

**DGAT local governor questions for monitoring collective worship**

This template provides a bank of model questions any local governor may ask various members of staff to maintain oversight and monitor the implementation and impact of collective worship in school. The questions are laid out in table format, allowing space for the governor to make comments.

This template will help to enable governors to ensure that they are fulfilling the local governing board’s responsibilities by monitoring the provision and impact of collective worship. It is not intended that these questions are asked during one meeting or conversation but instead provide a toolkit for local governors to continually maintain focus and oversight of the provision and impact of collective worship.

It is recommended that local governors engage with the [Church of England Education Office (CEEO) guidance on collective worship](https://www.churchofengland.org/about/education-and-schools/church-schools-and-academies/collective-worship) to support monitoring activities. The guidance explains the importance of collective worship in Church schools as follows:

*“In Church of England schools, collective worship is seen as more than a daily ‘awe and wonder’ moment. It is the unique heartbeat of the school and is offered as part of a wider opportunity for pupils and adults to encounter faith by engaging in conversations about God, both as individuals and together.*

*We want pupils to leave school with a rich experience and understanding of Christianity, and we are committed to offering them an encounter with Jesus Christ and with Christian faith and practice in a way that enhances their lives...Collective worship in schools, including prayer, reading and reflecting on the Bible, liturgy, sacrament and experience of the musical and other imaginative riches of Christianity, provide a vital opportunity for this.*

*This form of encounter through worship should be truly welcoming, inclusive and exemplifying the principles of Christian hospitality. This is an approach that seeks to meet the needs of all, wherever they may be on their journey of faith and belief.”*

The questions included in this monitoring template are taken from the CEEO guidance on collective worship. Throughout all monitoring local governors should focus on identifying the impact of provision.

|  |
| --- |
| **Key questions**  |
| **Question** | **Comments, evidence, and impact** |
| How does the planning and delivery of collective worship explore the school’s distinctive Christian vision and how that underpins shared values and virtues? |  |
| How does collective worship reflect on moral values such as compassion, gratitude, justice, humility, forgiveness and reconciliation; and develop virtues such as resilience, determination and creativity that develop character and contribute to academic progress? |  |
| How does collective worship help pupils and adults to appreciate the relevance of faith in today’s world? |  |
| How does collective worship offer the opportunity, without compulsion, to all pupils and adults to grow spiritually through experiences of prayer, stillness, worship and reflection? |  |
| How does the school ensure collective worship is invitational and inclusive of all children and staff, whether they are of Christian faith, no faith or other faith? |  |
| How is collective worship formational and transformational, enabling children and adults to ask big questions about who we are and why we do what we do? |  |
| How does collective worship motivate children and adults into action, into thinking differently, and into reflecting on their and the wider community’s behaviour and actions? |  |
| How does collective worship inspire children and adults to become courageous advocates of causes?  |  |
| How does collective worship encourage children and adults to think searchingly about their faith, beliefs and/or philosophical convictions? |  |
| How does collective worship enable all pupils and adults to appreciate that Christians worship in different ways, for example using music, silence, story, prayer, reflection, as well as through the varied liturgical and other traditions of Anglican worship, festivals and, where appropriate, the Eucharist? |  |
| How does collective worship enable pupils to develop skills through engaging in the planning, leading and evaluation of collective worship in ways that lead to improving practice? |  |
| How do worship leaders, including clergy, access regular training, primarily through the Diocesan Education Team and what impact does this have? <https://gloucester.anglican.org/schools/schools-training-support-events-2/>  |  |
| How do school leaders ensure that worship leaders, including clergy, access high quality and current resources? <https://gloucester.anglican.org/schools/collective-worship/>  |  |
| How do leaders, including local governors, monitor the impact of collective worship, including meaningful pupil voice? |  |
| How are those from outside agencies and church groups invited into the school to facilitate worship trained and properly briefed about the school, its pupil context and the school’s vision prior to delivering collective worship? |  |
| How are those from outside agencies and church groups invited into the school to facilitate worship supported and monitored as part of the school’s evaluation of the impact of worship? |  |
| Is there a member of staff responsible for collective worship with responsibility for ensuring that appropriate policy and practice are in place and publicly available? How is this person supported in this role and are appropriate resources available to them? <https://gloucester.anglican.org/schools/collective-worship/>  |  |
| How does DGAT support the development and provision of inclusive, invitational, and impactful collective worship?  |  |

|  |  |
| --- | --- |
| **Additional questions** | **Comments/evidence** |
|  |  |
|  |  |
|  |  |
|  |  |