

Making a Difference

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

SCHOOL LEADERS

Every child in England today has one shot at a good school education. They grow up quickly and it's hard to recover from the educational set backs they can face if they go to a school which is inadequately led.

It is, of course, a joint responsibility between everyone working in schools and the wider educational context to ensure that the life chances of children and young people improve. But the National College for School Leadership's mission is for all schools to be led by great headteachers and leadership teams, because our primary aim is the improvement of children's lives. It's at the heart of everything we do.

National and international research stresses the importance of a good headteacher. At NCSL we understand the difference superb heads can make not just to their own school but to other schools in the neighbourhood or even further afield. We run a range of innovative world class programmes which are making a real difference to teachers and to the educational experience of thousands of children and young people throughout the country.

As you will see from this booklet, we are making measureable improvement to the quality of school leadership in England, for example, schools in difficulties that are helped by our Local Leaders of Education and National Leaders of Education show significant improvement. We are working with schools to help them to identify leadership talent, grow future leaders and to develop a self-sustaining approach to leadership development.

I hope this booklet helps you understand more about the work of NCSL and about the difference that great leadership development and great leaders are making in England's schools.



Steve Munby

Chief Executive, National College for School Leadership,
Nottingham, November 2008

Inspiring leaders, improving children's lives

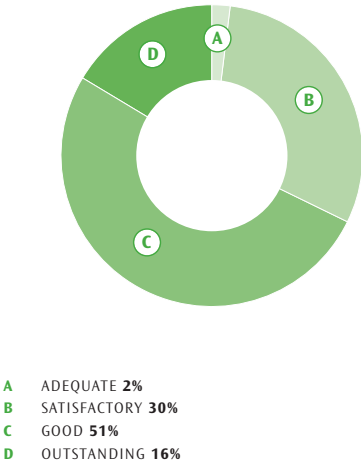
The National College for School Leadership (the College) aims to improve children's lives by developing and supporting school leaders to be the best they can be. Our work – strategic initiatives, leadership development programmes and policy and research activities – enables leaders of current and future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

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

Ofsted judgements for school leadership and management 2006-07¹

Leadership and management were good or outstanding in two-thirds of schools, and at least satisfactory in 97% of schools in England in 2007/08, according to Ofsted.

Ofsted judgements for school leadership and management 2007-08¹



OECD report: an international view of school leadership

The Organisation for Economic Co-operation and Development (OECD) has described effective school leadership as essential to improving teaching and learning in schools, and a key means of connecting the individual school with the world beyond. Given the increased autonomy and accountability of schools today – and England has one of the most devolved systems of school leadership in the world – leadership is more important than ever, the OECD report says. It adds:

“There is evidence that [the National College of School Leadership (NCSL)] is having a positive impact on education and that those involved have improved their knowledge. A majority [of school leaders] are reported to have felt that NCSL had contributed to improved standards of achievement in their school.”²

Cabinet Office report

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.”³

“

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 and support. (Cabinet Office)

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Inspiring system leadership for system improvement

System leadership refers to leadership that goes beyond the individual school to influence the education, achievement and well-being of all children and young people more widely. These system leaders are crucial in building a more self-sustaining system. They are opening up opportunities for children and young people across schools, building capacity and capability and spreading best practice.

The College's approach to system leadership involves identifying the best school leaders and enabling them to provide support and advice to others to drive improvements across the wider school system. Our collaborative initiatives are demonstrating how the best school leaders and their schools can raise standards and reduce variation in performance across groups of schools.

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.⁴ 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.

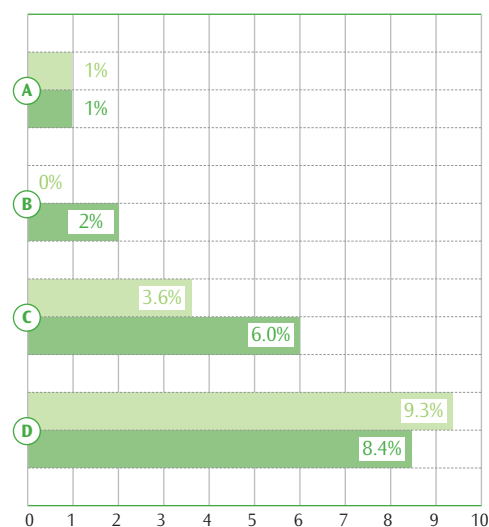
The impact of the LLS has been impressive. Not only have the schools receiving support seen their standards rise faster than the national average, but so too have those schools providing the support.

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

The City Challenge programme was praised by Christine Gilbert, Her Majesty's Chief Inspector of Schools. She said it had “contributed to significant improvement in pupils’ achievement in a number of London schools with a history of poor performance.”⁵

Within London, 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 for all schools in London was 1%.⁶

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



ENGLISH MATHS

- A PRIMARY SCHOOLS **NATIONALLY** (N = 17,192)
- B PRIMARY SCHOOLS **LONDON** (N = 1,806)
- C PRIMARY SCHOOLS **SUPPORTING** (N = 43)
- D PRIMARY SCHOOLS **SUPPORTED** (N = 60)

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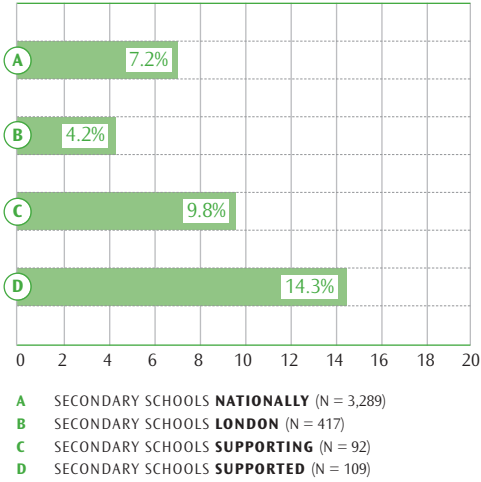
The City Challenge has contributed to significant improvement in pupils’ achievement in a number of London schools with a history of poor performance.

(Christine Gilbert, Her Majesty’s Chief Inspector of Schools)

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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.⁷

Average GCSE (5+A*-C) improvement 2003 to 2007



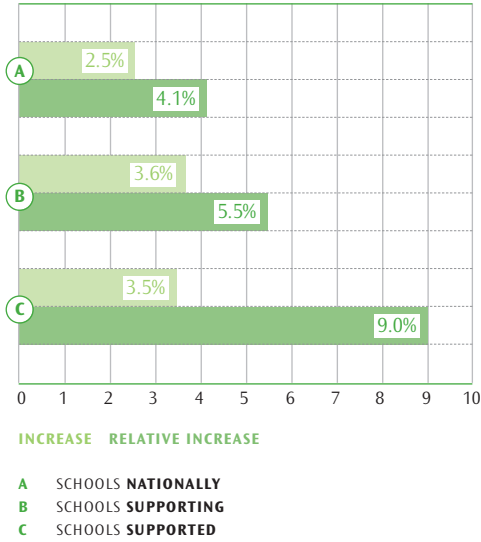
All three London schools that were in special measures and involved with this work during 2006 came out of this category in under a year.⁷

National Leaders of Education

The College has trained and supported more than 180 National Leaders of Education (NLEs) since it launched the initiative in 2006. These 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 in transition towards closure, amalgamation, federation or academy status. Support is provided by the NLE alongside staff from their school, which is designated as a National Support School (NSS).

- Over 100 NLEs and their NSSs supported more than 50,000 pupils in more than 100 schools in 2007/08.⁸
- Some 51 secondary schools, 40 primary schools and 6 special schools have been provided with additional leadership capacity as a result of the programme.⁹
- Both supported and supporting schools have improved their exam results at a faster rate compared with the national average.

GCSE (%5+A*-C) improvements 2006-07⁹



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

There have been more than 20 Ofsted inspections and monitoring visits to schools in special measures or with notices to improve involved in the NLE/NSS programme. Most of these reports have referred to the positive impact that NLEs and their schools are having.

“Over 100 National Leaders of Education and National Support Schools supported over 50,000 pupils in more than 100 schools during the 2007–08 academic year.”

Leadership development that makes a difference

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

Research indicates that those who engage in NCSL programmes are more likely to achieve more rapid improvement in results for their pupils. The information below summarises the impact, quality and reach of these programmes.

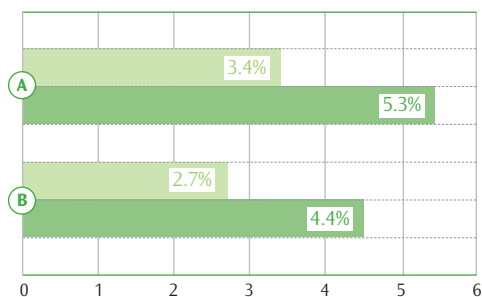
Impact of engagement with NCSL programmes

By April 2008, 96% of secondary schools¹⁰ and 79% of primary schools¹¹ had taken part in at least one of the following core NCSL programmes:

- Leading from the Middle
- Leadership Pathways
- National Professional Qualification for Headship
- Early Headship Provision
- Head for the Future (formerly the Leadership Programme for Serving Headteachers, or LPSH)

Between 2003 and 2006, primary schools that had participated in three or more of NCSL's core programmes achieved a higher rate of improvement in English and maths at Key Stage 2 than other schools.¹²

Average KS2 improvement of engaged primary schools (2003-06)¹²

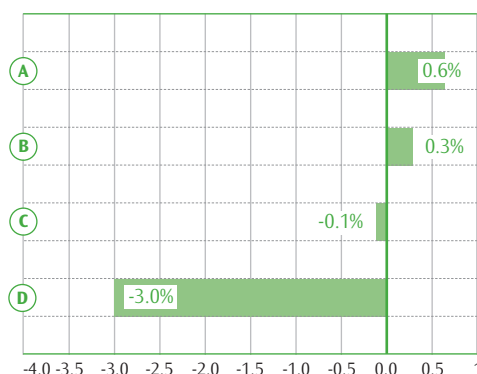


NO ENGAGEMENT WITH NCSL CORE PROGRAMMES (N = 3,644)
 ENGAGEMENT WITH AT LEAST THREE NCSL CORE PROGRAMMES (N = 2,062)

A ENGLISH
 B MATHS

Secondary schools show similar benefits. Between 2006 and 2007, secondary schools that engaged with two or more NCSL core programmes saw their rate of pupil progress between Key Stage 2 and GCSE rise, while schools that had not engaged with the College fell back.¹³

Change in KS2 Value-Added Measure 2006 to 2007¹³

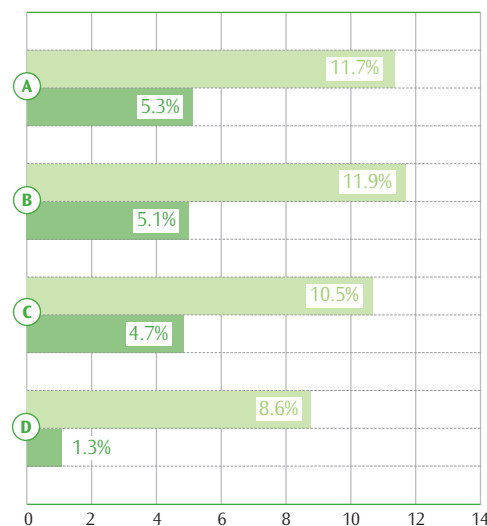


A **HIGH**: AT LEAST THREE NCSL CORE PROGRAMMES (N = 1,578)
 B **MEDIUM**: TWO DIFFERENT NCSL CORE PROGRAMMES (N = 1,032)
 C **LOW**: ONE NCSL CORE PROGRAMME (N = 566)
 D **NO ENGAGEMENT** (N = 123)

Impact is also visible in GCSE results: between 2001 and 2007, secondary schools participating in NCSL core programmes achieved higher rates of improvement in their GCSE results.¹⁴

Between 2005 and 2007, the rate of improvement for schools most engaged with NCSL's leadership development programmes was over four times that of secondary schools that were not involved with this aspect of NCSL provision.¹⁴

GCSE (5+A*-C) improvement of engaged secondary schools¹⁴



2001-07 2005-07

A **HIGH**: AT LEAST THREE NCSL CORE PROGRAMMES (N = 1,578)
 B **MEDIUM**: TWO DIFFERENT NCSL CORE PROGRAMMES (N = 1,032)
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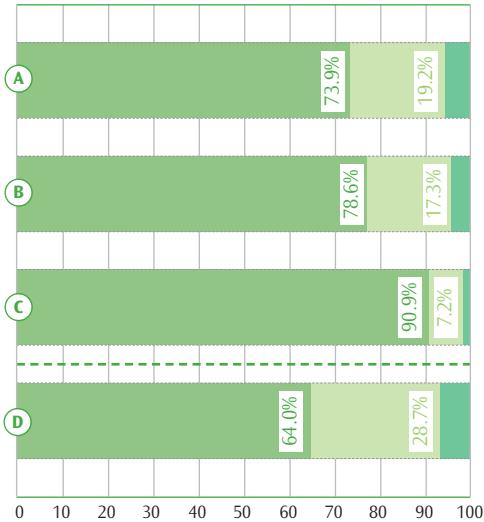
Between 2005 and 2007, the rate of improvement in GCSE results for schools most engaged with NCSL's core programmes was over four times that of non-engaged schools.

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Evidence from Ofsted reports also reveals how involvement with the College has raised the quality of leadership in schools. A comparison of Ofsted inspection outcomes for schools engaged with NCSL core programmes shows a significant improvement in judgements of leadership and management over time.

Between 2000–03, the leadership of the headteacher and key staff was judged to be good or better in fewer than two-thirds of cases of schools engaged with NCSL. However, between 2003–05, there had been a marked improvement. The leadership of the headteacher was judged to be excellent, very good or good in 91% of schools engaged with the College, and the leadership of key staff was judged to be excellent, very good or good for 79% of engaged schools.¹⁵

Ofsted leadership judgements for schools engaged with NCSL core programmes¹⁵



EXCELLENT/VERY GOOD/GOOD
SATISFACTORY
UNSATISFACTORY/POOR/VERY POOR

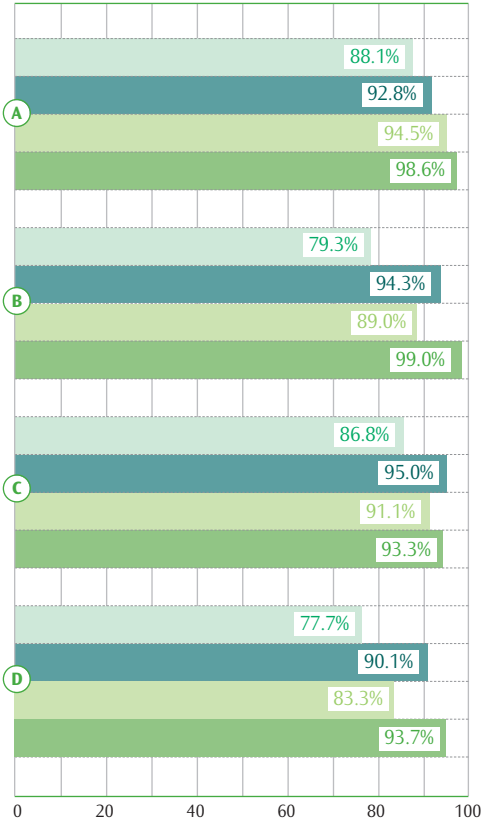
- A 2003-05 LEADERSHIP AND MANAGEMENT (N = 587)
- B 2003-05 LEADERSHIP OF KEY STAFF (N = 587)
- C 2003-05 LEADERSHIP OF HEADTEACHER (N = 587)
- D 2000-03 LEADERSHIP OF HEADTEACHER AND KEY STAFF (N = 1,425)

Meeting the needs and expectations of school leaders: Participant satisfaction with NCSL programmes

School leaders have consistently rated our programmes highly. For example, between October 2007 and August 2008, the first cohort on Leadership Pathways reported a participant satisfaction level above 90% with some 95% saying it had increased their confidence as a leader.¹⁶

During 2007-08, participant satisfaction levels on Leading from the Middle, Early Headship Provision (including New Visions) and Head for the Future were usually over 80% and frequently over 90%.¹⁷

Participant satisfaction ratings¹⁷



LEADING FROM THE MIDDLE (N = 590)
LEADERSHIP PATHWAYS COHORT 1 (N = 1,033)
EARLY HEADSHIP PROVISION (NEW VISIONS) (N = 269)
HEAD FOR THE FUTURE (N = 286)

- A PROGRAMME MEETING EXPECTATIONS
- B PROGRAMME RELEVANCE
- C INCREASED CONFIDENCE AS LEADER
- D ANTICIPATED IMPACT IN SCHOOL

“Research indicates that those who engage in NCSL programmes are more likely to achieve more rapid improvement in results for their pupils.”

Participation in NCSL programmes since 2000

Since the College opened in 2000, more than 230,000 places on its programmes have been taken up by school leaders and aspiring leaders at all levels.^{18,19} This has included the following:

Middle leaders

Leading from the Middle (participants since 2002)	46,551
Leadership Pathways (participants since 2006)	15,650

Aspiring headteachers

National Professional Qualification for Headship (graduates since 2000)	28,528
National Professional Qualification for Headship (graduates since 1997)	30,123

New headteachers

Early Headship Provision (participants since 2000)	6,739
New Visions (participants since 2002)	1,404

Experienced headteachers

Head for the Future (formerly LPSH) (participants since 2006)	1,508
Leadership Programme for Serving Headteachers (LPSH) (participants since 2000)	3,091

School business managers

Certificate of School Business Management (participants since 2002)	9,155
Diploma of School Business Management (participants since 2003)	2,419

Every Child Matters and Standards programmes

National Professional Qualification in Integrated Centre Leadership (participants since 2004)	1,654
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Strategic programmes and initiatives (ICT)

Strategic Leadership of ICT (SLICT) (participants since 2002)	3,255
Strategic Leadership of ICT (SLICT) – primary (participants since 2003)	1,952

Developing leaders for tomorrow

The succession planning challenge for school leadership that we face in England is a complex one, but the key factor is demographic. In March 2007, almost two-thirds of headteachers were aged over 50, and over one quarter were aged over 55.^{20,21} 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. The challenge is compounded by an increase in the proportion of headteachers taking early retirement. The net result is an urgent need to identify and develop leadership talent throughout the system in order 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 and encouraging them into headship

It is mandatory to hold or have a place on the **National Professional Qualification for Headship** (NPQH) in order to apply for a first headship in the maintained sector, and from April 2009 all first-time headteachers must be NPQH graduates. Increasingly the number of NPQH graduates and the number of those who progress to headship is crucial if a headteacher shortage is to be forestalled. By March 2008, over 28,000 school leaders had graduated from NCSL's National Professional Qualification for Headship.²² In September 2008 the first cohort of applicants entered the newly designed NPQH, which is targeted even more tightly on identifying and preparing those leaders who are ready for headship through a rigorous selection process and a development approach which includes a placement in another school or context.

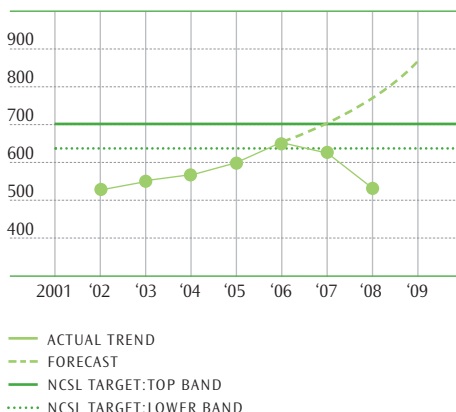
The aim of NCSL's **Associate Headteacher Programme** is to prepare experienced deputies for headships in schools in challenging contexts by giving them experience of a headship role in another school combined with an intensive programme of development days. By October 2008, more than half of those who had graduated from NCSL's Associate Headteacher Programme were practicing headteachers.²³

Be a head is NCSL's relationship marketing programme for NPQH graduates. It aims to increase graduates' confidence and appetite for applying for headship. In the 12 months between March 2007 and March 2008, 30% of NPQH graduates on Be a head reported that they were closer to applying for headship.²⁴

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 forecast figure of 780 and more than met the target set by the Department for Children, Schools and Families (DCSF).²⁵

Temporarily filled headteacher posts²⁵



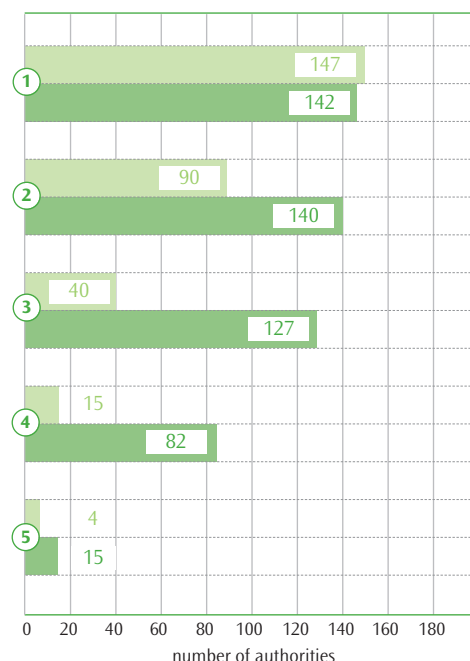
Developing local solutions

Progress of local authorities

All local authorities in England (except the Isles of Scilly and City of London) are participating in NCSL's Wider Local Solutions project, which aims to address the succession planning challenge. National Succession Consultants are working with local authorities to develop their strategies. At the time of writing, 72 local authorities 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 of 2008, 85% of local authorities had a succession planning plan in place, and 55% had either completed or begun implementation of their plan.²⁶

Progress of Local Authorities: succession planning strategies²⁶



1ST VISIT AUTUMN 07 (N = 147)

3RD VISIT AUTUMN 08 (N = 142)

- 1 STAGE 1: ENTERED NCSL AGREEMENT
- 2 STAGE 2: GATHERED DATA
- 3 STAGE 3: DEVELOPED STRATEGY AND PLAN OF ACTION
- 4 STAGE 4: COMMENCED IMPLEMENTATION
- 5 STAGE 5: FULLY IMPLEMENTED

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Developing multi-skilled leadership teams

School and children's centre leadership cannot be effective if it is invested in just 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 of increasing their capacity. Schools and children's centres are also 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 changes, particularly through our Bursar Development Programme and the National Professional Qualification in Integrated Centre Leadership.

Bursar Development Programme

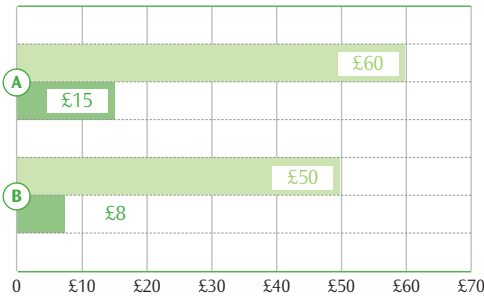
Effective business management in schools creates more efficient organisations and enables the headteacher and other members of the leadership team to focus on the core business of effective learning and teaching.

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.²⁷

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

CSBM graduates have delivered substantial savings and brought in significant levels of additional funding to their schools. In addition, 92% of CSBM graduates say their ability to operate as leaders has been enhanced as a result of their work on the programme.

CSBM graduates savings and additional funding per pupil²⁸



ADDITIONAL FUNDING SAVINGS

- A PRIMARY PHASE
- B SECONDARY PHASE

Some 93% of DSBM graduates also report 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.²⁸

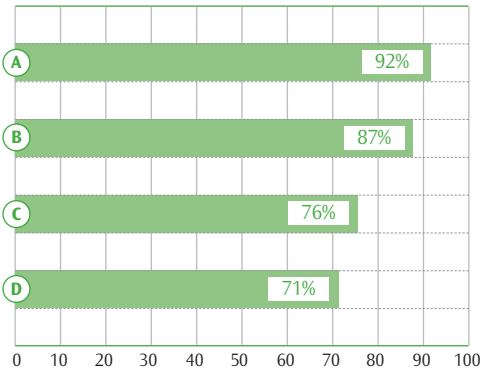
The knowledge and content in both programmes are now being developed in a new programme, the Advanced Diploma of School Business Management (ADSBM).

National Professional Qualification in Integrated Centre Leadership

The National Professional Qualification in Integrated Centre Leadership (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.

92% of those involved in NPQICL believe the programme has had significant impact in changing procedures and practice. In addition, participants said that involvement in NPQICL had improved the way in which the leaders of children’s centres work with colleagues from other disciplines. Feedback also indicates that NPQICL has had significant personal impact in terms of self-confidence, knowledge about leadership, new skills, and changes in attitudes, values and beliefs.²⁹

Impact of NPQICL on participants²⁹



- A REPORTED CHANGES TO WORKING PRACTICES IN THEIR CHILDREN’S CENTRE
- B REPORTED A BETTER UNDERSTANDING OF WHAT MOTIVATES THEIR COLLEAGUES
- C FELT MORE ABLE TO COMMUNICATE WITH OTHER PROFESSIONALS
- D REPORTED A POSITIVE EFFECT ON SERVICES FOR CHILDREN AND FAMILIES



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Inspiring and engaging school leaders

Annual Survey of School Leaders

The attitude of headteachers and other school leaders towards the College and its work:³⁰

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

NCSL's Annual Leadership

Conference: Seizing Success (n = 480)

More than 1,500 delegates attended NCSL's annual leadership conference in June 2008.³¹

100% rated the conference good or excellent

98% agreed that the event was inspiring

98% agreed that the event fulfilled or exceeded their expectations

99% rated the content of the event as relevant to them

98% agreed that the event improved their personal knowledge of the education system

95% said they would attend next year's conference

Leadership Network

The College's Leadership Network is open to all school leaders and those in education-related leadership roles. It brings together leaders across the country to share and develop their leadership learning and to draw policy issues from professional practice.

The network has over 17,000 members (as at November 2008) and is growing rapidly. A recent survey showed that 95% of participants rate the network's regional events as good or excellent.³²

The Leadership Network represents:³³

one-third of primary schools

three-quarters of secondary schools

almost half of special schools

Sources

- ¹ Ofsted, 2007, *Annual Report of Her Majesty's Chief Inspector*, 2006/07, London, Ofsted
- ² OECD, 2008, *Improving School Leadership Volume: Policy and practice*, pp 16 & 129, Paris, OECD
- ³ Cabinet Office, 2008, *Excellence and Fairness: Achieving world class public services*, p 31 para 85, Norwich, HMSO
- ⁴ NCSL *London Leadership Strategy deployment records*, Oct 2008
- ⁵ Gilbert, C, 2007, *Opening remarks, Press conference for the launch of the Annual Report of Her Majesty's Chief Inspector 2006/07*, 17 October
- ⁶ 2007, *London Leadership Strategy: Review of school-to-school support*, London, NCSL
- ⁷ Berwick, G, 2007, *London Leadership Strategy Impact Report*, London, NCSL
- ⁸ NCSL *National leaders of education deployment records*
- ⁹ NCSL, 2008, *National Leaders of Education / National Support Schools: Review of school-to-school support, executive summary* pp 1, 2-6, Nottingham, NCSL
- ¹⁰ Gu, Q & Sammons, P, 2008, *Levels of English Secondary Schools' Recorded Engagement in NCSL Activities*, p 1, Nottingham, University of Nottingham
- ¹¹ Gu, Q & Sammons, P, 2008, *Levels of English Primary Schools' Recorded Engagement in NCSL Activities*, p 1, Nottingham, University of Nottingham
- ¹² Gu, Q, Sammons, P & Cooper D, 2008, *Exploring the Impact of Involvement in NCSL Activity on Primary School Improvement*, Tables 9 & 10, Nottingham, University of Nottingham
- ¹³ 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
- ¹⁴ 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
- ¹⁵ Gu, Q & Sammons, P, 2006, *Exploring the Impact of Involvement in NCSL Activity on School Improvement: Interim report*, Table 16, Nottingham, University of Nottingham
- ¹⁶ NCSL, *CQI/QA questionnaire data*, August 2008
- ¹⁷ NCSL, *CQI/QA questionnaire data*, financial year 2007-08
- ¹⁸ NCSL *internal data records 15 September 2008: number of school leaders engaged with, or having completed, each programme since 2003*
- ¹⁹ NCSL *Annual Reports 2001–2006*
- ²⁰ DCSF, *School Workforce in England Pension Data*, 2007
- ²¹ General Teacher Council for England, *School Workforce Data*, 2007
- ²² NCSL *NPQH completion records*, August 2008
- ²³ NCSL *Associate Headteacher Programme graduate tracking records*, 2008
- ²⁴ *Be a head NCSL dashboard*, March 2008
- ²⁵ DCSF *School Workforce in England (618G)*
- ²⁶ *Local authority self-evaluation reports (SUCPL130)*
- ²⁷ McKinsey, 2007, *A New Frontier for School Business Management*,
- ²⁸ University of Hull, 2007, *Bursar Development Programme: Final evaluation report 2003–2007*, Figures 3, 1 & 4; p 3, Nottingham, NCSL
- ²⁹ 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
- ³⁰ EdComs, *NCSL Opinion Survey 2008*, pp 3, 15 & 4
- ³¹ NCSL *Annual Leadership Conference 2008: feedback and evaluation*, RS Live, Warwickshire
- ³² NCSL *Leadership Network event evaluation records*, September 2008
- ³³ NCSL *Leadership Network membership records*, September 2008

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**

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