 

**Governors’ Visit Checklist for Collective Worship Monitoring**

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| **School** |  | **Link Governor Area** | Catholic Life: Collective Worship |
| **Name of Governor** |  | **Staff seen during visit** |  |
| **Date of Visit** |  | **Time of Visit** |  |

**Areas that governors are looking to find out about and evaluate:**

* What is the variety and range of prayer and liturgy offered at the school?
* How well do you think pupils participate and respond to the school’s collective worship?
* How is the school provision and pupils’ response monitored and evaluated? By staff and pupils?
* How, when and how well do pupils lead and prepare celebrations of prayer and liturgy?
* How does prayer and liturgy contribute to pupils’ spiritual and moral development?
* What is the pupils’ response to voluntary provision of prayer and liturgy? What examples are there?
* What is the current self-evaluation grade for collective worship?
* What are the identified areas for improvement? How are these addressed in strategic planning?

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| **CW1: How well pupils participate in and respond to the school’s collective worship** | Y/N/PYes/ No/Partially |
| Do pupils fully participate and engage with the prayer and liturgy opportunities provided by the school? |  |
| Are pupils presented with a variety of ways of praying within the Catholic tradition? |  |
| Do pupils know about the liturgical year, its signs, symbols, themes, traditions and prayers? |  |
| Are pupils given opportunities to work collaboratively with others to plan, lead and evaluate prayer and liturgy? |  |
| Can pupils make links between prayer and liturgy, the curriculum and the wider life of the school? |  |
| Can pupils reflect on the experience of prayer and liturgy, how it has shaped how they think about themselves, and the world? |  |
| Can pupils articulate ways their experience of prayer and liturgy has led them to take action? |  |
| **Strengths:** |
| **Areas for Development:** |

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| **CW2: The quality of collective worship provided by the school** | Y/N/PYes/ No/Partially |
| Are prayer and liturgy central to the life of the school? |  |
| Is there a recognised daily pattern of prayer, reflecting the rhythm of the prayer life of the Church? |  |
| Do the prayer and liturgy experiences offer participants a range of ways of praying in the Catholic tradition? |  |
| Is scripture central to prayer and liturgy; seasonally appropriate and chosen to help those present to fully participate? |  |
| Are staff members models of good practice to pupils and other staff? |  |
| Are relevant staff skilled in helping pupils lead well-constructed prayer and liturgy?Do they understand the norms of the Church, and are able to help pupils draw on these norms in preparation? |  |
| Do pupils and relevant staff regularly use their gifts to enhance prayer and liturgy (eg. Music, art)? |  |
| Does the school make good use of spaces in school for prayer and liturgy? |  |
| Are families included in the prayer life of the school? Does the school work well with the parish in this regard? |  |
| **Strengths:** |
| **Areas for Development:** |

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| **CW3: How well leaders and governors promote, monit** | Y/N/PYes/ No/Partially |
| Is the prayer and liturgy policy carefully formulated, up to date, readily accessible and used by staff? |  |
| Do leaders (including governors) have a strategy to develop the levels and skills of participation of pupils as they mature? |  |
| Do Leaders and governors have a well-formed annual plan of provision? Is the Eucharist celebrated regularly?  |  |
| Do leaders and governors place the highest priority on providing inspirational professional development of staff? |  |
| Do leaders and chaplains have a thorough understanding of the broad range of praying in the Catholic tradition? |  |
| Are they highly capable in facilitating others to plan and lead prayer and liturgy? Does this result in high quality prayer and liturgy? |  |
| Is priority given when setting budgets and allocating resources, to developing prayer and liturgy? |  |
| Is the evaluation of the quality and impact of prayer and liturgy embedded in the annual cycle of self-evaluation and improvement? Do pupils play a part in the evaluation? And other stakeholders? |  |
| **Strengths:** |
| **Areas for Development:** |