

A report on
Penderyn Primary School

**Pontprenllwyd
Penderyn
Aberdare
RCT
CF44 9JW**

Date of inspection: June 2025

by

**Estyn, His Majesty's Inspectorate for
Education and Training in Wales**

This report is also available in Welsh

About Penderyn Primary School

Name of provider	Penderyn Primary School
Local authority	Rhondda Cynon Taf County Borough Council
Language of the provider	Welsh
School category according to Welsh-medium provision	Welsh-medium School Category 3
Type of school	Primary
Religious character	
Number of pupils on roll	168
Pupils of statutory school age	120
Number in nursery classes	25
Percentage of statutory school age pupils eligible for free school meals over a three-year <i>average</i> (<i>The national percentage of pupils eligible for free school meals over a three-year average in the primary sector is 22.9%</i>)	19.9%
Percentage of statutory school age pupils identified as having additional learning needs (a) (<i>The national percentage of pupils identified as having an additional learning need in the primary sector is 11.1%</i>)	*
Percentage of statutory school age pupils who speak Welsh at home	9.2%
Percentage of pupils with English as an additional language	0.0%
Date of headteacher appointment	01/09/2010
Date of previous Estyn inspection (if applicable)	22/04/2018
Start date of inspection	02/06/2025

Data reported is sourced from the latest available Pupil Level Annual School Census. These figures may be slightly different from those observed during the inspection.

Further information is available from the Welsh Government My Local School website:

mylocalschool.gov.wales

- a. The term 'additional learning needs' is being used to describe those pupils on the SEN/ALN register of the school

Summary

Ysgol Gymraeg Penderyn is a happy and welcoming community that places consistent emphasis on the well-being and development of pupils and staff. The inclusive and familial ethos ensures that pupils are happy and feel safe.

The headteacher has high expectations of himself, staff and pupils. He has established effective self-evaluation processes, which enable improvements in provision for pupils' wellbeing and learning. Governors play a beneficial and supportive role in the school and have a good understanding of the school's strengths areas for development.

Staff provide a stimulating curriculum that supports many pupils to make good progress in their skills over time. Teachers plan a range of rich experiences and interesting activities that engage and maintain pupils' interest successfully. At times, there is a tendency for a few staff to over-direct activities which limits pupils' ability to make more independent choices about their learning.

Most pupils speak Welsh enthusiastically across the school and strive regularly to communicate increasingly confidently in various contexts. They respond positively to staff's oral feedback and use it to improve their learning with confidence. However, teachers' comments do not always support pupils to improve their work successfully enough.

Staff promote positive behaviour amongst pupils successfully, which supports them to show respect and courtesy towards their peers, staff and visitors. The school makes effective use of the local community and outside areas to develop pupils' physical and creative skills purposefully. The headteacher and staff have a positive working relationship and effective communication arrangements with parents.

Recommendations

We have made two recommendations to help the school continue to improve

- R1. Ensure consistency in opportunities for pupils to make more independent choices about their learning
- R2. Ensure that teachers provide useful and consistent feedback that supports pupils to identify the next steps in their learning in order to improve their work

What happens next

The school will draw up an action plan to address the recommendations from the inspection.

Main evaluation

The school is a caring and familial community in which a purposeful strategic direction is provided by the headteacher. Through high expectations, the headteacher and staff realise the school's motto, 'Be everything you can be,' successfully, and foster values that motivate pupils to be confident learners within the school's inclusive community. A hard-working and dedicated team of teachers and teaching assistants work together effectively to ensure stimulating provision for pupils in a local and Welsh context.

Staff are appropriate language models for pupils. They encourage and support pupils to speak Welsh and make purposeful use of the language as an integral part of their learning and play. Most pupils speak Welsh enthusiastically across the school and strive regularly to communicate increasingly confidently in various contexts. As a result, by the top of the school, they are confident to communicate in both Welsh and English, and show pride in their bilingual skills.

Many of the younger pupils develop their reading skills effectively, with the older pupils reading a good range of texts confidently in both languages. Many pupils develop their writing skills successfully in an appropriate range of genres. Staff take advantage of local contacts to develop pupils' literacy skills skilfully, for example the older pupils applying their digital skills to create a presentation for the local residents to promote the use of the food bank.

Across the school, teachers demonstrate sound knowledge and understanding in supporting pupils to make progress in their mathematics skills. They provide interesting activities that encourage pupils to immerse themselves and apply their skills in numeracy tasks successfully. In doing so, many pupils' numeracy skills develop effectively.

Most pupils' digital and physical skills develop skilfully as they move through the school. Staff use the school's forest area as a valuable learning resource where pupils develop their creative and problem-solving skills successfully, such as creating a waterproof shelter.

Staff support pupils to develop their spiritual and moral awareness effectively. Across the school, pupils understand the benefits of growing and caring for produce as an important aspect of living sustainably. In addition, staff support them to appreciate different beliefs and to show tolerance and fair consideration for other people's views.

In the best practice, teachers ensure a purposeful pace and ambitious activities in learning sessions. They ensure a consistent balance between staff-led activities and opportunities to engage and maintain pupils' interest and development as increasingly independent learners. However, these effective practices are not always consistent across the school. A

few staff tend to over-direct learning, at times, which limits pupils' ability to make more independent choices about their learning.

Staff provide a rich curriculum that supports many pupils, including those with additional learning needs (ALN) and those affected by poverty, to make good progress in their skills over time. They include pupils' ideas purposefully in planning learning activities that engage their interest and give them opportunities to influence the content of their termly themes.

Staff provide valuable opportunities for pupils to influence the life and wider work of the school to develop their leadership skills, for example the older pupils raising money to develop the school's forest area. Overall, members of all pupil committees do not gain the views of their peers and collect ideas from them actively enough in order to adapt and improve the school's wider provision.

Pupils are proud of their school, happy to attend and feel safe there. They are respected and treated fairly by staff, and state that they are listened to when they have any concerns. The learning environment is stimulating and engaging and celebrates their learning successfully. As a result, most pupils demonstrate positive attitudes to their learning, enjoy their tasks and commit themselves enthusiastically to their learning.

Staff promote positive behaviour amongst pupils which, in turn, leads them to show respect and courtesy to their peers, staff and visitors. They support pupils' emotional, health and social needs effectively to engage positively with their learning experiences. Most pupils respond positively to staff's oral feedback and use it to improve their learning confidently. However, teachers' comments do not always identify the next step forward in supporting pupils to improve their learning in a beneficial and consistent way.

Staff provide effective support for pupils with ALN and cooperate purposefully with external agencies to support them further with their wellbeing and learning. Leaders provide individual development plans that identify pupils' learning needs clearly and this enables teachers to provide tailored support and activities to meet their needs. This means that almost all pupils who need support make sound progress against their personal targets.

Leaders build effective working relationships with parents and ensure that they have effective methods of communicating with them; for example, staff provide valuable information about pupils' learning experiences effectively. Governors are supportive of the school's work and know the school and the community well. By scrutinising pupils' work, conducting learning walks and asking the leaders purposeful questions, members of the body have a good understanding of the school's strengths and areas for development.

Leaders ensure that the school has effective arrangements in place to review progress against the school's improvement priorities, identify areas of development, and identify the steps that need to be implemented to continue to improve further. For example, recently, they have identified the need to develop pupils' Welsh speaking skills. Through this, many pupils' oral and literacy skills develop effectively. They offer a successful range of beneficial professional learning opportunities for staff that have a positive effect on pupils' wellbeing and learning skills.

Additional information

The school's arrangements for safeguarding pupils are not a cause for concern.

The school's arrangements for the management of the site are not a cause for concern.

The school has appropriate arrangements for promoting healthy eating and drinking.

Leaders and governors manage the school's funding appropriately, including the use of the pupil development grant.

Evidence base of the report

Before an inspection, inspectors:

- analyse the outcomes from the parent/carers questionnaires and pupil questionnaires and consider the views of teachers, staff and the governing body/members of the management committee through their questionnaire responses

During an inspection, inspectors normally:

- hold a meeting with parents/carers to hear their views on the school and its effectiveness
- meet the headteacher, governors, senior, middle leaders, and individual teachers to evaluate the impact of the school's work
- meet pupils to discuss their work, listen to them read and to gain their views about various aspects of their school
- meet groups of pupils in leadership roles, such as representatives from the school council and eco-committee
- visit a broad sample of lessons, including learning support groups and the specialist resource base (where appropriate), and undertake a variety of learning walks to observe pupils learning and to see staff teaching in a range of settings, including classrooms, support groups (where appropriate) and in outdoor areas
- visit the specialist resource base within the school to see pupils' learning (where appropriate)
- observe and speak to pupils at lunch and break times and at a sample of after-school clubs
- attend assemblies and daily acts of collective worship
- look closely at the school's self-evaluation processes
- consider the school's improvement plan and look at evidence to show how well the school has taken forward planned improvements
- scrutinise a range of school documents, including information on pupil assessment and progress, records of meetings of staff and the governing body, information on pupils' well-being, including the safeguarding of pupils, and records of staff training and professional development

After the on-site inspection and before the publication of the report, Estyn:

- review the findings of the inspection alongside the supporting evidence from the inspection team in order to validate, moderate and ensure the quality of the inspection.

Appendix 1: Numbers – quantities and proportions

The report refers to different quantities and proportions, e.g. '*most pupils...*' or '*very few pupils...*'. We use these terms to describe quantities and proportions as outlined in the table below:

nearly all =	with very few exceptions
most =	90% or more
many =	70% or more
a majority =	over 60%
half =	50%
around half =	close to 50%
a minority =	below 40%
few =	below 20%
very few =	less than 10%

Copies of the report

Copies of this report are available from the school and from the Estyn website (<http://www.estyn.gov.wales>)

The report was produced in accordance with Section 28 of the Education Act 2005.

Every possible care has been taken to ensure that the information in this document is accurate at the time of going to press. Any enquiries or comments regarding this document/publication should be addressed to:

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This document has been translated by Trosol (Welsh to English).

Adroddiad ar

Ysgol Gynradd Penderyn

Pontprenllwyd

Penderyn

Aberdâr

Rhondda Cynon Taf

CF44 9JW

Dyddiad yr arolygiad: Mehefin 2025

gan

Estyn, Arolygiaeth Ei Fawrhydi dros Addysg

a Hyfforddiant yng Nghymru

Ynglŷn ag Ysgol Gynradd Penderyn

Enw'r darparwr	Ysgol Gynradd Penderyn
Awdurdod lleol	Cyngor Bwrdeistref Sirol Rhondda Cynon Taf
Iaith y darparwr	Cymraeg
Categori ysgol yn ôl y ddarpariaeth cyfrwng Cymraeg	Ysgol Cyfrwng Cymraeg Categori 3
Math o ysgol	Cynradd
Cymeriad crefyddol	
Nifer y disgyblion ar y gofrestr	168
Disgyblion o oedran ysgol statudol	120
Nifer yn y dosbarthiadau meithrin	25
Canran y disgyblion sy'n gymwys i gael prydau ysgol am ddim dros gyfartaledd o dair blynedd (Canran genedlaethol y disgyblion sy'n gymwys i gael prydau ysgol am ddim dros gyfartaledd o dair blynedd yn y sector Cynradd yw 22.9%)	19.9%
Canran y disgyblion y nodwyd bod ganddynt anghenion dysgu ychwanegol (a) (Canran genedlaethol y disgyblion y nodwyd bod ganddynt anghenion dysgu ychwanegol yn y sector Cynradd yw 11.1%)	*
Canran y disgyblion sy'n siarad Cymraeg ar yr aelwyd	9.2%
Canran y disgyblion sy'n siarad Saesneg fel iaith ychwanegol	0.0%
Dyddiad penodi'r pennaeth	01/09/2010
Dyddiad yr arolygiad blaenorol gan Estyn (os yw'n berthnasol)	22/04/2018
Dyddiad dechrau'r arolygiad	02/06/2025

Daw'r data hwn o ddata mwyaf diweddar y Cyfrifiad Ysgol Blynyddol ar Lefel Disgybl. Efallai y byddant ychydig yn wahanol i'r hyn a arsylwyd yn ystod yr arolygiad.

Mae gwybodaeth ychwanegol ar gael o wefan Llywodraeth Cymru, Fy Ysgol Leol: [Fy Ysgol Leol \(gov.wales\)](https://gov.wales)

- a. Mae'r term 'anghenion dysgu ychwanegol' yn cael ei ddefnyddio i ddisgrifio disgyblion sydd ar gofrestr AAA/ADY yr ysgol

Crynodeb

Mae Ysgol Gymraeg Penderyn yn gymuned hapus a chroesawgar sy'n rhoi pwyslais cyson ar les a datblygiad disgyblion a staff. Mae'r ethos cynhwysol a theuluol yn sicrhau bod disgyblion yn hapus ac yn teimlo'n ddiogel.

Mae gan y pennaeth ddisgwyliadau uchel ohono ei hun, y staff a'r disgyblion. Mae wedi sefydlu prosesau hunanwerthuso effeithiol, sy'n galluogi gwelliannau yn y ddarpariaeth ar gyfer lles a dysgu disgyblion. Mae'r llywodraethwyr yn chwarae rôl fuddiol a chefnogol yn yr ysgol ac mae ganddynt ddealltwriaeth dda o gryfderau'r ysgol a'r meysydd i'w datblygu.

Mae'r staff yn darparu cwricwlwm ysgogol sy'n cefnogi llawer o ddisgyblion i wneud cynnydd da yn eu medrau dros amser. Mae athrawon yn cynllunio ystod o brofiadau cyfoethog a gweithgareddau diddorol sy'n ennyn a chynnal diddordeb disgyblion yn llwyddiannus. Ar adegau, mae tueddiad i ychydig o staff orarwain y gweithgareddau sy'n cyfyngu ar allu disgyblion i wneud dewisiadau mwy annibynnol am eu dysgu.

Mae'r rhan fwyaf o ddisgyblion yn siarad Cymraeg yn frwd ar draws yr ysgol ac maent yn ymdrechu'n rheolaidd i gyfathrebu'n gynyddol hyderus mewn amrywiol gyd-destunau. Maent yn ymateb yn gadarnhaol i adborth llafar staff ac yn ei ddefnyddio i wella eu dysgu yn hyderus. Er hyn, nid yw sylwadau athrawon bob amser yn cefnogi disgyblion i wella eu gwaith yn ddigon llwyddiannus.

Mae staff yn hyrwyddo ymddygiad cadarnhaol ymysg disgyblion yn llwyddiannus, sy'n eu cefnogi i ddangos parch a chwarteisi tuag at eu cyfoedion, staff ac ymwelwyr. Mae'r ysgol yn gwneud defnydd effeithiol o'r gymuned leol ac ardaloedd tu allan er mwyn datblygu medrau corfforol a chreadigol disgyblion yn fwriadus. Mae gan y pennaeth a'r staff berthynas waith gadarnhaol a threfniadau cyfathrebu effeithiol â'r rhieni.

Argymhellion

Rydym wedi gwneud dau argymhelliad i helpu'r ysgol i barhau i wella

- A1. Cysoni'r cyfleoedd i ddisgyblion wneud dewisiadau mwy annibynnol am eu dysgu
- A2. Sicrhau bod athrawon yn darparu adborth buddiol a chyson sy'n cefnogi disgyblion i adnabod y camau nesaf yn eu dysgu er mwyn gwella eu gwaith

Beth sy'n digwydd nesaf

Bydd yr ysgol yn llunio cynllun gweithredui fynd i'r afael â'r argymhellion o'r arolygiad.

Prif arfarniad

Mae'r ysgol yn gymuned ofalgar a theuluol ble darperir cyfeiriad strategol pwrpasol gan y pennaeth. Trwy ddisgwyliadau uchel, mae'r pennaeth a'r staff yn gwireddu arwyddair yr ysgol, 'Byddwch bopeth gallwch fod', yn llwyddiannus, ac yn meithrin gwerthoedd sy'n ysgogi disgyblion i fod yn ddysgwyr hyderus o fewn cymuned gynhwysol yr ysgol. Mae tîm gweithgar ac ymroddgar o athrawon a chynorthwyrwyr dysgu yn cydweithio'n effeithiol i sicrhau darpariaeth ysgogol i ddisgyblion mewn cyd-destun lleol a Chymreig.

Mae staff yn fodelau iaith priodol i ddisgyblion. Maent yn annog a chefnogi disgyblion i siarad Cymraeg a gwneud defnydd pwrpasol o'r iaith fel rhan annatod o'u dysgu a'u chwarae. Mae'r rhan fwyaf o ddisgyblion yn siarad Cymraeg yn frwd ar draws yr ysgol ac maent yn ymdrechu'n rheolaidd i gyfathrebu'n gynyddol hyderus mewn amrywiol gyd-destunau. O ganlyniad, erbyn brig yr ysgol, maent yn hyderus i gyfathrebu'n Gymraeg a Saesneg, ac yn dangos balchder yn eu medrau dwyieithrwydd.

Mae llawer o'r disgyblion ieuengaf yn datblygu eu medrau darllen yn effeithiol, gyda'r disgyblion hynaf yn darllen amrywiaeth dda o destunau yn hyderus yn y ddwy iaith. Mae llawer o ddisgyblion yn datblygu eu medrau ysgrifennu mewn ystod briodol o ffurfiau yn llwyddiannus. Mae staff yn manteisio ar gysylltiadau lleol i ddatblygu medrau llythrennedd y disgyblion yn fedrus, er enghraifft wrth i'r disgyblion hynaf gymhwyso eu medrau digidol i greu cyflwyniad i'r trigolion lleol er mwyn hyrwyddo'r defnydd o'r banc bwyd.

Ar draws yr ysgol, mae athrawon yn dangos gwybodaeth a dealltwriaeth gadarn wrth gefnogi disgyblion i wneud cynnydd yn eu medrau mathemateg. Maent yn darparu gweithgareddau diddorol sy'n sbarduno disgyblion i ymgolli a chymhwyso eu medrau mewn tasgau rhifedd yn llwyddiannus. Trwy hyn, mae medrau rhifedd llawer o ddisgyblion yn datblygu'n effeithiol.

Mae medrau digidol a chorfforol y rhan fwyaf o ddisgyblion yn datblygu'n fedrus wrth iddynt symud drwy'r ysgol. Mae staff yn defnyddio ardal goedwig yr ysgol fel adnodd dysgu gwerthfawr ble mae disgyblion yn datblygu eu medrau creadigol a datrys problemau yn llwyddiannus, er enghraifft wrth greu lloches gwrth-ddŵr.

Mae staff yn cefnogi disgyblion i ddatblygu eu hymwybyddiaeth ysbrydol a moesol yn effeithiol. Ar draws yr ysgol, mae disgyblion yn deall manteision tyfu a gofalu am gynnyrch fel agwedd bwysig o fyw'n gynaliadwy. Yn ogystal, mae staff yn eu cefnogi i werthfawrogi gwahanol greddau ac i ddangos goddefgarwch ac ystyriaeth deg at safbwyntiau pobl eraill.

Yn yr arfer orau, mae athrawon yn sicrhau cyflymder bwriadus a gweithgareddau uchelgeisiol mewn sesiynau dysgu. Maent yn sicrhau cydbwysedd cyson rhwng gweithgareddau sy'n cael eu harwain gan staff a chyfleoedd i ennyn a chynnal diddordeb a

datblygu'r disgyblion fel dysgwyr cynyddol annibynnol. Fodd bynnag, nid yw'r arferion effeithiol hyn bob tro'n gyson ar draws yr ysgol. Mae ychydig o staff yn dueddol o or-arwain y dysgu, ar adegau, sy'n cyfyngu ar allu disgyblion i wneud dewisiadau mwy annibynnol am eu dysgu.

Mae staff yn darparu cwricwlwm cyfoethog sy'n cefnogi llawer o ddisgyblion, gan gynnwys y rheiny sydd ag addysg dysgu ychwanegol (ADY) a'r rhai sy'n cael eu effeithio gan dlodi, i wneud cynnydd da yn eu medrau dros amser. Maent yn cynnwys syniadau'r disgyblion yn fwriadus wrth gynllunio gweithgareddau dysgu sy'n ennyn eu diddordeb ac yn rhoi cyfleoedd iddynt ddylanwadu ar gynnwys eu themâu tymhorol.

Mae staff yn darparu cyfleoedd gwerthfawr i ddisgyblion ddylanwadu ar fywyd a gwaith ehangach yr ysgol i ddatblygu eu medrau arwain, er enghraifft wrth i'r disgyblion hynaf godi arian i ddatblygu ardal goedwig yr ysgol. Yn gyffredinol, nid yw aelodau holl bwyllgorau'r disgyblion yn caffael barn a chasglu syniadau eu cyfoedion yn ddigon gweithredol er mwyn addasu a gwella darpariaeth ehangach yr ysgol.

Mae disgyblion yn falch o'u hysgol, yn hapus i'w mynychu ac yn teimlo'n ddiogel yno. Maent yn cael eu parchu a'u trin yn deg gan staff, ac yn datgan eu bod yn gwrandao arnynt pan fydd ganddynt unrhyw bryderon. Mae'r amgylchedd dysgu yn ysgogol a difyr sydd yn dathlu eu dysgu'n llwyddiannus. O ganlyniad, mae'r rhan fwyaf o ddisgyblion yn arddangos agweddau cadarnhaol at eu dysgu, yn mwynhau eu tasgau ac yn ymroi i'w dysgu yn frwdfrydig.

Mae staff yn hyrwyddo ymddygiad cadarnhaol ymysg disgyblion sydd, yn ei dro, yn arwain atynt yn dangos parch a chwarteisi at eu cyfoedion, staff ac ymwelwyr. Maent yn cefnogi anghenion emosiynol, iechyd a chymdeithasol disgyblion yn effeithiol i ymgysylltu'n gadarnhaol â'u profiadau dysgu. Mae'r rhan fwyaf o ddisgyblion yn ymateb yn gadarnhaol i adborth llafar staff ac maent yn ei ddefnyddio i wella eu dysgu yn hyderus. Er hyn, nid yw sylwadau athrawon bob amser yn nodi'r cam nesaf ymlaen i gefnogi disgyblion i wella'u dysgu yn ddigon buddiol a chyson.

Mae staff yn darparu cymorth effeithiol ar gyfer disgyblion ADY ac yn cydweithio'n fwriadus ag asiantaethau allanol er mwyn eu cefnogi ymhellach â'u lles a'u dysgu. Mae arweinwyr yn darparu cynlluniau datblygu unigol sy'n nodi anghenion dysgu'r disgyblion yn glir ac mae hyn yn galluogi athrawon i ddarparu cefnogaeth a gweithgareddau pwrpasol er mwyn diwallu eu anghenion. Mae hyn yn golygu bod bron bob disgybl sydd angen cefnogaeth yn gwneud cynnydd cadarn yn erbyn eu targedau personol.

Mae arweinwyr yn meithrin perthynas waith effeithiol â rhieni ac yn sicrhau bod ganddynt ddulliau cyfathrebu effeithiol â nhw; er enghraifft, mae staff yn darparu gwybodaeth werthfawr am brofiadau dysgu disgyblion yn effeithiol. Mae llywodraethwyr yn gefnogol i

waith yr ysgol ac yn ei hadnabod hi a'r gymuned yn dda. Trwy graffu ar waith disgyblion, cynnal teithiau dysgu a gofyn cwestiynau pwrpasol i arweinwyr, mae gan aelodau'r corff ddealltwriaeth dda o gryfderau'r ysgol a'r meysydd i'w datblygu.

Mae arweinwyr yn sicrhau bod gan yr ysgol drefniadau effeithiol ar gyfer adolygu cynnydd yn erbyn blaenoriaethau gwella'r ysgol, yn nodi meysydd datblygu ac adnabod y camau i'w gweithredu i barhau i wella ymhellach. Er enghraifft, yn ddiweddar, maent wedi adnabod yr angen i ddatblygu medrau llafar Cymraeg disgyblion. Trwy hyn, mae medrau llafar a llythrennedd llawer o ddisgyblion yn datblygu'n effeithiol. Maent yn cynnig ystod lwyddiannus o gyfleoedd dysgu proffesiynol buddiol i staff sy'n cael effaith gadarnhaol ar les a medrau dysgu'r disgyblion.

Gwybodaeth ychwanegol

Nid yw trefniadau'r ysgol ar gyfer diogelu disgyblion yn peri pryder

Nid yw trefniadau'r ysgol ar gyfer rheoli'r safle yn rhoi unrhyw achos i bryderu

Mae gan yr ysgol drefniadau priodol ar gyfer hyrwyddo bwyta ac yfed yn iach

Mae arweinwyr a llywodraethwyr yn rheoli cyllid yr ysgol yn briodol, gan gynnwys defnyddio'r grant datblygu disgyblion.

Sail dystiolaeth yr adroddiad

Cyn yr arolygiad, bu arolygwyr:

- yn dadansoddi deilliannau o'r holiadur i rieni/gofalwyr a'r holiadur i ddisgyblion, ac yn ystyried barn athrawon, staff a'r corff llywodraethol / aelodau'r pwyllgor rheoli trwy eu hymatebion i'w holiadur

Yn ystod yr arolygiad, bu arolygwyr:

- yn cynnal cyfarfod â rhieni/gofalwyr i glywed eu barn am yr ysgol a'i heffeithiolrwydd
- yn cyfarfod â'r pennaeth, y llywodraethwyr, uwch arweinwyr ac arweinwyr canol ac athrawon unigol i werthuso effaith gwaith yr ysgol
- yn cyfarfod â disgyblion i drafod eu gwaith, gwrandao arnynt yn darllen a chael eu barn am agweddau amrywiol ar eu hysgol
- yn cyfarfod â grwpiau o ddisgyblion mewn rolau arwain, fel cynrychiolwyr y cyngor ysgol a'r pwyllgor eco
- yn ymweld â sampl eang o ddosbarthiadau, gan gynnwys grwpiau cymorth dysgu a'r ganolfan adnoddau arbenigol (lle y bo'n briodol), ac yn ymgymryd ag amrywiaeth o deithiau dysgu i arsylwi disgyblion yn dysgu ac i weld staff yn addysgu mewn amrywiaeth o leoliadau, gan gynnwys ystafelloedd dosbarth, grwpiau cymorth (lle y bo'n briodol), ac mewn ardaloedd awyr agored
- yn ymweld â'r ganolfan adnoddau arbenigol yn yr ysgol i weld dysgu'r disgyblion (lle y bo'n briodol)
- yn arsylwi ac yn siarad â disgyblion amser cinio ac amser egwyl, ac mewn sampl o glybiau ar ôl ysgol
- yn mynychu gwasanaethau ac addoli dyddiol ar y cyd
- yn edrych yn fanwl ar brosesau hunanwerthuso'r ysgol
- yn ystyried cynllun gwella'r ysgol ac yn edrych ar dystiolaeth i ddangos pa mor dda roedd yr ysgol wedi bwrw ymlaen â gwelliannau a gynlluniwyd
- yn craffu ar amrywiaeth o ddogfennau'r ysgol, gan gynnwys gwybodaeth am asesu a chynnydd disgyblion, cofnodion cyfarfodydd staff a'r corff llywodraethol, gwybodaeth am les disgyblion, gan gynnwys diogelu disgyblion, a chofnodion hyfforddiant a datblygiad proffesiynol staff

Ar ôl yr arolygiad ar y safle a chyn cyhoeddi'r adroddiad, fe wnaeth Estyn:

- adolygu canfyddiadau'r arolygiad ochr yn ochr â'r dystiolaeth ategol gan y tîm arolygu er mwyn dilysu, safoni a sicrhau ansawdd yr arolygiad

Atodiad 1: Niferoedd – symiau a chyfrannau

Mae'r adroddiad yn cyfeirio at wahanol symiau a chyfrannau, e.e. '*y rhan fwyaf o ddisgyblion...*' neu '*ychydig iawn o ddisgyblion...*'. Rydym yn defnyddio'r termau hyn i ddisgrifio symiau a chyfrannau fel yr amlinellir yn y tabl isod:

bron pob un =	gydag ychydig iawn o eithriadau
y rhan fwyaf =	90% neu fwy
llawer =	70% neu fwy
mwyafrif =	dros 60%
hanner =	50%
tua hanner =	yn agos at 50%
lleiafrif =	islaw 40%
ychydig =	islaw 20%
ychydig iawn =	llai na 10%

Copiâu o'r adroddiad

Mae copiâu o'r adroddiad hwn ar gael gan yr ysgol ac ar wefan Estyn
(www.estyn.llyw.cymru)

Lluniwyd yr adroddiad hwn yn unol ag Adran 28 Deddf Addysg 2005.

Cymerwyd pob rhagofal posibl i sicrhau bod y wybodaeth yn y ddogfen hon yn gywir adeg ei chyhoeddi. Dylid cyfeirio unrhyw ymholiadau neu sylwadau ynglŷn â'r ddogfen hon/cyhoeddiad hwn at:

Yr Adran Gyhoeddiadau

Estyn

Llys Angor, Heol Keen

Caerdydd

CF24 5JW neu drwy anfon e-bost at cyhoeddiadau@estyn.llyw.cymru

Mae'r cyhoeddiad hwn a chyhoeddiadau eraill gan Estyn ar gael ar ein gwefan:

www.estyn.llyw.cymru

Cyfieithwyd y ddogfen hon gan Trosol (Cymraeg i Saesneg).