

# Leading the Way

## Overview of the Black Country Leadership Strategy : Key Aspects and Bespoke Approaches

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# The Role of NCSL – National Perspective

- Develop excellent school leadership to transform children's achievement and well being
- Develop leadership within and beyond the school (system leadership)
- Identify and grow tomorrow's leaders (succession planning)
- Be a fit for purpose, national college

# Black Country Leadership Strategy

**The goal:** to make the Black Country a world leading city/area for education, with educational aspirations that match the conurbation's economic dynamism

**The challenge:** to focus on educational standards, side by side with the local authority-led drive on integrated children's services

# Black Country Leadership Strategy

Develop and build leadership capacity to:

- Develop a strong culture of learning in all schools in the region that will lead to a sharp drop in underperforming schools
- Narrow the attainment gap between children from advantaged and disadvantaged backgrounds
- Increase the number of outstanding schools in the region

And to build coherence around the succession  
planning challenges

# Developing system leadership and school to school support

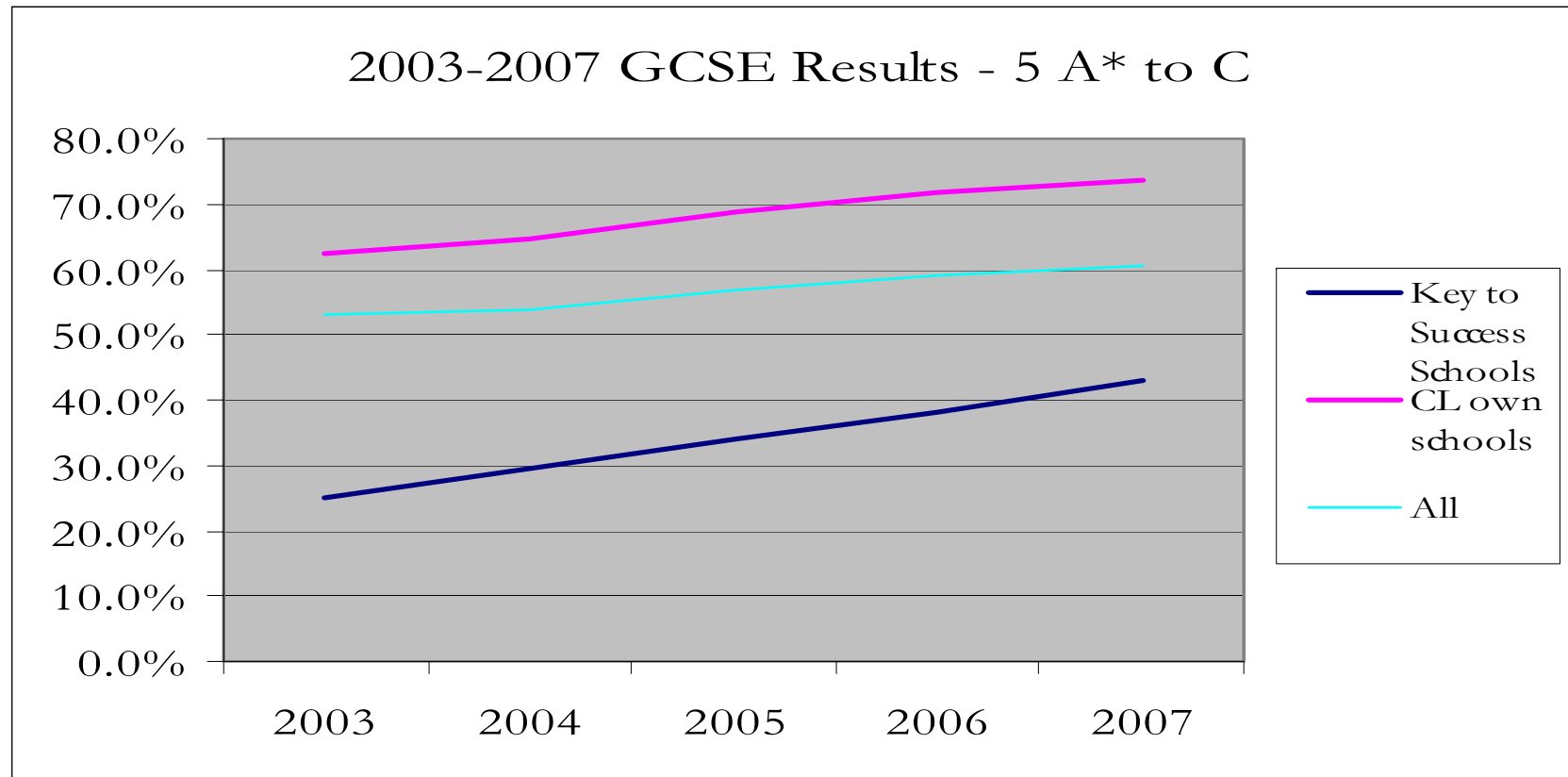
NCSL committed to:

- School to school support - eg National Leaders in Education (NLEs), National Support Schools (NSSs) and Local Leaders of Education (LLEs)
- Supporting leadership and management practices/activity that have proven success
- Customising activity to take account of Local circumstances/conditions

# Background

- In 2003, the London Leadership Strategy consisted of a range of additional and adapted NCSL programmes and the selection, training and deployment of consultant leaders in London K2S schools
- The work for the Key2Success (KS2) schools was commissioned by the London Challenge Advisers. At the same time research was undertaken into the development of school to school work. From this and the later school to system work the concept of a group of outstanding schools working like a teaching hospital has emerged
- It currently involves 20% of London secondary schools

# Outcome so far against the objectives of the LLS, *as set out in the Launch of the London Challenge in May 2003*



Bristol LA 2005-06 GCSE 5 A\*-Cs 7% schools with CLs 9%

# London Leadership Strategy Review of School to School Support, October 2007

## GCSE Results 2007

GCSE 5 A*-C Passes – Average Percentage Increases	%
Secondary schools nationally	1.50
Secondary schools in London	2.80
Consultant Leader schools (London)	1.50
London Keys to Success schools	5.0
London Keys to Success schools with a Consultant Leader	6.0



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the LLS, *as set out in the Launch of the London Challenge in May 2003*

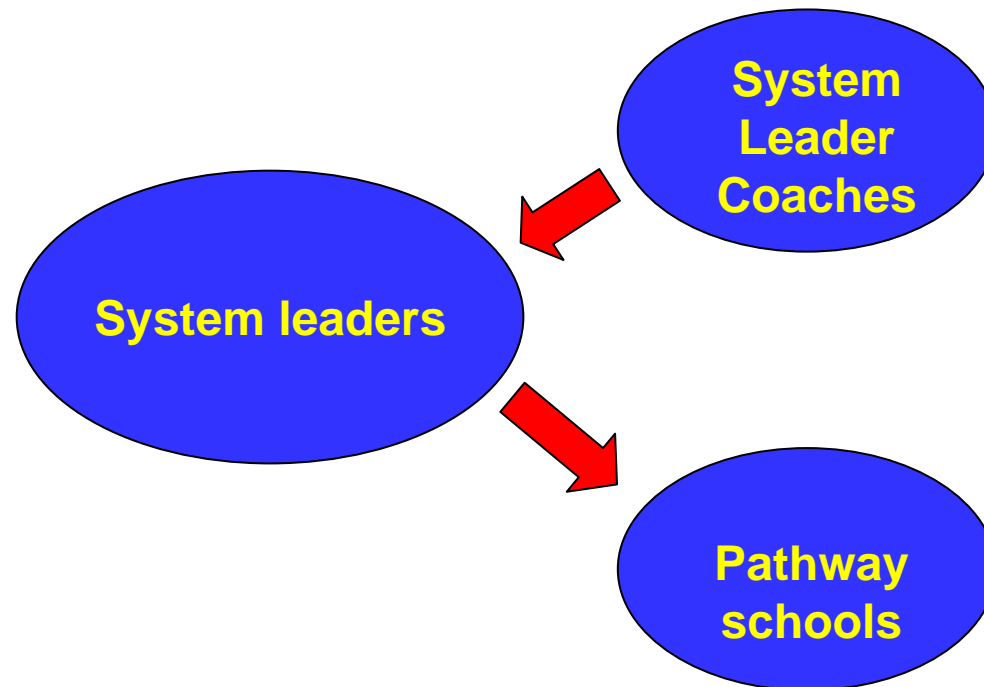
Primary consultant leaders - 26 in field  
% improvement at level 3+ 2006-07

Primary Schools	English	Maths
National	0%	0%
Support schools	13%	12%
CLs school	5%	5.5%

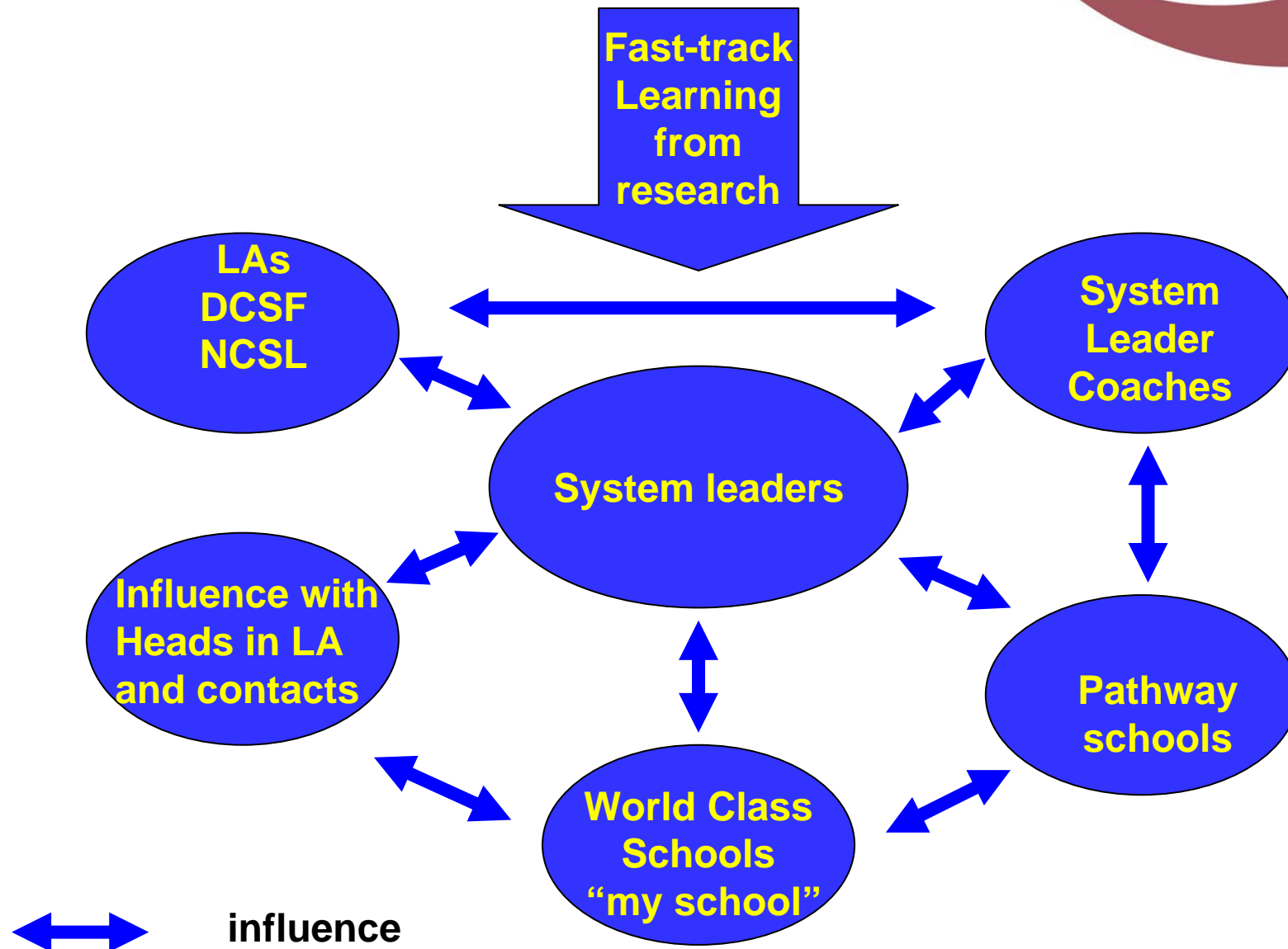
# Key aspects of the Black Country Challenge

- The identification, training and deployment of Local Leaders in Education (LLEs)
- The creation and maintenance of outstanding practitioner networks
- The offer of tailored support to Pathway schools, in partnership with local authorities
- The development of an integrated regional and local response to the succession planning challenge
- The further extension of the National Leaders of Education (NLEs) and National Support School (NSS) programme in City Challenge areas
- The utilisation of the Families of Schools and the developing data sets, to early identify and target resource
- The funding of area specific, tailored leadership programmes

# Consultant to System Leaders



# Growing System Leaders -



## System Leaders – Key Levers

*“To go further, we need to develop a new kind of leadership – what I call ‘system thinkers in action’ or ‘the new theoreticians’. These leaders who work intensely in their own schools or districts or other levels, and at the same time connect with and participate in the bigger picture. To change organisations and systems will require leaders who get experience in linking to other parts of the system. These leaders in turn must help develop other leaders with similar characteristics”* Fullan 2003

- ✓ Through the training, coaching and development of expert Local Leaders, we are creating the System Leaders who will have a key role in developing the system for all students in the Black Country.
- ✓ Our goal is to facilitate the growth of system rather than school leaders who devote 80% of their energies for their own institution, and 20% for system development
- ✓ Growing **rigorous** school partnerships focused on raising student achievement

## LLE Deployment – The Future

- Families of Schools and Schools Visits
- An effective support structure – **what does this look like?**
- An attitude of being a ‘learner’ rather than ‘learned’? **are you comfortable with this?**
- Doing:
  - Coaching
  - Influencing networks
  - Contributing to toolkit – **are these the right activities?**
- Develop an effective, wide ranging networking programme for our LLEs – **what should this include?**
- Action research – **what are the MUSTS? The book of the journey**

**..... And we now need to develop our  
thinking together .....**



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