Collective Worship Camden criteria

These descriptors have been written and curated by Newham SACRE over the last eight years. There are at present no national descriptors for schools, but we feel these provide schools in Camden clear descriptors they can identify progress in this area against.

Exceptional

■ The school shares its exceptional practice beyond the school and has impact evidence of how it has led to positive impact.

■ Themes are sharply sequenced and aspirational, consistently deepening pupils' SMSC reflection and inspiring moral action and reflection on beliefs (religious or otherwise).

■ Pupils show exceptional independence in prayer and reflection and actively seek opportunities beyond planned CW.

■ Pupils make high-quality, independent contributions, including planning, leading and evaluating worship.

■ CW is fully inclusive, with thoughtful adaptations ensuring meaningful participation and high expectations for all pupils, including those with SEND.

Strong Standard

■ CW is consistently strong and well embedded, making a clear positive difference to pupils' SMSC development.

■ Pupils confidently understand the purpose of prayer and reflection and can explain its value to their personal development.

■ Resources from different religious traditions and worldviews are used well, helping pupils link CW to school values and their own lives.

■ Learners regularly make high quality contributions to CW and can take responsibility for particular aspects independently.

■ Monitoring and evaluation have a clear purpose and are managed efficiently. Feedback gathered from a range of stakeholders provides insight into how worship influences the life of the community and leads directly to significant ongoing improvement of CW.

Expected Standard

■ Collective worship meets all statutory and local expectations for supporting pupils' spiritual, moral, social and cultural (SMSC) development.

■ Themes are relevant and appropriately planned, enabling pupils to reflect on values, behaviour and beliefs (religious or otherwise).

■ CW includes suitable references to moral values and to different religious traditions and worldviews, supporting developing respect for difference.

■ Learners enjoy contributing within CW and are increasingly taking responsibility for particular aspects.

■ Regular monitoring and evaluation identifies where improvement is needed and clearly informs development planning. Stakeholders are consulted and their contributions and feedback are used to inform the development of CW.

Needs Attention

■ CW partially meets expectations; themes support school values but lack consistency or depth, limiting SMSC impact.

■ Learners experience opportunities for prayer and reflection but not enough opportunities are available to describe or evaluate its value and relevance to everyday life.

■ CW sometimes uses stories with morals but the relation to learners' lives and the school's core values is not always explicit. Different religious and worldview traditions are acknowledged and may be explored, but this lacks depth and rigour in some cases.

■ Learners behave well when taking part in CW, are attentive and respond to the different elements. However, they are often passive and do not yet take responsibility for aspects of worship.

■ Some feedback on CW is gathered that prompts small changes to the arrangements although there is limited analysis of its impact on the school community.

Urgent Improvement

■ CW does not meet expectations; planning is weak and SMSC impact is minimal.

■ CW does little to raise learners' spiritual awareness or directly to inspire them in the service of others. Prayer and reflection play a limited role in the pattern of school life, so learners derive little spiritual benefit.

■ CW inconsistently uses resources with morals and the relation to learners' lives and the school's core values are not always explicit enough.

- Learners have limited awareness of different religious traditions and gain little understanding of how to apply these to their own lives.

- Learners display poor behaviours and attitudes and are frequently not given opportunities to engage fully in CW.

- Little monitoring and evaluation of CW occurs, and no account is taken of learners' views. There is insufficient impact from acts of CW on pupils' understanding.