

Guidelines for School Self-Evaluation of Collective Worship

These Guidelines are issued as a supplement to the Guidelines for Worship in Church Schools.

This earlier booklet asked the following questions of review and evaluation:

- ◆ How often?
- ◆ Whose responsibility?
- ◆ Who is consulted?
- ◆ What criteria are used?
- ◆ What outcomes are looked for? (see page 7 of Guidelines for Worship in Church Schools)

In a later section the document pointed out how Section 23 inspectors would collect their evidence and what they would be looking for when they evaluate individual acts of worship and school provision for worship. (see page 9)

These Guidelines give suggestions as to how schools can evaluate worship provision and individual acts of worship as part of their regular procedures.

The worship co-ordinator will be responsible for monitoring the procedures shown on the following table.

1. WORSHIP PROVISION

| FOCUS | CRITERIA | PEOPLE INVOLVED | FREQUENCY | OUTCOME |
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| Policy | In line with trust deed and mission statement and having considered Diocesan Guidelines | Governors, headteacher, staff and clergy | Every three years approximately | Regularly reviewed worship policy |
| Provision | Regular, well understood pattern of worship that meets legal requirements | Headteacher, staff and clergy | Each day | Worship provided each day for whole school, Key Stage or class groups |
| Planning | Outline and detailed planning along the lines suggested in Diocesan Guidelines but with flexibility to respond to events | Headteacher, worship co-ordinator, clergy and staff leading worship | Outline planning at least half a term in advance | Each act of worship planned to a high standard to include a variety of activities and pupil participation |
| Recording | Records which demonstrate a variety of experiences for pupil participation | The member of staff or clergy leading worship | Each day | High quality records which inform future planning |
| Church links | Church involvement in worship such as visits from clergy and lay members to lead worship, services in church or Christian elements in worship | Clergy, lay members of the church, headteacher and worship co-ordinator | Visit by clergy or church member preferably each week, services in church approximately each term | Regular involvement of school and church |
| Resource | Resources, visual focus for worship and staff trained and confident in | Governors, headteacher, worship co-ordinator, | Reviewed annually in | Good quality resources appropriate to the ages, |

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| s | leading worship | Diocesan Board of Education | combination with budget allocation and Board of Education training package | abilities and backgrounds of pupils. Good quality acts of worship |
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2. ACTS OF WORSHIP

As with other areas of the curriculum, staff will be generally reflective about worship. These guidelines, however, relate to more formal evaluation, including written records.

- ◆ Evaluation should be manageable and as little of a burden as possible
- ◆ Evaluation should be carried out by as many people as is realistic and not just by the person leading worship. Pupils should be involved.
- ◆ Evaluation should be carried out regularly, its frequency planned in advance and according to school and worship policies
- ◆ Evaluation should focus on a limited number of specific criteria each time

With these principles in mind, there will be various opportunities for written evaluation.

- ◆ Sometimes it will be appropriate to evaluate a specific act of worship e.g. if it is very different from the usual pattern or if it is particularly successful or disastrous
- ◆ Evaluation of worship could be a focus for children as part of RE, circle time or PSHE.
- ◆ There are opportunities in literacy for children to report, comment, describe experiences, share ideas and put their ideas into sentences at Key Stage 1. At Key Stage 2 they will be able to look at worship in the context of qualifying, justifying and evaluating ideas. In writing they should be taught to inform and explain, persuade, review and comment; school worship can be the subject of these. Each class could undertake one or two evaluations each year.
- ◆ The School Council could debate worship each year.
- ◆ The worship co-ordinator should have the opportunity to undertake evaluations with the same degree of frequency as subject co-ordinators.
- ◆ Evaluation of worship could be an item on the agenda of staff meetings once or twice each year.
- ◆ Outside visitors e.g. clergy, link governor or chair of governors could provide an evaluation occasionally.

- ◆ If these opportunities are combined there would be sufficient to evaluate worship about twice each half term. Younger children could look at one act of worship, whilst older ones review one or two week's experiences and adults take a longer view.

As well as evaluating worship over a shorter period of time younger children would focus on fewer aspects than older ones or adults. These could include:

| ASPECTS FOR EVALUATION | QUESTIONS / ACTIVITIES FOR CHILDREN |
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| Place where worship takes place | Where in school do you like to sing hymns / say prayers? Why? Do you like the sitting arrangements for worship? How would you change them? Is that practical? Is the place clean and tidy? Is it comfortable? How could we use the space for worship better? How can we make it look better? |
| Visual focus | What is on the worship table / display? Is there anything which tells you it is Christian? Is there anything we could add? Why? Should we change parts of it more often? Draw what you think should be on the table / display during worship. |
| Atmosphere | How should you behave during worship? Why? Does everyone come in sensibly? Do visitors behave well? Should we have more or fewer visitors? Why is it good to be quiet when we come in to the hall for worship? Act out how people should behave during worship. Does it feel good to be involved in school worship? Why? |
| Music | What music has been played recently? Do you prefer some music rather than others? Which? Which music is best for getting us ready for worship to start? Why? Should we use more or less music in worship? Why? |
| Pupil involvement | Do you like to be involved in leading worship? Why? Do you like to see other children leading worship? What do you like to do when you are leading worship? Do you enjoy singing / talks / acting things out / praying / reading / coming out to the front / showing work / receiving awards / ... ? What else would you want to do in worship? Are children involved enough in worship? Write a prayer which you could use in worship. |
| Staff involvement | Do you prefer your teacher to be at the worship? Why? Do you like to see teachers leading worship? Why? Do you like to see teachers joining in worship? Why? Do you like to see other adults leading worship? Why? |

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| Pupil response | What do you remember best about worship? Why? Does worship make you feel better or happier? Why? Does worship make you think more about God / Jesus / the world / other people / yourself? What do you think about? Why? What do you learn in worship? Do you learn more about God / Jesus / the world / other people / yourself? |
| Variety of activities | Can you name the different things we do in our worship? Which of these do you like best? Why? Are there any that you don't like? Which and why? Which are you best at? Why? Work in a small group to make up an activity for an assembly next week on the theme of |
| Suitability to age, ability, family and faith background | What do you not understand in worship? Why? What do you find hard to understand? Why? What do you find easy to understand? Why? Do you learn some of the same ideas at home? Which? Do any of you worship outside school? Where? Do you learn some of the same ideas where you worship? What has most surprised you from worship at school? Why? |
| Songs and hymns | What songs and hymns do we sing in school worship? How many do you know well? Which would you like to know better? Do you enjoy singing? Why? Do you practise songs and hymns enough / too much? Are there any suitable songs you know which you would like to sing in worship? What are the differences between ordinary songs and worship songs? Make up some worship words to a well-known tune. |
| Reflection | Do you like time in worship to reflect on what someone has said or done? Why? Do we have long enough / too long for reflection? What do you mainly think about during reflection? Do you ever think about God / Jesus / the world / other people / your family / friends / yourself during reflection time? Can this be good even if you are supposed to think about something different? Why? Do you sometimes find it hard to reflect on what has been said or done? Why? Would anything (e.g. quiet music) help you to reflect? |
| Prayer | Do you like saying prayers? Why? Do you like writing your own prayers? Why? Is it easy to pray? Why? What are prayers? Who or what do you mainly think about in prayers? Write a prayer for worship next week on the theme of |
| Aims for worship | It may not be easy for children to think of worship in relation to the aims set out in the school's worship policy. However, if schools wish to involve them in this, the appropriate questions would be along the lines of "Do you |

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| | think worship helps to?" |
| Church school ethos | Evaluation of worship in relation to this area is mainly for staff or other adults. The questions would be phrased in terms of sections from the school mission statement, ethos statement and school aims. Areas which might be included could be: pupil and staff morale, job satisfaction, relationships, equality and justice, discipline, relationships with parents and carers, church and community links and Christian leadership. |

3. THE ROLE OF THE WORSHIP CO-ORDINATOR

Within these guidelines the role of the co-ordinator would be to:

- ❖ Monitor the evaluation of school provision for worship as outlined in the first table
- ❖ Collate and draw conclusions from responses from children, staff and other adults on the quality of acts of worship as outlined in the second table
- ❖ Report to headteacher, staff and governors on the findings on a scheduled, regular basis
- ❖ Suggest developments for worship in the school
- ❖ Set up the structures to implement and evaluate these

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