YSGOL GLAN-Y-MÔR SCHOOL

Ymdrech a Lwydda – Success Through Effort

Mission Statement

Our mission is to create a learning federation equipped to have the greatest impact on our community's progress, development, wellbeing & experiences.

Whether a pupil dreams of success academically, in the sporting field or in the world of work, we are committed to supporting and helping them to achieve their goals. In this context, we have invested heavily in our facilities to meet our pupils' needs.

"Ymdrech a Lwydda – Success Through Effort"

At Glan-y-Môr we are dedicated to delivering the highest standards of pupil experience for every learner both in the classroom and out. We are committed to creating a positive and inclusive learning community that is built on respect for all. Staff and pupils continually strive towards superb attainment both academically and through extra-curricular activities through a wide and varied curriculum offer that seeks to make learning engaging and fun. Whatever your child's ability and interests, we can ensure an environment in which they can find their niche and develop their strengths.

Message from the Chair of Governors

We hope you find the information in this prospectus helpful as you and your child consider the change to secondary school this coming September. The move to a new school is an important step in any young person's life and one not to be taken lightly.

Whereas some of the information is detailed, other sections contain only general information. If you still have any questions when you finish reading our prospectus then contact us and we will be happy to.

We look forward to meeting you.

Yours faithfully

GILES MORGAN
Chair of Governors

The Clerks to Governors can be contacted via the school on the telephone numbers provided below:

Mrs Jenny Saunders, Ysgol Bryngwyn School on 01554 750661.

You may also follow us on the school Facebook and X Account.

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Message from the Headteacher

We are pleased to have the opportunity to extend to you a very warm welcome to Ysgol Glan-y-Môr School. At Glan-y-Môr we believe all pupils can achieve success, whatever their particular talent and/or ability. We aim to create the best possible learning environment to allow our young people to flourish, ensuring we maintain the highest standards in every aspect of school life.

The range of learning experiences available to our pupils is a significant strength of the school. Pupils get the opportunity to learn through a varied curriculum, with outstanding facilities, as they progress in knowledge and skills and develop their personal character. Whatever a pupils' need, our aim is to motivate and challenge them in a way which recognises their different aptitudes and aspirations and values their achievements. At Glan-y-Môr, nobody gets left behind.

As we seek to prepare pupils for the opportunities, responsibilities and experiences of adult life, the emphasis at Glan-y-Môr is on the development of the whole person. Character matters, and so we place high value on the qualities of honesty, integrity and respect as we endeavour to develop pupils personal and social values alongside knowledge and skills.

At its best, our community involves a partnership between home and school. We endeavour to work together to ensure that each pupil has the best possible support to succeed, emphasising a positive attitude to school, strong attendance and celebrating achievements together. We look forward to working with you to enable your child to flourish and be the best they can be.

Yours faithfully

R S JONES
Executive Headteacher

D LEYSHON
Head of School

YSGOL GLAN-Y-MÔR SCHOOL

Ymdrech a Lwydda – Success Through Effort

Why Choose Glan-y-Môr?

Ysgol Glan-y-Môr School is a highly successful school. We are at the heart of the community and we take this responsibility very seriously. We have an excellent reputation built on a firm foundation of supporting our pupils to achieve their best, whether that is academic, sporting, music, drama, vocational or community-based pursuits. Our academic success shows excellent pupil progress over many years; highlighting Glan-y-Môr as a top achieving school in getting the very best out of our pupils.

Our mission statement

Our mission is to create a learning federation equipped to have the greatest impact on our community's progress, development, wellbeing & experiences.

Our Vision (5 golden threads)

To achieve excellence in everything we do. Through:

- High standards and inspirational learning experiences (in the classroom and out);
- Inspirational and accountable leadership at all levels and in every area;
- Highly inclusive, positive and safe learning community built on respect for every individual;
- Robust evaluation, improvement planning and innovation in all areas of the school;
- Consistently high levels of staff expertise, delivering the strongest teaching and support.

All achieved through collaboration and teamwork leading to empowerment.

We value pupils and their need to:

- Develop the attitudes, characteristics and self-belief to tackle any challenges in future life;
- Enjoy their time at school;
- Be recognised as individuals;
- Develop healthy relationships and lasting friendships;
- Recognise and celebrate diversity;
- Develop and apply moral values;
- Acquire the skills and resilience to become successful, independent lifelong learners;
- Take responsibility for leading themselves and others;
- Receive recognition and praise for their efforts and achievements in all areas of school life;
- Be active members who contribute to the school and wider community including academically, socially, culturally and in sporting pursuits;

Accept hard work and discipline as requirements for success.

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We value staff and their need to:

- Receive innovative, developmental and effective training;
- Be supported, cared for, challenged and valued;
- Feel trusted and empowered to take risks in the classroom;
- Have opportunities to fulfil their potential in leadership and their own professional development;
- Participate in, contribute to and benefit from partnerships beyond the school;
- Be a cohesive group with time and opportunity to collaborate effectively with others;
- Enjoy their work and find it fulfilling.

We value parents/carers and their need to:

- Demonstrate commitment to supporting their child and Glan-y-Môr School;
- Receive regular quality information, advice and guidance in order to fulfil their roles as key partners in their child's learning;
- Have opportunities and be encouraged to provide feedback and contribute to the creation and maintenance of an exceptional school.

We value governors and their need to:

- Be ambitious and aspiring in setting the strategic direction for the school;
- Inform themselves of educational developments beyond the school;
- Embrace partnership working where this is of benefit to the school, students, staff and governors;
- Develop new and alternative models of governance which respond to the changing needs of the school;
- Exercise rigour in monitoring and evaluating the school's progress and the extent to which the school experience is exceptional for all.

We pride ourselves on developing excellent relationships with everybody involved in our community. We particularly value the support of parents in supporting their children to achieve. We are committed to reporting to parents through reports and/or parents evenings once a term. We endeavour to keep in touch through regular parent updates and via our website and social media channels. Finally, in building excellent relationships, we aim to have open lines of communication and encourage regular contact between parents and the school. A number of staff are listed below as points of contact. For a full list of staff, please see the school website.

Senior Leadership Team*
Executive Headteacher - Mr R S Jones [Federation]
Head of School – Mr D Leyshon
Senior Assistant Headteacher – Mr D Rhodes [Federation]
Senior Assistant Headteacher – Mrs A Bevan [Federation]
Assistant Headteacher – Mr R Davies
Assistant Headteacher – Mrs R Parker

Pastoral Team*
Head of Year 7 & 8 – Mrs S Davies
Head of Year 9 & 10 – Mr S Allen
Head of Year 11 – Mr R Davies

Further details regarding staffing can be found on the our website at glanymorschool.co.uk

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Securing high levels of pupil progress

In delivering successful academic progress, we are committed to providing the strongest learning experiences inside the classroom and out. Our focus is on delivering excellent teaching in every classroom that effectively supports every individual to make successful progress. To this end we emphasise the 3A's:

- **Attendance**
- **Attitude**
- **Achievement**

These principles remind our students that strong attendance and a positive attitude will result in high levels of achievement. As a school we are also committed to celebrating achievement, both in school and outside, which promotes a highly positive culture and will also improves pupils attitudes and attendance overall.

Securing high levels of pupil progress, requires a balanced focus on developing and applying knowledge; improving the application of skills; and developing learner effectiveness in each individual. We are committed to the holistic development of every learner to secure the maximum progress in each case. We encourage and develop our learners, using the 4Cs, to be:

- **Curious**; *willing to ask questions, think for yourself and experiment*
- **Courageous**; *willing to try and fail and try again, get involved and take risks*
- **Collaborative**; *willing to work with others, respect others and learn from feedback*
- **Creative**; *willing to think outside the box, be original and create something amazing*

Finally, we recognize that the combination of every opportunity and experience contributes to the overall progress of any pupil. Every learning activity and event is carefully considered to support academic progress and shape the character of every pupil, ensuring the develop according to the four purposes in Wales, becoming:

- **Healthy, confident individuals…… ready to lead fulfilling lives as valued members of society**
- **Ambitious, capable learners…… ready to learn throughout their lives**
- **Ethical, informed citizens…… ready to be citizens of Wales and the World**
- **Enterprising, creative contributors…… ready to play a full part in life and work**

Securing high levels of pastoral care, wellbeing and inclusion

Creating a safe, inclusive and warm environment for pupils to learn underpins everything we do. We value the culture of our community and recognize that a supportive, inclusive environment helps everyone to flourish and find their place in our community. To this end we emphasize the 3Rs:

- **Respect**
- **Relationships**
- **Responsibility**

These principles underpin the culture and learning environment within our school and emphasise relationships that are positive and healthy; that every member of our community should take responsibility for themselves and others to create a safe learning environment; and that respect should be given to every individual and everything.

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Support services:
Our school is committed to the highest level of support and nurture for every pupil, regardless of background or differences. The school provides effective support through the use of a pastoral hub, nurture/wellbeing space and learning coach alongside and extensive pastoral support team. These services provide a rich network of support, linked with external services, to ensure that barriers to progress are removed at the earliest opportunity and pupils are able to thrive, enjoy school and be the best that they can be.

Safeguarding:
Safeguarding young people is at the heart of the school. A clear aim of our school is to provide a happy and caring community. We consider it vital to provide not just for the academic needs of our pupils but also for their social needs. Form tutors will develop close links with the pupils in their groups and will liaise closely with the Heads of Pupil Progress. The school has a number of designated safeguarding officers and clear routines and procedures that create a culture of safety within the school. For more information on approaches to safeguarding. Please contact the school.

Pupil engagement and rewards:
Our expectations of pupils are high and we aim to create a safe, orderly and happy school environment. As such our expectations of pupils are as follows:

Respect for everyone's right to learn without disruption, including their own
- Listen and accept each other's views
- Understand that everyone is different and everyone is valued

Relationships that are positive and built on trust, that survive the ups and downs!
- Build positive relationships with pupils and staff
- Show kindness in how you act and what you say
- Understand that people make mistakes and give people a fresh start.

Responsibility for creating a safe and orderly environment
- Take ownership for your actions
- Help create a safe environment
- Show care for belongings, equipment and buildings.

The behaviour policy is based on a restorative approach, emphasizing the need for respect, strong relationships and individuals being willing to take responsibility.

Pupils are also routinely rewarded for positive contributions to the school community through a variety of actions. These include achievement points, postcards and letters, prizes, reward trips and celebration events such as prize evening. The combination of these rewards contributes to a culture of praise and positivity.

The House system:
Deeply rooted within the curriculum, the House System, focuses on a range of pupil experiences that are underpinned by the four purposes and greatly valued by students and staff in developing pupils within these four purposes as well as creating a greater sense of belonging and pride for their school.

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In a cycle of events pupils experience a range of challenges and competitions that include:

- Enterprise **Contributors** challenge
- Global **Citizens** competition
- Ambitious and Capable **Learners** challenge
- Healthy Confident **Individuals** competition
- **Welsh** heritage and culture celebrations

Through these events and competitions pupils pick up House points for themselves and their house. An award is given for the winning house, or form and contributes to the overall house awards.

Our three main house competitions and events are:

Eisteddfod – celebrating Welsh heritage and supporting creativity
Attendance and learning – focus on raising attendance and engagement, developing ambition
Sports day – supporting learners to develop as healthy individuals

Alongside these larger scale activities, learners will engage, celebrate and learn through a wide range of other events and activities that develop the culture and ethos that is unique to our school. Many of these events will contribute to the rewards in the house system.

There is a wide range of experiences that occur through the year including (not an exhaustive list):

Eisteddfod; Musical concerts and shows; Orchestra and choirs; Sports festivals and teams; Literacy and Numeracy based challenges; Duke of Edinburgh award; After school study clubs; Eco Committee; Learner forums; AoLE trips and activities; Reward experiences; House challenges – St Dwynwen's Day, Charity appeals and events;; Glan-y-Môr's Got Talent; International trips

Attendance and Punctuality
Employers rate attendance and punctuality very highly. Poor rates of attendance and punctuality have a detrimental effect on the social and academic development of the pupil. We, therefore, encourage our pupils to strive for full attendance with no unauthorised absences, and we expect all pupils to arrive punctually at school and at lessons.

We will communicate attendance figures on a regular basis and provide a range of rewards for those pupils with high attendance. Full description of our attendance procedures can be found on the school website.

Holidays during term-time: Please help us to achieve this ambitious target by not taking your child out of school unless it is an emergency. The Partneriaeth policy is to record all holidays in term time as unauthorised absences.

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Securing the best learning experience:

The Glan-y-Môr Learning Experience encapsulates every part of a student's journey through Glan-y-Môr , recognising that every lesson, event and activity plays a meaningful role in their overall development.

Our learning experience aims to ensure that through every opportunity learners develop to become life-long learners with the tools, knowledge and understanding to play a full and active part in society. We aim to support learners to become curious in learning, displaying confidence and commitment to what they do and learning to show courage and resilience throughout their lives.

The entire learning experience at Glan-y-Môr , including lessons, events, activities and experiences is underpinned by the 4 purposes and will support learners to realise these purposes in becoming:

- Healthy, confident individuals…… ready to lead fulfilling lives as valued members of society
- Ambitious, capable learners…… ready to learn throughout their lives
- Ethical, informed citizens…… ready to be citizens of Wales and the World
- Enterprising, creative contributors…… ready to play a full part in life and work

Fundamental to our curriculum, is it's inclusivity for all learners. We offer a range of bespoke programmes for learners with additional learning needs, whether they be more able and talented or someone with learning difficulties. Our community is proud to cater for everyone and ensure that we are able to **give our best** and learners are able to **give their best to be the best they can be.**

Year 7-9 curriculum:

Area of Learning	Subject areas
Languages,Literacy & Communication	English, Welsh, MFL
Mathematics & Numeracy	Mathematics
Science & Technology	Science, Technology, ICT
Humanities	History, Geography, RE/Sociology
Expressive Arts	Art & Design, Music
Health & Wellbeing	PSHE, Relationships & Sex Education, Physical Education, Nutrition

Our curriculum will support learning through designing learning opportunities that draw upon the pedagogical principles. These learning opportunities will focus on supporting learners, through a broad range of experiences, to make meaningful progress, developing in three balanced areas. These areas are:

- Know-how (referring to their acquisition and application of knowledge across the curriculum)
- Skills (referring to the development of skills through each AOLE including numeracy, literacy, digital competence and the wider skills)
- Learner effectiveness (referring to their development in key dispositions that create effective learners)

In supporting the curriculum through creative opportunities and high levels of engagement, pupils will also take part in a range of learning events such as 'Freedom Fortnight', 'Skills days', 'employer engagement' and various trips and visits to enrich their learning and provide real life, authentic experiences.

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Year 10-11 curriculum:

In year 10 and 11, pupils are offered a broad and balanced curriculum that provides a wide range of courses and qualifications to ensure that every pupil can gain the qualifications, skills and attributes to progress onto their post-16 pathway.

Alongside their courses, pupils receive a range of experiences in collaboration with post-16 providers, higher education providers and local or national employers. These experiences enrich their curriculum, providing opportunities to explore different pathways and raise aspiration overall.

The core curriculum consists of **English Language/Literature; Mathematics/Numeracy; Science; Welsh; Skills challenge certificate.** These courses offer the opportunity to achieve up to 9 GCSE or equivalent grades.

The compulsory curriculum provides learning experiences to broaden pupils curriculum through **Relationships & Sex Education; Physical Education; Personal, Social & Health Education; Careers & work related experiences.** Whilst these areas do not lead to qualifications for all, there are opportunities to gain qualification within some of these areas for learners.

The option subjects provide an opportunity for pupils to personalize their learning. Pupils can select 3 option subjects from an extensive range of GCSE, Vocational or other qualifications. Option subjects may vary year on year, however subjects include:
Art & Design; Computer Science; Construction; Digital Technology; Electronics; Fashion & Textiles; French; Food & Nutrition; Geography; Hair & Beauty; Health & Social Care; History; Music; Physical Education; Product Design; Public Services; Religious Studies; Separate Science; Sociology/Social studies; Tourism; Work Related Education.

Only pupils who satisfactorily complete their courses of study are entered for public examinations. Courses are offered through a range of exam boards and qualifications include GCSE, BTEC, Level 1/2 Vocational, Entry Level. More information on Option subjects can be obtained from the school.

Cross-curricular themes/topics e.g. Careers and Work-related Education, Health and Wellbeing, Relationships and Sex Education, Digital Competence, Numeracy, Literacy and Environmental understanding are delivered through pupil's normal lessons as well as morning wellbeing sessions. They are also delivered through bespoke theme days/events often in collaboration with expert external providers.

The school can be justly proud of its excellent reputation for academic achievements, and its well qualified and committed staff will continue to strive for excellence. Further information regarding the curriculum can be obtained by contacting the school.

Religion, Values & Ethics
Religious Studies is taught on the basis of the authority's agreed syllabus and emphasises the contribution made by the subject to the development of the full personality of each pupil. Christianity is central to this syllabus and is compared with other World Religions. Ethical matters and beliefs are discussed.

As part of Religious Studies, school, hear and House assemblies are held. Parents who wish to withdraw their children from assembly and the compulsory Religious Studies lessons may do so if such a request is made in writing.

RSE (Relationships and sexuality education)
Our core values in wellbeing, the 3Rs (Relationships, Respect and Responsibility), underpin our approach to RSE. The 3Rs build a culture of mutual trust and respect, allowing learners to develop age appropriate knowledge and understanding of the RSE curriculum as set out in the RSE Code.

Our school curriculum embraces the guidance set out in this code and learning experiences for learners consist of a range of internally delivered materials and external speakers and experts. Our RSE provision will have a positive and empowering role in our learners' education and will play a vital role in supporting them to realise the four purposes as part of a *whole-school approach*. Helping learners to form and maintain a range of relationships, all based on mutual trust and respect, is the foundation of RSE. These relationships are critical to the development of emotional well-being, resilience and empathy.

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Pupils with Additional Educational Needs:

The school is an inclusive community that caters for the educational needs of all pupils. There are a large amount of provisions and support for pupils with additional learning needs and the school works effectively with partners to meet the needs of every learner. Our policy, ensures that the needs of all pupils who may have additional educational needs, either throughout or at any time during their school careers, must be addressed. The school policy follows guidelines set out by the Welsh Government. Copies of the school's policy may be obtained from the school on request, and our ALN coordinator will be able to provide any further information on request. The school complies with the DDA requirements and has been extensively modified to cater for pupils with disabilities. All support and interventions are discussed with both pupils and parents and the schools approach to catering for additional learning needs is highly collaborative, ensuring a team approach to support each individually holistically. A range of strategies include nurture classes, additional support staff, literacy and numeracy support, sheltered spaces for vulnerable learners.

More able and talented:
The school maintains an excellent track record in stretching pupils who are more able and/or talented. A copy of the schools policy is available upon request. Pupils benefit from extra-curricular courses, additional qualifications, aspirational experiences in collaboration with Higher Education Institutions and regular mentoring and support from a designated member of staff. This support, combined with the high level of classroom challenge, ensures that all learners are able to make strong progress and flourish.

Our Facilities

The senior management and governors of the school ensure that our investment in the buildings and facilities are always directed towards enhancing the learning experience or improving the wider environment for our pupils. In this way, we are dedicated to creating a welcoming, stimulating and safe environment for our pupils to live and learn in. In addition, the school has recently invested (alongside the local authority) in new facilities to enhance the curriculum and create a community hub. Facilities include:

- **Warm, well-decorated classrooms with lively displays that create a good atmosphere for work.**
- **Dedicated Youth Facility**
- **Newly developed Technology facilities with 3D printers, CAD/CAM suites and robotics**
- **Excellent ICT facilities which include modern computer suites, laptop/chromebook sets, Macbook suites, interactive boards and robots.**
- Superb sporting facilities with a 3G pitch, sports hall, gymnasium plus an extensive area of playing fields. Inside there are also aerobic suites and weights rooms with a range of equipment.
- Fully staffed support facilities including a pastoral support area and a nurture/wellbeing area for pupils to access support for a variety of reasons.
- Forest learning area for outdoor learning.

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Transition procedures

Excellent transition arrangements and relationships with all our catchment Schools mean children who enter Glan-y-Môr Comprehensive School are introduced to their new school environment over a period of several months so that they join us in September feeling comfortable and confident that they know what to expect.

Our Primary to secondary transition plan includes a wide range of activities which start in Year 5 and continue through to Year 7. These activities aim to familiarise pupils with the secondary school and to provide curriculum continuity as pupils join our school.

In Year 6 a day of 'transition activities' is held in the Autumn term. This allows the children to comfortably find their way around the school, experience high-quality teaching and learning from our staff, assisted by selected pupil mentors from Year 10. Shortly afterwards, children and their families are invited to join us for an 'Open Evening'. Pupils and staff are on hand to answer any questions and demonstration lessons can be viewed. Our Head of School , Mr R Jones, will discuss key issues relating to progress within the School in a short formal presentation.

A final 'Transition Day' in the Summer term allows the children to mix with our current population of older pupils on a 'normal' Glan-y-Môr day and this is followed by our Information Evening at which Year 7 pupil groupings are finalised and the children and their parents have the opportunity to meet with their class-mates for the next five years, their new Form Tutor and their Head of Pupil Progress.
*Further information regarding transition into Glan-y-Môr is available using web address below:- https://www.Glan-y-Môr school.co.uk/Transition/

School Admission and Appeals

Glan-y-Môr is a popular choice for parents, drawing pupils from a wide geographical area. The following junior Schools are within the school's catchment area: Burry Port, Ysgol y Castell, Pembrey and Pwll.

However, attendance at one of our catchment schools does not guarantee a place at Glan-y-Môr School. Parents of pupils who attend one of our feeder primary schools but who reside outside of our catchment area would be advised to discuss admissions with the Local Authority Admissions Department. All admissions are dealt with centrally by the admissions department at Carmarthenshire County at www.carmarthenshire.gov.uk or by telephone on 01267 234567 or email admissions@carmarthenshire.gov.uk.

The standard admission number for the School is 214 in each year group. In the event of more pupils wishing to come to the School than the total above, the following factors will be taken into consideration:

- Looked-after and previously looked-after children
- Children who live in the school's catchment area and have a sibling on the roll of the school at the time the child is to start at the school.
- Children who live in the school's catchment area and who do not have a sibling on the roll of the school at the time the child is to start at the school.
- Children who reside outside of the school's catchment area AND have a sibling on the roll of the school at the time the child is to start at the school.
- Children who reside outside of the school's catchment area who do not have a sibling on the roll of the school at the time the child is to start at the school.

Where a child has not been offered a place at the school of the parents' expressed preference, parents have the right to appeal. The find out how you can appeal, contact admissions@carmarthenshire.gov.uk

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The School Day

Timings of the school day are as follows:

	From	To
Registration	08:30	08:50
Lesson 1	08:50	09:50
Lesson 2	09:50	10:50
Break	**10:50**	**11:10**
Lesson 3	11:10	12:10
Lesson 4	12:10	01:10
Lunch	**01:10**	**01:50**
Lesson 5	01:50	02:50

Lunchtime arrangements:
Pupils are expected to remain on school premises during break and lunch time. The school canteen offers a variety of choice (this can be seen on the school website) or alternatively pupils may bring a packed lunch. We operate a cashless catering system through ParentPay, therefore pupils should avoid bringing money on site. Food can only be purchased through the online ParentPay account. Details are provided upon joining the school.

If you think your child is entitled to free school meals, you will find details on how to apply on the school website. You may also contact the school directly for further guidance.

If a parent wishes a pupil to leave site at lunchtime, they should contact the school to make appropriate arrangements. Pupils must sign out at reception. However, it should be noted that there are many activities that take place at lunchtime and leaving site may mean a child will miss out on such opportunities.

School Uniform

These rules are based on 2 main principles:

1. That we are a community and that rules work best when there is a shared sense of ownership. In this context, all pupils and staff were consulted. The following rules, therefore, reflect the views of both pupils and staff.
2. As a school, an important part of our ethos, as well as supporting our pupils educationally and pastorally, is to do our best to prepare them for the wider world of work. Pupils must present themselves neatly and tidily in an acceptable uniform as similar demands will come from an employer in future.

The school reserves the right to decide what acceptable uniform is and pupils are expected to be presentable at all times. Pupils who do not follow the school rules regarding uniform will be allowed to continue with their education but can expect to be isolated from their peers and the wider school community until they conform to the school rules.

A detailed breakdown of our school uniform is available on the school website.

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Homework

Pupils will be set homework on a regular basis as and when the teacher considers it to be necessary. This encourages them to develop their knowledge, extend their study skills and take responsibility for their own work. Homework may take the form of a written task set by a member of staff, research work or where no specific task is set there is an expectation that pupils will use their time at home to review work undertaken in class.

Every pupil is provided with a 'Student Planner' where homework can be recorded and which can help them plan and organise their work. Pupils who repeatedly fail to complete homework can expect to attend an after-school detention with their respective subject teacher. Parents will be given 24-hour notice on these occasions.

Bilingualism

Welsh Medium and Welsh Language education have become increasingly important in Wales following the Welsh Assembly Government's vision of creating a bilingual Wales, where people can choose to live their lives through the medium of Welsh or English.

Here at Glan-y-Môr School, we are seeking to fully embrace that philosophy and give the best opportunity we can to youngsters in our community to fully develop their bilingual skills while studying in a school that prides itself on developing the full potential of every child.

Equal Opportunities

It is a central part of the school's philosophy that each child is unique to the school, and to this end, Glan-y-Môr is committed to the principle of Equal Opportunity. Also, each pupil, regardless of race, creed, gender, ability or background, is regarded as being of equal worth and entitled to equal access to a broad, balanced and relevant curriculum. This does not mean, however, that all children are regarded as being the same. They are individuals and deserve to have their particular needs met to the best of our ability.

Disabled pupils have an entitlement to equal access to the school's curriculum, apart from any exemptions specified in a Statement of Special Educational Need. Every effort is made to ensure that disabled pupils have access to the curricular, extra-curricular and social opportunities and trips and visits provided by the school. The school has been successfully adapted to ensure that access is suitable for all, including wheelchair users.

Sporting Aims and Provision

The school offers a wide range of sporting activities. With extensive sporting facilities and high levels of participation our aim is that every child leads an active and healthy lifestyle. Alongside more conventional sports, the school focuses on a wide range of active teamwork and fitness activities that are suitable for all. Participation levels are high and the school runs a number of sporting teams and clubs at lunchtime or after school with plenty of choice for everyone.

Facilities include a Sports hall; Gymnasium; Fitness suite; Weights room; 3G pitch; Hockey pitch (red gra); running track; tennis courts; netball and basketball courts; football and rugby pitches.

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Transport Arrangements

A number of buses are provided for pupils to catch, taking children to and from school. For detailed information on bus services to our school please follow the link below. All transport queries are dealt with by the Local Authority directly:
https://www.carmarthenshire.gov.wales/council-services/education-schools/school-transport/

School Terms 2026/2027

AUTUMN TERM

Tuesday 1st September 2026 - Friday 18th December 2026

Half Term holiday: 26th – 30th October 2026

SPRING TERM

Monday 4th January 2027 – Friday 19th March 2027

Half Term holiday: 8th – 12th February 2027

SUMMER TERM

Monday 5th April 2027 – Tuesday 20th July 2027
May Day – Monday 3rd May 2027

Half Term holiday: 31st May – 4th June 2027

The council set the dates for holidays for the schools within its area, though five inset days can be taken when the schools require them. These dates apply to all schools in the county. Dates are subject to change at the discretion of the County.