

**Inspection under Section 28 of the
Education Act 2005**

A Report on the Quality of Education in

**Ysgol Dyffryn Ardudwy
Dyffryn Ardudwy
Gwynedd
LL44 2EP**

School Number: 6612189

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by

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Key question 3:

How well do the learning experiences meet the needs and interests of learners and the wider community?

Grade 2: Good features and no important shortcomings

91. The civilised and caring ethos fostered by the school is evidence of the emphasiplaced on the pupils' spiritual, moral, social and cultural development. Pupils' spiritual development is promoted effectively in the sessions of collective worship and religious education lessons, but there are few opportunities for personal reflection. The arrangements for collective worship fully satisfy the statutory requirements.
- 92 Personal and social education (PSE) requirements are effectively integrated throughout the curriculum and through specific circle time sessions.

Religious education

Key Stage 1 - Grade 2: Good features and no important shortcomings

Key Stage 2 - Grade 2: Good features and no important shortcomings

Good features

185 In both key stages, pupils' awareness of the Bible as a holy book that is of particular significance to Christians is good. They confidently retell a number of stories from it, relating some of the events to their own lives.

186. Pupils of all ages have a good awareness of the main Christian festivals and they discuss some of the main events associated with them, such as the birth and Easter, in detail.

187. The knowledge and understanding of pupils in both key stages of the major world religions such as Islam and Judaism are good. They describe some of their main celebrations and rituals with confidence, describing how they affect the lifestyles of their followers.

188. In KS1, pupils' awareness of values such as friendship and kindness and of being friends with other pupils is developing well.

189. KS1 pupils are aware of the importance of rules in the home and at school. They discuss with maturity the reasons for setting and adhering to rules, relating this to the practices used to promote good behaviour in class. Their understanding of the differences between acceptable and unacceptable situations is good.

190. Following their visits to local places of worship, KS2 pupils' knowledge and understanding of the features and practices of places of worship, the Christian festivals and the main events associated with them are good. They discuss the artefacts used during particular rituals in an intelligent manner.

191. Y3 and Y4 pupils discuss the significance of light to Christians in an intelligent and mature fashion, showing a growing understanding of the significance of symbolism in religion. They offer perceptive observations when interpreting the symbolism in a famous religious painting.

192. Y5 and Y6 pupils have a good understanding of the way in which rituals such as prayers and hymns are used to show our gratitude. They come to appreciate the wonder of creation and man's dependence on the natural world.

Shortcomings

193. Although there are no important shortcomings, the ability of Y5 and Y6 pupils to raise issues from their own personal experience has not been fully developed.

