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7

Section 7 **Impact of the Bursar Development Programme**



7.1 **Introduction**

This chapter presents our evaluation of the impact of the Bursar Development Programme over the last three years, with reference to the objectives stated in the tender document.

The chapter has four sections, presenting our evaluations of:

1. The extent to which the BDP's overall aims have been achieved
2. The programme's impact at the level of NCSL
3. The programme's impact at the level of the school
4. The programme's impact at the level of the individual SBM

The chapter ends with a summary, indicating our overall evaluation of impact.

7.2 **Achievement of the BDP's overall aims**

The BDP's original aims included training at least 1,000 existing and new SBMs by 2006. This target was exceeded in 2005, and now over 3400 candidates have completed the CSBM course and over 500 candidates have completed the DSBM course. In the short time period of the programme, these numbers point to real progress and impact.

NCSL has achieved the objective of developing and implementing a school business manager training programme. A certificate-level course was already in place when we commenced this evaluation. A diploma-level course was being piloted, and since then has been rolled out nationally. The development of this training programme has required development of course structure and materials, pilot studies, assessment procedures, marketing strategies and professional accreditation, and attention to a full range of contractual and management issues relating to programme delivery.

The original aims required the piloting of CSBM and DSBM courses. Both of these have been achieved. The CSBM pilot course has been evaluated by the University of Manchester and the DSBM course by the present team from the University of Hull. In the development of the DSBM, the responsive approaches of the NCSL team to pilot-course outcomes have been very substantially incorporated into the nationally rolled-out course.

The aims at the outset included building a broader strategy for recruiting, inducting, deploying, developing and accrediting SBMs. The success of this is clearly evidenced by the demand for the BDP courses. In market terms, demand for the course has varied between very strong and almost overwhelming. Prospective new SBMs have been inducted, with a very successful external candidate workshop piloted and used repeatedly. The Institute of Administrative Management externally accredits both the CSBM and DSBM courses, adding the advantages of professional recognition and membership. This confers on course graduates status outside the field of education.

The original aims included the establishment of a profession of school business management and the provision of a clear and transparent professional pathway. The courses have contributed substantially to this objective. Increasingly, schools are stipulating that candidates for new SBM posts have either a CSBM or a DSBM qualification. The creation of an independently maintained website for school business management employment emphasises the growing sense of professionalism. Our research suggests strongly that a growing number of DSBM graduates are taking serious stock of their career options.

Whilst some universities are developing first degree and Masters level courses in SBM and related work, the BDP is in a sense a victim of its own success, faced with growing demands for a new consultant-level course to accommodate the more complex organisational structures that are bound to emerge as a result of extended schools and the introduction of federated schools (see chapter 8).

7.2.1 **Participants' engagement with the courses**

The level of candidate participation in the BDP has been exceptionally high. In our visits to residential sessions, we found candidates to be enthusiastic, engaged and clearly benefiting from the CSBM and DSBM courses; data presented in chapters 4 and 5 clearly confirms this view. Candidates have made substantial use of the electronic support facility – more so, we are told by tutors and candidates, in the CSBM course than in the DSBM course. Tutors are generally enthusiastic, committed and well informed.

7.2.2 **Factors in the achievement of programme objectives**

A number of factors have contributed to the achievement of the BDP's objectives.

The quality and commitment of tutors means that residential sessions and electronic follow-up are a very strong contributory factor. Many candidates voiced concerns in the early stages of the programme about their confidence and their ability to complete the programme, as shown by interview, face-to-face visit and KnoCon questionnaire results. The extent to which candidates report in the impact surveys that this has been overcome provides strong evidence that tutors have handled teaching, materials and candidates effectively.

We have been told on many occasions that the CSBM course materials are of a very high quality and the content exemplary. Some candidates value them so highly that they are used as reference materials back in school.

The residential training sessions have been a key feature in the courses' success. These sessions are a key element in the course strategy as a whole: they provide a means for initial contact between SBMs and with experienced tutors, the opportunity to build professional networks and an impetus to continue. Although some SBMs initially found the prospect of the sessions daunting, they quickly found them to be a key element in raising their self-confidence.

The presentation requirement of the CSBM course has proved to be pivotal in the programme's success. For many candidates this was a challenge outside their experience, but having successfully completed it, their confidence has been substantially enhanced.

SBMs have told us they have found the graduation events to be a very appropriate way to complete the course.

The assessment approach for the DSBM course has been an improvement over that for CSBM in that DSBM assessment is continuous rather than end-loaded. This may be a contributory factor to the better retention and completion rates on the DSBM course.

7.2.3 Application of BDP outcomes in schools

In our data chapters we reported a wide range of evidence of the application of BDP outcomes in schools. These include:

- increased confidence – and, by implication, performance – of SBMs
- use of policy materials from the courses for deployment in schools
- improvement in SBMs' ability to operate as leaders
- a substantial shift in how SBMs use their time, from administration to leadership activities
- growing SBM skill in achieving savings and bringing in new money
- ability to manage projects and make changes in the provision of services
- leadership of support staff

7.3 Programme impact at NCSL level

At the level of NCSL, we have examined and analysed stakeholder perspectives with a view to evaluating:

- the role of SBMs, using NCSL baseline study data
- outputs, impacts and outcomes of engaging with the BDP
- relationships between BDP 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

7.3.1 The role of SBMs

The University of Lincoln baseline study (2004) described a number of key features of the SBM role. Our research has led us to the following observations.

- As the University of Lincoln study found, SBMs carry a multitude of responsibilities. Since that study, the number of external initiatives, including remodelling the workforce, extended schools and Every Child Matters, have significantly added to what SBMs may be required to do.
- The University of Lincoln study reported that the school bursar role was expanding to include business management responsibilities, HR, facilities, ICT and risk management. The 2004 data from that study shows that few bursars were then called school business managers. Many more are now referred to as school business managers (our 2006 survey of DSBM graduates revealed that there were two and a half times as many SBMs as bursars) and their responsibilities have widened to incorporate many if not all of the features that the University of Lincoln study suggested were on the horizon.
- Whilst there are still SBMs who are involved with aspects of administration, our findings show that SBMs are now engaged in less administration and more leadership work.
- The University of Lincoln study suggested that there was a potential risk that with the removal of administrative responsibilities from teachers, bursars would become overloaded. In our findings there was very little if any evidence of this. Many SBMs report decreases in administrative tasks and point to a corresponding increase in employment of clerical support staff in schools.

- The University of Lincoln study pointed to the need for bursars and school management teams to come together for the effective development of the school. Our data suggests that this is happening in a growing number of cases and that where it is, SBMs are performing a key leadership function. However, data indicates that not all headteachers capitalise on the benefits that can accrue from employing a school business manager.

Our data does indicate that the role of the bursar or SBM has changed since the University of Lincoln study and that there is every indication that it will continue to change. The BDP has been a central plank in this achievement and stands to benefit the school business management profession further.

7.3.2 Outputs, impacts and outcomes of engaging with the BDP

A key output is the substantial numbers of SBMs who have been trained as a result of the programme – over 3400 on the CSBM course and over 500 on the DSBM course. This represents a very substantial achievement.

In addition to the raw numbers of course graduates, many consider that they are having a significant impact in their schools. This has been evidenced particularly in the impact surveys which present a very encouraging picture. Table 7.1 presents data from the CSBM impact survey and table 7.2 from the DSBM survey.

Table 7.1: SBMs' perceptions of their impact in school (CSBM, n= 282)

CSBM element	Percentage at or above the midpoint of the scale
Health and safety	83.0
Facilities	86.3
ICT	69.5
Management	84.9
Financial management	91.0
HRM	82.1
Administration	86.7
Risk	80.6
Strategic development of the school	72.4

Table 7.2: SBMs' perceptions of their impact in schools (DSBM, n= 113)

DSBM element	Percentage at or above the midpoint of the scale
Change management	84.0
School improvement	75.2
Strategic management	76.9
Ability to operate as a leader	98.2

This data is substantiated by interview data in which all but two SBMs indicated that they were having a significant impact in their schools.

Longer-term outcomes can be seen in the increased confidence of SBMs, which will impact on their roles and job performance. The development of school business management as a profession is an undoubted outcome of the programme. Both qualifications are increasingly sought after, not just by SBMs but more importantly by enlightened school governors and headteachers. A further indication of this is the growing evidence that SBMs who have completed the DSBM course are now recommending team leaders from among their support service for CSBM candidature.

The statement by some senior DSBM graduates that they were considering how their careers might develop, in terms of qualification, recognition and scope, indicates a potential positive outcome. However, NCSL should consider how to accommodate this desire, particularly given the probable need for SBMs to operate at a higher level than DSBM.

Our proposal to introduce a higher-level course to accommodate such organisational complexities could help in two key ways: in helping to address the succession planning agenda and in convincing agnostic heads and local authorities that the school business management profession is one that needs to be supported and recognised.

7.3.3 Relationships between BDP outcomes and strategic aims

The outputs and outcomes of the BDP have an excellent fit with its overall aims, as illustrated by the findings below.

- More than 1,000 existing and new SBMs were trained by January 2006.
- A very effective training programme has been developed and implemented.
- Certificate and diploma courses are well established, accredited and in high demand.
- A broader strategy has been put in place to recruit, induct, deploy and develop SBMs.

- NCSL has piloted and developed a local CSBM course aimed at meeting the needs of candidates who cannot or prefer not to attend a residential course.
- A clear and transparent career pathway in school business management has been created.

7.3.4 **Key levers for BDP success as perceived by trainers, tutors and participants**

Given the policy imperative that the BDP should aim to train more SBMs for primary schools (because there are many more such schools), and that historically these have been seen as lower status personnel, the programme's success in attracting more SBMs from this sector is key. The principal lever for this is the zero cost to schools. SBMs from small schools have told us that had there been a charge, schools would have concentrated priorities and budgets on the training of teaching staff rather than SBMs.

The courses themselves have been key levers for success: the high quality of the materials, teaching and tutoring and the enthusiasm of the candidates have all contributed greatly to the success of the programme.

It is important that the programme is offered regionally and that there is a significant residential element. The design of courses as three, two-day events has ensured that candidates have time to generate professional networks and relationships with tutors and to feel inspired, with an acceptable cost in terms of disruption to schools. Given the extent of the course content, the electronic element has provided a vital means of support, access to materials and the scope to work outside the residential sessions. The balance between these two modes of study has been exactly right and therefore a key lever for success.

7.3.5 **Barriers to SBM development and how they have been overcome**

Whilst we have reported in very positive terms about much of the BDP, there have been and still are barriers to the success of the courses.

In organisational terms, these have been found to relate, in some cases, to the role of the local authority. SBMs have criticised their local authorities for being either unaware of the courses, unwilling to promote them or just organisationally slow to respond to legitimate demands from forward-looking and innovative schools. Some local authorities have also been perceived as a source of frustration for SBMs in regard to salary levels and grading. We are aware that NCSL has, with its contractors, been offering regional taster sessions and other forms of publicity and information, and has developed a localised CSBM course in an effort to engage local authorities.

A further organisational (or, arguably, individual) barrier is the course workload. NCSL now explains much more clearly the workload requirements and demands of the courses than it could at the start of the programme.

At an institutional level, one of the biggest barriers to SBM development is existing school practices and culture. Where SBMs have been successful, it has been because either they have been able to transform the culture or it has been receptive to SBM professional development. A further institutional barrier relates to the tendency by some schools to take local authority advice in setting SBM salaries.

At the individual level, the key barriers are to be found in the SBMs themselves and in their headteachers. Successful development has not taken place where individual SBMs are unwilling to tackle obstacles to their development. In our interviews we found only two such examples (a third case was marked out differently because the SBM in question realised she was being marginalised and obtained a school business manager post in another school).

Our view is that the attitude of the headteacher is potentially the single most important barrier to the successful development of a school business manager. Enlightened heads recognise the importance and value of having a school business manager, as our interview data suggests.

The biggest barrier to development comes from those whom Doyle and Ponder (1979) would have labelled 'stone age obstructionists'. The development of the school business manager offers a key way forward in tackling the growing burden of school administration, finance and compliance, all of which are vitally necessary, but not directly related to teaching and learning. The provision of a trained and certified SBM is a way forward in this respect and also makes a real contribution to alleviating headteacher workloads, enabling them to focus on leading learning. As such the SBM role is a key element of the succession-planning strategy and can contribute to improving future headteacher recruitment. We encountered one SBM who, during an interregnum between headteachers, had been, in equal conjunction with a deputy, working as acting head.

7.3.6 Relationship between BDP work and SBMs' performance

The first striking relationship between the BDP and SBMs' performance has been in the alteration of their perceived allocations of time to leadership, management and administration, as reported in chapters 4 and 5 for the CSBM and DSBM courses respectively.

The second relationship relates to the very clear improvement in SBMs' confidence as a result of the programme, as evidenced in our impact surveys and confirmed through the interview data.

The third link concerns the SBM's perceived ability to operate as a leader. This is evident across both courses and our data shows that among respondents there is a greater likelihood that they will either make more significant savings or bring in more new money.

The fourth connection is with membership of the SMT. In our impact surveys, this was a key feature, with 44.7 per cent of CSBM graduates and 77.8 per cent of DSBM graduates being members of their schools' senior management. This is a very significant increase on the situation reported a decade ago by Wallace and Hall (1994).

Given the programme's focus on primary school SBMs, the data shows that primary SBMs, who are operating as leaders, are bringing in significantly more new money per capita than other SBMs.

7.3.7 **Relationship between BDP work and value for money in school performance**

This point is exemplified above. Data in chapter 4 (table 4.17) and chapter 5 (section 5.6.5.2) confirms this.

7.4 **Programme impact at school level**

At the level of the local school, our intention was to explore and evaluate:

- 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

7.4.1 **BDP impact on school leadership, organisation and management**

The BDP has impacted positively in most schools and in particular where the headteacher has been prepared to embrace the rationale of the BDP and to support their SBM's attendance with a clear intention to foster and continue the development once the SBM has returned to school. SBMs have told us in many conversations that their heads have frequently been keen to support their attendance, especially because it has been at no cost to the school. What some have told us is that because of this they sense that there might not be full commitment on the part of the headteacher to do anything new or to facilitate the SBM's development when they return to school.

In some local areas we know that the course has had an effect. For example, one school business manager who is a DSBM graduate has chaired the local SBMs' association. The qualification has enhanced her status and enabled her to offer more advice and guidance to her local colleagues.

In terms of the processes of school leadership, the data gathered using the two impact surveys shows that SBMs perceive that they are deploying more of their time (DSBM +11 per cent and CSBM +8 per cent) on leadership activities. This finding is supported by the large percentage of SBMs who reported that their role had changed (88.9 per cent in the DSBM course and 83.6 per cent in the CSBM course), and that their job title had also changed (DSBM 35 per cent and CSBM 37 per cent).

We have found evidence that for very small schools, confederation has generated the opportunity to employ a school business manager. It was seen as a way both to preserve schools in two small rural communities and to provide the head with a business manager who is a full member of the SMT.

In some cases, SBMs have contributed locally when they have gone into the classroom, some contributing to the teaching of business studies, others to mentoring pupils and, in one case, to undertake classroom observation as part of school progress monitoring.

Further local impacts have been reported in raising the profile of support staff. This has been a very important outcome of the BDP. Numbers of support staff in schools have increased in recent years and as part of the schools' human resources procedures they need leading and managing. This is a grey area in many schools, but many SBMs have advised us that it is an area in which they are able to have impact, developing systems and procedures to facilitate better deployment and development of these members of staff.

7.4.2 **Interaction between SBMs, governing bodies, headteachers and senior management**

Impacts in this area show some positive signs but there are some negatives. On the positive side, we would draw attention to the increased membership in SMTs. Our findings (DSBM 77.8 per cent membership, CSBM 44.8 per cent) show a substantial increase over both Wallace and Hall's (1994) picture and that in the University of Lincoln (2004) baseline study. This is reinforced by heads who have told us that they see their SBMs as full and equal members of the SMT. However, some evidence suggests that this picture is not a uniform one: some heads have not recognised the potential of the SBM post nor its present incumbent, and SBMs have commented that in the SMT, whilst everyone is equal, some (the teachers) "are more equal than others".

Some headteachers have commented about the ways in which their SBMs demonstrate greater leadership and understanding. They have attributed this to the efficacy of the programme.

7.4.3 Barriers to partnership and how they have been overcome

Schools present individual contexts, and so many issues may be context specific. In organisational terms, one issue, found in many cases, relates to the management and development of support staff. SBMs have, in many cases, been able to achieve an enhanced profile for support staff, providing performance reviews, development opportunities and so on. Where there is still an issue, this is often a matter of who actually line-manages support staff. This is not an uncommon problem in schools where teachers too face issues about who their line manager is.

In terms of barriers of an individual sort, headteachers can be a barrier to SBMs' development.

Where we can report positively is in terms of BDP's contribution to enabling SBMs to overcome problems. The module on change management, part of the DSBM course, is particularly important in this respect as it has provided candidates with knowledge, tools, skills, guidance and confidence to tackle the human relations issues which are so prevalent in people-centred organisations. The CSBM has performed a similar function in facilitating candidates' negotiating skills.

These are direct effects arising from programme inputs. Other more indirect, but nonetheless important, effects are the result of the SBM networks which the BDP has generated at both local and national level. The BDP has contributed substantially to enhancing SBMs' confidence and so facilitated a raising of their profile. It has impacted in the overcoming of knowledge deficits. SBMs have commented very strongly about the value of the course materials, particularly on the CSBM course, and how these have helped them to update policies and arrangements within their schools. The BDP has contributed to showing SBMs how to help their heads with the development of administration within schools. This has been acknowledged by both SBMs and their heads, as we have shown from the data in previous chapters.

7.4.4 Key levers for success as perceived by stakeholders

We have found a number of elements that are, or contribute to, key levers for success. First, the quality of the knowledge that SBMs gain from the courses is crucial. The many positive comments about this is a clear indication that the preparation, care and appropriateness of the materials supplied by NCSL are spot on.

A further key lever is that in many schools, heads and their SBMs have realised the need to develop administrative systems and structures. Not only has this helped the heads, but SBMs have avoided becoming dumping grounds for excess administration, a fear expressed in the University of Lincoln baseline study and in earlier work by O'Sullivan *et al* (2000). This means they can take a more strategic view of this side of the school's work and therefore operate in a role with links to leadership.

A further key lever is the perception by many SBMs of operating as leaders within schools, adopting a strategic view. This is particularly evident in schools which are supportive of the development of the SBM role.

Another key lever is that the course is free of charge to maintained schools. Many SBMs, particularly in small schools, have told us that if their school had to pay for the course out of their INSET monies, sufficient funding would never be available. Paradoxically, the perception by a significant minority of SBMs of lack of commitment to the courses by their headteachers has been attributed to the fact that, because the programme is free, it hasn't appeared on the head's radar and so has been quietly forgotten or dismissed. If schools had to pay, then quite possibly the commitment of heads would rise, but equally numbers applying for the course would fall. One SBM offered an ingenious solution: recognising that all the money for school INSET and for the BDP originates with DfES, she suggested that either the money remain at NCSL and the courses continue to be free to schools or, if it would increase heads' commitment, then ring-fenced money for the development of support staff should be devolved to schools.

7.4.5 **Remaining challenges**

Whilst few schools would argue that business management skills are not required, the single most important challenge is to convince more headteachers of the value of having a properly trained SBM.

The issue of how support staff within schools is managed is an internal but nonetheless important barrier to the smooth running of schools.

The issue of SBMs' salaries remains one that, whilst outside the remit of NCSL, has an impact on the development of the profession. This is recognised by heads and SBMs, as our data shows.

There is an emerging need to develop the career structure for SBMs further, given the tendency for schools to become federated or extended.

7.4.6 **Stakeholder perceptions of SBM engagement with the BDP**

These are perceived positively. The increased confidence of SBMs is strongly welcomed in the vast majority of schools where we have visited SBMs. The up-to-date knowledge which SBMs receive as a result of the courses and their continued participation in the SBMs' online community is a very positive output.

7.4.7 **Impact of the BDP on development of the SBM role**

The principal impact of the BDP has been to raise the profile of the SBM role in schools and in the main to broaden the role of SBMs.

7.5 Programme impact at school business manager level

The final aim of this evaluation was to evaluate the impacts of the BDP at the level of the individual SBM, in terms of:

- 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

7.5.1 Perceived impacts and outcomes of engaging with the BDP

As an evaluation team we have been greatly impressed by the overwhelmingly positive response from SBMs to the BDP. In particular, SBMs have reported very favourably about how the courses have deepened and strengthened their knowledge of a wide range of key areas of school business management. Not only have the courses achieved this, but SBMs comment strongly on the ways in which the courses have enhanced their understanding about schools as educational organisations.

SBMs have commented very positively about how they feel the courses have enhanced both their technical and their interpersonal skills. This has led to a substantial increase in the reported confidence of SBMs as they go about their work.

SBMs from both courses have reported very favourably about the increase in the time they devote to leadership activities. Many SBMs have told us that their schools are seeking to employ more support staff to deal with the increasing burden of administrative and financial work. This provides opportunities for SBMs to adopt leadership roles and to provide a strategic overview and direction for this vital element of a school's life and work.

SBMs report a self-perceived increase in job satisfaction, indicating that the BDP has provided them with tools and approaches enabling them to accomplish their work more effectively and at the same time to enjoy much of it.

We have been advised by a number of SBMs that they have been awarded salary increases, often in terms of one grade (this does not negate earlier comments about salary issues). We also have evidence that the BDP has facilitated job mobility among SBMs, enabling them to move to new or better posts.

7.5.2 **Impact of the BDP on SBMs' understanding of their role**

SBMs report a much deeper understanding of the whole-school nature of schools. They have found the courses helpful in dealing with educational jargon, and many report a much better grasp of how schools function.

SBMs from both courses report a substantial increase in their ability to operate as leaders. This is a key impact of the BDP on developing their roles within schools.

SBMs have learnt through the programme that their headteachers do need managing, and we have evidence that this is being accomplished successfully. In many cases SBMs report enjoying an appropriate degree of delegated autonomy to lead on a range of key matters. Such an approach engenders trust, which builds confidence further.

The BDP has assisted many SBMs in developing their role through the development and deployment of better administrative teams. The role has been developed by providing performance review mechanisms, setting up team leader structures (leader for the finance team, leader for the office secretarial team, leader for the premises team and so on), within the overall school office administration.

Finally, the importance of bringing a business perspective to schools should not be overlooked. As our data indicates, many SBMs have worked in industry or business before joining a school as business manager. The role is often enriched by this perspective.

7.5.3 **Constraints and enabling factors in implementing BDP outputs**

There is neither a single villain nor a universal panacea for success by SBMs in implementing outputs in schools. This confirms our choice of realistic evaluation as a methodological framework. We have gathered evidence of how, at one extreme, a headteacher has emasculated the SBM role, while others have not appreciated the skills and knowledge which their SBMs possess as a result of the BDP. Equally, we have evidence from some headteachers whose enthusiasm for their SBM is almost unbridled. Headteacher approaches to SBMs are also coloured by the prevailing condition of their local authority and by the relationship which both the head and the SBM may separately have with the local authority.

7.5.4 **Key levers for success as perceived by SBMs**

Key levers for success include a range of factors directly associated with elements of the courses and their delivery. One key factor has been the quality of the materials, particularly in the CSBM course. Another can be ascribed to enhancement of SBMs' confidence as a result of the course. The growth of professional SBM support networks and information services as provided by the NCSL website are key factors. At the school, the main enabling factor has to be the attitude of the headteacher. Where they are forward looking and open to new ways of approaching issues of finance, administration, compliance and estates, then there is a real opportunity for an enthusiastic SBM to make a difference.

7.5.5 **Remaining challenges**

The main challenges for SBMs in the near future relate to career progression, salary and CPD. There will be a need to ensure that SBMs who were trained at an early stage of the programme can be updated as the requirements and regulations governing schools change and develop. Additionally, for a significant number of DSBM graduates, there is a need for a higher-level course.

7.6 **Summary**

In this chapter we have presented the main outcomes of our evaluation of the BDP. As to overall programme aims, we can report that these have been accomplished. At the level of NCSL, there is strong evidence that significant progress has been made since the baseline study, that there are positive benefits and impacts from the programme. At the school level, we have strong evidence of clear and focused impacts across a range of aspects of the programme. Individual SBMs have been almost uniformly positive about the programme, the benefits they have gained and the impact that many of them perceive they are achieving in their schools.