

Questions and Monitoring: Worship

Worship Questions that may help you to frame responses in your self-evaluations and could be used throughout the school year as a school improvement tool. Some questions may be appropriate in more than one section and some questions may be relevant to either adults or pupils or both:

	Questions and Monitoring	Source of Evidence	Evidence of Impact
<u>The Importance of Collective Worship</u>	Why do pupils think they have acts of worship every day? Do pupils think that worship helps them to be a better person – can they think of an example of this? Why do pupils think it is important to pray? Do all the teachers join in worship? What is the quality of resources and training for worship? How does worship help shape the day to day actions of the school? Why is prayer important to the school? Where is this seen in action?	Collective Worship Planning and evaluation records. Conferencing of pupils. Pupils can describe the importance of Collective Worship to them and their school. The school promotes an ethos where prayer is part of the daily life – there may be prayer trees, prayer corners, prayer boxes etc. Quality resources enhance the Collective Worship experience.	
<u>The Person of Jesus Christ</u>	What do pupils know about Jesus Christ? Can pupils remember a Collective Worship where they learnt about Jesus Christ? What did they learn?	Collective Worship Planning and evaluation records. Conferencing of pupils.	

Questions and Monitoring: Worship

Worship Questions that may help you to frame responses in your self-evaluations and could be used throughout the school year as a school improvement tool. Some questions may be appropriate in more than one section and some questions may be relevant to either adults or pupils or both:

	Questions and Monitoring	Source of Evidence	Evidence of Impact
		Pupils can talk confidently about Jesus Christ and the central position he occupies in the Christian faith.	
<u>The Trinity</u>	How do pupils learn about the Trinity? What are the three elements of the Trinity? How is this taught through Worship? How much understanding do the pupils have of the Trinity? How do you know this?	Christian understanding of God as Father, Son and Holy Spirit. Collective Worship Planning and evaluation records. Conferencing of pupils.	
<u>The Bible</u>	What is the pupils' favourite Bible story? What Biblical material is included regularly in Worship? Where could I find Bibles in this school? What is special about the Bible? Do pupils use Bibles in their own lives? Do the school's values make reference to	Collective Worship Planning and evaluation records. Conferencing of pupils. Pupils describe with clarity a Bible story. Pupils understand that the Bible is central to	

Questions and Monitoring: Worship

Worship Questions that may help you to frame responses in your self-evaluations and could be used throughout the school year as a school improvement tool. Some questions may be appropriate in more than one section and some questions may be relevant to either adults or pupils or both:

	Questions and Monitoring	Source of Evidence	Evidence of Impact
	the Bible?	<p>the teachings of Christianity and can apply this to the way they can lead their lives as a Christian.</p> <p>Bibles are an easily accessible resource and are visible in many areas around the school.</p> <p>Bibles are valued and treated as a valuable resource.</p>	
<u>Anglican / Methodist Tradition</u>	<p>Which special occasions are celebrated in worship?</p> <p>Do pupils know what the Eucharist/Holy Communion service is? Does the school hold a Eucharist service?</p> <p>Are any pupils prepared for Confirmation in school?</p> <p>How important is the Eucharist for Christians and for this school?</p> <p>Does the school ever have school worship in the church building?</p> <p>How is the hall set for Collective Worship</p>	<p>Pupils / adults can recall Collective Worships in school and in Church that reflect the Christian year – e.g. Christmas, lent, Easter, Pentecost, harvest, Christmas etc.</p> <p>Collective Worship Planning and evaluation records.</p> <p>Conferencing of pupils.</p> <p>Pupils / adults can describe an appropriate setting for Collective Worship that may have</p>	

Questions and Monitoring: Worship

Worship Questions that may help you to frame responses in your self-evaluations and could be used throughout the school year as a school improvement tool. Some questions may be appropriate in more than one section and some questions may be relevant to either adults or pupils or both:

	Questions and Monitoring	Source of Evidence	Evidence of Impact
	<p>each day?</p> <p>What aspects of the Anglican tradition are used in worship?</p> <p>How is the church used/involved in worship?</p> <p>Is there coherence between worship in school and worship in church</p>	<p>elements of Worship in Church. (E.g. candles, Bible etc.)</p> <p>There are elements of Collective Worship that are recognised as elements of a worship in Church – (E.g. singing of hymns, prayer).</p> <p>Eucharist (if applicable) is understood as part of the Anglican tradition and links to worship in Church are understood</p>	
<u>Engagement of Learners</u>	<p>Do pupils enjoy worship - is there anything they particularly enjoy?</p> <p>What is special about worship time – Can pupils talk confidently about an act of worship that has meant a lot to them?</p> <p>What are the pupil's attitudes to worship?</p>	<p>Collective Worship Planning and evaluation records.</p> <p>Conferencing of pupils evidences enjoyment and inspiration from Collective Worship experiences – excitement about a variety of leaders is apparent.</p>	
<u>Reflection and Response</u>	<p>Do pupils have time just to be quiet and think for themselves during worship?</p> <p>Are there places in school where pupils can go just to be quiet and have a think on their</p>	<p>Collective Worship Planning and evaluation records.</p> <p>Conferencing of pupils.</p>	

Questions and Monitoring: Worship

Worship Questions that may help you to frame responses in your self-evaluations and could be used throughout the school year as a school improvement tool. Some questions may be appropriate in more than one section and some questions may be relevant to either adults or pupils or both:

	Questions and Monitoring	Source of Evidence	Evidence of Impact
	own or pray? Do pupils write their own prayers at all? Is there anywhere in school where people can put their prayers to be shared with others e.g. a prayer box/tree/board? Is it used by a lot of people? How does worship at school make pupils feel? How does worship in a church make pupils feel? How do the pupils respond to Worship / How do you know?	Pupils and adults describe spiritual and moral opportunities for prayer or quiet reflection. They talk about how it affects their own lives. There may be reflection areas in classes / as part of displays, outside, in the hall.	
<u>Key Elements of Worship</u>	Do pupils get the opportunity to say prayers during worship and at other times of the day – what do they think about during the prayers? Are other faiths mentioned and respected? Do pupils of other faiths feel that their faiths are respected? What do pupils do when they have worship? How do you ensure that the setting and ambience for worship are appropriate?	Collective Worship Planning and evaluation records. Conferencing of pupils.	

Questions and Monitoring: Worship

Worship Questions that may help you to frame responses in your self-evaluations and could be used throughout the school year as a school improvement tool. Some questions may be appropriate in more than one section and some questions may be relevant to either adults or pupils or both:

	Questions and Monitoring	Source of Evidence	Evidence of Impact
	Are the pupils introduced to a variety of songs, prayers, stories and other material? How is worship at this school exciting? Inspirational? How do you know? How is worship inclusive?		
Planning / Evaluation	Have pupils been able to plan/take part in an act of worship? Who leads Worship and who attends? Do the co-ordinators for worship discuss with governors their role and the outcome of any monitoring and evaluations? What is the pattern of worship for the week and who leads the worship? What experiences of worship do pupils have across the week? How is this organised? Who is involved in planning and leading it? Is there anything offered which challenges and especially develops the pupils in their personal religious life and spiritual development? Are visitors involved in leading worship? How does the school achieve a broad and balanced range of themes in worship –	Collective Worship Planning and evaluation records. Conferencing of pupils. Minutes of any Ethos or Foundation Governor meetings that reflects discussion of Collective Worship and appropriate changes. It is clear that a range of leaders are involved in Collective Worship and add to the richness and diversity of what is offered to the school community.	

Questions and Monitoring: Worship

Worship Questions that may help you to frame responses in your self-evaluations and could be used throughout the school year as a school improvement tool. Some questions may be appropriate in more than one section and some questions may be relevant to either adults or pupils or both:

	Questions and Monitoring	Source of Evidence	Evidence of Impact
	<p>including Christian values?</p> <p>How does the school evaluate the quality and impact of the worship?</p> <p>What important events in the life of the school are marked by an act of Christian worship?</p> <p>What opportunities do pupils get to be involved with the planning and delivery of worship?</p> <p>How is worship evaluated in terms of its suitability and impact on the whole of the school community? Who is involved in the exercise and what happens to the outcomes of the process?</p>		