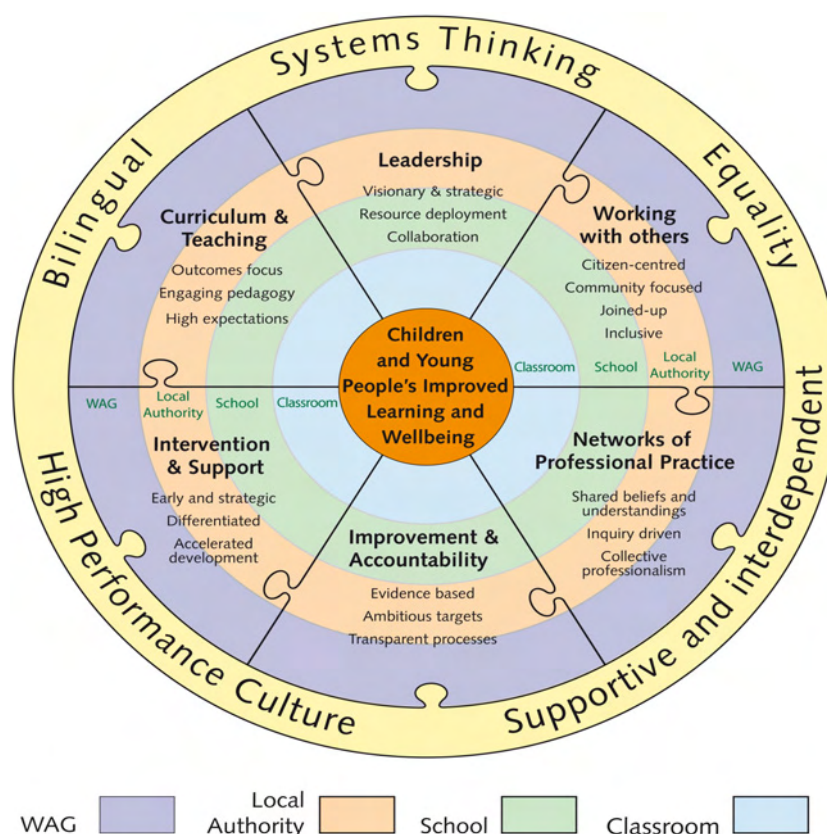


# Welsh Assembly Government School Effectiveness Profile

## Introduction

The School Effectiveness Framework (SEF) sets out the Welsh Assembly Government's (WAG) vision for improving outcomes in learning and wellbeing for the children and young people of Wales.

The main ideas of the SEF are captured in the diagram below. It consists of five "themes" in the outer circle, six "elements" in the segments of the circle, each of which is further sub-divided into three or four "aspects".



## School Effectiveness Profile (SEP) Guidance

This guidance has been produced to support schools in identifying their progress within the SEF and identify development work to be undertaken during the pilot phase of implementation.

The guidance takes each element of the SEF and provides a small number of high level statements in relation to each of the aspects within the elements. The intention is to describe for each aspect 'what it looks like' in a school. These statements have been placed along a continuum from 'expected' through to 'transformed'.

The continuum describes a journey of school improvement and the stages a school might typically go through as it seeks to achieve the highest outcomes for all learners: Broadly, the definitions of each stage are:

<b>Expected</b>	<b>Developing</b>	<b>Deepening</b>	<b>Transforming</b>
The elements and aspects of the Framework are in place to the extent which might reasonably be expected of all schools.	There is a clear sense of strengths and areas for development in the elements and aspects of the framework. Strategies to build on strengths and tackle areas for development are in place. Impact is evident in some areas of the school.	Distributed leadership combined with a strong learning culture is impacting on learner outcomes and well being across the school.	School effectiveness practices are embedded and sustained. They are regularly reviewed and evaluated for their impact on outcomes for learning and well being. These evaluations inform future planning. They engage and involve a wide range of partners. The school routinely shares practice with others.

### **Using the SEP guidance in schools**

It is expected that schools will focus on the SEF through the SEP. It is intended to enable schools to establish a baseline that recognises the strengths of school (that it may wish to share with others) as well as the areas for further development (that it may wish to learn about from others). The SEP establishes a common language for discussion within and across schools and sets out expectations and ambitions for effectiveness in schools.

The SEP focuses on a relatively small number of high level statements. It is expected that this guidance will enable schools to see themselves against the overarching principles of the SEF. Schools will already be using self evaluation materials from different sources. Clearly, in order to gain an in-depth view of the school's position in relation to the elements and aspects of the SEF, schools will continue to use these existing self evaluation materials.

In addition the SEP demonstrates how confirmation of the school's position in relation to SEF can contribute to the school's self evaluation for an Estyn inspection. Each aspect has specific links to the Common Inspection Framework.

### **Future developments**

The SEF has been arrived at after wide consultation with stakeholders and there is an intent to align current and future initiatives and funding streams to the SEF.

Furthermore, the SEP will play a key role in discussions that schools will have with associates and school improvement professionals during the forthcoming pilot.

The guidance is very much in 'draft' form and feedback will be sought to continuously improve and refine the SEP. In particular it is intended to provide similar kinds of statements in relation to the five "themes". These themes are listed in the outer circle of the SEF diagram and include 'bilingualism', 'systems thinking', 'equality', 'supportive and interdependent' and 'high performance culture'. This work will ensure that the SEP will be fit for purpose for the main implementation phase of the School Effectiveness Framework.

## SCHOOL EFFECTIVENESS PROFILE LEADERSHIP – SCHOOL

**National Purpose** – To provide a learning community for all engaged in school life, with children and young people and their families at the centre and including governors, teachers and other school staff and adults training to work in school

**Contributes to the achievement of the national purpose by:** "... build(ing) distributed leadership capacity and expertise throughout the system"

		<b>Expected</b>	<b>Developing</b>	<b>Deepening</b>	<b>Transforming</b>	<b>Estyn</b>
<b>Visionary and Strategic</b>	<b>Vision</b>	The school has articulated a vision to shape the school's development and has communicated this to stakeholders	The vision has been developed with stakeholders and determines the aims and priorities of the school	The vision clearly focuses on improving learning and well being outcomes for children and young people. It is understood by the school's community, including pupils themselves. It influences decisions in the school	The vision is shared and supported by the school community, including pupils themselves, and its key stakeholders in the wider community. It is challenging in its expectations for pupils. It is informed by local and national developments	5.1, 5.2 5.3
	<b>Expectation</b>	Senior leaders articulate high expectations of pupils and practitioners	All school leaders reflect in their work, practice and professional dialogue a shared emphasis on high standards for practitioners and pupils	Leaders enable professional learning about realising the aspirations for consistency of quality in teaching and learning	There is an evident shared commitment in the school workforce and the school governors to providing a consistently high quality of education and to achieving high standards by all pupils	5.4
	<b>Consistency</b>	Leaders articulate their stance on the major school issues which impact on learning outcomes	Leaders articulate their stance on key issues. They act in support of this position in order to effect change	Leaders articulate their stance and reasons for positions taken. There is congruence between their stance and actions to effect change	Leaders develop policy and effect change through well established, collaborative processes and relationships	5.5
	<b>Distribution</b>	Leadership is exercised through formal leaders and structures	Leadership roles are understood by a range of staff	Expectations of leadership are modelled and supported to a range of groups and individuals including governors and pupils	Effective leadership roles are distributed and exercised by a wide range of staff, pupils and governors	5.6
	<b>Priorities</b>	There is a clear set of priorities for the development of the school set by the leadership group	School priorities are set and understood by a range of stakeholders	There is a sustained focus on achieving progress against the school's priorities amongst all school leaders	The school's priorities reflect local and national developments and are focused on ensuring that the school is well prepared to provide high quality education and achieve consistently high standards	5.7, 5.8 5.9
	<b>Notes</b>					

## SCHOOL EFFECTIVENESS PROFILE LEADERSHIP – SCHOOL

**Contributes to the achievement of the national purpose by:** "... (deploying) resources – human, time and financial –effectively to support learning and improvement in classrooms"

		<b>Expected</b>	<b>Developing</b>	<b>Deepening</b>	<b>Transforming</b>	<b>Estyn</b>
<b>Resource Deployment</b>	<b>Roles</b>	All staff know their roles and responsibilities	There are clearly understood roles and responsibilities for individuals. Expectations for levels of delegation are clear. Support is provided to ensure that the individuals have the competencies to fulfil their responsibilities	Roles and responsibilities of staff are supported and developed through a comprehensive staff development policy.	Roles and responsibilities are known and documented. Training is provided to support individuals to develop and take on leadership roles	5.7
	<b>Leadership development</b>	Opportunities exist or are being developed for staff to take on leadership roles and responsibilities in some areas	All staff recognise their leadership roles and responsibilities. Pupils are encouraged to take leadership roles	Future leadership needs are identified and there is planning to meet them. Pupils are supported to take leadership roles	Future leadership needs at all levels are identified with processes to support leadership development and succession planning. Pupils are engaged in taking leadership roles	5.6, 7.5
	<b>Skill sets</b>	The set of skills in the school is sufficient to meet the general needs of most pupils	The school is developing a view of the skill set required to meet the specific needs of all pupils and a plan to provide them	The school's professional development programme enhances the skills of staff to meet the specific needs of all pupils	The set of skills of staff anticipates trends and the needs of pupils. It contributes to the wider development of the school and builds expertise	7.1, 5.5
	<b>Alignment</b>	Most learning experiences are sufficiently resourced	The school has audited strengths and weaknesses in the resourcing of learning experiences and is planning to improve resourcing over time	The impact of resources on teaching and learning is kept under review; future needs are planned for	The impact of resources on teaching and learning is evaluated and informs future resource decisions	7.2
	<b>Accommodation</b>	Accommodation is adequately organised	Accommodation is effectively organised. Shortcomings are identified and planned for improvement	The school actively considers the impact of accommodation on teaching and learning and considers creative solutions to current problems	Accommodation is used imaginatively and effectively in support of teaching and learning	7.3, 7.4, 7.6, 7.7, 6.6
	<b>Notes</b>					

## SCHOOL EFFECTIVENESS PROFILE LEADERSHIP – SCHOOL

**Contributes to the achievement of the national purpose by:** "...governing bodies and leadership teams working together to develop a shared commitment to excellence, consistent high quality provision and improved outcomes for children and young people"

		<b>Expected</b>	<b>Developing</b>	<b>Deepening</b>	<b>Transforming</b>	<b>Estyn</b>
<b>Collaboration</b>	<b>Needs</b>	Leaders consult with stakeholders over their expectations of the school	Leaders understand the needs and issues of stakeholders and are planning to improve the school's response to them	Leaders provide support and direction reflective of the needs of stakeholders and the areas for improvement	Leaders engender high quality relationships based on trust between all stakeholders. A sense of shared commitment ensures that the needs of stakeholders are met	5.1, 5.2
	<b>Outcomes</b>	Leaders are focused on teaching, learning and standards	Leaders make clear their expectations for improvements in teaching, learning outcomes and wellbeing	Leaders work collaboratively to improve teaching, learning outcomes and wellbeing	Leaders are able to work expertly with others, within and beyond the school to improve teaching, learning outcomes and well being	6.2, 6.3, 6.4, 6.5, 6.7
	<b>Practitioner leadership</b>	Practitioners recognise that they have a leadership role in their work to improve outcomes	Practitioners embrace leadership in learning and teaching. They are beginning to use professional development opportunities to improve their leadership skills	Practitioners exercise effective leadership skills in learning and teaching. They regularly engage in professional development to improve their leadership skills	All practitioners demonstrate effective leadership and reflect and evaluate on their performance as leaders. They use the outcomes of this to inform professional development for themselves	6.1
	<b>Relationships</b>	Leaders have supportive relationships with all members of the school work force	Leaders establish purposeful relationships with staff, pupils & community members	Relationships are focused on improving teaching, learning and outcomes	Relationships enable highly reflective evaluations of strengths and weaknesses in teaching, pupil outcomes and wellbeing	7.5
	<b>Feedback</b>	Leaders communicate clearly and provide constructive feedback to staff	The performance management system provides effective feedback on teaching, learning and standards	Leaders at all levels give and receive useful feedback on leadership skills	Performance management arrangements facilitate effective feedback, are deeply embedded and drive improvements in leadership, teaching and learning and pupil outcomes and well being	6.3
	<b>Notes</b>					

## SCHOOL EFFECTIVENESS PROFILE LEADERSHIP – SCHOOL

### Links with the Estyn Common Inspection Framework

Visionary and Strategic	Resource Deployment	Collaboration
<p>KQ 5. How effective are leadership and strategic management</p> <p>5.1 give clear direction through values, aims, objectives and targets that are fully understood by all those involved in providing education , training and other services</p> <p>5.2 have explicit aims and values that promote equality for all and which are reflected in the providers' work</p> <p>5.3 take account of national priorities and local partnerships and consortia agreements</p> <p>5.4 set and meet challenging , realistic targets and goals</p> <p>5.5 manage and improve the performance of individual staff, teams and departments</p> <p>5.6 undertake effective staff appraisal or review to promote their professional development and improve the quality of provision</p> <p>Help Governors</p> <p>5.7 set the providers strategic direction</p> <p>5.8 regularly monitor the quality of provision</p> <p>5.9 meet regulatory and legal requirements</p>	<p>KQ 7. How efficient are leaders and managers in using resources</p> <p>7.1 there are enough qualified , specialist and experienced teaching , training and other support staff</p> <p>7.2 all pupils have access to appropriate learning resources that match the demands of their learning experiences</p> <p>7.3 accommodation provides a suitable setting for good teaching , learning and support for all pupils</p> <p>7.4 economic , efficient and effective use is made of available resources</p> <p>7.5 teaching, training and support staff are deployed, managed and developed effectively</p> <p>7.6 resources are matched to the provider's priorities for development</p> <p>7.7 use of resources is regularly reviewed in order to ensure value for money</p> <p>Others</p> <p>6.6 make sure that priorities are supported through adequate allocation of resources</p>	<p>KQ .6 How well do leaders and managers evaluate and improve quality and standards Leaders</p> <p>6.1 are well informed about the performance of the areas for which they are responsible and use the information effectively</p> <p>6.2 establish self- evaluation arrangements which are comprehensive , systematic and based on first-hand evidence</p> <p>6.3 seek out, and take account of , the views of pupils, staff and other interested parties</p> <p>6.4 make sure that all those involved in providing education, training and other services understand and are fully involved in the self- evaluation arrangements</p> <p>6.5 set clear priorities and actions to bring about improvements</p> <p>6.6 make sure that priorities are supported through adequate allocation of resources</p> <p>6.7 can show that actions taken have resulted in measurable improvements</p>

## SCHOOL EFFECTIVENESS PROFILE WORKING WITH OTHERS – SCHOOL

**National Purpose** – To provide or facilitate education so that schools contribute to meeting the needs of the community and engage the community as partners to ensure that all schools are community focussed; to promote a culture of social inclusion and respect for diversity, particularly through developing the wellbeing of students and personalising their learning

**Contributes to the achievement of the national purpose by:** "...offering experiences and opportunities beyond the school relevant to children's lives and aspirations and harnessing the full range of resources and expertise within the broader community, including businesses, other statutory agencies and the voluntary sector in support of improved pupil outcomes and well being"

		<b>Expected</b>	<b>Developing</b>	<b>Deepening</b>	<b>Transforming</b>	<b>Estyn</b>
<b>Citizen-centred</b>	<b>Communications</b>	The school has an established system of communication with parents and others. Parents and carers are provided with useful accessible information about the school and pupils' progress	Most parent groups have regular contact with or involvement in the school. Governors play an active role within the school. Processes exist to welcome and encourage parental involvement beyond formal opportunities	The school has examined the level of parental and community group engagement with the school and has established processes to inform and involve parents who traditionally have limited contact with the school.	Innovative approaches appropriate to the context ensure all parents and community groups can access or be involved in the school	2.12 6.3
	<b>Curriculum planning</b>	The school adjusts curricular provision and activities of the school in response to local needs	The school seeks to engage with local community groups and local businesses; it welcomes their contribution to the activities of the school and in raising the aspirations of pupils	The school regularly seeks the views of local community groups and local businesses and considers these views and needs when planning the curriculum and other activities of the school	The school operates a strategic partnership with the school community. This enables community partners to support and contribute to the aims and curricula of the school	3.4
	<b>Policy development</b>	The school informs parents about key school developments	The school consults parents on occasion about key school developments	When considering school developments and policies, the school routinely seeks the views of parents and community groups	Innovative approaches ensure all parents and community groups can engage in discussions regarding school development and policies	3.6
	<b>Notes</b>					

## SCHOOL EFFECTIVENESS PROFILE WORKING WITH OTHERS – SCHOOL

**Contributes to the achievement of the national purpose by:** "... being community focused and relevant to the lives of children and young people outside the school and school hours, recognising linguistic and cultural diversity"

		<b>Expected</b>	<b>Developing</b>	<b>Deepening</b>	<b>Transforming</b>	<b>Estyn</b>
<b>Community Focused</b>	<b>Partnerships</b>	Partnerships exist which support pupils within and beyond the school	The school actively seeks to involve stakeholder partners in supporting the aims of the school and meeting the needs of its pupils	The school works in partnership with parents, carers, the local community and employers. It responds to their views and aspirations for the pupils	The school has a number of established strategic partnerships that support the meeting of pupils' needs and aspirations. Pupils participate in the identification of these needs and aspirations	3.6
	<b>Extra curricular</b>	The school provides some extra-curricular activities that make a positive contribution to pupils' achievements and attainment	The school is developing practice in providing a wide range of learning activities and opportunities to help meet the needs of pupils, their families and community	The school has a policy and practice which makes the link between out of school activities and the achievements, attainment and well being of pupils	The school works with and promotes a wide range of additional services to meet the identified needs of the school and community in order to enhance the attainment and well-being of pupils	3.4
	<b>Shared aims &amp; values</b>	The school communicates the aims and values of the school to parents.	The school actively seeks to involve practitioners, children, young people, their families and local community groups in understanding and sharing the aims and values of the school. It ensures participation in this process	The school is actively seeking to achieve a shared understanding between practitioners, parents/carers, community groups and other professionals about the classroom practices that lead to improved learning and well-being in the classroom	The school's established two way relationships with stakeholders promote understanding and sharing of the school's aims, values and classroom practices and support the meeting of pupil needs and well-being	5.1 5.2
	<b>Notes</b>					

## SCHOOL EFFECTIVENESS PROFILE WORKING WITH OTHERS – SCHOOL

**Contributes to the achievement of the national purpose by:** “...work(ing) with other agencies to deliver ‘joined-up’ programmes, (so that) the full range of resources and expertise can be harnessed to deliver improved pupil outcomes and wellbeing”

		<b>Expected</b>	<b>Developing</b>	<b>Deepening</b>	<b>Transforming</b>	<b>Estyn</b>
<b>Joined- Up</b>	<b>Governance</b>	Governance and decision making structures are clear	Governance and decision making processes are reviewed to ensure that they work well and actively involve staff, parents and pupils	Inclusive and effective participation by stakeholders in governance and decision making is enhanced by induction and other training	Governance and decision making involvement and processes build high levels of stakeholder commitment to the school and its improvement	5.7
	<b>Communications</b>	Decisions are communicated and documentation processes are in place	Known processes exist to document and communicate decisions. A communication strategy ensures that key stakeholders are informed of relevant information and decisions	Information on school direction and priorities are routinely communicated to all governors, parents, staff and students	An effective communications strategy ensures that stakeholders feel appropriately informed and involved in school priorities and progress	2.12
	<b>LA partnership</b>	The school is aware of Local Authority education planning and priorities	The school contributes actively to developing local education plans and prioritisation .	The school works well with the local authority and neighbouring schools from all sectors to better meet the needs of the pupils in the local area.	The school responds effectively to the educational challenges of the local area including working effectively with other schools and agencies	5.3
	<b>7 core aims</b>	The school is aware of the seven core aims for children and young people and the National Children and Young People's Participation Standards for Wales	The school has responded to the seven core aims for children and young people in its improvement plans	The school works well with other agencies in supporting its most vulnerable pupils	The school's improvement plan ensures an active contribution to the achievement of the UNCRC based seven core aims for all children and young people and the National Children and Young People's Participation Standards in its care	5.3
	<b>External priorities</b>	The school takes account of national priorities, children and young peoples partnership plans, local partnerships and consortia agreements	The school actively participates in local authority education planning and policies and supports the children and young people's partnership plans	The school has effective structures and processes which enable it to work in partnership with the local authority and partner schools to improve pupil outcomes and well-being	The school improvement plan takes account of national and local education priorities as well as stakeholder contributions in order to respond effectively to the educational challenges of the local area and improve pupil outcomes and well-being	5.3
	<b>Information sharing</b>	The school shares relevant information with local authority and other agencies with regard to the children and young people in their care	The school provides timely and appropriate information to enable other practitioners to deliver their support to the child, young person, parent or carer	The school works well in developing partnerships and communicates effectively in order to better meet the needs of children, young people and their parents or carers	The school works effectively in a multi-disciplinary team context, forging and sustaining relationships across agencies and respecting the contribution of others working with children, young people and families and leading to improved learning outcomes and well-being	6.3 6.4
<b>Notes</b>						

## SCHOOL EFFECTIVENESS PROFILE WORKING WITH OTHERS – SCHOOL

**Contributes to the achievement of the national purpose by:** "...having a major role to play in offering children and young people the experiences and opportunities that their more privileged peers take for granted

		<b>Expected</b>	<b>Developing</b>	<b>Deepening</b>	<b>Transforming</b>	<b>Estyn</b>
<b>Inclusive</b>	<b>Pupil needs</b>	The school takes account of pupils' social, educational, ethnic or linguistic background and supports and guides them appropriately	The school examines the relative achievements and attainment of individuals and different groups of pupils and deploys resources to reduce variation	Understanding the learning and well being needs of different individuals and groups within the school is a regular feature of the school professional development programme. There is regular examination of the effectiveness of support and intervention programmes	Collaborative planning and teaching is established and the development of additional adults and other resources is reviewed regularly in response to pupil needs and effectiveness in improving pupil outcomes	3.1 4.11 4.13
	<b>Learning environment</b>	The school's aims and values demonstrate respect for pupils' diverse backgrounds and needs; school policies shows how these aims and values will be put into effect. The school has procedures for challenging discriminatory behaviour	Displays, and curriculum resources, activities and curriculum content are beginning to reflect and value the ethnic, linguistic, cultural and religious diversity of the school	The school environment is systematically monitored and evaluated to ensure it promotes inclusion and learning for all. Pupils participate in the establishment of the school environment. Their cultural and personal experiences are reflected and valued. Curriculum choices reflect pupils' cultural and personal experiences	Practitioners are ambitious for all children and young people and expectations of learning are high. The learning environment contributes to parents' and carers' understanding of expectations and how they can support children's and young people's learning at home. Their cultural and personal experiences are extended. Curriculum choices extend and challenge pupils' cultural and personal experiences	3.10 4.15 4.16
	<b>Curriculum enrichment</b>	The school ensures equal access to all of its activities by all of its pupils	The school is developing working arrangements, in collaboration with other agencies, to provide enrichment activities which support pupils' learning, health and wellbeing	The school has developed an understanding of the factors which impact negatively on pupils' learning, health and wellbeing and has a strategic plan for minimising the impact of these factors by providing access to a range of enrichment activities	The school is at the centre of a network of agencies which seek to ensure that all pupils access a comparable range of enrichment activities	3.4 3.6
	<b>Notes</b>					

## SCHOOL EFFECTIVENESS PROFILE WORKING WITH OTHERS – SCHOOL

### Links with the Estyn Common Inspection Framework

Citizen-centred	Community Focused.	Joined-Up	Inclusive
<p>2.12 inform those with a legitimate interest about pupils' progress and achievements</p> <p>3.4 broaden and enrich pupils' experience, through a variety of activities, including out-of-hours and off-site provision</p> <p>3.6 are enriched by effective partnerships with other providers and with all interested parties</p> <p>6.3 seek out, and take account of, the views of pupils, staff and other interested parties</p>	<p>3.4 Broaden and enrich pupils' experience, through a variety of activities, including out-of-hours and off-site provision.</p> <p>3.5 are enriched by effective partnerships with other providers and with all interested parties</p> <p>5.1 give clear direction through values, aims, objectives and targets that are fully understood by all those involved in providing education, training and other services</p> <p>5.2 have explicit aims and values that promote equality for all and which are reflected in the provider's work</p>	<p>2.12 inform those with a legitimate interest about pupil's progress and achievement</p> <p>5.3 take account of national priorities and local partnerships and consortia agreements</p> <p>5.7 governors help to set the provider's strategic direction</p> <p>6.3 seek out and take account of, the views of pupils, staff and other interested parties</p> <p>6.4 make sure that all those involved in providing education, training and other services understand and are fully involved in the self-evaluation arrangements</p>	<p>3.1 meet pupil's aspirations and where appropriate, give them the opportunity to achieve accreditation</p> <p>3.4 broaden and enrich pupil's experience through a variety of activities, including out-of-hours and off-site provision</p> <p>3.6 are enriched by effective partnerships with other providers and with all interested parties</p> <p>3.10 tackle social disadvantage and stereotyping and ensure equality of access and opportunity for all pupils</p> <p>4.11 provide additional support to meet individual needs, including those for pupils with learning or physical disabilities, sensory impairments and other special needs</p> <p>4.13 support and guide pupils appropriately taking account of their social, educational, ethnic or linguistic background</p> <p>4.15 promote good race relations across all area of activity</p> <p>4.16 have effective measures to eliminate oppressive behaviour, including racial discrimination, bullying and all forms of harassment</p>

**SCHOOL EFFECTIVENESS PROFILE  
NETWORKS OF PROFESSIONAL PRACTICE – SCHOOL**

**National Purpose** – Establish strong Networks of professional learning communities in schools where practitioners can develop and share their professional knowledge on learning and teaching

**Contributes to the achievement of the national purpose by:** "...sharing effective practice to enable children and young people to benefit from excellent work in individual classrooms"

		<b>Expected</b>	<b>Developing</b>	<b>Deepening</b>	<b>Transforming</b>	<b>Estyn</b>
<b>Shared Beliefs and Understanding</b>	<b>Shared practices</b>	There are regular opportunities for discussion of teaching, learning and well being	These discussions focus centrally on teaching, learning and well being and how they contribute to achievement of the vision and values	There is an increasing willingness to share professional practice about teaching as the basis for examining whether the vision and values of the school are practical realities	Professional discussions are underpinned by consistent beliefs and understanding about teaching, learning and pupil engagement. There are consistent views about the connections between well being and learning	2.2
	<b>Collective responsibility</b>	Evidence about the learning, progress and well being of individual and groups of pupils is gathered and analysed	Evidence about the learning, progress and well being of individual and groups of pupils and the extent to which the success of all pupils is guaranteed is analysed by some groups within the school	There is a growing sense of collective responsibility throughout the school for the learning, progress and well being of all pupils	There is regular and deep whole-school dialogue – including pupils themselves - about the learning, progress and well being of all pupils. A sense of collective responsibility for the success of all pupils pervades the school	2.9
	<b>Notes</b>					

**SCHOOL EFFECTIVENESS PROFILE  
NETWORKS OF PROFESSIONAL PRACTICE – SCHOOL**

**Contributes to the achievement of the national purpose by:** “...giving leaders and practitioners access to emerging knowledge about leadership, learning, teaching and children’s and young people’s well being”

		<b>Expected</b>	<b>Developing</b>	<b>Deepening</b>	<b>Transforming</b>	<b>Estyn</b>
<b>Inquiry Driven</b>	<b>Improving teaching</b>	Discussion of teaching is a regular feature of the formal school meetings structure	Some staff are involved in action research activities, including classroom observation, to investigate and improve learning and teaching	Many staff are confidently involved in investigating classroom practice using different methods to explore and improve learning and teaching	The search to improve teaching through investigation and the use of results is pervasive	7.5
	<b>Shared ideas</b>	Staff are encouraged to collaborate and share teaching, learning and support strategies	Most staff work together to plan and share teaching, learning and support strategies	There are many examples of productive teamwork, the sharing of ideas and resources amongst practitioners	Collaborative planning, the sharing of ideas and joint problem solving between practitioners are widespread	6.3
	<b>Data driven</b>	Senior management examines a range of data to establish the extent of variation of performance of pupils within the school	Some staff collect and use data to inform and develop the investigation and improvement of learning and teaching school variation	Data on pupil progress and well being is consistently used to underpin the improvement of teaching	The extent of in-school variation is known and professionally addressed through improvements in teaching	5.5, 5.6
	<b>Risk taking</b>	Senior managers are aware of emerging knowledge of innovations in pedagogy and the way pupils learn	Some staff try out new and innovative practice and evaluate its impact	Emerging knowledge and innovation is more widely spread. It’s impact is usually evaluated and shared.	All staff are secure in taking risks in their practice. The school has a culture of evaluating the impact of new and innovative practice and sharing what works widely	
<b>Notes</b>						

**SCHOOL EFFECTIVENESS PROFILE  
NETWORKS OF PROFESSIONAL PRACTICE – SCHOOL**

Contributes to the achievement of the national purpose by: "...deepen(ing) professional knowledge and understanding"

		<b>Expected</b>	<b>Developing</b>	<b>Deepening</b>	<b>Transforming</b>	<b>Estyn</b>
<b>Collective Professionalism</b>	<b>Supported networks</b>	The school has a forum to develop the professional practice of learning and teaching	The headteacher and senior management give attention to the operation, development, resourcing and evaluation of the network of professional practice	Involvement in the network of professional practice is inclusive and extends to all categories of staff, members of the school council, others involved in the school and community partnerships	A network of professional practice is an established vehicle for improvement in the school; regular attention is paid to evaluating its operation, progress and impact	6.3
	<b>Staff development</b>	The school has a policy for staff development which enables a range of interested staff to take part in appropriate in-service training	Robust needs identification supports the active engagement of a variety of staff in professional learning related to individual and school needs. Arrangements exist for staff to feedback their professional learning to others. There is a carefully planned programme of whole school professional learning experiences focused on learning, teaching and well being	There are systematic arrangements for all staff to increase their professional knowledge, understanding and skills, including participation in high quality whole school professional learning experiences. There is regular feedback from staff on their professional learning experiences	Professional learning is widely shared across the whole staff, results in improvements in classroom practice and is demonstrated to impact on pupil outcomes and wellbeing	7.2, 7.5
	<b>Beyond the institution</b>	The school participates in professional networks with other schools and agencies	Arrangements exist which facilitate the sharing of knowledge, innovative and effective practice and resources between staff of different schools and other agencies	Professional networks extend to non-formal and informal learning settings and professionals from other disciplines	Two way networks with other schools (across sectors and key stages), learning settings and agencies contribute productively to building the professional capacity of all staff in the school	3.6
<b>Notes</b>						

**SCHOOL EFFECTIVENESS PROFILE  
NETWORKS OF PROFESSIONAL PRACTICE – SCHOOL**

**Links with the Estyn Common Inspection Framework**

<b>Shared Beliefs and Understanding</b>	<b>Inquiry Driven</b>	<b>Collective Professionalism</b>
<p>2.2 Establish good working relationships that foster learning</p> <p>2.9 Assess pupils achievements and progress fairly , accurately and regularly</p>	<p>5.5 manage and improve the performance of individual staff , teams and departments</p> <p>5.6 undertake effective staff appraisal or review to promote their professional development and improve the quality of provision</p> <p>6.3 seek out and take account of , the views of pupils , staff and other interested parties</p> <p>7.5 teaching , training and support staff are deployed , managed and developed effectively</p>	<p>3.6 enriched ,effective partnerships with other providers</p> <p>6.3 seek out and take account of , the views of pupils, staff and other interested parties</p> <p>7.2 all pupils have access to appropriate learning resources that match the demands</p> <p>7.5 teaching , training and support staff are deployed managed and developed effectively</p>

**SCHOOL EFFECTIVENESS PROFILE  
INTERVENTION AND SUPPORT – SCHOOL**

**National Purpose** – To enable all children and young people to achieve their full potential and to be a key player with other schools and partner service providers in planning and delivering integrated services for children and young people to improve their well-being

**Contributes to the achievement of the national purpose by:** "...providing purposeful and early intervention and support to lift performance"

		<b>Expected</b>	<b>Developing</b>	<b>Deepening</b>	<b>Transforming</b>	<b>Estyn</b>
<b>Early and Strategic</b>	<b>Monitoring progress</b>	Teachers assess children’s work regularly. They use this information to identify pupils with additional learning needs	A range of evidence is regularly drawn upon in order to identify pupils with additional learning needs including those who are gifted and talented	Work across the school to moderate teacher assessments, the analysis of data, the monitoring of the progress of all ability groups are used to inform an early intervention strategy	Learner progress and well being is tracked across the school at individual, group and subject levels. Senior management regularly reviews pupil progress and well being in order to evaluate the school’s early intervention strategy	2.8,
	<b>Pupil targets</b>	Pupils receive feedback on their progress and attainment	Pupils are involved in target setting	Pupils regularly review their own learning, understand their progress and are involved in setting personal learning targets, individually and with their peers	Pupils understand where they are in their learning, what they need to do to make progress and are involved in setting their own learning targets. Information about pupil progress and what is needed for further progress is effectively shared with parents	1.2, 2.4 2.9, 2.10
	<b>Leadership responsibility</b>	Leadership responsibility for addressing wellbeing and learning needs is clearly articulated	Leadership responsibility for addressing wellbeing and learning needs is explicitly distributed	Senior management regularly reviews the school’s progress in addressing and meeting the pupils’ well being and learning needs.	Addressing and meeting wellbeing and learning needs is established as a core business of the school	2.5
	<b>Addressing in-school variation</b>	Senior leadership has identified in-school variations between pupil attainments across departments and curriculum areas	Subject leaders review performance in their subject areas to identify variations in pupil achievement between groups	The leadership and management skills of subject and department leaders in addressing in-school variation are enhanced through professional development	There is a low level of variation in pupil attainment across the school. Any variations that arise between departments and curriculum areas are being systematically reduced to bring all up to the level of the highest performer	2.3, 5.4
	<b>Notes</b>					5.5, 5.8

## SCHOOL EFFECTIVENESS PROFILE INTERVENTION AND SUPPORT – SCHOOL

**Contributes to the achievement of the national purpose by:** "... interven(ing) in children and young people's learning .....according to the level of need"

Differentiated		<b>Expected</b>	<b>Developing</b>	<b>Deepening</b>	<b>Transforming</b>	<b>Estyn</b>
	Addressing underachievement	Teachers and support staff are aware of the differentiated learning needs of individuals and groups of pupils	All teams are aware of pupils' additional learning needs and the planned interventions to address them	School teams discuss and are supported through professional development in addressing the varied underachievement, additional learning and well being needs of individual and groups of pupils	How to address pupils' underachievement, additional learning needs and well being issues is consistently addressed in all school policies; success in implementing the policies is evaluated	4.10
	Individual pupil focus	The school endeavours to ensure that pupils with additional learning need are aware of the purpose of the intervention and support	Wherever possible pupils with additional learning needs are made aware of their learning targets	Where possible pupils with additional learning needs contribute to the monitoring and review of their progress	The school aims to ensure that pupils with additional learning needs are able to identify their progress in their areas of need and how this has contributed to their overall achievement.	4.11, 4.12
	Addressing wellbeing	Well-being issues are discussed and some programmes support individual pupil well being	Pupils' well being is the subject of staff discussions. Targeted programmes support individual pupils' well being needs	The school has a policy and programmes aimed at securing the well being of all children and young people. Practice within the school designed to improve pupils' well being is shared and improvements made as a result	The school reviews the impact of its well being policy and programmes on learning and well being. It involves other agencies in this process, and pupils themselves where appropriate.	4.13
	Evaluating support	The progress of pupils receiving intervention and support is monitored and evaluated	Subject leaders monitor the impact of interventions in their subject areas and adjust or change programmes as needed	The school's professional development activities enable staff to understand how to research the impact of support and intervention programmes	The impact of intervention and support programmes designed to address pupils' underachievement, additional learning needs and well being issues is evaluated by senior management. As a result, changes are made to policy and programmes where necessary	4.17
	Resource allocation	Resources are allocated to meet the needs of some pupils or groups	Resources are targeted to support intervention strategies and their effectiveness is assessed	Resources support identified learning needs, outcomes and targets. CPD supports sustainability of interventions	Resources are targeted to effect improvements and achieve identified goals. They are reviewed and monitored to ensure programmes are effective and sustainable.	7.6
<b>Notes</b>						

## SCHOOL EFFECTIVENESS PROFILE INTERVENTION AND SUPPORT – SCHOOL

**Contributes to the achievement of the national purpose by:** "... (Intervention) applied as early as possible, using a variety of strategies"

		<b>Expected</b>	<b>Developing</b>	<b>Deepening</b>	<b>Transforming</b>	<b>Estyn</b>
<b>Accelerated Development</b>	<b>Intervention strategies</b>	The school has a policy and a programme of action designed to support pupils' individual learning needs	Intervention strategies to support pupils' individual learning needs follow structured programmes which are well paced and time limited	Impact of intervention strategies designed to accelerate pupils' learning is reviewed as part of the school's professional development activities. Lessons are learned from best practice within and beyond the school.	Teaching and intervention strategies designed to accelerate pupil progress are planned strategically. They are reviewed and evaluated within teams and by senior management.	4.1
	<b>Intervention programmes</b>	Teachers are aware of key principles and learning aims of intervention programmes	Teachers work closely with others in the planning and delivery of intervention programme	The school workforce is supported, through professional development, to better understand the nature of underachievement, additional learning and well being needs, and shares strategies and best practice to address them	The skills of teachers are considered in matching teachers to learning groups. Senior management plan and review the development of the skills of the school workforce to meet individuals' learning needs and accelerate pupil progress	2.5
	<b>Intervention delivery</b>	Interventions are delivered by trained personnel who work in partnership with class teachers	Personnel in a support role who deliver interventions work closely with class teachers, possess core subject knowledge, pedagogical skills in targeted areas of literacy/numeracy and can engage pupils in monitoring their own progress	The most effective deployment of the school workforce to maximise pupil progress is a matter of professional debate within teams and senior management	The impact of different strategies for deployment of the school workforce in order to accelerate learning is reviewed and shared within and beyond the school.	7.1, 7.5
	<b>Multi agency interventions</b>	The school is aware of the contribution that other agencies make to the well being of individual pupils	The school liaises effectively with other agencies in support of individual pupils' well being	The school engages other agencies in support of a whole school approach to supporting individual pupils' well being	The school is engaged in contributing to the achievement of the priorities in the local Children and Young People's Plan. The school draws successfully upon the resources of the Children and Young People's Partnership and its partner agencies in maximising pupils' achievements and well being	4.2
	<b>Notes</b>					

**SCHOOL EFFECTIVENESS PROFILE  
INTERVENTION AND SUPPORT – SCHOOL**

**Links with the Estyn Common Inspection Framework**

Early and Strategic	Differentiated	Accelerated Development
<p>1.2 Achieve agreed learning Targets and goals</p> <p>2.3 Show good subject knowledge and familiarity with recent developments in their field</p> <p>2.4 Plan effectively and have clear objectives for taught sessions and other learning experiences that pupils understand</p> <p>2.5 Use of teaching and training methods and resources which secure the active engagement of pupils</p> <p>2.8 plan to meet pupil’s individual needs flexibly and to monitor and review their progress</p> <p>2.9 assess pupil’s achievements and progress fairly , accurately and regularly</p> <p>2.10 meet statutory requirements for recording and accrediting pupil’s achievement</p> <p>5.4 set and meet challenging , realistic targets and goals</p> <p>5.5 manage and improve the performance of individual staff ,teams and departments</p> <p>5.8 regularly monitor the quality of provision</p>	<p>4.10 effectively diagnose individual learning needs</p> <p>4.11 provide additional support to meet individual needs including those pupils with additional learning needs</p> <p>4.12 provide appropriate support for pupils whose behaviour impedes their progress and that of others</p> <p>4.13 support and guide pupils appropriately taking account of social , educational , ethnic or linguistic background</p> <p>4.17 secure equal treatment of disabled pupils</p> <p>7.6 resources are matched to providers priorities for development</p>	<p>4.1 plan and manage care arrangements and support services effectively</p> <p>4.2 work in partnership with parents, carers and employers</p> <p>2.5 use a range of teaching and teaching methods and resources which secure the active engagement of pupils</p> <p>7.1 there are enough qualified , specialist and experienced teaching , training and other support staff</p> <p>7.5 teaching , training and support staff are deployed , managed and developed effectively</p>

## SCHOOL EFFECTIVENESS PROFILE CURRICULUM AND TEACHING – SCHOOL

**National Purpose** – To enable all children and young people to develop their full potential by acquiring skills, knowledge, understanding and attitudes, including personal, social and emotional skills, to enable them to become economically, socially and personally active citizens and lifelong pupils

**Contributes to the achievement of the national purpose by:** “...using evidence as the basis for challenge and discussion of strengths and weaknesses – to identify and confront under or coasting performance, to identify improvement activity”

		<b>Expected</b>	<b>Developing</b>	<b>Deepening</b>	<b>Transforming</b>	<b>Estyn</b>
<b>Evidence Based</b>	<b>Assessment types</b>	Teachers and practitioners make use of day-to-day assessment to check on pupil progress	Teachers and practitioners rigorously use a range of day-to-day assessment strategies	Teachers and practitioners use a wide range of day-to-day assessment strategies to agree targets for improvement and inform targeted intervention	Teachers and practitioners use well informed assessment for learning strategies in their planning and teaching. Evidence is used to identify improvement activities and to set high but realistic targets and standards together with pupils	2.9
	<b>Assessment outcomes</b>	A range of assessments is used to judge pupil attainment. Assessments are used to target pupils for additional intervention	A range of assessments is used to: <ul style="list-style-type: none"> <li>o judge attainment</li> <li>o identify pupil progress</li> <li>o inform groupings of pupils</li> </ul>	Analysis of assessments is regularly shared with staff to monitor achievement and inform planning, teaching and intervention	Year and subject groups systematically analyse assessments to identify strengths and development areas for pupils	2.8
	<b>Classroom observation</b>	Classroom observation takes place regularly and feedback provided to teachers	Classroom observations are shared (by agreement) between staff and are used to improve the range of teaching techniques. Targets are set for improving the quality of teaching	Classroom observations and the exchange of good practice in supporting different groups of pupils is well established	Systematic observation by teachers and regular discussion of teaching contribute to high quality learning by all pupils and teachers	5.5
	<b>Whole school performance</b>	Review of school performance is based on evidence against a range of indicators	Review of school performance includes evidence from pupils and their parents/carers	The review of current performance includes substantial evidence on the quality of teaching and on pupil well being	The review of current performance is wide-ranging, drawing on qualitative and quantitative evidence from all key partners and is used effectively to identify priorities for improvements in pupil outcomes and well being.	6.1
	<b>Evidence based priorities</b>	The school gathers a range of evidence to plan for school improvement priorities	A wide range of evidence, that includes the views of pupils and others, qualitative and quantitative information informs improvement planning	Evidence is used to focus increasingly on improving teaching quality, pupil learning and well being	In formulating priorities for improvement in pupils' outcomes and well being, the school rigorously and routinely involves all key stakeholders, including pupils themselves	6.7
<b>Notes</b>						

## SCHOOL EFFECTIVENESS PROFILE CURRICULUM AND TEACHING – SCHOOL

**Contributes to the achievement of the national purpose by: "...set(ting) high but realistic targets and standards"**

		<b>Expected</b>	<b>Developing</b>	<b>Deepening</b>	<b>Transforming</b>	<b>Estyn</b>
<b>Ambitious Targets</b>	<b>Pupil targets</b>	Targets are set for individual pupils	Targets draw on pupils' individual performance	Targets for pupils address attainment, the accelerated progress of learners with additional learning needs and well being	Individual pupil target setting is used as at all levels in the school to improve pupil and teacher performance	1.2
	<b>Pupil involvement</b>	Pupils are aware of the targets set for them	Pupils contribute to the setting of attainment targets and make use of assessment for learning techniques	Pupils are actively involved, individually and with their peers, in setting their targets across a range of skills making good use of assessment for learning techniques	Pupils use their personal and learning targets in improving their performance, making very effective use of assessment for learning techniques	2.11
	<b>Expectations</b>	The school sets realistic yet challenging targets for improvements in pupil outcomes on the basis of analysis of current and projected performance	School improvement targets are based on current pupil outcomes, at individual and subject level. Evidence of the quality of teaching is used to set targets for improving the quality of teaching	Improvement targets include targets for improvement to pupil well being	Improvement targets are based on high expectations for all pupils and narrowing the gap in performance between individual and groups of pupils	6.5
	<b>Performance management</b>	Performance management complies with statutory requirements	Performance management has a demonstrable impact on school improvement	Performance management extends beyond teaching staff and supports individuals in becoming more effective	Performance management includes all staff and contributes to improved outcomes for children and young people's learning and wellbeing	5.6
<b>Notes</b>						

## SCHOOL EFFECTIVENESS PROFILE CURRICULUM AND TEACHING – SCHOOL

Contributes to the achievement of the national purpose by: "...reporting on absolute and relative performance to key stakeholders"

		<b>Expected</b>	<b>Developing</b>	<b>Deepening</b>	<b>Transforming</b>	<b>Estyn</b>
<b>Transparent Processes</b>	<b>MIS</b>	The management information systems are developed and used by a narrow group of people	Management information systems are contributed to and used by most staff	Management information systems provide comprehensive, timely and reliable data. This data is accessible to and used by all staff	Management information systems provide accurate, comparable and presentable electronic data at the individual, class, targeted group, cohort, subject and school level	6.1
	<b>Data storage</b>	Data is mainly stored in paper format. It is mostly used by senior managers	Data is stored in a number of information systems that can be used and accessed by most staff	Data is consistently stored and is understood and used by all staff for teaching and learning purposes. Information systems are integrated and standardised	Data is interrogated (as appropriate) electronically by staff, parents, pupils, the LA and WAG	6.2
	<b>Data analysis</b>	Data is analysed and used by school leaders to identify and assess school needs and priorities	Data is used to determine school priorities and measure whole school improvements. Analysis at the individual, targeted group, subject and school level informs improvements in teaching and learning	Multiple data measures that identify strengths, challenges and planning implications at all levels are used to inform planning, monitor progress and evaluate the effectiveness of programmes and strategies	Staff and stakeholders (as appropriate), routinely and collaboratively make rigorous use of data to plan for future needs	6.3 6.4 7.4 7.7
	<b>Complaints feedback</b>	The school has processes for responding to feedback, concerns and complaints	Feedback or concerns are handled positively and there are policies and strategies in place to deal with issues as they arise	Feedback and concerns are effectively addressed and analysed to identify improvement needs and to deploy preventative measures	Effective feedback and complaints procedures create improvements in learning and in relationships at class, curriculum, school and community levels	4.9 4.13
	<b>Assessment feedback</b>	Results from assessments are shared with parents/carers	Feedback from assessments to pupils and parents/carers is regular and takes place in a supportive atmosphere	Parents/carers and pupils (where appropriate) are fully involved in the assessment process and this informs future learning	Parents/carers and pupils (where appropriate) are fully involved and confident in assessment and target setting processes	2.11
	<b>Reporting</b>	Statutory reporting requirements are met	A range of results are reported to stakeholders	Stakeholders are active in discussing performance against a range of indicators	Stakeholders understand a range of appropriate data and its implications for pupil learning or management of the school	2.10
		<b>Notes</b>				

**SCHOOL EFFECTIVENESS PROFILE  
CURRICULUM AND TEACHING – SCHOOL**

**Links with the Estyn Common Inspection Framework**

Evidenced Based	Ambitious Targets	Transparent Processes
<p>2.8 Plan to meet pupils ‘ individuals needs flexibly and to monitor and review their progress</p> <p>2.9 Assess pupils achievements and progress fairly , accurately and regularly</p> <p>5.5 Manage and improve the performance of individual staff , teams and departments</p> <p>6.1 Well informed about the performance of the areas for which they are responsible and use the information effectively</p> <p>6.7 Can show that actions taken have resulted in measurable improvements</p>	<p>1.2 Achieve agreed learning targets and goals</p> <p>2.11 Ensure that pupils understand the purpose of assessment and are involved in planning their own progress and improvement</p> <p>5.6 Undertake effective staff appraisal or review to promote their professional development and improve the quality of provision</p> <p>6.5 Set clear priorities and actions to bring about improvement</p>	<p>2.10 Meet statutory requirements for recording and accrediting pupils ‘ achievements</p> <p>2.11 Ensure that pupils understand the purpose of assessment and are involved in planning their own progress and improvement</p> <p>4.9 have effective procedures for the protection of children and young people and for dealing with appeals and complaints</p> <p>4.13 support and guide pupils appropriately taking account of their social , educational , ethnic or linguistic background</p> <p>6.2 establish self- evaluation arrangements which are comprehensive , systematic and are based on first – hand evidence</p> <p>6.3 seek out, and take account of , the views of pupils , staff and other interested parties</p> <p>7.4 economic , efficient and effective use is made of available resources</p>

## SCHOOL EFFECTIVENESS PROFILE CURRICULUM AND TEACHING – SCHOOL

**National Purpose** – To offer children and young people a curriculum that engages and motivates them to learn and to achieve their potential

**Contributes to the achievement of the national purpose by:** "... enabling children and young people to acquire skills, knowledge and the understanding needed to reach their full potential"

		<b>Expected</b>	<b>Developing</b>	<b>Deepening</b>	<b>Transforming</b>	<b>Estyn</b>
	<b>Pupil motivation</b>	Practitioners know and understand what motivates pupils to learn and the importance of pupils' experience and aspirations	Practitioners encourage the development and progression of all pupils through recognising, valuing and responding to individual motivation, experience and aspirations	Practitioners can use with confidence methods to encourage the development and progression of all pupils through recognising, valuing and responding to individual motivation, experience and aspirations	Practitioners work collaboratively with others – including pupils themselves - to encourage the development and progression of all pupils through recognising, valuing and responding to individual motivation, experience and aspirations	2.1 2.2
	<b>Learning environm</b>	Practitioners know and understand ways of creating an effective learning environment	Most practitioners create an effective learning environment that enables pupils to reflect on, evaluate and make decisions about their learning	All practitioners create an effective learning environment that enables pupils to reflect on, evaluate and make decisions about their learning	All practitioners contribute to a school wide effective learning environment that extends beyond classrooms	2.5 3.4
	<b>Creativity</b>	The curriculum plans for developing the creative skills of pupils	The curriculum has a focus on creativity that uses the skills of pupils to work towards outcomes that are creative in nature	The curriculum places creativity at its heart and develops skills that plan for present and future needs. The curriculum is flexible and encourages innovation and risk taking	The curriculum recognises and actively encompasses the context and interests of pupils, building on these to ensure that pupils are flexible and creative in their approach to work and play. Pupils are innovative and risk taking understanding that success and failure can both be learnt from	3.2
	<b>Notes</b>					

**SCHOOL EFFECTIVENESS PROFILE  
CURRICULUM AND TEACHING – SCHOOL**

**Contributes to the achievement of the national purpose by:** “... practitioners access(ing) professional knowledge about how children and young people learn and acquire skills and the implications of this for teaching and learning”

		<b>Expected</b>	<b>Developing</b>	<b>Deepening</b>	<b>Transforming</b>	<b>Estyn</b>
<b>Engaging Pedagogy</b>	<b>Theory based practice</b>	Practitioners know and understand the principles, frameworks and theories which underpin good practice in learning and teaching	Most practitioners use relevant theories of learning to support the development of practice in learning and teaching	All practitioners can use with confidence relevant theories of learning to support the development of practice in learning and teaching	All practitioners work collaboratively to adapt and refine relevant theories of learning to support the development of practice in learning and teaching in their own school context	2.4
	<b>Practice impact</b>	Practitioners know and understand the impact of their own practice on individuals and their learning	Most practitioners know and understand the impact of their own practice on individuals and their learning and adjust these accordingly	All practitioners know and understand the impact of their own practice on individuals and their learning and adjust these accordingly	All practitioners reflect on and demonstrate commitment to improvement of their own practice through collaborative learning and regular evaluation including seeking the views of pupils	2.5
	<b>Subject knowledge</b>	Teachers show good subject knowledge and familiarity with recent developments in their field.	Most teachers have a detailed knowledge and understanding of the curriculum and recent developments therein	All teachers have a detailed knowledge and understanding of the curriculum. They are selective about applying any recent developments and rigorously evaluate them in practice	All teachers use their knowledge of the curriculum to collaborate and plan for engaging and creative lessons across the school. They share outcomes of evaluations of recent developments that they have tried in practice. Good practice is spread and ineffective developments learnt from.	2.3
	<b>CPD</b>	The school is committed to the continuous professional development of practitioners.	Continuous professional development plays an increasing role in enabling practitioners to learn about effective teaching and learning strategies.	The school uses key practitioners and other leading professionals to support continuous professional development often from its own classrooms or departments and those of other schools	The school engages in high quality continuous professional development and professional networking focused on improving pupil outcomes and well-being	5.6
	<b>Notes</b>					

**SCHOOL EFFECTIVENESS PROFILE  
CURRICULUM AND TEACHING – SCHOOL**

**Contribute to the achievement of the national purpose by: “... establish(ing) high expectations to improve practitioner’s effectiveness”**

		<b>Expected</b>	<b>Developing</b>	<b>Deepening</b>	<b>Transforming</b>	<b>Estyn</b>
<b>High Expectations</b>	<b>Innovation</b>	Practitioners have knowledge and skills that meet the needs of pupils. They provide a role model in their attitudes, behaviours and learning. Practitioners are aware of the interests of pupils.	Most practitioners use continuous professional development opportunities to reflect on their knowledge and skills and consider how newly acquired knowledge and skills can be used to better meet the interests and needs of pupils	All practitioners begin to translate newly acquired knowledge and skills into more innovative and risk taking approaches and realise how their own professional learning opportunities help to facilitate this process.	All practitioners are innovative and risk taking in developing their skills and knowledge. They are active pupils themselves. They use the experiences and interests of pupils to enhance and innovate their teaching. Their teaching is placed firmly within the context of the pupils' interests and experiences.	2.1
	<b>Clarity of expectations</b>	Practitioners expect pupils to perform well. They are clear about the behaviours and attitudes they expect of pupils.	Most practitioners have developed strategies and approaches to ensure that pupils perform well. They engage with pupils to discuss and agree appropriate standards of work, behaviours and attitudes	All practitioners embed strategies and approaches designed to achieve high performance from all pupils. Pupils' behaviours and attitudes contribute towards high standards. Pupils and practitioners recognise the importance of high performance beyond narrow attainment scores.	All practitioners expect the highest performance of all pupils. Pupils are highly engaged and motivated and their behaviours and attitudes are consistently appropriate. Practitioners and pupils have common, high aspirations for their performance beyond narrow attainment scores.	1.11 1.12
	<b>Curriculum focus</b>	The curriculum conforms to national priorities and is broad and balanced	The curriculum is reviewed and where necessary adapted to meet national priorities and the needs of pupils. High expectations are inbuilt and 'glass ceilings' removes.	The curriculum encompasses the alignment of pupil, school and national needs. It builds upon examples of innovative, effective practice developed from other subjects or phases. It recognises the context of pupils' lives outside school.	The curriculum is focused on and adapted to identified pupils' needs. It is presented in innovative ways through a variety of media. It is has a context that is relevant to the lives on pupils.	3.7 3.14
	<b>Notes</b>					

**SCHOOL EFFECTIVENESS PROFILE  
CURRICULUM AND TEACHING – SCHOOL**

Links with Estyn Common Inspection Framework

Outcomes Focus	Engaging Pedagogy	High Expectations
<p>1.1 achieve good standards in their knowledge ,understanding and skills</p> <p>1.2 achieve agreed learning targets and goals</p> <p>1.8 understand what they are doing , how well they are progressing and what they need to do to improve</p> <p>2.1 stimulate and challenge pupils to achieve excellence</p> <p>2.2 establish good working relationships that foster learning</p> <p>2.5 use a range of teaching and training methods and resources which secure the active engagement of pupils</p> <p>3.2 provide balance , breath , flexibility , coherence and progression</p> <p>3.3 develop pupils’ basic and key skills</p> <p>3.4 broaden and enrich pupils experience , through a variety of activities , including out- of- hours and off-site provision</p>	<p>2.3 show good subject knowledge and familiarity with recent developments in their field</p> <p>2.4 plan effectively and have clear objectives for taught sessions and other learning experiences that pupils understand</p> <p>2.5 use a range of teaching and training methods and resources which secure the active engagement of pupils</p> <p>5.6 undertake effective staff appraisal or review to promote their professional development and improve the quality of provision</p>	<p>1.11 behave responsibly and show respect for others</p> <p>1.12 achieve high levels of attendance and punctuality</p> <p>2.1 simulate and challenge pupils to achieve excellence</p> <p>3.7 meet legal and course requirements</p> <p>3.14 reflect national priorities for lifelong learning and community regeneration</p>

**SCHOOL EFFECTIVENESS PROFILE  
CURRICULUM AND TEACHING – SCHOOL**

Draft for Pilot