The socially reciprocal school

- Articulates its values and principles in ways that are understandable to all partners
- Explores things from a variety of viewpoints before making decisions
- Is led by a team that listens, openly consults, and conveys clear and coherent messages to staff
- Values all individuals and their contributions to an interdependent whole-staff team
- Enables people to understand how best to function within a variety of teams
- Moves people so that they learn from and with a wide range of people
- Is prepared to challenge individuals to go beyond their comfort zone
- Acknowledges and responds to people's feelings and emotions
- Ensures that everyone's contribution is acknowledged and rewarded
- Commits to the personal and professional development of all its people
- Uses coaching to support individuals' learning
- Knows where outstanding practice is in the school and ensures that it is used to help others learn and improve
- Seeks ideas from best practice elsewhere and applies them to the school's own context
- Benchmarks its own performance against outstanding practice in comparable schools

The strategically reflective school

- Has an inspiring vision and clear plan of how it can be achieved
- Is driven by a School Improvement Plan that is flexible and subject to regular, focused reviews
- Sets challenging goals and targets that provide learning stretch
- Is realistic about what can be achieved within the constraints of time and resources
- Monitors performance so that it is able to modify practice proactively not reactively
- Gathers data in order to identify strengths and challenges
- Makes use of frequent internal evaluations that inform further areas for improvement
- Ensures that teams within the school are being led and managed effectively and efficiently
- Uses a performance management system that is developmental rather than judgmental
- Is led by those who model that they are engaged in learning projects and personal development which are in line with the school's strategic goals
- Understands itself and is good at playing to its strengths and minimising weaknesses
- Above all else, keeps the quality of learning under continuous review