



COLLECTIVE WORSHIP QUALITY MARK

PRIMARY SCHOOL ACCREDITATION

PROCESS



CW
QM

MANCHESTER DIOCESE BOARD OF EDUCATION

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INTRODUCTION

Whether it is through the lighting of candles, saying of prayers, singing of songs, telling of stories or exploration of values, collective worship provides a sacred space for children and young people to pause and reflect.

When prioritised, quality collective worship has the potential to be a significant aspect of school life which draws together the whole of the school family. Through collaboration, it can nurture links and partnerships, unifying communities. In the protected time of collective worship, memories will be made and children will grow to be adults, still singing songs and remembering the key events of their youth and the stories behind them.

Greater than the sharing of a Christian playlist and the creation of warm feelings and happy memories, will be the development of individuals' wellbeing and character. Explicit exploration of Christian beliefs and values will lay foundations for future decision making. Collective worship erects the signposts on the crossroads of the future. Our hope is that collective worship will ease decision making for our communities, especially when faced with moral dilemmas. We hope it will embed a sense of dignity and respect, for self and others.

The purpose of this quality mark is to support school leaders in achieving the type of collective worship described here. This mark seeks to make collective worship a priority and ensure its quality. We hope its content will be of use to you in defining, partnering, leading and evaluating collective worship within your setting. The quality mark process is structured to address these key four areas for enquiry.

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KEY AREAS

The Collective Worship Quality Mark assesses provision in four key areas. Applicants evidence their current position for each area using the applicable descriptors.

1.DEFINING

2.PARTNERING

3.LEADING

4.EVALUATING

The descriptors are found within this document. To unpack the descriptors, some reflection questions have also been included. These are simply to illustrate the areas, they are not the evidence gathering measure.



SELF AUDIT TOOL

Before starting the evidence gathering process, applicants are encouraged to complete this self audit tool. This positions the school's provision alongside the initial exploration of the quality mark. Any aspects answered 'N' may identify some initial actions for the school to address before applying for assessment.

	Does the school...	Y	N
Defining	have a vision?		
	have a set of Christian values or core beliefs?		
	have a collective worship policy?		
	have daily collective worship?		
	ensure collective worship is broadly and mainly Christian?		
	provide an inclusive approach to worship?		
	ensure an invitational approach to worship?		
	seek to inspire through worship?		
Partnering	enhance collective worship, where possible, through partnership...		
	with a local church?		
	with the DBE/Diocese?		
	with organisations?		
Leading	have a named collective worship lead?		
	report on collective worship to governors?		
	plan for collective worship in the long and short term?		
	ensure compliancy of collective worship?		
	ensure consistency of collective worship?		
Evaluating	monitor the processes within collective worship in line with agreed policy?		
	have high expectations for collective worship, reflecting its status and priority?		
	evaluate the effectiveness and quality of collective worship?		
	respond to evaluation findings through action planning?		

1. DEFINING

Defining		
	CWQM	CWQM+
Description	<p>Collective worship (CW) is legally compliant. Long term planning ensures daily CW for all, is a priority. CW is Christian in nature and provides opportunities to explore the breadth of Anglican tradition. CW is inspired by the school's vision, enabling a collective approach. CW welcomes the community from their different worldview perspectives to explore and celebrate Christian values. This is done in a way that is inclusive and accessible; through the consideration of need, context and experience. An invitational approach allows for engagement without compulsion. CW is positively transformational. Inspired by Christian values, CW impacts the thinking, feeling and actions of those present. CW is therefore, an opportunity for spirituality, exploring questions around self, others and response.</p>	<p>CW has a personal identify reflecting the school community and is an explicit expression of the school's vision. CW is contextually appropriate and adaptation has been made to meet the needs of all members of the community. A mutual understanding of spirituality ensures the act of worship is recognisable as an sacred space and opportunity for deep reflection. Beyond an opportunity, CW contributes to the spiritual development of pupils and adults as they journey through character exploration. Provided with space for recognition, introspection, modelling, partnerships, opportunities and their own actions. CW is for the community and therefore inclusive of and spiritually nourishing for adults. CW is impactful and shapes practice in the wider life of the school.</p>
Reflection Questions	<p>Is CW compliant with legal requirements? How is CW a priority in your school? How is CW inclusive, invitational and inspirational? How is CW collective and not corporate worship? How does the vision of the school inspire and enable spiritual exploration?</p>	<p>How is CW reflective of the identity of the school community? How is CW more than an opportunity for spirituality, but a contributing element for spiritual development? How does CW spiritually nourish adults? How does CW impact the wider life of the school?</p>

2. PARTNERING

	Partnering	
	CWQM	CWQM+
Description	<p>Visitors lead CW in the school, bringing variety in expression and exploration. The community is exposed to difference and made aware of examples of Christian values in action. Partnership with local churches provides links with community leaders who model and share from broad Christian traditions. To provide exploration of sacred spaces and diversity in experiences, local churches may be visited and used for CW. Links with the DBE/Diocese have provided support to the school in enhancing CW compliancy and delivery.</p>	<p>Good practice is shared within the school to enhance CW. The school has mutually beneficial partnerships. The schools supports other schools in developing their CW. Strong links with home ensure the impact of CW goes beyond the school gates. Parents actively engage with CW opportunities and support their pupils in engaging with the school's Christian values. Wider organisations partner with the school as they use CW to explore injustice locally, nationally and globally. Where possible, the school engages with diocesan opportunities for developing CW and contributes to the work of the DBE.</p>
Reflection Questions	<p>Who are the school's partners in the community? How are partnerships supporting the planning of CW? How has the school engaged in the support from church/diocese?</p>	<p>What is the wider impact of CW? How do partnerships enhance the delivery of CW? How has support enhanced CW? How does CW raise awareness of injustice and provide opportunity for response?</p>

3. LEADING

Leading		
	CWQM	CWQM+
Description	<p>There is a name CW Lead who works with the governors, perhaps through a link governor. A policy has been agreed, maintained and reviewed. The policy ensures the status, priority and compliancy of CW, highlighting its legal foundation and the rights of parents and young people. CW is planned in both the long term and short term. Leaders ensure the school vision informs the strategic leadership of CW. The school values, as the vehicle for the vision, inspire the leadership. Leaders maintain the Christian nature of CW. Leaders ensure all CW is diligently planned and properly resourced. The consistency and quality of CW is appropriately monitored and evaluated. Opportunity to respond to collective worship is provided beyond the session.</p>	<p>Strategic approaches to lead CW widen its impact and create common threads through the life of the school. This is evident in cross policy references and status of CW beyond the LTP. Leadership of CW is shared, this includes pupils and adults. A collective responsibility for CW ensures wide input into its planning and delivery, enhancing applicability and engagement. Enhanced approaches to CW have created a bespoke approach to CW which meets the needs of individuals as well as the collective. CW, in its various forms is owned by those leading creating a personalised experience. Reflection spaces are impactful in maintaining the impact of CW and the community engage with them as an opportunity for response.</p>
Reflection Questions	<p>Who is the CW lead? Is there a link governor for CW? What are their other responsibilities? Is there a CW policy? How is it ensuring compliancy and status for CW? How is CW reported to wider leadership? How is CW planned to be both an expression and exploration of the school vision and values? How are the varied approaches to CW equally prioritised by leaders? Do pupils and adults have access to reflection spaces?</p>	<p>How are leaders recognising the wider impact of CW to respond to the needs of the community? How is CW leadership emphasising the spiritual links across the life of the school? How is CW leadership shared? How has the school enhanced its approaches to CW beyond plug and play resources? How is CW adapted to be contextually appropriate? When CW is not whole school, how is it 'owned' ensuring it is personalised to meet the needs of individual groups? How are reflection spaces used to widen the impact of CW?</p>

4. EVALUATING

	Evaluating	
	CWQM	CWQM+
Description	The policy sets high expectations which are used as the benchmark for monitoring and evaluation. The continuous development of CW is a priority within the wider school development. Evaluation processes draw on a wide variety of evidence. Evidence represents all stakeholders. Feedback highlights training needs and informs development. Target setting is informed and aspirational.	Evaluation processes are shared with wider members of the school community and stakeholders. The voice of pupils is an active aspect of evidence gathering. Those leading collective worship reflect on feedback and allow it to shape their practice. Targets are a continual process of improvement.
Reflection Questions	How is CW compliancy monitored? How is CW quality evaluated? How is target setting agreed? What are the strengths of CW? What are the areas of development for CW?	How is the evaluation approach shared with wider stakeholders and members of the school community? How are pupils heard in the evaluation process? How are leaders seeking to continually develop CW?

VISIT TIMETABLE

The school visit is half a day and may include some of the following. The visit is focussed on evidence gathering. There may be opportunity to gather some of this evidence before the visit and therefore not all elements will be required. Once the school has been progressed to the visit stage, a date will be set. The assessor will make contact with the school to confirm the content for the day and agree timings.

Max	Activity	Key Purpose
20	Meeting with Headteacher	To confirm the processes, role and priority of Collective Worship within the school.
30	Collective Worship	To observe CW in practice, establishing the effectiveness of planning practices.
60	Evidence Exploration	To explore and gather key evidence.
60	Meeting with CW Lead	To develop a contextual picture of CW. To make links between strategy and operation. To identify impact of CW.
30	Meeting with wider leadership	To recognise the input of any wider leaders, including governors and pupil leadership.
20	Partnership meeting/input	To evidence how partnerships enhance CW.
40	Meeting with pupils	To explore how CW impacts upon pupils.
30	Parents meeting/input	To explore how CW impacts on the community.

FINAL JUDGEMENT

Judgements are not shared on the day. The assessor will complete their own evidence base and arrive at a judgement which will be agreed by a lead assessor. The school will be made aware of the result within five working days. The results will either be to accredit the school with the Collective Worship Quality Mark or the Collective Worship Quality Mark+.

Should the finding suggest that the school does not fulfil the requirements of either accreditation, the school will be able to reapply after a twelve month period.

CONTACT US

To find out more about any aspect of CWQM please contact the relevant team member:



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