

	Outstanding (1)	Good (2)	Requires Improvement (3)	Inadequate (4)
Pupil engagement	Act of worship engages all pupils' interest and inspires in them deep thought and heartfelt response. There is a palpable enthusiasm for collective worship, reflected in the quality of communal singing, the quality of prayerful silence and the depth of participation in community prayers.	Pupils act with reverence and are keen to participate. They sing joyfully, reflect in silence and join in community prayers appropriately and with confidence.	Pupils take part in act of worship, although not always readily. They participate in opportunities to sing, to pray quietly and to join in community prayers although not all pupils are engaged.	The majority of pupils are not engaged by the act of Collective Worship
Variety	Worship demonstrates a variety of approaches to prayer such as prayer which uses scripture, religious artefacts, liturgical music and other forms of prayer, both traditional and contemporary.	Worship demonstrates a variety of approaches to prayer which include scripture, religious artefacts, liturgical music and other forms of prayer.	Worship demonstrates only a basic variety of approaches to prayer and whilst prayer may include scripture, artefacts or music, the selection of these is limited and repetitive.	Worship does not use of a variety of approaches to prayer. Prayer has become monotonous.
Set-up and atmosphere	Pupils and/or staff have been able to create an atmosphere conducive to prayer through the skilful use of prayer focuses, music and silence.	Pupils and/or staff have been able to create an atmosphere conducive to prayer, using silence and visual prompts.	The ability of pupils and/or staff to create an atmosphere conducive to prayer is limited and whilst attempts are made to use silence and other visual aids to create the right atmosphere, this has mixed success.	Pupils and/or staff are unable to create the correct atmosphere for prayer; the space for prayer is untidy and/or distracting.
Peer to peer engagement	The worship opportunity created by pupils is imaginative, varied and inspirational. Most other pupils are visibly uplifted by the worship opportunity created by their peers.	The worship opportunity created by pupils is varied and well-planned. Other pupils are engaged by the worship opportunity planned by their peers.	The worship opportunity created by pupils is formulaic, lacking variety or interest both for those who plan it and for those who participate in it.	If pupils do lead collective worship, they do so with evident reluctance. The worship opportunity is at best merely tolerated by their peers.
Liturgical understanding	Worship demonstrates that those planning the liturgy have an excellent understanding of the Church's liturgical year, its seasons and feasts. Accordingly they have prepared collective worship which reflects this understanding.	Worship demonstrates that those planning the liturgy have a good understanding of religious seasons and feasts and the different demands this makes on the planning of appropriate worship opportunities.	Worship demonstrates that those planning the liturgy have a limited understanding of the Church year and have little appreciation of the effect of this on planning appropriate types of worship.	Worship demonstrates that those planning the liturgy are almost wholly ignorant of the Church year and have no liturgical expertise in planning worship appropriately
Themes and purpose	The act of Collective Worship has a clear purpose, message and direction. The themes chosen for worship reflect a deep understanding of the liturgical season and the Church's mission in education.	The act of Collective Worship is centred on clear themes and messages. Chosen liturgical themes are consistent with the season and the Catholic character of the school.	The act of Collective Worship is themed but the message conveyed is unclear or confused. Whilst key seasons of the Church's Year are recognised and other religious festivals acknowledged, there is a lack of depth and breadth in responding to the liturgical seasons.	The act of Collective Worship is incoherent in the communication of its purpose and message. Themes chosen do not reflect the liturgical season or the Church's mission.
Inclusivity	Themes chosen for worship include the spiritual aspirations of all pupils.	Themes chosen for worship are responsive to the religious diversity among pupils.	There is a limited acknowledgement of the diversity of pupil backgrounds in selecting themes for worship.	The faith backgrounds of pupils are largely ignored in acts of Collective Worship.
Pupil leadership	Pupils have taken the initiative in leading the community in prayer. They have been creative and resourceful in their planning of the worship opportunity and they want it to be the best it can be.	Pupils lead worship with confidence, enthusiasm and a degree of independence.	Pupils' preparation is superficial, has not engaged pupils creatively and is overly reliant on the adults in school.	Pupils have had no input into the planning and delivery of Collective Worship.