

Report on the Quality of Secondary Education

in

**Ysgol Glan-y-Môr
Cardiff Road
Pwllheli
Gwynedd
LL53 5NU**

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School number: 661/4040

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by

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

Wellbeing: Good

Pupils feel safe in the school. They know how to keep healthy and fit and have positive attitudes to healthy eating and physical exercise. Many pupils take advantage of the opportunities to improve their fitness levels by participating in the activities that are available to them.

Learning experiences: Good

There are examples of good work in some subjects in relation to education for sustainable development and global citizenship. The provision has not been co-ordinated at a whole-school level.

Provision for the development of the Welsh language and the Welsh dimension is very good. This includes ensuring progression and continuity in pupils' learning experiences in Welsh when transferring from primary schools.

Care, support and guidance: Good

There is appropriate provision in place to promote pupils' health and wellbeing. The personal and social education (PSE) programme and tutorial lessons give good attention to such areas as healthy eating, sex education, drugs and cyber-bullying. The school also takes advantage of theatre in education productions.

The school gives due attention to promoting the development of pupils' spiritual, moral, social and cultural experiences. Aspects such as equality, respect for other people's beliefs and Welsh identity are promoted effectively. Matters relating to violence, racism and relationships are dealt with and discussed through PSE activities, lessons and various projects.

Learning environment: Good

The school promotes equality and social diversity well.

There are relevant policies and procedures in place and the school fully meets its legal obligations. The curriculum and educational programmes are accessible to all pupils, irrespective of race, gender or background.

Partnership working: Good

The school has extensive links with its feeder primary schools. Pastoral arrangements enable pupils to settle quickly in the school and the school makes good use of information to ensure support for pupils on the basis of their individual needs. There are appropriate arrangements in place to promote curricular progression and continuity between key stages 2 and 3.