

Collective Worship in Monmouthshire Schools Summary Report Academic year 2025/26

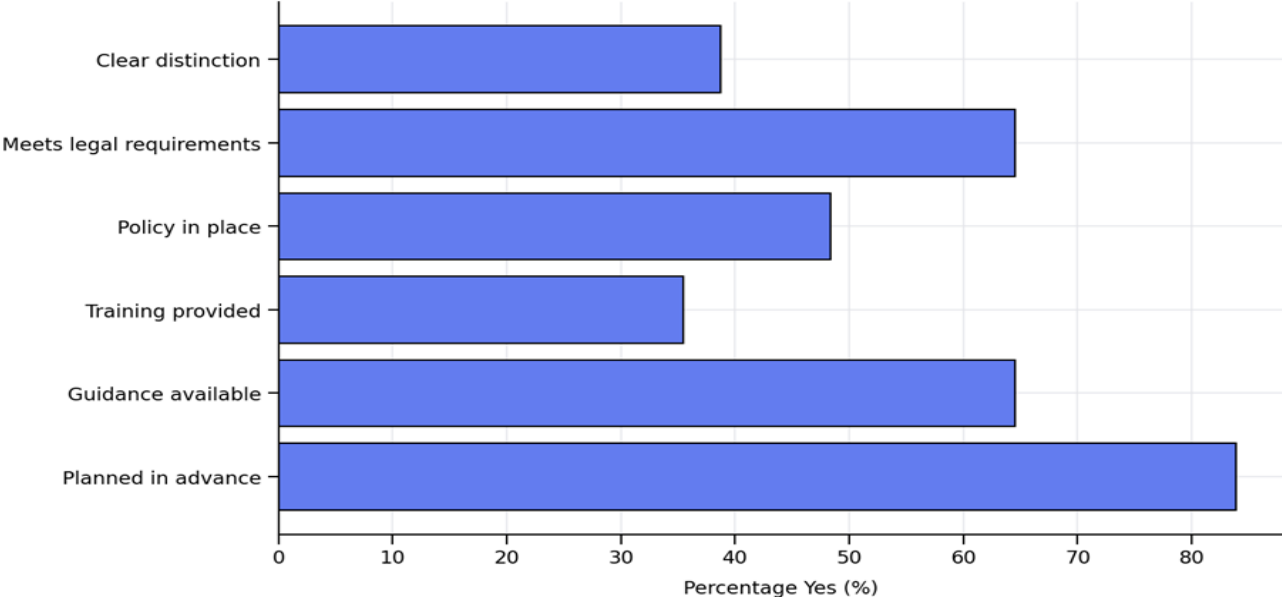
Introduction

This report summarises findings from 31 schools regarding Collective Worship (CW), including the Pupils Referral Unit where CW is not a statutory requirement. It provides an evidence-based picture of current practice in half of our secondary schools and nearly all primary schools in Monmouthshire. The report identifies strengths, areas for development and professional learning needs. Overall, CW is well embedded and valued by most schools, although variations exist in professional learning, policy, and clarity about the difference between CW and assemblies.

Current Practice

Most schools plan Collective Worship in advance and deliver it daily or near-daily using a mix of whole-school, phase, and class formats. Provision is typically linked to values and Christian traditions, with increasing inclusion of wider faiths.

Key Collective Worship Practices



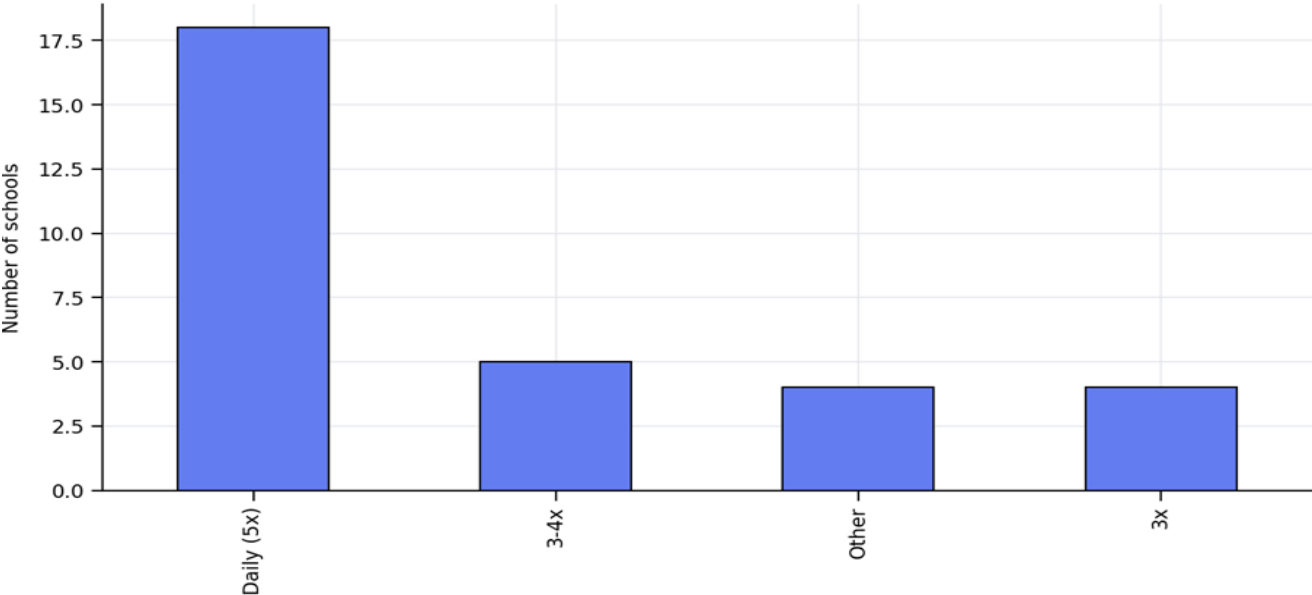
Collective Worship is led mostly by senior staff or staff leading Religion Values and Ethics. However, many schools use make use of local community and clergy representatives to lead collective worship, especially in church schools. While most schools use a range of themes and values to develop a plan for collective worship across a term or year, a minority use a less structured approach.

Most schools ensure that CW reflect Christian values, themes, stories, and prayer appropriately and this is particularly strong in faith schools. Many schools include other faiths and non-religious perspectives through their values, the school curriculum, and current events. Common themes include religious festivals, kindness, respect, and wellbeing and as a result, levels of withdrawal from CW are low.

Overall many schools feel they meet the requirements for CW. Although, there is variability in their understanding of the distinction between CW and assemblies and what 'wholly or mainly of a broadly Christian character' means and a few schools would like more guidance in this area.

Many schools aim to provide daily acts of CW, particularly in primary and faith schools which include whole-school assemblies, class assemblies and 'pause for thought' reflection time. However, providing a daily act of CW is a challenge in a minority of schools due to hall space, timetables and examination periods can be a barrier, especially for secondary schools.

Frequency of Collective Worship



s that schools provide ALL pupils with a daily act of Collective Worship, it is not always possible to do so. In a typical week, how

Nearly all schools feel that CW has a positive impact across many aspects of school life such as reinforcing values, promoting respect, tolerance and understanding of diversity as well promoting calmness and providing time for reflection. Many schools feel that CW supports spiritual, moral, and social development well and strengthens the school community.

Strengths

- Schools report strong impact on pupil wellbeing, moral development, and community cohesion.
- Practices are increasingly inclusive, and external partnerships enhance delivery.

- There is a strong emphasis placed on values-based approaches and a strong commitment to inclusivity and pluralism.

Areas for Development

Key issues include:

- Limited professional learning for staff in many schools
- Variable understanding of legal requirements for CW
- Variable understanding of the distinction between worship and assemblies
- Limited representation from diverse faith leaders to support stronger multi-faith engagement.

Support requested by schools

Schools are asking for:

- Clear guidance on legislation and expectations
- Professional learning opportunities for staff and school leaders
- Access to high quality resources and planning
- Opportunities to share good practice and for collaboration.
- Greater access to community and faith representative
- Access to resources to support the delivery of CW.

Conclusion

The survey supports the view that Collective Worship is a valued and impactful aspect of school life in Monmouthshire schools, particularly in promoting values, reflection and community. However, currently there is variation in practice and understanding, especially around statutory requirements and delivery models.

Collective Worship is a strength in Monmouthshire and a sharper focus on guidance and professional learning would strengthen consistency so that Collective Worship consistently meets both legal expectations and the needs of schools.

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