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**National College**  
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# School Business Management

Impact and evaluation update 2009-2010

## Professional development

This report summarises the College's school business management activities and evaluates their impact on the profession and schools.

# Foreword

England has one of the most devolved education systems in the world – our school leaders manage huge resources – resources that must be used to raise standards and expand opportunities for our children and young people.

Headteachers cannot be expected to do this alone; they need experienced, qualified business managers at their side if they are to ensure that young people achieve their best.

For the past decade the National College has been working with organisations such as the National Association of School Business Managers (NASBM) and the Training and Development Agency for Schools (TDA) to develop business management expertise in our schools. In that time we have seen the role of the school business manager (SBM) develop and grow. Eight years ago it was unusual to find a school business manager on their school senior leadership team (SLT), now 82 per cent of Diploma of School Business Management (DSBM) graduates, and 88 per cent of Advanced Diploma of School Business Management (ADSBM) graduates are on their senior leadership team.

Throughout this period we have reported progress through regular impact and evaluation reports. This interim report provides the reader with an update on last year's full report which can be found at [www.nationalcollege.org.uk/sbm-resources](http://www.nationalcollege.org.uk/sbm-resources).

It is our intention to publish a full report next year (2011).



**Trevor Summerson**  
Head of School Business Management Programmes  
National College

# Introduction

## **Purpose and structure of this report**

The National College has periodically published impact and evaluation reports on school business management<sup>1</sup> as an historical record, mapping out operations and activities and their impact in relation to school business management during the period concerned. This short update, covering the period 2009/10, aims to provide a clear and useful account of:

- our milestones and achievements
- a brief description of our current suite of programmes
- a review of our substantial new resources
- an outline of the College's future strategy

1. National College, 2009; NCSL, 2004. In previous years these were known as BDP impact and evaluation reports.

# Milestones and achievements 2009 to 2011

## September 2009

- NCSL rebranded as National College for Leadership of Schools and Children's Services (the National College)
- SBM graduation ceremonies (National College, Nottingham)

## October 2009

- SBM graduation ceremonies (National College, Nottingham)
- Redesigned DSBM programme cohort starts

## November 2009

- DSBM cohort 11 starts
- NASBM annual conference
- Revised external participant programme launched and renamed programme for aspiring SBMs
- CSBM cohort 14 nationals and locals starts

## January 2010

- Oakleigh Consulting's financial impact assessment of the National College's school business manager demonstration projects
- ADSBM cohort 1 programme roll-out starts
- ADSBM graduation ceremony (National College, Nottingham)

## February 2010

- Interim evaluation report on demonstration projects by University of Manchester
- Strategic study of school business managers and school business directors by PricewaterhouseCoopers
- SBM graduation ceremonies (National College, Nottingham)

## March 2010

- School Business Director (SBD) programme pilot starts
- ADSBM cohort 2 starts

- 10 partnership advisers engaged to support school clustering
- Final report on SBM programmes by University of Manchester
- DSBM cohort 11 locals starts
- CSBM cohort 15 starts

## April 2010

- Cost benefit analysis of school business management programmes by PricewaterhouseCoopers
- SBM graduation ceremonies (National College, Nottingham)

## May 2010

- ASCL's first annual SBM conference, Birmingham
- DSBM cohort 12 starts
- CSBM cohort 15 locals starts
- CSBM autumn application round opens
- DSBM autumn application round opens

## June 2010

- ADSBM application round opens

## July 2010

- National College/TDA's fourth SBM international conference, Manchester
- Launch of Virtual School
- Launch of development guide
- Launch of *The rise of the SBM profession* – Geoff Southworth

## October 2010

- Final evaluation report on demonstration projects by University of Manchester
- DSBM cohort 13 starts
- SBM graduation ceremonies

- Tender process complete for the delivery of CSBM and DSBM programme

## **November 2010**

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- NASBM's national conference, Brighton
- CSBM cohort 16 nationals and locals starts
- SBM graduation ceremonies (National College, Nottingham)

## **Feb 2011**

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- Regional RAISEonline training
- SBM graduation ceremonies

## **March 2011**

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- Details of the first wave of the SBM partnership projects published

# School Business Management Programmes

## CSBM

The Certificate of School Business Management (CSBM) is a world-leading programme that supports school leadership and management by developing a range of different learning techniques. The programme provides SBMs with the expertise required to perform the role to the best of their ability, and ultimately improve school effectiveness. The CSBM is the College's longest running SBM programme and has trained over 7,000 school business managers since it began in 2003.

## DSBM

The DSBM is for the SBM who is working as a member of or closely with his or her school's SLT. It focuses on the role that the SBM can play in determining the strategic direction of his or her school. The DSBM is a world-leading programme that supports school leadership. It is designed to develop knowledge and understanding that will enable participants to explore and develop their own management and leadership capabilities.

## ADSBM

In 2009, the College successfully piloted the ADSBM programme. This has been designed to help SBMs to make enhanced contributions in increasingly complex organisational settings such as clusters, federations and trusts.

The programme was rolled out nationally in January 2010 with the first two cohorts attracting over 160 participants, and with a further two cohorts to be delivered nationally over the next year.

## SBD

The School Business Director (SBD) pilot programme commenced in March 2010 and builds on the successful CSBM, DSBM and ADSBM programmes. There are two pilot groups currently progressing, which are running approximately four weeks apart.

The SBD programme provides experienced and aspiring SBDs with a personalised solution to further develop their professional learning. Participants are expected to be SBMs working in the context of increasingly diverse and complex settings, and facing new challenges in terms of their leadership and management skills.

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The SBD programme will enable participants to achieve a nationally recognised professional qualification that reflects competence at the highest level of the profession, and will also enable participants to continue their learning after the programme to Master's level.

### **Aspiring SBM programme**

Over the last eight months the Aspiring SBM programme has been fundamentally reviewed. We are now able to provide more comprehensive support to individuals not in the education sector, who wish to become an SBM through our recruitment, induction and job seeking support package. We have:

- refined the application process so that it targets individuals with the key transferable skills and experience that we need to grow the profession
- re-launched the SBMjobs website
- updated the two-day induction workshop materials
- developed a workshop to support participants with job seeking

## Financial and statistical information

### Programme costs

Figure 1 Number of places made available on SBM programmes

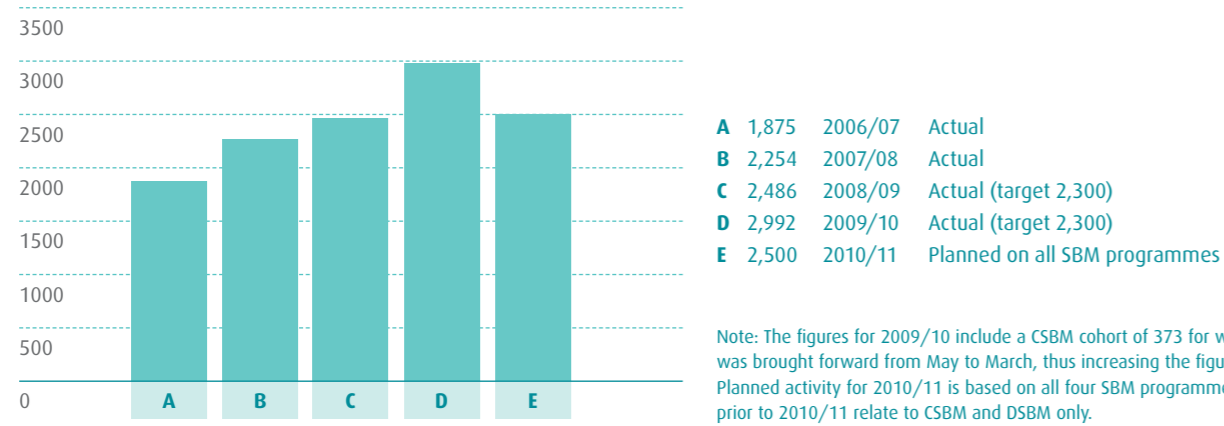
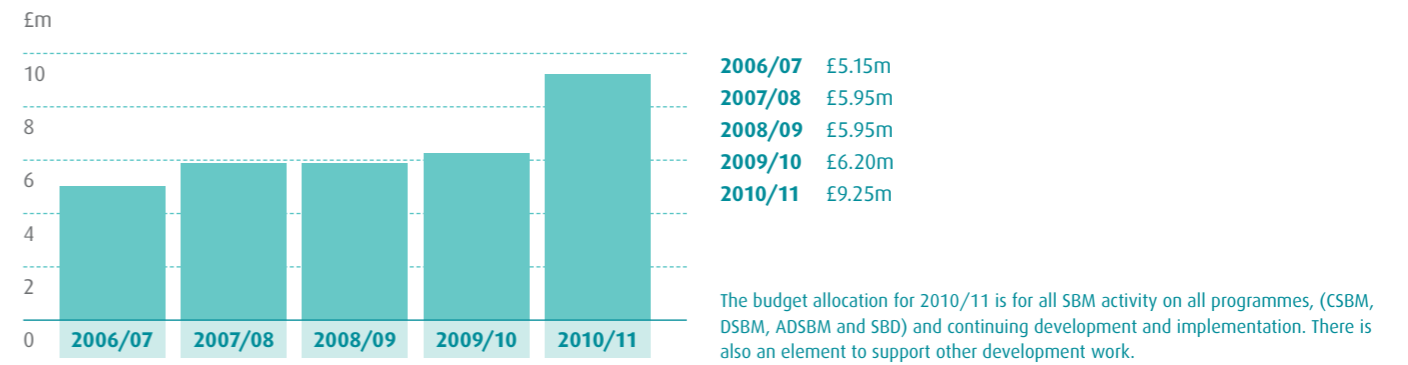


Figure 2 Funding allocated to SBM activity (£m)



## Demographics

Table 1 Programme participant diversity

Cohort	Year	Programme	Total number started programme	Disability (%)	Gender (%)		Ethnic group (%)				School phase (%)					
					Male	Female	White	Black	Asian	Other	Secondary	Primary	Nursery	Special	n/a	Not given
<b>CSBM cohort</b>																
11	May 08	National and Local programmes	756	0.8	7.4	92.6	95.6	0.9	2.2	1.3	21.4	64.3	2.2	2.0	4.7	5.4
12	Nov 08	National and Local programmes	1,104	0.8	11.4	88.6	90.4	3.2	2.8	3.4	31.4	53.9	1.4	1.8	5.6	5.9
13	May 09	National and Local programmes	865	0.5	11.1	88.9	92.4	1.7	1.7	4.1	25.8	59.0	1.4	3.3	8.5	2.0
14	Nov 09	National and Local programmes	888	1.1	9.1	90.9	93.9	2.2	2.4	1.5	25.9	58.2	1.4	1.6	7.8	5.1
15	May 10	National and Local programmes	588	0.9	8.6	91.4	90.2	3.6	2.3	3.6	28.1	57.5	1.8	5.2	3.7	3.7
<b>DSBM cohort</b>																
7	Jun 08		266	1.1	8.2	91.8	93.4	0.8	3.8	4.6	30.4	41.7	2.2	7.5	2.6	15.6
8	Nov 08		302	0.6	5.6	94.4	98.8	0	2.6	0	23.1	43.3	0.9	8.9	4.3	19.5
9	Mar 09		284	1.0	8.1	91.9	95.3	1.5	2.0	1.2	27.1	45.4	1.0	2.1	2.1	22.2
10	Jun 09		198	1.0	7.0	93.0	96.8	0.6	0.6	2.0	24.7	47.0	0	3.5	4.0	20.8
11	Nov 09		178	1.1	11.8	88.2	94.8	2.2	2.8	0.2	28.1	58.9	1.1	5.0	2.8	4.1
Revised programme	Oct 09		72	0	8.3	91.7	92.9	0	1.7	5.4	29.1	36.1	1.3	4.1	1.3	28.1
13	Mar 10		80	1.2	10.0	90.0	93.7	5.0	0	1.3	20.5	65.4	0	2.5	6.2	5.1
<b>ADSBM</b>																
pilot	Oct 08		92	1.0	10.9	89.1	97.4	1.3	1.3	0	36.4	56.7	0	2.7	1.0	3.2
1	Jan 10		96	2.3	16.6	83.4	96.6	1.1	0	2.3	44.0	44.0	0	8.3	0	3.7
2	Mar 10		64	1.5	10.9	89.1	98.5	0	1.5	0	56.2	29.6	1.5	6.2	4.6	1.9
<b>SBD</b>																
pilot	Mar 10		40	2.5	15.0	85.0	97.5	0	2.5	0	40.0	45.0	0	5.0	2.5	7.5

Primary schools continue to be our main focus and as you can see from the data above the number of programme participants based in primary schools are significantly higher than the secondary or special school phase.

The programmes are still largely undertaken by females, however we have noted an upward trend of males undertaking the programme, especially in the ADSBM and SBD pilot programme.



## Competency framework review

The SBM competency framework was launched in June 2009 at the SBM International Conference and was developed in collaboration with NASBM. The framework document maps the National College's SBM programmes as well as informing on continuing professional development (CPD), career development, design and analysis of job roles, recruitment, selection and assisting with performance review systems. The framework was produced following a comprehensive consultation with the profession and national stakeholders.

During November 2009 as part of its regular review and feedback, NASBM ran an online discussion (hotseat) entitled *'The school business management competency framework – does it deliver?'*

Responses were overwhelmingly in favour of the framework, with many SBMs using it practically to discuss performance review processes with headteachers, leadership teams and governors, as the following quotes from respondents show.

*"After reading the SBM competency framework I found that it brought a lot of clarity to the role of school business manager."*

*"My headteacher is very supportive but was unsure where an SBM would fit in. I have given her a copy of the framework which she said has answered a lot of questions. I believe that the more publicity we have, the more we will be recognised on a professional basis. The framework shows clearly where an SBM can improve their professional development and become a key player in the running of the school."*

*"The SBM framework has definitely given focus to my career path."*

In response to the positive feedback, a document review has been scheduled for 2011.

## New resource developments

### Virtual School

The Virtual School has been developed to provide an interactive and engaging set of online materials that will support and complement the existing SBM programme content. The project consists of three elements:

- **introduction module:** an overarching module, explaining the SBM programmes, key government initiatives, policies and professional practice that impact on the SBM role
- **in-depth scenarios:** two of these (school financial management and ICT) were made available for the launch, with three modules to follow
- **document bank:** a collection of key documents that SBMs use to carry out their day-to-day role, eg budgets, critical incident plans, travel plans, ICT policy etc

The target audience is:

- aspiring SBMs on CSBM, DSBM and ADSBM programmes
- SBM programme participants unable to access relevant documents in their home institutions
- key stakeholders (headteachers, governors, local authorities etc)

### Development guide

Having explored a variety of models by consolidating and sharing the lessons learned from the demonstration projects for delivering school business management support with approximately 270 schools in England, the National College has developed a guide as a way of sharing the experiences and lessons of the demonstration project experiences with the wider school community. The aim of the guide is to:

- act as a support tool for those schools wishing to recruit an SBM/SBD
- provide support to those schools wishing to employ a person from outside the school sector into a school business management role
- act as a signpost to other sources of information and support relating to the wider school business management profession, including programmes provided by the National College

The target audience for the guide will be:

- school practitioners, including governors, headteachers, SBMs and those working in business support roles in schools
- Department for Education (DfE), local authorities and professional bodies

### Demonstration projects

In December 2007, the Department commissioned the National College to develop and run 35 school business management demonstration projects across England. The aim of the projects was to explore the practical implications and impact of fully utilising an advanced SBM (ASBM) or school business director (SBD) to lead the SBM function within a range of school settings.

The focus of the demonstration projects was very much on the primary sector, where currently the appointment of qualified SBMs is considerably lower than in secondary schools.

Currently, our research shows:

- 90 per cent take-up of SBMs in secondary schools
- 30–40 per cent of primary schools with access to an SBM

The main objective of the projects was to test the concept of the SBD or ASBM and its potential for impact on the quality of teaching and learning and wider provision for children and young people, and more specifically, to seek to determine changes in:

- headteachers' working time, focus of attention and role satisfaction
- strategic decision-making
- effective management of financial resources
- income generation
- networking and partnering arrangements

### Evaluation and impact

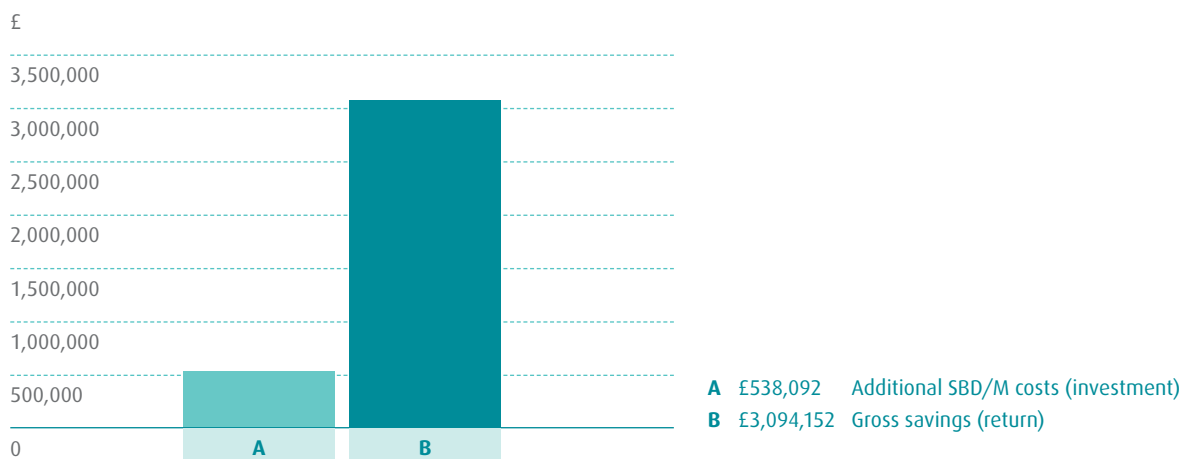
The National College has gathered substantial and convincing evidence of the benefits of schools having SBMs. Independent consultants (PricewaterhouseCoopers (PwC), 2010a; 2010b; Oakleigh Consulting Ltd, 2010; and the University of Manchester, 2010) were commissioned to investigate the benefits by examining the contribution SBMs make to their schools and their impact in terms of efficiencies and value for money.

Figure 3 (overleaf) shows that Oakleigh Consulting (2010) estimated the **projected return on investment in an SBM post for the 19 demonstration projects was 575 per cent.**

In addition to the hard financial impacts revealed in Oakleigh's findings, the University of Manchester (2010) reported evidence of softer benefits in the demonstration projects. The most common reported by respondents were as follows.

- A significant majority of headteachers reported **improved job satisfaction (83 per cent)** and **more time to focus on educational leadership (91 per cent)** as a result of a demonstration project.
- The average headteacher on the projects worked 60 hours a week, yet 23 per cent recorded a working week in excess of 70 hours, with weekend and evening working being commonplace. Moreover, an average of 18.8 hours a week were spent on tasks not relating directly to the headteacher's main function of leading learning (which equates to **31.3 per cent** of their time). This supports the McKinsey's findings (2007) that **savings of up one-third of a headteacher's time** were possible.
- Inter-school collaboration is leading to benefits such as time savings, developing administrative and teaching practice and reducing isolation among teaching and/or support staff on some projects.
- There is strong anecdotal evidence that, through sharing practice and the better use of time and financial resources, some projects are beginning to bring about improvements that have the potential to benefit pupil outcomes in the longer term.

Figure 3  
Estimated projected return on investment in SBM/SBD, 2009/10



Source: Oakleigh Consulting, 2010

Aware of these patterns, as part of its financial impact assessment of the demonstration projects, Oakleigh Consulting also came to the conclusion that:

It is likely that even if only small financial savings are made, when the cost of additional SBM provision is netted off then the introduction of the SBM function will still be worthwhile because of the softer non-cash savings in time and effort resulting from their activities which frees up time for improved pupil-related learning. Oakleigh, 2010

In other words, time savings and the wider benefits that come with them for headteachers and other school leaders are significant, valuable and well worth having.

PricewaterhouseCoopers (PwC) conducted two surveys which examined the benefits SBMs and SBDs had demonstrated by February 2010 (PwC, 2010a; 2010b). Based on the findings, PwC concluded that suitably qualified SBMs and SBDs help run schools effectively and efficiently by improving financial, operational and strategic management:

Over the period 2002/3–2008/9, it is estimated that National College qualified SBMs have generated an additional £306 million, which includes procurement efficiencies, increased income and monetised headteacher time savings. Survey evidence shows that the higher level qualifications generate higher levels of savings per SBM and higher levels of benefits per SBMs in secondary schools and collaborations due to the higher number of pupils per SBM.

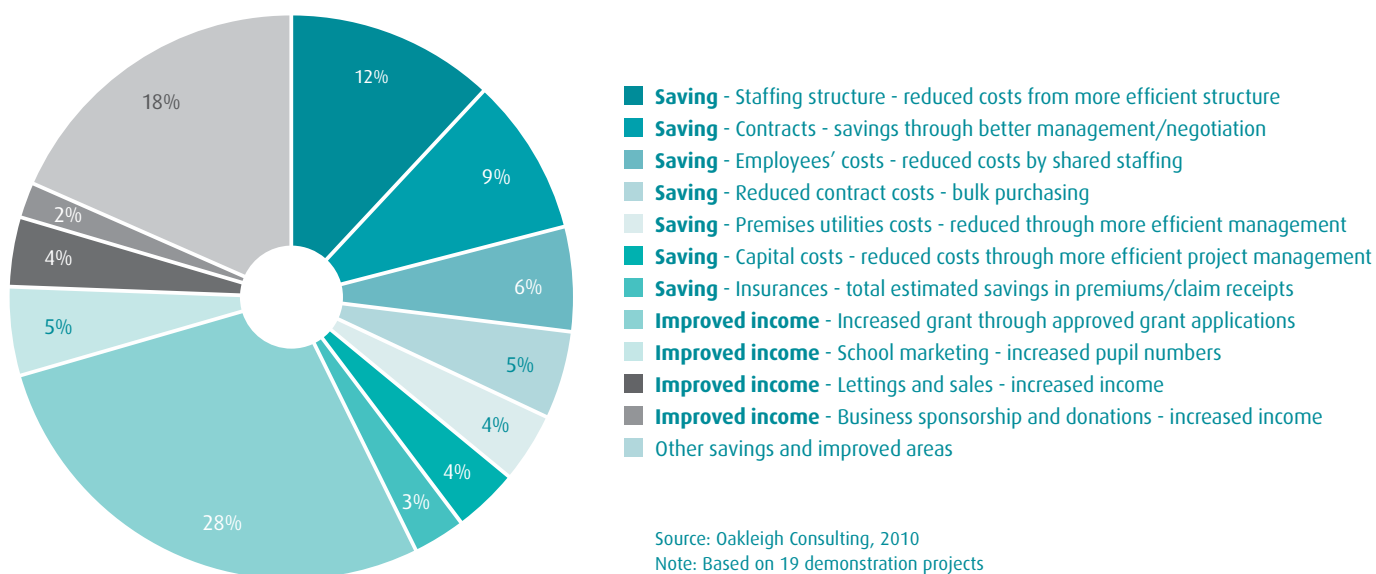
PwC, 2010 b

PwC's research reinforced Oakleigh's findings and in addition their analysis concluded that:

- The **average cost** per qualified SBM is £31,600, which includes the delivery and development costs of the course, the costs to the school from supporting SBMs through the programme and additional recruitment and salary costs, and opportunity cost to the individual.
- The **net benefit** of the SBM programme between 2002/03–2008/09 is £131 million. This represents a cost-benefit ratio (CBR) of around 1.8 across all qualifications and school phases – in other words the **benefits of the SBM programme exceeds the costs by 80 per cent.**

This analysis also showed there was clear evidence that savings could be made if schools worked together in collaborations. This is an important finding, particularly

Figure 4  
Analysis of gross financial benefits of SBD/SBM activity 2009/10



for smaller primary schools. It is accepted that many small schools cannot afford to appoint a full-time SBD; but this is not to say they cannot have access to one. The demonstration projects have conclusively shown (as have other clusters outside the demonstration projects) that when schools form collaboratives and jointly appoint, or agree to share with their local secondary school the SBM who works there, then it is both possible and viable for small schools to have access to an SBM.

### The College's future strategy

There is now compelling evidence that schools that have access to an SBM manage resources more effectively and save resources to re-invest.

Presented with the persuasive evidence from PWC's research, the College intends to build on the impressive progress that has been made over the last 8 or so years by taking action to encourage the presence of skilled SBMs across the school system.

More specifically:

- targeted seed funding to incentivise schools with a qualified SBM or SBD to share, to encourage new collaboratives to form and to recruit and encourage further training of SBMs

- increased targeted marketing to selected types of schools, local authorities and others to raise awareness of the seed funding opportunities and to highlight the sharpened inspection focus on value for money
- training for school improvement partners and advice to headteachers on the benefits of qualified SBMs and SBDs and making the most effective use of them (within NPQH for new headteachers and via conferences and workshops to others)
- encouragement to local authorities to ensure that more schools have access to qualified SBMs and to promote their take-up through the College's succession planning work
- a clear professional development pathway which, with the granting of chartered status, should raise the status, attractiveness and sustainability of the profession

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## Acknowledgements

We, at the National College, acknowledge and value the work of our partners, participants and stakeholders. Their continued support and dedication to developing our SBM programmes is one of the main reasons why these programmes are now recognised nationally as the profession's benchmark and have attracted interest internationally from governments and institutions wishing to adapt them for their own purposes.

We also gratefully acknowledge the efforts of all those who have contributed to this report.

## Our programme partners

Training and Development Agency for Schools (TDA)

Institute of Administrative Management (IAM)

Anglia Ruskin University (ARU)

Manchester Metropolitan University (MMU)

Serco Learning

National Association of School Business Management (NASBM)

LINE Communication Group

BYG Systems Ltd

Place Group plc

University of Manchester

Oakleigh Consulting Ltd

Tribal Avail

PricewaterhouseCoopers

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.

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