



Arolygiaeth Ei Mawrhydi dros Addysg a Hyfforddiant yng Nghymru
Her Majesty's Inspectorate for Education and Training in Wales

A report on

**Ysgol Glan y Môr
Ffordd Caerdydd
Pwllheli
Gwynedd
LL53 5NU**

Date of inspection: January 2017

by

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

During each inspection, inspectors aim to answer three key questions:

Key Question 1: How good are the outcomes?

Key Question 2: How good is provision?

Key Question 3: How good are leadership and management?

Inspectors also provide an overall judgement on the school's current performance and on its prospects for improvement.

In these evaluations, inspectors use a four-point scale:

Judgement	What the judgement means
Excellent	Many strengths, including significant examples of sector-leading practice
Good	Many strengths and no important areas requiring significant improvement
Adequate	Strengths outweigh areas for improvement
Unsatisfactory	Important areas for improvement outweigh strengths

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

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

Publication Section

Estyn

Anchor Court, Keen Road

Cardiff

CF24 5JW or by email to publications@estyn.gov.wales

This and other Estyn publications are available on our website: www.estyn.gov.wales

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

© Crown Copyright 2017: This report may be re-used free of charge in any format or medium provided that it is re-used accurately and not used in a misleading context. The material must be acknowledged as Crown copyright and the title of the report specified.

Publication date: 14/03/2017

Context

Ysgol Glan y Môr is a naturally bilingual school for 11-16 year old pupils. The school is maintained by Gwynedd local authority. There are 480 pupils on roll, compared with 518 at the time of the last inspection in 2009.

The school is situated in the town of Pwllheli and serves the town and the surrounding rural area. Pupils come from areas that are neither prosperous nor economically disadvantaged. Eleven point one per cent (11.1%) of pupils are eligible for free school meals. This figure is below the national percentage of 17.1%.

Approximately 75% of pupils come from Welsh-speaking home and many pupils speak Welsh fluently. A small percentage of pupils are from ethnic minority backgrounds.

The school admits pupils from the full ability range. Fourteen per cent (14%) of pupils are on the additional learning needs register, and 1% of pupils have a statement of special educational needs. These figures are below the national averages.

The headteacher was appointed in 2008. The leadership team includes the headteacher, deputy headteacher and assistant headteacher.

The individual school budget per pupil for Ysgol Glan y Môr in 2016-2017 is £4,741. The maximum per pupil in secondary schools in Gwynedd is £5,729 and the minimum is £4,292. Ysgol Glan y Môr is in 11th place of the 14 secondary schools in Gwynedd in terms of the school budget per pupil.

Summary

The school's current performance	Good
The school's prospects for improvement	Good

Current performance

- In the level 2 threshold including Welsh or English and mathematics, the school's performance has been close to the modelled outcomes in three of the last four years. However, boys' performance, in general, has been lower than girls' performance over the last four years.
- The school's performance in the indicator that includes five GCSEs at grade A*-A or equivalent is higher than the performance of similar schools for the third year in succession.
- Nearly all pupils in key stage 4 sit the GCSE in Welsh first language and many gain A*-C grades.
- Many pupils who are new to Welsh and the area make exceptional progress in their Welsh language skills in a short period of time.
- Pupils' attendance rates are very high.
- In many lessons, pupils make valuable progress and show strong motivation to learn.
- In many lessons, teachers plan purposefully in order to ensure all pupils' progress.
- The school provides a relevant curriculum for many pupils. However, in key stage 4, the curriculum does not meet the needs of a few pupils and, in key stage 3, there is not enough time for a very few subjects.
- The school does not plan thoroughly enough to develop number skills and information and communication technology (ICT) skills.

Prospects for improvement

- The headteacher has a clear vision, which is based on nurturing enterprising and creative pupils who are ready to play a full part in life and work. However, the senior management team's duties have not been allocated sensibly, and the headteacher's significant workload limits her time to operate strategically.
- Leadership has led to improvements in many of the main indicators, effective teaching in many lessons, high attendance levels and good behaviour.
- The school has robust performance management arrangements. These are used productively to support staff to develop professionally and refine their teaching skills.
- Leaders analyse an appropriate range of performance data and discuss the school's performance over time. However, leaders at all levels do not have a sound and realistic enough understanding of the school's performance in comparison with that of similar schools in order to identify cases of underperformance.

Recommendations

- R1 Ensure that outcomes in key stage 4 compare favourably with those of other schools consistently
- R2 Ensure that the curriculum and provision for numeracy and ICT meet the requirements of the full range of pupils across the school
- R3 Ensure that responsibilities are distributed appropriately to facilitate the senior management team's capacity to operate strategically
- R4 Refine self-evaluation and planning for improvement processes and ensure that leaders are completely aware of the significance of performance data when evaluating standards and the quality of teaching

What happens next?

The school will draw up an action plan, which shows how it is going to address the recommendations. Estyn will invite Ysgol Glan y Môr to prepare a written case study, describing the excellent practice that was seen during the inspection.

Main findings

Key Question 1: How good are outcomes?

Good

Standards: Good

In key stage 4, the school's performance in many indicators has varied over the last four years. Over this period, the school's performance has compared favourably with that of similar schools in around half of the important indicators in key stage 4. In the level 2 threshold including Welsh or English and mathematics, the school's performance has varied but has been close to the modelled outcome in three of the last four years.

The school's performance in terms of the capped points score has been very close to the modelled outcomes for the last four years. The school's performance in the indicator that includes five GCSEs at grade A*-A or equivalent is higher than the performance of other similar schools for the third year in succession. In general, pupils make appropriate progress from one key stage to the next. However, performance in the level 2 threshold has been lower than that of similar schools over the last four years.

The performance of pupils who are eligible for free schools meals in the level 2 threshold including Welsh or English and mathematics has been uneven over time. Performance in 2016 was higher than that of similar schools but, in 2015, the school's performance was below the national average for this group of pupils. Boys' performance in the level 2 threshold including Welsh or English and mathematics shows a trend of improvement over the last three years. However, their performance is lower than that of boys in similar schools in 2016. In general, pupils with additional learning needs make appropriate progress from one stage to the next.

At the end of Year 11, nearly all pupils continue in education either at school or in a further education college.

In key stage 3, there is a trend of improvement in the proportion of pupils who achieve the core subject indicator, and the school's performance has been higher than that of similar schools for the fourth year in succession.

Nearly all pupils in key stage 4 sit the GCSE in Welsh first language, and many gain A*-C grades. Many pupils who are new to Welsh and the area make exceptional progress in their Welsh language skills in a short period of time.

In many lessons, pupils make valuable progress and show a strong motivation to learn. They make effective use of their knowledge and understanding of previous work in order to enable them to make further progress. A majority of pupils develop their thinking skills successfully when expressing an opinion maturely and sensibly. However, in a few cases, boys do not make as much progress as they could due to lower levels of motivation.

Most pupils listen attentively to their teachers and follow their instructions carefully. They are considerate and respectful when listening to the views and responses of other pupils. Most pupils speak fluently and confidently in lessons. Many offer clear and correct extended answers in polished Welsh. In a few cases, the standard of pupils' oral responses is very mature and sophisticated.

Many pupils read aloud skilfully and confidently. In many cases, pupils have a sound understanding of reading texts and analyse and interpret them successfully. However, a few pupils do not consider texts in enough depth.

Many pupils demonstrate proficient writing skills and express an opinion clearly and maturely. These pupils use subject vocabulary effectively and arrange their work sensibly. A majority of pupils punctuate correctly and structure sentences and paragraphs logically. However, there are minor careless errors in the work of a minority of pupils. In a very few cases, pupils do not make enough progress in their writing skills because they undertake copying tasks rather than producing their own work.

In general, a majority of pupils develop their numeracy skills suitably. They apply calculation methods purposefully in a few appropriate situations. They use suitable strategies to interpret data and to record and present information in an appropriate range of forms. However, in a few subjects, pupils do not make sufficient progress in their numeracy skills and they make basic errors, for example when drawing graphs.

Many pupils practice their ICT skills appropriately in many subjects across the curriculum. However, they do not develop their skills increasingly across the subjects.

Wellbeing: Good

Most pupils feel safe at school and many feel that staff deal well with the few cases of bullying. Nearly all pupils have a positive understanding of how to keep healthy. There are high levels of participation in extra-curricular activities, such as sports clubs.

Pupils' attendance rates are very good. They place the school in the top quarter of similar schools in terms of the percentage of pupils who are eligible for free school meals for the fourth year in succession.

Most pupils are well-behaved in lessons and on the school grounds. There have been no permanent exclusions during the last three years. Most pupils have very positive and enthusiastic attitudes towards their learning.

The influence of pupils' views of school life is developing appropriately. The school council has contributed beneficially to improving a few aspects, such as what is offered in the canteen. The school council has recently begun to express its opinion on learning and teaching and to contribute to producing whole-school policies.

All pupils in Year 10 complete a period of work experience successfully and gain valuable experiences of the world of work. Most pupils treat each other and adults

with respect, care and concern. Many pupils make a valuable contribution to community, cultural and charitable events; for example, they sing at the local hospital and compete in the Cerdd Dant Festival.

Key Question 2: How good is provision?	Good
---	-------------

Learning experiences: Adequate

The school provides a curriculum that is relevant for many pupils. Provision includes an appropriate range of occupational courses within the school and in partnership with a local further education college. However, in key stage 4, the curriculum does not meet the needs of a few pupils and, in key stage 3, there is not enough time for a very few subjects. As a result, pupils do not develop their subject skills in full. The school has beneficial arrangements to deliver the Welsh Baccalaureate Qualification.

A wide and varied range of extra-curricular activities has a positive effect on pupils' achievement and wellbeing. These include various sports and musical activities, and clubs such as the hairdressing club.

The school is developing soundly in terms of provision to improve pupils' literacy skills across the curriculum. In many subjects, there are rich opportunities for pupils to practice and improve their literacy skills. Provision to improve pupils' numeracy skills is developing appropriately. The school is efficient in terms of identifying those pupils who are having the most difficulty with literacy and numeracy skills. These pupils are supported through beneficial support programmes, and pupils make strong progress in these programmes. The school has begun to plan to develop pupils' skills in ICT, and there are a few opportunities across the curriculum for pupils to develop their ICT skills further.

Provision to promote Welshness and use of the Welsh language is an exceptional feature of the school's work. There is a Welsh ethos to all of the school's activity, and activities such as the annual Eisteddfod are a valuable part of school life. Most pupils follow the full GCSE course in Welsh first language, and nearly all subjects are offered through the medium of Welsh.

Provision to promote sustainability and global citizenship is appropriate in specific subjects. Pupils on the eco committee have begun to promote sustainability within the school.

Teaching: Good

All teachers have a close, positive and productive relationship with their pupils. Most pupils are very good language models and communicate clearly. They have sound subject knowledge.

In many lessons, teachers plan purposefully in order to ensure all pupils' progress. They create attractive and stimulating teaching materials, which engage pupils' interest and facilitate learning successfully. These lessons have a lively pace and a logical structure. Many teachers use a variety of effective and stimulating teaching strategies.

In many lessons, teachers have high expectations and the level of challenge is appropriate for pupils' age and ability. Pupils are given valuable opportunities to lead and develop ideas and understanding independently. Questioning is used effectively to ensure that pupils develop their thinking skills successfully. A majority of teachers plan strongly to include tasks that develop pupils' literacy skills.

In the few very effective lessons, there are very high expectations of pupils' achievement. In these lessons, teachers are lively and full of energy when presenting and motivating pupils to achieve to the best of their ability. They succeed in developing pupils' skills through imaginative, creative and interesting methods. As a result, pupils in these lessons make significant progress.

In a few lessons in which pupils do not make enough progress, teaching does not meet the needs of the range of ability. There is not enough challenge in the activities, particularly for more able and talented pupils. There is a tendency to set too many tasks, and teachers do not give pupils enough opportunities to develop their own ideas. This means that pupils' ability to produce independent extended work is limited.

A majority of teachers offer constructive and beneficial comments on pupils' work. A minority of teachers ensure that pupils respond productively to these comments. In a majority of lessons, teachers circle the classroom in order to offer swift and purposeful feedback. However, in a very few cases, teachers do not check pupils' understanding often enough nor question the full range of pupils in their class. As a result, teachers in these lessons do not have a comprehensive knowledge of their pupils' understanding.

There are effective systems for monitoring pupils' progress and appropriate strategies to address underachievement. Interim reports and annual written reports to parents provide useful information about pupils' attainment against their targets, degree of effort and standards of behaviour.

Care, support and guidance: Good

The school offers valuable provision and guidance in order to promote pupils' health and wellbeing, including the principles of eating and drinking healthily. The school has successful strategies to ensure high standards in terms of behaviour and improving attendance. The school makes beneficial use of a wide range of external agencies to support pupils, for example through an art project on mental health issues.

The school promotes pupils' spiritual, moral, cultural and social development effectively, for example through interesting assemblies and during registration periods. The personal and social education programme provides pupils with clear information and guidance.

Pupils are given useful guidance when taking their options for key stage 4 and post-16 courses.

Provision for pupils with additional learning needs is a strength. By working closely with specialist agencies, the school ensures that the needs of these pupils are met successfully. Arrangements to support these pupils to make progress are effective. Individual education plans are of good quality and include a great deal of information and useful strategies to meet pupils' learning needs. Parents and pupils have valuable input into these individual education plans. Assistants provide effective support to pupils.

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

Learning environment: Excellent

Ysgol Glan y Môr is a close and happy community with a strong sense of respect and belonging. This can be seen clearly in nearly all pupils' attitudes and behaviour. Pupils and teachers respect each other and work together productively. It has an inclusive and supportive Welsh ethos. Pupils, parents and staff take pride in the way in which the school embraces Welshness. An exceptional feature of the school is the way in which pupils who are new to the area, including those from European countries, settle well at the school and make excellent progress in becoming fluent in Welsh.

The school promotes tolerance successfully. The school's policies and procedures ensure equal opportunities for all pupils, whatever their needs. All pupils have suitable access to a wide range of extra-curricular activities.

The school's buildings and grounds are kept tidy and provide a stimulating learning environment. The buildings and facilities are in exceptional condition and the toilets are clean and well-maintained. The buildings are suitable for the number of pupils and the activities that are offered. The school has a wide range of good quality resources to promote learning. Resources for sports are good and effective use is made of resources at the nearby leisure centre.

Key Question 3: How good are leadership and management?	Good
--	-------------

Leadership: Good

The headteacher has a clear vision that is based on nurturing enterprising and creative pupils who are ready to play a full part in life and work. She receives robust support from other members of the senior management team to convey this vision to the school's staff. Leadership has led to improvements in many of the main indicators, effective teaching in many lessons, high levels of attendance and good behaviour.

There is a programme of regular meetings that focus appropriately on the school's priorities. Many of the minutes of these meetings include useful action points and sensible progression from one meeting to the next.

The school has robust performance management procedures. These are used productively to support staff to develop professionally and refine their teaching skills.

Senior leaders deal appropriately with underperformance by offering useful support and assistance to subject leaders and specific staff. However, on occasion, they do not use performance data rigorously enough to identify cases of underperformance.

Many subject leaders lead their departments successfully. However, a few do not have a sound enough awareness of how to analyse data in order to improve performance. Heads of year operate effectively to improve attendance and support vulnerable pupils. They are beginning to make appropriate use of data to track pupils' academic progress.

Most roles and responsibilities are allocated sensibly and there are clear lines of accountability. However, the headteacher has too many burdensome duties. This limits her time to operate strategically.

The school has responded positively to many national priorities, for example developing literacy and promoting Welshness. However, the school has not responded quickly enough to ensure that numeracy is developed across the subjects.

The governors are a passionate group who offer strong support to the school. They are very knowledgeable about financial and staffing issues, and undertake beneficial activities such as gathering the views of pupils and discussing educational issues with link departments. They provide a relevant challenge to the school. However, they are not completely sure of the significance of performance data.

Improving quality: Adequate

Successful self-evaluation and planning for improvement have ensured improvements in important areas, such as the level 2 threshold including Welsh or English and mathematics, and attendance over time. However, these processes have not been co-ordinated and comprehensive enough to ensure appropriate improvements in a few other areas, such as boys' performance over time and providing a suitable curriculum for all pupils.

The whole school self-evaluation report identifies most of the school's strengths and many areas for improvement. The report is evaluative and summarises the findings of a range of beneficial quality assurance activities, which include seeking the views of pupils and parents. However, the report is too positive at times.

The school has robust systems for observing lessons and scrutinising books. There are valuable opportunities for all teachers to observe and scrutinise jointly with other teachers. Lesson observations give due and evaluative attention to pupils' standards and teaching, and offer useful areas for improvement. Book scrutiny reports identify suitable strengths and areas for improvement, but tend to focus on provision rather than pupils' standards. Effective use is made of the findings of these activities in the whole school self-evaluation report and in a majority of departmental reports.

Leaders analyse an appropriate range of performance data and discuss the school's performance over time and in the context of other schools. However, leaders at every level do not have a sound enough understanding of the school's performance in comparison with that of similar schools. As a result, evaluations of performance data are too varied in terms of quality, ambition and incisiveness.

There are clear links between the whole school self-evaluation report and the school improvement plan. The plan includes suitable priorities and identifies responsibilities, dates, monitoring arrangements and approximate costs. Actions and success criteria are appropriate, on the whole, but a few targets are not challenging enough. There are clear arrangements for monitoring progress against the whole-school and departmental improvement plans.

A majority of departmental self-evaluation reports identify many of the main strengths and areas for improvement. They are evaluative, in general, and analyse aspects of performance over time and item level data appropriately. A very few consider pupils' views. However, there is a tendency in many reports to avoid discussing negative aspects of the department's outcomes and work. As a result, these reports do not provide a complete and accurate picture of departments' performance. In addition, the relationship between standards, provision and leadership is not coherent enough.

Departmental improvement plans include suitable priorities, on the whole, and reflect many of the whole-school priorities. Plans are methodical and include a number of suitable activities. However, important areas for improvement that have been identified through the self-evaluation process do not always appear in improvement plans, and they contain very few quantitative targets.

Progress leaders do not self-evaluate nor plan formally for improvement.

Partnership working: Good

Pupils and staff benefit from the school's range of valuable partnerships.

Beneficial partnerships with local primary schools ensure that pupils in Year 7 settle without fuss. There are strong arrangements for sharing information about pupils' wellbeing and attainment, and for supporting pupils and parents through the process of transferring from primary school to secondary school. There are detailed and careful procedures to support pupils with additional learning needs throughout this process. There is effective curricular joint planning with partner primary schools.

The school works successfully with a local school and college in order to expand the curricular provision for a few pupils. The outcomes of pupils who study the subjects on offer are strong. However, there are not robust enough arrangements to ensure the quality of this provision.

There are close and supportive links between the school and the local community; for example, pupils undertake work experience with local employers and coach and referee sports activities for pupils in the area's primary schools. In addition, pupils who study catering prepare food for members of the local community every half term.

The school has taken robust action in order to strengthen the partnership with parents. It has improved systems for communicating with parents, and conducts questionnaires and useful opinion forums in order to gather their views. There is a valuable personal meeting for all pupils in key stage 4 and their parents in order to discuss their progress, and nearly all parents have attended this meeting.

There are productive partnerships in order to support pupils' wellbeing. Successful co-operation between the school and local welfare services ensures effective provision for vulnerable pupils.

Resource management: Good

The finance officer and senior management team plan expenditure very carefully. This is monitored closely by the governors' finance committee. As a result, the school has a financial surplus which enables it to operate effectively. The school's plans for using the Pupil Deprivation Grant are effective.

The school is staffed appropriately and many teachers teach within their subject specialism. The few teachers who are teaching outside their specialism receive relevant training and support to fulfil their roles appropriately.

The school provides valuable opportunities for teachers to observe each other's lessons and share good practice. The school has a calendar of beneficial in-service training activities, and staff are given relevant opportunities to refine their teaching skills and develop professionally. Many of the teaching staff are members of professional network that have a positive influence on teaching, for example by disseminating stimulating practice in the use of ICT equipment.

Partnerships with local schools have led to beneficial opportunities for staff to share good practice and develop their leadership skills. Schools have contributed usefully to each other's quality assurance processes, for example by observing lessons and scrutinising books jointly.

Considering standards, the school provides good value for money.

Appendix 1

6614040 - Ysgol Glan y Mor

Number of pupils on roll	480
Pupils eligible for free school meals (FSM) - 3 year average	11.1
FSM band	2 (10%<FSM<=15%)

Key stage 3

	School				Family average (2016)	Wales average (2016)
	2013	2014	2015	2016		
Number of pupils in Year 9 cohort	96	105	111	90		
Achieving the core subject indicator (CSI) (%)	86.5	91.4	91.9	95.6	92.2	85.9
Benchmark quartile	1	1	2	1		
English						
Number of pupils in cohort	96	105	111	90		
Achieving level 5+ (%)	94.8	91.4	93.7	94.4	93.3	89.2
Benchmark Quartile	1	2	2	2		
Achieving level 6+ (%)	55.2	52.4	74.8	73.3	63.1	56.2
Benchmark Quartile	1	3	1	1		
Welsh first language						
Number of pupils in cohort	94	100	106	88		
Achieving level 5+ (%)	93.6	93.0	94.3	95.5	92.5	92.0
Benchmark Quartile	1	2	2	2		
Achieving level 6+ (%)	62.8	65.0	67.0	72.7	58.8	57.2
Benchmark Quartile	1	1	1	1		
Mathematics						
Number of pupils in cohort	96	105	111	90		
Achieving level 5+ (%)	90.6	92.4	93.7	95.6	94.2	90.1
Benchmark Quartile	1	1	2	2		
Achieving level 6+ (%)	58.3	63.8	65.8	72.2	72.0	62.7
Benchmark Quartile	2	2	2	2		
Science						
Number of pupils in cohort	96	105	111	90		
Achieving level 5+ (%)	91.7	94.3	94.6	98.9	97.7	92.8
Benchmark Quartile	2	2	3	1		
Achieving level 6+ (%)	55.2	57.1	60.4	70.0	71.8	62.9
Benchmark Quartile	2	3	4	2		

The core subject indicator (CSI) represents the percentage of pupils achieving level 5 or above in English or Welsh (first language), mathematics and science in combination.

. Denotes the data item is not applicable.

* This item may disclose information on individuals, or it is not sufficiently robust for publication, not applicable or is otherwise unavailable.

The benchmark quartile compares the performance of one school against others who have similar levels of pupils with free school meals (FSM). FSM is used as a proxy of social deprivation in schools. This allows a comparison of the performance of a school against others who are in the same FSM category, and who might therefore have a similar intake of pupils from deprived backgrounds.

A school in benchmark quartile 1 is in the highest performing 25% of schools with similar levels of free school meals to this school. Therefore, the school's attainment levels are higher than many other schools with similar levels of pupils from deprived backgrounds. A school in benchmark quartile 4 is in the lowest performing 25% of schools with similar levels of free school meals to this school. Therefore, the school's attainment levels are lower than many other schools with similar levels of pupils from deprived backgrounds.

The benchmarks for Welsh are calculated using all schools that have pupils taking Welsh first language qualifications, and are based on the number of entries and do not include Welsh second language qualifications.

6614040 - Ysgol Glan y Mor

Number of pupils on roll	480
Pupils eligible for free school meals (FSM) - 3 year average	11.1
FSM band	2 (10%<FSM<=15%)

Key stage 4

	School				Family average (2016)	Wales average (2016)
	2013	2014	2015	2016		
Number of pupils aged 15	112	106	99	103		
Percentage of 15-year-old pupils who:						
Achieved the level 2 threshold including a GCSE grade A*-C in English or Welsh first language and mathematics	51.8	65.1	62.6	70.9	68.6	60.2
Benchmark quartile	4	2	3	1		
Achieved the level 2 threshold	74.1	84.9	82.8	80.6	90.1	83.6
Benchmark quartile	4	3	4	4		
Achieved the level 1 threshold	99.1	94.3	100.0	100.0	100.0	95.3
Benchmark quartile	1	4	1	1		
Achieved the core subject indicator (CSI)	49.1	65.1	62.6	68.0	66.4	57.5
Benchmark quartile	4	2	2	2		
Average capped wider points score per pupil	346.5	362.1	362.8	361.0	368.6	344.2
Benchmark quartile	3	2	2	3		
Average capped wider points score plus per pupil	343.0	358.4	359.1	358.0	364.7	340.3
Benchmark quartile		
Achieved five or more GCSE grades A*-A	19.6	33.0	22.2	24.3	21.7	15.8
Benchmark quartile		
Achieved A*-C in English	60.7	68.9	73.7	77.7	73.5	69.3
Benchmark quartile	4	4	2	2		
Achieved A*-C in mathematics	55.4	70.8	65.7	72.8	74.0	66.9
Benchmark quartile	4	2	4	3		
Achieved A*-C in science	61.6	95.3	99.0	94.2	86.7	82.3
Benchmark quartile	4	1	1	2		
Number of pupils aged 15 who entered Welsh First Language:	104	97	92	98		
Of those who entered Welsh First Language:						
Achieved A*-C in Welsh	83.7	82.5	77.2	73.5	75.4	75.1
Benchmark quartile	1	1	2	3		

Includes all qualifications approved for pre-16 use in Wales.

Includes results for 15-year-old pupils, in maintained schools and independent schools, achieved during the academic year and any examinations taken at earlier age. Ages at the start of the academic year.

The core subject indicator (CSI) represents the percentage of pupils achieving level 2 or above in English or Welsh (first language), mathematics and science in combination.

The average capped wider points score is calculated using the best 8 results from all qualifications approved for pre-16 use in Wales for each pupil.

For pupils entering Welsh First Language, the best grade of Welsh language and literature is taken. The denominator for this indicator is the number of 15 year olds who entered Welsh First Language, rather than the total number of 15 year olds.

. Denotes the data item is not applicable.

* This item may disclose information on individuals, or it is not sufficiently robust for publication, not applicable or is otherwise unavailable.

The benchmark quartile compares the performance of one school against others who have similar levels of pupils with free school meals (FSM). FSM is used as a proxy of social deprivation in schools. This allows a comparison of the performance of a school against others who are in the same FSM category, and who might therefore have a similar intake of pupils from deprived backgrounds.

A school in benchmark quartile 1 is in the highest performing 25% of schools with similar levels of free school meals to this school. Therefore, the school's attainment levels are higher than many other schools with similar levels of pupils from deprived backgrounds. A school in benchmark quartile 4 is in the lowest performing 25% of schools with similar levels of free school meals to this school. Therefore, the school's attainment levels are lower than many other schools with similar levels of pupils from deprived backgrounds.

The benchmarks for Welsh are calculated using all schools that have pupils taking Welsh first language qualifications, and are based on the number of entries and do not include Welsh second language qualifications.

6614040 - Ysgol Glan y Mor

Number of pupils on roll	480
Pupils eligible for free school meals (FSM) - 3 year average	11.1
FSM band	2 (10%<FSM<=15%)

Key stage 4 - performance of pupils eligible for free school meals

	School				Family Average (2016)	Wales Average (2016)
	2013	2014	2015	2016		
Number of pupils aged 15 eligible for free school meals	18	10	8	12		
Percentage of 15-year-old pupils eligible for free school meals who:						
Achieved the level 2 threshold including a GCSE grade A*-C in English or Welsh first language and mathematics	33.3	50.0	25.0	66.7	46.5	35.5
Achieved the level 2 threshold	55.6	70.0	25.0	66.7	77.5	70.9
Achieved the level 1 threshold	100.0	80.0	100.0	100.0	100.0	92.1
Achieved the core subject indicator (CSI)	27.8	50.0	25.0	58.3	43.7	32.7
Average capped wider points score per pupil	294.0	315.1	309.5	324.5	339.2	311.1
Average capped wider points score plus per pupil	290.7	311.6	306.9	322.6	335.0	305.2
Achieved five or more GCSE grades A*-A	0.0	20.0	0.0	8.3	7.0	4.5
Achieved A*-C in English	44.4	60.0	37.5	66.7	59.2	47.1
Achieved A*-C in mathematics	50.0	60.0	25.0	66.7	50.7	43.6
Achieved A*-C in science	55.6	90.0	100.0	91.7	76.1	71.7
Number of pupils aged 15 who entered Welsh First Language:	13	8	5	9		
Of those who entered Welsh First Language:						
Achieved A*-C in Welsh	76.9	87.5	20.0	33.3	53.6	50.9

Includes all qualifications approved for pre-16 use in Wales.

Includes results for 15 year old pupils, in maintained schools and independent schools, achieved during the academic year and any examinations taken at earlier age. Ages at the start of the academic year.

The core subject indicator (CSI) represents the percentage of pupils achieving level 2 or above in English or Welsh (first language), mathematics and science in combination.

The average capped wider points score is calculated using the best 8 results from all qualifications approved for pre-16 use in Wales for each pupil.

For pupils entering Welsh First Language, the best grade of Welsh language and literature is taken. The denominator for this indicator is the number of 15 year olds who entered Welsh First Language, rather than the total number of 15 year olds.

. Denotes the data item is not applicable.

* This item may disclose information on individuals, or it is not sufficiently robust for publication, not applicable or is otherwise unavailable.

More information is available on the Welsh Government website, My Local School, in the link below.

<http://mylocalschool.wales.gov.uk/index.html?lang=eng>

Appendix 2

Stakeholder satisfaction report

Responses to learner questionnaires

Denotes the benchmark – this is the total of all responses to date since September 2010.

	Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	
I feel safe in my school	117	61 52%	51 44%	4 3%	1 1%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		44%	52%	4%	1%	
The school deals well with any bullying	117	26 22%	65 56%	21 18%	5 4%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
		25%	57%	15%	3%	
I have someone to talk to if I am worried	117	48 41%	52 44%	14 12%	3 3%	Mae gen i rywun i siarad ag ef/â hi os ydw i'n poeni.
		38%	52%	9%	2%	
The school teaches me how to keep healthy	117	50 43%	59 50%	6 5%	2 2%	Mae'r ysgol yn fy nysgu i sut i aros yn iach.
		23%	56%	18%	3%	
There are plenty of opportunities at school for me to get regular exercise	117	67 57%	42 36%	6 5%	2 2%	Mae digonedd o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		44%	45%	9%	2%	
I am doing well at school	117	47 40%	58 50%	12 10%	0 0%	Rwy'n gwneud yn dda yn yr ysgol.
		32%	61%	5%	1%	
The teachers help me to learn and make progress and they help me when I have problems	116	45 39%	58 50%	11 9%	2 2%	Mae'r athrawon yn fy helpu i ddysgu a gwneud cynnydd ac maent yn fy helpu pan fydd gen i broblemau.
		38%	55%	6%	1%	
My homework helps me to understand and improve my work in school	116	19 16%	59 51%	26 22%	12 10%	Mae fy ngwaith cartref yn fy helpu i ddeall a gwella fy ngwaith yn yr ysgol.
		20%	53%	22%	5%	
I have enough books and equipment, including computers, to do my work	116	68 59%	41 35%	7 6%	0 0%	Mae gen i ddigon o lyfrau, offer a chyfrifiaduron i wneud fy ngwaith.
		45%	46%	7%	1%	
Pupils behave well and I can get my work done	117	15 13%	64 55%	30 26%	8 7%	Mae disgyblion eraill yn ymddwyn yn dda ac rwy'n gallu gwneud fy ngwaith.
		10%	56%	27%	6%	
Staff treat all pupils fairly and with respect	116	46 40%	41 35%	19 16%	10 9%	Mae staff yn trin pob disgybl yn deg ac yn dangos parch atynt.
		29%	50%	17%	5%	

	Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	
The school listens to our views and makes changes we suggest	117	21 18%	78 67%	15 13%	3 3%	Mae'r ysgol yn gwrandao ar ein barn ac yn gwneud newidiadau rydym ni'n eu hawgrymu.
		16%	53%	25%	5%	
I am encouraged to do things for myself and to take on responsibility	117	50 43%	65 56%	2 2%	0 0%	Rwy'n cael fy annog i wneud pethau drosof fy hun a chymryd cyfrifoldeb.
		35%	59%	5%	1%	
The school helps me to be ready for my next school, college or to start my working life	117	65 56%	43 37%	7 6%	2 2%	Mae'r ysgol yn helpu i mi fod yn barod ar gyfer fy ysgol nesaf, y coleg neu i ddechrau fy mywyd gwaith.
		35%	54%	9%	2%	
The staff respect me and my background	117	67 57%	41 35%	6 5%	3 3%	Mae'r staff yn fy mharchu i a'm cefndir.
		37%	53%	7%	2%	
The school helps me to understand and respect people from other backgrounds	117	58 50%	49 42%	7 6%	3 3%	Mae'r ysgol yn helpu i mi ddeall a pharchu pobl o gefndiroedd eraill.
		36%	56%	7%	1%	
Please answer this question if you are in Year 10 or Year 11: I was given good advice when choosing my courses in key stage 4	52	12 23%	32 62%	5 10%	3 6%	Atebwch y cwestiwn hwn os ydych ym Mlwyddyn 10 neu Flwyddyn 11: Cefais gyngor da wrth ddewis fy nghyrsiau yng nghyfnod allweddol 4.
		28%	51%	16%	5%	
Please answer this question if you are in the sixth form: I was given good advice when choosing my courses in the sixth form	3	0 0%	2 67%	0 0%	1 33%	Atebwch y cwestiwn hwn os ydych chi yn y chweched dosbarth: Cefais gyngor da wrth ddewis fy nghyrsiau yn y chweched dosbarth.
		28%	49%	16%	7%	

Responses to parent questionnaires

Denotes the benchmark – this is the total of all responses to date since September 2010.

	Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	Don't know Ddim yn gwybod	
Overall I am satisfied with the school.	111	44 40%	56 50%	6 5%	5 5%	1	Rwy'n fodlon â'r ysgol yn gyffredinol.
		43%	50%	5%	1%		
My child likes this school.	111	42 38%	63 57%	4 4%	2 2%	1	Mae fy mhentyn yn hoffi'r ysgol hon.
		46%	48%	4%	1%		
My child was helped to settle in well when he or she started at the school.	112	54 48%	53 47%	5 4%	0 0%	0	Cafodd fy mhentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn yr ysgol.
		51%	45%	4%	1%		
My child is making good progress at school.	107	45 42%	56 52%	4 4%	2 2%	4	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		45%	49%	5%	1%		
Pupils behave well in school.	100	17 17%	62 62%	15 15%	6 6%	12	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		24%	60%	12%	3%		
Teaching is good.	110	28 25%	72 65%	8 7%	2 2%	1	Mae'r addysgu yn dda.
		34%	59%	6%	1%		
Staff expect my child to work hard and do his or her best.	108	51 47%	53 49%	4 4%	0 0%	2	Mae'r staff yn disgwyl i fy mhentyn weithio'n galed ac i wneud ei orau.
		51%	46%	3%	1%		
The homework that is given builds well on what my child learns in school.	106	31 29%	66 62%	7 7%	2 2%	6	Mae'r gwaith cartref sy'n cael ei roi yn adeiladu'n dda ar yr hyn mae fy mhentyn yn ei ddysgu yn yr ysgol.
		32%	56%	10%	2%		
Staff treat all children fairly and with respect.	101	37 37%	47 47%	9 9%	8 8%	11	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		35%	52%	10%	3%		
My child is encouraged to be healthy and to take regular exercise.	108	37 34%	60 56%	10 9%	1 1%	4	Caiff fy mhentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		35%	56%	8%	1%		
My child is safe at school.	108	43 40%	60 56%	3 3%	2 2%	4	Mae fy mhentyn yn ddiogel yn yr ysgol.
		42%	53%	4%	1%		
My child receives appropriate additional support in relation to any particular individual needs'.	98	34 35%	53 54%	11 11%	0 0%	14	Mae fy mhentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		37%	52%	9%	3%		

	Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	Don't know Ddim yn gwybod	
I am kept well informed about my child's progress.	111	39 35%	59 53%	12 11%	1 1%	0	Rwy'n cael gwybodaeth gyson am gynnydd fy mhlentyn.
		34%	51%	12%	3%		
I feel comfortable about approaching the school with questions, suggestions or a problem.	110	42 38%	55 50%	7 6%	6 5%	2	Rwy'n teimlo'n esmwyth ynglŷn â gofyn cwestiwn i'r ysgol, gwneud awgrymiadau neu nodi problem.
		43%	48%	7%	2%		
I understand the school's procedure for dealing with complaints.	103	35 34%	59 57%	7 7%	2 2%	9	Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.
		30%	56%	12%	2%		
The school helps my child to become more mature and take on responsibility.	106	36 34%	59 56%	11 10%	0 0%	6	Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
		38%	55%	6%	1%		
My child is well prepared for moving on to the next school or college or work.	83	28 34%	41 49%	13 16%	1 1%	27	Mae fy mhlentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol nesaf neu goleg neu waith.
		32%	55%	11%	2%		
There is a good range of activities including trips or visits.	101	32 32%	45 45%	20 20%	4 4%	10	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		37%	52%	10%	2%		
The school is well run.	100	37 37%	49 49%	8 8%	6 6%	12	Mae'r ysgol yn cael ei rhedeg yn dda.
		42%	50%	6%	2%		

Appendix 3

The inspection team

Delyth Gray	Reporting Inspector
Heledd Thomas	Team Inspector
Lowri Jones	Team Inspector
Ceri Jones	Team Inspector
David Owen Jenkins	Lay Inspector
Carwyn Jenkins	Peer Inspector
Guto Wyn	Enwebai

Copies of the report

Copies of this report are available from the school and from the Estyn website (www.estyn.gov.wales)

Year groups, the Foundation Phase and key stages

Schools use a common system of numbering year groups from the start of compulsory schooling to 18 years of age. This system emphasises the importance of continuity and eases communication among schools, governing bodies, parents and local authorities.

The following table sets out the age ranges relevant to each year group. For example, Year 1 refers to the group of pupils who reach the age of six and Year 13 is the year group who reach the age of 18 during the academic year.

Primary phase:

Year	N	R	Y1	Y2	Y3	Y4	Y5	Y6
Ages	3-4	4-5	5-6	6-7	7-8	8-9	9-10	10-11

Secondary phase:

Year	Y7	Y8	Y9	Y10	Y11	Y12	Y13
Ages	11-12	12-13	13-14	14-15	15-16	16-17	17-18

The Foundation Phase and key stages cover the following year groups:

Foundation Phase	Nursery, Reception, Year 1 and Year 2
Key stage 2	Year 3 to Year 6
Key stage 3	Year 7 to Year 9
Key stage 4	Year 10 and Year 11

Glossary of terms

Key stage 3 terms

The core subject indicator (CSI)

Progress in learning through key stage 3 is indicated by levels (level 1 to level 7 in the main).

The core subject indicator in key stage 3 relates to the expected performance in the core subjects of the National Curriculum:

- English or Welsh ¹
- mathematics
- science

By the end of the key stage 3, at the age of 14, pupils are expected to reach level 5 and more able pupils to reach level 6 or above.

Pupils must gain at least the expected level (level 5) in the three core subjects to gain the core subject indicator.

Key stage 4 and sixth form terms

Core subject indicator (CSI)	This relates to the expected performance in English or Welsh, mathematics and science, the core subjects of the National Curriculum.
Families of schools	These have been created to enable schools to compare their performance to that of similar schools across Wales. Families include nine other schools with similar proportions of pupils: eligible for free school meals, living in 20% most deprived areas of Wales, having special education needs at school action plus or statemented and with English as an additional language acquisition less than competent.
Level 1	This represents the equivalent of a GCSE at grade D to G.
Level 1 threshold	This represents the equivalent of five GCSEs at grade D to G.
Level 2	This represents the equivalent of a GCSE at grade A* to C.

¹ This indicator does not include Welsh second language qualifications.

Level 2 threshold including English or Welsh ¹ and mathematics	This represents the equivalent of five GCSEs at grade A* to C including English or Welsh ¹ and mathematics.
Level 2 threshold	This represents five GCSEs at grade A* to C or their equivalent.
Level 3	This represents the equivalent of an A level at grade A*-E.
Level 3 threshold	This is the equivalent of two A levels at grade A* to E.
Average wider points score	This includes all qualifications approved for use in Wales at the relevant age, for example at the age of 16 or at the age of 18.
Capped wider points score	This includes the best eight results from all qualifications approved for use in Wales at the age of 16.
Benchmarking groups	Schools are grouped together according to the proportion of pupils entitled to free school meals in order to compare their performance with similar schools in different indicators.
Modelled outcomes	This is a prediction of a school's mean performance based on the statistical relationship between the proportion of pupils eligible for free school meals and a particular indicator.