



**Diben Estyn yw arolygu ansawdd a safonau mewn addysg a hyfforddiant yng Nghymru. Mae Estyn yn gyfrifol am arolygu:**

- ▲ ysgolion a safleoedd meithrin a gynhelir gan, neu sy'n cael arian gan awdurdodau lleol;
- ▲ ysgolion cynradd;
- ▲ ysgolion uwchradd;
- ▲ ysgolion arbennig;
- ▲ unedau cyfeirio disgyblion;
- ▲ ysgolion annibynnol;
- ▲ addysg bellach;
- ▲ dysgu oedolion yn y gymuned;
- ▲ hyfforddiant gwaith ieuencid a chymunedol;
- ▲ gwasanaethau addysg awdurdodau lleol ar gyfer plant a phobl ifanc;
- ▲ addysg a hyfforddiant athrawon;
- ▲ dysgu yn y gwaith;
- ▲ cwmnïau gyrfaoedd;
- ▲ dysgu troseddwy.

Mae Estyn hefyd:

- ▲ yn rhoi cyngor ar ansawdd a safonau mewn addysg a hyfforddiant yng Nghymru i Llywodraeth Cymru ac eraill; ac
- ▲ yn cyhoeddi achosion o arfer dda yn seiliedig ar dystiolaeth arolygu.

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

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**Cyfieithwyd y ddogfen hon gan Trosol (Saesneg i Gymraeg)**

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## Rhagair

Mae'n bleser mawr gennyf gyflwyno'r argraffiad cyntaf hwn o'r canllaw hunanarfarnu ar gyfer ysgolion cynradd. Credaf fod hunanarfarnu yn cael ei ymgorffori'n gynyddol ar draws addysg a hyfforddiant yng Nghymru, ac mae'n cyfrannu at wella ansawdd a chodi cyrhaeddiad a chyflawniad ar gyfer disgyblion.

Mae disgwyliad cynyddol y dylai fod prosesau hunanarfarnu a gwella effeithiol gan ysgolion. Er bod llawer o ddisgyblion eisoes yn cyflawni'n dda yng Nghymru, a bod eu cyraeddiadau'n cymharu'n dda â'u cymheiriaid mewn gwledydd eraill, mae angen gwella ysgolion mwy fyth eto. Yn benodol, mae gwahaniaethau mewn deilliannau mewn ysgolion a rhwng ysgolion. Mae datblygu diwylliant o hunanarfarnu yn hanfodol er mwyn nodi a lleihau amrywiadau mewn perfformiad ysgolion.

Fel proses broffesiynol fyfyrion, mae hunanarfarnu yn galluogi ysgolion i ddod i adnabod eu hunain yn well, nodi'u hagenda ar gyfer gwella a hyrwyddo arloesedd ac arfer sy'n arwain y sector. Yn hanfodol, pan fydd y broses hunanarfarnu yn canolbwyntio ar effaith a deilliannau, mae hunanarfarnu yn arwain at welliannau ym mhrofiadau addysgol a deilliannau ar gyfer disgyblion.

Mae gan ysgolion, awdurdodau lleol a Llywodraeth Cymru rolau cyflenwol i yrru gwelliannau mewn hunanarfarnu yn eu blaen. Mae Estyn hefyd wedi hyrwyddo datblygu hunanarfarnu ar draws pob sector am flynyddoedd lawer. Yn ein Hadroddiadau Blynyddol, cydnabyddwn fod systemau hunanarfarnu da a systemau hunanarfarnu sy'n gwella gan lawer o ysgolion. Mae ein cylch newydd o arolygiadau o Fedi 2010 yn rhoi lle canolog i hunanarfarnu mewn gwaith ysgolion ac arolygu. Mae hunanarfarnu wrth graidd y Fframwaith Effeithiolrwydd Ysgolion hefyd, sef y fframwaith polisi sydd am geisio trawsnewid safonau a darpariaeth addysgol dros y degawd nesaf. Gyda'i gilydd, mae'r Fframwaith Effeithiolrwydd Ysgolion a Fframwaith Arolygu Cyffredin (FfAC) newydd Estyn yn adlewyrchu'r cyd-destun datblygol y mae ysgolion yn gweithredu ynddo. Mae'r fframweithiau hyn yn gadarn wrth galon agenda polisiau gwella Cymru, yn darparu her a chymorth i ysgolion ac yn helpu i adeiladu cynhwysedd, hyder a chymhwysedd.

Rwy'n hynod falch o gymeradwyo'r canllaw hwn wrth barhau â'n hymrwymiad ar y cyd i sicrhau gwelliant parhaus a rhagoriaeth i bawb.

*Ann Keane*

**Ann Keane**

Prif Arolygydd Ei Mawrhydi dros Addysg a Hyfforddiant yng Nghymru

## 1 Cyflwyniad

Prif bwrpas hunanarfarnu yw gwella deilliannau ar gyfer disgyblion. Pan fydd hunanarfarnu yn rhan sefydledig o'r cylch cynllunio gwelliant, mae'n gyfrwng rheoli allweddol ar gyfer datblygu ar bob lefel. Fel proses flynyddol, mae hunanarfarnu'n llywio cynlluniau strategol a chynlluniau gwella, gan helpu ysgolion i ganolbwyntio ar eu blaenoriaethau ar gyfer datblygu.

Nid oes unrhyw un fformwla na dull unigol o hunanarfarnu. Mae ysgolion yn sefydliadau cymhleth a gallant fynd ar drywydd cyflawni rhagoriaeth yn yr agweddau amrywiol ar eu gwaith mewn llawer o ffyrdd gwahanol. Mae ysgolion eisoes yn defnyddio fframweithiau hunanarfarnu gwahanol, gan gynnwys y rhai a gynhyrchwyd gan awdurdodau lleol, a phecynnau offer masnachol. Mae llawer o ysgolion yn seilio'u prosesau hunanarfarnu ar FfAC Estyn.

Bydd ysgolion ar fannau cychwyn gwahanol a byddant yn ymgymryd â thaith tuag at welliant mewn cyfeiriadau gwahanol ac ar gyflymder gwahanol, yn unol ag anghenion eu disgyblion. Yn hanfodol, pa ddull neu gyfeiriad bynnag a ddilynir, ysgolion sy'n bennaf gyfrifol am welliant parhaus a chyflawni gwasanaeth gwell.

### Ar gyfer pwy mae'r canllaw hwn?

Mae'r canllaw hwn ar gyfer pawb sy'n gweithio mewn ysgolion i gefnogi a gwella safonau a phrofiadau dysgu plant a phobl ifanc. Gall y canllaw fod yn ddefnyddiol hefyd i randdeiliaid sy'n gweithio mewn partneriaeth ag ysgolion, gan gynnwys rhieni/gofalwyr, awdurdodau lleol, asiantaethau, grwpiau cymunedol ac eraill.

### Beth mae'r canllaw hwn yn ei wneud?

Diben y canllaw hwn yw cefnogi gweithgareddau hunanarfarnu a chynlluniau gwella ysgolion. Er bod y canllaw yn un cynhwysfawr, ni fwriedir iddo fod yn ddiffiniol nac yn ddi-hysbydd. Nid yw'r canllaw yn cwmpasu'r holl bethau y mae ysgolion yn eu gwneud fel rhan o'u proses hunanarfarnu. Fodd bynnag, mae'n canolbwyntio ar agweddau ar hunanarfarnu y dangosodd arolygu ac ymchwil eu bod yn arbennig o bwysig.

Mae'r canllaw yn dechrau drwy nodi'r agweddau pwysig hynny ar hunanarfarnu, gan ystyried y Fframwaith Effeithiolrwydd Ysgolion a'r Diben Cenedlaethol ar gyfer Ysgolion.

Mae'r canllaw wedyn yn darparu gwybodaeth am arfarnu gwaith ysgolion yng nghyd-destun FfAC Estyn. Yn yr adran hon, mae cwestiynau ar gyfer ysgolion i'w helpu i arfarnu ansawdd eu gwaith.

Mae'r canllaw yn cloi gyda rhestr o offer hunanarfarnu amrywiol y gall ysgolion ddymuno'u defnyddio i gefnogi'u craffu a ffocws ar feysydd i'w datblygu.

## 2 Hunanarfarnu effeithiol

### Y broses hunanarfarnu

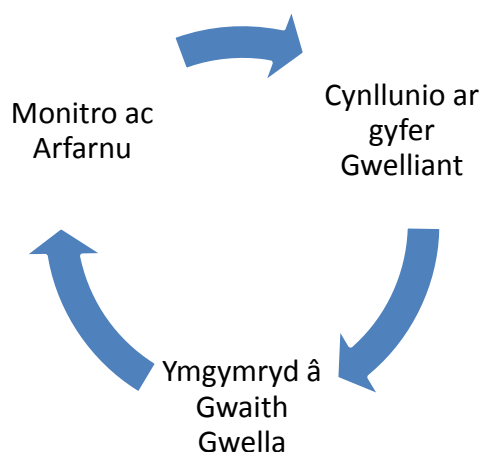
Proses yw hunanarfarnu, nid digwyddiad. Hwn yw'r cam cyntaf, hanfodol mewn proses gylchol o sicrhau newid a gwelliant. Fe'i seilir ar fyfyrion proffesiynol, her a chymorth ymhlith ymarferwyr. Mae hunanarfarnu effeithiol yn golygu gwneud penderfyniadau amrywiol iawn ynglŷn â champau sy'n arwain at fuddion amlwg ar gyfer pob disgybl. Yn anad dim, mae hunanarfarnu yn golygu ymdrechu i sicrhau rhagoriaeth.

Mae tri chwestiwn yn ganolog i hunanarfarnu:

- **Pa mor dda ydym yn gwneud?**
- **Sut ydym yn gwybod?**
- **Sut gallwn ni wella pethau ymhellach?**

Er bod pob agwedd ar ddarpariaeth ysgol yn ffocws dilys ar gyfer hunanarfarnu, ar ddeilliannau ddylai'r pwyslais fod bob amser – ar arfarniad o effaith pob agwedd ar ddarpariaeth ar safonau a lles disgyblion. Dylai'r broses hunanarfarnu fod yn un **barhaus** ac yn rhan reolaidd o fywyd gweithio'r ysgol. Dylid seilio hunanarfarnu ar ystod eang o wybodaeth am gryfderau a meysydd i'w gwella a gesglir trwy gydol y flwyddyn, er y bydd yn briodol yn aml cynnal rhai agweddau ar hunanarfarnu ar gyfnodau hwy o lawer, ac nid bob blwyddyn o angenrheidrwydd. Dylai ysgolion ddefnyddio gwybodaeth o hunanarfarnu i gynllunio ar gyfer gwelliannau, ymgymryd â gwaith gwella, a sicrhau proses gylchol reolaidd o fonitro ac arfarnu sy'n arwain at welliant pellach.

Mae'r diagram isod yn dangos natur gylchol hunanarfarnu effeithiol:

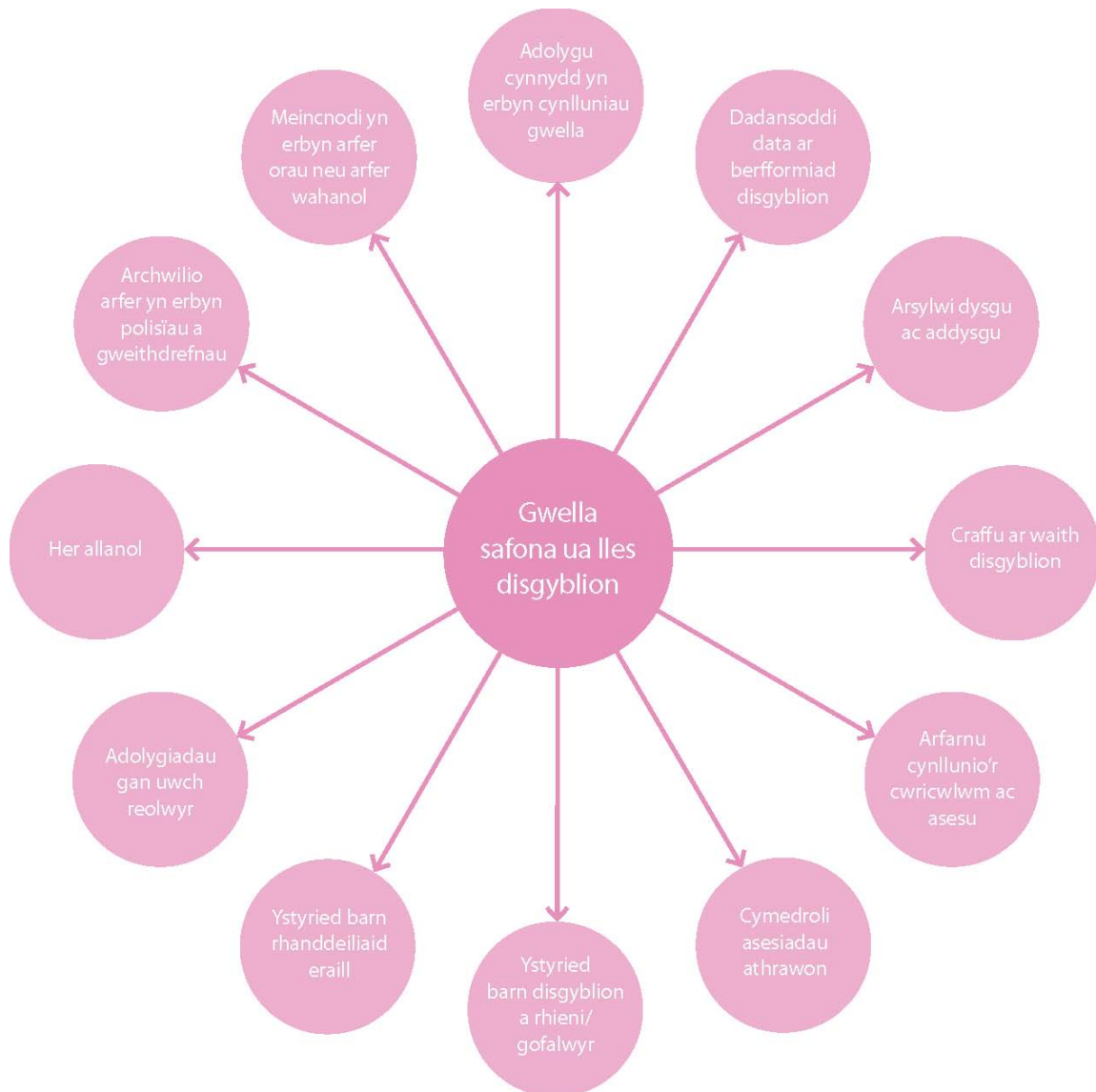


Camgymeriad yw gweld hunanarfarnu fel digwyddiad un tro yn unig. Dylai ysgolion ymgymryd â chylch rheolaidd o weithgareddau hunanarfarnu. Gall y cylch hwn gynnwys gweithgareddau gwahanol, ar amserau gwahanol, ar gyfer ysgolion unigol.

Mae'n debygol o gynnwys y gweithgareddau rheolaidd canlynol:

- dadansoddi data o brofion neu asesiadau ar lefel disgybl unigol, pwnc, grŵp disgyblion, grŵp oed neu lefel ysgol gyfan;
- arsylwadau o wersi gan gymheiriaid a rheolwyr priodol;
- arfarnu ansawdd gwaith ysgrifenedig a gwaith ymarferol disgyblion;
- arfarnu ansawdd cynllunio'r cwricwlwm ac asesu, cofnodi ac adrodd;
- safoni asesiadau athrawon;
- cymryd samplau o farnau disgyblion, staff, rhieni/gofalwyr neu randdeiliaid eraill;
- adolygiadau gan reolwyr a sefydliadau allanol;
- archwilio arfer yn erbyn polisiau a gweithdrefnau fel y rhai ar gyfer diogelu neu iechyd a diogelwch;
- meincnodi yn erbyn arfer orau neu arfer wahanol o ysgolion eraill; ac
- adolygu cynnydd yn erbyn cynlluniau datblygu.

### Gweithgareddau nodweddiadol mewn rhaglen hunanarfarnu ysgol



Nid yw hunanarfarnu yn ymarferiad y gellir ei gynnal gan y pennaeth neu grŵp gorchwyl yn gweithio ar ei ben ei hun. Dim ond pan fydd **pob aelod o staff** yn cyfrannu at y broses, yn ymwybodol o'r canfyddiadau ac yn gweithredu ar sail y canfyddiadau hynny y gall hunanarfarnu fod yn ddylanwadol.

Dylai unrhyw raglen hunanarfarnu gynnwys **arsylwadau o wersi**, yn ychwanegol at y rhai sy'n ofynnol at ddibenion rheoli perfformiad, gan fod yr arsylwadau hyn yn darparu tystiolaeth bwysig o gyflawniad a chynnydd disgyblion mewn dysgu, ac o ansawdd yr addysgu a'r asesu.

Gallai rhaglen arsylwi gwersi gynnwys:

- arsylwi pob aelod o staff bob blwyddyn gan uwch reolwyr;
- arsylwi staff gan uwch reolwyr fel rhan o arfarnu testun neu thema;
- arsylwadau gan ymwelwyr allanol fel ymgynghorwyr, ymgynghorwyr awdurdod lleol neu athrawon o ysgolion eraill;
- arsylwadau gan gymheiriaid priodol; ac
- arsylwadau cymheiriaid ar draws adrannau fel rhan o thema neu i ledaenu arfer dda.

Dros gyfnod, dylai'r gwaith hwn arwain at ddarparu proffil o farnau ar wersi, y gellir eu defnyddio i lunio barn ar safonau ac addysgu ac amlygu meysydd i'w gwella.

Mae **llais y dysgwr** yn ffynhonnell allweddol o dystiolaeth o gyflawniad, agweddau a lles disgyblion. Mae hefyd yn debygol o fod yn ddefnyddiol wrth arfarnu ansawdd addysgu ac asesu. Dylai disgyblion, gan gynnwys y rhai o grwpiau gwahanol, gael cyfleoedd i fod yn rhan o broses hunanarfarnu ysgol. Gall yr ymglymiad hwn fod drwy arolygon, grwpiau ffocws neu gyngor yr ysgol, gyda'r ysgol yn defnyddio cyfweiliadau a holiaduron i gael safbwyntiau'r disgyblion. Yn hanfodol, bydd angen i ysgolion sicrhau bod disgyblion yn gallu cyfrannu at wneud penderfyniadau a chynllunio gwelliant.

Dylai hunanarfarnu hefyd ystyried safbwyntiau ystod eang o **randdeiliaid**, gan gynnwys athrawon, llywodraethwyr, rhieni/gofalwyr, cyflogwyr a'r gymuned a wasanaethir gan yr ysgol. Pan fydd ysgolion yn cynnwys rhanddeiliaid, mae'r staff yn elwa o gael dealltwriaeth well o'r cryfderau a'r meysydd i'w gwella, yn ogystal â pherchnogaeth a rennir, cydweithredu a phartneriaeth effeithiol.

### **Nodweddion allweddol hunanarfarnu**

Mae hunanarfarnu effeithiol:

- yn agored ac yn onest;
- yn rhoi'r prif ffocws ar gyflawniadau a phrofiadau disgyblion;
- yn broses barhaus ac nid yn 'gipolwg' un tro yn unig;
- wedi'i ymgorffori mewn cynlluniau strategol ac yn defnyddio gweithdrefnau sicrhau ansawdd yn rheolaidd;
- yn cynnwys pob aelod o staff ar bob lefel wrth asesu deilliannau a pherfformiad;
- yn gofyn am safbwyntiau disgyblion yn systematig ac yn ymgynghori â



- rhanddeiliaid eraill, fel partneriaid a chyflogwyr, pan fo'n briodol;
- yn ceisio llunio barnau yng ngoleuni data perfformiad y gellir ei fesur a nodi tueddiadau dros gyfnod;
- yn arwain at gynlluniau gwella sy'n cael eu monitro yn erbyn targedau clir a meini prawf llwyddo; ac
- yn arwain at welliannau mewn safonau ac ansawdd ar gyfer disgyblion.

Dylai'r barnau a lunnir yn ystod hunanarfarniad fod yn rhai:

- **sicr** – wedi'u seilio ar dystiolaeth ddigon cadarn, dibynadwy a hygyrch;
- **uniongyrchol** – wedi'u seilio ar arsylwi uniongyrchol;
- **dibynadwy** – wedi'u seilio ar feini prawf cyffredin, a ddeallir yn dda;
- **dilys** – yn adlewyrchu'n gywir yr hyn a gyflawnir ac a ddarperir;
- **rhydd o ragfarn** – yn edrych ar bob agwedd yn wrthrychol; a
- **chorfforaethol** – yn adlewyrchu safbwynt cyfunol y staff a rhanddeiliaid eraill.

### 3 Hunanarfarnu a chynllunio ar gyfer gwelliant

Nid yw hunanarfarnu yn ddiben ynddo'i hun. Dylai ysgolion ddefnyddio gwybodaeth o hunanarfarnu i gynllunio ar gyfer gwelliannau a sicrhau proses gyloch reolaidd o fonitro, arfarnu a chynllunio gwelliant.

Yn ogystal â darparu adborth uniongyrchol i staff a rheolwyr, bydd gwybodaeth o raglen o weithgareddau hunanarfarnu yn cyfrannu at yr **adroddiad hunanarfarnu a ddiweddarir yn flynyddol** yn seiliedig ar y FfAC. Mae'r adroddiad hwn yn cynnig cyfle i nodi cryfderau, dathlu a rhannu arfer dda yn ogystal ag amlygu meysydd i'w gwella. Dylai'r wybodaeth a gesglir o'r rhaglen o weithgareddau hunanarfarnu ysgol fwydo i'r cynlluniau ar gyfer gwella. Dylai fod cyfatebiaeth agos felly rhwng deilliannau'r adroddiad a blaenoriaethau yn y **cynllun gwella ysgol**.

Mae'n briodol y dylai rhai agweddau ar ansawdd a safonau gael eu harfarnu'n amlach nag eraill. Mae angen i fframwaith cynllunio gwelliant yr ysgol fod yn hyblyg ac yn ymatebol i faterion sydd, neu a ddylai fod, yn peri pryder ar hyn o bryd.

#### Nodweddion allweddol cynlluniau gwella ysgolion

Mae cynlluniau gwella effeithiol:

- wedi'u seilio ar ddeilliannau hunanarfarnu;
- yn cyfrannu at brosesau hunanarfarnu ac at gynllunio gweithredu pellach;
- wedi'u cynnwys mewn dogfennau gweithio sy'n helpu cyflawni'r newidiadau angenrheidiol;
- yn cynnwys blaenoriaethau, targedau a graddfeydd amser a nodir yn glir, ac yn nodi camau y bydd angen eu cymryd i fynd i'r afael â materion;
- yn nodi unigolion sy'n gyfrifol am weithredoedd, graddfeydd amser a'r adnoddau a'r cymorth y bydd eu hangen;
- yn pennu deilliannau clir, yn ymwneud â gwelliant mewn safonau ac ansawdd, y gellir mesur cynnydd yn eu herbyn; ac
- yn rhoi manylion sut, pa bryd a chan bwy y bydd cynnydd yn cael ei fonitro a'i arfarnu.

## 4 Hunanarfarnu a'r Fframwaith Effeithiolrwydd Ysgolion

Nod y Fframwaith Effeithiolrwydd Ysgolion yw gwella profiadau addysgol a chyfleoedd bywyd i bob plentyn a pherson ifanc. Cynlluniwyd y Fframwaith i ddod â'r rhaglenni gweithredu presennol sy'n ceisio gwella ysgolion at ei gilydd.

Bydd prosesau hunanarfarnu cryf ac effeithiol yn helpu ysgolion i gyflawni gwelliant parhaol a gwelliant go iawn, ac yn cefnogi cyflawni'r Diben Cenedlaethol ar gyfer Ysgolion, a nodir gan y Fframwaith Effeithiolrwydd Ysgolion fel diben i:

- alluogi pob plentyn a pherson ifanc i ddatblygu'u potensial yn llawn drwy gaffael medrau, gwybodaeth, dealltwriaeth ac agweddau. Mae hyn yn cynnwys medrau personol, cymdeithasol ac emosiynol, i'w galluogi i ddod yn ddinasyddion sy'n weithredol yn economaidd, yn gymdeithasol ac yn bersonol, ac yn ddisgyblion gydol oes;
- hyrwyddo diwylliant o gynhwysiant cymdeithasol a pharch at amrywiaeth, yn arbennig drwy ddatblygu lles disgyblion a rhoi gwedd bersonol ar eu dysgu;
- sefydlu cymunedau dysgu proffesiynol cryf mewn ysgolion lle gall ymarferwyr ddatblygu a rhannu'u gwybodaeth broffesiynol am ddysgu ac addysgu;
- cynnig i blant a phobl ifanc gwricwlwm sy'n eu cynnwys ac yn eu cymell i ddysgu ac i wireddu eu potensial;
- darparu cymuned ddysgu ar gyfer pawb sy'n gysylltiedig â bywyd ysgol, gyda phlant a phobl ifanc a'u teuluoedd yn y canol, ac yn cynnwys llywodraethwyr, athrawon, staff arall yn yr ysgol, ac oedolion sy'n hyfforddi i weithio mewn ysgolion;
- bod yn chwaraewr allweddol gydag ysgolion eraill a darparwyr gwasanaethau partner wrth gynllunio a chyflwyno gwasanaethau integredig i blant a phobl ifanc er mwyn gwella'u lles; a
- darparu neu hwyluso addysg fel bod ysgolion yn cyfrannu at ddiwallu anghenion y gymuned ac yn cynnwys y gymuned fel partneriaid er mwyn sicrhau bod pob ysgol yn ysgolion bro.

Mae'r Fframwaith Effeithiolrwydd Ysgolion yn cydnabod bod angen i ysgolion weithio ar ddatblygu eu dulliau gweithredu eu hunain a rhai cyd-ddibynnol o ran sicrhau effeithiolrwydd. Trwy nodi arfer dda a gwybodaeth am yr hyn sy'n gweithio, bydd ysgolion mewn lle gwell i ddod o hyd i atebion newydd i hen broblemau a rhai sy'n dod i'r amlwg. Bydd cydweithredu ag ysgolion a phartneriaid eraill yn helpu nodi a chyflawni strategaethau gwella a dysgu a rennir.

Mae'r Fframwaith Effeithiolrwydd Ysgolion yn cynghori ysgolion i seilio'u hadroddiad hunanarfarnu a ddiweddarir yn flynyddol ar FfAC Estyn.

## 5 Hunanarfarnu a'r Fframwaith Arolygu Cyffredin

Mae'r FfAC yn ymdrin yn gynhwysfawr â'r holl faterion allweddol y dylai ysgolion eu hasesu wrth gynnal eu hunanarfarniad. Dylai adroddiad hunanarfarnu blynyddol ysgol fod yn seiliedig ar y FfAC. Mae'r adran hon o'r canllaw yn darparu cwestiynau ar bob un o'r dangosyddion ansawdd ac agweddau ar y FfAC.

Mae'r trefniadau arolygu newydd yn cydnabod bod ysgolion wedi dod ffordd bell o ran datblygu'u medrau a'u profiad mewn hunanarfarnu a chynllunio ar gyfer gwelliant. Oherwydd y cynnydd hwn y mae Estyn yn mabwysiadu dull mwy cymesur o arolygu o Fedi 2010. Y man cychwyn ar gyfer pob arolygiad yw arfarniad yr ysgol o'i pherfformiad ei hun. Ni fydd arolygwyr yn arolygu pob agwedd ar waith yn fanwl yn ystod arolygiad craidd. Byddant yn cymryd samplau o dystiolaeth i brofi arfarniad yr ysgol ei hun o'i gwaith.

Ysgrifennu yr adrannau canlynol o safbwynt ysgolion ein hunain a defnyddir 'ni' i gyfeirio at staff ysgolion.

### Cwestiwn Allweddol 1: Pa mor dda yw'r deilliannau?

#### Sut ydym yn arfarnu safonau? (FfAC 1.1)

Mae hunanarfarnu cadarn yn edrych ar safonau yn gyntaf. Mae monitro safonau yn helpu arfarnu effaith ansawdd darpariaeth ac ansawdd arweinyddiaeth.

Mae hunanarfarnu effeithiol yn llunio barnau yng ngoleuni data perfformiad y gellir ei fesur. Mae asesu'r data hwn yn drwyadl yn galluogi ysgolion i nodi nodweddion da yn ogystal â meysydd i'w gwella. Er y gall y dadansoddiadau o ddata perfformiad godi rhai cwestiynau, daw'r atebion a'r daith tuag at welliant o fewn yr ysgol ei hun.

Mae'r arweiniad hwn yn cyfeirio at asesiadau'r Cwricwlwm Cenedlaethol ar ddiwedd cyfnod allweddol 1. Bydd yr arolygiaeth yn darparu arweiniad pellach ar asesu deilliannau'r Cyfnod Sylfaen cyn tymor yr haf 2012.

#### Pa mor dda yw canlyniadau a thueddiadau mewn perfformiad o'u cymharu â chyfartaleddau cenedlaethol, darparwyr tebyg a chyrrhaeddiad blaenorol? (FfAC 1.1.1)

Wrth arfarnu perfformiad, mae angen i ni ddefnyddio ystod o ddadansoddiadau gwahanol ac ni ddylem ganolbwyntio ar un dangosydd penodol nac un math o ddadansoddiad.

Y man cychwyn ar gyfer arfarnu perfformiad yr ysgol yng nghyfnod allweddol 1 a chyfnod allweddol 2 ddylai fod Set Ddata Graidd Cymru Gyfan. Dylai ysgolion hefyd ystyried data cryno yng Nghrynodebau Cymharol Ysgolion ar gyfer cyfnod allweddol 1 a chyfnod allweddol 2.

Mae'r setiau data hyn yn cynnwys ystod o ddadansoddiadau gwahanol. Dylem ddefnyddio llawer o'r rhain fel rhan o'n harfarniad parhaus o berfformiad. Fodd bynnag, fan lleiaf, dylem ystyried perfformiad ar y dangosydd pwnc craidd (DPC) ac

yn y pynciau craidd ar wahân sy'n dylanwadu ar y DPC. Dylem hefyd ystyried perfformiad yn y pynciau craidd ar lefel 3 yng nghyfnod allweddol 1 ac ar lefel 5 yng nghyfnod allweddol 2. Fel ysgol cyfrwng Saesneg gyda disgyblion yng nghyfnod allweddol 2, dylem ystyried perfformiad mewn Cymraeg fel ail iaith.

Dylid gwneud arfarniadau o berfformiad dros gyfnod, tair blynedd fel arfer, yn hytrach na chanolbwyntio ar berfformiad mewn un flwyddyn unigol. Dylem ystyried a yw perfformiad yn gwella, yn dirywio neu'n amrywio dros gyfnod.

Dylem ddefnyddio cymariaethau â chyfartaleddau cenedlaethol er mwyn nodi a yw cyfradd ein cynnydd yn well na'r gwelliant cenedlaethol, ac i nodi cryfderau cymharol neu feysydd i'w datblygu mewn tueddiadau mewn dangosyddion gwahanol.

Nid yw'n ddigon cymharu canlyniadau â chyfartaleddau cenedlaethol yn unig. Rhaid i ni arfarnu ein perfformiad trwy gymharu ag ysgolion sy'n wynebu heriau tebyg gan ddefnyddio:

- y chwartelau meincnod prydau ysgol am ddim (PYDd); ac
- ysgolion eraill yn eu teulu yn set ddata graidd Llywodraeth Cymru.

Dylem hefyd arfarnu'r cynnydd y mae ein disgyblion yn ei wneud o'r cyfnod allweddol blaenorol, gan ddefnyddio data gwerth ychwanegol. Fodd bynnag, mae'n bwysig bod unrhyw ddata gwerth ychwanegol yn cael ei ddehongli yng ngoleuni perfformiad yn ôl dadansoddiadau eraill. Os oes gennym ffigurau gwerth ychwanegol cadarnhaol ond nid yw perfformiad yn cymharu'n dda yn gyffredinol ag ysgolion eraill yn ein teulu neu ar y chwartelau meincnod PYDd, yna efallai mai tangyrhaeddiad sylweddol mewn cyfnod allweddol blaenorol sy'n achosi hyn. Dylem ystyried hyn wrth arfarnu perfformiad.

Mewn ysgolion cynradd bach, gall grŵp blwyddyn bach achosi amrywiadau flwyddyn ar ôl blwyddyn gan fod pob disgybl yn cyfrif am gyfran sylweddol o'r garfan. Mae hyn yr un mor debygol o wella perfformiad â'i waethygu ac nid yw'n rheswm dros dangyrhaeddiad. Fodd bynnag, gellid disgwyl i ysgolion cynradd bach newid chwarteri meincnod PYDd yn amlach nag ysgolion eraill. Os yw'r ysgol yn y 4ydd chwarter flwyddyn ar ôl blwyddyn, byddai hyn yn ddiffyg pwysig yn yr ysgol, yn union fel y mae hi ar gyfer ysgolion mwy. Mae maint ysgol yn un o'r meini prawf wrth greu'r teuluoedd o ysgolion. Felly, mewn ysgolion bach, mae hefyd yn bwysig iawn i'r ysgol gymharu ei pherfformiad gydag ysgolion eraill yn ei theulu.

### **Cwestiynau y dylem eu hystyried ynglŷn â chanlyniadau a thueddiadau mewn perfformiad o'u cymharu â chyfartaleddau cenedlaethol, darparwyw tebyg a chyrhaeddiad blaenorol**

- Ydyn ni'n gwneud gystal, neu hyd yn oed yn well, nag oeddem ni dair blynedd yn ôl?
- Ydyn ni'n gwneud gystal ag y gallwn neu a oes lle i wella?
- A yw ein perfformiad yn cymharu'n dda ag ysgolion eraill yn ein teulu? A oes ysgolion yn ein teulu lle mae perfformiad yn gyson well
- A yw ein perfformiad yn cymharu'n dda gydag ysgolion tebyg yn y grŵp meincnod PYDd dros y tair blynedd diwethaf?

- A yw disgyblion yn gwneud digon o gynnydd o un cyfnod allweddol i'r llall?
- Ym mha bynciau neu ddangosyddion perfformiad y mae disgyblion yn gwneud orau? Ym mha bynciau neu ddangosyddion perfformiad nad yw disgyblion yn gwneud gystal?
- A yw cyrhaeddiad yn cymharu â rhagfynegiadau yn nadansoddiad Ymddiriedolaeth Teulu Fischer (YTF) neu ddadansoddiadau eraill?

### **Pa mor dda yw safonau grwpiau o ddisgyblion? (FfAC 1.1.2)**

Mae angen i ni ddadansoddi cyrhaeddiad grwpiau penodol o ddisgyblion, gan gynnwys bechgyn a merched, disgyblion â hawl i gael PYDd a disgyblion ag anghenion dysgu ychwanegol (ADY). Mae'r rhestr lawn o grwpiau o ddisgyblion ag ADY wedi'i chynnwys yn Atodiad 6 y llawlyfr arweiniad arolygu. Dylem gynnwys y grwpiau hynny sy'n fwyaf perthnasol i amgylchiadau'r ysgol. Fodd bynnag, dylem bob amser gynnwys perfformiad disgyblion ag anghenion addysgol arbennig, y disgyblion mwy abl a dawnus, a phan fydd yn berthnasol, plant y gofelir amdanynt (PGA) neu'r rhai sy'n dysgu Saesneg fel iaith ychwanegol.

Mae tueddiadau cenedlaethol yn y gwahaniaeth mewn perfformiad bechgyn a merched yn amrywio o fewn pynciau gwahanol a dangosyddion eraill. Mae bwlch mewn perfformiad rhwng y rhywiau mewn ysgol ond yn un sylweddol os yw'n fwy neu'n llai na chyfartaleddau cenedlaethol yn y pwnc hwnnw neu'r dangosydd perfformiad. Dylem hefyd gymharu gwahaniaethau mewn perfformiad â gwahaniaethau mewn ysgolion eraill yn y teulu.

Dylem ystyried a yw cyrhaeddiad y disgyblion hynny sydd â hawl i gael PYDd gystal ag y dylai fod. Dylai'r dadansoddiad gynnwys cymharu perfformiad disgyblion sydd â hawl i gael PYDd â'r rhai nad yw'r hawl honno ganddynt. Dylai hefyd gynnwys cymharu perfformiad disgyblion sydd â hawl i gael PYDd yn ein hysgol â pherfformiad disgyblion felly ar draws Cymru gyfan. Dylem ymchwilio a yw perfformiad disgyblion PYDd yn well neu'n waeth na'r cyfartaledd cenedlaethol ar gyfer disgyblion PYDd, neu pan fydd y bwlch rhwng disgyblion PYDd a disgyblion nad ydynt yn cael PYDd yn fwy neu'n llai na'n genedlaethol.

Dylem ystyried a yw cyrhaeddiad disgyblion mwy abl yn ddigon da ar gyfer eu gallu drwy ystyried cyrhaeddiad ar y graddau uchaf. Dylai barnau am gyflawniad disgyblion mewn unedau arbennig, neu ddisgyblion ag anghenion addysgol arbennig mewn ysgolion y brif ffrwd, ystyried eu cyflawniadau mewn perthynas â chyflawni nodau dysgu cytûn.

Mae'n debygol, i'r mwyafrif o'r grwpiau a gynhwysir o dan ADY, mai dim ond nifer fach o ddisgyblion fydd mewn unrhyw grŵp blwyddyn. Dylem arfarnu'r cynnydd y mae'r disgyblion hyn yn ei wneud rhwng cyfnodau allweddol a chymharu hyn â'r garfan gyfan. Pan fydd modd, dylem hefyd gymharu â grwpiau tebyg yn lleol neu'n genedlaethol.

### **Cwestiynau y dylem eu hystyried ynglŷn â safonau grwpiau o ddisgyblion**

- Pa mor dda y mae cyflawniad ein disgyblion PYDd yn cymharu â disgyblion nad ydynt yn cael PYDd yn yr ysgol?

- Sut mae'r gwahaniaeth mewn perfformiad rhwng ein disgyblion PYDd a'n disgyblion nad ydynt yn cael PYDd yn cymharu â gwahaniaethau lleol neu genedlaethol?
- A yw'r bwlch rhwng cyflawniad bechgyn a merched yn fwy neu'n llai na thueddiadau cenedlaethol?
- A yw disgyblion mwy abl a dawnus yn cyflawni'u potensial? A yw'r disgyblion yn cyrraedd y graddau uwch a lefelau uwch y cwricwlwm cenedlaethol?
- A yw disgyblion ag anghenion addysgol arbennig yn cyflawni nodau dysgu cytûn?
- Pa mor dda y mae grwpiau dysgwyr penodol eraill yn cyflawni? A ydynt yn gwneud gymaint o gynnydd rhwng cyfnodau allweddol â disgyblion eraill? A yw unrhyw grwpiau yn perfformio'n well na'r garfan gyfan? Pa mor dda y mae eu perfformiad yn cymharu â'r un grwpiau yn lleol neu'n genedlaethol?

### **Pa mor dda yw cyflawniad a chynnydd disgyblion mewn dysgu? (FfAC 1.1.3)**

Heblaw am ddefnyddio data, dylai arfarniad o gyflawniad a chynnydd disgyblion fod yn seiliedig ar arsylwadau o wersi, craffu ar waith disgyblion a thrafodaethau gyda disgyblion. Dylem arfarnu pa mor dda y mae disgyblion yn galw i gof ddysgu blaenorol, yn datblygu medrau meddwl, yn caffael gwybodaeth, dealltwriaeth a medrau newydd, ac yn cymhwyso'r rhain i sefyllfaoedd newydd. Pan fo modd, dylem arfarnu'r safonau y mae disgyblion yn eu cyrraedd mewn gwersi a barnu a yw'r rhain yn briodol i'w hoedran a'u gallu. Dylai barnau am gyflawniad gydnabod cynnydd a datblygiad disgyblion o fan cychwyn penodol, mewn perthynas â'r cyd-destun y maent yn dysgu ynddo. Ar gyfer disgyblion ag ADY, bydd barnau am gyflawniad yn cael eu dylanwadu gan y wybodaeth am eu hanghenion a'u galluoedd unigol.

Dros gyfnod, dylem adeiladu proffil parhaus o farnau ar wersi sy'n cynnwys un ffynhonnell dystiolaeth ar safonau. (Ar yr un pryd dylem adeiladu proffil o ansawdd yr addysgu.)

Heblaw am arsylwadau o wersi, gallwn hefyd arfarnu safonau drwy graffu ar waith disgyblion a chynlluniau athrawon. Gall holiaduron ar gyfer disgyblion a rhieni/gofalwyr, a gwrando ar safbwyntiau disgyblion a rhieni/gofalwyr, ddarparu rhywfaint o wybodaeth hefyd.

### **Cwestiynau y dylem eu hystyried ynglŷn â chyflawniad a chynnydd disgyblion mewn dysgu**

- Pa mor dda y mae disgyblion yn cyflawni mewn gwersi?
- A yw disgyblion yn cofio dysgu blaenorol?
- A yw disgyblion yn caffael gwybodaeth, dealltwriaeth a medrau newydd?
- A yw disgyblion yn cymhwyso'u gwybodaeth, eu dealltwriaeth a'u medrau i sefyllfaoedd newydd?
- A yw disgyblion yn gwneud y cynnydd a ddisgwylir yn eu cyfnod dysgu?

### **Pa mor dda yw medrau disgyblion? (FfAC 1.1.4)**

Wrth arfarnu medrau, mae angen i ni ganolbwyntio ar ba un a yw pob disgybl yn meddu ar y medrau mewn cyfathrebu, rhifedd a thechnoleg gwybodaeth a

chyfathrebu (TGCh) y mae eu hangen i fanteisio ar y cwricwlwm cyfan, a pha mor dda y mae'r cwricwlwm ehangach ei hun yn datblygu medrau disgyblion. Yn gyffredinol, mae angen i ni roi'r pwyslais mwyaf ar fedrau llythrennedd, yn enwedig darllen ac ysgrifennu, gan mai'r rhain sy'n debygol o gael yr effaith fwyaf ar wella cyfleoedd i fanteisio ar holl feysydd y cwricwlwm.

Mae angen i ni ystyried deilliannau o ganlyniadau asesiadau perthnasol, fel y rhai ar allu disgyblion i ddarllen, pan fyddant ar gael.

### **Cwestiynau y dylem eu hystyried ynglŷn â medrau disgyblion**

- A yw pob disgybl, gan gynnwys y rhai sy'n dysgu Saesneg fel iaith ychwanegol, yn meddu ar y medrau mewn cyfathrebu, rhifedd a TGCh y mae eu hangen i fanteisio ar y cwricwlwm cyfan?
- A yw disgyblion yn datblygu medrau yn dda yn y cwricwlwm ehangach?
- A yw disgyblion yn cyflawni'n dda mewn asesiadau perthnasol eraill, fel yr asesiadau o'u gallu darllen?
- A yw disgyblion yn cymhwyso'u medrau heb gymorth?
- A yw disgyblion sy'n rhan o raglenni 'dal i fyny' yn cyflawni'n dda?

### **Pa mor dda yw medrau disgyblion yn yr iaith Gymraeg? (FfAC 1.1.5)**

Wrth arfarnu datblygiad disgyblion yn yr iaith Gymraeg, mae angen i ni ystyried cefndir a chyd-destun ieithyddol ein hysgol a'r ardal yr ydym yn ei gwasanaethu.

### **Cwestiynau y dylem eu hystyried ynglŷn â medrau disgyblion yn yr iaith Gymraeg**

- A yw cyrhaeddiad disgyblion yn dda yng nghyfnodau allweddol 1 a 2, mewn Cymraeg neu Gymraeg fel ail iaith, fel bo'n gynnwys, o gymharu ag ysgolion tebyg a cyrhaeddiad blaenorol?
- A yw disgyblion yn gwneud cynnydd mewn gwersi mewn Cymraeg a Chymraeg fel ail iaith?

Mewn ysgolion cyfrwng Cymraeg:

- A yw disgyblion sy'n ymuno â'r ysgol gydag ychydig o wybodaeth neu ddim gwybodaeth am y Gymraeg yn cyflawni'n dda?

Mewn ysgolion cyfrwng Saesneg:

- A yw disgyblion yn gwneud cynnydd wrth ddefnyddio'r Gymraeg mewn cyd-destunau gwahanol y tu hwnt i'w gwersi Cymraeg, er enghraifft, mewn pynciau eraill, yn ystod cyfnodau cofrestru a gwasanaethau, ac mewn gweithgareddau allgyrsiol?

### **Sut ydym yn arfarnu lles? (FfAC 1.2)**

Mae lles meddyliol, corfforol ac emosiynol pobl ifanc yn rhag-amod hanfodol ar gyfer dysgu llwyddiannus. Yr agweddau yn y dangosydd ansawdd hwn yw agweddau

disgyblion at gadw'n iach a diogel, y graddau y mae disgyblion yn cyfranogi mewn dysgu a'i fwynhau, ac ansawdd hynny, ymglymiad cymunedol a gwneud penderfyniadau a medrau cymdeithasol a medrau bywyd disgyblion.

I arfarnu lles, mae angen i ni:

- ystyried safbwyntiau disgyblion;
- ystyried y graddau y mae disgyblion yn cyfranogi mewn dysgu;
- barnu a yw disgyblion yn gwneud penderfyniadau ynglŷn â phethau sy'n effeithio ar eu profiadau yn yr ysgol; ac
- ystyried a yw disgyblion yn meddu ar y medrau y mae eu hangen arnynt i wella'u dysgu eu hunain, i weithio gydag eraill ac i gymryd cyfrifoldeb am eu gweithredoedd a'u gwaith.

Mae angen i ni gael tystiolaeth am gyfranogiad mewn dysgu a'i fwynhau, yn ogystal ag ymddygiad ac agweddau, drwy arsylwi gwersi. Mae llawer o ffyrdd eraill o gael gwybod am safbwyntiau disgyblion, er enghraifft, drwy holiaduron a chyfweliadau gyda grwpiau ffocws a chynghor yr ysgol. Mae Estyn wedi cynhyrchu holiaduron ar gyfer disgyblion, y gall yr ysgol eu defnyddio'n rheolaidd i nodi tueddiadau a newidiadau mewn agwedd. Nid holiaduron Estyn yw'r unig rai sydd ar gael, a gellir defnyddio llawer un arall, yn enwedig os ydym am ganolbwyntio ar faterion penodol yn fanwl.

Gall arolygon rheolaidd o safbwyntiau disgyblion, yn ogystal â gwrando'n ofalus ar yr hyn sydd gan ddisgyblion i'w ddweud mewn cynghorau ysgol ac mewn sefyllfaoedd tebyg, ddarparu tystiolaeth dda ar gyfer arfarnu lles.

Mae holiaduron rhieni'n fwy tebygol o ddarparu tystiolaeth ar ddarpariaeth yn hytrach na deilliannau. Er hynny, gallant ddarparu safbwynt defnyddiol o hyd. Gall holiadur Estyn i rieni, er enghraifft, roi rhywfaint o wybodaeth am iechyd, diogelwch ac ymddygiad disgyblion, a pha mor dda y mae disgyblion yn hoffi'r ysgol.

Er y bydd rhywfaint o'r dystiolaeth ar gyfer y dangosydd ansawdd hwn yn dibynnu ar ganfyddiadau disgyblion ac arsylwadau o wersi, mae rhywfaint o ddata defnyddiol ar ddeilliannau hefyd. Mae hwn yn cynnwys cyfraddau presenoldeb a data'n gysylltiedig ag ymddygiad, fel gwaharddiadau neu gyfeiriadau at staff bugeiliol ac asiantaethau allanol.

### **Pa mor dda yw agweddau disgyblion at gadw'n iach a diogel? (FfAC 1.2.1)**

Wrth ystyried y graddau y mae disgyblion yn teimlo'n iach, mae angen i ni asesu a oes gan ddisgyblion ddealltwriaeth gadarn o sut gallant ddod yn iach, trwy'r hyn y maent yn ei fwyta a'r gweithgarwch corfforol y maent yn ymgymryd ag ef. Un ffynhonnell dystiolaeth ddefnyddiol yw niferoedd y disgyblion sy'n dewis yr opsiynau iach mewn cinio ysgol neu drwy eu pecynnau bwyd eu hunain. Ffynhonnell ddefnyddiol arall yw'r niferoedd sy'n ymgymryd â gweithgarwch corfforol, er enghraifft, y niferoedd sy'n ymgymryd ag o leiaf ddwy awr o weithgarwch corfforol bob wythnos.



Wrth arfarnu'r graddau y mae disgyblion yn teimlo'n ddiogel, gallwn edrych ar a yw disgyblion yn teimlo'n rhydd oddi wrth gam-drin corfforol a geiriol yn yr ysgol. Bydd adolygiad systematig a strwythuredig o achosion o fwlio neu aflonyddu yn helpu darparu rhywfaint o dystiolaeth o'r graddau y mae disgyblion yn teimlo'n ddiogel.

### **Cwestiynau y dylem eu hystyried ynglŷn ag agweddau disgyblion at gadw'n iach**

- Pa mor dda y mae disgyblion yn deall sut gallant ddod yn iach, trwy'r hyn y maent yn ei fwyta a thrwy weithgarwch corfforol?
- I ba raddau y mae disgyblion yn dewis yr opsiynau iach mewn cinio ysgol neu drwy eu pecynnau bwyd eu hunain?
- Faint o ddisgyblion sy'n ymgymryd â gweithgarwch corfforol yn rheolaidd, er enghraifft, am o leiaf ddwy awr bob wythnos?

### **Cwestiynau y dylem eu hystyried ynglŷn ag agweddau disgyblion at gadw'n ddiogel**

- I ba raddau y mae disgyblion yn teimlo'n rhydd oddi wrth gam-drin corfforol a geiriol yn yr ysgol?
- A oes unrhyw ddigwyddiadau o fwlio neu aflonyddu? A yw'r nifer yn cynyddu neu'n gostwng dros gyfnod?

### **Faint mae disgyblion yn cyfranogi mewn dysgu ac yn ei fwynhau? (FfAC 1.2.2)**

Wrth arfarnu cyfranogi mewn dysgu a'i fwynhau, mae angen i ni ystyried presenoldeb, ymddygiad ac agweddau, a'r graddau y mae disgyblion yn cael lleisio barn am yr hyn y maent yn ei ddysgu a sut.

Wrth arfarnu presenoldeb, mae angen i ni ystyried y gyfradd bresenoldeb gyffredinol, gan nodi unrhyw amrywiadau rhwng grwpiau penodol o ddisgyblion. Dylem gymharu cyfraddau presenoldeb â ffigurau cenedlaethol a chyfraddau presenoldeb ysgolion tebyg yn benodol. Gallwn gael y data hwn trwy Set Ddata Graidd Cymru Gyfan. Gallai ymddangos yn briodol gweld sut mae ysgol yn perfformio mewn perthynas â normau cenedlaethol, ond y meincnod yn erbyn ysgolion tebyg ddylai arwain unrhyw arfarniadau fel arfer.

Dylem gymharu cyfraddau gwaharddiadau cyfnod penodol a pharhaol yr ysgol gyda ffigurau cenedlaethol a chyfraddau ysgolion tebyg. Gallem hefyd ystyried y graddau y mae disgyblion sydd â hanes o waharddiadau yn eu hysgol/UCD gyfredol neu flaenorol, yn dangos ymddygiad ac agweddau da at ddysgu.

Wrth arfarnu ymddygiad ac agweddau, dylem ystyried y graddau y mae disgyblion yn dangos ymddygiad da mewn gwersi ac o gwmpas yr ysgol. Dylai arsylwi ymddygiad disgyblion fod yn nodwedd gyffredin yn y rhaglen o arsylwadau gwersi. Fodd bynnag, mae angen i ni wneud yn siwr bod arsylwyr yn chwilio am yr un pethau, a bod ganddynt ddisgwyliadau cyffredin a chytûn ar gyfer ymddygiad. Dylem arsylwi a yw disgyblion yn ystyriol ac yn gwrtais, ac yn uniaethu â'i gilydd ac oedolion yn dda. Yn ychwanegol, dylem edrych ar agweddau disgyblion at ddysgu, yn enwedig eu diddordeb yn eu gwaith, eu gallu i gynnal canolbwyntio a pha mor dda y maent yn ymgymryd â thasgau.

Wrth arfarnu cyfraniad y disgyblion at beth a sut maent yn dysgu, dylem ystyried:

- a yw barnau disgyblion ynghylch beth a sut maent yn dysgu yn cael eu cymryd o ddifrif;
- sut mae disgyblion yn trafod y testunau i'w cwmpasu ac yn helpu cynllunio cynlluniau gwaith a gweithgareddau; ac
- a yw disgyblion yn gwneud dewisiadau ynghylch beth a sut maent yn dysgu.

Wrth edrych ar yr agwedd hon yn fanwl, mae'n ddefnyddiol defnyddio Safonau Cenedlaethol Cymru ar gyfer Cyfranogiad Plant a Phobl Ifanc.

### **Cwestiynau y dylem eu hystyried ynglŷn â phresenoldeb disgyblion**

- Pa mor dda y mae cyfraddau presenoldeb cyffredinol yn cymharu â'r ffigur cenedlaethol ac ysgolion tebyg (gan ddefnyddio ffigurau meincnod LIC)?
- A oes amrywiadau sylweddol rhwng grwpiau penodol o ddisgyblion?

### **Cwestiynau y dylem eu hystyried ynglŷn ag ymddygiad ac agweddau disgyblion**

- A yw disgyblion yn dangos ymddygiad da mewn gwersi ac o amgylch yr ysgol?
- A yw disgyblion yn dangos agweddau cadarnhaol at eu dysgu?
- A yw cyfraddau gwaharddiadau cyfnod penodol a pharhaol yn cymharu'n dda â ffigurau cenedlaethol a ffigurau ysgolion tebyg?
- A yw'r duedd yn nifer y cyfeiriadau am ymddygiad gwael a gwaith gwael yn gwella?
- A yw disgyblion sydd â hanes o gael eu gwahardd yn dangos ymddygiad ac agweddau da at ddysgu?

### **Cwestiynau y dylem eu hystyried ynglŷn â chyfraniad disgyblion at yr hyn y maent yn ei ddysgu a sut**

- I ba raddau y mae disgyblion yn gwneud dewisiadau ynghylch beth a sut maent yn dysgu?
- A yw barnau disgyblion ynghylch beth a sut maent yn dysgu yn cael eu cymryd o ddifrif?
- A yw disgyblion yn trafod y testunau i'w haddysgu ac yn helpu cynllunio cynlluniau gwaith a gweithgareddau?

### **Beth yw graddau ymglymiad cymunedol disgyblion a'u rhan mewn gwneud penderfyniadau? (FfAC 1.2.3)**

Dylem arfarnu'r graddau y mae disgyblion, gan gynnwys y rhai o grwpiau gwahanol, yn ymgymryd â chyfrifoldebau, ac yn cymryd rhan yn yr ysgol a'r gymuned ehangach.

Dylem ystyried cyfranogiad disgyblion mewn gwneud penderfyniadau, gan gynnwys effeithiolrwydd cyngor yr ysgol. Dylem farnu'r graddau y mae cyngor yr ysgol yn rhoi cyfle i ddisgyblion gymryd rhan mewn gwneud penderfyniadau, yn rhoi cyfrifoldeb iddynt ac yn gwneud iddynt deimlo eu bod yn cael eu gwerthfawrogi. Mae'n

ddefnyddiol gwirio effaith cyngor yr ysgol ac i weld a oes cofnod o newid sylweddol o ganlyniad i waith cyngor yr ysgol. Er bod gan ddisgyblion ar gynghorau ysgol ran fel arfer mewn hyrwyddo materion amgylcheddol a ffyrdd iachach o fyw, nid ydynt yn ymwneud gymaint â gweithgareddau'n ymwneud â chynhwysiant, fel ymgyrchwyr gwrth-fwlio a systemau rheoli bwlio. Nid ydynt yn ymwneud gymaint ychwaith â dylanwadu ar ddatblygu polisi, er enghraifft, drwy helpu i baratoi'r cynllun gwella ysgol a phenodi aelodau staff newydd.

Yn ychwanegol at gyngor yr ysgol, dylem ystyried hefyd y graddau y mae pob un o'r disgyblion, gan gynnwys y rhai o grwpiau gwahanol, yn cymryd rhan mewn gwneud penderfyniadau am eu bywyd yn yr ysgol. Gall fod ystod o fecanweithiau sy'n galluogi i hyn ddigwydd, a'r dasg allweddol yw gweld a yw pob un o'r disgyblion wir yn teimlo y gallant gyfrannu.

### **Cwestiynau y dylem eu hystyried ynglŷn ag ymglymiad cymunedol a gwneud penderfyniadau**

- I ba raddau y mae disgyblion yn cymryd rhan mewn gweithgareddau allgyrsiol, fel dramâu ysgol, cerddoriaeth a chwaraeon?
- Pa mor aml y mae disgyblion yn cymryd rhan mewn gweithgareddau yn y gymuned y tu allan i'r ysgol, neu'n cyfranogi mewn gweithgareddau codi arian i elusennau?
- A yw llawer o ddisgyblion yn gwirfoddoli i helpu gyda digwyddiadau ysgol?
- I ba raddau y mae disgyblion yn cael eu cynnwys mewn trafodaethau am ddysgu ac addysgu, a pha effaith y mae hyn yn ei chael?
- A yw pob un o'r disgyblion, gan gynnwys y rhai o grwpiau gwahanol, yn cymryd rhan mewn gwneud penderfyniadau am eu bywyd yn yr ysgol, er enghraifft, drwy hyrwyddo materion amgylcheddol a ffyrdd iachach o fyw?
- A yw disgyblion yn cymryd rhan mewn dylanwadu ar ddatblygu polisi, fel cyfrannu at agweddau ar y cynllun gwella ysgol neu benodi staff newydd, pan fydd yn gymwys?
- A oes strwythurau ar waith i sicrhau cyswllt da rhwng cynrychiolwyr disgyblion a'r corff llywodraethol?
- A yw disgyblion yn cael eu cynnwys yn hunanarfarnu'r ysgol?
- A yw cyngor yr ysgol yn cael effaith? A oes ganddo hanes o lwyddo o ganlyniad i'w waith?

### **Pa mor dda yw medrau cymdeithasol a medrau bywyd disgyblion? (FfAC 1.2.4)**

Wrth arfarnu medrau cymdeithasol a medrau bywyd disgyblion, mae angen i ni ystyried pa mor dda y mae disgyblion yn dangos parch, gofal a phryder at eraill, ac a ydynt yn cymryd cyfrifoldeb am eu gweithredoedd a'u gwaith. Dylem hefyd ystyried medrau emosiynol disgyblion, gan gynnwys eu hunanhyder a'u hunan-barch.

Yn ychwanegol, dylem archwilio a oes gan ddisgyblion y medrau sydd eu hangen i wella eu dysgu eu hunain, gweithio gydag eraill, datrys problemau a datblygu eu syniadau i symud ymlaen i gyfnod nesaf y dysgu. Dylem ystyried pa mor dda y maent wedi'u paratoi ar gyfer bywyd a gwaith y tu allan i'r ysgol.

## **Cwestiynau y dylem eu hystyried ynglŷn â medrau cymdeithasol a medrau bywyd**

- Pa mor dda y mae disgyblion wedi'u paratoi ar gyfer bywyd a gwaith y tu allan i'r ysgol?
- A yw disgyblion yn dangos parch, gofal a phryder at eraill?
- I ba raddau y mae disgyblion yn cymryd cyfrifoldeb am eu gweithredoedd a'u gwaith?
- Pa mor ddatblygedig yw medrau emosiynol disgyblion, gan gynnwys eu hunanhyder a'u hunan-barch?
- A yw disgyblion yn meddu ar y medrau sydd eu hangen i wella eu dysgu eu hunain, gweithio gydag eraill, datrys problemau a datblygu eu syniadau i symud ymlaen i gyfnod nesaf y dysgu?

### **Cwestiwn Allweddol 2: Pa mor dda yw'r ddarpariaeth?**

Mae'r adran hon yn cynnwys agweddau pwysig ar y ddarpariaeth, gan gynnwys y cwricwlwm, addysgu ac asesu, gofal, cymorth ac arweiniad a'r amgylchedd dysgu. Dylai'r ffocws yma fod nid yn unig ar ansawdd y ddarpariaeth, ond hefyd ar effaith y ddarpariaeth ar safonau a lles disgyblion. Swyddogaeth darpariaeth yr ysgol yw helpu gwneud safonau a lles mor dda ag y gallant fod.

### **Sut ydym yn arfarnu profiadau dysgu? (FfAC 2.1)**

Mae ysgolion yn rhydd i drefnu a chyflwyno'r cwricwlwm yn y ffordd sydd fwyaf addas ar gyfer eu hamgylchiadau a'u hanghenion, ar yr amod eu bod yn cwmpasu gofynion statudol fel y Cwricwlwm Cenedlaethol ac addysg grefyddol. Y brif ystyriaeth wrth arfarnu'r cwricwlwm yw pa mor dda y mae'r modd y caiff y cwricwlwm ei drefnu a'i gyflwyno yn bodloni anghenion y disgyblion.

Mae'n werth archwilio'n ofalus y trefniadau ar gyfer grwpio disgyblion trwy drefniadau fel setiau neu grwpio gallu cymysg. Yn benodol, mae'n syniad da edrych ar effaith unrhyw achosion o anghydbwysedd o ran rhyw, neu ddosbarthiadau sy'n rhy fawr neu'n eithriadol o fach a grwpiau tynnu allan.

Nid y cwricwlwm fel y'i dangosir ar yr amserlen yn unig y dylid ei ystyried. Dylem hefyd edrych ar natur a graddau dysgu y tu allan i'r ysgol, gan gynnwys chwaraeon, clybiau, ymweliadau, digwyddiadau arbennig, cysylltiadau â'r gymuned a gweithgareddau allgyrsiol eraill. Mae'n bwysig ystyried pa mor effeithiol yw'r trefniadau ar gyfer cyflwyno'r rhain a sut maent yn cydlynu â chynllunio cwricwlwm prif ffrwd.

### **Pa mor dda ydyn ni'n bodloni anghenion disgyblion, cyflogwyr a'r gymuned? (FfAC 2.1.1)**

#### **Cwestiynau y dylem eu hystyried ynglŷn â pha mor dda yr ydym yn bodloni anghenion disgyblion a chyflogwyr/y gymuned**

- I ba raddau y mae'r cwricwlwm yn galluogi disgyblion i gael profiadau dysgu sy'n ddiddorol, yn heriol ac yn ysgogol?

- Beth yw effaith ein systemau ar gyfer grwpio disgyblion, gan ystyried cydbwysedd o ran rhyw a maint dosbarthiadau?
- Os defnyddir dosbarthiadau tynnu allan mewn grwpiau blwyddyn neu bynciau penodol, beth yw'r effaith ar brofiadau dysgu'r disgyblion?
- Os yw unrhyw ddisgyblion wedi'u datgymhwyso o agweddau ar y Cwricwlwm Cenedlaethol, a ydynt yn gallu manteisio ar gwricwlwm priodol a chytbwys?
- A yw'r cwricwlwm yn adeiladu'n briodol ar wybodaeth, dealltwriaeth a medrau disgyblion wrth iddynt symud o'r Cyfnod Sylfaen i gyfnod allweddol 2?
- A ydyn ni'n llwyddo i oresgyn rhwystrau i ddysgu disgyblion?
- A yw cyfranogiad cymunedol yn rhan o'r dysgu yn ein cwricwlwm?
- A yw dysgu y tu allan i'r ysgol a gweithgareddau allgyrsiol yn effeithio ar brofiadau a dysgu disgyblion?

### **Pa mor dda ydyn ni'n darparu ar gyfer medrau? (FfAC 2.1.2)**

#### **Cwestiynau y dylem eu hystyried ynglŷn â pha mor dda yr ydym yn darparu ar gyfer medrau**

- I ba raddau y mae gweithgareddau dysgu ar draws y cwricwlwm yn diwallu anghenion disgyblion o ran dysgu a defnyddio medrau, yn enwedig medrau llythrennedd, darllen ac ysgrifennu?
- A ydyn ni'n sicrhau bod datblygiad medrau disgyblion yn digwydd mor dda â'i gilydd mewn Cymraeg a/neu Saesneg?
- A yw'r ddarpariaeth ar gyfer medrau yn cael ei chydlynu'n briodol fel bod cydlynid ym mhrofiadau'r disgyblion ar draws y cwricwlwm?
- A yw'r ddarpariaeth ar gyfer medrau yn cael ei monitro a'i harfarnu ar draws y cwricwlwm?

### **Pa mor dda ydyn ni'n darparu ar gyfer y Gymraeg a'r dimensiwn Cymreig? (FfAC 2.1.3)**

#### **Cwestiynau y dylem eu hystyried ynglŷn â pha mor dda yr ydym yn darparu ar gyfer y Gymraeg a'r dimensiwn Cymreig**

- I ba raddau y mae ein darpariaeth ar gyfer datblygu'r Gymraeg yn galluogi disgyblion i gyflawni safonau da, gan ystyried cefndir a chyd-destun ieithyddol yr ysgol?
- Pa mor dda ydyn ni'n adlewyrchu polisi, amcanion a chanllawiau Llywodraeth Cymru fel y'u nodir mewn dogfennau fel 'Ein Hiaith: Ei Dyfodol', 'Iaith Pawb' a'r Strategaeth Addysg Cyfrwng Cymraeg?
- Pa mor dda ydyn ni'n cyfrannu at wybodaeth a dealltwriaeth disgyblion o nodweddion diwylliannol, economaidd, amgylcheddol, hanesyddol ac ieithyddol Cymru?

## **Pa mor dda ydyn ni'n darparu addysg ar gyfer datblygiad cynaliadwy a dinasyddiaeth fyd-eang (ADCDFE)? (FfAC 2.1.4)**

### **Cwestiynau y dylem eu hystyried ynglŷn â pha mor dda yr ydym yn darparu ar gyfer ADCDFE**

- Pa mor dda ydyn ni'n sicrhau bod ADCDFE yn digwydd mewn pynciau unigol ac ar draws y cwricwlwm cyfan?
- I ba raddau ydyn ni'n rhoi cyfleoedd i ddisgyblion ddatblygu ADCDFE drwy waith a phrosiectau allgyrsiol?
- Pa mor dda ydyn ni'n mesur effaith ADCDFE?
- Fel ysgol, ydyn ni'n gweithredu'n gynaliadwy?
- A ydyn ni'n galluogi disgyblion i adnabod pwysigrwydd cymryd cyfrifoldeb a champau unigol i wneud y byd yn lle gwell?
- A ydyn ni'n galluogi disgyblion i gael lefel briodol o ymwybyddiaeth a dealltwriaeth o ddatblygiad cynaliadwy, a'r wybodaeth, y ddealltwriaeth, y medrau, yr agweddau a'r gwerthoedd angenrheidiol i ddod yn ddinesydd byd-eang?

### **Sut ydym yn arfarnu addysgu? (FfAC 2.2)**

Addysgu o ansawdd uchel yw'r sylfaen y caiff perfformiad addysgol effeithiol ei adeiladu arni, gan alluogi disgyblion i gaffael gwybodaeth, dealltwriaeth a medrau.

Mae monitro ac arfarnu ansawdd addysgu yn ganolog i farnu effeithiolrwydd ansawdd addysg a hyfforddiant. Mae angen i'r broses hon ganolbwyntio ar arsylwi yn yr ystafell ddosbarth. Gall arfarnu'r wybodaeth am safonau arwain at farnau ar yr hyn sy'n mynd yn dda a'r hyn nad yw cystal, ond dim ond drwy arsylwi yn yr ystafell ddosbarth y bydd ysgol yn canfod y rhesymau pam. Dylid seilio arsylwi ac arfarnu addysgu ar feini prawf clir a ddeallir yn dda. Y dasg allweddol wrth farnu ansawdd addysgu yw'r effaith a gaiff ar y safonau a gyflawnir. Ni ddylai ganolbwyntio ar ddefnyddio proses benodol ar wahân i'w heffaith. Yn yr un modd, wrth graffu ar asesu, dylai'r ffocws fod ar ba effaith mae'n ei chael ar ddysgu.

### **Pa mor dda ydyn ni'n arfarnu ystod ac ansawdd y dulliau addysgu? (FfAC 2.2.1)**

#### **Cwestiynau y dylem eu hystyried ynglŷn ag ystod ac ansawdd y dulliau addysgu**

- A oes gennym ddisgwyliadau digon uchel o bob un o'r disgyblion?
- A oes gwybodaeth bynciol dda a chyfoes gan ein hathrawon?
- A yw athrawon yn cynllunio'n effeithiol ac a oes ganddynt amcanion clir ar gyfer sesiynau a addysgir a phrofiadau dysgu eraill?
- A oes gan athrawon ystod o ddulliau ac adnoddau addysgu a hyfforddi sy'n ennyn diddordeb disgyblion ac yn eu hysgogi a'u herio i gyflawni'n dda?
- A ydyn ni'n llwyddiannus o ran darparu gwaith ymestynnol i fodloni anghenion pob un o'r disgyblion, er enghraifft, y rhai ag anghenion dysgu ychwanegol?
- A ydyn ni'n darparu modelau iaith da ar gyfer disgyblion?

- A ydyn ni'n sefydlu perthynas waith dda sy'n meithrin dysgu?
- A ydyn ni'n rheoli ymddygiad disgyblion yn effeithiol?
- A ydyn ni'n defnyddio staff cymorth dysgu yn effeithiol?

### **Pa mor dda ydyn ni'n gwella cyflawniad disgyblion drwy asesu dysgu ac asesu ar gyfer dysgu? (FfAC 2.2.2)**

#### **Cwestiynau y dylem eu hystyried ynglŷn â pha mor dda yr ydym yn asesu**

- A yw disgyblion yn adolygu eu dysgu eu hunain yn rheolaidd, yn deall eu cynnydd ac yn cyfrannu at osod eu targedau dysgu eu hunain?
- A ydyn ni'n defnyddio mathau gwahanol o adborth yn effeithiol i roi gwybod i ddisgyblion am eu dysgu?
- A ydyn ni'n gyson o ran ansawdd yr adborth a faint o adborth a roddir i ddisgyblion?
- A ydyn ni'n annog disgyblion i ystyried eu hadborth?
- A ydyn ni'n gwneud yn siwr fod asesiadau yn ddilys ac yn ddibynadwy?
- Pa mor dda y mae'r broses asesu yn llywio'r cynllunio ar gyfer y dyfodol?
- Pa mor dda ydyn ni'n dadansoddi canfyddiadau asesu, gan gynnwys asesiadau'r Cwricwlwm Cenedlaethol?
- A ydyn ni'n cadw cofnodion clir, systematig, hylaw a defnyddiol ar bob disgybl?
- A ydyn ni'n defnyddio cofnodion yn effeithiol i olrhain cynnydd disgyblion, cymharu deilliannau â meincnodau ac ymyrryd mewn achosion unigol os bydd angen?
- A ydyn ni'n llunio adroddiadau ar ddisgyblion sy'n glir, yn gyson ac yn llawn gwybodaeth, ac yn amlinellu meysydd i'w gwella?
- A ydyn ni'n galluogi disgyblion i gyfrannu at gynnwys adroddiadau, lle bo'n briodol?
- A yw rhieni/gofalwyr yn deall gweithdrefnau asesu ac yn cael gweld cofnodion ac adroddiadau sy'n ymwneud â'u plant?
- A ydyn ni'n annog rhieni/gofalwyr i ymateb i adroddiadau ar gynydd?

#### **Sut ydyn ni'n arfarnu gofal, cymorth ac arweiniad? (FfAC 2.3)**

Dylai'r ffocws yma fod ar effaith y gofal, y cymorth a'r arweiniad ar safonau a lles disgyblion yn hytrach nag ar y gweithdrefnau a'r trefniadau.

Mae'n hanfodol bod unrhyw arfarniad o ofal, cymorth ac arweiniad yn edrych ar y graddau y mae'r trefniadau yn cael effaith fuddiol ar ddisgyblion sy'n agored i niwed. Mae hefyd yn bwysig cadw mewn cof y dylai fod cyswllt clir rhwng unrhyw farnau a lunnir am ofal, cymorth ac arweiniad a'r barnau am safonau a lles.

**Pa mor dda ydyn ni'n bodloni'r ddarpariaeth ar gyfer iechyd a lles, gan gynnwys datblygiad ysbrydol, moesol, cymdeithasol a diwylliannol? (FfAC 2.3.1)**

**Cwestiynau y dylem eu hystyried ynglŷn â pha mor dda yr ydym yn darparu ar gyfer iechyd a lles**

- A oes gennym bolisiau a threfniadau priodol ac effeithiol ar gyfer hyrwyddo byw yn iach a lles emosiynol a chorfforol disgyblion?
- A ydyn ni'n helpu disgyblion i reoli eu teimladau a datblygu hunanymwybyddiaeth a hunan-barch?
- A ydyn ni'n ystyried barn y disgyblion a'r rhieni/gofalwyr yn ddigon aml?
- A yw ein darpariaeth ar gyfer addysg rhyw a pherthynas ac addysg am gamddefnyddio sylweddau yn cynorthwyo datblygiad a dealltwriaeth y disgyblion?
- A oes gennym drefniadau addas ar gyfer adrodd ar faterion iechyd a diogelwch?
- A oes gennym drefniadau effeithiol ar gyfer delio ag aflonyddu a bwlio?
- A yw ein darpariaeth addysg bersonol a chymdeithasol (ABCh) yn effeithiol ac yn cael ei chyflwyno'n dda, ac a yw disgyblion yn elwa digon ohoni?
- Pa mor dda ydyn ni'n helpu disgyblion i wella'u dysgu eu hunain a gweithio gydag eraill?
- A yw ein disgyblion yn mwynhau bywyd yn yr ysgol?
- Pa mor effeithiol ydyn ni'n hyrwyddo ymddygiad a phresenoldeb da?
- Pa mor dda y mae gan bob un o'r disgyblion, rhieni/gofalwyr ac athrawon ddealltwriaeth glir o bolisiau i hyrwyddo ymddygiad da ac atal gwaharddiadau, a pha mor gyson y cânt eu cymhwyso?

**Cwestiynau y dylem eu hystyried ynglŷn â pha mor dda yr ydym yn darparu ar gyfer datblygiad ysbrydol, moesol, cymdeithasol a diwylliannol**

- A ydyn ni'n annog ein disgyblion i ddatblygu synnwyr o chwilfrydedd trwy fyfyrion ar eu bywydau a'u credoau eu hunain a phobl eraill, eu hamgylchedd a'r cyflwr dynol?
- A ydyn ni'n ystyried cwestiynau sylfaenol bywyd gan gyfeirio at ddysgeidiaethau ac arferion crefyddau yn ogystal â phrofiad a safbwynt disgyblion eu hunain?
- A ydyn ni'n meithrin gwerthoedd fel gonestrwydd, tegwch a pharch am wirionedd a chyfiawnder?
- A ydyn ni'n hyrwyddo egwyddorion sy'n helpu disgyblion i wahaniaethu rhwng yr hyn sy'n gywir a'r hyn sy'n anghywir?
- A ydyn ni'n annog disgyblion i gymryd cyfrifoldeb, dangos blaengaredd a datblygu dealltwriaeth o fyw mewn cymuned?
- A yw disgyblion yn dysgu sut i uniaethu ag eraill a chymryd cyfrifoldeb am eu gweithredoedd eu hunain?
- A oes gennym brosesau i ddisgyblion drafod a chytuno rheolau grŵp?
- A yw ein disgyblion yn cyfrannu at wneud penderfyniadau yn yr ysgol?
- A ydyn ni'n cyfrannu'n dda at y gymuned leol, gan gynnwys trwy weithgareddau allgyrsiol rheolaidd?
- A ydyn ni'n annog disgyblion i ymwneud â'r celfyddydau, chwaraeon a gweithgareddau diwylliannol eraill trwy eu hastudiaethau a gweithgareddau allgyrsiol?



### **Cwestiynau y dylem eu hystyried ynglŷn â pha mor dda yr ydym yn darparu ar gyfer cyd-addoli**

- A yw ein gweithredoedd o gyd-addoli yn cyfrannu'n effeithiol at ddatblygiad ysbrydol, moesol, cymdeithasol a diwylliannol y disgyblion?
- A yw ein gweithredoedd o gyd-addoli yn bodloni gofynion statudol?

### **Pa mor dda y caiff disgyblion eu cynorthwyo gan wasanaethau, gwybodaeth ac arweiniad arbenigol? (FfAC 2.3.2)**

#### **Cwestiynau y dylem eu hystyried ynglŷn â pha mor dda y caiff ein disgyblion eu cynorthwyo gan wasanaethau, gwybodaeth ac arweiniad arbenigol**

- A ydyn ni'n darparu cymorth unigol i ddisgyblion ar faterion addysgol a materion eraill?
- A ydyn ni'n trefnu bod ystod eang o wybodaeth ar gael i ddisgyblion?
- Pa mor dda ydyn ni'n cyflawni ein cyfrifoldebau ar gyfer arweiniad?
- A ydyn ni'n galluogi disgyblion i ddefnyddio cymorth proffesiynol oddi mewn i'r ysgol a chan wasanaethau arbenigol?
- A ydyn ni'n cysylltu'n effeithiol ag asiantaethau arbenigol fel yr heddlu, gwasanaethau iechyd, seicolegol, cwnsela a gwasanaethau cymdeithasol?
- A yw ansawdd y wybodaeth a ddarperir i ddisgyblion a rhieni/gofalwyr yn llawlyfrau'r ysgol a deunyddiau eraill yn darparu arweiniad priodol?
- A ydyn ni'n ystyried cydlyniaeth ac effeithiolrwydd cyffredinol y ddarpariaeth ar gyfer cymorth personol ac arbenigol?

### **Pa mor dda yw ein trefniadau diogelu? (FfAC 2.3.3)**

#### **Cwestiynau y dylem eu hystyried ynglŷn â'n trefniadau diogelu**

- A yw ein trefniadau ar gyfer diogelu plant a/neu oedolion sy'n agored i niwed yn briodol ac a ydyn ni'n cydymffurfio ag arfer orau?
- A yw ein polisi yn amlinellu:
  - ▲ cyfrifoldebau'r uwch aelod o staff enwebedig ar gyfer delio â materion amddiffyn a diogelu plant a rhoi cyngor/cymorth i staff eraill;
  - ▲ cyfrifoldebau'r llywodraethwr dynodedig ar gyfer diogelu ac amddiffyn plant, gweithdrefnau clir sy'n adlewyrchu Gweithdrefnau Amddiffyn Plant Cymru Gyfan 2008; a
  - ▲ threfniadau ar gyfer hyfforddi?
- A oes gennym drefniadau recriwtio, disgyblu ac adrodd effeithiol ar waith i sicrhau addasrwydd staff a gwirfoddolwyr, ac a yw ein trefniadau yn bodloni gofynion cyfreithiol?

### **Pa mor dda ydyn ni'n bodloni anghenion disgyblion ag ADY? (FfAC 2.3.4)**

#### **Cwestiynau y dylem eu hystyried ynglŷn â pha mor dda yr ydym yn bodloni anghenion disgyblion ag ADY**

- A oes gennym drefniadau effeithiol ar gyfer nodi a monitro ADY?

- A yw ein disgyblion ag ADY yn cael y cymorth tymor byr neu dymor hir sydd ei angen arnynt?
- A ydyn ni'n cynnig pob maes o'r cwricwlwm i ddisgyblion ag ADY, gan gynnwys pynciau'r Cwricwlwm Cenedlaethol oni nodir bod datgymhwysio mewn datganiadau unigol?
- A yw systemau grwpio a chymorth yn bodloni'r ystod o anghenion disgyblion heb gael effaith niweidiol ar ehangder, cydbwysedd a pharhad cwricwlwm y disgyblion?
- A ydyn ni'n integreiddio, yn cefnogi ac yn darparu ar gyfer disgyblion ag ADY mewn dosbarthiadau prif ffrwd ac mewn grwpiau arbennig, er mwyn iddynt allu cyflawni safonau priodol?
- A yw ansawdd y cymorth ar gyfer disgyblion yn eu helpu i gyflawni'r amcanion a nodir mewn cynlluniau addysg unigol?
- A ydyn ni'n cynnal adolygiadau cynnydd rheolaidd, gan gynnwys adolygiadau blynyddol?
- A yw ein gweithdrefnau asesu, cofnodi ac adrodd yn bodloni'r gofynion statudol?
- A ydyn ni'n ymgynghori'n rheolaidd â rhieni?
- A ydyn ni'n arfarnu digonolrwydd a defnyddioldeb y cyfraniadau gan gynorthwywyr cymorth dysgu, athrawon cymorth, seicolegwyr addysgol, arbenigwyr meddygol, parafeddygol a nyrsio ac asiantaethau allanol eraill

### **Sut ydyn ni'n arfarnu'r amgylchedd dysgu? (FfAC 2.4)**

Mae angen i ysgolion ddarparu amgylchedd dysgu sy'n helpu disgyblion i lwyddo gorau y gallant. I fod yn gwbl effeithiol, mae angen i ysgol fod yn gymuned gynhwysol lle gall disgyblion gael cyfle cyfartal i fanteisio ar holl feysydd darpariaeth yr ysgol. Mewn ysgolion effeithiol, mae pwyslais clir ar adnabod, parchu a dathlu amrywiaeth.

Mae hefyd yn bwysig bod gan ysgol ddigon o adnoddau ac adeiladau o ansawdd da sy'n cyfateb yn dda i anghenion dysgu'r disgyblion. Yn ogystal, mae angen i'r adeiladau gael eu cynnal a'u cadw'n dda.

### **Pa mor dda ydyn ni'n arfarnu ethos, cydraddoldeb ac amrywiaeth ein hysgol? (FfAC 2.4.1)**

#### **Cwestiynau y dylem eu hystyried ynglŷn â'n hethos a'n darpariaeth ar gyfer cydraddoldeb ac amrywiaeth**

- A ydyn ni wedi sefydlu ethos ysgol sy'n gynhwysol ac sy'n cyfrannu at gydlyniant cymunedol?
- A ydyn ni'n ystyried ac yn gwerthfawrogi amrywiaeth cefndiroedd disgyblion ac yn gweithredu'n briodol ar sail y wybodaeth hon?
- A ydyn ni'n cynnig hawl gyfartal i'r cwricwlwm ac yn herio stereoteipiau mewn agweddau, dewisiadau, disgwyliadau a chyflawniadau disgyblion?
- A ydyn ni'n dadansoddi, a phan fydd yn briodol, yn mynd i'r afael â bylchau rhwng y rhywiau mewn pynciau?
- A ydyn ni'n datblygu agweddau goddefgar ac yn sicrhau bod pob un o'r disgyblion a'r staff yn rhydd oddi wrth aflonyddwch?

- Pa mor dda ydyn ni'n hyrwyddo atal a chael gwared ar ymddygiad gormesol, gan gynnwys bwlio, rhywiaeth, hiliaeth a homoffobia ac eithafiaeth dreisgar?
- A yw ein polisiâu a gweithdrefnau yn effeithiol o ran delio ag achosion penodol o wahaniaethu neu ymddygiad gormesol?
- A ydyn ni'n cymryd camau rhesymol i sicrhau nad yw disgyblion a darpar ddisgyblion ag anabledau yn dioddef triniaeth lai ffafriol yn yr ysgol neu o ran derbyniadau a gwaharddiadau?
- A oes gennym gynllun cydraddoldeb sy'n cael ei ddeall yn dda ac sy'n hyrwyddo cyfle cyfartal a hawliau dynol? A yw ein polisi yn bodloni'r gofynion statudol? A oes gennym gynllun gweithredu sy'n sicrhau bod y polisi'n cael ei gyflwyno?
- A ydyn ni'n darparu hyfforddiant cydraddoldeb priodol ar gyfer staff?
- A ydyn ni'n monitro ac yn mynd i'r afael yn effeithiol ag unrhyw faterion neu gŵynion cysylltiedig sy'n codi?

### **Pa mor dda ydyn ni'n sicrhau bod yr amgylchedd ffisegol yn briodol ar gyfer anghenion y disgyblion? (FfAC 2.4.2)**

#### **Cwestiynau y dylem eu hystyried ynglŷn ag a yw ein hamgylchedd ffisegol yn briodol ar gyfer anghenion y disgyblion**

- A yw'r adnoddau yn gweddu'n dda i anghenion y disgyblion?
- A yw'r adeiladau yn darparu amgylchedd dysgu ysgogol sy'n cael ei gynnal yn dda i gefnogi'r addysgu a'r dysgu?
- A yw'r adeiladau yn ddigonol ar gyfer nifer y disgyblion a'r gweithgareddau a gynigir?
- A yw'r toiledau a'r cyfleusterau newid yn briodol ar gyfer anghenion y disgyblion?
- A yw'r adeiladau a thir yr ysgol yn cael eu cynnal a'u cadw'n dda?

#### **Cwestiwn Allweddol 3: Pa mor dda yw'r arweinyddiaeth a'r rheolaeth?**

Mae arweinyddiaeth yn ymwneud ag:

- adeiladu a chydlynu tîm y mae ei aelodau'n rhannu diben cyffredin;
- annog unigolion i gyfrannu at y diben cyffredin; a
- datblygu cymhwyster i fyfyrion feirniadol ar yr hyn sy'n cael ei wneud a sut y gellir ei wella.

Y pennaeth sy'n chwarae'r rhan fwyaf hanfodol a chanolog. Mae angen i unrhyw arfarniad o'r rôl honno ganolbwyntio ar ba mor effeithiol ydyw yn yr agweddau hynny ar waith yr ysgol sy'n dylanwadu'n fwyaf uniongyrchol ar wella darpariaeth, safonau a lles.

Mae arweinyddiaeth ysgol effeithiol hefyd yn cynnwys adeiladu arweinyddiaeth a rennir a sicrhau bod staff sydd â rolau arweinyddiaeth a rheolaeth yn gwneud cyfraniad pwysig. Mae'n sicrhau bod staff yn deall eu disgrifiadau swydd a'u bod yn ymroddedig iddynt. Mae angen i staff ganolbwyntio ar sut y gall eu gwaith yn eu rôl arwain at welliannau.

Mae arweinyddiaeth ysgol effeithiol yn sicrhau y caiff disgyblion eu hannog a'u cefnogi'n briodol i fod yn rhan o wneud penderfyniadau ar faterion sy'n effeithio ar eu dysgu a'u lles.

Mae arweinyddiaeth lwyddiannus yn galluogi staff, cyrff llywodraethol a disgyblion i fod â rhan mewn llunio nodau, gwerthoedd a pholisïau, ac yn y gweithdrefnau sy'n deillio ohonynt. Mae timau arweinyddiaeth llwyddiannus yn gweithio'n effeithiol â'i gilydd ac maent yn rhannu ymrwymiad i sicrhau rhagoriaeth.

### **Sut ydyn ni'n arfarnu effeithiolrwydd ein harweinyddiaeth? (FfAC 3.1)**

Wrth feddwl am gyfeiriad strategol, mae angen i ni ystyried i ba raddau y mae gennym nodau clir, amcanion strategol, a chynlluniau a pholisïau sy'n canolbwyntio ar fodloni anghenion disgyblion. Mae cynlluniau da yn cynnwys ffocws priodol ac yn cael eu gweithredu a'u monitro mewn ffordd amserol.

Nid yw amlinellu a chyfleu synnwyr clir o gyfeiriad, a bod â chynlluniau a phrosesau addas ar waith, yn ddibenion ynddynt eu hunain. Mae cynlluniau a phrosesau ond gystal â'r graddau y maent yn effeithiol o ran cynnal safon uchel a gwella darpariaeth a safonau. Rhaid i arweinyddiaeth dda gael effaith gadarnhaol.

Mae angen i ni ystyried pa mor dda y mae'r corff llywodraethol yn cyflawni'i rwymedigaethau statudol ac yn rhoi ystyriaeth lawn i ddeddfwriaeth ac arweiniad perthnasol. Mae angen i ni ystyried hefyd pa mor dda y mae'r llywodraethwyr nid yn unig yn cefnogi'r ysgol, ond yn ei herio i wneud yn well hefyd.

### **Pa mor dda yw ein cyfeiriad strategol a beth yw effaith ein harweinyddiaeth? (FfAC 3.1.1)**

#### **Cwestiynau y dylem eu hystyried ynglŷn â'n cyfeiriad strategol**

- A oes gennym nodau clir, amcanion strategol, a chynlluniau a pholisïau sy'n canolbwyntio ar fodloni anghenion disgyblion?
- A yw ein cynlluniau yn cynnwys ffocws priodol ac a ydynt yn cael eu gweithredu a'u monitro mewn ffordd amserol?
- A yw rolau a chyfrifoldebau wedi'u diffinio'n glir ac a yw'r rhychwantau cyfrifoldeb mewn uwch dimau rheoli a rheolwyr canol yn hyfyw a chytbwys?
- A yw pob un o'r staff yn deall ac yn cyflawni eu rolau mewn perthynas uniongyrchol â nodau, cynlluniau a chyfrifoldebau strategol?
- A yw arweinwyr yn rheoli eu hamser eu hunain yn effeithiol ac yn blaenoriaethu gweithgareddau yn ymatebol?
- A yw cyfarfodydd yn canolbwyntio ar faterion pwysig am berfformio a busnes craidd, ac yn cynhyrchu pwyntiau gweithredu clir sy'n cael eu cyflawni yn unol â'r hyn a gytunwyd?
- A yw ein strwythurau rheoli a phwyllgor yn cydlynu â chyfeiriad strategol yr ysgol ac a ydynt yn mynd i'r afael â materion craidd?
- Pa mor dda ydyn ni'n defnyddio data i fonitro perfformiad?
- A ydyn ni'n cyfleu disgwyliadau uchel i'r rhai yr ydym yn eu rheoli?
- A ydyn ni'n cytuno ar dargedau heriol a realistig i ni ein hunain ac eraill, ac yn eu cyflawni?

- A ydyn ni'n trafod ac yn cydweithredu'n dda â staff mewnol ac asiantaethau allanol?

### **Cwestiynau y dylem eu hystyried ynglŷn ag effaith yr arweinyddiaeth**

- A ydyn ni'n cyfleu'r weledigaeth ar gyfer ein hysgol yn dda ac yn archwilio sut i'w chyflawni, ar y cyd ag eraill?
- A ydyn ni'n modelu ac yn hyrwyddo ymddygiadau a gwerthoedd sy'n cyfrannu'n gadarnhaol at greu ethos ysgol lle mae ein disgyblion a'n staff yn teimlo'u bod yn cael eu gwerthfawrogi?
- A ydyn ni'n cefnogi ac yn herio pawb yn weithredol i wneud eu gorau?
- A ydyn ni'n adeiladu ar ddealltwriaeth ar y cyd ac arweinyddiaeth ddsranedig i greu diwylliant dysgu ymatebol yn ein hysgol?
- A ydyn ni'n rhannu'n argyhoeddiadol gyda rhanddeiliaid ac eraill yng nghymuned ein hysgol genhadaeth gyffredin i gyflwyno addysg o'r ansawdd gorau?
- Pa mor dda ydyn ni'n rheoli perfformiad ein staff er mwyn eu helpu i wella eu harfer?
- A ydyn ni'n mynd i'r afael â thanberfformio yn drylwyr ac yn uniongyrchol lle bo angen?
- A yw ein prosesau rheoli perfformiad yn nodi anghenion hyfforddi a datblygu unigolion ac ysgol-gyfan yn glir? A ydyn ni'n blaenoriaethu'r rhain yn briodol ac yn mynd i'r afael â nhw yn llawn?
- A oes targedau ar gyfer gwella gan bob un o'n staff, sy'n cefnogi cyflwyno'r nodau strategol yn ein cynllun gwella ysgol a chynlluniau gweithredu eraill?
- A yw prosesau rheoli perfformiad yn helpu i wella ansawdd ein haddysgu a'n dysgu, yn ogystal â deilliannau disgyblion?

### **Pa mor dda yw gwaith ein llywodraethwyr? (FfAC 3.1.2)**

#### **Cwestiynau y dylem eu hystyried ynglŷn â gwaith ein llywodraethwyr**

- Pa mor dda y mae ein llywodraethwyr yn deall eu rolau?
- Pa mor dda ydyn nhw'n cyflawni eu rhwymedigaethau statudol ac yn rhoi ystyriaeth i ddeddfwriaeth ac arweiniad perthnasol?
- A oes ganddynt wybodaeth dda am berfformiad ein hysgol a'r materion sy'n effeithio arno?
- A ydynt yn darparu synnwyr o gyfeiriad ar gyfer gwaith ein hysgol?
- A ydynt yn cefnogi ein hysgol fel ffrindiau beirniadol, ac yn ein dwyn i gyfrif am y safonau a'r ansawdd yr ydym yn eu cyflawni?
- A ydynt yn cymryd camau rhesymol i roi gwybod i ddisgyblion, aelodau o staff, rhieni/gofalwyr neu unrhyw un arall am y gweithdrefnau os ydynt yn dymuno gwneud cwyn neu apelio?
- A ydynt yn gwneud yn siŵr bod grwpiau diduedd yn delio â chwynion yn brydlon?

### **Pa mor dda ydyn ni'n bodloni blaenoriaethau cenedlaethol a lleol? (FfAC 3.1.3)**

#### **Cwestiynau y dylem eu hystyried ynglŷn â blaenoriaethau cenedlaethol a lleol**

- A ydyn ni'n glir ynghylch blaenoriaethau lleol ac yn enwedig blaenoriaethau

cededlaethol, ac a oes gennym farn a strategaeth gyson a systematig ynglŷn â sut byddwn yn ymateb iddynt?

- A ydyn ni'n llwyddo o ran cyflawni'n unol â blaenoriaethau cenedlaethol, gan gynnwys:
  - ▲ y Fframwaith Effeithiolrwydd Ysgolion; Fframwaith y Cyfnod Sylfaen ar gyfer Dysgu Plant 3 i 7 oed yng Nghymru;
  - ▲ saith nod graidd Llywodraeth Cymru yn seiliedig ar Gonfensiwn y Cenhedloedd Unedig ar Hawliau'r Plentyn;
  - ▲ yr agenda Trawsnewid;
  - ▲ cynllun y Bartneriaeth Plant a Phobl Ifanc; a
  - ▲ chytundebau partneriaethau a chonsortia lleol?
- A ydyn ni'n gwerthfawrogi diben y blaenoriaethau hyn a'r modd y gallant wella deilliannau a lles disgyblion?
- A ydyn ni'n ymateb i heriau addysgol yr ardal leol drwy weithio gydag ysgolion eraill, asiantaethau a'r awdurdod lleol?

### **Sut ydyn ni'n gwella ansawdd yr hyn a wnawn? (FfAC 3.2)**

Diben allweddol y canllaw hwn yw gwella ansawdd drwy hunanarfarnu effeithiol. Bydd rhan gyntaf y canllaw a'r holl adrannau ar bob cwestiwn allweddol a phob dangosydd ansawdd yn eich helpu i arfarnu eich darpariaeth a'i heffaith ar safonau a lles. Ar gyfer yr agwedd gyntaf ar ddangosydd ansawdd **3.2 (3.2.1 hunanarfarnu, gan gynnwys gwrando ar ddisgyblion ac eraill)**, mae rhai egwyddorion bras yn ymwneud â hunanarfarnu sy'n ategu yn hytrach nag ailadrodd adrannau eraill o'r canllaw. Ar gyfer y ddwy agwedd arall yn y dangosydd ansawdd hwn (**3.2.2 a 3.2.3**), mae mwy o fanylion.

Pan fydd hunanarfarnu yn mynd yn broses broffesiynol fyfyrion, mae'n helpu ysgolion i ddod i adnabod eu hunain yn dda, nodi'u hagenda ar gyfer gwella a hyrwyddo arfer sy'n arwain y sector.

Dylai'r prosesau hunanarfarnu a chynllunio gwelliant fod yn rhan reolaidd ac arferol o fywyd gwaith yr ysgol. Dylai ffocws hunanarfarnu fod ar nodi blaenoriaethau ar gyfer datblygu, monitro darpariaeth ac asesu deilliannau. Dylai'r broses gynnwys adolygiad trwyadl o bob agwedd ar fywyd yr ysgol, ac yn bwysicaf oll, sut mae'r rhain yn effeithio ar y safonau y mae disgyblion yn eu cyflawni. Ystyriaeth allweddol yw pa un a yw'r ysgol yn cael ei rheoli ar sail asesiad cywir o'i chryfderau a'i gwendidau. Mae'n annhebygol y bydd ansawdd yr arweinyddiaeth a'r rheolaeth yn dda os nad yw'r gweithdrefnau hunanarfarnu yn effeithiol.

Dylai cynllunio gwelliant lifo'n naturiol o'n gweithgareddau hunanarfarnu. Dylai'r blaenoriaethau mewn unrhyw gynllun gwella fod wedi'u seilio ar ganfyddiadau ein hunanarfarniad. Os yw ein cynllunio ar gyfer gwelliant yn dda, yna dylai fod gennym hanes o welliannau â thystiolaeth dda ohono.

Pan fydd hynny'n angenrheidiol, bydd angen ymyrraeth a chymorth uniongyrchol i wella perfformiad. Ni ddylid edrych arno fel ymateb i fethiant, ond fel ymyrraeth a chymorth sy'n arwain at welliannau sylweddol. Mae ymyrraeth a chymorth ar gyfer rhai grwpiau o ddisgyblion mwy agored i niwed yn debygol o olygu gweithio ar draws yr ysgol gyfan yn ogystal â gydag asiantaethau eraill.

### **Pa mor dda ydyn ni'n cynnal hunanarfarnu, gan gynnwys gwranddo ar ddisgyblion ac eraill? (FfAC 3.2.1)**

#### **Cwestiynau y dylem eu hystyried ynglŷn â hunanarfarnu**

- A ydyn ni'n defnyddio tystiolaeth i nodi tanberfformio neu berfformiad cymedrol?
- A yw hunanarfarnu yn rhan reolaidd o fywyd gwaith ein hysgol ac a yw wedi'i ymgorffori yn ein cynllunio strategol?
- A ydyn ni'n mynd ati'n drylwyr i arfarnu a monitro data ar safonau ac ansawdd addysg, gan gynnwys ystyried tueddiadau a chynnydd dros gyfnod?
- A ydyn ni'n defnyddio tystiolaeth uniongyrchol am ansawdd yr addysgu a'r dysgu?
- A ydyn ni'n cynnwys pob un o'r staff wrth asesu deilliannau a'u perfformiad eu hunain?
- A ydyn ni'n annog disgyblion i rannu'u barnau a chodi materion?
- A ydyn ni'n ystyried barn ein staff, rhieni/gofalwyr a rhanddeiliaid eraill?
- Pan fydd yn briodol, ydyn ni'n defnyddio adolygiadau gan asiantaethau allanol?

### **Sut ydyn ni'n cynllunio a sicrhau gwelliant? (FfAC 3.2.2)**

#### **Cwestiynau y dylem eu hystyried ynglŷn â chynllunio a sicrhau gwelliant**

- A yw ein gweithgarwch hunanarfarnu yn arwain at lunio ein cynlluniau gwella?
- A ydyn ni'n defnyddio gwybodaeth o hunanarfarnu i osod blaenoriaethau a thargedau heriol a phriodol ar gyfer gwella?
- A ydyn ni wedi blaenoriaethu'r materion yr ydym yn dymuno'u gwella?
- A ydyn ni'n gweithredu strategaethau cadarn sy'n debygol o ysgogi'r gwelliannau dymunol?
- A yw pob un o'r staff yn chwarae eu rhan mewn rhoi'r strategaethau ar waith?
- Pan fydd angen, ydyn ni'n gweithredu'n gyflym ac yn darparu cymorth i wella perfformiad?
- A ydyn ni wedi diffinio'r camau ar gyfer gwella mewn graddfeydd amser penodol a realistig ac yn dyrannu cyfrifoldeb ar gyfer eu cyflwyno?
- A ydyn ni wedi sicrhau bod ein blaenoriaethau'n cael eu cefnogi trwy ddyrannu adnoddau?
- A yw ein camau wedi cael effaith gadarnhaol, a lle bo'n berthnasol, wedi arwain at welliannau mesuradwy mewn safonau ac ansawdd?
- A oes gennym hanes da neu ragorol o wneud gwelliannau dros y blynyddoedd diwethaf?

### **Sut ydym yn rhan o rwydweithiau o arfer broffesiynol? (FfAC 3.2.3)**

Cymuned ddysgu broffesiynol yw grŵp o athrawon sy'n gyfrifol am ysgogi newid yn eu hysgol eu hunain a/neu ar draws rhwydwaith o ysgolion. Gallai gynnwys rhwydweithiau o fewn yr awdurdod lleol a grwpiau eraill o ysgolion.

Mae cymunedau dysgu proffesiynol yn ffordd o sicrhau safonau uwch a lles trwy gydweithredu rhwng athrawon mewn ysgolion, rhwng ysgolion ac ar draws ysgolion. Gall athrawon weithio gyda'i gilydd i rannu a datblygu arbenigedd a gwybodaeth

broffesiynol a fydd yn effeithio'n gadarnhaol ar ddeilliannau disgyblion. Gall cymunedau dysgu proffesiynol alluogi ysgolion i fanteisio ar wybodaeth sy'n dod i'r amlwg am arweinyddiaeth, dysgu, addysgu a lles yn yr ysgol.

Dylai pob ysgol fod yn datblygu fel cymuned ddysgu gref a chyflawni diwylliant o gydweithredu o fewn ysgolion ac ar draws ysgolion. Mae'r broses hon yn gofyn am drefniadau i gefnogi ymgysylltiad pob un o'r staff wrth gynyddu eu gwybodaeth, eu dealltwriaeth a'u medrau proffesiynol.

Fel rhan o'r arfarniad mewn perthynas â **3.2.3** mae angen i ni hefyd graffu ar effeithiolrwydd trefniadau'r ysgol ar gyfer Datblygiad Proffesiynol Parhaus.

### **Cwestiynau y dylem eu hystyried ynglŷn â rhwydweithiau o arfer broffesiynol**

- A yw'r staff yn ymgysylltu â chymunedau dysgu proffesiynol yn yr ysgol a thu hwnt?
- A yw ein hymglymiad mewn cymunedau dysgu proffesiynol yn ein galluogi i fanteisio ar wybodaeth sy'n dod i'r amlwg am arweinyddiaeth, dysgu, addysgu a lles yr ysgol?
- A ydyn ni'n datblygu cymuned ddysgu gref ac yn cyflawni diwylliant o gydweithredu o fewn ein hysgol ein hunain a gydag ysgolion eraill?
- A yw ein trefniadau'n cefnogi ymgysylltiad gweithredol pob un o'n staff i gynyddu eu gwybodaeth, eu dealltwriaeth a'u medrau proffesiynol, gan gynnwys cyfranogi mewn profiadau dysgu proffesiynol yr ysgol gyfan?
- A yw pob un o'n staff yn cael eu cefnogi gan ddatblygiad proffesiynol parhaus?
- A yw pob un o'n staff yn caffael gwybodaeth a medrau newydd i ddatblygu dulliau arloesol ar gyfer dysgu ac addysgu?
- A yw pob un o'n staff yn cymryd rhan mewn arsylwi ystafell ddosbarth uniongyrchol?
- A ydyn ni'n rhannu arfer dda gydag athrawon ac oedolion eraill yn yr ysgol a thu hwnt?
- A ydyn ni'n myfyrio ar ein harfer ein hunain ac yn arfarnu effaith dysgu proffesiynol ar ddysgu a lles ein disgyblion?

### **Sut ydyn ni'n arfarnu ein heffeithiolrwydd wrth weithio mewn partneriaeth? (FfAC 3.3)**

Rydym i gyd yn rhannu'r nod o weithio mewn partneriaeth er mwyn gwella darpariaeth, safonau a lles. I fod yn effeithiol wrth weithio gydag eraill, mae angen i ysgolion:

- fod yn berthnasol i'w cymuned leol ac i fywydau plant a phobl ifanc y tu allan i'r ysgol a thu hwnt i oriau ysgol;
- ymgysylltu â theuluoedd a'r gymuned ehangach, gan gynnwys busnesau, asiantaethau allanol a'r sector gwirfoddol; a
- gweithio mewn ffordd gydgysylltiedig gydag asiantaethau eraill i wella safonau a lles disgyblion unigol.

Ar gyfer ysgolion yn y cymunedau mwyaf difreintiedig, mae'r ffocws cymunedol yn arbennig o bwysig. Dyma lle gall ysgolion chwarae rhan bwysig i ddarparu'r



profiadau a'r cyfleoedd sydd ar gael i ddisgyblion mewn ardaloedd mwy ffyniannus. Ni all ysgolion ar eu pennau'u hunain dorri'r cysylltiad rhwng tlodi a thangyflawniad. Mae ymchwil yn pwysleisio'r angen am ddulliau integredig a dulliau â sail eang sy'n golygu nifer o asiantaethau yn gweithio gyda'i gilydd.

Ni ddylem golli golwg ar y nod o weithio mewn partneriaeth. Ni wneir hyn er ei fwyn ei hun nac i ymateb i ofynion allanol. Dylai arwain at well darpariaeth a safonau a lles gwell. Prawf unrhyw agwedd ar weithio mewn partneriaeth yw a all gael effaith glir a buddiol y gellir ei dangos ar ddisgyblion.

Mae angen i ni ystyried pa mor dda y mae ein hysgol yn cydweithredu â phartneriaid i gyflwyno rhaglenni a dewisiadau cydlynus. I wneud hyn, mae angen i'r ysgol gael strwythurau a phrosesau effeithiol ar waith sy'n cyfrannu'n dda at arferion gweithio ar y cyd. Dylem ystyried sut mae ein staff yn gweithio gyda phartneriaid i gynllunio, rheoli a sicrhau ansawdd darpariaeth, er enghraifft, drwy gydgyfrannu ein cyllid a'n hadnoddau.

Pan fo disgyblion yn symud yn rheolaidd i'r ysgol ac o'r ysgol fel rhan o weithgarwch partneriaeth, dylem ystyried pa mor ddiogel ac effeithlon y trefnwn y gweithgareddau hyn o ddydd i ddydd.

### **Pa mor strategol ydyn ni'n gweithio gyda'nartneriaid i wella safonau a lles y disgyblion? (FfAC 3.3.1)**

Mae angen i ni ystyried pa mor strategol y mae ein hysgol yn gweithio gyda'i phartneriaid i wella safonau a lles disgyblion. Mae partneriaid yn cynnwys:

- rhieni/gofalwyr;
- ysgolion uwchradd partner;
- ysgolion eraill;
- gwasanaethau addysg yr awdurdod lleol ar gyfer plant a phobl ifanc;
- y gymuned;
- ystod o asiantaethau amlddisgyblaethol a sefydliadau gwirfoddol; a
- sefydliadau hyfforddiant cychwynol i athrawon.

Dylai ein hysgol fod yn glir ynglŷn â'i rôl a'i chyfrifoldebau o fewn unrhyw bartneriaethau ffurfiol. Y mater allweddol yw pa mor dda y mae'r ysgol yn defnyddio partneriaethau strategol i helpu adeiladu ein cynhwysedd ar gyfer gwelliant parhaus.

Bydd partneriaethau yn dibynnu ar gyswllt da, ymddiriedaeth a chyfathrebu clir rhwng partneriaid.

### **Cwestiynau y dylem eu hystyried ynglŷn â phartneriaethau strategol**

- A ydyn ni'n chwarae rhan allweddol mewn partneriaethau perthnasol ac effeithiol sydd o fudd i'n disgyblion?
- A ydyn ni'n gweithio mewn ffordd gydgysylltiedig gydag asiantaethau eraill i wella safonau a lles disgyblion unigol?
- A ydyn ni'n glir ynglŷn â'n rôl a'n chyfrifoldebau o fewn ein partneriaethau?
- A ydyn ni'n defnyddio partneriaethau strategol i'n helpu i adeiladu ein

cynhwysedd ar gyfer gwelliant parhaus?

- A ydyn ni'n sicrhau bod cyswllt da, ymddiriedaeth a chyfathrebu clir rhwng ein hysgol a'n partneriaid?
- A ydyn ni'n ymgysylltu â theuluoedd a'r gymuned ehangach, gan gynnwys busnesau, asiantaethau allanol a'r sector gwirfoddol, er budd ein disgyblion?

### **Pa mor dda ydyn ni'n cydweithredu â phartneriaid i gyflwyno rhaglenni a dewisiadau cydlynus? (FfAC 3.3.2)**

#### **Cwestiynau y dylem eu hystyried ynglŷn â chynllunio, darparu adnoddau a sicrhau ansawdd ar y cyd**

- A oes gennym strwythurau a phrosesau effeithiol sy'n cyfrannu'n dda at arferion cydweithio?
- Pa mor dda ydyn ni'n gweithio gyda phartneriaid i gynllunio, rheoli a sicrhau ansawdd darpariaeth?

#### **Cwestiynau y dylem eu gofyn i ni'n hunain ynglŷn â'n gwaith gydag ysgolion partner**

- Pa mor dda ydyn ni'n gweithio gyda'n hysgolion partner i ddatblygu parhad mewn dysgu a lles?
- Pa mor dda ydyn ni'n gweithio gyda'n hysgolion partner i safoni a sicrhau ansawdd asesu gwaith a chyrsgiau disgyblion?
- Pa mor dda ydyn ni'n gweithio gyda'n hysgolion partner i ddefnyddio a rhannu adnoddau yn effeithiol?

### **Sut ydyn ni'n arfarnu rheoli adnoddau? (FfAC 3.4)**

Mae arweinyddiaeth yn gofyn bod adnoddau, gan gynnwys staff, amser a chyllid, yn cael eu defnyddio'n effeithiol i wella darpariaeth, safonau a lles. Wrth arfarnu rheoli adnoddau, dylem edrych ar ansawdd ein cynlluniau a'n strategaethau i sicrhau ein bod yn cyflawni gwerth am arian.

Un gorchwyl pwysig yw barnu pa mor effeithlon ac effeithiol yr ydym yn cynllunio ac yn cynnal strategaethau i reoli ein staff a'r adnoddau sydd ar gael. Dylem fod yn ymwybodol y gall fod rhai nodweddion o'n rheoli sy'n cyfrannu at reoli adnoddau yn effeithlon neu'n amharu arno.

Pan edrychwn ar faterion ariannol, nid ar fanylion ein cyllidebau ariannol yn unig y dylwn edrych. Wrth arfarnu rheoli adnoddau, dylai'r ffocws fod ar y graddau y mae penderfyniadau gwariant ein hysgol a chynllunio ariannol bras wedi'u seilio ar flaenoriaethau ar gyfer gwario ar welliant dros gyfnod.

Ffocws pwysig arall ar gyfer arfarnu gwerth am arian yw a yw'r ysgol yn effeithiol o ran cyflawni deilliannau da neu ragorol ar gyfer disgyblion. Gall fod yn ddefnyddiol ceisio gwneud arfarniad cyffredinol o werth am arian. Mae hyn yn golygu barnu a yw ein hysgol yn cynnig gwerth rhagorol, da, digonol neu anfoddhaol am arian o ran y defnydd a wneir o'r gyllideb a ddyrannwyd iddi.

### **Pa mor dda ydyn ni'n rheoli ein staff a'n hadnoddau? (FfAC 3.4.1)**

#### **Cwestiynau y dylem eu hystyried ynglŷn â rheoli staff ac adnoddau**

- A yw ein hysgol wedi'i staffio'n briodol i addysgu'r cwricwlwm yn effeithiol?<sup>1</sup>
- A ydyn ni'n defnyddio staff i wneud y defnydd gorau o'u hamser, eu harbenigedd a'u profiad ?
- A ydyn ni'n nodi ac yn diwallu anghenion datblygu pob un o'r staff trwy systemau gwerthuso a rheoli perfformiad?
- A ydyn ni'n gwneud defnydd effeithiol o amser cynllunio, paratoi ac asesu (CPA)?
- A ydyn ni'n defnyddio strategaethau a phrosesau priodol i fodloni gofynion statudol y Cytundeb Cenedlaethol ar 'Godi Safonau a Mynd i'r Afael â Baich Gwaith' (Ionawr 2003)?
- Pa mor dda ydyn ni'n rheoli ac yn defnyddio cynorthwywyr addysgu a staff nad ydynt yn addysgu?
- A ydyn ni'n darparu'r safonau gorau posibl o adeiladau o fewn ein cyllideb?
- A oes gan ddisgyblion ddigon o adnoddau dysgu priodol?

#### **Cwestiynau y dylem eu hystyried ynglŷn â materion ariannol**

- A yw ein penderfyniadau gwariant a'n cynllunio ariannol bras wedi'u seilio ar flaenoriaethau ar gyfer gwario ar welliant dros gyfnod?
- A ydyn ni'n gwybod costau rhaglenni a gweithgareddau presennol, yn parhau i'w hadolygu ac yn gofyn a ydynt yn gost-effeithiol, er enghraifft, mewn perthynas â meintiau dosbarth nad ydynt yn hyfyw?
- A ydyn ni'n nodi blaenoriaethau a meysydd i'w datblygu, ac yn dyrannu adnoddau yn briodol ac yn unol â meini prawf clir i adlewyrchu ein hamcanion cytûn?
- A ydym wedi gwneud trefniadau cyllidebu systematig a chywir, gan gynnwys trefniadau priodol ar gyfer cronfeydd wrth gefn?
- A ydym wedi sicrhau cydbwysedd synhwyrol rhwng y cyfrifoldebau y mae llywodraethwyr yn ymgymryd â nhw a'r rhai sy'n cael eu dirprwyo i'r pennaeth a'r staff?

### **A ydyn ni'n darparu gwerth am arian? (FfAC 3.4.2)**

#### **Cwestiynau y dylem eu hystyried ynglŷn â gwerth am arian**

- A yw ein darpariaeth yn effeithiol o ran sicrhau deilliannau priodol ar gyfer ein disgyblion?
- A ydyn ni'n sicrhau cydbwysedd rhwng effeithiolrwydd ein darpariaeth yn erbyn costau, gan gynnwys costau staffio?
- A ydyn ni'n gwneud defnydd da o'r cyllid a dderbyniwn?

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<sup>1</sup> Mae paragraff 80 yn cyfeirio at adran yn 'Dogfen Cyflogau ac Amodau Gwaith Athrawon Ysgol'. Mae'n rhoi manylion yr hyn fydd yn ofynnol i athrawon/cydlynwyr pwnc ei wneud: "80. Disgwylir i athrawon gyfrannu, ar lafar ac yn ysgrifenedig fel bo'n briodol, at ddatblygu'r cwricwlwm trwy rannu eu harbenigedd proffesiynol gyda chydweithwyr a chynghori ar arfer effeithiol. Nid yw hyn yn golygu y gellir disgwyl iddynt gymryd y cyfrifoldeb, ac atebolrwydd, am faes pwnc nac i reoli athrawon eraill heb dâl ychwanegol priodol. Dylai cyfrifoldebau o'r natur hon fod yn rhan o swydd sydd yn y grŵp arweinyddiaeth neu'n gysylltiedig â swydd sy'n denu CAD ar y sail a nodir ym mharagraff 21."

## 6 Hunanarfarnu ac arolygu

Dylai ysgolion ddefnyddio gwybodaeth o hunanarfarnu i fwydo i'w cynlluniau strategol. Mae adroddiad hunanarfarnu a ddiweddarir yn flynyddol yn cynnig cyfle i nodi cryfderau, dathlu a rhannu arfer dda. Dylai'r adroddiad hwn nodi meysydd ar gyfer gwella'r ysgol, a gellir blaenoriaethu hyn wrth gynllunio gwelliant. Mae'r Fframwaith Effeithiolrwydd Ysgolion yn cydnabod pwysigrwydd diweddariadau blynyddol i adroddiad hunanarfarnu'r ysgol yn seiliedig ar y FfAC.

Mae arolygiadau yn darparu arfarniad allanol pwysig o waith ysgolion dros gylch o chwe blynedd. Gall arolygu helpu ysgolion i ganolbwyntio ar yr hyn y mae angen ei wneud a sut i ysgogi newid sylweddol yn ansawdd a chysondeb y dysgu.

Y man cychwyn ar gyfer arolygu yw arfarniad yr ysgol o'i pherfformiad ei hun, gan ategu hynny â gwybodaeth berthnasol am berfformiad. Ni fydd arolygwyr yn arolygu pob agwedd ar waith yn fanwl yn ystod arolygiad craidd. Bydd adroddiad hunanarfarnu yr ysgol yn pennu'r modd y bydd arolygwyr yn cymryd samplau o dystiolaeth i brofi arfarniad yr ysgol o'i gwaith. Ni ddylai'r adroddiad hunanarfarnu hwn fod yn un a ysgrifennwyd ar gyfer arolygiad yn unig. Yn hytrach, dylai ddatblygu o weithgareddau hunanarfarnu parhaus.

Dylai adroddiad hunanarfarnu da:

- fod yn arfarnol ac yn gryno;
- nodi diffygion yn ogystal â nodweddion da;
- nodi arfer ragorol ac arfer sy'n arwain y sector, pan fydd yn briodol;
- rhoi barnau clir ar bob dangosydd ansawdd yn y FfAC (er na fydd angen diweddarau'r rhain bob blwyddyn o angenrheidrwydd);
- sicrhau bod barnau'n deillio o dystiolaeth ac yn cynnwys croesyfeiriadau ati;
- darparu data ystadegol, a chynnig sylwadau arno, am ddeilliannau dros y blynyddoedd diwethaf;
- cyfeirio at asesiadau neu adolygiadau diweddar o ddarpariaeth;
- cysylltu'n glir â chynllun gwella a thargedau; a
- darparu croesyfeiriadau at y dystiolaeth sy'n cefnogi ei harfarniadau.

Gellir gweld y dogfennau canlynol ar wefan Estyn hefyd:

- trefniadau ar gyfer arolygiadau craidd mewn ysgolion cynradd;
- templed ar gyfer adroddiad hunanarfarnu yn seiliedig ar y FfAC; a
- pheynnau offer i gynorthwyo hunanarfarnu (Cynradd).

## 7 Pecynnau offer i gynorthwyo hunanarfarnu

Mae ystod o becynnau offer ar gael ar hyn o bryd i gynorthwyo hunanarfarnu. Cynhwysir ychydig o enghreifftiau yma, ond byddwch yn gwybod am rai eraill hefyd. Caiff y rhestr hon ei diweddarau o bryd i'w gilydd.

### Pecynnau offer hunanarfarnu Estyn

#### Arweiniad ategol i arolygwyr

Mae dogfennau arweiniad ategol Estyn wedi'u hysgrifennu ar gyfer arolygwyr, ac mae ysgolion hefyd wedi'u gweld yn ddefnyddiol ar gyfer arfarnu eu harfer eu hunain yn y meysydd a gaiff eu cwmpasu. Mae'r dogfennau arweiniad ategol yn ymdrin â thestunau fel:

- Medrau;
- Cyd-addoli;
- Yr iaith Gymraeg;
- Addysg ar gyfer datblygiad cynaliadwy a dinasyddiaeth fyd-eang;
- Byw'n iach;
- Gwranddo ar Ddysgwyr;
- Dysgwyr mwy abl a dawnus; a
- Chydraddoldeb hil, hyrwyddo perthynas dda, a Saesneg fel iaith ychwanegol.

#### Adroddiadau cylch gwaith Estyn sy'n cynnwys rhestrau gwirio hunanarfarnu:

- Arfer orau mewn mathemateg ar gyfer disgyblion 3 i 7 oed (Estyn 2009);
- Arfer orau mewn darllen ac ysgrifennu disgyblion 5 i 7 oed (Estyn 2009);
- Gwella dysgu ac addysgu medrau darllen cynnar (Estyn 2007);
- Gwella rhifedd yng nghyfnod allweddol 2 a chyfnod allweddol 3 (Estyn 2010);
- Chwarae a dysgu gweithredol: Pecyn cymorth ar gyfer ymarferwyr y Cyfnod Sylfaen (Estyn 2009); a
- Mynd i'r afael â thlodi plant ac anfantais mewn ysgolion (Estyn 2010).

#### Pecynnau offer hunanarfarnu'r Fframwaith Effeithiolrwydd Ysgolion (FfEY)

Gwefan y FfEY yw'r cyfleuster canolog ar gyfer ysgolion ac awdurdodau lleol ledled Cymru i ddysgu mwy am y FfEY, ac mae'n eu galluogi i archwilio enghreifftiau o arfer dda ac ychwanegu enghreifftiau o'u gwaith da eu hunain. [www.sefcymru.org](http://www.sefcymru.org)

Mae'r wefan yn eich galluogi i fanteisio ar y Proffil Hunanarfarnu (PHA), sef pecyn offer arweinyddiaeth a rheolaeth a ddatblygwyd ar y cyd â phenaethiaid, athrawon, ymgynghorwyr awdurdod lleol ac Estyn, ac mae wedi'i roi ar brawf mewn ysgolion cynradd, ysgolion uwchradd ac ysgolion arbennig. Gellir ei ddefnyddio fel cyfrwng datblygiadol i alluogi ysgolion i wneud a mesur cynnydd yn erbyn Cwestiwn Allweddol 3. Gall ymgynghorwyr gwella ysgolion ddefnyddio'r PHA hefyd pan fyddant yn cynorthwyo ysgolion.

## Pecynnau cymorth hunanarfarnu eraill

### **Cynllun Gweithredu Blas am Oes**

Mae'r cynllun gweithredu yn amlinellu'r cyfeiriad strategol a'r camau sy'n ofynnol i wella safonau maeth bwyd a diod a ddarperir mewn ysgolion yng Nghymru.

<http://wales.gov.uk/docs/dcells/publications/091207appetiteforlifecy.pdf>

### **Safonau Ansawdd Sgiliau Sylfaenol**

Mae Marc Safon y Blynyddoedd Cynnar a'r Marc Safon Cynradd yn darparu fframweithiau ar gyfer hunanarfarnu a chynllunio ar gyfer gwella lleoliad cyfan neu ysgol. Pan gwblheir y fframwaith hunanadolygu, gall arwain at achrediad drwy asesydd awdurdod lleol.

<http://wales.gov.uk/topics/educationandskills/allsectorpolicies/basicsskillscymru/schoolsandproviders/qualitystandard/?skip=1&lang=cy&ts=1>

### **Ysgolion Bro: Gwneud i Bethau Ddigwydd – pecyn cymorth**

Mae'r pecyn cymorth hwn yn darparu cyngor ar gynllunio ysgol gyfan a datblygu Ysgolion Bro. Mae wedi'i seilio ar waith sy'n cael ei wneud yng Nghymru ar hyn o bryd, ac mae'n rhoi syniadau ac enghreifftiau o'r hyn y gall ysgolion bro ei gyflawni.

[http://www.continyou.org.uk/cymru\\_wales/adnodau/gwneud\\_pethau\\_ddigwydd\\_\\_\\_pecyn\\_cymorth](http://www.continyou.org.uk/cymru_wales/adnodau/gwneud_pethau_ddigwydd___pecyn_cymorth)

### **Cwricwlwm ar gyfer Pob Dysgwr**

Mae'r ddogfen hon yn rhoi arweiniad i athrawon/ymarferwyr dysgwyr sydd ag ystod o anghenion dysgu ychwanegol mewn lleoliadau/ysgolion y brif ffrwd a lleoliadau/ysgolion arbennig. Mae'n cefnogi addysgu ac asesu yn erbyn y cwricwlwm ysgol 2008. Mae'n cynnwys rhestrau gwirio i helpu ysgolion arfarnu eu harfer.

<http://wales.gov.uk/docs/dcells/publications/100426curriculumforlearnerscy.pdf>

### **Ydyn ni'n cwrdd â'ch safonau? Pecyn Hunanasesu Safonau Cenedlaethol Cyfranogiad Plant a Phobl Ifanc**

Mae'r pecyn hwn yn datblygu ac yn hyrwyddo set o safonau ar gyfer cyfranogiad plant a phobl ifanc yng Nghymru. Mae'r ddogfen wedi'i hardystio gan holl aelodau Is-Bwyllgor Cabinet Llywodraeth Cymru ar gyfer Plant a Phobl Ifanc.

<http://www.savethechildren.org.uk/assets/images/standards-pack.pdf>

### **Addysg ar gyfer Datblygiad Cynaliadwy a Dinasyddiaeth Fyd-eang (ADCDFE) – Strategaeth ar gyfer Gweithredu**

<http://wales.gov.uk/docs/dcells/publications/081204strategyactionupdatecy.pdf>

### **Symud Ymlaen...Pontio Effeithiol o Gyfnod Allweddol 2 i Gyfnod Allweddol 3**

Mae'r ddogfen hon yn canolbwyntio ar nodweddion arfer dda a'r hyn y mae angen ei wneud i wneud gwelliannau pellach.

<http://wales.gov.uk/topics/educationandskills/publications/guidance/movingon?skip=1&lang=cy>

### **Pecyn Hunanasesu Safonau Cyfranogiad**

Pecyn cymorth yw hwn i helpu darparwyr i fyfyrion ar eu harfer eu hunain mewn perthynas â'r Safonau Cenedlaethol ar gyfer Cyfranogiad Plant a Phobl Ifanc. Mae'n rhoi syniadau am sut y gall darparwyr fodloni'r Safonau Cyfranogiad a pha dystiolaeth y gallent ei defnyddio i ddangos eu gwaith. Mae pecyn hunanasesu i

ddarparwyr ei gwblhau ar y cyd â phlant a phobl ifanc.

<http://www.participationworkerswales.org.uk/userfiles/file/Final%20Report%20July%200'09.pdf>

### **Safonau Ansawdd mewn Addysg ar gyfer Disgyblion Mwy Abl a Dawnus**

Mae'r arweiniad yn amlinellu rôl yr awdurdod lleol wrth gefnogi ysgolion i wella a datblygu darpariaeth ymhellach ar gyfer disgyblion mwy abl a dawnus, ac mae'n darparu cyfres o ddeg o safonau ansawdd i gynorthwyo â hunanarfarnu ysgol.

<http://wales.gov.uk/dcells/publications/publications/guidanceandinformation/2333286/meetingthechallengecymdoc>

### **Pecyn Cymorth Gweithredu Cwnsela Mewn Ysgolion**

Mae'r pecyn cymorth hwn yn adeiladu ar y Strategaeth Cwnsela mewn Ysgolion ac mae'n cynnwys safonau ac arweiniad ar gyfer cwnselwyr a gwasanaethau cwnsela yng Nghymru.

<http://wales.gov.uk/topics/educationandskills/schoolhome/wellbeing/schoolcounselling/counsellingtoolkit/?skip=1&lang=cy>

### **Cynghorau Ysgol yng Nghymru: Canllaw Arfer Orau**

Mae'r ddogfen hon yn cynnwys rhai awgrymiadau syml ar yr hyn sy'n gwneud Cynghorau Ysgol neu Fforymau Ieuenctid effeithiol.

<http://wales.gov.uk/docs/dcells/publications/090925schoolcouncilsbestpracticeguide/y.pdf>

### **Cynllunio ar y Cyd i Wella Canlyniadau Deddf Plant 2004: Canllawiau Cynllunio**

Mae'r cylchlythyr hwn yn cynnwys arweiniad statudol o dan adrannau 25(8), 26(5) ad 27(4) Deddf Plant 2004.

[http://wales.gov.uk/docrepos/40382/4038232/403829/4038293/1080190/CYPP\\_Guidance\\_FINAL\\_w\\_6-09.pdf](http://wales.gov.uk/docrepos/40382/4038232/403829/4038293/1080190/CYPP_Guidance_FINAL_w_6-09.pdf)

### **Y Proffil Effeithiolrwydd Ysgolion**

Mae'r Proffil Effeithiolrwydd Ysgolion (PEY) yn cynnwys nifer o ddatganiadau lefel uchel ar ddatblygiad ysgolion, gan ddechrau gyda'r hyn y byddid yn disgwyl ei weld fan leiaf ym mhob ysgol yng Nghymru, i'r hyn sy'n debygol o gael ei weld yn yr ysgolion mwyaf effeithiol. Bwriedir y bydd ysgolion yn defnyddio'r datganiadau'n her gadarn iddynt fel rhan o'u proses hunanarfarnu. Mae'r PEY wedi'i gynllunio ochr yn ochr â FfAC Estyn er mwyn annog ysgolion i ofyn cwestiynau perthnasol i'w hunain ynghylch eu harfer bresennol.

Bellach, mae'r Proffil Effeithiolrwydd Ysgolion (PEY) ar gael ar-lein i bob ysgol yng Nghymru ei ddefnyddio. Bydd cyfrineiriau unigryw i ysgolion yn cael eu dosbarthu drwy gyfrwng swyddogion rheoli gwybodaeth awdurdodau lleol. Mae'r PEY ar-lein wedi cael ei ddatblygu yn sgil ceisiadau gan ysgolion am greu fersiwn electronig, i hwyluso'r broses hunanarfarnu ar gyfer Cwestiwn Allweddol 3 'Pa mor dda yw arweinyddiaeth a rheolaeth?'

[Proffil Effeithiolrwydd Ysgolion – Cyflwyniad](#)

[Proffil Effeithiolrwydd Ysgolion – rhestr gyfeirio gyflym, Proffil Effeithiolrwydd Ysgolion – tudalen fewngofnodi ar-lein a gwefan y Proffil Effeithiolrwydd Ysgolion](#)

### **Arolwg Chwaraeon Ysgol**

Mae'r Arolwg Chwaraeon Ysgol yn arolwg ar-lein o gyfranogiad mewn addysg gorfforol a chwaraeon ysgol a'r ddarpariaeth ar eu cyfer, a gynhelir ar-lein bob yn ail flwyddyn dros dymor yr haf. Mae'n archwilio cyfranogiad disgyblion mewn chwaraeon ysgol a chymuned, eu cymhelliannau a'r rhwystrau rhag cyfranogi mewn chwaraeon, y ddarpariaeth a'r math o weithgareddau a gyflwynir fel rhan o'r cwricwlwm ac yn allgyrsiol, lles cyffredinol disgyblion, a'r graddau y mae cyfranogi mewn chwaraeon yn cyfrannu'n gadarnhaol at les disgyblion. Gwahoddir pob ysgol i fod yn rhan o'r Arolwg Chwaraeon Ysgol. Bydd yr ysgolion hynny sy'n rhoi sampl gynrychioliadol o'u disgyblion, wedi'i rhagosod ar gyfer maint yr ysgol, hefyd yn derbyn adroddiad dwyieithog pwrpasol o'u data y gellir ei ddefnyddio i helpu dangos tystiolaeth o les. I gael mwy o wybodaeth ewch i:

<http://www.sportwales.org.uk/ymchwil-a-pholisi/ein-harolygon/arolwg-2011-ar-chwaraeon-ysgol.aspx?lang=cy&>

### **Meddwl yn Gadarnhaol: Iechyd a Lles Emosiynol Mewn Ysgolion a Lleoliadau'r Blynyddoedd Cynnar**

Mae'r arweiniad hwn yn canolbwyntio ar y rhan arweiniol y mae staff addysg yn ei chwarae i ddarparu gwasanaethau ataliol a gwella lles emosiynol plant.

<http://wales.gov.uk/topics/educationandskills/publications/guidance/thinkingpositively/?lang=cy>

### **Pecynnau cymorth hunanarfarnu o wledydd eraill**

#### **Quality Management in Education 2 – Self-evaluation for Quality Improvement**

Mae'r wefan hon yn ddolen i Standards in Scotland's Schools Etc. Act 2000 sy'n edrych ar hunanarfarnu yng nghyd-destun yr awdurdod lleol. Mae'r pecyn offer yn darparu fframwaith ar gyfer cynllunio gwelliant, sy'n ei gwneud yn ofynnol i awdurdodau lleol amlinellu ac adrodd ar amcanion gwella mewn perthynas â blaenoriaethau cenedlaethol a mesurau perfformiad cysylltiedig.

<http://www.hmie.gov.uk/documents/publication/qme2seqi-04.html>

#### **Raising standards – a contextual guide to support success in literacy, numeracy and ESOL provision**

Bwriad y canllawiau hyn, a gynhyrchwyd gan yr Uned Strategaeth Sgiliau Bywyd, yw helpu ymarferwyr, arweinwyr a rheolwyr i wella ansawdd addysgu a rheoli darpariaeth llythrennedd, rhifedd ac iaith trwy ddefnyddio pum cwestiwn y Fframwaith Arolygu Cyffredin yn eu cyd-destun penodol.

<http://www.excellencegateway.org.uk/page.aspx?o=138202>

#### **Self-assessment Toolkits for Schools and Early Years**

Cynlluniwyd y pecynnau offer hyn ar gyfer ysgolion yn yr Alban er mwyn helpu ysgolion, sefydliadau blynyddoedd cynnar a'u staff addysgu i bennu pa mor dda y maent wedi ymgorffori egwyddorion Asesu ar gyfer Dysgu yn eu harfer.

<http://www.ltscotland.org.uk/assess/toolkit/schools/evidence.asp>

#### **The Child at the Centre – Self-evaluation in the Early Years**

Canllaw yw hwn ar gyfer staff sy'n gweithio yn y sector cyn-ysgol ac yn y cyfnodau cynnar mewn ysgol gynradd. Mae'r dangosyddion yn adlewyrchu'r dysgu gweithredol sy'n digwydd ar draws y blynyddoedd cynnar hyn. Mae'r fframwaith dangosyddion yn eich arwain yn y broses honno.

<http://www.hmie.gov.uk/documents/publication/catcseeey-02.html>



A self-evaluation  
manual for



primary  
schools 2010

**The purpose of Estyn is to inspect quality and standards in education and training in Wales. Estyn is responsible for inspecting:**

- ▲ nursery schools and settings that are maintained by, or receive funding from, local authorities;
- ▲ primary schools;
- ▲ secondary schools;
- ▲ special schools;
- ▲ pupil referral units;
- ▲ independent schools;
- ▲ further education;
- ▲ adult community learning;
- ▲ youth and community work training;
- ▲ local authority education services for children and young people;
- ▲ teacher education and training;
- ▲ work-based learning;
- ▲ careers companies; and
- ▲ offender learning.

Estyn also:

- ▲ provides advice on quality and standards in education and training in Wales to the Welsh Government and others; and
- ▲ makes public good practice based on inspection evidence.

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## Foreword

I am very pleased to introduce this first edition of the self-evaluation manual for primary schools. I believe that self-evaluation is becoming increasingly embedded across education and training in Wales, contributing to improving quality and raising the attainment and achievement for pupils.

There is an increasing expectation that schools should have effective self-evaluation and improvement processes. While many pupils already achieve well in Wales and their attainments compare well with their counterparts in other countries, there is still a need to improve schools further. In particular, there are differences in outcomes within and between schools. Developing a culture of self-evaluation is vital to identifying and reducing variations in school performance.

As a reflective professional process, self-evaluation enables schools to get to know themselves better, identify their agenda for improvement and promote innovation and sector-leading practice. Crucially, where the self-evaluation process focuses on impact and outcomes, self-evaluation leads to improvements in the educational experiences and outcomes for pupils.

Schools, local authorities and the Welsh Government have complementary roles in driving forward improvements in self-evaluation. Estyn too has promoted the development of self-evaluation across all sectors for many years. In our Annual Reports, we recognise that many schools have good and improving self-evaluation systems. Our new cycle of inspections from September 2010 places self-evaluation at the centre of the work of schools and inspection. Self-evaluation is also at the core of the School Effectiveness Framework, the policy framework that seeks to transform educational standards and provision over the next decade. Together, the School Effectiveness Framework and the new Estyn Common Inspection Framework (CIF) reflect the developing context within which schools operate. These frameworks are firmly at the heart of the Welsh improvement policy agenda, providing challenge and support to schools and helping to build capacity, confidence and competence.

I am delighted to commend this manual to you in taking forward our collective commitment to continuous improvement and excellence for all.



**Ann Keane**

Her Majesty's Chief Inspector of Education and Training in Wales

## **1 Introduction**

The prime purpose of self-evaluation is to improve outcomes for pupils. When self-evaluation is an established part of the improvement planning cycle, it is a key management tool for development at all levels. As an annual process, self-evaluation informs strategic and improvement plans, helping schools to focus on their priorities for development.

There is no single formula or approach to self-evaluation. Schools are complex organisations and there are many different ways in which they can pursue the achievement of excellence in the various aspects of their work. Schools already use different self-evaluation frameworks, including those produced by local authorities and commercial toolkits. Many schools base their self-evaluation processes on Estyn's CIF.

Schools will be at different starting points and will undertake a journey to improvement in different directions and at a different pace according to their pupils' needs. Critically, whatever approach or direction taken, responsibility for continuous improvement and delivering a better service rests primarily with schools.

### **Who is this manual for?**

This manual is for everyone who works in schools to support and improve the standards and learning experiences of children and young people. The manual may also be helpful for stakeholders who work in partnership with schools, including parents/carers, local authorities, agencies, community groups and others.

### **What does this manual do?**

This manual is designed to support school self-evaluation activities and improvement planning. While the manual is comprehensive, it is not intended to be definitive or exhaustive. The manual does not cover all of the things which schools do as part of their self-evaluation process. However, it does focus on aspects of self-evaluation that inspection and research have shown to be particularly important.

The manual starts by identifying these important aspects of self-evaluation, taking account of the School Effectiveness Framework and the National Purpose for Schools.

The manual then provides information on evaluating the work of schools in the context of Estyn's CIF. In this section, there are questions for schools to help them evaluate the quality of their work.

The manual concludes with a list of various self-evaluation tools that schools may wish to use to support their scrutiny and focus on areas for development.

## 2 Effective self-evaluation

### The process of self-evaluation

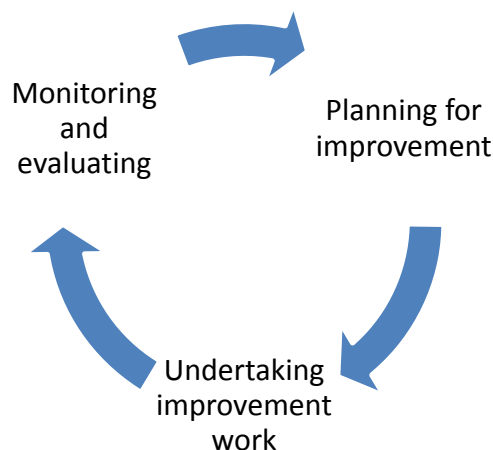
Self-evaluation is a process, not an event. It is the first, essential step in a cyclical process of bringing about change and improvement. It is based on professional reflection, challenge and support among practitioners. Effective self-evaluation involves taking wide-ranging decisions about actions which result in clear benefits for all pupils. Most of all, it is about striving for excellence.

At the heart of self-evaluation are three questions:

- **How well are we doing?**
- **How do we know?**
- **How can we improve things further?**

While every aspect of a school's provision is a legitimate focus for self-evaluation, the emphasis should always be on outcomes – on an evaluation of the impact of each aspect of provision on the standards and wellbeing of pupils. The process of self-evaluation should be **continuous** and a regular part of the school's working life. Self-evaluation should be based on a wide range of information about strengths and areas for improvement which is collected throughout the year (though it will often be appropriate to conduct some aspects of self-evaluation at much longer intervals, and not necessarily each year). Schools should use information from self-evaluation to plan for improvements, to undertake improvement work, and to ensure a regular cyclical process of monitoring and evaluation that leads to further improvement.

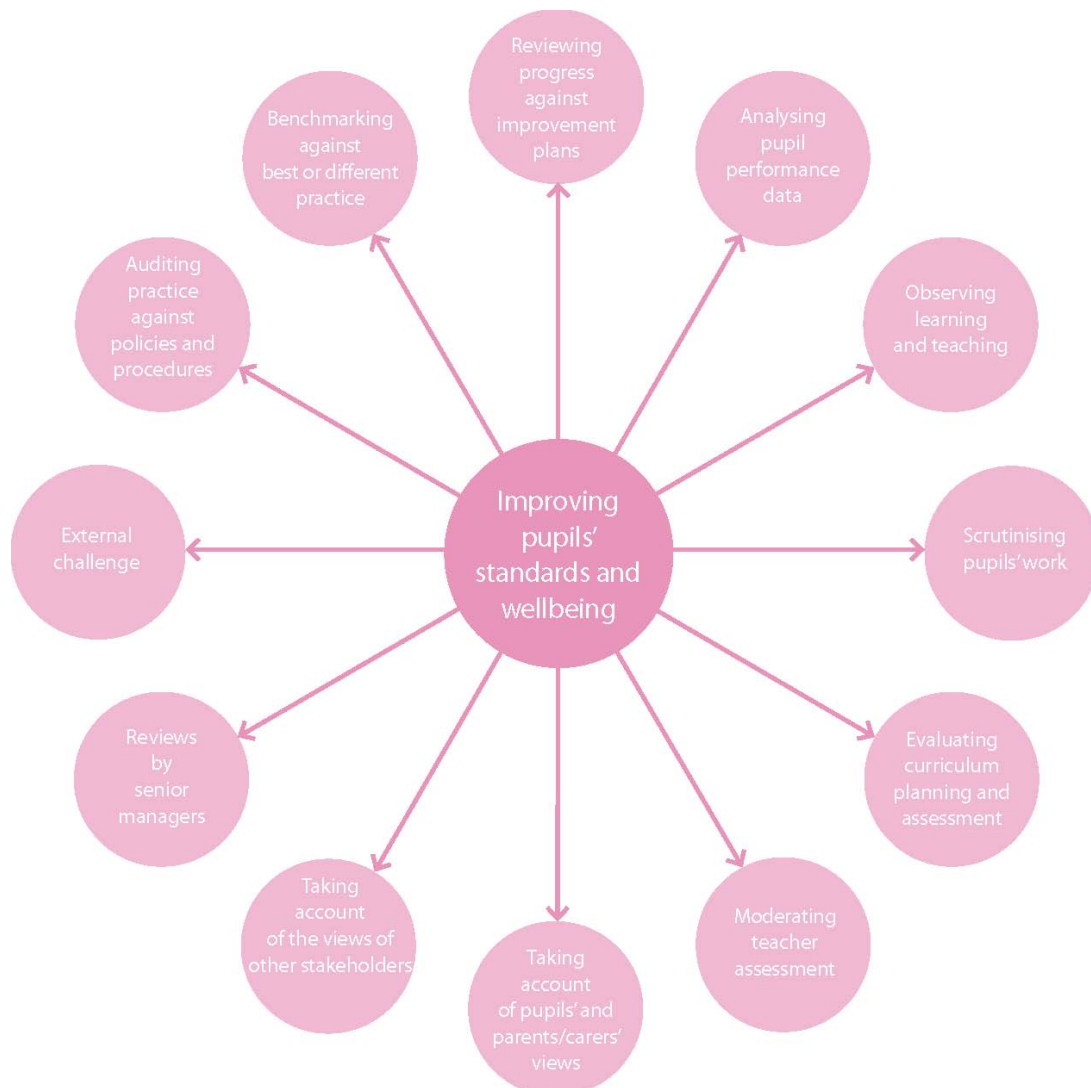
The diagram below shows the cyclical nature of effective self-evaluation.



It is a mistake to view self-evaluation as a one-off event. Schools should undertake a regular cycle of self-evaluation activities. This cycle may include different activities, at different times, for individual schools. It is likely to include the following regular activities:

- analysis of data from tests or assessments at an individual pupil, subject, pupil group, age group or whole-school level;
- observations of lessons by appropriate peers and managers;
- evaluating the quality of pupils' written and practical work;
- evaluating the quality of curriculum planning and assessment, recording and reporting;
- moderating teacher assessment;
- sampling the views of pupils, staff, parents/carers or other stakeholders;
- reviews by managers and external organisations;
- auditing practice against policies and procedures, such as those for safeguarding or health and safety;
- benchmarking against best or different practice from other schools; and
- reviewing progress against development plans.

### Typical activities in a programme of school self-evaluation



Self-evaluation is not an exercise that can be carried out by the headteacher or a task-group working in isolation. It can be influential only when **all staff** contribute to the process, are aware of the findings and take action based upon them.

Any self-evaluation programme should include **lesson observations**, in addition to those required for performance management purposes, because these observations provide important evidence about pupils' achievement and progress in learning, and about the quality of teaching and assessment.

A lesson observation programme could include:

- observation of all staff each year by senior managers;
- observation of staff by senior managers as part of an evaluation of a topic or theme;
- observations by external visitors such as consultants, local authority advisers or teachers from other schools;
- observations by appropriate peers; and
- peer observations across departments as part of a theme or to disseminate good practice.

Over time, this work should build up to provide a profile of lesson judgements, which can be used to come to a view on standards and teaching, and highlight areas for improvement.

**Learner voice** is a key source of evidence of pupils' achievement, attitudes and wellbeing. It is also likely to be useful in evaluating the quality of teaching and assessment. Pupils, including those from different groups, should have opportunities to be involved in school self-evaluation. This involvement may be through surveys, focus groups or the school council, with the school using interviews and questionnaires to gain pupils' views. Critically, schools will need to ensure that pupils are able to contribute to decision-making and improvement planning.

Self-evaluation should also take account of the views of a wide range of **stakeholders**, including teachers, governors, parents/carers, employers and the community served by the school. When schools involve stakeholders, staff benefit from gaining a greater insight into the strengths and areas for improvement, as well as shared ownership, collaboration and effective partnership.

### **Key characteristics of self-evaluation**

Effective self-evaluation:

- is open and honest;
- has pupils' achievements and experiences as the principal focus;
- is a continuous process and not just a 'snapshot';
- is embedded in strategic planning and draws on regular quality assurance procedures;
- involves all staff at all levels in assessing outcomes and performance;
- seeks the views of pupils systematically and consults other stakeholders, such as partners and employers, where appropriate;
- seeks to make judgements in the light of measurable performance data and to



identify trends over time;

- leads to improvement plans which are monitored against clear targets and success criteria; and
- results in improvements in standards and quality for pupils.

The judgements made during self-evaluation should be:

- secure – based on sufficiently robust, reliable and accessible evidence;
- first-hand – based on direct observation;
- reliable – based on common, well-understood criteria;
- valid – accurately reflecting what is achieved and provided;
- free of bias – looking at all aspects objectively; and
- corporate – reflecting the collective view of staff and other stakeholders.

### 3 Self-evaluation and improvement planning

Self-evaluation is not an end in itself. Schools should use information from self-evaluation to plan for improvements and to ensure a regular cyclical process of monitoring, evaluation and improvement planning.

As well as providing immediate feedback for staff and managers, information from a programme of self-evaluation activities will contribute towards the **annually updated self-evaluation report** based on the CIF. This report provides an opportunity to identify strengths and celebrate and share good practice, as well as highlighting areas for improvement. The information collected from the programme of school self-evaluation activities should feed into improvement planning. There should therefore be a close match between the outcomes of the report and priorities in the **school improvement plan**.

It is appropriate that some aspects of quality and standards should be evaluated more frequently than others. The school's improvement planning framework needs to be flexible and responsive to matters that are, or ought to be, of current concern.

#### Key characteristics of school improvement plans

Effective improvement plans:

- are based on the outcomes of self-evaluation;
- contribute to self-evaluation processes and to further action planning;
- are contained in working documents that help to achieve the required changes;
- have clearly identified priorities, targets and timescales, and identify steps which will need to be taken to address issues;
- identify persons responsible for actions, timescales and the resources and support that will be needed;
- specify clear outcomes related to improvement in standards and quality, against which progress can be measured; and
- give details of how, when and by whom progress will be monitored and evaluated.

## **4 Self-evaluation and the School Effectiveness Framework**

The aim of the School Effectiveness Framework is to improve educational experiences and life-chances for all children and young people. It is designed to bring together existing programmes of action directed at school improvement.

Strong and effective self-evaluation processes will help schools achieve real and lasting improvement, and support the achievement of the National Purpose for Schools, which is identified by the School Effectiveness Framework as being to:

- enable all children and young people to develop their full potential by acquiring skills, knowledge, understanding and attitudes. This includes personal, social and emotional skills, to enable them to become economically, socially and personally active citizens and lifelong pupils;
- promote a culture of social inclusion and respect for diversity, particularly through developing the wellbeing of pupils and personalising their learning;
- establish strong professional learning communities in schools where practitioners can develop and share their professional knowledge on learning and teaching;
- offer children and young people a curriculum that engages and motivates them to learn and to achieve their potential;
- provide a learning community for all engaged in school life, with children young people and their families at the centre, including governors, teachers, other school staff and adults training to work in schools;
- be a key player with other schools and partner service providers in planning and delivering integrated services for children and young people to improve their wellbeing; and
- provide or facilitate education so that schools contribute to meeting the needs of the community and engage the community as partners to ensure that all schools are community focused.

The School Effectiveness Framework recognises that schools need to work on developing their own and interdependent approaches to effectiveness. By capturing good practice and knowledge of what works, schools will be better placed to find new solutions for old and emerging problems. Collaboration with other schools and partners will help to identify and deliver improvement strategies and shared learning.

The School Effectiveness Framework advises schools to base their annually updated self-evaluation report on Estyn's CIF.

## **5 Self-evaluation and the Common Inspection Framework**

The CIF provides comprehensive coverage of all the key matters that schools should assess when conducting their self-evaluation. A school's annual self-evaluation report should be based on the CIF. This section of the manual provides questions on each of the quality indicators and aspects of the CIF.

The new inspection arrangements recognise that schools have come a long way in developing their skills and experience in self-evaluation and planning for improvement. It is because of this progress that Estyn has taken a more proportionate approach to inspection from September 2010. The starting point for all inspections is the school's evaluation of its own performance. Inspectors do not inspect all aspects of work in depth during a core inspection. They sample evidence to test the school's own evaluation of its work.

The following sections are written from the perspective of schools themselves and 'we' is used to refer to school staff.

### **Key Question 1: How good are outcomes?**

#### **How do we evaluate standards? (CIF 1.1)**

Strong self-evaluation looks first at standards. Monitoring standards helps to evaluate the impact of the quality of provision and of leadership.

Effective self-evaluation makes judgements in the light of measurable performance data. A rigorous analysis of this data enables schools to identify good features as well as areas for improvement. While the analyses of performance data may raise some questions, the answers and the journey to improvement will come from within the school.

This guidance refers to end of key stage 1 National Curriculum assessments. The inspectorate will provide further guidance on the assessment of Foundation Phase outcomes before the summer term 2012.

#### **How good are results and trends in performance compared with national averages, similar providers and prior attainment? (CIF 1.1.1)**

In evaluating performance we need to use a range of different analyses and should not concentrate on one particular indicator or one type of analysis.

The starting point for evaluating the school's performance at key stages 1 and 2 should be the school's All Wales Core Data set. Schools should also consider summary data in the key stage 1 and key stage 2 School Comparative Summaries.

These data sets contain a range of different analyses. We should use many of these as part of our ongoing evaluation of performance. However, as a minimum, we should consider performance on the core subject indicator (CSI) and the separate core subjects that influence the CSI. We should also consider performance in the core subjects at level 3 in key stage 1 and level 5 in key stage 2. As an English medium school with pupils in key stage 2, we should consider performance in Welsh as a second language.

Evaluations of performance should be made over a period of time, usually three years, rather than concentrating on performance in a single year. We should consider whether performance is improving, declining or fluctuating over time.

We should use comparisons to national averages to identify whether our rate of progress is better than the national improvement and to identify relative strengths or areas for development in trends in different indicators.

It is not enough only to compare results to national averages. We must evaluate our performance by comparing with schools who face similar challenges using:

- the free-school-meal (FSM) benchmark quartiles; and
- other schools in our family in the Welsh Government core data set.

We should also evaluate the progress our pupils make from the previous key stage, using value-added data. However, it is important that any value added data is interpreted in the light of performance on other analyses. If we have positive value-added figures but performance does not generally compare well to other schools in our family or on the FSM benchmark quarters, then this may be caused by significant under attainment at a previous key stage. We should take this into account when evaluating performance.

In small primary schools, a small year group can cause fluctuations year on year since each pupil counts for a significant proportion of the cohort. This is just as likely to improve performance as to depress it and is not a reason for under attainment. However, small primary schools could be expected to change FSM benchmark quarters more often than other schools. If the school is in the 4th quarter year on year this would be a shortcoming for the school just as it is for larger schools. The size of a school is one of the criteria in creating the families of schools. In small schools, therefore, it is particularly important for the school to compare its performance with others in its family.

### **Questions we should consider about results and trends in performance compared with national averages, similar providers and prior attainment**

- Are we doing as well, or even better, than we were three years ago?
- Are we doing as well as we could or is there any room for improvement?
- Does our performance compare well with other schools in our family?
- Are there schools in our family where performance is consistently better?
- Does our performance compare well with similar schools in the FSM benchmark group over the last three years?
- Are pupils making enough progress from one key stage to another? In which subjects or performance indicators do pupils do best?
- In which subjects or performance indicators do pupils do less well?
- Does attainment compare to predictions from Fischer Family Trust (FFT) or other analyses?

### **How good are the standards of groups of pupils? (CIF 1.1.2)**

We need to analyse the attainment of particular groups of pupils, including boys and girls, pupils entitled to FSM and pupils with additional learning needs (ALN). The full list of groups of pupils with ALN is included in Annex 6 of the inspection guidance handbook. We should include those groups which are most relevant to the school's circumstances. However, we should always include the performance of pupils with

special educational needs (SEN), the more able and talented and, where relevant, looked after children (LAC) or those who have English as an additional language.

National trends in the difference in performance of boys and girls vary within different subjects and other indicators. A gender gap in performance in a school is only significant if it is greater or smaller than national averages in that subject or performance indicator. We should also compare differences in performance with those in other schools in the family.

We should consider whether those pupils who are entitled to FSM attain as well as they should. Analysis should include comparing the performance of pupils who are entitled to FSM with those who are not. It should also include a comparison of the performance of pupils entitled to FSM within our school with the performance of such pupils across the whole of Wales. We should investigate where the performance of FSM pupils is better or worse than the national average for FSM pupils or where the gap between FSM pupils and non-FSM pupils is greater or smaller than nationally.

We should consider whether more able pupils attain well enough for their ability by considering attainment at the highest grades. Judgements about the achievements of pupils in resourced provision, or with SEN in mainstream schools, should take account of their achievements in relation to agreed learning goals.

It is likely that, for the majority of groups included under ALN, there will only be a small number of pupils in any year group. We should evaluate the progress these pupils make between key stages and compare this with the cohort as a whole. Where possible we should also compare with similar groups locally or nationally.

### **Questions we should consider about standards of groups of pupils**

- How well does the performance of our FSM pupils compare with non-FSM pupils in the school?
- How does the difference in performance between our FSM and non-FSM pupils compare with local or national differences?
- Is the gap between boys' and girls' performance bigger or smaller than national trends?
- Do more able and talented pupils achieve their potential? Do these pupils attain the higher grades and national curriculum levels?
- Do pupils with SEN achieve agreed learning goals?
- How well do other particular groups of pupils achieve? Do they make as much progress between key stages as other pupils? Do any groups perform better than the cohort as a whole? How well does their performance compare with the same groups locally or nationally?

### **How good are pupils' achievement and progress in learning? (CIF 1.1.3)**

Aside from using data, evaluation of pupils' achievement and progress should be based on lesson observations, scrutiny of pupils' work and discussions with pupils. We should evaluate how well pupils recall previous learning, develop thinking skills, acquire new knowledge, understanding and skills, and apply these to new situations. Where possible, we should evaluate the standards reached by pupils in lessons and

judge whether these are appropriate to their age and ability. Judgements on achievement should recognise pupils' progress and development from a given starting point, relative to the context in which they learn. For pupils with ALN, judgements about achievement will be influenced by information about their individual needs and abilities.

Over time we should build up an ongoing profile of lesson judgements which comprise one source of evidence on standards. At the same time we should build up a profile of the quality of teaching.

Apart from lesson observation we can also evaluate standards through scrutiny of pupils' work and teachers' plans. Questionnaires for pupils and parents/carers, and listening to the views of pupils and parents/carers, can also provide some useful information.

### **Questions we should consider about pupils' achievement and progress in learning**

- How well do pupils achieve in lessons?
- Do pupils recall previous learning?
- Do pupils acquire new knowledge, understanding and skills?
- Do pupils apply their knowledge, understanding and skills to new situations?
- Are pupils making the progress expected at their stage of learning?

### **How good are pupils' skills? (CIF 1.1.4)**

In evaluating skills, we need to focus on whether all pupils have the skills in communication, numeracy and information and communication technology (ICT) needed to access the whole curriculum, and how well the wider curriculum itself develops pupils' skills. Overall, we need to give most weight to literacy skills, particularly reading and writing, as these are likely to have the greatest impact on improving access to all areas of the curriculum.

We need to consider outcomes from the results of relevant assessments, such as those of pupils' reading ability, where available.

### **Questions we should consider about pupils' skills**

- Do all pupils, including those with English as an additional language, have the skills in communication, numeracy and ICT needed to access the whole curriculum?
- Do pupils develop skills well in the wider curriculum?
- Do pupils achieve well in other relevant assessments, such as those of their reading ability?
- Do pupils apply their skills without support?
- Do pupils who are involved in 'catch-up' programmes achieve well?

### **How good are pupils' Welsh language skills? (CIF 1.1.5)**

In evaluating pupils' Welsh language skills, we need to take account of the linguistic background and context of our school and the area we serve.

### **Questions we should consider about pupils' Welsh language skills**

- Do pupils attain well at key stages 1 and 2, in Welsh or Welsh second language, as applicable, when compared with similar schools and previous attainment?
- Do pupils make progress in lessons in Welsh and Welsh second language?

In Welsh-medium schools:

- Do pupils who join the school with little or no knowledge of Welsh achieve well?

In English-medium schools:

- Do pupils make progress in using Welsh in different contexts beyond their Welsh lessons, for example in other subjects, during registration periods and assemblies, and in extra-curricular activities?

### **How do we evaluate wellbeing? (CIF 1.2)**

The mental, physical and emotional wellbeing of young people is an essential pre-condition for successful learning. The aspects in this quality indicator are pupils' attitudes to keeping healthy and safe, the extent and quality of pupils' participation and enjoyment in learning, community involvement and decision-making and pupils' social and life skills.

To evaluate wellbeing, we need to:

- take account of pupils' views;
- consider the extent to which pupils participate in learning;
- judge whether pupils make decisions about things that affect their experiences in school; and
- consider whether pupils have the skills needed to improve their own learning, to work with others and to take responsibility for their actions and their work.

We need to obtain evidence about participation and enjoyment in learning, as well as behaviour and attitudes, through lesson observations. There are many other ways of gaining an insight into pupils' views through, for example, questionnaires and interviews with focus groups and the school council. Estyn has produced questionnaires for pupils, that schools can use regularly to identify trends and changes in attitude. The Estyn questionnaires are not the only ones available, and others may be used, especially if we wish to focus on specific issues in detail.

Regular surveys of pupils' views, as well as listening carefully to what pupils have to say in school councils and in similar situations, can provide good evidence for evaluating wellbeing.

Parent questionnaires are more likely to provide evidence on provision rather than outcomes. Even so, they may still provide a useful perspective. The Estyn parent questionnaire, for example, may provide some insight about pupils' health, safety, and behaviour and how well pupils like school.

Although some of the evidence for this quality indicator will depend on pupils' perceptions and lesson observations, there is also some useful outcome data. This includes attendance rates and data associated with behaviour, such as exclusions or referrals to pastoral staff and outside agencies.

### **How good are pupils' attitudes to keeping healthy and safe? (CIF 1.2.1)**

When considering the extent to which pupils feel healthy, we need to assess whether pupils have a secure understanding of how they can become healthy, both through what they eat and the physical activity they undertake. A useful source of evidence is the numbers of pupils taking up healthy options in school lunches or through their own packed lunches. Another useful source is the numbers engaged in physical activity, for example the numbers that undertake at least two hours of physical activity each week.

When considering the extent to which pupils feel safe, we may look at whether pupils feel free from physical and verbal abuse in school. A systematic and structured review of the incidence of bullying or harassment will help provide some evidence of the extent to which pupils feel safe.

#### **Questions we should consider about pupils' attitudes to keeping healthy**

- How well do pupils understand how they can become healthy, both through what they eat and through physical activity?
- To what extent do pupils take up healthy options in school lunches or through their own packed lunches?
- How many pupils engage in regular physical activity, for example for at least two hours each week?

#### **Questions we should consider about pupils' attitudes to keeping safe**

- To what extent do pupils feel free from verbal abuse in school?
- Are there incidents of bullying or harassment? Is the number increasing or decreasing over time?

### **How much do pupils participate in and enjoy their learning? (CIF 1.2.2)**

When evaluating participation and enjoyment in learning, we need to consider attendance, behaviour and attitudes, and the extent to which pupils have a say in what and how they learn.

When evaluating attendance, we need to consider the overall attendance rate, noting any variations between particular groups of pupils. We should compare attendance rates with national figures and particularly those of similar schools. We can get this data through the All Wales Core Data Set. It may seem appropriate to see how a school performs in relation to national norms, but it is the benchmark against similar schools that should normally guide any evaluations.

We should compare the school's rates of fixed-term and permanent exclusions with national figures and those of similar schools. We could also consider the extent to



which pupils with a history of exclusion, in their current or previous school/PRU, demonstrate good behaviour and attitudes to learning.

When evaluating behaviour and attitudes, we should consider the extent to which pupils demonstrate good behaviour in lessons and around the school. Observation of pupils' behaviour should be a common feature in the programme of classroom observations. However, we need to make sure that observers are looking for the same things and have common and agreed expectations for behaviour. We should observe whether pupils are considerate and courteous, and relate well to each other and adults. In addition, we should look at pupils' attitudes to learning, in particular their interest in their work, their ability to sustain concentration and how well they engage in tasks.

When evaluating what input pupils have to what and how they learn, we should consider:

- whether pupils' views about what and how they learn are taken seriously;
- how pupils discuss the topics to be covered and help to plan schemes of work and activities; and
- whether pupils make choices about how and what they learn.

In looking at this aspect in depth, it is useful to use the Children and Young People's Participation Standards for Wales.

### **Questions we should consider about pupils' attendance**

- How well do overall attendance rates compare with the national figure and similar schools (using WG benchmark figures)?
- Are there significant variations between particular groups of pupils?

### **Questions we should consider about pupils' behaviour and attitudes**

- Do pupils demonstrate good behaviour in lessons and around the school?
- Do pupils demonstrate positive attitudes to their learning?
- Do rates of fixed-term exclusions compare well with national figures and those of similar schools?
- Is the trend in the number of referrals for poor behaviour and poor work improving?
- Do pupils with a history of exclusion show good behaviour and attitudes to learning?

### **Questions we should consider about the input pupils have into what and how they learn**

- To what extent do pupils make choices about how and what they learn?
- Are pupils' views about what and how they learn taken seriously?
- Do pupils discuss the topics to be taught and help to plan schemes of work and activities?

### **What is the extent of pupils' community involvement and decision-making? (CIF 1.2.3)**

We should evaluate the extent to which pupils, including those from different groups, take on responsibilities and play a part in the school and wider community.

We should consider pupils' participation in decision-making, including the effectiveness of the school council. We should judge the extent to which the school council gives pupils an opportunity to be involved in decision-making, gives them responsibility and makes them feel valued. It is useful to check the impact of the school council and to see whether there is a track record of significant change as a result of the work of the council. Although pupils on school councils usually have a role in promoting environmental issues and healthier lifestyles, they are less involved in activities concerned with inclusion such as anti-bullying campaigns and bullying control systems. They are also less involved in influencing policy development, for example through helping to prepare the school improvement plan and to appoint new staff members.

In addition to the school council, we should also consider the extent to which all pupils, including those from different groups, are involved in making decisions about their life in school. There may be a range of mechanisms that allow this to happen and the key task is to see whether all pupils genuinely feel that they can contribute.

### **Questions we should consider about community involvement and decision-making**

- To what extent do pupils take part in extra-curricular activities, such as school plays, music and sports?
- How often do pupils take part in activities in the community outside the school, or participate in fund-raising for charities?
- Do many pupils volunteer to help with school events?
- To what extent are pupils involved in discussions about learning and teaching and what impact does this have?
- Are all pupils, including those from different groups, involved in making decisions about their life in school, for example through promoting environmental issues and healthier lifestyles?
- Are pupils involved in influencing policy development, such as contributing to aspects of the school improvement plan, or appointing new staff members where applicable?
- Are there structures to ensure good liaison between pupil representatives and the governing body?
- Are pupils involved in school self-evaluation?
- Does the school council have an impact? Does it have a track record of success as a result of its work?

### **How good are pupils' social and life skills? (CIF 1.2.4)**

When evaluating pupils' social and life skills, we need to consider how well pupils show respect, care and concern for others, and whether they take on responsibility for their actions and their work. We should also consider the emotional skills of pupils, including their self-confidence and self-esteem.

In addition, we should examine whether pupils have the skills needed to improve their own learning, to work with others, to solve problems and to develop their thinking to move on to the next stage of learning. We should consider how well they are prepared for life and work outside school.

### **Questions we should consider about pupils' social and life skills**

- How well are pupils prepared for life and work outside school?
- Do pupils show respect, care and concern for others?
- To what extent do pupils take responsibility for their actions and their work?
- How well developed are the emotional skills of pupils, including their self-confidence and self-esteem?
- Do pupils have the skills needed to improve their own learning, work with others, solve problems and develop their thinking to move on to the next stage of learning?

### **Key Question 2: How good is provision?**

This section includes important aspects of provision, including the curriculum, teaching and assessment, care support and guidance and the learning environment. The focus here should not only be on the quality of the provision but also on the impact of provision on pupils' standards and wellbeing. The function of the school's provision is to help make standards and wellbeing as good as they can be.

### **How do we evaluate learning experiences? (CIF 2.1)**

As a school we are free to organise and deliver the curriculum in the way that best suits our circumstances and needs, as long as we cover statutory requirements such as the National Curriculum and religious education. The main issue in evaluating the curriculum is how well its organisation and delivery meet the needs of pupils.

It is worth examining carefully the arrangements for grouping pupils through arrangements such as setting or mixed-ability grouping. In particular it is a good idea to look at the impact of any gender imbalance, or over-large or exceptionally small classes and withdrawal groups.

It is not just the curriculum as shown on the timetable that we should consider. We should also look at the nature and extent of out-of-school learning, including sports, clubs, visits, special events, links with the community and other extra-curricular activities. It is important to consider the effectiveness of arrangements for delivering these and how they cohere with mainstream curriculum planning.

### **How well do we meet the needs of pupils, employers and the community? (CIF 2.1.1)**

#### **Questions we should consider about how well we meet the needs of pupils and employers/community**

- To what extent does the curriculum allow pupils to receive learning experiences that are engaging, challenging and stimulating?

- What is the effect of our systems for grouping pupils, taking account of gender balance and class sizes?
- If withdrawal classes are used in particular year groups or subjects, what is the impact on pupils' learning experiences? If any pupils are disapplied from aspects of the National Curriculum, do they have access to an appropriate and balanced curriculum?
- Does the curriculum build appropriately on pupils' knowledge, understanding and skills as they move from the Foundation Phase to key stage 2?
- Are we successful in overcoming barriers to pupils' learning?
- Is community participation a part of the learning in our curriculum?
- Do out-of-school learning and extra-curricular activities impact on pupils' experiences and learning?

### **How well do we provide for skills? (CIF 2.1.2)**

#### **Questions we should consider about how well we provide for skills**

- To what extent do learning activities across the curriculum meet pupils' needs in gaining and using skills, particularly the literacy skills reading and writing?
- Do we make sure pupils' development of skills takes place equally well in Welsh and/or English?
- Is the provision for skills properly co-ordinated so that there is coherence in pupils' experiences across the curriculum?
- Is the provision for skills monitored and evaluated across the curriculum?

### **How well do we provide for the Welsh language and the Welsh dimension? (CIF 2.1.3)**

#### **Questions we should consider about how well we provide for the Welsh language and the Welsh dimension**

- To what extent does our provision for Welsh language development enable pupils to achieve good standards, taking account of the linguistic background and context of the school?
- How well do we reflect Welsh Government policy, objectives and guidelines as identified in documents such as 'Our Language: Its Future', 'Iaith Pawb' and the Welsh-medium Education Strategy?
- How well do we contribute to pupils' knowledge and understanding of the cultural, economic, environmental, historical and linguistic characteristics of Wales?

### **How well do we provide education for sustainable development and global citizenship (ESDGC)? (CIF 2.1.4)**

#### **Questions we should consider about how well we provide for ESDGC**

- How well do we ensure that ESDGC occurs in individual subjects and across the curriculum as a whole?
- To what extent do we give pupils opportunities to develop ESDGC through extra-curricular work and projects?

- How well do we measure the impact of ESDGC?
- As a school, do we act sustainably?
- Do we enable pupils to recognise the importance of taking individual responsibility and action to make the world a better place?
- Do we enable pupils to gain an appropriate level of awareness and understanding about sustainable development, and the knowledge, understanding, skills, attitudes and values necessary to become a global citizen?

### **How do we evaluate teaching? (CIF 2.2)**

High-quality teaching is the foundation on which effective educational performance is built, enabling pupils to acquire knowledge, understanding and skills.

Monitoring and evaluation of the quality of teaching are central to judging the effectiveness of the quality of education and training. This process needs to centre on classroom observation. Evaluation of the information on standards may lead to judgements about what is going well and not so well, but it is only through classroom observation that a school will find out the reasons why. The observation and evaluation of teaching should be based on clear and well-understood criteria. The key task in judging the quality of teaching is the impact it has on the standards achieved. It should not focus on the use of a particular process in isolation from its impact. Similarly, when scrutinising assessment, the focus should be on what impact it has on learning.

### **How well do we evaluate the range and quality of teaching approaches? (CIF 2.2.1)**

#### **Questions we should consider about the range and quality of teaching approaches**

- Do we have high enough expectations of all pupils?
- Do our teachers have good, up-to-date subject knowledge?
- Do teachers plan effectively and have clear objectives for taught sessions and other learning experiences?
- Do teachers have a range of teaching and training methods and resources to interest pupils and to stimulate and to challenge them to achieve highly?
- Are we successful in providing demanding work to meet the needs of all pupils, for example those with ALN?
- Do we provide good language models for pupils?
- Do we establish good working relationships that foster learning?
- Do we manage pupils' behaviour effectively?
- Do we use learning support staff effectively?

### **How well do we raise pupils' achievement through assessment of and for learning? (CIF 2.2.2)**

#### **Questions we should consider about how well we assess**

- Do pupils regularly review their own learning, understand their progress and contribute to setting their own learning targets?

- Do we use different forms of feedback effectively to inform pupils about their learning?
- Are we consistent in the quality and amount of feedback given to pupils?
- Do we encourage pupils to take note of feedback?
- Do we make sure that assessments are valid and reliable?
- How well does the assessment process inform future planning?
- How well do we analyse assessment findings, including National Curriculum assessments?
- Do we maintain clear, systematic, manageable and useful records on each pupil?
- Do we use records to effectively track pupils' progress, compare outcomes with benchmarks and intervene in individual cases if necessary?
- Do we produce reports on pupils that are clear, consistent and informative, and set out areas for improvement?
- Do we enable pupils to contribute to the contents of reports, where appropriate?
- Do parents/carers understand assessment procedures and have access to records and reports relating to their children?
- Do we encourage parents/carers to respond to reports on progress?

### **How do we evaluate care, support and guidance? (CIF 2.3)**

The focus here should be on the impact of care, support and guidance on pupils' standards and wellbeing rather than merely on the procedures and arrangements.

It is vital that any evaluation of care, support and guidance looks at the extent to which the arrangements have a beneficial effect on vulnerable pupils. It is also important to keep in mind that there should be a clear link between any judgements made about care, support and guidance and judgements about standards and wellbeing.

### **How well do we meet the provision for health and wellbeing, including spiritual, moral, social and cultural development? (CIF 2.3.1)**

#### **Questions we should consider about how well we provide for health and wellbeing**

- Do we have appropriate and effective policies and arrangements for promoting healthy living and pupils' emotional and physical wellbeing?
- Do we help pupils to manage their feelings and develop self-awareness and self-respect?
- Do we consider the views of pupils and parents/carers often enough?
- Does our provision for education about sex and relationships and about substance misuse support pupils' development and understanding?
- Do we have suitable arrangements to report health and safety issues?
- Do we have effective arrangements for dealing with harassment and bullying?
- Is our personal and social education (PSE) provision effective and well-delivered, and do pupils benefit enough from it?
- How well do we help pupils to improve their own learning and work with others?
- Do our pupils enjoy life in school?
- How effectively do we promote good behaviour and attendance?
- How well are policies to promote good behaviour and prevent exclusions clearly

understood by all pupils, parents/carers and teachers, and how consistently are they applied?

### **Questions we should consider about how well we provide for spiritual, moral, social and cultural development**

- Do we encourage our pupils to develop a sense of curiosity through reflection on their own and other people's lives and beliefs, their environment and the human condition?
- Do we consider life's fundamental questions with reference to the teachings and practices of religions as well as from pupils' own experience and viewpoint?
- Do we foster values such as honesty, fairness and respect for truth and justice?
- Do we promote principles that help pupils to distinguish right from wrong?
- Do we encourage pupils to take responsibility, show initiative and develop an understanding of living in a community?
- Do pupils learn how to relate to others and take responsibility for their own actions?
- Do we have processes for pupils to discuss and agree group rules?
- Do our pupils contribute to decision-making in the school?
- Do we contribute well to the local community, including through regular extra-curricular activities?
- Do we encourage pupils to engage with the arts, sports and other cultural activities through their studies and extra-curricular activities?

### **Questions we should consider about how well we provide for collective worship**

- Do our acts of collective worship contribute effectively to pupils' spiritual, moral, social and cultural development?
- Do our acts of collective worship meet statutory requirements?

### **How well are pupils supported with specialist services, information and guidance? (CIF 2.3.2)**

#### **Questions we should consider about how well our pupils are supported with specialist services, information and guidance**

- Do we provide pupils with individual support on educational and other issues?  
Do we provide access to a wide range of information for pupils?
- How well do we fulfil our responsibilities for guidance?
- Do we enable pupils to make use of professional support both from within the school and from specialist services?
- Do we liaise effectively with specialist agencies such as the police, health, psychological, counselling and social services?
- Does the quality of information provided to pupils and parents/carers in school handbooks and other materials provide appropriate guidance?
- Do we consider the overall coherence and effectiveness of the provision for personal and specialist support?

### **How good are our safeguarding arrangements? (CIF 2.3.3)**

#### **Questions we should consider about our safeguarding arrangements**

- Are our arrangements for safeguarding children and/or vulnerable adults appropriate and do we comply with our safeguarding arrangements?
- Does our policy set out:
  - ▲ the named senior member of staff's responsibilities for dealing with child protection and safeguarding issues and for providing advice/support to other staff;
  - ▲ the designated governor's responsibilities for child protection and safeguarding, clear procedures that reflect the All Wales Child Protection Procedures 2008; and
  - ▲ arrangements for training?
- Do we have effective recruitment, disciplinary and reporting arrangements to ensure the suitability of staff and volunteers, and do our arrangements meet legal requirements?

### **How well do we meet the needs of pupils with ALN? (CIF 2.3.4)**

#### **Questions we should consider about how well we meet the needs of pupils with ALN**

- Do we have effective arrangements for the identification and monitoring of ALN?
- Do our pupils with ALN receive the short-term or long-term support that they need?
- Do we offer pupils with ALN access to all areas of the curriculum, including the subjects of the National Curriculum unless disapplication is specified in individual statements?
- Do grouping and support systems meet the range of pupils' needs without adversely affecting the breadth, balance and continuity of the pupils' curriculum?
- Do we integrate, support and provide for pupils with ALN within mainstream classes and in special groups, so that they can achieve appropriate standards?
- Does the quality of support for pupils help them achieve the objectives set in individual education plans?
- Do we conduct regular reviews of progress, including annual reviews?
- Do our assessment, recording and reporting procedures satisfy statutory requirements?
- Do we consult parents/carers regularly?
- Do we evaluate the adequacy and usefulness of contributions from learning support assistants, support teachers, educational psychologists, medical, paramedical and nursing specialists and other external agencies?

### **How do we evaluate the learning environment? (CIF 2.4)**

We need to provide a learning environment that helps pupils to succeed as well as they can. To be fully effective, our school needs to be an inclusive community in which pupils receive equal access to all areas of the school's provision. In effective schools, there is a clear emphasis on recognising, respecting and celebrating diversity.



It is also important that a school has enough good quality resources and accommodation that are well matched to pupils' learning needs. In addition, the accommodation needs to be well maintained.

**How well do we evaluate the ethos, equality and diversity of our school?  
(CIF 2.4.1)**

**Questions we should consider about our ethos and provision for equality and diversity**

- Have we established a school ethos that is inclusive and contributes towards community cohesion?
- Do we take into account and value the diversity of pupils' backgrounds and act appropriately on this information?
- Do we offer equal access to the curriculum and challenge stereotypes in pupils' attitudes, choices, expectations and achievements?
- Do we analyse and where appropriate address gender gaps in subjects?
- Do we develop tolerant attitudes and ensure that all pupils and staff are free from harassment?
- How well do we promote the prevention and elimination of oppressive behaviour including bullying, sexism, racism, homophobia and violent extremism?
- Are our policies and procedures effective in dealing with specific instances of discrimination or oppressive behaviour?
- Do we take reasonable steps to ensure that current and prospective pupils with disabilities do not suffer less favourable treatment in school or in respect of admissions and exclusions?
- Do we have a well-understood equality scheme that promotes equal opportunities and human rights? Does our policy meet statutory requirements? Do we have an action plan that ensures delivery of the policy?
- Do we provide appropriate equality training for staff?
- Do we monitor and effectively address any related issues or complaints that arise?

**How well do we ensure that the physical environment is appropriate for pupils' needs? (CIF 2.4.2)**

**Questions we should consider about whether our physical environment is appropriate for pupils' needs**

- Are resources well matched to pupils' needs?
- Does the accommodation provide a stimulating and well-maintained learning environment to support teaching and learning?
- Is the accommodation sufficient for the number of pupils and the activities offered?
- Are the toilet and changing facilities appropriate for pupils' needs?
- Are the buildings and grounds maintained appropriately?

### **Key Question 3: How good are leadership and management?**

Leadership is concerned with:

- building and co-ordinating a team whose members have a common purpose;
- encouraging individuals to contribute to the common purpose; and
- developing a capacity to reflect critically on what is being done and how it can be improved.

The most crucial and central role is played by the headteacher. Any evaluation of that role needs to focus on how effective he or she is in those aspects of the school's work which bear most directly on improving provision, standards and wellbeing.

Effective school leadership also involves building distributed leadership and ensuring that staff with leadership and management roles make an important contribution. It ensures that staff understand and are committed to their job descriptions. Staff need to focus on how their work in their role can lead to improvements.

Effective school leadership also ensures that pupils are properly encouraged and supported to become involved in decision-making on issues that affect their learning and wellbeing.

Successful leadership enables staff, governing bodies and pupils to be involved in the formulation of aims, values and policies, and in the procedures which arise from them. Successful leadership teams work effectively together and have a shared commitment to excellence.

#### **How do we evaluate the effectiveness of our leadership? (CIF 3.1)**

When thinking about strategic direction, we need to consider the extent to which we have clear aims, strategic objectives, plans and policies that are focused on meeting pupils' needs. Good plans are appropriately focused, implemented and monitored in a timely way.

Setting out and communicating a clear sense of direction, and having suitable plans and processes in place, are not ends in themselves. Plans and processes are only as good as the extent to which they are effective in sustaining high quality and improving provision and standards. Good leadership must have a positive impact.

We need to consider how well the governing body fulfils its statutory obligations and takes full account of relevant legislation and guidance. We also need to consider how well the governors not only support the school, but also challenge it to do better.

#### **How good is our strategic direction and what is the impact of our leadership? (CIF 3.1.1)**

##### **Questions we should consider about our strategic direction**

- Do we have clear aims, strategic objectives, plans and policies that are focused on meeting pupils' needs?

- Are our plans appropriately focused and are they being implemented and monitored in a timely way?
- Are roles and responsibilities clearly defined, and are the spans of responsibility in the school leadership group viable and balanced?
- Do all staff understand and fulfil their roles in direct relation to specific strategic aims, plans and responsibilities?
- Do leaders manage their own time effectively and prioritise activities responsively?
- Do meetings focus on important issues about performance and core business, and generate clear action points which are carried out as agreed?
- Are our management and committee structures coherent with the strategic direction of the school and do they address core issues?
- How well do we use data to monitor performance?
- Do we communicate high expectations to those we manage?
- Do we agree and achieve challenging and realistic targets for ourselves and others?
- Do we negotiate and co-operate well with internal staff and outside agencies?

### **Questions we should consider about the impact of our leadership**

- Do we communicate the vision for our school well and explore how to achieve it, in collaboration with others?
- Do we model and promote behaviours and values that contribute positively to creating a school ethos in which our pupils and staff feel valued?
- Do we actively support and challenge everyone to do their best?
- Do we build on shared understanding and distributed leadership to create a responsive, learning culture in our school?
- Do we share convincingly, with our stakeholders and others in our school community, a common mission to deliver education of the best quality?
- How well do we manage the performance of our staff in order to help them to improve their practice?
- Do we address underperformance robustly and directly where necessary?
- Does our performance management identify individual and whole-school training and development needs clearly?
- Do we prioritise these appropriately and address them fully?
- Do all our staff have targets for improvement that support the delivery of the strategic aims in our school improvement and other action plans?
- Do performance management processes help to improve the quality of our teaching and learning, as well as pupil outcomes?

### **How good is the work of our governors? (CIF 3.1.2)**

#### **Questions we should consider about the work of our governors**

- How well do our governors understand their roles?
- How well do they fulfil their statutory obligations and take account of relevant legislation and guidance?
- Do they have good information about the performance of our school and issues that affect it?
- Do they provide a sense of direction for the work of our school?

- Do they support our school as critical friends, and hold us to account for the standards and quality we achieve?
- Do they take reasonable steps to inform pupils, members of staff, parents/carers or any other person of the procedures if they wish to make a complaint or appeal?
- Do they make sure that complaints are dealt with promptly by disinterested parties?

### **How well do we meet national and local priorities? (CIF 3.1.3)**

#### **Questions we should consider about national and local priorities**

- Are we clear about local and especially national priorities, and do we have a consistent and systematic view and strategy about how we will respond to them?
- Are we successful in delivering to national priorities, including:
  - ▲ the School Effectiveness Framework;
  - ▲ the Foundation Phase Framework for Children's learning for 3 to 7-year-olds in Wales;
  - ▲ the Welsh Government's seven core aims based on the United Nations Convention on the Rights of the Child;
  - ▲ the Transformation agenda;
  - ▲ the Children and Young People's Partnership plan; and
  - ▲ local partnerships and consortia agreements?
- Do we appreciate the purpose of these priorities and how they can improve pupil outcomes and wellbeing?
- Do we respond to the educational challenges of the local area by working with other schools, agencies and the local authority?

### **How do we improve the quality of what we do? (CIF 3.2)**

The key purpose of this manual is to improve quality through effective self-evaluation. The first part of the manual and all of the sections on each key question and each quality indicator will help you to evaluate your provision and its impact on standards and wellbeing. For the first aspect of quality indicator **(3.2) (3.2.1) (self-evaluation, including listening to pupils and others)**, there are some broad principles about self-evaluation that complement rather than repeat other sections of the manual. For the other two aspects in this quality indicator **(3.2.2 and 3.2.3)**, there is more detail.

When self-evaluation becomes a reflective professional process, it helps schools get to know themselves well, identify their agenda for improvement and promote sector-leading practice.

The processes of self-evaluation and improvement planning should be a regular and routine part of our school's working life. The focus of self-evaluation should be on identifying priorities for development, monitoring provision and assessing outcomes. The process should involve a rigorous review of all aspects of school life and, most importantly, how these impact on the standards that pupils achieve. A key consideration is whether our school is managed on the basis of an accurate assessment of strengths and weaknesses. Our leadership and management are unlikely to be good if self-evaluation procedures are not effective.

Improvement planning should flow naturally from our self-evaluation activities.

The priorities in any improvement plan should be based on the findings of our self-evaluation. If our improvement planning is good, then we should have a well evidenced track record of improvements.

Where necessary, there will need to be direct intervention and support to improve performance. It should not be seen as a response to failure, but instead it should be seen as intervention and support that leads to substantive improvements. Intervention and support for some more vulnerable groups of pupils are likely to involve working across the school as a whole as well as with other agencies.

### **How well do we carry out self-evaluation, including listening to pupils and others? (CIF 3.2.1)**

#### **Questions we should consider about self-evaluation**

- Do we use evidence to identify underperformance or coasting performance?
- Is self-evaluation a regular part of our school's working life and embedded in our strategic planning?
- Do we carry out thorough evaluation and monitoring of data on standards and the quality of education, including consideration of trends and progress over time?
- Do we draw on first-hand evidence about the quality of teaching and learning?
- Do we involve all staff in assessing outcomes and their own performance?
- Do we encourage pupils to share their views and raise issues?
- Do we take account of the views of our staff, parents/carers and other stakeholders?
- Where appropriate, do we draw upon reviews by external agencies?

### **How do we plan and secure improvement? (CIF 3.2.2)**

#### **Questions we should consider about planning and securing improvement**

- Does our self-evaluation activity lead to the formulation of our improvement plans?
- Do we use information from self-evaluation to set priorities and appropriately challenge targets for improvement?
- Have we prioritised the matters that we wish to improve?
- Are we implementing sound strategies that are likely to bring about the desired improvements?
- Do all staff play their part in implementing the strategies?
- Where necessary, do we act quickly and provide support to improve performance?
- Have we defined the actions for improvement in specified and realistic timescales, and allocated responsibility for their delivery?
- Have we made sure that our priorities are supported by the allocation of resources?
- Have our actions had a positive effect and, where relevant, led to measurable improvements in standards and quality?
- Do we have a good or excellent track record in making improvements over recent years?

### **How are we involved in networks of professional practice? (CIF 3.2.3)**

A professional learning community is a group of teachers who are responsible for driving change in their own school and/or across a network of schools. It might include networks within the local authority and other groups of schools.

Professional learning communities are a way of securing higher standards and wellbeing through teacher collaboration within, between and across schools. Teachers can work together to share and develop professional expertise and knowledge that will positively impact upon pupil outcomes. Professional learning communities can give schools access to emerging knowledge about school leadership, learning, teaching and wellbeing.

Each school should be developing as a strong learning community and achieving a culture of collaboration within and across schools. This process needs arrangements to support the involvement of all staff in increasing their professional knowledge, understanding and skills.

As part of self-evaluation in relation to **3.2.3**, we also need to scrutinise the effectiveness of the school's arrangements for Continuous Professional Development.

### **Questions we should consider about networks of professional practice**

- Are staff involved in professional learning communities within and beyond the school?
- Does our involvement in professional learning communities give us access to emerging knowledge about school leadership, learning, teaching and wellbeing?
- Are we developing as a strong learning community and achieving a culture of collaboration within our own and with other schools?
- Do our arrangements support the active engagement of all our staff in increasing their professional knowledge, understanding and skills, including participation in whole-school professional learning experiences?
- Are all our staff supported by continuous professional development?
- Are all our staff acquiring new knowledge and skills to develop innovative approaches to learning and teaching?
- Are all our staff appropriately involved in direct classroom observation?
- Do we share good practice with other teachers and adults within and beyond our school?
- Do we reflect on our own practice and evaluate the impact of professional learning on our pupils' learning and wellbeing?

### **How do we evaluate the effectiveness of our partnership working? (CIF 3.3)**

We all share the aim of working in partnership to improve provision, standards and wellbeing. To be effective at working with others, schools need to:

- be relevant to our local community and to the lives of children and young people outside school and school hours;
- engage with families and the broader community, including businesses, external agencies and the voluntary sector; and

- work in a joined-up way with other providers and agencies to improve the standards and wellbeing of individual pupils.

For schools in the most disadvantaged communities, the community focus is especially important. It is here that schools can play a major role in providing the experiences and opportunities that are available to pupils in more prosperous areas. Schools alone cannot break the link between poverty and underachievement. Research stresses the need for integrated and broad-based approaches that involve a number of agencies working together.

We should not lose sight of the aim of partnership working. It is not done for its own sake or to respond to external demands. It should lead to better provision and improved standards and wellbeing. The test of any aspect of partnership working is whether it can have a clear, demonstrable and beneficial effect on pupils.

We need to consider how well our school collaborates with partners to deliver coherent programmes and choices. To do this, the school needs to have effective structures and processes which contribute well to joint working practices. We should consider how our staff work with partners to plan, manage, and quality assure provision, for example through pooling our funding and resources.

Where there is regular movement of pupils to or from the school as part of partnership activity, we should consider how safely and efficiently we arrange these day-to-day activities.

### **How strategically do we work with our partners to improve pupils' standards and wellbeing? (CIF 3.3.1)**

We need to consider how strategically our school works with its partners to improve pupils' standards and wellbeing. Partners include:

- parents/carers;
- partner secondary schools;
- other schools;
- the local authority education services for children and young people;
- the community;
- a range of multi-disciplinary agencies and voluntary organisations; and
- initial teacher training institutions.

Our school should be clear about its role and responsibilities within any formal partnerships. The key matter is how well our school uses strategic partnerships to help to build our capacity for continuous improvement.

Partnerships will depend on good liaison, trust and clear communication between partners.

### **Questions we should consider about strategic partnerships**

- Do we play a key role in relevant and effective partnerships that benefit our pupils?
- Do we work in a joined-up way with other providers and agencies to improve the standards and wellbeing of individual pupils?

- Are we clear about our role and responsibilities within our partnerships?
- Do we use strategic partnerships to help us build our capacity for continuous improvement?
- Do we ensure that there is good liaison, trust and clear communication between our school and our partners?
- Do we engage with families and the broader community, including businesses, external agencies and the voluntary sector, to benefit our pupils?

### **How well do we collaborate with partners to deliver coherent programmes and choices? (CIF 3.3.2)**

#### **Questions we should consider about joint planning, resourcing and quality assurance**

- Do we have effective structures and processes which contribute well to joint working practices?
- How well do we work with partners to plan, manage and assure the quality of provision?

#### **Questions we should ask ourselves about our work with partner schools.**

- How well do we work with our partner schools to develop continuity in learning and wellbeing?
- How well do we work with our partner schools to develop continuity in learning and wellbeing?
- How well do we work with our partner schools to moderate and assure the quality of the assessment of pupils' work and courses?
- How well do we work with our partner schools to use and share resources effectively?

### **How do we evaluate resource management? (CIF 3.4)**

Leadership requires that resources, including staff, time and finances, are used effectively to improve provision, standards and wellbeing. When evaluating the management of resources, we should look at the quality of our plans and strategies to ensure that we deliver value for money.

One important task is to judge how efficiently and effectively we plan and carry out strategies to manage our staff and available resources. We should be aware that there may be some features of our management that contribute to or detract from the efficient management of resources.

When we look at financial matters, we should not look only at the detail of our financial budgets. In evaluating resource management, the focus should be on the extent to which our school's spending decisions and broad financial planning are based on priorities for expenditure and on improvement over time.

Another important focus for evaluating value for money is whether our school is effective in achieving good or excellent outcomes for pupils. It might be useful to try to make an overall evaluation of value for money. This means judging whether our



school offers excellent, good, adequate or unsatisfactory value for money in terms of the use of its allocated budget.

### **How well do we manage our staff and resources? (CIF 3.4.1)**

#### **Questions we should consider about managing staff and resources**

- Is our school appropriately staffed to teach the curriculum effectively?<sup>1</sup>
- Do we deploy our staff to make best use of their time, expertise and experience?
- Do we identify and meet the development needs of all our staff through appraisal and performance management systems?
- Do we make effective use of planning, preparation and assessment (PPA) time?
- Do we employ appropriate strategies and processes to meet the statutory requirements of the National Agreement on 'Raising Standards and Tackling Workload' (January 2003)?
- How well do we manage and deploy our teaching assistants and non-teaching staff?
- Do we provide the best standards of accommodation possible within our budget?
- Do pupils have enough appropriate learning resources?

#### **Questions we should consider about financial matters.**

- Are our spending decisions and broad financial planning based on priorities for expenditure and improvement over time?
- Do we know the costs of existing programmes and activities, keep them under review and question whether they are cost-effective, for instance in relation to non-viable class sizes?
- Do we identify priorities and areas for development, and allocate resources appropriately and according to clear criteria that reflect our agreed objectives?
- Do we have systematic and accurate budgeting arrangements, including appropriate arrangements for contingencies?
- Do we have a sensible balance between the responsibilities undertaken by governors and those delegated to the headteacher and staff?

### **Do we provide value for money? (CIF 3.4.2)**

#### **Questions we should consider about value for money**

- Is our provision effective in securing appropriate outcomes for our pupils?
- Do we balance the effectiveness of our provision against costs, including staffing costs?
- Do we make good use of the funding we receive?

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<sup>1</sup> Paragraph 80 refers to a section in 'School Teachers' Pay and Conditions Document' (STPCD). This details what teachers/subject co-ordinators will be required to do:  
"80. Teachers are expected to contribute, both orally and in writing as appropriate, to curriculum development by sharing their professional expertise with colleagues and advising on effective practice. This does not mean that they can be expected to take on the responsibility of, and accountability for, a subject area or to manage other teachers without appropriate additional payment. Responsibilities of this nature should be part of a post that is in the leadership group or linked to a post which attracts a TLR on the basis set out in paragraph 21."

## 6 Self-evaluation and inspection

Schools should use information from self-evaluation to feed into their strategic planning. An annually updated self-evaluation report provides an opportunity to identify strengths and celebrate and share good practice. This report should identify areas for school improvement, which can be prioritised in improvement planning. The School Effectiveness Framework recognises the importance of annual school self-evaluation updates based on the CIF.

Inspections provide an important external evaluation of the work of schools over a six-year cycle. Inspection can help schools to focus on what needs to be done and on how to bring about a step change in the quality and consistency of learning.

The starting point for inspection is the school's evaluation of its own performance, supported by relevant performance information. Inspectors will not inspect all aspects of work in depth during a core inspection. The school's self-evaluation report will determine how inspectors sample evidence to test the school's evaluation of its work. This self-evaluation report should not be one that has just been written for an inspection. Instead it should develop from the ongoing self-evaluation activities.

A good self-evaluation report should:

- be evaluative and concise;
- identify areas of improvement as well as good features;
- indicate excellent and sector-leading practice, where appropriate;
- give clear judgements on each quality indicator in the CIF (though these need not necessarily be updated each year);
- ensure that judgements derive from evidence and include cross-references to it;
- provide and comment on statistical data about outcomes over recent years;
- refer to recent assessments or reviews of provision;
- relate clearly to an improvement plan and targets; and
- provide cross-references to the evidence that support its evaluations.

The following documents can also be found on the Estyn website:

- arrangements for core inspections in primary schools;
- a template for a self-evaluation report based on the CIF; and
- tools to support self-evaluation (primary).

## 7 Tools to support self-evaluation

There are a range of existing tools to support self-evaluation. A few examples are included here but you will be aware of others as well. This list will be updated at intervals.

### Estyn self-evaluation tools

#### Supplementary guidance for inspectors

Estyn's supplementary guidance documents are written for inspectors, and schools too have found them to be useful tools for evaluating their own practice in the areas covered. The supplementary guidance documents cover topics such as:

- Skills;
- Collective Worship;
- Welsh language;
- Education for sustainable development and global citizenship;
- Healthy Living;
- Listening to Learners;
- More able and talented learners; and
- Race equality and the promotion of good relationships and English as an additional language.

#### Estyn remit reports that include self-evaluation checklists:

- Best practice in mathematics for pupils aged 3 to 7 years (Estyn 2009);
- Best practice in the reading and writing of pupils aged 5 to 7 years (Estyn 2009);
- Improving the learning and teaching of early reading skills (Estyn 2007);
- Improving numeracy in key stage 2 and key stage 3 (Estyn 2010);
- Play and active learning: A toolkit for Foundation Phase practitioners (Estyn 2009); and
- Tackling child poverty and disadvantage in schools (Estyn 2010).

#### The School Effectiveness Framework (SEF) self-evaluation tools

The SEF website is the central hub for schools and local authorities across Wales to learn more about SEF, allowing them to explore examples of good practice and add examples of their own good work. [www.sefcymru.org](http://www.sefcymru.org)

The website provides access to the Self-Evaluation Profile (SEP) which is a leadership and management tool developed in collaboration with headteachers, teachers, local authority advisers and Estyn and it has been trailed in primary, secondary and special schools. It can be used as a developmental tool to enable schools to make and gauge progress against Key Question 3. The SEP can also be used by school improvement advisers when supporting schools.

## Other self-evaluation tools

### **Appetite for Life Action Plan**

The action plan sets out the strategic direction and actions required to improve the nutritional standards of food and drink provided in schools in Wales.

<http://wales.gov.uk/docs/dcells/publications/091207appetiteforlifeen.pdf>

### **Basic skills quality standards**

The all-age Basic Skills Quality Standards recognise providers that make clear progress in improving their basic skills provision.

<http://wales.gov.uk/topics/educationandskills/allsectorpolicies/basicskillscymru/schoolsandproviders/qualitystandard/;jsessionid=HBSGMnnBNZgjFDWpk9NvnP6CCGrydTfZnZITkMnnyT1q0pwmyLnp!-450303615?lang=en&ts=1>

### **Community focused schools: making it happen – a toolkit**

This toolkit provides advice on whole-school planning and the development of Community Focused Schools. It is based on work that is currently taking place in Wales and provides ideas and examples of what community focused schools can achieve.

[http://www.continyou.org.uk/wales\\_cymru/resources/community\\_focused\\_schools\\_toolkit](http://www.continyou.org.uk/wales_cymru/resources/community_focused_schools_toolkit)

### **Curriculum for all learners: Guidance to support teachers...**

This document provides guidance for teachers/practitioners of learners with a range of additional learning needs in mainstream and special settings/schools. It supports teaching and assessing against the school curriculum 2008. It includes checklists to help schools evaluate their practice.

<http://wales.gov.uk/docs/dcells/publications/100426curriculumforlearnersen.pdf>

### **Do we meet your standards? National Children and Young People's Participation Standards self-assessment pack**

This pack develops and promotes a set of standards for children and young people's participation in Wales. The document has been endorsed by all members of the Welsh Government's Children and Young People's Cabinet Sub-Committee.

<http://www.savethechildren.org.uk/assets/images/standards-pack.pdf>

### **Education for Sustainable Development and Global Citizenship (ESDGC) – A Strategy for Action**

<http://wales.gov.uk/docs/dcells/publications/081204strategyactionupdateen.pdf>

### **Moving On...Effective Transition from Key Stage 2 to Key Stage 3**

This document focuses on features of good practice and what needs to be done to make further improvements.

<http://wales.gov.uk/topics/educationandskills/publications/guidance/movingon?lang=en>

### **Participation Standards Self Assessment Pack**

This is a tool to help providers reflect on their own practice in relation to the National Participation Standards for children and young people. It gives ideas about how providers could meet the Participation Standards and what evidence they might use to demonstrate their work. There is a self-assessment tool for providers to complete with children and young people's involvement.

<http://www.participationworkerswales.org.uk/userfiles/file/Final%20Report%20July%20'09.pdf>

### **Quality Standards in Education for More Able and Talented Pupils**

The guidance outlines the role of the local authority in supporting schools to improve and further develop provision for more able and talented pupils, and provides a set of ten quality standards to aid school self-evaluation.

<http://wales.gov.uk/dcells/publications/publications/guidanceandinformation/2333286/meetingthechallengeengdoc>

### **School-based Counselling Operating Toolkit**

This toolkit builds on the School-Based Counselling Strategy and includes standards and guidance for counsellors and counselling services in Wales.

<http://wales.gov.uk/topics/educationandskills/schoolhome/wellbeing/schoolcounselling/counsellingtoolkit/?lang=en>

### **School Councils in Wales: Best Practice Guide**

The document contains some simple pointers on what makes effective School Councils or Youth Forums.

<http://wales.gov.uk/docs/dcells/publications/090925schoolcouncilbestpracticeguideen.pdf>

### **Shared Planning for Better Outcomes Children Act 2004: Planning Guidance**

This circular contains statutory guidance under sections 25(8), 26(5) and 27(4) of the Children Act 2004.

[http://wales.gov.uk/docrepos/40382/4038232/403829/4038293/1080190/CYPP\\_Guidance\\_FINAL\\_e\\_6-09.pdf](http://wales.gov.uk/docrepos/40382/4038232/403829/4038293/1080190/CYPP_Guidance_FINAL_e_6-09.pdf)

### **The School Effectiveness Profile**

The School Effectiveness Profile (SEP) contains a number of high-level statements on school development, starting from what one would expect to see as a minimum in every school in Wales to what one is likely to see in the most highly effective schools. The intention is that schools will use the statements to provide a robust challenge as part of their self-evaluation process. The SEP has been designed alongside Estyn's CIF to encourage schools to ask themselves relevant questions about their current practice.

The School Effectiveness Profile (SEP) is now available online for all schools in Wales to use. Unique passwords for schools will be distributed via local authorities information management officers. The SEP online has been developed following requests from schools for an electronic version to be created in order to facilitate the self-evaluation process for Key Question 3 'How good are leadership and management?'

[School Effectiveness Profile - introduction](#)

[School Effectiveness Profile - quick reference guide](#), [School Effectiveness Profile - online log-in](#) and the [School Effectiveness web site](#)

### **School Sport Survey**

The School Sport Survey is an online survey of participation in and provision of PE and school sport that takes place on a biennial basis over the summer term. It explores pupils' involvement in school and community sport, their motivations and barriers to participating in sport, the provision and type of activities delivered during curriculum and extra-curricular, pupils' overall well-being, and the extent to which participation in sport positively contributes to pupils' well-being. All schools are invited to be involved in the School Sport Survey. Those schools that achieve a representative sample of their pupils, pre-set for the size of the school, will also receive a bespoke bilingual report of their data that can be used to help evidence well-being. For further information please see:

[www.schoolsportsurvey.org.uk](http://www.schoolsportsurvey.org.uk)

### **Thinking Positively: Emotional Health and Well-being in Schools and Early Years Settings**

This guidance focuses upon the leading role that education staff play in providing preventative services and improving the emotional wellbeing of children.

<http://wales.gov.uk/topics/educationandskills/publications/guidance/thinkingpositively/?lang=en>

## **Self-evaluation tools from other countries**

### **Quality Management in Education 2 – Self-evaluation for Quality Improvement**

This web site is a link to the Standards in Scotland's Schools Etc. Act 2000 which looks at self-evaluation in the local authority context. The toolkit provides a framework for improvement planning that requires education authorities to set out and report on improvement objectives related to national priorities and associated measures of performance.

<http://www.hmie.gov.uk/documents/publication/qme2seqi-04.html>

### **Raising standards – a contextual guide to support success in literacy, numeracy and ESOL provision**

These guides, produced by the Skills for Life Strategy Unit, are intended to help practitioners, leaders and managers to improve the quality of teaching and managing literacy, numeracy and language provision, by using the five Common Inspection Framework questions in their particular context.

<http://www.excellencegateway.org.uk/page.aspx?o=138202>

### **Self-assessment Toolkits for Schools and Early Years**

These toolkits for schools in Scotland are designed to help schools, early years establishments and their teaching staff to determine how well they have incorporated the principles of Assessment is for Learning into their practice.

<http://www.ltscotland.org.uk/assess/toolkit/schools/evidence.asp>

### **The Child at the Centre – Self-evaluation in the Early Years**

This is a guide for staff working in the pre-school sector and in the early stages of primary school. The indicators reflect the active learning which takes place across

these early years. The framework of indicators guides you in that process.  
<http://www.hmie.gov.uk/documents/publication/catcseey-02.html>