The impact of the National Professional Qualification for Headteachers (NPQH) programme on headship

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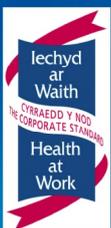
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APRIL 2010

The purpose of Estyn is to inspect quality and standards in education and training in Wales. Estyn is responsible for inspecting:

⅄ nursery schools and settings that are maintained by, or receive funding from, local authorities (LAs);
⅄ primary schools;
⅄ secondary schools;
⅄ special schools;
⅄ pupil referral units;
⅄ independent schools;
⅄ further education;
⅄ adult community learning;
⅄ youth support services;
⅄ youth and community work training;
⅄ local authority education services for children and young people;
⅄ teacher education and training;
⅄ work-based learning;
⅄ careers companies;
⅄ offender learning; and
⅄ Department for Work and Pensions (DWP) contracted employment provision in Wales.

Estyn also:

⅄ provides advice on quality and standards in education and training in Wales to the National Assembly for Wales and others; and
⅄ makes public good practice based on inspection evidence.

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Introduction

1 This report has been written in response to a request in the annual Ministerial remit to Estyn for 2009-2010.

2 Since September 1 2005, the National Professional Qualification for Headteachers (NPQH) has been mandatory when applying for headship in the maintained sector and non-maintained special schools in Wales. The NPQH is a professional qualification, underpinned by the National Standards for Headteachers in Wales and is now integral to teachers' career planning.

3 The programme aims to provide effective preparation and professional development for teachers aspiring to headship. Those who achieve the award demonstrate that they have the skills, knowledge and attributes for headship.

4 The regulations do not prevent practitioners nearing completion of the NPQH from applying for a headship appointment, or from appointment as a headteacher, although the successful candidate cannot start to serve as a headteacher until they hold the NPQH. Once awarded, the NPQH is valid for the whole of the teacher or headteacher's career.

5 The regulations state that governing bodies need to ensure that the successful candidate for a headship appointment, taking up their first substantive headship post, holds the NPQH.

6 The Welsh Assembly Government requires local authorities (LAs) to encourage good career planning for aspiring head teachers and ensure that selection panels are familiar with the guidance relating to NPQH when considering headteacher applications. LAs are empowered to make representations to the selection panels of maintained schools regarding the suitability of a recommended candidate.

7 The Teacher Register maintained by the General Teaching Council for Wales (GTCW) provides a record of the teachers awarded the qualification by Welsh Assembly Government. NPQH training and development is available throughout Wales, managed by Welsh Assembly Government and supported by the 22 LAs in Wales.

8 The CELT Consortium via the NPQH Centre currently operates the NPQH programme. CELT is a consortium from the universities of Bangor, Cardiff, Glamorgan and Swansea Metropolitan; and the advisory services, Cynnal and ESIS. The consortium was successful, through tender from the Welsh Assembly Government, to run the NPQH programme.

9 Estyn has previously inspected and reported on NPQH in a 'Review of the revised National Professional Qualification for Headship', published in July 2007, that made recommendations for Welsh Assembly Government, CELT/NPQH trainers and headteachers (Appendix 1). The Welsh Assembly Government has more recently published 'Research into Headship' in November 2009, which includes a report of research on the NPQH.

10   Evidence from Estyn's inspection reports shows that schools with good and outstanding leaders are nearly all good and outstanding schools. Schools needing significant improvement or special measures to improve are nearly all those that have shortcomings in leadership. This emphasises the importance of training and preparing effective headteachers. NPQH has an important part to play in that preparation.

Background

11   The Welsh Assembly Government guidance on the NPQH programme requires that the course must be:

- underpinned by the National Standards for Headteachers.

12   The activities must:

- be based on a training and development programme that includes face to face training and development and self supported study;

- draw on the best leadership and management practice in Wales;

- be practical, challenging and up-to-date;

- be focused on school improvement;

- set rigorous standards building on proven achievements and ability; and

- provide a baseline from which new headteachers can develop their leadership and management capabilities upon appointment.

13   The NPQH consists of three stages:

- application and selection;

- training and development that includes an assigned professional tutor; and

- final assessment and award.

14   This report includes an evaluation of the impact of the NPQH programme on headship and related aspects. It evaluates and reports on:

- how CELT/NPQH trainers, schools and Welsh Assembly Government have addressed Estyn's 2007 recommendations (see para 9 above and Appendix 1);

- the procedures and outcomes of the selection process (Appendix 2);

- the design and quality of the training and whether it meets expressed needs;

- improvements that might be made to the model and content of the NPQH programme;

- the perception of NPQH 'graduates' and current participants of the programme;

- the effectiveness of LAs' support and guidance for those aspiring to or who have obtained the qualification; and

- whether the supply of prospective headteachers matches the demand.

15   Clearly defined data does not exist on headteacher vacancies in Wales, especially in the primary sector. This does not assist research when attempting to cross-reference headteacher vacancies to NPQH holders in LAs and wider regions of Wales.

16   This report draws on:

- an analysis of 111 detailed and eligible questionnaires (36% return rate) from the 310 sent to cohort 15 (154 participants) and cohort 16 (156 participants) of the programme. Cohort 15 completed the NPQH in 2009 and cohort 16 is due to complete the programme in 2010. Participants returned 131 questionnaires. However, 20 questionnaires were ineligible as they were not from candidates in cohorts 15 and 16;

- an analysis of 10 detailed questionnaires returned from the 22 LAs in Wales (46% return rate);

- an investigation of the NPQH selection process;

- investigations of the NPQH residential training days in both Welsh and English;

- telephone interviews and email responses from a sample of teacher unions;

- interviews with 3 of the 4 LAs targeted for follow up interviews;

- interviews with 28 primary and secondary schools' representatives;

- visits to 4 schools and interviews with individuals from cohorts 15 and 16;

- interviews with NPQH Centre officers;

- interviews with NPQH trainers;

- ongoing discussions with DCELLS staff responsible for NPQH;

- other research into headship; and

- a range of additional statistical evidence.

Main findings

17   The supply of NPQH holders far exceeds the demand for headteachers in Wales. GTCW data in 2009 shows that 739 professionals hold the NPQH who are not headteachers; this raises questions about the impact that the qualification has on headship in Wales and about whether the training serves its intended purpose of producing headteachers within three years of obtaining the qualification.

18   NPQH is becoming a qualification held by mostly middle or senior managers, rather than headteachers. Courses directed at middle managers are not nationally agreed and their availability is dependent on where a prospective participant lives in Wales.

19   The evidence suggests that there is an important shortcoming in continuing professional development in Wales. There is no mandatory qualification for teachers after the initial teaching years of Newly Qualified Teacher (NQT) and Early Professional Development (EPD) levels until the NPQH.

20   To achieve a qualification that is standard, teachers apply for the NPQH programme even though they might not intend to progress to headship. This devalues the qualification in terms of headship. NPQH holders who have no desire for headship should not retain the qualification indefinitely, as it does not have the intended impact on their careers.

21   GTCW information shows that many LAs have a greater pool of NPQH graduates within their own authority than other LAs. The practice of seconding NPQH holders to headship posts within their own LAs is currently not happening often enough. A better dialogue between governing bodies and LAs is needed in order for this to happen.

22   The regulations in the NPQH guidance for acting headteachers create barriers to headship for NPQH holders. Acting headteachers can remain in post for many years without NPQH; this prevents NPQH holders from filling the role in a seconded or full time capacity. The guidance from Welsh Assembly Government should be amended to address this issue.

23   Clearly defined data does not exist on headteacher vacancies in Wales, especially in the primary sector and it is therefore difficult to estimate the shortfall or over-demand accurately. It is also difficult to analyse the pattern of vacancies in relation to the pool of NPQH graduates that is locally available.

24   CELT/NPQH Centre, headteachers and the Welsh Assembly Government have not addressed all the recommendations from the previous study of NPQH by Estyn. The Welsh Assembly Government has not addressed the important recommendation for the provision of update training for NPQH holders who are not headteachers.

25   The selection process for NPQH course applicants is not effective because it does not involve LAs in interviewing candidates prior to application. Too many candidates who do not intend to become headteachers within three years of obtaining the

qualification obtain places on the course. Inaccurate assessments are made of candidates' eligibility or ineligibility and the process is completely reliant on statements made on the applicants' forms with no further checks being made.

26   The training programme has not been updated to reflect contemporary issues in schools and there are no clearly defined success criteria for appointing tutors, visiting speakers and headteacher role models. The NPQH Centre does not provide every graduate with written developmental feedback at the end of the course.

27   Extending the training programme by at least three days will provide additional time to address current practices and developments in schools and to provide more detail to areas like governance and financial planning, which have been identified as weaknesses in the programme by NPQH holders.

28   The perceptions of graduates and participants are not consistent with the views of the LAs. The role of the LAs in the selection process and post-course support programme is not effective enough to provide significant impact on headship in Wales because they have no initial input into the selection process and they do not rigorously monitor the progress of NPQH graduates after they obtain the qualification.

29   The views of the teacher unions are very similar to the findings of the survey.

Recommendations

30   The Welsh Assembly Government should put in place arrangements to:

R1   create a structured programme of professional development that incorporates a
nationally agreed, mandatory middle manager qualification that applicants
should complete prior to NPQH;

R2   make sure that LAs are involved at an early stage in the NPQH selection
process, in order to assess candidates' suitability for appointment to headship
within three years of achieving NPQH;

R3   provide update training for those who do not achieve headship within three
years of achieving NPQH;

R4   review the validity and retention of an individual's NPQH if they do not attend
update training and have not consistently endeavoured to progress to headship
within five years of achieving the qualification;

R5   amend the regulations in the guidance in order to prevent an acting
headteacher, who does not hold NPQH, staying in post for more than 100
working days;

R6   ensure that annual updates are made of training materials;

R7   extend the training programme by three days; and

R8   provide annual published data on headteacher vacancies and headteacher
appointments in all LAs.

31   Local authorities should:

R9   take an active role in supporting individuals targeted as future headteachers;

R10 interview candidates prior to the NPQH selection process to evaluate suitability;

R11 provide mentoring opportunities during the course and post-NPQH monitoring
and support related directly to graduates' developmental targets; and

R12 require current NPQH holders, who are not headteachers, to accept acting
headteacher positions and similar leadership roles where required, through
discussions with governing bodies.

32   Schools should:

R13 only support candidates with senior management responsibilities that relate
directly to the NPQH course content.

33   CELT/NPQH trainers should:

R14   review the selection process in order to secure wider evidence of the suitability of applicants;

R15   update the training materials and course structure annually to reflect changes in national education policies and practice;

R16   use clearly defined success criteria when selecting headteacher role models; and

R17   provide written feedback to all candidates upon completion of the course with clearly defined developmental targets.

The impact of the NPQH programme on headship

The impact of the course on the supply of headteachers

34   The supply of NPQH holders far exceeds the demand for headteachers in Wales. LAs report that the recruitment of headteachers has become an area of increasing concern across Wales in recent years. This is surprising due to the amount of candidates who achieve the qualification annually and are therefore eligible for headship. This shows deficiencies in the process, which involves Welsh Assembly Government, LAs, schools and the NPQH Centre, of developing future headteachers.

35   NPQH became a mandatory qualification for headship in Wales in September 2005. Since 2005, 1384 candidates have applied for NPQH, with 638 accepted on to the course. This year, from the 294 applications, 165 applicants will begin the course in 2010. Annually, on average around 130 candidates achieve the qualification. Data produced by the GTCW in February 2009 notes that 739 professionals in Wales hold the NPQH, but are not headteachers, therefore, NPQH does not have enough impact on headship in Wales.

36   NPQH is a qualification that is held mostly by middle or senior managers, with the GTCW reporting in March 2009 that 532 headteachers in Wales hold the NPQH. This includes graduates of the course prior to 2005.

Continuing professional development (CPD)

37   The evidence suggests that there is an important shortcoming in continuing professional development in Wales, which is the lack of a mandatory qualification for teachers after the initial teaching years of Newly Qualified Teacher (NQT) and Early Professional Development (EPD) levels until the NPQH.

38   Although teachers can take a variety of leadership and middle management courses that are on offer from LAs and higher education institutions, the availability of courses is dependent on where you live. The content and levels of these courses vary widely.

39   To achieve a qualification that is standard, teachers apply for the NPQH programme even though they might not intend to progress to headship. During interviews, some teachers currently on the course stated that the qualification would enable them to apply for deputy headships or senior management roles rather than headships. This devalues the qualification in terms of headship.

40   During interviews on the residential courses, nearly all the participants stated that they would not consider moving from their local area to obtain headship. Many stated that they would use the qualification as professional development and not consider headship if it meant moving to a school that was not within an easy distance from home.

41 Twenty seven per cent of the 111 questionnaires returned from cohorts 15 and 16 expressed no intention of moving on to headship. There is a case to be made for allowing the NPQH qualification to lapse for holders who choose not to update it or where they have not attempted to achieve headship within five years of qualifying.

Regional factors

42 Regional factors are also important. GTCW information on the ratio of NPQH holders to teachers in the 22 LAs shows that some authorities have a greater pool of candidates than others have, and are therefore more likely to appoint headteachers or second NPQH holders to headship posts from within their own authority. Opportunities are greater in Ceredigion and Conwy than in Carmarthenshire or Gwynedd. The table below shows the ratios:

Ratio of NPQH holders to teachers			
Local Authority	**Ratio**	**Local Authority**	**Ratio**
Ceredigion	1:16	Cardiff	1:25
Conwy	1:19	Pembrokeshire	1:26
Rhondda Cynon Taf	1:19	Isle of Anglesey	1:26
Bridgend	1:20	Caerphilly	1:26
Wrexham	1:20	Torfaen	1:27
Newport	1:21	Merthyr Tydfil	1:27
Denbighshire	1:23	The Vale of Glamorgan	1:28
Flintshire	1:23	Swansea	1:28
Monmouthshire	1:23	Neath Port Talbot	1:28
Blaenau Gwent	1:24	Gwynedd	1:32
Powys	1:25	Carmarthenshire	1:34

Regulatory barriers to headship

43 Barriers to headship exist for NPQH holders. 'The Guidance on NPQH', published January 2008, states that:

- 'the requirement to hold the NPQH does not apply to acting headteachers'

- 'the regulations do not prevent a potential applicant who does not hold the NPQH or equivalent qualification from applying for a headship appointment or being appointed as a headteacher, although the successful candidate cannot serve as a headteacher until he/she holds the NPQH or equivalent.'

44 This creates difficulties for LAs. Many of the respondents noted that many governing bodies keep headship posts open in an acting headship capacity for too long until the person in question gains NPQH. This prevents NPQH holders from applying for vacancies in many LAs, especially in small, rural schools.

45 The Welsh Assembly Government has not addressed this situation by amending the regulations. It has not considered stating that an acting headteacher who does not hold NPQH can only remain in post for a maximum of 100 working days. This will allow LAs the opportunity to second NPQH holders into these posts for leadership experience. LAs and governing bodies need to engage in better dialogue to address this issue.

The selection process

46   LAs are not involved in the selection process apart from the analysis of application forms on the two-day selection panels and some provide information sessions prior to application. All LAs are invited to send representatives to the selection panel, although not all attend.

47   This year's selection process (Appendix 2) saw 89 assessors work together in groups to assess the applications. This system has shortcomings.

- The selection process cannot assess the candidates' inter-personal and communication skills and only relies on the content of the form.

- There is no mechanism for checking with the LA and no interview process, so selection is only partially informed at best, and at worst it is often inaccurate.

- The way in which assessors are grouped together in the selection process is not effective. This results in inaccurate decisions on candidates' suitability for the course because cross-sector expertise is not evident in all groups.

- A detailed investigation of the evaluation of application forms by assessors showed a lack of understanding of candidates' professional development especially in the secondary and special sectors. This resulted in inaccurate evaluations and the acceptance of some candidates that were very unlikely to apply to become headteachers in the next three years.

48   Nearly all the LAs who responded to the Estyn questionnaire (Appendix 6) and those interviewed expressed concerns about their lack of involvement in the selection process. This is because they have no opportunity to comment on the quality of applicants.

The training programme

49   Several aspects of the course and the training materials have not been updated to reflect contemporary issues in schools. The course does not consider changes in education and contemporary factors that relate directly to schools in enough detail. Not all trainers maintain an understanding of new initiatives and developments in education in Wales or reflect these issues in course activities.

50   The programme has moved to a more practical, skills-based approach and the programme is delivered through six key areas, which are:

- creating strategic direction;

- leading learning and teaching;

- developing and working with others;

- managing the school;

- securing accountability; and

- strengthening the community focus.

51   There are good features in the programme such as people-management scenarios through role-play. However, areas like the inspection of schools, self-evaluation, the School Effectiveness Framework (SEF), financial matters, and governance do not receive enough detailed consideration. This is mainly due to time constraints. Extending the programme by at least three more training days should provide enough time to address these areas.

52   Officials from the NPQH Centre claim that a lack of funding has not allowed them to update the training material and structure of the course in recent years; however, they do recognise the need for adding aspects like SEF to the course and have requested funding for this purpose from Welsh Assembly Government.

53   The funding arrangements between Welsh Assembly Government and the NPQH Centre are complicated. NPQH managers claim it is difficult to manage because of a lack of clarity from Welsh Assembly Government that makes long term financial planning for the programme difficult.

54   Evidence from questionnaire responses and interviews with course participants suggests that many of the participants find both the training days and the two-day residential course to be of good quality. A minority feel that the training is too intensive and that there is a need for more time to provide a deeper understanding of the headship role.

55   Visiting speakers, invited headteachers and personal tutors make the course relevant to current school practice and provide participants with a good insight into the role of the headteacher, but there are no clearly defined criteria for the selection of tutors or headteacher role models. Evaluations of their good practice are subjective and not based on how they have performed against leadership and management criteria.

56   The investigation of the residential training days showed that nearly all trainers deliver the course content well. However, there is not enough challenge in many of the tasks and the activities do not develop the full potential of many candidates. This is partly due to time constraints involving the range of areas that need to be completed in seven days.

57   The NPQH Centre does not provide written developmental feedback to candidates who obtain the qualification that would help them know which skills, competencies and knowledge they need to develop further.

The perception of graduates and participants

58   Detailed analyses of the questionnaires of graduates and participants of the programme are noted in appendices 3, 4, 5 and 7. Many participants from cohorts 15 and 16 are supportive of the programme, with only seven responses finding elements of the programme unsatisfactory. However, 154 responses did note that the programme is only adequate in areas of community focus and governance.

59   There are very favourable comments by graduates and participants on preparation
       for headship, leadership development, creating a vision and establishing strategic
       direction.

60   The cohorts surveyed expressed less confidence in the programme's capacity to
       develop the ability to lead learning and teaching; in how to manage a school; and
       how to secure accountability. Around 15% considered these aspects adequate or
       unsatisfactory.

61   Nearly all the participants interviewed expressed favourable and supportive
       comments on the role of the personal tutor. They state that this is a very good
       feature of the programme in terms of mentoring and supporting participants during
       the course.

62   Many participants reflected a negative perception of LA support with a few indicating
       that their LAs did not know that they were on the course. This is due to the lack of
       involvement of LAs prior to and during selection. Generally, this lack of involvement
       means that there is little partnership working between schools, LAs, Welsh Assembly
       Government and the NPQH Centre.

       The role of the local authority

63   LAs do not interview candidates prior to selection. This allows candidates who are
       unlikely to be headteachers in three years to apply and this is an important
       shortcoming in the selection process.

64   LAs recognise that they do not extend their support to post course support and due
       to the current system, there is no sharing of developmental targets with successful
       candidates or the LAs. This does not provide further professional development
       targets for graduates of the course.

65   Currently, developmental targets and feedback are only available to unsuccessful
       candidates. The NPQH centre does not share information about individual's future
       targets with LAs. LAs need to be aware of these targets in order to provide the
       relevant support, if appointment to headship takes place and then leads into the
       Professional Headship Induction Programme (PHIP).

66   Monitoring and support of graduates by LAs after the course are unsatisfactory and
       of the 111 respondents to the questionnaire, 72% stated that they received no post
       programme support from their LA.

67   Sixteen per cent made no comment and 12% did claim to have had support, even
       though some expressed the view that it was from their personal tutor and not the LA.
       However, the perception of the LAs from their questionnaires shows that they think
       that they are good, with all respondents considering their support good or excellent.
       This shows that the monitoring of the NPQH process is not rigorous or robust in
       many LAs.

Responses to Estyn's previous recommendations

68   The recommendations for improvement that appeared in Estyn's 'Review of the revised National Professional Qualification for Headship', published July 2007, are noted in Appendix 1of this report. The recommendations focused on improvements in the roles of CELT/NPQH trainers, headteachers and the Welsh Assembly Government.

- CELT/NPQH trainers have responded effectively to nearly all the recommendations, although they have not used good leadership practice outside the school setting from across the UK and beyond during training.

- From the examples of professional development opportunities given by many candidates on their application forms, it is clear that headteachers are not allowing NPQH candidates sufficient management responsibilities within schools, especially in financial and budgetary control.

- The Welsh Assembly Government has not set up a programme of update training for those who do not achieve headship within the timescales set out in the NPQH programme.

Views from teacher unions

69   Two of the four teacher unions in the sample replied and their views coincide with the findings of the survey. They state that the programme:

- has no interview prior to selection and this sets the precedent for a more general lack of emphasis on personal and inter-personal skills;

- has an over emphasis on covering procedures rather than fostering leadership skills;

- is now seen as a middle management qualification that creates 'terminal' senior managers and deputy headteachers who create barriers in the leadership ladder and as such is an unintended outcome of the programme;

- does not cover school type, including size and language medium, and this often affects the opportunities of accessing the course;

- does not place enough emphasis on the 'School Teachers' Pay and Conditions' document;

- allows acting headteachers to complete the course while other NPQH holders in LAs could fulfil the role and this effectively bars them from promotion; and

- does not meet the need to have a nationally recognised middle management qualification prior to NPQH.

Appendix 1

Recommendations from the 2007 Estyn report on the NPQH

In order to improve outcomes of the programme, CELT/NPQH trainers should:

R1   make sure that programme materials are produced on time;

R2   give participants opportunities to think strategically and develop their own vision, within the context of Welsh policy and priorities;

R3   set specific research tasks so that participants can develop their leadership and management skills. Make sure that these research skills are evaluated during assessment procedures;

R4   ensure that the programme draws more broadly on the best leadership practice, in schools and outside of the school setting, across UK and beyond;

R5   make sure that all visiting tutors work to an agreed standard; and

R6   set up facilities for participants to network during the programme.

Headteachers should:

R7   provide opportunities for NPQH participants to experience the full range of management responsibilities within their schools, especially financial and budgetary control.

The Welsh Assembly Government should:

R8   make sure that participants are informed promptly when they have achieved their NPQH; and

R9   set up a programme of update training for those who do not achieve headship posts within the timescales set out in the NPQH programme.

Appendix 2

The 2009 Selection Process

The following information from the selection process in October 2009 gives an overview of the data on applicants and their success rates for cohort 17 of the NPQH programme that will begin in 2010.

The NPQH Centre received 294 applications. There were 235 English medium candidates and 59 Welsh medium candidates.

There were 89 assessors present and 50 of these had experience of selecting candidates before.

Twenty-one of the 22 LAs had representatives present and 13 of the 21 had LA advisers on selection groups.

Applicants by LA:

Local Authority	English Medium	Welsh Medium	Local Authority	English Medium	Welsh Medium
Blaenau Gwent	9	0	Carmarthenshire	10	10
Bridgend	5	2	Ceredigion	1	6
Caerphilly	13	3	Conwy	11	2
Cardiff	20	2	Denbighshire	19	2
Flintshire	16	0	Gwynedd	1	13
Merthyr Tydfil	3	1	Monmouthshire	7	0
Neath Port Talbot	7	3	Newport	14	0
Pembrokeshire	7	3	Powys	18	3
Rhondda Cynon Taf	20	4	Swansea	11	0
Torfaen	13	1	The Vale of Glamorgan	15	0
Wrexham	12	0	Isle of Anglesey	3	4

Two hundred and twenty were new applicants and 74 were applicants who had tried before for a place on the course. Of these,

- two had applied in 2005, 2006 and 2008;

- one in 2006 and 2007;

- two in 2006 and 2008;

- two in 2005 and 2007;

- two in 2006, 2007 and 2008;

- nine in 2007 and 2008;

- eight in 2005;

- four in 2006;

- six in 2007; and

- 38 in 2008.

Assessors made decisions on applications accepted and rejected by clear majorities on the first day. The second day dealt with the applications that did not have clear majorities.

Following the selection process on the first day:

Accepted	English Medium	121	Welsh Medium	36	Total %	53%
Rejected	English Medium	97	Welsh Medium	14	Total %	38%
Review for second day	English Medium	17	Welsh Medium	9	Total %	9%

Following the selection process on the second day, carried out by 17 assessors, the final totals were:

| Accepted | English Medium | 126 | 54% | Welsh Medium | 39 | 66% | Total % | 56% |
| Rejected | English Medium | 109 | 46% | Welsh Medium | 20 | 34% | Total % | 44% |

The success rate of applicants by LA:

Local Authority	English Medium			Welsh Medium		
	Number of Applications	Accepted	Rejected	Number of Applications	Accepted	Rejected
Blaenau Gwent	9	4	5	0		
Bridgend	5	3	2	2	0	2
Caerphilly	13	9	4	3	3	0
Cardiff	20	10	10	2	0	2
Flintshire	16	9	7	0		
Merthyr Tydfil	3	2	1	1	1	0
Neath Port Talbot	7	3	4	3	3	0
Pembrokeshire	7	4	3	3	2	1
Rhondda Cynon Taf	20	16	4	4	4	0
Torfaen	13	5	8	1	0	1
Wrexham	12	4	8	0		
Carmarthenshire	10	5	5	10	5	5
Ceredigion	1	1	0	6	3	3
Conwy	11	4	7	2	2	0
Denbighshire	19	12	7	2	1	1
Gwynedd	1	0	1	13	10	3
Monmouthshire	7	5	2	0		
Newport	14	10	4	0		
Powys	18	9	9	3	3	0
Swansea	11	4	7	0		
The Vale of Glamorgan	15	8	7	0		
Isle of Anglesey	3	0	3	4	2	2

Percentage success rate of applicants by LA:

Local Authority	All Applicants	
	Number of successful applications/ number of applicants	% Success Rate
Blaenau Gwent	4/9	44%
Bridgend	3/7	43%
Caerphilly	12/16	75%
Cardiff	10/22	45%
Flintshire	9/16	56%
Merthyr Tydfil	2/4	50%
Neath Port Talbot	6/10	60%
Pembrokeshire	6/10	60%
Rhondda Cynon Taf	20/24	83%
Torfaen	5/14	36%
Wrexham	4/12	33%
Carmarthenshire	10/20	50%
Ceredigion	4/7	57%
Conwy	6/13	46%
Denbighshire	13/21	62%
Gwynedd	10/14	71%
Monmouthshire	5/7	71%
Newport	10/14	71%
Powys	12/21	57%
Swansea	4/11	36%
The Vale of Glamorgan	8/15	53%
Isle of Anglesey	2/7	29%

Appendix 3

Questionnaire Analysis: Cohort 15: The most recent graduates

	Questions	Responses: Cohort 15 55 questionnaires				
		Excellent	Good	Adequate	Unsatisfactory	No response
1	How well does the NPQH programme serve as preparation for headship?	26/ 47%	27/ 49%	2/ 4%		
2	How well did the NPQH programme provide a framework for leadership development?	36/ 66%	19/ 34%			
3	How well did the programme challenge your thinking about leadership?	25/ 46%	30/ 54%			
4	How well did the programme develop your ability to create strategic direction?	32/ 58%	21/ 38%	2/ 4%		
5	How well did the programme develop your ability to lead learning and teaching?	17/ 31%	30/ 54%	7/ 13%		1/ 2%
6	How well did the programme help you to develop and work with others?	25/ 46%	25/ 46%	5/ 8%		
7	How well did the programme develop your ability to manage a school?	27/ 49%	20/ 36%	7/ 13%		1/ 2%
8	How well did the programme develop your ability to secure accountability?	22/ 40%	27/ 49%	6/ 11%		
9	How well did the programme develop your ability to strengthen community focus?	21/ 38%	20/ 36%	13/ 24%	1/ 2%	

10	How well did the programme prepare you for issues related to governance?	19/ 34%	27/ 49%	7/ 13%	1/ 2%	1/ 2%
11	Priority the programme gives to the headteacher's lead professional responsibilities – most important.	Creating vision and establishing strategic direction: 43/78% (18% stated otherwise)				2/ 4%
12	Priority the participants give to the headteacher's lead professional responsibilities – most important.	Creating vision and establishing strategic direction: 33/60% (33% stated otherwise)				4/ 7%
13	How well did the programme structure and support the delivery of its aims and objectives?	32/ 58%	18/ 33%	4/ 7%	1/ 2%	
14	How well did your local authority support you as an NPQH candidate?	13/ 24%	17/ 31%	10/ 18%	15/ 27%	
15	How suitable is the current selection process?	19/ 34%	16/ 30%	11/ 20%	4/ 7%	5/ 9%
16	How useful is the evaluation and assessment process in developing you as a leader?	20/ 36%	27/ 49%	4/ 7%	3/ 6%	1/ 2%
17	Any post programme support from your local authority.	Yes: 6/ 11%		No: 45/ 82%		4/ 7%
18	Personal motivation for the course, including reference to becoming a headteacher.	Yes: 40/ 73%		No: 15/ 27%		

Appendix 4

Questionnaire Analysis: Cohort 16: Currently on the course

	Questions	Responses: Cohort 16 54 questionnaires				
		Excellent	**Good**	**Adequate**	**Unsatisfactory**	**No response**
1	How well does the NPQH programme serve as preparation for headship?	23/ 43%	27/ 50%	4/ 7%		
2	How well did the NPQH programme provide a framework for leadership development?	22/ 40%	31/ 58%	1/ 2%		
3	How well did the programme challenge your thinking about leadership?	25/ 46%	28/ 52%			1/ 2%
4	How well did the programme develop your ability to create strategic direction?	26/ 48%	21/ 39%	5/ 9%	1/ 2%	1/ 2%
5	How well did the programme develop your ability to lead learning and teaching?	16/ 30%	27/ 50%	9/ 16%		2/ 4%
6	How well did the programme help you to develop and work with others?	22/ 40%	23/ 43%	8/ 15%		1/ 2%
7	How well did the programme develop your ability to manage a school?	11/ 20%	33/ 61%	7/ 13%	1/ 2%	2/ 4%
8	How well did the programme develop your ability to secure accountability?	19/ 35%	28/ 52%	5/ 9%		2/ 4%
9	How well did the programme develop your ability to strengthen community focus?	14/ 26%	25/ 46%	11/ 20%	1/ 2%	3/ 6%
10	How well did the programme prepare you for issues related to governance?	12/ 22%	25/ 46%	15/ 28%	1/ 2%	1/ 2%
11	Priority the programme gives to the headteacher's lead professional responsibilities – most important.	Creating vision and establishing strategic direction: 48/89% (5% stated otherwise)				3/ 6%
12	Priority the participants give to the headteacher's lead professional responsibilities – most important.	Creating vision and establishing strategic direction: 39/72% (21% stated otherwise)				4/ 7%

13	How well did the programme structure and support the delivery of its aims and objectives?	29/ 54%	25/ 46%			
14	How well did your local authority support you as an NPQH candidate?	12/ 22%	14/ 26%	21/ 39%	7/ 13%	
15	How suitable is the current selection process?	7/ 13%	21/ 39%	17/ 31%	7/ 13%	2/ 4%
16	How useful is the evaluation and assessment process in developing you as a leader?	12/ 22%	19/ 36%	9/ 16%	2/ 4%	12/ 22%
17	Any post programme support from your local authority.	Yes: 7/ 13%		No: 33/ 61%		14/ 26%
18	Personal motivation for the course, including any reference to becoming a headteacher.	Yes: 38/ 70%		No: 15/ 28%		1/ 2%

Appendix 5

Questionnaire Analysis: Cohorts 15 and 16: Anonymous responses

Questions		Responses: Anonymous 2 questionnaires				
		Excellent	Good	Adequate	Unsatisfactory	No response
1	How well does the NPQH programme serve as preparation for headship?		2/ 100%			
2	How well did the NPQH programme provide a framework for leadership development?	1/ 50%	1/ 50%			
3	How well did the programme challenge your thinking about leadership?		2/ 100%			
4	How well did the programme develop your ability to create strategic direction?		1/ 50%	1/ 50%		
5	How well did the programme develop your ability to lead learning and teaching?	1/ 50%	1/ 50%			
6	How well did the programme help you to develop and work with others?	1/ 50%	1/ 50%			
7	How well did the programme develop your ability to manage a school?	1/ 50%	1/ 50%			
8	How well did the programme develop your ability to secure accountability?		1/ 50%	1/ 50%		
9	How well did the programme develop your ability to strengthen community focus?	1/ 50%	1/ 50%			

10	How well did the programme prepare you for issues related to governance?		2/ 100%			
11	Priority the programme gives to the headteacher's lead professional responsibilities – most important.	Creating vision and establishing strategic direction: 2/ 100%				
12	Priority the participants give to the headteacher's lead professional responsibilities – most important.	Creating vision and establishing strategic direction: 2/ 100%				
13	How well did the programme structure and support the delivery of its aims and objectives?	1/ 50%	1/ 50%			
14	How well did your local authority support you as an NPQH candidate?	1/ 50%	1/ 50%			
15	How suitable is the current selection process?		1/ 50%	1/ 50%		
16	How useful is the evaluation and assessment process in developing you as a leader?	1/ 50%	1/ 50%			
17	Any post programme support from your local authority.	Yes: 0		No: 2/ 100%		
18	Personal motivation for the course, including any reference to becoming a headteacher.	Yes: 2/ 100%		No: 0		

Appendix 6

Questionnaire Analysis: Local authorities

	Questions	Responses: Local Authorities 10 questionnaires				
		Excellent	Good	Adequate	Unsatisfactory	No response
1	How well does the NPQH programme serve as preparation for headship?	4/ 40%	5/ 50%	1/ 10%		
2	How well did the NPQH programme provide a framework for leadership development?	1/ 10%	8/ 80%	1/ 10%		
3	How useful is the evaluation and assessment process in developing leaders?	1/ 10%	8/ 80%	1/ 10%		
4	How well did the programme challenge participants' thinking about leadership?	5/ 50%	5/ 50%			
5	How well did the programme develop participants' ability to create strategic direction?	6/ 60%	2/ 20%	2/ 20%		
6	How well did the programme develop participants' ability to lead learning and teaching?	5/ 50%	3/ 30%	2/ 20%		
7	How well did the programme help participants to develop and work with others?	4/ 40%	4/ 40%	2/ 20%		
8	How well did the programme develop participants' ability to manage schools?	1/ 10%	6/ 60%	3/ 30%		
9	How well did the programme develop participants' ability to secure accountability?	5/ 50%	2/ 20%	2/ 20%		1/ 10%

10	How well did the programme develop participants' ability to strengthen community focus?		7/ 70%	3/ 30%		
11	How well did the programme prepare participants for issues related to governance?		5/ 50%	4/ 40%	1/ 10%	
12	Priority that headteacher's lead professional responsibilities should have on the programme – most important.	Creating vision and establishing strategic direction: 7/70% (30% stated otherwise)				
13	How well does your local authority support NPQH candidates?	3/ 30%	7/ 70%			
14	How well does your local authority continue to support NPQH graduates as aspiring headteachers?	2/ 20%	4/ 40%	3/ 30%	1/ 10%	
15	How suitable is the current selection process?	1/ 10%	5/ 50%	2/ 20%	2/ 20%	

Appendix 7

Current posts of candidates in returned questionnaires

Current posts of candidates in cohorts inspected 111 questionnaires					
Cohort 15 55 questionnaires 35 Primary posts 18 Secondary and Special school posts 2 Local authority posts			Cohort 16 54 questionnaires 43 Primary posts 9 Secondary and Special school posts 2 Local authority posts		
Headteacher	6		Headteacher	1	
Acting headteacher	8		Acting headteacher	11	
Deputy headteacher	27		Deputy headteacher	23	
Assistant headteacher	6		Assistant headteacher	6	
Teacher	6		Teacher	11	
Local authority	2		Local authority	2	
Anonymous responses: 2					

Appendix 8

References

- General Teaching Council for Wales Annual Statistics Digest, March 2009

- Review of the revised National Professional Qualification for Headship (Estyn), July 2007

- Research into Headship (Welsh Assembly Government), November 2009

- Statistics for Wales: Schools in Wales General Statistics 2009 (Welsh Assembly Government)

- The Guidance on NPQH, January 2008 (Welsh Assembly Government)

Appendix 9

Explanation of words and phrases used to describe the report evaluations

The words and phrases used in the left-hand column below are those that we use to describe our evaluations. The phrases in the right-hand column are the more precise explanations.

nearly all	with very few exceptions
most	90% or more
many	70% or more
a majority	over 60%
half/around half	close to 50%
a minority	below 40%
few	below 20%
very few	less than 10%

Appendix 10

The remit author and survey team

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