The Impact of School Leadership on Pupil Outcomes

Final Report

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department for
children, schools and families

NCSL
National College for
School Leadership

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Executive Summary

1.0   Background

The Effective Leadership and Pupil Outcomes Project is the largest and most extensive study of contemporary leadership to be conducted in England to date. Its sampling methods and innovative mixed methods design have enabled it to examine the work of head teachers and other school leaders in a range of primary and secondary schools nationally. All these schools are recognised as having achieved success in terms of improvement in pupil attainment measures and were highly effective in value added terms over at least a three year consecutive period.

The study focussed on schools that were identified to have significantly raised pupil attainment levels over a relatively short three year period (2003-2005). Many of the schools continued to maintain or further improve their results in subsequent years. The ability to continue to improve or to sustain effectiveness over longer periods is an indicator that improvement has become embedded in the school's work and culture and the result of heads' application of combinations of strategies within and across school development phases.

Through a combination of statistical analysis of national data sets on pupils' attainment three groups of schools were identified, all of which had made sustained improvements in academic outcomes but from different starting points. Low start, Moderate start and High start. Questionnaires sent to a large sample of heads and key staff in schools which had made consistent improvements combined with twenty detailed case studies has enabled the research to determine that change for improvement is not a linear process through the identification of direct and indirect relationships between the work of effective heads, changes in school and classroom processes and conditions and improvements in pupil outcomes.

The research demonstrates that heads in more effective schools are successful in improving pupil outcomes through who they are - their values, virtues dispositions, attributes and competences - the strategies they use, and the specific combination and timely implementation and management of these strategies in response to the unique contexts in which they work.

This Executive Summary is a synthesis of the qualitative and quantitative data analysis and provides an overview of the projects' key findings and their implications for policy and training.

2.0   Six General Findings

1   There are statistically significant empirical and qualitatively robust associations between heads' educational values, qualities and their strategic actions and improvement in school conditions leading to improvements in pupil outcomes. The results confirm and go beyond the model of successful leadership practices identified in the project literature review (Leithwood *et al*., 2006) that involve Creating Vision and Setting Directions, Restructuring the Organisation and Redesigning Roles and Responsibilities, Developing People and Managing Teaching and Learning. These affect and are affected by school internal conditions, culture and trust.

2   There are similarities between the effects of leadership practices on improvements in school conditions in Primary and Secondary schools in the study. However, the leadership of the Senior Leadership Team (SLT) has a more direct influence upon learning and teaching standards in Primary schools than Secondary schools.

3   There is no single model of the practice of effective leadership. However, it is possible to identify a common repertoire of broad educational values, personal and interpersonal qualities, dispositions, competencies, decision making processes and a range of internal and external strategic actions which all effective heads in the study possess and use.

4   Such a common repertoire is necessary but insufficient in itself to secure effectiveness. It is the particular combinations of strategies based upon the heads' diagnoses of individuals, the needs of schools at different phases of performance development and national policy imperatives which are influential in promoting improved - student outcomes. The study shows how school improvement trajectories evolve over time in several phases.

5   These strategies are underpinned by clearly articulated sets of values which focus upon promoting individual and social well-being and raising standards of achievement for all pupils. Taken together these effect cultural change as well as changes in school classroom practices.

6   The research indicates that there are significant differences in the intensity of actions and the use of certain strategies between schools in the Low start and High start groups especially in the secondary sector. A greater emphasis was given to the use of data for the improvement of teaching and learning conditions and classroom observation by schools in the Low start group.

3.0   Policy and Training Implications: Ten Findings

1   *Headteachers are perceived as the main source of leadership by staff, governors and parents. Their educational values, strategic intelligence, and leadership strategies shape the school and classroom processes and practices which result in improved pupil outcomes.*

Policy and Training Implications

Programmes of headteacher preparation and continuing professional development which focus upon values, qualities and the application of strategies which are context specific are essential in establishing and sustaining optimum conditions for raising standards of teaching, learning and pupil achievement.

2   *Successful school leaders improve teaching and learning and thus pupil outcomes indirectly and most powerfully through their influence on staff motivation, commitment, teaching practices and through developing teachers' capacities for leadership.*

Policy and Training Implications

Training programmes for aspirant heads and heads in post should emphasise the qualities, skills and strategies which heads need in order to motivate and retain the motivation, commitment and develop the expertise of all staff.

3   *Successful leaders draw on the same repertoire of basic leadership values, qualities and practices.*

Policy and Training Implications

Such evidence provides a justification for framing basic leadership standards and leadership development programmes around these categories, but providing, within each category, a number of levels in order to track developments in leadership expertise.

4   **Effective leaders apply strategies in ways that are sensitive to school and student background characteristics, to nationally defined needs and to their core educational ideals for maximising pupils' achievement across a range of academic, social and personal competencies. Three school improvement profiles were identified, each with different contextual characteristics:**

- Low start (in the project 66% were high disadvantage contexts defined as Free School Meal Band 3 & 4 with histories of poor pupil behaviour, attendance, high staff and leadership turnover and inexperienced heads

- Moderate start (in the project 72% were more advantaged contexts FSM Band 1 & 2 with histories of low staff and leadership turnover)

- High start (in the project 92% were FSM 1 & 2 with histories of low staff and leadership turnover)

Policy and Training Implications

Support for heads who serve disadvantaged communities needs to be targeted on developing their expertise and understanding of different strategies for improving conditions for teaching and learning, raising pupil attainment, motivation and engagement and improving pupil behaviour.

5   **In schools in more challenging contexts, heads give greater attention to establishing, maintaining and sustaining school wide policies for pupil behaviour, motivation and engagement, teaching standards, the physical environments, improvements in the quality of teaching and learning and establishing cultures of care and achievement.**

Policy and Training Implications

There are strong grounds for ensuring that i) schools serving disadvantaged communities appoint heads who are able to bring stability of leadership and staffing over a minimum contractual period; and ii) heads receive training in the specific strategies and practices that have been identified as effective in meeting the needs of pupils from disadvantaged communities in promoting their motivation, engagement and attainment.

6   **Effective heads lead and manage improvement through 'layered leadership' strategies within and across three broad improvement phases.**

In the study schools, heads used combinations of strategies which were fit for purpose. These were 'layered' within and across the schools' development phases. (Examples of such trajectories are shown in the report).

In the early phase, heads prioritised i) improving the physical environment of the school in order to create more positive, supportive conditions for teaching and learning, teachers and pupils'; ii) setting, clearly communicating and ensuring implementation of school-wide standards for pupil behaviour; iii) restructuring the senior leadership team and its roles and responsibilities; and iv) implementing performance management systems and CPD opportunities for all staff.

In the middle phase, heads prioritised: i) a more regular and focussed use of data as a means of informing decision making related to pupils' progress and achievement. Whilst there were differences in timing and emphasis between sectors, in general this had the effect of distributing leadership more and led to the development of a set of organisational values; and ii) the wider distribution of leadership roles and responsibilities. Using learning objectives and target setting were important parts of the practices in all case study schools.

In the later phase, key strategies related to personalising and enriching the curriculum, as well as to continuing the wider distribution of leadership.
In schools in more challenging contexts, in the early phase heads gave greater attention to establishing, maintaining and sustaining school wide policies for pupil behaviour, improvements to the physical environment and improvements in the quality of teaching and learning than in other schools.

Policy and Training Implications

Policies for raising standards in schools in different contexts and with different improvement histories need to focus on the fit for purpose use of combinations of strategies which relate to improvement needs within and across these three school development phases.

7   **There are positive associations between the increased distribution of leadership roles and responsibilities and the continuing improvement of pupil outcomes.**

Policy and Training Implications

The promotion of leadership among a broad range of staff through training programmes needs to take account of the readiness and abilities of staff to exercise responsibilities with accountabilities. Such readiness may take time and may not always be evident in the early phase of improvement. Leadership training for heads need to encompass greater attention to the process of distributing leadership and the practicalities of ensuring effective patterns of distribution.

8   **Leadership trust and trustworthiness are prerequisites for the progressive and effective distribution of leadership. Trust and improvement develop in a reciprocal way over time and are reinforced by evidence of improvements. Trust and the distribution of leadership evolve and differ by organisational context, history and the heads' diagnosis of need.**

Policy and Training Implications

As part of their training, school heads should have opportunities to learn about what it is that influences teachers' trust in them and consider how they build trusting relationships with their colleagues, parents and students.

9   Effective leaders continuously seek to engage parents and the wider community as active allies in improving pupil outcomes. This is especially the case with heads of schools which serve disadvantaged communities.

Policy and Training Implications

School leaders should be aware of the substantial influence on pupil learning of a positive relationship with parents and the wider community. There is now a large body of research about the influence of parental and community engagement on raising pupils' achievement. The key lessons from this evidence should be made available to all school leaders.

10   The sustainable transformation of a school is the outcome of effective leadership. Effective leadership results in the improvement of physical, psychological and social conditions for teaching and learning, raised aspirations of staff, students and communities and the improved achievement of all pupils.

Policy and Training Implications

Investment in the training and development of schools leaders, at all levels, is likely to provide a return in terms of improved organisational, staff and student outcomes.

Chapter 1

1 The Research Context and Literature Update

1.1 Background to the Study

Introduction

This three year research project was commissioned by the Department for Children, Schools and Families (DCSF) in conjunction with the National College of School Leadership (NCSL) in England and began in January 2006. It involved collaboration between teams drawn from different Universities and used a mixed methods approach to explore the relationships between school leadership, in particular that of the head, and pupil learning outcomes.

Of the few empirical research projects internationally in this area the most notable have been the work of Silins and Mulford (2002) in Tasmania which explored connections between leadership and organisational learning; the review of literature by Hallinger and Heck (1996), the best-evidence synthesis reported by Robinson and colleagues (2008) in New Zealand, and the current research by Leithwood and colleagues (2004) in North America. However, none of these investigated leadership exclusively in primary and secondary schools that had demonstrated sustained pupil achievement gains over a three year period.

The project should be seen in the context of the English government's sustained and persistent initiatives to raise school standards through a range of reforms. Not least among these has been a focus upon improving understandings of school leadership in all its forms and contexts and, based upon these, the development of a range of strategies for leadership recruitment, selection, training and development. All of these strategies have implicitly assumed a link between school leadership and student learning and achievement since this relationship between the quality of leadership and school improvement has consistently been reinforced, within the literature, as significant.

1.2 Aims

The aims of the study were to i) establish how much variation in pupil outcomes (as measured by, for example, achievement, engagement, involvement, motivation) is accounted for by variation in the types qualities, strategies, skills and contexts of school leadership, in particular those of heads as 'leaders of leaders'; and ii) to determine the relative strengths of the direct and indirect influences of school leadership, especially that of the head, upon teachers and upon pupils' outcomes. The study thus sought to:

i) Collect and analyse attainment, attendance and behavioural data at a national level in order to explore the relationship between leadership and pupil outcomes;

ii) Collect evidence to identify and describe variations in effective leadership practice (types, qualities, strategies and skills) with a view to relating these changes to variations in conditions for pupil, teacher and organisational learning and outcomes;

iii) Explore to what extent variations in pupil outcomes are accounted for by variations in types, qualities, strategies, skills and contexts of leadership;

iv) Identify which influences significantly moderate the effects of leadership practice on a range of both short and long term pupil outcomes;

v)   Identify which influences significantly mediate the effects of leadership practice on a range of both short and long term pupil outcomes; and

vi)   Provide robust, reliable data on i) to ii) which would inform the work of the Department for Education and Skills (DCSF), the National College for School Leadership (NCSL), local authorities (LAs), and schools.

The first phase of the research involved a detailed review of the international literature on leadership and its influence on pupil outcomes by the team (Leithwood, Day, Sammons, Harris & Hopkins, 2006; Leithwood, Harris & Hopkins, 2008). This review was used also to inform the development of questionnaire surveys of heads and key staff and initial interview schedules in twenty case studies. The research sought to test and refine existing models of school leadership as far as they can demonstrate an impact on pupil outcomes. It was hypothesised that whilst such models are common across contexts in their general form they would likely to be highly adaptable and contingent in their specific enactment.

1.3   Organisation of the Research

The research was divided into three related but overlapping phases. These three phases illustrate the mixed methods approach to the research design where both the qualitative and quantitative components are given equal weight. In addition, the findings from different phases contributed to the development of the research instruments through an iterative process of analysis, hypothesis generation, testing and, ultimately, synthesis. (Table 1-1):

Table 1-1 An overview of phases of activity

	Activity	Time
Phase One	- Review of the relevant literature - Contact researchers on related projects - Production of Literature Survey Report - Analysis of national datasets, using Fischer Family Trust (FFT) indicators to identify highly improved and highly effective schools - Identification of a sample of these for a questionnaire to heads and key staff of a nationally representative sample of improved schools - Design of research instruments - Recruitment of 20 heads and key staff for case study schools - Administration of questionnaire (Wave 1) - Analysis of questionnaire data (Wave 1) Production of initial report of survey analysis - Integration of emerging qualitative (round 1 and 2) with phase 1 analysis - Interim Report production	January 2006 - August 2007 August 2007
Phase Two	- Year 2 data collection in case study schools (rounds 4-6 of case study visits) - Final analysis of Year 1 data (rounds 1-3) - Further analysis of Wave 1 questionnaire data - Design and administration of questionnaire (Wave 2) - Analysis of questionnaire data (Wave 2) and SEM - Analysis of Case Study Year 2 data (rounds 4-6)	September 2007 November 2007 - January 2008 March - August 2008
Phase Three	- Integration of Year 1 and 2 quantitative and qualitative data - Final report	September 2008 - January 2009 January 2009

1.3.1 Phase one (January 2006 - August 2007):

Building on previous and current research - An international review of literature relevant to the aims and objectives of the research was conducted involving clear parameters for the selection of material along with criteria that sought to ensure that only the most robust findings were included. The review was ongoing and an updated summary is included later in this chapter. The initial review findings informed the design of a Wave 1 survey of a nationally representative sample of improving schools and the development of the theoretical and conceptual framework for the research.

Data collection, analysis and reporting - this involved the design, administration and analysis of a questionnaire survey and the analysis of data from case study visits in each of twenty primary and secondary schools. In-depth interviews were conducted with heads, key staff, colleagues and governors.

1.3.2 Phase two (September 2007 - August 2008):

During this period, further visits to schools were conducted with the interview and data collection designed to probe further the results of phase one. Additionally, a Wave 2 questionnaire and a researcher-administered pupil attitudinal survey were implemented and analysed.

1.3.3 Phase three (September 2008 - January 2009):

This phase comprised of the further analysis and clarification of qualitative cross case data, the application and analyses of data on leadership success phases, structural equation modelling (SEM), based upon further analysis of the Wave one and the integration of the different forms of data analysis.

1.4 The Interim Report

The interim report presented findings at the half way stage of the project which provided indicators for the direction of the final phase. These findings were based upon the combined analyses of i) a survey of heads and key staff from a nationally representative sample of primary and secondary schools that had increased their effectiveness, in terms of student achievement, as measured by changes in schools' annual test scores over a three year period (2002-2005) under the leadership of the same head, and ii) the first rounds of interviews conducted in twenty case study schools. They were also related to the key findings of a comprehensive review of the international literature focussing on the relationship between leadership and pupil learning outcomes. This review was conducted during the first year of the project and published in two forms by the DCSF and NCSL (Leithwood et al. 2006a; Leithwood et al., 2006b)

The emerging findings provided strong empirical support for the view that there are important indirect effects of leadership on pupil outcomes in addition to those direct influences on teachers and school conditions which heads exercise. They also pointed to the heads' leadership activity varying over time by years of experience in the school, by school sector and by school context. The evidence seemed to show, also, that the range of activities undertaken was greater in disadvantaged secondary school contexts where the level of challenge is often more complex and that change which enabled improvements in pupil outcomes to be sustained took time and was related to changes in the learning environments, structures and cultures.

The interim results and the many findings presented in the project Interim Report (Day et al., 2007) provided important insights about how successful heads improve student learning and achievement through who they are (their values, drives, predispositions, attributes and competences), what they do, and how they adapt their practices to the unique features of the context in which they work, whilst maintaining a strong value-led ethos. These final results extend and add to the claims made in those interim results. The additional data collection and analysis enabled the team to subject the Wave 1 survey data to structural equation modelling (SEM), to analyse the results of an innovative research instrument which traced heads' development strategies in different 'phases' of their work and map these qualitative judgements to external evaluations of progress and achievement.

1.5 Summary of Relevant Research Reported Since the Initial Literature Review

Our initial review of the literature appeared in both a detailed (Leithwood, Day, Sammons, Harris & Hopkins, 2006) and summary form (Leithwood, Harris & Hopkins, 2008). The summary version was organised around seven claims justified by varying amounts of fairly robust empirical evidence. This update introduces a sample of the most consequential evidence related to these claims reported since the initial review was completed.

1.5.1 Claim 1: School leadership is second only to classroom teaching as an influence on pupil learning

This was a controversial claim when we first made it but has since been widely quoted without much challenge. We justified this claim initially with reference to key reviews of quantitative research linking leadership to student learning (e.g., Hallinger & Heck, 1996; Waters, Marzano & McNulty, 2003), along with references to individual quantitative studies such as Silins & Mulford (2002) and Leithwood and Jantzi (1999). A number of qualitative studies were cited as evidence that leadership has especially critical effects in schools facing challenging circumstances (e.g.,Gezi,1990; Reitzug & Patterson, 1998). Leadership seems to be especially important in schools that need it need it most.

Since our initial review, evidence about this first claim has continued to accumulate. Focused on 'transformational' approaches to school leadership, Leithwood and Jantzi's (2005) review of 18 studies published over the last decade found consistent evidence of positive effects on both student learning and student engagement. Leithwood and Sun (in press) recently synthesized the results of 54 unpublished quantitative studies (mostly theses) of this same approach to school leadership. Eighteen of the 54 studies reported effects on five different types of student outcomes - achievement, attendance, college-going rates, dropout rates, and graduation rates. Student achievement, however, was the only outcome about which there was a meaningful amount of evidence; eight studies found no effects on such achievement, while ten reported mixed results. Robinson, et al. (2008) have recently reported the results of a 'best evidence' meta analysis of 27 studies of school leadership effects. Noting variation in these effects depending on the type of leadership practice being examined, results of this review indicate approximately the same level of effect as typically reported in earlier studies - small (11) to medium (42) effect sizes.

This new evidence leaves our original conclusions about leadership effects unchanged. While the independent effects of school leadership are modest, these effects have to be interpreted in comparison with the effects other school variables. As Creemers and Rietzig (1996) have argued, almost all school variables have small effects. So for those aiming to improve schools, the challenge is to create 'synergistic effects'; the accumulations of small effects in the same direction. Successful leaders' contributions to student learning can, therefore, be traced to the synergistic effects they create within their organisations.

1.5.2 Claim 2: Almost all successful leaders draw on the same repertoire of basic leadership practices

The basic assumptions underlying this claim were that (a) the central - although by no means the only - task for school leadership is to help improve teacher performance as the most direct means of improving student learning; and (b) such performance is a function of teachers' beliefs, values, motivations, skills and knowledge and the conditions in which they work. Successful school leadership, therefore, includes practices helpful in addressing each of these dimensions of performance.

Pointing to recent syntheses of evidence collected in both school and non-school contexts (e.g., Leithwood & Riehl, 2004; Waters, Marzano & McNulty, 2003; Hallinger, 2003), we argued, in our original review, that four categories of leadership practices are part of the repertoire of successful leaders in most contexts. Organized into four categories, these core practices included: '*setting directions*', '*developing people*', '*redesigning the organisation*', and '*managing the teaching and learning*' programme. Each of these categories encompasses several more specific sub-sets of practices, 14 in total. We went on to explain that leaders do not do all of these things all of the time, but that the core practices provide a powerful new source of guidance for practising leaders, as well as a framework for initial and continuing leadership development.

Evidence since our initial review has mostly focused on the relative effects on students of sub-sets of these core practices. Reinforcing some of the findings of Marks and Printy (2003), for example, Robinson and colleagues (2008) found significantly larger effects for '*instructional* as compared with '*transformational'* leadership practices. Instructional leadership practices were those which engaged teachers (or engaged with teachers) in initiatives directly related to student learning. Transformational practices were described as those which were more teacher than student focused. Studies of leadership practices described as '*planning, coordinating and evaluating teaching and the curriculum'* (part of the category of core practices *'managing the programme'*) reported mean effect sizes on student learning of 0.42, and studies of leadership practices described as *'promoting and participating in teacher learning and development'* (part of category of core practices *'developing people'*) reported effect sizes of 0.84. By way of contrast, *'ensuring an orderly and safe environment'* and *'strategic resourcing'* (both part of the category of core practices '*redesigning the organisation'*) attracted mean effect sizes of 0.27 and 0.31 respectively. Our original claim of quite significant effects for *'direction setting'* leadership practices appears to be supported by the 0.42 mean effect size found by Robinson et al. for '*establishing goals and expectations'.*

1.5.3   Claim 3: Successful leaders enact the core leadership practices in contextually appropriate forms

Much has been written, we noted in our original review, about the sensitivity of successful leaders to the contexts in which they work. Such sensitivity notwithstanding, however, successful leaders do not enact qualitatively different practices in every different context. Rather, they apply contextually sensitive combinations and adaptations of the core leadership practices. By way of example, consider the leadership of schools in special measures during each stage of being turned around. Beginning at the end of a period of declining performance, these stages are typically characterised, in both corporate (e.g., Murphy, 2008) and school literature (e.g., Harris, 2002) as early turnaround or crisis stabilisation, and late turnaround (achieving and sustaining success). Previous evidence, supported by a recent Canadian study (Leithwood & Strauss, in press), suggests differences in the application of each of our four core sets of successful leadership practices.

- *Building vision and setting directions.* This category is particularly important for turnaround school leaders at the early crisis stabilisation stage, but the context requires enactment of these practices with a sense of urgency, quickly developing clear, short-term priorities. At the late turnaround stage, much more involvement of staff is necessary in crafting and revising the school's direction, so that ownership of the direction becomes widespread, deeply held and relatively resistant to the vagaries of future leadership succession.

- *Understanding and 'developing people'.* This category of practices is essential in all stages of school turnarounds, according to evidence from both US and UK contexts (Mintrop & Papazian, 2003; West, Ainscow & Stanford, 2005). Although this evidence is not yet sufficiently fine-grained to inform us about how these practices are enacted, it is consistent in highlighting its importance in all contexts.

- *Redesigning the organisation.* These practices are quite central to the work of turnaround leaders. For example, transition from early to later turnaround stages depends on organisational re-culturing.

- However, much of what leaders do in the early stage of the turnaround process entails restructuring to improve the quality of communication throughout by restructuring the organisation, redesigning roles, responsibilities and accountabilities and setting the stage for the development of new cultural norms related to performance and the more distributed forms of leadership required to achieve and sustain high levels of performance (Foster & St. Hilaire, 2004)

- *Managing the teaching and learning programme.* All the practices within this category have been associated with successful turnaround leadership but their enactments change over time. For example, the flexibility leaders need in order to recruit staff with the dispositions and capacities required to begin the turnaround process often means negotiating for special circumstances with local authorities and unions (Bell, 2001). Ongoing staffing of the school at the later turnaround stage, however, cannot be sustained outside the framework of established policies and regulations.

New evidence for the enactment of these same core leadership practices in contextually sensitive forms can now be found in relation to not only school turnaround contexts - typically schools serving highly diverse student populations (Jacobson, Johnson, Ylimaki & Giles, 2005) - but also highly accountable policy contexts (Day & Leithwood, 2007), Many of the sub-studies just now being completed as part of a five-year American study of leadership and learning (Leithwood et al., 2004) indicate that, in particular, student poverty, diversity and school sector (primary, secondary) significantly moderate the effects of school leadership on pupil achievement (e.g., Gordon & Louis in press; Wahlstrom & Louis, 2008). This evidence calls for greater attention on the part of leaders to the adapting of their core practices in response to such features of the context in which they are working.

1.5.4   Claim 4: School leaders improve teaching and learning indirectly and most powerfully through their influence on staff motivation, commitment and working conditions

Our initial review pointed to evidence indicating that *'on average'* - or '*typically'* - those in formal school leader roles have their greatest influence on student learning through the influence they exercise on staff motivations, commitments and working conditions. Supporting this claim from our original review, Leithwood and Beatty (2008) have recently completed a synthesis of empirical evidence about the contribution of teacher working conditions to a large handful of teacher emotions, and the effects of these emotions on pupil learning. These authors also describe those enactments of the core leadership practices that contribute most to the emotional climate of schools. Day, Stobart, Sammons, Hadfield & Kington (2004) provide new evidence about the powerful effects of teacher working conditions on teacher emotions and their classroom practices and, Louise (2007) and Day (2007) have build upon the work of Bryk and Schneider (2002) and Tschannen-Moran (2004) which demonstrates the close association between trust building and improvement.

Since our initial review, however, much has continued to be written about the concept of '*instructional leadership',* a concept which encourages school leaders to focus their influence directly on teachers' pedagogical capacities. Especially popular in North America, this leadership concept is squarely rooted in schools (although '*task-oriented*' leadership theories in other sectors have some resemblance). It rests on the transparent assumption that heads and others in formal school leadership roles should have a direct effect on pedagogy and that, if they do, pupils learning will greatly benefit. Less transparent, however, the instructional leadership concept also assumes that school leaders such as heads have both the expertise, time and capacity to provide their teaching colleagues with meaningful feedback about their instructional practices. While such an assumption is both educationally and philosophically attractive to many, evidence to justify it on a practically significant scale is decidedly shaky. That is, a few principals (mostly in small primary schools) have been

located who were able to find the time and demonstrate the ability to provide meaningful feedback to their teaching colleagues. The vast majority, in spite of years of rhetoric, seem unable to do so.

A new line of evidence since our first review appears to have found a way forward that is both practically feasible and quite effective. First surfacing in a study by Marks and Printy (2003), this argues for attention to a full array of leadership practices but with those intended to influence pedagogy often directly enacted by teacher leaders rather than only by heads. As is apparent in Robinson et al.'s (2008) analysis, the full array of leadership practices includes those associated with both transformational and instructional approaches but the enactment of the practices is 'shared'. Several recent studies of such shared leadership have reported significant effects on pupil learning (Wahlstrom & Louis, 2008).

1.5.5 Claim 5: School leadership has a greater influence on schools and pupils when it is widely distributed

'Shared' leadership, as the studies cited above define it, is one form of leadership distribution. Our initial review noted that, despite its popularity, evidence in support of the many claims made for the positive outcomes of distributed leadership is less extensive than one might expect or wish. A substantial corpus of evidence about distributed leadership has accumulated over the three-year period of our study. The majority of this evidence can be found in two sources: a now-published text edited by Leithwood, Mascall & Strauss (2009); and a special issue of the *Journal of Educational Administration* (Harris, 2008).

We cannot do justice, in the short space here, to the full range of evidence available in these sources but offer, instead, a brief sample of some key findings. First, about the *state of distributed leadership* in schools, the new evidence indicates that:

- leadership distribution is common in schools;

- distributed sources of leadership co-exists alongside (or in parallel with) more focused or individually-enacted sources of leadership; and

- the 'distribution of leadership' responsibility and power between individual and distributed sources typically varies in response to conditions or challenges found in the settings for leadership.

Second, much of the new evidence reflects quite different approaches to conceptualizing differences in the forms distributed leadership assumes in schools. For example, seven of the ten central chapters in the text edited by Leithwood, Mascall and Strauss (2009), offer unique conceptions: additive and holistic patterns (Gronn, 2009); autocratic and ad hoc patterns (Harris, 2009); leader-plus and parallel performance patterns (Spillane, Camburn & Pajero, 2009); planned alignment and spontaneous alignment patterns (Leithwood et al., 2009), as well as pragmatic and opportunistic patterns (MacBeath, 2009). Researchers, such as those cited here, have often chosen to focus on different dimensions along which patterns of distribution might vary. To date, these dimensions attempt to capture (a) differences in the range of organisational members to whom leadership in distributed, (b) the degree to which distributed forms of leadership are coordinated, (c) the extent of interdependence among those to whom leadership is distributed (d) the extent to which power and authority accompany the *'distribution of leadership'* responsibilities and (e) the stimulus for leadership distribution.

Third, the new evidence suggests a handful of factors that influence the extent to which leadership is distributed. These factors include, for example:

- the extent of both leader and staff members' expertise, and

- the prevalence of policies and regulations that influence the direction of work in the school (what Kerr and Jermier (1978) called '*substitutes for leadership').*

- the leadership functions(s) to be performed and

- the scope of the goals to be accomplished. More significant leadership distribution seems likely, for example, when staff have significant amounts of relevant expertise, when there are relatively few substitutes for leadership in the organisation.

Finally, there is a clearer picture emerging from this new evidence about how to foster distributed leadership than there is about any of the other issues typically associated with leadership distribution. This new evidence suggests that:

- It is often some form of external pressure that prompts efforts to distribute leadership more broadly, for example, pressure to improve disappointing school performance, introduction of new policies and programmes requiring new teaching and learning capacities. Greater 'distribution of leadership' outside of those in formally established roles usually depends on quite intentional intervention on the part of those in formal leadership roles.

- School leaders can easily, if unintentionally, sidetrack efforts to distribute leadership. Indeed, school heads figure very prominently in this leadership distribution story. Among the important conditions influencing leadership distribution that depend, in part or whole, on what heads do, are: providing time to exercise leadership, acknowledging the importance of such leadership, creating opportunities to develop leadership skills, targeting or encouraging people to take on leadership tasks, ensuring the leadership task is clear.

- Such factors as headteacher disposition, collaborative organisational cultures, compatible personal relationships, and adequate resources also have important influences on the development of distributed leadership.

1.5.6   Claim 6: Some patterns of distribution are more effective than others

At the time of writing our initial review, the best documented effect of distributed leadership concerned its contribution to school improvement processes (e.g., Harris & Muijs, 2004) and the amelioration of the often negative effects on schools of leadership succession (Fink & Brayman, 2006). Mascall, Moore & Jantzi (2008) recently have reported new evidence confirming both the negative effects of many leadership successions and the promise of distributed leadership as an antidote. Our initial review also alluded to the results of one study reporting an association between greater stakeholder influence in schools and student achievement (Leithwood & Jantzi, 2008).

Only one new study of which we are aware, has provided further evidence about this claim. Mascall, Leithwood, Strauss & Sacks (2008) found a significant relationship between a coordinated form of leadership distribution which they label *'planned alignment'* and a teacher variable labelled *'academic optimism'* (Woolfolk Hoy, Hoy, Kurz, 2008). Planned alignment entails members of a leadership group planning their actions together, periodically reviewing their impact and revising accordingly. Academic optimism was measured as a composite of teacher trust, teacher efficacy and organisational citizenship behaviour, each of which has been significantly associated with student achievement.

1.5.7 Claim 7: A small handful of personal traits explains a high proportion of the variation in leadership effectiveness

Little additional evidence has been reported about this claim since our initial review. At that time we drew on a substantial body of research conducted outside schools which we believed provided a reasonably comprehensive view of consequential traits and dispositions applied to private sector leaders (Zaccao, Kemp and Badder, 2004). As we noted, however, within schools the evidence was less comprehensive, though there had been significant contributions concerning cognitive processes (Leithwood & Steinbach, 1995), leaders' values (Begley & Johansson, 2003), leader self efficacy (Leithwood & Mascall, 2008), and associations between leaders' personal qualities and the leadership success (Day and Leithwood, 2007).

This evidence, we argued, warrants the claim that the most successful school leaders are open-minded and ready to learn from others. They are also flexible rather than dogmatic in their thinking within a system of core values, persistent (e.g. in pursuit of high expectations of staff motivation, commitment, learning and achievement for all), resilient and optimistic. Such traits help explain why successful leaders facing daunting conditions are often able to push forward when there is little reason to expect progress.

In Chapter 2, we revisit the research design and methods of data collection and analysis. In Chapters 3 and 4 we summarise key findings from the two surveys of heads and Key staff, paying particular attention to differences in relation to school context (level of disadvantage) and school improvement group. Chapter 5 presents results from our quantitative analyses that produce models of the relationship between leadership and changes in pupil outcomes In Chapters 6, 7 and 8 we mine the rich qualitative case study data, focussing in Chapter 6 on studying the concept of effective leadership as revealed in our studies of 20 successful schools. Chapter 7 analyses the ways case study heads varied in their use, combinations and timing of strategies over time. We found that their abilities to diagnose individual and organisational histories, needs and capacities, as well as their values and vision, were central features of their leadership. In Chapter 8 we present the phases of leadership success for two schools, examining the history of change over time in pupil outcomes in relation to the ways in which heads 'layered' their leadership actions and strategies overtime. In the final Chapter we seek to integrate further and synthesise our findings on the associative and causal relationships between effective leadership and pupil outcomes and examine their implications for policy and practice.

Chapter 2

2 Research Design and Methods

2.1 Introduction

In Chapter 1 we outlined the main aims of the study and gave a brief overview of the different phases of the three year research project and findings from the ongoing literature review. This chapter provides further details about the research design and methodology used to investigate the relationships between leadership and improvements in pupil outcomes on which our main findings are based. We describe the rationale for our mixed methods research design and discuss the way we sought to analyse and integrate our different data sets, our strategies for analysis.

2.2 A Mixed Methods Design

Large scale studies of complex social and educational phenomena increasingly adopt a mixed methods approach to research design (Tashakkori and Teddlie, 2003)
Figure 2-1, adapted from Leithwood and Levin (2005), is the framework which provided an initial tool for thinking about the different variables or influences on successful school leadership and how they may be hypothesised to relate to pupil outcomes. It proposes that successful leadership practices, the independent variables in the framework, tend to develop and emerge through the influence of antecedent variables. Those leadership behaviours or practices, in turn, have direct and indirect effects potentially on a wide range of other variables. Some of those variables moderate (enhance or mute) leadership effects, others 'link' or mediate leadership practices to pupils and their learning, the dependent variables of interest in the Leadership on Pupil Outcomes study.

Figure 2-1 An initial framework to guide research on leadership effects
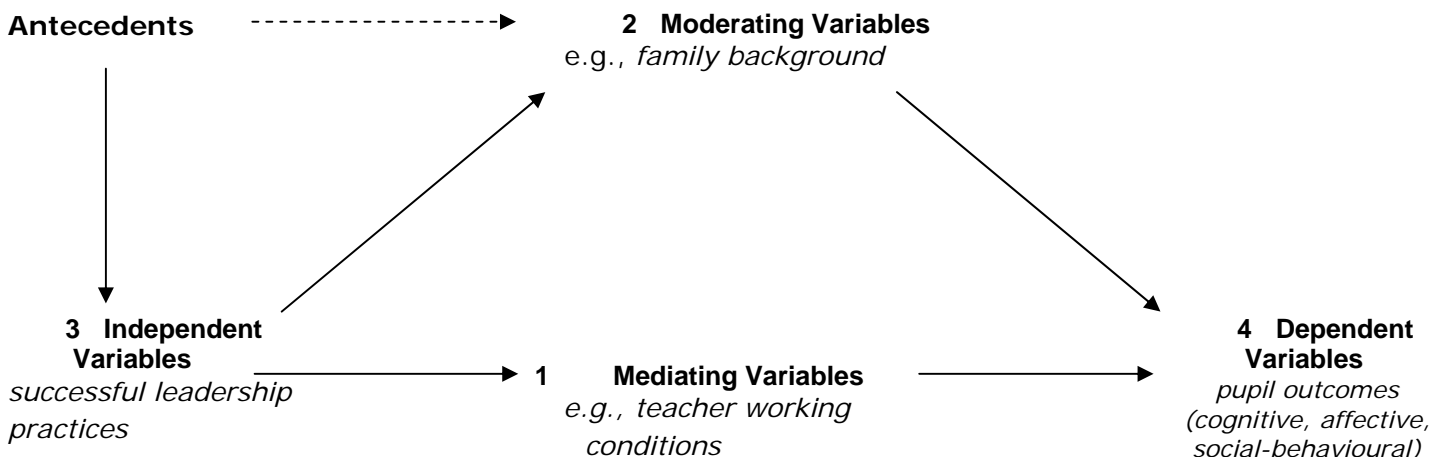
This research brought together an experienced team with complementary and diverse research careers and areas of expertise (qualitative and quantitative) from different perspectives and in different contexts (UK and international) so enabling a multi strand mixed method approach to the design of the study.

The choice of a mixed methods research design was influenced by the review of the literature conducted at the beginning of the study and sought to identify features linked to this initial framework using both quantitative and qualitative components. Figure 2-2 provides a schematic illustration of the different phases and strands of the research and their sequencing and indicates the process by which we sought to integrate the various sources of evidence to address our aims.

The use of mixed methods was seen to increase the possibilities of identifying various patterns of association and possible causal connections between variation in different outcomes indicators of school performance (as measured by data on student attainment and other outcomes) and measures of school and departmental processes. These are also examined to explore their links with different features of leadership practices. By incorporating both extensive quantitative and rich qualitative evidence from participants about their perceptions, experiences and interpretations of leadership practices and of school organisation and processes with that on student outcomes, it was possible to conduct analyses in parallel and to allow evidence from one source to extend or to challenge evidence from another source. At certain points in the research process we analysed the quantitative evidence (attainment data and questionnaire surveys) separately and independently from the in-depth analyses of case study data collected for a smaller sample of schools. At other stages we deliberately chose to allow one source to inform the other. The sequencing of the study was an important feature that facilitated the integration of evidence, while attempts at a synthesis are presented in the concluding sections and are based on analysis of these data and reflection on their meaning.

Figure 2-2 Research Design

Research Design:
Integrating evidence about effective / improved schools

Quantitative strand — Attainment VA analyses, Identifying sample of effective / improved schools

Qualitative strand — Interview and documentary data from a variety of internal and external stakeholders

Survey 1 — Literature Review — 20 Case Studies

SEM Models — Survey 2 — Single and cross case analysis

Integration

Values
Strategies
Consequences

The quantitative strand of the project involved four components:

- An analysis of national data sets on primary and secondary school performance conducted to identify schools that were effective and improving over a three year period. The analyses were based on relevant published data and key indicators (both value added measures that investigate pupil progress and raw indicators such as the percentage of pupils achieving performance benchmarks e.g. level 4 at Key Stage 2, or 5A*-C grades at GCSE at Key Stage 4).

- An initial Wave 1 questionnaire survey of heads and key staff in a sample of such effective and improving schools to explore features of school organisation and processes including leadership. The survey asked heads and key staff to report on the extent of change in different features of school activity and practice over the last three years. This period was chosen to coincide with the years for which the analysis of improvement in pupil attainment had taken place (2003-2005).

- A second follow up Wave 2 survey of heads and key staff one year later to explore in more detail particular strategies and actions that were perceived to relate to improvement (informed by the interim results of the first survey and case study findings).

- A questionnaire survey of a sample of year 6 and year 9 pupils in 20 case study schools in two successive years to provide additional data on pupils' views and perceptions of teaching and learning, leadership and school culture and climate.

The qualitative strand involved in depth school case studies involving three visits a year over two years with detailed interviews of heads and a range of key staff and stakeholders and observation of features of practice identified by schools as important in their improvement efforts. The case study sites were selected to represent schools in different sectors and contexts, including different levels of advantage and disadvantage, and ethnic diversity. A higher number of improved schools from disadvantaged contexts was included in the case studies to reflect the policy interest in raising standards in schools facing challenging circumstances.

Interviews with heads and key staff prompted them to speak about those issues that were most significant to them in relation to the research aims and objectives and aspects identified as important in the literature review. Interviews with other colleagues in the school provided insights outside the formal school leadership into perceptions of the nature and impact of the practice and effectiveness of participating heads in the role of school (and departmental) leadership, including the involvement of the Senior Leadership Team (SLT) and middle managers (e.g. Key Stage Leaders).

In addition to the collection and analysis of pupils' cognitive outcomes (from Key Stage national assessment tests and GCSE results) a questionnaire was administered to approximately 30 pupils in each of the case study schools in year 6 (primary) and year 9 (secondary).

This was informed by the initial review of literature and reviews of previous pupil survey instruments e.g. PISA (OECD, 2005), RAPA (Levacic, 2002; Malmberg, 2002) projects. The instrument provided:

- examples of social and affective outcomes of pupil learning;

- evidence of the relationships between leadership and pupils' perceptions of school and classroom climate;

- evidence of the relationships between leadership and pupils' perceptions of school and classroom conditions; and

- evidence of student engagement and identification with school.

2.3 The Sampling Strategy: Identifying Effective and Improved Schools

The survey sampling was based on the analysis of value added and pupil attainment data provided by Fischer Family Trust to indentify schools that were more effective and that had shown sustained improvement across three years for further study. Further analysis was then undertaken to investigate the key characteristics of the survey sample schools and compare them with the national picture. This second-stage analysis was based on the school contextual data and Ofsted inspection data (2000-2003 and 2003-2005).

Key sampling criteria for the questionnaire survey included:

Combined absolute improvement (positive change in raw scores[1] over three years 2003 - 2005) with valued added improvement (both simple and contextualised[2]) absolute decline (negative change in raw scores over the three years - bottom quintile schools) but with a greater level of improvement in value added terms stable high in value added terms no change of heads in the past three years.

Approximately a third of primary (34%) and of secondary (37%) schools for which national data were available over the three year period were identified as fitting our sampling criteria for more effective/improved in terms of changes in pupil attainment measured by their national assessment/examination results and in terms of value added indicators of pupil progress. The sampling frame allowed the project to focus on the leadership features and processes of such successful schools in line with our research aims and questions and our results can be interpreted in terms of processes and approaches that characterise more effective/improved schools.

Nationally, a greater proportion of English schools are in Free School Meal (FSM) band 1 (0-8% pupils eligible for FSM) and band 2 (9-20% eligible) than in FSM band 3 (21-35% eligible) and Band 4 (36% + eligible), and this is the case for both primary and secondary schools. We deliberately over-sampled schools from areas of higher disadvantage (Bands FSM 3 and 4) in order to achieve a more balanced (less skewed towards low disadvantage) sample of schools in relation to level of disadvantage of pupil uptake. In addition, pupils in schools from more disadvantaged areas tend to start from a lower attainment level and thus, such a sample allowed us to a) secure a group of schools that have seen pupil progress and attainment improve from low to moderate; and b) explore in greater depth the impact of leadership on the improvement of pupil outcomes in schools in challenging circumstances.

Table 2-1indicates the distribution of schools responding to the initial survey by school FSM band and Tables 2-2 to 2-5 show the overall response rate.

The Wave 1 survey sent five key staff forms to each secondary school and two to each primary school plus one for the head teacher

Table 2-1 Wave 1 Survey Primary and Secondary School Samples by School FSM band

FSM band	Primary Sample		Primary National		Secondary Sample		Secondary National	
	N	%	N	%	N	%	N	%
FSM1 (0-8%)	510	33	6150	42	400	35	1159	37
FSM2 (9-20%)	452	29	3896	27	393	34	1097	35
FSM3 (21-35%)	275	18	2359	16	191	17	520	17
FSM4 (36%+)	312	20	2267	15	156	14	339	11
Total	1549[3]	100	14672	100	1140	100	3115	100

Table 2-2 Wave 1 Survey response rate (Heads)

	Sample Size Surveyed N	Returned Heads Questionnaires N	Response Rate %
Primary	1,550	378	24
Secondary	1,140	362	32

Table 2-3 Key staff at school level

	Sample Size Surveyed N	Schools with Returned Key staff Questionnaires N	Response Rate %
Primary	1,550	409	26
Secondary	1,140	393	34

Table 2-4 Key staff at questionnaire level

	Sample Size Surveyed[4] N	Returned Key Staff Questionnaires N	Response Rate %
Primary	3,100	608	20
Secondary	5,700	1,167	20

2.4   School Improvement Groups

Three sub-groups of schools were identified based on analyses of attainment and value added trends: i) improving from low to moderate or low to high in attainment and highly effective in value added, ii) improving from moderate to higher moderate or high in attainment and highly effective in value added and iii) stable high attainment and highly effective in value added. Proportionately more schools responding to the survey were in the low to moderate/high group i.e. those that had made rapid recent improvement over three years (2003-2005) (see Appendix 2-I: Summary of Responses by Improvement Groups). It was hypothesised that schools which make rapid improvement over the short term and ii) were originally in a low attainment group were likely to have different leadership profiles in comparison with those in the stable high effectiveness category. For the purpose of this report we label the low to moderate or low to high group as the Low Start Group, the lower

moderate to higher moderate or high group as the Moderate Start Group and the Stable High and High to Higher Group as the High Start Group. The research explored associations between the improvement groupings and a range of influences relating to head's years of experience in total and in their current school, the number of heads in post in the last ten years, school education sector and school socio-economic contexts and survey results.

Overall, nearly two thirds (65.6%) of primary schools in the Low Group, compared with under one in 10 (8%) of the High Start Group were in FSM bands 3 and 4. For secondary survey responses the pattern was broadly similar, around a half (50.3%) of the Low Start Group were from high disadvantage contexts, FSM bands 3 and 4, while only around one in 20 (5.2%) of the High Start Group were from Band 3 and 4. See table 2-7) Again this emphasises the strong link between low attainment and pupil intake characteristics.

However, for our sample all schools, including the Low Start Group, had showed improvement and were highly effective despite their contexts.

Table 2-5 School context (FSM band) and secondary school improvement group

Improvement Groups	School Context (FSM band)		
	FSM 1 and 2	**FSM 3 and4**	**Total**
Low start	83	84	167
	(49.7%)	(50.3%)	(100%)
Moderate start	63	13	76
	(82.9%)	(17.1%)	(100%)
High start	109	6	115
	(94.8%)	(5.2%)	(100%)
Total	255	103	358
	(71%)	(29%)	(100%)

Figure 2-3 Sampling Strategy summarises the sampling strategy adopted in the project and the sequencing of activity.

Figure 2-3 Sampling Strategy
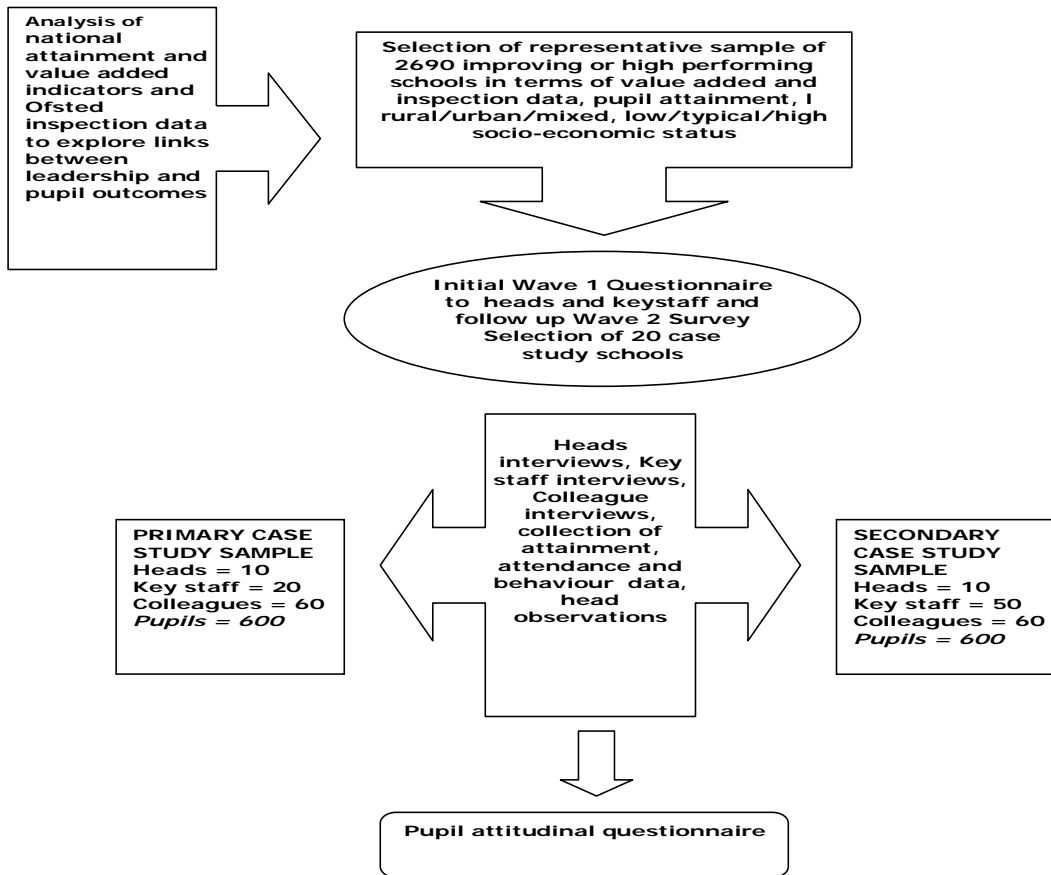
2.5   Analysis Strategies

Having adopted a mixed methods design the research used a range of approaches to the analysis of the various data sets available for both the qualitative and quantitative strands and to facilitate the integration of evidence and development of conclusions. The range of data types, their accumulation over a two year period and the sample sizes included in the project afforded the possibility of a powerful variety of data analyses that were applied progressively over the stages of the project to inform its goals of both description and explanation. The availability of various forms of data reinforced reliability and validity within the study.

2.6   Analysis of the Quantitative Data

2.6.1   Attainment and effectiveness measures

England is unique in the availability of a range of national assessment data sets collected annually and analysed centrally by DCSF and other bodies including the Fischer Family Trust (FFT) and LAs. At the time the study was being initiated the DCSF was still developing its approach to developing contextualised value added (CVA) performance indicators for schools. These were not at that stage available for the three years (2003 to 2005) that form the focus of this research. However, the FFT had available analyses of national pupil data

sets at the school level involving raw data (unadjusted for pupil background) and both simple (value added) and contextualised value added measures of school performance (based on control for prior attainment and pupil background characteristics). In school effectiveness research, value added measures, particularly contextual value added measures, are widely recognised (Sammons, Thomas & Mortimore 1997; Teddlie & Reynolds, 2000) as providing fairer measures of school performance because they take into account important differences between schools in the characteristics of the pupil intakes they serve that have been shown to affect attainment[5].

The project team used results from FFT multi level and other analyses of national assessment and examination data to obtain indicators of changes in schools' raw results in important benchmark statistics, and in both simple VA and CVA measures to fed into the analyses to identify schools that were more effective and that had shown measured improvement over three years as a starting point for the study. A random stratified (by FSM band) sample of these schools was then identified for the survey. The schools in the sample were divided into three groups: those improving from a Low Start in terms of raw attainment in 2003, those improving from a Moderate Start, and those improving from a High Start or with stable high attainment. It is important to note that schools in all three groups were identified as more effective in value added measures.

2.6.2   Descriptive analyses of variation in survey responses

The literature review (Leithwood et al., 2006) informed both the development of the initial Wave 1 survey of heads and staff in the sample of these effective improved schools. A range of statistical techniques were used to analyse the questionnaire survey data. In our Interim Report (Day et al., 2008) we presented the results of the initial descriptive analyses of the Phase one survey data. We made comparisons between heads' and key staffs' responses to explore the extent of similarity or difference in views and perceptions. In addition, we examined the data according to a range of variables of particular interest to policy makers and practitioners. The variables used for comparisons included school sector (primary or secondary) and school context (based on school FSM band), comparing schools with more disadvantaged pupil intakes (FSM bands 3 and 4) and those with less disadvantaged intakes (FSM bands 1 and 2). We also examined other potential sources of influence including the head's total years of experience and the head's time in their current post. Our analyses reported on the extent of statistically significant differences.

A particular focus of interest given the design of the study was to explore similarities and differences in survey responses between the three school improvement groups identified in the sample. Further analyses were therefore conducted to examine the leadership characteristics and practices in schools with different effectiveness and improvement profiles (Gu, Sammons & Mehta, 2008). These analyses allowed the project team to explore the patterns of association between school context measured by attainment profiles as well as in terms of social disadvantage and survey results. Analyses of open ended questions on the survey also identified the three most important actions/strategies taken by heads in the last three years that they felt had been most influential in promoting school improvement. These strategies were classified and examined by school improvement group and school FSM context. It was hypothesised that school organisational history and context would influence schools' leadership and approaches to promote and sustain improvement. This is an important feature of the study and was addressed initially by analysis of the survey results (summarised in Chapter 3) and later in more depth via individual school profiles and lines of success in the case studies.

2.6.3　Identifying underlying dimensions

Further analysis of the Phase 1 survey data was used to test the extent to which the features of leadership and practice identified as important in the literature review could be confirmed using data for our sample of effective and improved schools in England. Both principle components and confirmatory factor analysis were adopted to explore the underlying structure of the head teacher and key staff Wave 1 questionnaire survey data. Confirmatory factor analysis (CFA) is a statistical technique that explores underlying dimensions (latent variables) and helps to summarise the survey data in a meaningful set of indicators. In the study this helped to establish whether the items that were included in the survey to measure theoretical scales derived from the literature are empirically confirmed in the sample of more effective schools. In addition, these quantitatively derived dimensions were related to hypothesised models of the proposed links between different features of leadership practice and measures of pupil outcomes. Chapter 5 presents these results and also uses structural equation modelling (SEM) to develop hypothetical 'causal'[6] models that are intended to represent the patterns of underlying inter-relationships between a range of dependent and independent variables that measure different features of leadership, school and classroom processes and their relationships to a dependent variable of interest, in this case measured change in pupil attainment outcomes. This is the first use of SEM[7] to explore the impact of leaderships' school processes and pupil outcomes in England.

2.6.4　Developing hypothesised causal models

Models were developed separately for primary and secondary schools so that the research could establish whether the relative influence of school leadership on student outcomes showed similar patterns between the two sectors and also identify any features specific to one sector.

The results of the analysis of the Wave 1 survey data fed into the development of interviews in the case studies. In addition, the discussion in team meetings of the emerging SEM models, together with cross case study data, facilitated further quantitative and qualitative analyses and the integration of findings.

2.6.5　Wave 2 head and key staff questionnaire survey

The Wave 2 survey was developed following discussions of the Wave 1 results by the team. In contrast to the first survey, it included only a small number of questions and adopted a more open ended response format. It built on the first survey but its focus was particularly on identifying important features of heads', values, actions and leadership distribution, because these areas were emerging as important topics in the ongoing analysis of case study data. Categories were developed and responses were classified following further discussion among the team as part of the ongoing process of dialogue between the quantitative and qualitative strands of the research. The Wave 2 survey was sent to all schools that responded to the Wave 1 survey. Chapter 4 we summarise in more detail the findings from this and analyse patterns of difference according to the key measures related to school improvement group, the school FSM context and heads' time in post.

2.6.6　Analysis of the qualitative case study data

Qualitative data were collected over six rounds of interviews, spanning two academic years. Interview data from the first three rounds of interviews were coded and analysed thematically in NVivo7. Along with results from the Wave 1 of questionnaire data from the quantitative analysis, these informed the design of the research instruments for the subsequent three rounds.

The first three rounds used semi-structured interview schedules with the head, other key staff and another colleague; a teacher, teaching assistant, secretary or bursar. Rounds 4, 5 and 6 took different forms. Round 4 included a semi-structured interview with the head and an observation of a meeting or school practice, selected by the head, which he or she felt demonstrated the leadership practices in the school. A follow up interview regarding the nature of the meeting or practice observed was conducted with one of the participants.

Round 5 used an innovative instrument designed in order to produce a graphical representation of the heads' perceptions of the strategies undertaken throughout the different phases of their leadership of the school and factors which had influenced their success. This graph was annotated, and the interview recorded, to highlight the discussion stimulated by the graph. The same instrument was used for key staff and one long serving teacher, who were asked to provide their perceptions of the heads' success. All schools received the instrument in advance.

Round 6 took the form of a one day conference to which all the heads involved in the project were invited. During the day, filled with discussions and reciprocal exchanges of information, a final interview was conducted, in which heads were asked to comment on the research team's interpretation of their lines of success. The heads graph was overlaid by a graphical representation of the school's academic results over the same period. This gave heads the opportunity to add further details, discuss their strategies in more detail and elaborate their account of the improvements in attainment. Focus groups were also conducted, prompting heads to comment on and discuss their leadership journey with reference to their own lines of success.

Following the interviews a detailed analysis of each case study school was conducted and Analytical Case Study (ACS) were constructed. These were designed in four main sections (school context, key leadership strategies, heads' attributes and leadership style, and phases and transitions in leadership practices) around 19 subheadings which were informed by the initial literature review and by the emerging quantitative findings.

The same procedures were used by each of the five researchers who completed one or more ACS. The NVivo7 'nodes', under each of the above headings, were mined for relevant quotes and information. Then each of the interview transcripts were read and coded under the same headings to ensure that no important information had been missed. Next, within each subsection, the data were coded under emerging themes and another layer of subheadings was created that differed for each school. The researchers constructed a text around these under each school-specific subheading to create a coherent and complete representation of the data from each case study school.

On completion the ACSs were large, comprehensive documents, which captured all themes arising from the interview data under the chosen headings. To facilitate cross case analysis, and to ease user access, key points were drawn out of each of the four main sections to create a series of 'headlines' about each school.

These ACSs were used as the bases for Chapters 7, 8 and 9 of this report. Chapter 7 outlines the main features of the case studies, and common themes that arose from cross-case examination of the ACSs. A matrix was produced which highlighted all the important strategies undertaken by the heads and their perceived consequences. In addition, answers to a specific question which asked which strategy was responsible for the biggest impact on pupil outcomes was also examined to identify the most important strategies. This matrix was created by an iterative process of discussion within the whole research team. During this time there was extensive, ongoing collaboration between the qualitative and quantitative researchers. This ensured that the themes arising from the qualitative data were confirmed and supported by the quantitative findings and vice versa. Finally, the team produced a

detailed and complete cross-case matrix which highlighted all the most important strategies arising from both the qualitative and quantitative data. This was structured around eight headings:

1. Defining the Vision

2. Improving Conditions for Teaching and Learning

3. Redesigning organisational roles and functions

4. Enhancing teaching and learning

5. Redesigning the curriculum

6. Enhancing teacher quality

7. Establishing relationships within the school community

8. Building relationships outside the school community

Chapters 8 and 9 use the line of success data from round 5 by establishing which strategies were employed in each of the phases identified by the heads. These were analysed in the first instance by creating a chart showing the schools and their phases across the top and the strategies under the above matrix headings down the side. The chart was then used to determine which strategies tended to be emphasised in each phase, which informed Chapter 8. Chapter 9 shows two case examples lines of success, using the round 5 interview data along with information from the ACS documents.

A further feature of the case studies was the collection of pupil survey data across two successive years. This was analysed separately in each year using both descriptive and exploratory (principal components) and confirmatory factor analysis to identify underlying dimensions in terms of pupils' views and experiences of school and teaching. The overall results were analysed descriptively according to pupil gender and the FSM context of the school. In addition results for individual case study schools were summarised and compared and linked with other qualitative case study evidence. The results are summarised in Chapter 6.

2.7 Summary

Given the wealth of data and longitudinal nature of this research this final report summarises the key findings only. More detailed results from earlier phases of the research are to be found in the project's Interim Report and Technical Report (Day et al. 2007, 2008), in the special issue of School Leadership and Management (Leithwood & Day, 2008), including an analysis of the policy context for the study and challenges facing school leaders, and in the published literature review (Leithwood et al., 2006). In addition, summaries of key data and findings data are shown in the appendices.

The mixed methods analyses and integration of evidence allowed the project to add to, extent and make new claims to knowledge about the impact of school leadership on pupil outcomes in England based on the study of more successful (more effective and improved) schools' experiences and these are in Chapter 10 and their implications for policy and practice reviewed.

Chapter 3

3 Aims, Leadership Characteristics and Practices in Schools with Different Effectiveness and Improvement Profiles

3.1 Introduction

This chapter summarises some of the key findings from the analysis of responses to the Wave 1 questionnaire survey of heads and key staff in the projects sample of effective and improving schools. As noted in Chapter 2, quantitative analyses of national assessment and examination datasets were used to identify a sample of highly effective and improving schools for further investigation. Three sub-groups of schools were identified based on analyses of national assessment and examination data and value added indicators[8] identifying trends across three years. The groups were:

- Low Start - improving from low to moderate or low to high in attainment and highly effective in value added;

- Moderate Start - improving from moderate to higher moderate or high in attainment and highly effective in value added; and

- High Start - stable high attainment and highly effective in value added.

In addition, the level of socio-economic disadvantage (SES) of school intakes, measured by percentage pupils eligible for free school meals (FSM) was analysed. For this purpose schools were divided into four bands where FSM 1 is the least disadvantaged (0-8% pupils eligible) and FSM 4 the most disadvantaged (36%+ pupils eligible) group.

The chapter examines the results derived from a questionnaire survey of heads and key staff designed to explore different aspects of leadership and school improvement. Discussion focuses upon patterns of leadership practices in relation to the improvement group of the school and its socio-economic context. It is important to note that the comparative results reported in the paper are the platform for more complex causal analyses outlined in Chapter 5 that present the results of the hypothesised models of the relationships between leadership and pupil outcomes.

3.2 The Questionnaire Survey Sample - Introduction

In all 1141 secondary schools (37% of the total 3115 secondary schools with valid data national assessment data for 2003-2005) had shown significant improvement and were classified as more effective over three years. Of these 839 secondary schools had no recorded change of head and formed the basis for the Wave 1 questionnaire survey.
A total of 5003 primary schools for which we had the necessary attainment data for 2003-2005 also showed significant improvement and were classified as more effective over three years (out of the total in the school data set of 14672). Due to the large numbers a stratified random sub sample of 752 primary schools (15% of 5,003) was selected from the 5,003 schools that had experienced significant improvement and had no recorded change of head.

For both sectors we found that proportionately more schools identified as improved and effective were in high disadvantage contexts (FSM 4) and proportionately fewer were in low disadvantage contexts (FSM 1) compared with the national distribution (Appendix 3-I.) Because there are fewer highly disadvantaged schools nationally, we over-sampled schools FSM bands 3 and 4 (60%) compared with FSM 1 and 2 (40%) in the selection of primary

schools as shown in Table 2-1 we compared the primary and secondary samples by FSM band against the national distribution of schools. Proportionally somewhat more of the effective and improved schools are in highly disadvantaged contexts (FSM 4) than would be expected given the national proportions of secondary schools in this category, suggesting that such schools have shown more improvement results from 2003 to 2005 than other schools.

3.3   The Survey and Response Rates

As noted in Chapter 1 a review of the literature that focussed on evidence linking leadership and student outcomes was conducted during phase one to inform the design of the survey (Leithwood et al., 2006). The survey adopted a number of scales comprising sets of complete items identified as potentially important in the literature (Leithwood et al., 2004). In addition it included specific items that focussed on heads and key staff perceptions of change in different areas over the last three years and relevant to the education context in England. The head survey covered six areas:

•   Leadership Practice

•   Leaders' Internal States

•   Leadership Distribution

•   Leadership Influence

•   School Conditions

•   Classroom Conditions.

The Key staff survey was designed to closely mirror that of the heads so that comparisons could be made between the two groups in terms of these same six area.

The survey was conducted in summer 2006. The response rate initially achieved was approximately 19% for both the primary (N=142) and secondary (N=157) head sample[9]. A re-survey of non-respondents of the original secondary and primary samples and of other primary schools that met the criteria but were not included in the original sample was carried out in January 2007[10]. The head response rate increased to 24% primary and 32% secondary of the larger group of improved and effective schools[11] (see Appendix 3-II).

3.4 Leadership Characteristics and Practices in Relation to School Improvement Groups

As noted earlier, three sub-groups of schools were identified based on initial attainment levels in 2003 and change from 2003-2005. Table 3-1 shows the responses for the three school improvement groups. Proportionately more schools in the final sample were in the Low Start Group. This reflects the national tendency for most marked improvement in attainment by weaker schools (as classified by low attainment (see Ofsted evidence discussed by Matthews & Sammons, 2005 and analyses of trends in school improvement in England by Sammons, 2008).

Table 3-1 Responses to the Head Survey by school improvement groups

School Improvement Group 2003-2005	Primary Schools		Secondary Schools	
	N	%	N	%
Low Start	160	42	167	47
Moderate Start	94	25	76	21
High start	123	33	115	32
Total	377[12]	100	358[13]	100

Analysis found significant differences between the three improvement groupings across a range of factors relating to heads' years of experience in total, the number of heads in post in the school over the last ten years, school education sector and school socio-economic contexts.

3.5 School SES Context

As was outlined earlier, there were significant associations between the level of socio-economic disadvantage of the pupil intake (measured by FSM band) and the three improvement groups for both the primary and secondary samples. In both education sectors the High Start improvement group were relatively more likely to serve low disadvantage communities (FSM 1 and 2) whereas the Low Start improvement group were more likely to serve high disadvantage communities (FSM 3 and 4). (See Table 2-5 for details).

Nearly two thirds (N= 105, 65.6%) of primary schools in the Low Start Group, compared with under one in 10 (N= 10, 8%) of the High Start Group were in high disadvantage contexts (FSM bands 3 and 4). Similarly over half (N=84, 50.3%) of secondary schools in the Low Start Group compared with around one in 20 (N=6, 5.2%) were in high disadvantage contexts. Although 71% of schools responding to the survey were in relatively low disadvantage contexts (FSM 1 and 2) only around a half (49.7%) were in the Low Start improvement group.

These results point to the importance of school socio-economic context in understanding differences in school performance results and their improvement trajectories. More rapid improvement may be likely for schools in disadvantaged contexts with a history of low attainment (as evidence on the improvement of poorly performing schools and those in special measures indicates (see Sammons, 2008).

3.6 Heads' Experience

For the secondary sample, heads with less total experience of headship tended to be more likely to lead high disadvantage schools, but this pattern was not identified for primary heads. This may be because such schools are more likely to recruit from a different pool of potential heads who are less experienced and younger on average and/or because they find it harder to attract more experienced applicants. Only 20% of secondary heads leading low disadvantage schools (FSM 1 and 2) had been a head for three years or less, whereas proportionately almost twice as many heads (37%) with similarly low years of headship experience were leading high disadvantage schools (FSM 3 and 4) In contrast, nearly half (48.2%) of FSM 1 and 2 heads had more than 8 years of experience as a head, whereas the proportion was somewhat lower at 38% of FSM 3 and 4 heads with a similar longer length of experience as a head.

There were also significant differences between the three school improvement groups in the total years of experience of the head. For both the primary and secondary samples, less experienced heads were proportionately more likely to be in post in schools from the Low Start Group whereas schools in the High Start Group were relatively more likely to have an experienced head in post. In total 47% of heads of the Low Start Group of primary schools had seven or fewer years of experience as a head in contrast to only 25% of those in the High Group of schools. At the secondary level, 62% of heads of the Low Start Group had the same amount of experience (7 years or below) as a head compared with 49% of those in the High Group.

In both sectors, statistically significant differences were found between the three school improvement groups in terms of number of heads in post over the last decade. Schools in the High Start Group were much less likely to have experienced several head changes and the association was stronger for the secondary sample.

Figure 3-1 Number of Heads in post over last decade school and improvement group (secondary)
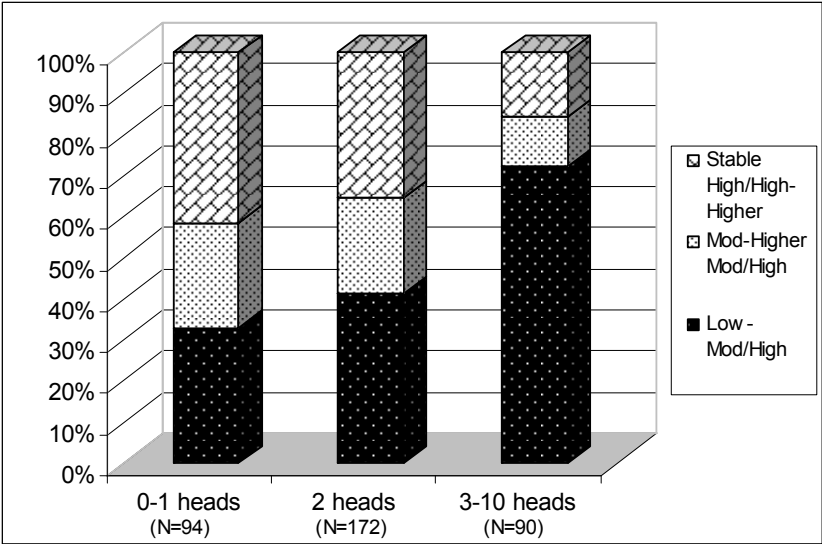
The number of heads in post in the past ten years was also significantly related to school context but only for the secondary sample. High disadvantage schools were relatively more likely to have experienced several changes of heads compared with less disadvantaged schools (Figure 3-1). It seems that secondary schools in challenging (high disadvantaged) contexts have greater difficulties in recruiting/retaining heads. Nonetheless, a change of

head can often be a catalyst for school improvement. For schools with a history of past problems a new head can bring fresh vision and skills at diagnosis to improve school and classroom conditions. This has been noted in many studies of improving or turn-around schools and is also evident in inspection evidence (see Matthews & Sammons, 2005; Ofsted, 2008).

The survey results suggest that changing the head may have contributed to the rapid improvement of schools with an initial low attainment profile. However, multiple changes in headship over a decade can be a symptom of a school experiencing many difficulties and this may inhibit the creation of a school culture focussed on improvement in the past. Again, this may be seen as a symptom as much as a possible cause of difficulties. There is an important difference between a deliberate change of head to encourage improvement, as has often been the case for special measures schools, with an unplanned history of rapid turnover of heads reflecting a challenging context. **The need for further attention to be given to ways of attracting high calibre applicants who have the qualities necessary to effect significant improvement in such schools is suggested by this finding.**

Table 3-2 School SES contexts (FSM band) and changes of head (secondary)

School Context	Including yourself, how many heads has your current school had in the past 10 years?			
	0-1 heads	**2 heads**	**3-10 heads**	**Total**
FSM 1 and 2	70 (27.7%)	133 (52.6%)	50 (19.8%)	253 (100%)
FSM 3 and 4	24 (23.3%)	39 (37.9%)	40 (38.8%)	103 (100%)
Total	94 (26%)	172 (48%)	90 (25%)	356 (100%)

3.7   Leadership Distribution

Overall there were more similarities than differences between the three improvement groups in relation to perceptions of: the way that leadership tasks were distributed or shared within schools; the kinds of leadership practice provided by SMT / SLT in school and the extent to which leadership practice in school was provided by other people or groups (e.g. Deputy Head(s) and SMT / SLT). As is revealed later in the case study chapters planned leadership distribution can be an important feature of planning for school improvement. Nonetheless, patterns of Leadership distribution are likely to vary from school to school.

For both the primary and the secondary samples, most heads indicated in the survey that leadership tasks were delegated by the Head or the SMT / SLT, and that collective planning was a strong feature of their school organisation. In contrast, very few heads / other staff thought leadership distribution was spontaneous (responses indicating that it was much more likely to be seen to be carefully planned) or that very few others took on leadership tasks in their schools.

There was a considerable sector difference found for some survey questions relating to the way that leadership tasks were perceived to be distributed within schools according to the key staff survey. For example, a greater proportion of primary than secondary staff reported that:

They collectively plan which individual or group(s) will carry out which leadership tasks (Primary: N=325, 55%; Secondary: N=393, 35%); Most leadership tasks in their school are reported to be carried out by the Head and SMT/SLT (Primary: N=408, 68%; Secondary: N=530, 46%).

More collective approaches to leadership seem to characterise the work of primary schools irrespective of school improvement group. It is likely that the larger size and different organisational scale of primary and secondary schools has an influence on leadership distribution, with heads of department playing a significant role in secondary schools whereas this post does not exist in primary schools.

3.8   The Role of the SMT / SLT

For both the primary and the secondary sample, the majority of heads strongly agreed that the members of the SMT/SLT in their schools 'share a similar set of values, beliefs and attitudes related to teaching and learning' (primary: 73%, secondary: 77%), 'participate in ongoing collaborative work' (primary: 68%, secondary: 72%), have a role in a range of activities and the development of policies relating to teaching and learning (primary: 63%+, secondary: 62%+), and have a positive impact on standards of teaching and raising levels of pupil attainment (primary: 74%, secondary: 74%).

Difference in the key staff responses was found between the improvement groups, but for the secondary sample only. key staff from schools in the Low Start Improvement Group were the most likely to agree that members of the SMT/SLT in their school participate in 'ongoing, collaborative work' and that they 'had a role in the development of policies on lesson planning'. This is, again, in contrast to the heads' responses where no significant difference was found between improvement groups on these items. Key staff in secondary schools that had made rapid sustained improvement in academic outcomes from a low start reported greater SLT involvement in these two aspects (ongoing collaborative work and developing policies on lesson planning), suggesting a more proactive approach to the head's involvement in shaping these features of teaching and learning policy and practice.

3.9   The Contribution of Other Groups to School Leadership

Primary heads in the High Start Improvement Group were somewhat more likely to report that *pupils* in their schools provided a moderate (N=51, 42%) or a substantial amount (N=41, 33%) of leadership practice, compared to those in the Low Start Improvement group of schools (moderate: N=59, 37%; substantially: N=37, 23%). It may be that because schools in the High Start Group faced fewer challenges they felt able to address pupil involvement in leadership to a greater extent.

In the secondary sample, heads of schools in the Low Start Improvement Group were more likely to report that leadership practice in their schools was provided 'a great deal' or 'all the time' by i) 'groups of teachers', ii) 'individual teachers with formally assigned tasks' (e.g. KS3 co-ordinators) and iii) 'the Local Authority (LA)'. Only one in three secondary heads of the Low Start Group (N=55, 33%) indicated that their LA rarely or infrequently contributed to the provision of leadership in their schools in contrast to two thirds of the High Start Group (N=64, 67%). In other words, LAs seem to have played a more important role in the improvement of Low start schools that have a history of past low attainment.

The key staff survey indicated a fairly strong degree of correspondence in perceptions of the extent of leadership distribution between heads and key staff. Significant differences were noted only with regards to leadership practice by the School Improvement Partners (SIPs) and the LA. Secondary key staff from High Start groups were most likely to report 'infrequently' and least likely to report 'a great deal' of leadership practice by their SIPs.

Taken together, these results indicate that external agents (SIPs and LA) play a much lesser role in secondary schools with a longer history of success (the stable high effective group). This may reflect specific LA targeting and priorities to assist the improvement of low attaining schools in England. Those in High Start Improvement group may not need or wish for LA involvement, and indeed may be acting in a supportive capacity for other schools as a SIP, for example. They may also not be offered LA support because this will be channelled towards poorly performing schools in most LAs.

3.10 School Conditions: Academic Press

Heads' responses were fairly positive for all the survey items relating to their views on academic standards and expectations in their schools and this might be expected given the study's focus on more effective / improved schools. Primary heads showed stronger agreement about the extent of positive change for most items related to academic aspects over the last three years than their secondary peers. In particular, more secondary (N=225, 62%) than primary heads (N=176, 47%) 'agreed strongly' that the 'performance of department/subject areas was regularly monitored' and 'targets for improvement were regularly set' in their schools.

A large majority of key staff also responded positively to the items relating to academic standards and expectations set in their schools. For example, when they were asked whether their schools 'set high standards for academic performance', taken together more than 90% of key staff agreed moderately / strongly that this was the case.

Primary heads serving schools in the Moderate Start group (N=79, 84%) were more likely to agree moderately or strongly that 'lesson plans were regularly discussed and monitored' in their schools than those in the other two improvement groups (the Low Start group: N=126, 79%; the High Start group: N=87, 71%). Also at the primary level, heads in the High Start group (87%) were somewhat more likely than their peers in the other two improvement groups to agree that 'pupils were regularly involved in assessment for learning' within their schools, though a majority in all groups agreed moderately or strongly with this item (the Moderate Start group: N=74, 79%; the Low Start group: N=120, 75%).

Heads in the Low Start group of secondary schools were proportionately less likely to agree moderately or strongly that 'pupils respected others who had good marks/grades' (N=99, 59%) than those in the High Start group schools (N=88, 77%) suggesting that the value placed on educational success may be a factor that differentiates schools in these groups.

In primary schools, key staff responses did not differ significantly by improvement group except for one item on academic standards and expectations. Proportionately more key staff from the High Start group (60%) were likely to agree strongly that 'most pupils do achieve the goals that have been set for them' when compared with the heads from schools in the other two improvement groups (47% for the Moderate Start group and 41% for the Low Start group agreed strongly with this statement).

However, for secondary schools, significant differences were found on most items in relation to the three groups of improving schools. Key staff from the High Start group reported stronger agreement than their peers in the other two improvement groups when asked whether i) 'Pupils in this school can achieve the goals that have been set for them'; ii) 'Teachers set high standards for academic performance'; iii) 'The school sets high standards for academic performance'; and iv) 'Pupils respect others who get good marks / grades'. For example, 40% of key staff from the High Start group compared with only 26% from the Moderate Start group and 21% from the Low Start group agreed strongly that 'pupils in their schools can achieve the goals that have been set for them'. **This points to the strong**

perception of challenges in raising standards faced by schools in the Low Start Group and possible cultural differences.

3.11 School Conditions: Collaborative Cultures and Parental Engagement

Both primary and secondary heads rated all items on school culture very positively, though, again, the primary heads' views were generally more favourable than their secondary peers. In particular, almost two thirds of primary heads (N=233, 62%) agreed strongly that there was 'ongoing collaborative planning of classroom work among teachers' in their schools, compared with just under a third of secondary heads (N=111, 31%) who reported this. There was much lower agreement ('agree strongly') that 'pupils felt safe in their schools' for the secondary (N=204, 57%) than the primary sample (N=311, 82%) In addition, only just over a third of secondary heads (N=134, 37%) agreed strongly that 'teachers and other adults in the classroom worked collaboratively', whereas twice as many primary heads (N=291, 77%) indicated that this was the case in their schools.

The majority of the key staff responded very favourably to most items relating to the culture in their schools. This is broadly in line with findings from the heads' survey. For example, close to 95% of the key staff agreed moderately/strongly when asked whether 'teachers in their school mostly work together to improve their practice', suggesting that collaborative practice is a key feature of this sample of more effective/improved schools.

School disadvantage was found to be related to different items on school culture compared with secondary heads' responses. Key staff in high disadvantage schools were relatively more likely than those from low disadvantage schools to agree strongly that 'the goals they are expected to accomplish with their pupils are clear to them'; that 'there is no conflict in their mind about what they are expected to do'; and that 'the school is actively involved in work with other schools or organisations'.

Taken together these results suggests that the achievement of a common vision, or 'mind set' is likely to play a key role in motivating and focussing the collective efforts of staff to promote improvement in pupil outcomes as a high priority in schools that are successful at raising standards in high disadvantage contexts. These support the conclusions of studies of successful schools in disadvantaged contexts (James et al., 2006; Haydn, 2001).

However, for perceptions of parental engagement, both primary and secondary heads in the Low Start group of schools had somewhat less favourable views than those in the other groups. Around two thirds (69%) of primary heads in the Low Start group, compared to 86% of those in the Moderate and High groups respectively, agreed moderately or strongly that parents often visited their schools. At the secondary level, only 33% of heads in the Low Start group, in contrast to 49% of those in the High Start group, agreed that this was the case. Key Stage managers from the High Start Group of primary schools were the most likely to agree strongly to the statement that 'parents often visit the school'. This is in line with the heads' responses. This also reflects a sector difference. Secondary heads (N=145, 40%) were, also, much less likely than their primary colleagues (N=298, 79%) to agree moderately or strongly that 'parents often visited the school'.

For the secondary key staff sample, higher proportions of heads of department from the High Start Group (53%) were more likely to agree strongly that 'pupils feel safe in their school'. In contrast, slightly over a third (35%) of those in the Low Start Group reported that they agreed strongly with this. **Again, the results point to the perceived behavioural challenges still facing schools in the Low Start Group as well as challenges related to lower levels of parental engagement.**

3.12 Perceptions of Improvement

The survey explored perceptions of the extent of change in practice over the last three years in a range of aspects related to school climate, culture and pupil behaviour and outcomes for the three school improvement groups. Where change was reported it suggested some or a lot (described in detail in Table 3-3 Improvement groups and secondary heads responses to pupils' missing class) of improvement had occurred in all these areas over the last three years. For both the primary and the secondary sample there were significant differences related to the three school improvement groups, these are detailed below.

3.12.1 Changes in disciplinary climate

Heads in the Low Start group were more likely to report the greatest degree of improvement in all aspects of pupil behaviour. In contrast, relatively less improvement was reported by those in the High Start group schools (it is likely that behaviour in such schools was already good and not in need of change as later found in the follow up Wave 2 survey discussed in Chapter 4). Primary heads reported relatively less change over the last three years than their secondary colleagues. The most marked difference was in relation to 'pupils missing class'. At the primary level 28% of heads in the Low Start group (N=40) indicated improvement in this area compared with only 7% of heads in the High Start group. However, a striking 79% (N=131) of secondary heads in the Low Start group noted improvement in this aspect of pupil behaviour over the last three years compared with only 29% of those in the High Start group (Table 3-3). This shows that pupils missing class, rather than general pupil absence, had been a particular feature of low attaining secondary schools. Clearly improvement in this (reduction in missing class) has a direct impact upon pupils' opportunities to learn and hence is likely to help raise their attainment. Case study evidence supports this interpretation as does further SEM analysis in chapter 5.

Table 3-3 Improvement groups and secondary heads responses to pupils' missing class

Improvement Groups	Extent of change			
	Much worse/ worse now	No change	Better/ much better now	Total
Low to Moderate / High	3 (2%)	32 (19%)	131 (79%)	166 (100%)
Moderate to Higher Moderate / High	5 (6%)	34 (45%)	37 (49%)	76 (100%)
Stable High / High to Higher	6 (5%)	74 (66%)	33 (29%)	113 (100%)
Total	14 (4%)	140 (39%)	201 (57%)	355 (100%)

Key staff perceptions supported those of the heads in the survey in terms of agreement about the improvement of pupils' outcomes in non-academic areas. Significant differences were found between all three school improvement groups when asked about the extent of change in the discipline climate of the school in last three years. Key staff from the High Start group were the most likely to report 'no change' for all items relating to discipline climate (which is likely to reflect a good discipline climate already in place). In contrast, those from schools in the Low Start group were the most likely to report that it is 'better now' or 'much better now', in line with the results for heads. For example, close to half of key staff from the Low Start group reported that 'pupils' lateness to school and absenteeism' was much better now (i.e. reduced). However, in terms of changes in 'pupils' motivation for learning', those

from the Moderate Start group (N=75, 56%) were most likely to indicate this was 'better now' compared with those from the Low Start group (N=119, 48%).

We know that all schools in our study had shown significant improvement over three years. This was particularly evident in raw results for the Low Start group. These results suggest that there is an important association between changes in the behavioural climate and improvement in academic results (value added progress and attainment levels) particularly for Low Start schools, especially those making significant gains on a low base. This is a topic explored further in Chapter 5 via SEM models.

3.12.2   Changes in overall school conditions

There was a fairly strong degree of correspondence in general views on the extent of change in school conditions between heads and key staff. For both sectors, the majority of heads noted considerable improvements in a range of areas including: the 'commitment and enthusiasm of staff', achieving an orderly and secure working environment', 'enhanced local reputation' and 'improved pupil behaviour and discipline as a result of a whole school approach' (Table 3-4 and Table 3-5). Secondary heads also reported some or a lot of change in terms of 'more pupils going into further/higher education' (N=230, 64%).

Similarly, secondary heads (N=287, 79%) were relatively more likely to report 'improvements in homework policies and practices' than primary heads (N=262, 70%). More primary than secondary heads reported no change in 'staff absence' (44% versus 29%) or 'staff mobility' (43% versus 32%), but this may indicate an absence of such problems three years before in these schools.

Six out of ten key staff reported some / a lot of change when asked about 'enhanced local reputation of the school'. Secondary staff were more likely to report a lot of change than their primary counterparts. Between 50%-70% of key staff reported some or a lot of change in terms of 'enhanced commitment and enthusiasm of staff', 'changes in the homework policies and practice', and 'improvements in terms of achieving an orderly and secured working environment' over past three years. There was a marked sector difference found here, with higher number of primary staff reporting a lot of change compared to those in secondary schools. This pattern of change is in line with school effectiveness and improvement research that points to the importance of the behavioural climate as a key characteristic of effectiveness (Sammons et al., 1997; Teddlie & Reynolds 2000) and the results of previous case studies of improving and turnaround schools (Ofsted, 2000; Haydn, 2001; Henchey, 2001; Harris et al., 2006).

Table 3-4 Heads' perceptions of change in school conditions (primary)

Improvement Groups	Extent of Change				
	No change	A little	Some	A lot	Total
Enhanced commitment and enthusiasm of staff	54 (14.4%)	50 (13.3%)	121 (32.2%)	151 (40.2%)	376 (100%)
Promoted an orderly and secure working environment	79 (21%)	47 (12.5%)	85 (22.5%)	166 (44%)	377 (100%)
Enhanced local reputation	64 (17.1%)	65 (17.3%)	125 (33.3%)	121 (32.3%)	375 (100%)
Improved pupil behaviour and discipline as a result of a whole school approach	78 (20.7%)	55 (14.6%)	107 (28.5%)	136 (36.2%)	376 (100%)

Table 3-5 Heads' perceptions of change in school conditions (secondary)

	Extent of Change				
	No change	A little	Some	A lot	Total
Enhanced commitment and enthusiasm of staff	32 (8.9%)	49 (13.6%)	150 (41.6%)	130 (36%)	361 (100%)
Promoted an orderly and secure working environment	41 (11.4%)	58 (16.1%)	137 (38%)	125 (34.6%)	361 (100%)
Enhanced local reputation	44 (12.2%)	53 (14.7%)	107 (29.7%)	156 (43.3%)	360 (100%)
Improved pupil behaviour and discipline as a result of a whole school approach	44 (12.2%)	70 (19.4%)	127 (35.3%)	119 (33.1%)	360 (100%)

For both the primary and the secondary sample, heads in the Low Start improvement group were most likely to indicate substantial improvement across their school over the past three years in most areas, while no change was more likely to be reported by those in High Start group. For example, 29% (N=45) of primary heads and 30% (N=49) of secondary heads in the Low Start group indicated 'a lot' of improvement in terms of 'a reduction in staff mobility' in their schools, in contrast to only 12% (N=15) of primary heads and 11% (N=13) of secondary heads in the High Start group. (see Table 3-6 and Table 3-7)

Table 3-6 Improvement groups and primary heads' responses to 'reduction in staff mobility'

School improvement group	No change	A little	Some	A Lot	Total
Low to Moderate/High	55 (35%)	22 (14%)	35 (22.3%)	45 (28.7%)	157 (100%)
Moderate to Higher Moderate/ High	41 (43.6%)	18 (19.1%)	22 (23.4%)	13 (13.8%)	94 (100%)
Stable High/ High to Higher	64 (52.9%)	27 (22.3%)	15 (12.4%)	15 (12.4%)	121 (100%)
Total	160 43%	67 18%	72 19%	73 20%	372 100%

Table 3-7 Improvement groups and secondary heads' responses to 'reducation in staff mobility'

School improvement group	No change	A little	Some	A Lot	Total
Low to Moderate/High	40 (24.2%)	24 (14.5%)	52 (31.5%)	49 (29.7%)	165 (100%)
Moderate to Higher Moderate/ High	26 (34.2%)	15 (19.7%)	22 (28.9%)	13 (17.1%)	76 (100%)
Stable High/ High to Higher	48 (42.1%)	31 (27.2%)	22 (19.3%)	13 (11.4%)	114 (100%)
Total	114 (32%)	70 (20%)	96 (27%)	75 (21%)	355 (100%)

Over half of secondary heads (51%) in the Low Start group reported a substantial degree of improvement in terms of 'an enhanced local reputation', compared with less than one in three (30%) in the High Start group. The pattern was in the same direction but less marked for the primary sample.

A substantial degree of improvement in 'achieving an orderly and secure working environment' was reported by over half of primary heads in the Low Start group (54%), whereas only a third in the High Start group (34%) indicated this. The difference is in the same direction but more noticeable for the secondary sample where almost half of secondary heads in the Low Start group (45%) reported a lot of improvement in this aspect, compared to only 18% of those in the High Start group.

Similar patterns were also found in the extent of change/improvements in four other areas: 'reduction in staff absence', 'improved homework policies and practice', 'enhanced commitment and enthusiasm of staff', and 'improved pupil behaviour and discipline as a result of a whole school approach'.

Significant associations were also found between key staff responses and the three improvement groups. Overall, those from schools in the Low Start group were the most likely to report 'a lot' of change in last three years with regards to improvement across a range of school conditions. More differences were found within secondary schools than primary schools. In particular, there was an association between key staff response and school improvement groups for the following items: 'enhanced local reputation'; 'enhanced

commitment and enthusiasm of staff'; and 'promoted an orderly and secure working environment' including greater perceived change in the Low Start group.

Taken together, the survey results for heads and key staff in highly effective/improved schools support the view that rapidly improving schools report considerable improvements across a range of areas to do with practice, climate and learning conditions that have a mutually reinforcing impact and help schools to break out of an existing low attainment state into an upward trajectory. It appears that such change is particularly associated with secondary schools that have a past history of low performance (the Low Start group).

3.12.3   Changes in curriculum, pedagogy and assessment

At the secondary level the school improvement group was related to the extent of reported change in leadership practice in relation to almost all the aspects of school structures, culture, and curriculum, pedagogy and assessment. In contrast, far fewer associations were found for the primary sample, particularly in relation to change in school culture.

There were significant associations between school improvement group and the amount of change in leadership practice reported in relation to curriculum, pedagogy and assessment, but these were most evident for responses by heads in the secondary sector.

For the primary sample, heads in the Low Start group were somewhat more likely to report a moderate or a substantial amount of change in terms of 'using coaching and mentoring to improve the quality of teaching', 'encouraging staff to use data in their work' and 'encouraging staff to use data in planning for individual pupil needs'. For secondary heads, relatively more change was reported by those in the Low Start group in relation to 'using coaching and mentoring to improve the quality of teaching'. Half of the secondary heads in the Low Start group (N=85, 52%) reported a lot of change in this aspect, compared with 40% of those in the High Start group.

In the secondary sector the school improvement group was also associated with the amount of reported change in relation to a number of other items on class observation and assessment. Heads in the Low Start group were relatively more likely to report a substantial degree of change relating to 'regularly observing classroom activities' and 'working with teachers to improve their teaching after observing classroom activities'. Substantial change in 'regularly observing classroom activities' was indicated by 65% of secondary heads of the Low Start group, compared with 55% of those in the High Start group. Relatively more change in leadership practice was also reported by heads in this improvement group for items related to 'incorporating research evidence into their decision making to inform practice' and 'using pupil achievement data to make most decisions about school improvement'. For example, 84% of secondary heads in the Low Start group reported a substantial amount of change in 'encouraging staff to use data in their work', compared with 70% of those in the High Start group.

All heads in secondary schools reported a considerable change in the extent of encouraging the use of data by teachers, but this was a particular emphasis in Low Start secondary schools. It appears that heads in schools that make rapid improvement from a low base are more likely to have focused more upon the use of a range of specific strategies to change teachers' classroom practices, particularly in the secondary and to encourage the greater use of data by teachers to inform their practice.

3.13 Actions Identified by Heads as Most Important in Promoting School Improvement

Additional data collected from the surveys included details of the three strategies identified as most influential in improving pupil academic outcomes by the head teachers. These data have been analysed to establish which combinations of actions were perceived to have been most important and most frequently adopted by schools in the three improvement groups and in different contexts. The coding and analysis of these strategies provides a background for the more in depth probing and discussion of strategies adopted by schools conducted in the case studies and reported in Chapters 6-8.

The Wave 1 head questionnaire gave heads an opportunity to list the three most important actions they had taken, in the last 3 years, to improve pupil achievement. These actions were categorised, according to the schema shown in Appendix 3-III. In some cases actions could be said to fall into more than one category, e.g. 'Use of performance data to set high expectations' was considered to fall into both the category 'Encouraging the use of data and research' and the category 'Demonstrating high expectations for staff' and therefore were included in each category as appropriate. These data were then used to produce figures for the number of responses in each category (a total of the number of times the action/area was mentioned) and the number of cases (a total of all heads who mentioned the area, regardless of how frequently they mentioned it).

3.14 Descriptive Analyses

The most important strategies most frequently cited by primary heads were Improved assessment procedures (28.1%), Encouraging the *'use of data'* and research (27.9%), teaching policies and programmes (26.0%), strategic allocation of resources (20.4%), changes to pupil target setting (20.2%), providing and allocating resources (19.4%) and promoting leadership development and CPD (15.9%). Similarly, strategies most frequently cited by secondary heads were encouraging the *'use of data'* and research (34.0%), teaching policies and programmes (27.7%), school culture (21.1%), providing and allocating resources (19.5%), improved assessment procedures (18.6%), monitoring of departments and teachers (15.9%) and promoting leadership development and CPD (15.1%).

The heads' responses were further grouped according to the major categories identified as important in the literature survey, namely setting directions, developing people, redesigning the organisation, improving teaching practices and academic press or emphasis (see Appendix 3-IV). Overall for primary heads actions relating to the category improving teaching practices were cited most commonly (a total of 359 representing 28.4% of the 1263 actions/strategies listed), followed by actions that promoted their school's academic press or emphasis (cited 251 times or 19.8% of the total). Responses relating to the category redesigning the organisation reached 209 (16.5%) followed by those concerned with setting directions (122, 9.7%) and developing people (119, 9.5%). Responses of secondary heads are broadly in line with those of the primary heads.

For secondary heads a similar pattern to that for primary heads was found when individual actions/strategies were further grouped into larger categories. Overall, actions related to improving teaching practices received the largest number of mentions (258 out of the total 1168 responses made, 22.1%), followed by a focus on actions related to promoting the school's academic press or emphasis featured in 188 responses (16.1%). Actions relevant to redesigning the organisation were noted 179 times (15.3% of total actions/strategies cited) followed by those connected to setting directions (115, 11.5%) and developing people (98, 8.4%).

FSM and school improvement group

The data for the most frequently mentioned strategies were then analysed according to improvement groups and FSM. Primary heads' responses are analysed by improvement group is shown in Table 3-8. Secondary heads responses by school improvement group are shown in Table 3-9.

Table 3-8 Primary heads' responses to three most important actions/strategies used to effect improvement in the last three years by school improvement group

Strategy	Low Start Group N=160 (42.4%)	Medium start group N=94 (24.9%)	High Start Group N=123 (36.3%)	Total N=377 (100.0%)
A2 iv) Promoting leadership development and CPD	22 (13.8%)	17 (18.1%)	21 (17.1%)	60 (15.9%)
A3 iv) Strategic allocation of resources	32 (20.0%)	22 (23.4%)	23 (18.7%)	77 (20.4%)
A4 i) Providing and allocating resources	24 (15.0%)	24 (25.5%)	25 (20.3%)	73 (19.4%)
A4 v) Encouraging the use of data and research	42 (26.3%)	26 (27.7%)	37 (30.1%)	105 (27.9%)
E3 iii) Improved assessment procedures	40 (25.0%)	32 (34.0%)	34 (27.6%)	106 (28.1%)
E3 iv) Changes to pupil target setting	33 (20.6%)	22 (23.4%)	21 (17.1%)	76 (20.2%)
E5) Teaching policies and practices	39 (24.4%)	32 (34.0%)	27 (22.0%)	98 (26.0%)

Table 3-9 Secondary heads' responses to three most important actions / strategies used to effect improvement in the last three years by school improvement group

Strategy	Low Start Group N=167 (46.6%)	Medium start group N=76 (21.2%)	High Start Group N=115 (32.1%)	Total N=358 (100.0%)
A2 iv) Promoting leadership development and CPD	20 (12.0%)	10 (13.2%)	25 (21.7%)	55 (15.4%)
A4 i) Providing and allocating resources	30 (18.0%)	12 (15.8%)	27 (23.5%)	69 (19.3%)
A4 v) Encouraging the use of data and research	51 (30.5%)	30 (39.5%)	40 (34.8%)	121 (33.8%)
E3 ii) Monitoring of departments and teachers	27 (16.2%)	10 (13.2%)	21 (18.3%)	58 (16.2%)
E3 iii) Improved assessment procedures	35 (21.0%)	8 (10.5%)	23 (20.0%)	66 (18.4%)
E4) School culture	34 (20.4%)	15 (19.7%)	26 (22.6%)	75 (20.9%)
E5) Teaching policies and practices	50 (29.9%)	24 (31.6%)	25 (21.7%)	99 (27.7%)

The results reveal considerable similarities in strategies. Nevertheless, for primary schools, those in the High Start and Medium Start groups reported relatively more emphasis on providing and allocating resources than the Low Start group. For secondary schools, those in the Low Start and Medium Start groups reported relatively more emphasis on addressing teaching policies than those in the High Start group.

3.15 Findings

This chapter has provided an overview of some of the key findings from the analyses of the Wave 1 survey responses by heads and key staff. Differences in results are highlighted in relation to the school improvement group, by sector and by the FSM context of the school. The findings, together with interim findings from the case study analyses, informed the development and focus of the Wave 2 survey (described in Chapter 4) that focuses in more detail on head and leadership actions. Further details of the Wave 1 survey findings appeared in the Project's Interim Report (Day et al., 2007)

3.16 Key Messages

- **The categorisation of schools into three distinctive improvement and effectiveness groups reveals statistically and educationally significant differences in certain features and practices.** In addition, these groups are found to differ in terms of heads' years of experience in total and in their current schools, the number of heads in post in the last ten years, school sector and socio-economic context.

- **There are important relationships between school context and school improvement group, and between school context and heads' time in post.** The less stable leadership histories of schools, particularly secondary schools in high disadvantage, challenging contexts is evident and is a feature that points to the likely importance of supportive initiatives by NCSL and others in relation to leadership, training, development and succession planning.

- **Heads and Key staff in the Low Start school improvement group were significantly more likely to report substantial improvement in pupil behaviour, attendance, attitude and motivation.** There is strong evidence that schools in the Low Start group had made greater improvements in changing school culture, climate and addressing teaching and learning and use of performance data during the last three years. These aspects are likely to be important precursors and facilitators for improvement in students' academic achievements, especially in high disadvantage contexts. These are discussed in more detail in Gu, Sammons, Melta (2008). These findings are in accord with those of recent reviews of school effectiveness and improvement research (Teddlie and Reynolds, 2000; Wendell, 2000; Harris et al., 2006; Sammons 2007).

- **Heads in the Low Start improvement group were more likely to prioritise strategies to improve teaching and learning and the use of data than those in the High Start group.** This was evident for all schools but particularly those in the secondary sector.

- An examination of open ended responses to a question about the three actions/ strategies heads reported as most important to their school's improvement over the last three years indicated that most strategies fitted the broad headings

  - Improving teaching practices

  - Promoting a stronger Academic Press or Emphasis

- Redesigning the organisation

- Setting directions and

- Developing people.

- More specific actions and strategies most commonly cited by primary heads as most important were:

  - Encouraging the use of data and research (28%)

  - Improved assessment procedures (28%)

  - Teaching policies and practices (26%)

  - Changes to pupil target setting (20%)

  - Strategic allocation of resources (20%)

  - Providing and allocating resources (19%)

  - Promoting Leadership Development and CPD (16%).

- *Improved assessment procedures* and *providing and allocating resources* appeared to be more frequently cited strategies by primary heads in low disadvantage schools FSM band 1 and 2 schools (32% and 22% respectively) than those in high disadvantage FSM 3 and 4 schools (22% and 15% respectively).

- For secondary heads, the actions / strategies viewed as most important showed similarities to the findings for primary heads. Although the emphasis on the *'use of data'* was stronger:

  - Encouraging the use of data and research (34%).

  - Teaching policies and practices (28%).

  - School culture (21%)

  - Providing and allocating resources (20%)

  - Improved assessment procedure (19%)

  - Monitoring of departments and teachers (16%)

  - Promoting leadership development and CPD (15%)

- In common with responses of primary heads, improved assessment procedures tended to be more frequently cited by secondary heads in high disadvantage schools FSM 3 and 4 (23%) than low disadvantage FSM 1 and 2 schools (17%). Similarly, teaching policies and practices appeared to be emphasised by more heads in FSM 3 and 4 schools (60%) than FSM 1 and 2 schools (26%).

- Wave 1 survey findings point to the importance of specific head actions and strategies in the school improvement context and while identifying many common patterns and trends also points to significant differences related to sector, school improvement group and level of social disadvantage of pupil intake (measured by school FSM band). In Chapter 4 a more detailed analysis of the nature and sequencing of head reported actions and strategies is provided.

Chapter 4

4 Heads Actions and Leadership Distribution in Schools in Different Contexts

4.1 Introduction

The chapter presents results derived from the analysis of Wave 2 questionnaire surveys of heads and key staff (see Appendix 4-VIII), which provided additional data on the interim case study findings (Day et al., 2007). The surveys were designed to focus in more detail on identifying and analysing specific, self-reported head actions and professional values, on examining the *'distribution of leadership'* and its impact within schools building, and extending the findings from the Wave 1 survey discussed in Chapter 3. In addition, the surveys sought to identify respondents' perceptions of the areas that had shown the greatest improvement in schools, and the extent to which heads' actions, qualities and values were perceived to have impacted positively upon different aspects of pupil outcomes. The heads' survey was also designed to identify the major challenges that heads felt they faced in different phases of their leadership in their current schools.

Primary schools were sent two key staff questionnaires (see Appendix 4-IX) and secondary schools five key staff questionnaires. Response rates for the Wave 2 (W2) head and key staff surveys are detailed by school in Table 4-1and by questionnaire in
Table 4-2. Forty two per cent of primary heads and slightly over a third of secondary heads (35%) returned completed questionnaires. Response rates for the key staff surveys were slightly higher. Nearly half of the schools surveyed returned one or more key staff questionnaire (Primary: 48%; Secondary: 49%).

Table 4-1 Response rates for Wave 2 survey by school - Head survey

	Sample Size Surveyed N	Schools with Returned Key Staff Questionnaires N	Response Rate %
Primary	377	160	42
Secondary	388	135	35

Table 4-2 Key Staff Survey

	Sample Size Surveyed N	Schools with Returned Key Staff Questionnaires N	Response Rate %
Primary	377	182	48
Secondary	388	189	49

Table 4-3 Response rate for W2 survey by questionnaire

	Sample Size Surveyed N	Returned Key Staff Questionnaires N	Response Rate %
Primary	1,131	244	32
Secondary	2,328	525	27

In analysing the survey results, comparisons were made by the three school improvement groups (Low start, Moderate start and High start) and level of school disadvantage (categorised into four bands from band 1 and 2 - lower disadvantage, to Band 3 and 4 - higher). All differences between groups reported are statistically significant unless otherwise stated.

4.2 Heads' Leadership Actions

4.2.1 Setting, reviewing or renewing a vision and direction

Question 1 investigated the extent to which heads felt that their key actions to set, *'renew and review a vision and direction'* for their schools had had a positive impact on different pupil outcomes.

4.2.1.1 Leadership actions

Heads were asked to identify in order of importance up to four actions that had led to improved pupil outcomes. More than one in ten primary and secondary heads reported that their actions relating to the following three leadership strategies were the most important in improving pupil outcomes during their time in their current school:

- Standards and quality enhancement / School improvement and development planning (Primary: N=47, 31%; Secondary: N=34, 25%).

- Enhancing teacher quality / CPD / Research and development (Primary: N=35, 23%; Secondary: N=24, 18%).

- Re-culturing (a focus on vision, setting directions) (Primary: N=23, 15%; Secondary: N=24, 18%).

For secondary heads only, a minority (N=9, 7%) indicated that gaining Specialist College Status was the most important action that they had taken to set a vision and direction for their current school (in interpreting this finding it should be noted that many secondary schools had achieved specialist status at an earlier time point than that covered by the survey).

4.2.1.2 Impact upon pupil outcomes

Taken together, the large majority of primary and secondary heads felt that their actions to change school vision and direction had influenced 'the climate and culture of the school' 'very significantly'. The top five features of schools that primary heads rated as having 'very significantly' improved as a result of their actions were:

- The climate and culture of the school   (N=87, 54.4%)

- The school's approach to learning   (N=68, 42.8%)

- Leadership of teaching and learning   (N=67, 41.9%)

- The engagement of pupils in learning   (N=63, 39.9%)

- The way in which teachers teach   (N=61, 38.1%)

The top five items for secondary heads were:

- The climate and culture of the school   (N=75, 56.0%)

- Leadership of teaching and learning   (N=58, 38.1%)

- Pupil attainment   (N=49, 37.1%)

- Pupil progress (value added)   (N=48, 36.1%)

- The school's approach to learning   (N=43, 32.1%)

There were a number of items which a relatively greater proportion of primary heads rated as having 'very significantly' improved than were reported by their secondary peers. Most notable were the items *'The way in which teachers teach'* (primary: N=61, 38%; secondary: N=32, 24%), *'The engagement of pupils in learning'* (primary: N=63, 40%; secondary: N=32, 24%) and *'Parental involvement in pupil learning'* (primary: N=16, 10%; secondary: N=5, 4%) (Table 4-4). These results point to the existence of some sector differences in heads' perceptions of positive change and possible different priorities.

Table 4-4 Items to which primary heads were more likely to respond positively to than secondary heads

Item	Sector	The extent to which actions have influenced pupil outcomes				
		Not at all / Very little	Some	A lot	Very significantly	Total
The way in which teachers teach	**Primary**	0 (0.0%)	23 (14.4%)	76 (47.5%)	61 (38.1%)	160 (100.0%)
	Secondary	0 (0.0%)	25 (18.7%)	77 (57.5%)	32 (23.9%)	134 (100.0%)
The engagement of pupils in learning	**Primary**	1 (0.6%)	17 (10.8%)	77 (48.7%)	63 (39.9%)	158 (100.0%)
	Secondary	2 (1.5%)	30 (22.4%)	70 (52.2%)	32 (23.9%)	134 (100.0%)
Parental involvement in pupil learning	**Primary**	13 (8.1%)	77 (48.1%)	54 (33.8%)	16 (10.0%)	160 (100.0%)
	Secondary	14 (10.6%)	78 (59.1%)	35 (26.5%)	5 (3.8%)	132 (100.0%)

4.2.2　Redesigning the organisation

Question 2 investigated the extent to which heads felt that their key actions to *'(re-) design the organisation'* of their school had had a positive impact on a range of pupil outcomes.

4.2.2.1　Leadership actions

Again, heads were asked to list in order of importance up to four actions. The large majority of secondary heads (N=77, 60%) reported that their actions relating to the strategy of *'restructuring the organisation'* of their schools and in fostering positive personal relationships were the most important. In all nearly half (60 heads, 47%) reported particular actions with regard to restructuring their Senior Leadership/ Management Teams and reviewing systems and organisational redesign. By contrast just over one in ten of secondary heads (N=18, 14%) indicated that their actions relating to *'curriculum change'* had had the most important influence on pupil outcomes.

There were some sector differences with around two fifths of primary heads (N=54, 39%) and almost two thirds of secondary heads (N=70, 60%) reporting that their actions in relation to *'restructuring the organisation'* and fostering positive personal relationships in terms of *'Encouragement, Empowerment and Trust'* (EET) had had the most important influence upon pupil outcomes during their time in the school as head. Slightly more than one in ten indicated that their actions relating to the following three leadership strategies were the most important in improving pupil outcomes:

- Enhancing teacher quality / CPD / Research and development (N=24, 17%)

- Shared ownership / decision making (N=18, 13%)

- Standards and quality enhancement / School improvement and development planning (N=17, 12%)

These results indicate that for secondary heads organisational restructuring and a focus on promoting positive relationships appears to have been a particular focus of their actions to effect improvement.

4.2.2.2　Impact upon pupil outcomes

Again, the large majority of primary and secondary heads felt that their actions to restructure the school organisation had had 'very significant' influence upon 'the climate and culture of the school'. The top five items that primary heads rated as having 'very significantly' improved as a result of their actions to change their schools' organisation were:

- The climate and culture of the school　　(N=76, 48.1%)

- The school's approach to learning　　(N=57, 36.3%)

- The way in which teachers teach　　(N=51, 32.1%)

- Quality of teaching and learning　　(N=48, 31.6%)

- The engagement of pupils in learning　　(N=46, 29.1%)

The top five items for secondary heads were:

- The climate and culture of the school   (N=55, 42.0%)

- Pupil progress (value added)   (N=40, 30.8%)

- Quality of teaching and learning   (N=39, 30.0%)

- The school's approach to learning   (N=37, 28.2%)

- The way in which teachers teach   (N=35, 26.7%)

4.2.3   Improving teaching and learning

Question 3 investigated the extent to which heads felt that their key actions to 'improve teaching and learning' in their schools had had a positive impact on a range of pupil outcomes.

4.2.3.1 Leadership actions

In total, 70% of secondary heads (N=90), compared with 43% of their primary peers (N=66), reported that their actions relating to the leadership strategies of *'enhancing teacher quality / CPD / Research and development'* had had the most important influence on pupil outcomes.

Around a third of primary heads (N=52, 34%), in contrast to only 16% (N=21) of secondary heads, indicated that actions relating to the leadership strategy of focussing on actions related to an emphasis on *'standards and quality enhancement / school improvement and development planning'* had had the most important influence upon pupil outcomes.

However, only 15% (N=24) of primary heads reported that their actions relating to *'curriculum change'* were the most important factor.

4.2.3.2 Impact upon pupil outcomes

Taken together, close to half of primary heads (46.8%) felt that their actions to improve teaching and learning had influenced *'the climate and culture of the school'* 'very significantly'. The top five items that primary heads rated as having 'very significantly' improved as a result of their actions to improve teaching and learning were:

- The school's approach to learning   (N=73, 46.8%)

- The way in which teachers teach   (N=72, 46.2%)

- The climate and culture of the school   (N=63, 40.6%)

- Quality of teaching and learning   (N=61, 39.6%)

- The engagement of pupils in learning   (N=57, 36.5%)

The top five items for secondary heads were:

- The way in which teachers teach   (N=48, 36.4%)

- Pupil progress (value added)   (N=46, 35.1%)

- The climate and culture of the school   (N=44, 33.3%)

- The school's approach to learning   (N=44, 33.3%)

- Quality of teaching and learning   (N=43, 32.6%)

There were a number of items which more primary heads rated as having *'very significantly'* improved than were reported by their secondary counterparts. These are shown in Table 4-5.

Table 4-5 Items to which primary heads were more likely to respond positively to then secondary heads

Item	Sector	The extent to which actions have influenced pupil outcomes				
		Not at all / Very little	Some	A lot	Very significantly	Total
The way in which teachers teach	**Primary**	0 (0.0%)	11 (7.1%)	73 (46.8%)	72 (46.2%)	156 (100.0%)
	Secondary	0 (0.0%)	19 (14.4%)	65 (49.2%)	48 (36.4%)	132 (100.0%)
The school's approach to learning	**Primary**	0 (0.0%)	12 (7.7%)	71 (45.5%)	73 (46.8%)	156 (100.0%)
	Secondary	0 (0.0%)	22 (16.7%)	66 (50.0%)	44 (33.3%)	132 (100.0%)
The engagement of pupils in learning	**Primary**	0 (0.0%)	19 (12.2%)	80 (51.3%)	57 (36.5%)	156 (100.0%)
	Secondary	1 (0.8%)	29 (22.0%)	70 (53.0%)	32 (24.2%)	132 (100.0%)
Quality of teaching and learning	**Primary**	0 (0.0%)	9 (5.8%)	84 (54.5%)	61 (39.6%)	154 (100.0%)
	Secondary	0 (0.0%)	21 (15.9%)	68 (51.5%)	43 (32.6%)	132 (100.0%)

4.2.4   Professional Values

Question 4 investigated the extent to which heads' reported that particular aspects related to their 'most important professional values' had had a positive impact on a range of outcomes.

4.2.4.1 Heads' leadership values

Five categories of leadership values were identified based on heads' self-report of their most important professional values which were perceived as having informed their practice in their current schools:

- Moral responsibility: Success for all (including mention of priority given to the Every Child Matters agenda and promoting Equal Opportunities)

- Promoting and modelling respect and trust (honesty, integrity, encouragement) and encouraging autonomy

- Passion and commitment: Faith, religious values and promoting the enjoyment of teaching and learning

- Professionalism: Modelling high standards of personal and professional practice

- Raising standards: promoting continuous School improvement and achieving a high quality education for all pupils

Over half of secondary heads (N=71, 55%), compared to just under two fifths of their primary peers (N=59, 38%), listed professional values with regard to *'moral responsibility'*. In contrast, close to a third of primary heads (N=48, 31%) reported the importance of professional values relating to '*respect and trust'*, whilst slightly less than one in five of secondary heads (N=24, 19%) indicated so.

Relatively similar proportions of primary and secondary heads reported the importance of their professional values in relation to *'raising standards'* (Primary: N=21, 13%; Secondary: N=22, 17%) *and 'professionalism'* (Primary: N=15, 10%; Secondary: N=10, 8%). Only two secondary heads (2%), compared with 15 (10%) primary heads, indicated that their professional values with regard to '*passion and commitment'* were the most important in informing their practice.

4.2.4.2 Impact upon pupil outcomes

For both sectors, around half of heads reported that their professional values had had 'very significant' influence upon *'the school's direction'*. The top six items that primary heads rated as having 'very significantly' improved as a result of their actions to change their schools' organisation were:

- The school's direction   (N=83, 54.2%)

- How people are developed in the school   (N=79, 51.6%)

- Leadership of teaching and learning   (N=73, 45.6%)

- The way in which the school is organised   (N=67, 44.1%)

- Staff and pupil relationships   (N=67, 44.1%)

- Teachers' commitment to your school   (N=67, 44.1%)

The top five items for secondary heads were:

- The school's direction   (N=65, 50.0%)

- How people are developed in the school   (N=54, 41.5%)

- Leadership of teaching and learning   (N=48, 35.6%)

- Staff and pupil relationships   (N=46, 35.4%)

- The way in which the school is organised   (N=45, 34.6%)

There were a number of items which a relatively greater proportion of primary heads rated as having 'very significantly' improved than their secondary counterparts. These are shown in Table 4-6.

Table 4-6 Items to which primary heads were more likely to respond positively to than secondary heads

Item	Sector	The extent to which actions have influenced pupil outcomes				
		Not at all / Very little	Some	A lot	Very significantly	Total
How people are developed in the school	**Primary**	0 (0.0%)	6 (3.9%)	68 (44.4%)	79 (51.6%)	153 (100.0%)
	Secondary	0 (0.0%)	15 (11.5%)	61 (46.9%)	54 (41.5%)	130 (100.0%)
The way in which the school is organised	**Primary**	1 (0.7%)	20 (13.2%)	64 (42.1%)	67 (44.1%)	152 (100.0%)
	Secondary	4 (3.1%)	23 (17.7%)	58 (44.6%)	45 (34.6%)	130 (100.0%)
Parental involvement in pupil learning	**Primary**	5 (3.3%)	65 (42.8%)	59 (38.8%)	23 (15.1%)	152 (100.0%)
	Secondary	11 (8.5%)	70 (53.8%)	40 (30.8%)	9 (6.9%)	130 (100.0%)
Leadership of teaching and learning	**Primary**	7 (4.4%)	7 (4.4%)	73 (45.6%)	73 (45.6%)	160 (100.0%)
	Secondary	6 (4.4%)	19 (14.1%)	62 (45.9%)	48 (35.6%)	135 (100.0%)

4.2.5 Impact of heads' actions upon school improvement and pupil outcomes: perceptions of the key staff[14]

In addition to collecting heads' views the survey of key staff was used to explore staff perceptions of head impact. In Question 1 on the survey, key staff were asked to what extent their head had had a positive impact on a range of different aspects of the school. These items covered school culture, pupil outcomes, parental involvement, teachers' commitment, and external assessments (inspections). Overall, results showed very favourable perceptions by the majority of staff, as might be expected given the sample focus on more effective and improving schools. The results demonstrated that primary school key staff were generally more positive about their heads' impact on the school and pupils, as were key staff from more disadvantaged schools and those from moderate start and high start improvement groups. Further breakdown of FSM and school improvement group results by sector revealed that disadvantage had a stronger association with the primary key staff responses than their secondary counterparts. Significant differences were found between the three school improvement groups, but were only significant for secondary key staff.

4.2.5.1 School climate and culture

Key staff from primary schools were more likely to report that their heads had had a ‚very significant‚ positive impact on *'the climate and culture of the school'* (Appendix 4-I), *'the way in which teachers teach'* (Appendix 4-II) and *'the school's approach to learning'* (Appendix 4-III) than their secondary counterparts. For example, 69% (N= 167) of primary key staff, compared with 48% (N=250) of their secondary peers, indicated the 'very significant' positive impact of their heads' actions on '*the climate and culture of the school*'. Close to half of primary key staff (N=120, 49.4%) reported the 'very significant' positive impact of heads' actions on *'the schools' approach to learning'.* In contrast, only a third of the secondary key staff (N=175, 33.3%) indicated so.

4.2.5.2 Pupil outcomes

Primary key staff were more likely than their secondary counterparts to indicate that their heads had had a very significant impact on all items on pupil outcomes but especially pupil attainment and progress:[15], *pupil attainment* (Primary: N=206, 84%; Secondary: N=378, 72%)[16], *pupil progress* (value added) (Primary: N=2036, 83%; Secondary: N=370, 71%)[17], *pupil behaviour* (Primary: N=124, 51%; Secondary: N=120, 23%)[18], *pupil relationships* (Primary: N=100, 42%; Secondary: N=94, 18%)[19]. Although the proportion citing a very significant impact on *the engagement of pupils in learning* was somewhat lower (Primary: N=80, 33%; Secondary key staff: N=99, 19%).

4.2.5.3 Parental involvement

As for the items on school culture and pupil outcomes, there was a sector difference for the item on *parental involvement in pupil learning*, with primary key staff (N=70, 29%) responding more favourably about their heads than secondary key staff (N=73, 14%)[20].

No differences according to school disadvantage were found, but there were significant differences according to school improvement group for the secondary sample. Key staff from the moderate start (N=44, 28%) and high start (N=62, 23%) improvement groups of schools were more likely to say that their heads' actions had had a very significantly positive impact on this item than those from the Low Start Group (N=37, 11%)[21].

When breaking down by sector, secondary key staff from the moderate start (N=22, 23%) and high start (N=37, 20%) improvement groups of schools were more likely to say that their heads' actions had had a very significantly positive impact on parental involvement in pupil learning than those from the Low Start Group (N=14, 6%)[22]. No improvement group differences were found for primary key staff.

4.2.5.4 Teachers' commitment

All three survey items on the extent of the head's impact on teachers' commitment, to their work, *to their school and to their professional development,* were responded to more positively by key staff from primary than those from secondary schools. In other words, key staff from primary schools were more likely than their secondary peers to report that their heads' actions had had a 'very significant' positive impact on

- teachers' commitment to their work (primary: N=93, 38%; secondary: N=130, 25%)[23]

- teachers' commitment to their school (primary: N=110, 45%; secondary: N=151, 29%)[24]

- teachers' commitment to their professional development (primary: N=106, 43%; secondary: N=122, 23%)[25].

4.2.5.5 Quality of teaching and learning

The heads' positive impact on the *'quality of teaching and learning'*[26] (Table 4-7) and on *'inspection outcomes'*[27] (Table 4-8) was assessed differently by primary and secondary school key staff. Consistent with the findings for all other items in this question, the primary key staff rated their heads more positively than their secondary counterparts. Interestingly, the head's impact on the *'quality of teaching and learning'* was rated more positively by staff from high disadvantage schools than those from low disadvantage schools. This was not the case for responses to the item on *'inspection outcomes'*, although secondary key staff from the moderate and high improvement groups rated their heads more positively than those from the Low Start Group.

Table 4-7 Key staff responses indicating the extent to which they believe their head had a positive effect on the quality of teaching and learning by sector

Sector	Quality of teaching and learning				
	Not at all / Very little	Some	A lot	Very significantly	Total
Primary	1 (0.4%)	19 (7.8%)	114 (46.9%)	109 (44.9%)	243 (100.0%)
Secondary	10 (1.9%)	118 (22.4%)	237 (45.1%)	161 (30.6%)	526 (100.0%)
Total	11 (1.4%)	137 (17.8%)	351 (45.6%)	270 (35.1%)	769 (100.0%)

Table 4-8 Key staff responses indicating the extent to which they believe their head had a positive effect on inspection outcomes by sector

Sector	Inspection outcomes				
	Not at all / Very little	Some	A lot	Very significantly	Total
Primary	3 (1.2%)	18 (7.5%)	69 (28.6%)	151 (62.7%)	241 (100.0%)
Secondary	6 (1.1%)	78 (14.9%)	196 (37.5%)	243 (46.5%)	523 (100.0%)
Total	9 (1.2%)	96 (12.6%)	265 (34.7%)	394 (51.6%)	764 (100.0%)

4.3   Engagement with External Programmes and Activities

4.3.1   Primary and secondary heads

Question 5 investigated the extent to which heads felt that their school's involvement with a number of items (16 for primaries and 15 for secondaries) had helped support the school's improvement. Some items, such as Primary Strategy Learning Networks, were specific to the primary key staff questionnaire, whereas others, such as the 14-19 Agenda, were specific to secondary key staff. Several items such as Federations and Excellence in Cities were not applicable to most schools and were cited as significant by only a small number in this sample.

Over four-fifths (80.5% of n=159) of primary Heads and almost three-quarters (72.2% of n=133) of secondary heads rated their school's involvement in *'Assessment for Learning'* (AfL) as *'very significantly'* helping school improvement. This appears to be an important message and suggests that most successful schools have found AfL beneficial.

Four other items were also highly positively rated by the majority of both primary and secondary heads: the impact of *'Teaching and Learning Reviews'*, the *'Every Child Matters'* Agenda', *'Personalised Learning'* and *'Workforce Reform'* (Table 4-9).

Table 4-9 The extent to which the school's involvement in a number of initiatives has helped support its improvement

Item	Sector	The extent to which the schools' involvement has helped support its improvement				
		Not at all / Very little	Some	A lot	Very significantly	Total
Assessment for Learning	Primary	1 (0.6%)	30 (18.9%)	86 (54.1%)	42 (26.4%)	159 (100.0%)
	Secondary	0 (0.0%)	37 (27.8%)	57 (42.9%)	39 (29.3%)	133 (100.0%)
Every Child Matters	Primary	7 (4.4%)	49 (31.0%)	73 (46.2%)	29 (18.4%)	158 (100.0%)
	Secondary	12 (9.0%)	54 (40.3%)	42 (31.3%)	26 (19.4%)	134 (100.0%)
Teaching and Learning Review	Primary	16 (10.5%)	52 (34.0%)	63 (41.2%)	22 (14.4%)	153 (100.0%)
	Secondary	10 (7.6%)	35 (26.7%)	57 (43.5%)	29 (22.1%)	131 (100.0%)
Personalised Learning	Primary	11 (7.0%)	67 (42.7%)	59 (37.6%)	20 (12.7%)	157 (100.0%)
	Secondary	1 (0.8%)	51 (38.6%)	52 (39.4%)	28 (21.2%)	132 (100.0%)
Workforce Reform	Primary	14 (8.8%)	74 (46.5%)	44 (27.7%)	27 (17.0%)	159 (100.0%)
	Secondary	7 (5.3%)	40 (30.5%)	50 (38.2%)	34 (26.0%)	131 (100.0%)

4.3.1.1 Sector differences

Sector difference was found in heads' responses to the item on '*Extended Schools Programme'*, almost half, 48% (N=135) of the secondary heads, in contrast to a third (33%, N=152) of the primary heads, rated their school's involvement with the '*Extended Schools Programme*' as having had 'very little' or 'not at all' help in supporting their schools' improvement. This may be because many schools were/are not as yet involved in this since it is targeted at the most disadvantaged areas.

In addition, involvement with *'Networked Learning Communities/School Improvement Networks'* was also viewed by both over 30 per cent (of N=148) of primary and over 40 per cent (of N=131) of secondary heads as having 'very little' or no impact on school improvement. Only 17 primary and secondary heads in total, just 6 per cent of the 279 who responded, felt their school's involvement with the *'Networked Learning Communities / School Improvement Networks'* had 'very significantly' helped support their school's improvement.

Again the NLC initiative was a time limited three year programme that involved only a minority of schools and the funded component ceased in 2006.

Few heads (5%), felt their schools *'Engagement in Research Activities'* had 'very significantly' helped support their school's improvement.

One in five of secondary heads,(N=28, 20.9%), in contrast to only one in ten of their primary heads (N=16, 10%) reported that the school's involvement in self evaluation required by the inspection process *'Developing the self-evaluation form'* had helped support its improvement 'very significantly'. A similar proportion of primary (36%, N=56) and secondary (36.6%, N=49) heads indicated that this activity had supported the improvement of their schools 'a lot'.

4.3.1.2 Level of school disadvantage (FSM Band)

For both sectors, statistically significant associations were found between level of school disadvantage (FSM band) and schools' level of involvement with '*Excellence in Cities'*. Heads leading low disadvantage primary and secondary schools were somewhat more likely to report that their schools had no or very little engagement with this programme than their peers in high disadvantage schools (Primary: 89.3% versus 35.2%; Secondary: 70.5% versus 33.3%)[28].

Almost half of primary heads in FSM 3 and 4 schools (N=27, 48.2%), compared with one in four in FSM 1 and 2 schools (N=23, 25%), indicated that their schools had 'not at all' or 'very little' involvement with *'school improvement partners'*[29].

4.3.1.3 School improvement groups

For primary schools only, heads in the High Start Group were somewhat more likely than their peers in the other two school improvement groups to report that their schools had none or very little involvement with *'Excellence in Cities'* (Low Start=48%; Moderate Start=77%; High Start=85%)[30]. In addition, primary heads in the Moderate Start Group (51.4%) were somewhat most likely to report that their schools had no or very little involvement with *'Extended Schools'*[31], followed by their peers in the High Start Group (32.7%) and the Low Start Group (22.6%).

In secondary schools, close to half of heads in the High Start Group (N=22, 47.8%) reported no or very little involvement with this programme, followed by around a third of those in the Moderate Start Group (N=8, 34.8%) and approximately a quarter in the Low Start Group (N=15, 26.3%). In contrast, almost a third of heads leading schools in the Low Start Group (N=20, 35.1%) reported a substantial amount of involvement ('a lot' or 'very significantly') with LA advisors/inspectors. This is in line with findings of the Wave 1 survey (Gu et al., 2008).

4.3.2   Key staff

Key staff's responses were broadly in line with findings of the head survey. There were significant differences in how positively schools' involvement in national initiatives and external programmes were assessed by primary and secondary key staff. Involvement with the *LA Adviser/Inspector, Excellence in Cities programme, Extended Schools, Every Child Matters and Assessment for Learning* were all considered to have helped support the development of schools by primary key staff more than by those in secondary schools. In addition, key staff from primary schools (N=82, 34%) were more likely to report that their schools' involvement in developing the *'Self-evaluation form (SEF)'* had had a very significant positive impact on school improvement than secondary key staff (N=133, 25%)[32].

On the other hand, primary key staff (N=143, 72%) were more likely than their secondary staff (N=242, 58%) to report that involvement in *federations* had had 'not at all/very little' impact upon the improvement of their schools[33].

4.4 Sharing Responsibility for Decision Making

The first four items in part one of Question 6 investigated the extent to which heads felt they shared responsibility for decision making with various groups/stakeholders in their schools. The second part of Question 6 involved seven items intended to gauge the extent to which heads believed the shared responsibility for decision making had a positive impact on different aspects of pupil outcomes in their schools.

4.4.1 Sharing responsibility

For both the primary (N= 141, 88.1% of n=160) and secondary (N= 127, 94.8% of N=127) heads, the large majority felt that they shared 'a lot' of responsibility with their *'Senior Management or Senior Leadership Team'* for decision making in their schools.

However, the contrast between the primary and secondary sectors was quite marked in relation to the amount of responsibility for decision making shared with *'Middle Managers'*. Whilst 59% (N= 94) of primary heads felt that they shared 'a lot' of responsibility for decision making with their *'Key Stage Managers'* in their schools, less than half (N= 64, 48.1%) of secondary Heads felt the same in relation to their '*Heads of Faculties or Heads of Department'*.

The contrast between the reports of primary heads and secondary heads was also quite marked in relation to the extent to which they felt they shared responsibility for decision making with *'groups of teachers'* in their schools. Of the 160 primary heads that responded, two-fifths (N= 64, 40%) felt that they shared responsibility for decision making with *'groups of teachers'* 'a lot'. In contrast, less than a fifth (N= 25, 18.8%) of secondary heads reported that they did so. For both primary and secondary sectors, almost half reported that they shared a moderate amount of responsibility with *'groups of teachers'*.

In relation to the extent to which secondary heads felt they shared responsibility for decision making with *'groups of pupils'* in their schools, around sixty per cent (of N=134) responded that they 'sometimes' shared such responsibility. More than half of primary heads (N=93, 58.1%), in contrast to slightly over a third of their secondary peers (N=51, 38%), reported that they shared a moderate or substantial amount of responsibility with *'groups of pupils'*.

From the heads' responses to part one of question 6 it appears that overall primary heads are more likely to believe that they share more responsibility for decision making with 'SLT / SMT', 'Key Stage Managers', teachers and pupils than would secondary heads. This may in part be accounted for by differences in size and organisational complexity between the sectors, but may also reflect cultural differences also.

4.4.1.1 Level of school disadvantage (FSM Band)

Statistically significant associations were found for secondary schools only. Heads of high disadvantage schools were proportionately much more likely than their peers in low disadvantage schools to report that they shared 'a lot' of responsibility for decision making with *'groups of teachers'* (41.9% versus 10.4%).

In addition, secondary heads leading high disadvantage schools (56.2%) were somewhat more likely to report that they shared a moderate or substantial amount of responsibility for decision making with *'groups of pupils'* compared with their peers in low disadvantage schools (31.2%)[34].

4.4.2   Impact upon pupil outcomes

More than 80% of primary heads reported that taken together, sharing responsibility with *'senior and middle managers'* and *'groups of teachers and pupils'* for decision making in their school had a substantial amount of impact ('a lot' and 'very significantly') on each of the following areas: *'pupil behaviour'*, *'pupil engagement with learning'*, *'pupil progress'* and *'pupil attainment'* (Table 4-10). Secondary heads also reported a positive impact of the sharing of responsibility for decision making in their school on these four aspects of pupil outcomes - but to a relatively lesser extent compared with that of the primary heads' responses.

Table 4-10 The extent to which heads said that shared decision making had a positive impact on different aspects of pupil outcomes

Item	Sector	The extent to which the shared decision making has a positive impact on different aspects of pupil outcomes				
		Not at all / Very little	Some	A lot	Very significantly	Total
Pupil behaviour	**Primary**	1 (0.6%)	16 (10.0%)	86 (53.8%)	57 (35.6%)	160 (100.0%)
	Secondary	3 (2.3%)	31 (23.5%)	59 (44.7%)	39 (29.5%)	132 (100.0%)
Pupil engagement with learning	**Primary**	0 (0.0%)	17 (10.7%)	91 (57.2%)	51 (32.1%)	159 (100.0%)
	Secondary	4 (3.0%)	33 (25.0%)	68 (51.5%)	27 (20.5%)	132 (100.0%)
Pupil Progress (value added)	**Primary**	2 (1.3%)	26 (16.3%)	87 (54.4%)	45 (28.1%)	160 (100.0%)
	Secondary	5 (3.8%)	25 (19.1%)	64 (48.9%)	37 (28.2%)	131 (100.0%)
Pupil Attainment	**Primary**	1 (0.6%)	30 (18.8%)	81 (50.6%)	48 (30.0%)	160 (100.0%)
	Secondary	5 (3.8%)	32 (24.2%)	57 (43.2%)	38 (28.8%)	132 (100.0%)

In total, 87% of primary heads (N=160), compared to 66% (N=132) of their secondary peers, indicated that shared responsibility for decision making in their schools had 'a lot or 'very significantly' positive impact upon *'pupil affective/emotional learning'*.

4.4.2.1   Level of school disadvantage (FSM Band)

For the primary sample, a statistically significant association[35] was found between level of school disadvantage (FSM band) and the reported extent of the positive impact of shared responsibility for decision making on *'pupil progress'*. Proportionately more primary heads in the FSM 3 and 4 schools than those in FSM 1 and 2 schools indicated that the shared responsibility for decision making had *'a lot'*(62.7% versus 49.5%) and 'very significantly' (32.2% versus 25.7%) impact on *'pupil progress'*.

By contrast, for the secondary sample, more than one in four secondary heads in low disadvantage, FSM 1 and 2 schools (26.3%) compared with 12.9% of those in high disadvantage FSM 3 and 4 schools, reported that the shared responsibility for decision making 'very significantly' helped improve *pupils relationships* in their schools[36].

4.4.3   Key staff perceptions

Key staff responses to the questions about the provision of leadership in their school by different teams and groups were broadly in line with findings of the head survey. Primary key staff were found to rate the role of all of the groups listed - *SMT / SLT, Key Stage Managers/Heads of Faculties/Departments, groups of teachers* and *groups of pupils* - more positively than their secondary counterparts.

When differences between FSM groupings were tested for, key staff from more disadvantaged primary schools were found to assign a more important role to leadership by *Key Stage Managers* and *groups of pupils* than those from low disadvantage schools.

Key staff from the moderate start improvement group assigned more importance to *SMT/SLT* than those from the Low Start Group. In addition, secondary key staff from the high and Moderate Start Groups felt that more leadership practice was provided by *Heads of Faculties and Departments* than those from the Low Start Group.

4.5   Major Challenges in Different Phases of Headship

4.5.1   The first year as head: initial phase

The top five major challenges that primary heads reported they had faced in their first year as head of their current school were:

- Poor pupil attainment (56.3%);

- Poor pupil behaviour (55.6%);

- Poor pupil progress (value added) (49.4%);

- Poor quality teaching (48.8%); and

- Poor pupil motivation, engagement with learning (48.1%)

In secondary schools, *poor pupil behaviour* was also considered to be a major challenge by the majority of heads. The six main challenges reported by secondary heads were:

- Poor pupil behaviour (55.6%);

- Poor pupil motivation, engagement with learning (51.9%);

- Poor pupil attainment (45.9%);

- Poor buildings / facilities (45.9%);

- Poor pupil progress (value added) (43.7%);

- Coasting / complacent staff (43.7%)

4.5.1.1 School improvement group

For both sectors, heads from the Low Start Group were proportionately more likely than those from the other two school improvement groups to report that they experienced the major challenges of *poor pupil attainment, poor pupil behaviour* and *poor pupil motivation* in the first year of their headship in their current school. More than 60% of primary and secondary heads in the Low Start Group reported the three challenges; in contrast, close to half of those from the Moderate Start Group and around a third or less from the High Start Group indicated that this was the case.

For the primary sample, over half of heads (53%) in the Low Start Group, compared with close to half (47%) in the Moderate Start Group and less than a third in the High Start Group (30%), reported the challenge of *low engagement of parents in pupil learning.* In addition, close to half of primary heads in the Low Start Group (45%) indicated that *disadvantage of intake* was a major challenge for them in the first year of their headship in their current school; in contrast, only 8% of those from the Moderate Start Group and 5% of those from the High Start Group, reported that this was the case for their schools. A similar pattern of association was also found in secondary schools relating to these two challenges.

However, for the primary sample only (N=160), a statistically significant difference[37] was found in heads' responses to *difficulties in recruiting teachers.* Heads in the Low Start Group (21%, N=14) were proportionately more likely to report this challenge compared with their peers in the other two improvement groups (Moderate Start Group: 8%; High Start Group: 5%).

For the secondary sample only (N=129), heads in the Low Start Group were somewhat more likely than their peers in the other improvement groups to report that they experienced major challenges of *poor pupil progress* (54% versus 46% for the Moderate Start Group and 28% for the High Start Group), *poor reputation within local community* (42% versus 29% and 13% respectively), *falling pupil rolls* (34% versus 21% and 9% respectively), *high pupil mobility* (17% versus 0% and 7% respectively) and identification of the school by inspectors as requiring *special measures/serious weaknesses* (14% versus 0% and 2%).

Moreover, also for the secondary sector only, heads in the High Start Group (N=27, 59%) were proportionately more likely to report that they faced *coasting / complacent staff* in the initial phase of their headship compared with those in the other two school improvement groups (Moderate Start Group: N=13, 54%; Low Start Group: N=18, 31%).

Table 4-11 Secondary heads' reported challenges in the initial phase of their headship by school improvement groups

	Low Start N¹=59		Moderate Start N²=24		High Start N³=46		Initial Phase	% of Sector
Challenges HTs faced in their 1st year	**n**	**% of N¹**	**n**	**% of N²**	**n**	**% of N³**	**Number of responses**	**N=129**
t) coasting / complacent staff[38]	18	31%	13	54%	27	59%	58	45%

4.5.2   After 5 years: middle phase

Poor pupil progress and *poor pupil attainment* remained major challenges for many primary heads after 5 years of their headship in their current school. For secondary heads in the middle phase of their headship in their current school, *poor pupil motivation / engagement with learning* and *poor buildings / facilities* remained two of the top five major challenges.

The top five major challenges that primary heads reported they faced after five years as head of their current school were:

- Disadvantage of intake (25.6% of the total N=160);

- Poor pupil progress (value added) (21.9%);

- Poor buildings / facilities (21.3%);

- Poor pupil attainment (20.0%);

- Falling pupil rolls (20.0%)

For secondary heads, the top five major challenges were:

- Low engagement of parents in pupils' learning (26.7% of the total N=129);

- Poor pupil motivation, engagement with learning (23.0%);

- Poor buildings / facilities (21.3%);

- Difficulties in recruiting teachers (20.7%); and

- Disadvantage of intake (18.5%)

The number of heads in this phase of leadership is too small to conduct further statistical analysis according to school contexts for school improvement groups.

4.5.3   Extended phase (After 10 Years)

Many heads in the sample had not been in post for ten years as a head in their current school. For those that responded to this item both primary and secondary heads, the major challenges that were reported after 10 years of their headship in their current school were broadly in line with those reported for the middle phase. The top five major challenges primary heads were facing after ten years as the head of their school were:

- Falling pupil rolls (15.0% of the total N=160);

- Disadvantage of intake (15.0%);

- Low engagement of parents in pupils' learning (14.4%);

- High pupil mobility (13.8%); and

- Poor pupil attainment (6.9%)

The top five major challenges for secondary heads in this extended phase of their headship were:

- Low engagement of parents in pupils' learning (11.9% of the total N=129)

- Poor buildings / facilities (11.9%, N=16)

- Difficulties in recruiting teachers (10.4%, N=14);

- Narrow curriculum (9.1%, N=13); and

- Disadvantage of intake (8.9%, N=12)

It should be noted that the number of primary and secondary heads who had been in their current school as head for more than 10 years was relatively low with only four (primary) or five (secondary) items eliciting slightly greater than ten responses. Given the small numbers of heads in this extended phase of leadership in the sample it was not appropriate to conduct further statistical analyses according to school context or improvement group.

4.6   Areas of Greatest Improvements under the Leadership of Current Head: Perceptions of Key Staff

The key staff survey asked key staff to select up to five items that they felt were the greatest improvements in their school under the leadership of the current head. These items covered a wide range of areas including pupil outcomes, pupil rolls, engagement of parents and the community, teaching and learning, staff morale and expectations, collaboration with other schools, resources and external reports. They were listed as major challenges for heads in different phases of leadership in the head survey.

The most frequently selected item was *teaching quality*, followed by *higher staff expectations for themselves and pupils, pupil progress* (value added)*, widening curriculum* and *pupil attainment* (Appendix 4-IV). The least frequently selected items were low *pupil mobility, recruiting teachers, pupil social learning, pupil affective / emotional learning* and *retaining teachers*. In interpreting these results on least frequently named areas, it should be remembered that in many schools such areas may have been perceived as good already and not requiring action. Therefore they should not be seen as of low priority or impact.

There was some variation in which items were more likely to be selected according to school sector. The top items selected by primary key staff were *teaching quality* (N= 105, 43%, *higher staff expectations* (N=99, 41%), *buildings/facilities* (N=88, 36%), *pupil engagement (N=85, 35%), pupil progress* (N=77, 32%)*, widening curriculum* (N=77, 32%)and *pupil behaviour* (N=74, 30%) (Appendix 4-V). Those most likely to be selected by secondary key staff were *pupil progress* (N=213, 40%), *widening curriculum* (N=208, 39%)*, teaching quality* (N=207, 39%)*, pupil attainment* (N=206, 39%)*, higher staff expectations* (N=200, 38%)*, reputation with the local community* (N=178, 34%)*, buildings/facilities* (N=176, 33%) and *improved Ofsted report* (N=171, 32%) (Appendix 4-VI). Whilst some of these items were important to key staff from both sectors, primary key staff were more likely to select *pupil engagement* and *pupil behaviour* as significant improvements than their secondary peers. The secondary key staff were more likely to select *pupil attainment, reputation with the local community and improved Ofsted report*.

4.7 Impact of Improvements on Pupil Outcomes: Perceptions of Heads

As stated at the beginning of this chapter, one important purpose of the Wave 2 head survey was to identify and test the possible associations between leadership practices and the extent of improvement in pupil outcomes. The head questionnaire elicited heads' perceptions about the extent to which different areas of changes and improvements in the school had influenced, directly or indirectly, pupil outcomes. The changes included items on school culture, pupil outcomes, teacher commitment, teaching and learning, implementing initiatives, staff professional development, and parental and community involvement.

4.7.1   Direct positive impact

For the primary sector, the top five items which were perceived to have had a 'high' direct positive impact on improving pupil outcomes in their schools were:

- Roles of classroom support staff (71% of n=160);

- Teaching and Learning (68%);

- School culture (61%);

- Leadership distribution (54%);

- Self-evaluation and review processes (54%)

For secondary schools, changes in *teaching and learning, school culture* and *self-evaluation and review processes* were also considered by the large majority of the heads as having had a 'high' direct positive impact on pupil outcomes in their schools. The top five 'highly' rated areas of improvements were:

- Teaching and Learning (64% of n=135);

- Curriculum (59%);

- School culture (56%);

- Self-evaluation and review processes (51%) and

- Behavioural climate (47%)

For the primary sector only, changes in *pupil voice (participation and leadership)* (74%) and *physical environment and resources* (79%) were perceived by more than three-quarters of heads as having had a 'moderate' or 'high' direct positive impact on *improving pupil outcomes*. In particular, more than a third (36%) reported that changes in *pupil voice* had a 'high' direct positive impact on *improving pupil outcomes* and close to half (46%) rated the impact of *improving physical environment and resources on pupil outcomes as* 'high'.

4.7.1.1 Level of school disadvantage (FSM Band)

Primary heads of high disadvantage FSM 3 and 4 schools (44%) were proportionately more likely to report a 'high' positive direct impact of *changes in pupils' welfare system on improving pupil outcomes* than those leading low disadvantage FSM 1 and 2 schools (27%).

In addition, primary heads leading high disadvantage schools were proportionately more likely to perceive a 'high' positive direct impact of *change in the behaviour climate on pupil outcomes* than their peers in low disadvantage schools (74% versus 48%).

Furthermore, a statistically significant association[39] was found in the primary sector between level of school disadvantage (FSM band) and the impact of changes in *teaching and learning*. Heads of FSM 3 and 4schools were relatively more likely to perceive 'high' positive direct impact of changes in *teaching and learning on improving pupil outcomes* than those in FSM 1 and 2 schools (71% versus 67%) (Table 4-12)

Table 4-12 Primary school level of school disadvantage (FSM band) and perceptions of a positive direct impact of changes in teaching and learning on improving pupil outcomes

	Teaching and learning			
	Some	Moderate	High	Total
	.0%	33.0%	67.0%	100.0%
FSM 3&4	4	13	42	59
	6.8%	22.0%	71.2%	100.0%
Total	4	46	109	159
	2.5%	28.9%	68.6%	100.0%

For the secondary sector, only one statistically significant association[40] was found. Heads of low disadvantage FSM 1 and 2 schools were proportionately more likely than their peers in FSM 3 and 4 schools to perceive a strong 'high' positive direct impact of *changes in succession planning on improving pupil outcomes* in their schools (33% versus 20%).

4.7.1.2 School improvement group

For the primary school sector, a statistically significant association[41] was found. Heads of schools in the Low Start group were proportionately more likely to perceive a 'high' positive direct impact of *changes in behavioural climates on improving pupil outcomes* than their peers in the other two school improvement groups (71% Low Start versus Moderate Start=50% and High Start=46%) (Table 4-13).

Table 4-13 Primary school improvement groups (SIGs) and positive direct impact of change in behavioural climate on improving pupil outcomes

| | Behavioural climate | | | | |
	None	Some	Moderate	High	Total
Low Start Group	2	3	13	45	63
	3.2%	4.8%	20.6%	71.4%	100.0%
Moderate Start Group	0	8	10	18	36
	.0%	22.2%	27.8%	50.0%	100.0%
High Start Group	2	6	21	25	54
	3.7%	11.1%	38.9%	46.3%	100.0%
Total	4	17	44	88	153
	2.6%	11.1%	28.8%	57.5%	100.0%

4.7.2   Indirect positive impact

For both sectors, changes in school culture were rated by more than a third of the heads as having had a 'high' indirect positive impact on improving pupil outcomes in their schools. In primary schools, the top five items which were perceived to have had a 'high' indirect positive impact on pupil outcomes were:

- School culture (44% of n=160)

- Teaching and learning (38%)

- Roles of classroom support staff (39%)

- Behavioural climate (38%)

- Self-evaluation and review processes (31%)

Taken together, changes in *school culture, teaching and learning* and *roles of classroom support staff* were perceived by primary heads as having had a 'high' direct as well as indirect positive impact on improving pupil outcomes in their schools.

In addition, more than half of primary heads reported that changes in *leadership distribution* (64%), *curriculum* (58%), *physical environment and resources* (54%) and *pupil voice* (54%) had had a 'moderate'/'high' indirect positive impact on improving pupil outcomes.

The top five items which were rated as having a 'high' indirect positive impact on improving pupil outcomes were:

- School culture (34%)

- Teaching and learning (30%)

- Self-evaluation and review process (30%)

- Behavioural climate (26%)

- Leadership distribution (25%)

The first four items were also reported by secondary heads as having had a 'high' direct positive impact on pupil outcomes in their schools.

4.7.2.1 Level of school disadvantage (FSM Band)

For the primary sector, a statistically significant association[42] was found between level of school disadvantage (FSM band) and the indirect impact of *changes in behavioural climate* on improving pupil outcomes. Heads leading high disadvantage schools were proportionately more likely than those in low disadvantage schools to report a 'high' indirect positive impact of these changes on improving pupil outcomes (62% versus 42%).

In addition, primary heads of FSM 3 and 4 schools were more likely to perceive a 'high' indirect positive impact of *changes in school culture* on improving pupil outcomes in their schools than those leading FSM 1 and 2 schools (69% versus 49%).

Moreover, primary heads in high disadvantage schools were proportionately much more likely than their peers in low disadvantage schools to report that changes in *strategies to engage with community* had had a *'high''* indirect positive impact on improving pupil outcomes (33% versus 9%).

For the secondary sector, heads leading high disadvantage schools were somewhat more likely to indicate that changes in *'implementing central government'* initiatives had had a high indirect positive impact on improving pupil outcomes (21.1% versus 1.5%) (Table 4-14). Nonetheless, most heads thought that implementing Government initiatives had only had some impact on improving pupil outcomes.

Table 4-14 Secondary school level of disadvantage (FSM band) and positive indirect impact of implementing central government initiatives on pupil outcomes

| | Implementing central Government initiatives | | | | |
	None	Some	Moderate	High	Total
FSM 1&2	13	37	15	1	66
	19.7%	56.1%	22.7%	1.5%	100.0%
FSM 3&4	1	11	3	4	19
	5.3%	57.9%	15.8%	21.1%	100.0%
Total	14	48	18	5	85
	16.5%	56.5%	21.2%	5.9%	100.0%

4.7.2.2 School improvement group

For the secondary school sector, a statistically significant association[43] was found between school improvement groups and the indirect positive impact of changes in *implementing local authority initiatives* on pupil outcomes. Heads of schools in the High Start group were proportionately more likely to report *'none'* for an indirect positive impact of these changes on improving pupil outcomes than those in the Moderate Start or Low Start groups (Table 4-15).

Table 4-15 Secondary school improvement groups (SIGs) and perception of a positive direct impact on implementing local authority initiatives on pupil outcomes

	Implementing Local Authority initiatives			Total
	None	Some	Moderate	
Low Start Group	6	24	10	40
	15.0%	60.0%	25.0%	100.0%
Moderate Start Group	7	7	3	17
	41.2%	41.2%	17.6%	100.0%
High Start Group	19	10	3	32
	59.4%	31.3%	9.4%	100.0%
Total	32	41	16	89
	36.0%	46.1%	18.0%	100.0%

4.7.3 Key staff perceptions: direct and indirect impacts of change on pupil outcomes

The key staff survey asked key staff to state to what extent they felt that the above changes had had a direct or indirect positive impact on pupil outcomes in their school.

The results revealed sector differences for most items. Primary key staff felt that the changes were more directly positive than secondary key staff for *pupils' welfare system, pupil voice, behavioural climate, curriculum, teaching and learning, roles of classroom support staff, staff work-life balance, leadership distribution, school culture, strategies to engage with the community, physical environment* and *resources, implementing central Government and Local Authority initiatives* and *self-evaluation and review processes.* They also rated the indirect effects of improvements more positively than secondary key staff for all of these items except *pupils' welfare system, curriculum, teaching and learning* and *self-evaluation and review processes.* In addition, whereas there was no sector difference for the direct effects of *succession planning*, primary staff were somewhat more likely than their secondary counterparts to report that there was a 'high' indirect impact of this item.

Analysis also revealed some differences by school disadvantage. Key staff from high disadvantage schools were more likely to report a 'high' direct and indirect impact of *changes in the behavioural climate, succession planning* and *school culture* on pupil outcomes. In addition, they were more likely to report a 'high' direct impact of *curriculum change* and *implementing Local Authority initiatives.*

Key staff from the moderate start improvement group reported more direct and indirect positive impact of *changes in staff work-life balance* on pupil outcomes than those from low start and High Start groups. In addition, key staff from low and Moderate Start groups were more likely to report a 'high' direct impact of *changes in the behavioural climate* than their counterparts from high start schools. Key staff from the Moderate Start group reported a greater indirect impact of *changes in school culture* and *in the self-evaluation and review processes* than those from either the low or the High Start groups.

4.8 Important Leadership Qualities: Key Staff Perceptions

Key staff were asked to identify the four most important leadership qualities of their head that had had the most positive influence on their school in an open-ended question. Their responses were subsequently categorised into four broad groups. These groups were identified and named based on inductive analysis of the written responses received and in the light of the interim findings: *'expectations and standards'*, *'relational agency'*, *'attributes or strategies'* (Table 4-16). Within these categories responses were further divided into a number of subcategories. These are listed in Appendix 4.VII.

Table 4-16 Key staff responses indicating the most important leadership qualities of their current head divided into four main categories

Category	Total Number of responses from key staff	Number of key staff citing
Expectations and standards	811 (32.9%)	493 (63.8%)
Relational agency	395 (16.0%)	318 (41.1%)
Attributes	855 (34.7%)	503 (65.1%)
Strategies	493 (20.0%)	368 (47.6%)
Total	2465 (100.0%)	773 (100.0%)

The subcategories that were most likely to be mentioned by key staff were head *persistently working for high academic achievement* (mentioned by 30% key staff), *head providing a sense of overall purpose* (26%), *head passionate about the well being and achievement of all staff and pupils* (25%), *head holding high expectations of others* (22%), *caring* (21%) and *planning strategically for the future* (20%).

When analysed by sector some differences were observed. The most commonly cited positive head leadership qualities identified by primary key staff were *passionate about well being and achievement* (32%), *persistently working for high academic achievement* (28%), *providing a sense of overall purpose* (26%), *caring* (23%), *holding high expectations of others* (22%) *and planning strategically for the future* (21%), whereas those for secondary key staff were persistently *working for high academic achievement* (30%), *providing a sense of overall purpose* (26%), *holding high expectations of others* (22%) and *passionate about well being and achievement* (21%). Significant differences between results for primary and secondary staff were found for a number of subcategories. Key staff from primary schools were more likely to mention that their heads were *passionate about well being and achievement, modelling good practice, distributing leadership and being assertive and proactive with external agencies*. Those from secondary schools were more likely to say that their *heads were trustworthy*.

When analysed by level of school disadvantage (FSM band) key staff from highly disadvantaged schools were more likely to indicate that *their heads held high expectations* (N=71, 29% versus N=101, 19%) and *were promoting the school in the community* (N=26, 11% versus N=33, 6%) than their peers in low disadvantage schools.

The data for improvement groups showed only one significant difference. Key staff from the high start improvement group (N=44, 16%) were more likely to report that *their head distributed leadership* than those in moderate (N=16, 10%) and Low Start Groups (N=34, 10%).

The chapter has presented results derived from Wave 2 questionnaire survey of heads and key staff conducted in January 2008. The follow up survey enabled the study to focus in more detail on heads' and key staffs' perceptions' and experiences of the school improvement processes. It provided respondents with the opportunity to reflect on their interpretation of the key strategies and actions that were perceived to have led to positive changes in school conditions and pupil outcomes. Discussion has focussed upon the analysis of head actions and professional values, the 'distribution of leadership' and its impact, areas of greatest improvement, and the extent to which these actions, qualities and values were perceived to have positively impacted upon different aspects of pupil outcomes. In addition, we have identified major challenges that heads had faced in different phases of their leadership in their current schools and explored the extent of heads' and key staffs' perceptions of direct and indirect positive impact of various changes in the school organisation and processes on improving pupil outcomes.

4.9 Findings

4.9.1 Setting, renew and review a vision and direction for their schools

The data indicated that leadership actions to *'set, renew and review a vision and direction for their schools'* were viewed as having a 'very significant' or 'important' impact by the majority of primary and secondary heads. The main focus of leadership actions cited were linked to:

- Standards and quality enhancement and school improvement and development planning

- Enhancing teaching quality / CPD and R&D

- Re-culturing (in relation to school vision and directions)

These actions were perceived to have had a strong positive impact on the climate and culture of the school as well as on the school's approach to learning and the leadership of teaching and learning. Primary heads were more likely to cite a significant impact on pupil engagement in learning and the way teachers teach while secondary heads were more likely to report a significant impact on pupil attainment and progress.

4.9.2 Redesigning the organisation

Secondary heads reported a stronger emphasis on this feature of their leadership actions than was the case for primary heads, particularly in terms of *restructuring the organisation* and in features related to personal and professional relationships in terms of encouragement, empowerment and trust. This is likely to reflect, at least in part, the larger size and more complex structure of secondary schools. In terms of impact, both primary and secondary heads felt that the most significant impact of restructuring was on *the climate and culture* of the school, though secondary heads again focussed on the impact on pupil progress to a greater extent and primary heads emphasised *the school's approach to learning*.

4.9.3 Improving teaching and learning

Secondary heads were much more likely than primary heads to emphasise their leadership actions relating to *enhancing teaching quality/CPD* as having a strong impact on improvement on pupil outcomes and the o*verall quality of teaching and learning* in their schools. In comparison with secondary heads, primary heads perceived that their actions related *to improving teaching and learning* had had a stronger impact on the way teachers teach*, the school's approach to learning, pupil engagement in learning* and *the overall quality of teaching and learning*.

4.9.4 Professional values

Five categories of leadership values were identified as having had a significant impact on a range of areas and the findings by both primary and secondary heads:

- Moral responsibility: success for all (including mention of priority given to the Every Child Matters agenda and promoting Equal Opportunities)

- Promoting and modelling respect and trust (honesty, integrity, encouragement) and encouraging autonomy

- Passion and commitment: faith, religious values and promoting the enjoyment of teaching and learning

- Professionalism: modelling high standards of personal and professional practice

- Raising standards: promoting continuous school improvement and achieving a high quality education for all pupils.

4.9.5 Primacy of the head

In general, key staff views of their heads' leadership actions and their impact were similar to those found from heads' responses. However, their perceptions of their heads' leadership impact tended to be more positive, and this was particularly the case for key staff in the primary sector. These results again point to the important role of the head in the improvement process as perceived by staff. Their schools' success was interpreted as being strongly related to their *heads' actions, strategies and professional values.* 80% Of primary and 70% of secondary key staff perceived their heads' actions as having had a 'very significant' impact on pupil attainment and progress. Heads were seen as having somewhat less impact on other pupil outcomes, such as *engagement of pupils in learning, pupil relationships and pupil behaviour*, especially by secondary key staff, although the majority still thought the heads' actions had had *'a lot'* of impact. Heads were perceived to have had a *'very significant'* or *'a lot'* of positive impact on the quality of teaching and learning in their schools and on the outcomes of Ofsted inspection. By contrast heads were seen as having had a much weaker impact on *promoting parental involvement in pupil learning,* though again primary staffs' views were relatively more favourable.

4.9.6 Shared responsibility for decision making

Both primary an secondary heads reported that they *shared a lot of decision making with their SLT / SMT*. However, primary heads were more likely to report sharing decision making with their Key Stage managers than was the case for secondary heads reporting shared decision making with heads of department or faculties in their schools. Primary heads were also much more likely than secondary heads to report sharing decision making with groups of teachers. Primary heads were also more likely to report that they shared responsibility for

some decision making with groups of pupils. Shared decision making was seen to have had a 'very significant' or a lot of impact on most pupil outcomes, particularly *on pupil behaviour* in primary schools. Key staff reported *considerable shared decision making* and, again, this was most notable in primary schools and may reflect differences in size and organisational complexity as well as cultural norms.

Secondary heads in high disadvantaged schools (FRM Band 3 and 4) were more likely to report *shared decision making with groups of teachers and with pupils* and this was seen by them to have a positive impact on pupil progress.

4.9.7   Challenges faced by heads in their first year of headship

Approximately a half of heads indicated that they had faced major challenges in their first year in their current school that these related to poor pupil outcomes or poor teaching, particularly those in the Low start and Moderate start school improvement groups in the sample. *Poor pupil attainment* followed by *poor pupil behaviour*, then *poor pupil progress* (value added) were the most frequently noted challenges for primary heads, while for secondary heads *poor pupil behaviour* was the number one challenge followed by *poor pupil motivation/engagement with learning then poor pupil attainment. Poor quality teaching* (primaries) and *coasting/complacent staff* (secondaries) were also in the top five most frequently noted major challenges. In addition, *poor quality buildings/facilities* had been a major challenge for many secondary heads. These perceived major challenges and their diagnosis affected *head teachers' strategies and actions*.

In the next Chapter (5) we move on to develop and test quantitative models of the direct and indirect relationships between leadership and pupil outcomes, in order to explore further which features of leadership strategies and actions predict changes in attainment.

Chapter 5

5 Models of the Impact of Leadership on Improvement in Pupil Outcomes: Results from Structural Equation Modelling

5.1 Introduction

This chapter provides an overview and outlines the main results of the Structural Equation Model (SEM) analyses of the Wave 1 survey data and the way different features of leadership relate to (predict) change in school processes and student outcomes[44]. The intention is to explore potential direct and indirect effects in predicting change in pupil attainment outcomes for this sample of more effective / improved schools in England. By developing models separately for primary and secondary schools we can also establish whether the relative influence of school leadership on student outcomes differs between the two sectors.

5.2 Model Building: Structural Equation Modelling

In educational research, model building enables 'the systematic study of underlying concepts in a particular research context and the consideration of the relationships between them' (Silins and Mulford, 2002: 581).[45] In this study our focus is on building models based on data collected from a sample of successful schools (defined by assessment and examination measures of improved pupil outcomes over three years) in England.

In conducting the study, confirmatory factor analysis has been used to test the factors identified as important in the literature review and measured by groups of Wave 1 survey items and the possible relationships between these and changes in pupil outcomes, especially in terms of attainment. The strength of the relationships is expressed as coefficients that represent the net predictive link between two factors, *taking into account all the relationships between other factors included in the model*.

In this chapter, we describe the procedure and outcomes of analysing and developing the measurement model (identifying underlying important dimensions or constructs) and the way they are used to develop the structural model (i.e. how these constructs help to predict or statistically explain variations in perceived and measured changes in pupil outcomes in the data sets). The perceived measures derive from the questionnaire survey responses, while the measured data refer to independently collected test and examination results.

5.3 The Factor-Analytical Model

Statistical approaches that reduce data to map usable and meaningful constructs (Exploratory factor analysis (EFA) and then confirmatory factor analysis (CFA)) were conducted with Wave 1 head questionnaire survey items to explore how and the extent to which, the observed variables (i.e. questionnaire items) are linked to a number of hypothesised underlying constructs (i.e. latent variables or factors) such as '*distributed leadership*' or '*heads trust*' for example.

The survey adopted a number of scales comprising sets of complete items identified as potentially important in the literature (Leithwood et al., 2004). In addition, it included additional specific items that focussed on heads and key staff perceptions of change in different areas of school processes and conditions and pupil outcomes over the last three years as noted previously. The head survey covered six areas:

- Leadership Practice;

- Leaders' Internal States;

- Leadership Distribution;

- Leadership Influence;

- School Conditions;

- Classroom Conditions.

5.3.1 Analysing leadership practice (Qs1-4): leadership practice

In Leithwood's original scales, there are four features under '*leadership practice*': i) '*setting directions*;' ii) '*developing people*'; iii) '*re-designing the organisation*'; and iv) '*managing the teaching and learning programme*'. We used exploratory factor analysis (EFA) to test the applicability of the theoretical scales covered by the survey.

The results indicated four robust leadership scales for both primary and secondary heads - in line with the literature. In other words, the original items designed to measure the four facets of '*leadership practice*', in Leithwood's Canadian studies, also exhibited high associations (loadings) with the four factors and formed four scales in our data collected for more effective / improved schools in England.

The heads' survey was based on knowledge of the theoretical constructs identified in previous literature on leadership practices, particularly on scales developed by Leithwood et al., (2006). Confirmatory factor analysis (CFA) was then conducted to further test and refine the dimensions identified.

5.3.2 Primary heads sample (N=378)

One good 'fit' CFA model was identified for the primary head sample, in that the hypothesised model is consistent with the questionnaire data. Four latent variables or dimensions of the measure of leadership practice for the primary sample were confirmed as:

- setting directions;

- developing people;

- re-designing organisation (external strategies); and

- use of data.

These can be seen to form a model of leadership practice in effective/improved primary schools in England These can be seen as a sub-set of activities/actions that help define the original Leadership Practice scale [46] Table 5-1 lists the observed variables (i.e. questionnaire items) that for the primary sample.

Table 5-1 The questionnaire items that underpin the four factor CFA model of Leadership Practice (Primary Heads)

Dimensions	Questionnaire Items			
SettingDirections	1d. demonsrating high expectations for staff's work with pupils	1e. demonstrating high expectations for upil behaviour	1f. demonstrating high expectations for pupil achievement	1g. working collaboratively with the Governing Body
DevelopingPeople	2b. encouraging staff to consider new ideas for their teaching	2e. promoting leadership development among teachers	2f. promoting a range of CPD experiences among all staff	2g. encouraging staff to think of learning beyond the academic curriculum
RedesigningOrganisation (External Strategies)	3c. Encouraging parents in school's improrvement efforts	3d. Increasing dialogue about school improvement between pupils and adults	3f. Building community support for the school's improvement efforts	3i. Working in collaboration with other schools
UseOfData	4g. encouraging staff to use data in their work	4h. encouraging all staff to use data in planning for individual pupil needs		

As Figure 5-1 shows, these four dimensions of leadership practice are themselves statistically moderately to highly correlated[47]. We use two way arrows to indicate the associative nature of the relationships. Nonetheless, we hypothesise that ,'*setting directions'*, would precede and influence actions related to '*redesigning the organisation', 'developing people'* and '*a focus on use of data'* (as explored later in the SEM analysis). It can therefore be seen as a 'prime' feature of leadership.

Figure 5-1 Correlations between the four dimensions (latent variables) in relation to leadership practice (primary) (N=378)
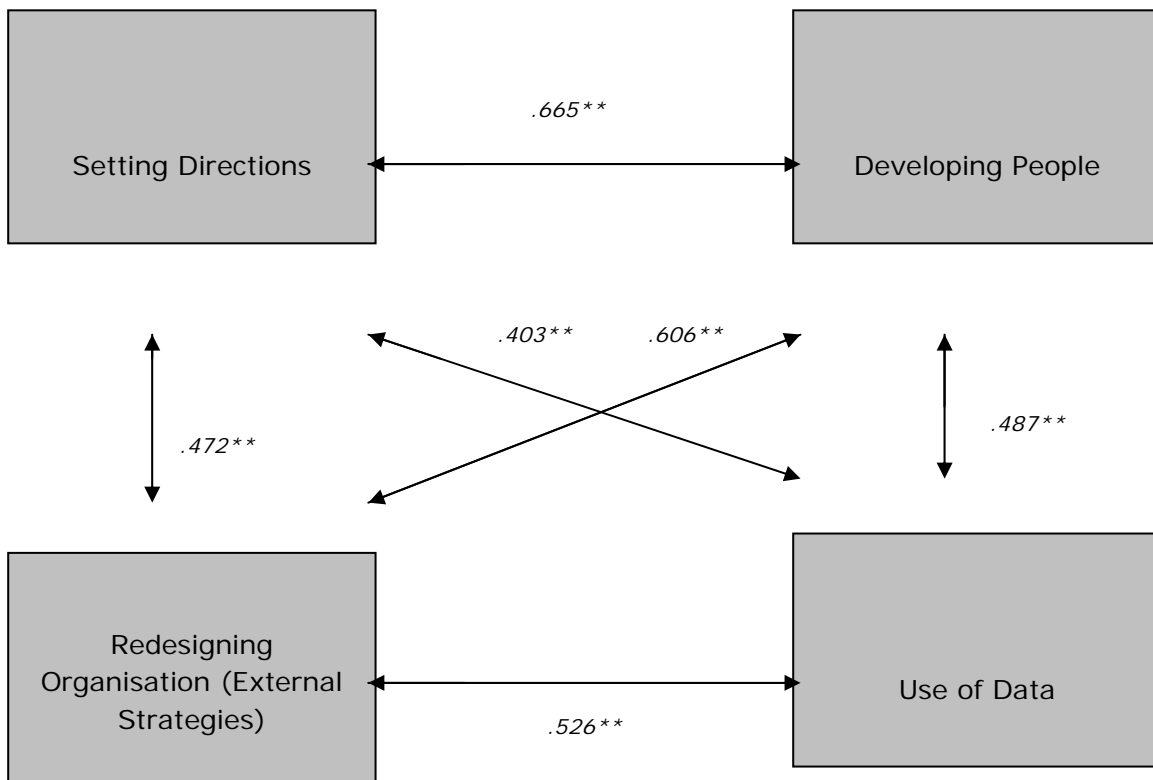
Table 5-2 shows average factor scores for each of the four underlying dimensions. Mean scores for the leadership dimensions '*developing people'* and '*setting directions'* are higher than those for '*re-designing organisation'* and '*use of data'*, indicating a greater extent of reported change by primary heads in the these two aspects of leadership practice over the past three years.

Table 5-2 Mean Factor Scores for the four dimensions (latent variables) in relation to Leadership Practice (Primary heads)

CFA Latent Variables in relation to Leadership Practice	Average CFA Factor Scores	SD
Setting Directions	14.10	4.74
Developing People	14.16	3.73
Re-designing Organisation (External Strategies)	11.26	2.26
Use of Data	12.13	1.95

Further analyses (One-way ANOVA test) were conducted to see whether there were statistically significant differences in primary heads' perceptions relating to the four dimensions on leadership practice between schools in different i) contexts as measured by FSM bands, and ii) school improvement groups.

Statistically significant differences were found in relation to the *'use of data'* by school improvement group, which are discussed later. There were no statistically significant differences in primary heads' responses in relation to the four dimensions of leadership practice by school FSM band or urban/rural contexts. This suggests that there are shared, core leadership practices for improving improved and effective primary schools in this sample, irrespective of school context. The three dimensions of leadership practice - *'setting directions', 'developing people'* and *'re-designing Organisation'* (External Strategies) - can be viewed as core practices in this sample and are likely to be generalisable to the wider population of such primary schools. However there are differences in relation to the *'use of data'*.

5.3.3 School improvement group

Table 5-3 shows mean factor scores for the three school improvement groups in relation to the dimension *'use of data'*. The mean factor score for the Low Start Group was the highest amongst all the three groups and the difference was statistically significant (F=3.199, df=2, p<0.05). This meant that Primary heads in the Low Start group were likely to report a greater amount of change in this dimension of leadership practice over the past three years than their peers in the High Start group.

Table 5-3 Mean Factor Scores to the latent variable Use of Data by school improvement group (Primary heads)

CFA Latent Variables in relation to Leadership Practice		N	Mean	Std. Deviation
'use of data*	**Low Start Group**	151	9.0	1.78
	Moderate Start Group	90	8.6	2.17
	High Start Group	119	8.4	1.97

* The mean difference is significant at the .5% level.

5.3.4   Secondary heads' sample (N=362)

A five-factor model was identified for the secondary head sample[48]

- setting directions;

- developing people;

- re-designing organisation (internal strategies);

- use of data;

- use of classroom observation.

Table 5.9 lists the survey items that identify this five-factor model of secondary leadership practice. The results suggests that the *'use of classroom observation'* as described by items in the questionnaire survey (which did not distinguish between formal or informal observation) may be a more important feature for the improvement and effectiveness of secondary schools than was the case for primary schools in the sample, and may reflect the attention given to the role of departments and heads of departments within secondary schools in the English context (Harris et al., 1995; Sammons et al., 1997). Earlier results point to the importance of observation in developing the effectiveness of teaching, in line with evidence from school improvement and effectiveness literature, particularly for secondary schools in the Low start school improvement group (Gu, Sammons and Mehta 2008; Day et al., 2008).

Table 5-4 The questionnaire items that underpin the five factor CFA model on Leadership Practice (Secondary Heads)

Dimensions	Questionnaire Items			
SettingDirections	1d. demonsrating high expectations for staff's work with pupils	1e. demonstrating high expectations for upil behaviour	1f. demonstrating high expectations for pupil achievement	1g. working collaboratively with the Governing Body
DevelopingPeople	2b. encouraging staff to consider new ideas for their teaching	2e. promoting leadership development among teachers	2f. promoting a range of CPD experiences among all staff	2g. encouraging staff to think of learning beyond the academic curriculum
RedesigningOrganisation (Internal Strategies)	3a. Encouraging collaborative work among staff	3e. Improving internal review procedures	3h. Allocating resources strategically based on pupil needs	3j. Structuring the organisation to facilitate work
UseOfData	4g. encouraging staff to use data in their work	4h. encouraging all staff to use data in planning for individual pupil needs		
Use of Observation	4b. regularly observing classroom activities	4c. after observing classroom activities, working with teachers to improve their teaching	4d. using coaching and mentoring to improve quality of teaching	

CFA factor scores were created for the five latent variables in Model 2. Table 5-4 illustrates that the five dimensions of secondary leadership practice were also statistically significantly highly correlated, in line with results for the primary sample. The dimension '*redesigning the organisation'* (internal strategies) shows a stronger link with *'developing people'* than other factors suggesting that heads in more effective/improved secondary schools who implement changes in one of these areas tend to do so in the others. Case study data in Chapters 7 and 8 explores the qualitative evidence that illuminate and confirm these statistical patterns of association in the models.

Figure 5-2 Correlations between the five latent variables in relation to leadership practice (secondary
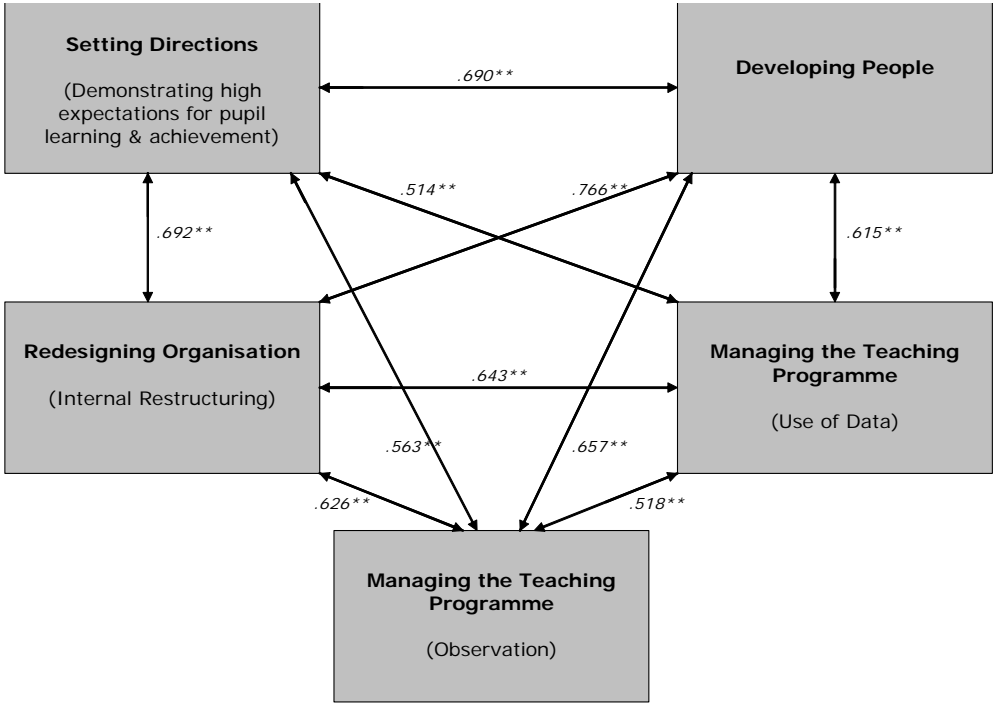
Table 5-5 shows mean factors scores for the five dimensions in relation to leadership practice for the secondary sample. In contrast to the primary sample, where the dimension *'developing people'* showed the highest mean factor score, the mean factor score for *'setting directions'* is the highest for the secondary sample. The result suggests this feature of leadership activity (i.e. *'setting directions'*) may be accorded a higher priority by secondary than primary heads and this may reflect the greater organisational complexity and size of secondary schools.

Table 5-5 Mean Factor Scores for the four related to Leadership Practice (Secondary)

CFA Latent Variables in relation to Leadership Practice	Average CFA Factor Scores	SD
Setting Directions	14.47	5.28
Developing People	13.94	3.90
Re-designing Organisation (Internal Strategies)	12.67	3.18
Observation	10.47	2.86
'use of data'	9.12	2.31

Also in contrast to the primary sample, statistically significant differences were found in secondary heads' perceptions in relation to some of the five dimensions on leadership practice between schools in different FSM bands, different school improvement groups and different sizes. This extends the explorations conducted at item level (Gu, Sammons & Mehta 2008; Sammons et al., 2008).

5.3.5 School improvement group

Table 5-6 shows mean factor scores for the three school improvement groups in relation to each of the five dimensions of leadership practice for secondary schools. Statistically significant differences were found relating to the four dimensions of i) *'setting directions'*, ii) *'redesigning organisations'* (internal strategies), iii) *'observation'* and iv) *'use of data'*. The mean factor scores for the Low Start school improvement group were higher than those for the other two school improvement groups, indicating the greatest level of reported change in the four dimensions of leadership practice over the past three years (2003-05). This suggests that level of leadership activity and emphasis may need to be greater to act as a catalyst for improvement in secondary schools that have a low starting base in terms of pupil attainment, and extends the findings reported in Chapter 3 and 4.

Table 5-6 Mean factor scores by school improvement group (Secondary Heads)

CFA dimensions in relation to Leadership Practice		N	Mean	Std. Deviation
Setting Directions*	**Low Start Group**	166	15.4	5.0
	Moderate Start Group	74	13.7	5.2
	High Start Group	114	13.7	5.6
Developing People	**Low Start Group**	164	14.4	3.7
	Moderate Start Group	76	13.6	4.1
	High Start Group	110	13.6	4.1
Redesigning Organisation (Internal Strategies)**	**Low Start Group**	157	13.4	3.1
	Moderate Start Group	75	12.3	2.9
	High Start Group	110	11.9	3.3
Observation**	**Low Start Group**	163	10.9	2.8
	Moderate Start Group	75	9.7	2.9
	High Start Group	112	10.3	2.9
'use of data	**Low Start Group**	161	9.5	2.1
	Moderate Start Group	74	8.8	2.4
	High Start Group	112	8.8	2.4

* significant level at 5%; ** significant level at 1%.

5.3.6 Free school meal band

Statistically significant differences were also found in relation to the dimension *'developing people'* (p<0.05) by school context (level of social disadvantage as measured by school FSM band). Table 5-7 shows that the mean factor score for *'developing people'* was lowest for FSM 1 schools, indicating the least level of reported change in these schools. This supports the view that to improve significantly in high disadvantaged contexts, secondary schools need to give a stronger emphasis to actions linked with the factor *'developing people'* than more advantaged schools (those in FSM band 1). As noted earlier, there were no statistically significant associations for the primary sector.

Table 5-7 Mean factor scores for Developing People by Schools FSM band (Secondary Heads)

CFA Latent Variables in relation to Leadership Practice		N	Mean	Std. Deviation
Developing People*	FSM 1 (0-8%)	110	13.1	4.1
	FSM 2 (9-20%)	106	14.4	3.6
	FSM 3 (21-35%)	50	14.8	3.3
	FSM 4 (36%+)	37	14.1	4.5

* significant level at 5%;

5.4 Analysing Other CFA Measurement Models in the Wave 1 Heads' Survey

We have explained the strategy for the identification of underlying constructs using CFA measurement models in detail for the first section of the survey. A similar process was adopted for the other sections of the secondary and primary survey and the resulting models are discussed below.

5.4.1 Leaders' internal states: trust and efficacy

5.4.1.1 Secondary heads' sample (N=350)

Three factors were identified relating to heads' internal states.[49] The three underlying dimensions were:

- Leader (head) trust in teachers;

- Leader efficacy: heads belief in their ability to improve teaching and learning in their school;

- Leader efficacy: heads belief that they can sustain their own motivation and commitment.

Table 5-8 lists the questionnaire items that identify these dimensions for the Leaders' internal states model.

Table 5-8 The questionnaire items that underpin the three-factor CFA model on leader trust and efficacy (Secondary)

Dimensions	Questionnaire Items		
Leader trust in teachers (LTrust)	6b. I feel quite confident that my teachers will always try to treat me fairly	6c. My teachers would not try to gain an advantage by deceiving me	6d. I feel a strong loyalty to my teachers
Leader efficacy: motivating teaching and learning (MotTL)	7a. Head feels able to motivate teachers	7b. Head feels able to generate enthusiasm for a shared vision of the school	7d. Head feels able to create a positive learning environment in the school
Leader efficacy: HT sustaining own motivation and commitment (SusHTCom)	7g. Head feels able to sustain own motivation as a school leaders	7h. Head feels able to sustain own job satisfaction in leadership role	7i. Head feels able to sustain own commitment to the teaching profession

5.4.1.2 Primary heads' sample (N=372)

An identical three-factor model of heads' internal states was identified for the primary sample[50]. The same questionnaire items define these factors.

5.4.2 Leadership distribution (Qs8-10)

5.4.2.1 Secondary heads' sample (N=350)

Most of the questionnaire items in Questions 8-10 are based upon Leithwood's original scales on Leadership Distribution. Additional items (e.g. q8c Heads of Faculty; q8d Heads of Department; q8h Governors; q8k SIPS and q8l LA) were included in order to accommodate the educational and research contexts in England.

The values of three questionnaire items were reversed (recoded): q9d ('The 'distribution of leadership' tasks in this school is 'spontaneous'. It is not planned and it often leads to conflicts and confusion.), q9e ('Most leadership tasks in this school are carried out by the Head and SMT/SLT') and q9f ('Very few others take on leadership tasks')[51].

A seven-factor model of distributed leadership.[52] The underlying dimensions are:

- leadership provision by SMT / SLT (SMT);

- leadership provision by staff (Staff);

- leadership provision by external groups (ExGroup);

- distributed leadership (DL);

- SLT collaboration (SchColla);

- SLT impact on learning and teaching standards (LnT);

- SLT impact on policies in relation to homework and lesson planning (DevPolic).

Table 5-9 The questionnaire items that underpin the seven-factor CFA model of leadership distribution (secondary heads)

Dimensions	Questionnaire Items		
Leadership provision by SMT/SLT (SMT)	8a. Deputy Head(s)	8b. SMT/SLT	8c. Heads of Faculty
Leadership provision by Staff (Staff)	8e. groups of teachers	8f. individual teachers with formally assigned tasks	8g. individual teachers acting informally
Leadership provision by external groups (ExGroup)	8k. School Improvement Partners (SIPS)	8l. Local Authority (LA)	8m. Parents
Distributed leadership (DL)	9e_R(Reversed) Most leadership tasks in this school are not carried out by the Head and SMT/SLT	9f_R (reversed) Many others take on leadership tasks	
SLT collaboration (SchColla)	10a. SLT playing a role in share a similar set of values, beliefs and attitudes related to teaching and learning	10b. participate in ongoing collaborative work	10c. have a role in school wide decision making
SLT impact on learning and teaching standards (LnT)	10j. SLT have a positive impact on standards of teaching	10k. have a positive impact on raising levels of pupil attainment	10l. have a role in determining the allocation of resources to pupils
SLT impact on policies in relation to homework and lesson planning (DevPolic)	10e. SLT have a role in the development of policies on lesson planning	10f. have a role in the development of policies on home work	

5.4.2.2 Primary heads' sample (N=372)

An almost identical seven-factor CFA model of leadership distribution was identified for the primary sample[53]. The only difference from the secondary model was in the organisational scale regarding the SMT. In the primary sample, the SMT scale includes Key Stage Managers rather than Heads of Faculty as in the secondary sample (see Table 5-10) which reflects the difference in leadership structures between primary and secondary schools.

Table 5-10 The questionnaire items that underpin the seven factor CFA model of leadership distribution (primary heads)

Dimensions	Questionnaire Items		
Leadership provision by SMT/SLT (SMT)	8a. Deputy Head(s)	8b. SMT/SLT	8c. Key Stage Managers
Leadership provision by Staff (Staff)	groups of teachers	individual teachers with formally assigned tasks	individual teachers acting informally
Leadership provision by external groups (ExGroup)	School Improvement Partners (SIPS)	Local Authority (LA)	Parents
Distributed leadership (DL)	9e_R(Reversed) Most leadership tasks in this school are not carried out by the Head and SMT/SLT	9f_R (reversed) Many others take on leadership tasks	
SLT collaboration (SchColla)	10a. SLT playing a role in share a similar set of values, beliefs and attitudes related to teaching and learning	10b. participate in ongoing collaborative work	10c. have a role in school wide decision making
SLT impact on learning and teaching standards (LnT)	10j. SLT have a positive impact on standards of teaching	10k. have a positive impact on raising levels of pupil attainment	10l. have a role in determining the allocation of resources to pupils
SLT impact on policies in relation to homework and lesson planning (DevPolic)	10e. SLT have a role in the development of policies on lesson planning	10f. have a role in the development of policies on home work	

5.4.3 Improvement in school conditions and disciplinary climate (Qs12-13)

5.4.3.1 Secondary heads (N=350)

We identified a three-factor CFA model of perceived improvement in school conditions and pupil behavioural outcomes. [54]

- improvement of school conditions (ImpSchoC);

- improvement in pupil behaviour (PupMisBe); and

- improvement in pupil attendance (PupAtten).

The three dimensions (identified in Table 5-11) were moderately strongly positively correlated indicating that in schools where one area was seen to have improved the other areas had also. The dimension, *'improvement of school conditions'* and '*improvement in pupil attendance'* (0.66) are fairly closely correlated. The inter-relationship between *improvement in pupil behaviour* and *in pupil attendance* (0.73) is also quite high. The dimensions '*improvement of school conditions'* and *'improvement in pupil behaviour'* are also moderately strongly correlated (0.59).

Table 5-11 The questionnaire items that underpin the three-factor CFA model of improvement in school conditions (secondary)

Dimensions	Questionnaire Items		
Improvement of School Conditions (ImpSchoC)	12f) School experienced: enhanced commitment and enthusiasm of staff	12g) promoted an orderly and secure working environment	12h) improved pupil behaviour and discipline as a result of a whole school approach
Improvement in pupil behaviour (PupMisBe)	13f) changes in: physical conflict among pupils	13i) physical abuse of teachers	13j) verbal abuse of teachers
Improvement in pupil attendance (PupAtten)	13a) Changes in: pupils' lateness to lessons	13b) pupils' lateness to school	13d) pupils' missing class

5.4.3.2 Primary heads (N=372)

A slightly different four-factor CFA model was identified for the primary head sample[55]. The primary scale on '*improvement in pupil behaviour'* is identical to that of the secondary scale. However, the two primary scales on '*improvement in school conditions'* and '*improvement in pupil attendance'* comprise different questionnaire items from those in the secondary scales. In addition, the primary CFA model has an additional scale on the extent of change / improvement in terms of '*reduction in staff mobility and turnover',* ('StaAbs') (Table 5-12).

Table 5-12 The questionnaire items that underpin the four-factor CFA model of improvement in school conditions (primary)

Dimensions	Questionnaire Items		
Reduction in staff mobility and absence (StaffAbs)	12a) Reduction in staff mobility	12b) reduction in staff absence	
Improvement of School Conditions (ImpSchoC)	12d) School experienced: improved homework policies and practice	12f) promoted an orderly and secure working environment	12g) improved pupil behaviour and discipline as a result of a whole school approach
Improvement in pupil behaviour (PupMisBe)	13f) changes in: physical conflict among pupils	13i) physical abuse of teachers	13j) verbal abuse of teachers
Improvement in pupil attendance (PupAtten)	13a) Changes in: pupils' lateness to lessons	13e) pupils' mobility/ turnover	13d) pupils' missing class

5.4.4 Characteristics of school conditions: academic emphasis, school culture, teaching policies and practices and extracurricular activities (Qs14-16, Q19, Q13l)

5.4.4.1 Secondary heads (N=350)

Leithwood et al. research on Leadership in Canada revealed five factors as characteristics of school conditions, including academic emphasis, school culture, teaching policies and practices, and extracurricular activities. Disciplinary climate (Q13) was also identified as a key construct in their study.

Two CFA measurement models were identified from relevant questions in our Wave 1 survey: a four-factor CFA model in relation to learning and teaching culture, assessment and academic standards and a three-factor model relating to coherence in programmes of learning and teaching and extracurricular activities.

- Four-factor CFA measurement model of school conditions in relation to learning and teaching culture, assessment and academic standards.[56]

This model represents the dimensions:

- positive learner motivation and learning culture (PosTLCul);

- high academic standards (HighAcaS);

- assessment for learning (Assemt);

- Teacher collaborative culture (Collecti).

These four dimensions are moderately highly correlated. The correlation between *'positive learner motivation and learning culture'* and *'high academic standards'* (0.70) is high. So is the strength of the interrelationship between *'positive learner motivation and learning culture'* and *'teacher collaborative culture'* (0.70). The correlations between *'teacher collaborative culture'* and i) *'assessment for learning'* (0.68) and ii) *'high academic standards'* (0.63) were also fairly high. However, *'high academic standards'* and *'assessment for learning'* are moderately correlated (0.52). Table 5-13 shows the items that identify these underlying dimensions.

Table 5-13 The questionnaire items that underpin the four-factor CFA model of school conditions relating to learning and teaching culture, assessment and academic standards (secondary)

Dimensions	Questionnaire Items			
Positive learner motivation and learning culture (PosTLCul)	14e) Pupils respect others who get good marks	13l) change in pupils' motivation in learning	15d) pupils feel safe in our school	
High academic standards (HighAcaS)	14a) Pupils in this school can achieve the goals that have been set for them	14b) Most pupils do achieve the goals that have been set for them	14d) This school sets high standards for academic performance	
Assessment for learning (Assemt)	14g) The performance of department/subject areas is regularly monitored and targets for improvement are regularly set	14h) Pupils are regularly involved n assessment for learning	14i) Class teachers regularly use pupil data to set individual pupil achievement targets	
Teacher collaborative culture (Collecti)	15a) Most teachers in our school share a similar set of values, beliefs and attitudes related to teaching and learning	15b) Teachers in our school mostly work together to improve their practice	15c) There is ongoing collaborative planning of classroom work among teachers in our school	16f) Teachers in this school have a sense of collective responsibility for pupil learning

- Three-factor CFA model of school conditions relating to coherence in school-wide learning and teaching programmes and extracurricular activities

A three-factor CFA model of school conditions was identified, relating to areas which are hypothesised to complement schools' specific focus on raising academic standards as represented in the previous four-factor CFA measurement model. The three latent constructs are:

- external collaborations and learning opportunities (COMM);

- extracurricular activities (ExtrCurr);

- school-wide coherent learning and teaching programme (CohLTPrg).

In contrast to previous CFA models, the three dimensions in this model are only moderately correlated. Table 5-14 shows the questionnaire items that identify these dimensions.

Table 5-14 The questionnaire items that underpin the three-factor CFA model of school conditions relating to coherence in school-wide learning and teaching programmes and extra curricular activities (secondary)

Dimensions	Questionnaire Items		
External collaborations and learning opportunities (COMM)	15f) Parents often visit the school	15g) The school is actively involved in work with other schools or organisations	16h) There are more opportunities for pupils to take responsibilities for their own learning in school now than three years ago
Extracurricular activities (ExtrCurr)	19a) Our school provides a broad range of extracurricular activities for pupils	19b) Our school provides after school academic support activities	19c) Most of our pupils participate regularly in at least one extracurricular school activity
School-wide coherent learning and teaching programme (CohLTPrg)	16b) The school timetable provides adequate time for collaborative teacher planning	16d) We are able to provide a coherent teaching and learning programme for pupils across the years	16e) Pupils of similar academic ability are grouped together for teaching in most subject areas

5.4.4.2 Primary heads (N=372)

The results for primary heads on the topic school-wide conditions produced a seven factor CFA model. The model differed from that emerging from the analysis of equivalent data for secondary heads' responses.[57] Compared with the two CFA models for the secondary sample, the only identical scale is for the dimension Assessment for Learning`.

Table 5-15 The questionnaire items that underpin the seven-factor CFA model of characteristics of school conditions (primary heads)

Dimensions		Questionnaire Items		
Pupil Motivation and Responsibility for Learning (PuMotRes)	13l) change in pupils' motivation for learning	16h) There are more opportunities for pupils to take responsibilities for their own learning in school now than three years ago.		
High academic standards (HighAcaS)	14c) Teachers set high standards for academic performance	14b) Most pupils do achieve the goals that have been set for them	14d) This school sets high standards for academic performance	
Assessment for learning (Assemt)	14g) The performance of department / subject areas is regularly monitored and targets for improvement are regularly set	14h) Pupils are regularly involved n assessment for learning	14i) Class teachers regularly use pupil data to set individual pupil achievement targets	
Teacher collaborative culture (Collecti)	15a) Most teachers in our school share a similar set of values, beliefs and attitudes related to teaching and learning	15b) Teachers in our school mostly work together to improve their practice	15c) There is ongoing collaborative planning of classroom work among teachers in our school	
External collaborations and learning opportunities (COMM)	15f) Parents often visit the school	15d) Pupils feel safe in our school	15e) Teachers and other adults in the classroom work collaboratively	
School-wide coherent teaching programme (CohLTPrg)	16b) The school timetable provides adequate time for collaborative teacher planning	16a) Disruptions to teaching time are minimised.		
Extracurricular activities (ExtrCurr)	19a) Our school provides a broad range of extracurricular activities for pupils	19d) Most of our teachers participate regularly in at least one extracurricular school activity	19c) Most of our pupils participate regularly in at least one extracurricular school activity	

5.4.5   Classroom conditions: workload volume and workload complexity

5.4.5.1 Secondary heads (N=350)

All the questionnaire items in the Wave 1 survey on this topic were adopted from scales identified as potentially important by Leithwood et al. (2006): workload volume and workload complexity. Where appropriate we reversed the coding of the five negatively worded questionnaire items to ease interpretation of the results of the analysis.

A four-factor CFA model of classroom conditions was identified from our secondary head sample.[58] This model comprises four dimensions:

- class size (ClassSiz);

- teacher workload volume (TWLVol);

- teacher workload complexity (TWLComp);

- teacher autonomy and positive learning atmosphere (TLAuto).

These underlying dimensions were correlated, but the strengths of their associations range from weak to moderate. The strongest correlation in this CFA model is 0.57 (moderate), between *'teacher workload complexity'* and *'teacher autonomy and positive learning atmosphere'*, followed by moderate correlations between *'class size'* and *'teacher workload volume'* (0.54), *'class size'* and *'teacher autonomy and positive learning atmosphere'* (0.42), and *'teacher workload volume'* and *'teacher autonomy and positive learning atmosphere'* (0.41). In contrast, the correlations between i) *'class size'* and *'teacher workload complexity'* (0.29) and ii) *'teacher workload volume'* and *'teacher workload complexity'* (0.18) are fairly weak. It is interesting to note that these patterns of association are all positive. This implies that, in terms of heads' perceptions, creating such favourable classroom conditions in one area seems to be a feature associated with greater improvement in other areas. Each of the dimensions had two to three indicator variables (Table 5-16).

Table 5-16 The questionnaire items that underpin the four-factor CFA model of classroom conditions (secondary)

Dimensions	Questionnaire Items		
Teacher workload volume (TWLVol)	20a) Teachers' workload is quite fair compared with other teachers in other schools	20e) The amount of administrative work required of teachers is not excessive	20f) Teachers' non-teaching duties in the school are not excessive
Class size (ClassSiz)	Teachers in this school do not teach an excessive number of pupils. (20b_R)	The size of classes makes reasonable demands on the time required for preparation and marking (20c_R)	
Teacher workload complexity (TWLComp)	Most pupils in the school are cooperative (20h_R)	Most pupils in the school achieve well given teachers' best efforts (20i_R)	
Teacher autonomy and positive learning atmosphere (TLAuto)	20j) Teachers have a significant amount of autonomy over decisions about what happens in their classes	20k) Teachers have access to the teaching resources that they need to do a good job	20l) The atmosphere throughout my school encourages pupils to learn

5.4.5.2 Primary heads (N=372)

An identical four-factor CFA model of classroom conditions was identified for the primary head sample[59]. This indicates that these dimensions related to classroom conditions are likely to operate similarly in both sectors.

5.5   Models of Leadership: The Structural Model

5.5.1   Secondary heads (N=309)

5.5.1.1   A structural model of leadership practice

For the secondary sample, a five-factor CFA measurement model of leadership practice was identified and described earlier in this chapter:

- setting directions(SetDirn2);

- developing people (RedeOrg2);

- re-designing organisation (internal strategies) (DevPeop2);

- use of data (UseData2);

- use of classroom observation(UseObs2).

Further SEM analyses were conducted to explore the linkages between the five factors (latent variables). Theoretical relationships between these were first postulated by the researchers, based their knowledge of related fields and empirical research in the area of study, including the literature review. The hypothesised structure among the factors was then tested statistically with the secondary head sample data. The structural model of leadership practice is presented in Figure 5-3[60].

Figure 5-3 The structural model of leadership practice (Secondary) (N=309)

Chi-Square=2.95, df=2, P-value=0.22836, RMSEA=0.039
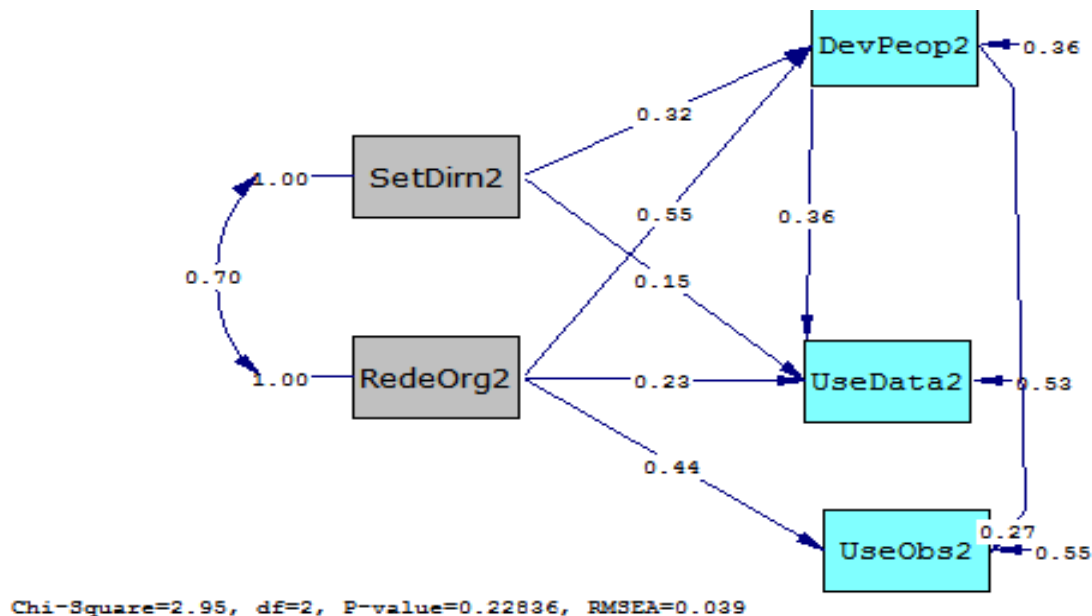
*The nature and strength of the relationships between the five dimensions as shown by the coefficients on the arrows indicate that this is a two-level recursive model, that is, direction of cause is from one direction only. *setting directions'* and '*redesigning organisations*' (internal strategies) are at a higher level, having a direct and/or indirect impact upon the other three dimensions[61].

'Setting directions' has a moderate direct effect (0.32) on the improvement strategy of '*developing people'* and a direct but relatively weaker effect on the strategy '*use of data'* *(0.15). 'Setting directions'* also indirectly impacts on '*use of data'* through '*developing people'*. The other major dimension '*redesigning organisations'* also has moderate direct effects on the strategies '*developing people'* (0.55) and '*use of observation'* (0.44) and a relatively weaker but direct effect on the strategy measured by the dimension '*use of data'* (0.23).

In addition, the curved two-headed arrow between *'setting directions'* and *'redesigning organisations'* indicates that these two first-level dimensions (latent variables) are themselves highly correlated (r=0.70).

It is worth noting that we attempted to introduce other contextual factors such as school disadvantage (percentage of pupils' eligible for FSM), to the structural model of leadership practice specified in Figure 5-3, but the model fit was poor and the estimated parameters in the model were not significant.

5.5.1.2 A tentative structural model: heads perceptions of leadership practices and change in pupil outcomes over three years (2003-05) (Secondary)

Moving on from examining relationships among the dimensions of leadership practice we sought to create a full model. Figure 5-4 illustrates a SEM of heads' perceptions of leadership practices and change in pupil outcomes over three years (2003-05) (See Appendix 5.6 Table 1). The strength of the loadings indicates the nature and strength of the relationships between the 19 dimensions in the data set. Four levels of relationships were identified, predicting change in pupil attainment outcomes between 2003 and 2005.

Level 1 comprises three key dimensions of leadership: *'setting directions'*, *'resigning organisation'* and *'head trust'*.

There is a strong positive correlation between the first two constructs (r=0.70), both relating to change in the practice of leadership over the three-year period of 2003-05. However, no significant correlations were found between either of these two constructs and *'head trust'*, suggesting that the two aspects of leadership practice by the head and their 'relational trust' in the staff (Bryke and Schneider, 2002) may have differing but equally important roles in improving school performance and pupil outcomes. As will be discussed later, their impact on change in pupil academic outcomes seems to operate through their influences on different groups of people in the school and on a range of intermediate outcomes relating to improvement in teacher collaborative culture, pupil motivation, behaviour and attendance.

The positive consequences of school leaders' high relational trust for school organisation and for students were discussed in detail in Robinson's work (2007). She, in agreement with Bryk and Schneider (2002); Tschannen-Moran (2004), and Louis (2007), argued that trust in schools is a core resource for improvement. This appears to be supported by the nature and strength of relations specified in the structural model in our study.

In addition to the three key dimensions of leadership, there are another three dimensions at this level: *'use of data'*, '*developing people'* and *'Use of Observation'*. As discussed above, these three dimensions, together with ''setting directions'' and '*redesigning organisations*', form a structural model of change in leadership practice over three years. There appear to be no direct or indirect relationships between this structural model and the independent construct *'heads trust'*. The research also investigated links between these measures of leadership practice and the dimensions of distributed leadership (described below).

Level 2 comprises four dimensions in relation to leadership distribution in the school: '*Distributed leadership'*, Staff, SLT Collaboration and the SLT's Impact on Learning and Teaching.

'Heads trust' has a direct moderate effect on the dimension SLT Collaboration and direct but relatively weaker effects on the other dimensions Staff, SLT's Impact on '*leaning and teaching'*, and '*distributed leadership*'. '*redesigning organisation'* and *'setting directions'* have an indirect impact on '*distributed leadership'* through *'developing people'*. The effect of change in the extent of *'developing people'* over three years on '*distributed leadership'* is by contrast weak and negative.

As the structural model suggests, the leadership practices of the head and of the SMT (Levels 1 and 2 dimensions) appear to influence, directly or indirectly, the improvement of different aspects of school culture and conditions (Level 3 variables) which then indirectly impact on the change in pupil academic outcomes through improvements in several important intermediate outcomes (Level 4 variables).

Level 3 comprises four dimensions which function as mediating factors in this structural model: '*Teacher collaborative culture'*, '*assessment for Learning'*, '*improvement in school conditions'*, and '*external collaborations and learning opportunities'*.

Level 4 also comprises four dimensions: '*high academic standards'*, '*pupil motivation and learning culture'*, '*change in pupil behaviour*, and *change in pupil attendance*. These constructs appear to be intermediate outcomes which have direct or indirect effects on changes in pupil academic outcomes over three years.

It is important to note that some latent constructs may have direct effects on constructs at more than one level. For example, in addition to its impact on Level 2 variables, '*head trust'* also has a direct moderate impact on '*teacher collaborative culture'* (Level 3). *'redesigning organisations'* has a direct moderate effect on '*improvement in school conditions'* (Level 3) which indirectly impacts on change in pupil academic outcomes through change in pupil behaviour (Level 4).

It is also interesting to note that '*teacher collaborative culture'* has a direct moderate impact on improvement in *'pupil motivation and learning culture'*, which has an indirect effect on change in pupil academic outcomes through Change in '*pupil attendance and change in pupil behaviour'*.

Three latent constructs have direct effects on change in pupil academic outcomes: SLT's Impact on '*learning and teaching'*, '*staff*' and '*change in pupil behaviour'*.

Figure 5-4 SEM based on Heads Perception of Leadership Practices and Change in Pupil Outcomes over Three Years (2003-05), with standardised solution displayed (Secondary).
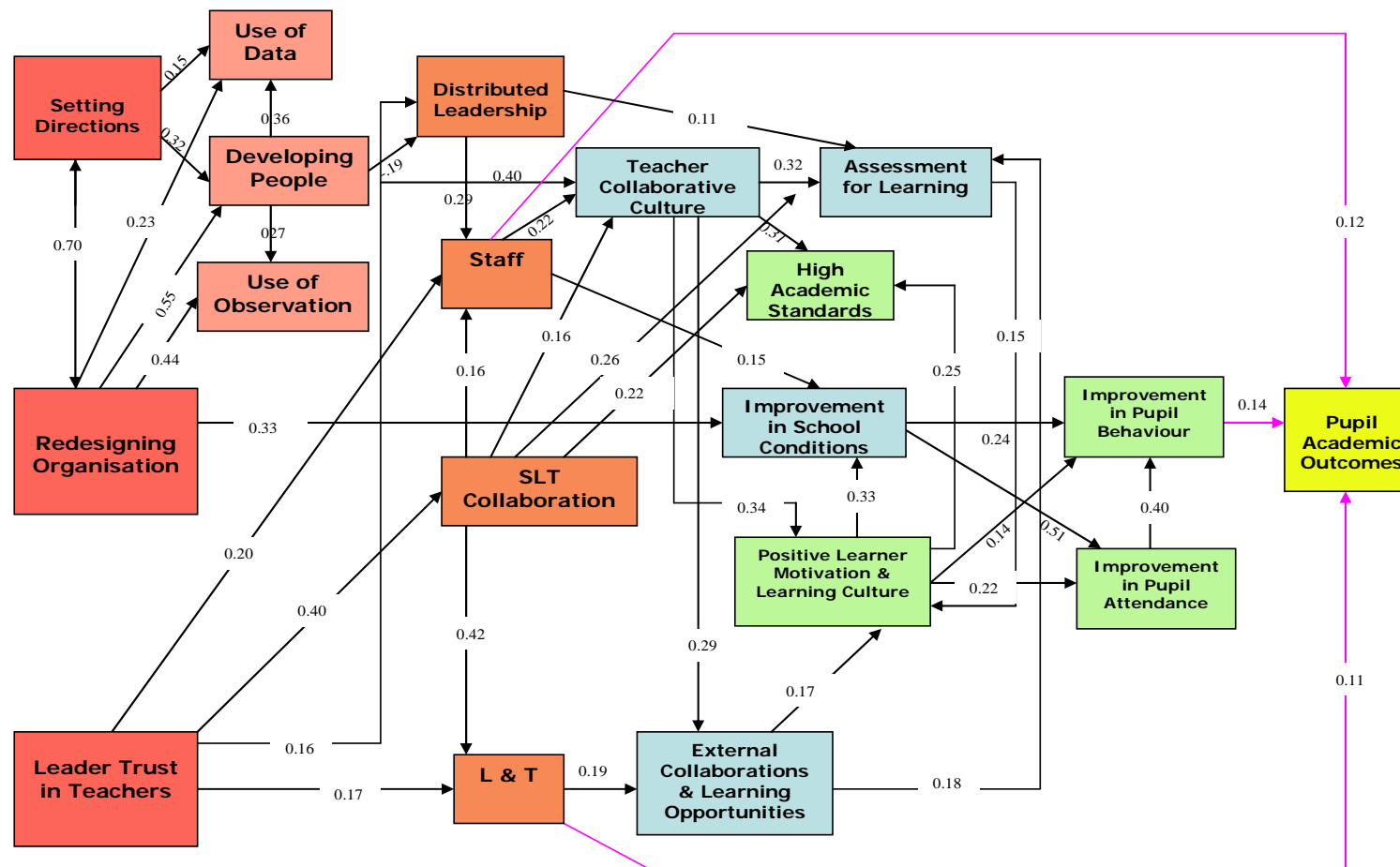
Note all coefficients in the model are positive except that between 'developing people' and 'leadership distribution' (0-19). This suggest that in schools where heads feel the need to lay more emphasis on 'developing people' there may be less attention to 'leadership distribution', which may follow in a later phase after successful capacity building (see chapter 9 on layered leadership).

5.5.2 Primary heads (N=363)

5.5.2.1 A structural model of leadership practice

A somewhat different leadership practice structural model was identified for the primary heads' sample (Figure 5-5). The model fit indices suggest a reasonable model fit, whereas the results of the secondary sample leadership model were more clear cut and indicated a *'good'* model fit. In this case the model is somewhat simpler with *'setting directions'* showing direct effects on both *'developing people'* and '*redesigning the organisation'* and '*redesigning the organisation'* showing direct effects on the *'use of data'* and *'developing people'*.

Figure 5-5 The structural model of leadership practice, (primary heads) [1] (N=363)*
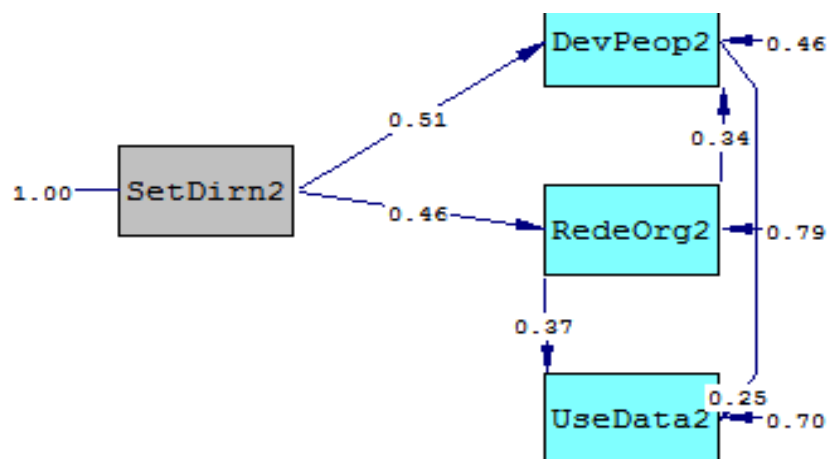
Chi-Square=2.95, df=1, P-value=0.08596, RMSEA=0.073

Note: The curved two-way arrow connecting 'SetDirn2' and 'RedeOrg2' indicate that these two variables are interconnected. The number 0.70 between the two variables indicates the strength of the inter correlation. The one-way arrows indicate directional 'casual' relationships between two latent variables. The greater the number the stronger the relationship.

5.5.3 Tentative structural models: heads' perceptions of leadership practices and change In pupil outcomes over three years (2003-05) (Primary heads)

Figure 5-6 illustrates a tentative structural model of heads' perceptions of leadership practices and change in pupil outcomes (in measured average change of pupil attainment in percentage of pupils attaining Level 4+ at KS2 in English and Maths over three years (2003-05) (see Appendix 5.6 Tables 2a and 2b). The interrelationships between different latent constructs in this primary model are broadly in line with those between leadership practices and change in pupil outcomes identified in the secondary SEM model, suggesting that there are strong similarities across the two education sectors.

The strength of the loadings indicates the nature and strength of the relationships between the 20 latent variables (Appendix 5-IV and 5-V). These latent variables are similar to the 19 variables identified in the secondary SEM model. Different variables (including questionnaire items) from those of the secondary's model are highlighted in Appendix 5-IV. Major differences include:

- There is an additional variable of 'Reduction in Staff Mobility and Absence' in the primary model, suggesting that improvement in staffing may have had a particularly important impact on pupil outcomes for the sample of primary schools that are more effective/improved in this study.

- The primary model also has a new variable 'Distributed Leadership: SMT', pointing to the important role of SMT in the daily lives primary schools and its potential impact on change in pupil outcomes over time.

- The latent variable 'Use of Observation' is not included in the primary model, which may reflect differences in the characteristics of the practices of primary schools at this time (practice in primary schools in England 2003-2005 is likely to have been especially influenced by the national primary strategies).

In line with the secondary model, four levels of relationships were also identified for primary schools, predicting change in pupil attainment outcomes in English and mathematics between 2003 and 2005.

Level 1 comprises three key dimensions: *'setting directions'*, *'resigning organisation'* and *'head trust'*. In addition, there are another dimensions at this level: '*'use of data"* and *'developing people'*.

Level 2 comprises five dimensions in relation to leadership distribution: '*distributed leadership'*, '*Staff, SMT, SLT Collaboration* 'and '*SLT's Impact on Learning and Teaching'*.

Level 3 comprises four dimensions which function as mediating factors in this structural model: 't*eacher collaborative culture'*, 'a*ssessment for learning'*, 'i*mprovement in school conditions'*, and '*External Collaborations and Learning Opportunities'*.

Level 4 also comprises five dimensions: *'High Academic Standards'*, 'pupil motivation' and Responsibility for learning, Reduction in Staff Mobility and Absence, Change in Pupil Behaviour, and Change in Pupil Attendance. These appear to reflect improvement in important intermediate outcomes which have direct or indirect effects on changes in pupil academic outcomes over three years.

As Figure 5-6 shows, leadership practices of the head (i.e. *'setting directions'* and *'redesigning organisations'*) and '*head trust'* in teachers are two independent (i.e. not statistically related) constructs. Through distributed leadership to SMT and the staff and improvement in a range of intermediate outcomes, they influence change in pupil academic outcomes over time. In contrast to the secondary model where three latent constructs have direct effects on change in Pupil Academic Outcomes (i.e. SLT's '*impact on learning and teaching'*, 'staff' and '*change in pupil behaviour'*), '*pupil motivation'* and '*responsibility for learning'* is the only dimension (latent variable) that has a direct positive effect on change in pupils' academic outcomes.

The findings points to some strong similarities between the two sectors in the links between leadership practices and staff culture and the improvement in school conditions. For example the dimensions SLT collaboration and Leadership provision by staff predict increases in the dimension Teacher collaborative culture which in turn predicts improvement in terms of the dimension High academic standards in both the primary and secondary models. In addition there is a clear link between Redesigning the organisation and Improvement in school conditions in both models.

There are indications, however, that the way some of these dimensions shape pupil attainment outcomes may vary in comparing the two models for primary and secondary schools. The importance of improvement in pupil behavioural outcomes and attendance to promoting improvement in academic attainment is evident in the secondary SEM model. For primary schools the improvement in pupil motivation and responsibility for learning seems to be more directly linked with improvements in measured attainment. This may well reflect differences in the nature and extent of behaviour and attendance problems as barriers to attainment between the two sectors.

Another aspect of interest is that the increased use of '*assessment for learning*' is predicted by increased '*pupil motivation*' and '*responsibility for learning*' in the primary model, whereas in the secondary model by contrast, the greater use of '*assessment for learning*' predicts a similar dimension, '*improved positive learner motivation and learning culture*'.

5.6 Findings

This chapter has briefly outlined the further statistical analysis of the data collected in the Wave 1 heads survey. It shows how hypothesised causal models of potential direct and indirect associations and effects of various measures of leadership practice and changes in school conditions can be developed and tested. SEM was used to further examine underlying factors (i.e. the six latent constructs of '*leadership practice*'; '*leaders internal states*'; '*leadership distribution*'; '*leadership influence*'; '*school conditions*'; '*classroom conditions*') in the responses to head surveys. This helps to establish whether the theoretical scales derived from the original literature are empirically confirmed in our sample of more effective/improved English primary and secondary schools. In addition, these form the basis of statistical models of the hypothesised facts links between different features of leadership practice and measures of change (improvement) in pupil outcomes.

5.6.1 Core leadership practices

The three dimensions of leadership practice - '*setting directions*', '*developing people*' and '*re-designing the organisation*' (External Strategies) - can be viewed as core practices in this sample of more effective/improved primary school and are likely to be generalisable to the wider population of such primary schools. However there are differences in relation to the factor '*use of data*'. Primary heads in the Low Start group were likely to report a greater amount of change in this dimension of leadership practice over the past three years than their peers in the High Start group.

A slightly more complex five factor leadership model was identified for the secondary sample.

- setting directions;

- developing people;

- re-designing organisation (internal strategies);

- use of data;

- use of classroom observation.

The results suggests that the '*use of classroom observation*' as described by items in the questionnaire survey (which did not distinguish between formal or informal observation) may be a more important feature for the improvement and effectiveness of secondary schools than was the case for primary schools in the sample. It may reflect the attention given to the role of departments and heads of departments within secondary schools in the English context (Harris et al., 1995; Sammons et al., 1997).

Statistically significant differences were found relating to the four dimensions of *'setting directions', 'redesigning organisations'* (internal strategies), *'observation'* and *'use of data'*. The mean factor scores for the Low Start school improvement group were higher than those for the other two school improvement groups, indicating the greatest level of reported change in the four dimensions of leadership practice over the past three years. This suggests that level of leadership activity and emphasis may need to be greater to act as a catalyst for improvement in secondary schools that have a low starting base in terms of pupil attainment, and extends the findings reported earlier in Chapters 3 and 4.

5.6.2 Modelling the links between leadership practices and pupil outcomes

The results of the quantitative analysis identify the strength of direct and / or indirect effects between different dimensions of leadership and school and classroom practices and change in pupil outcomes (both perceived and measured). We show this in terms of four levels or groupings of factors that illuminate the school improvement process in terms of the processes of change that lead to improvement in pupil outcomes.

5.6.3 Key dimensions of heads' leadership

Level 1 Identifies three key dimensions of heads leadership: *'setting directions', 'resigning organisation'* and *'heads trust'*.

Their impact on change in pupil academic outcomes seems to operate through their influences on different groups of people in the school and on a range of intermediate outcomes relating to improvement in teacher collaborative culture, pupil motivation, behaviour and attendance[62].

In addition to the three key dimensions of leadership, there are another three dimensions at this level: *'use of data'*, '*'developing people'* and *'use of observation'*.

These three dimensions, together with *'setting directions'* and *'redesigning organisations'* form a structural model of change in leadership practice over three years. However, there appear to be no direct or indirect relationships between this structural model and the independent construct *'heads trust'*. We also investigated links between these measures of leadership practice and the dimensions of distributed leadership (described below).

5.6.4 Key dimensions of leadership distribution

Level 2 comprises four dimensions in relation to leadership distribution in the school: '*overall distributed leadership'*, '*leadership provision by staff, SLT Collaboration'* and the *SLT's impact on learning and teaching*'.

'Heads trust' has a direct moderate positive effect on the dimension '*SLT Collaboration'* and direct but relatively weaker effects on the other dimensions '*leadership provision by staff'*, '*SLT's Impact on Leaning and Teaching*', and '*distributed leadership'*. Also, 'r*esigning the organisation'* and *'setting directions'* were found to have an indirect impact on '*distributed leadership'* through *'developing people'*. The effect of change in the extent of *'developing people'* over three years on '*distributed leadership'* is by contrast weak and interestingly negative. It may be that in schools where the head perceives a need to develop staff he/she is less inclined to emphasise '*distributed leadership'*.

The leadership practice of the head and of the SMT (comprising the Levels 1 and 2 dimensions listed above) appears to influence, directly or indirectly, the improvement of different aspects of school culture and conditions (Level 3 variables) which then indirectly impact on change(improvement) in pupils' academic outcomes through improvements in several important intermediate outcomes (Level 4 variables).

5.6.5   Key dimensions of school and classroom processes

Level 3 comprises four dimensions which function as important mediating factors in this structural model: '*teacher collaborative culture', 'assessment for learning', 'improvement in school conditions',* and '*external collaborations and learning opportunities'.*

5.6.6   Key dimensions of pupils' intermediate outcomes

Level 4 also comprises four dimensions: The achievement of High Academic Standards, Improvements in Pupil Motivation and Learning Culture, Improvements (change) in Pupil Behaviour, and Improvements (Change) in Pupil Attendance.

These four constructs appear to be important intermediate outcomes which in turn are found to have direct or indirect effects on changes in pupil academic outcomes over three years.

In summary, SEM models discussed in this chapter provide new evidence on the impact of school leadership and the processes of school improvement by exploring the associative and potentially causal relationships that underpin significant improvements in academic outcomes or sustained effectiveness for a large sample of English primary and secondary schools. They extend earlier work in other contexts (for example, research by Silins & Mulford (2002) that explored organisational learning, and pupils' affective and behavioural outcomes) by examining change in pupils academic outcomes using independent indicators based on national assessments and examination data.

The findings points to some strong similarities between primary and secondary schools in the links between leadership practices and staff culture and the improvement in school conditions. There are indications however that the way these shape pupil attainment outcomes may vary. The importance of improvement in pupil behavioural outcomes and attendance to promoting improvement in academic attainment is evident in the secondary SEM model. For primary schools the improvement in pupil motivation and responsibility for learning seems to be more directly linked with improvements in measured attainment. By linking a large data set based on a questionnaire survey of leaders' perceptions and data on attainment outcomes for both a primary and secondary school sample the study contributes to new understanding of the links between leadership and pupil outcomes in England.

Figure 5-6 SEM: HT perceptions of leadership practices and changes in pupil outcomes over three years (2003-05), with standardised solution displayed: Primary
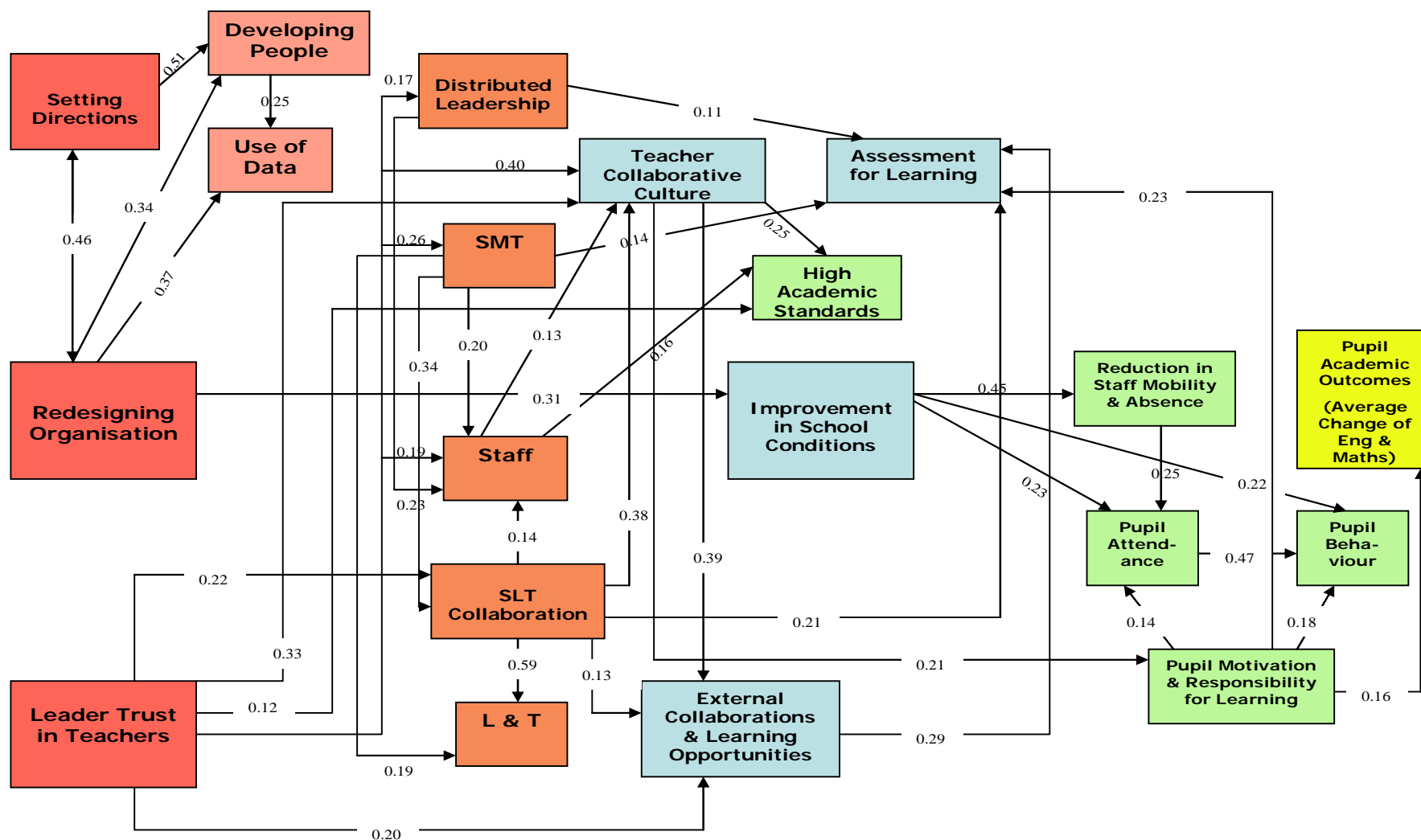
Chapter 6

6 Pupils' Views of the School Experience: an Analysis of Social and Affective Outcomes

6.1 Introduction

The importance of pupil voice in studying school effectiveness and improvement is increasingly recognised as a key source of evidence on school climate and social/affective outcomes. The case studies involved the collection of additional data on pupils' views and experiences to broaden their focus. Questionnaire surveys were conducted in two years to provide evidence from pupils about behaviour, relationships, and the achievement culture of their school, and features of school leadership and teaching and learning.

This chapter provides a summary of the results of analyses carried out on the primary and secondary pupil survey data, collected in the 20 case study schools for one typical class in Year 6 (primary) or Year 9 (secondary). Having discussed the findings of the pupil questionnaire, other qualitative case study data is briefly examined in order explore possible associations between the common factors identified through the analyses.

6.1.1 The pupil sample

Table 6-1 below provides a summary of the number of primary and secondary pupils that completed the questionnaires. The overall numbers of pupils participating in Wave 2 of the survey were slightly lower than in Wave 1 because pupil questionnaire data were not collected for two schools (1 primary, 1 secondary) in the second year due to time and organisational pressures for the school within the data collection period. In Wave 1 numbers of pupils per class or teaching group ranged from 16 to 39 for primary schools and 19 to 32 for secondary schools, and in Wave 2, the numbers ranged from 16 to 32 for primary schools and 12 to 29 for secondary schools. Data were collected for two separate pupil groups in two separate years to enable comparison and confirmation of the underlying dimensions in pupils' perceptions across separate samples at different time points and to establish the extend of stability in pupil views across years. More details about the pupil survey findings are reported in a number of project working papers (Mehta et al., 2006; Ko et al., 2007; Robertson et al., 2008).

Table 6-1 Number of primary and secondary pupils involved in the questionnaire survey

	Number of pupils		Number of schools	
	Wave 1	**Wave 2**	**Wave 1**	**Wave 2**
Primary	276	224	10	9
Secondary	252	188	10	9
TOTAL	528	412	20	18

Of the Wave 1 primary responses, just over half (53%) were from boys and 47% were given by girls. In Wave 2, the numbers were similar with just over half (51%) of responses being from girls and 49% from boys. Six of the ten primary schools served pupils in more disadvantaged contexts (FSM band 3 or 4)[63] and four schools served less disadvantaged contexts (FSM band 1 or 2). However, one of the FSM 4 primary schools did not take part in Wave 2. Of the secondary responses, just over half (52%) were from girls and 48% were

given by boys in Wave 1. In Wave 2, there was a slight increase in the number of boys who in the survey (57%) with 43% of responses given by girls. Six of the ten secondary schools were in FSM band 3 or 4. The remaining four schools were in FSM band 1 or 2. One of the FSM 2 secondary schools did not take part in Wave 2.

In this chapter, we explore further issues raised by examining case study data, in particular data collected from heads and key staff. This goes some way towards addressing one of the main aims of the project outlined in the original bid - 'to explore to what extent variation in pupil outcomes is accounted for by variations in types, qualities, strategies and skills of leadership'.

6.1.2   The pupil questionnaire

For the purposes of this project two new pupil questionnaires were developed, one for primary pupils (Year 6) and one for secondary pupils (Year 9). The questionnaire was informed by an initial review of literature and reviews of previous pupil survey instruments, for example from the PISA (OECD, 2005), RAPA (Levacic, 2002; Malmberg, 2002) and VITAE (Day et al., 2007) projects. The instrument was designed to provide:

- examples of social and affective outcomes of pupil learning;

- evidence of the relationships between leadership and pupils' perceptions of school and classroom climate;

- evidence of the relationships between leadership and pupils' perceptions of school and classroom conditions; and,

- evidence of student engagement and identification with school.

Each questionnaire contained a series of multiple choice questions relating to areas such as school, teachers, the head, student participation, and home-school relationships. In addition, each questionnaire included two open-ended questions. Factor analysis approaches were used to identify the main underlying dimensions in the pupil data.

6.2   Analysis of pupil questionnaire data

6.2.1   Variation In pupils' overall responses

Overall, the pupil responses suggested that school was generally a positive experience, that relationships with teachers and other pupils were key, that parents had an important part to play, and that the experience of school depends on a number of factors and their interrelationship. For all schools in the sample, both primary and secondary, pupils' attitudes were generally positive though views of primary pupils tended to be more favourable than those of secondary pupils (in line with findings in other studies of pupil perspectives).

Table 6-2 shows the highest and lowest ranked questionnaire items at the primary and secondary levels. Broadly, the results suggest that primary pupils are most positive about spending time with their teacher (Wave 1) and that their parents think that trying hard is important (Wave 2). They are least positive about 'my teacher always makes lessons interesting' (Wave 1) and finding work too easy (Wave 2).

Secondary pupils are most positive about their success in making friends in Wave 1 and 2, but have rather less positive views about the extent to which their parents' feel welcome and visit their school (Wave 1) and about overall student behaviour in their school (Wave 2). However, it is important to note that the spread of responses varies across all items with standard deviations ranging from 0.43 to 0.90 (primary) and from 0.50 to 0.80 (secondary). In other words, there is more consensus in pupil views on some items than on others.

Table 6-2 Highest and lowest ranked questionnaire items - Wave 1 and Wave 2

			Mean score	Standard deviation
Primary	**Wave 1**	**Wave 2**		
Most positive item	My teacher is easy to talk to and spends time just talking with me	My parents think trying hard is important	W1 - 1.53 W2 - 1.20	W1 - 0.61 W2 - 0.43
Least positive item	My teacher always makes lessons interesting	I often find the work too easy in class	W1 - 3.46 W2 - 2.61	W1 - 0.81 W2 - 0.90
Secondary				
Most positive item	I have made many friends in my school	I have made many friends in my school	W1 - 1.31 W2 - 1.36	W1 - 0.50 W2 - 0.55
Least positive item	My parents / guardians feel welcome in school and like to visit it	Students behave well at this school	W1 - 2.34 W2 - 2.75	W1 - 0.80 W2 - 0.76

6.2.2 Common factors amongst pupils

Factor analysis was used to identify underlying dimensions in pupils' responses to the different questions in the Wave 1 survey. Then the responses to the Wave 2 survey were analysed and compared. Results of the Wave 2 analysis were very similar to the Wave 1 results and a high number of common factors were found across both cohorts, giving confidence in the nature of the underlying dimensions identified. Again the results indicate that pupils' views in this sample of more effective/improved schools are generally fairly positive indicating that pupils appear to enjoy and value different features of their school's approach.

6.2.2.1 Primary pupils

The primary pupil questionnaire was divided into seven sections (Table 6-3).[64] A number of common factors (ten) were identified that spanned both cohorts.

Table 6-3 Common factors identified from the primary questionnaire

Scale	Reliability of overall scale (Wave 1)	Reliability of overall scale (Wave 2)	Common factors across cohorts
You and your school	**0.88**	**0.89**	**Student relationship with teacher (a=0.77) Enjoyment of learning (a=0.73)**
Your head	0.76	0.74	Approachability of head (a=0.82)
My teacher and work	0.80	0.81	Role behaviour of the teacher (a=0.81)
Other teachers	0.82	0.83	Positive role behaviour of other teachers (a=0.86) Anti-bullying attitudes (a=0.67)
Student participation	0.73	0.68	Pupil voice (a=0.72)
Your learning	0.78	0.76	Academic confidence in pupil (a=0.79)
My parents	0.68	0.63	Parental attitude to pupil learning (a=0.73) Regular parental involvement in pupil homework (a=0.86)

6.2.2.2 Secondary pupils

The secondary pupil questionnaire was divided into six sections (

Table 6-4) and a number of common factors (nine) were identified for each area, except for the section on teachers, where factor were not consistent across the two years. This may well reflect greater variety in the numbers of teachers and subject differences for the secondary sample leading to greater variation in pupil views within and across years, in contrast to primary schools where pupils are typically taught by one class teacher a year. [65]

Table 6-4 Common Factors identified from the secondary questionnaire

Scale	Reliability of overall scale (Wave 1)	Reliability of overall scale (Wave 2)	Common factors across cohorts
School	0.88	0.91	Feelings about school (a=0.90) Learning in school (a=0.69) Relationship with teacher (a=0.73) Relationship with other pupils (a=0.78)
Teachers	0.86	0.87	
Other students	0.64	0.71	Academic confidence (a=0.76)
Home-school relationships	0.72	0.68	Use of homework diary (a=0.80)
Student participation	0.79	0.84	Participation in class activities (a=79) Participation in school activities (a=0.87)
The head	0.83	0.76	Head's relationship with others (a=0.77)

6.2.3 Differences between schools in pupils' views

Schools were ranked for each of the common factors in terms of pupils' mean scores. This was done for Wave 1 and Wave 2 separately, thus making it possible to look across all primary and secondary schools at differences in rank positions in each year and derive an indicator of stability or change in pupils' views for the various factors over the two-year period. Rankings for schools in relation to all common factors are shown in Appendix 6-I These findings indicate that while pupils' views were generally fairly favourable across the whole sample, there was nonetheless some variation between the case study schools in pupils' responses, suggesting that even amongst the sample of more effective/improved schools in terms of academic outcomes some also showed rather better outcomes than others in terms of pupils' perspectives. Further analysis of the qualitative case study data helps to illuminate such variations.

6.2.3.1 Primary pupils

The mean scores for each of the common factors were used to form an aggregated mean score for each school. As the data in Table 6-5 show, in the primary sector there was relatively little change for five of the nine schools (Roundabout, Abbotswood, Townend, Greenpark, Lessingwell[66]) with regard to pupils' views, with the remaining four schools showing greater changes.

Table 6-5 Aggregate pupil factor scores for all common factors across two years by school (primary)

Primary school	Improvement profiles	Aggregate (W1)	Rank	Aggregate (W2)	Rank
Mosaic	Stable high/ high-higher	3.44	9	1.66	2
Roundabout	Moderate-higher moderate/high	3.19	6	1.79	6
Abbotswood	Low-Moderate/High	2.80	2	1.67	3
Townend RC	Low-Moderate/High	2.73	1	1.65	1
Greenpark	Low-Moderate/High	2.85	4	1.71	4
Valley	Low-Moderate/High	2.81	3	1.91	9
St Cuthbert's CE	Moderate-higher moderate/high	3.23	7	1.75	5
	Low-Moderate/High	2.80			
Lessingwell	Stable high/ high-higher	3.40	8	1.82	7
Cranfield	Stable high/ high-higher	3.15	5	1.83	8

We found an interesting association between pupil views and our categorisations of schools into three improvement groups. Pupils in schools in the Low Start group (those making significant improvement from a low base) on average showed the most positive views, while pupils in schools in the High Start group had relatively less positive views across all factors taken together, although their views were still favourable. The primary schools with the most positive pupil views across both cohorts were Abbotswood (ranked 2nd in Wave 1 and 3rd in Wave 2) which was an FSM 3 school, and Townend (ranked 1st in both cohorts), which was an FSM 2 school. Both schools were in the Low Start group. The school with the least positive views across both cohorts was Lessingwell which was an FSM 1 school and in the High Start group. Two schools showed a shift in the positive responses received from pupils. Mosaic (ranked 9th in Wave 1 moved up to 2nd in Wave 2) was in the High Start group and Valley (ranked 3rd in Wave 1 and 9th in Wave 2) was an in the Low Start group. Both were high disadvantaged contexts (FSM band 4 schools).

6.2.3.2 Secondary pupils

As the aggregated data in Table 6-6 show, in the secondary sector there was less stability in pupils' views at the school level across the two years as measured by the Wave 1 and 2 surveys than was found for the primary case study sample.

For schools that showed more positive across cohorts, there was a correlation between the relative positivity of the pupil views, and both the school improvement group and level of disadvantage (in terms of the FSM band). The secondary school with the most positive pupil views across both cohorts was Sweetwater (ranked 1st in Wave 1 and 1st in Wave 2) which was the only FSM 1 school in the sample. This school was in the High Start group.

Table 6-6 Aggregate pupil factor scores for all common factors across two years by school (secondary)

Secondary school	Improvement profiles	Aggregate (W1)	Rank	Aggregate (W2)	Rank
Handon	Low-moderate / high	2.18	7	2.29	9
Manor High	Low-moderate / high	2.08	4	2.19	6
Broadlane	Low-moderate / high	2.15	6	2.14	5
Worthington	Low-moderate / high	2.14	5	2.23	8
Fairview	Low-moderate / high	2.06	3	2.21	7
Shoreway	Low-moderate / high	2.26	8	2.10	4
	Moderate - higher moderate/high	1.97			
Sweetwater	Stable high / high-higher	1.82	1	1.60	1
Cannon Row	Moderate - higher moderate/high	2.30	9	2.03	2
Hilltop High	Low-moderate / high	2.05	2	2.10	4

The school with the least positive views across both cohorts was Handon (ranked 7th in Wave 1 and 9th in Wave 2) which was a more disadvantaged FSM 4 school and in the Low start group. Two schools showed a shift in the positive responses received from pupils. Cannon Row (ranked 9th in Wave 1 and 2nd in Wave 2) was an FSM 2 school in the Moderate Start group and Fairview (ranked 3rd in Wave 1 and 7th in Wave 2) was also an FSM 2 school but in the Low Start group.

These results suggest that for secondary schools in more challenging contexts somewhat less favourable pupil views remain a feature that adds to the challenges of socio-economic disadvantage. These findings from the pupil survey complement and add to the picture that emerged from the head and key staff surveys. While secondary schools in the Low start and in more disadvantaged contexts had shown much improvement in pupil views and motivation these remained areas of concern to such schools.

6.3 Comparing Pupil Views by School Phase and Context

6.3.1 Pupil views by school phase

Data from primary and secondary pupils did show some similar areas that were important across phases - for example, relationships with teachers, academic confidence, learning, parental involvement in homework/use of diary, and the head's approachability/relationships with others. When making comparisons between primary and secondary pupils it is important to bear in mind that questionnaire items were not identical but broadly equivalent (different wording was used for younger and older pupils).

Table 6-7 indicates that, in Wave 1, the primary pupils were most positive in agreeing that relationships with teachers were good but showed less agreement about the extent to which there was 'parental involvement with homework/use of a diary' in their school.

Table 6-7 Relationship between common factors for primary and secondary phases (Wave 1)

Common factors across phases	Mean score (primary)	Mean score (secondary)
Relationships with teachers	1.60	2.33
Academic confidence	2.80	2.00
Learning	3.74	1.60
Parental involvement in homework / use of diary	4.10	2.17
Head' approachability / head's relationships with others	3.29	2.35

* Figures are based on the nine primary and secondary schools that took part in both Waves of the questionnaire.

Secondary pupils on average were most positive in responses for the factor related to 'learning' and relatively less positive in responses to the factors 'relationships with teacher' and 'head's relationships with others'. This may reflect the organisational structure of the two sectors because primary pupils have far more contact with one particular teacher than secondary pupils and are also more likely to see the head around school.

Results for the Wave 2 survey showed very similar patterns to Wave 1 and are therefore not repeated here.

6.3.2   Pupil views and school context

Based on the five common factors across school phases, the factor scores for individual pupils were used to examine whether the socio-economic context of the schools was associated with pupils' attitudes. The primary pupil survey data did not suggest any clear relationships between primary school FSM band and pupil attitudes, however, there seemed to be a relationship between secondary school FSM and pupil views (Table 6-8).

Table 6-8 Secondary school pupils' mean factor scores by FSM band

School FSM band	No. schools	Factor 1	Factor 2	Factor 3	Factor 4	Factor 5
1	1	1.73	1.64	1.28	1.07	1.70
2	2	2.15	1.87	1.61	2.43	2.30
3	3	2.34	1.99	1.57	2.16	2.25
4	3	2.34	1.99	1.50	2.92	2.41

The analysis found that pupils from schools in more advantaged contexts (FSM band) 1 had more positive responses across all factors than those from schools in Bands 2, 3 and 4, although the extent of this difference varied somewhat between the various pupil factors.

6.4 Links between Results from the Survey of Pupil Views and the Analytical Case Study Data

The questionnaire responses add valuable data to the study in terms of pupil views which can be further explored in light of qualitative data collected via school case studies. A major theme of the five common cross-phase factors is the building of relationships (teacher-pupil, home-school, head-staff), which also emerges from the thematic analysis of the head and key staff interview data. This provides an overarching framework for this section which briefly examines the 'relationship' theme as discussed by school leaders.

6.4.1 Relationships with teachers

In all of the case study primary schools, relationships between teachers and pupils were said to be strong. The questionnaire data had suggested that there were three main elements supporting these strong relationships - pupil happiness, discipline, and knowledge of pupil. The case study data supported this.

Heads and key staff commented upon the importance of children being happy in school and enjoying the learning experience being offered to them.

> *The data shows that the children are very happy in the school. When you go into classrooms and see things going on, or you talk to children you find out about how they are getting on. Relationships are strong. (6HT-R1)*

> *I think generally it's very good. There's a very good quality of staff here and they all know the importance of fostering good relationships with the children and the parents. You're not going to get the best from children if they are unhappy. (6PPM-R1)*

> *Pretty good, they are all happy to see me. I do the PPA, and so the children are always pleased to see me, which is good. (8TA-R1)*

Secondly, there was an emphasis on the teacher's ability to maintain good discipline and control in the classroom. This was seen by some heads as the key to maintaining positive relationships between teachers and pupils.

> *A teacher has to have control in the classroom - the children know where they stand and that gives then a framework to work in. (4KS-R1)*

> *Pupils have better relationships with teachers they know they can trust in terms of discipline and behaviour in the classroom. (3HT-R2)*

> *We know that we contain them, behaviour wise keeping them on the right track, because we know them so well. I am just thinking about the people I had last year, some really difficult, potentially violent ones, but because you had that one-to-one personal relationship and the head knows them all as well. (5DHT-R1)*

The final element focused on teachers' knowledge of pupils. It was reported that pupils valued being known as an individual by their teacher.

> *We know every child in this school. I'd never walk past a child and not speak to them because I think you're an individual, you've got your own dignity. Sometimes I see staff walking past parents. They don't say good morning. There's a parent there, if I walked past that parent I'd say good morning, I'd talk to the children, hello, you're individuals. You try to show by example, really. (8DHT-R2)*

The pupil questionnaire identified that relationships with teachers was also an important factor for secondary school pupils.

> *I think it's one of the strongest features of the school. The relationship between children, and between teachers and children is absolutely superb. It's based on a very, very strong code of respect. (11HT-1)*

However, this aspect of schooling was not always discussed as explicitly by secondary heads and key staff. Instead, the atmosphere and environment within which positive relationships could prosper was more commonly addressed. This may reflect the larger size and more complex structures of secondary schools.

> *There is a strong school ethos of supporting and helping each other, and recently this has been developed further by the introduction of the vertical tutoring system which also works on the way that pupils build relationships together and with staff. There is also strong support within faculties, and relationship between pupils is also considered important. (16DHT–R2)*

> *... instead of having an approach to pupil behaviour for example in terms of this is what we'll do if you do this, it is to move the whole school forward to a relationships approach so you develop a relationship, everybody develops a relationship and focuses on that and looks at the way their own actions impact on relationships and therefore on achievement, take personal responsibility for their relationships and their emotional environment in which they're working as a child, as a parent, as a member of staff, whoever that is and empower individuals and move them forward in that way. (20AHTKS3-R5)*

6.4.2   Parental involvement

This was an important theme across both primary and secondary phases, although not always viewed as a positive factor because schools in challenging contexts often felt they needed to gain parents' trust and engagement, particularly where parents' own educational experiences and success may have been unfavourable. Some school leaders commented on the fact that parents can still feel alienated within the school in spite of attempts to include them, for example in one school parents were encouraged to observe lessons, access the school newsletter and attend events such as the school fare.

> *It's very difficult in this area of Wellingborough; the parents are not very supportive. She organises various events like summer fares and tea afternoons, inviting parents round and even though the parents can sometimes be quite abusive and aggressive she keeps her cool and talks to them quietly and explains everything, she treats everybody as if they were the most important person in the school. She is doing quite a lot to encourage them, they are constantly informed of what's going on in school, there are parents' newsletters sent home, parents are invited to observe lessons, to observe assemblies, so it's an on-going thing. (10T3-R3)*

For primary pupils, the extent of regular parental involvement with homework was measured in the pupil questionnaire and one primary teacher reported that the school had introduced home-school books in an attempt to facilitate more dialogue with parents.

> *I think it is very difficult in the school because it is quite a challenge. As an NQT I have found that one of the most challenging things, lots of children are going to breakfast club and after-school clubs we never see the parents. So we have introduced home schoolbooks and we have introduced that for children who have behaviour issues all we need to have more dialogue with parents. We will write in that book. So it's not such a big thing when we come to parents evening. If it is dealt with quickly. That is something that [name of headteacher] encourages us to do, if we can't talk to the parents. (10T2-2)*

Other schools felt they had a good open relationship with parents and a good reputation in the community.

But I think we do have a good reputation with parents and I think that parents, they talk to each other and we get good attendance at our school functions and school offence. We do have a cohort of parents who are not very proactive and we try to get them on board. But I think they're probably parents, that are struggling with their students, with their children, and the school is struggling with the students and this is a battle of wills really. But, we do have some really proactive parents that get really involved in the school. (12AHT-1)

One Head of Department commented on the positive reaction the school had received in relation to their new behaviour policies.

I think it is fairly open, I guess that most parents feel that they can contact us when needed. I would also suggest that the behaviour system that we have in place now makes parents feel reasonably informed about the behaviour of their students. We are now starting to do progress monitoring three times a year now, which will hopefully inform parents a step further. Parents' evenings are always a positive experience from my point of view. I have rarely come across a situation when parents had an axe to grind. I think that hopefully as a reflection on the standard of education that the students are receiving. (16HOD3-1)

For secondary pupils, the extent of use of a homework diary was the focus of the questionnaire. However, parental engagement in monitoring homework was not found to be an important theme of the secondary analytical case studies.

6.4.3 Heads relationships with others

The questionnaire survey identified a common factor relating to the head for both primary and secondary pupils. It related to a particularly important aspect of the role, that of building relationships with others (see also survey results in Chapters 3-5). The majority of primary and secondary heads placed great emphasis upon the building of relationships with staff, children and parents as a key part of their leadership practice.

From the questionnaire data, it is clear that pupils felt it important that the head communicated regularly and positively with teachers and that (for primary only) they knew the pupils on an individual basis. The interview data supports this.

I think schools are all about interpersonal relationships, on a lot of different levels. Whether it's with stakeholders, with children, the staff, with anyone. And it is very much building up relationships. (5HT-R1)

And the staff know that they can say absolutely anything to me, and I don't take offence. There are no barriers at all, and if I thought that anyone was afraid to come along and say something to me then I would be mortified. (7HT-R1)

I think too that I and most of the staff here care about the children. It's not just a job where we come in and throw knowledge down them, we want to know about the whole child and work with the parents, and there's lots of support in school. (10T4-R3)

I go in and out of classes all the time so teachers are used to it and the children always see me around. (2HT-R1)

I like talking to the children each day. It's important that I know each of their names and that they know I care. (3KS2-R3)

As with the questionnaire data, the interview evidence collected from secondary school leaders indicated they focused less on the heads' relationships with individual pupils, placing more emphasis on supporting an overall positive relationship amongst staff.

> We are all here to work as a team. Everyone has a part to play and everyone is necessary to our success. It's important we all get along and can be open and honest with each other. (11HT-R1)

> Staff relationships are key to our success as a school. (15HT-R1)

On the basis of the case study data, the research suggests that leadership which makes a difference encourages, supports, respects and involves staff and pupils in school processes; that the context for leadership (such as relationships with teachers, parental involvement in school, and head's relationships with staff and pupils) should be taken into account.

6.5 Findings

The quantitative data from the pupil questionnaires showed that in general pupils' views and perceptions were generally fairly to very favourable in most areas covered, probably reflecting the sample from which the case study schools were drawn, that of more effective/improved schools. Nonetheless some variations - between one school and another and between the different school phases were identified. Some questions indicated high levels of consensus in pupil views across schools and sectors while others showed more of a spread of responses.

The common factors identified across both cohorts of primary pupils were: student relationships with teacher, enjoyment of learning, approachability of head, role behaviour of teacher, positive role behaviour of other teachers, anti-bullying attitudes, pupil voice, academic confidence, parental attitude to pupil learning, regular parental involvement in pupil homework.

The common factors across both cohorts of secondary pupils were: feelings about school, learning in school, relationship with teacher, relationships with other pupils, academic confidence, use of homework diary, participation in class activities, participation in school activities, head's relationship with others.

For primary pupils, a greatest amount of change across years was found in relation to the factor pupil voice and the least amount of change was in relation to views on the extent of parental involvement in supporting/monitoring pupil homework.

There was an inverse correlation between the relative positivity of primary pupils' views and the school improvement group. Those in the Low Start Group showed the most positive views.

For secondary pupils, the greatest amount of change over time was found for the factor relationships with other pupils and the least amount of change in the factor relationships with the teacher.

There was also an association between the relative positivity of secondary pupils' views, and the school improvement group but in this case pupils in the High Start Group tended to have more favourable views than those in the Low Start Group.

There were five common factors across both phases: relationship with teacher, academic confidence, learning, parental involvement with homework/use of diary, and head approachability / head relationship with others.

Secondary pupils from more advantaged schools (FSM band 1) showed more positive views across all five common factors than those from FSM 2, 3 or 4 schools.

Chapter 7

7 Leadership Values and Strategies

7.1 Introduction

This chapter provides an overview of key themes Identified through the analysis of the rich and extensive interview data collected during visits to each of the 20 case study schools over the life of the project. This analysis traced the critical path of leadership actions that the leaders employed; detailed what each of these actions entailed; and highlighted their perceived consequences and direct and indirect impact(s) upon pupil outcomes. Building on the detailed analytical case study analyses, a number of leadership values and strategic actions were identified that were shown to have had a positive impact on teachers', their work and pupil outcomes. The analytical matrix which guided the data analysis is provided in Appendix 7-I

All the data from a wide range of respondents reinforced the project's interim findings that the leadership of the head is a key component in the success and sustained improvement of the school. Each school context was inevitably different, so that, although the leadership practices and actions of the heads were similar across all schools, they differed in timing, combination and sequence. Whilst there was no 'blueprint' model of effective leadership practices, the heads demonstrated similar values and used a similar range of strategies. However, each head used combinations of strategies in ways and at times most suited to the particular context of the school. This is also clearly highlighted in this chapter which discusses how each head had led the school through various phases of change, each of which improved the quality of the conditions for teaching and learning, enhanced the engagement and trust of all in it and, as a result, raised the individual and collective efficacy of staff and pupils, increased their achievement and sustained improvement.

The context specific nature of heads' practices is reflected strongly in all the case-studies. These heads understood the personal and organisational histories and needs of their schools and responded appropriately. The leadership actions undertaken by the heads had been carefully selected to address their diagnosis of the circumstances, current growth state and future needs of the school. Thus, whilst each case study head had taken their school on an improvement journey, the nature of that journey varied from school to school.

This chapter is divided into eight sections that reflect the strongest themes which emerged from the qualitative data. These sections are as follows:

7.2 Defining the Vision

7.3 Improving Conditions for Teaching and Learning

7.4 Redesigning organisational structures, redefining roles and responsibilities

7.5 Enhancing teaching and Learning

7.6 Re-designing and enriching the curriculum

7.7 Enhancing Teacher Quality

7.8 Establishing Relationships within the school community

7.9 Building relationships outside the school community

Each of these contained a number of sub themes and these are represented in this chapter. Key findings from the qualitative data and illustrative quotations are provided in each section. These illustrations are selected from and representative of the much wider data base. The chapter concludes with a summary of the perceptions by staff of the relative impact of the heads' values and actions on student outcomes.

7.2   Defining the Vision

The data showed that one of the most powerful dimensions of effective school leadership was the establishment of a clear sense of direction and purpose for the school. All the heads had a very strong and clear vision for their school that heavily influenced their actions and the actions of others. Heads were instrumental in driving it forward. The vision was shared with the senior management team and was a central driver of all leadership activity, shared widely and clearly understood and also supported by all staff. It was a touchstone against which all new developments, policies or initiatives were tested.

> *The whole vision of the school probably comes from the head, and the senior management team. But I think if anyone goes on to courses and gets inspired, and you say that was really good he will say 'well try it if you want to do it well go and do it'.(5T1-R1)*

> *I had the aspiration that we'd do the best for every youngster, but I think what I'm now seeing is that the aspirations are so much higher than we would ever expect, that the youngsters will achieve far more than we did expect 14 years ago. I think aspirations have stayed the same, philosophically, but in a practical sense we're expecting more from students. (16HT-2)*

> *I'm not sure the leadership style of the head has changed since she's been here but I think the impact on the school has been that she is very driven, she has a very clear vision of where she wants the school to be. (19T-R2)*

Once created, heads and leadership teams effectively propagated the vision at all levels in the school and established appropriate optimal conditions for it to be realised. A long term plan was formulated with different but interrelated strategies identified and the required resources acquired and allocated over time. The selection and recruitment of staff were especially important, since through these, heads ensured that new personnel would share the vision for the school and embody it in their working practices.

All the teachers and support staff in the schools were clear about the vision and were able to articulate it and support it.

> *I always had a vision of where I knew the school had to be. That was always there, but I did not sit down and think: This year we are going to ... We do have a strategic long term plan but it wasn't, I suppose I always knew that we needed a more of a creative curriculum but until you get some of the key things right, they just could not have coped with it. You know, we did some creative themes but it needed to be managed in such a way that people were not overwhelmed and felt quite secure and confident to trial things. (7HT-6)*

> *We did a whole day on vision and values with the whole staff, both teaching and non-teaching, and that really helped. Now we've got the vision and values. The school was in special measures and you either sort it out or it closes. (7HT-3)*

It's a shared vision. We in the SMT know where we're going and we put a lot of effort into the CPD, looking at the training needs of the staff, sharing that information. All senior managers, on a rolling programme, monitor their subject areas. We reflect on what we're doing, not just by ourselves, we involve staff in evaluations. We'll evaluate any new resources we buy, any intervention strategies are evaluated and if they're not effective, we discontinue them. If they're effective, we increase them. (2DHT-1)

Heads engaged staff in the decision making and evaluation of the school's development in order to determine the areas which needed further work.

The way I know is by people completing evaluations in a range of different pro-forma's. For example we've just done an assessment, we do 5 per year, and whenever we do an assessment, the colleagues, heads of faculty particularly will fill out a pro-forma that we've devised and that we've been using consistently for many years, and it gives us what we need. And it asks the members of staff to look at the strengths, the areas that need development and what they are going to do about it. So that's an ongoing process and I can therefore look at all the pro-forma that go across a period of time, a year let's say, and I can track the progress of a year group for example. (17HT-3)

The head will steer the school in lots of different ways. He's very sure of where he wants it to go, so he's quite clear in his objectives, but he's also very collegiate in that he'll say 'what do you think?' and 'how could your department or your key stage add to this?', 'what do you want to do?', what do you need training in?', or 'how do you want to develop?' (2KS1-1)

The school culture was heavily influenced, shaped and a consequence of the values and vision stated and reinforced by the head. Indeed, for many staff the head epitomised the vision for the school and on a daily basis demonstrated how that vision could be realised and fulfilled.

I think she has a very strong vision of exactly how she wants things to be. She will have an idea and she will be very driven and enthusiastic about a change. So she is very positive and encouraging like that. (4T2-2)

He's got very good direction and he comes across as being hugely committed, almost a zealot, more strongly than I've seen in some of my other Heads. (11DHT-2)
He is a visionary. Part of his role is to initiate change and for people to then bring that change into being. (15AHT2-R3)

Core values, such as trust and high expectations, and a can do culture provided a strong basis for establishing and developing environments in which teacher morale and motivation and student achievement and learning could be nurtured and improved. Thus, heads' values, as played out in the daily interactions and organisational structures and roles and responsibilities of staff and students, influenced pupil behaviour, attendance and achievement levels.

Now it's a culture of 'we can do' and 'the children can do' and there's no such word as 'can't'. Everyone's involved in evaluation and perceptions. (2DHT-1)

The head teacher provides a can-do culture and one of the things that I learned from him was that there are no problems there are only solutions. (13 AHT-2)

However, whilst the heads actions and relationships were consistent with the schools' core vision and values, heads and senior leadership teams found it necessary to adapt structures periodically, in order to reflect changes in the school's circumstances. The processes of adaptation were however, based on situational analyses, horizon scanning and timely judgement.

7.3   Improving Conditions for Teaching and Learning

Although all of the heads recognised the need to improve the conditions in which the quality of teaching and learning could be maximised and pupils' performance enhanced, they achieved this in different ways. For example, in many cases, at the start of the heads' tenure, the physical condition of the school was not conducive to effective teaching and learning. Therefore, there was a deliberate and continuing strategy by the head to improve the school buildings and its facilities. By changing the physical environment of the schools and improving the classrooms heads provided a very clear signal of the level of importance they attached to associations between high quality conditions for teaching and learning and staff and pupil well being and achievement.

> *We had a very big change in terms of the building work so very physical change the building and that key stage one in Key stage two swapped over. So that was quite a tricky six months. But, the rooms that the years six and the year five now have and reception are now in the main building, it has really improved the educational environment. (9T1-R2)*

> *The biggest changes have been a new school building, new facilities, especially in certain departments. In terms of my department that has been fantastic. Like anything there have been problems, you are moving from a school that has been up for 50 years and you are used to certain things, staff have to readjust themselves to the new school. It has been a settling in process, but I think that has been the biggest change. I think that has been a positive change. (13T1-2)*

Emphasis was placed on display and brightening up the learning environment.

> *The children respect the classrooms more, there's no vandalism here. There used to be writing on displays years ago, pen mark on the walls, but for years there's been nothing. Even outside, even the community because we visualised the apparatus in the nursery playground and the new junior playground getting vandalised, but it hasn't. (7T-2)*

Positive changes in the physical environment seemed to prompt positive changes in pupil behaviour. Pupils had more respect for an improved environment and this created a greater sense of calm and order across the school.

> *It's just a nicer place to work now, firstly the decoration and the displays, and it's just nice, bright and clean and tidy. (11HODS-5)*

The reputation of the schools in the community was important to the heads, and so improving the school profile was important. Many had secured a better reputation for the school though improved community links, more positive media attention and, for some schools, achieving specialist school status. Specialist status was not only an accolade for the schools but also an important means of securing more resources to improve the physical learning spaces.

Once we became a specialist school, especially in the arts, because lots of our students here are into the arts, visual arts and performing arts, we were starting to get into the newspapers much more and then we got this new building we are sitting in now. So suddenly it was, yes, there is something about this school, which is special. (19AH1-R4and 5)

Improvements in learning were also secured though the development of school wide policies that were deliberately focused on improving pupil behaviour and attendance, both seen as necessary conditions for this. There were consistent, whole school approaches to behaviour based on clear procedures and high expectations. Emphasis was placed upon attendance and punctuality. Both were monitored and any absenteeism was addressed without delay. The establishment of clear, consistent rules and norms of behaviour was further supported by strong pastoral systems that reinforced respect between staff and pupils and a collective view of what constituted positive behaviour.

I think behaviour has improved a lot I mean obviously you'll get teachers who will disagree with that and say that you know I've just had 9 and how could you say that you know this sort of thing but there are far less problems now than there were 7 or 8 years ago well the head came 10 years ago 12 years ago I think things have improved over that period I think the assistant head had done a lot for that as well she's introduced new systems of behaviour and things and the head lets her do it. (14HOD5-3)

We have a behaviour management policy that everyone follows, and we have a referral system where if there's anyone who's making teaching impossible, they have to go to a nominated member of staff at a certain time of the day. (19HOD1-R1)
The school has a positive climate - displays, good behaviour, no gang culture. We use assertive discipline which is very helpful. It's firm and gives the pupils' boundaries. All staff have a consistent approach to behaviour. (18HOD1-1)

Staff spoke of the importance of a positive attitude towards behaviour that focused on learning, and misbehaviour as a barrier to learning. Teachers said that they responded to misbehaviour calmly and led by example. In some cases this was expressed through explicit school-wide policies which explicitly related behaviour to learning, which were perceived by staff to have a big impact on student outcomes.

You can walk into the classrooms and tell by the way the teacher talks to the pupils. You'll rarely hear a teacher shouting. It's mutual respect. We have a very clear behaviour policy based on rewards. We have an exclusion room brought in some years ago for swearing and fighting, but we don't need to use it really. (2DHT-1)
If they see you being calm, if you're calm with the staff and calm with the students then that does start to calm the school down. (13DHT-1)

Within the classroom we try to have a calm, peaceful atmosphere and of course we deal with disruptive children as soon as they become disruptive because our school discipline is based on a two liner really: Firstly, teachers have the right to teach and secondly, children have the right to learn. And we stick to that. (14HT-1)

The most significant change has been the introduction of this behaviour for learning strategy. I think we were aware of the school that the behaviour of the school was getting in the way of their learning. So the introduction of this has helped that. I think the classrooms in corridors are much quieter as a result of that. But I think there is also, a by-product of that is that the success culture has been growing. (16HOD2-1)

The heads and other staff interviewed reported that improved pupil behaviour contributed directly to improvements in homework, less conflict between pupils, a feeling of safety within the school and improved attendance. These factors, along with setting high expectation and high standards for academic achievement, were found to impact positively upon pupil learning.

> *I want kids to feel confident … I want the children here to see beyond [this neighbourhood], not in a derogatory way because I think they should be proud of where they come from, but I want them to see that there is life beyond [this neighbourhood], and they can do anything they want if they've got the experiences and the choices to choose from. (7KS2C-2)*

> *It's getting the children to see that through education they can do what they want. I say to the children what you want to be when you grow up? They often say well I don't know I don't know. And I say, you can be anything you want you can be an airline pilot, anything, but you've got to work you've got to study. (10HT-R1)*

Thus, by creating a culture where poor behaviour was not tolerated and high expectations were the norm, heads improved both staff and pupil motivation and created an environment where it was acceptable to learn and to succeed.

7.4 Redesigning Organisational Structures, Redefining Roles and Responsibilities

The heads purposively and progressively redesigned organisational structures and redefined and distributed more widely leadership and management responsibilities in order to promote greater staff engagement and ownership, and, through this, greater opportunities for student learning. While the exact nature of the re-structuring, change in roles and responsibilities and timing varied from school to school, there was a consistent pattern across schools of changing the existing hierarchy which included - changing from a horizontal to a vertical structure, using TLRs, using ASTs and the wider use of support staff. Lines of communication and responsibility were improved and new leadership and management responsibilities were clearly outlined. These were clear to all staff and allocated on the basis of ability along with recognition of people's strengths and organisational needs.

> *I've formed this achievement team overnight and the senior management structure of the school has changed therefore. I don't have a senior management team anymore. I have a management team. We meet fortnightly as a management team and we discuss health and safety issues, budget, policies, staffing issues, nothing to do with teaching and learning really. And then the achievement team, we meet fortnightly so it's alternate weeks and our agenda is very simple, just achievement and who's not. (9HT2-R4)*

> *We have a senior management team, which consists of two senior teachers, Key stage one coordinator and Key stage two coordinator, and myself. But I would also say that all staff at the school has a managerial responsibility and a curriculum areas, so they all have budgets, and they all have responsibilities for overseeing their particular curriculum area. (3HT-R1)*

> *So there was the reshaping of the senior management team and we started to look at accountabilities a lot more, 5 job descriptions. The job descriptions were revised to reflect the national standards far more closely … The first thing is that the senior management team was extended to incorporate all the core subjects. (17DHT-5)*

In half of the secondary schools in the sample, a new senior leadership had been formed and team members' roles and responsibilities were reconfigured. Members of the SLT were deployed more strategically then previously and, in particular, attention was placed on identifying staff members that could work together and create an effective team.

Communication channels were improved between the management layers and better use was made of staff time in meetings with SLT. There was evidence that such restructuring and redefining of roles and responsibilities had been welcomed by staff and that the new patterns were perceived to be more effective. Staff found the clarity around new roles to be helpful and generally appreciated the new leadership and management structures.

> *The reduction in the administrative load of teachers meant that teachers were more able to focus on providing high quality teaching. This has proved to have had a major impact on raising pupil achievement. Increasingly I'm trying to move more and more people who are not teachers either into the leadership group or into positions of responsibility for example as year leaders. The reason I'm doing this is that I don't believe that it's now feasible to have somebody who is involved in some way in teaching and learning at the same time doing a fairly complicated job like being a year leader or looking after the buildings of schools. (15HOD4-R1)*

New teams that included support staff were perceived to make a difference to the teaching capacity within the school. In addition, several of the schools created new pastoral teams to support teaching and learning. The combination of teaching and support staff in these played an important role in the success of efforts to raise achievement.

Restructuring across the schools also extended leadership configurations and practices. The 'distribution of leadership' roles and responsibilities was a developing feature in all the schools. This was a pattern of leadership that was initiated and nurtured by the heads over time.

> *She is in charge and I think that everybody knows that [the head] is in charge. The children know she's the head because she can walk into the hall and it goes silent. You know, and you have to say, she's got this air of authority, which I think the children like. It makes them feel very secure because [the head's] there. But I think that, more than a triangle with The head at the top, I think because she likes to distribute the leadership, I think a spider's web would probably be more appropriate than a triangle. (7DHT-1)*

> *The first thing I have to say when it comes to leadership is that…….the glib word delegation. I think the model I'm picking up certainly in later years is first of all get a handle on something yourself. Any new initiative, find out what's going on and then have a working knowledge and then distribute. That's been, I suppose the model I've used in later years. (8HT-R2)*

> *Leadership is distributed fairly well now. When the head first came, that wasn't the case, but we have a clear strata so people know where people sit in a linear way (2KS1-1)*

> *In short everybody does have a leadership role in school, absolutely everybody. (8HT-R2)*

Distributed leadership was a feature of all schools to varying degrees, those who were in leadership roles were held accountable for the tasks they undertook. They were also supported with targeted staff development opportunities and internal support from the SLT.

The leadership has got to come from, and it is not just the staff, it is from the children as well. The leadership qualities from the children, we try to encourage peer tutoring, buddying, we have a very active school council, and they all play a part in the leadership. (5HT-R1)

We've got pupils who are becoming leaders in the classroom with their learning. They come into the Head's office and he has a chat with them, and he's always open to that sort of thing. We have pupils involved in interviewing staff but it's an accumulative thing about what they see, prefects and that sort of stuff. (11DHT1-2)

It pretty much opens up opportunities. For instance our role as head boy and head girl, we went to a learning network conference of which we hosted more than 100 delegates from all over Europe so that was really nice. (17Students-4)

All the schools had strong internal accountability systems where they set their own professional standards and judgements. Schools evaluated their practices systematically and gathered a wide range of data that was used to improve performance.

I think getting teaching staff to feel accountable in a supported manner if that's not a contradiction. Everyone is accountable for their outcomes but we will support you in getting there. I think that goes along with the drive for improvement. As a school how can we get more efficient? As a teacher how can you get more efficient? What is it that we can change? What sort of support do you need from your Head of department? (18HT-3)

We try to give people in sharp responsibility and accountability, that happened through the introduction of the new TLRs. Middle leaders are now very much responsible for their areas, there are very clear lines of accountability. So it's almost as if they are units within the School, and my best leaders have been deployed to line manage the departments who are not doing so well. (13HT-2)

I think getting teaching staff to feel accountable in a supported manner if that's not a contradiction. Everyone is accountable for their outcomes but we will support you in getting there. I think that goes along with the drive for improvement. As a school how can we get more efficient? As a teacher how can you get more efficient? What is it that we can change? What sort of support do you need from your Head of department? (18HT-3)

In secondary schools, departments evaluated their practice regularly and changes were made to further improve their practice. Individuals were held accountable for their performance and were responsible for refining their own teaching practices. The constant focus on improving teaching and learning was a common denominator of success across all primary and secondary case studies.

Distributed leadership also included pupils. Through school councils and other forms of participation, schools provided opportunities for pupils to participate in decision making process. These opportunities included involving pupils in job interviews for school staff. In addition, pupils were given responsibility to lead projects and, in some cases, training so they could undertake their new leadership responsibilities effectively. This involvement in leading and leadership of the schools was highly motivating for young people and had a positive impact on motivation and subsequent learning.

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7.5 Enhancing Teaching and Learning

Schools were all vigilant and persistent in the pursuit of improved teaching, learning and achievement. Teachers were encouraged to go beyond their usual teaching models and to try new or alternative approaches. Heads encouraged staff to be leaders in their own classrooms and to take informed decisions to extend their teaching approaches. They provided an infrastructure where it was safe to try things out. Staff responded to this opportunity positively. It affected the way they saw themselves as professionals and improved their sense of self efficacy. This, in turn, had a positive impact on the way they interacted with pupils and other staff members in the schools.

I think [the head] gives you the freedom to experiment obviously not to go completely overboard and mess it all up but he's very positive, very supportive and he will listen to you. Then obviously [the head] has an overview of that but he allows you to get on with your role. (12HOD1-R2.

Trying to change the mindset of every teacher to say that every teacher is a manager and a leader, everybody is, within their own classroom. (10HT-1)

The schools' contexts, phase of improvement, heads' leadership strategies and other factors contributed to schools' different levels of innovation in teaching and learning.

We have a very clear policy on how lessons are delivered so we teach at key stage 3 with a starter, a main activity, a plenary and so there's constant reviewing lesson objectives .And the pupils are so familiar with that format that they now expect all lessons to be taught like that and have time to review. (19T-R2).

However, I have some reservations of it (the school's lesson) being too prescriptive. I tend to teach in some unusual ways, and I had excellent Ofsted always from when I started at the school, and for me it feels 'let me do it my own way because I know what I do'. But, it is more about learning rather than teaching and how you do it and maybe we need to go through that phase. (12T- R5)

The use of ICT as a tool to enhance teaching and learning had made a difference to classroom processes in the majority of schools. There was widespread use of interactive whiteboards and evidence of schools investing in technology such as educational computer games to enable independent and more interactive learning. This proved to be motivational for pupils.

That was the idea of making them become autonomous learners and using IT as a main tool for that. There was a focusing on students probably in about 1999. We started our present system of benchmarks and target setting which focused much more on individual students and I'd say to them what the benchmarks were and what their targets were for a subject. (16HT-5)

Data were used extensively to inform changes in teaching and learning. Pupil data were used to scrutinise performance and to plan appropriate teaching strategies. The use of data to identify and support the progress of students who were not reaching their potential and/or who were disaffected was also high on the agenda.

Each half-term [the deputy head] and I sit and go through everybody's assessments and we look then at those children who are not reaching their full potential. It might be a high achiever or it may be a child with special needs but we know they haven't made adequate progress so we go through and jot down, say if there's been attendance issues, etc and we need to keep a tally on this. (7HT-3)

I think that we are much more on top of tracking children, tracking children, I think that is key. We are much more organised so to speak as a whole school and how we tracked children. Children do not fall by the wayside we follow them through we tracked him every term throughout the school and soon as we pick up that they are not making the progress we think of different ways of addressing that. So it's not left from one year to the next to the next to the next. So I think in the past that did happen much more. (3KS1-R3)

That data is what then helps us to track progress within the school on whole school level and for a department because clearly each pupil is set targets when they join us in year 7. (11HOD1-3)

The third factor is that already when I came here, data was being used extensively. It wasn't quite being used to enhance performance; it was used to identify all sorts of things. Nothing was put in place to follow it through. So I worked hard to make sure that there were interventions taking place, there was follow-up, there was mentoring, and we can show... we are recognised as being a school, now, that works with data very effectively. (17DHT1-1)

Classroom observation was used in a developmental way to provide support, guidance and advice about further improvements. This was welcomed by teachers as a way of sharing practice and refining teaching approaches. It was viewed as a form of professional support, rather than surveillance, and an opportunity for a dialogue around teaching.

So I show techniques on whiteboards' use I also observe lessons and suggest improvements etc and work with the head of department in areas that they specify and in which they might want some specific help with. (14HOD4-1)

Well, one of the things that she does, is she has a programme of observing everybody. It doesn't matter if you're the newest person in. I was observed, just before half term. So she actually knows what's going on in the classroom, and she does know individual teachers' strengths and weaknesses, and does what she can to support that. And I think that that's a really good practice. It certainly paid dividends when we had an Ofsted. (17HOD1-1)

Schools had also incorporated into their classrooms assessment for learning processes. Teachers planned for AFL and used AFL data to set individual targets.

In past years we've had a big push on assessment for learning and thinking skills and accelerated learning techniques. You could argue that they're pretty well embedded in lots of places in the school. (16HOD1-3)

Sharing targets for parents on parent evenings are something we do, we all have targets displayed in the classroom so that children know what the targets are, and it's a matter of keeping a close eye on them, and you're looking carefully at the assessment material they gather to make sure children are achieving as expected. It's in the vocabulary that the children use as well, they talk about their own targets. (6KS1-R1)

Across all the schools targets and levels were clearly understood by pupils and this enabled them to play active roles in progressing their own learning. This emphasis on independent and interdependent learning had a positive effect on pupil motivation and engagement.

7.6 Re-Designing and Enriching the Curriculum

All schools focuses on re-designing and enriching the curriculum as a way of securing improved engagement and achievement. Heads had made changes within the curriculum in a deliberate attempt to broaden learning opportunities and provide access points for each child. Most, though not all, of these changes were very much in line with government initiatives. The emphasis was upon 'stage not age' learning, with the curriculum being adaptable to the needs of all pupils rather than some. At primary level there was a particular emphasis upon greater flexibility and continuity between key stage 1 and key stage 2. At secondary level there was a focus on the provision of different pathways towards vocational qualifications and an emphasis upon personalised learning.

Each student is doing a personal curriculum something that we have tailored for them to help them get the best out of the school while they are pursuing their various curriculum options. (13HOD3-1)

Regarding personalised learning we've got a whole strategy working in collaboration with 5 schools and the college. One of the schools had got the opportunity to open a sixth form which has been approved. (11HT-2)

The curriculum has been revolutionised and has changed dramatically. (13HT-1)

The curriculum has played its part, particularly recently where we've put a more innovative curriculum in. So for example, everybody does a vocational course, the 4 GCSE GNVQs has not had the huge impact that it might have had and that's partly because when all that hard work was going to come to fruition, we moved schools and lost all our computers. (13HT-4)

A number of the schools had introduced more emotional support into the curriculum through PHSE programmes. Creativity and self esteem featured heavily in curriculum provision as did a focus on the development of key skills. There was a major emphasis on enjoyment of learning and the recognition that when pupils enjoy learning, they are more effective learners.

I think that is the big thing about the School is the PHSE curriculum it is very caring, and throughout the school we are teaching the children right from nursery to be caring and respectful of each other and to share things to respect each other's differences and to look out for each other. And when the visitors come to the school they notice how polite the children, even the very very young children (4T2-2)

There was also evidence of an emphasis on the provision of a broad range of extracurricular activities; and schools offered a wide range of options including lunch time and after school clubs as well as holiday activities.

> *At the moment we've introduced something called Puzzle Club where the kids come along, they come in at lunchtime, and just do different silly puzzles and games and things like that. We've taken kids out to events, challenge events, it's a bit like a maths quiz that they go off to and do, and I think those small things that have small effects on pupil attitudes and pupil's view of the subject (16HOD2-2)*

> *So we looked at extra curriculum activities, we looked at extending the school provision, we looked at trips, we looked at booking visiting speakers in. Really giving the children lots more life experiences. Because some of the children's lack of experience had started to hinder some of the work that they were doing. For example in their literacy work they did not have the vocabulary to extent their writing. They did not have the experiences to make their writing more interesting and develop patterns so it was crucial to take this to the next step to do this. And then, all these things still happen constantly (7HT-6)*

7.7 Enhancing Teacher Quality

All schools were committed to improving and enhancing teacher quality as part of their drive to raise standards. CPD was seen as an entitlement and it was evident that this was motivational for teachers and impacted positively upon their teaching practices. Schools provided a rich variety of professional learning and development opportunities for staff and placed a high premium on internal professional development and learning. Whilst internal training and development were prioritised by most of the schools, teachers and support staff were encouraged to take part in a wide range of INSET, and were also given the opportunity to access training leading to external qualifications. A combination of external and internal CPD was most often used to maximise potential and to develop staff in diverse areas.

> *And INSET is such in this school there is a philosophy that you do not need to go anywhere else to be trained - we get a lot of rubbish from outside. The idea is that everything you need to know we can teach you here, there is someone here that can show you how to do it. So, I guess that there is a certain level of expertise that has been fostered, nurtured, identified and developed and obviously that has filtered its way down (12HOD2 - R5)*

> *We do get quite a lot of in-house training. That is important because going out on various days out and courses to learn specific things, this is fine for one member of staff and then obviously you then have the opportunity of extending you knowledge from that single day into your department. But as a teacher working in a particular area, sometimes you can't always extend that to people beyond your particular area simply because you don't have time to do it. But we tend to have more people coming in so that the whole school can benefit from the same things (14T1-2)*

> *We are all involved in different things in different training. Everybody comes into contact with the children so we are all involved in any INSET that we do in the school, everyone is invited and the majority of them do (4Admin-1)*

> *We have a CPD programme that the whole school can opt into but there are lots of little things happening in departments, teacher coaching for example (16AHT-3) Some teachers apply for externally run courses but the school is often not happy that we get value for money from them. We've tried to develop a school-based focus for training (18HT-1)*

Peer observation was commonly used as a way of improving teaching and learning processes. In particular, teachers valued informal observations; and many schools implemented an 'open door' policy, which was also seen as a powerful tool for improving teaching and learning. In addition, schools used modelling, shadowing and informal discussions in order to develop teaching practices. Coaching and mentoring were also used across schools as a means of providing challenge and support for all staff.

> *What you do need is a model; someone to work with you; to make them feel good about yourselves; to give you a few ideas; and then to validate and affirm what you have done; and make suggestions. And that is what I do. (12HT-R4)*

> *The other thing that has had a huge impact is the school's professional attitude to appointing a professional tutor in school and then creating widespread mentorship. She's trained mentors so that almost everybody's mentoring somebody. What I want to do is go that one step further and have everybody doing paired observation, we haven't quite got that far yet. (19HT-R2)*

> *He definitely brings on individuals. If someone comes on as a dinner lady, he's encouraging them to become a teaching assistant. Especially if he sees potential. (5DHT-R1)*

These and opportunities for collaboration among teachers were found to be a powerful means of securing higher quality. Greater opportunities for teachers and support staff to work together had a positive impact on teaching was perceived to create greater understanding and empathy.

> *I think the fact that it is a small school and that the staff are very close and work together and go to each other with ideas and share problems and the fact that we are a small school and have the opportunity to work so closely with each other. (6T-R1) The wider perspective is that we are a team. The children are with us for 7 years and we all have an important part to play before, during and after the time in our class and what we do as a whole school will benefit the person at the top end from the earliest stages if we all agree on a common approach, common format, and what we're doing is to benefit us all. (8DHT-R2)*

Staff collaboration also allowed for co-planning and the joint targeting of individual pupils. Heads ensured that time was scheduled for such planning meetings to take place and that the school timetable allowed for teachers to observe each other and work together. Teachers reported that they experienced a greater sense of collective responsibility from working more closely together more regularly and were more able to improve their practices through joint working.

> *The focus of anything I'm trying to do is always teamwork. Everybody feels that they are part of the cogs and wheels that run behind the scenes. Often people when they feel isolated and are not part of the system is one to get a lot of resistance. Once you've got that resistance that cannot often be the spanner in the works of rogue element. Trying to get everybody to work towards the same goal and working as a team is one of my priorities (13HOD3-1)*

> *The relationship between the team is another indicator, I'm very big on relationships, working relationships and relationships working well. Having that time as a team to playing together in the staff room is a big indicator to me about how things are going. If they are in the working together as a team I am fairly confident that things are going along fine. When I see staff who are not in that situation then for me that becomes a worry (1DHT-R3)*

He is someone who encourages staff to take responsibility he is not someone who worries about whether staff will take that responsibility and achieve success. He really wants staff to develop themselves and to realise their potential, he will encourage staff to do that. That's the way he leads. (9DHT-R1)

Last, but not least, a feature of all the schools was succession planning; and, in training schools, targeted recruitment.

I came in here as a newly-qualified, but when you get to the point where you feel happy with what you're doing in the classroom, you suddenly get to the point where you want to do. You want to impact on a key stage or the whole school. And the head's very good then, when you go to him with an idea either for your subject or your key stage or whatever it is, he will sit with you, discuss it with you, and allow you to share it in the staff meeting to get other people's feedback. And then we go with it. So it really is a support. (2KS-1)

I am a great believer in internal promotion. Interviews don't really give you a true picture of what people are like, and how people will fit into the school, I would rather be secure in the knowledge that I knew how they fitted into the school and I knew what they can do, and to give them the opportunity to do it. So all of my senior appointments are internal appointments. They have all been appointed by me. (5HT-R2)

Previously he would interview until he got the right person; recently, I'm talking about 18 months ago, he started talking about We'll appoint somebody from within the school as the new leadership in such and such a department, and we'll train them up ourselves, rather than taking people who come in elsewhere. (16HOD4-2)

Many schools also provided opportunities for 'acting up' or shadowing as a route to succession planning. Staff gained experience through taking on a new role for a fixed period of time.

What acting head gives the deputies is a week where they do have to think slightly differently and one of the key differences between deputy headship and headship is that in deputy headship you tend to be quite task driven, you've got your very specific elements that you're responsible for. In headship you've got less to do and an awful lot more to think about. (11HT-4)

In addition, teachers engaged in action research in order to test out ideas and to trial new ways of teaching. Heads encouraged staff to share their expertise across the school and to learn from each other wherever possible. By these means, heads built professional capacity and increased staffing stability within their schools.

7.8 Establishing Relationships within the School Community

Heads were perceived by staff as good communicators who were skilled at building positive relationships. They purposefully developed positive links with staff at all levels which made them feel valued and involved. They demonstrated concerns for their well being. They were trusting of others, had demonstrated this in their words and actions and had, as a result, become trustworthy. The relationship between the heads and their senior leadership team, in particular, was one of respect and mutual respect. They engendered loyalty from parents, staff and pupils.

He walks round the school all the time, he'll go into lessons, he'll cover, he leads assembly, he goes in both staff rooms and he knows the children, he knows the parents, he's got an open door policy in terms of staff and parents, he's got a good relationship with the governors. (2DHT-3)

All staff know that they are communicated to, they know what is happening, they know that there is a change of staff, or if there is a change of events. Small day-to-day things, actually mean a lot because it shows that staff are important. We hold weekly team meetings so that an opportunity to make sure that everyone can get together. That is what I feel is central, communicating, because it changes the whole atmosphere in the school. If people are happy and they feel that they are informed then they are happy in their job. (9KS1-R1)

Every staff member is valued for whatever job they do. She makes sure that they know that. I clean it is not a cleaner, if the school was not clean the pupils would not be happy to come in. So everyone plays an important part. She knows that. (4Admin-1)

They called children by name, knew about their concerns so that they felt cared for and respected. When asked in the pupil survey what the best things about their school were, pupils commented on this.

Understanding teachers, you can always talk to your teachers, if you don't understand your work the teachers explain. (Pupil Survey: School 3)

All the time I think the school is very caring and they make sure the school is behaving good. (Pupil Survey: School 6)

Teachers really care and understand the students. (Pupil Survey: School 11).

The greater use of support staff, in particular of classroom assistants, and the different ways in which they were deployed were considered by those involved to have contributed to effective team working. This more effective way of working had resulted in a decrease in teacher workload and increased staff motivation.

The largest changes are the learning managers and the support staff taking on more of the admin roles that were originally done by teachers because teachers are there to teach and anything that can be done by other staff ought to be done by other staff. (13BusM-1)

7.9   Building Relationships Outside the School Community

Heads pointed out the importance of community engagement as an important component of their vision and essential to their success. They and their SLTs had developed positive relationships with community leaders, had built a web of links across the school to other organisations and individuals and strong links with key stakeholders in the local community which benefited the school. Heads also worked hard to improve the reputation of the school in the community.

Our reputation is very important in the community. We don't have a nursery in most schools in the area do so we have to fight very hard for our children. If there is an accident or a dispute, I had a dispute recently and I wonder whether the gossip coming from the dispute will cause people to look at us differently. I think at the moment we are all right. (6HT-R1)

The community is very strong here because the community college, we have a very strong community ethos and adult education. We do have a lot of adult classes which take place obviously an evening but also during the day. And I say to staff, you might have something on your timetable of this community, and that means that you are teaching your subject to an adult class. So that happens. (16HT-1)

Heads also made a great deal of effort to communicate with parents. Parents were informed about all aspects of their child's education and constant attempts were made to reach the 'hard to reach' parents. They were actively engaged in setting targets for their child and ensuring these targets were met. They were encouraged to participate in school activities and to support classroom teaching. Heads had an open door policy with parents, and parents are constant visitors to the school. Emphasis was placed on supporting parents to support learning in the home.

Parents' time, there's one everyday of the week at different times. Tomorrow it starts at 7.15 till 8.00 in the morning and it's a chance for parents to come up if they've got any concerns whatsoever without an appointment. (11AHT-4)

We are very much there for families as well. We are always there if they need to come and talk to us. We are very flexible if they suddenly ring up. We have had parents coming in with being up to their eyeballs in something or they are so worried that they just need somebody to talk to and we see ourselves as the support for them as well as for the children. The principle is very good in that we have a lot of communication with parents we have their parents evenings and we have an open door policy where they can just come in and help and stay the morning as well if they want, that's just fine. I think that's why we can see more than just the children's academic learning we can see the whole picture. (4T3-3)

Links were forged with other schools, allowing staff and learners to develop new skills and for the pooling of resources. Links were also made with external agencies and local services.

We have got a particularly close relationship with another school in the area. Managing from the middle is a course that one of their staff and one of our staff did together. We have been doing a lot of optimum learning, and we have done a lot of inset days with them. We have talked a lot about different issues. That is our particularly close school. We have links with other schools through sport. Also getting together for festivals in that kind of thing, that all the preparation for going on to secondary schools that they get to know other people in a year group. In years 4,5 and 6 we do a lot of that.(5DHT-R1)

We are certainly a well-known school, there are not many high schools in this area, we have good relationships in terms of staff training, quite a number of our staff go to other schools to do INSET. Likewise staff come here. We are one of the schools in the authority that is on the up at the minute, and I think that when you go to other schools, and we hear parents talk about other schools, they are saying things are happening at Fairview we went on learning walks at half term with other schools, and they have been here to do the walk as well. I think we have a good status. I think the head is well known in the authority and well respected. We have a particularly good relationship with two geographically close schools, and I think our relationship with those schools are good but competitive. (16AHT-1)

These schools also maintained links with external agencies, such as social services. This multi-agency work led to more complete provision for the pupils. Links with universities for research purposes or as training schools also provided an extra dimension to their work.

The pastoral assistant head works with the support agencies and social services and what ever unit there is out for the attendance and the education, the School's SENCO he works with the educational psychologists and those who come to assess children for their needs. So on both fronts we approach that, so we do have a multi agency. (14HT-3)

Some students' behaviour is very challenging. Progress in assisting their learning can be very challenging, because of external circumstances, their external circumstances, but in a sense it isn't too much of a challenge, because there is an excellent network of connection within external agencies. We do have, for example, we have our own school intervention officer, police officer, we have a youth justice worker who is on site. We have excellent connections with various external agencies like CAMHS and Social Services so, in that sense, it isn't a challenge because we do have that excellent network of connections. (17HOD4-1)

We have external links with five universities, have 25-30 trainee teachers each year and try to recruit to staff because they already know and understand the ethos of the school, can develop their skills and increase their responsibility. (18HT-1)

Heads were also skilled in using external agencies as a resource to further improve provision.

I developed a strategy in conjunction with HMI. They thought they were coming here to inspect me but I used to interview them and tried to pull out all the bits of good practice that they had observed over the country. I used them as a resource. I have got an awful lot of time for HMI. I worry about the structure that they work with them but I have never yet met a bad HMI inspector. (13HT-2)

All of the heads in the sample were 'ahead of the game' and responsive to change. They were adept at identifying shifts in the external environment and ensuring that their school was best placed to capitalise on that change.

7.10 Findings

These analyses reveal a high degree of consistency in leadership values and range of practices across the case study schools. Heads deployed the same strategic leadership approaches but the combinations, sequence, timing of these approaches varied and they were highly context specific. The continuing focus on improving teaching, learning and achievement meant that any new approach, development or initiative within the school had to be linked to these.

The heads in this study were lead learners and recognised that raising teachers' expectations of themselves and providing targeted support for their learning and development needs were keys to increasing their sense of well being, morale, motivation, commitment, retention and, through these, achieving better learning outcomes for pupils. Heads maximised all the influence at their disposal and secured the trust of others. They made a difference to learning outcomes through enhancing conditions at the school, teacher and pupil level that directly impacted upon learning. Heads achieved improved performance, therefore, not only through the strategies which the used but also through the core values and personal qualities that they demonstrated in their daily interactions with colleagues and pupils. Indeed, they placed pupil care, learning and achievement at the heart of all their decisions. As we have seen in this chapter, there was a central focus on creating the conditions for teaching and learning to be most effective.

Figure 7-1 summarises the eight key strategies. It shows that effective leaders engage in change for improvement by actively reshaping the conditions for learning, restructuring parts of the organisation and redesigning leadership roles and responsibilities, enriching the curriculum, enhancing the quality of teaching and learning and building collaboration internally, raising expectations and staff commitment and increasing pupil engagement in learning. It shows, also, that they build strong relationships outside the school community. As noted earlier, whilst the sequencing, the timing, ordering and combinations of these strategies varies from school to school, the vision and values are strikingly similar.

Figure 7-1 Strategies for improving student learning
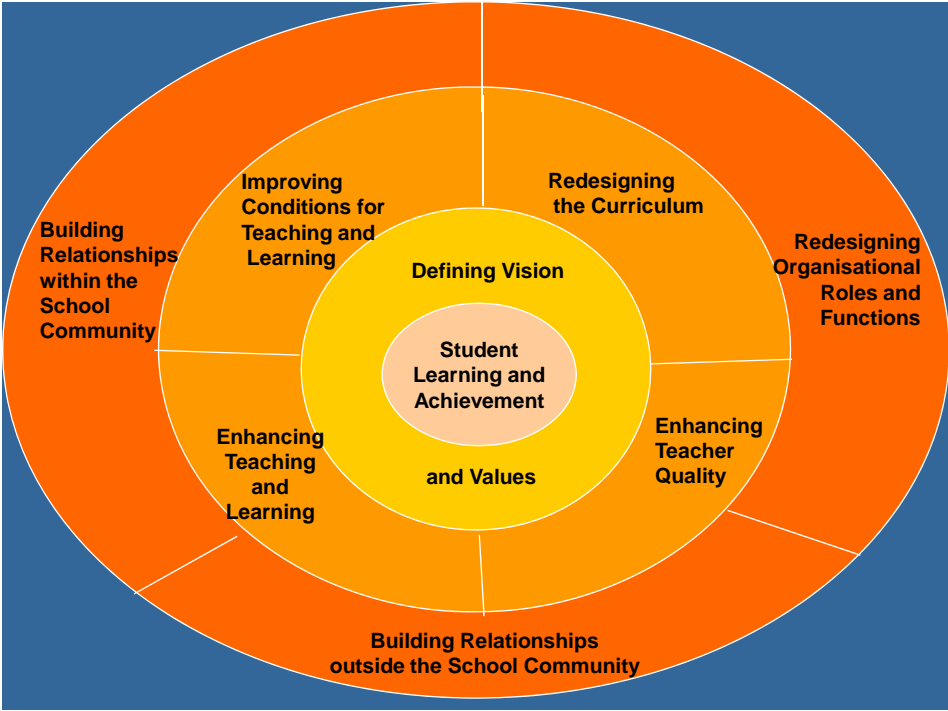
In terms of their personal qualities, all the heads exhibited certain attributes and held core values. They had a strong sense of moral responsibility and a belief in equal opportunities. They shared a belief that every child deserves the same opportunities to succeed. They respected and value peopled and demonstrated a real passion and commitment to education. They also encouraged risk taking and innovations.

The main message from the qualitative data is that these heads were acutely attuned to context and it was this factor, together with their abilities to recognise, acknowledge, understand and attend to a range of human development motivations and needs, that allowed them to choose the most appropriate and effective strategies for their school at a particular time.

Chapter 8

8 Phases of Success: the Layering of Development

8.1 Introduction

In this chapter, we analyse the ways in which case study heads varied the strategies and the combinations of these which they employed over time, as they built success in their schools. We found that their diagnosis of contextual needs as well as their values and vision were central features of their leadership. Heads tended to prioritise some strategies during a given phase of development, thus 'seeding' others, which themselves later were prioritised. A prime example of this was the way approached the 'distribution of leadership' and built that progressively. While heads valued the importance of a creative curriculum from the early phase, most worked on teacher quality and teaching standards in the first phase, ensuring that these were in place before enriching the curriculum, which tended to be prioritised in the later phase. Not surprisingly, some heads identified more leadership success phases than others. However, all schools were identified as moving through three broadly distinctive phases:

- early Headship Phase;

- middle Headship Phase; and

- later Headship Phase.

The identification of these phases and their associations with internal and external capacity building and external measures of success have implications for headship training and development. For instance, certain strategies tend to be more successful when preceded by others which set the scene for their development. Heads need to consider the particular phase and context of their school in determining which strategies they should prioritise at which time.

The data for this chapter are drawn predominantly from the Round 5 and 6[67] interviews with heads and other key staff, where an innovative research instrument was used which enabled heads and others in schools to provide retrospective perceptions of leadership actions which led to their success over time. Participants were asked to plot their line of leadership success over time in terms of broad pupil and school improvement outcomes on a graph, then to identify phases, each based on their judgements of significant turning points throughout their leadership lives. These data were then confirmed and enriched by examining the issues raised, with reference to early rounds of interviews[68]. Participants defined key strategies employed and prioritised within each phase.

This enabled the identification of the relative foci of their attention within and between the different phases. The phases used for analysis were those identified by the head in the first instance; and starting points of head's tenure varied from 1984 to 2002. Phases varied considerably in length, though tended to be three or four years, and the heads all identified between three and five phases in total. Later, the research team overlaid the results with pupil attainment and Ofsted data. This enabled two pictures to be drawn showing: i) the general upward trajectory of school improvement in relation to timing and the combined use of particular strategies; and ii) the more complex nuanced picture of improvement over time in relation to external qualitative and quantitative judgements of pupil outcomes.

The research team created a 'Table of Phases' in which it was possible to identify the strategies in each phase which schools had prioritised. This was created in three steps. First, the heads' data for Round 5 were used to determine the length of phase and the key strategies prioritised in each. These were then triangulated with further Round 5 data from other key staff (three people in the primary schools and five in the secondary schools). Finally, the table was checked with reference to the case studies for each school, which contain key strategies employed over all the phases, using data from all six rounds.

Different colours were used to signify the depth and relative importance of each strategy. These colours had four levels: peach, yellow, orange and red. Strategies were considered relatively deeper if within one phase a number of actions had contributed to the strategy. For example, for the strategy 'Pupil Behaviour' the head may have employed three actions: Instigating a whole school policy, focusing on a positive language of learning, and changing the uniform. Three actions would equate to orange. However, a single action may have been considered deeper if it built on and extended work that had gone before. For example, with 'Pupil Leadership' an early strategy would be to set up a pupil council, this would be peach. However, in a later phase the pupil council may be given greater responsibility or training in leadership. This would equate to yellow as it extends a previous strategy. [69] These 'Tables of Phases (one primary and one secondary) were then adapted to show progression through three main phases; early, middle and later. This enabled the research team to look for patterns across schools relating to the phases. At the same time we made another table showing solely the heads' priorities in each of the three phases to identify which strategies were implemented and when, and their relative importance.[70]

The sections of this chapter were constructed using cross-case data about which strategies were employed in each phase. Looking at the *priorities* within each phase provided an added dimension to the analysis of the different phases. It is interesting to note that no differences in choice or timings of strategies were found relating to heads' levels of experience or schools of different SES, and only minor differences between primary and secondary, which are noted throughout.

The chapter is organised into three parts. Firstly, we identify key cross-phase strategies i.e. those strategies within each of the eight major strategies identified in the previous chapter used consistently by all heads throughout their tenure, regardless of sector or socio-economic status.

These strategies were derived from the Table of Phases, by identifying those that all heads employed throughout, with no patterns regarding the phase in which these were prioritised. In the second and central part of this chapter we provide new knowledge about ways in which leaders in our case study schools combined and implemented strategies in different phases of the school's development in ways which were both appropriate and timely. This implies that some strategies necessarily followed other precursory strategies and that some strategies built on others in order to broaden and deepen their effects. This layered leadership illustrates empirically the qualities of diagnosis, differentiation, decision-making and practical wisdom which effective heads display through who they are and what they do. These phase-differentiated or layered leadership strategies are those which were prioritised in the early phase, middle phase or later phase. It is important to note that whilst particular strategies were prioritised by heads in particular phases, others were not excluded. Indeed, the evidence suggests that whilst some strategies were high on the heads' change agendas at certain times, others were being seeded. The final section considers the implications of these findings.

8.2   Cross-Phase Consistencies: Seven Strategies

All schools employed all of the key strategies identified in the previous chapter: defining the vision; improving conditions for teaching and learning; redesigning organisational roles and functions; enhancing teaching and learning; redesigning the curriculum; enhancing teacher quality; building relationship within the school community and establishing relationships outside the school community. However, not all sub categories within these were used by every case study school. For example, four of the seventeen schools analysed did not claim to be using collaborative action inquiry or research and development (three of these were primary schools).

Similarly, two of the eight primary, and two of the nine secondary schools did not claim to focus on the use of ICT as a pedagogical tool.[71] Within these eight key strategies, there were some core subcategories that were evidenced in each phase by all heads were:

i) Defining the vision; Creating establishing and communicating

ii) Improving conditions for teaching and learning: Developing high expectations;

iii) Redesigning organisational roles and functions: Pastoral care;

iv) Enhancing teaching and learning; Refining pedagogical approaches;

v) Enhancing teacher quality; Modelling, coaching and internal learning and development

vi) Building relationships within the school community;

vii) Establishing relationships outside the school community; linking with parents and other schools

8.2.1   Defining the vision: values and attributes

Certain strategies seemed to be used by heads consistently and they returned to these throughout their tenure. For instance, creating, sustaining and communicating a collective vision, which was articulated through structures and relationships that were consistent with this vision, were important strategies for all heads. While these were employed throughout, however, **there were some differences between primary and secondary schools in terms of priorities**. Primary school heads tended to focus on creating, establishing conditions and communicating the vision in the early and middle phases. Secondary school heads' lines of success on the other hand, showed that establishing appropriate structures and relationships which were consistent with a collective vision took longer and so were emphasised more in the middle and later phases. Their ongoing efforts to set, sustain, review and renew the culture of the school was a key element of their success and vital in every phase.

> *To build an ethos, as you know, in any institution you have to let staff know in simple language exactly what your vision is. I told them it was very simple, I want a happy school where the ethos is one that can best be defined as a relaxed yet disciplined ethos. (14HT-3)*

He has the vision. He had the vision when he came of what he wanted a learning environment to look like and what he wanted pupils to look like. I don't think really we had ever spent enough time looking at that sort of….what do we want to get to? And I think that was the big thing for him; he came with that vision, we shared bits of it, we developed further bits, and more and more we see where we're going and what we're doing. (11DHT1-3)

I think it is providing the vision to the school he is quite keen to push the school forward and I think he is keen to push everything along. And kind of keeping it asked as up-to-date as possible to keep us right at the front of new ideas. I think he is quite open to change. He's prepared to take a risk and to push the school forward. (15HOD4-3)

8.2.2   Improving conditions for teaching and learning: developing high expectations

The development and embedding of high expectations for behaviour, teaching, learning and achievement was an important feature in the work of all heads at the beginning of their headship and accompanied the creation and communication of the vision. Defining the vision was prioritised in the early phase for all the heads but one, although high expectations were reinforced throughout the three phases for fourteen of the seventeen schools analysed. In eight cases, their application in practice intensified over time as the school community began to understand more fully what was required.

I think he has raised their self-esteem and their expectations of themselves, hugely. (1DHT-R3)

High expectations are essential here and not allowing that to slip, and that belief that every child can achieve is really important in this context. And I think just being very organised and efficient and keeping on top of things, dealing with things very quickly so nothing gets out of hand. (7DHT-3)

I think it permeates through everything from classroom expectations and expectations of how the school expects people to behave, in terms of uniform being correctly worn, the way they behave in the classroom, expectations of behaviour, and also expectations of work because there are high expectations of students here, the school's very into target setting. (11HOD4-2)

8.2.3   Redesigning organisational roles and functions: pastoral care

Complementary systems of academic and pastoral care were a feature across all the schools and, although different schools implemented key strategies to develop these at different times, they were a feature of heads' strategies in each phase. One common feature for secondary schools was the introduction of vertical tutoring. This was discussed by the participants as an important way that pupils were given more peer support as well as more opportunity to talk to their tutor if they had problems.

The change from a horizontal structure to a vertical structure, based on the idea of community and with permanent pastoral posts rather than year heads, I think over time will have an immense impact. It's in its infancy at the moment. Two or three years down the line I think that people will see the groupings are really strong, and the relationships between the kids of different ages are really strong and I think it will have a very beneficial impact on the future of the school and what we're trying to do in terms of both the idea of community, the extended school and the personalised curriculum. I think it will be very positive. (17AsHT2-2)

We had a big push from the Head and down from the leadership group where we stopped having tutor time and we've gone to having advisory time where we've got a vertical structure to our pastoral system . (19HOD2-R1)

Another example is the introduction of non-teaching pastoral staff who could be available to deal with all emotional and behavioural issues, thus giving pupils more consistent support and care. These schools were taking this further than providing teaching assistants in classrooms. For primary schools it involved giving more responsibility to support staff including featuring a higher level teaching assistant on the SLT. For secondary schools the work went a step further, with non-teaching support staff at every level to deal with pastoral issues, including learning managers in a head of year position.

This freed up the teachers time to concentrate on academic issues and also provided more coherent and consistent support for children's social and emotional development. In the primary schools this would mean more teaching assistants and learning mentors, and in many cases a Children's Centre, nurture group or learning support unit where a member of support staff was constantly available for children's needs. Often, higher level teaching assistants would feature as members of the SLT.

So one of the biggest changes that has been implemented is putting a teaching assistant in every class... The teaching assistants are an absolutely crucial element in every classroom not only for raising standards but also for PHSE. I would say that emotional confrontation is an issue, not just in the school but on the estate. (3HT-R5)

In the case of the secondary schools career paths were created for support staff, resulting in membership on the SLT, with many new roles created for heads of year or pastoral support leaders. The titles for these staff varied across schools from learning mentors to learning managers or inclusion officers, but the principle was the same. Support staff had responsibility for looking after pupils needs, monitoring behaviour, attendance and home-school liaison. While some of these changes resulted from the government's workforce reform strategy, these schools tended to take this even further than was expected and found creative ways of extending the remit of their support staff.

We were mindful that learning mentors did not have a career structure, so now we have a career path. So you could come in as a teaching assistant, you could become a higher learning teaching assistant if you fancy that you could then become a learning mentor or an assistant learning manager, if you are good enough and highly skilled you could then become a learning manager and then a senior learning manager and then there is a place for support staff to actually come on the leadership team. (13DHT-1)

So we've moved from traditional heads of year to learning managers and a whole team of support in 3 years and working for the learning managers we now have 3 inclusion managers who are full-time non-teaching support staff and they will do many of the traditional head of year roles. They will do a lot of the behavioural management, a lot of walking the corridors, contacting parents. The advantage is that if something arises, they're not teaching so they can get there instantly, they can take statements, they can sort it out, contact parents, conduct interviews during the school day go and sit with pupils in classrooms. (18HT-4)

8.2.4 Enhancing teaching and learning: refining pedagogical approaches

Enhancing teaching and learning was a central strategy throughout each phase, though given special priority by different schools in different phases. **The key strategy was to create consistency of approaches to teaching and learning throughout the school**, in some cases this included working on introducing new initiatives throughout the school.

I understand it more now we have a standard lesson plan template, which as always worked using a three part lesson: a starter, a middle, plenary. So everybody follows that format. But what we are developing at the moment is that bit at the beginning and that middle bit. At the start of every lesson sharing that success criteria and every lesson given that opportunity to reflect on their work. (12T-R4)

We have a very clear policy on how lessons are delivered so we teach at key stage 3 with a starter, a main activity, a plenary and so there's constant reviewing lesson objectives. And the pupils are so familiar with that format that they now expect all lessons to be taught like that and have time to review. (19T-R2)

Everything that we have taken on with literacy has been exciting and we have just taken on the initiative by Roz Wilson, big in writing, we are taking that on throughout the school and that has been a big thing this year. (4T2-2)

All leaders wanted to provide consistency for pupils within school, but accepted that teachers were leaders within their own classrooms and encourages risk-taking and creativity with support, provided certain criteria were met.

He allows you to take risks he allows you the freedom to make mistakes and he backs you up if you need backing up. (15HOD5-R3)

With an influx of younger teachers who will take risks, for example one teacher has taken up an initiative called computer clubs for girls. And she has run with it and they have won an amazing award. And that was someone who has only been teaching for a year. And she felt powerful enough to do that. (13AHT-1)

I've let people run with things I have given people free range initiatives for as long as it's reasonable. I've encouraged people to take risks and I have worked at the kids, I have an open door policy. So if kids want to come and grass up the teachers I've encouraged that. (14HT-1)

8.2.5 Enhancing teacher quality

A focus on *'developing people'* through internal collaboration was a fifth key feature of all heads work throughout the success phases which they identified. The same was true for **modelling and coaching of staff and succession planning** (see, also, Chapter 6).

He very much develops people, he does see the potential in people and bosses them on to the next step. 'Here's this leading from the middle course and you may want to do this course'. In a sort of quiet but encouraging way. I mentioned that I wanted to do a course which prepared you to be a deputy head and it was like 'right that starts in November so we'll sign you up for that'. And then he started putting things about NPQH in my pigeonhole which I staunchly ignored. He definitely brings on individuals. If someone comes on as a dinner lady, he's encouraging them to become a teaching assistant. Especially if he sees potential. (5DHT-R2)

The provision of a range professional learning and development opportunities was common to heads' work in all phases.

Professional learning and development was not limited to teachers; all case study schools highlighted the importance of training for support staff;

All of these schools prioritised the learning development of all staff. While all but two (secondary) schools provided a broad range of external training available to staff, all emphasised the relative importance of internally led training and development; and

The learning and development focused upon meeting the organisation and individual identified needs and priorities. A range of opportunities was available to all staff, often on a weekly basis, and, in the case of training schools, opportunities to have trainee teachers in their classrooms were made available to all. There was a commonly expressed view, particularly among heads in secondary schools, that this both provided an efficient means of training all staff, and helped to strengthen whole school policies and initiatives.

The major contributor to the school's success is through INSET. And INSET is such in this school … there is a philosophy that you do not need to go anywhere else to be trained - we get a lot of rubbish from outside. The idea is that everything you need to know we can teach you here, there is someone here that can show you how to do it. So, I guess that there is a certain level of expertise that has been fostered, nurtured, identified and developed and obviously that has filtered its way down. (12HOD-R2)

Some people still go out on courses, but these courses tend to be rather expensive, both in terms of the cost and in terms of going out of the classroom too. So we are trying to do more and more in-house CPD, so we have quite an extensive programme. This is done after school, not the best time to do it because people have had a full day of teaching and are tired, but nonetheless we still think that it is effective. (16HT-1)

8.2.6   Establishing relationships within the school community

All heads worked on building relationships in all three phases, with both staff and pupils. Such relationship building was recognised by all heads to be fundamental to the success of their schools, **particularly as a means of developing trust** which they regarded as essential for building the school as a learning community which could be both self managing, responsive to change and resilient in the face of unanticipated challenges.

We've always had good relationships but I think that relationship develops over time and it's not something that's going to happen over night because there's got to be trust on both sides. They've got to trust me and I've got to trust them but it is something you can foster, it's dependent on time, commitment, a degree of frankness and openness, but also a sense of being prepared to be challenged and that's not always easy especially if you're feeling a bit tentative or vulnerable. (3HT-R5)

This was a priority in the early phase if the head inherited a stressed or distrustful staff whose morale was low.

I think the key thing for pupil learning is also you start with the teacher and the head teacher came the teachers we're stressed enormously. And the head said my first thing will be to de-stress the teachers and if they are de-stressed: if they are smiling and they walk into a class with a smile that also has a knock on effect. So you are creating the atmosphere for learning. (14AHT-3)

8.2.7   Building relationships outside the school community

Establishing relationships outside the school community was an important element of work for all heads. Secondary schools in particular gave this greater attention in the middle and later phases. While they worked on strategies to improve relations from the beginning, these tended to deepen over time, when they were able to improve the level of engagement by employing home school-liaison personnel, offer adult education classes, or develop

stronger links with other schools, often through the special schools trust or with local feeder schools.

We did a lot of work with building up with parents. We access to money and got a home school liaison person who did a lot of work with parents. (10HT-R1)

We get on well because we are an early adopter extended school, so we do... It's not an easy community to link with, because we are in a deprivation factor 9 or whatever it is, but we do have strong links, it's just that I suppose really that the community involve... This school's not really in a middle-class area where, you know, there's a mega involvement by parents in school life, as there are in some areas. … That's one of our school development priorities, you know, engaging with the community. (17HOD4-1)
'[I] liaise with our family of primary schools as part of our technology specialism and if you like this is doing projects and different initiatives with the primary schools around science, maths, DT, and ICT because they're our specialisms within our special college status, working with the primary schools to raise attainment in those subjects at key stage 2 so when the students come to our school hopefully that progress can continue onto key stage 3 and 4. So I would liaise with the primary school and they would use some of our staffing expertise and where possible we would have things going on in this school so it's a double edged sword because the more children who experience our school, come into our school, it helps transition etc, etc.' (15BA-R4)

What we did in the old days of teachers used to reach for the cane, but now we reach for the parents you know as soon as there is a problem. Or if a kid has done something we reach for the parents and let them know. (14HT-1)

It may be said, then, that the above strategies together formed ongoing priorities regardless of success phase, school context or sector and external measures of success. Moreover, all relate directly to developing, broadening and deepening cultures of trust. The kind of culture which develops in a school, then, may be said to be an outcome of the application of these strategies.

8.3   The Contextualisation of Success: Layering Leadership Strategies

Whilst seven strategies were common to the improvement agendas of each head in each success phase, others were present in all phases but emphasised more in some than in others.

8.3.1   Early phase focus

The key strategies which were prioritised in this phase were often related to improving the conditions for teaching and learning. The first year was used to ensure all the basics were in place and the head tended to be highly visible around the school at this time. There were two phase specific strategies that stood out as prioritises in the early phase. These were i) improving the physical environment of the school, creating a positive learning environment for staff and pupils; and ii) setting standards for pupil behaviour. These strategies were also returned to throughout the tenure, but they were, in general, given greater early attention before prioritising other strategies, in order to set the conditions for teaching and learning to progress.

8.3.1.1 Improving conditions for teaching and learning: the physical environment

Heads recognised the importance of creating a learning environment where people felt inspired to work and learn. Changes to the school building varied in scope, from increasing visual displays to create positive internal and external images of school, to an entire new build. The former was a key strategy in the early phase for all but five of the schools. The challenges that heads faced in this area of their work varied considerably, but most found that small improvements made a big difference.

> *When [the head] first came here the biggest impact that she made her number 1 priority was the environment. And everything went into the environment. That was the focus, nothing else, which I think is great because if you try to do too many things too soon I don't think we'd have got where we are today. So that was the big one thing. (7KS2C-1)*

> *When he first took over everything was magnolia, magnolia and brown, it wasn't the bright and stimulating environment which it is now. (2DHT-3)*

More substantial changes, such as new buildings or facilities tended to come in the middle or later phases. In the case of secondary schools these changes were often achieved through applying for funding from the specialist schools trust. This took time since it depended upon initial internal capacity building.

> *The technology College status, most definitely. The funding in the school has made a massive difference, really supporting the independent learning like buying a lot of laptops. We all have interactive whiteboard is, that has had a massive impact on behaviour. (15HOD2-1)*

> *We got lots of new sports facilities; the Astro-turf pitch, the sports hall, two dance studios, new changing rooms and lots of new gym equipment and machines. So that's been a massive improvement. (18AH-5)*

8.3.1.2 Improving conditions for teaching and learning: pupil behaviour

Strategies regarding whole school pupil behaviour policies and practices were initiated by all but two heads in the early phase. Early strategies often included changes to uniform and attitudes to attendance.

> *I think something that has helped us a lot is that we have gone from having a sweatshirt as a school uniform, to a school uniform that is a shirt and tie and a blazer. And I think that gives children a different attitude. And gives the public a different attitude to us as well. You see children coming to school smart and it makes a lot of difference. They used to come in and a sweatshirt that was very poor quality, it was all washed out and I think that gave them a different attitude. (13SG-1)*

Although this strategy was prioritised by some heads in each phase, it tended to be a top priority for primary schools in the early phase, and for secondary schools in the middle phase. This usually involved building on early phase strategies but consolidating and extending these. Later phases focused on ethos strategies such as behaviour for learning, and encouraging pupil voice or leadership; giving pupils responsibility to improve behaviour at playtime for example.

I think more so since behaviour for learning came in. It's very positive here, there is a lot of support for students. If there are problems, then we will look at things to help that student. The success, the students are told how they are doing, we have assessment for learning. Behaviour for learning has made a difference because they can see from the praise points. They know what the boundaries are, they know what they can get away with what they can't. If they get the balance right, you can see that children are achieving all. If they don't know where the boundaries are, that's when you have complications. (16LM-1)

[Pupils taking a leadership role in the playground] has an impact on things like bullying … it is also when there are new children in school they go and support those children, you know, there is help in that way. And the behaviour is better because they get children involved in games. (7HT-6)

8.3.1.3 Redesigning organisational roles and functions: restructuring the SLT

In general, there were relatively few noticeable differences between primary and secondary schools in terms of phases. Strategies differed in style and content, but the areas addressed at different phases show broad similarity between sectors. The area where there were significantly different trends for primary and secondary schools was in the restructuring of leadership roles and responsibilities.

Primary Schools

For the primary schools there were no obvious patterns to define how or when heads tended to restructure the SLT. All showed evidence of restructuring the SLT, and further 'distribution of leadership', especially in the middle or later phases, with only two schools prioritising this in the early phase. For primary schools, changes of this kind were often dependent on changes within the school or external circumstances.

I have been here for five years, and as of this week I have been made temporary assistant head due to changes within the School. The deputy head leaving. So that's quite a big change, and I have been the key stage two coordinator for the last few years and I also run the school council. And I'm also heading up SEAL. So there are lots of changes. (9KS2-R2)

I knew I wanted [the current deputy head] as deputy head as soon as I came here but she had other priorities at the time and when the post of deputy came up she had a young family and was not able to do it and that was why I did not appoint a deputy but made two assistant heads. (5HT-R4)

Another significant change in the SLT membership in primary schools was the introduction of support staff. Again this happened in different phases and new primary heads did not consistently focus on restructuring in the early phase.

Also on the SLT we have got an HLTA, and so she represents the teaching assistants. That's really good because she had such brilliant ideas and can see things from a very different perspective. (9KS2-R2)

Secondary Schools

For secondary schools, on the other hand, restructuring tended to occur in the early phase, with eight out of the nine schools restructuring the SLT in the early phase and another five rethinking other management structures in addition. The work on creating a cohesive senior leadership team tended to continue through to the middle phase for all schools, and later

phases for five of the schools. Secondary heads saw creating a team around them that complemented their vision for the school as essential and needing to be carried out early in order to begin working on other strategies. Most heads found that by stating their vision and expectations clearly, many senior staff who were not on board would leave, giving the head an opportunity to create the team he or she wanted.

In the first year new SLT structure, that was partly good luck because the existing senior deputy left and that gave me chance to restructure. (16HT-5)

The current head came to the school after an Ofsted inspection which the school did badly in. He completely revamped the leadership team. As a result, many staff left the school. He implemented a flat structure of leadership, no deputy heads, but nominated assistant heads. (18AH-1)

We got rid of the senior leadership team … The body language round the table was quite something to see. Unfortunately during those very early days head teachers' appraisals were done by other head teachers. … I had another head teacher come in to do my appraisal and I was doing his so we did it for each other and he came into a leadership team meeting and we went away afterwards and talked about it and he had done it almost like a lesson. It was like a class of naughty children. There were the ones who were lolling back on their chairs totally disengaged. The body language was incredible. It just wasn't a team. It was a group of individuals who met. (19HT-R5)

Generally, secondary heads aimed to make the leadership team larger and flatter, ensuring that people's jobs suited their skills and that all members shared the vision for the school. Where this did not result in people leaving the school, the heads focused on training the SLT and getting them to work together as a team.

I've increased the size of the Senior Management Team by one or 2, and I've gone from 2 to 3 Deputies. What I'm most proud of is half my Senior Management Team were responsible for the debacle when the school failed Ofsted in 1999 because they were crap at their jobs. Now they're not and that's what I'm most proud of, and the guy who did the last Ofsted report put that it's the same Senior Management Team who've more or less improved and turned the school round to get an outstanding. They've gone from crap to outstanding in 7 years. (12HT-R2).

So there was the reshaping of the senior management team and we started to look at accountabilities a lot more, 5 job descriptions. The job descriptions were revised to reflect the national standards far more closely … The first thing is that the senior management team was extended to incorporate all the core subjects. Prior to that it was extended by having a guest member of middle leadership on there so we had an AST for 2 years to drive assessment for learning. (17DHT-5)

Introducing matrix management structures[72] was also important with many assistant heads on the SLT they able to line manage vertical teams.

So we've reduced on the assistant heads, but making sure we've got a matrix management structure so they're part of a horizontal team but they also lead vertical teams. The leadership groups a horizontal team so that we operate as a team and then they've got lime management responsibilities for people below them. (15HT-R5)

Differences between primary and secondary heads were even more apparent in terms of priorities for action. Looking at the head top priorities we see in Figure 8-1 that this was consistently a priority to some primary schools in each phase, with all focusing on this at some time, but with no clear differentiation between phases. Slightly more primary schools

prioritised this in the later phase than the early phase. It is a very different story for the secondary schools, the majority of which (eight out of the nine schools) identified restructuring the SLT as a key priority in the early phase of leadership. New secondary heads needed to create their own team around them. For some this continued to be a priority in later phases, but the emphasis on prioritising this is in the early phase. This is demonstrated in table below.

Figure 8-1 Restructuring the SLT - priority strategy

Restructuring the SLT - Priority Strategy
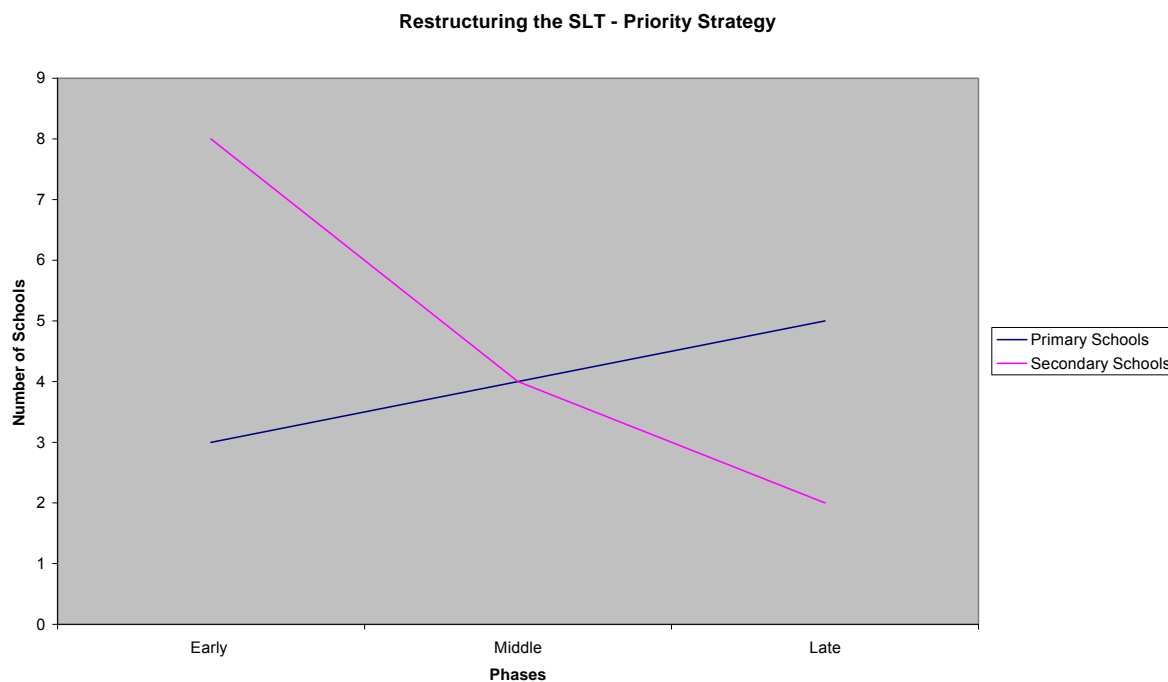
8.3.2   Middle phase focus

There were two key strategies which tended to be prioritised in this phase. The first was the wider 'distribution of leadership'. For most schools this would start with distribution to the SLT in the middle phase, widening then to middle leaders and finally other staff, usually in the later phase. The second was the *'use of data'*, the secondary schools in particular prioritised this during the middle phase, although they would then continue to employ this strategy throughout the later phase once systems were in place.

8.3.2.1 Redesigning organisational roles and functions: increasing participation by distributing leadership

Whilst, as we have shown, this occurred across all phases, there was also a clear pattern of differentiation between phases. **Over half of the heads commented that they had adopted a more autocratic style of leadership in the early stages of headship**, and that this had progressed in the middle and later phases into increased participation in decision making through forms of distributed leadership as trust and confidence between them and their staff had been built. Showing an understanding of what is right for the school at different times and different phases. They claimed that they were more autocratic in the early phase, as they worked to build up trust and confidence between themselves and their staff, then they gradually moved towards more distributed leadership in the middle and later phases.

When I think back to the first year and there wasn't this dispersal leadership, the impact was still great, so I suppose if you get your leadership style right for the stage and development of the school. (7HT-2)

So I've learnt that here about distributive leadership but I don't think [the head] would have done that in the early days, and if I was a new Head in a school I wouldn't do it straight away. I would want to know everything that was going on and I think it might be a phase of your leadership when distributive leadership comes in. As a new Head you don't know how good your Deputy or the senior leaders are, you'd want to be more involved initially until you felt you could let the reins go. (7DHT-3)

For the first 5 years of headship here I was more autocratic because I needed things to be done. I kept people in the loop but didn't involve colleagues. The next 5 years, I started to delegate leadership across SLT and middle managers. I'm the king pin - I have high expectations of myself and of others. Devolving sometimes means you get high standards back, but I have to watch people make mistakes - people have to try new things. (18HT-1)

Distributing leadership to the SLT

Increased participation in leadership processes and decision-making was the provenance of a smaller group of staff who made up the Senior Leadership Team (SLT) in the Early phase. Although this did not always happen immediately, by the middle phase all but two (secondary) heads were distributing significant decision-making to the leadership team. This is demonstrated in Tables 1 and 2 below.

In the early days it was very much in our hands because there wasn't anybody else. Since then, the team of assistant heads has grown. They are developing in capability and confidence. They remain a mixed ability team, but they have come on hugely. They are taking on more responsibility and more is being left in their hands. … We have got some very good practitioners in the leadership team. (13HT-1)

Distributing leadership to middle leaders and other staff

Further distribution occurred to middle leaders and other staff in the middle and later phases. Although six heads began to distribute leadership to middle leaders in the early phase, for the majority this tended to happen in the middle phase, and lagged slightly behind the distribution to the SLT.

I suppose in the early stages when you have got a very young staff who are quite inexperienced you take far more of a direct leadership role. As the staff becomes more experienced, you are able to default a lot of stuff to them, things for them to take control of and to work with. So there are phases depending upon the staff. (9HT-R3)

In the beginning there was a lot of telling. It was not democratic. I was doing most of the decisions making and fairly quickly when the SLT was ready they supported me. Also, I was doing a lot of the lesson observations and then alongside me the SLT. Now things have changed. Middle leaders in the second phase and now teachers and pupils participate in the decision making and responsibilities are distributed across the school. (12HT-R4)

Progressive leadership distribution

There was a progressive distribution of leadership through the phases, and by the later phase all the heads in these schools were distributing leadership throughout the school.

> *I suppose the other big aspect is that leadership was once mainly the Head Teacher then the deputy got involved to a certain extent and that model has now totally gone out the window, a sort of more collegiate approach. We have a senior management team, we have departmental meetings, we have working parties, we have sort of mentoring. We also have the new resource and all that that involves so really, from the earliest days, what used to be called a school plan was mainly the Head's work, sort of run past the deputy. Now, of course, all staff have an input into most aspects of school management and of course with that we've had to look at our whole curriculum and plan it so that staff have got release time. (8DHT-R2)*

This is clearly demonstrated in Table 8-1 and Table 8-2 below. The schools are represented by the columns and the school number is shown across the top of the table. The second row shows the length of the headship in years, and **there are no obvious patterns to suggest that the length of headship affects the timing or extent of distributed leadership. Rather, this was determined by context specific factors.** The phases are mark E, M and L for early, middle and later phases. The colours signify when distributed leadership strategies were employed, in the upper row to the SLT, and in the lower row to middle leaders and other staff. The darker colours represent more intense strategies, or more instances of distributed leadership than the lighter colours.

Table 8-1 Distribution of leadership across phases - Primary Schools

School	2			3			4			5			6			7			8			10		
Length of headship	11 years			11 years			17 years			12 years			24 years			9 years			19 years			7 years		
Phase	E	M	L	E	M	L	E	M	L	E	M	L	E	M	L	E	M	L	E	M	L	E	M	L
DL - SLT																								
DL - Others																								

Table 8-2 Distribution of leadership across phases - Secondary Schools

School	11			12			13			14			15			16			17			18			19		
Length of headship	6 years			9 years			8 years			12 years			18 years			15 years			7 years			12 years			9 years		
Phase	E	M	L	E	M	L	E	M	L	E	M	L	E	M	L	E	M	L	E	M	L	E	M	L	E	M	L
DL – SLT																											
DL – Others																											

The tables show that four of the primary schools, (schools 4, 6, 7 and 10) and four of the secondary schools (schools 15, 17, 18, and 19) were not distributing any leadership in the early phase. Schools 12 and 13 were not distributing further than the SLT. While many of the other schools were distributing leadership the lightest shade shows that this was not associated with increased levels of decision making. Most of the schools show more distribution to the SLT than to other staff, as one would expect, and all show an increase in intensity through the phases. This corresponds to the quantitative findings, that there is a need to develop people before leadership can be effectively distributed.

School 13 is an illustration of increasing 'distribution of leadership' to a broader range of colleagues, although the level of distribution to the other staff lags slightly behind that of leadership responsibilities to the SLT. Whilst some schools implemented strategies for distributing leadership beyond the SLT faster than others, this was dependent on many other factors within the school. This head's comment illustrates the direction in which all were moving.

> *One of the governors said to me when I got the job that my job was, in 5 years, to make myself redundant. Your job is to empower everybody in the school to do your job. I think he's right. Any head who's doing this job today and trying balance everything, can't do it. You've got to give it out, but do it in a way that you stand by them and take the flack. (2HT-1)*

8.3.2.2 Enhancing teaching and learning: use of data

All the schools used data as an important part of informing present and future practice. Eleven of the schools showed clear progression to more sophisticated use of data in the later phases. Using learning objectives and children's progress and targets was an important part of practice in all these schools. Data were used to identify those that needed extra support, facilitating personalised learning. Some secondary schools used sophisticated traffic light systems to target pupils who were working close to test and examination grade boundaries.

Table 8-3 below shows how important the *'use of data'* was to the secondary schools in particular. This intensified in the middle or later phases, with only school 11 employing intensive data strategies in the early phase.

Table 8.3 Using Data - Secondary Schools

School	11			12			13			14			15			16			17			18			19		
Length of headship	6 years			9 years			8 years			12 years			18 years			15 years			7 years			12 years			9 years		
Phase	E	M	L	E	M	L	E	M	L	E	M	L	E	M	L	E	M	L	E	M	L	E	M	L	E	M	L
Using Data																											

Once schools began to use data as part of their practice, systems became embedded and thus continued. However, when we examine the key priorities of the head within each phase, we see that the impetus to use data effectively comes very much in the middle phase, perhaps because it contributes towards other strategies that rely on data, which become more prevalent in the later phase, such as personalisation of the curriculum. For primary schools, the *'use of data'* was not cited as a top priority by many schools, but was a constant through the three phases. For secondary schools on the other hand, although the *'use of data'* was prioritised by heads in each phase, it was given high priority by most in the middle phase of their headship. This can be seen in Figure 8.2 below.

Figure 8.2 Using data - priority strategy

Using Data - Priority Strategy

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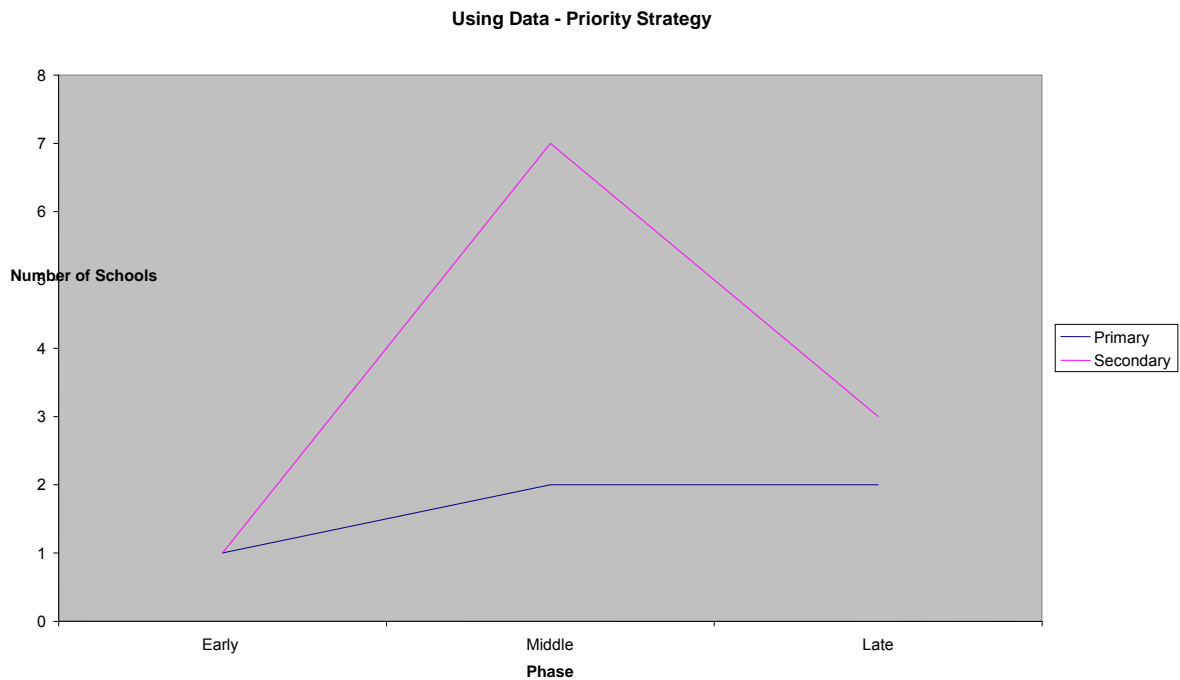
8.3.3   Later (deepening) phase

The key strategies which were prioritised in this phase related to the curriculum. Personalising and enriching the curriculum were generally prioritised in the deepening phase. Once other conditions were in place, leaders were able to make the curriculum more creative and enjoyable for staff and pupils.

8.3.3.1 Redesigning the curriculum

An important success strategy over time was the redesign of the curriculum. This was usually addressed from the outset in terms of, for example, focusing on key skills or adopting Government literacy initiatives. Focus on personalising the curriculum and curriculum enrichment tended to come later. The importance of these strategies was discussed in the previous chapter. Here we examine their development over time and consider when they became priorities for leaders. Interest and focus on the curriculum had gained momentum and these schools were all giving this careful attention, particularly in the mid-later phases.

The growth in the importance of curriculum issues is illustrated in Table 8-4 and 8-5 below which show there was more emphasis on curriculum redesign in the later phases, particularly when there were other, more urgent, matters to address in the early phases of leadership. E.g. schools in special measures first addressed the quality of the teaching before moving into making the curriculum more creative.

Table 8-4 Curriculum personalisation and enrichment across phases - Primary Schools

School	2			3			4			5			6			7			8			10		
Length of headship	11 years			11 years			17 years			12 years			24 years			9 years			19 years			7 years		
Phase	E	M	L	E	M	L	E	M	L	E	M	L	E	M	L	E	M	L	E	M	L	E	M	L
Curriculum personalisation																								
Curriculum enrichment																								

Table 8-5 Curriculum personalisation and enrichment across phases - Secondary schools

School	11			12			13			14			15			16			17			18			19		
Length of headship	6 years			9 years			8 years			12 years			18 years			15 years			7 years			12 years			9 years		
Phase	E	M	L	E	M	L	E	M	L	E	M	L	E	M	L	E	M	L	E	M	L	E	M	L	E	M	L
Curriculum personalisation																											
Curriculum enrichment																											

Heads of schools which had no urgent standards issues to resolve (School 11 and 14 in Table 5) were able, it seemed, to enrich the curriculum earlier than others. **For schools in special measures when the headship began (School 3, 7 and 10 in Table 3), however, enrichment had to wait until the middle phase to begin**, when more urgent quality issues had been addressed.

> *There were still children within the school that had not had a proper curriculum because when the school was put in special measures the teaching was completely unsatisfactory and so was the learning. So we were kind of looking at enriching the curriculum then, but it was really that the teaching had to be right. The children had to be seen to be learning and making progress. So here [in the later phase], we decided to enrich that even more, it had to more of a creative curriculum. So it was not just maths systems and English systems. It had to be more creative. (7HT-6)*

> *We've done a lot of in the past two or three years, it's what's broadly called enrichment, but what I would call pupil personal development. We had to focus very strongly on the academic, to start with, and now we're confident that we're maintaining improving that. We've put in a lot of effort and the actual quality of the pupil experience in school is much richer now than it was three or four years ago, so I hope it's a better school now to come to. It's more enjoyable. (18HT-2)*

No school employed personalisation strategies without first prioritising learning how to collect and use data. School 13 is a very clear example of this: Capacity to use data grew and developed throughout the phases, although the head began to focus on this in the early phase. Once this became embedded in the school, the middle and later phases show rapid development of personalisation strategies.

Slightly more secondary school heads tended to prioritise personalisation over enrichment initially, but in the later phase enrichment was a top priority for as many schools. The primary schools showed a more steady progression and tended to prioritise enrichment over personalisation in the later phase, although both received equal attention in the middle phase. This can be clearly seen in Figure 8-3.

Figure 8-3 Curriculum personalisation and enrichment - priority strategy

Curriculum Personalisation and Enrichment - Priority Strategy
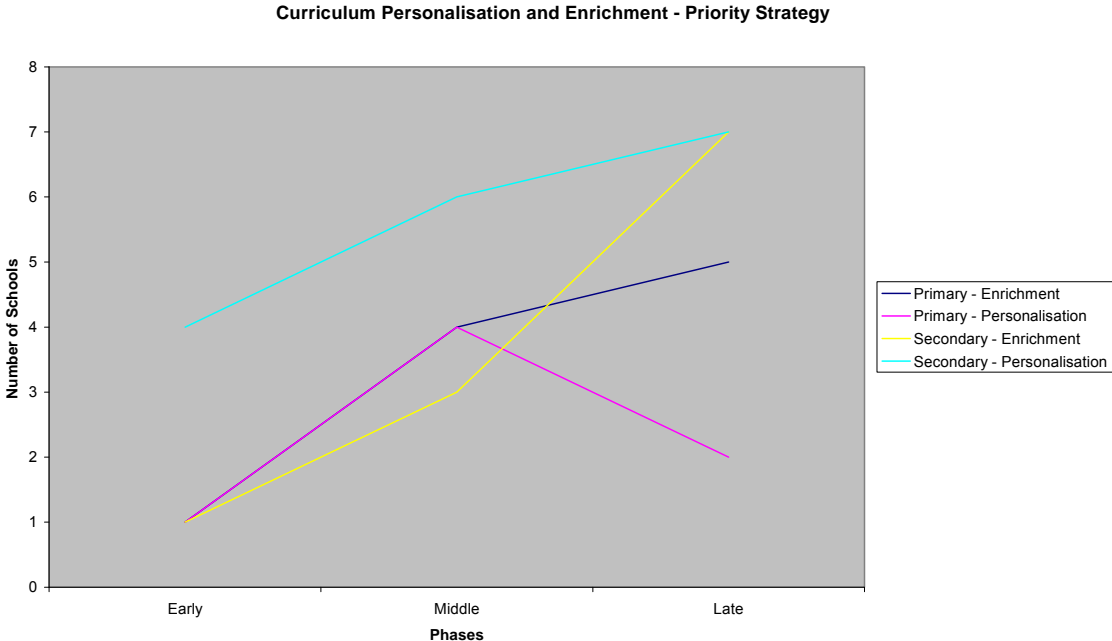
8.3.3.2 Personalisation

Personalisation of the curriculum refers to independent and flexible learning, targeted at a range of learning styles, and in the case of the secondary schools it included availability of different options, particularly vocational options or pathways for the pupils. **Schools tended to ensure that everything else was in order during the early phase and move on to personalisation needs in the middle or later phases.**

The next difference that I made, alongside this I feel, was to do with the curriculum. When we first started, when I arrived, the curriculum was very simple, in that it was mainly a GCSE programme for Key stage 4. Key stage 3 is much more governed and driven by the DfES sort of requirements, but with Key stage 4 we began to be very creative with it, purely because we recognised the needs of the students. (17HT-1)

The relationship between using data and personalising the curriculum was identified by most of the heads, and this was also highlighted by staff as a key strategy that impacted on pupil outcomes:

It would be the assessment and tracking systems. I think that has got to be, it has taken a long time to get there and I think at some stage that people thought that Mr T. was just filling in more forms for us but I think that now people have realised that there is benefit, that from the systems we can narrow it down to individual pupils who might need differentiated approaches, personalised learning. It is not just one size fits all. The government is now saying that as well. But I agree totally, you want to make sure that every child is getting what they need. So I think the assessment and tracking systems. (8DHT-R3)

Primary school heads' personalisation of the curriculum focused on assessment and targets, although perhaps slightly less than the secondary schools. Primary teachers tended to talk more about a wider curriculum and planning for different learning styles as key ingredients to a personalised curriculum.

As far as personalising the learning I think we've done a lot in terms of teaching styles. The teachers know which styles that the children are more au fait with. All the kinaesthetic and all of that. So in terms of that we've got quite a lot of knowledge to do with that. So I think we're quite well on the journey to personalising. Homework's personalised quite a lot in school with parents. That's over and above the special needs children. (7DHT-1)

For all secondary heads, the focus on providing appropriate options was the key to personalisation. Again, this often came in the middle and later phases once data collection and analysis capacities had been developed. A broad curriculum and *'use of data'* to help target pupils needs were also identified as key strategies by the secondary teachers. These schools tended to have a range of vocational options available and different pathways for pupils to follow based on their skills. This tended to be a higher priority for schools in areas of higher socio-economic disadvantage. However, all of the schools were either broadening or deepening their work in this area in the later phase.

Our work related curriculum began in this third phase … It isn't now just for the disaffected, it's for any pupil who would be better suited to learning in a college, one branch is for those are not academic full stop ... and the other group of students are those who want to follow a vocational route from early on, … it's very strong , we get very able students going on this alternative provision depending on the courses they want to study… they're on a very flexible timetable. (18LST-5)

Each student is doing a personal curriculum something that we have tailored for them to help them get the best out of the school while they are pursuing their various curriculum options. (13HOD3-1)

Many participants commented on the positive impact this work had had on pupil outcomes, and made a direct link between personalising the curriculum and higher academic results.

So 2 years later when the school moved from 26% to 42% that major curriculum innovation was shown to have quite a phenomenal impact and that exceeded the target that was set for the school so that was very good … Phase 2 was really the implementation of the vision of the new head and that was based very much on personalising learning and I suppose the key strands of that were curriculum reform, a broadening of the curriculum quite considerably taking a wider range of qualifications. (17DHT-5)

There have been a lot of things that I think together have moved. A more tailored curriculum, we have been moving towards a more personalised curriculum as well. Whole school efforts getting coursework finished various things like that. (13HOD3-1) I think [the improved results] reflects on the great choice that children have especially GNVQs that they have been doing which offer a better GSCE if you like 2 for the price of one or something. It's one of things going I have applied to do five at history because eventually we have heard that the model will have different awards. When it started it was a lot of the less able kids but now the kids are seeing the possibilities of it and the fact that you move onto the A level with this and a lot of the brighter ones chose it now. (14HOD4-1)

8.3.3.3 Enrichment

Curriculum enrichment refers to broad pupil outcomes and development of the whole child; it focuses on social and emotional learning and provision of creative, cross-curricula or skills based learning, such as off timetable focus days on learning to learn, thinking skills or topic based learning. The pattern was similar for the introduction of enriching extra-curricula activities.

I think there are other areas, and other aspects of schooling beyond mere exam results, and I'd like to think I work in an education system where you look at the person that leaves the school, rather than just the certificate that leaves the school, and how you've moulded them socially, or emotionally, or whatever, or you've given them opportunities that they might not have otherwise had, if they'd not come here. (16HOD2-2)

It is about the whole of the person, and we work fundamentally with students on their social skills, emotional literacy, their ability to relate to other people, other adults, other students, to work in groups, to be able to express their feelings, their ideas and so on in the right way and to have aspirations of where they want to go, to be aware of themselves as people. (17AHT-3)

For primary schools the emphasis tended to be on making the curriculum more creative, flexible, and enjoyable for the pupils aiming to inspire and interest them, with the aim of producing a more rounded individual.

Now, it's more of a focus on the creative and the enjoyment of speaking and listening, we've got a school teacher that comes in, we've got drama and just linking the creative partnerships to get them involved in school. We've still got the focus of impacting it on writing, a very clear focus, but it's how can we inspire children. I feel that's the phase the school's at at the moment. (7DHT-1).

It is also giving them a wider curriculum than just what is normally there. We try to get them out and about around the area and we try to get people in and we try to widen out what they experience. So we have realised that targets are important but they are not the be all and end all of education of children at school. We are looking for more of a rounded child rather than the concept of education today which has targets. (4AHT-3)

For secondary schools, flexibility and enjoyment were also central. This would often involve whole days off timetable working on cross curricula projects or skills based learning. Specialist school status often helped to focus these days and use the specialism as a guide, e.g. science fun days or adding extra dimensions to sports days.

[The focus days are] looking very much at skills-based learning, so making the connections across subject areas is still…..I know it's been going on since the national strategy started in cross-curricula approaches. It's quite a hard nut to crack in secondary and I think we are starting to get there and our focus days help us with that, but it's still about making it clear to the students, the connections they can make across the curriculum and also staff to see how they can enhance their own classroom by having that enhanced in other areas as well. (11DHT-3)

We've used our sport college status more since 2006, and as well as incorporating the outward bound activities and the activity weeks, we've also done things like, for example, as head of English I've got some boys doing dance and learning some of the poems through dance and I send some of my gifted and talented pupils out to interview pupils on sports day and we're doing a newspaper magazine so trying to incorporate sport into and across the curriculum has helped I think, especially with boys underachievement and we tries to use that more as we've become more secure in our sports college status. (18FLE-5)

8.4   Findings

It is clear that certain key strategies discussed in Chapter 7 are prioritised within and across the phases of leadership, while others are given particular emphasis in particular phases.

- Consistency of teaching practices and performance management of teachers tended to be a feature of the early phase, curriculum enrichment was rarely evident until the later phases, when standards issues had been resolved.

- Some strategies clearly built on others. For instance, schools learnt to use and analyse data effectively to inform teaching decisions before they introduced a personalised curriculum.

Key issues underlying all leadership phases are the ways in which heads progress the development of individual relational and organisational trust and their trust is a fundamental element that is present in each school. The development of a culture of trust is a consequence of the qualities and values of the head, and are demonstrated through strategies and actions. These may include: building relationships based on respect, a feeling of being part of a team, a caring, supportive environment with low stress, and at the same time an environment of high expectations based on competence and professionalism starting from the leadership. The evidence in these case studies show that trust is a value and disposition of the head, and that it is developed over time. Trust is associated with the levels of leadership distribution.

Chapter 9

9 Two Case Studies: The Layering of Success

9.1 Introduction

This chapter provides detailed accounts of two of the 20 case study schools, one primary and one secondary. These schools were selected as they provide useful illustrations of many of the general features discussed in Chapter 8, and are both quite typical of the successful schools we studied. It explores and illustrates how these heads layered their leadership strategies over time to build capacity within the school and enable change to be implemented. As with all the heads, both heads in this chapter demonstrate a strong sense of moral purpose and their actions and relationships are based upon a clear understanding of the school's history, current context and development stage. Each account begins with a brief exploration of the school context and head's values, before moving to a more detailed examination of phases of leadership success and the relationship between those and improved pupil academic outcomes over time.

9.2 Greenpark Primary School

The first leadership line of success on page 5 (Fig. 9-1) is an example from one of the primary heads, selected because it illustrates a number of the features discussed in sections 2 and 3 of Chapter 8. Defining the vision is an important priority in the early phase, along with the high expectations, which are often a feature of creating the vision. The focus on '*teaching and learning*' is evident throughout, as is the focus on '*pupil behaviour*'. This head identified five phases of her leadership success during the 16 years of headship of the school. These were: '*setting expectations*', '*developing teaching and learning*', '*continued focus on teaching*', '*restructuring roles and functions*', and '*positive behaviour and enriched curriculum*'.

9.2.1 Context

The school is of average size with an average proportion of children entitled to school meals and below average proportion of children with learning difficulties. It has a FSM level of 3.

> *About 10% of pupils are from minority ethnic groups. Very few have English as an additional language. The proportion entitled to free school meals is average. The proportion of pupils with learning difficulties and/or disabilities is below average overall but in some year groups is above average. There is significant movement of pupils entering or leaving the school part way through their education. The school has been designated as a Children's Centre 'hub' site and the Centre is due to open shortly in new accommodation being built at the school. The school has achieved the National Advanced Healthy Schools Status and Stephen Lawrence Award Level 3. (Ofsted 2007)*

There is significant turnover of pupils and this has an impact on the school. A dip in results in 2003 put Greenpark in the Low Start Group for this project, which measured improvement between 2003 and 2005.

> *In our current year six class, in a class of 28 to 30 only 16 of them have been with us since Nursery. So that is a significant turnover. (4DHT-2)*

There are families in the catchment area that require extra support and the school endeavours to provide this.

Their skills on entry to the Nursery are generally well below those expected for their age, particularly in personal, social and emotional development and in communication, language and literacy skills. The excellent progress they make means that by the end of Reception over half achieve the skills expected for their age. (Ofsted 2007)

There's always the families that need the extra support but it's knowing how to give them that extra support. (4DHT2-5)

The school was reorganised in 1991 and the primary school now occupies a building that was formerly a Middle school. The current head took over at this time.

There was reorganisation from 1991. I was appointed in 1991 as head designate of a new primary school which opened on September 1st 1992. Prior to that this building was occupied by a middle school. So it was an entirely brand new school with entirely brand new staff. None of the existing middle school staff remained here, they had a choice to choose primary or to choose secondary and whatever choices they made they went so when I came here it was a completely empty building. (4HT-5)

When the head took over the new primary, all the staff were also new to the school and they were able to make a fresh start together, although this presented its own challenges.

So at this stage in 1992 with having a brand new set of staff, 9 teachers or 8 teachers I forget and one support staff, very different in those days that's all there were, all coming from different backgrounds, different schools, at least 5 schools. So there was no shared philosophy, no shared understanding of the quality of teaching. So I spent 2 years doing that, setting out a vision, an understanding of the quality of teaching and learning. In the first 2 terms really it was a team building exercise. (4HT-5)

9.2.2 Head's values

The head (Joan) grew up in an area of economic disadvantage and this helped form her belief in equal opportunities. She is highly motivated, determined and driven towards this aim.

I was born and raised in an area in [a Northern city] which is not a very good area in terms of economic achievement, and in terms of people who go on to higher education. I was one of the very few who did go off to higher education and I was the first in my family. That formed my belief in ensuring that children, all children are given equal opportunities to achieve. (4HT-1)

After training to be a teacher she quickly moved into advisory work and worked her way to headship.

I then moved into advisory very quickly… this is all part of my firm belief that if we can address children's needs in the very early stages of development, then their success chances are greatly improved. So my strength is in the early years. I worked in the early years advisory division for several years as an advisory teacher. I was then seconded for a year as the race equality adviser, and that supports my personal belief of equality for all. My own personal experience of life and my family's, with regard to racist abuse, verbal and physical, supported by my own belief of ensuring that children don't suffer that way. (4HT-1)

Staff acknowledge Joan's strong clear vision. She is assertive and drives the school forward with strong values and a clear vision.

She leads the school forward. She can deal with people who come in who want to see the success of the school, she can show them the success. (4AHT-3)
I think she has a very strong vision of exactly how she wants things to be. She will have an idea and she will be very driven and enthusiastic about a change. So she is very positive and encouraging like that. (4T2-2)

Her values have been a constant, and although she has seen many changes in the environment in which she works, her aspirations of getting the best possible opportunities for every child are unWavering.

I think my aspiration is to give every child the best opportunities possible and that has not changed. What has changed is because of a lot of factors, increased resourcing and funding, CPD, and we have more opportunities to do that now, when I started off as a head teacher I had only one additional adult but now I have more support staff and teachers and because of that you are better able to fulfil that aspiration. So that is the difference, it has not changed my core value that has remained constant. (4HT-2)

Joan has a consultative approach and increasingly relies on the SMT for information. She is open to ideas and suggestions and is seen as approachable by the staff.

She's very personable, very easy to have a chat just come and knock on the door. She's always wandering around the schools seeing what you are doing and she is always very supportive. (4T3-3)

She is supportive and gives the staff confidence, she is described as kind and caring and a good role model. She is good at *'developing people'*s skills and recognising their strengths, enabling them to play on these strengths.

Very supportive … She is very good at supporting and making you feel confident… she is very approachable, she doesn't make you feel that if you go and ask, it's because you can't do it. You are going to ask because you need support. (4FSM-1)

Fantastic, a good role model. Very accommodating, and willing to embrace the ideas that anybody has, and will actively support, if possible, and finances allow, she is quite willing to have a go at something. (4LM-1)

Joan has a very detailed understanding of pupils' families and community and how the school needs to develop around these. She is good at looking carefully at the development needs of staff and those of children, so that both are met.

It is about my belief in them and valuing the pupils' lives and home backgrounds. I know there are other institutions that don't bring in the child's homelife into the school and it doesn't make for the best success because I know some colleagues will say that whatever happens there, happens there, when you come here it's separate, and I don't believe in that. So I think having a belief in them as individuals and valuing whatever it is their background is, … I'm consistently fair to staff and children, the children know then and I respect them. (4HT-4)

Figure 9-1 Head line of success - Greenpark Primary School

The line represents the HT's view of their leadership success in terms its of effect upon a broad range of pupil outcomes during their tenure as head

1. Setting expectation (1992-1994)
- First two terms = 'setting out the stall' - Defining the vision
  - Observing carefully to work out staff strengths and weaknesses
  - Team-building
- Focus on high expectations and standards
  - HT and DHT develop base-line achievement for every year group to guide teachers
  - HT and DHT model lessons
  - Set-up whole-school behaviour plan
  - HT more assertive and less flexible
  - HT and DHT set up teaching structure for all teacher to follow.

2. Developing teaching and learning (1995-1996)
- HT and DH monitoring standardised aspects of classroom teaching by visiting classrooms
- Discussion with staff about standards across the school
- INSET to help staff develop knowledge of children's basic needs
- Focus on internal CPD so that could meet needs of whole school and those of individual teachers: 'attacking things on all fronts'
- Working with lunchtime supervisors
- Brought in a psychologist to observe situation for 6 weeks and give feedback to each supervisor feedback.
- SMT out on lunchtime duty to improve student behaviour
- Using local advisors for INSET

3. Continued focus on teaching (1997-2000)
- Continue to focus on develop teaching and learning approaches in similar ways set out in previous transition, so that staff are teaching in a way that matches the needs of pupils.

4. Restructuring roles and functions (2001-2006)
- Increased staffing within the school, especially in learning support
- Increased size of SMT
- Taking a much bigger role within the community
  - 2002: Established a family support worker
  - Increased parental class opportunities
- Whole-staff conversations in which staff share ideas about quality in teaching and learning
- Developing a much closer network with others schools (last 4-5 years, a very close relationship with schools that previous deputies now head)
- Network brings in national speakers to run shared INSET
- 2000: establish a student council

5. Positive behaviour and enriched curriculum (2007-2008)
- Establishment of children's centre (due to open early 2008) to continue community outreach
- Establish a behaviour unit in the children's centre
- Change to the lunchtime structure: extensive use of positive behaviour systems, and giving children more responsibility and leadership opportunities
- Enriched and personalised curriculum

| 1992 | | | | | 1997 | | | | | | | | 2002 | | | | | | 2007 | 2008 |

Ofsted: Excellent

Ofsted: Outstanding

9.2.3   Academic Outcomes

Over the past seven years, pupil achievement in terms of the academic results was raised, as well as an improved overall Ofsted grade. The improvement in terms of higher academic outcomes was accompanied by a development of broader pupil outcomes. Indeed, when asked what had had the greatest impact on pupil outcomes all staff commented on the improved pastoral care or the enrichment of the curriculum, both key strategies of leadership success in this school. Table 9-1 below shoes the percentage of pupils achieving level 4 or above at Key Stage 2 from 2001 to 2007. This shows a general upward trend, although with some variation accounted for by the differences between cohorts in a small school.

Table 9-1 National Examination Results: Percentage of pupils attaining level 4 or above in Key Stage 2

School 4	2001	2002	2003	2004	2005	2006	2007
English %	76	60	71	70	83	76	81
Maths %	72	68	52	63	89	80	77
Science %	79	76	77	73	94	80	92
Ofsted Inspection			Excellent				Outstanding

9.2.4   Phases Of Leadership Success

Figure 9.2-1 shows that the focus on teaching and learning and pedagogical approaches was more apparent in the early phase of headship, although it also featured in the middle phase. '*Enhancing teacher and teaching quality'* also featured in both the early, middle and later phases through observations and discussions with staff. This illustrates a difference in approach between the early and later phase, in that the later phase demonstrated a higher level of trust and consultation with staff, implying a higher level of leadership distribution. Leadership was not distributed to the pupils until the late phase when *'pupil voice'* was given a higher priority. The use of internal professional learning and development and INSET were cited as being important, though typically external courses were not given the same priority. It was clear that this internal training included support staff, with particular attention being given to the lunchtime staff. It was not until the late phase that there was a focus on broad based systems of pastoral care with the introduction of the new Children's Centre. This also provided an opportunity to '*engage with the community and parents'*, which was also prioritised in the later development phase in this school. Similarly, '*networking and linking with other schools'* were prioritised in this later phase. Finally, the restructuring of the SLT came in the later phase. This was a common feature in all the case study primary schools.

9.2.4.1   Phase 1:   Setting expectations (1992-1994)

This first phase was described by the head as 'setting out the stall'. It was a period of diagnosis and reflection, with carefully analysis of what needed to be prioritised whilst at the same time making her expectations clear to all. The focus was on defining the vision and setting high standards and expectations for all. Joan identified five key strategies which were employed during this initial phase. The first of these, ongoing throughout, was relationship and team building. Staff were encouraged to work together and her own relationship with staff was developed. Expectations were set with regard to behaviour, with a whole school behaviour policy established. The final three strategies focused on teaching and learning: first the head

observed all staff teaching to evaluate strengths and weaknesses, then she laid out a clear and consistent teaching structure for all teachers to follow and this was modelled by her and the deputy head. She then developed a base line achievement for every year group to guide teachers and make expectations clear. In this school, then, the head may be said to have had a direct effect on teaching and learning in the classrooms.

1)   *Relationship and team building*

In setting out the vision in this early phase, Joan identified the whole-school and team approach as elements. She worked to set this vision clearly in the mission talk at the beginning of each year. In building effective relationships Joan always ensured that she shared her vision with the SMT and the staff. She had a strong vision but was always supportive of ideas from her team.

> *The head shares things with me, so I feel valued and on board, and that my opinion is worth something, and it is not just me and the people are invited into that conversation so how I support her is actually supporting her developing it continually. That is the key key point, continually developing this vision and striving. (4DHT-1)*

> *The head has a vision I can remember when she first started she had a five-year plan. And that was quite successful … I cannot think of very much that if I wanted to introduce that she would not back me up, if it is worthwhile. (4AHT-3)*

All staff are included in activities and events in school and everyone has the opportunity to contribute as much as they wish and are given training to ensure they can do this well. This adds to the feeling of teamwork within the school.

> *And if we go out for a meal every single person is invited, kitchen staff and everyone. When we went out last week there was representation from teaching, cleaning, the kitchens, everyone. We are a team, we are not in little pockets. (4T1-2)*

> *Teamwork is very strong throughout the school now. (4DHT2-5)*

The strong team relations were also recognised by Ofsted, showing that this initial impetus has been continually built on.

> *Excellent relationships exist between everyone in the school. Pupils have a very positive attitude towards their learning and their behaviour is excellent. They clearly love coming to school. A strength is the way in which pupils' efforts and achievements are recognised. (Ofsted 2007)*

2)   *Pupil behaviour policy*

One of the first key strategies implemented in the early phase was the formation of a cohesive, whole school behaviour plan which worked alongside a strong pastoral care system and a focus on having a calm atmosphere.

> *Behaviour, establishing a calm atmosphere around school and focusing on the ethos, really beginning to pull together with the whole school ethos, it was really beginning to embed itself in that time. (4DHT2-5)*

This behaviour policy was implemented alongside a strong PHSE programme and an emphasis on emotional well-being. The Healthy School Award also impacted on behaviour.

I think behaviour management is one of the things. At one time there was quite a lot of poor behaviour and that has improved through positive thinking and speaking to the children rather than being negative with them. That has improved. Healthy eating is another project that we have taken on and the children understand that now, I think they are eating better. At break time rather than crisps, they have tended not to have chocolate biscuits now like they used to do and they bring healthy options. I think that helps to improve the children's behaviour and attitude. (4Admin-1)

3) Observations of all staff

As part of the diagnostic procedure Joan systematically and carefully observed all the staff to evaluate each individual's strengths and weaknesses. This allowed her to gauge what was needed in terms of professional development and identify potential for succession planning.

We then would monitor that by regular visits to each other's classrooms with this in our hands, what does a quality classroom look like? So I began then to make sure that there was continuity of progression of provision for children. (4HT-5)

Through these regular observations Joan came to know each member of staff and pupil well and was able to respond to their needs.

It is a whole school approach to everything. Also because I believe, my approach is hands-on. I know what is going on in my school from when they come in when they are three years old to when they leave. I know about each teacher's strengths, I know about their development needs, and through that I then, along with my colleagues, choose appropriate inset to make sure that their needs are met. (4HT-1)

4) Consistent teaching structure and modelling

A consistent teaching structure was set up by the head with a clear lesson structure for all teachers to follow. This was modelled by Joan and her deputy to help teachers to develop and embrace the teaching approaches.

When I came here as head I made it very clear to staff at that time that we need to know how children learn so that we can provide an appropriate curriculum. In that early period, in the first five years, my deputy at that time shared exactly the same philosophy as me. We were able, between us, to role model teaching, we introduced consistency of practice, consistency of classroom management, consistency of classroom layout. (4HT-2)

5) Base-line of achievement

Finally, in this early phase setting standards and expectations was a key priority. Joan set up base-line achievements for each year group and worked hard to ensure staff understood each individual child's needs, always pushing for higher achievements.

We wrote, because this is pre-national curriculum, baseline achievements for every year group. We modelled lessons, we set up a teaching structure that all staff had to follow and we introduced this in key stage 2. (4HT-5)

Within the first 2 years it was a steep learning curve for everyone myself included for the reason people didn't have the basic knowledge and understanding of children's emotional wellbeing. So within 2 years it was vastly important to me to make staff understand that children had individual needs. (4HT-5)

9.2.4.2   Phase 2:   Developing teaching and learning (1995-1996)

The second phase saw a focus on high expectations with implications for the professional learning and development of staff, aiming to keep standards rising. This was accompanied by a continued focus on standards of pupil behaviour.

1)   High expectations in teaching and learning

Joan developed effective monitoring procedures to ensure high standards of teaching. These included an excellent CPD programme, walkabouts, work scrutiny and formal and informal lesson observations. She had many ways to determine that her high standards were being met.

> *We do try to ensure that we have high expectations and we make sure the children to do their best, it is one of the principles of our school is that every child will do their best, that we want them to do their best. (4HT-1)*

> *I talked to the children regularly, I go into classrooms, I am a very walkabouts person. I do have formal lesson observations on occasion but by and large for most of my staff it is when I go on walkabout. And I pick up most of it through that. You can see when a lesson is going well, you can see where the child was engaged and enjoying it. So that is a walkabouts strategy and I have always done that. I do work scrutiny, I regularly do that and we do that as a whole school. Over the time I have trained staff and staff have trained each other in work scrutiny and staff will do it all the time they will go next door and I will say have a look at this and tell me what you think about it. (4HT-3)*

2)   Professional learning and development

With new changes and initiatives being introduced to raise achievement, the professional learning and development of staff was paramount.

> *I think we keep on top of all the training and everything. Any new courses, any new initiatives we look into that and all different staff have training. It is an ongoing thing, so we are up-to-date with everything. It is a good staff team, I think we all pull together and I think that helps our students. (4Admin-1)*

Joan introduced a thorough INSET programme which catered for all staff including the support staff. She also used local advisors as well as national speakers to ensure excellent INSET provision.

> *We are all involved in different things in different training. Everybody comes into contact with the children so we are all, any INSET that we do in the school, everyone is invited and the majority of them do. (4Admin-1)*

> *I know the support staff and they know them well we will together make a plan and an appropriate training programme for every member of staff so the school improvement targets, and they know where their own targets fit in with that. In a nutshell, we all know each other and we know our strengths and we know where we need support. (4HT-1)*

She recognised the need for internal opportunities for professional learning and development at a time when there were few opportunities to attend external courses. This led her to develop a programme internally that was linked to the school's priorities and generally focused on helping staff develop further knowledge of children's basic needs. For Joan, though, this focus on internal CPD meant meeting the needs of whole school and those of individual teachers.

In those days CPD was not valued very much and not many staff got to go on these courses, so having our own internal planned inset matched to the teachers' needs and the school's priorities meant that we were attacking on all fronts. (4HT-5)

It's constantly moving and the CPD is personal to what's going to work for you … [also] at the forefront [are] the school's needs. School's changed enormously in the time I've been here. It's been developing but changing constantly and it's all around not just that these children are coming in to learn but these children are coming in with specific needs and how are we going to meet these needs before they are going to learn, it's very much personalised now and that has become stronger over time. (4DHT2-5)

3)   Improving pupil behaviour

In the second phase there was a continued focus on pupil behaviour. Lunchtime was identified as a problem in this area, with the supervisors unable to control the children during their break, and this led to further disruption in the afternoon. Having inherited the lunchtime staff from the middle school, they were initially unaware of the positive behaviour policy which Joan had put in place. Joan took a number of steps to improve this, including bringing in a psychologist to work with the lunch time supervisors and provide training for them, getting them more involved in school life. This was complemented by having members of the SMT on duty at lunch times.

I inherited the old middle school lunch time staff and they were awful. They were nice people but the way they spoke to my children was awful. I can remember thinking oh my God what have I got here? And so I then engaged the help of a psychologist in order to observe their behaviours with their help. They readily agreed that it would be helpful if the behaviour got better to have someone outside so we wrote a behaviour policy just for lunchtime staff and the psychologist came for 6 weeks, observed them, met with them and gave them tips. … My senior staff then joined in at dinner times. We came to the conclusion that the children will do as a teacher says not necessarily lunchtime staff and therefore if we had more staff on duty that would reduce the number of incidences that then spilled over into the afternoon and spoiled the afternoon session. And really from that point in terms of behaviour things got better and better. (4HT-5)

9.2.4.3   Phase 3:   Continued focus on teaching (1997-2000)

The third phase was essentially a broadening and deepening of the strategies already in place, with careful reflection on how these were developing. The main areas for further attention were teaching and learning approaches and relationship building.

1)   Broadening teaching and learning approaches

Approaches to teaching and learning were constantly being developed and improved. This meant introducing new initiatives and accessing courses to facilitate this. Quality was also monitored throughout and this began to develop into shared understanding.

We utilised any courses that were available to us which were led by the authority. So over time as each member of staff was more skilled we then had a common theme about how we would monitor and look at the quality. As time moved on we then began to share an understanding of what quality in terms of learning and teaching and again along this path was introduced the appraisal system. It was round about this period I think that the appraisal system came into place so we then improved our understanding of the quality of teaching. (4HT-5)

2)   Communication and participation

Communication and relationships were also a constant feature of leadership focus. Joan worked hard to ensure that staff felt included in decision-making, while still pursuing her vision for the school.

When it is necessary there are some things that are she will have to bring into school, or want to happen in school, where as the head she makes it clear what is going to happen, but when she delivers it, she does not deliver it as a fait accompli, she presents it as this has got to happen, now let's take a step back and look at why. I want this to happen, this is why, this is what I think the impact will be, and equally, let's run with people. Let's see how it goes, if it works well let's come back and review it. If not we'll come back and review it and we won't do it again. So people know most of the time that if we are having a drive of something, there is a secure reason behind it. It is part of the vision, and we keep coming back to that all the time. (4DHT-1)

Staff relationships and teamwork were also further encouraged through regular staff meetings and opportunities for collaboration.

Generally either at lunchtime, or playtimes they meet in the staffroom. But there are meetings every week through the different key stages that they can discuss what they are doing. Usually once or twice a year we have an informal meeting with the Governor's, the governing body come in. They come in and have a chat really. Get-together, because sometimes the governors come to governors meetings and don't see the school. Although some of the governors are assigned to a class, so they will come in and see that class. Every term the class will get together a booklet of what they have been doing so that the Governor is up to date with what is happening in the school. (4Admin-1)

Staff-pupil relationships began to strengthen in this phase as well as staff relationships. There was a strong culture of praise in the school. This constant focus on positive relationships was returned to as a priority throughout. Pupils were given lots of praise, and achievement was rewarded.

My great belief is that children should also be aware, not only of their successes but also of their teachers' successes. And in the school it is a praise based ethos. Success is through praise not by fear and negativity. (4HT-1)

9.2.4.4   Phase 4:   Redesigning roles and functions (2001-2006)

In phase four, Joan deepened existing strategies and also extended her focus to other areas. Firstly, professional development was given further consideration. In addition to a full INSET programme, staff were given opportunities to attend external courses and support staff were able to attain new qualifications. Within school, staff were given a variety of different experiences to aid their development and promotion potential. With a competent staff now on board, teachers were able to learn from each other and given mentoring opportunities. This phase also saw some redesigning of the staff roles and restructuring of leadership teams. As noted in Chapter 8 this commonly happened in the later phases in primary schools. Here the leadership team was expanded and new roles were created. This restructuring went hand in hand with a wider distribution of leadership. Typically, this was limited in the earlier phases and was given greater attention in the deepening phase. Similarly, the enrichment of the curriculum received more attention in this phase offering more variety, creativity and the ability to cater to different learning styles. This was accompanied by a greater *'use of data'* and target setting. Finally, it was in this phase that Joan began to apply more strategies to establish relationships outside the school, both with the local community and with other schools.

1) *Deeper professional development strategies*

While CPD that was specific to the school was still very important, Joan also ensured that staff were able to take advantage of courses offered by the local authority.

> *We utilised any courses that were available to us which were led by the authority. So over time as each member of staff was more skilled. (4HT-5)*

Funding was provided for external training where this was required. A number of people commented on the excellent opportunities provided for support staff to attend courses and gain qualifications to help them in their work.

> *I have had support in attending the night school classes they have been funded through school, even though I offer to pay for them the head has set up funding for them. Always ongoing training here … Massive amounts of support. (4LM-1)*

> *We've had one of our support staff trained to run the nurture room which is being developed in the school as well so there's a lot getting up and running. (4DHT2-5)*

Ensuring a variety of teaching experience for staff in school was key to their development in this phase, for example, teaching a range of year groups.

> *Your best teachers are those that have experience in many year groups and different phases and that have taken on different responsibilities, as opposed to staying in the same year group. I am working in a school where the same teacher has worked in the year group for 10 years and surely that is not inspiring for that teacher. In order to keep teachers engaged and inspirational, variety is the spice of life I believe. (4HT-2)*

A strong culture of learning from each other developed in these later phases. Staff with special skills, such as ICT, could be approached by other staff who needed support in that area. There were also mentors for all staff and opportunities to observe model lessons and be observed themselves, both by the leadership and by their peers.

> *We go on courses but there is always somebody who knows something that you don't know. I used to be terrible at ICT but then we got someone in who was very good and he happened to be in the next class to me I helped to introduce him to the school routine and he was with helpful to me in terms of ICT. Because I have not been brought up with ICT that is something that I really needed to take on board. … A lot of it is sharing and learning from one another as well as the formal ways. People make time for one another and that is one of the strengths of the school really. All of these things students see and they have got access to the same help. (4T1-2)*

> *So each new member of staff now has a mentor and is given opportunities within school to see good practice, to observe model lessons, to observe practice in other classrooms, and then they're observed themselves in turn and targets are set for them to improve. (4HT-4)*

2)   Restructuring

The staff team grew considerably over the years and the team spirit grew stronger. A number of new roles were also created, for example there was an ICT lead practitioner seconded to the school who is helping develop the school's ICT capacities.

> *The staff within the school, now we're much more a big team. It was always a very nice team but you were very much in charge of your own class and you would get on with it but we've opened that up a lot more over the last few years and now we do work and support each other far more. (4DHT-4)*

> *Well Paul's joined us this year, seconded to me from a local school. He wants to be deputy head and in terms of his leadership role, we have asked him to take on key aspects with regard to the ICT. The impact for standards, because he is a lead practitioner, he's demonstrated lessons, he's begun to show staff different programmes that they can use to support their teaching and their lesson planning. (4HT-4)*

Joan made many successful appointments and was careful to appoint people who shared her vision for the school. This improved the quality of the teaching team.

> *One of the key things is that I have made successful appointments. Standards will only improve with good teachers and I've had opportunities to make those appointments. (4HT-4)*

3)   Distributing leadership

In this phase, Joan began to distribute leadership further, firstly to the SMT and then to all staff. She created a 'flat' management structure which encouraged staff to make decisions and by this phase she saw leadership as something to which all staff should contribute, not just the SMT.

> *I have a flat management approach if you like. As head sometimes I have to make decisions but I believe firmly in staff members recognizing the need for them to make decisions. Developing their individual management styles. So that I don't need to be there all the time. (4HT-1)*

> *We've always been involved in leading but I think it is distributed more between the whole staff now rather than just the senior leadership. (4DHT2-5)*

Staff were fully supported in developing their leadership skills. Joan, together with the SMT supported staff in developing confidence.

> *One of the key things is that it is okay to distribute it but you must make sure it is working. So that is an element, I make sure it is working, by regularly meeting with the staff. (4HT-1)*

Leadership was now distributed and everyone worked as a team, with all roles equally valued.

> *We all have limitations, and I think as I said to you a minute ago, in terms of being able to enable others and have distributed leadership if you can build a team around you that is secure and you are all singing from the same hymn sheet, that enables you as a head to, distributed leadership is not you passing the buck its building a team of people so that what ever your areas of responsibility, when you put it all together you have got this cohesive cover of the leadership in the school. (4DHT-2)*

Mostly, mostly it is through consultation. That consultation can be whole school or in the form of groups where it is probably an issue that is more pertinent to an area in the school. So it might be a key stage it might be developed along those lines. (4DHT-1)

4)   Enriching the curriculum

An important feature of this fourth phase was the further development and enrichment of the curriculum. This involved more creativity and variety in lessons, which could be encouraged now that standards and teaching quality had been assured. It also meant catering to different learning styles, cross curricula work and training for staff to enable them to meet these challenges.

We try to take account of all the different learning styles and try and use a variety in every lesson, try to include all the children. We use learning teams a lot. Especially for the non-core subjects, to encourage mixed ability and to encourage different skills as well. (4T2-2) It is also giving them a wider curriculum than just what is normally there. We try to get them out and about around the area and we try to get people in and we try to widen out what they experience … We are looking for more of a rounded child rather than the concept of education today which has targets. (4AHT-3)

We began to make the curriculum tailored more to our children's needs within here as well and we began to combine the history, geography, RE, and PSHE curriculum so the leaders of those subjects worked together to develop a curriculum that linked them and was giving the children a broader more balanced knowledge. (4DHT2-5)

5)   Using data

Also in this later phase there was an increased *'use of data'* and higher priority on target setting and tracking. Rigorous data analysis was undertaken and used to set specific targets. There was an increasing responsibility placed upon teachers working together to collect data, moderate work and set targets. This, along with close tracking and monitoring of pupils, allowed the school to better address any issues arising.

Well we are very much data led, we do rigorous data analysis year on year, tracking through the year particularly in a year with a baseline for the children is very low. (4DHT-2) We're going to look at the planning and the targets and we will identify the next steps for those children. We have already this term looked at a piece of writing from every child and we have again looked at the targets and whether or not we are meeting differentiated ability levels. (4HT-2)

6)   Establishing relationships outside the school community

Finally, it was in this phase that Joan began to prioritise extending relations with the community, particularly parents, and also build stronger relationships with other schools. A newsletter was established and sent out to parents and they were invited in to assemblies once a term. There was an open door policy for parents and they were encouraged to come in on an informal basis to help out.

They can do that, we have specific open afternoons on a relaxed basis. So parents can come in and see what is happening in their child's class and have a look at their child's books and have a play or a work with their children … Often we have parents who come in and help us and I think just letting the parents know that the school has an open door policy, that they can come in and meet with any of the teachers. They don't have to wait for a parents evening, we often see parents after school, about specific issues we also encourage parents to come in and do things with us, school trips. (4T2-2)

It is the strength of the school without a doubt, we do the normal things like newsletters and we invite parents and at every possible opportunity … We had a talent show we had loads of parents coming in to watch their children doing their acts. There are all sorts of things going on that parents come into. All the staff meet the parents with the kids every morning. (4AHT-3)

Involving the parents in their child's work and helping them to understand the expectations and targets was also given a higher priority in this phase. Parents were included in setting expectations so that they knew what their role was in helping the pupils to meet these expectations.

The parents are involved we send copies out to them. We post them in the lunchtime hall, every classroom has copies of what the school expects from the pupils and the staff. (4LM-1)

Relationship with the wider community, were also given a greater emphasis in this phase, although Greenpark had been an 'extended' school since the head arrived. There were many activities including parents classes, day-care and breakfast and after school clubs. The school opened to the community at the weekends and ran activities during the summer holidays. There was a 'mums and tots' group. All these initiatives aimed to involve the community in using the school and the young children to feel comfortable there. There was also a community charity group called 'Wildfire' that worked within the school. Lots of parents were involved and the group organised a range of events throughout the school year.

We have got a community charity group wildfire that works within the school and that is a very big thing because they are a round school quite a lot so all of the children know who they are and a lot of the parents who are involved in, they do computer clubs and things like that. Wildfire also organise things for the whole school like Christmas discos and that will involve the whole community. (4T2-2)

Relationships with other schools, were also given greater emphasis in this later phase and the school benefited from opportunities to learn from the good practice of these.

It also helps because when you go into other schools there's something else to learn isn't there? So I share with other head colleagues and then they share with me. (4HT-1)
I have been able to go out to other schools and visit their foundation stage to take our work and practice over there. (4FSM-1)

Joan was instrumental in leading setting the foundation of a strategic network in order to develop expertise across six schools. This provided development opportunities for staff and mutual support from the leadership teams.

I set up and organised a primary strategy's network and that was in order to develop expertise across six schools and through the primary strategy leader work we have had other contact and that has enabled my staff to develop their professional skills, because they have been supporting. (4HT-1)

9.2.4.5 Phase 5: Positive behaviour and enriched curriculum (2007-2008)

In this final phase Joan worked on embedding and developing the strategies that went before and deepening the work in key areas. The main foci were further development of the curriculum, including both more enrichment and the development of a more personalised curriculum, and embracing new initiatives, particularly in ICT and literacy. Alongside this, there was a renewed focus on pupil behaviour and this was largely through the opening of a new Children's Centre in this phase.

1)   Developing the curriculum

The school undertook a number of changes in teaching strategies which Joan believed had a large impact on the school's success. These included new approaches in ICT and initiatives such as 'boxing clever' and Roz Wilson's 'big writing'[73]. The curriculum was more finely tailored to meet the pupils' needs; looking at barriers that impede student learning and employing more curriculum integration. There was also development in the transition process between KS1 and KS2.

> *Everything that we have taken on with literacy has been exciting and we have just taken on the initiative by Roz Wilson, big in writing, we are taking that on throughout the school and that has been a big thing this year. (4T2-2)*

There was an ever wider range of extra curricula provision at the school including summer camps, breakfast clubs, lunch time games and a range of after school activities relating to the school's aim of promoting social and emotional well-being. There remained a strong focus on PHSE and on the 'Excellence and Enjoyment' agenda.[74] There was a strong focus on a play-based curriculum at the Foundation stage and also at KS1. Independent and personalised learning were important features of the head's vision and cross-curricula work was constantly being developed.

> *This is what a good classroom looks like it has library it has a role play it has independent learning activities and that was all the way through. In the early days I was very strict and now similarly we have a display policy which is, it has been the same for ever in that the children's work has to be the thing that stands out so that we use only plan backing. (4HT-2)*

> *So we introduced what we call Reading Trail and that is the opportunity for a child to choose any book they want about anything they want so we have brought the most wonderful books that we can, boy books, gamebooks, joke books, cookery books, you name it. Away from the boring reading scheme books. So it is there and the children do enjoy that. (4HT-2)*

> *We did a science week a few weeks ago. And the whole school comes together and when you are walking around school it is a really nice atmosphere. (4T2-2)*

2)   Continued focus on pupil behaviour

With the recent opening of the Children's Centre the school was now able to offer even better provision for teaching and learning for both pupils and their parents. Behaviour strategies were enhanced by the opening of the behaviour unit within the children's centre.

Another key feature of the deepening of the behaviour strategies was the development of pupil voice and distribution of leadership to pupils. Pupil park helpers, lunchtime supervisors and planners for sports tournaments after the national tests were introduced. Pupil voice was heard and listened to in the school through an active student council.

> *We also have zone Park helpers, we have a rota system for the helpers and it is particularly older children. As role models and they are encouraged to look after the equipment, and to collect it back in at the end of the sessions. We have a uniform that they wear, we try and encourage the children to get involved at lunchtime, to get them involved as well …So it is very much building the self-esteem for the kids, being part of what is going rather than an adult always saying we will do this. (4LM-1)*

We have introduced this term a different approach towards lunchtime behaviour, not that it's bad but we wanted to make it even happier. So in consultation with the pupils we've got all sorts of things going and at the same time making it fun, not just boring old dinners. So discos at dinnertime, seating arrangements, rewards, a cup for the best class, extensive, positive behaviour systems in order to make a difference between being in class and out again, that's your social time. And we give children more responsibility now than we did in those days. (4HT-5)
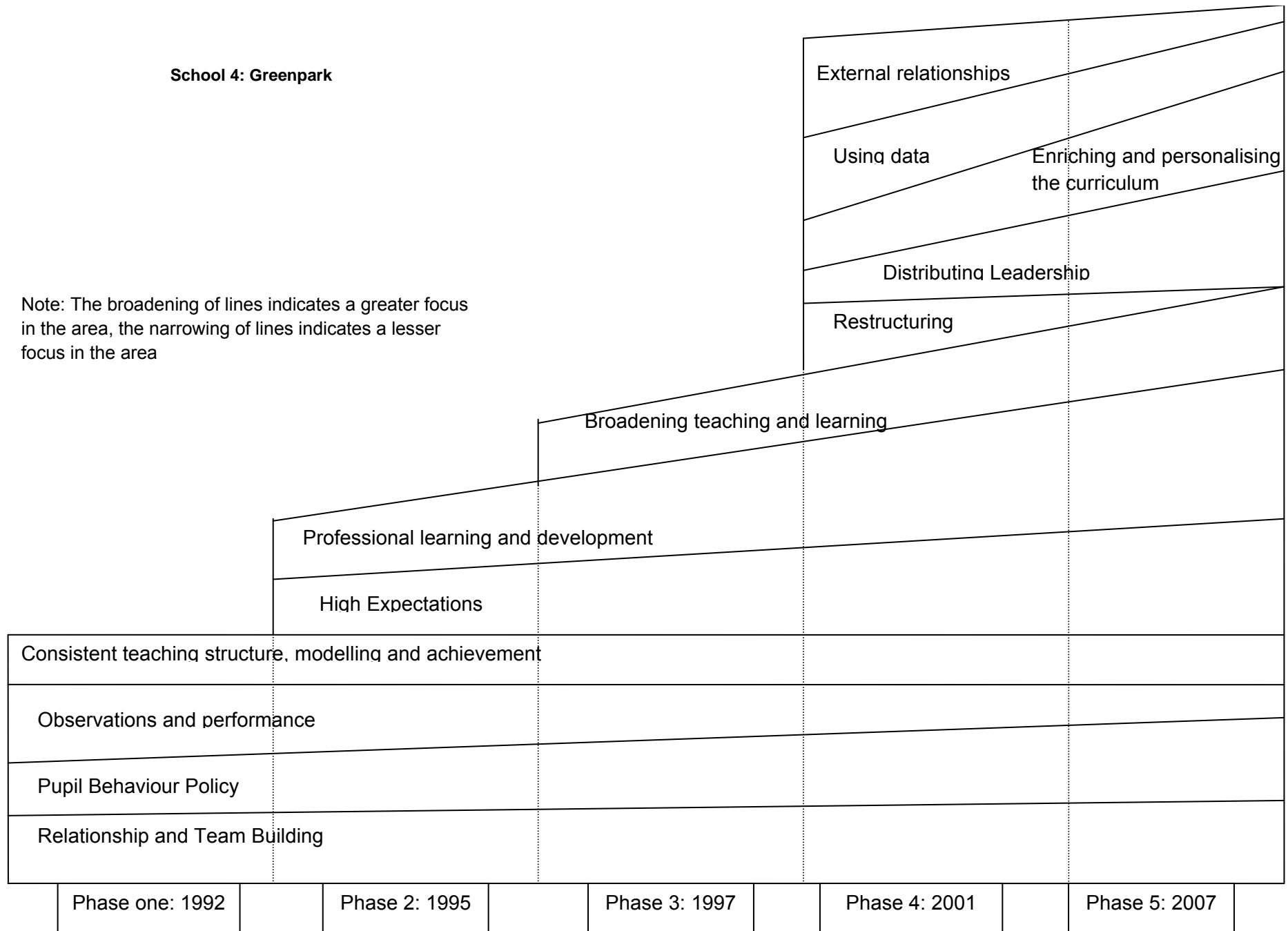
3)   The layering of leadership

In examining this example of a line of success, it is clear that Joan was able to introduce new strategies within each phase, while continuing to build on strategies that were already in place. Team building and focusing on pupil behaviour were not established in phase 1 only to be abandoned in subsequent phases. On the contrary, these were important features throughout, and although they were given more emphasis in some phases than others, they were constant characteristics of the leadership approach. However, as these strategies grew in strength, and became more established within the school, Joan was able to introduce other important elements, which stood on the foundations laid in phase 1. In establishing new priorities, without losing sight of her original objectives, Joan demonstrates a form of 'layered leadership', typical of the successful heads in this project.

So she is constantly embracing, what is available, without losing sight of, if you have heard of the expression throwing the baby out with the bathwater, we aren't constantly reinventing the school and the wheel, we at trying to keep what we value and what works well, and then extending it. And her vision every year which she makes clear, we have a training day at the beginning of every school year, she sets out the vision, which she repeats, and she tries to do it in different ways. (4DHT-1)

Figure 9-2 represents graphically the way that Joan built on her strategic actions in each phase, and by the fifth phase was confidently able to develop new strategies which relied upon the continuing success of previous priorities. A clear example of this, highlighted in Chapter 7, was the way that leadership was distributed only when the foundations of good relationships, opportunities for professional development and an understanding of high expectations were all safely in place. Similarly, the introduction of an enriched and creative curriculum could only be successful on the shoulders of a consistent teaching structure and well established teaching and learning approaches. It was this layered approach to leadership that enabled Joan to have a positive influence on pupil outcomes.

In the following section, we turn to the leadership style of an effective head from one of the secondary schools in the project and we consider the strategies that he introduced in his particular line of success, which were typical of the secondary schools in our sample.

Figure 9-2 Evidence of layered leadership

School 4: Greenpark

External relationships

Using data

Enriching and personalising the curriculum

Note: The broadening of lines indicates a greater focus in the area, the narrowing of lines indicates a lesser focus in the area

Distributing Leadership

Restructuring

Broadening teaching and learning

Professional learning and development

High Expectations

Consistent teaching structure, modelling and achievement

Observations and performance

Pupil Behaviour Policy

Relationship and Team Building

| Phase one: 1992 | Phase 2: 1995 | Phase 3: 1997 | Phase 4: 2001 | Phase 5: 2007 |

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9.3 Eyhampton High School

The leadership line of success Fig. 9.3-3 is an example from one of the secondary heads. This also illustrates a number of the features discussed in sections 2 and 3 of the previous chapter. For example, the distribution of leadership is very gradual, with a relatively autocratic approach adopted in the first phase, when the school faced many challenges and pupil behaviour and attainment outcomes were poor. The leadership became progressively more distributed as the relationships and competence of staff increased.

High expectations and a focus on pupil behaviour were common throughout and gradually broadened and deepened over time. This head, Graham, identified four phases, each of which will be explored in this section.

9.3.1 Context

Eyhampton High School is a school of below average size; 793 on the roll, serving pupils aged 13-18. The catchment area of the school includes an estate with some social disadvantage. It is based in a white working class former mining area. However, the proportion of students eligible for free school meals is now slightly below average; FSM level 2.

The context of the school is changing. There is a middle school system in place in the local authority, which means that the children do not arrive until Year 9. They come to the school from a range of backgrounds and the school tries to take this into account.

> *[The parents] are in the bottom 10% (some 3%) nationally and that drives my sense of values. Pupils shouldn't be disadvantaged because of their background. (18HT-1)*

> *You have to take into account social background and issues that have gone, so for example some families may have social services involved, some may be in care, some may have other issues that we have to consider, money issues, etc. So when we encounter issues it's not just … For some it is, it's just behaviour, but for others it's a different kettle of fish. (18LMKS4-3)*

The traditional mining area background of some of the pupils affects their aspirations, although this too is changing.

> *The low aspirations of the pupils and their parents are a challenge and we have to build on this. (18KS4C-1)*

9.3.2 Heads' values

Graham joined the school ten years ago as the head. He was a modern languages teacher and taught until four years ago. He was described by a colleague as an exceptional teacher. Graham found that he could not do his job as well as he would like to and continue in the classroom, and although he saw teaching as important to his role in the beginning, this changed over time.

> *I love teaching, I regret that I don't, but it's just not fair on the children. It comes to a point - is it self-indulgent? Am I doing it because I want to do it? Is it what I'm paid to do in the school really? It was, because I was a good classroom teacher, and it was quite important in the early days to see the head as a good classroom teacher. (18HT-2)*

Graham has strong values and a clear vision for the school and high expectations which are clearly communicated and filtered through the school.

The values and attitudes of the Head are consistent with what I think someone leading a school should have. He understands target setting, strives to improve things; changes, new initiatives, targets for pupils and staff. He's seen as a role model and encourages that ethos throughout the school. The pupils do well, are treated with respect and are valued. (18HOD3-1)

I think the head's got a very clear vision, and I think that's a major influence I think from the top things are filtered down in a very clear way, we have no doubt about what expectations are and how we deal with them as a school, and because we see ourselves as being successful with the pupils that we have through our door then I think that spurs you on, so you do appreciate that that is working … There are clear expectations of high standards and I think from that everything kind of gels together from there. (18FLE-5)

He is supportive and approachable and is trusted by staff and pupils.

The Head is very visible in school and at the gates. He's approachable through the school council and assemblies. Pupils see him as someone who could be trusted and know he's pushing the school forward. (18KS4C-1)
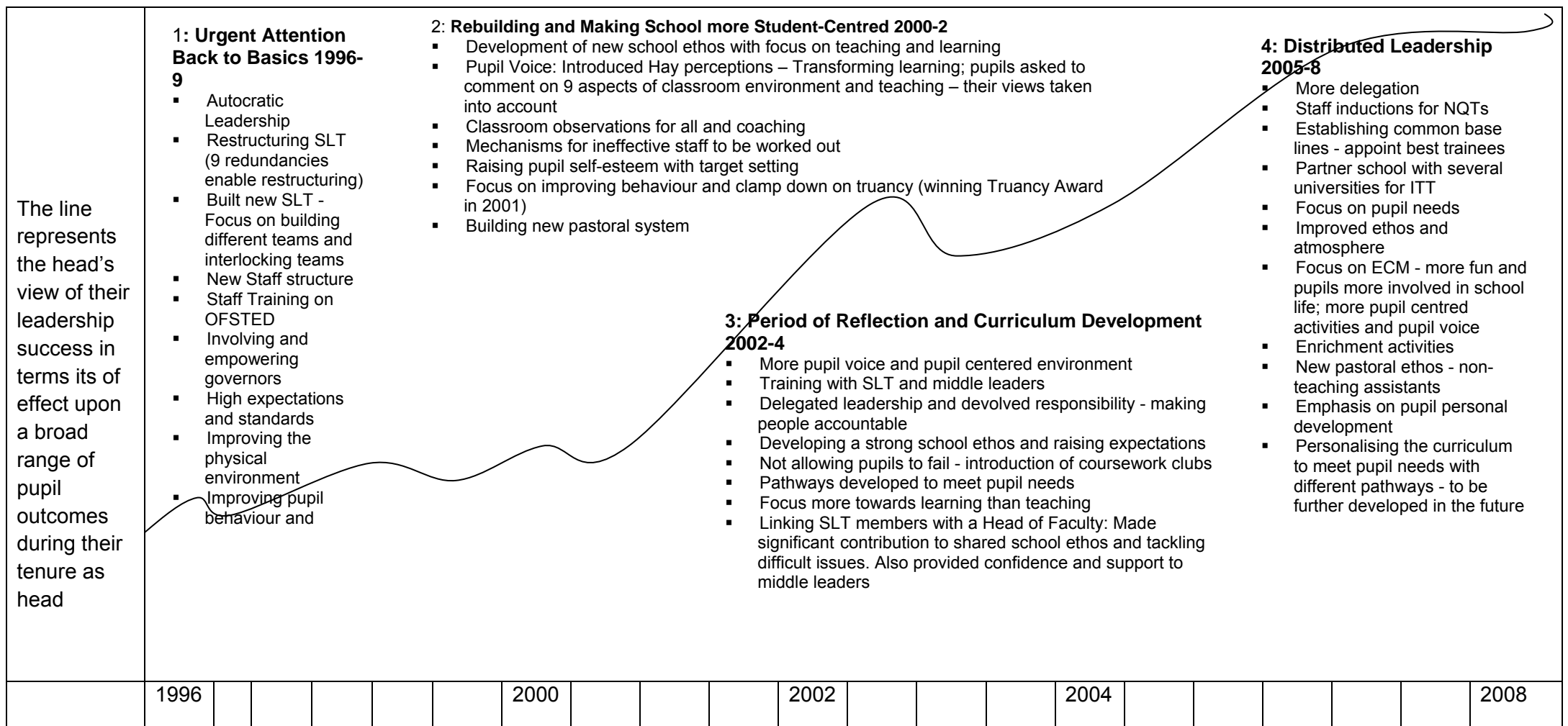
9.3.3 Academic outcomes

Eyhampton High has made considerable improvements over the past seven years, at both Key Stage 3 and 4. In 2006, the school was graded very good by Ofsted for the quality of provision, personal development and the leadership. When asked which leadership strategies had had a particular impact on pupil outcomes, staff commented on the raised expectations and the restructuring of the organisation along with the changes to the curriculum and the improvement in pastoral care. Table 9-2 below shows the improvements in academic outcomes at Key Stage 3, giving the percentage of pupils achieving level 5 and above, and the improvements in GCSE results. This is particularly significant, with the number of pupils achieving 5 GCSEs, grade A*-C increasing from 46% in 2000 to 82% in 2007. These upward trends work alongside improvements in broader pupil outcomes.

The school has made improvements in many areas and in 2007 featured in the Top 100 of the highest scores for value added results. The 'Satisfactory' Ofsted result in 2006 was disappointing for the head, as the school had gained 'Outstanding' grades in most areas, but a failing maths department, due to staffing issues, meant that the overall grade could not exceed 'Satisfactory'. These staffing issues have now been resolved and the head is hoping for better overall grade in the next inspection.

Table 9-2 National Examinations Results: Percentage of pupils attaining level 5 or above at Key Stage 3 and percentage of pupils attaining 5 or more GCSEs grade A-C

School 18	2000	2001	2002	2003	2004	2005	2006	2007
KS 3 English %			54	51	55	61	79	76
KS 3 Maths %			70	78	75	76	81	86
KS 3 Science %			67	64	62	68	73	82
5 (or more) GCSE grade A-C	46	54	59	54	59	70	71	82
Ofsted Inspection				Very good			Satisfactory	

Figure 9-3 Head line of leadership success - Eyhampton High School

The line represents the head's view of their leadership success in terms its of effect upon a broad range of pupil outcomes during their tenure as head

1: Urgent Attention Back to Basics 1996-9
- Autocratic Leadership
- Restructuring SLT (9 redundancies enable restructuring)
- Built new SLT - Focus on building different teams and interlocking teams
- New Staff structure
- Staff Training on OFSTED
- Involving and empowering governors
- High expectations and standards
- Improving the physical environment
- Improving pupil behaviour and

2: Rebuilding and Making School more Student-Centred 2000-2
- Development of new school ethos with focus on teaching and learning
- Pupil Voice: Introduced Hay perceptions – Transforming learning; pupils asked to comment on 9 aspects of classroom environment and teaching – their views taken into account
- Classroom observations for all and coaching
- Mechanisms for ineffective staff to be worked out
- Raising pupil self-esteem with target setting
- Focus on improving behaviour and clamp down on truancy (winning Truancy Award in 2001)
- Building new pastoral system

3: Period of Reflection and Curriculum Development 2002-4
- More pupil voice and pupil centered environment
- Training with SLT and middle leaders
- Delegated leadership and devolved responsibility - making people accountable
- Developing a strong school ethos and raising expectations
- Not allowing pupils to fail - introduction of coursework clubs
- Pathways developed to meet pupil needs
- Focus more towards learning than teaching
- Linking SLT members with a Head of Faculty: Made significant contribution to shared school ethos and tackling difficult issues. Also provided confidence and support to middle leaders

4: Distributed Leadership 2005-8
- More delegation
- Staff inductions for NQTs
- Establishing common base lines - appoint best trainees
- Partner school with several universities for ITT
- Focus on pupil needs
- Improved ethos and atmosphere
- Focus on ECM - more fun and pupils more involved in school life; more pupil centred activities and pupil voice
- Enrichment activities
- New pastoral ethos - non-teaching assistants
- Emphasis on pupil personal development
- Personalising the curriculum to meet pupil needs with different pathways - to be further developed in the future

1996					2000			2002			2004					2008

Ofsted: Poor

Ofsted: Very Good

Ofsted: Satisfactory(Outstanding in most respects but a problem in Maths department led to this outcome)

9.3.4 Phases of leadership success

Graham demonstrated many features typical of the successful secondary schools in our sample, including increasing '*distribution of leadership*' and a focus on high expectations throughout. The use of internal training and development was also cited as a priority in each phase, with different strategies being employed, along with other methods of enhancing teacher and teaching quality, such as coaching and observations. As was typical in most of the secondary schools in our study, the restructuring of the SLT was a focus in the early phase, and networking with other schools was given greater attention in the later phase. *'use of data'*, to inform decision-making in school and classrooms, began in the middle phases and developed throughout, enabling a more personalised and enriched curriculum in the later phases. Finally, there was extensive restructuring of the pastoral care system with non-teaching pastoral staff responsible for social, emotional and behavioural issues, marked improvements in pupil behaviour and motivation were reported.

9.3.4.1 Phase1: Urgent attention: back to basics (1996-1999)

Typical of the secondary schools in the sample, this head began his tenure with large scale redesigning of organisational roles and responsibilities, particularly within the leadership team. There was a clear emphasis on high expectations and raising aspirations, which continued throughout. This led to a major focus on pupil behaviour and teacher and teaching quality as well as an improvement to the physical environment.

1) *Redesigning the leadership and staff teams*

Initially, Graham head built a new SLT and focused on building and interlocking teams (18HT-5). He made a number of key appointments in the early stages and then later reduced the number of middle managers and the size of the SLT, to make the leadership stronger and flatter.

> *The current head came to the school after an Ofsted inspection, which the school did badly in. He completely revamped the leadership team. As a result, many staff left the school. He implemented a flat structure of leadership, no deputy heads, but nominated assistant heads. (18AH-1)*

The organisation of the leadership team changed significantly and many saw this as a fundamental move in bringing about change. There had previously been a large group of middle leaders, which had become a bit of a 'moaning shop' (18AH-5). This number was reduced and Heads of Faculty were appointed instead. Then a member of the SLT was linked to each Faculty, providing confidence and support to middle leaders. This made a significant contribution to the shared school ethos and tackling difficult issues.

> *I have an excellent SLT and middle leader team and now have a positive 'can do' ethos. Teams have to inter-relate. There's a senior management member linked to all Head of Departments so that there's trust, and potential mistrust of management teams is avoided. (18HT-1)*

> *The new staffing structure that we went through as well, I think that's helped to add more direction, rather than having a number of small departments I think everything is under more manageable umbrellas and we've got fewer people but more direction at middle management role, rather than spread between a lot of heads of small departments. (18FLE-5)*

2)   Training and development for all

After a poor Ofsted result before his arrival, Graham's first job was to prepare teachers for inspections and observations in the future.

[At the beginning] we started to really look at the Ofsted criteria, … You were pulled forward through this process because this head had got this vision and he was here to reform the school turn it round and raise standards and Ofsted was the first vehicle and it was imminent. (18LST-5)

The head is very strong on outcomes. He's very determined for good results and good Ofsted feedback. (18Sec-1)

Typically, he focused on internal professional learning and development, which he saw as better value for money than external training. He provided a comprehensive range of training and monitoring for all staff and in this first phase the emphasis was on raising standards using Ofsted criteria.

One is obviously through classroom observations and I have a database so whenever the faculty leaders do the observations, they score the lessons based on Ofsted criteria, using the Ofsted sheets. Those scores are brought back and go on a database, so you can identify if standards in lessons are an issue, if relationships are an issue, if progress in lessons is an issue, so we can identify those factors. We also have a monitoring system, so there are 3 observations that go on a year of every teacher and then we have 3 monitoring sessions, and they are scored. … We also have a monitoring system done by the SLT where we have 3 sessions during the year where monitoring takes place. These are 15-20 minute snapshots of lessons and are done in a slightly different form. (18AHT1-3)

Professional development is important but people don't go on lots of courses. We have excellent people internally and so we work on the basis of celebrating good practice. (18HOD3-1)

Some teachers apply for externally run courses but the school is often not happy that we get value for money from them. We've tried to develop a school-based focus for training. All members of a faculty write a report to the Governors which feeds into the SEF and then the development plans. They also each have to meet with the Governor's Curriculum Committee 3 times a year - this is like a SWOT analysis on the faculties and feedback is given based on the results of the faculty and the performance management structure. We also conduct observations of each member of staff which feeds into information on a database to identify 2-3 variables for classes and allows us to analyse the quality of lessons. (18HT-1)

3)   School ethos and high expectations

One of the first of Graham's strategies was to change the negative culture within the school and raise expectations for pupils and staff. Changing the culture and ethos of the school was one of the first key features of leadership success. This was not easy, and in many ways the head was 'fortunate' as many of the staff who initially formed barriers to change chose to retire or move on leaving the way clear to develop the new ethos and get the 'floating voters' on board.

*It was actually a period of a lot of struggles, the pupils were not always responsive …
and some staff were very anti this as well. … In this period here a lot of those staff had
moved on … for a variety of reasons we lost a lot of staff, ... it allowed a lot of doors to
be opened because you could employ staff who were in tune with the ethos that the new
head wanted to implement in the school. (18LST-5)*

The ethos of the school in the past was described as 'not positive'. The school had a poor
reputation in the local community in the early 1990s. There was a gang culture and misuse of
uniform, poor behaviour and attendance. This culture had become ingrained in the school
and it was a struggle to change it.

*When I came to this school, there was a masculine culture. Gangs of boys were
dominant - it was a rough school and working class. There was a depressed feel to the
town. The head brought in the approach of having staff at the gates at the beginning and
end of the day to stop the gangs hanging around the entrance to the school. The staff
tell the students when they arrive that the street culture is not allowed in the school.
(18AH-1)*

*The culture change in the school took time and it was about 3 years before there was an
impact. The pupils fought against it for some time, but for the last 12 to 18 months, the
atmosphere has been the calmest it has ever been. (18AH-1)*

4)   Pupil behaviour

The early change to the uniform and the development of a focus on discipline and
behavioural expectations were key elements in instilling the new culture into the school. This
was accompanied by a strong pastoral system, headed by a member of the SLT with
excellent capacities for pastoral care, to ensure that the higher expectations were
accompanied by pupil support and guidance. Graham was aware of all the aspects that
make up the ethos of the school and has worked hard on all of these.

*I suppose you've got your teaching aspects and then you've got your pupil aspects,
getting the right atmosphere for learning, getting behaviour right, getting the uniform
right, improving the environment, those sort of things that don't sound very interesting
but all add to the ethos. I think we've got a positive ethos now and we didn't necessarily
have that 10 years ago. (18HT-3)*

*We've seen improved behaviour and a positive culture develop. Classroom rules are
suggested by pupils and the teachers use assertive techniques; following up bad
behaviour and not returning homework - staff have to be tenacious. It's a constructive
climate with a strong framework. (18HT-1)*

The discipline in the school became stricter. This was necessary to bring about this change
in culture. Staff had to be tenacious and assertive. There were changes to uniform and
consistent approaches to behaviour.

*We have to focus on the discipline. Most experienced staff do it automatically but we do
have a strict discipline approach, a strict dress code. (18COLL2-3)*

*The school has a positive climate - displays, good behaviour, no gang culture. We use
assertive discipline, which is very helpful. It's firm and gives the pupils' boundaries. All
staff have a consistent approach to behaviour. (18HOD1-1)*

In addition, Graham worked hard on improving pupil attendance which was problematic when
he started. This resulted in a Truancy Award for the school.

Attendance was very poor and we moved it from 87% to 94% in three years which put us in the top 50 schools in the country. That was part of the first phase, getting the standards up. (18HT-5)

5) Improving the physical environment

The fabric of the building was in poor condition before the head came to the school. It had been neglected and was in need of a lot of work. With a pre-existing budget deficit, the required improvements placed a strain on finances. Nonetheless, the physical environment and resources were made a priority in this early phase and were considerably improved.

We've run a very tight staffing budget, because there was so much that needed doing with the building, because the building had been neglected … we had to release money for that, and for computing facilities, because we had very poor computing facilities. So, we've done well on the budget front. (18HT-2)

We had 2 PC suites 5 years ago, but have 6-7 rooms and clusters now. We have 270 PCs on the student network and every teacher has a laptop (about 70). The head is very positive and supports the resource side. (18SysM-1)

Some of the building was completely remodelled and this was ongoing. One of the first changes made by the head was to create environments in each classroom that were conducive to learning. For example, matching chairs and tables were bought for every room, and displays were put up in classrooms and around the school. A new entrance to the school was a source of pride and enhanced its image. Although these may sound like small changes, it was the first step on the way to making pupils value learning. The improvements were commented on by a number of staff.

The building used to be awful and affected staff performance, but that's been improved. (18Sec-1)

9.3.4.2 Phase 2: Rebuilding and making school more student-centred (2000-2002)

Phase 2 saw a continued focus on performance management, high expectations and improving teacher and teaching quality. Pupil behaviour was also addressed through pastoral care and pupil voice was given greater importance.

1) Performance management; observation and coaching

The systematic performance management continued in phase 2. All staff were regularly observed and strengths and weaknesses were identified. Coaching and support was available for all to enable them to meet the high expectations. Peer observation also began to play a role in development. It was in this phase that the school began teacher training.

The classroom observations are used for whole school training. All staff sit in faculty areas and watch 3 lessons. They make judgements and then discuss lesson progress versus outcomes. Pupils are then informed of what they are supposed to have learned. (18AH-1)

I think [a key strategy was] the lesson observations but if you look at it more broadly in terms of performance management and the way that performance management was done. When it was appraisal it was very wishy-washy and you did things that were things that you wanted to do and they were kind if none things really nobody valued it, it was just allowed to go by. Now with your performance management you have far more

of a say in what your targets are, they're related to: i) your own personal development, ii) they're related to the department and school development, so there's far more activity from the department outwards leading into whole school issues, and I think that impacts on so many other areas of school. (18LST-5)

2)   High expectations and use of data

To continue to raise aspirations Graham introduced the *'use of data'* and target setting. In addition, he established an exclusion centre and a flexible learning centre, which were also used to manage teaching and learning for pupils with a range of needs.

We looked at the curriculum and adapted it to the needs of the pupils and structured it to make it accessible. … We have to motivate and challenge them rather than blaming the community, the pupils, etc. We introduced target setting - pupils were pleased with getting Ds and Es at GCSE, but after we looked at Yellis data, we told them that they were capable of getting As and Bs, raising their expectations. … Pupil outcomes have improved and areas of strength and weakness have been identified. (18HT-1)

We track the children really closely, which is not something that all of the departments do within the school, or are trying to do. And we are then able to send letters home, for example, termly, to tell the parents where they're at, … and what percentage, so on and so forth. We're also quite motivational. (18H2-2)

3)   Pupil behaviour and pastoral care

The focus on pupil behaviour continued into phase 2 and, to ensure pupils had the support they needed to achieve, the pastoral care was strengthened. There was a careful balance between higher expectations with a demanding ethos and the pastoral and mentoring side of the school and there was a noticeable improvement in the relationship between pupils and staff.

A few years ago teacher-pupil relationships were antagonistic, they work with us now. There is a balance between staff assertiveness and some that need mothering. The pastoral system means that there is someone there to support them and care. (18AH-1)

A holistic approach to behaviour was adopted by all staff and classroom rules were refined early in Graham's headship.

We have very positive and supportive teacher-pupil relationships. We have worked on pupil management strategies and assertiveness of staff. They can't be aggressive or pupils will be aggressive back. (18HT-1)

Behaviour was seen as a whole school collegiate approach. We refined classroom rules and had the same classroom rules and expectations displayed in each classroom, so we were having I think more emphasis of a unified approach to behavioural issues so students knew the ground rules and what to expect. (18FLE-5)

4)   Pupil voice

In this phase Graham increased the profile of pupil voice. He introduced a questionnaire where pupils could comment on lessons, teachers and other aspects of school life.

We have a system whereby pupils are asked to complete a questionnaire relating to 8 aspects that promote their learning. They're confidential. There was some initial cynicism amongst staff when pupils were asked to comment on their lessons. (18HT-1)

Relationships with pupils are good. There's a questionnaire that pupils complete and gives them a voice. They're very honest and we use their responses and analyse them. The pupil learning climate is good, very pupil-centred. They're involved in their own target setting. (18KS4C-1)

A student council was also introduced early on and this grew in its influence over time. The school council was consulted at every level, even staff recruitment. Their opinions were taken into account and had a significant influence on new appointments. The school council grew in many ways and the chance to become prefects provided the pupils with leadership opportunities.

Pupils have Year councils and each year has a representative on the school council. We have a prefect system, 6th form senior prefects and a separate 6th form council. I'm honest with the school council about finances and budget issues. They have introduced lots of things like coursework for certain subjects, vending and water machines, new curriculum subjects, etc. The council deals with academic and social issues. (18HT-1)

5) Becoming a training school

The school also enjoyed strong links with universities and in this phase became a training school, enabling them to recruit newly qualified teachers who understood the ethos of the school.

We have external links with five universities, have 25-30 trainee teachers each year and try to recruit to staff because they already know and understand the ethos of the school, can develop their skills and increase their responsibility. We've had problems when teachers have joined the staff from other schools, it's not been successful because they won't go the extra mile. Teachers here have to be determined. (18HT-1)

9.3.4.3 Phase 3: Period of reflection and curriculum development (2002-2004)

In this phase Graham began to distribute leadership more widely. He also expanded the curriculum significantly enriching the experience of the pupils and making their options more personalised and pupil-centred. It was also in this phase that the school achieved Specialist status as a Sports College.

1) Distribution of leadership

The distribution of leadership is something that changed throughout the headship. Initially there was a more autocratic style that served to build vision and, 'get the staff on board'. In the early phase Graham was described as authoritarian by some staff, but he gradually began to distribute leadership to others.

For the first 5 years of headship here I was more autocratic because I needed things to be done. I kept people in the loop but didn't involve colleagues. The next 5 years, I started to delegate leadership across SLT and middle managers. I'm the king pin – I have high expectations of myself and of others. (18HT-1)

One example of this was the way that the responsibility for observations became more devolved over time.

At the beginning the head would come and do observations once a year, so it was very much led from the top, there, and so I think one key thing that happened was staff took on board what the head expected in lessons rather than having a number of heads of departments observing. … Then in the third phase observations became delegated to Head of Department, and Head of Year for tutoring observations so now staff knew what was expected we were doing the observations on behalf of the head knowing what the expectations were. (18FLE-5)

Graham and assistant head took most of the strategic decisions originally but over time this process became more distributed. In the third phase, decisions were taken with the whole of the SLT, although the ultimate decision always lay with the head.

I would have said that a lot of discussions about the vision and the direction for the curriculum was done between me and [the head] and we go away for a day, or whatever, and sit down and say 'Well, what do we want to do for the next five years?' And then we would investigate where we can take the school, in terms of its curriculum, what should be caught, what shouldn't be caught, and I think certainly in the last 3 or 4 years that's changed, and it's much more of a collegiate decision. … It is an SLT decision, it's a team decision, and a lot of discussion but [the head] always makes that decision, because it is his responsibility, but it's very much everybody's involved in that decision about the direction of the curriculum. (18AH1-2)

2)   Curriculum enrichment, personalisation and pupil centred learning

This phase saw the development of an enriched curriculum. Personalised and pupil-centred learning was paramount. The curriculum became more geared to meet pupils' needs, and pupils took more responsibility for their own learning; having an awareness of their learning objectives.

The highest impact is probably this increased focus on learning and putting the onus and focus on pupils and their learning as being something for them, rather than the teacher, so I think they've been encouraged more in that phase to take control of their learning and own their own learning and therefore they see it as more beneficial for them. (18FLE-5)

The most significant effects on teaching and learning, however, involve the design of a new curriculum, which is now very flexible.

It is constructing a curriculum. It's a very complex curriculum but it's one that allows the flexibility to meet the enormous range of needs that we have in the school right from children who can't cope in the classroom full stop to pupils who will go to Cambridge. We've got five different pathways so we've got the traditional academic curriculum which 50% of the population do, then we have a group who follow vocational, then we have a group who are college-based. Then we have a group with a very restricted curriculum because of very low academic abilities, and they're given just confidence boosting courses. (18AHT1-3)

Graham identified the alternative pathways and the expansion of provision in the sixth form as changes that had had the most impact on pupil outcomes. Broadening the curriculum in this way to meet the needs of the pupils was key to the school's success. There was variety and choice that enabled pupils to choose the route that was best for them, and one in which they could succeed. The sixth form now offered a range of different types of courses, not just A-levels, and there was a flexibility that encourages pupils of all levels of ability to excel.

Our work related curriculum began in this third phase … It isn't now just for the disaffected, it's for any pupil who would be better suited to learning in a college, one branch is for those are not academic full stop ... and the other group of students are those who want to follow a vocational route from early on, … it's very strong , we get very able students going on this alternative provision depending on the courses they want to study… they're on a very flexible timetable. (18LST-5)

This expansion of the curriculum took place not only in the sixth form, but throughout the school. This created logistical difficulties, but had a powerful effect on pupil outcomes.

We're introducing BTEC course in September. You've still got the separate subjects at A-level, but it's not the way it used to be so you need to cater for all these different kinds of people, and that has knock-on effects in terms of staffing, in terms of lab space. (18HOD3-2)

3) Developing school ethos and raising aspirations

There was a renewed focus on developing the school ethos in this phase, making it a friendly and positive place to be.

The school culture is one of understanding, at the forefront, respect, warm and friendly. It's fast and demanding as well. (18KS4C-1)

[It is] very positive, very upbeat, very pacey as there's always stuff going on. It's a very happy school and if you stopped any of the students now they'd tell you how much they enjoyed school. (18COLL2-3)

This was accompanied by a continued emphasis on raising expectations. This supportive culture of hard work and respect led to the promotion of success within the school and this was supported by the demanding and target driven culture of the school.

He talks about the achievements that year groups have made. Whenever there's been a success he talks about it and it's displayed around the school, we celebrate it. It's in the paper, he tells year groups what the previous year has achieved and how he knows that they are a better year group and have the ability to do better, and I think that leads to a culture where being successful is what we do. (18HOD3-3)

Graham also aimed to create in the school is a sense of achievement and reward for hard work.

I think they get a sense of professional pride that success really does breed success and you've got to keep that upward spiral. People have the professional pride and confidence that they're doing a good job and that helps them cope with any day-to-day practical difficulties they may have. (18HT-3)

I would say that pupil outcomes are really down to this gradual changing culture of expectation that failure is not acceptable. (18AH-2)

4) ***Specialist status improvements to building***

It was in this phase that the school achieved specialist status, which released funds for further improvements to the physical environment.

> *We got lots of new sports facilities; the Astro-turf pitch, the sports hall, two dance studios, new changing rooms and lots of new gym equipment and machines. So that's been a massive improvement. (18AH-5)*

9.3.4.4   Phase 4:   Distributed leadership (2005-2008)

In phase 4, Graham took further steps towards distributing leadership more widely, ensuring all staff were able to take on some leadership responsibility. Perhaps the most important change in this phase was the new pastoral care system with the introduction of non-teaching staff called inclusion managers responsible for pupil behaviour and emotional issues. Finally, the deeper strategic work on the curriculum also had a big impact in this phase, with a highly personalised and enriched curriculum on offer.

1) ***Further distribution of leadership***

By the third phase Graham had already begun to distribute leadership to the SLT. In this phase more of this was devolved to middle leaders and other staff. Where the head used to lead all the staff meetings, in this phase he encouraged staff to take the lead in meetings and supported them in doing this, giving them more confidence. In the later phase of this leadership he had great faith in his team and there was more responsibility given to the faculty leaders to run their own departments. They were supported in their decision-making, and encouraged to find their own solutions, knowing that they could approach the head whenever they need guidance.

> *[The head] wants staff to think of solutions, not to bring him problems. He gives responsibility to people. (18AH-1)*

2) ***Further pastoral restructuring: focus on learning and inclusion***

There were significant changes also in this phase to the pastoral structure. The introduction of non-teaching pastoral staff was a common feature in many of our case study schools and all reported how much this benefited behaviour. With the increased support, the pupils cooperate more with staff.

> *So we've moved from traditional heads of year to learning managers and a whole team of support in 3 years and working for the learning managers we now have 3 inclusion managers who are full-time non-teaching support staff and they will do many of the traditional head of year roles. They will do a lot of the behavioural management, a lot of walking the corridors, contacting parents. The advantage is that if something arises, they're not teaching so they can get there instantly, they can take statements, they can sort it out, contact parents, conduct interviews during the school day go and sit with pupils in classrooms. (18HT-4)*

> *[The inclusion managers] are actually round and about the school all the time because they don't teach, picking up behaviour issues, dealing with children who are in trouble, phoning parents, sitting with children in classrooms. We have got 3, one for year 9, 10 and 11. And we put in admin support so there's an admin person in each year group as well. So whereas before, your Head of year was spending time filing, etc, now it's the quality issues, managing the learning. (18HT-3)*

The new pastoral system helped provide an environment that was strict and yet supportive, essential in this context. New 'learning' and 'inclusion' managers focused on behavioural issues and worked regularly with those pupils that required it, getting to know them well. This focus on pupil needs was a crucial element of the development of the culture in the later phases.

*In the last part of phase 3 we've had a lot of behaviour learning managers appointed …
and they work so that behavioural issues can be dealt with outside the classroom and
the pupils can build up a relationship with them. (18LST-5)*

*The pastoral side is strong - learning mentors, inclusion managers - the pupils know
they have someone to talk to and that helps them to want to come to the school.
(18Sec-1)*

This monitoring and learning support allowed the school to meet the needs of individuals and work, essential in an area where the pupils have diverse needs and capacities.

*She's probably explained to you the change in emphasis away from heads of year to
learning managers, so much more tracking, intervening, supporting, personalised
timetables, all those sort of things, individual curriculum. (18HT-4)*

3) *Further curriculum enrichment and personalisation*

Further development of the curriculum in this phase meant, also, that pupils had an extensive range of options available to them and this provided opportunities for all pupils to succeed.

*I don't know where to start really but because we had such severe deprivation in a
significant part of our catchment area, children bring all sorts of issues that prevent them
from achieving. Many of those in many schools would be excluded. I always reckon at
any one time we could permanently exclude 20-30 pupils but now we have 20-30 pupils
on individual timetables either supported by community mentors or we buy them onto a
bridging project or an outward bounds, Peaks pursuit that we're doing, they do rock
climbing and they integrate the English and maths into those. We had children on
college link courses, work experience, vocational courses, children in school one day a
week or 2 days a week with different aspects of their curriculum. Which bits are they
succeeding at? Which bits are absolutely essential? Which bits can we afford to
overlook in favour of life skills or work-related skills? So there's an enormous amount of
work that goes on on that front. (18HT-4)*

*We support the pupils ourselves through our structured pastoral and learning support.
We also have flexible learning coordinator. 20% of pupils are on an alternative
curriculum, 40% are on alternative pathways which are college directed, vocational or
special needs based. We use 3-4 local colleges and identify the best courses for pupils.
(18AH-1)*

*We've also got students that are educated at the Eyhampton Resource and Information
Centre, and that's for students who are struggling in particular lessons, or need some
one to one mentoring support. We've also got the new Pathways structure in place as
well, so all pupils should have an option where they feel they are best catered for. So
you've got Pathway 1, which is for the more academic students, and we call those your
ones and twos, because we have an effort grading system. People who are working
hard, and perhaps look towards FE and higher education. Then you've got students who
perhaps need extra support with Maths and English, and that's Pathway 2 and they do
an extra three lessons a week of those core subjects. But they're also offered half a
BTEC in PE or perhaps an option that's available. So perhaps art could be*

available…Then you've got Pathway 3 which is health and social care, or PE BTEC…Then there's Pathway 4 which is for your alternative curriculum. So, students who can go to college. There's different types of strains because you've got those that perhaps go to college one day a week, you've got students that might be doing an apprenticeship. … Then you've got students that, we don't want to exclude them; we want to make sure they've got access to education, so there's something that's called the Bridging Project … and they're there full-time. They do a college course that would best suit them. We've got quite a few success stories. (18MKS4-2)

In addition to the increased personalisation of the curriculum, in this phase there was also more work on enrichment and making the pupils' experience of school far broader and more enjoyable, giving opportunities for different types of learning.

We've done a lot of in the past two or three years, it's what's broadly called enrichment, but what I would call pupil personal development. We had to focus very strongly on the academic, to start with, and now we're confident that we're maintaining improving that. We've put in a lot of effort and the actual quality of the pupil experience in school is much richer now than it was three or four years ago, so I hope it's a better school now to come to. It's more enjoyable. (18HT-2)

One key element of this new focus was the enrichment days and community involvement. These initiatives were another example of broadening the learning environment so that it could better cater for different types of learners, and focus on the whole child.

Just for example, for Year 10 we had a crime and punishment day. So we had the justice system in, we had judges in, we set up a mock trial, we had the police in talking about forensic science, we had a youth offending team, we had convicted people in talking about what happened to them. So it's citizenship and I think it's true, it's for them really. (18HT-2)

Many teachers commented that the pupils felt 'happy' in school and that it was a 'safe' and 'pleasant' place to be. The emphasis on extra curricular activities and school trips means that there was diversity for the students.

We took all our Year 9 to an outdoor pursuits centre, we paid for them as a school, where they all did rock climbing, abseiling, canoeing, potholing, archery, orienteering, you know, to develop their teamwork and their personal independence when they came into the school. (18HT-2)

The enrichment activities took different forms and included daylong events in school focusing on a particular topic, or school trips. All of these were seen to benefit the pupils.

To me it really does have an effect on the children, whether it be the camps or the enrichment days and I think we're a very strong school for that, and I think that although we're a results-driven school, [the head] values that importance. (18COLL2-3)

In addition, the Sports College status has also had an effect on the curriculum. Ideas relating to sport have been brought into other areas of the curriculum to raise attainment. For example, looking at key skills such as English through mediums like dance. Students also benefited from sports day, when a group of students reported on the event, practicing journalism and writing skills.

We've used our sport college status more since 2006, and as well as incorporating the outward bound activities and the activity weeks, we've also done things like, for example, as head of English I've got some boys doing dance and learning some of the poems through dance and I send some of my gifted and talented pupils out to interview pupils on sports day and we're doing a newspaper magazine so trying to incorporate sport into and across the curriculum has helped I think, especially with boys underachievement and we try to use that more as we've become more secure in our sports college status. (18FLE-5)

9.3.5   The layering of leadership

This school gives another example of the way that leadership was layered and developed over the head's journey within the school. Figure 9-4 shows how Graham built upon strategies over time, laying the fundamental framework for success. While some strategies did not continue through each phase, such as restructuring, which was a particular feature of the early phase, others grew in importance and formed significant foundations upon which other strategies could develop. For example, the growing confidence in using data, which began in phase 2, was a necessary step on the way to developing a complex personalised curriculum in phases 3 and 4. The two strategies then continued to develop in tandem. It was clear that by the final phase a range of strategic actions were being simultaneously implemented. While some had a higher priority than others, it was the combination of actions, along with gradual broadening and deepening of strategies, that allowed the later strategies to succeed and made it possible for Graham's leadership to have such a powerful impact on pupil outcomes.
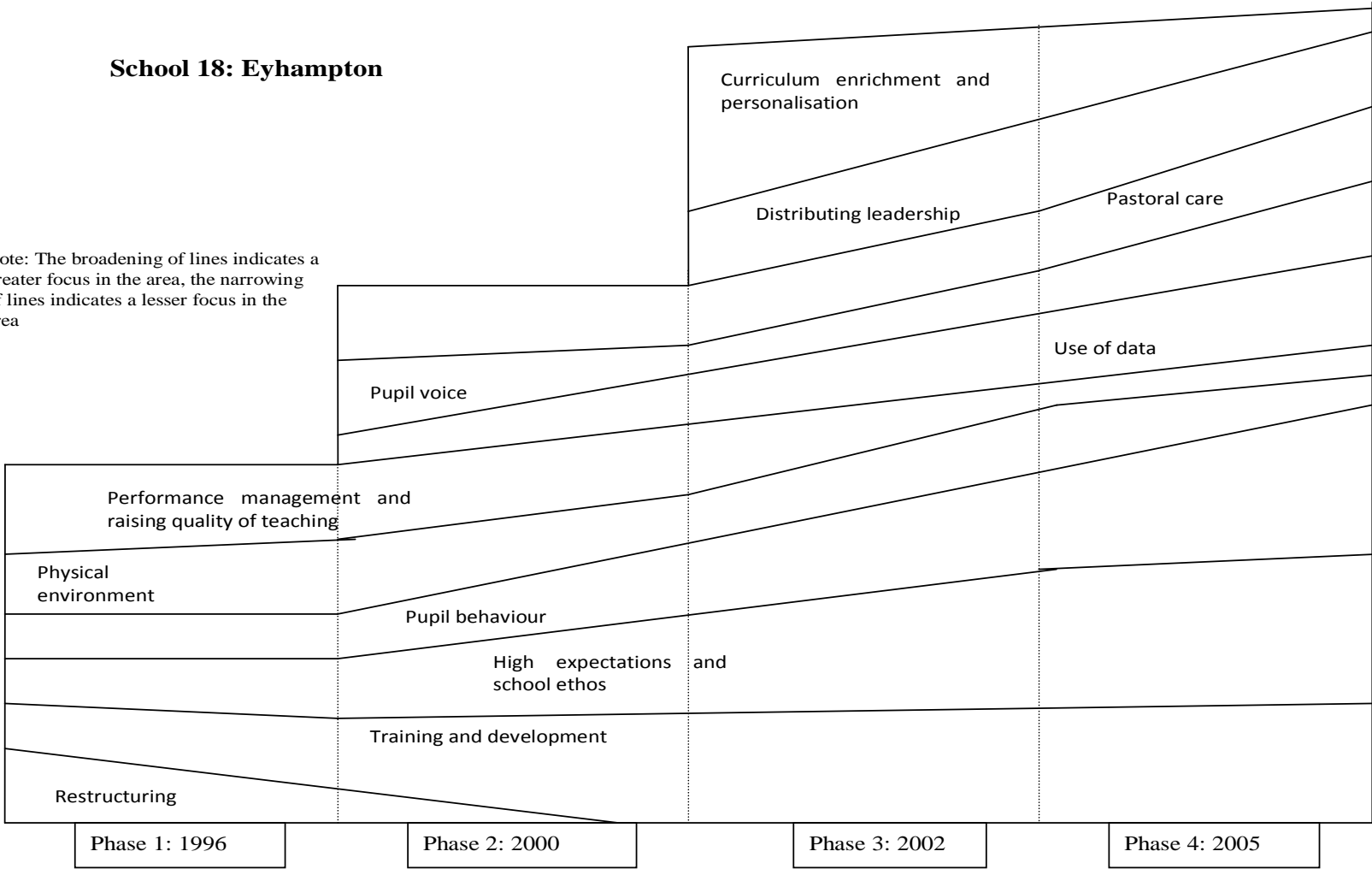
9.4   Findings

The findings from this chapter suggest that conceptualisation of heads' influence on raising pupil outcomes as direct or indirect is useful but may not fully address the complexity of their actions over time to improve the school.

It is heads' selection of appropriate actions, at appropriate times, that enables them to impact on pupil outcomes. However, these actions are not discrete, or stand-alone items that diminish once a task has been completed. Rather actions develop, broaden and deepen over time, forming a foundation upon which further actions can be built. It is the ability to construct, and layer leadership in this way, together with certain personal and professional values and qualities, that makes the heads in our study so successful.

Figure 9-4 Evidence of layered leadership

School 18: Eyhampton

Curriculum enrichment and personalisation

Distributing leadership

Pastoral care

Note: The broadening of lines indicates a greater focus in the area, the narrowing of lines indicates a lesser focus in the area

Use of data

Pupil voice

Performance management and raising quality of teaching

Physical environment

Pupil behaviour

High expectations and school ethos

Training and development

Restructuring

| Phase 1: 1996 | Phase 2: 2000 | Phase 3: 2002 | Phase 4: 2005 |

Chapter 10

10 How the Study has Advanced Knowledge about Relationships between Effective Headship and Pupil Outcomes: Twelve New Claims and their Implications for Policy and Practice

10.1 Introduction

The Effective Leadership and Pupil Outcomes Project on which this report is based, is the largest and most extensive study of contemporary leadership to be conducted in England to date. Its sampling methods and innovative mixed methods design have enabled it to examine the work of heads and other school leaders in a range of primary and secondary schools nationally. All these schools are recognised as having achieved success in terms of improvement in pupil attainment measures over at least a three year consecutive period.

The research is unique in the English context and rare in the international research field, where the only other published empirical research of this nature is by Mulford and Silins (2002), which explored organisational learning and pupils' affective and behavioural outcomes in Australia, addressing achievement and retention issues but not relationships between effective leadership and improvements in pupil attainment over time. Otherwise, most of the English studies of leadership use only case study methodologies which, by their nature, are unable to address causal or associate statistical relationships between the work of heads and pupil outcomes or to generalise findings from a large sample.

The research has provided a unique opportunity to test and extend the existing knowledge base about successful leadership and school improvement and explore the ways leadership influences pupil outcomes through effects on the whole of teachers school and classroom climate and culture and the improvement of school conditions. Through the analysis of questionnaires administered to heads and a range of stakeholders in these effective and improved schools, the research team was able to identify different contexts and conditions under which heads' (and teachers') work, to classify schools into three 'improvement' groupings, and to engage in structural equation modelling which has used a means of establishing statistically significant relationships between responses to items in the first heads' questionnaire and how they predict changes (improvement) in pupil attainment in a large number of primary and secondary schools producing a dynamic model of school leadership. It also provided an initial analysis of the most important actions heads had taken to effect improvement. Through twenty detailed case studies, the research was also able to look in detail beneath the national 'snapshot' statistical findings in order to ascertain how heads in particular contexts and in relation to school organisational needs and histories exercised influence both through their own eyes and those of their colleagues. It has also studied heads' understandings of their school's *'lines of success'* retrospectively over much longer time scales to further refine the study. In particular it has explored in depth two schools in terms of *'layered leadership'* - the timings and combinations of actions by heads that shaped improvements in their schools in different phases of school development. The research team was then able to integrate the results of the quantitative and qualitative measures.

Because of the innovative design and the continuing iteration between the existing literature and the analyses of the quantitative and the qualitative data, the research has been able to:

i)   confirm much of what is already known about effective leadership and effective schools;

ii)   extend this knowledge; and, where appropriate, challenge some of it; and

iii)   produce new knowledge and contribute to further understanding of the nature and forms of the strategies initiated by heads over time which result in the improvement of the teaching, learning and achievement of all in their schools and to the qualities which enable them to do so; and

iv)   inform policy with regard to heads' recruitment, selection, training and development.

This final Chapter presents 'Twelve New Claims' about the effects of headship upon pupil outcomes which are drawn from the research findings. It concludes by relating these to the policy and practice contexts in which contemporary leadership takes place.

10.2 Claims

10.2.1   New Claim 1: The Primacy of the Headteacher

Headteachers are perceived as the main source of leadership by school key staff. Their educational values and leadership practices shape the internal processes and pedagogic practices that result in improved pupil outcomes.

Commentary

The leadership of the head has a direct effect on the way teachers think about the leadership and management of their teaching and learning practices which, indirectly, influence pupil outcomes (Chapters 3 and 4).

Leadership for improved pupil outcomes requires the diagnosis and alignment of structures, values and vision. This is orchestrated and reinforced by the headteachers in successful and improving schools (Chapters 5 and 7).

Leaders in improving schools select, sequence and harmonize improvement strategies so they reinforce and support each other. This layering of leadership strategies (layered leadership) allows staff to maximize the improvement efforts without being distracted by competing strategies or priorities (Chapters 8 and 9).

10.2.2   New Claim 2: Basic Leadership Practices

Almost all successful leaders draw on the same repertoire of basic leadership values and practices. However, there are differences in the time and attention which heads give to elements within these.

Commentary

The basic leadership practices referred to in this claim are encapsulated in four broad categories or dimensions - Setting Directions, Developing People, Redesigning the Organization and Managing the Teaching and Learning Programme. Our new evidence strongly confirms this general claim while refining, identifying a number of sub-themes and extending it in several useful directions (Chapter 7). By way of confirmation, factor analysis or survey data from both primary and secondary heads closely reflected this classification of leadership practices; that is, responses to items on the survey 'loaded' on factors mirroring the four categories identified in our original review (Chapters 3 and 5).

Analysis of our new data also suggested two useful refinements to this claim. One of those refinements concerns the category *Managing the Teaching and Learning Programme*. Successful primary heads narrowed their attention within this broad category to the use of evidence for decision making, while successful secondary heads focused not only on the use of evidence but also on classroom observation; this fourth category of leadership practice sometimes behaved as a single factor and sometimes, as with secondary heads, as two factors. This new evidence narrows what it is, within the larger category of practices, that successful heads believe most deserves their time and attention (Chapters 3 and 5).

Confirmation of the widespread value of the four basic categories of leadership practices builds on a now quite substantial base of empirical evidence. Such evidence provides a justification for framing leadership standards and leadership development programmes around these categories.

10.2.3   New Claim 3: Synergistic Improvement

The growth and sustained improvements in pupils' outcomes are associated with and likely to be a consequence of a synergy of heads' beliefs, dispositions and qualities and their timely diagnosis of need and application and management of context specific strategies over time.

Commentary

The qualitative research identified eight themes associated with the success of the head in improving pupil outcomes. These are elaborated in Chapter 7; i) defining the vision; ii) improving conditions for teaching and learning; iii) redesigning organisational structures, redefining roles and responsibilities; iv) enhancing teaching and learning; v) re-designing and enriching the curriculum; vi) enhancing teacher quality; vii) building relationships within the school community; and viii) establishing relationships outside the school community.

The research found that the strategies employed by these heads were acutely attuned to externally initiated demands and internal capacities for change. It was the management of these, together with their abilities to diagnose, acknowledge, understand and attend to a range of human development limitations and potentials, that enabled them to engage with, challenge and support others in the sustained implementation of change processes which led to success in improving pupil outcomes.

All the case study heads possessed a consistent, common set of core values: a strong sense of moral purpose; belief in equity and inclusivity; commitment to people as well as to action; respect; care; trust and a passion for improvement. The quantitative analysis of the Wave 1 Heads' Survey supported these findings (Chapter 3).

In both the first and second surveys, heads and key staff were asked about the most important combinations of specific strategies that they felt had had the most positive impact on improving pupil outcomes. Actions relating to the broad category' Improving Teaching Practices' were most frequently mentioned, followed by 'Promoting a Stronger Academic Emphasis', 'Redesigning the Organisation', 'Setting Directions and Developing People'. The most common specific strategies were 'Encouraging the Use of Data and Research, 'Changes to Specific Teaching Policies and Practices', 'Allocation of Resources and Improved Assessment Procedures' (Chapter 3).

10.2.4 New Claim 4: Leadership Influence - Motivation and Commitment

School leaders improve teaching and learning indirectly and most powerfully through their influence on staff motivation, commitment and working conditions.

Commentary

Our new evidence offers general support for this, but expands considerably on the factors or variables through which leadership practices influence changes in pupil learning. The most dependable source of evidence about this claim comes from the series of path analyses described in Chapter 5 of this report. These analyses demonstrate that changes in leadership practices over a three year period have significant indirect effects on both pupil behaviour and pupil academic outcomes (average change in GCSE results for secondary schools, mathematics and English test scores for primary schools).

Among the most powerful variables mediating leaders' influence on students in these path models are improvements in school conditions such as academic emphases, assessment for learning, collaborative teacher cultures, monitoring of pupil and school performance, coherence of teaching programmes, and the provision of extra-curricular enrichment activities. Together, the quantitative and qualitative evidence (Chapters 5 – 9), show that leaders' trustworthiness and their trust in teachers make significant contributions to teachers' commitment and their willingness to collaborate, as well as most other school conditions. There are associations, also, between the growth of trust and distribution of leadership. The influence of these variables on pupils' learning and behaviour is itself indirect through reductions in staff mobility and absence, improvements in pupil attendance and behaviour, and increases in pupil motivation, engagement and sense of responsibility for their own learning.

The heads' influence on teachers' motivation and commitment is demonstrated, also, in their emphasis upon provision of on-site CPD (continuing professional development), which relates to individual organisational and policy considerations and is balanced with external development opportunities (Chapter 7).

10.2.5 New Claim 5: Contextual Enactment

Successful leaders enact the basic leadership practices in contextually appropriate forms.

Commentary

Our new evidence provides confirmation and refinement of the third of the 'Seven Strong Claims'. While our claim about the widespread value of a common core of successful leadership practices useful in almost all contexts remains intact, successful leaders enact at least some of those practices in ways that are sensitive to – and perhaps adapted to - several features of their context, including at least school level and student background characteristics.

At the school level, the quantitative data points, for example, to important differences in leaders of primary and secondary schools aiming to improve teaching programmes in their schools. Successful secondary heads, our evidence suggests, placed a higher priority than primary heads on classroom observation, a practice within *Managing the Teaching and Learning Programme*, and on *Developing People*. School size and complexity, we believe, may also be explanations for this evidence about the school level since secondary schools are responsible for complex subject matter and are larger than primary schools. Attention to Developing People was a particular focus for heads of schools serving disadvantaged student populations. Other differences facing leaders in primary as compared with secondary contexts are found throughout our quantitative evidence.

Our qualitative case study data suggest that successful leadership enactment may well be sensitive to many more than the two factors (Managing the Teaching and Learning Programme and Developing People) identified by our quantitative data. Analyses of the case study data reported in Chapter 7, for example, indicates that heads deployed the same strategic leadership approaches but the prioritizing, combination, sequencing and timing of these approaches varied and the strategies selected were highly context specific.

Our quantitative and qualitative evidence together, then, point to (a) a potentially large number of 'micro-contextual' factors arising from school-and leader-specific characteristics, preferences and challenges and (b) a small number of 'macro-contextual' features in their working environments. Micro-contextual factors are not only a promising theme for future research but also important to acknowledge in the design of leadership development experiences.

10.2.6   New Claim 6: Leadership Levels - Four Levels of Leadership Influence

Effective leadership operates through four levels of influence to promote improvement in school conditions and pupil outcomes.

Commentary

Level 1 comprises six key dimensions of leadership: 'Setting Directions', 'Re-designing the Organization', 'Head Trust', 'Use of Data', 'Developing People' And 'Use of Observation'. Their impact on change in pupil academic outcomes seems to operate through their influences on different groups of people in the school and on a range of intermediate outcomes relating to improvement in teacher collaborative culture, pupil motivation, behaviour and attendance.

Level 2 comprises four dimensions in relation to leadership distribution in the school: Overall distributed leadership, Leadership provision by Staff, SLT., Collaboration and the SLT's Impact on Learning and Teaching.

The leadership practices of the head and of the SLT (comprising Levels 1 and 2 dimensions listed above) appears to influence, directly or indirectly the improvement of different aspects of school culture and conditions (Level 3 variables) which then indirectly impact on change (improvement) in pupils' academic outcomes through improvements in several important intermediate outcomes (Level 4 variables).

Level 3 comprises four dimensions of school processes which function as important mediating factors in this structured model: Teacher Collaborative Culture, Assessment for Learning, Improvement in School Conditions, and External Collaborations and Learning Opportunities.

Level 4 also comprises four dimensions: The Achievement of High Academic Standards, Improvements in Pupil Motivation and Learning Culture, Improvements (change) in Pupil Behaviour, and Improvements (change) in Pupil Attendance. These four constructs appear to be important intermediate outcomes which are found to have direct or indirect effects on changes in pupil academic outcomes over three years.

Figure 10.1 shows that three headteacher factors that link with core values were *Setting directions, Redesigning the organisation,* and the *Leader's trust in teachers.* There are also links between Setting directions and Redesigning the organisation and the factors *Use of Data*, *Use of Observation* and the wider concept of *Developing people.* Taken together, these form a statistical model of the factors present in effective headship. The secondary model is included here as an example.

Figure 10.1: Secondary School Leadership Practices and Changes in Pupil Outcomes Over Three Years: A Structural Equation Model
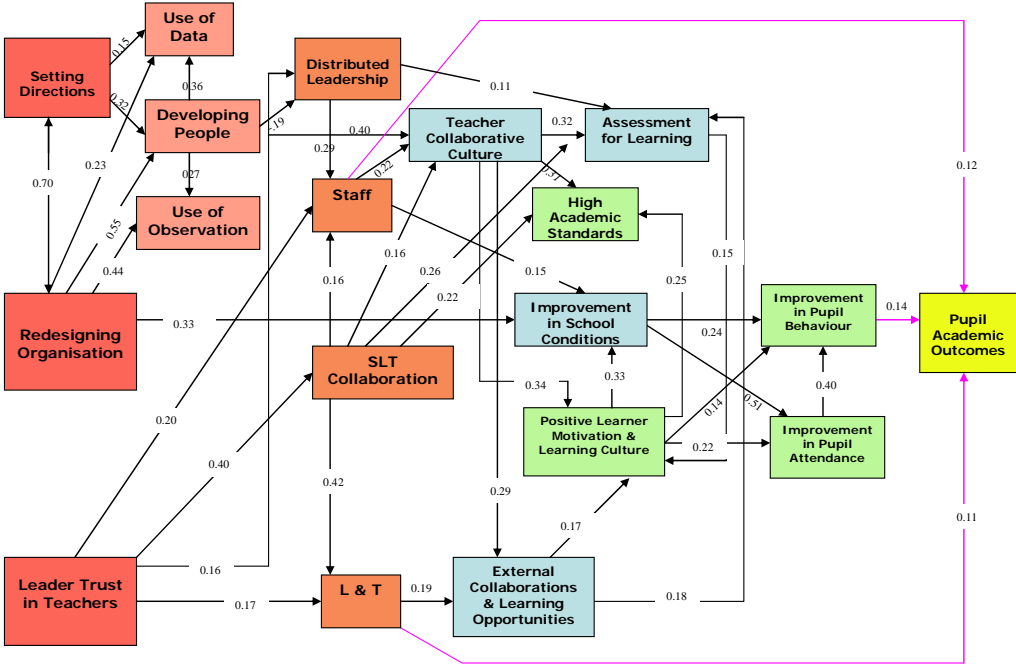
10.2.7   New Claim 7: A Phased Approach - Building and Sustaining Improvement

Effective heads prioritise combinations of strategies and manage these within and across three broad phases of 'success'.

Commentary

Heads identified a number of broad phases in their leadership – early, middle and later (Chapter 8). **In the early phase**, heads prioritised i) improving the physical environment of the school in order to create more positive, supportive conditions for teaching and learning, teachers and pupils'; ii) setting, clearly communicating and ensuring implementation of school-wide standards for pupil behaviour; iii) restructuring the senior leadership team and its roles and responsibilities; and iv) implementing performance management systems and CPD opportunities for all staff. Whilst there were differences in timing and emphasis between sectors, in general this had the effect of distributing leadership more and led to the development of a set of organizational values.

In the middle phase, heads prioritised: i) the wider distribution of leadership roles and responsibilities and ii) a more regular and focussed use of data as a means of informing decision making related to pupils' progress and achievement. Using learning objectives and target setting was an important part of the practice in all case study schools.

In the later phase, key strategies related to personalising and enriching the curriculum, as well as wider distribution of leadership.

In schools in more challenging contexts, in the early phase heads gave greater attention to establishing, maintaining and sustaining school wide policies for pupil behaviour, improvements to the physical environment and improvements in the quality of teaching and learning than in other schools.

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10.2.8   New Claim 8: Layered Leadership Strategies - The Growing of Success

Effective heads make contextually sensitive judgements about the selection, application and continuation of strategies that optimize the conditions for effective teaching, learning and pupil achievement within and across the three broad development phases.

Commentary

Heads' judgements of their school's contextual needs in relation to their own values and vision, external demands and internal conditions enabled them to select, prioritise and implement certain strategies during a given phase of the schools development, whilst 'seeding' others which were prioritised in later phases. Chapter 9 provides detailed accounts of the layered leadership strategies of two of these heads, which are illustrative of many of the features identified in the cross case analysis of all case study heads (Chapter 8).

Substantial improvements in pupil behaviour, attendance, attitude and motivation identified in both survey and qualitative findings were important precursors and facilitators for improvement in students' academic achievements, especially in schools in high disadvantage contexts (Chapter 3).

There were seven features of the work of these heads within the eight themes identified in Chapter 7 which began in the early phase and continued throughout the middle and later phases:

i.   defining and communicating the vision;

ii.   the development and embedding of high expectations for pupil behaviour, teaching, learning and achievement;

iii.   the establishment and development of complementary systems of academic and pastoral support;

iv.   enhancing teaching and learning through the creation of consistent pedagogical approaches in classrooms;

v.   the enhancement of teacher quality through internal learning and development opportunities for all staff which focused upon meeting organisational and individually identified needs. The 'Workforce Remodelling' initiatives by Government assisted them in this;

vi.   establishing and sustaining relationships within the school community, particularly as a means of building individual, relational and organisational self-efficacy and trust, which they identified as fundamental to their success and that of their staff and pupils; and

vii.   establishing relationships outside the internal school community, through home-school liaison and networking with other schools.

Whilst all heads gave attention to establishing relationships outside the internal community throughout, secondary school heads especially focussed on building relationships with parents, other schools and agencies in the middle and later phases of their tenure(Chapter 7 and 8). Government initiatives e.g. 'Every Child Matters', the development of the 14 - 19 Diploma and new technologies further stimulated the emphasis on developing further these relationships.

No differences in choice or timings were found which related to heads' levels of experience or the socio-economic status of school, and only minor sectoral differences for the case studies.

10.2.9 New Claim 9: The Progressive Distribution of Leadership

There are associations between the increased distribution of leadership roles and responsibilities and the continuing improvement of pupil outcomes.

Commentary

Whilst Chapter 7 reports on the importance of distribution of leadership roles and responsibilities as, 'a developing feature in all schools', the research identified, also, that this was 'initiated and nurtured' by heads over time. The more detailed investigations and analyses (Chapter 8 and 9) enabled further insights into the conditions which influenced the timing of initial and further distribution of leadership. Moreover, the heads' 'lines of success' (for example, Chapter 9) indicate likely associations, over time, between increased distribution, improved Ofsted judgements, and pupil outcomes.

Heads in the case studies were quick to distribute new roles and responsibilities to a small group of staff (the senior leadership team) in the early or middle phase of their tenure. Over half of these heads noted however, that beyond this, they had been 'more autocratic' (Chapter 8) in the early phase, as they worked to build trust and confidence between themselves and a range of staff. This was a pre-requisite to moving toward broader distribution of leadership roles, responsibilities and accountabilities in the middle and later phases of their leadership.

This pattern of progressive and selective leadership distribution over time was determined by three factors: i) the heads' judgements of what was 'right' for the school at different phases of its development; ii) their judgements about the existing state of readiness and observed and potential abilities of staff to lead; and iii) the extent to which individual, relational and organisational trust had been established.

In all case study schools, heads had begun to distribute leadership to middle leaders and other staff by the later phase.

The quantitative analyses also point to the increased distribution of leadership in effective and improved schools and this is illustrated in the SEM models (Chapter 5).

10.2.10 New Claim 10: Leadership Trust - A Key to Improvement

Trust is a pre-requisite for the progressive and effective distribution of leadership. It is closely associated with a positive school ethos, improved conditions for teaching and learning, enhanced sense of teacher classroom autonomy and sustained improvement in pupil behaviour, engagement and outcomes.

Commentary

Previous research has established strong reciprocal empirical associations between school improvement, in terms of pupil outcomes, and relational trust i.e. as observed in the interactions between head and teacher, teacher and teacher and school professionals and parents (Bryk and Schneider, 2002) and has claimed that, 'trust in leaders both determines organisational performance and is a product of organisational performance' (Louis, 2007:4). This research confirms and extends these findings (Chapter 5, 7, 8 and 9). The distribution of leadership over time by heads in this research was a clear expression of the importance they

placed on gaining others' trust and extending trust to them. The heads played an active and instrumental role in the 'planful' distribution of leadership (Leithwood, 2008) and this increased the commitment, self-efficacy and confidence of staff which were associated with improved pupil outcomes.

For these heads, effective distributed leadership depended upon four factors:

i) **Values and attitudes:** beliefs that (most) people cared for their students and would work hard for their benefit if allowed to pursue objectives to which they were committed.

ii) **Disposition to trust:** a history of received and observed benefits derived from previous trusting relationships

iii) **Repeated acts of trust:** enabling the increasing distribution of leadership roles, responsibilities and accountabilities and broadening of stakeholder participation

iv) **Building and reinforcing relational and organisation trust:** through interactions, structures and strategies which demonstrate consistency with values and vision and result in observable and felt successes.

10.2.11   New Claim 11: Leadership Differences by Improvement Groupings

The categorization of schools into three distinctive improvement groups i.e. Low Start, Moderate Start and High Start, reveals that there are statistically significant differences in certain leadership practices between each group.

Commentary

Schools which have improved from a Low Start (i.e. from low to moderate/high) have experienced the most changes in pupil behaviour, attendance, motivation and engagement. Heads in schools in disadvantaged circumstances tend to be less experienced than heads in schools in more favourable contexts and their tenure is often shorter than those in schools in more advantaged contexts (Chapter 3).

There is strong evidence that schools in the Low to Moderate/High group had made more improvements in changing school culture, climate and addressing teaching and learning and use of performance data over a three year period (Chapter 3).

10.2.12   New Claim 12: Leadership Difference by Socio-economic Context

There are relationships between the extent of the disadvantaged context of schools (FSM band) and the amount of change in leadership practice reported by primary and secondary heads.

Commentary

Most successful heads seem to draw on the same repertoire of basic leadership practices (building vision and setting directions, understanding and developing people, redesigning the organizing and managing the teaching and learning programme). However, this seems to be mediated by context, with a greater number of leadership practices are required to effect change in more disadvantaged schools (Interim Report, Chapter 4).

Effective heads in disadvantaged contexts are more responsive to school cultural and policy contexts in order to improve pupil outcomes and make greater efforts to effect improvement across a range of areas. Improvements in only one or two areas are unlikely to be sufficient to secure gains in pupil outcomes (Interim Report, Chapter 8).

Heads in disadvantaged contexts especially seek to make specific improvements in teaching and assessment and actively use of performance data to monitor the effectiveness of changes made (Chapter 3).

10.3 Effective Leadership and Pupil Outcomes: Policy and Practice Implications

Given the now two decade long policy focus on school standards in England, it is unsurprising to find that the findings from this project provide evidence of an increasingly sophisticated understanding of the strong links that have traditionally been thought to exist between school leadership and student achievement. The twelve new claims are not simply individual findings but, taken together, give a deeper insight into both the qualities and strategies of leaders that impact positively on pupil progress and achievement. The model of dimensions of effective leadership reflecting the integration of our qualitative and quantitative evidence that emerges from the interaction of the twelve new claims is shown in Figure 10.2 below.

Figure 10.2: A Research Informed Model of Dimensions of Effective School Leadership For School Improvement
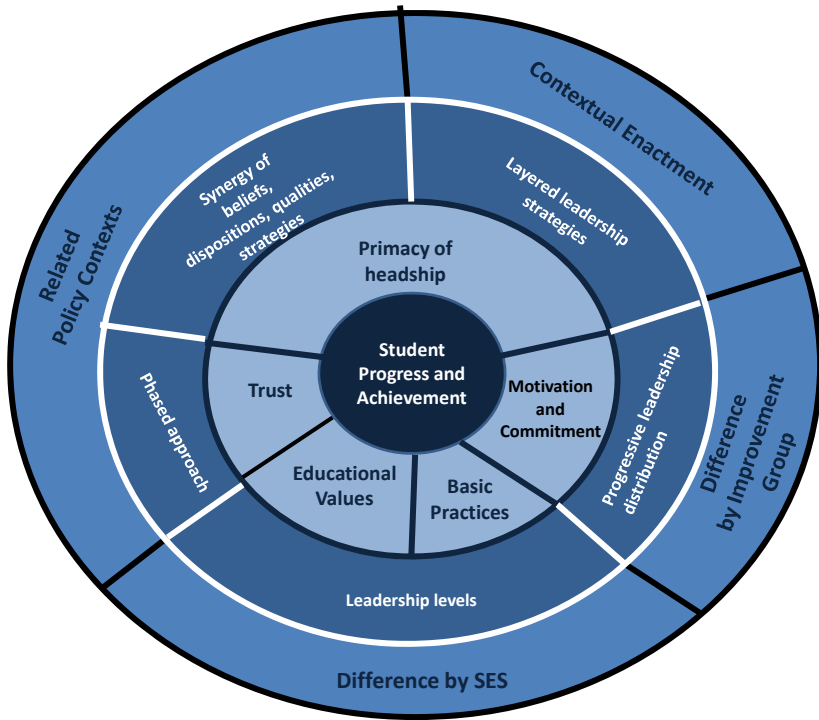
In the centre is student learning reflected in student progress and attainment, 'the dependent variable', the focus of this study. The next ring contains the two claims that have the most direct effect on student learning - the primacy of headship and the repertoire of basic leadership practices. These are the essential building blocks in the link between leadership and learning. This ring also exemplifies and includes one of the meta- findings of the study - a detailed picture of those personal qualities required of those leaders who genuinely make a

difference to student learning. The following two circles detail the other super-ordinate findings of the study - that effective leaders do not just have command of a repertoire of basic strategies and personal qualities, but they also apply them in a strategically intelligent (the penultimate circle) and contextually informed way (outer circle). This is how the new claims fit together in an integrated way and add value to each other.

Essentially, we can view the twelve new claims in this way:

- Leadership qualities

- Best practice

- Strategic acumen

- Contextual sensitivity.

The policy implication is that these dimensions may be used as a research informed basis for leadership development and evaluation.

As we have seen earlier in this report the current state of leadership in England is not just the result of policy impact, particularly over the past twenty years or so, but also reflects a confluence of professional and societal aspirations, as well as leadership as practised by the profession itself. It is from these three perspectives that we briefly review the current policy implications of this research for school leadership in England.

10.4 Direct Policy Influence

It is clear that policy has a direct influence on leadership practice in England. The implications of this research is that this more sophisticated view of leadership that embraces personal qualities and contextual/strategic acumen is reflected within the policy levers that are within the control of Government. Some of these are outlined below.

First, England has a relatively decentralised education system with many leadership and management decisions taken at a school level. This is a direct consequence of the introduction of Local Management of Schools (LMS) in the Education Reform Act (1988).

The policy implication is that as views on LMS develop they need to relate to this new view of leadership.

Second, whilst funding, leadership and management control were flowing to schools, this new autonomy coincided with a significant centralisation of decision making over curriculum, assessment and accountability.

In policy terms the impact of accountability is often the most immediate and the implication here is that OFSTED needs to accommodate this new view of leadership within its inspection criteria.

Third, more recently and as we have already seen, with regards specifically to the role of the head teacher, the National Standards for Head teachers (2004) identify core professional leadership and management practices in six key areas.

In policy terms, the National Standards need to reflect this increasingly deeper and textured view of leadership.

Fourth, the School Teachers' Pay and Conditions Document (STPCD, 2006) sets out a range of responsibilities for school leaders.

In policy terms the STPCD needs to be aware of these finding as they make their recommendations.

Fifth, is the balance between Standards and Welfare. School leaders are now asked to retain a rigorous focus on raising pupil attainment whilst at the same time leading improvements in provision that enables children to be safe, healthy, enjoy and achieve and make a positive contribution to society. This research points to the adoption and implementation of leadership strategies that are complementary rather than competitive (improvements in attendance, behaviour, motivation effective conditions for teaching and learning, continuing professional development and so on being important for the improvement of attainment); and it has identified the contextually sensitive, phased and layered combinations of strategies which lead to improvements in pupil outcomes.

The policy implication is that this more textured view of leadership should underpin the policy recommendations in the area of standards and welfare.

In all these ways policy is having a direct and positive impact on practice. We say this because, as is apparent in the research reported here, that policy is having an impact on those leadership behaviours that then have a direct relationship with student achievement.

10.5 The Confluence of Societal Need and Professional Practice: the Challenges Facing School Leaders

Irrespective of the policy context, there are a set of key challenges at the heart of effective school leadership. These include: ensuring consistently good teaching and learning; integrating a sound grasp of basics knowledge and skills within a broad and balanced curriculum; managing behaviour and attendance; strategically managing resources and the environment; building the school as a professional learning community; and developing partnerships beyond the school to encourage parental support for learning and new learning opportunities.

These tasks, although not independent of policy, reflect a confluence of social aspiration and professional responsibility. As we have seen from this research, good leaders would be doing these whether policy dictated or not, but of course they are more effectively performed in a benign policy environment. By and large this has been the case in England in recent years, but as we have seen in this research the most progress has been made in those schools where leadership has been driven by a sense of moral purpose and social justice that inform the behaviours, values and dispositions seen in this research. So, although there may have been a policy 'push', the positive impact at school level, as we have seen from this research, has been the achievement of leadership

These contemporary challenges stem not just from the scale and complexity of policy agendas but more specifically from 'the changes associated with the juxtaposition between the ECM agenda, of the learning and standards agendas on the one hand, and the social and inclusion agendas on the other' (PwC, 2007, p161). These include:

- The drive to increasingly personalize the learning experience of students.

- The implementation of workforce reform.

- The impetus for school diversity and parental choice.

- The progression of particular groups of students.

In addition to these specific challenges, school leaders are also faced with a range of other issues including: planning their own succession in the face of a potential shortage in the supply of leaders; staying abreast of and implementing curriculum and assessment changes across the Key Stages and 14-19; managing potential falls in student numbers in particular local areas; and also leading schools in challenging circumstance.

The policy implication is that the Government and its agencies should be using the practice of these effective leaders who have the qualities, contextual awareness, strategic acumen and skills to resolve these challenges.

It needs to be emphasised that in all these challenges the most success has been achieved as a result of the quality of leadership at school level, rather than the direct influence of policy. This conclusion is well grounded in the research reported here, which has focused increased attention on the values, aspirations, qualities and wise, timely and contextually focused strategic-decisions of the individual leader. We explore this in a little more detail in the following section.

10.6 The Moral Purpose of Leadership

Policy is important and does have influence - as the evidence of this report, summarised in this section, has demonstrated. In order to improve student outcomes a coherent policy framework is necessary but not sufficient. The extra impetus is provided by the vision, values, qualities, diagnostic skills, strategic acumen, management competencies and behaviours, indeed the moral purpose, of individual leaders.

The kind of leadership emerging from our research suggests that the striking characteristics of our outstanding contemporary leaders are that they:

- are fundamentally committed to the improvement of teaching and learning. They engage deeply with the organisation of teaching, learning, curriculum and assessment in order to ensure that learning is increasingly personalised for students and that expectations for achievement are high.

- develop schools as personal and professional learning communities, with relationships built across and beyond each school to provide a range of learning experiences and professional development opportunities.

- strive for equity and inclusion through acting on context and culture. This is not just about eradicating poverty, as important as that is. It is also about giving pupils and communities a sense of worth and empowerment.

- realise in a deep way that the classroom, school, system levels all impact on each other and upon the emotional identities and well-being of pupils and teachers. Crucially they understand that in order to change the larger system you have to engage with it in a meaningful way.

- engage in capacity building through the timely diagnosis and management of individual, organisational needs and external policy initiatives and the implementation and management of contextually sensitive layered leadership strategies over time which are selected, prioritized, combined, sequenced, continued or augmented.

- develop individual, relational and organizational capacity and trust, which lead to the progressive distribution of leadership and growth of confidence and achievement.

These effective leaders do not just exhibit the values reported in this Chapter but their view of moral purpose and social justice and their values and vision are increasingly being painted on a broader canvas. This implies more community involvement and indeed some engagement with the broader system.

The policy implication here is that this more morally centred approach to leadership rather than the commonplace instrumental view of the role should be at the forefront of public and policy debate, as that hopefully engendered by the recent OFSTED report on twelve outstanding schools that have succeeded in less than auspicious circumstances. It is no surprise that some of those schools also featured in our research.

10.7 Conclusions

This research represents a unique empirical and context informed account, over time, of the leadership values, qualities and actions by which heads, in particular, exercise direct, intentional influence on pupil behaviour, staff commitment and quality, teaching and learning conditions and, through this, pupil outcomes. The research demonstrates that heads in more effective schools are successful in improving pupil outcomes through who they are - their values, virtues dispositions, attributes and competences - the strategies they use, and the specific combination and timely implementation and management of these strategies in the unique contexts in which they work.

As we have seen, the school leader has become more pivotal to improvement efforts as a result of large-scale and extensive policy reform over the past twenty years. The image that we see emerging from this research on successful schools is of individual leaders working to transform a system that for some time has been based on prescription to one where 'professionalism' provides the basis of a new approach. The key question is 'how do we get there?' We cannot simply move from one era to the other without self consciously building professional capacity throughout the system. Although this research has not focussed specifically on this question, there are, in conclusion, four further implications for policy:

The first is to emphasise that this not an argument against 'top down' change. Neither 'top down' nor 'bottom up change' work just by themselves, they have to be in balance - in creative tension. The balance between the two at any one time will depend on the heads' diagnosis of the development phase of the school and policy context and their prioritising and layering of strategic actions.

Second, in creating this new landscape of schooling, policy makers need to understand the limitations of their role and to focus their energies increasingly on creating the conditions in which this new professionalism can thrive. This implies horizontal and lateral ways of working with assumptions and governance arrangements very different from what we know now.

Third, leaders themselves and those responsible for leadership training and development need increasingly to focus their efforts on the elements of the new leadership qualities as illustrated in this chapter through 'the twelve claims'. It should be no surprise to realise that this is relatively unknown territory. The main difficulty in imagining this landscape is that the thinking of most people is constrained by their experiences within the power structure and norms of the established system.

Finally, it is becoming clear that collaboration is at the forefront of leadership innovation. This implies a significantly more substantive engagement with other schools in order to bring about system transformation. This is being termed System Leadership. Specifically, a system leader may be defined as a school leader who is willing and able to shoulder wider system roles and in doing so is almost as concerned with the success and attainment of students in other schools as they are with their own. It is about taking the values, behaviours and skills described in this report and summarised in this chapter and applying them to the system as a whole. This is the next leadership horizon and one that builds on the research reported here.

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End notes

[1] Change in rank positions (quintiles); Key indicators including a) KS4 % 5A*-C; and b) KS2 % Level 4 + English and Maths.

[2] Simple value added analyses use multi lead models to study pupil progress by controlling only for pupil prior attainment. Contextualised value added analyses control for both pupil/prior attainment and pupil background facting level as gender, age and eligibility for FSM.

[3] Data missing!

[4] In all 2 staff questionnaires were sent to each primary school 5 to each secondary school

[5] Multilevel models (based on hierarchical regression and pupil level data) are used to develop value added measures (Goldstein, 1995) and the DCSF has recognised the value of the CVA in its publication of schools' results in achievement and attainment tables.

[6] The term 'causal' should be understood as a metaphor for some mathematical relations between the variables, or as only one of many reasonable models for the actual causal relations. (http://www.statistics.com/resources/glossary/c/causalmod.php)

[7] Structural equation modelling (SEM) is 'inherently a confirmatory technique' (Kelloway, 1998: 7) in that it seeks to confirm the relationships researchers have hypothesised among the theoretical variables (i.e. latent variables) and the manifest indicators (i.e. observed, measurable indicators) are indeed consistent with the empirical data at hand (Diamantopoulos and Siguaw, 2000). It is a hypothesis testing approach and in essence, it is based on the observations that '(a) every theory implies a set of correlations and (b) if the theory is valid, then the theory should be able to explain or reproduce the patterns of correlations found in the empirical data' (Kelloway, 1998: 6). In educational research, model building enables 'the systematic study of underlying concepts in a particular research context and the consideration of the relationships between them' (Silins and Mulford, 2002: 581). In the study our focus was on successful schools (defined by assessment and examination measures of improved pupil outcomes over three years) in England and the relationship between leadership and school processes that are hypothesised to promote improvements in pupils' measured attainments.

A range of multivariate analysis methods are involved in SEM with the aim of finding multivariate interrelationships among variables and constructs. Path analysis is a method of SEM. SEM models are usually depicted in path diagrams in which variables are linked by unidirectional arrows (indicating hypothesised causal relations) or bidirectional arrows (representing noncausal, or associations expressed as correlational, relationships) (Kelloway, 1998). The strength of the relationships is given by coefficients that represent the net predictive link between two factors, taking into account all the relationships between other factors included in the model.[7] In developing our SEM models we were influenced by previous leadership research, especially that of Silins & Mulford (who examined organisational learning and pupil outcomes in terms of pupil perceptions in their LOSLO study. Their study did not model relationships with academic attainment as is the focus in the IMPACT research. Their approach, however, fitted well with our conceptualisations of leadership as an influence on both individual and organisational change and learning that is likely to operate on pupil outcomes via its more direct impact on culture organisation, staff motivation, commitment and practices that themselves affect teaching and learning in the classroom.

[8] Value added (VA) indicators include 'simple' VA measures and 'contextual' VA measures.

Simple VA measures takes into account pupils' prior attainment. '*They arise from a national median line. The value added score for each student is the difference (positive or negative) between their own 'output' point score and the median (middle) output point score achieved by others with the same or similar starting point, or 'input' point score*' (DCSF definition)

Contextual VA measures are more complex, taking into account a range of significant individual predictors derived from Pupil Level Annual School Census (PLASC) (e.g. gender, special educational needs, pupil mobility, English as an additional language) and other datasets. The principle for contextual VA models remains the same as the 'simple' VA median line approach. The particular technique used to derive a contextual VA score is multi-level modelling.

[9] For key staff, the response rate was 12% (N=173) for primary and 11% (N=473) for secondary.

[10] All eligible secondary schools were included in the original survey but given the much larger numbers only a proportion of eligible primary schools were included in the original sample. The remaining 40% of FSM3&4 and 60% of FSM1%2 primaries, plus all other schools meeting the improvement criteria before Edubase deletion (as a weak measure of HT change).

[11] For key staff at school level: primary - 26%; secondary - 34%

[12] One school changed DCSF number but did not supply their DCSF number, so could not be allocated to an improvement group.

[13] Four schools changed DCSF numbers and could not be allocated to improvement groups.

[14] Differences by school improvement groups for the key staff sample were broadly in line with those for the heads sample. They are not reported in the chapter because of the limitation of spacing.

[15] $\chi^2=37.86$, df=3, $p<0.001$

[16] $\chi^2=17.08$, df=3, $p<0.01$

[17] $\chi^2=13.77$, df=3, $p<0.01$

[18] $\chi^2=82.83$, df=3, $p<0.001$

[19] $\chi^2=72.50$, df=3, $p<0.001$

[20] $\chi^2=31.44$, df=3, $p<0.001$

[21] $\chi^2=30.98$, df=6, $p<0.001$

[22] $\chi^2=28.61$, df=6, $p<0.001$

[23] $\chi^2=36.53$, df=3, $p<0.001$

[24] $\chi^2=37.47$, df=3, $p<0.001$

[25] χ^2=57.62, df=3, p<0.001

[26] χ^2=32.24, df=3, p<0.001

[27] χ^2=19.40, df=3, p<0.001

[28] Primary and secondary: p<0.01

[29] X^2=9.103, df=3, p<.05

[30] X^2=18.69, df=6, p<.01

[31] X^2=13.815, df=6, p<.05

[32] X^2=7.96, df=3, p<.05

[33] χ^2=13.54, df=3, p<0.01

[34] X^2=14.830, df=3, p<.01

[35] X^2=10.086, df=3, p<.05

[36] X^2=10.936, df=3, p<.05

[37] X^2=7.93, df=2, p<.0.05

[38] X^2=9.31, df=2, p<.01

[39] X^2=8.417, df=2, p<.05

[40] X^2=10.999, df=3, p<.05

[41] X^2=14.588, df=6, p<.05

[42] X^2=8.502, df=3, p<.05

[43] X^2=15.610, df=4, p<.01

[44] It aims to provide a springboard for discussion on hypothetical 'causal'[44] models that are intended to represent the patterns of underlying inter-relationships between a range of dependent and independent variables that measure different features of leadership, school and classroom processes and pupil outcomes

[45] Structural equation modelling (SEM) is 'inherently a confirmatory technique' (Kelloway, 1998: 7) in that it seeks to confirm the relationships researchers have hypothesised among the theoretical variables (i.e. latent variables) and the manifest indicators (i.e. observed, measurable indicators) are indeed consistent with the empirical data at hand (Diamantopoulos and Siguaw, 2000)

[46] . The internal consistency reliability of the test (Cronbach's Alpha[46] = 0.921) suggests a high level of consistency of the set of 14 observed variables in measuring the underlying constructs of Leadership Practice.

[47] ** Correlation is significant at the 0.01 level (2-tailed).

[48] This model had a relatively high internal consistency reliability of 0.950: indicating that these five dimensions are all measuring the same construct i.e. leadership practice and that they are not greatly influenced by random measurement error.

[49] This had an internal consistency reliability of 0.827

[50] With an internal consistency reliability of 0.83

[51] This is because the negative meaning of these items suggests a lack of leadership delegation in the school, which is in contrast to the practice of distributed leadership indicated by the other three items in Q9.

[52] The internal consistency reliability of the CFA model was 0.839 was identified

[53] with an internal consistency reliability of 0.80

[54] The internal consistency reliability of the three factor model was 0.889.

[55] The internal consistency reliability of the four factor model was 0.87.

[56] The internal consistency reliability test of this CFA model was 0.865.

[57] This had an internal consistency reliability of 0.83.

[58] This model had an internal consistency reliability of 0.752.

[59] With an internal consistency reliability of 0.71.

[60]All t-values in this model are in excess of |1.96|, indicating that the magnitudes of the estimated parameters (which represent the paths between the latent variables) are significant.

[61] The curved two-way arrows connecting 'SetDirnz' and RedeOrgz' incicates that these two variables are inter correlated. The 0.70 between the two variables indicates the strength of the inter-correlation. The one-way arrows indicate directional 'casual' relationships between two latent variables. The greater the number, the stronger the relationship.

[62] The positive consequences of school leaders' high relational trust for school organisation and for students were discussed in detail in Robinson's work (2007). She, in agreement with Bryk and Schneider (2002), argued that trust in schools is a core resource for improvement – which appears to be supported by the nature and strength of relations specified in the structural model in our study.

[63] FSM groups have been based on percentage of pupil eligibility for free school meals.

[64] Factor analysis revealed that each of the seven overall scales had a Cronbach alpha value which ranged from moderate (a = 0.63) to high (a = 0.89). Of the factors that were identified for these scales, ten were common across both cohorts; that is, the same factors were identified (and included the same questionnaire items) as a result of the Wave 1 and 2 analysis.

[65] Factor analysis of the secondary questionnaire data revealed that each of the six overall scales had a Cronbach alpha value which ranged from moderate (a = 0.64) to very high (a = 0.91). Of the factors that were identified for these scales, nine were common across both cohorts.

[66] The names of all schools involved in the study have been replaced with pseudonyms.

[67] Round 5 was conducted between February and May 2008, and Round 6 in June 2008

[68] Due to changes of head before the Round 5 interview, we have excluded two primary and one secondary school from the data reported in this chapter.

[69] These tables can be found in their raw form in Appendix 7.I, there are separate tables for primary and secondary

[70] These tables can be found in Appendix 7.II, there are separate tables for primary and secondary

[71] See appendix 7.I for clarity

[72] A team of assistant heads would manage a department that was not their own, creating a non linear structure

[73] New methodologies and initiatives for teaching punctuation in primary school

[74] One of the five elements of the Every Child Matters agenda

department for
children, schools and families