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# 2

## Section 2 **Aims and objectives of the evaluation**



### 2.1 **Introduction**

The BDP was established in order to:

- train at least 1,000 SBMs
- develop training programmes and pilot two specific courses
- establish a school business management profession with a clear and transparent pathway

This chapter outlines the aims, approaches and outputs of the evaluation of this programme.

### 2.2 **Aims of the evaluation**

The overall aims of this evaluation were to:

- examine the extent to which the BDP has met its organisational objectives, and impacted upon and met the needs of its participants
- assess the engagement by participants with various aspects of the programme
- identify which interventions and practices were most beneficial in securing the programme's desired outcomes
- describe how BDP outcomes are being applied in schools

### 2.3 **Approach of the evaluation**

To achieve these aims we took the following approaches:

- in-depth formative and summative evaluation, at three levels (NCSL, school and individual), of the implementation of BDP activities, with emphasis on input and history; practices, processes and mechanisms; and outputs, impacts and outcomes
- in-depth formative and summative evaluation of the pilot-stage DSBM course
- collection of evidence on the BDP's impact on SBMs and on their schools
- development of a set of indicators for assessing the extent to which the BDP has achieved its strategic aims

## 2.4 Key BDP outputs

With a commitment to the stated aims and objectives, and to the identification of context-specific mechanisms for success or failure, evaluation has taken place at three levels: NCSL itself, SBMs' local school context and the individual SBMs. At each level our desire was to illuminate key inputs, processes and mechanisms, outputs, impacts and outcomes.

### NCSL

At the level of NCSL we have examined and analysed stakeholder perspectives on:

- the role of SBMs, using NCSL baseline study data
- outputs, impacts and outcomes of engaging with the BDP
- relationships between BDP outputs and outcomes and its strategic aims
- key levers for BDP success as perceived by trainers, tutors and participants
- organisational, institutional and individual barriers to SBM development and how they have been overcome
- relationship between BDP work and SBMs' performance
- relationship between BDP work and value for money in school performance

### The school

At the level of the local school, our intention was to explore from a whole-school perspective:

- BDP impact on school leadership, organisation and management
- interaction between SBMs, governing bodies, headteachers and senior management
- organisational, institutional and individual barriers to partnership and how they have been overcome
- key levers for success as perceived by stakeholders
- remaining challenges
- stakeholder perceptions of SBM engagement with the BDP
- impact of the BDP on development of the SBM role

**The individual SBM**

At the level of individual SBMs our intention was to explore:

- perceived impacts and outcomes of engaging with the BDP
- impact of the BDP on SBMs' understanding of their role
- constraints and enabling factors in implementing BDP outputs
- key levers for success as perceived by SBMs
- remaining challenges

## 2.5

**Summary**

In this chapter we have identified the aims of this evaluation, shown how the BDP's overall aims have guided the evaluation, and identified key outputs.