

Please select values 1-4 from drop-down list against the 11 Ref. in the 'Actual' column
Please apply best-fit for your current position from the statements:
- Focusing (1)
- Developing(2)
- Enabling (3)
- Enhancing (4)



Ref	Actual	Focusing (1)	Developing (2)	Enabling (3)	Enhancing (4)
PL 1		The school is starting to consider the integration of the new curriculum as a priority area in the school development plan.	A focus on the new curriculum is a recent priority in the school development plan but this needs further strategic consideration.	The Curriculum for Wales is an integral part of the school development plan and its impact are starting to be evaluated.	The continued developments of the Curriculum for Wales is an integral part of the school development plan and is continually evaluated as the curriculum transforms and embeds.
PL 2		The school is aware of the four core purposes and senior leaders are starting to explore what they mean for the school's vision and values.	The school leadership has started the process of exploring the meaning of the four core purposes and is reflecting on its implications for the school's vision and values with school staff.	Following discussions with all school staff and governors, the school's vision has been realigned with the four core purposes of the curriculum	The school has developed a shared vision, which is underpinned by the four core purposes and is centred on successful learning for all pupils. This is the outcome of a process involving all staff, governors, parents, pupils and other stakeholders.
PL 3		The leadership of the school is becoming aware of the school as a learning organisation concept and are in the early stages of developing strategies, structures, systems and conditions of the school to integrate the vision of realising the four purposes.	The leadership of the school is aware of the school as a learning organisation concept. It demonstrates a growing capacity to develop the strategies, structures and systems to ensure that the four purposes of the new curriculum are an integral consideration to future school improvement planning so that learners achieve the highest standards and levels of well-being.	The leadership of the school has considered the school as a learning organisation concept to develop useful strategies, structures, systems and conditions to ensure that the school can work effectively towards the achievement of its vision in realising the four purposes of the curriculum for learners so that they achieve the highest standards and levels of well-being.	The leadership of the school has adopted the schools as a learning organisation concept to develop highly effective strategies, structures, systems and conditions to ensure that the school is working effectively towards the achievement of its vision and realising the four purposes of the curriculum for learners so that they achieve the highest standards and levels of well-being.
PL 4		Awareness and understanding of the implications of the new curriculum in the context of the school are in the early stages of development.	Differences between the new curriculum and the current curriculum as outlined in the review document 'Successful Futures' and emerging AOLE reports have been identified and its implications for the school are starting to be considered in the context of the school.	The school has started to consider the principles of curriculum design outlined in the Successful Futures review. Consideration is being given to the scope and boundaries identified within the AOLE statements supporting the four purposes and 'What matters'. Following careful consideration of 'What matters' for each AOLE and the progression framework, the best approaches to the new curriculum are being trialled and tested in the context of the school.	The school curriculum adheres to the principles of curriculum design outlined in the Successful Futures review and incorporates the scope and boundaries identified within the AOLE statements supporting the four purposes and 'What matters'. Following careful consideration of 'What matters' for each AOLE and the progression framework, the best approaches to the new curriculum have been identified in the context of the school.



Ref	Actual	Focusing (1)	Developing (2)	Enabling (3)	Enhancing (4)
PL 5		There is an awareness that professional learning needs to address the issue of assessment.	Professional learning is starting to address the issue of formative assessment in the new curriculum.	Professional learning provides an understanding of the role of both formative and summative assessment in the new curriculum.	Professional learning include elements that build teachers capacity to assess the full range of curriculum purposes and Achievement Outcomes
PL 6		NQTs and mentors are aware of the new professional standards and the school is starting to use them in this context.	Leaders and teachers are fully aware of the new professional standards and discussion has taken place about the values and dispositions within them.	Many leaders and teachers have trialled the new professional standards, which are beginning to be rolled out in an expansive manner. They are starting to become an integral part of the teacher's day-to-day work. Support staff are aware of the proposed standards.	The new professional standards are used in an expansive, manner to encourage dialogue around learning and teaching, for all staff and are an integral part of the every day work of school staff.
PL 7		A programme of continuous professional development meets the needs of individuals and the school. School staff are starting to become aware of the importance of professional learning, the need to engage in inquiry based learning and the use of research to inform practice development.	All staff are engaged in professional learning to ensure their practice is up to date and informed by realising the vision of the four purposes. The professional learning passport is beginning to be used to support practice.	Professional learning is valued, has impact upon pedagogy and teachers take responsibility for their own professional growth. School staff are engaged in relevant reading, inquiry based learning and the use of research to inform practice. The professional learning passport is used to support reflective practice.	There is an embedded appetite for professional learning that is valued, has impact upon pedagogy and supports professional growth across the learning community within and beyond the school. This is driven by innovation, inquiry and exploration. The professional learning passport is used to support the career pathway of all staff.
PL 8		Opportunities for teaching staff to collaborate and work as a team with in-school colleagues is occasional.	Opportunities for teaching staff to collaborate and work in small phase or departmental teams are sound and this work is occasionally shared across the school.	Opportunities for school staff to collaborate and work together as a team is a key feature of professional learning. Collaboration is internal and supported by coaching and mentoring structures and systems. Best practice is shared across all teaching staff. Many school staff take an active role in wider networks and contribute to journals or conferences.	Team learning and collaboration amongst all staff is embedded and highly effective in achieving the vision and purposes of the curriculum. This takes place both internally and via external partnerships, with active contributions to leading the wider networks and contributing to journals and conferences. Best practice is widely shared across the system.



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PL 9		There is seldom time or resource allocated to providing opportunities for collaboration.	The school has started to consider how time and resource can be allocated to gain more effective collaborative learning and working.	The school is effective and creative in its approach to allocating time and other resources to collaborative working.	The school is highly effective and creative in allocating time and other resources to collaborative working, supporting system wide leadership and collaboration.
PL 10		Professional development is seldom evaluated for impact.	The school is starting to consider the impact of its professional learning opportunities on school staff and pupil outcomes.	Professional learning opportunities are discussed and evaluated for impact.	Professional learning opportunities are discussed and evaluated for impact and outcomes shared with the wider learning organisation and beyond the school and used to determine sustainability.
PL 11		The school has a school council which offers its views to the leadership of the school.	The school demonstrates a willingness to seek, listen to and take account of the views of learners in order to engage and encourage them as active participants in their own learning.	The school uses learner voice to inform its improvements. They act upon them where practicable.	A school-wide ethos is established which expects learners to offer their views to inform all stages of learning. The school takes these views seriously and considers them and acts upon them where practicable.