

Inspiring leaders to
improve children's lives



National College
for Leadership of Schools
and Children's Services

Making a difference

July 2010



Introduction

The National College aims to improve children's lives by developing and supporting the leaders of schools, children's centres and children's services to become the best that they can be. Our goals are to inspire new leaders, to give all leaders access to great leadership development, to empower successful leaders, and to shape the future of leadership as it responds to new demands. Our work enables leaders to make a positive impact within and beyond their organisations, both now and in the future.

The importance of good leadership in ensuring positive outcomes for children and young people has been demonstrated repeatedly in both national and international research. The evidence shows that:

- Effective leadership is essential to improving the efficiency and equity of schooling worldwide (Pont et al, OECD, 2008).
- Headteachers in England today take more decisions and bear more responsibility than anywhere else in the world except the Netherlands. Leadership is therefore at an even greater premium. (Pont et al, OECD, 2008).
- School leadership is second only to classroom teaching as an influence on pupil learning. (Leithwood et al, 2006).
- Ofsted's work repeatedly demonstrates the importance of leadership. Its 2008–09 annual report states that 'Improvements in school effectiveness are linked to stronger leadership and management, resulting in teaching and curricular provision of higher quality'. Schools that have good leadership almost always have good standards of achievement. And very few schools that do not have good leadership have good standards of achievement.
- The variation within schools in England is significantly above OECD averages (Programme for International Student Assessment (PISA), 2006), and is at least four times greater than the variation between schools (DCSF data). Effective middle leadership is central to reducing within-school variation. (Reynolds, 2008).

In England, the College's work is making a significant contribution to improving the capacity and capability of leadership. Ofsted judged the quality of school leadership to be at an all time high in 2008–09 after a number of years of steady improvement, with leadership and management good or outstanding in 7 of every 10 schools and only inadequate in two per cent of schools (see annual report 2008/09, Ofsted). Our work to support the development of children's centre leaders and directors of children's services is also making an important difference.

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

Goal 1 - Inspiring new leaders:

identifying, inspiring and developing future leaders to sustain the supply of talent

The College has a key role to play in developing future leaders. It aims to help schools and local authorities identify and nurture talent, and to support leaders in developing the skills and knowledge that their roles require. The College supports schools and local authorities in working together to bring on the next generation of leaders. The overarching aim is to develop a self-sustaining system in which talent management and succession planning are the norm.

Succession planning

Sixty per cent of headteachers are aged 50 and over, and 30 per cent are aged 55 and over. The rate of retirement is expected to continue to rise until 2014/15, with over a third of all headteachers likely to retire between 2009 and 2014.

The College's succession planning strategy has supported all local authorities in developing their own local solutions to the recruitment and retention of headteachers.

For the second year running, despite a steady rise in headteacher retirements, the number of headship vacancies has been held stable at 0.7 per cent. The proportion of headship posts that are temporarily filled has also remained stable at 2.5 per cent compared to our target of 3.2 per cent.

The 25th Annual Survey of Senior Staff Appointments in Schools across England and Wales¹ reveals a small but important drop in the percentage of headship posts being re-advertised for primary schools, special and most faith schools.

The National College's Headship Index – an independent annual survey of the appetite for headship² – has shown important increases in the proportion of teachers who aspire to the role:

- 41 per cent of teachers now aspire to headship, up from 35 per cent in 2008 and 32 per cent in 2007.
- 40 per cent of middle leaders now aspire to headship, up from only 29 per cent in 2008.
- 36 per cent of women now aspire to become a headteacher compared to 31 per cent in 2008.

National Professional Qualification for Headship (NPQH)

NPQH prepares individuals for the demands of a headship role and is underpinned by the National Standards for Headteachers. By February 2010, over 29,000 aspiring headteachers had graduated from the National College's NPQH programme³. 35 per cent of maintained schools are now led by an NPQH graduate⁴.

Since that time, 1,190⁵ individuals have graduated and achieved the qualification (as of 31 March 2010).

The National College introduced a redesigned NPQH programme in November 2008. It is aimed at highly motivated people who are ready to become, and committed to becoming, a headteacher within 12–18 months.

National Professional Qualification in Integrated Centre Leadership (NPQICL)

NPQICL was the first national programme to address the needs of leaders within the multi-agency, early years setting. It is recognised as a qualification for working in multi-disciplinary environments across education, health and social services. By March 2010, 2,000⁶ children's centre leaders had successfully completed the NPQICL programme.

¹ The 25th Annual Survey of Senior Staff Appointments in Schools across England & Wales Professor John Howson Director EDS/TSL January 2010

² The National College's Headship Index 2009

³ NC internal data records, NPQH Programme

⁴ NC internal analysis. NPQH model 2, DTR records, PEN stats

⁵ NC internal data records, NPQH programme

⁶ NC internal data records, NPQICL programme

Goal 2 - Great leadership development:

giving all leaders the expertise they need to become great leaders

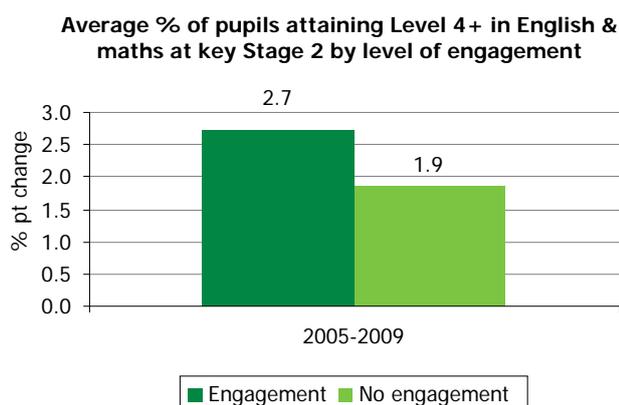
The College's core business is to serve the needs of existing and future leaders, helping ensure that they are fully equipped to perform their role and are supported in further improving their leadership. Our leadership programmes are at the heart of this aim. Programmes are grouped under themes that 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.

Schools engaged with leadership development provision improve more quickly

Since the College opened in 2000, over 135,000⁷ places have been taken up on the National College's programmes. By April 2009, 93 per cent of primary schools and 99 per cent of secondary schools had engaged with the College's leadership development provision. Most importantly, there is clear evidence that schools that are engaged with National College leadership development programmes achieve faster rates of improvement in their exam results, and the more engaged a school is the greater is the improvement.

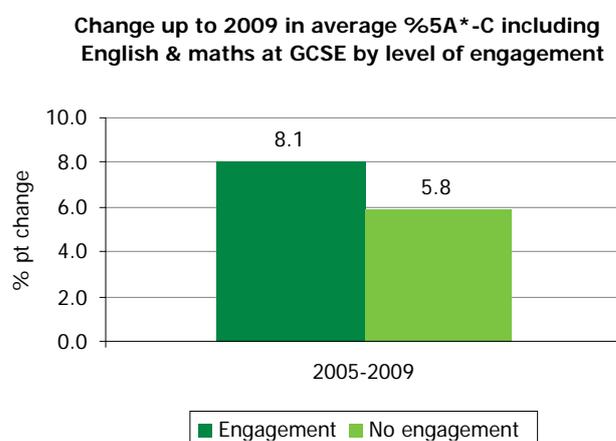
Between 2005 and 2009, the KS2 results of schools engaged with at least one of the College's leadership development programmes increased by 2.7 per cent, compared to the 1.9 per cent improvement of schools that had not engaged at all (figure 1).

Figure 1



The KS4 results of schools that had engaged increased by 8.1 per cent between 2005 and 2009, compared to the 5.8 per cent improvement of schools that had not engaged (figure 2).

Figure 2



⁷ The calculation of the engagement level of each school is based on a) the number of leaders from each school that took part in a National College leadership development programme between 2003 and 2007 and b) for each leader, the number of years that have elapsed since their engagement during which they could have implemented their learning in schools. The schools that had engaged in National College leadership development programmes during this period were split into four equal quarters and denoted 'low', 'medium', 'high' and 'very high' engagement. National College internal programme records.

Goal 2 - Great leadership development:

giving all leaders the expertise they need to become great leaders

NPQH is making a difference

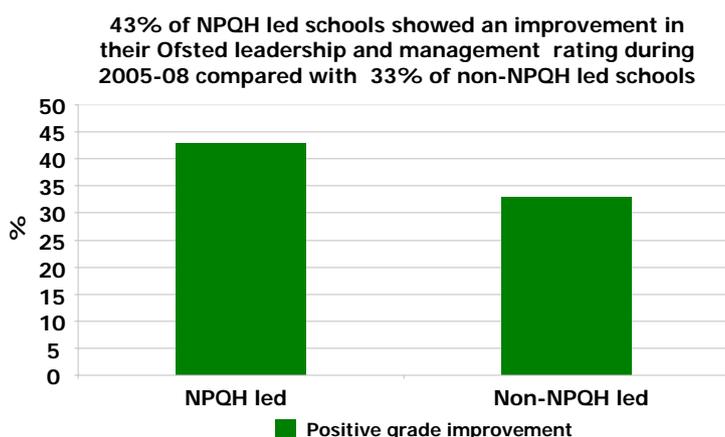
Over one-third of schools are now led by an NPQH graduate. These schools are achieving better inspection outcomes and more substantial improvement in their exam results. Analysis of these results are shown below.⁸

- 43 per cent of schools led by a NPQH graduate showed an improvement in their Ofsted leadership and management rating between 2005 and 2008, compared with only 33 per cent of non-NPQH led schools (see figure 3).
- 43 per cent of schools led by a NPQH graduate showed an improvement in their overall Ofsted rating between 2005 and 2008, compared with only 37 per cent of non-NPQH led schools.
- 48 per cent of schools led by an NPQH graduate were able to come out of special measures within three terms during 2004-08 compared to only 38 per cent of non-NPQH led schools.
- 67 per cent of schools led by an NPQH graduate throughout the period 2004-08 saw an improvement in their KS2 results, compared with 59 per cent in all other schools.
- 76 per cent of schools led by an NPQH graduate throughout the period 2005-08 saw an improvement in their KS4 results, compared with 72 per cent in all other schools.

An evaluation of the redesigned NPQH programme shows that it is having a significant positive impact on the quality of leadership of trainee headteachers:

- 95 per cent of trainees felt that as a result of their NPQH experience they have become stronger and more effective leaders, and are in no doubt that NPQH has greatly prepared them for headship.⁹
- This view is supported consistently by their own headteachers, 77 per cent of whom clearly identified a significant growth in the trainee's leadership skills and knowledge. These headteachers agree that as a result of NPQH, the trainees in their school are now well prepared for headship.
- For almost all trainees (90 per cent) one of the greatest impacts resulting from NPQH was an increase in their self awareness and a sharp identification of their strengths and the areas for development.¹⁰

Figure 3



⁸ NC internal analysis. NPQH model 2, DTR records, PEN stats

⁹ An evaluation of the impact of the new National Qualification for Headship, DPB Consultancy 2009

¹⁰ An evaluation of the impact of the new National Qualification for Headship, DPB Consultancy 2009

Goal 2 - Great leadership development:

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Leadership development programme for director's of children's services

The National College has worked in partnership with the Association of Directors of Children's Services (ADCS), the Children's Workforce Development Council (CWDC) and the Virtual Staff College to establish a new programme to develop and support directors of children's services (DCS).

The programme began in November 2009 with the first cohort of 24 participants, who themselves have helped to develop the provision. More than 100 DCSs have registered to take part in the programme - an uptake of over 60 per cent of all DCSs. All participants receive an executive coach to guide them on their personal journey and are part of a peer learning group, which addresses the organisational side of the role. All cohort three programme participants rated the support provided by the programme as good or excellent¹¹. All of the newly appointed DCSs who requested a mentor have one.

NPQICL is making a difference

This leadership development programme for leaders within multi-agency, early years settings is the first of its kind and making a difference. 99.4 per cent of participants in the 2009 cohort passed their final moderated assessment, and this includes evidence that their leadership has had a positive impact on children and families¹². In the College's annual opinion survey, 90 per cent of early years leaders reported that the National College has had a positive impact on the lives of children and young people¹³

¹¹ DCS leadership development end of course assessment

¹² NPQICL end of course assessment 2009

¹³ National College annual opinion survey, Freshminds, Jan 2010

Goal 2 - Great leadership development:

giving all leaders the expertise they need to become great leaders

School business management is delivering efficiency

The role of school business manager (SBM) is now widely recognised as being an integral part of helping schools make better use of their resources and facilities, enabling headteachers and other leaders to focus on leading, teaching and learning.

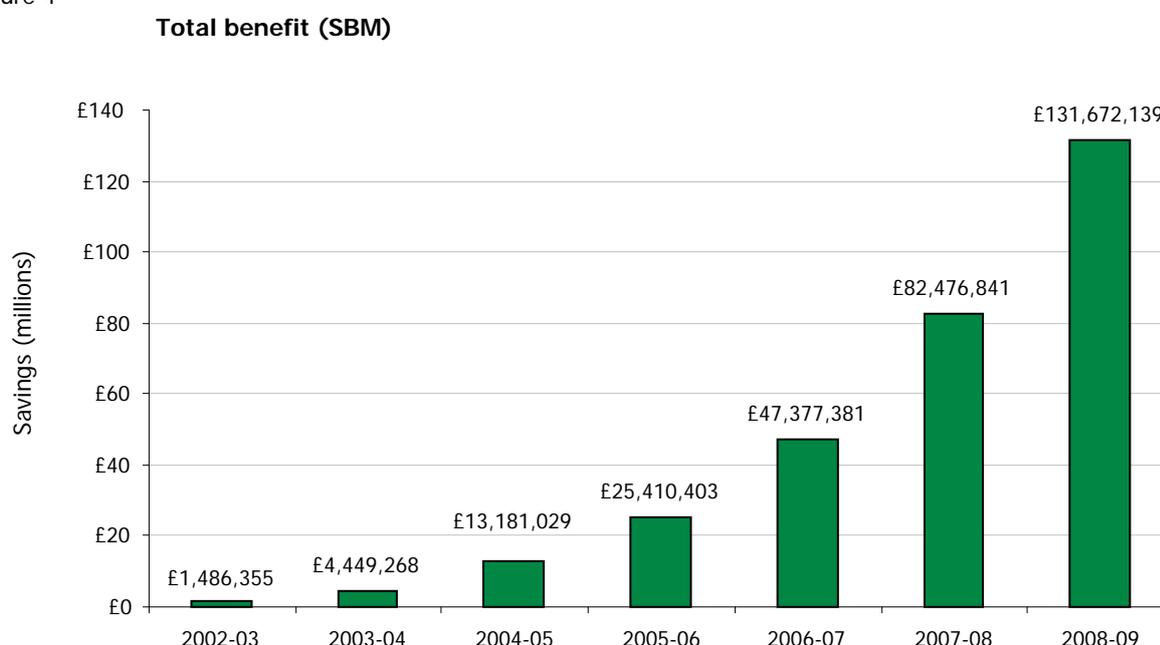
SBM training opportunities have been designed to provide participants with the essential skills and competencies that will enable them to operate effectively within a school business management role. There are now four programmes:

- Certificate in School Business Management
- Diploma in School Business Management
- Advanced Diploma in School Business Management
- School Business Director Programme

By March 2010, over 6,000 individuals had enrolled on the certificate or diploma, and an additional 75 on the more recently created advanced diploma¹⁴.

Research undertaken by PriceWaterhouseCoopers (PwC 2010) estimates that National College qualified SBMs have generated an additional £306 million for schools. This has been achieved through salary savings, improving the procurement of goods and services, identifying and accessing additional government funding and income from private sources, and saving up to 35 per cent of a headteacher's time. The research further shows that 'the benefits achieved to date by an average National College qualified SBM is 80 per cent higher than the costs', in other words, every pound invested generates £1.80 in value¹⁵.

Figure 4



¹⁴ National College internal data records SBM programme

¹⁵ PwC analysis, 2010

Goal 3 - Empowering successful leaders:

harnessing the expertise of great leaders to drive continuous improvement

Nobody understands school leadership better than school leaders themselves. The National College's approach to empowering successful leaders involves identifying and supporting the best school leaders to lead improvement and development across schools, building capacity and spreading best practice.

National Leaders of Education / National Support Schools (NLE/NSS)

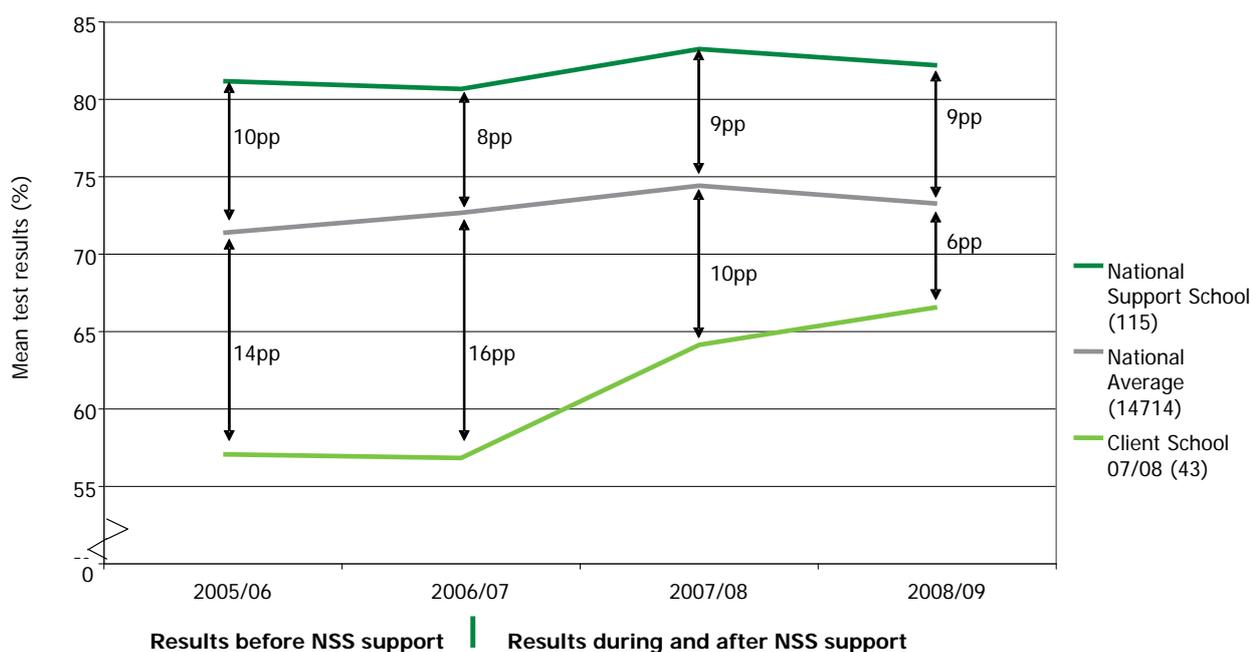
NLEs are outstanding headteachers who run excellent primary, secondary or special schools and who have the skills, expertise and capacity to help other schools. Each designated NLE provides additional leadership to schools in difficulty, including those in the 'notice to improve' and 'special measures' Ofsted categories and those in transition towards closure, amalgamation, federation or academy status. Support is provided by both the NLE and staff from their own school, which is designated as an NSS. This support ranges from the provision of an executive or interim headteacher, supported by members of his or her staff, who leads on specific teaching, learning and behaviour strategies, through to the provision of advice, guidance and targeted interventions.

There are 431 NLEs as of May 2010 (185 secondary, 215 primary and 31 special). By 2012, the number will increase to 500 - with 300 primary and 200 secondary schools taking on the role of NSS¹⁶.

Evidence demonstrates the significant difference that NLEs and NSSs are making. The charts shown below and on the following page describe the impact that NLEs and NSSs have had. Prior to NLE and NSS support, these primary and secondary challenge schools were 16 and 17 percentage points respectively behind the national average. Following the support, this gap has been narrowed to 6 and 13 points.¹⁷ Half a million children have benefited from the expertise of NLEs and their NSS staff since October 2006.

Figure 5

Primary school performance: KS2 (L4 E+M) comparison of mean results for client schools who started receiving support in 2007/08, National Support Schools and schools nationally



¹⁶ National College internal data records

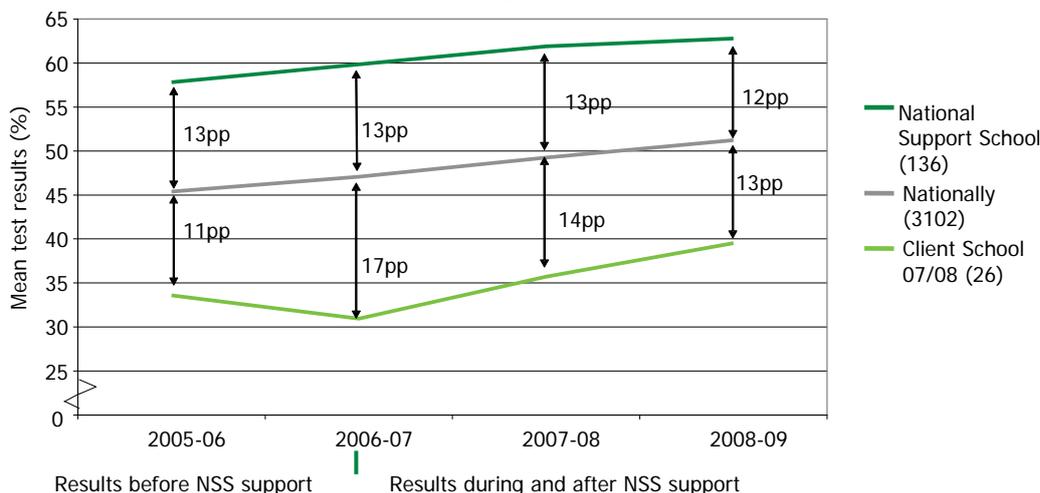
¹⁷ Schools leading schools II: the growing impact of national leaders of education

Goal 3 - Empowering successful leaders:

harnessing the expertise of great leaders to drive continuous improvement

Figure 6

Secondary school performance: KS4 (5 GCSEs A*-C inc E+M) comparison of mean results for client schools who started receiving support in 2007/08, national support schools and schools nationally



Local leaders of education and the City Challenge

A local leader of education (LLE) is a successful headteacher who provides coaching and mentoring support to headteachers of schools facing challenges. The LLE focuses on enabling the partner school to build capacity for sustainable improvement. The precise role of the LLE is flexible and based on context. LLEs are currently available in the City Challenge areas of London, Greater Manchester and the Black Country as part of the leadership strategies within the City Challenge, as well as in Leicester, Bristol, Luton, Essex and Sheffield.

In 2008–09, primary schools supported through this activity significantly improved their KS2 results at a rate four per cent above the national average, compared to a decrease that was experienced by schools in the same area that were not supported. The rate of improvement in the KS4 results of secondary schools within the City Challenge areas was one and a half times the national rate of improvement¹⁸.

¹⁸ National College internal data records, City Challenge

Goal 3 - Empowering successful leaders:

harnessing the expertise of great leaders to drive continuous improvement

Figure 7

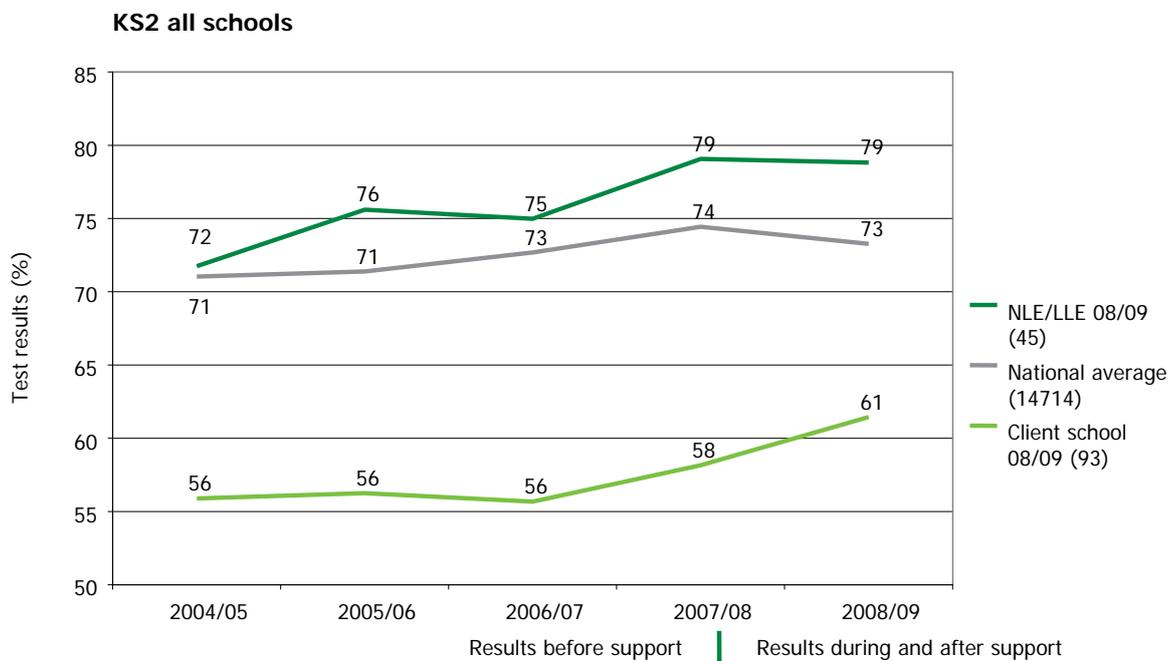
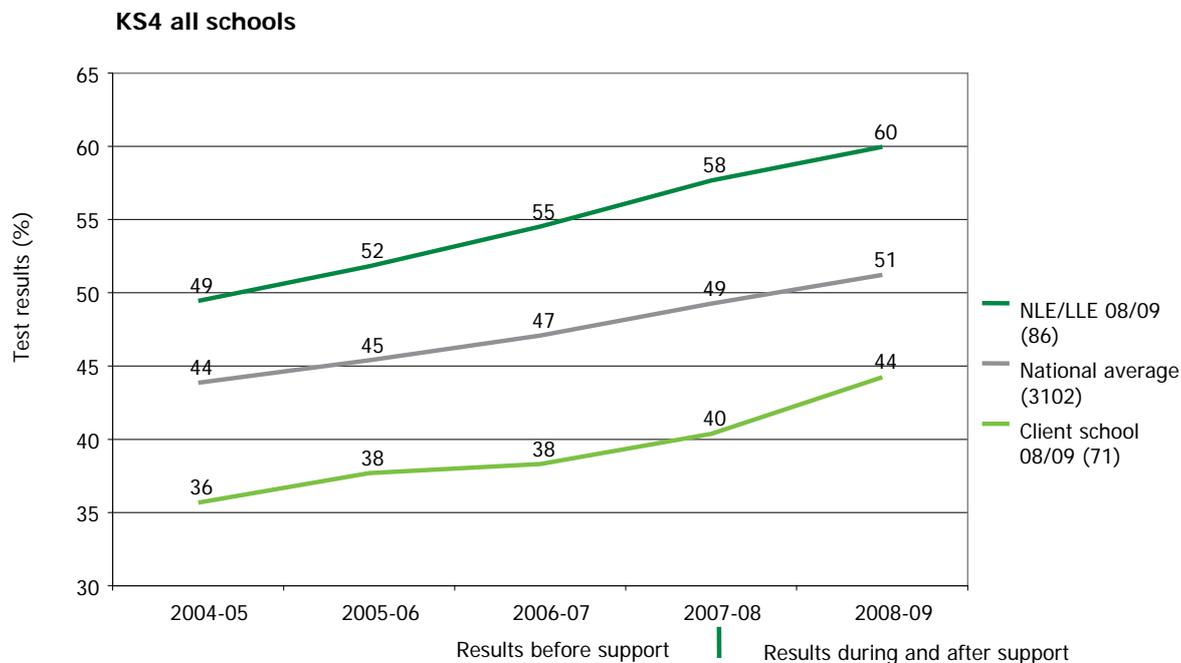


Figure 8



Goal 4 - Shaping future leadership:

changing how leaders work to respond to new demands

Membership

The National College introduced a membership scheme in September 2009. The College gives its members the professional development and recognition they need to help build their careers and support those they work with.

The College now has over 82,000 members and affiliates who are part of a community of thousands of other leaders – exchanging ideas, sharing good practice and working together to make a bigger difference for children and young people. The website is a key part of this offer, and is rated the most popular online resource for school leadership in England¹⁹.

The online network is a vital part of the National College, enabling those involved in current programmes and initiatives to collaborate, share issues and solutions, and learn together. The network also enables the National College to reach a wider audience than those who take part in programmes and activities, at reduced financial and environmental cost. It enables government to consult quickly and authentically with those who work in a wide range of settings.

Listening to leaders

Knowledge, intelligence and opinion gathered from the profession underpin our work. It is by learning from the practice of serving leaders that we can develop programmes that meet their needs as they evolve. We do this through our regional networks, leading practice seminars and national conferences. We draw on – and provide leaders with access to – the latest national and international thinking on leadership.

The College gives leaders access to research and effective practice in order to improve outcomes. 96 per cent of school leaders agree or strongly agree that the College's research work is useful (System leadership report, Illuminas, March 2010).

Over 2,200 school leaders, children's centre leaders and educationalists attended our national conferences during 2009/10. 99 per cent of delegates rated the 2009 annual conference as good or excellent.

An independent annual survey of school leaders, early years leaders, and school business managers¹⁹ was conducted in late 2009. This survey showed the following results:

School leaders

- 87 per cent believe the National College supports school leaders
- 86 per cent think the College has had a positive effect on education
- 86 per cent believe that the College has developed their leadership skills and knowledge
- 93 per cent agree that the College supports the development of future leaders
- 82 per cent agree that the College helps the best leaders to support others

School business managers

- 96 per cent believe that the National College supports school leaders
- 96 per cent feel that the College supports the development of future leaders
- 95 per cent agree that the College has helped to raise standards
- 93 per cent find the College to be approachable and accessible

Early years leaders

- 90 per cent think that the National College has had a positive impact on the lives of children and young people
- 90 per cent agree that the College helps to raise standards
- 82 per cent feel overall the College is effective in its activities

¹⁹ National College annual opinion survey, Freshminds, Jan 2010

The National College is the first professional body uniquely dedicated to developing and supporting aspiring and serving leaders in schools, early years settings and children's services.

The College gives its members the professional development and recognition they need to build their careers and support those they work with. Members are part of a community of thousands of other leaders – exchanging ideas, sharing good practice and working together to make a bigger difference for children and young people.

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