

**School: Talysarn**

**Address: Ffordd Coedmadog, Talysarn**

## Religious Education

### Key Question 1: How good are outcomes in Religious Education?

- The self-evaluation is based on lesson observations, evaluations of pupils work, teachers assessments and interviews with pupils.

**References:** ESTYN Inspection Framework Section 1 and the Locally Agreed Syllabus; Welsh Government Guidance: People, Questions and Beliefs (2013), KS2 and KS3 Exemplar Guidelines and Profiles (2011), 14-19 (2009).

### Standards in Religious Education - progress in learning

- When looking at pupils books, it is observed that many pupils are well informed about holy books, places of worship, religious ceremonies and festivals that are important for Christians, Jews and Muslims.
- An analysis of teachers assessments shows that standards are consistently good at the end of both Key Stages. The work books of most of the pupils show very good progress in writing tasks over the year.

### Standards of literacy, numeracy, ITC and thinking skills

- Many of the pupils use and apply their literacy, numeracy, ITC and Thinking skills successfully in a wide range of situations cross-curricularly daily including RE, with some more able pupils displaying very good skills.
- The majority of pupils can effectively apply their knowledge, understanding and skills to new situations.
- Many of the pupils can read a range of religious sources such as information books and the Internet and non-religious sources well.

### Matters for attention

- Ensure a cross-section of various religions.
- Ensure that they know that Mari Jones was a Christian, Ann Frank was Jewish and that Divali forms part of the Muslim Religion.

Excellent		Good	√	Adequate		Unsatisfactory	
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### Key Question 2: How good is the RE provision?

**References:** ESTYN Inspection Framework Sections 2.1 and 2.2 and the Locally Agreed Syllabus, Welsh Government Guidelines: People, Questions and Beliefs (2013), Exemplar Guidelines and Profiles KS2 and KS3 (2011), 14-19 (2009).

## Teaching in religious education: planning and range of strategies

- The school is of the view that pupils and the wider community's needs are met very well through the Foundation Phase and KS2 Curriculum and RE. There is a balanced and broad curriculum that meets Foundation Phase, Curriculum 2008, Literacy, Numeracy and RE requirements in accordance with the agreed syllabus.
- A very good range of stimulating, motivating and challenging learning experiences are provided to cater for all pupils requirements including SEN pupils, underperforming pupils

and more able and talented pupils. This is supported by an equal opportunity and equality policy.							
<b>Skills provision: literacy, numeracy, ITC and thinking</b> <ul style="list-style-type: none"> <li>When scrutinizing pupils books, it is observed that they receive regular opportunities to recall religious stories such as Jona and the Whale, Mari Jones , Rama and Sita and St David.</li> <li>It was recently noted in Estyn Inspectors report that the “teachers ask pupils searching questions and encourage them to use their thinking skills consistently cross-curricularly”.</li> </ul>							
<b>Matters to focus upon</b>  Ensure that RE is regularly discussed at the curriculum panel.							
Excellent		Good	√	Adequate		Unsatisfactory	

Collective Worship		
Key Question 2: How good is the provision for collective worship?		
Does the collective worship comply with the statutory requirements?	Yes	No
<b>References:</b> ESTYN Inspection Framework Section 2.3.1, ‘Supplementary guidance on inspection of Collective Worship at non-denominational schools’ (ESTYN, September 2010) , ‘Religious Education and Collective Worship ’ (Welsh Office Circular 10/94), Guidelines on Collective Worship (Welsh Association of SACREs, June 2012).		
<b>Good aspects of quality of Collective Worship.</b> <ul style="list-style-type: none"> <li>Provision for spiritual development is good. There is a valuable spiritual and supportive ethos to our Services and periods of collective worship and the pupils effectively contribute through discussing morality related questions. They possess a good understanding and knowledge of Christian stories and on faiths or other religions. Our collective worship arrangements meet statutory requirements. Our RE plans provide opportunities for the pupils to discuss life’s big questions, to compare and wonder, to understand the practices and importance of other faiths, to understand their role in the big picture, to understand their future role as citizens. An emphasis is placed on developing individuals who are considerate of others and who are willing tp play a role either in school or outside.</li> <li>It was recently noted in the Estyn Inspectors report that the ‘school successfully promotes pupils spiritual, moral and ultural development through providing regular collective worship services and through curriculum activities’.</li> </ul>		
<b>Matters for attention as regards quality of Collective Worship</b> Ensure that a cross-section of speakers from the community participate in the collective worship.		
Excellent		Good

Signature: Glenda Evans (Headteacher)

Date: April 24,2017

