

**Table 4:** Schools operating within a ‘proving culture’ suffer paralysis rather than growth

	<b>School improving culture</b>	<b>Proving culture</b>
<b>Key drivers for behaviour and action</b>	To increase learning and build autonomous, distributed leadership	To judge and evaluate through quality control
<b>Focused on</b>	Building teaching quality and improving practice across system	Measuring performance and student achievement through instruction
<b>Dominant hierarchy</b>	Bottom up	Top down
<b>Dominant processes</b>	Informative and responsive	Reactive
<b>Dominant methodology</b>	Learn from mistakes: use all available evidence to inform decision making and set priorities within the local and national context	Follow rules: priorities are pre-determined by the Ofsted handbook
<b>Dominant climate</b>	We value learning mistakes as new opportunities to grow stronger together	We fear mistakes and error making as indicative of failure
<b>Dominant response</b>	We want to share learning and growth. We want to maximise learning opportunities collectively for the good of all children	We believe in hierarch. We keep our successes to ourselves and hide any flaws in what we do. Don't question our authority!
<b>Impact</b>	Growth: creativity flourishes; innovation and risk taking ensures incremental gains maximise learning of whole organisation. The power of learning is collective and turbo charged. This, in turn, 'grows' new ideas and new leaders.	Paralysis: fear of failure sets the tone; hierarchical deference to Ofsted inhibits teamwork; opportunities for new learning are missed because conformity to instruction dominates. This in turn inhibits potential leaders from taking risks or sharing learning not considered 'worthy' enough.