Ysgol Gynradd Llanddarog
Ysgol yr Eglwys yng Nghymru

Ysgol ddymunol i mi – am mai hon
Yw'r gymuned inni:
Llanddarog yn f'ysgogi,
Llanddarog yn d'annog di. – Tudur Hallam

Adroddiad Blynyddol y Llywodraethwyr i Rieni

The Governing Body's Annual Report to Parents

2024 - 2025

Y Corff Llywodraethol
The Governing Body

Math o Lywodraethwr *Type of Governor*	**Enw** *Name*	**Tymor** *Term*
Rhiant/Parent Cadeirydd/Chair	Mrs Sara Saunders	2023 – 2027
Awdurdod Lleol/Local Authority Is-Gadeirydd/Vice-Chair	Cyng./Cllr. Hefin Jones	2025 – 2029
Pennaeth/Headteacher	Mr Thomas Gullick	-
Athrawes/Teacher	Mrs K Strick	2021 - 2025
Awdurdod Lleol/Local Authority	Cyng./Cllr. Shone Hughes	2025 – 2029
Cymunedol Ych./Add. Community	Cyng./Cllr. John Williams	2022 – 2026
Sefydliad/Foundation	Canon Dewi Roberts	2023 – 2027
Sefydliad/Foundation	Mrs Carol Owens	2024 – 2028
Rhiant/Parent	Mrs Eluned Owena-Grandis	2021 – 2025
Rhiant/Parent	Mrs Elen Edwards	2022 - 2026
Cymunedol / Community	-	-
Clerc/Clerk	Mrs Gail Jones	-

Cadeiryddes y Llywodraethwyr ***/ Chair of Governors:***
Mrs Sara Saunders
Ysgol Gynradd Llanddarog, Llanddarog, Caerfyrddin, SA32 8BJ
Sara.saunders@brynsierfel.ysgolccc.cymru

Clerc i'r Corff Llywodraethol / ***Clerk to the Governing Body*****:**
Mrs Gail Jones
Swyddog Cefnogi Ysgol / *School Support Officer*
Ysgol Gynradd Llanddarog, Llanddarog, Caerfyrddin, SA32 8BJ
admin@llanddarog.ysgolccc.cymru

Staff Ysgol
School Staff

Pennaeth / *Headteacher:*
Mr Thomas Gullick

Staff Addysgu / *Teaching Staff:*
Mrs Marian Evans
Mrs Katie Strick
Mr Iwan Price

Cynorthwywyr / *Assistants:*
Miss Catherine Beynon
Mrs Gwenllian Evans
Miss Heledd James
Miss Jeanette Burden

Swyddog Cefnogi'r Ysgol / *School Support Officer:*
Mrs Gail Jones

Gofalwraig / *Caretaker:*
Mrs Sarah Thomas

Glanhâwraig / *Cleaner:*
Ms Carrie Mackinnon

Staff y Gegin / *Kitchen Staff:*
Mrs Fiona Gibbard (Cogyddes / *Cook*)
Mrs Lynette Jones
Mrs Sarah Thomas
Miss Rhian Morgan

Amseroedd yr Ysgol
School Times

Drysau'n agor / *Doors open*: 8:45am
Cofrestri / *Registration*: 9:00am
Gwers 1 / *Lesson 1*: 9:00 – 10:30am
Egwyl / *Breaktime*: 10:30 – 10:45am
Gwers 2 / *Lesson 2*: 10:45 – 12:00pm
Cinio / *Lunch*: 12:00 – 1:00pm
Gwers 3 / *Lesson 3:* 1:00pm – 2:15pm
Egwyl / *Breaktime:* 2:15pm – 2:30pm
Gwers 4 / *Lesson 4:* 2:30pm – 3:30pm
Diwedd dydd / *End of day:* 3:30pm

Gair wrth Gadeiryddes y Llywodraethwyr
A word from the Chair of Governors

Annwyl deuluoedd a ffrindiau Ysgol Llanddarog, Ysgol Yr Eglwys yng Nghymru,

Ar ran corff llywodraethu'r ysgol, mae'n bleser mawr gennyf i gyflwyno Adroddiad Blynyddol Llywodraeth Ysgol Gynradd Llanddarog, Ysgol yr Eglwys yng Nghymru, am y flwyddyn academaidd ddiwethaf, un llawn gweithgareddau, llwyddiannau a atgofion arbennig. Mae'n bleser eich cynrychioli ar y Bwrdd Llywodraethol a diolch am yr anrhydedd o fod yn Gadeiryddes am y flwyddyn 2024/25.

Croesawyd Mr Gullick fel pennaeth newydd yn ôl ym mis Medi, ac rydym yn hynod ddiolchgar am ei arweinyddiaeth gref a'i ymroddiad drwy gydol y flwyddyn. Mae ei weledigaeth glir, ynghyd â chefnogaeth y corff llywodraethu a'r staff ymroddedig, wedi bod yn allweddol wrth symud yr ysgol ymlaen ac adeiladu ar ei llwyddiannau.

Bu'n bleser gweld y plant yn mwynhau amrywiaeth o brofiadau cyfoethog – o'r daith i Lundain i Flwyddyn 6 i ymweld â'r Tai Seneddol, profiad bythgofiadwy, i'r agoriad swyddogol o neuadd y pentref, sy'n chwarae rhan allweddol ym mywyd cymunedol yr ysgol.

Mae perfformiadau'r disgyblion yn yr Eisteddfod, digwyddiadau cymunedol a dathliadau Nadolig wedi bod o'r safon uchaf, gan adlewyrchu eu talentau, eu hymroddiad a'u brwdfrydedd.

Yn Ysgol Llanddarog, rydym yn falch o'r cyfleoedd a roddir i'r plant ddatblygu sgiliau bywyd, cymdeithasol ac academaidd mewn amgylchedd cefnogol a gofalgar. Mae'r ysgol yn parhau i feithrin hyder, creadigrwydd a chydweithrediad ymysg y disgyblion, gan eu paratoi'n dda ar gyfer y dyfodol.

Diolch o galon i'r staff am eu gwaith caled, eu gofal a'u cariad tuag at y plant. Diolch hefyd i'r rhieni am eich cefnogaeth barhaus. Ond uwchlaw popeth, diolch i blant bach Ysgol Llanddarog – chi yw sêr yr ysgol.

Gyda phob dymuniad da,

Mrs Sara Saunders

Gair wrth Gadeiryddes y Llywodraethwyr
A word from the Chair of Governors

Dear families and friends of Ysgol Llanddarog, Church of Wales,

On behalf of the school's governing body, it is my great pleasure to present the Annual Report of the Governors of Llanddarog Church in Wales Primary School for the past academic year – a year full of activities, achievements, and special memories. It is a privilege to represent you on the Governing Body, and I thank you for the honour of serving as Chair for the 2024/25 school year.

Mr Gullick was welcomed as the new Headteacher back in September, and we are extremely grateful for his strong leadership and dedication throughout the year. His clear vision, together with the support of the governing body and the commitment of the staff, has been key in moving the school forward and building on its successes.

It has been a pleasure to see the children enjoying such a wide variety of enriching experiences – from Year 6's trip to London to visit the Houses of Parliament, an unforgettable experience, to the official opening of the village hall, which plays an important role in the school's community life. The pupils' performances in the Eisteddfod, community events, and Christmas celebrations have been of the highest standard, reflecting their talents, dedication, and enthusiasm.

At Ysgol Llanddarog, we are proud of the opportunities given to children to develop life, social, and academic skills in a supportive and caring environment. The school continues to nurture confidence, creativity, and collaboration among the pupils, preparing them well for the future.

A heartfelt thanks go to the staff for their hard work, care, and love towards the children. Thanks also to the parents for your continued support. But above all, thank you to the children of Ysgol Llanddarog– you are the stars of the school.

Best wishes,

Mrs Sara Saunders

Cysylltiadau gyda'r Gymuned
Links with the Community

Mae'r ysgol yn chwarae rhan bwysig iawn yn y gymuned leol yn ogystal â'r gymuned ehangach. Mae hyn yn cynnwys cymuned yr ysgol, pentref Llanddarog ynghyd â gweddill Cymru a thramor.
Mae'r dysgwyr yn frwd iawn wrth godi arian ar gyfer elusennau amrywiol megis Diwrnod Trwyn Coch, Plant Mewn Angen, y banc bwyd lleol ayb.
Mae mentrau cenedlaethol yn cael eu hybu megis Eco ysgolion, Ysgolion Iach ac mae nifer o asiantaethau allanol amrywiol wedi cynnal gweithdai yn yr ysgol.
Cyfranna'r dysgwyr at drafodaethau gyda'r Heddlu, gyda Ficer yr Eglwys ac ymwelwyr eraill.
Mae digwyddiadau'r flwyddyn yn cynnwys:

- Cyfleoedd i berfformio a diddanu'r gymuned - cyngerdd Nadolig, canu a pherfformio i'r henoed yn Neuadd Porthyrhyd, perfformio yn Eisteddfod yr Urdd.
- Cyfleoedd i ymfalchïo yn eu Cymreictod - Diwrnod Shwmae Sumae, Dydd Miwsig Cymru, Santes Dwynwen, Cwis Dim Clem, Cwis llyfrau, Eisteddfod yr ysgol, Eisteddfod yr Urdd, prosiect Dewch i Deithio a Dysgu Sbaeneg Patagonia a chystadlu yn Sioe Llanddarog.
- Datblygu sgiliau ymholi - ymweliad Adam yn yr Ardd, trafod taith yr ymarferwyr i Ganada, agor drysau'r ysgol i'r gymuned i ddysgu am hanes y pentref a sgyrsiau gydag ymwelwyr amrywiol.
- Datblygu sgiliau entrepreneuriaid - siop ffrwythau amser chwarae.
- Datblygu sgiliau darllen/ysgrifennu - diolch i aelodau'r gymuned am gynorthwyo'r dysgwyr. Gwnaeth aelodau'r Cyngor Ysgol baratoi Cylchlythyr bob tymor. Trefnwyd Ffair Lyfrau yn ogystal.
- Datblygu sgiliau garddio - diolch i staff, rhieni ac aelodau'r gymuned am eu cymorth.
- Codi arian ar gyfer cymuned yr ysgol - grantiau, disgo, taith i Gaerfaddon, ffair Nadolig a ffair haf. Diolch i'r Gymdeithas Rhieni ac Athrawon am eu gwaith trwy gydol y flwyddyn.

Hoffai'r Corff Llywodraethol ddiolch i Mrs Eluned Grandis-Evans am gasglu'r wybodaeth uchod ar ran y Corff.

Cysylltiadau gyda'r Gymuned
Links with the Community

The school plays a very important role in the local community as well as the wider community. This includes the school community, the village of Llanddarog together with the rest of Wales and abroad.
The learners are very enthusiastic in raising money for various charities such as Red Nose Day, Children in Need, the local food bank etc.
National initiatives are being promoted such as Eco schools, Healthy Schools and a number of various external agencies have held workshops at the school.
The learners contribute to discussions with the Police, with the Vicar of the Church and other visitors.
The year's events include:

- Opportunities to perform and entertain the community - a Christmas concert, singing and performing for the elderly in Porthyrhyd Hall, performing in the Urdd Eisteddfod (and winning) and performing a song composed by the Welsh Whisperer in the Village Hall in his company him
- Opportunities to be proud of their Welshness - Shwmae Sumae Day, Welsh Music Day, Santes Dwynwen, Quis Dim Clem, Book quiz, the school's Eisteddfod, the Urdd's Eisteddfod, the Let's Travel and Learn Patagonian Spanish project, speaking on Radio Cymru and competing in a Show Llanddarog.
- Developing inquiry skills - Adam's visit in the Garden, discussing the practitioners' trip to Canada, opening the school's doors to the community to learn about the history of the village and conversations with various visitors.
- Developing entrepreneur skills - playtime fruit shop.
- Developing reading/writing skills - thanks to community members for helping the learners. School Council members prepared a Newsletter each term. A Book Fair was also organised.
- Developing gardening skills - thanks to staff, parents and community members for their help
- Raising money for the school community - grants, disco, trip to Bath, Christmas fair and summer fair. Thank you to the Parent Teacher Association for their work throughout the year.

The Governing Body would like to thank Mrs Eluned Grandis-Evans for collecting the above information on behalf of the Body.

Addysg yn / *Education at* Ysgol Gynradd Llanddarog

Ysgol yr Eglwys yng Nghymru, cyfrwng Gymraeg ydy Ysgol Gynradd Llanddarog. Mae disgyblion yn cael eu hymdrochi yn yr iaith Gymraeg wrth ddechrau eu yn y Meithrin. Y prif iaith ar gyfer cyflwyno gwybodaeth a gwersi ar draws yr ysgol ydy Cymraeg. Er hyn, dysgir Saesneg yng ngwersi o Flwyddyn 3 i fyny ac mae pwyslais ar ddwyieithrwydd yn sicrhau fod disgyblion â chyrhaeddiad uchel yn y ddwy iaith erbyn diwedd Blwyddyn 6. Mae’r Pennaeth a Staff yn cwrdd gyda darpar rieni cyn i'w plant ddechrau gan esbonio manteision dwyieithrwydd. Atgyfnerthir hyn gan yr holl staff yn ystod cyfarfodydd gyda rhieni, a.y.b.

Cefnogir a chynorthwyir rhieni i gefnogi eu plant gyda'u tasgau gwaith cartref. Rhoddir gwaith cartref ymhob dosbarth. Rhennir gwaith cartref yn seiliedig ar themâu tymhorol ar draws y flwyddyn. Atgyfnerthu sgiliau ag addysgwyd yn ysgol ydy pwrpas y gwaith cartref.

Mae’r rhan fwyaf o ddisgyblion yn Ysgol Gynradd Llanddarog yn mynychu Ysgol Gyfun Gymraeg Maes y Gwendraeth ar gyfer eu haddysg uwchradd. Cynllunnir gweithgareddau yn ystod Blynyddoedd 5 a 6 ynghyd â nosweithiau rhieni i hwyluso’r broses pontio.

Mae'r disgyblion yn dilyn cwricwlwm thematig. Trefnir a chynllunnir themâu yn ofalus ar gyfer pob ystod oedran gan sicrhau trosolwg cyfan o’r Cwricwlwm i Gymru.

Gyda chyflwyniad y Cod ADY dros y blynyddoedd diwethaf, mae blynyddoedd penodol yn trosglwyddo i'r fformat newydd ar draws amser. Bydd hyn yn hyrwyddo ymagwedd person-ganolig gan gynnwys mewnbwn oddi wrth yr holl asiantaethau addas gyda dilyniant priodol ar gyfer anghenion yr unigolyn. Ffurfir Cynllun Datblygu Unigol ar gyfer y disgyblion sydd ag angen, gydag adolygiadau a diweddariadau yn cael eu hystyried yn rheolaidd. Ffurfir grwpiau ymyrraeth yn seiliedig ar ganlyniadau profion a gyflenwir ac asesiadau athro. Dysgir disgyblion sydd ag anghenion mewn agweddau penodol mewn grwpiau. Defnyddir strategaethau megis ‘ELSA’, ‘Numicon’, grwpiau darllen a Blociau Bendigedig.

Mae cynnydd pob disgybl yn cael ei dracio yn ofalus ac yn rheolaidd gan ddilyn systemau'r ysgol. Parha'r ysgol yr ymdrech i atgyfnerthu deallusrwydd o bwysigrwydd materion amgylcheddol. Mae'r Cyngor Eco/Ysgol yn cwrdd yn rheolaidd ac yn chwilio am ffyrdd y gall arferion sydd yn garedig i'r amgylchedd gael eu hymgorffori i fywyd bob dydd yr ysgol. Rhan holl bwysig o'r ysgol yw llais y plentyn ac maent wedi bod yn casglu syniadau a gweithredu arnynt.

Tynnir sylw at hyrwyddo bwyta'n iach yn gyson gan hyrwyddo bocsys bwyd iach. Bwyteir ffrwyth sydd yn dod o adref yn ystod amser chwarae. Mae bwyta’n iach yn rhan o'r cwricwlwm Iechyd a Lles. Darparwyd brwsys a phast dannedd i'r disgyblion priodol gan Cynllun Gwên a cynhelir sesiwn brwsio dannedd dyddiol yn yr ysgol.

Addysg yn / *Education at* Ysgol Gynradd Llanddarog

Ysgol Gynradd Llanddarog is a Welsh medium, Church of Wales Primary school. Children are immersed in the Welsh language on entry into the Nursery. The main language of instruction throughout the whole school is Welsh. However, English is taught in lessons from Year 3 onwards and an emphasis on bilingualism ensures that pupils achieve high standards in both languages by the end of Year 6. The Headteacher and Staff meet with prospective parents prior to their children starting and explains the advantages of bilingualism. All teaching staff in parents' meetings etc reiterates this message.

Parents are helped and supported by teachers in helping their children with homework tasks. Every class within the school are given homework. Homework is given out on a termly basis across the year and is based on termly themes. The aim of the homework is to reinforce the skills learned in school.

Most pupils in Ysgol Gynradd Llanddarog attend Ysgol Gyfun Gymraeg Maes y Gwendraeth for their secondary education. Joint activities are arranged throughout Year 5 and 6 and parents evenings held so that transition is as smooth as possible.

The pupils follow a thematic curriculum. Themes are arranged and planned carefully for each age range ensuring complete curriculum coverage.

With the ALN code having been introduced over the last few years, specific year groups are being transitioned to the new format. This will allow for a person-centred approach to be implemented with input to all relevant parties at a proportionate rate to the needs of the individual. Individual Development Plans will be created for the pupils that have a need, with reviews and amendments being considered regularly. Intervention groups are formed based on the results of tests administered and Teacher Assessments. Pupils who need extra support in specific areas are taught in groups. Intervention strategies such as 'ELSA', 'Numicon', reading groups and 'Lego Therapy' are used.

Progress, of all learners is regularly and carefully tracked. The school continues its effort in reinforcing the importance of environmental issues. School and Eco council meet regularly and look for ways in which environmentally friendly practices can become a part of the school life. Pupil's voice is important, and they have been collecting information and acting on their ideas.

The school brings attention to healthy eating regularly and encourages a healthy lunchbox. Pupils can enjoy fruit brought from home during breaktimes. Healthy eating forms a part of the Health and Wellbeing Curriculum. Pupils receive a toothbrush and paste from the Designed to Smile team and toothbrushing sessions are held once a day in school.

Adolygu Blaenoriaethau'r Ysgol 2024 – 2025

Blaenoriaeth	Adolygiad
Parhau i ddatblygu profiadau rhifedd cyson ar draws y Cwricwlwm i'r un lefel her a welir yn y llyfrau Mathemateg.	Mae'r staff yn cyd-cynllunio llawer o dasgau rhifedd buddiol a phwrpasol ar draws cwricwlwm yr ysgol. O ganlyniad, mae llawer yn cwblhau tasgau gwerthfawr er mwyn cymhwyso eu sgiliau rhifedd yn drawsgwricwlaidd. Mae'r staff yn defnyddio'r system tracio yn bwrpasol er mwyn sicrhau bod tasgau yn herio disgyblion, a bod tasgau wedi cynllunio yn ôl gofynion y fframwaith rhifedd. Mae staff yn cynllunio tasgau rhifedd addas sy'n defnyddio'r sgiliau mae'r disgyblion eisoes yn gwybod, a mae'r rhan fwyaf o ddisgyblion yn ymateb yn bositif iddynt. Er hyn, ond ychydig o gyfleoedd sydd i ddisgyblion symud eu dysgu ymlaen. Trwy ddefnyddio system tracio newydd, mae'r staff yn gwahaniaethu llawer o dasgau rhifedd yn ôl gallu'r disgyblion. Mae llawer yn datrys problemau geiriol yn effeithiol, er hynny mae sgiliau darllen y disgyblion yn parhau i rwystro'r cyfleoedd yma. Mae'r rhan fwyaf o ddisgyblion yn cryfhau eu sgiliau mathemategol o fewn tasgau ar draws y cwricwlwm.
Sicrhau bod pob pwrpas ysgrifennu yn cael ei gyflawni dros amser a bod lefel yr her yn sicrhau bod disgyblion yn cyflawni i'w llawn potensial.	Mae gan llawer o ddisgyblion sgiliau cadarn ysgrifennu ar draws y dosbarthiadau, gyda chynnydd briodol yn amlwg a dengys mwy o annibyniaeth wrth i ddisgyblion symud trwy'r ysgol. Mae cyfleoedd chwarae iaith gynnar ac adrodd straeon llafar yn gysylltiedig effeithiol gydag ysgrifennu cynnar yn y dysgu sylfaen. Gwelir gynnydd datblygiadol clir o wneud marciau cynnar i ysgrifennu estynedig annibynnol ar draws yr ysgol. Mae llawer o ddisgyblion yn ysgrifennu'n rheolaidd ac yn bwrpasol mewn ymateb i lenyddiaeth, gan gefnogi dealltwriaeth o ffurf a strwythur. Mae ystod briodol o ddibenion yn amlwg, ond gellir datblygu ysgrifennu creadigol ac estynedig ymhellach mewn rhai grwpiau blwyddyn. Gwelir enghreifftiau addas a phriodol o gyfleoedd i ddefnyddio TGCh wrth ysgrifennu ar draws y cwricwlwm. Gwelir rhai enghreifftiau da a chryf o adborth ystyrlon gan staff. Er hyn, mae angen cryfhau ardraws dosbarthiadau. O ganlyniad, mae angen datblygu cyfleoedd effeithiol i ddisgyblion ymateb yn bwrpasol i'w gwaith ysgrifenedig estynedig.
Codi safonau darllen a systemau ffoneg i gryfhau sgiliau darllen a sillafu pob plentyn yn yr ysgol.	Mae'r rhan fwyaf o ddysgwyr yn gweithio ar neu tuag at ddisgwyliadau sy'n gysylltiedig ag oedran wrth ddarllen. Er bod dealltwriaeth o gynnwys ffeithiol yn gyffredinol gadarn, mae angen cryfhau dealltwriaeth gasgliadol a thrafodaeth werthusol ar gyfer y dysgwyr ieuengaf. Mae'r rhan fwyaf o ddisgyblion yn llwyddo i nodi ffeithiau allweddol o'r hyn maent wedi darllen e.e. dyddiad geni, uchafbwyntiau. Mae'r dysgwyr galluog a thalentog yn dod i gasgliad yn effeithiol. Ond, mae angen cymorth ar leiafrif o ddysgwyr i gasglu tôn a chymhelliant. Mae gan lawer o ddisgyblion ddealltwriaeth gadarn o dermau allweddol wrth ddarllen e.e. pencampwr, amrywiaeth. Mae llawer o ddisgyblion yn gallu crynhoi yr hyn maent wedi dysgu yn gryf. Ond disgyblion henaf yr ysgol oedd yn gallu rhoi barn am eu hymatebion. Mae'r llawer o ddisgyblion ieuengaf yr ysgol yn defnyddio'r rhaglen tric a chlic yn effeithiol. Mae'r rhaglen yn datblygu eu sgiliau blendio a segmentio yn gadarn. Mae'r staff yn cynllunio sesiwn gylchdro darllen dyddiol addas er mwyn cryfhau amrywiaeth o sgiliau darllen. Erbyn nawr, mae'r cynllun yn cael effaith gadarnhaol ar sgiliau llawer o ddisgyblion, trwy gynnig cyfleoedd iddynt gymhwyso sgiliau darllen ar draws y cwricwlwm.
Mireinio Cwricwlwm yr Ysgol gyda ffocws ar sefydlu systemau asesu a thracio effeithiol.	Mae staff yr ysgol wedi arbrofi gyda chwricwlwm cychwynnol yr ysgol yn ei flwyddyn gyntaf, sy'n adlewyrchu anghenion yr ysgol, y gymuned leol, yr eglwys a'r gymuned ehangach. O ganlyniad, mae'r mwyafrif o ddisgyblion yn mwynhau themâu'r ysgol ac yn deall eu pwrpas tuag at ddysgu gydol oes. Mae'r athrawon yn cynllunio llu o brofiadau ar draws y meysydd dysgu a phrofiad, trwy hyrwyddo datblygiad medrau ar draws y cwricwlwm. Wrth graffu ar brofiadau, derbynnir y rhan fwyaf o ddisgyblion brofiadau pwrpasol ac addas ar draws pob maes dysgu a phrofiad. Er hyn, ond ychydig o brofiadau RVE, RSE ac Hanes (Dyniaethau) ydy'r plant yn astudio ar draws flwyddyn gyntaf cwricwlwm newydd yr ysgol. Mae cwricwlwm yr ysgol yn nodi'n effeithiol sut y mae'n hybu'r pedwar diben ac yn adlewyrchu'r dau ddeg saith gosodiad o'r hyn sy'n bwysig. Mae'r staff yn defnyddio systemau tracio medrau llythrennedd, rhifedd a chymhwysedd digidol ar draws y cwricwlwm yn bwrpasol ac o ganlyniad yn sicrhau profiadau addas i lawer o ddisgyblion. Er hyn, mae angen parhau i sicrhau bod tasgau wedi cynllunio i annog pob plentyn i gyrraedd eu llawn botensial. Mae systemau hunan asesu ac asesu cyfoedion newydd ar waith ar lawr y dosbarth, wedi gwahaniaethu yn ôl gallu ac oedran, gyda mwy nag hanner y disgyblion yn ymateb iddynt yn bwrpasol. Mae'r ysgol wedi mireinio polisi adborth, marcio, asesu ac arsylwi pwrpasol a maent ar waith ar draws yr ysgol. Mae'r polisi ar waith o fewn llyfrau'r disgyblion, gyda enghreifftiau addas o herio'r disgyblion a symud eu dysgu ymlaen. Er hyn, mae angen sicrhau cysondeb ar draws dosbarthiadau.
I wella proffil presenoldeb yr ysgol, gan gynnwys disgyblion PYDd ac ADY.	Presenoldeb yr ysgol hyd at 17/7/25 ydy 93.41% - sef 0.29% yn is na'r flwyddyn academaidd 23/24, ac yn 1.59% yn is na chanran gofynnol y sir. Ond, canran absenoldebau anawdurdodedig yr ysgol ydy 0.32% - sef 0.42% yn llai na'r flwyddyn academaidd 23/24. Presenoldeb disgyblion gydag ADY ydy 87.53%, sy'n 4.12% yn is na'r flwyddyn academaidd 23/24. Er hyn, presenoldeb disgyblion PYDd ydy 91.07%, sef 5.09% yn fwy na'r flwyddyn academaidd 23/24. Mae gan bron bob un disgybl (93%) presenoldeb sy'n uwch nag 85%, gyda bach yn ia na hanner y disgyblion gyda phresenoldeb dros 95% (47%). Ond ychydig iawn o ddisgyblion (7%) sydd gyda phresenoldeb yn is na 85%. O ganlyniad, bydd yr ysgol yn parhau i weithredu'r camau gwella presenoldeb a monitro'r canlyniadau tymor wrth dymor yn y flwyddyn academaidd 2025/2026.

Reviewing the School's Priorities 2024 - 2025

Priority	Review
Continue to develop consistent numeracy experiences across the Curriculum to the same level of challenge as seen in the Mathematics books.	*The staff co-plan many beneficial and purposeful numeracy tasks across the school curriculum. As a result, many pupils complete valuable tasks in order to apply their numeracy skills in a cross-curricular way. Staff use the tracking system purposefully to ensure that tasks challenge pupils, and that tasks are planned in line with the requirements of the numeracy framework. Staff plan suitable numeracy tasks that use the skills pupils already know, and most pupils respond positively to them. However, there are only a few opportunities for pupils to move their learning forward. By using the new tracking system, staff differentiate many numeracy tasks according to pupils' ability. Many solve word problems effectively, however pupils' reading skills continue to hinder these opportunities. Most pupils strengthen their mathematical skills within tasks across the curriculum.*
Ensure that every writing purpose is achieved over time and that the level of challenge ensures pupils achieve their full potential.	*Many pupils have secure writing skills across the classes, with appropriate progress evident and showing greater independence as pupils move through the school. Early language play opportunities and oral storytelling are effectively linked with early writing in the foundation learning. Clear developmental progress is seen from early mark-making to independent extended writing across the school. Many pupils write regularly and purposefully in response to literature, supporting their understanding of form and structure. An appropriate range of purposes is evident, but creative and extended writing could be developed further in some year groups. Suitable and appropriate examples of opportunities to use ICT in writing across the curriculum are seen. There are some good and strong examples of meaningful feedback from staff. However, this needs to be strengthened across classes. As a result, there is a need to develop effective opportunities for pupils to respond purposefully to their extended written work.*
Raise reading standards and phonics systems to strengthen the reading and spelling skills of every child in the school.	*Most learners are working at or towards age-related expectations in reading. Although understanding of factual content is generally secure, there is a need to strengthen inferential understanding and evaluative discussion for the youngest learners. Most pupils succeed in identifying key facts from what they have read, e.g. date of birth, highlights. More able and talented learners draw conclusions effectively. However, a minority of learners need support to grasp tone and motivation. Many pupils have a secure understanding of key terms when reading, e.g. champion, variety. Many pupils are able to summarise what they have learned effectively. However, it was the oldest pupils in the school who were able to give opinions about their responses. Many of the youngest pupils in the school use the Tric a Chlic programme effectively. The programme develops their blending and segmenting skills securely. Staff plan appropriate daily guided reading sessions in order to strengthen a variety of reading skills. By now, the scheme is having a positive impact on the skills of many pupils, by offering them opportunities to apply reading skills across the curriculum.*
Refine the School Curriculum with a focus on establishing effective assessment and tracking systems.	*The school staff experimented with the school's initial curriculum in its first year, reflecting the needs of the school, the local community, the church, and the wider community. As a result, the majority of pupils enjoy the school's themes and understand their purpose towards lifelong learning. Teachers plan a wide range of experiences across the areas of learning and experience, promoting skill development across the curriculum. When reviewing experiences, most pupils engage in purposeful and appropriate experiences across all areas of learning and experience. However, there are few experiences in RVE, RSE, and History (Humanities) studied by pupils during the first year of the school's new curriculum. The school curriculum effectively identifies how it promotes the four purposes and reflects the twenty-seven statements of what matters. Staff use literacy, numeracy, and digital competence tracking systems across the curriculum purposefully and, as a result, provide appropriate experiences for many pupils. However, it remains necessary to ensure that tasks are planned to encourage every child to reach their full potential. New self-assessment and peer-assessment systems are in place in classrooms, differentiated according to ability and age, with more than half of pupils responding purposefully to them. The school has refined its policy for feedback, marking, assessment, and purposeful observation, and these are implemented across the school. The policy is evident in pupils' books, with suitable examples of challenging pupils and moving their learning forward. However, there is a need to ensure consistency across classes*
To improve the school's attendance profile, including ALN (Additional Learning Needs) and FSM (Free School Meals) pupils.	*The school's attendance up to 17/7/25 is 93.41% – which is 0.29% lower than the 2023/24 academic year, and 1.59% below the county's required percentage. However, the school's rate of unauthorized absences is 0.32% – 0.42% lower than in the 2023/24 academic year. Attendance for pupils with ALN is 87.53%, which is 4.12% lower than in 2023/24. However, attendance for FSM pupils is 91.07%, which is 5.09% higher than in 2023/24.* *Almost all pupils (93%) have attendance higher than 85%, with just under half of pupils having attendance over 95% (47%). Only a very small number of pupils (7%) have attendance below 85%. As a result, the school will continue to implement attendance improvement measures and monitor outcomes term by term in the 2025/2026 academic year.*

Darparu Cyfleusterau Toiled

Mae'r toiledau ar gyfer disgyblion yn y Meithrin i Flwyddyn 2 yn y caban (bloc 8). Mae yna 1 tŷ bach i'r merched, 1 tŷ bach i'r bechgyn ac 1 tŷ bach anabledd/staff. Mae'r toiledau ar gyfer disgyblion Flwyddyn 3, 4, 5 a 6 ar lawr waelod y brif adeilad (bloc 1). Mae yna 2 dŷ bach ac 1 wrinal ac gyfer y bechgyn a 2 dŷ bach ar gyfer y merched. Yn ogystal, mae yna dŷ bach ar gyfer staff. Yn neuadd ginio'r ysgol (bloc 5) darparir 2 dŷ bach ar gyfer holl ddisgyblion yr ysgol. Yn gegin yr ysgol (bloc 5) darparir tŷ bach ar gyfer staff arlwyo. Mae gan bob tŷ bach dŵr poeth, dŵr oer, papur toiled, sebon a phapur sychu/sychwr dwylo. Mae'r toiledau yn cael eu glanhau gan staff a ddarperir gan yr Awdurdod Lleol.

Provision of toilet facilities

The toilets for pupils in Nursery to Year 2 are within the cabin (block 8). There is 1 toilet for the girls, 1 toilet for the boys and 1 toilet for disabled/staff. The toilets for Years 3, 4, 5 and 6 are on the ground floor in the main building (block 1). There are 2 toilets and a urinal for the boys and 2 toilets for the girls. In addition, there is a toilet for staff. Within the school canteen (block 5), there are 2 toilets for all pupils within the school. Within the school kitchen (block 5), a toilet is provided for the catering staff. All toilets have cold water, hot water, toilet paper, soap and paper towels/dryer to dry hands. The toilets are cleaned by cleaning staff employed by the Local Authority.

Ystadegau Presenoldeb

Presenoldeb am y flwyddyn 2024 – 2025 oedd 93.42%. Byddwn yn cyfeirio unrhyw blentyn sydd a phresenoldeb o dan 80% i Swyddog Lles Ysgolion yr Awdurdod Leol. Gofynnwn i rieni/ warcheidwaid gysylltu gyda'r ysgol i nodi absenoldeb plentyn (trwy lythyr neu alwad ffôn) neu fyddwn yn ystyried yr absenoldeb yn anawdurdodedig.

Attendance Statistics

Attendance for the academic year 2024 – 2025 was 93.42%. Any child falling below 80% will be referred to the L.E.A. School Welfare Officer. In the event of an absence parents are requested to inform the school by phone or by letter otherwise your child's absence will be considered as unauthorised.

	Presenoldeb / Attendance	Absenoldeb Awdurdodedig / Athourised Absence	Absenoldeb Anawdurdodedig / Unauthorised Absence
2024/2025	93.42%	6.33%	0.25%

Tymhorau Ysgol 2025 – 2027

Tymor	Tymor yn dechrau	Hanner tymor	Diwedd y tymor
Haf 2025	Dydd Llun 28ain Ebrill	Dydd Llun 26ain Mai - Dydd Gwener 30ain Mai	Dydd Llun 21ain Gorffennaf
Hydref 2025	Dydd Mawrth 2ail Medi	Dydd Llun 27ain Hydref - Dydd Gwener 31ain Hydref	Dydd Gwener 19eg Rhagfyr
Gwanwyn 2026	Dydd Llun 5ed Ionawr	Dydd Llun 16eg Chwefror - Dydd Gwener 20fed Chwefror	Dydd Gwener 27ain Mawrth
Haf 2026	Dydd Llun 13eg Ebrill	Dydd Llun 25ain Mai - Dydd Gwener 29ain Mai	Dydd Llun 20fed Gorffennaf
Hydref 2026	Dydd Mercher 2ail Medi	Dydd Llun 26ain Hydref - Dydd Gwener 30ain Hydref	Dydd Gwener 18fed Rhagfyr
Gwanwyn 2027	Dydd Llun 4ydd Ionawr	Dydd Llun 8fed Chwefror - Dydd Gwener 12fed Chwefror	Dydd Gwener 19eg Mawrth
Haf 2027	Dydd Llun 5ed Ebrill	Dydd Llun 31ain Mai - Dydd Gwener 4ydd Mehefin	Dydd Mawrth 20fed Gorffennaf

Dyddiau HMS Penodol

- Dydd Llun 1af Medi 2025
- Dydd Mawrth 1af Medi 2026

Ar gyfer diwrnodau HMS Dynodedig i'r ysgolion, cysylltwch â'r ysgol. Fel arfer, mae gan ysgolion 5 diwrnod HMS yn ystod y flwyddyn academaidd (gan gynnwys y diwrnodau dynodedig). Ym mis Ionawr 2023 fe wnaeth Gweinidog y Gymraeg ac Addysg osod Rheoliadau Addysg (Y Diwrnod Ysgol a'r Flwyddyn Ysgol) (Cymru) (Diwygio) 2023. Mae'r Rheoliadau'n cynyddu nifer y diwrnodau HMS o 5 i 6 diwrnod ar gyfer y 4 blynedd academaidd nesaf (2022 i 2023, 2023 i 2024, 2024 i 2025 a 2025 i 2026).

Gwener y Groglith

- 3ydd Ebrill 2026
- 26ain Mawrth 2027

Gŵyl Fai

- 4ydd Mai 2026
- 3ydd Mai 2027

Nodwch y gallai manylion y calendr hwn newid o ganlyniad i benderfyniadau polisi'r Llywodraeth. Nid ydym yn derbyn cyfrifoldeb dros unrhyw golledion yn sgil gorfod newid trefniadau gwyliau oherwydd newidiadau o'r fath.

2025 – 2027 School Terms

Term	Term begins	Half Term	Term Ends
Summer 2025	Monday 28th April	Monday 26th May – Friday 30th May	Monday 21st July
Autumn 2025	Tuesday 2nd September	Monday 27th October to Friday 31st October	Friday 19th December
Spring 2026	Monday 5th January	Monday 16th February to Friday 20th February	Friday 27th March
Summer 2026	Monday 13th April	Monday 25th May to Friday 29th May	Monday 20th July
Autumn 2026	Wednesday 2nd September	Monday 26th October to Friday 30th October	Friday 18th December
Spring 2027	Monday 4th January	Monday 8th February to Friday 12th February	Friday 19th March
Summer 2027	Monday 5th April	Monday 31st May to Friday 4th June	Tuesday 20th July

Designated INSET Days

- *Monday 1st September 2025*
- *Tuesday 1st of September 2026*

For school specific INSET days, please contact the school. Usually, schools have 5 INSET days during the academic year (including the designated days). In January 2023 the Minister for Education and Welsh Language laid the Education (School Day and School Year) (Wales) (Amendment) Regulations 2023. The Regulations increase the number of INSET days from 5 to 6 days for the next 4 academic years (2022 to 2023, 2023 to 2024, 2024 to 2025 and 2025 to 2026).

Good Friday

- *3rd April 2026*
- *26th March 2027*

May Day

- *4th May 2026*
- *3rd May 2027*

Please note that this calendar is subject to any changes that may arise because of government policy decisions. We do not accept liability for any losses incurred in respect of altered holiday arrangements following such changes.

Datganiad o Wariant
Statement of Expenditure

Sefyllfa Ariannol – Ysgol Gynradd Llanddarog – Ebrill 2025
Financial Position – Ysgol Gynradd Llanddarog – April 2025

Gwelir isod crynodeb sefyllfa ariannol terfynol eich ysgol ar gyfer 2024/25.

Please see below a summary of your school's final outturn position for 2024/25.

	£	
Gwariant Net 2024/25	383,821	Net Expenditure 2024/25
Dyraniad Ariannu yn ôl Fformwla 2024/25	-335,967	Formula Funding Allocation 2024/25
Diffyg Ariannol a Ddygwyd Ymlaen o 2023/24	20,171	Deficit Brought Forward from 2023/24
Diffyg Ariannol yn Cario Drosodd i 2025/26	68,025	Deficit Carried Forward to 2025/26

Income	£	Expenditure	£
Formula Funding Allocation	335,967	Employee Costs – Teaching	232,634
Reallocation of Grants	48,033	Employee Costs – Other Staff	132,415
Fees and Costs Recoverable	4,334	Repair and Maintenance	8,070
SLA Income – Schools	5,997	Energy Costs	25,409
		Rent and Rates (incl. Water)	5,110
		Cleaning and Refuse Collection	1,113
		Transport Related Costs	2,041
		Capitation Costs	4,328
		Other Running Costs (Leases)	5,070
		Service Level Agreements	25,995
Total	**394,331**	**Total**	**442,185**