

Inspiring leaders to  
improve children's lives



National College  
for Leadership of Schools  
and Children's Services

# Corporate Plan

09 | 10

**Title** Corporate Plan 2009–2010

**Stock code** PB410

**Print** Streamline Press

**Design** Aspire Design

**Further copies available from**

**Email** [enquiries@nationalcollege.org.uk](mailto:enquiries@nationalcollege.org.uk)

**Phone** 0845 629 0009

**Our website** [www.nationalcollege.org.uk](http://www.nationalcollege.org.uk)

**Accessibility**

Please contact us to discuss any specific communication needs you have.

**Our principles**

Excellence and inclusiveness are overarching and fundamental principles of the National College. We value diversity and promote equality.

We also aim to be collaborative, challenging, creative and compassionate, with a can do approach. Visit our website to find out more.

## Contents

Foreword	<b>2</b>
Introduction	<b>3</b>
Our Strategy	<b>4</b>
Goal one	<b>5</b>
Goal two	<b>7</b>
Goal three	<b>11</b>
Goal four	<b>13</b>
Enablers	<b>15</b>
Balanced scorecard	<b>16</b>
Bibliography	<b>19</b>

## Foreword

For nearly a decade, the National College for School Leadership (the College) has worked to raise the standard of leadership in schools – and latterly in children’s centres – to help bring about improvements in children’s lives.

This year, the College has been charged with a new responsibility: to develop leadership provision for directors of children’s services (DCSs) and aspirant DCSs. This extension of our remit is the single most important change the College has seen since its inception in 2000. To mark the significance of this change and for the extended group of leaders it serves, the College has changed its name to the **National College for Leadership of Schools and Children’s Services**.

To reflect its new remit, the College has reviewed and refreshed the ambitious goals it set out in 2006 to reflect the challenges that leaders in schools, children’s services and children’s centres face and what they need from their National College. The new goals are:

- **inspiring new leaders:** identifying, inspiring and developing future leaders to sustain the supply of talent
- **great leadership development:** giving all leaders the expertise they need
- **empowering successful leaders:** harnessing the expertise of great leaders to drive improvement
- **shaping future leadership:** changing how leaders work to respond to new demands, and influencing policy and advising government

Each of these new goals is underpinned by four ways in which we will enable them to happen. The new enablers are:

- **local solutions:** helping leaders respond to their specific circumstances and to develop their expertise where they work
- **listening to leaders:** using consultations and research to ensure that our programmes and other activities deliver what leaders want

- **working with others:** building partnerships with key policy, professional and advisory bodies
- **corporate efficiency and effectiveness:** having rigorous and responsive processes, demonstrating the impact of our work and ensuring excellent value for money

Together we must ensure that our education and children’s services system has enough high-quality leaders to continue to raise standards and enhance children’s well-being. Over the coming months, the College sees its prime strategic challenges as:

- continuing to address the succession planning challenge for school leadership
- the development and delivery of children’s services leadership provision
- the development of new models of system leadership across schools, children’s services and children’s centres

This corporate plan sets out the goals in detail, says how the College intends to achieve each of them through specific programmes and activities, and announces the targets by which progress will be measured.

By concentrating on these four goals, we aim to raise the standard of leadership in schools, children’s services and children’s centres ever higher.

**Vanni Treves**  
Chair of the Governing Council

**Steve Munby**  
Chief Executive

## Introduction

Our extended remit gives us the opportunity to bring together and develop leaders of schools, children's services and children's centres in a more integrated way, enabling them to influence the education, achievement and well-being of all children and young people. Those who lead children's services need great school leaders in their local schools and those who lead schools need great children's services leaders in their local authority. When partnership and collaboration work well, children and young people benefit – and that is what we want to help to achieve.

The expansion of our role comes alongside major changes to our core leadership development offer to middle leaders, new headteachers and system leaders. The changes will help to realise the College's new goals and help it fulfil the vision set out in the Children's Plan (DCSF, 2007), 2020 Children and Young People's Workforce Strategy (DCSF, 2008a) and the White Paper 21st Century Schools (DCSF, 2008b) for raising the quality of life for children and young people, both in terms of their educational attainment and wider well-being.

Implementing such system-wide reforms to the way in which services for children and young people work together cannot be done in isolation. It is essential that the College works with others to bring about these changes, to ensure that schools and children's services have the high-quality leadership and leadership capacity to fulfil their roles, and to deliver the best possible outcomes for children and young people. Our partners include the Department for Children, Schools and Families (DCSF); national agencies, including the Training and Development Agency for Schools (TDA) and the Children's Workforce Development Council (CWDC) and those in other public sector areas; other government departments; local authorities; government regional offices and government agencies. We will continue to develop these links and also to work closely with unions and professional bodies to gain a first-hand insight into the needs of leaders working in schools and children's services.

### Our corporate goals for 2009–10

The College has four new corporate goals for 2009–10.

The **first goal** is to inspire the next generation of new leaders across the system through our work on succession planning. Succession planning has been a priority for the

College for the past three years and it remains its highest strategic challenge. A new programme, Accelerate to Headship, will target high-calibre aspiring heads and we will also start work on an accelerated programme for aspirant directors of children's services (DCSs).

Our **second goal** is to continue to provide great development provision for leaders of schools and children's services. In middle leadership, we will be piloting a new approach to development based on clusters of schools working together. New heads will be offered a tailored package of support, including professional partners to guide them through the early stages of their new role. For directors of children's services, we are working with our partners and experienced DCSs to design a new development programme.

Our **third goal** focuses on empowering successful leaders by providing more opportunities for the best leaders to extend their influence and share practice beyond their own school or organisation. National leaders of education (NLEs) and their national support schools (NSSs) will continue to play a larger role alongside the developing role of local leaders of education (LLEs), which we will be extending beyond the City Challenge regions. A new programme on system leadership for DCSs will include dedicated mentoring for all newly appointed DCSs, while outstanding directors will have access to an executive leadership programme, enabling them to help shape development of the wider system.

Our **fourth goal** is to ensure that we shape the future of leadership. A key area is our work on the National Standards for School Leadership, and we will develop standards for aspiring DCSs. The new models of leadership that are now emerging for schools and children's centres, and their nature, impact and the conditions necessary for them to flourish, will continue to be a major research area for the College.

The targets we have set for 2009–10 will meet these challenges and reflect the priorities that the government has set for the College. They are set out in detail in the following pages and will be reported in our balanced scorecard.

Further information on College activities and programmes that are not covered in this publication can be found in our prospectus and on the College website

**[www.nationalcollege.org.uk](http://www.nationalcollege.org.uk)**.

# Our strategy

Figure 1 sets out the College’s primary aim and the key elements of our strategy for 2009–14.



# Goal 1: Inspiring new leaders



The next generation of leaders is already at work in schools, children’s services and children’s centres. The College has a key role to play in developing these future leaders and in helping schools and local authorities to identify and nurture the talent in their midst and to equip these leaders with the skills and knowledge that their roles require. The National Professional Qualification for Headship (NPQH) remains at the heart of our work with school leaders in this regard. This year we are introducing new programmes for aspiring leaders in different contexts, including starting work on the development of new provision for aspiring DCSs.

## Succession planning

Bringing forward the next generation of headteachers continues to be one of the most significant challenges facing the profession. Through our continuing work on succession planning, we aim to ensure that there are enough high-quality leaders coming through. Much of our work will focus on supporting schools and local authorities, governors and partners to develop their own, local solutions to leadership shortages in line with our aim of encouraging locally owned leadership development. The range of activity includes:

- grants to local authorities to support their leadership development activities
- national succession consultants to provide support and challenge to local authorities
- extra support to targeted local authorities to help them fill the most challenging headship posts (for example in faith schools and small rural schools)
- Be A Head, the strategy to support NPQH graduates in applying for headship

- a renewed emphasis on work to diversify the talent pool for school leadership
- engagement with governors

Although much our work this year will be directed towards succession planning for school leaders, the College will also begin work in 2009–10 on a succession planning initiative for directors of children’s services.

## National Professional Qualification for Headship

NPQH was successfully redesigned in 2008 and will continue to be central to our work on succession planning. The recruitment target for this year is 2,000. The programme will continue to be refined in the light of the evaluation feedback from the pilot, and the online materials will be updated to remain current with any new educational policy initiatives. In terms of numbers of NPQH graduates, we will take a more strategic approach and aim to match the number in each region more closely with the number of vacancies in each region. We will continue to encourage existing NPQH graduates to move up to headship through the Associate Heads programme, widening their experience of leadership with placements in schools in challenging circumstances. We will also study the opportunities for more links between NPQH and the National Professional Qualification in Integrated Centre Leadership (NPQICL), which is a programme designed for leaders of children’s centres.

## Accelerate to Headship

This new programme, incorporating the existing Future Leaders pilot, will target aspiring heads. It is due to be rolled out across England from spring 2010. It will enable

PHOTO REDACTED DUE TO THIRD PARTY RIGHTS OR OTHER LEGAL ISSUES

those with the highest potential to move rapidly to headship, thus retaining the highest quality individuals while attracting and recruiting career changers with proven leadership expertise. Participants will be offered a personalised plan of school-based learning, assignments in other schools and agencies, plus professional development opportunities from within and outside education.

### Leadership development provision for aspiring directors of children's services

In addition to the provision for DCSs for 2009–10, we will also begin to develop provision for those aspiring to the role. This will have two elements:

- a leadership development programme for aspirant DCSs
- an accelerated leadership development programme

To further our understanding of the needs of those close to becoming a DCS and the specific provision they might require, and to design appropriate provision, we are proposing to sponsor four aspirant DCS leadership academy seminars in 2009–10 from the Virtual Staff College. The outcomes of these seminars will inform and contribute to the design and content of the aspirant DCS programme. This will enable us to commence specific provision for aspirant DCSs in 2010–11, with cohorts of around 40 participants a year.

### Academies

We are keen to develop a closer relationship with academies and to develop further the support we offer to leaders of these schools. The academy is still a relatively

new model of school but there are key areas of their leadership – for example finance, greater autonomy and relationship with sponsors – where knowledge should be captured and shared with others, not least those aspiring to become academy principals. We see this as an important role for the College.

This year we are launching a programme of work to support succession planning specifically for academies. It will enable a cohort of up to 20 academy vice/deputy principals to benefit from the Associate Head programme and to participate in an academy module for NPQH graduates.

#### Key outcomes

The key outcome for goal 1 is:

- a positive contribution to sustaining and increasing the flow of high-quality leaders across education and children's services

#### Key output targets

The key output targets for goal 1 are:

- **NPQH:** 1,800 places
- **NPQH:** 95 per cent graduation rate
- to influence the sector so that by January 2010, headteacher vacancies are no more than 0.7 per cent (aiming for 0.6 per cent), and the percentage of temporarily filled posts is no more than 3.2 per cent (aiming for 2.9 per cent)



## Goal 2: Great leadership development

Great leadership development is our core business: it is at the heart of what the College does and why it exists. This year, following an extensive review and in the light of our extended remit, we are introducing new programmes and activities in the key areas of leadership of children's services, early headship and middle leadership, and are also introducing extra support for leaders in schools facing particular challenges.

### Children's services leadership

#### Directors of children's services

Under the College's extended remit, we will develop a new programme offering development and support for directors of children's services. The College will lead the design and development of the programme, working in partnership with the Association of Directors of Children's Services (ADCS) and the Children's Workforce Development Council (CWDC), with the support of the Virtual Staff College. The programme will begin in November 2009 with the first cohort of 24 participants composed of good and experienced DCSs who will help to co-create and finalise the provision.

### School leadership

#### Middle leadership

To enable us to reach more middle leaders, we will pilot a different approach to the delivery of middle leadership development programmes. Using a new, localised approach based on clusters of schools working together, we will

support schools in delivering middle leadership development tailored to their own context, with a strong emphasis on peer support and on-the-job training. We will quality assure and license school leaders as facilitators to lead this work and provide a support network for all middle leader participants. This year, 30 clusters of schools will take part in the pilot. We will, in addition, continue to deliver our existing programme for middle leaders, *Leading from the Middle*, to 4,000 middle leaders from schools and children's centres.

#### Senior leaders

The Leadership Pathways programme will be modified to focus more closely on senior leaders and will include a module for the leadership of continuing professional development (CPD). The target figure for participants this year is 3,500.

#### Early Headship Provision

New provision for first-time heads will be piloted this year with 30 participants. We expect to introduce it fully in 2010-11. The revisions will provide a seamless leadership development pathway from NPQH graduation into headship. It will offer new heads more support in school from professional partners, ie experienced, practising heads, accredited by the College, who will provide support and guidance from NPQH graduation to headship and, crucially, into the first few years of headship. We will also provide NPQH graduates and new heads with materials and tools to support their transition to headship. Materials will include how the school leadership team works together to ensure effective outcomes for the school.

PHOTO REDACTED DUE TO THIRD PARTY RIGHTS OR OTHER LEGAL ISSUES

## Schools in challenging contexts or circumstances

### City Challenge

Under the expanded City Challenge, we will offer tailored leadership programmes for schools in challenging contexts in London, the Black Country and Greater Manchester, aiming to work with primary and secondary schools across 47 local authorities. Development will be personalised to meet the needs of individual leaders and potential leaders and to reflect their particular context. The package of support will include identification, training and deployment of local leaders of education (LLEs), the creation of outstanding practitioner networks, and tailored support to Keys to Success and Pathways to Achievement schools, in partnership with local authorities. We will also be responding to other leadership development needs as they arise.

### National leaders of education and national support schools

In all regions, the programme for national leaders of education (NLEs) and national support schools (NSSs) will continue, enabling more outstanding leaders and their schools to work alongside underperforming schools to help the latter improve. We have expanded the programme to provide NLE/NSS support for a number of schools in the National Challenge programme.

Other priorities will include a new bespoke leadership development programme targeting senior leadership teams in secondary schools that are facing challenging circumstances as well as schools receiving support from

the National Challenge. In addition, we are looking to expand the LLE programme to a national scale.

### Small Rural Primary Schools programme

A new Small Rural Primary Schools programme will address the key issues of building leadership capacity and improving performance in these schools where appropriate. Activities include proposals for a four-year project, Getting to Good, and work on the leadership implications of the new primary curriculum. The pilot of the new approach to middle leadership development will include clusters of small rural schools. Through our work on succession planning (see goal 1), we will give priority to participants looking towards headship in small rural primary schools.

### Achievement for All project

We will work with DCSF and National Strategies on the Achievement for All project to focus on the leadership of special educational needs and disabilities in selected primary and secondary schools in 10 pilot local authorities. This work will inform the development of our leadership programmes and will aim to ensure that the leadership of inclusion has a raised profile in the College's work.

### Specific curriculum support

The New Secondary Curriculum Support programme will be extended, with an emphasis on working with schools that have yet to benefit from it. Work on information, advice and guidance (IAG) will continue, moving towards embedding the elements of good practice in IAG within the College's leadership provision. With the Learning and Skills

Improvement Service (LSIS), we will continue to deliver support programmes for schools and their partners preparing for and implementing the new diplomas.

In support of the review of the primary curriculum, we will run three regional seminars as part of the formal consultation programme in summer 2009. We will also run further regional events in spring 2010 that will focus on the leadership implications of implementing the new statutory national curriculum orders.

### Other priority areas

#### Building Schools for the Future and Primary Capital Programme

Through the Building Schools for the Future (BSF) Leadership Programme and Primary Capital Programme (PCP), we will continue to help leaders meet the challenges of transforming their schools by developing their understanding of the impact of new environments on learning. For BSF, the College will run 15 programmes in different locations this year.

For PCP, the College will run programmes in 11 areas from October 2009 to March 2010. Each programme will bring together teams of two local authority representatives and four school leaders from up to six different local authorities.

#### School business managers

NCSL will continue to deliver the highly successful Certificate in School Business Management (CSBM) and the Diploma in School Business Management (DSBM) through 2009–10. A total of 2,700 school business management places will be available. This figure will be made up of a minimum of 600 DSBM places, 1,000 CSBM places delivered in collaboration with local authorities and 900 CSBM places delivered nationally. In addition, the Advanced Diploma in School Business Management (ADSBM), which was developed and successfully piloted in 2008–09, will be taken to a larger scale with a minimum of 200 places available in 2009–10.

A key target for the year will be to increase the number of primary schools accessing school business management skills. Consequently, we will continue to support and learn

from over 30 demonstration projects that are exploring and testing the role of school business director, working across schools and in complex settings including groups of small rural primary schools where higher order business management skills are required.

In addition to identifying from the projects the components of a Masters-level professional qualification for school business directors (SBDs), we will develop and publish a toolkit to help headteachers, governors and local authorities recruit and train school business managers and to structure leadership teams in order to ensure that school business managers are effectively deployed.

The College will also provide advice to DCSF on how the conclusions of the SBD demonstration projects might be taken forward, and will also evaluate whether the school business management models of leadership can be adapted to meet the diverse operational needs of children's centre leaders.

Our work will continue to be supported in the regions by a cadre of skilled and experienced SBM advocates who will work with schools and local authorities to promote the role and contribution of school business management.

#### Integrated and multi-agency working

The College has reviewed the National Professional Qualification in Integrated Centre Leadership (NPQICL) programme and it will continue with a target for this year of 450 participants. Further work will be fully reviewed in line with emerging government strategy in relation to integrated working and the move by many local authorities to establish local, multi-disciplinary teams. This work will be aligned with middle leadership development.

Partnership working will remain a strong focus, particularly with TDA and the Children's Workforce Development Council to support the implementation of the 2020 Workforce Strategy (DCSF, 2008a). The provision of a more coherent and joined-up offer of support from the three organisations at a regional and local level will also be a priority.

### Membership

We will introduce a number of changes to improve the way in which people engage with the College. We have made significant improvements to our registration system, and leaders can now use the same system to access all the College's activities, including events, programmes and online learning, saving them time and helping to build a clearer picture of who our customers are so that we can better understand and serve their needs.

This year, we will introduce a membership programme. By becoming a member of the College, leaders of schools, children's services and children's centres will gain personalised access to all aspects of our offer, including events, leadership development programmes, publications, research and online communities. The membership programme will build on the success of our Leadership Network; all Leadership Network members will be transferred automatically to the new programme so that they can access the enhanced benefits immediately.

To support the delivery of the membership scheme, we will be launching a new website. This will include a number of improvements that will enable members to relate our offer more precisely to their own personal development needs and interests.

### School governors

In line with the White Paper 21st Century Schools (DCSF, 2008b), we will work with the National Governors' Association to deliver a new programme of development for chairs of school governing bodies and will work to ensure that school governance is reflected in all of our leadership development provision.

### Key outcomes

The key outcomes for goal 2 are:

- a positive contribution to the achievement of national targets in English and maths at Key Stage 2 and five GCSEs at grades A\*-C at Key Stage 4
- schools involved in strategic intervention programmes raise pupils' attainment at Key Stage 2 and Key Stage 4 by more than the national average rate of improvement each year
- a positive contribution to the achievement of the five outcomes of Every Child Matters for children nationally which includes sustainable and high-quality engagement and leadership to support the delivery of the extended schools core offer
- the quality of leadership and management improves in schools where staff are engaged with the College's programmes, and thereby contributes to a reduction in the percentage of schools placed in Ofsted's 'inadequate' category for leadership and management, and the number of schools judged as having outstanding leadership and management nationally increases

### Key output targets

The key output targets for goal 2 are:

- **Leading from the Middle:** 4,000 places
- **Leadership Pathways:** 3,500 places
- **Early Headship Provision:** 1,400 places
- **NPQICL:** 450 places
- **CSBM** and **DSBM:** 2,500 places in total
- **ADSBM:** 200 places
- **International placements:** 360 places

## Goal 3: Empowering successful leaders

Capitalising on the expertise of good and outstanding heads and leaders of children's services and children centres is crucial to raising standards. Disseminating their knowledge and expertise more widely across the system will, in addition, help us to improve consistently the quality of early years and childcare provision, tackle the problem of variability within and between schools and narrow the achievement gap between children of different backgrounds. It also links to our work on succession planning by providing more varied opportunities for leaders in the latter stages of their careers, helping to retain their expertise in the system for longer, and to our aim of building a system of leadership development that is self-sustaining.

### Children's services leadership

#### System leadership

We will develop the opportunity for DCSs and their teams to support the leadership development of others by becoming system leaders. These roles will include coaching and mentoring less experienced and new DCSs, providing support to DCSs who are dealing with challenging circumstances and taking a wider system role in supporting DCSs across more than one region. In 2009–10 we will focus on providing a mentor for all newly appointed DCSs and will work with our partners to explore and develop the system leadership role.

#### Executive Leadership programme

For the most experienced and highly effective DCSs, we will develop an Executive Leadership programme, which will

aim to retain excellent DCSs, and allow them to contribute to the development of the wider system. We are also considering including a fellowship commission in this provision which would involve DCSs working together to solve a system-wide challenge. This is currently a feature of the Fellowship programme for outstanding school leaders. We will develop the programme in 2009–10 and begin with an initial cohort of 20 in 2010–11.

#### National leaders of education, national support schools and local leaders of education

As well as the work to expand NLE/NSS and LLE numbers outlined under goal 2, we will also deliver a Fellowship programme for National Leaders of Education (NLE). The Fellowship Programme will offer an exciting opportunity to those who want to influence the wider education landscape as system leaders. Through this programme, we will form a top cadre of exceptional leaders who will have the additional opportunity, support and professional development to allow them to influence the wider educational landscape as future leaders of groups, chains and federations of schools.

#### School improvement partners

We will work with National Strategies to develop, assess and accredit school improvement partners (SIPs). We will continue to assess applicants for accreditation as SIPs in all three phases until March 2010 to meet an expected demand by local authorities and individuals. We will also continue to provide opportunities for accreditation, albeit at a reduced level.

PHOTO REDACTED DUE TO THIRD PARTY RIGHTS OR OTHER LEGAL ISSUES

#### Primary executive headteachers

We will commission the design and delivery of three pilot cohorts of provision for primary executive headteachers, ie experienced headteachers looking to lead more than one school. This provision is needed to support the increasing incidence of federations of primary schools, including small rural and large inner-city primary schools.

#### Children's Centre System Leadership programme

Following a highly successful Children's Centre System Leadership programme pilot, we will develop a second phase of this programme over the course of this year.

#### Key outcomes

The key outcomes for goal 3 are:

- the best leaders drive and inform the development of policy and practice across the system
- the most effective school leaders are identified, encouraged and provided with opportunities to work beyond their own schools to improve performance, particularly in support of schools in complex and challenging circumstances
- where leaders work beyond their own schools as part of strategic intervention programmes, they contribute to improvements in the quality of leadership, learning and teaching, and to raising pupils' attainment

#### Key output target

The key output target for goal 3 is:

- **NLS/NSS:** 80 NLEs recruited

## Goal 4: Shaping future leadership

Our research and development work informs our advice to policymakers as well as underpinning the whole range of College activity. There are four main research areas this year.

### Models of leadership

We will support a national network of children's centres and schools that are developing new models of leadership and governance and will work to ensure that local authorities are equipped to support schools in this area. We will commission further research and thinking on:

- the impact of specific models of leadership
- the current picture on executive headship
- the potential for chains of schools to make a difference
- the impact of non-teaching leadership roles as they emerge in schools

Collaboration between schools and partners, the conditions required to bring this about and for it to thrive in the longer term, will be a key theme.

We will work with officials to explore how models of leadership might be developed further in the light of the White Paper 21st Century Schools (DCSF, 2008b). For example, we will undertake a research and development project to explore how federations can enhance the capacity and effectiveness of primary schools including rural primary schools.

### Every Child's Future Matters

The Every Child's Future Matters (ECFM) research campaign is focused on developing our understanding of how leaders

lead sustainability in schools, how they integrate it with wider ECM work and the impact this has. We will run three projects focusing on the leadership of sustainability:

- research by schools into the leadership of sustainability
- leadership for public value: how leaders can work with parents and communities to generate valuable outcomes, including community cohesion and sustainable communities
- the development and dissemination of local school networks via events, a think piece and related communications activities

### Leadership development

We will support the development of new leadership programmes, including developing the curriculum for middle leadership, early headship and system leadership (see goals 1 and 2). We will also be launching the findings from a two-year study in partnership with the Specialist Schools and Academies Trust (SSAT) into leadership across education, sport, health and business.

### Reducing variability/narrowing the gap

We will be working with the regional networks on the next phase of their Leadership for Narrowing the Gap programme to ensure the learning and impact from that work is captured and disseminated. We will launch new research in this area that begins to bring together the learning from our school, children's services and children's centre leadership activities.

In addition to these areas and in line with the College's extended remit, we will be commissioning a programme of research on effective leadership and leadership development

PHOTO REDACTED DUE TO THIRD PARTY RIGHTS OR OTHER LEGAL ISSUES

and succession planning in the arena of children's services which will inform programme development.

We will continue to identify and collate policy and research relevant to the College's activities emanating from DCSF and its agencies, professional bodies, higher education institutions and international sources. We will work to ensure that leaders of schools, children's service and children's centres have a voice in shaping College and wider policy, including through Leading Practice seminars and the Policy Consultation Group. We will continue to provide evidence-based and considered advice to government through a range of mechanisms.

### Other high priority areas

The work undertaken with The Social Partnership on the National Standards for School Leadership will also be completed this year. The standards are scheduled to be agreed during spring 2010.

We are also proposing to begin work, with the children's services profession, to develop a set of standards against which aspirant DCSs could be assessed, and which will build on the National Professional Development Framework for Leading and Managing Children's Services in England.

The College will chair a leadership group which will develop proposals for a more coherent offer of support for senior and middle managers throughout the workforce. This group will consider the needs and potential of all leaders and managers in the children and young people's workforce including the voluntary, community and private sector. The College will report recommendations from the group in spring 2010.

### Key outcomes

The key outcomes for goal 4 are:

- continued development of new forms of leadership within and between schools that make a positive contribution to the achievement of the outcomes for goal 1
- a positive contribution by the College's research to policy development across the system

### Key output targets

The key output targets for goal 4 are:

- National Standards for School Leadership to be agreed in spring 2010
- publication of findings from a two-year study in partnership with SSAT into leadership across education, sport, health and business



## Enablers

### Local solutions

Local solutions are one of the hallmarks of the College's provision. Research shows that leaders prefer to learn in their contexts and on the job rather than on external training courses. Training and developing leaders in their own contexts enables them to apply their learning more effectively for the benefit of their organisation. Commissioning local providers to run programmes and activities – while retaining the quality assurance and strategic management aspects within the College – also enables us to reach many more leaders. This year, our development programme for middle leaders in schools, for example, will be focused on local clusters of professionals working together with trained facilitators.

### Listening to leaders

Knowledge, intelligence and opinion gathered from the profession underpin our work. It is by learning from the practice of serving leaders that we can develop programmes that meet their needs as they evolve. We do this through our regional networks, Leading Practice seminars and national conferences. We draw on – and provide leaders with access to – the latest national and international thinking on leadership. All these elements support our role as advisers to policymakers. For example, our primary executive headteacher provision is based on advice and suggestions from a group of serving headteachers.

### Working with others

Working with other statutory bodies, agencies and professional organisations is crucial both to the delivery of some of our activity and to informing our practice. By collaborating, we are also modelling ways of working that schools and children's services are increasingly required to adopt. The principle will be embodied, for example, in our work to lead a group of partners in developing a more coherent offer of support for senior and middle managers throughout the children and young people's workforce.

### Corporate efficiency and effectiveness

The College will use public funds in the very best way by ensuring that it is effective and efficient in everything that it does. This will help to ensure that the resources will go further and we will have even more impact across the country.

We will work in collaboration and partnership with other organisations to deliver our offer in the most efficient and appropriate way. We will have the best people, processes and systems and will continually improve by monitoring our impact and evaluating the effect that we are having, using this knowledge to reshape our plans and enhance our activity.

We will deliver this through:

- a strong emphasis on achieving value for money in all that we do
- a robust governance framework and an effective corporate planning process
- a new impact measurement and evaluation framework
- a focus on the development of our people as well as maximising their potential through talent management
- use of a standardised and streamlined set of delivery processes across the College
- the delivery of an excellent customer experience in all interactions with the College

## Balanced scorecard



### A: Outcomes and impact

#### A1: Achievement of national targets at Key Stage 2 and Key Stage 4

##### Target 2009–10:

- demonstrate that a higher rate of improvement (in supported schools) and that a higher percentage of pupils (in supporting schools) attaining the national targets of:
  - Level 4+ in English and maths at Key Stage 2
  - five GCSEs at grades A\*–C (including English and maths) at Key Stage 4
- is achieved when engaged with the College on either a programme or strategic initiative:
  - schools engaged on programmes versus schools not engaged\*
  - NLE: schools supporting and supported versus schools not engaged\*\*
  - London Leadership Strategy: schools supporting and supported versus schools not engaged\*\*
  - Black Country Leadership Strategy: schools supporting and supported versus schools not engaged\*\*
  - Greater Manchester Leadership Strategy: schools supporting and supported versus schools not engaged\*\*

\* Programme engagement is defined as a school that has supported the registration of one or more teacher or school leader in one or more of the following core programmes: Leading from the Middle, Leadership Pathways, National Professional Qualification for Headship, Early Headship Provision, the Leadership Programme for Serving Headteachers or Head for the Future.

\*\*Strategic initiative engagement is defined as a school that has been supported by an NLE, LLE or other recognised individual or group identified on a needs basis.

## Balanced scorecard continued

### A: Outcomes and impact continued

---

#### A2: Ofsted judgements on the quality of leadership and management\*

##### Target 2009–10:

- contribute to a reduction in the percentage of schools judged by Ofsted as having inadequate leadership and management for:
  - primary schools to below 2 per cent
  - secondary schools to below 3 per cent
  - special schools to below 2 per cent
  
- contribute to an increase in the percentage of schools judged by Ofsted as having outstanding leadership and management for:
  - primary schools to above 15 per cent
  - secondary schools to above 20 per cent
  - special schools to above 27 per cent

\*Alterations are to be made to the Ofsted inspection framework which could lead to a change in the distribution of outcomes. At this stage we do not have a baseline set of results against the new framework from which targets can be derived and therefore, in line with setting high expectations, targets have been set to demonstrate an improvement on the results from the previous year.

#### A3: Succession planning

##### Target 2009–10:

- 1,800 NPQH participants
- 95 per cent graduation rate for NPQH
- aiming to influence the sector so that by January 2010, headteacher vacancies are no more than 0.7 per cent (aiming for 0.6 per cent) and the percentage of temporarily filled posts is no more than 3.2 per cent (aiming for 2.9 per cent)

## B: Stakeholder and customer perspectives

---

**B1:** Percentage of a representative sample of school leaders who believe the College's activities are effective

**Target 2009–10:**

- 85 per cent of school leaders believe the College's activities are effective

**B2:** Percentage of a sample of participants in NSCL leadership provision who believe the College is impacting positively on their school

**Target 2009–10:**

- 85 per cent of participants believe that their involvement with the College is impacting positively on their school

## C: Organisational efficiency

---

**C1:** Performance against government efficiency targets

**Target 2009–10:**

- comprehensive spending review (CSR) efficiency target of 5 per cent reduction in administration costs

**C2:** Financial management

**Target 2009–10:**

- percentage of actual spend against profiled spend (within a tolerance level of -2.5 per cent to 2.5 per cent on a quarterly basis and -2.5 per cent to 0 per cent on an annual basis)

## D: Internal organisational learning and development

---

**D1:** Staff attendance

**Target 2009–10:**

- 97 per cent staff attendance

**D2:** Employee satisfaction

**Target 2009–10:**

- 75 per cent satisfaction rating

## Bibliography

DCSF, 2007, The Children's Plan: Building brighter futures, Norwich, The Stationery Office, available at [www.dcsf.gov.uk/everychildmatters/about/childrensplan/childrensplan/](http://www.dcsf.gov.uk/everychildmatters/about/childrensplan/childrensplan/)

DCSF, 2008a, 2020 Children and Young People's Workforce Strategy, Nottingham, Department for Children, Schools and Families, available at <http://publications.everychildmatters.gov.uk/default.aspx?PageFunction=productdetails&PageMode=publications&ProductId=DCSF-01052-2008>

DCSF, 2008b, 21st century schools: A world-class education for every child, Nottingham, Department for Children, Schools and Families, available at <http://publications.dcsf.gov.uk/default.aspx?PageFunction=productdetails&PageMode=publications&ProductId=DCSF-01044-2008>

The National College for Leadership of Schools and Children's Services is committed to excellence and dedicated to inclusiveness. We exist to develop and inspire great leaders of schools, early years settings and children's services. We share the same ambition – to make a positive difference to the lives of children and young people.

Membership of the National College gives access to unrivalled development and networking opportunities, professional support and leadership resources.

©2009 National College for Leadership of Schools and Children's Services – All rights reserved. No part of this document may be reproduced without prior permission from the National College. To reuse this material, please contact the Marketing and Communications Team at the National College or email [publications@nationalcollege.org.uk](mailto:publications@nationalcollege.org.uk)

Triumph Road,  
Nottingham NG8 1DH  
T 0845 609 0009  
F 0115 872 2001  
E [enquiries@nationalcollege.org.uk](mailto:enquiries@nationalcollege.org.uk)  
[www.nationalcollege.org.uk](http://www.nationalcollege.org.uk)



The National College is proud to be sponsoring the 2009 Headteacher of the Year in a Primary School award.  
[www.teachingawards.com](http://www.teachingawards.com)