

Making a Difference

A summary

This booklet demonstrates the difference that great school leadership can make and the role NCSL is playing in supporting that.

SCHOOL LEADERS

Introduction

The National College for School Leadership (the College) aims to improve children's lives by developing and supporting school and children's centre leaders to become the best that they can be. Our work – strategic initiatives, leadership development programmes and policy and research activities – enables school leaders to make a positive impact within and beyond their schools and children's centres both now and in the future.

This publication summarises some of the evidence of the impact that our work with school and children's centre leaders is having on the lives of children and young people.

Quality of leadership

The importance of good school leadership in ensuring positive outcomes for children and young people has been demonstrated repeatedly in both national and international research and is a key policy priority for governments worldwide.

In England, the College's work is making a significant contribution to improving the capacity and capability of school leadership. In 2007-08, Ofsted judged the quality of school leadership to be at an all-time high with leadership and management good or outstanding in two-thirds of schools, and at least satisfactory in 97% of schools.¹

A 2008 report by the Cabinet Office identified the College as an example of excellence in leadership development and support, noting that: 'In every service, the Government and professions collectively have a responsibility to grow the next generation of leaders. Services must build on the success of organisations like the National College of School Leadership, which is widely regarded as world-leading, to ensure the highest quality leadership development and support is available to all our future and current public service leaders.'²

Inspiring system leadership

System leadership refers to leadership that goes beyond the individual school to influence the education, achievement and well-being of children and young people more widely.

The College's approach involves identifying and supporting the best school leaders to lead improvement and development across schools, building capacity and capability and spreading best practice.

London Leadership Strategy

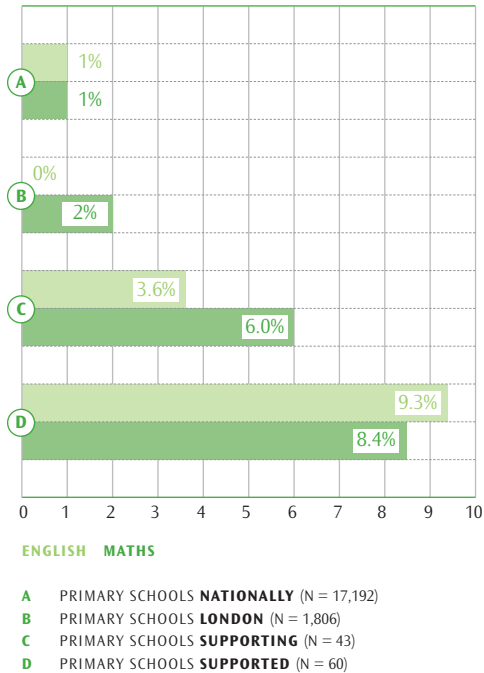
The London Leadership Strategy (LLS) is a strand of the City Challenge initiative that has been running since 2004 and has involved over 300 London schools. It targets the development needs of school leaders working in schools facing significant challenges, helping them to build leadership capacity at every level in their own school. A key component of this approach is to draw on the expertise of Consultant Leaders, proven school leaders from successful schools who are matched with schools facing challenging circumstances in order to provide support and development.

The strategy is run by the College, although a number of LLS programmes are delivered by external organisations including the Institute of Education, Specialist Schools and Academies Trust (SSAT) and CfBT Education Trust among others.

The impact of the LLS has been impressive. Not only have the schools receiving support seen their standards rise faster than the national average, but so too have those schools providing the support.

For example, primary schools that benefited from support saw their Key Stage 2 results rise on average by 9.3% in English and 8.4% in maths between 2006 and 2007. Meanwhile, schools providing support improved their results on average by 3.6% for English and 6.0% in maths. The average improvement across London was 1%.³

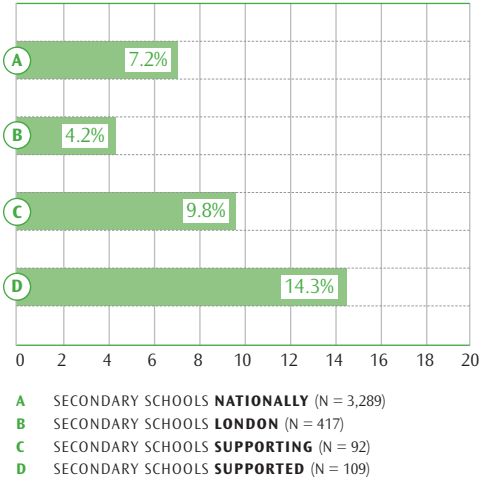
Key Stage 2 (%L4+) average improvement
2006 to 2007: London



Meanwhile, for secondary schools supported by LLS, the average rate of improvement in GCSE results between 2003 and 2007 was double the national average and over three times the London average. Schools providing support also improved at a faster rate than the national average.⁴

“The City Challenge has contributed to significant improvement in pupils’ achievement in a number of London schools with a history of poor performance.”
(Christine Gilbert, Her Majesty’s Chief Inspector of Schools)

Average GCSE (5+A*-C) improvement 2003 to 2007⁴



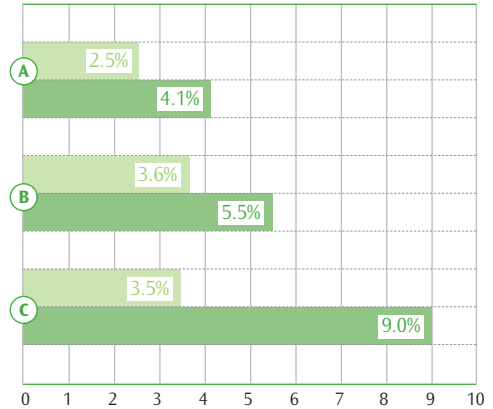
The City Challenge programme is now being extended to Greater Manchester and the Black Country and NCSL has been given the remit to develop the Leadership Strategies for these areas.

National Leaders of Education

The College has supported and trained more than 180 National Leaders of Education (NLEs) since it launched the initiative in 2006. NLEs are outstanding headteachers who run excellent primary, secondary, or special schools and who have the skills, expertise and capacity to help other schools. Each NLE volunteers to provide additional leadership to schools in difficulty, including those in Ofsted categories and those that may be in transition towards closure, amalgamation, federation or academy status. The support is provided by the NLE alongside staff from their own school, which is designated as a National Support School (NSS).

- Over 100 NLEs and NSSs supported more than 50,000 pupils in over 100 schools in 2007–08.⁵
- Some 51 secondary schools, 40 primary schools and 6 special schools have been provided with extra leadership capacity.⁶
- Both supported and supporting schools have improved their exam results at a faster rate compared with the national average.

GCSE (5+A*-C) improvements 2006-07⁶



INCREASE RELATIVE INCREASE

- A SCHOOLS **NATIONALLY**
- B SCHOOLS **SUPPORTING**
- C SCHOOLS **SUPPORTED**

Relative increase refers to increase as a proportion of the 2006 baseline.

Leadership development that makes a difference

The College's core business is to serve the needs of existing and future leaders. Our leadership programmes are at the heart of this aim.

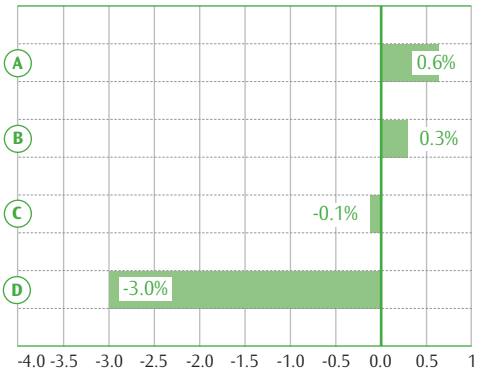
Programmes are grouped under themes that reflect the needs of school leaders in different contexts and at each stage of their careers. They offer a wealth of opportunities to reflect on practice, work with colleagues, coaches and mentors, visit other schools, carry out research, and explore the latest thinking on school leadership at every level.

Since the College opened in 2000, over 230,000 places on NCSL programmes have been taken up.^{7,8} By April 2008, 96% of secondary schools⁹ and 79% of primary schools¹⁰ had taken part in one or more of: Leading from the Middle, Leadership Pathways, National Professional Qualification for Headship, Early Headship Provision and Head for the Future.

Most importantly, there is clear evidence that those who are most engaged in NCSL programmes are more likely to achieve better results for their pupils.

Between 2006 and 2007, the progress made between Key Stage 2 and Key Stage 4 by pupils at schools not engaged with NCSL core programmes fell, while the progress made by those that had been engaged with at least two NCSL core programmes rose.¹¹

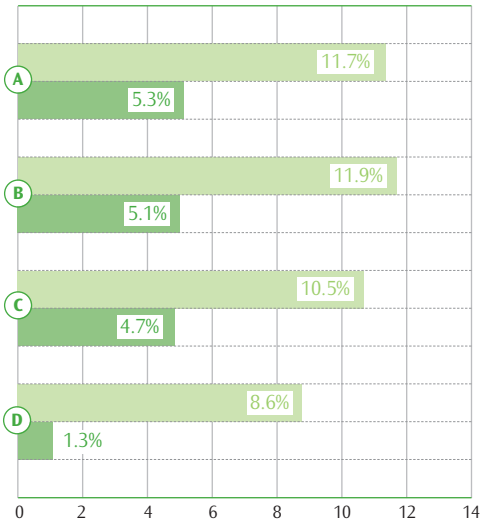
Change in KS2 Value-Added Measure 2006 to 2007¹¹



- A HIGH:** AT LEAST THREE NCSL CORE PROGRAMMES (N = 1,578)
- B MEDIUM:** TWO DIFFERENT NCSL CORE PROGRAMMES (N = 1,032)
- C LOW:** ONE NCSL CORE PROGRAMME (N = 566)
- D NO ENGAGEMENT** (N = 123)

Similarly, between 2001 and 2007, secondary schools engaged with NCSL core programmes achieved higher rates of improvement in GCSEs than schools not involved with the College. Between 2005 and 2007, the rate of improvement in the percentage of pupils achieving five or more good GCSE grades (or equivalent) for schools engaged with NCSL was over four times that of non-engaged secondary schools.¹²

GCSE (5+A*-C) improvement of engaged secondary schools¹²



2001-07 2005-07

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Developing leaders for tomorrow

In March 2007, almost two-thirds of headteachers were aged over 50, and over one quarter were aged over 55.^{13,14} As this ‘baby boomer’ generation reaches retirement, there is a demographic dip in the number of teachers and leaders in their late thirties and forties, followed by a rise in the number in their 20s and early 30s. This demographic succession challenge is compounded by an increase in the proportion of headteachers taking early retirement. The net result is that we urgently need to identify and develop leadership talent throughout the system if we are to secure sufficient numbers of high quality headteachers in the years ahead.

The College provided advice to the Secretary of State on ways to address the succession challenge in 2006, leading to pilots and then a national approach from September 2007. Increasing the supply of high quality leaders for schools is a national issue, but the College’s view is that a top-down strategy is not the answer. Instead, the challenge is best met by local partnerships tailoring approaches best suited to their local circumstances and needs, set within a national framework and with the capacity to spread good ideas.

This is the backbone of the College’s ‘local solutions’ approach to succession planning. The College provides support for schools and local authorities to work together to bring on the next generation of leaders. The overarching aim is to develop a self-sustaining, self-improving system in which talent management and succession planning are the norm.

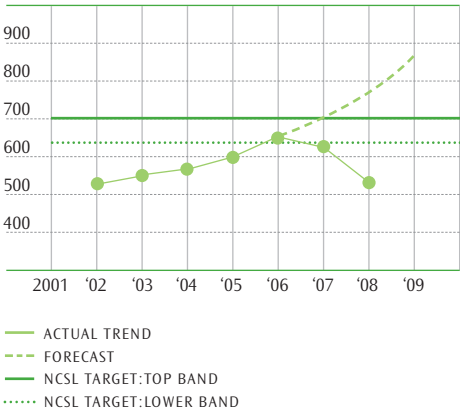
Supplying NPQH graduates

Increasing the number of National Professional Qualification for Headship (NPQH) graduates – and the number of those who progress to headship – is crucial if we are to forestall a headteacher shortage. By March 2008, over 28,000 school leaders had graduated from NPQH.¹⁵

Temporarily filled posts

In January 2008 the number of temporarily filled posts (those that are covered on a temporary basis pending recruitment of a permanent headteacher) stood at 550 which was below the previously forecast figure of 780, and more than met the target set by the Department for Children, Schools and Families (DCSF).

Temporarily filled headteacher posts¹⁶



Developing local solutions

All local authorities (other than the Isles of Scilly and City of London) are involved in the College’s Wider Local Solutions project, which aims to meet the succession planning challenge. National Succession Consultants are working with local authorities to develop their strategies and 72 of these are receiving additional support as part of the targeted support project. Some 91% of local authorities have said that they are more ready to meet the succession planning challenge than they were before NCSL’s pilots and briefings began.

By the autumn term 2008, 85% of local authorities had a succession planning plan in place and 55% had either completed or begun implementation of their plan.¹⁷

“

Some 91% of local authorities have said that they are more ready to meet the succession planning challenge than they were before NCSL’s pilots and briefings began.

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Developing multi-skilled leadership teams

School and children's centre leadership cannot be effective if it is invested exclusively in one person. Effective leaders distribute leadership and build capacity across teams of professionals in a co-ordinated way.

A growing proportion of schools are remodelling their leadership teams and developing a wider range of increasingly strategic roles as both good practice and as a means to increasing their capacity. Schools and children's centres are increasingly working in multi-agency and multi-disciplinary environments across the education, health and social services sectors in order to deliver improved outcomes for children and young people.

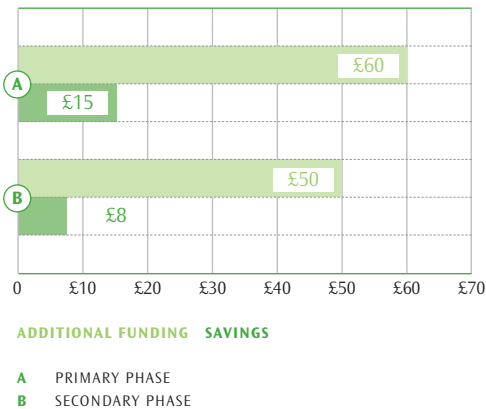
The College is supporting these developments, particularly through our Bursar Development Programme and the National Professional Qualification for Integrated Centre Leadership (NPQICL).

Bursar Development Programme

The Certificate of School Business Management (CSBM) and the Diploma for School Business Management (DSBM) are world-leading, accredited programmes that support school leadership and management.

CSBM graduates have delivered significant savings and additional funding for their schools as shown in the chart below:

CSBM graduates savings and additional funding per pupil¹⁸



Of DSBM graduates, 93% have reported a boost to their leadership ability. In addition, 89% indicated that their role had changed as a result of the course and 77% reported that they were now full members of their senior management or leadership teams. 92% of CSBM graduates have also reported an increased ability to operate as leaders.¹⁸

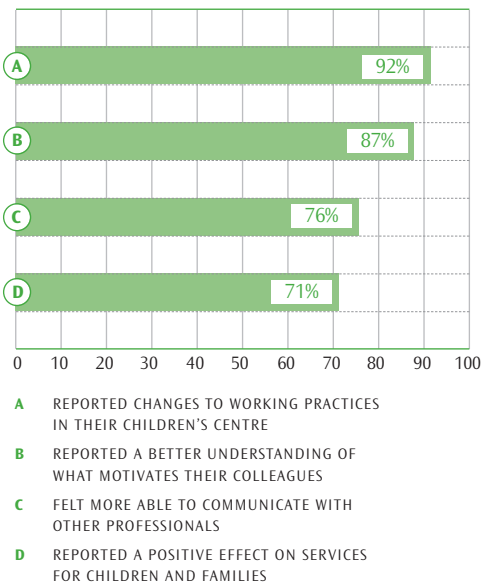
It has been estimated that a school business manager could carry out almost one-third of the tasks that would otherwise be carried out by a headteacher in a normal school week, therefore allowing the head to focus on other leadership activities.¹⁹

National Professional Qualification for Integrated Centre Leadership (NPQICL)

NPQICL is the first national programme to address the needs of leaders within multi-agency, early years settings. It is recognised as a qualification for working in multi-agency and multi-disciplinary environments across education, health and social services.

Some 92% of those involved in NPQICL believe the programme has had significant impact in changing procedures and practice. Of participants at the end of the first year of the programme's roll-out, 71% reported a perceived positive effect on children and families.²⁰

Impact of NPQICL on participants²⁰



Inspiring and engaging school leaders

Annual Survey of School Leaders

The attitude of headteachers and other school leaders towards the College and its work:²¹

What do headteachers think of NCSL? (n = 434)

95% think NCSL supports the development of future leaders

91% think NCSL supports school leaders

87% think NCSL has a positive impact on education

85% think NCSL is effective in achieving its aims

82% think NCSL helps to raise standards

How do school leaders who have been involved with NCSL judge the impact of their experience? (n = 921)

90% think their involvement has been relevant to their current needs and context

88% developed their leadership skills and knowledge

85% think their involvement has been effective

84% improved their personal development

Sources

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- ³ 2007, *London Leadership Strategy: Review of school-to-school support*, London, NCSL
- ⁴ Berwick, G, 2007, *London Leadership Strategy Impact Report*, London, NCSL
- ⁵ NCSL *National Leaders of Education deployment record*, 2008
- ⁶ NCSL, 2008, *National Leaders of Education / National Support Schools: Review of school-to-school support, executive summary pp 1, 2-6*, Nottingham, NCSL
- ⁷ NCSL internal data records 15 September 2008: *number of school leaders engaged with, or having completed, each programme since 2003*
- ⁸ NCSL *Annual Reports 2001–2006*
- ⁹ Gu, Q & Sammons, P, 2008, *Levels of English Secondary Schools' Recorded Engagement in NCSL Activities*, p 1, Nottingham, University of Nottingham
- ¹⁰ Gu, Q & Sammons, P, 2008, *Levels of English Primary Schools' Recorded Engagement in NCSL Activities*, p 1, Nottingham, University of Nottingham
- ¹¹ Gu, Q, Sammons, P & Cooper, D, 2008, *Exploring Changes in Secondary Schools' Academic Results and Relationships with NCSL Engagement over Six Years: Interim report*, Table 3, Nottingham, University of Nottingham
- ¹² Gu, Q, Sammons, P & Cooper, D, 2008, *Exploring Changes in Secondary Schools' Academic Results and Relationships with NCSL Engagement over Six Years: Update report*, Table 1, Nottingham, University of Nottingham
- ¹³ DCSF, *School Workforce in England Pension Data*, 2007
- ¹⁴ General Teacher Council for England, *School Workforce Data*, 2007
- ¹⁵ NCSL NPQH completion records, August 2008
- ¹⁶ DCSF *School Workforce in England* (618G)
- ¹⁷ *Local authority self-evaluation reports (SUCPL130)*
- ¹⁸ University of Hull, 2007, *Bursar Development Programme: Final evaluation report 2003–2007*, Figures 3, 1 & 4; p 3, Nottingham, NCSL
- ¹⁹ McKinsey & company, *A New Frontier for School Business Management*, 2007, London
- ²⁰ NCSL, 2007, *Realising Leadership: Children's centre leaders in action: The impact of the National Professional Qualification in Integrated Centre Leadership (NPQICL) on children's centre leaders and their centre: Final report*, pp 5–6, Nottingham, NCSL
- ²¹ EdComs, *NCSL Opinion Survey 2008*, pp 3, 15 & 4

Publications and resources also available from NCSL:

NCSL programmes for school leaders at all levels. www.ncsl.org.uk/programmes

Publications and resources available to download and order. www.ncsl.org.uk/publications

The Leadership Network brings together the experience and ideas of school leaders across the country to create a powerful focus for change and development in school leadership. www.ncsl.org.uk/leadershipnetwork

The Leadership Library is a free unique resource bringing together some of the best leadership and management thinking from around the world. www.ncsl.org.uk/leadershiplibrary

The Learning Gateway is a single access point to all NCSL's online learning tools and resources. It provides access to talk2learn, a vibrant online community of over 120,000 members. www.ncsl.org.uk/learninggateway

The Tomorrow's Leaders Today campaign is about finding, developing and keeping great headteachers. www.ncsl.org.uk/tomorrowsleaderstoday

ECM Leadership Direct is an online resource exploring the implications for Every Child Matters for schools and school leaders. www.ncsl.org.uk/ecmleadershipdirect

A full version of this report can be ordered or downloaded from www.ncsl.org.uk/publications

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