

**Inspection under Section 28 of the
Education Act 2005
A Report on the Quality of Education in**

**Ysgol Y Traeth
Barmouth
Gwynedd
LL42 1HH**

**School Number: 6612181
Date of Inspection: 1 June 2009
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**Date of Publication: 3 August 2009
Under Estyn contract number: 1118508**

Key Question 3: How well do the learning experiences meet the needs and interests of learners and the wider community?

Grade 1: Good with outstanding features

107 Sessions of collective worship conform to statutory requirements and offer pupils good opportunities for reflection on spiritual and moral aspects such as the importance of honesty. The broad learning experiences pupils receive successfully promote their moral, social and cultural development, creating in them a strong sense of responsibility towards the school, their environment and the community. They are aware of the need to help others and the school raises pupils' awareness of people less fortunate than themselves. They raise money and regularly contribute to worthy causes, such as towards Comic Relief and Children in Need. In addition, they sponsor the education of a child in China.

112 There are outstanding features to the quality of the provision in education for global citizenship. The school has created good links in order to pay for the education of a pupil in a school in China. A 'Global Citizenship' week is arranged annually, with each class in their turn making a presentation to the whole school, in order to raise pupils' awareness of the different people and living conditions that exist around the world.

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

210 In key stage 1, during role play, pupils understand the message of the importance of a friend to convey the story of the Good Samaritan. They have a basic understanding of the Christian festivals, such as Christmas and Easter, and understand the significance of the celebration.

211 They know that they talk to God when they pray and prepare simple prayers of thanks. They know that God can achieve miracles.

212 When conducting a wedding ceremony in a church, pupils in key stage 1 are aware of the promises made by the couple in God's house. They emphasise the need to love each other within marriage and understand the role of the vicar in the ceremony.

213 Pupils have a good knowledge of the features of the church and use religious vocabulary confidently.

214 Pupils know that Jews celebrate the festival of Hanukkah. They understand the significance of objects such as candles in the Menorah.

- 215 They can recall the story of Rama and Sita and develop their ideas on symbolism when celebrating the festival of Divali.
- 216 In key stage 2, pupils can recount the events of the week of the Creation and understand well the need for them to respect and care for our world. Pupils use their learning and thinking skills very effectively as they consider elementary questions about religion and life, such as people's relationship with each other. They can discuss the difference between character and personality that makes us human.
- 217 Pupils know the story of Saint David. They use their thinking skills effectively to set criteria when deciding what makes a person a saint.
- 218 Pupils understand the importance of pilgrimage and know of locations such as St Davids, Iona, Lourdes and Bethlehem that are important to the Christian. In the same way, they understand the significance of the pilgrimage to Mecca for the Muslim. They discuss meaningfully how a journey can change people. They express an opinion when discussing Ahmed's dilemma as to whether or not he should go on the pilgrimage.
- 219 When discussing religious books, pupils become aware of how the Qur'an makes a difference to the life of the Muslim, and of the importance of the Bible to the Christian and the Torah to the Jew.

Shortcomings

- 220 Many pupils in key stage 2 do not compose pieces of extended, personal writing on issues relating to religion.