr Haf / Summer Term
1.To embed a new collaborative planning system in order to improve effectiveness of teaching, consistency throughout the school, levels of provision and support teacher work-life balance.	1.1. There will be a document outlining an overview of the themes for each Progress Step. This document will also show the range of thematic content to be taught and ensure an extensive, broad and balanced curriculum.	1.1. The 'gold' document will have been created for staff to plan the school's themes for each progression step under Curriculum for Wales' the headings of the six 'Areas of Learning and Experience'. These are the foundation points and the basis of all planning to ensure consistency which provide rich experiences to our learners evidenced by book scrutinies, planning and child engagement. The process will have a whole staff approach towards planning. Pupil voice will feed into this level of planning to develop a pupil negotiated curriculum. Staff will plan inspiration days to spark interest, authentic learning opportunities and celebratory end of theme days. Activities to inspire and get pupils fired up will be clear across the whole termly planning. This will ensure a high level of pupil engagement.	1.1. DE, NPh, EMJ	1.1. Staff meetings and department meetings for provision and evaluation of gold document.	1.1. The gold collaborative planning document has been completed by teaching staff for the Autumn and Spring Term. This has been monitored and scrutinised by senior leaders then by the head. Through the completion of the gold document and the planning of Inspiration days we have, implemented and provided rich experiences to our learners.	1.1. The gold collaborative planning document has been embedded over two terms. It has been rigorously monitored and scrutinised by the SLT team and effective feedback has been provided to ensure quality progression. The pupil voice feeds into the inspiration days which are in line with the new curriculum. Staff questionnaire shows that most staff are happy with the teacher's work-life balance and that the planning leans into the expertise of individual teachers as they focus on one area of learning thus ensuring quality of resources. We have begun to quality assure the collaborative gold planning document. This has been done by team leader, SLT, Deputy Headteacher and Headteacher.	1.1. Gold collaborative planning has now been embedded over three terms. New staff have received induction training from the Leader of Progress Step 2 and new staff for September 2022 will receive the same and further training. SLO (Schools of Learning Organisations) show that there are considerable improvements from questionnaires 19/20 to 21/22. We have a robust monitoring cycle now which is effective with a 3 year cycle handbook. Senior Leadership Team continues to quality assure the collaborative gold planning document. Planning monitored twice termly (or 6 times a year). Evidence available on request.
	1.2. Thematic and Integrated Planning will be created and utilised by staff to ensure	1.2. The 'purple' document will have been utilised effectively for planning at each Progression Step. The document will contain the learner's	1.2. Teaching and support staff. Monitored by SLT.	1.2. Dedicated leadership and management time allocated to each 'Progress Step Leader',	1.2. The purple thematic and integrated planning document has been completed by teaching	1.2. The purple thematic and integrated planning document has continuously been	1.2. The purple thematic and integrated planning document is fully embedded and is

	<p>collaboration, more effective teacher collaborative planning. This planning will exhibit high impact differentiation which is layered so that all pupils achieve their full potential and receive the appropriate provision to progress in their learning journey.</p>	<p>voice in order to create a pupil negotiated curriculum. It will map the assessment using the Curriculum for Wales' 'Descriptions of Learning'. Each lesson will be built on the foundation of the Four Purposes to ensure rich and relevant learning opportunities which develop lifelong learners. Clear and appropriately differentiated activities are planned to ensure an appropriate challenge and level of support for every learner. Planning will have been mapped against the 'What Matters Statements' ensuring that experiences, knowledge and skills are developed.</p>		<p>ALNCo and Deputy Headteacher. (See school timetabling document for more information.) No ongoing cost for ClickUp.</p>	<p>staff for the first half of the Autumn Term. Staff have begun to complete the second half of the Autumn Term. The thematic and integrated planning document has been monitored and scrutinised by senior leaders and by the head. All staff have been part of the evaluation process. Senior leaders regularly monitored the planning. Purposeful and effective FADE forms have been shared with teaching staff to improve standards of planning. Two individuals have been supported with individual teaching plans.</p>	<p>monitored and evaluated by the SLT team, deputy head, and headteacher, with effective feedback provided through FADE forms. Each progression step is provided targets for improvement and revisited in a two-week turn-around where progress is measured towards targets.</p> <p>The result of the self evaluations FADEs is that staff are more reflective of their practices as well as being able to set targets for themselves thus ensuring mutual accountability between staff and the SLT.</p> <p>Two individuals have made considerable progress and are no longer on individual support plans.</p> <p>Target books have been piloted in years 5 and 6 and now most children are aware of their personal targets. We have refined the use of the what matters statements to ensure clarity and consistency on the planning.</p>	<p>continuously monitored and evaluated by the Senior Leadership Team. New staff have received induction training from the Leader of Progress Step 2 and new staff for September 2022 will receive the same and further training. Progression steps' targets are responded to in order to continuously improve and feedback is effective and purposeful. The constant self evaluation of staff through the FADEs has resulted in an embedded culture of reflection and self improvement. Further monitoring is in place for target books and now the majority of children are aware of their personal targets. The target books will now be introduced in Year 4 when pupils are ready.</p>
	<p>1.3. Tracking the Cross-Curricular National Skills Framework will ensure a balanced curriculum with a wealth of learning experiences.</p>	<p>1.3. Skills will be tracked using a document that maps the skills of 'Listening', 'Speaking', 'Reading', 'Translanguaging', 'Writing', 'Numeracy' and 'Digital Competency'. This ensures a clear focus on the development of skills at each</p>	<p>1.3. Teaching and support staff. Monitored by SLT.</p>	<p>1.3. Staff meetings and department meetings for provision and evaluation of the tracking the Cross-Curricular National Skills Framework document. Dedicated leadership and</p>	<p>1.3. We have begun to track cross-curricular national skills. Senior leaders regularly monitored the planning. Purposeful and effective FADE forms have been</p>	<p>1.3. We are effectively tracking the national skills which are regularly monitored by the SLT, Deputy Head, and Headteacher. All teaching staff track the skills that</p>	<p>1.3. The tracking of the national skills are robustly monitored by the SLT, Deputy Head, and Headteacher. All teaching staff track the skills that they are planning. This is</p>

		Progression Step with a wealth of learning experiences that is revisited in a spiral type curriculum.		management time allocated to each 'Progress Step Leader', ALNCo and Deputy Headteacher. (See school timetabling document for more information.) No ongoing cost for ClickUp.	shared with teaching staff to ensure that we produce a balanced curriculum that has a wealth of experience.	they are planning. This is far more consistent - however, we need to see it embedded over the next term to state that it is 'fully embedded'.	now fully embedded.
	1.4. Daily Purposeful Evaluation will be effective and utilised by classroom staff to steer learning, ensure pupil attainment is on track and arrange catch-up activities, close the gap activities and pre-teaching activities.	1.4. A diary of purposeful and effective daily evaluation will be utilised by all teaching and support staff. Classes share one common document to aid communication and steer learning. Staff will take notes on pupils' attainment in individual lessons so that no pupil slips through the net. A purposeful dialogue informs future planning and daily practice.	1.4. Teaching and support staff. Monitored by SLT.	1.4. Daily evaluation, Staff meetings and department meetings for monitoring. Dedicated leadership and management time allocated to each 'Progress Step Leader', ALNCo and Deputy Headteacher. (See school timetabling document for more information.) No ongoing cost for ClickUp.	1.4. The daily evaluation has been purposeful and effective. Senior leaders have regularly monitored the documents. FADE forms have been created and shared with all teaching staff. Amendments have been made to the expectations of said document that have improved its effectiveness..	1.4. The daily evaluation continues to be purposeful and effective with all progressions steps achieving excellence on the RAG rating form. Continue to monitor to ensure that standards of evaluation continuously improve.	1.4. The daily evaluation is now fully embedded with all progressions steps achieving excellence on the RAG rating form.
	1.5. All procedures will be aligned to the 'Curriculum for Wales'.	1.5. In addition to our robust planning scrutinies, staff in their Progression Step teams will have ensured that our thematic and integrated planning in addition to classroom delivery is aligned with the 'Curriculum for Wales'. Staff will become competent, confident and accountable in delivering the new curriculum and this will be evidenced by lesson observations, planning scrutinies and pupil progress evidence.	1.5. DE, NPh & Senior Leadership Team.	1.5. Dedicated leadership and management time allocated to each 'Progress Step Leader', ALNCo and Deputy Headteacher. (See school timetabling document for more information.) No ongoing cost for ClickUp.	1.5. To ensure that our procedures are aligned with the 'Curriculum for Wales' there is continued, regular monitoring and scrutiny of the planning systems that are in place.	1.5. Our procedures continue to be aligned with the 'Curriculum for Wales' there is continued, regular monitoring and scrutiny of the planning systems that are in place. Now exploring the assessment procedures utilising Taith360.	1.5. All staff have received Taith360 training and are ready to be implemented in the new academic year.
2. Ensure that our school curriculum is balanced and broad and is underpinned by Wales' Four Purposes.	2.1. Develop the role and responsibility of ' Co-Ordinator of Critical Thinking and the Four Purposes ' in order to map learning opportunities and lead on continuous professional development and staff	2.1. Time will be set aside to work with the Senior Leadership Team and other staff to ensure cross-curricular provision and ensure opportunities suitable to develop Literacy, Numeracy, Digital Competence and the wider life skills. Pilot strategies for 'Philosophy for Children' to build capacity for developing	2.1. 'Co-Ordinator of Critical Thinking and the Four Purposes', DE and NPh	2.1. Dedicated leadership and management time allocated to each 'Progress Step Leader', ALNCo and Deputy Headteacher. (See school timetabling document for more information.) No ongoing cost for ClickUp.	2.1. The Critical Thinking and the Four Purposes' Coordinator and senior leaders regularly monitor and scrutinise the planning. The Critical Thinking and the Four Purposes' Coordinator has RAG rated the teaching opportunities	2.1. The Critical Thinking and the Four Purposes' Coordinator has provided purposeful FADE forms with targets that ensure a balance across the curriculum. Teachers are now aware of what skills have not been covered, which will now feed into	2.1. The Critical Thinking and the Four Purposes' Coordinator has provided purposeful FADE forms with targets that ensure a balance across the curriculum. Further development Children's Critical

	training to build capacity for developing critical thinking and the Four Purposes.	critical thinking and the Four Purpose. Ensure that all elements of the Four Purposes are being taught in a relevant and timely manner. Regular monitoring of planning and book scrutinies to ensure critical thinking opportunities are provided for all pupils. Ensure that our provision provides a wealth of learning experiences.			within the planning for each progression step and has feedback to all teaching staff.	the planning. Previous monitoring revisited showing good levels of improvement and coverage.	Thinking Skills has been recognised as a priority for the next academic year by implementing Philosophy for Children across the school, refine the quality of discussion, and developing stage-appropriate metacognitive skills.
	2.2. Develop a curriculum where there is a shared vision in which the pupil voice is valued and is incorporated into planning so that we collectively develop lifelong learners.	2.2. Time will have been allocated to meet with the pupils fortnightly so that they can engage with the theme and staff can listen to their ideas for the things they would like to learn. This will ensure that pupils' voice is valued which will result in increased engagement in the classroom. Our four values as a school are therefore underlined as pupils negotiate and play an active role in their learning.	2.2. All Staff, Middle Leaders, Senior Leadership Team Progress Step Leaders: DE, NPh, RB	2.2. Staff meetings and department meetings for provision and evaluation	2.2. Every fortnight the pupils' voice effectively and purposefully feeds into the planning of the purple thematic integrated document.	2.2. Every fortnight the pupils' voice continues to be effective and purposeful and feeds into the planning of the purple thematic integrated document. Furthermore the pupil voice feeds into the Gold Document. This now needs further developing through pupil voice committees becoming more effective.	2.2. The pupils' voice continues to be purposeful and is implemented into the planning cycle and School Development cycle.. However, we acknowledge we can improve Pupil Voice at Ysgol Panteg by strengthening pupil ownership over learning, and establishing a Pupil Parliament, focusing on the UNICEF Rights of the Child.
	2.3. Ensure that the Four Purpose teaching and learning elements meet the requirements of new education legislation .	2.3. Planning and delivery is aligned with the curriculum of Wales documentation and ensures compliance with the law. Our robust monitoring cycle will have ensured the 'Four Purposes' are embedded into pupils' learning. Time will be set aside for individuals and teams to evaluate the effectiveness and quality of their practice. This will mean that, on a termly basis before senior management evaluation and monitoring, individual staff and teams will be provided with (and trained in the use of) the 'Excellence in Teaching and Leadership Framework' documentation in order to ensure	2.3. Senior Leadership Team	2.3. Dedicated leadership and management time allocated to each 'Progress Step Leader', ALNCo and Deputy Headteacher. (See school timetabling document for more information.) No ongoing cost for ClickUp.	2.3. All teaching staff take part in self evaluation to ensure that the 'Four Purposes' are embedded into the planning. This evaluation is scrutinised by the senior leaders and feedback to the teaching staff. Needs to be fully embedded in the Early Years.	2.3. All teaching staff continuously take part in self evaluation to ensure that the 'Four Purposes' are embedded into the planning. This evaluation is scrutinised by the senior leaders and feedback to the teaching staff. This is consistent across the school.	2.3. The self-evaluation process continues to be effective and is fully embedded through the robust monitoring cycle. Staff feel ownership over the professional development and are able to set targets that are in line with the school's curriculum.

		authentic learning across the four purposes.					
3. Ensure Effective Differentiation at All Levels of School Planning and Feedback to Ensure that All Pupils Receive Relevant Provision and Learning Opportunities to Succeed.	3.1. Within planning, we will use ' Differentiation Tiers ' to ensure that all children are receiving relevant learning experiences.	3.1. All staff will plan using the Thematic and Integrated Planning' document where there is a five tier differentiation for all sessions. Staff will have also noted, consistently, adaptations for specific individuals (such as More Able and Talented or for those with Additional Learning Needs). Staff will tailor lessons by changing the content, delivery, or methods of learning to ensure every child learns in a way that's suitable for them.	3.1. Teaching and support staff	3.1. Dedicated leadership and management time allocated to each 'Progress Step Leader', ALNCo and Deputy Headteacher. (See school timetabling document for more information.) No ongoing cost for ClickUp. Staff meeting time set aside in order to ensure self-reflection.	3.1. The planning documents show effective differentiation tiers with adaptations for specific individuals (such as More Able and Talented or for those with Additional Learning Needs). All lessons are tailored to the needs of individuals.	3.1. The planning documents show effective differentiation tiers with adaptations for specific individuals (such as More Able and Talented or for those with Additional Learning Needs). Good practice of this system shared between staff and Progress Steps. All lessons are consistently tailored to the needs of individuals. Evidence of reflection and further differentiation visible in daily, purposeful evaluation booklets. Support offered to Progress Step 3 to ensure that differentiation meet the needs of lower achieving pupils in an effective manner - continue to monitor.	3.1. We continue to show clear differentiation through the planning document that meets the needs of the individuals. This system has been proven to be effective as seen in the monitoring cycle. The support given to progression step 3 to ensure that the differentiation meets the needs of lower achieving pupils in an effective manner has been highly effective. Evidence of this progress is shown in the book scrutinies.
	3.2. To embed our consistent marking system in order that all children know their next steps and feedback is building dialogue between staff members and pupils to accelerate learning.	3.2. We will have implemented our new 'Policy for Marking Work and Providing Constructive Feedback'. Staff will be confident in using the policy consistently after training. Students will respond to teacher feedback and then take action in order to improve their learning. Monitoring of marking will show that the system is effective and consistent.	3.2. Assessment Team + Senior Leadership Team	3.2. Training Sessions, Staff meetings and department meetings for evaluation. Dedicated leadership and management time allocated to each 'Progress Step Leader' of monitoring.	3.2. The new 'Policy for Marking Work and Providing Constructive Feedback' has been monitored during learning walks and book scrutiny. Effective and purposeful feedback has been provided to all teaching staff. Two individuals have been supported with individual teaching plans.	3.2. The assessment team has evaluated the quality of feedback and marking. The new marking policy has been embedded showing effective levels of consistency across the school.	3.2. The assessment team has evaluated the quality of feedback and marking. The new marking policy has been fully embedded and continues to show effective levels of consistency across the school.

Nodiadau Ychwanegol / *Additional Notes*

Tymor yr Hydref / <i>Autumn Term</i>	Tymor y Gwanwyn / <i>Spring Term</i>	Tymor yr Haf / <i>Summer Term</i>
<ul style="list-style-type: none"> NPh presented to Governors 16/11/2021 on Development Priority 2, impact and direction of improvement. 	<ul style="list-style-type: none"> Planning Questionnaire completed by teaching staff to gauge effectiveness. Evidence available on request. Portfolios of planning set up to evidence journey. Marked improvement in key skill tracking (green planning). Need to look into methods by which to share planning style and good practice with the consortium. Literacy and Phonics Handbook shared with Cluster schools as good practice. Support from Ysgol Gymraeg Caerffili has been highly successful in ensuring the effectiveness of our Welsh phonics programme. Impact report available on request and provided to governors. 	<ul style="list-style-type: none"> Staff Questionnaire shows confidence in planning. FADE reports for Read Write Inc, Spelling Programmes, Tric a Chlic all show good progress.

Cynllun Gweithredu Blaenoriaeth Ddatblygu 3 / *Development Action Plan for Priority 3*

Mewnoli Protocolau a Chymorth Ymyrraeth sy'n Canolbwyntio ar yr Unigolyn Ymhellach drwy ganolbwyntio ar Gyflymu Dysgu ar ôl Covid-19, Darpariaeth ar gyfer y Rhai Mwy Abl a'r rhai sy'n meddu ar Anghenion Dysgu Ychwanegol.



Further Embed Person-Centred Intervention Protocols and Support by focusing on the Acceleration of Learning Post-Covid-19, Provision for the More Able and those possessing Additional Learning Needs

2021-2022

Cyfrifoldeb Arweinyddiaeth Penodedig / *Assigned Leadership Responsibility*: Mrs. Kaysha Wulder gyda mewnbwn gan Bethan Jones (Eilydd ALNCo a Chydlynnydd MATH)

Sut fydd y targed yn helpu ni wreiddio a byw ein gwerthoedd yn well? /
How will this target help us to root our values and live them out better?



Fel ysgol, rydym yn anelu at ragoriaeth. Rydym yn cydnabod bod gennym daith i droedio er mwyn cyrraedd y pwynt hwnnw a sylweddolwn hefyd y bydd gennym dasg barhaus o wella i gynnal rhagoriaeth ac arfer sy'n arwain y sector. Rydym yn ysgol **'deulu'** sy'n golygu, fel ysgol, ein bod yn darparu amgylchedd dysgu anogol lle mae pob plentyn yn bwysig ac yn gallu gwreiddio ei botensial. Fel estyniad o'r teuluoedd gartref, rydym yn annog polisïau drws agored a chyfathrebu clir, gonest. Mae ein gwerth craidd o fod yn **'garedig'** yn golygu ein bod yn gofalu, yn deall ac yn gwerthfawrogi pwysigrwydd gwahaniaethau a dyna pam rydym yn ymgorffori dysgu sy'n canolbwyntio ar ddisgyblion sydd â lleisiau unigolion yn ganolog iddo. Rydym am wella ein harfer i sicrhau ein bod yn gwneud popeth o fewn ein gallu i fod â disgwyliadau uchel ar gyfer pob plentyn, yn enwedig wrth inni ddod allan o bandemig bydol lle mae'r dirwedd o ecwiti a chyfle wedi newid rhywfaint. Rydym yn **'angerddol'** ac yn frwd dros ddarparu cyfoeth o brofiadau dysgu sy'n ennyn diddordeb pob disgybl i ddod yn unigolion **'uchelgeisiol'** beth bynnag yw'r rhwystrau sy'n eu hwynebu.

*As a school, we aim for excellence. We recognise that we have a journey to tread in order to get to that point and also realise that we will have a continuous task of improvement to maintain excellence and sector leading practice. We are a school **'family'** meaning, as a school, we provide a nurturing learning environment where every child is important and can realise their potential. As an extension of the families at home, we encourage open door policies and clear, honest communication. Our core value of being **'kind'** means that we care, understand and appreciate the importance of differences which is why we embody pupil-centred learning which has individuals' voices at its core. We want to improve our practice to ensure that we are doing all we can to have high expectations for all children especially as we emerge from a worldwide pandemic where the landscape of equity and opportunity has somewhat shifted. We are **'fired up'** and enthusiastic about providing a wealth of learning experiences that engages all pupils to become **'ambitious'** individuals whatever the obstacles that face them may be.*

Is-Darged / Sub-Target	Camau i'w Cyrraedd / Steps to Complete	Meini Prawf Llwyddiant / Success Criteria	Cyfrifoldeb / Responsibility	Adnoddau (Amser ac Arian) / Resources (Money and Time)	Gwerthusiad wedi'i Graddio (Gweler Atodiad 1) / Graded Evaluation (See Appendix 1)		
					Tymor yr Hydref / Autumn Term	Tymor y Gwanwyn / Spring Term	Tymor yr Haf / Summer Term
1. Develop leadership capacity for Additional Learning Needs by appointing and training a Deputy Additional Learning Needs Co-Ordinator (ALNCo) .	1.1. Implement a system to track More Able and Talented pupils to be co-ordinated by the Deputy ALNCo and supported by ALNCo.	1.1. The ALNCO and Deputy ALNCO will have established an effective monitoring cycle to review the targets of the MAT pupils and those attending the accelerated learning groups. This cycle will have been shared with staff in order to ensure transparency, and this will ensure all staff understand how the ALN system works. Monitoring consistently will ensure that targets are reviewed in a timely and continuous manner ensuring that the pupils are achieving their targets and progression in their learning.	1.1. KW and BJ	1.1. BJ to attend initial forums and Solution Focused Cluster meetings with KW. No ongoing cost for initial support. £600 set aside for covering supply in order to release staff member from class.	1.1. The ALNCO and Deputy ALNCO have established a timeline whereby pupils are reviewed and timetables are amended accordingly. The process of reviewing the accelerated learning groups (TOG group) targets has been reviewed once. Individuals needed extra support in their timetable and modifications were made to support this. New timetables arranged and distributed to appropriate team members for Half Term 2. We are developing the tracking of individual targets of the MAT pupils. The monitoring cycle has been introduced to staff and staff understand the expectation of reviewing targets by week 6. We need to embed a continuous review of this monitoring and develop the use of incerts (cloud based tracking system) in order to track and ensure that pupils are achieving their targets and progression in their learning. Meetings held with the intervention team concluded that current tracking documentation	1.1. KW and BJ have tracked and monitored pupils accessing intervention groups. KW and BJ to monitor and review intervention target books to review efficacy. Staffing difficulties for intervention of More Able and Talented Pupils. Policy for More Able and Talented and ALN pupils now in place. Tracking and monitoring of ALN pupils taken place via book scrutiny. WellComm assessment system in place for Progress Step 1. Now need to 1. continue to develop BJ understanding on how to monitor intervention groups. 2. BJ to deliver training on what is defined 'MAT'.	1.1. KW and BJ have monitored the target tracking books and BJ has contributed to composing a FADE to report the results of the monitoring. ALNCo and Deputy ALNCo have reviewed ALN register with new wellbeing lead and have formed a MAT register. KW and BJ have monitored the progress of the Complex and Highly Complex pupils against bespoke curriculum. BJ contributed to the revision of the original FADE composed by KW. BJ has delivered and led on parts of training with KW, including introducing the diagnostic team in preparation for September 2022. Deputy ALNCo has written a draft IDP and supported writing an ISCAN referral.

					was not as effective and modifications have been made to explore more impactful and effective target tracking and ensure a quicker overturn for SMART targets.		
	1.2. Deputy ALNCO to attend Local Authority Additional Learning Needs forum meetings to develop understanding of the ALN Bill in addition to LA protocols and procedures.	1.2. The Deputy ALNCO will have gained an understanding of protocols and procedures for Local Authority interventions and supports in light of the ALN Bill. This will have built capacity for completing referrals effectively. This will also have developed knowledge of contacts in order to further support targeted interventions by specialist providers. Leadership capacity will have been developed and knowledge wealth shared. Distributional leadership will be evident and will allow for more effective review of provision and support for ALN pupils.	1.2. KW and BJ	1.2. £300 set aside for covering supply in order to release staff member from class.	1.2. The Deputy ALNCO continues to develop her understanding of protocols and procedures for Local Authority interventions and supports in light of the ALN Bill by attending ALN forums with the ALNCO. We continue to work collaboratively with external agencies in supporting the needs of our complex and highly complex pupils, including Outreach support and the Educational Psychology Service. Leadership capacity is beginning to develop and distributional leadership is becoming effective in the review of provision and support for pupils accessing accelerated learning groups. Appropriate target documentation is collected by deputy ALNCO at the beginning of the new cycle.	1.2. Deputy ALNCO has attended ALN forums independently and shadowed ALNCO during Solution Focused Cluster support meetings with other ALNCOs and EPs; further developing her knowledge and understanding of protocols and provisions. Collaborative work with Outreach between ALNCO and Deputy ALNCO have further developed Deputy ALNCO's understanding of contacts to support school provision. Deputy ALNCO effectively communicates and coordinates intervention groups. ALNCO and Deputy ALNCO have attended a focus ALN forum for effective IDP writing. Deputy ALNCO has led discussion with SALT and attended forums independently. Deputy ALNCO has shadowed ALNCO on monitoring and tracking pupils to produce FADE. Now we need to 1. Deputy ALNCO to lead the PCP meeting. 2. Deputy ALNCO and	1.2 Deputy ALNCO is attending Coaching and Mentoring Programme for ALNCOs for EAS. ALNCO and Deputy ALNCO have attended Ysgol Gymraeg Caerffili to share effective practice. Deputy ALNCO has completed referrals and has a well developed understanding of school and LA policies and protocols. ALNCO and Deputy ALNCO continue to work collaboratively with outside agencies.. Deputy ALNCO to lead PCP enhanced transition meetings in preparation for ALN pupils to transition to next academic year. Deputy ALNCO and ALNCO have worked collaboratively with Cluster transition lead and ALN link officer in reviewing school progress against new ALN reform. ALNCO and Deputy ALNCO have supported forming a diagnostic team and training provided to support early intervention in light of new ALN transition and being able to facilitate and support

						ALNCo to support development of diagnostic team. 3. Further develop capacity of ALN team.	early interventions. BJ to support development and understanding of CO'S (Newly appointed Deputy ALNCo) of new ALN transformation and LA policies and procedures.
	1.3. Deputy ALNCo to attend Solution Focused Cluster meetings to network with other ALNCOs and share knowledge of additional supporting strategies for targeted pupils.	1.3. The Deputy ALNCo will further develop links with other ALNCOs in the cluster in order to share good practices and ensure consistency of practice. This will develop a knowledge and understanding of how to further support identified pupils and will build capacity for sharing effective interventions and support strategies. These support strategies will have been shared formally and informally with staff, pupils and families.	1.3 KW and BJ	1.3. £300 set aside for covering supply in order to release staff member from class.	1.3. Due to staffing difficulties and LA timetabling (the cluster meetings happen half termly) the Deputy ALNCo is yet to work collaboratively with ALNCOs of the cluster. This is to be addressed and has been timetabled for the remainder of the academic year..	1.3. Deputy ALNCo has supported completion of referral for Solution Focused Cluster meetings and has shadowed and been involved with solution focused cluster meetings, including meeting parents to discuss outcome reports and support the implementation of recommended strategies. Deputy ALNCo has also engaged in professional discussion with teaching staff in order to review and recommend supporting strategies to meet individual needs. Deputy ALNCo has attended and shadowed PCP and multi-agency meetings for ALN pupils including professional discussion involving adjustments to the learning environment. Now need to ensure: 1. Deputy ALNCo attends Solution Focused Cluster meeting independently and provide feedback. 2. Deputy ALNCo to lead PCP. 3. Deputy ALNCo to support external agency	1.3. Deputy ALNCo has attended Solution Focused Cluster and understands process. LA now provide feedback to school. Deputy ALNCo to lead PCP transition meetings in preparation for ALN pupils to transition to next academic year. Deputy ALNCo has completed referrals in supporting meeting identified needs using external agencies - in example, Outreach referral and ISCAN support. Deputy ALNCo and ALNCo have met with cluster lead ALNCo and Link officer from LA in order to discuss progress towards ALN implementation. BJ has supported the development of the diagnostic team, the workflow chart and referral process. BJ supported the delivery of whole staff training to review the School's Provision map and for the new diagnostic team and the workflow chart in facilitating the screening

						involvement in supporting identified pupils.	assessments.
	1.4. Shadow ALNCo to build capacity in delivering purposeful and effective support for ALN and MAT learners.	1.4. The Deputy ALNCO will have developed an understanding of Local Authority procedures for referrals and available support. This will help to build capacity for completion of effective referrals and knowledge of support systems available within the authority to support targeted pupils. Deputy ALNCO's understanding of the school protocols will help to embed monitoring cycles effectively and track pupils engaged in accelerated learning and TOGS groups. Therefore ensuring the effective progress of the learners.	1.4. KW and BJ	1.4. Allocated Deputy ALNCo time fortnightly.	1.4. The Deputy ALNCO has shadowed the ALNCO and has an understanding of the referral process, including which agency to support which type of need. The Deputy ALNCO has supported the implementation of the accelerated learning groups and is leading the monitoring of these groups including effectively communicating their cyclical process to staff ensuring all pupils have the opportunity to access these groups.	1.4. Deputy ALNCo has understanding of the referral process and has supported staff in completion of ISCAN referrals. Deputy ALNCo has worked collaboratively with ALNCO and teaching staff in supporting the completion of draft IDPs. Deputy ALNCo is confident in the monitoring of intervention groups. KW a BJ completed FADE of intervention groups and efficacy of intervention work booklets/ incerts Staffing difficulties for intervention. Deputy ALNCo arranged WellComm training for the whole school and trained specific staff prior to this in order to begin effective interventions. Moderation of support and systems in place through peer moderation (with Ysgol Gymraeg Cwmbran and Ponthir Primary).	1.4. Deputy ALNCo has worked with ALNCO in completing ISCAN referral. 3 IDPs have been finalised and delivered to parents, indicating effective and purposeful Additional Learning Provisions.. Deputy ALNCo and ALNCo have monitored target tracking booklets; demonstration of improvement in the tracking of individual targets for progression step 1 and 2. Diagnostic team has been developed and a monitoring cycle to be implemented to track and implement early intervention as necessary, including a robust monitoring cycle to develop to review the progress against the targets set by the diagnostic team.
2. Ensure that robust systems of provision are in place for those pupils with Additional Learning Needs (including 'More Able and	2.1. Class teachers will identify 'More Able and Talented' pupils to engage with ToG groups. Pupils will engage with small group provision in order to ensure that higher achieving /	2.1. The implemented review cycle of 'More Able and Talented' pupils will be aligned to ALN systems (e.g. EduKey) and ensure regular review of pupil progress. A 'More Able and Talented' policy will be implemented to ensure that all children receive appropriate, differentiated learning	2.1. BJ and All Teaching staff	2.1. HLTA Time and L3 Assistant Time Allocated to Provide Effective Small Group Provision.	2.1. Cycle of MAT intervention has been introduced. MAT pupils are identified by staff and access small group intervention. This needs to be further developed in order to ensure efficacy.	2.1. Training as to effective use of EduKey has been delivered, including how to write effective targets. ALNCo and Deputy ALNCo have led training on new provision map and school	2.1. BJ and KW have delivered additional training to further develop whole school staff knowledge and understanding of school policy and process, including how to write

<p>Talented Pupils' and those receiving support post-Covid-19 pandemic to reach their potential.</p>	<p>underachieving individuals reach their potential.</p>	<p>experiences Effective small group provision for 'More Able and Talented' pupils will have been implemented across the school.</p>			<p>Further developments include implementing a MAT policy and the tracking of these pupils using Edu Key, Professional discussions with the intervention team highlighted the need for further training on the understanding of SMART targets to support the learning moving forward. Training schedule on Edu Key to be delivered on 01/12/21.</p>	<p>protocols. Deputy ALNCo and ALNCo have attended training for the wellbeing programme used in school, including assessment and outcome provisions. Staffing difficulties have impacted intervention for More Able and Talented Pupils and some year groups for ToG groups to accelerate learning.</p>	<p>effective targets and training on how to implement tracking booklets effectively as part of day to day class practice. BJ and KW have facilitated a whole staff meeting to review the Provision map in preparation for next academic year - staff contribution has supported the further understanding of interventions available at universal, targeted and specific level within school. Staff are using Edu Key to review One Page Profiles and targets of ALN pupils. Covid-19 related staffing difficulties have impacted intervention for More Able and Talented Pupils and some year groups for ToG groups to accelerate learning, however monitoring the target tracking booklets has demonstrated effective use of targets being reviewed at a classroom level. Development of the diagnostic team in preparation for next academic year has enabled early interventions and assessments will provide specific and purposeful targets to support accelerated learning for pupils requiring targeted support.</p>
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	<p>2.2. Class teachers to identify pupils for accelerated learning provision. Pupils will receive small group provision to support individuals' development as we emerge from the COVID-19 Pandemic.</p>	<p>2.2. Accelerated learning groups have 'good impact' in ensuring that children are supported in reaching national expected levels and above the national expected levels where appropriate. Regular review and monitoring will provide transparency to staff and support them in identifying pupils that require engagement with accelerated learning groups. Early identification of pupils who require the support of accelerated learning will enable support to start as soon as possible, providing all pupils who require such support with continuous additional provision at an early stage.</p>	<p>2.2. KW and BJ</p>	<p>2.2. HLTA Time and L3 Assistant Time Allocated to Provide Effective Small Group Provision. Teacher to be employed (BJ) in order to facilitate the acceleration of learning.</p>	<p>2.2. The Deputy ALNCO has led intervention team meetings in demonstrating effective evidence to support progression against targets. Target tracking is continuing to be monitored using incerts, we are beginning to use this to support the attainment against individual targets being met. Personal assessments, FADE analysis and professional discussion feed the new intake of accelerated learning groups and this is noted on individual tracking sheets.</p>	<p>2.2. Deputy ALNCo regularly liaises with intervention team to ensure effective support. Deputy ALNCo has led WellComm assessment for intervention of communication at an early age. Deputy ALNCo has arranged whole staff training by Wellcomm. School have invested in monitoring wizard to support identification and target setting for pupils with needs. ALNCo and Deputy ALNCo monitored and tracked intervention group target setting.</p>	<p>2.2. Staff have been given training on importance and efficacy of purposeful targets. Staffing structure has impacted ability to effectively deliver intervention groups consistently within particular year groups. Monitoring and tracking of implemented systems have demonstrated that pupils have made progress against individual targets and these are reviewed and renewed regularly at a classroom level. Development of a diagnostic team will support probability and identification of difficulties early and support facilitating intervention as early as possible. Tests will also provide targets to support learning. Newly appointed wellbeing lead has an understanding of the monitoring cycle for ALN and can use this in order to track and monitor efficacy of wellbeing provision using tracking tool, motional, including the progress against targets. BJ, KW and CH effectively use external agencies to support identification of needs and supporting strategies for ALN/ complex/ highly complex needs.</p>
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	<p>2.3. Effectively embed universal provisions within classes to meet the needs of all pupils within classes.</p>	<p>2.3. All staff will have received training for the new ALN bill, encompassing expectations at a Universal level. A clear mapping of the different provisions, including examples, will also be provided. Staff will develop an understanding of strategies and interventions supporting pupils at a Universal provision level in accordance with LA and ALN Bill. All staff will have knowledge and understanding of how to implement universal provisions within the classroom, enabling an effective teaching environment for all pupils within their class.</p>	<p>2.3. KW</p>	<p>2.3. Staff Meetings Allocated.</p>	<p>2.3. All staff have received training on the ALN implementation and new bill. A clear mapping of provisions has been developed and introduced to all staff by the ALNCO. Staff required to implement these provisions have done so effectively.</p>	<p>2.3. Staff have an understanding of universal provision and use initiative to implement strategies to support needs. Staff have received training on provision map of the school and protocols and processes. Deputy ALNCo and ALNCo in continuous professional discussion in order to support targeted/ complex and highly complex needs. School to implement a diagnostics team to support identification of possible future diagnoses.</p>	<p>2.3. Staff training has been provided by KW and BJ to develop staff knowledge and understanding of protocol for embedding universal provision and how targeted provisions follow on from these interventions being implemented and tracked. Whole school training provided to review provision map further embeds understanding of staff as to how they can support needs using universal provisions and understand reasonable adjustments at a classroom level. Staff have contributed to the updated map in preparation for September. Diagnostic team has been developed and a monitoring cycle will be introduced in the next academic year to screen reception using the Wellcomm assessment tool and year 4 screening to identify traits of dyslexia.</p>
	<p>2.4. Introduce a review cycle for ToGs (Tim o Gwmpas y Plentyn - Team Around the Child) to ensure staff rotate pupils to have access to accelerated learning groups for MAT and ALN pupils.</p>	<p>2.4. The staff will receive training in order to understand the ToGs procedure. This will ensure the reviews take place and a smooth transition from the 6 weeks of accelerated learning support to either a further 4 weeks or removal from the ToGs register. This will be essential in monitoring and tracking pupils on our register as those who require continuous support will move</p>	<p>2.4. KW and BJ</p>	<p>2.4. HLTA Time and L3 Assistant Time Allocated to Provide Effective Small Group Provision. Accelerated Learning Grant utilised to finance BJ's role.</p>	<p>2.4. All staff have received training on TOG monitoring cycle and this cycle has been implemented. Review of cycle 1 and implementation of new groups commenced 15/11/21 (not 08/11/21 due to staffing).</p>	<p>2.4. Staffing in the Spring term has been particularly difficult with the onset of the Omicron variant of COVID-19. Support has more classroom based. Adaption to systems have been taken in order to make them more user-friendly based on staff</p>	<p>2.4. Covid-19 related changes to the staffing has impacted delivery of intervention groups. Staff have received training on effective target setting and how to track these using the target tracking booklet - monitoring and tracking of target books demonstrate progress</p>

		on to our ALN register at the Universal + (school based targeted). This will also ensure that all children with MAT potential also access accelerated learning provision.				feedback. As staffing pressures release, we need to prioritise key individuals for additional out of class support. WellComm assessments completed with all pupils in the Nursery and Reception to screen for specific communicative development needs.	against individual targets and these are reviewed and renewed regularly at a class level. School's Provision map has been reviewed- promoting a whole school approach to embedding strategies and interventions at a Universal level. School has developed a diagnostic team - tracking and monitoring systems to be introduced, including screening for reception and year 4 to enable early interventions.
	2.5. Provide training for effective use of EduKey to ensure that all targets and plans are reviewed consistently to maintain up to date information and targets.	2.5. EduKey will be utilised as a consistent, robust system for monitoring ALN pupil development. Staff will understand how to input information onto the EduKey system and will be able to archive and clone plans when reviewing during Pupil Centred meetings and Health Care Reviews. This will enable the ALNCo to access previous records and ensure that universal / targeted provisions have been effective and that Health Care Plans have been implemented. EduKey will also provide reminder emails to teaching staff and to ALNCo when reviews of all plans are due, this will further ensure that all plans are purposeful, up-to-date and are reviewed consistently. In turn, this will also help with ensuring that targets are adjusted and updated to meet new needs, engaging with learner's progression against their targets.	2.5. KW	2.5. EduKey Cost, £1098	2.5. Staff to be trained on 01/12/21.	2.5 Staff completed training and refresher training based on feedback. All Health Care Plans in place. ALNCo and Deputy ALNCo to now examine effectiveness and efficiency of EduKey tool and to ensure key members of staff are trained further to develop leadership capacity and robust embedding.	2.5. Staff continue to develop their understanding of Edu Key. Most staff use it effectively to update plans. Deputy ALNCo to lead PCP meetings for enhanced transition to next academic year and use Edu Key effectively to track and update any necessary documents.

Nodiadau Ychwanegol / Additional Notes		
Tymor yr Hydref / Autumn Term	Tymor y Gwanwyn / Spring Term	Tymor yr Haf / Summer Term
<ul style="list-style-type: none"> • Impact of Covid on staffing has decreased the amount of sessions and availability of staff to deliver intervention consistently • Therapy dog attends school weekly • Language immersion intervention has been timetabled for students needing this support • Successful application for ND assessment for one pupil (JC) • PCP meetings arranged for complex/ highly complex pupils (JL, HS and AE) • To start after Christmas: music/ drama therapy • Further professional development of ALNCO and Deputy Head in ALN via MA ALN with University of South Wales. 	<ul style="list-style-type: none"> • Impact of Covid on staffing has decreased the amount of sessions and availability of staff to deliver intervention consistently impacting the ability to monitor the system. • Torfaen Play supporting social communication and social skills development for targeted pupils (Thursdays) • Torfaen Cerddoriaeth are supporting Progression Step 1 and targeted groups of children from Progression Step 2 and 3 (Mondays) • WellComm intervention training and assessments completed, targets provided. • Welsh language immersion sessions timetabled and provided consistently. • Nucleus of staff have received specialist training to meet medical needs • Nucleus of staff have attended Team Teach training • Draft IDPs completed • Completed IDP accepted by parents • Successful application for ND assessment for one pupil (GR) • PCP meetings held for pupils being identified as complex (MO, CW) • Successful referral for LA statement (commenced Summer 21) completed • Successful moderation of Highly Complex pupil. • Successful specialist placement for 1 pupi. 	<ul style="list-style-type: none"> • Impact of changes in the staffing structure have impacted staff availability for consistent delivery of intervention, which has in turn had an impact on monitoring the efficacy of the system. • Torfaen Play, dog therapy and Torfaen music sessions to continue into next academic year to continue supporting social communication and skills development for targeted pupils. • Development and introduction of diagnostic team - to facilitate early interventions using Wellcomm and dyslexia screening. • Nucleus of staff have received specialist training to meet medical needs, including new staff for next academic year. • Nucleus of staff have attended Team Teach training and Moving and Handling training. • IDPs completed - 3 (MO, HS and AE) • Successful application for ND assessment for pupils (NM, GR, BD, JC) • ISCAN referrals completed (CW, JL, LO) • Deputy ALNCo is timetabled to lead PCP meetings for pupils being identified as requiring enhanced transition for summer term • Successful managed move for Highly Complex pupil transitioning to English medium provision.

Cynllun Gweithredu Blaenoriaeth Ddatblygu 4 / *Development Action Plan for Priority 4*

Datblygu Safonau a Chysondeb Addysgu a Dysgu Rhifedd ar draws yr Ysgol drwy Weithredu Darpariaeth

Mathemateg Gydlynol a Blaengar

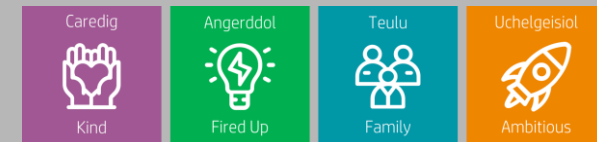
Develop Standards and Consistency of Numeracy Teaching and Learning across the School by Implementing Cohesive and Progressive Mathematics Provision

2021-2022

Cyfrifoldeb Arweinyddiaeth Penodedig / *Assigned Leadership Responsibility*: Miss Rebecca Brown & Mr. Tom Rainsbury gyda mewnbwn Mr. Simon Alexander (Arweinydd Maes Dysgu a Phrofiad Rhifedd a Mathemateg)



Sut fydd y targed yn helpu ni wreiddio a byw ein gwerthoedd yn well? /
How will this target help us to root our values and live them out better?



Fel ysgol, rydym yn anelu at ragoriaeth. Rydym yn cydnabod bod gennym daith i droedio er mwyn cyrraedd y pwynt hwnnw a sylweddolwn hefyd y bydd gennym dasg barhaus o wella i gynnal rhagoriaeth ac arfer sy'n arwain y sector. Trwy weithredu cwricwlwm Rhifedd a Mathemateg **'uchelgeisiol'** ac addysgeg gydlynol ar draws cymuned gyfan yr ysgol, byddwn yn sicrhau bod pob dysgwr yn cael yr arfau a'r cyfle i gyrraedd eu potensial llawn fel dysgwyr gydol oes sy'n medru defnyddio sgiliau rhif yn hyderus.. Cyflawnir dysgu sylweddol ym mhob grŵp blwyddyn trwy ymgorffori continwwm clir ar gyfer dilyniant ym mhob agwedd ar rifedd. Mae blaenoriaethau ein cwricwlwm Rhifedd a Mathemateg yn mynd law yn llaw â rhai'r Cwricwlwm i Gymru. Nod y cwricwlwm hwn yw datblygu dysgwyr **'angerddol'**, annibynnol a galluog sy'n cael eu hysbrydoli trwy ystod o gyfleoedd dysgu bywyd dilys sy'n hyrwyddo meddwl critigol, perchnogaeth ar ddysgu ac yn datblygu pob agwedd o'r Pedwar Pwrpas ag amlinellwyd gan Donaldson.

*As a school, we aim for excellence. We recognise that we have a journey to tread in order to get to that point and also realise that we will have a continuous task of improvement to maintain excellence and sector leading practice. By implementing an **'ambitious'** Numeracy and Mathematics curriculum and cohesive pedagogy across the whole school community, we will ensure all learners are given the tools and opportunity to reach their full potential as numerate life-long learners. Significant learning will be achieved in each year group by embedding a clear continuum for progression in all aspects of numeracy. The overarching priorities of our Numeracy and Mathematics curriculum go hand in hand with those of the Curriculum for Wales. This curriculum aims to **'fire up'** independent, capable learners who are inspired through a range of authentic, real life learning opportunities which promote critical thinking, ownership of learning and development in every aspect of the Four Purposes outlined by Donaldson.*

Is-Darged / Sub-Target	Camau i'w Cyrraedd / Steps to Complete	Meini Prawf Llwyddiant / Success Criteria	Cyfrifoldeb / Responsibility	Adnoddau (Amser ac Arian) / Resources (Money and Time)	Gwerthusiad wedi'i Graddio (Gweler Atodiad 1) / Graded Evaluation (See Appendix 1)		
					Tymor yr Hydref / Autumn Term	Tymor y Gwanwyn / Spring Term	Tymor yr Haf / Summer Term
1. Implement and Embed a Clear Scheme of Work (Abacus) in order to Ensure Consistency and Effective Numeracy Progression.	<p>1.1. Abacus training to be provided by 'Pearson' trainers at the beginning of the academic year. Review of progress made and further training needs addressed where appropriate.</p> <p>Training day to be undertaken in order to review and identify any further training needs.</p>	<p>1.1. The school will adopt and implement a clear and progressive numeracy curriculum that builds on prior learning. Areas of numeracy will be introduced, developed and reinforced purposefully across all year groups. All abilities will be planned for appropriately and all pupils will achieve their full potential in numeracy development. Abacus scheme to be utilised daily in order to plan and teach numeracy and mathematical skills at a classroom level. Consistent strategies which are provided by the scheme will be utilised in all classes in order to support all pupils. All lessons will be delivered to a high standard, considering all abilities. All teaching staff and teaching assistants will have received Abacus training. Abacus scheme to be utilised daily in order to plan and teach numeracy and mathematical skills at a classroom level. Consistent strategies which are provided by the scheme will be utilised in all classes in order to support all pupils.</p>	1.1. RB, TR, SA and Senior Leadership Team	<p>1.1. Abacus Numeracy Scheme and Resources - £2,317</p> <p>Training Session 02/09/2021 (½ day)</p> <p>Review Training Session 05/09/2021 (½ day)</p>	<p>1.1. We are in the process of successfully implementing a clear and progressive numeracy curriculum along with introducing areas of numeracy across the whole school, this is clear through lesson observations, learning walks, book scrutinies and evaluation booklets.</p> <p>Every child's ability is now being carefully planned and considered to ensure every child is reaching their full potential. Group intervention targets have been put in place based on personalised assessments, to ensure the attainment gap is closing.</p> <p>Every member of staff has received Abacus training and is confident in applying successfully, to ensure effective and efficient teaching to raise pupil's numeracy development.</p>	<p>1.1. We have firmly established and implemented a clear and progressive numeracy curriculum, where all classes are adhering to the Abacus scheme of work. This is evident through book scrutinies and evaluation booklets, which is analysed and documented through FADE forms showing increasing progression.</p> <p>Further training for staff has been undertaken in January to strengthen the understanding and application of the Abacus scheme of work. This has enabled member of staff to become more confident and capable in differentiating work for learner, ensuring they are working on a level that is appropriate for their individual needs.</p>	1.1 Abacus Training fully embedded. Induction training for new September staff carried out by Nerys Phillips.
	1.2. We will implement a clear Numeracy policy and calculation policy.	1.2. A consistent, cohesive and purposeful approach regarding the delivery of numeracy and calculations will be embedded throughout the	1.2. SA, RB, TR	1.2. Release time for Numeracy coordinator to construct purposeful numeracy and calculation	1.2. We have bought as part of Pearson Education, a numeracy and calculation policy,	1.2. We are firmly embedding and implementing the calculation policy across	1.2. We have embedded a cohesive, consistent and purposeful approach in the implementation of

		<p>school. This will be outlined in our school policy.</p> <p>Standards of teaching and learning will be 'High Impact' or 'Very High Impact' in all classrooms as outlined in the 'Excellence in Teaching and Learning Framework' (ETLF).</p>		<p>policy.</p>	<p>which we are implementing throughout the whole school. The head is in communication with Ysgol Gymraeg Cwmbran ac Ysgol Bryn Onnen to share this approach in order to aid transition into secondary. In addition we also have a mapping document that aligns the descriptors of learning from the curriculum for Wales with the Abacus scheme.</p> <p>We are in the process of ensuring the standards of teaching and learning are reaching high or very high impact. All lessons observed were of good impact or higher.</p>	<p>the whole school. Through lesson observations, book scrutinies and scrutinies of evaluation booklets it is clear that as a school most lessons being taught are continuing to demonstrate good impact or higher. ETLF shows high and very impact of policies through the teaching of consistent methods in a spiral teaching method. Release Numeracy lead to report on Abacus and ActiveLearn (Digital Abacus) effectiveness.</p>	<p>the delivery of numeracy and calculations. This is evident through book scrutinies, planning scrutinies and lesson observations.</p> <p>ETLF shows a very good impact of policies through the teaching of consistent methods in a spiral teaching method.</p>
	<p>1.3. Assess and track pupil's numeracy development to ensure robust learning systems are being utilised and progression is consistent.</p>	<p>1.3 Internal and national assessment (where appropriate) to be utilised for purposeful planning in all classes. Standardised scores will be utilised in order to track progress. Additionally, we will use analytical data from the national tests in order to identify areas of development for individuals, groups and classes. As a result, purposeful learning experiences will then be provided in order to support pupils. INCERTS and Taith 360 tracking tools will be utilised effectively by all staff.</p>	<p>1.3 SA, RB, TR</p>	<p>1.3 Time allocated for numeracy lead/ALNCo to plan appropriate support for groups of pupils relating to internal and national data analysis.</p>	<p>1.3. We are assessing as a whole school the children's development through the use of personalised assessments, FPP and Incerts to carefully and successfully track the pupils' numeracy attainment to ensure clear progression.</p>	<p>1.3. Every member of staff is successfully and effectively assessing children's numeracy development, through Incerts and personalised assessments, and in doing so is ensuring the appropriate support and targets are being provided. Moderation of work in teams has assessed pupil's work against the Numeracy Framework. Specified year groups will begin trialling Taith360 to assess.</p>	<p>1.3. Every member of staff has successfully and accurately assessed the children's numeracy development through personalised assessments and National Curriculum using Incerts. Staff now being given time to set up Taith 360 consistently ready for September.</p> <p>This has also been demonstrated through personal target scrutinies, ensuring personal targets are up to date and appropriate</p>

							to each individual's need in the effective use of numeracy targets for each pupil, including school target provision children.
	1.4. Undertake a resource audit to ensure the adequate and appropriate resources are available to everyone. Order the relevant and necessary resources to ensure effective and efficient teaching.	1.4. Sufficient and appropriate resources for supporting learning in numeracy are available to all teacher and pupils.	1.4 SA, RB, TR	Allocated release time for Numeracy Lead. Allocated Budget for Mathematics Resources: £1,000.	1.4. We have ensured we have the correct and appropriate resources to promote effective teaching and learning of numeracy in practical and non practical situations.	1.4. Abacus resources utilised on a daily basis. Abacus worksheets key in developing additional support for intervention group children. Ensure the provision of specialist items needed at all levels has been purchased and stored centrally.	1.4. Mathematics items have been purchased and are available for use. Digital resources being used well. Now need to equip 'Cwm Lleucu' (new Year 6 class ready for September).
2. Embed clear monitoring processes for Numeracy and Mathematics in order to Improve Feedback to Staff, Improve Teaching Quality and Learner Outcomes.	2.1. We will monitor the use of Abacus systems to ensure that we implementing a cohesive strategy for Numeracy and Mathematics development.	2.1. The school will have identified clear termly routines for purposeful monitoring and consistent development in Numeracy and Mathematics. These routines will show good progress of pupils in their numeracy development. Strengths and weaknesses will be identified. Support for individuals and groups of staff will be identified to ensure high impact teaching across the whole school. The Numeracy and Mathematics monitoring cycles will be planned out in advance and shared (digitally) with all staff so that there is transparency. Feedback from monitoring activity will be timely and purposeful ensuring focus is given to support and celebration where necessary. Standards of teaching and learning will be 'high impact' or 'Very high impact' in all classrooms as outlined in the 'Excellence in Teaching and Learning Framework' (ETLF). Consistent and Effective Numeracy Progression in all year groups via Abacus scheme will be evident through school monitoring activity. Abacus scheme firmly embedded across the school.	2.1. Senior Leadership Team, SA, RB, TR	2.1. Monitoring time built into staff meeting schedules. Release time allocated where appropriate	2.1. We are actively and effectively monitoring numeracy lessons, planning and book scrutinies to ensure consistency and progression. Feedback following these observation has been relayed to every teacher with strengths and weaknesses being highlighted. Following the feedback provided staff are expected to complete the self reflection form demonstrating how they have implemented their development points within a fortnight. We are providing appropriate support to members of staff where necessary, by providing opportunities to share good practice by observing teachers who	2.1. Through the effectiveness of book scrutinies, evaluation booklet scrutinies and lesson observations staff have demonstrated clear and positive improvement in all areas of teaching quality and learner outcomes, which has been analysed and documented in FADE forms. Now take this a step further to examine Numeracy across the curriculum utilising Abacus calculation methods etc and school policies.	2.1. It is clear that the improvement all areas of teaching quality numeracy has been maintained across every progress stage, through consistent book. Numeracy across the lessons and curriculum is mapped against the National Numeracy Framework (Green Planning). Monitored 6 times a year.

					<p>have been graded as having high impact on teaching and learning.</p> <p>Through the school's monitoring, it is clear that Abacus is being effectively taught throughout the whole school.</p>		
	<p>2.2. Effective and appropriate use of the 'Daily Purposeful Evaluation' booklet.</p>	<p>2.2. All teaching and support staff will make effective use of the 'Daily Purposeful Evaluation' booklet. Every lesson will be evaluated in order to inform next steps in planning. Additional provision and resources will be implemented where appropriate in order to support learner progress.</p>	<p>2.2. All staff</p>	<p>2.2. No ongoing cost. PPA time timetabled.</p>	<p>2.2. Every member of staff (including support staff) undertaking any numeracy tasks are using the evaluation booklet effectively, to ensure the appropriate planning to move the learning along to the next stage.</p> <p>The use of continuous provision is being implemented efficiently to ensure children are having the opportunity to practice and develop their numeracy skills further through exploration and hands on experiences.</p>	<p>2.2. Through continuous and thorough examination of evaluation booklets, it is clear all members of staff are using these booklets effectively to identify strengths in learners/ the lesson, development points for learners/ the lesson and ways in which they are able to move the learners along. The development points are clearly identified as every member of staff ensures these areas are highlighted, this is something that is consistent across the whole school.</p>	<p>2.2. It is evident through consistent and cohesive evaluation booklet scrutinies that staff are continuously and effectively using these to plan the next steps of every pupils learning to a high standard.</p>
	<p>2.3. Lesson observations will be undertaken by Senior Leaders and the AoLE lead to ensure effective high quality teaching and clear consistency across every progress stage and year group.</p>	<p>2.3. Timetabled lesson observations will have been planned and undertaken within the school's monitoring Cycle. Clear expectations of high quality teaching will be shared with all staff. Feedback from lesson observations will be timely and purposeful ensuring focus is given to support and celebration where appropriate.</p>	<p>2.3. Senior Leadership Team</p>	<p>2.3. Dedicated leadership and management time allocated to each 'Progress Step Leader', ALNCo and Deputy Headteacher. (See school timetabling document for more information.) No ongoing cost for ClickUp. Staff meeting time set aside in order to ensure</p>	<p>2.3. We have undertaken 2 lesson observations focussed on the teaching and learning of numeracy following the Abacus scheme this term. There has been clear progression in the effectiveness and the implementation of Abacus and how it is</p>	<p>2.3. Lesson observations undertaken again in the Spring term this term focusing on outdoor learning. Assessment learning walks have showed that there is high levels of consistency in the assessment of Mathematics work across all progress stages and</p>	<p>2.3. Assessment learning walks have shown good progress towards this target. Numeracy standards improving as evidenced by personalised assessment results and analysis.</p>

				self-reflection.	being delivered to the children since the first observation, with teachers being graded as having high or very high impact on learning. Feedback following these observation has been relayed to every teacher with strengths and weaknesses being highlighted. Following the feedback provided staff are expected to complete the self reflection form demonstrating how they have implemented their development points within a fortnight.	year groups. Monitoring cycle is clearly set out for the year. Staff survey for Abacus to be set up by Mathematics lead for Summer term.	
	2.4. We will monitor books for evidence of effective and consistent mathematics teaching, following the Abacus scheme of work.	2.4. Consistent and timetabled book scrutiny to be built into the school monitoring cycle . This will ensure effective consistent high standards of teaching across all year group. Additionally, any areas for development are highlighted and targeted for support where appropriate.	2.4. Senior Leadership Team, SA	2.4. Dedicated leadership and management time allocated to each 'Progress Step Leader', ALNCo and Deputy Headteacher. (See school timetabling document for more information.) Monitoring time built in to staff meetings.	2.4. We have completed 2 book scrutinies undertaken by the head and deputy head. Following the first book scrutiny a review book scrutiny was scheduled to assess the improvement points highlighted. In addition book moderation focusing on numeracy books has been undertaken during progress stage meetings, to ensure high standards of teaching and learning.	2.4. Effective and consistent high standards of teaching and learning have been identified through book scrutinies over the past term, which have been documented in FADE forms showing the positive progression since the beginning of the academic year. This shows the effectiveness of the Abacus scheme of work on the standards of teaching and also the effectiveness of book scrutinies and the reviewing of development points for members of staff to ensure personal progression in their teaching development.	2.4. Through consistent and thorough book scrutinies it is evident that staff teach mathematics to a high standard following the Abacus scheme of work. Self-assessment evidence available on request backed up with senior leader evaluation. Self-evaluation of the quality of assessment and leader analysis of the quality of assessment also available on request.
	2.5. Moderation of work will be undertaken to ensure clarity of	2.5. All staff will have clarity and understanding regarding pupil attainment levels, learning descriptors.	2.5. Progress Step Leaders and SA	2.5. Allocated time built into staff meetings for moderation.	2.5. All staff are clear and have a strong understanding on pupils	2.5. Staff have a firm understanding of pupils' attainment levels and	2.5. Moderation of work undertaken in Term 2 utilising Taith360

	understanding and use of Learning descriptors/ Incerts statements.	All teaching staff will be aware of the next skills needed in order for pupils to progress to the next stage of their learning.			attainment levels and learning descriptors, to ensure the next steps are carefully planned, ensuring progression. Moderation of work in Mathematics has been completed focusing on assessing against the National Numeracy Framework.	learning descriptors and successfully plan the progression steps to ensure every learner is fulfilling their full potential. Moderation has been completed twice. Begin to pilot Taith360 in key year groups as a method of recording assessment.	measures.. Time now allocated for staff to work together in order to create a baseline of pupil data on Taith360.
3. Plan authentic learning opportunities effectively that are relevant to pupils lives and can be applied to everyday scenarios.	3.1. Plan effectively and collaboratively within progress steps.	3.1. Teachers of the same year group will plan collaboratively in order to ensure consistency and differentiation which supports every pupil. Purposeful daily evaluation will be undertaken in order to plan effectively for the next steps for learning and identify any areas of support and extension. Staff will plan collaboratively within their progression steps promoting cross-curricular links and authentic learning investigation with regards to numeracy. Additionally, timetabled Numeracy across the Curriculum lessons will be planned for and incorporated into every class weekly timetable.	3.1. Progress Step Leaders and SA	3.1. No ongoing cost	3.1. Every teacher throughout the school plans collaboratively within their progress stage, to ensure consistent, appropriate and suitable work/ activities is set for every child that meets the needs of every pupil. Every member of staff (including support staff) undertaking any numeracy tasks are using the evaluation booklet effectively, to ensure the appropriate planning to move the learning along to the next stage. As a school Numeracy across the curriculum has been timetabled into our weekly timetable to ensure every class is teaching it cohesively.	3.1. Every teacher has a firm understanding on how to effectively plan collaboratively to ensure the appropriate support is provided for every pupil's learning need. Every member of staff effectively uses the evaluation booklet to a high standard. This is evidenced in the FADE forms. As a school we have established a firm understanding and implementation on the teaching of numeracy across the curriculum. Need to now examine effectiveness of word based problem solving.	3.1. Outdoor learning booklet being developed with a percentage of mathematics based activities suitable for different ages in order to ensure that there is a wider breadth of learning opportunities.
	3.2. To ensure effective and relevant opportunities are planned to practise problem solving .	3.2. Effective and relevant opportunities to problem solve will be planned for which ensure children are able to practice, refine and develop skills in real life contexts. Specific 'Numeracy across the Curriculum' sessions will be planned weekly in	3.2. All teaching staff, Progress Step Leaders and SA	3.2. No Ongoing cost	3.2. We are ensuring effective and relevant opportunities related to problem solving are being planned appropriately, to ensure the children are able to link and develop	3.2. Progress has been shown through lesson observations and planning scrutinies of the opportunity for children to problem solved linked to real life scenarios and	3.2. Problem solving resources being utilised to ensure more range of critical thinking activities. Outdoor learning booklet being developed with a percentage of

		order to facilitate this further.			the skills that are being taught to different scenarios and in different contexts.	in a variety of contexts. Now need to measure the effectiveness of this in our school's numeracy across the curriculum sessions.	mathematics based activities suitable for different ages in order to ensure that there is a wider breadth of learning opportunities.
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Nodiadau Ychwanegol / *Additional Notes*

Tymor yr Hydref / <i>Autumn Term</i>	Tymor y Gwanwyn / <i>Spring Term</i>	Tymor yr Haf / <i>Summer Term</i>
<ul style="list-style-type: none"> • Evaluations and discussions have shown that staff have been implementing the Abacus programme well and adapting to ensure that 'prior learning prerequisites' are being covered. However, this has also shown an over-reliance on worksheets being stuck into books. • Implementation of the digital VLE element of the Abacus programme needs to happen now in the Spring Term. 	<ul style="list-style-type: none"> • RB presented to Governors in Ordinary Meeting 18/01/2022 on the progress towards achieving this school development target. 	<ul style="list-style-type: none"> • FADE reports show good progress in Procedural Mathematics personalised assessments. • Staff questionnaire shows satisfaction and confidence in using resources and following united/consistent strategies.

Cynllun Gweithredu Blaenoriaeth Ddatblygu 5 / Development Action Plan for Priority 5
Trawsnewid Darpariaeth Awyr Agored yr Ysgol drwy Sicrhau Amgylcheddau Dysgu Pwrpasol sy'n Cynnig
 Cyfleoedd ar gyfer amrywiaeth o Brofiadau Dysgu Dilys
*Transform the School's Outside Provision by Ensuring Purposeful Learning Environments that Offer
 Opportunities for a range of Authentic Learning Experiences*
2021-2022



Cyfrifoldeb Arweinyddiaeth Penodedig / Assigned Leadership Responsibility: Mr. Thomas Rainsbury & Dr. Matthew Dicken

<p>Sut fydd y targed yn helpu ni wreiddio a byw ein gwerthoedd yn well? / <i>How will this target help us to root our values and live them out better?</i></p>	<table border="1"> <tr> <td data-bbox="1464 496 1608 638"> <p>Caredig Kind</p>  </td> <td data-bbox="1608 496 1751 638"> <p>Angerddol Fired Up</p>  </td> <td data-bbox="1751 496 1895 638"> <p>Teulu Family</p>  </td> <td data-bbox="1895 496 2038 638"> <p>Uchelgeisiol Ambitious</p>  </td> </tr> </table>	<p>Caredig Kind</p> 	<p>Angerddol Fired Up</p> 	<p>Teulu Family</p> 	<p>Uchelgeisiol Ambitious</p> 
<p>Caredig Kind</p> 	<p>Angerddol Fired Up</p> 	<p>Teulu Family</p> 	<p>Uchelgeisiol Ambitious</p> 		
<p>Fel ysgol, rydym yn anelu at ragoriaeth. Rydym yn cydnabod bod gennym daith i droedio er mwyn cyrraedd y pwynt hwnnw a sylweddolwn hefyd y bydd gennym dasg barhaus o wella i gynnal rhagoriaeth ac arfer sy'n arwain y sector. Mae dysgu awyr agored yn faes sydd wedi cael ei anwybyddu yn ein hysgol yn aml. Fodd bynnag, sylweddolwn fod dysgu awyr agored yn un o'r arfau mwyaf gwerthfawr sydd gennym ar gyfer datblygu sgiliau personol a chymdeithasol, cefnogi lles a brwdfrydedd dysgwyr, yn enwedig wrth inni ddod allan o bandemig byd-eang. Rydym yn deall y bydd darparu ystod eang o brofiadau dysgu dilys i blant yn tanio tân 'angerdd' ac yn meithrin meddyliau 'uchelgeisiol'. Bydd y datblygiad hwn yn ein cefnogi i wneud hyn. Bydd defnydd effeithiol o'n darpariaeth awyr agored gyfredol a'r trawsnewid arfaethedig o'n cynfas gwag, yn golygu y byddwn yn gallu cyrraedd dysgwyr mewn ffyrdd a fydd yn aros gyda nhw am oes. Byddwn yn gallu archwilio a dysgu sgiliau pob maes dysgu (h.y. Dyniaethau, Iaith a Llythrennedd, Celfyddydau Mynegiannol, Iechyd a Lles, Mathemateg a Rhifedd, Gwyddoniaeth a Thechnoleg) trwy ymchwil gadarn a rhannu adnoddau. Ochr yn ochr â newidiadau i'r safle, byddwn yn grymuso staff trwy ddarparu rhaglen hyfforddi. Trwy ymgorffori cylchoedd monitro effeithiol a chadarn, bydd staff yn derbyn adborth rheolaidd ac yn cael eu harfogi ar gyfer ein taith tuag at ragoriaeth.</p> <p><i>As a school, we aim for excellence. We recognise that we have a journey to tread in order to get to that point and also realise that we will have a continuous task of improvement to maintain excellence and sector leading practice. Outdoor learning is an area which has often been overlooked in our school. However, we realise that outdoor learning is one of the most valuable tools we have for developing personal and social skills, supporting wellbeing and enthusing learners, especially as we emerge from a global pandemic. We understand that providing children with a broad range of authentic learning experiences will 'fire up' learners and forge 'ambitious' minds. This development will support us in doing this. Effective use of our current outdoor provision and the intended transformation of our blank canvas, will mean that we will be able reach learners in ways that will stay with them for life. We will be able to explore and teach all areas of learning (i.e. Humanities, Language and Literacy, Expressive Arts, Health and Wellbeing, Mathematics and Numeracy, Science and Technology) by robust research and sharing of resources. Alongside infrastructure changes, we will empower staff by providing a programme of training. Through embedding effective, robust monitoring cycles, staff will gain regular feedback and be equipped for our journey towards excellence.</i></p>					

Is-Darged / Sub-Target	Camau i'w Cyrraedd / Steps to Complete	Meini Prawf Llwyddiant / Success Criteria	Cyfrifoldeb / Responsibility	Adnoddau (Amser ac Arian) / Resources (Money and Time)	Gwerthusiad wedi'i Graddio (Gweler Atodiad 1) / Graded Evaluation (See Appendix 1)		
					Tymor yr Hydref / Autumn Term	Tymor y Gwanwyn / Spring Term	Tymor yr Haf / Summer Term
1. Plan and embed a balanced, bespoke and purposeful training programme for Outdoor Education across the academic year.	1.1. Ensure Staff and Pupil Voice drive the training plan for Outdoor Education in the school.	1.1. Staff brainstorm and agree on the current and potential Outdoor Education opportunities. These echo the schools 3 year thematic cycle and the areas of 'Critical Thinking', 'Ambitious Learners' and 'Communication'. This will have ensured that the training plan reflects the school's values, priorities and themes.	1.1. TR / Whole Staff	1.1. 7 Staff Meetings and 1 ½ INSET days allocated to Outdoor education Training programme. £2000 training costs.	1.1. Whole staff 'Brainstorming' session undertaken. Staff have considered the Outdoor Learning Opportunities that are currently available which promote the 3 pillar approach of ' Critical Thinking ', ' Communication ' and ' Ambitious Learners '. Consideration has been given to thematic and cross curricular links made to the schools 3 - year thematic cycle. Pupil Voice was captured before this session and incorporated into discussions. The impact of this has been that during recent planning scrutiny Outdoor Education experiences had been planned for in most classrooms.	1.1 Training plan has been rolled out this term on 23/3/22 with further scheduled for the Summer term. Staff co-created a bank of outdoor education lessons across all 3 progression steps as part of whole school INSET day, on 8/4/22. These lessons have been mapped relating to the school's thematic cycle as well as outdoor educational life skills that will be rolled out over the course of the academic year. These lessons and resources will be ratified by the Outdoor Education Advisor. Impact of the training plan has been that in a recent planning scrutiny and is that Outdoor pedagogy continues to be embedded and developed in nearly all classes. Lessons observed this term have shown good or excellent outdoor pedagogic practice in nearly all classes.	1.1 Final sessions of training plan have been rolled out and outdoor education pack has been created across all progression steps. Deputy headteacher has quality assured planning within lesson pack for outdoor learning and is due to revisit week beginning 20/06/22 Further monitoring of outdoor education provision has been timetabled into the annual monitoring cycle in order to ensure continuous high standards for the planning and delivery of outdoor education..

	<p>1.2. Identify and Collaborate with expert practitioners and advisors in 'Outdoor Education' to aid the school in creating a balanced and purposeful Outdoor Education training plan.</p>	<p>1.2. Training plan created that develops staff's skills and school culture with regards to Outdoor Learning. The training plan will provide broad, balanced and purposeful Outdoor Education opportunities for all pupils across the school.</p>	<p>1.2. TR / Whole Staff/ Monlife Outdoor Education</p>	<p>1.2. 7 Staff Meetings and 1 ½ INSET days across the academic year.</p> <p>Cost of Monlife Outdoor Education collaborative work - Approximately £2000</p>	<p>1.2. Expert practitioners have been identified via Outdoor Education Advisor and MonLife Outdoor Education providers. A bespoke training plan has now been co-constructed between school and expert practitioners with two sessions already delivered (13/10/21 and 24/11/21) this term. The impact of this is that the training plan echoes the training needs, thematic cycles and values of the school. Additionally, a recent planning scrutiny evidenced purposeful provision being planned for in most of the classrooms</p>	<p>1.2. Expert training providers via Monlife Outdoor Education and Outdoor Education Advisor continue to support the school with embedding a bespoke and appropriate training plan.</p>	<p>1.2. Training providers have completed training plan bespoke for school's needs. Sessions have been planned in order to consider potential training provision going forward into next academic year.</p>
	<p>1.3. Implement strategies arising from the training plan across all year groups and classes. Review and evaluate strategies and practice as well as planning next steps with regards to Outdoor Learning.</p>	<p>1.3. Evaluation undertaken of Impact of Outdoor Learning strategies and pedagogy arising from training plan.. Staff will reflect on their own and each other's practice. This will ensure purposeful planning undertaken for the next steps relating to Outdoor Education ensuring sustainability, ownership and identify further training needs. Clear timetabling of outdoor learning will be in place and all year groups will engage with effective, consistent outdoor learning.</p>	<p>1.3. TR and Progress Step Leads</p>	<p>1.3. Dedicated leadership and management time allocated to each 'Progress Step Leader', ALNCo and Deputy Headteacher. (See school timetabling document for more information.)</p>	<p>1.3. As a result of the initial training session staff have implemented and planned Outdoor Education settings into their fortnightly planning. These were shared and reviewed in the session on 24/11/21. Needs further embedding so that it is not a bolt on.</p>	<p>1.3. Impact of the strategies and pedagogy arising from training plan has been that in a recent planning scrutiny planning for outdoor pedagogy continues to be embedded and developed in nearly all classes. Lessons observed this term have shown good or excellent outdoor pedagogic practice in nearly all classes. (See FADE form</p>	<p>1.3. Development of outdoor education digital lesson pack has been quality assured by SLT via FADE form (29/04/22). Lessons within the digital pack have ensured full consideration of all elements of the new curriculum, purposeful differentiation across each progression step, in addition to utilising strategies and pedagogy gained as a result of the</p>

						31/04/22) Task and finish group for Outdoor Education will monitor progress of Outdoor Education throughout the Summer term.	training plan.
2. Plan and build purposeful 'Outdoor Learning' areas that offer the best opportunities for all pupils to receive a range of authentic and purposeful opportunities.	2.1. Plan a clear vision for the school's Outdoor learning Environment.	2.1. A clear vision created for the school's 'Outdoor Learning Environment'. This will be co-constructed through collaboration with Outdoor Education Advisor, MonLife Outdoor Education in addition to contractors allocated for the building work. This will ensure areas built will offer the best opportunities for all pupils to develop in all areas of the curriculum through outdoor learning.	2.1. TR	2.1. Cost for building work allocated: £100,000.	2.1. Contractor has been secured for the building work (JPS Carpentry). The vision for the build has been created in conjunction with Outdoor Education Advisor, the school and the building contractor. Digitalised plans have been submitted to school and governors for ratification. The impact of this collaborative work is that areas built will offer the best opportunities for all pupils to develop in all areas of the curriculum through outdoor learning.	2.1. JPS Carpentry have now completed the outside learning area. that reflects pupil voice (see school council minutes 26/01/22). This includes outdoor forest school's classroom with staging area. Additional planting beds have been built in the school garden area and year 1 - 2 classrooms having fenced outdoor areas that compliment their learning environments. Outdoor gym has been put in place for children of Progress Step 2 and 3 (complete with Risk Assessment). Funding from 'Winter of Wellbeing' grant utilised to ensure that health is being promoted. Impact of this has been that recent lesson observations noted that outdoor pedagogy in outside learning environments continues to be embedded and developed in nearly all classrooms	2.1. All aspects of outdoor area have been completed. Lessons arising from the digital outdoor education pack have now began to roll out, ensuring purposeful use of all outdoor areas. Recent timetabling activity for next academic year has ensured weekly opportunities for lesson to be taught in the outdoor areas via lessons from the digital outdoor education pack. Key member of staff has been allocated to deliver outdoor education provision across progression step 3 after monitoring activity highlighted good practice regarding this individuals' teaching and provision of outdoor education.

						<p>Outdoor learning environments will now be time tabled across all progress steps in order to ensure regular and purposeful use of the areas. This will be supported by the Outdoor Education pedagogy packs that will be developed by staff and ratified by the Outdoor Education Advisor.</p> <p>Development of outdoor area is scheduled to come in under-budget. Figures to be confirmed.</p> <p>Now that key large developments are in place - we need to ensure the development of teaching zones in the outdoors.</p>	
	<p>2.2. Secure contractors and timeline for building works to commence, complete.</p>	<p>2.2. Network and obtain quotes for proposed building work from a number of potential contractors. Ensure appropriate public liability insurance, and health and safety certificate in place for chosen contractors. This will ensure that school choose the best contractor possible for the work while considering their quotations, availability for beginning and completion of work and vision. Public Liability Insurance and Health and Safety documents obtained will ensure the school use an appropriate reputable contractor. By obtaining three or more quotes school will be complying with the Local Authorities guidelines relating to standing order processes.</p>	2.2. TR	2.1. Cost for building work allocated: £100,000.	<p>2.2. Three quotes have been obtained and favoured contractor chosen by the school.</p> <p>Public Liability Insurance and Health and Safety documents obtained from the contractor.</p> <p>Landlord's consent has also been obtained for the work to be undertaken via the local authority.</p> <p>Building of the bow top fencing areas outside of classrooms due to begin on 13/12/21.</p>	<p>2.2. Public Liability Insurance and Health and Safety documents obtained from the contractor.</p> <p>Landlord's consent has also been obtained for the work to be undertaken via the local authority.</p> <p>Bow top fences for Year 1 - 2 classes completed (13/12/21)</p> <p>JPS Carpentry have now completed the outside learning area. that reflects pupil voice (see school council minutes</p>	<p>2.2. All building works relating to outdoor environment have now been completed.</p> <p>Landlords consent obtained for repairing pathway within the school grounds. This work has now also been completed by JPS building contractors..</p>

					Building of outdoor curriculum areas to begin in 1/22.	26/01/22). This includes outdoor forest school's classroom with staging area. Additional planting beds have been built in the school garden area and year 1 - 2 classrooms having fenced outdoor areas that compliment their learning environments.	
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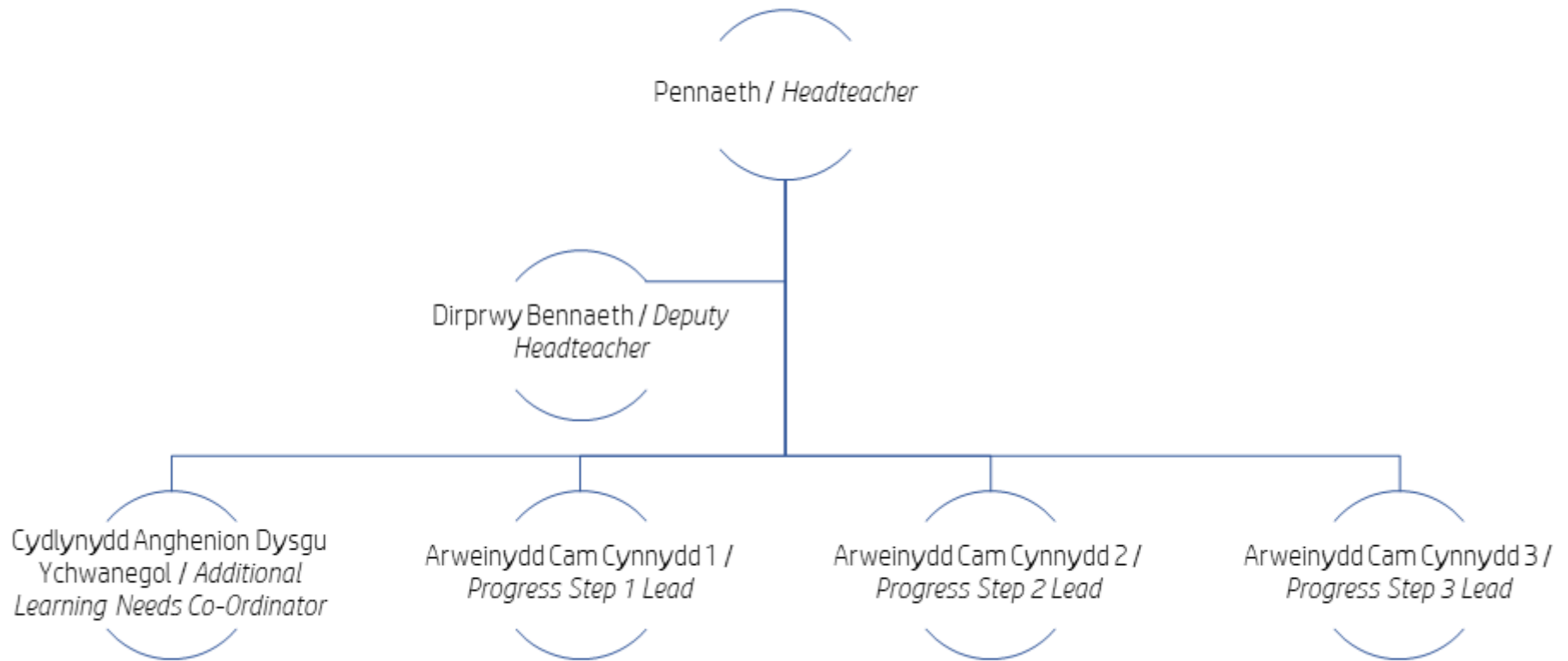
Nodiadau Ychwanegol / *Additional Notes*

Tymor yr Hydref / <i>Autumn Term</i>	Tymor y Gwanwyn / <i>Spring Term</i>	Tymor yr Haf / <i>Summer Term</i>
<ul style="list-style-type: none"> • Focus has been given to purposefully planning in weekly sessions in the outdoors for effective learning for Progress Step 3 moving forward ensuring that • Finance has been allocated to develop the outdoor areas for Progress Step 1. Support gleaned from Ysgol Gymraeg Caerffili. Wait times on products has been frustrating. • The creation of areas outside Years 1 and 2 will be in place for January 2021 upon the installation of fences. 	<ul style="list-style-type: none"> • Development of an 'Outdoor Learning' school handbook has been started and due to be completed over a series of inset days. 	<ul style="list-style-type: none"> • Outdoor learning handbook in final stages of development. • Outdoor learning risk assessments completed to ensure safety and consistency of procedures and minimisation of risk.

Allwedd Graddio Cyrhaeddiad / Progress Judgement Key

	Mynd i'r afael â'r Argymhelliad / Addressing the Recommendation	Agweddau sydd Dal i fod Angen Sylw / Aspects Still Requiring Attention	Effaith ar Safonau ac Ansawdd y Ddarpariaeth / Impact on Standards and Quality of Provision	Gwaith sy'n Ofynnol ar yr Ymweliad Monitro Nesaf / Work Required on the Next Monitoring Visit
Cynnydd Cyfyngedig / Limited Progress	Nid yw'n bodloni'r argymhelliad / Does not meet the recommendation	Mae pob agwedd bwysig neu lawer yn dal i aros am sylw / All or many important aspects still awaiting attention	Dim effaith ar safonau nac ansawdd y ddarpariaeth (e.e. mae safonau wedi gostwng ers yr arolygiad craidd i ddangosyddion allweddol) / No impact on standards or quality of provision (e.g. standards have declined since core inspection in key indicators)	Llawer o waith i'w wneud o hyd a llawer o agweddau i'w hystyried o hyd / Much work still to do and many aspects still to consider
Cynnydd Dibynnol / Satisfactory Progress	Mynd i'r afael â'r argymhelliad mewn llawer o ffyrdd / Addresses the recommendation in many respects	Mae angen rhoi cryn sylw o hyd i rai agweddau pwysig / A few important aspects still require significant attention	Effaith gyfyngedig ar safonau ac ansawdd y ddarpariaeth / Limited impact on standards and quality of provision	Mae llawer o agweddau wedi ei delio â hwy ond mae dal gwaith sylweddol i'w wneud mewn meysydd pwysig / Many aspects addressed but still significant work to do in important areas
Cynnydd Effeithiol / Effective Progress	Mynd i'r afael â'r argymhelliad yn y rhan fwyaf o ffyrdd / Addresses the recommendation in most respects	Dim ond mân agweddau sydd angen sylw / Only minor aspects still require attention	Effaith gadarnhaol ar safonau ac ansawdd y ddarpariaeth / Positive impact on standards and quality of provision	Mae'r rhan fwyaf o agweddau a drafodir eisoes heb fawr o waith ar ôl i'w wneud / Most aspects covered already with little significant work left to do
Cynnydd Effeithiol Iawn / Very Effective Progress	Mynd i'r afael â'r argymhelliad yn effeithiol / Addresses the recommendation effectively	Nid oes angen rhoi sylw pellach i unrhyw agwedd / No aspects require further attention	Effaith dda iawn ar ansawdd y ddarpariaeth / Very good impact on quality of provision	Ysgol i gynnal ac adeiladu ar arfer gwell / School to maintain and build on improved practice

Strwythur Uwch-Arweinyddiaeth / Senior Leadership Structure



Strwythur Rheoli Perfformiad / Performance Management Structure

