

Collective Worship Feedback

Leaders Involved:

SNMAT Officers Involved:

Date:

Teacher(s):

Subject:

Year Group:

Question	Not yet effective	Effective	Ambassadorial	Evidence Sources
Worship				
Process	<ul style="list-style-type: none"> Pupils do not enter the hall respectfully. Pupils do not behave in a respectful manner throughout worship 	<ol style="list-style-type: none"> Worship leaders set up for worship, including the worship table at the front. Pupils will walk into the hall silently, in their lines, with the pupil at the front holding the class cross. The doors are held open by worship leaders. Pupils sit down in their YG rows ready for worship. The pupil with the cross will take it to the front of the hall. Music plays to welcome; pupils are encouraged to listen/sing as appropriate. Worship leader greets the children and adults. The school candle is lit by a pupil worship leader, who will then lead by saying 'Jesus is the light of the world'. All gathered are invited to respond by saying 'and he is with us in our lives today'. A high quality powerpoint will be displayed to guide pupils through worship: this should include sections for 'welcome, learning, reflect & respond' At least one hymn/song will be sung and at least one prayer said (this is usually the school prayer) Worship ends by the leader inviting the cross bearers to come and collect their cross. They will stand at the front holding the cross as those gathered are invited to say a prayer. After this, music will recommence, cross bearers go to the end of their lines and wait to lead their class out silently. Doors are held open by worship leaders 		
Values focus	<ul style="list-style-type: none"> Key values are not discussed Children are unclear on the links with school values 	<ul style="list-style-type: none"> Key school values are highlighted through the worship Key associated vocabulary is explained i.e. repent, humility, entitlement. <p>Pupil Voice: pupils can articulate the school values and associated language. They can give examples of when they, and others, live them out in everyday life.</p>	<ul style="list-style-type: none"> Worship strengthens pupils' and adults' spiritual development and plays a central role in deepening understanding of the vision and values and what these look like in daily life. 	
Inclusive	<ul style="list-style-type: none"> Assumptions are made that everyone present is Christian – no consideration is given to those who wish to stand back. 	<p>Worship is inclusive of, and fully accessible to, all because:</p> <ul style="list-style-type: none"> pupils are given the opportunity to think and ask questions; there is space to consent, and dissent; to participate, stand back and to consider; language used by those facilitating worship avoids assuming faith in all those participating, listening and watching; it involves meaningful contributions from the whole school community; pupils are involved in planning, leading and evaluating worship. 	<ul style="list-style-type: none"> A range of pupils and adults play a significant role in the planning, leading and the evaluation of worship, including those from different faith and home backgrounds. 	
Invitationa l	<ul style="list-style-type: none"> As a result, pupils are absent from worship 	<p>Worship is invitational because:</p> <ul style="list-style-type: none"> there is no compulsion to 'do anything', rather it provides the opportunity to engage; those present with different faiths, or no faith, can be present and engage with integrity (<i>the metaphor of 'warm fires and open doors' captures this idea - the warmth of the fire derives from the clarity and authenticity of the Christian message at its heart. There is no value to an encounter with a watered down, lowest common denominator version of faith. Importantly the door is open, all are welcome to come in and sit as near or as far away from the fire as they feel comfortable</i>); pupils and adults are only be invited to pray if they wish to do so and are invited to pray in their own way, or to reflect songs used in worship connects with the theme and those leading consider what is most appropriate for the spiritual life of the school community. 	<p>Worship is invitational beyond the school because:</p> <ul style="list-style-type: none"> Many representatives of the local church and community have strong links to the worshipping life of the school, bringing diversity and a vibrant range of practice Parents join worship and have strong links to the worshipping life of the school. 	
Inspiring	<ul style="list-style-type: none"> Worship is not yet inspiring for pupils: this is evident through disengagement 	<p>Worship is inspiring because it:</p> <ul style="list-style-type: none"> enables pupils and adults to think deeply about big (existential) questions about who we are and why we do what we do; highlights local/global issues and inspires pupils to respond thoughtfully; encourages them to think searchingly about their faith, beliefs and/or philosophical convictions. 	<p>Worship is profoundly inspiring because it:</p> <ul style="list-style-type: none"> motivates pupils and adults into action, thinking differently, and reflecting on their behaviour and actions; highlights local/global issues and inspires pupils to become courageous advocates of causes. 	
Impact	<ul style="list-style-type: none"> CW is not valued by adults/pupils in school; this is evident as staff are absent without good reason. 	<ul style="list-style-type: none"> Adults and pupils understand the meaning of spirituality and how this impacts their lives (<i>NB. Spirituality is to do with the universal search for individual identity - with our responses to challenging experiences, such as death, suffering, beauty and encounters with good and evil. It is to do with the search for meaning and purpose in life and for values by which to live</i>) Pupil voice: Collective worship is valued by pupils as a time to refresh their understanding of the school's values and as an opportunity to join as a community for reflection and to nurture spirituality. Staff voice: Collective worship is valued by staff as a time to refresh their understanding of the values and an opportunity to join as a community for reflection and to nurture spirituality. 	<ul style="list-style-type: none"> Pupil Voice: Pupil led collective worship has a profound impact on the spiritual life of the school community: it is highly valued by staff and pupils alike Pupils contribute significantly to the leadership and evaluation of worship 	

Overall strengths:

- ✓
- ✓
- ✓

Next Steps:



Date to be re-checked:

Suggested DPE to support staff

