NCSL National College for School Leadership

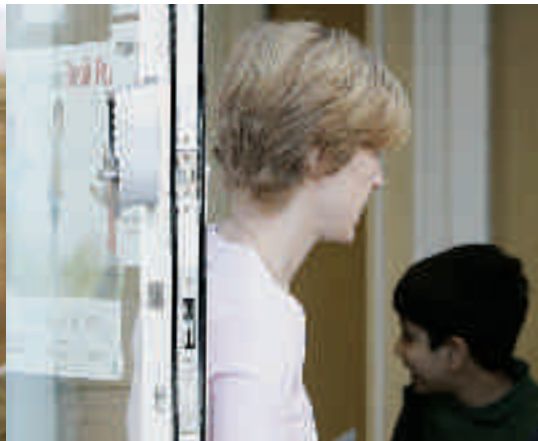**Inspiring leaders: improving children's lives**

Corporate Plan
2007–08

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Goal one
Develop excellent school
leadership to transform
children's achievement
and well-being

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Develop leadership within
and beyond the school

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Goal three
Identify and grow
tomorrow's leaders

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Goal four
Create a fit-for-purpose,
national College

Over the last year, our continuing close engagement with school leaders about the challenges they face and what they need from the National College for School Leadership (NCSL) has reinforced our commitment to the four ambitious goals we set in 2006, which were to:

- develop excellent school leadership to transform children's achievement and well-being

- develop leadership within and beyond the school

- identify and grow tomorrow's leaders

- create a fit-for-purpose, national College

Together we must ensure that our education system has enough high-quality school leaders to continue to raise standards and enhance children's well-being. Over the next 12 months, we see our prime strategic challenges as succession planning for school leadership, the redesign of the National Professional Qualification for Headship (NPQH) and the development of new models of leadership, building on the outcomes of the recent independent review of school leadership.

This Corporate Plan explains how we intend to achieve each of our goals and to address these core priorities through specific programmes and activities, with stretching targets. We believe we made major strides towards our goals last year: the challenge now is to go further and faster.

Vanni Treves
Chair of the Governing Council

Steve Munby
Chief Executive

Introduction

There is much to be proud of. The quality of school leadership has never been higher, and half of all schools now have good or very good headteachers. But not enough of our best leaders are in the schools facing the greatest challenges, and the standard of leadership and management by other key staff varies.

The goals we have set for the College are designed to respond to the expectations of our stakeholders, particularly school leaders, and to the four strategic challenges we have identified as priorities for the next few years.

The first challenge is to link the Standards agenda and the requirements of the Children Act 2004 (the Act) into a single, coherent and manageable approach for school leaders. The Act puts schools at the heart of their local communities, but engaging all sectors of the community and multi-agency working is raising difficult issues for school leaders, both in their day-to-day practice and in their work with different local and professional cultures.

The second challenge is to develop the capacity for system leadership. This means enhancing the skills of our best school leaders and developing capacity within their schools, so that their leadership can have an impact beyond their school, particularly on the minority of schools that continue to make only limited progress.

Our third challenge is to grow tomorrow's leaders. In England, 45 per cent of heads and deputies are over the age of 50. This presents the opportunity to introduce a new leadership generation. An adequate supply of high-quality, well-trained leaders in our schools is key to their success. We need to ensure that we are encouraging the best of our middle leaders to aspire to headship and to ensure that they receive the best possible support for their development in doing so.

The fourth challenge is to equip current and future school leaders to thrive in an increasingly complex, accountable and demanding role. The recent review of school leadership commissioned by the School Teachers Review Body (STRB) and carried out by PricewaterhouseCoopers (PwC) challenged the sustainability of the traditional school model, pointing to the range of new models that is emerging, and arguing for increasing diversity in the way schools organise their leadership teams. In particular, school leaders are having to manage a more flexible and varied workforce, be more open to the community, forge closer partnerships with other schools and different learning providers, deliver more personalised learning and operate more detailed benchmarking.

To enable school leaders to respond to these challenges, the government expects the College to be the driving force of the ambition to reach world-class leadership and management practice. To achieve this, we will continue to focus our efforts on a small number of strategic initiatives, and commission and fund activity to spread leading-edge practice across the school system.

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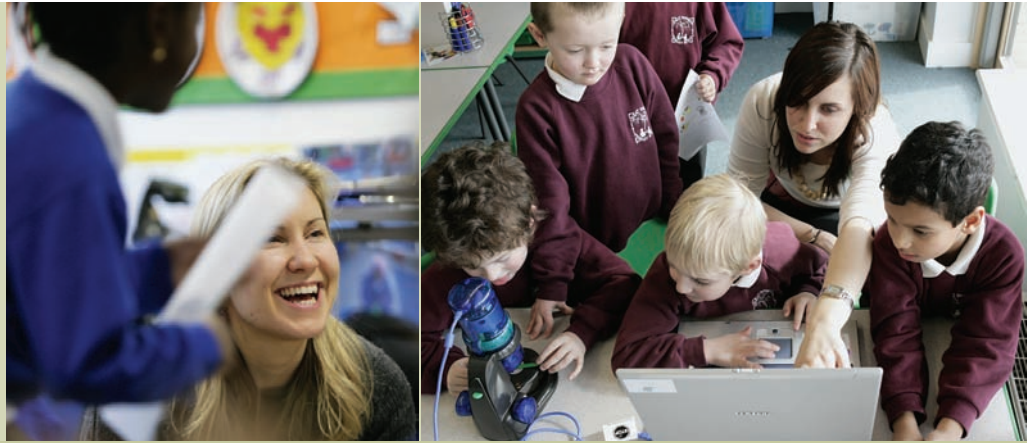we have identified as priorities for the
next few years.

one

As inspirational school leaders have demonstrated again and again in recent years all over the country, excellent school leadership can radically transform children's life chances.

Our work to achieve this goal has four key strands:

- equipping current and future school leaders to meet the demands of a dynamic policy environment, in particular the Every Child Matters (ECM) agenda, the 11–19 reform agenda, increased partnership working and the implications of the PwC report on new models of leadership

- providing particular support for those leading our most complex and challenging schools

- extending choice, promoting personalisation and driving up the quality of provision for school leaders by encouraging the application of digital technologies and providing consistent support and challenge through high-quality leadership development opportunities

- addressing a small number of other specific, high-priority issues for school leaders

The dynamic policy environment

A series of interrelated challenges arises for school leaders from the ECM agenda, the continuing drive to raise the standards of leadership in a diverse workforce and the 11–19 reform agenda. We are working closely with the Training and Development Agency for Schools (TDA), the General Teaching Council (GTC), the Specialist Schools and Academies Trust (SSAT), the National Strategies, the Centre for Excellence in Leadership (CEL), the Learning and Skills Council (LSC), the Qualifications and Curriculum Authority (QCA) and professional associations to ensure that our programmes equip school leaders to meet these challenges.

A key priority during 2007–08 will be to continue to work on the redesign of the National Professional Qualification for Headship (NPQH), so that the revised programme will be made available to a cohort of 150 participants in spring 2008. In May 2007, we submitted proposals for the revised qualification to the Secretary of State for Education and Skills. Subject to his agreement, we will put delivery plans in place, including commissioning providers, while continuing to keep in close contact with the profession and other key stakeholders. In parallel, we will offer 1,800 places on the existing programme from September 2007, in order to maintain the flow of qualified candidates for headship, and to continue to support NPQH graduates who have not yet found headships.

We will ensure that our programmes equip school leaders to lead on the ECM and Standards agendas as complementary, not competing agendas, and develop, deliver and promote a range of leadership development opportunities, including an online resource to support the leadership of ECM. We will also work with TDA to tackle the particular challenges of schools who are not yet engaged with ECM, extended services or the remodelling agenda. We will work locally to build the capacity and confidence of these leaders and their teams to provide high-quality, sustainable extended services to meet the five outcomes of ECM.

With our partners, we will redesign the National Professional Qualification in Integrated Centre Leadership (NPQICL), drawing on the positive evaluation of the national roll-out and the publication of the National Standards for Leaders of Children's Centres, so that it continues to be the leadership qualification of choice for those leading children's centres. During 2007–08, we plan to deliver 400 places on this programme.

Successful delivery of the 14–19 reforms, including the new diplomas and functional skills curricula, is requiring leaders in schools, colleges and other learning providers to work collaboratively to form, develop and lead closely integrated partnerships. We are working with CEL, LSC, QCA, local authority organisations and all the 14–19 workforce partners to prepare leaders and managers for these reforms, and to ensure that the 14–19 workforce support package is coherent and effective.

Complex and challenging schools

There are still not enough of our best leaders in the schools facing the greatest challenges. One of our core priorities is to develop specific provision for leaders who work in the most complex and challenging schools.

Some of the most acute challenges to children's achievement and well-being arise in urban areas, with high pupil and staff mobility. We will continue to work with London Challenge to manage the London Leadership Strategy, offering training, development and support tailored to the specific needs of leaders and potential leaders in London. Over the coming year, in partnership with the DfES, we will seek to identify ways in which we can share our experience in London, and emerging lessons from a recent pilot with National Strategies and the local authority in Bristol, with leaders in other challenging urban areas.

We are working with SSAT to develop provision for academy principals designate and principals in their first year following the opening of an academy. We will aim to deliver this provision for up to 50 principals designate and serving principals during 2007–08.

We are also continuing to develop programmes designed to equip prospective headteachers with the specific skills to lead schools facing challenging circumstances. This includes the Future Leaders Programme and the Trainee Heads programme for primary and secondary schools. These are described under goal 3.

Choice and quality of provision

We will continue to ensure that provision is increasingly tailored to the individual needs and context of school leaders, taking greater account of phase, size and type of school, and locality. To achieve this, we will commission the very best providers of leadership development to design and deliver challenging, personalised and flexible programmes that offer value for money. For 2007–08, our commissioned programmes will aim to cover 6,400 middle leaders, 3,000 Leadership Pathways participants and 1,500 newly appointed headteachers.

Specific high-priority issues

We will give particular attention to the development of school business managers, the strategic leadership of information and communications technology (ICT) in schools, the Building Schools for the Future (BSF) programme, leadership to raise achievement by black pupils, and enhancing safeguards for children in the recruitment of staff by headteachers and governors. We will also support the review of the secondary curriculum at Key Stage 3.

Skilled school business managers release other school leaders to focus on learning, teaching and raising achievement, and we intend, over time, to ensure that every school has a competent business manager who fully understands the implications and impact of the appropriate application of integrated digital technologies in the delivery of teaching, learning and administration. Through collaboration with TDA, we have already trained over 3,500 business managers through the Bursar Development Programme in either the Certificate of School Business Management (CSBM) or the Diploma of School Business Management (DSBM). In 2007–08, we will offer 1,400 places on CSBM and 300 places on DSBM.

The Strategic Leadership of ICT (SLICT) initiative, which began in 2001, was designed to give school leaders the knowledge, skills and understanding of digital technologies to enable their schools to become e-confident. We are now building on the success of this group of programmes, working in partnership with SSAT and the British Educational Communications and Technology Agency (Becta) to support the delivery of the Department for Education and Skills (DfES) e-Strategy, *Harnessing Technology: Transforming learning and children's services* (DfES, 2005). We aim to ensure that educational institutions fully embed ICT, becoming increasingly confident in their use of digital technologies to support improvements in learning, teaching and administration. We intend to offer leadership development opportunities to approximately 1,500 school leaders in 2007–08.

We are working with key national partners to develop a new programme to support **Building Schools for the Future** (BSF). This will provide training for local authority and school leaders in the skills needed to create, develop and put in place environments fit for exciting and effective learning in the 21st century, so that the huge investment in schools by the BSF programme can achieve educational transformation.

During 2007–08, we will run training for schools in waves 4–6 of BSF, and for 10 local authorities engaged in waves 5–6. We will also create and deliver special programmes for one-school pathfinders and for the 23 pathfinders in the Primary Schools Capital programme.

We will continue to support school leaders and local authority representatives who are engaged in the **Aiming High: Black Pupils' Achievement** programme, tackling the leadership issues around raising the achievements of black pupils and developing strategies for embedding improvement across their schools.

The Bichard Inquiry Report on child protection procedures, published in June 2004, recommended **recruitment training for headteachers and school governors** to ensure that interviews to appoint staff reflected the importance of safeguarding children. We have developed online web-based training, with supporting written guidance, and significant numbers of heads and governors have accessed the programme. We will continue to work with DfES and other key stakeholders to maximise the number of heads and governors taking part in the training.

We will work with DfES and other key partners to support the implementation of the **secondary curriculum review**, in particular by publicising messages to school leadership teams about training and communication through our regional events and annual conferences.

We will explore the scope for using our activities and programmes, particularly our review of NPQH, to help embed the concepts and practice of **sustainable development** across the education system.

Goal one:

Develop excellent school leadership to transform children's achievement and well-being

Key outcomes	Key output targets

Key outcomes

■ 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 ECM for children nationally

■ the quality of leadership and management improves in schools where staff are engaged with National College for School Leadership (NCSL) 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

Programme delivery

■ **Leading from the Middle** – 6,400 places

■ **Leadership Pathways** – 3,000 places

■ **Established Leaders** – 258 places

■ **Early Headship** – 1,500 places

■ **NPQH** – 1,800 places for intake 14 and 150 in pilot of redesigned NPQH

■ **Head for the Future** – 3,000 places over three years

■ **NPQICL** – 400 places

■ **SLICT** – 1,500 places

■ **Bursar Development Programme** – 1,400 CSBM and 300 DSBM places

■ **BSF programmes** – training for the following: schools in waves 4–6; local authorities in waves 5–6; one-school pathfinders and 23 pathfinders in the Primary Schools Capital Programme

■ **International placements** – 300 places

two

Goal two   **Develop leadership within and beyond the school**

If we are to make rapid progress towards a world-class educational system and sharply reduce the number of underachieving schools, we need to encourage more of the best school leaders and their schools to care about and work for the success of other schools as well as their own.

Goal two Develop leadership within and beyond the school

Our second goal is about helping school leaders develop the additional skills they require to be able to lead, challenge and support their peers, and create capacity within their existing schools to release them for this work.

We plan to pursue this goal through nine strands of work, collaborating closely with a range of key national partners. We will:

- designate more of the most effective school leaders and schools with leadership capacity to be national leaders of education (NLEs) and their schools as national support schools (NSSs). We will also provide advice to the Secretary of State on how these additional NLEs might be deployed

- work with National Strategies to train, assess and accredit school improvement partners

- work with the Innovation Unit to identify bespoke leadership development for school leaders via its pioneering Next Practice in System Leadership project

- work with the Department on recommendations arising from the PricewaterhouseCoopers report on the future of school leadership

- provide advice to the Secretary of State on primary school leadership and the leadership implications of personalising learning

- develop additional consultant leaders who can support and challenge other school leaders

- provide high-quality, targeted interventions in a small number of urban areas, building on the success of the London Leadership Strategy

- in response to the independent review of school leadership, develop system-wide e-learning resources that address the development needs of leaders

- continue to develop and extend the Leadership Network

Schools that are currently failing their pupils could be transformed by excellent leadership plus support from other high-capacity schools. During 2006, we identified 68 **NLEs** who could provide such leadership. The primary focus of this first group of NLEs and their national support schools is to assist schools in special measures or in challenging circumstances. We will identify and accredit a further group of up to 60 NLEs during 2007–08. We provided advice to the Secretary of State in April 2007 on how NLEs might be deployed in system leadership across a range of other priorities and challenges.

We will continue to assess prospective **school improvement partners** (SIPs). The main accreditation task for 2007–08 is for SIPs in primary and special schools. We plan to have accredited 2,600 primary SIPs before the roll-out of the SIP function is completed in April 2008. We also intend to accredit 350 SIPs for special schools and undertake further assessment to sustain the required number of secondary SIPs.

We are partners with the Innovation Unit in its **Next Practice in System leadership project**, supporting schools and other agencies in 17 localities who are working to deliver more effective provision for their young people in areas such as 14–19 reform, ECM and cross-phase collaboration by adopting radical new models of leadership and governance.

The tailored leadership development arrangements we are creating for these leaders to help them manage the complex changes involved will strengthen our capacity to support innovative school leaders more generally.

In collaboration with other partners, we will **provide advice to the Secretary of State** on two key issues, and indicate how the College is proposing to address them in core leadership programmes and strategic initiatives. These are:

■ leadership implications arising from the Gilbert Review of personalised learning (by May 2007), where we will be working particularly with QCA, TDA, Becta and the Office for Standards in Education, Children's Services and Skills (Ofsted), as well as with other appropriate partners

■ challenges facing primary school headteachers in the light of the outcomes of the PwC report (by July 2007). In collaboration with the National Strategies, we will focus on how primary school leaders can best be developed and supported to work in schools or groups of schools with different models of leadership and governance that have been introduced to raise standards or turn round problems of failure

We intend to develop a further 200 **consultant leaders** in 2007–08 who can support and challenge the practice of other school leaders, working across a range of schools in different contexts. We will collaborate with National Strategies to support headteachers working to raise achievement and well-being in complex and challenging schools in urban areas. The model of consultant leadership developed by the London Leadership Strategy and the Primary Leadership Programme has now been extended to Bristol, where consultant leaders are supporting nine primary and six secondary schools. We are also adapting this approach in a number of other challenging urban settings (including Luton, Hull, Bolton, Bradford and the Black Country).

e-Learning is integral to the College's leadership development programmes. In addition to the online resources already mentioned to support the ECM agenda and safer recruitment, we intend to:

- develop e-learning modules on broad management skills

- transform our existing e-learning materials into separate modules to create increased opportunities for personalised leadership development

- continue to develop virtual classroom technologies so that school leaders can take part in events and conferences from their own schools or other preferred locations

- work in partnership with TDA on piloting an integrated set of web-, email- and telephone-based services under the project name 'The Key'. The objectives of this innovative project are to assist leadership teams in schools to lead and manage change, to provide them with practical advice and guidance to help them analyse their organisational development needs, and help them decide on the best course of action.

We have expanded the **Leadership Network** to over 2,000 schools. To support the network, we have seconded school leaders to work as regional leaders and are using the network to gather intelligence about needs, identify effective practice and empower school leaders to drive forward the school leadership agenda. Over the coming year, we plan to extend our regional footprint so that 25 per cent of all maintained schools are engaged with the Leadership Network.

Goal two:
Develop leadership within and beyond the school

Key outcomes

- the best school 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 targets

- advice on the key issues facing primary school leaders provided to the Secretary of State by July 2007

- advice on how leaders can implement the recommendations of the Gilbert Review on personalising learning provided to the Secretary of State by May 2007

- advice on how additional NLEs might be deployed provided to the Secretary of State by April 2007

- agree proposals with the Department on recommendations arising from the PwC report by April 2007

- an additional 60 NLEs accredited

- 2,600 primary SIPs and 350 special school SIPs accredited

- 200 consultant leaders trained

- four primary consultant leaders working with nine primary schools, and six London consultant leaders working with six secondary schools in Bristol

- 25 per cent of all maintained schools engaged with the Leadership Network

three

Goal three Identify and grow tomorrow's leaders

Succession planning is a key strategic challenge: over 40 per cent of primary and secondary school heads are expected to retire in the next 10 years. Sustaining the flow of high-quality school leaders is critical to achieving the best outcomes for all children and young people.

Goal three Identify and grow tomorrow's leaders

To achieve this goal, the most effective leaders and practitioners must be encouraged and enabled to work where their skills are most needed. The College needs to persuade more members of the school workforce of the many personal and professional rewards of school leadership, and ensure that our future school leaders are fully equipped for the challenges of 21st century school leadership.

Our approach to this challenge has five key elements. We will:

■ continue our work to develop and implement an explicit strategy for succession planning, working with headteachers, governors, local authorities, DfES, Becta, faith educational providers, TDA, GTC, SSAT, the Youth Sports Trust, other trusts, professional associations and other national agencies to foster and promote local solutions to this national challenge

■ continue to focus on increasing the number, quality and diversity of school leaders, including supporting the development of more black and minority ethnic school leaders

■ ensure the redesign of NPQH is integrated into succession planning to make sure it meets the needs of future headteachers (see goal 1)

■ redesign the Fast Track programme

■ develop a range of programmes, including the successful Future Leaders and Trainee Heads schemes, to bring new leaders into schools

Local solutions to a national problem

Our aim continues to be to enable the supply, quality and diversity of headteachers to be improved through local solutions to local problems, solutions that focus on training, development, motivation and retention. We shall continue to work on this closely and collaboratively with key partners through our Succession Planning Advisory Group.

We shall complete the programme of 11 local pilots that we launched in September 2006. Building on the learning from the pilots, and on the research gathered in 2006, we shall move this work to national level from September 2007, aiming to begin to produce real results on the ground by 2008–09.

Fast Track programme

NCSL took over responsibility for running the Fast Track programme from DfES in September 2006. We have provided advice to the Secretary of State on the development of the programme. A full review of the programme is under way, with the aim of starting to commission the redesigned programme from September 2007, with delivery beginning in September 2008.

The operation of the new programme will be designed to link with the revised NPQH, support succession planning, including greater participation by under-represented groups, and have a sharper focus on key performance indicators to ensure greater numbers of successful Fast Track participants are promoted to leadership roles within the agreed timescales.

Pilot programmes to bring new leaders into schools

The Future Leaders Programme, created jointly with SSAT and Absolute Return for Kids (ARK) Education aims to develop middle leaders and high-quality individuals not currently teaching in schools to become heads, deputy heads or assistant heads in areas experiencing shortages, such as London and other urban areas. It was piloted in 2006. Early indications suggest a positive reception by the schools and participants involved, and we expect the majority of participants to find leadership posts when the programme is completed. As a result, the intake for this programme is to be increased to 40 for 2007–08.

The Trainee Headteacher Programme was set up in 2001 to provide an internship model for those aspiring to headship in secondary schools in challenging contexts. It places experienced senior leaders, usually deputy headteachers, in a challenging local school where they work alongside a strong leadership team and are mentored by the headteacher, so they can develop the confidence and skills to hit the ground running in a first headship. A parallel programme for primary schools was piloted in 2006. There have been over 100 trainee headteachers to date, and a further 50 opportunities will be offered in 2007–08.

These specific activities to identify and grow tomorrow's leaders will be reinforced in six further ways. We will:

■ work in partnership with the National Union of Teachers (NUT) to redesign the Equal Access to Promotion programme, and give it a national profile by linking it to Leadership Pathways

■ develop a communications strategy that generates widespread enthusiasm among members of the school workforce for undertaking a school leadership role and illustrate the many personal and professional rewards school leadership can bring

■ work to extend the pool of high-quality leaders by attracting a wider range of candidates from diverse backgrounds

■ ensure that the provision the College commissions for middle leaders and senior teachers considering headship is geared to preparing future leaders for the very different, more complex and more uncertain world they will face

■ attract and develop some of our best current leaders for wider system leadership roles, which in turn will create stretching development opportunities for aspiring leaders while their headteachers are working with other schools

■ continue to provide development opportunities for school leadership teams

Goal three:
Identify and grow tomorrow's leaders

Key outcomes	Key output targets
■ a positive contribution to sustaining and increasing the flow of high-quality school leaders	■ pilot programme on succession planning completed and reported on by September 2007
■ 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	■ 300 Fast Track places by April 2008
	■ second cohort of Future Leaders Programme implemented from September 2007 – 40 places
	■ 50 trainee heads recruited
	■ 120 developing leaders (primary school) engaged in a programme jointly designed and developed by NCSL and SSAT

four

Goal four Create a fit-for-purpose, national College

We remain deeply committed to working in collaboration with others, drawing on research and leveraging expertise both nationally and internationally to ensure we remain at the cutting edge of leadership thinking.

Goal four   Create a fit-for-purpose, national College

To achieve the first three goals, we need to ensure that the College is fit for purpose, and in particular has the right:

■   collaborative internal and external working relationships

■   financial, budgeting and commissioning capabilities

■   internal and external processes to deliver and monitor our commitments to our key stakeholders.

Working relationships

We remain deeply committed to working in collaboration with others, drawing on research and leveraging expertise both nationally and internationally to ensure we remain at the cutting edge of leadership thinking. As the earlier parts of this plan demonstrate, we will continue to develop strong and valued relationships with a wide range of strategic partners, including school leaders and governors, higher education institutions, local authorities, social partners and a large number of national organisations, agencies and networks.

Most importantly, we shall continue to listen closely to school leaders themselves through our regional networks and regional leaders, national leaders of education, and regional and national conferences.

Our staff and the way we work together remain critical to our success. We shall continue to work to embed our values in our everyday practice, and improve our arrangements for performance and talent management, so that we develop and grow more leaders within the College.

Financial, budgeting and commissioning capabilities

We are facing a reduction in core Grant-in-Aid of £9 million for 2007–08, down to £65 million. We are in receipt of a further £50.13 million in other ring-fenced funding for specific areas of work. This makes it essential that we continue to build our financial, budgeting and commissioning capabilities – particularly our financial management and profiling – to drive efficiencies, focus our investments and ensure value for money. We remain fully committed to achieving our Gershon efficiency targets, and we are also developing medium-term financial scenarios to equip us to respond to the forthcoming Comprehensive Spending Review (CSR).

Commissioning remains key to our future effectiveness. We have learnt a great deal from our experience in 2006, and we intend to continue to build the right relationships and processes with our provider base.

Internal and external processes

We remain strongly focused on delivery. We have introduced a delivery roadmap that lists the key programmes, projects and other activities that are critical to the delivery of our strategic goals, and which we monitor monthly and will report on at least quarterly to staff, to the Finance and Remuneration Committee and to our DfES sponsors. Our balanced scorecard of key performance indicators ensures that we remain outcome focused and we are planning to introduce a second-level scorecard to enable regular tracking of particular indicators that are important to our internal and external stakeholders.

We are also working to improve a range of other processes. This involves our customers' experience – how they engage with us and how we track that engagement – and our providers, to clarify our respective roles. We will also look at our management of projects, budgets and staff development. In addition, we are developing a much stronger and more transparent process of self-evaluation to gather evidence about the impact the College has on pupil outcomes, leadership practice and development, and the wider education system.

We will continue to measure our success in achieving our goals through our balanced scorecard and publish the results in our annual report. The key performance indicators cover:

- schools' progress towards achieving the national targets

- Ofsted judgements on the quality of leadership and management in schools

- our ability to recruit participants for NPQH and maintain graduation rates

- stakeholder and customer views about the quality and impact of the College's activities and its overall effectiveness

- organisational efficiency

- staff attendance and satisfaction.

Goal four:
Create a fit-for-purpose, national College

Key outcomes	Key output targets
■ the College is successful in achieving Goals 1, 2 and 3	■ in addition to the balanced scorecard targets outlined on the next page, we have a second-level scorecard in place
■ school leaders believe our activities are effective and are impacting positively on their schools	■ the delivery roadmap and programme and project management guidelines are embedded within the organisation
■ organisational stakeholders see us working collaboratively with them, and impacting effectively on policy development around school leadership	■ improved data sets are developed to monitor reach and effectiveness and enable us to focus activities where they are most needed
■ continue to strengthen our budgeting and commissioning capabilities to maximise value delivered, and we achieve our efficiency targets	■ a robust medium-term financial plan is developed
■ risk management is embedded in the organisation with all risks appropriately managed	■ all internal audits are either satisfactory or sound
	■ a sustainability plan is published and ongoing activities are delivering improvements at both College- and system level
■ improved levels of staff satisfaction	■ business and ICT continuity plans are in place and fully tested
	■ a new competences and performance management system is in place, delivering more focused staff development and enabling internal succession planning

A
Outcomes and impact

Balanced scorecard with key performance indicators and targets for 2007–08

A1:
Achievement of national targets at Key Stages 2 and 4

Target 2007–08:

To contribute to the achievement of the national targets in English and maths at Key Stage 2 and five GCSEs at grades A*–C at Key Stage 4

A2:
Ofsted judgements on the quality of leadership and management

Targets 2007–08:

(i) Contribute to a reduction in the percentage of schools judged by Ofsted as having inadequate leadership and management to below 4 per cent

(ii) Contribute to an increase in the percentage of schools judged by Ofsted as having outstanding leadership and management to above 12 per cent

A3:
Succession Planning

Targets 2007–08:

(i) 1800 NPQH participants

(ii) 85 per cent graduation rate for NPQH

(iii) With provisos from DfES*, NCSL should influence the sector so that by January 2008, headteacher vacancies are no more 0.7%, aiming for 0.6% and the percentage of temporarily filled posts is no more than 3.2%, aiming for 2.9%

* NCSL is taking on a key new role in improving headteacher supply this year with key elements such as local area succession planning and communications strategies. In the absence of prior years' experience to define success we are not able to be completely precise about levels and have set targets within a range.

B
Stakeholder and customer perspectives

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

Target 2007–08:

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

B2:
Percentage of a sample of participants in NCSL leadership provision who believe the College is impacting positively on their schools

Target 2007–08:

75 per cent of participants believe that their involvement with the College is impacting positively on their schools

B3:
Organisational stakeholder views on (i) the effectiveness of College relationships with them (ii) its contribution to policy debate (iii) overall effectiveness

Targets 2007–08:

(i) Effectiveness of relationships with the College: 90 per cent satisfaction rating

(ii) Contribution to policy debate: 85 per cent effectiveness rating

(iii) Overall effectiveness: 90 per cent effectiveness rating

C
Organisational efficiency

C1:
Performance against government efficiency targets

C2:
Financial management

Target 2007–08:

Achievement of the Gershon target for 2007–08

Target 2007–08:

Percentage of actual spend against profiled spend (within a tolerance level of –2.5 per cent to +2.5 per cent on a monthly basis and –2.5 per cent to 0 per cent on an annual basis)

D
Internal organisational learning and development

D1:
Staff attendance

D2:
Employee satisfaction

Target 2007–08:

97 per cent staff attendance

Target 2007–08:

70 per cent satisfaction rating

PB223