**Option One** using the grade descriptions *below, ‘RAG’ rate the* description that is the best fit for your school. Start with the descriptors for ‘Good’.

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| Outstanding | Good | Requires Improvement | Inadequate |
| The experiences of prayer and liturgy provided by the school engage pupils deeply and lead them to full, active and conscious participation. Pupils demonstrate this by, for example, the quality of prayerful silence, their attentiveness and response to prayer and liturgy, and their engagement in communal singing. | Pupils respond well to the experiences of prayer and liturgy provided by the school. They participate in them by, for example, reflecting in silence, joining in community prayer with confidence and singing readily | Pupils participate passively and not always with enthusiasm in the regular prayer and liturgical life of the school. | Pupils are reluctant to engage in the prayer and liturgical life or they are often inattentive and ill-disciplined during these times. |
| Appropriate to their age and capacity, pupils have a detailed understanding of the wide variety of ways of praying that are part of the Catholic tradition. This would include, for example, the use of scripture, symbol, silence, meditation, reflection and liturgical music. They demonstrate an excellent understanding of the shape and meaning of the Church’s liturgical year and how it is expressed in the prayer life of the school. | Appropriate to their age and capacity, pupils understand a variety of ways of praying that are part of the Catholic tradition. This would include, for example, the use of scripture, symbol, silence, meditation, reflection and liturgical music. They can describe the parts of the Church’s liturgical year and articulate how it influences the prayer life of the school. | Pupils have a limited understanding of some ways of praying that are part of the Catholic tradition. They struggle to articulate how the Church’s liturgical year influences the prayer life of the school. | Pupils have no awareness of the variety of ways of praying that are part of the Catholic tradition. They do not understand the Church’s liturgical year |
| Pupils work collaboratively with others, such as teachers, other pupils and chaplains to prepare creative and well-constructed experiences of prayer and liturgy. Due to the school’s provision of liturgical formation for its pupils, they can undertake liturgical ministries with confidence, understanding and skill. Pupils have a developed capacity for evaluating the quality of the prayer and liturgy they have planned and can identify how to improve next time. | Pupils work well with others, such as teachers, other pupils and chaplains, to prepare engaging experiences of prayer and liturgy. Due to the school’s provision of liturgical preparation for pupils, they undertake liturgical ministries willingly and are involved in evaluating the quality of the prayer and liturgy they have planned. | Pupils have limited opportunities to work with others, to prepare prayer and liturgy. They sometimes undertake liturgical ministries but are not always well-prepared to do so. | Pupils have few, if any, opportunities to work with others, to prepare prayer and liturgy. They rarely, if ever, undertake liturgical ministries. |
| Pupils demonstrate confidence in articulating the ways in which prayer and liturgy influence and are influenced by both the curriculum and the wider life of the school. They make connections with ease and speak about them in their own language | Pupils are able to recognise and articulate the ways in which prayer and liturgy influence and are influenced by both the curriculum and the wider life of the school. | Pupils struggle to make connections between prayer and liturgy, the curriculum and the wider life of the school. | Pupils do not recognise that prayer and liturgy have any connection to the curriculum or the wider life of the school. |
| Pupils readily reflect on their experience of prayer and liturgy with confidence and in detail. They can articulate clearly the ways in which these experiences have shaped how they think about themselves and the world and how this has inspired them to action. | Pupils understand how to reflect on their experience of prayer and liturgy. They can articulate the ways in which these experiences have led to action. | Pupils find it difficult to reflect on their experience of prayer and liturgy. They display some awareness of the ways in which these experiences can lead to action but struggle to give any concrete examples. | Pupils rarely, if ever, reflect on their experience of prayer and liturgy. They fail to make any links between prayer and action. |

 **Option Two** – Complete the ‘Audit Tool’ below

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|  | **Fully** | **Partially** | **Not evidenced** |
| Pupils respond well to the experiences of prayer and liturgy provided by the school. They participate in them by, for example, reflecting in silence, joining in community prayer with confidence and singing readily |  |  |  |
| Appropriate to their age and capacity, pupils understand a variety of ways of praying that are part of the Catholic tradition. This would include, for example, the use of scripture, symbol, silence, meditation, reflection and liturgical music.  |  |  |  |
| They can describe the parts of the Church’s liturgical year and articulate how it influences the prayer life of the school. |  |  |  |
| Pupils work well with others, such as teachers, other pupils and chaplains, to prepare engaging experiences of prayer and liturgy.  |  |  |  |
| Due to the school’s provision of liturgical preparation for pupils, they undertake liturgical ministries willingly and are involved in evaluating the quality of the prayer and liturgy they have planned. |  |  |  |
| Pupils are able to recognise and articulate the ways in which prayer and liturgy influence and are influenced by both the curriculum and the wider life of the school. |  |  |  |
| Pupils understand how to reflect on their experience of prayer and liturgy. They can articulate the ways in which these experiences have led to action. |  |  |  |
| **ACTION POINTS** |  |  |  |