

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

**A Report on the Quality of Education in**

**Ysgol Gynradd Talsarnau  
Talsarnau  
Gwynedd  
LL47 6TA**

**School Number: 6612210**

**Date of Inspection: 15/04/08**

**by**

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**Date of Publication: 19/06/08**

**Under Estyn contract number: 1119007**

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

**Grade 2: Good with no important shortcomings**

97. The overall provision for pupils' spiritual, moral, social and cultural development is good and has many outstanding features. It is well integrated into the school's daily life. These aspects of their development are promoted very well through excellent opportunities for all pupils to discuss moral issues in classroom activities. They are further developed by pupil initiatives to raise money for good causes both locally and nationally. Their visits to the community and participation in community activities provide opportunities for good social development.
100. Daily acts of worship and collective assemblies make a positive contribution to all pupils' spiritual development and good opportunities are provided for all pupils to reflect quietly and thoughtfully on important issues that affect their lives. The provision for the spiritual development of all pupils is good in such subjects as Music and during circle time. Pupils reflect on a wide variety of music and respond with awe and wonder to the feelings and mood generated by listening to particular pieces of music.
102. All pupils gain a good understanding of other cultures through subjects such as Geography and Religious Education.

## **Religious education**

### **Key stage 1: Grade 2: Good features and no important shortcomings**

### **Key stage 2: Grade 2: Good features and no important shortcomings**

326. Pupils in key stage 1 and key stage 2 display a good awareness of Christian values and beliefs such as sharing and caring for others. Through their efforts to collect money for both national and international charities, all pupils develop a good awareness that they are a part of a worldwide community and that they have a responsibility to their fellow human beings.
327. Through visiting local places of worship all pupils develop a good understanding of the significance of the main features of religious buildings such as the font and the pulpit. They show a good awareness of some of the special ceremonies held in such places like christenings and weddings. They have a very good knowledge of some of the main stories from the Bible.
328. All pupils discuss the importance of belonging to a family and of having friends. They are developing a good understanding of worship and prayer. Most pupils are aware of the meaning of prayer as a means of communicating with God and compose their own effective and thoughtful prayers when necessary.
329. Across both key stages, all pupils demonstrate a good knowledge of Christian celebrations of Harvest and Christmas. They have a good understanding of key events in the Christian calendar such as Lent, Easter and Christmas. They also have good understanding of the importance of Jewish traditions and are also aware of the symbolism attached to Jewish celebrations.
330. Younger pupils in key stage 2 have a good knowledge of stories from the Bible and a range of other stories which highlight the importance of values and good relationships.
331. In key stage 2, pupils develop thinking and learning skills through their further study of world religions and are open minded and positive towards people with different beliefs. They think well about religious and general, everyday issues.
332. In key stage 2, all pupils' have a very good understanding of the historical importance of the Christian faith in Wales. This is enhanced by stories relating very effectively to the Cwricwlwm Cymreig.

333. They become aware that other religions have places of worship and sacred artefacts. Pupils competently compare and contrast the main features of Christianity with other world religions.
334. Older pupils reflect and form their own views of religious issues very well. They show very good reasoning and communication skills both within small groups and whole class discussions. They display natural enthusiasm for debate, which aids their understanding of more complex issues.
335. Through their work on Martin Luther King and Rosa Parks, pupils at the end of key stage 2 show a good awareness of the way in which people's lifestyles are affected by their religious beliefs. Most pupils display a good understanding of how to empathise, share feelings and make decisions on their social and moral responsibilities. They have a very clear understanding of the need to allow time for reflection on important issues.
336. Most pupils effectively apply the lessons of moral and religious stories to modern day situations. They relate their own experiences and offer perceptive suggestions as to the importance of having responsibility for others. They are very aware of the significance of being a good neighbour in a global context when considering conflicts and disasters. Through cross curricular work all pupils show a good awareness of the issues of poverty and homelessness.

### **Shortcomings**

337. There are no important shortcomings.