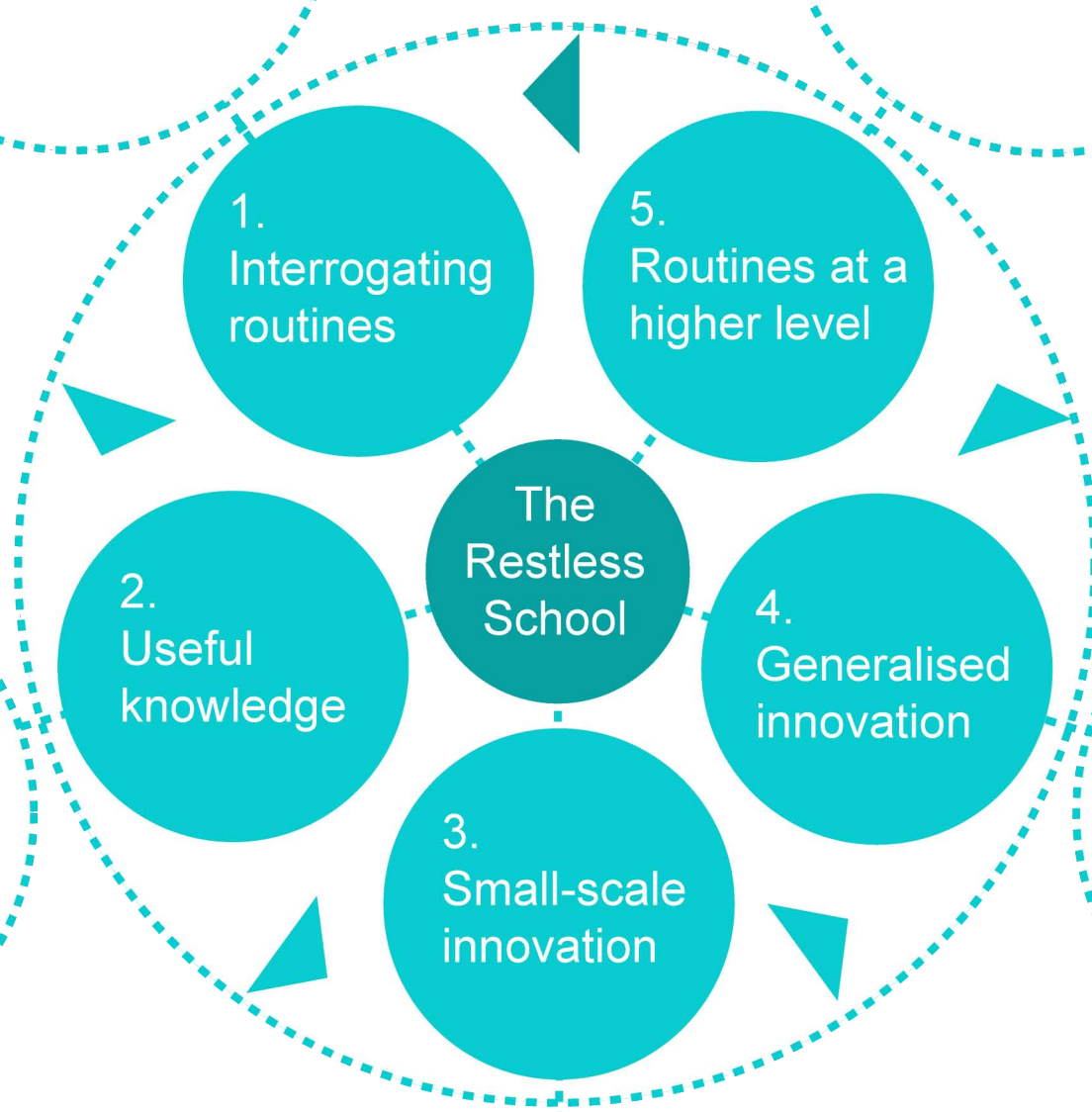
1. They interogate current routines; they confront comfortable orthodoxies; they challenge why they do what they do, from minor practical details to major policies.

5. To complete the virtuous circle, the school has now moved to a higher operational level and is in a position to interrogate its routines from a better place.



2. They harness a wide range of carefully gathered data, qualitative and quatitative; they know what pupils, staff, parents, governors and the wider community identify as stengths and relative weaknesses.

4. The small-scale innovation wins the hearts and minds of others. Gradually, whole-scale innovation takes root. Experiences and outcomes for pupils and staff are enriched.

3. They respond with timely, small-scale innovation pinpointed on a clear aspect for development. Commited, can-do innovators on the staff show that a hitherto intractable problem can be solved thoughtfully and at the right pace for the school community.