

Report following monitoring

Level of follow-up: Significant Improvement

Ysgol Glan y Môr

**Cardiff Road
Pwllheli
Gwynedd
LL53 5NU**

Date of visit: June 2026

by

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

This report is also available in Welsh

Outcome of visit

Ysgol Glan y Môr is judged to have made sufficient progress in relation to the recommendations following the most recent core inspection.

As a result, His Majesty's Chief Inspector for Education and Training in Wales is removing the school from the list of schools that are in need of significant improvement.

Progress since the last inspection

R1. Address the safeguarding issue that was raised during the inspection

The school has responded to this recommendation in full.

R2. Improve attendance

Since the core inspection, leaders have focused strategically and purposefully on ensuring that pupils attend school regularly. The re-structuring of the school's leadership responsibilities has increased capacity in this area. There are now clear procedures to intervene when pupils are absent and to promote the importance of regular attendance. As a result, the school's internal data, which has not been verified, shows that there has been a significant increase in pupils' attendance rates this year.

Leaders make thorough use of data to track the attendance of individuals and groups of pupils. There is a clear and graduated system of interventions and leaders provide tutors and heads of year with timely information so that they can support specific target groups. They use weekly data analyses regularly, comparing trends with local and national ones, along with reviewing target groups on a fortnightly basis. This enables leaders to evaluate the effectiveness of interventions and adapt these, as necessary. Increasing emphasis is placed on listening to pupils' views and understanding the reasons for low attendance. This has contributed to developing more personal and appropriate responses to the needs of individuals. Clear line management structures are in place to hold the teams working on improving attendance to account for their work. As a result, there has been a decrease in the number of pupils who are persistently absent.

Leaders recognise the close link between well-being provision, the curriculum and support to improve attendance. They tailor the curriculum to individuals, as necessary, and provision in the 'Hafan' and the 'Canolfan Ddysgu' has developed further since the core inspection. The school has strengthened co-operation with external agencies to support pupils who face barriers to attendance. There is a clear reward system in place to promote good attendance and the school promotes the importance of attending school regularly.

with pupils and parents. Class tutors discuss the reasons for regular attendance to foster pupils' understanding of the importance of regular attendance. A strong feature of this work is the emphasis on getting pupils to understand the implications of absences.

During the current academic year, whole-school attendance rates have improved significantly. The rates, including the attendance of pupils who are eligible for free school meals, now compare closely with what is seen in similar schools. A strong feature is the way in which Year 7 and 8 attendance rates are now significantly higher than the national average. However, despite the improvement, attendance rates remain lower than that seen before the pandemic.

R3. Ensure that teachers always plan teaching, including provision for skills, to challenge pupils to the best of their ability

Since the core inspection, leaders have taken sensible action to develop teaching and provision for skills. Leaders have provided valuable professional learning opportunities for staff which focus suitably on important aspects, such as ensuring an appropriate challenge in lessons and developing pupils' literacy skills. They have introduced a range of strategies to develop teaching practices. These include establishing a teaching and learning working group and holding weekly sessions to prompt staff to discuss teaching and share good practice. Appropriate work has also been undertaken to improve the quality of teachers' planning. Throughout, the school has ensured suitable improvements to the effectiveness of teaching.

In most cases, teachers have sound subject knowledge and are good language models. They model subject terminology and enrich pupils' vocabulary effectively. These teachers provide clear instructions and explanations and support pupils in their work by walking around the classroom asking questions and encouraging the participation of individuals and groups. They foster positive working relationships. In many lessons, teachers give appropriate consideration to what they want pupils to learn. They plan a series of activities that build sensibly on each other to develop pupils' skills, knowledge and understanding. They have clear expectations and set an appropriate challenge. They ask effective questions to check pupils' knowledge and deepen their understanding.

In a few lessons, pupils make strong and swift progress in their subject knowledge and understanding and their wider skills. In these examples, teachers:

- demonstrate infectious enthusiasm and passion for their subjects, which inspires pupils
- challenge pupils to the best of their ability by using their knowledge of individuals' strengths and areas for improvement to tailor provision skilfully

- plan masterfully by weaving opportunities for pupils to deepen their subject knowledge and understanding and develop their literacy and numeracy skills
- direct learning skilfully by using questions to monitor pupils' progress so that they adapt the level of challenge and pace of teaching to suit learning

In the few lessons where pupils do not make enough progress, teachers often over-direct learning or present basic and repetitive tasks, rather than developing pupils' knowledge and understanding and their ability to think. In these cases, teachers miss opportunities to check pupils' understanding by asking probing questions and developing their skills.

The school has adapted the feedback and assessment policy to present clearer guidelines for teachers. This means that the quality of the feedback given to pupils is clearer and more specific than that seen at the time of the core inspection. In the best cases, teachers provide specific and clear comments about how pupils can improve their work. They provide them with timely opportunities to act on these comments. Language teachers draw attention to spelling mistakes, grammatical errors and punctuation appropriately. However, this is not done as consistently in subjects across the curriculum.

Leaders have worked together appropriately to improve the quality of provision for skills. Skills co-ordinators understand their roles and responsibilities and are beginning to have a positive effect on provision by providing staff with useful guidance and training. Since the core inspection, there are more beneficial opportunities for pupils to develop their skills in subjects across the curriculum.

The school has prioritised the development of pupils' literacy skills, by introducing various strategies to improve oracy skills and reading. Relevant middle leaders have benefitted from support to plan more purposeful opportunities for pupils to use their reading and writing skills within their subjects. The school now provides more opportunities for pupils to use their basic skills and higher-order reading skills in appropriate contexts. There are also more valuable opportunities for pupils to practise and develop their writing skills in various contexts across the curriculum. As a result, many pupils make the expected progress in their literacy skills.

Since the core inspection, leaders have focused on ensuring that opportunities for pupils to develop their numeracy skills provide a suitable level of challenge and enrich learning within relevant subjects, such as science and geography. There are now beneficial opportunities in relevant subjects across the curriculum for pupils to apply their numeracy skills. As a result, many pupils make appropriate progress in their numeracy skills across the curriculum. Within mathematics lessons, there are appropriate opportunities for pupils to apply their numerical understanding and develop their ability to reason. However, provision does not always focus sufficiently on nurturing pupils' understanding and

developing their ability to solve problems. As a result, pupils' understanding of mathematical concepts is not always deep enough.

The school provides appropriate opportunities for pupils to develop their digital skills. These include beneficial opportunities to create infographics, podcasts, websites and animations. There are also opportunities for them to use software to compose music and a variety of packages for creating designs. As a result, pupils make suitable progress in this area.

Throughout the school, the quality of teaching and provision for skills have improved compared to the time of the core inspection. The level of challenge provided for pupils by teachers is developing suitably.

R4. Strengthen strategic leadership, including how responsibilities are distributed, to increase capacity in important areas for improvement and increase accountability

Strategic leadership has strengthened significantly since the core inspection. Since being appointed in January 2026, the acting headteacher has set a clear strategic direction for the school, implemented sensible structures and established robust accountability arrangements. This has had a positive influence on the school's work in the areas that were in need of significant improvement.

In the short time since being appointed, the acting headteacher has worked successfully with the deputy headteacher to bring staff together. They promote a strong ethos of cooperation and uphold a culture of cross-school improvement. The school community, including pupils, now demonstrates a clear spirit of mutual aspiration to ensure improvement. The headteacher has established a staff well-being working group, which is a valuable forum to discuss important issues and promote well-being.

The acting headteacher, with the support of the governing body, has appointed permanent members to the senior leadership team. Their responsibilities have been distributed sensibly and in line with the expertise or strengths of individuals. As a result, they now have the capacity to undertake their work strategically. This stable senior leadership team works together effectively and contributes beneficially to the strong sense of team among the staff. Leaders have developed beneficial professional relationships with external improvement partners and benefitted from their expertise to strengthen leadership in important areas. Members of the senior leadership team undertake their work to respond to the specific recommendations conscientiously and with increasing confidence.

Accountability arrangements at all levels are clear and have been strengthened since the time of the core inspection. There are regular, purposeful and structured line management

meetings. Clear agendas are set and there is consistency in terms of areas of discussion. Conversations are of a professional nature and usually focus appropriately on important issues such as teaching and learning, the quality of provision and management issues. The roles and responsibilities of middle leaders are clear and expectations of them are defined. Many middle leaders understand their roles and responsibilities well. They develop appropriately in their roles in holding departments accountable for their work. Although there is some inconsistency in terms of ensuring improvements, the effect of middle leaders on the school's work has developed considerably since the core inspection.

As a result of strong distributed leadership, there have been improvements in a number of areas since the core inspection. These include the safeguarding issues that were raised, attendance, the quality of teaching and the challenge provided for pupils, provision for the progressive development of skills and the quality of self-evaluation and improvement planning.

R5. Ensure that self-evaluation and planning for improvement processes focus on the effect of provision on pupils' outcomes

Since the core inspection, the school's self-evaluation and planning for improvement processes have been strengthened and there is an increasing focus on evaluation provision according to its effect on pupils' outcomes. Leaders at all levels now have a better understanding of their strategic role in undertaking self-evaluation activities to ensure whole-school improvement. Arrangements for self-evaluation have been refined effectively. Leaders now triangulate the evidence they have gathered through lesson observations, scrutiny of books, pupil's voice meetings and, to a lesser extent, data analyses. This has led to a deeper understanding of specific strengths and areas for improvement within departments and across the school.

Whole-school guidelines and an appropriate range of beneficial professional learning sessions have supported members of the senior leadership team and middle leaders to refine their evaluation skills. As a result, many leaders show increasing confidence in evaluating the effect of provision on pupils' standards. Heads of year analyse attendance data effectively to identify pupils who need assistance and to organise timely support. Robust validation arrangements, such as members of the senior leadership team scrutinising work jointly, contribute to consistency of opinion and strengthen the ability of middle leaders to evaluate correctly. However, a few middle leaders are over-reliant on the support of line managers. As a result, these leaders do not identify the exact aspects that need to be improved within their areas of responsibility independently.

Weekly link meetings between line managers and middle managers focus on evaluating the progress made against the improvement plans. The key messages from these meetings are shared in a timely manner in department meetings. These meetings include valuable

opportunities for staff to take part in the self-evaluation process, including scrutinising work and discussing the findings of learner voice activities.

In general, improvements in self-evaluation processes have contributed positively to improvements in the quality of teaching, standards of work, attitudes to learning and pupils' attendance.

A report on Ysgol Glan y Môr
June 2026

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