

IQ3

Inspection question:

How is collective worship enabling pupils and adults to flourish spiritually?

Sub questions:

These are for information only and inspectors must not expect that they will be answered/used

- a) How do the theologically rooted Christian vision and the Anglican/Methodist foundation of the school shape worship and spirituality in the school?
- b) How do partnerships with the DBE and/or MAST, and partnerships with parish/local church/es enhance this?
- c) In what ways is the worship life of the school inclusive, invitational, and inspirational?
- d) In the context of the school as a Church school, what do pupils and adults understand to be the meaning of spirituality and spiritual development? How does this enhance and enrich collective worship and individuals' spiritual development?
- e) How does the trust contribute to and enhance the school's worship and spiritual life?

Points to note

This IQ is specifically about how collective worship enables pupils' and adults' spiritual flourishing.

Is worship at the heart of the school? How? What evidence is there? If it is not, why not?

What does the school think that spiritual flourishing looks like? How is this enabled/enhanced through worship?

Set your own preconceptions and preferences to one side.

How do worship and spiritual flourishing resonate with the school's foundation and vision in ways that are inclusive, invitational and inspirational?

What part might prayer, reflection, liturgy, the church, and school/trust leadership play in this?

How is any involvement by pupils enhancing their spiritual development? What is the evidence for this?

Please remember CW seen on the day of inspection is not the measure by which to judge CW. It is the impact of CW over time that is to be judged. Focus on impact and do not get distracted by provision.

Possible LOE

Possible questions to pursue LOE in the **context** of the school:

LOE The impact of collective worship upon the lives of pupils

- In what ways is collective worship planned and what impact is it having upon pupils' lives?
- How effective is it in this intention?
- Are pupils involved in being engaged and participating /contributing, leading and evaluating collective worship? If so, what impact does this have upon them?

LOE How the school ensures that worship enables opportunities for spiritual reflection

- What part does prayer play in worship?
- How effective was the school in offering the opportunities for pupils and adults to grow spiritually through experiences of stillness and reflection?

LOE How far the school ensures that collective worship reflects the school's Christian vision and its foundation

- How does the school's Christian vision shape worship?
- How does the school ensure worship is meaningful within its context whilst being faithful to its foundation as a Church school?
- How does the school ensure collective worship is invitational, inclusive, and inspiring – what does this mean to the school?

Suggested activities to pursue LOE

Discuss with leaders for collective worship (CW):

- how CW is planned, led and sequenced
- how leaders of worship are trained and supported
- monitoring and evaluation, how they lead to improvement
- how CW leads to spiritual flourishing.

Discuss with pupils:

- impact of CW
- their involvement in planning, leading and evaluation.

Discuss with governors:

- how they know what the impact of collective worship is on pupils and adults.
- how this informs their leadership.

Discuss with outside partners:

- how they share in CW
- how they contribute to enabling pupils to appreciate the diversity of expression within CW.