

Please select values 1-4 from drop-down list against the 6 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) |
|------|--------|--|---|---|---|
| RW 1 | | The school is starting to review core values in light of curriculum reform. | The school has a clear vision and understanding of the four purposes. Existing core values are being developed to ensure this is reflected clearly. | The core values of the school are underpinned by the vision and four core purposes of the curriculum. | The core values of the school are underpinned by the vision and four core purposes of the curriculum across the school and are consistently addressed in planning and practice. |
| RW 2 | | The learning environment appropriately promotes positive learning habits and behaviours. | The learning environment promotes positive learning habits and behaviours, enabling all pupils to develop key attitudes and behaviours that will help them to learn throughout their lives. | The learning environment is purposefully organised and enables the achievement of the four purposes by learners in that context. All pupils are developing key attitudes and behaviours that will help them to learn throughout their lives. | The physical, social and emotional aspects of the learning environment are all used to good effect to reflect and enable the vision of the four purposes. The school expect learners to have a significant role in managing and influencing the environment. |
| RW 3 | | The school ethos is appropriate and learners are asked for their views through the school council. | The school ethos is conducive to effective learning and learners are involved in aspects of decision making. | The school creates and sustains an ethos conducive to effective learning, with learner views harnessed to provide insight into effectiveness of different aspects of the school. | A school-wide ethos is established which expects learners to offer their views to inform all stages of learning which are taken seriously, considered and acted upon where practicable |
| RW 4 | | The school has provision in place to meet the needs of its learners. A few take on leadership roles and understand what it means to be an enterprising, ethically informed and confident individual. | The school responds to learners learning and other needs. There are a range of opportunities for all learners. Most pupils are starting to gain an understanding of what it means to be an enterprising, ethically informed and confident individual. | The school ensures an integrated approach to responding to learners' learning and other needs. The school ensures that all learners, including those with additional learning needs, gain full access to opportunities and achieve. They are developing well as enterprising, ethically informed and confident individuals. | The needs and rights of learners is central and take priority in the schools approach, ensuring every learner benefits from an entitlement to the best possible experience of schooling in Wales. The school exhibits high expectations and commitment to the achievement of each learner and learners take on leadership roles and responsibilities, developing very well as enterprising, ethically informed and confident individuals. |

| Ref | Actual | Focusing (1) | Developing (2) | Enabling (3) | Enhancing (4) |
|------|--------|---|--|---|---|
| RW 5 | | <p>Parents/carers and other partners are involved in aspects of school life. They are in the early stages of understanding the vision and purpose of the new curriculum.</p> | <p>The importance of positive involvement of parents/carers and other partners is understood and opportunities are taken to develop these links. The school is developing stakeholders understanding of the four purposes.</p> | <p>Effort is consistently made to involve parents, carers, other partners and stakeholders in learner development in terms of the four purposes of the curriculum.</p> | <p>Parents and carers are given strong support in helping their children develop in terms of the four purposes. Employers and other stakeholders are actively encouraged to support the four purposes and, in particular, the commitment to build authentic experience as a natural part of learning.</p> |
| RW 6 | | <p>A few learners demonstrate high levels of independence and show respect to the views of others. They know that we are all equal and should be understanding of others beliefs.</p> | <p>Many learners are ready to learn and are starting to show independence. They listen to others views well. They are starting to build their confidence and resilience. They have a sound understanding of fairness, equality, tolerance, sustainability and children's rights.</p> | <p>Learners are ready to learn and are able to work in a range of ways, showing greater independence and respecting the contributions, others make. They show resilience and confidence in their attitudes to learning and have a developed awareness of fairness, equality, tolerance, sustainability and children's rights.</p> | <p>Learners articulate the way that their own organisational skills are developing to demonstrate they take growing responsibility for their own learning. They are very resilient and confident in their attitudes to learning and have an excellent awareness of fairness, equality, tolerance, sustainability and children's rights.</p> |