

National Programme for Specialist Leaders of Behaviour and Attendance (NPSLBA)

Evaluation of the Programme's incorporation
into the National Strategies



Contents

	Paragraphs
Executive Summary	
Full report	
1 Purpose	1.1–1.2
2 Background	2.1–2.6
3 The National Programme for Specialist Leaders of Behaviour and Attendance	3.1–3.2
4 Operating model	4.1–4.3
5 Evaluation	
Scope	5.1–5.2
Approach taken	5.3
6 Key findings	
Performance against key business objectives	6.1–6.14
Participant experience	6.15–6.22
Impact on outcomes	6.23–6.26
Accreditation	6.27–6.36
7 Impact of action taken by the National Strategies since incorporation	7.1–7.2
8 Implications for the long-term sustainability of NPSLBA	8.1–8.9
Appendices	
Appendix A: NPSLBA launch pack introduction	
Appendix B: Responsibilities of the central NPSLBA support team	
Appendix C: Focus and agendas for site visits	
Appendix D: Questionnaire for local leads	
Figures	
Figure 1: Main features of the current operating model for NPSLBA	4.2
Figure 2: Active NPSLBA participants June 2007 – December 2009	6.4
Tables	
Table 1: Key roles within the operating model	4.3
Table 2: Proportion of participants studying BESD topics	6.5
Table 3: Proportion of new participants from short stay schools or alternative provision	6.6
Table 4: Number of withdrawals as a proportion of new registrations	6.18

Executive Summary

The National Programme for Specialist Leaders of Behaviour and Attendance (NPSLBA) was fully incorporated into the National Strategies' behaviour, attendance and social and emotional aspects of learning (SEAL) programme in May 2007.

The purpose of this follow-up evaluation is to assess the progress made since NPSLBA's incorporation into the National Strategies in 2007 and to identify features of the National Strategies behaviour and attendance team's approach that have contributed to or inhibited the Programme's success.

Key findings

1. The National Strategies behaviour and attendance team is on track to meet or exceed all of its business objective targets. By 12 March 2010:
 - 6646 participants had registered on the Programme since it was first introduced
 - 2291 participants had entered the Programme since April 2009 of which almost 14 per cent were from short stay schools or alternative provision
 - 2600 participants were engaged in an active cluster group
 - almost 70 per cent of participants had accessed behavioural, emotional and social difficulty (BESD) topics.
2. A significant majority of local authorities (LAs) are positively engaged with NPSLBA and they are increasingly likely to promote the Programme within key strategies. At the end of February 2010, active cluster groups included participants from 141 LAs. NPSLBA is now accessed by a wide range of professional groups working with children and young people and its credibility is evident from the increasing number of roles for which the Department for Children, Schools and Families (DCSF) Certificate is identified as desirable on the person specification. Some LAs are using NPSLBA to help develop their schools' behaviour and attendance partnerships. Despite their long-term commitment to NPSLBA, a number of LAs recognise that their approach is often dependent upon a small number of key individuals and, therefore, relatively fragile.
3. This evaluation elicited a wealth of positive, sometimes passionate, testimonies from participants regarding their experience of NPSLBA and its benefits for themselves, their workplace and children and young people:
 - Participants universally reported greater confidence and capability and often described how, as a result, they had been able to influence policies and/or had lead on important initiatives.
 - Many participants had raised their career aspirations and some had secured more senior positions.
 - Some participants had chosen to return to higher education or pursue it for the first time.
 - Participants from one school reported a fundamental shift in its ethos, making it a significantly better place in which to work and which had contributed to improvements in behaviour, attendance and standards.
 - Participants from a short stay school reported strengthened teamwork within the staff team and with colleagues from link schools.
4. Most participants value the DCSF Certificate and its credibility has been reinforced by the strengthened approach to moderation taken by the National Strategies team. Some participants have taken advantage of pathways to more advanced qualifications that are open to them once they have completed the Programme. A practical approach to accreditation of NPSLBA going forward will be to:
 - Maintain the credibility and national recognition of the DCSF Certificate through rigorous quality assurance and moderation of programme delivery and participants' completion portfolios.

The National Strategies

- Embed more widely the recognition of participants' portfolios as evidence of prior learning to facilitate their access to other accreditation pathways.
- 5. Action taken by the National Strategies since assuming responsibility for NPSLBA has contributed significantly to the Programme's recent strong performance. In particular, the National Strategies team have:
 - Raised the profile of NPSLBA and, where necessary, restored its reputation and credibility.
 - Secured the active engagement of a large majority of local authorities and supported them in aligning NPSLBA with their wider strategic agendas.
 - Established robust systems for programme and performance management.
 - Created a national administration and support service which is valued by local authorities and participants.
 - Helped local authorities to build their capacity to deliver NPSLBA.
 - Maintained and improved the materials.

Securing the long-term future of NPSLBA

The business case for securing the long-term future of NPSLBA, beyond 2011, is based on an ongoing demand for the Programme, reflecting its alignment with and impact on key agendas, e.g. behaviour and attendance and workforce/leadership development. To be sustainable, NPSLBA must be:

- able to adapt to a rapidly changing context
- affordable
- nationally recognised and credible
- high quality.

Full report

1. Purpose

- 1.1 To report upon an evaluation of the NPSLBA, with particular reference to the progress made since the Programme's incorporation into the National Strategies in 2007.
- 1.2 To identify, as the basis for future development, features of the National Strategies behaviour and attendance team's approach that have contributed to or inhibited the Programme's success.

2. Background

- 2.1 The NPSLBA was fully incorporated into the National Strategies' behaviour, attendance and SEAL programme in May 2007.
- 2.2 An evaluation of NPSLBA undertaken during the lead up to incorporation identified that, where it worked well, the Programme had a positive impact on the professional confidence and aspirations of its participants. The evaluation also identified as potential barriers to the long-term success of NPSLBA:
 - Its fragile national profile and, in particular, weaknesses in its development in some regions.
 - Historical weaknesses in coordination between the work of NPSLBA Regional Coordinators and National Strategies' Regional Advisers for Behaviour and Attendance.
 - The capacity of LAs to engage strategically with and to manage key aspects of the Programme.
 - Weaknesses in performance management. In particular inconsistent collection and analysis of data and the absence of performance measures relating to the Programme's impact on participants, their workplace or children and young people.
 - The challenge of maintaining, updating and improving Programme resources.
- 2.3 Recommendations to secure the long-term future of NPSLBA, within the context of its incorporation into National Strategies, reflected the need to:
 - Maintain and continuously improve the quality and effectiveness of NPSLBA.
 - Strengthen the national profile of NPSLBA and, where necessary, restore its reputation with LAs, schools and potential participants.
 - Extend and strengthen the strategic engagement of LAs, schools and school partnerships and develop their capacity to sustain NPSLBA locally.
 - Embed effective and efficient performance management to assure the ongoing quality of NPSLBA and monitor its contribution to improving behaviour and attendance.
 - Build confidence in the Programme's national administration and support services.
 - Clarify and consolidate the accreditation process.
- 2.4 The decision was taken to support the incorporation of NPSLBA into the National Strategies by strengthening significantly the capacity of its behaviour and attendance field force and also by establishing a small central team to provide professional and administrative support.
- 2.5 The Schools white paper, *Building a 21st Century Schools System*, signals the decision not to renew the National Strategies' contract after 2011. This decision reflects a direction in policy that will encourage and enable schools and partnerships

of schools to find solutions to the challenges they face tailored to local needs and circumstances.

- 2.6 The National Strategies behaviour and attendance team's business plan sets out to build upon achievements in previous years and to secure LAs' commitment to and confidence in NPSLBA's long-term future. A particular focus for the behaviour and attendance team is to position NPSLBA as an important resource for school partnerships for behaviour and attendance.

3. The National Programme for Specialist Leaders of Behaviour and Attendance

- 3.1 The NPSLBA launch pack introduction, presented as Appendix A, provides a useful summary of NPSLBA. In summary the Programme offers:

- An opportunity for professionals at all levels of responsibility to develop and enhance their leadership skills within the context of behaviour and attendance, building on a distributed leadership model.
- A choice of study topics, including links to other relevant National Strategies materials. The NPSLBA study topics are also cross-referenced to a wider range of other sources and websites.
- A focus on leadership within behaviour and attendance, leading to professional recognition where none had previously existed.
- An opportunity to extend learning from the Programme into formal accreditation routes.

- 3.2 The distinguishing features of NPSLBA can be summarised as:

- Opportunities for personalised, self-directed but collaborative learning in a safe and supported learning environment.
- Cross-professional involvement working collaboration.
- Space for personal reflection.
- A focus on 'real work' within participants' workplace.

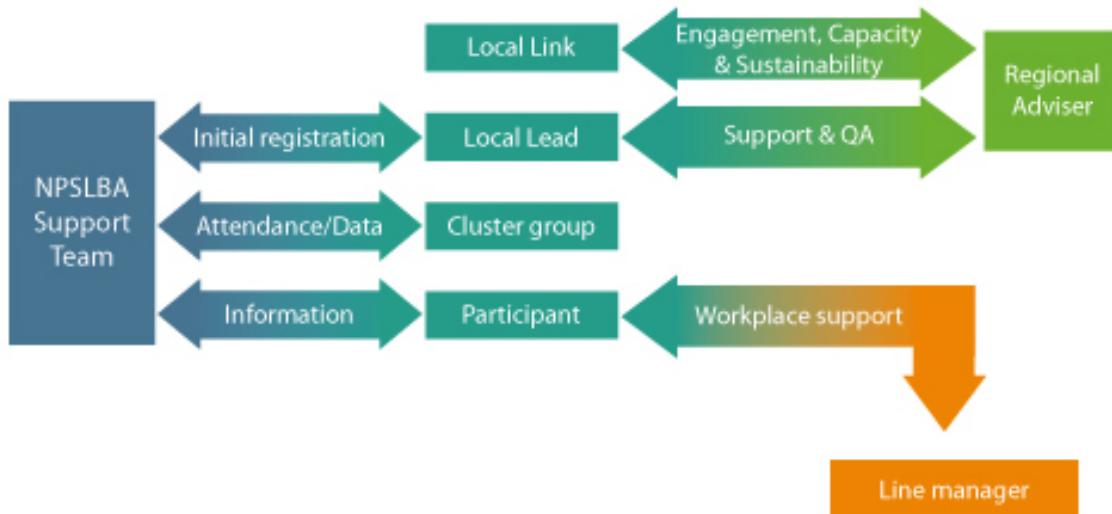
4. Operating model

- 4.1 The National Strategies have established an operating model for NPSLBA which offers strong professional and programme support to LAs and participants. Over time, and as the Programme has been placed on a more secure footing, the operating model has also enabled the National Strategies team to focus increasingly on helping LAs to build their own capacity to support and maintain NPSLBA in the long term.

4.2 Figure 1 below summarises the main features of the current operating model for NPSLBA.

Figure 1

NPSLBA structure chart



4.3 Table 1 summarises the key roles within the operating model.

Table 1

Local link	Provides the strategic lead within the local authority (LA) or school. Defines NPSLBA's contribution to key strategies and ensures that there is sufficient local capacity and resources to maintain the Programme.
Local lead	<p>Works with the local link and National Strategies Regional Adviser to generate interest in NPSLBA, select participants and support groups:</p> <ul style="list-style-type: none"> • a source of information about NPSLBA for potential participants • induction into the Programme • facilitates the three study days • ongoing support for cluster groups • maintains a resource bank of materials • maintains essential information regarding participant details and progression on the NPSLBA database and forwards information to the NPSLBA support team as required • liaises with the Regional Adviser regarding quality assurance, programme development and moderation of participants' portfolios • establishes support systems for participants at individual and group level in response to need.
Regional Adviser/behaviour and attendance team	<p>The National Strategies behaviour and attendance team maintain and update Programme materials, help build local capacity and quality assure delivery:</p> <ul style="list-style-type: none"> • individual support and guidance for local links/leads • maintain a regional network for local leads • model and support delivery of study days • moderate participant portfolios.

NPSLBA support team	<p>The central support team are responsible for establishing and maintaining a robust programme support and administration function:¹</p> <ul style="list-style-type: none"> • event manage regional Local lead network events • support and attend LA events • management information and reporting • maintain and improve the NPSLBA website • help market NPSLBA • ongoing customer service to participants and local leads • oversee BESD funding.
---------------------	--

5. Evaluation

Scope

5.1 The evaluation focused exclusively on NPSLBA and did not concern itself with any aspect of the National Behaviour and Attendance Exchange (NBAE)².

5.2 The evaluation made particular reference to:

- Objectives for the delivery of NPSLBA set out in the National Strategies' Business Plan for 2009–10.
- The quality of participants' experience and its impact on their professional and career development.
- The Programme's alignment with other key measures in the area of behaviour and attendance – SEAL, anti-bullying, parental responsibility, school partnerships, etc.
- The Programme's contribution to distributing leadership in schools to help secure good behaviour (reducing the need for exclusion), increase overall attendance and reduce persistent absence.
- Other, wider impact in schools, e.g. on ethos, staff relationships, parental relationships.
- The significance of 'Programme fidelity' to the outcomes achieved.
- The impact on the success of NPSLBA of key actions taken by the behaviour and attendance team.
- The role of accreditation in attracting participants to NPSLBA and in securing the credibility and long-term sustainability of the programme.

Approach taken

5.3 There were three phases to the evaluation:

5.3.1 The orientation phase that consisted of:

- An initial analysis of data maintained by the central administration team in relation to the key business objectives.
- Identification of five LAs to be the focus for an in-depth site visit. The LAs were selected to provide a representative regional/territorial spread and included metropolitan and shire authorities. The selected authorities also provided an opportunity to explore particular issues relating to:
 - accreditation
 - targeted recruitment of participants from short stay schools and alternative provision
 - engagement of school partnerships for behaviour and attendance

¹ Appendix B provides a more comprehensive summary of the NPSLBA support team's responsibilities.

² NBAE was incorporated into the National Strategies along NPSLBA. However, the original evaluation questioned whether NBAE had a discrete role alongside, or added value to, similar platforms already in existence.

- Programme fidelity.

5.3.2 The exploration and evidence gathering phase consisted of:

- Ongoing review of performance data and termly monitoring of impact measures.
- Site visits to five LAs. Appendix C summarises the focus and agenda for each of the LAs visited.
- Detailed discussion with local leads attending three regional network meetings.
- Feedback from local leads attending regional network meetings. A brief questionnaire used to canvass feedback from local leads is presented as Appendix D.
- Testing of initial findings and draft recommendations with members of the National Strategies behaviour and attendance team.

5.3.3 Reporting

6. Key findings

Performance against key business objectives

6.1 ***Data reviewed during the evaluation suggests that the National Strategies behaviour and attendance team is on track to meet or exceed all of its business objective targets.***

6.2 The National Strategies' behaviour, attendance and SEAL programme plan for 2009–10 contains objectives and targets for NPSLBA in relation to:

- National participation to remain at 1500 at any one time throughout the year.
- By end of March 2010, at least 50 per cent of participants to be studying topics relating to BESD pupils (25 per cent during the summer term 2009 and 33 per cent during the autumn term 2009).
- Five per cent of new participants in NPSLBA clusters to be drawn from either short stay schools or alternative provision.
- All LAs to confidently lead NPSLBA at strategic and operational levels.

Participation

6.3 The National Strategies behaviour and attendance team is on track to meet or exceed all of its business objective targets. By 12 March 2010:

- 6646 participants had registered on the Programme since it was first introduced.
- 2291 participants had entered the Programme since April 2009 of which almost 14 per cent were from short stay schools or alternative provision.
- 2600 participants were engaged in an active cluster group.
- almost 70 per cent of participants had accessed BESD topics.

- 6.4 Figure 2 illustrates the steadily increasing number of active NPSLBA participants since the National Strategies assumed responsibility for the Programme in 2007. The number of active participants has remained securely above 1500 since April 2009.

Figure 2

*Proportion of participants studying BESD topics*

- 6.5 National Strategies have exceeded this target. Nationally, almost 70 per cent of participants studies BESD topics during 2009–10. Table 2 below provides a full summary at 12 March 2010.

Table 2

Region	Total active participants	% studying BESD topics
North West	420	37.86
North East	164	62.20
Yorkshire and Humber	355	55.21
North Territory	939	48.67
East/East Midlands	467	40.60
West Midlands	133	45.90
South West	213	51.20
Central Territory	813	44.30
South East	260	44.60
London (1 and 2)	330	32.10
South Territory	590	37.60
National	2342	44.40

Proportion of participants from short stay schools or alternative provision

- 6.6 National Strategies are on track to meet or exceed this target. Nationally, 13.9 per cent of participants registered since April 2009 work in a short stay school or alternative provision (AP). All the regions exceeded the five per cent target. Table 3 below provides a full summary at 12 March 2010.

Table 3

Region	New participants since April 2009	% from short stay school/AP
North West	508	7.9
North East	144	11.8
Yorkshire and Humber	327	12.2
North Territory	979	9.9
East/East Midlands	203	17.9
West Midlands	216	9.9
South West	216	27.8
Central Territory	765	18.6
South East	186	9.1
London (1 and 2)	361	16.8
South Territory	547	14.6
National	2291	13.9

Strategic and operational leadership by LAs

- 6.7 ***There is strong evidence to suggest that a significant majority of LAs are positively engaged with NPSLBA and that, increasingly, they are promoting the Programme within key strategies. NPSLBA is now accessed by a wide range of professional groups working with children and young people and its credibility is evident from the increasing number of roles for which the DCSF Certificate is identified as desirable on the person specification. Some LAs are using NPSLBA to help develop their schools' behaviour and attendance partnerships Despite their long-term commitment to NPSLBA, a number of LAs recognise that their approach is often dependent upon a small number of key individuals and, therefore, relatively fragile.***
- 6.8 The evaluation judged the level of strategic and operational leadership of NPSLBA by LAs on the basis of:
- The proportion of LAs having participants actively engaged with the Programme.
 - The proportion of LAs represented at regional network events for local leads.
 - Feedback from local leads attending regional network events during the autumn term 2009 in relation to:
 - reference to NPSLBA within key LA strategies
 - alignment between NPSLBA and the wider behaviour and attendance agenda
 - the extent to which NPSLBA is mainstreamed within their LA's school improvement services and core continuing professional development (CPD) offer
 - their confidence in their LA's capacity to deliver NPSLBA in the longer term.
 - Meetings with local links and local leads during the site visits.
- 6.9 LA engagement has increased significantly since NPSLBA was incorporated into the National Strategies. At the end of February 2010, 141 LAs had participants in active cluster groups. LA engagement is currently 100 per cent in three regions, North West, North East and Yorkshire and Humberside.

- 6.10 Regional network meetings for local leads are generally well attended and positively evaluated. Attendance at the autumn term events ranged between 60–100 per cent, with the great majority of local leads reporting that they found the events very, or mainly, useful.
- 6.11 Feedback from local leads demonstrated a strong commitment to NPSLBA as an important element of their overall strategy. A large majority reported that the Programme was referred to specifically within key strategies and that it was strongly aligned to the wider agenda for behaviour and attendance and that, increasingly, they were targeting staff from priority schools as potential participants for the Programme. Approximately half of participants reported that NPSLBA featured within their LA's core CPD offer.
- 6.12 The great majority of local leads expressed a commitment to sustaining NPSLBA in the long term and most were confident in their LA's capacity to do so. Some local leads cautioned that their LA's long-term engagement with NPSLBA depended to some extent on the ongoing capacity of a small number of committed individuals and that, as such, must be considered fragile. Others stressed the importance of national endorsement to maintain the profile of the Programme.
- 6.13 Each of the LAs visited during the course of this evaluation had identified NPSLBA as an important element of its behaviour and attendance strategy. However, each recognised that their capacity to deliver the Programme in the long term was largely dependent on a small number of individuals and, therefore, quite fragile. Some identified provisions within the 21st Century Schools white paper as likely to increase the pressure on their capacity to deliver. Others had identified NPSLBA as a major resource for their schools' behaviour and attendance partnerships, e.g.:
- Two authorities had targeted staff from short stay schools as a means by which to strengthen their position at the heart of their school partnership.
 - A partnership in another LA was using NPSLBA as a means by which to pursue its shared aims for its approach to behaviour and attendance of:
 - more distributed leadership
 - enhanced staff confidence and aspiration
 - a common language and approach across the partnership.

- 6.14 Two of the LAs visited had focused on NPSLBA as a 'contextualised leadership' programme and each had built the Programme into its wider portfolio of leadership development provision.

Participant experience

- 6.15 *This evaluation elicited a wealth of positive, sometimes passionate, testimonies on both participant's experience of NPSLBA and its impact on the professional and career development. The notable difference on this occasion, when compared to the original evaluation, was the consistency with which this proved to be the case, including regions where the Programme had been found to be particularly weak during the original evaluation.*
- 6.16 The initial evaluation highlighted the extent to which participants' experience of NPSLBA varied considerably and that, as a result and in some areas, a relatively small proportion of participants completed the Programme. However, the evaluation also noted that, where the Programme had worked well, participants reported a very positive, if challenging, experience that had made a significant impact on their professional confidence and competence and, in some instances, their career development.
- 6.17 This evaluation used as evidence of the participant experience:
- retention figures
 - feedback from local leads

- interviews with past and present participants during the site visits.
- 6.18 The relatively short time period from when reliable data became available in June 2007 mitigates a robust trend analysis. The retention of participants on NPSLBA has improved significantly since its incorporation into the National Strategies. However, the number of participants who withdrew in the calendar year to December 2009, as a proportion of new registrations, was greater than in 2008. This increase may be related to an improvement in the collection and recording of attendance data. It also reflects an improvement in LA engagement with the administration processes set up by the NPSLBA support team, i.e. the return of withdrawal questionnaires. Over the last year, the most common reasons for participant withdrawal related to the time requirement and commitment that the Programme requires. Figures are presented as Table 4.

Table 4

	New registrations	Withdrawals	Percentage withdrawals
2007–08 (six months)	418	76	18.2
2008–09	1557	73	4.7
2009–10	2089	175	8.4
Total	4064	324	8.0

- 6.19 Many local leads use their close links with cluster groups and individual participants to help them monitor participants' experience of the Programme and its impact on them. This is often supplemented by reviewing participants' portfolios, end of Programme summaries and direct follow-up in the workplace. Local leads consistently reported very positively on the Programme and its impact on the professional and career development of many participants.
- 6.20 The evaluation provided the opportunity to meet with a range of past and present participants from a variety of professional and educational backgrounds. Each had a personal story to tell of their experience of NPSLBA and its impact on their professional confidence and confidence, career aspirations and, in some instances, career development. In LAs where NPSLBA had been successfully embedded for some time, there was evidence of a groundswell of demand, based largely on word of mouth and perceptions of how colleagues and their workplace had benefited as a result of their participation on the Programme.
- 6.21 While participants painted a positive picture of their experience with NPSLBA, a significant proportion also noted the significant challenges it presented and commitment required to fulfil all its requirements. A couple of participants, who had also participated in Leading from the Middle and/or the National Professional Qualification for Headteachers, suggested that they considered NPSLBA to be at least as challenging.
- 6.22 Participants identified as critical features of the Programme as:
- opportunities to learn from other participants during the cluster group sessions
 - the challenge of leading cluster group sessions
 - 'real work' associated with the work-based activities
 - personal reflection.

Impact on outcomes

- 6.23 *There is currently no method in place to record numerical impact data. However, discussion with local leads and past and present participants provided compelling anecdotal evidence to support their perception that the Programme had delivered significant benefits for participants, their workplace and, to some extent, children and young people.*

- 6.24 All past and even some present NPSLBA participants reported that, as a result of the Programme, they had grown in confidence and capability in their existing role and, in many instances, had also raised their career aspirations:
- A number had secured more senior positions while others reported a higher profile and greater influence while remaining in their current post.
 - Many offered examples of where they had influenced, or even challenged, policies and/or had taken the lead on important initiatives.
 - Some participants had chosen to return to or pursue higher education for the first time.
- 6.25 A particularly powerful testimony came from a small group of staff from one school who reported a fundamental shift in the ethos of the school which they considered had made it a significantly better place in which to work and had contributed to improvements in behaviour, attendance and standards.
- 6.26 Participants from a short stay school reported that NPSLBA had helped to strengthen teamwork within the staff group and that the intention now was to build the Programme into the short stay schools offer to other schools within the partnership.³

Accreditation

- 6.27 *The importance of accreditation to the credibility of NPSLBA and as an incentive for potential participants is variable. Most participants value the DCSF Certificate and the strengthened approach to moderation taken by the National Strategies team has been beneficial. Many participants welcome the range of pathways to more advanced qualifications that are open to them once they have completed the Programme. However, the number choosing to do so is relatively small. Some LAs have incorporated NPSLBA within the qualification pathways that they have commissioned from higher education institutes (HEIs) and other training providers for their wider workforce.*
- 6.28 The original evaluation noted that uncertainty about accreditation for NPSLBA had been a source of considerable concern for early participants and highlighted an urgent need for clarification.
- 6.29 In this evaluation, participants varied significantly in the importance they attached to accreditation. What was important was that their learning and commitment was validated and would be recognised in their present or future post or when seeking other development opportunities.
- 6.30 The National Strategies team have taken a pragmatic approach to accreditation, strengthening the moderation of participant portfolios and, thereby the credibility and currency of the DCSF Certificate. The team have assigned less priority to the other accreditation routes established when NPSLBA was originally developed⁴, but have maintained the option for participants to follow a range of pathways to higher level qualifications. To date, the number of participants choosing to do so has been relatively small.
- 6.31 Three of the LAs visited during the evaluation had taken a strategic approach to accreditation that enabled them to tailor the offer more specifically to the particular needs of their participant group:
- One LA was already a licensed assessment centre for City and Guilds. It chose to tailor its approach to NPSLBA to reflect the City and Guilds Learning Outcomes and what it perceived to be the needs of its participant group.

³ Following the perceived success of NPSLBA within the short stay school, the local authority plans to roll the Programme out to its remaining short stay schools.

⁴ City and Guilds VRQ, Post Graduate Certificate through the University of the West of England.

- Another LA had positioned NPSLBA as a ‘contextualised leadership’ programme and had negotiated with its local HEI and further education providers an accreditation route that could lead eventually to a degree level accreditation in applied management.
- A third LA had also positioned NPSLBA as a leadership programme within its ‘Leaders for Tomorrow’ accreditation pathway.

Implications for accrediting NPSLBA in the future

- 6.32 The long-term credibility of NPSLBA will depend upon the extent to which successful completion of the Programme is recognised nationally as evidence of participants' ability to progress further in their career and/or professional development.
- 6.33 The Programme's credibility with employers has been enhanced by the more rigorous approach taken to the DCSF Certificate and the Certificate is increasingly cited as desirable in person specifications for a range of job roles.
- 6.34 There are a number of examples where HEIs and other accreditation bodies are willing to accept participants' completion portfolios, supplemented where necessary, as evidence of prior learning when accessing other qualification pathways. However, this is not universal. It will be important to offer a more consistent approach to the accreditation/recognition of prior learning to participants in the future, particularly those wishing to undertake the Learning Development and Support Services (LDSS) programme.
- 6.35 Including NPSLBA on the Qualifications and Credit Framework would require that the learning outcomes are levelled and that the Programme is sponsored by a Sector Skills Council. This creates some important risks for a programme that currently attracts such a diverse range of participants:
- Levelling learning outcomes at, say, Level 6 may be a disincentive to potential participants who currently hold qualifications at a significantly higher or lower level.
 - Developing a more flexible range of learning outcomes to cover a wider range of levels would be a significant task and risk limiting the extent to which participants from diverse backgrounds are able to benefit from the collaborative learning model on which NPSLBA is based.
- 6.36 A practical approach to accreditation of NPSLBA will be to:
- Continue to enhance the credibility and national recognition of the DCSF Certificate through rigorous quality assurance and moderation of programme delivery and participants' completion portfolios.
 - Seek opportunities to embed more widely the recognition/acceptance of participants' portfolios as evidence of prior learning to facilitate their access to other accreditation pathways. In particular, promote acceptance of the DCSF Certificate as evidence of prior learning for LDSS candidates by mapping NPSLBA portfolio requirements against learning outcomes from the LDSS programme.

7. Impact of action taken by the National Strategies team since incorporation

- 7.1 *Action taken by the National Strategies since assuming responsibility for NPSLBA has contributed significantly to the Programme's recent strong performance. In particular, the National Strategies team have:*
- *Raised the profile of NPSLBA and, where necessary, restored its reputation and credibility.*
 - *Secured the active engagement of a large majority of LAs and supported them in aligning NPSLBA with their wider strategic agendas.*

- **Established robust systems for programme and performance management.**
 - **Created a national administration and support service which is valued by LAs and participants.**
 - **Helped LAs to build their capacity to deliver NPSLBA.**
 - **Maintained and improved the materials.**
- 7.2 The National Strategies responded vigorously to the issues identified in the earlier evaluation report. Key actions that have enabled it to place NPSLBA on a secure footing have included:
- Strengthening the capacity of the Regional Adviser team to work alongside LAs. This has enabled the Regional Advisers to:
 - embed NPSLBA within the wider behaviour and attendance agenda
 - support local leads in delivering the Programme, where necessary leading or working alongside local leads at study days
 - build and support robust regional networks of local leads
 - quality-assure Programme delivery – ensuring that the key learning principles that underpin NPSLBA are upheld.
 - Establishing a high quality programme and administrative team consisting of three full-time project coordinators, each with an assigned territorial link, and one NPSLBA administrative assistant. In summary the work of the programme and administration team has enabled the National Strategies to:
 - establish strong links with and support local leads on a territorial basis
 - offer strong support for key events such as study days, local lead network and induction events
 - establish robust systems for data management and performance management.
 - Updating and improving the materials in the light of feedback from participants and local leads and changes to the policy context. This helped to ensure that the materials:
 - remain current and relevant
 - are suited to the needs of local leads and participants.
- 8. Implications for the long-term sustainability of NPSLBA**
- 8.1 ***The business case for securing the long-term future of NPSLBA, beyond 2011, is based on an ongoing demand for the Programme, reflecting its alignment with and impact on key agendas, e.g. behaviour and attendance and workforce/leadership development. To be sustainable, NPSLBA must be:***
- ***able to adapt to a rapidly changing context***
 - ***affordable***
 - ***nationally recognised and credible***
 - ***high quality.***
- 8.2 This second evaluation of NPSLBA has highlighted the considerable progress since its incorporation into the National Strategies in 2007. Its national profile has been significantly enhanced. Many LAs have established NPSLBA within key strategies, e.g. behaviour and attendance and workforce/leadership development, and there is strong demand from potential participants. Past and present participants consistently report that the Programme has made a positive difference to their personal, professional and career development.
- 8.3 NPSLBA can play an important role in sustaining the National Strategies' legacy of improved behaviour in and reduced absence from school. In particular, the Programme can help to sustain and strengthen the improvements achieved by:
- Strengthening and distributing leadership for behaviour and attendance in schools.

- Strengthening school partnerships.
- 8.4 Many LAs retain a strong commitment to NPSLBA and have made significant strides in establishing their capacity to deliver the Programme. However, this capacity is often invested in a relatively small number of individuals and, given the many challenges that authorities face, must be considered fragile. A number of local leads identified an early indication of the long-term plans for NPSLBA as critical to their future plans.
- 8.5 The developing role of school partnerships represents an important context for the future development of NPSLBA, for example:
- School partnerships will assume greater responsibility for commissioning support for school improvement and, as such, will become an increasingly significant 'customer' for NPSLBA. At the same time LA activity in this area is likely to contract with School Improvement Partners taking on a strengthened role in brokering support for schools.
 - Evidence gathered during this evaluation has helped to illustrate the contribution that NPSLBA can make to a number of the 10 characteristics of school partnerships for behaviour and attendance proposed in the recent Steer Report.⁵ In particular:
 - the inclusion of short stay schools
 - alignment with the local Safer Schools partnership⁶
 - using pooled resources to buy in specialist support
 - opportunities for ongoing CPD and joint networking.
- 8.6 A number of LAs have identified NPSLBA as an important element of their wider workforce strategy and, in some cases, have positioned it as a contextualised leadership programme offering pathways to other accredited leadership programmes.
- 8.7 The long-term future of NPSLBA will be largely dependent upon maintaining the quality of the Programme and associated materials, including the ability to maintain effective and efficient administration and programme management functions, and, importantly, the extent to which programme delivery adheres to the learning model, with its strong emphasis on personal reflection and work-based learning.⁷
- 8.8 Many local leads identified DCSF endorsement of NPSLBA as central to its credibility nationally and, therefore, its value to participants. They also felt that it was important to maintain flexible pathways to further accreditation. There would be a significant risk to the DCSF if it were to continue to endorse NPSLBA unless it could be confident that the quality of the Programme was assured. An important element of the strengthened performance management arrangement has been to establish a robust and reliable database. If NPSLBA is to continue in something approaching its current form, and using the same database, there will be transition costs of approximately £35,000 associated with developing the database's reporting capabilities so that it can function independently of the National Strategies' data analysis systems.
- 8.9 To date, costs to participants and/or their workplace have largely been limited to accreditation beyond the DCSF Certificate and minimum running expenses. Two LAs were identified during the evaluation that had begun to recover some of the costs

⁵ Learning Behaviour: Lessons Learned, Alan Steer (2009)

⁶ In Haringey a partnership of schools are using NPSLBA alongside their multi-agency partners with a particular focus on enabling Schools to attain *School Safe & Cohesive* award/status.

⁷ The evaluation included a site visit to a LA that had customised the programme to its own requirements, with no discernible diminishing of impact. Specifically, the authority had chosen to take the lead in delivering the cluster group sessions and had assimilated the three study days into the 10 cluster group sessions. However, the local link was clear that personal reflection and work-based learning remained at the heart of their approach and they were also intending to take a less directive role and encourage participant lead sessions as soon as participants felt able to do so.

The National Strategies

associated with local coordination, with no apparent impact on demand. However, the extent to which price might impact on future demand is, as yet, untested. It is reasonable to assume that LAs and, increasingly, school partnerships, will require compelling evidence of the value for money afforded by NPSLBA to help inform their commissioning decisions.

Appendix A: Launch pack introduction

The National Programme for Specialist Leaders of Behaviour and Attendance (NPSLBA) is an active learning programme, developed by the DCSF for all professionals working in the field. Since its introduction NPSLBA has proved to be a catalyst for change. Organisations which sponsor staff to undertake the programme will join a growing number of involved schools and related services.

The NPSLBA is based on a model of effective learning that follows five stages:

1. acquisition of knowledge
2. modelling of good practice
3. practice application
4. feedback and reflection
5. embedding the experience.

Not only does this provide participants with a rich learning experience, but it also equips them to work effectively with colleagues to influence working practice. This in turn leads to improved outcomes for children and young people.

A key feature of the programme is the emphasis on exploring the relationship between theory, considered in the study days and cluster sessions, and practice, carried out in the work-based activities. This process has proved to be a significant factor in driving change. In order to get the best out of the programme, the support of colleagues in the workplace is crucial, but the best practice always includes the following elements:

- an understanding of the main benefits of the programme by the host organisation
- dialogue between participant and the line manager or senior colleague to agree workplace activities
- time to attend the study days, undertake cluster-group work and work-based activities.

The programme offers:

- an opportunity for professionals at all levels of responsibility to develop and enhance their leadership skills within the context of Behaviour and Attendance (B&A), building on a distributed leadership model
- a choice of study topics, including links to other relevant National Strategies materials. The NPSLBA study topics are also cross-referenced to a wider range of other sources and websites
- a focus on leadership within B&A leading to professional recognition where none had previously existed
- an opportunity to extend learning from the programme into formal accreditation routes.

The programme comprises:

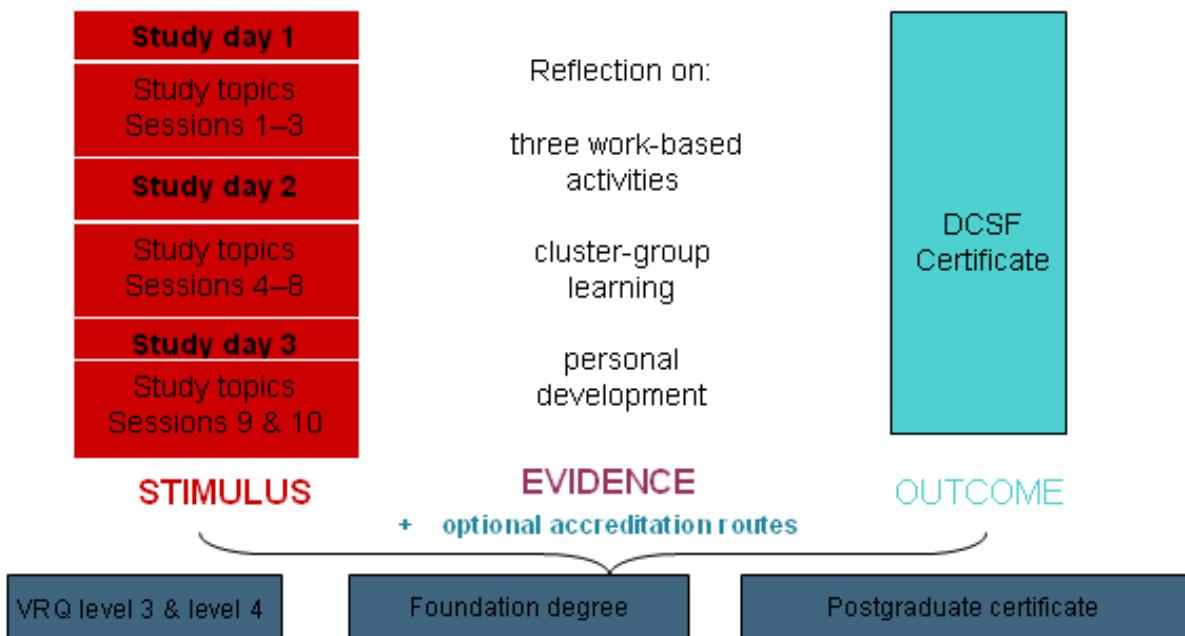
- three study days over the course of a year, which participants must attend
- ten cluster-group sessions with 8–12 participants (twilight)
- three work-based activities
- a portfolio of evidence.

NPSLBA learning objectives

Participants will develop their knowledge, skills and understanding of leadership in B&A in order to improve outcomes for children and young people through:

1. considering leadership styles, and understanding the qualities and skills required for effective leadership of B&A in a range of roles and contexts
2. reflecting on their own leadership styles, skills, behaviours and values
3. reflecting on the conditions that impact upon the learning process
4. evaluating and evidencing the outcomes of work-based activities
5. developing a theoretical understanding and knowledge of leadership in B&A and how it influences practice
6. reflecting on how the application of the ideas explored in this programme can act as a driver for change.

Programme elements



Study Day 1: The aim of this day is for participants to familiarise themselves with the structure of the year, explain the learning model, work-based activities and reflective logs. Participants begin to explore leadership, get to know their cluster-group colleagues, examine the role of the cluster group in their learning and plan the first three cluster sessions. Portfolio requirements are discussed.

The **first three cluster sessions** enable the cluster groups to establish themselves and familiarise themselves with the learning process.

Study Day 2: The purpose of this day is to ask participants to reflect on the process so far and to develop their understanding of leadership theory and practice. Reflective practice is a key feature of this study day.

In **following cluster sessions**, groups will negotiate further study topics. By the end of the year, all group members will have led (or co-led) a cluster session and will have completed three work-based activities.

Study Day 3: The aim of this day is for participants to evaluate their development as a leader and how it has impacted in their workplace.

After Study Day 3, cluster groups will continue to meet to complete the required number of study topics, to complete their portfolios and prepare for certification.

Materials and activities

- **Study topics** are available online through the National Strategies website: www.standards.dcsf.gov.uk/nationalstrategies/npslba
- Study topics will be chosen by each group according to interest, relevance and learning needs. One study topic will form the basis for each of the cluster-group sessions and participants are free to use any materials for personal study.
- As part of the **leadership aspect** of the course, group members will take turns to lead or co-lead each cluster-group session. Materials are provided and session leaders can follow the instructions given. They may wish to adapt them and use other materials to meet the group's needs.
- The **work-based activities** chosen should demonstrate the application of theory in the workplace and evidence the outcomes. These activities can be flexible and tailored to the needs of the participants, and may provide opportunities for shared work across and within organisations.

Accreditation

A DCSF certificate is available to participants who meet all the requirements of the programme and have submitted a supporting portfolio of evidence.

Additional accreditation can be negotiated locally to support the wider children's workforce development programme: This may include:

- City & Guilds 7301 Certificate (level 3 of National Assessment Framework)
- City & Guilds 7301 Diploma (level 4 of National Assessment Framework)
- Learning and Development Support Services (National Occupational Standards)
- Foundation degree level 1 (60 credits)
- Foundation degree level 2 (60 credits)
- HLTA
- NPQH
- Postgraduate certificate (60 credits at masters level).

Further information about these routes can be accessed via the website or through your local lead.

Access to the programme

The NPSLBA is supported by National Strategies B&A and SEAL Regional Advisers and Local Leads in each local authority.

The programme is open to all practitioners with an interest in improving behaviour and attendance and the online study materials are freely available for downloading.

The National Strategies

A team of nationally registered Local Leads is responsible for maintaining and developing the programme at local level.

For more information please contact the NPSLBA support team:

email: support.npslba@nationalstrategies.co.uk

telephone: 0118 918 2555

or visit www.standards.dcsf.gov.uk/nationalstrategies/npslba.

Appendix B: Responsibilities of the central NPSLBA support team

NPSLBA Central National Strategies team One full-time project manager Three full-time project coordinators One full-time administration assistant		
INPUT	WHAT COORDINATORS DO	OUTPUT
National Strategies events 27 local lead regional networks Four Inductions + ad hoc Per annum	<ul style="list-style-type: none"> • Source and book venue, according to specification • Check contract • Raise purchase order • Coordinate agenda requests • Manage invites, reminders, confirmations, delegate lists • Coordinate production of event materials • Liaise with venue about on the day requirements • Create coordinator PowerPoint™ presentation • Meet and greet delegates • Present at event • Questions and Answers at event • Support event • Live web and database demonstrations • Type up meeting notes and distribute • Collate event evaluations and distribute • Follow up event actions • Implement event feedback for programme development 	<ul style="list-style-type: none"> • Coordinate event • Hold event • Attend event • Follow up event

INPUT	WHAT WE DO	OUTPUT
LA EVENTS 152 LAS	<ul style="list-style-type: none"> • Manage territorial calendars for replacement study days • Order materials • Track materials distribution and manage proof of deliveries • Support local leads with study day content and resources • Distribute promotional products for launches • Produce certificates for celebrations • Coordinate banner distribution on request • Arrange delivery support for new local leads 	<ul style="list-style-type: none"> • Attend events where necessary • Correct materials and resources • Confident local lead delivery
DATABASE	<ul style="list-style-type: none"> • Liaising with external database supplier • User-testing of the database • Quality assurance of data • Database development for programme changes and reporting • Data analysis and trend spotting • Data input of participant documentation • Database training and navigation 	<ul style="list-style-type: none"> • Accurate data • Functional database • LA support and training • Confident LA users • Professional customer service
WEBSITE	<ul style="list-style-type: none"> • Make improvements to web structure • Make improvements to website navigation • Monitor open and local lead forums • Collate user feedback • Local lead web training • Upload and download of materials • Ensuring consistent access to web pages 	<ul style="list-style-type: none"> • Easy access and navigation for local leads participants and public • Fast response to discussion forums • Using feedback for further development • Confident local lead delivery

	<ul style="list-style-type: none"> • Create and update web user guide for local leads and participants • Technical support 	
MATERIALS	<ul style="list-style-type: none"> • QA and maintain consistency of NPSLBA materials • Write and review process and procedure documents • Write and review administration documents • Editing • Proof reading 	<ul style="list-style-type: none"> • High quality consistent materials
MARKETING	<ul style="list-style-type: none"> • Attend non-National Strategies events • Distribution of banners and promotional goods • Create text and select images/design • Write promotional pieces for publication • Input and management of Times Educational Supplements advertisements 	<ul style="list-style-type: none"> • High profile within LAs • Good quality product • Good reputation within LAs
REPORTING	<ul style="list-style-type: none"> • Weekly progress report • Monthly highlight report • Monthly data report • Termly target reports • Annual target reports • Ad hoc • Monitor consistency between database and MIDs report • Monitor consistency between database and data entry • Territorial local lead newsletters • Territorial Regional Adviser updates 	<ul style="list-style-type: none"> • High levels of communication for all parties • Consistent and accurate data for programme performance management

BESD FUNDING	<ul style="list-style-type: none"> • Create process • Manage DCSF budget of £150,000 • Promote to local leads and participants • Work in liaison with further accreditation suppliers • Advertise to prospective participants • Register new suppliers • Raise purchase orders • Coordinate payment process • Verify criteria is met • Advise local leads 	<ul style="list-style-type: none"> • High uptake • Successful applications • Increased LA capacity • Pathways for participants
CUSTOMER SERVICE Local leads = 482 Band A team = 35 Registered participants since May 2007 = 6466 General public from in and out of UK External suppliers	<ul style="list-style-type: none"> • First point of call for interested parties • Give programme and event information • Pass on details to local leads • IT support • Locate and provide materials • Signpost further accreditation providers to participants • Support the process for potential further accreditation providers • Answer all telephone and email queries • Dedicated support five days a week 	<ul style="list-style-type: none"> • Good reputation of Programme • Confident and informed local leads and participants • Facilitation of communication across all parties • High level service

Appendix C: Focus and agendas for site visits

Background

It is now more than two years since the National Strategies behaviour and attendance team assumed responsibility for the National Programme for Specialist Leaders of Behaviour and Attendance (NPSLBA). The Department for Children, Schools and Families has requested a progress review and is particularly interested in:

- Recruitment and retention of participants, including those working in short stay schools or other forms of alternative provision.
- The quality of participants' experience and any impact on their professional and career development.
- NPSLBA's alignment with the wider behaviour and attendance agenda – Social and Emotional Aspects of Learning (SEAL), anti-bullying, parental responsibility, school partnerships, etc.
- NPSLBA's contribution to securing good behaviour, improved attendance and reduced persistent absence in schools.
- The capacity and confidence in local authorities, at a strategic and operational level, to deliver NPSLBA.
- The extent to which NPSLBA is being mainstreamed into local authority school improvement services and core continuing professional development (CPD) offer.

The review will also seek to identify factors that may have contributed to or inhibited the success of NPSLBA and consider options by which to sustain the Programme in the longer term.

Site visits

Visits are planned to a number of local areas to meet with key stakeholders and to canvass their perspective on, for example:

- the impact that NPSLBA has made
- factors that have been shown to be critical to its success
- conditions necessary for its sustainability.

Areas have been identified to visit that also provide an opportunity to explore specific issues of particular interest, for example:

- approaches to accreditation
- targeted recruitment, for example from short stay schools and other alternative provision and senior school leaders
- engagement with school partnerships.

Visits are expected to last for up to a whole day, depending on the programme that is agreed. The programme for each visit will be agreed with the local link and tailored to the particular context. However, in addition to meeting with the local link and (some) local leads, it is hoped that the visit programme will provide an opportunity to meet with a sample of participants and representatives from their place of work.

Outline programme: Sandwell

11.00 – 12.30	Local link (Strategic lead)	<p>Programme delivery:</p> <ul style="list-style-type: none"> • NPSLBA's alignment with/contribution to the wider strategy for behaviour and attendance (B&A) • Overall approach • Evaluating impact • Factors associated with success • Risk factors • Vision for the future • Long-term sustainability
	NPSLBA graduates	<ul style="list-style-type: none"> • Participant experience: <ul style="list-style-type: none"> ➢ Initial expectations and actual experience ➢ Benefits of participating – self and workplace ➢ Accreditation ➢ What worked well? ➢ What needs to be improved?
	Local lead	<p>Overall approach:</p> <ul style="list-style-type: none"> • Participant/workplace profiles for next cohort • Logistics • Vision for the future • Long-term sustainability

Outline programme: Sunderland

9.00	LA lead Sunderland College Sunderland University	<p>Sunderland's approach to accreditation:</p> <ul style="list-style-type: none"> • Purpose, for example: <ul style="list-style-type: none"> ➢ Incentives for participants – diversity of existing qualifications ➢ Recognising success – evaluating learning, credibility/parity/portability ➢ Questions and answers • Approach taken, for example: <ul style="list-style-type: none"> ➢ Links with existing pathways (C&G, UWE) ➢ Implications for content/delivery ➢ Differentiated pathways ➢ Cost • Impact, for example: <ul style="list-style-type: none"> ➢ Take up ➢ Programme/graduate credibility ➢ Progression • Long-term sustainability/future plans
10.30	LA lead LA delivery team	<p>Programme delivery:</p> <ul style="list-style-type: none"> • NPSLBA's alignment with/contribution to the wider strategy for B&A • Overall approach • Evaluating impact • Factors associated with success • Risk factors • Vision for the future • Long-term sustainability
13.30	LA delivery team Past participants	<p>Participant experience:</p> <ul style="list-style-type: none"> • Participant/workplace profiles • Recruitment and retention: <ul style="list-style-type: none"> ➢ strategy ➢ data • Logistics • Participant feedback • Impact on participants • After care

Outline programme: Cheshire West

9.00	Regional Adviser (B&A)	<ul style="list-style-type: none"> • Clarification of the programme/focus for discussion • RA role in supporting NPSLBA in Cheshire West • Making NPSLBA work • Conditions for long-term sustainability
9.40	Deputy headteacher (school cluster) Family Support Worker	<ul style="list-style-type: none"> • Participant experience: <ul style="list-style-type: none"> ➢ Initial expectations and actual experience ➢ Benefits of participating – self and workplace ➢ Accreditation ➢ What worked well? ➢ What needs to be improved? • NPSLBA to secure improvement: <ul style="list-style-type: none"> ➢ Alignment with the wider B&A agenda ➢ Impact on B&A ➢ Future plans ➢ Long-term sustainability
10.15	Deputy headteacher (BESD resourced school)	<ul style="list-style-type: none"> • Participant experience: <ul style="list-style-type: none"> ➢ Initial expectations and actual experience ➢ Benefits of participating – self and workplace ➢ What worked well? ➢ What needs to be improved? • NPSLBA to secure improvement: <ul style="list-style-type: none"> ➢ Impact on behaviour and attendance (as an outstanding school for behaviour) ➢ Alignment with the wider B&A agenda (as a BESD resourced school) ➢ Future plans ➢ Long-term sustainability
10.30	Lead behaviour professionals (new starters and current participants)	<ul style="list-style-type: none"> • How recruited? • Expectations • Accreditation • Initial impressions
11.00	Regional Adviser	<ul style="list-style-type: none"> • Reflect on contributions so far
12.00	Manager for Vulnerable Children	<ul style="list-style-type: none"> • NPSLBA's contribution to the wider strategy for B&A

	Behaviour Improvement Consultant	<ul style="list-style-type: none"> • Vision for the future • Evaluating impact • Long-term sustainability
--	----------------------------------	--

Outline agenda: Camden

10.00	B&A consultant Workforce development manager	<p>Programme delivery:</p> <ul style="list-style-type: none"> • NPSLBA's alignment with/contribution to the wider strategy for B&A • Overall approach • Camden's approach to accreditation <ul style="list-style-type: none"> • Purpose, for example: <ul style="list-style-type: none"> ➢ Incentives for participants – diversity of existing qualifications ➢ Recognising success – evaluating learning, credibility/parity/portability ➢ Questions and answers • Approach taken, for example: <ul style="list-style-type: none"> ➢ Links with existing pathways ➢ Implications for content/delivery ➢ Differentiated pathways ➢ Cost • Impact, for example: <ul style="list-style-type: none"> ➢ Take up ➢ Programme/graduate credibility ➢ Progression • Evaluating impact • Factors associated with success • Risk factors • Vision for the future • Long-term sustainability/future plans
-------	---	--

Outline agenda: Rotherham

11.00 – 2.00	Local link (B&A lead adviser) Two local leads (Behaviour support team)	<p>Programme delivery:</p> <ul style="list-style-type: none">• NPSLBA's alignment with/contribution to the wider strategy for B&A• Overall approach<ul style="list-style-type: none">➢ Participant/workplace profiles➢ Logistics• Evaluating impact• Factors associated with success• Risk factors• Vision for the future• Long-term sustainability
-----------------	---	--

Appendix D: Questionnaire for local leads

Background

It is now more than two years since the National Strategies behaviour and attendance team assumed responsibility for the National Programme for Specialist Leaders of Behaviour and Attendance (NPSLBA). The Department for Children, Schools and Families has requested a progress review and is particularly interested in:

- Recruitment and retention of participants, including those working in short stay schools or other forms of alternative provision.
- The quality of participants' experience and any impact on their professional and career development.
- NPSLBA's alignment with the wider behaviour and attendance agenda – Social and Emotional Aspects of Learning (SEAL), anti-bullying, parental responsibility, school partnerships, etc.
- NPSLBA's contribution to securing good behaviour, improved attendance and reduced persistent absence in schools.
- The capacity and confidence in local authorities, at a strategic and operational level, to deliver NPSLBA.
- The extent to which NPSLBA is being mainstreamed into local authority (LA) school improvement services and core continuing professional development (CPD) offer.

The review will also seek to identify factors that may have contributed to or inhibited the success of NPSLBA and consider options by which to sustain the Programme in the longer term.

Local lead networks

The views of local leads are being sought to canvass their perspective on, for example:

- the impact that NPSLBA has made
- factors that have been shown to be critical to its success
- the extent to which NPSLBA is becoming mainstreamed into LA school improvement services and core CPD offer
- conditions necessary for its sustainability.

Survey

1. How would you describe NPSLBA's contribution to your LA's overall strategy to improve behaviour and reduce absence?

- Does your strategy refer to NPSLBA explicitly?
- How well does NPSLBA align with and support wider aspects of the behaviour and attendance agenda, for example:
 - SEAL?
 - Persistent absence?
 - Satisfactory to good for behaviour?
 - Anti-bullying?
 - Priority schools?
- How do you measure NPSLBA's impact?
- What impact has NPSLBA had in your LA?
- To what extent is NPSLBA mainstreamed into your LA's school improvement services and core CPD offer?

2. What makes NPSLBA work best?

- What factors have you found to be critical to the success of NPSLBA?
- Do participants from some professional groups/roles benefit more from NPSLBA than others?
- Do you think that some aspects of NPSLBA are more important than others?

3. How do you see NPSLBA in the future?

- How much confidence do you have in your LA's capacity to deliver NPSLBA in the longer term?
- Do you feel that your LA will be able to sustain NPSLBA after 2011 when the support from the National Strategies will no longer be available?
- What might be needed to ensure that NPSLBA succeeds in the future?

4. Is there anything else that you have learned as a local lead of which this review should take account?

Audience: NPSLBA
Date of issue: 03-2010
Ref: **00330-2010PDF-EN-01**

Copies of this publication may be available from:
www.teachernet.gov.uk/publications

You can download this publication and obtain further information at: **www.standards.dcsf.gov.uk**

© Crown copyright 2010
Published by the Department for Children, Schools and Families

Extracts from this document may be reproduced for non-commercial research, education or training purposes on the condition that the source is acknowledged as Crown copyright, the publication title is specified, it is reproduced accurately and not used in a misleading context.

The permission to reproduce Crown copyright protected material does not extend to any material in this publication which is identified as being the copyright of a third party.

For any other use please contact
licensing@opsi.gov.uk
www.opsi.gov.uk/click-use/index.htm