

**Table 6:** Culture and climate rubrics were created to focus responsibility for creating an enabling environment

	<b>Emerging</b>	<b>Developing</b>	<b>Highly Accomplished</b>	<b>Embedded Excellence</b>
<b>Relationships with others</b>	Relationships are positive or are improving. There is recognition that school improvement is dependent on building professional relationships with all members of the school community.	Day-to-day relationships are good and support school improvement. Communication is good amongst teams and professional differences are generally managed well.	Relationships across all groups within the class and school community are excellent and build a climate of trust. Immediate teams are clear about leadership through relationships and model expected behaviours well. Difficulties and challenges are always managed professionally.	Relationships with others are exemplary. Positive behaviours are modelled continuously and professionally. This has a positive impact across the school, beyond immediate teams. Leadership through relationships is embedded and champions the mantra 'this is how we do things around here'.
<b>Quality of planning (the learning journey)</b>	Planning meets national curriculum requirements and school policies. Some learning experiences capitalise on local context and learners' interests.	Planning provides a good curriculum experience, which is broad, balanced and links across subjects. Outcomes are of a good standard. Good use is made of trips, visits and the local context to provide a stimulus for learning.	Curriculum planning offers an excellent provision and leads to pupils reaching high standards in a range of areas. Learning journeys are planned well and are reflected in the learning environment, as well as pupils' books. Links with the local and wider community are excellent and used well to enhance learning experiences.	Class planning leads to an enhanced, high-quality learning experience. Planning maximises freedoms to innovate and inspire learners. Learning journeys are carefully planned and consistently include models of excellence for pupils to see and in advance of learning experiences. Links with the local and wider community are ambitious and broaden pupils' experiences well beyond the school.

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<p><b>Support for teams</b></p>	<p>There is a desire to belong to the team and informal support provided benefits colleagues. Planning is shared across the team and ensures all teachers are prepared for lessons.</p>	<p>Good relationships and mutual support within school teams enhance provision and quality of teaching and learning. Lesson resources and planning are shared well, which leads to a consistency in practice across the team.</p>	<p>Strong and focused team support leads to improved outcomes and/or rapid improvement within teams. Planning is excellent and a climate of openness welcomes feedback and self-evaluation.</p>	<p>High-quality teamwork ensures team systems are embedded. Planning and professional discussion are focused on achievement and sustaining school strengths.</p>
<p><b>Modelling excellence</b></p>	<p>Teaching behaviours and practice demonstrate potential and meet school expectations. Areas of excellence to share have been identified for the future.</p>	<p>Teaching demonstrates examples of innovative practice and this is being shared with other colleagues, with a positive impact on learning. Some practices are being included in CPD (continuing professional development).</p>	<p>Teaching is consistently innovative and creative. Practice is regularly shared with other colleagues. This is improving the learning of others across the staff.</p>	<p>Teaching is recognised as cutting-edge, in both thinking and practice. Practices and behaviours are shaping policy in key areas and inspiring staff. There is evidence of innovation enhancing pedagogy.</p>
<p><b>Ability to reflect</b></p>	<p>There is a willingness to reflect on teaching practice and an improving trajectory of practice in key areas. Action points linked to teaching evaluations are followed up.</p>	<p>Teacher reflection leads to improvement in quality of teaching and increased ambition to achieve excellence. There is good evidence of self-direction of CPD and an enthusiastic response to feedback.</p>	<p>Teaching is ambitious and continuously seeking improvements. The teacher is hungry to improve and actively seeks feedback wherever possible. Engagement in research and development is improving practice and this is leading to new practices or rapid improvements in key areas.</p>	<p>Teaching flourishes because of an established climate of reflection and improvement. Reflection improves the practice of self and others and connects with the school's leadership of teaching and learning. All staff connected with the class benefit from opportunities to reflect and share new ideas.</p>

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<p><b>Engagement with R&amp;D</b></p>	<p>Teaching responds to new initiatives and puts policy into practice. Some decisions relating to teaching and learning are based on evidence and identification of best practice.</p>	<p>There is some staff engagement with research but mainly through external courses. This is improving practice in the classroom and is shared with other colleagues. Wider reading and engagement in R&amp;D is beginning to influence thinking of self and others in the team.</p>	<p>Engagement in research and development is developing and improving practice. Implications from key research initiatives are discussed widely and used where appropriate. Using evidence to inform decision-making is a strong feature of practice and is shared with SLT (senior leadership team), informing school development planning.</p>	<p>There is a systematic engagement in research and a desire to share JPD (joint practice development) and appreciative enquiry. Evidence of impact includes sharing learning in research briefings and contributing well to the CPD of other colleagues (within and beyond school). Evidence-informed decision-making is strongly embedded into systems.</p>
<p><b>Leadership of change</b></p>	<p>Change and school improvement initiatives are generally viewed positively. School expectations and policies are implemented. There is some recognition that school improvement necessitates continuous change and revision of expectations.</p>	<p>Change is viewed positively and generally embraced. There is support for change-management processes and willingness to be flexible. There is strong recognition of changing educational landscape and a willingness to engage in discussion about this.</p>	<p>There is good leadership of change and a desire to continuously improve teaching and school-wide practice. Teaching offers strong support for others in change management, including a willingness to trial initiatives or support policy development. This has a positive impact on outcomes for pupils.</p>	<p>In every aspect, there is strong recognition that our work focuses on improving outcomes for children in our locality. Change is embraced and challenged professionally. There is a desire to support other schools in change management and a recognition that continuous improvement benefits the children across our school and also those in other schools.</p>