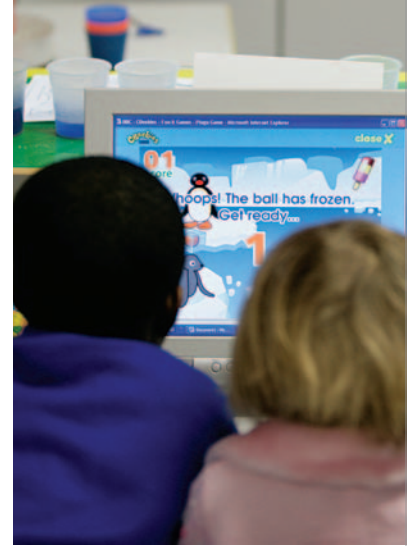


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**Inspiring leaders:  
improving children's lives**



# Annual Review 2006-07





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**The National College for School Leadership (NCSL)** was officially launched by the Prime Minister in November 2000. It is a company limited by guarantee and a non-departmental public body.

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## Our purpose



**The National College for School Leadership (NCSL) exists to make a positive difference to the lives and life chances of children and young people through the development of world-class school leaders.**

Leaders create a culture of aspiration and progress. They don't accept excuses for underachievement and make the most of everyone's talents – informed by the conviction that every child has it in them to succeed.

**JIM KNIGHT, MINISTER OF STATE FOR SCHOOLS**  
SPEECH TO NCSL ANNUAL CONFERENCE, JUNE 2007

There is a close link between the overall effectiveness of schools of all types and the quality of their leadership and management. Outstanding leaders analyse the quality and consistency of teaching across the full range of provision in order to ensure that the professional development provided for staff brings about improvement.

**HMCI ANNUAL REPORT 2005-06**

## Our mission

### **NCSL was established to:**

- provide a single, national focus for school leadership development and research
- be a driving force for world-class leadership in our schools
- be a provider and promoter of excellence, a major resource for schools and a catalyst for innovation
- be a focus for national and international debate on leadership issues



## Introduction

In the past year, we have continued to consult regularly with school leaders across the country to ensure that we stay focused on the things that really matter to them. This approach has enabled us to make significant advances towards the four key goals we set in 2005-06:

- 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

A key issue for the teaching profession is the fact that a significant proportion of heads will be reaching retirement age within three years. In response, we launched a major initiative to develop the next generation of headteachers. The local solutions pilot scheme was recognised by government with an extra £10 million of funding.

We also began the redesign of the National Professional Qualification for Headship (NPQH) to ensure that it continues to equip emerging leaders to lead the schools of tomorrow.

Our National Leader of Education (NLE) programme, in which successful heads and their schools work with struggling schools to help bring them out of special measures, had a successful launch and is now preparing for a second round of recruitment.

The College's reputation as a centre of expertise on school leadership issues was further enhanced during 2006-07. The knowledge drawn from our work to explore and develop new approaches to school leadership was called on for an independent review of school leadership conducted by PricewaterhouseCoopers.

The College was also asked to lead a national primary leadership group in partnership with the National Primary Strategy and the Department for Education and Skills (DfES) to look at key issues facing primary heads and how these might be addressed, how standards might be raised in primary schools and how school leaders might be supported by different models of leadership.

The College remained committed to being measured by results and we have continued to listen and respond to challenges that could help us to grow and improve and ensure that we made a positive difference.

But there is still much to do. We must continue to concentrate on our key goals and stay true to our core business of improving leadership in all our schools; we must work with school leaders, partners and stakeholders to ensure that our education system has enough high-quality school leaders to continue to raise standards and enhance children's well-being.

We believe we made major strides towards our goals in 2006-07: the challenge now is to go further and faster.

**Vanni Treves**  
Chair, NCSL

**Steve Munby**  
Chief Executive, NCSL



# one

## Goal one

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







## Effective school leadership is at the heart of improved performance in schools.

Over the past year we have focused on:

- offering flexible options to suit different needs by:
  - personalising our provision through the use of learning technologies so that it meets the different needs of school leaders and provides more choice and flexibility
  - creating opportunities for contextualising our programmes to reflect the diverse range of schools and local circumstances
  - drawing on research, policy and best practice to ensure provision remains innovative, dynamic and at the leading edge
- developing leadership of Every Child Matters and standards
- continuing to provide development and support to help school leaders become better leaders
- ensuring that all the College's programmes include opportunities for e-learning and e-delivery

### Flexible options to suit different needs

This year, we commissioned external providers to deliver four key leadership programmes. The aim was to provide leaders with development that reflects their local context and allows them to create a personalised route through the programmes.

The programmes were:

- **Leading from the Middle** This has been updated with new materials created to reflect the changing national context for school leaders including Every Child Matters (ECM). Collaborative groups have continued to develop within the programme and they have broadened to reflect the wider role of school leaders in extended schools and multi-agency partnerships.
- **Leadership Pathways** Building on the successful pilot, this has been rolled out across England, offering a new personalised and modular approach. The programme uses innovative e-learning and online needs assessment, giving it a high degree of flexibility. As part of creating specific, contextualised modules, we have begun work with the National Union of Teachers to design a programme aimed at supporting underrepresented groups, for example, leaders from black and minority ethnic groups and women. To reach the greatest number of black and minority ethnic leaders, the Equal Access to Promotion programme will be available to participants through Leadership Pathways as well as through an external route. Leadership Pathways is an important programme to support leaders moving into NPQH.
- **Early Headship Provision** This is the leadership development programme for first-time headteachers and it has been revised to include a New Visions experience for all newly appointed heads, plus a flexible grant to meet individual needs.
- **Head for the Future** This programme builds on the success of the Leadership Programme for Serving Headteachers but takes account of the wide range of leadership contexts across the country and the varied needs of experienced headteachers. This programme begins with a diagnostic tool that enables participants to identify their preferred leadership development path.

We have continued to provide localised opportunities for experienced leaders in the **Established Leader** programme, working in three contexts, coastal, rural and Catholic schools.

As in previous years, we have supported the **Black Pupils' Achievement** programme by delivering a leadership project for participating teachers. Phase 2 was rolled out and was concentrated on secondary school leaders, local authority and National Strategies colleagues. The programme for 2006-07 included a well-received national residential experience and input from a range of high-profile speakers.

In addition, we have developed a localised **Certificate of School Business Management** course.

Recruitment to the **National Professional Qualification for Headship** (NPQH) continues to be very strong and the target of 2,800 participants was exceeded during 2006-07. To ensure the current programme remains relevant, learning materials were revised and updates made to some training activities.

NPQH is currently being redesigned and its review is central to our work on succession planning. The redesign is also fundamental to ensuring that future leaders have the skills they need to lead change, both within their own school and beyond. A series of consultation sessions took place in summer 2006, followed by extensive consultation with the profession through our regional conferences in the autumn. The redesigned NPQH is due to be launched in early 2008.

Recruitment to our **Headteacher Induction Programme** (HIP) achieved record levels, with more than 1,600 newly appointed headteachers taking up the personalised learning opportunities the programme offers. For the first time it was possible for participants to manage their training fund online using the College's Learning Gateway.

Similarly, the **Certificate and Diploma of School Business Management** programmes (CSBM and DSBM respectively) have achieved record levels this year –1,875 places have been made available and taken up.

The first year of national delivery of the **National Professional Qualification in Integrated Centre Leadership** (NPQICL) programme saw 330 participants graduate. Some 403 leaders were recruited to its second cohort with provision in the East Midlands and South East bringing coverage across the country.

NPQICL received a highly complimentary evaluation report from the Henley School of Management and a promising first-stage impact study report. The rapid growth of children's centres as part of the government's commitment to the 10-Year Child Care Strategy underpins the growth and development of this qualification, which was recognised as being equivalent to NPQH for leaders in early years settings in January 2005. The new NPQICL will be available in September 2008.



**School leaders in England and Wales** have a lot of which to be proud. They have led the implementation of a series of major national initiatives in the last three years, during which time, levels of pupil performance have continued to improve and are currently at an all time high; and furthermore seeing children achieve, according to our research, is the single most important aspect of the job that gives school leaders satisfaction.

**PRICEWATERHOUSECOOPERS, 2007, INDEPENDENT STUDY INTO SCHOOL LEADERSHIP: MAIN REPORT, PARA 3 P V, DFES**



### **Developing Leadership of Every Child Matters and Standards**

Supporting leaders in the delivery of the Every Child Matters agenda (ECM) with its focus on the five outcomes, the leadership of extended schools and supporting good practice in multi-agency working, has continued to be a priority in 2006-07. Our work is responsive to the expressed needs of school leaders, and is increasingly focused on building the case for the improvement of achievement and standards supported by the implementation of ECM.

Working in partnership with other organisations and agencies is key to what we do and this year a significant partnership was forged with the Training and Development Agency for Schools (TDA) to explore why leaders do, and do not, engage with the ECM and Extended Services agenda. Partnerships have also grown with the Specialist Schools and Academies Trust (SSAT), with whom we ran a special interest seminar, and with the Children's Workforce Development Council (CWDC), who worked closely with us on the development of NPQICL.

Leadership development and ensuring all our programmes are fit for purpose remains our top priority. All NCSL leadership development programmes were reviewed to assess their coverage of ECM and the first stage of a research project to identify the demands that ECM makes on school leaders at different stages in their careers was completed. In addition 'Taking the Wider View', an online leadership development resource for leaders of extended schools, was made freely available on the College website in 2006 and is updated monthly with resources and case studies. During this year we ran a series of workshops which brought leaders together locally to address specific complex needs. In addition, we ran a highly successful 'Better Together' seminar series on school / community engagement and an action research project with a group of community leadership networks.

A pilot programme for multi-agency teams was completed and national roll out was instigated. In addition, a 'Public Value' project identified how schools create value for their local communities, how this can be measured and the impact it has on standards and progress.

Our ECM work is informed by research and shared with school leaders through publications and events. In 2006-07, these included *Lessons from extended schools* (March 2006), *Collaborative leadership in extended schools: leading in a multi-agency environment* (July 2006) and the national ECM and Standards conference. We have also developed an online resource for school leaders, ECM Leadership Direct, which will be launched in September 2007.

### Continuing development and support

In addition to the leadership programmes that were commissioned in 2006-07, we have continued to provide a range of opportunities for school leaders in different phases of their careers. Two programmes, **Working Together for Success** and **Developing Capacity for Sustained Improvement**, received positive evaluation from participants.

The **Consultant Leadership** programme has successfully supported the development of 170 consultant leaders who make an important contribution to system leadership and provide experienced leaders with the opportunity to make an impact on the wider education system by sharing their knowledge and skills beyond their individual schools.

We offered experienced headteachers the opportunity to explore innovative practice in a range of international contexts through the **International Placements for Headteachers** programme. In 2006-07, 346 headteachers participated in the programme, and many formed strong networks on their return, working together to implement change and development in their schools.

Take-up of our team programmes was particularly strong in some regions and the **London Leadership Strategy** (LLS), using consultant leaders, demonstrated a positive link between engagement in our programmes and pupil outcomes at Key Stage 4. This occurred both in the schools requiring additional support and the consultant leaders' own schools. The strategy was extended to include up to 20 targeted primary schools.

Building on the success of the London Leadership Strategy and the Primary Leadership Programme, we worked with colleagues in Bristol to support building capacity in secondary and primary schools in the city. This work made a positive contribution to improvements, above the national and city average, in results for Key Stage 2 and Key Stage 4 in the target group of schools in 2006-07.

In 2006-07, the College supported a range of projects in urban areas. Local authorities in some of these areas, such as Bolton, Luton and Hull, have taken forward key aspects of activity from the London Leadership Strategy, such as the use of consultant leaders.

In other areas – Chesil, Knowsley, Oldham, the Black Country, Bradford, Warrington, Leicestershire and Worcestershire – the College has provided support to help local authorities and groups of schools respond to specific leadership challenges. Several of these projects are now being developed into more significant pieces of work.

## Goal one: key points

In 2006-07:

1,450 headteachers  
enrolled on the **Headteacher  
Induction Programme**

**170**  
school leaders  
enrolled on **Consultant  
Leadership** programmes

**6,542**  
school leaders  
started **Leading  
from the Middle**

**346**  
headteachers  
took part in the **International  
Placements for Headteachers**  
programme

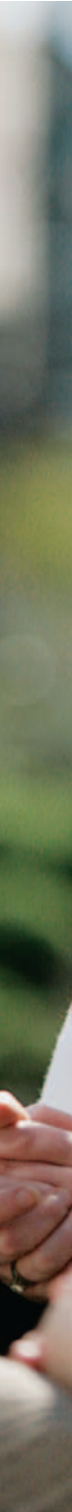
**3,620**  
school leaders  
registered for **NPQH**, exceeding  
our target of 2,800 and taking  
total registrations to 29,588

**1,368**  
school leaders  
registered for **Early  
Headship Provision**

1,875 participants  
enrolled on our **CSBM** and  
**DSBM** programmes

4,409 people  
graduated from **NPQH**. A total  
of 23,866 people have now  
graduated from the programme.

**1,497**  
headteachers  
completed the final cohort of  
the **Leadership Programme  
for Serving Headteachers**





577

participants  
joined the  
**team** programmes

**In order to offer more** flexible, personalised leadership development provision, our first set of programmes were commissioned

236

experienced  
headteachers  
joined the first cohort  
of **Head for the Future**

**Effective partnerships** were developed to support the implementation of ECM

**In primary schools,** the quality of leadership and management judged excellent was stable at 27 per cent. The percentage judged unsatisfactory decreased from five per cent to four per cent

330

participants  
graduated from the first  
year of **NPQICL** and 403  
leaders were recruited to  
the second cohort

**In secondary schools,** the percentage of schools judged excellent rose from 29 per cent to 30 per cent and those judged unsatisfactory dropped from eight per cent to five per cent

# two

## Goal two

Develop leadership within and beyond the school.







**To reduce the number of underachieving schools and speed up progress towards a world-class education system, we need to persuade more schools and leaders to drive improvement – not just in their own schools but in other establishments too.**

This year we focused on:

- developing leadership at all levels so that more school leaders can work beyond their schools
- enabling excellent leaders to share their expertise
- finding the best people to fit the most challenging roles

### Developing leadership at all levels

To enable more schools to become outstanding schools, we have to develop ways of sharing learning and distributing leadership within and between schools.

This year, we provided a range of initiatives for developing emerging and middle leaders so that they can take on new responsibilities and challenges. This, in turn, will free up headteachers and other leaders to work both within their own schools and in support of others.

We collaborated with TDA on our Leading from the Middle programme, resulting in a draft Framework for Professional Standards for Teachers. This defines the characteristics of teachers at each career stage and indicates where responsibility lies for taking on a strategic leadership role in developing workplace policies and practice and in promoting responsibility for their implementation in and beyond schools.

As part of the school remodelling process, we continued to deliver our highly successful Bursar Development programme. During 2006-07, nearly 1,555 school business managers started the Certificate of School Business Management (CSBM) programme, including over 300 in new local programmes, while 320 started the Diploma of School Business Management (DSBM).

Over three-quarters of DSBM graduates play a full role in their school leadership teams and there is clear evidence that many school business managers or bursars free up teachers to teach and headteachers to focus on being leaders of learning in their own schools, as well as influencing the performance of other schools.

### Enabling excellent leaders to share their expertise

We have continued to offer a range of programmes designed to equip school leaders with the skills needed to lead, challenge and support their peers.

In addition to our Consultant Leadership programme, outlined in Goal 1, the Primary Leadership programme, delivered in partnership with the Primary National Strategy, has engaged more than 12,000 primary schools since 2003. The programme has been winding down in scale, nevertheless, in 2006-07 we did train a further 80 new primary strategy consultant leaders (PSCLs) and delivered 28 one-day workshops to enhance the skills of existing consultant leaders. The workshops, which focused on using and analysing data, implementing the new primary framework and middle leaders, received very positive evaluations.

PSCLs themselves are a key element of the support provided to each school. In 2007, the final evaluation report on the programme, carried out by the National Foundation for Educational Research (NFER) concluded:

**The key aims of the [Primary Leadership programme] (PLP) have been achieved ... PLP schools demonstrated greater progress in both English and mathematics than the comparison group of all primary schools not in the PLP.**

**NFER, 2007, NATIONAL EVALUATION OF THE PRIMARY LEADERSHIP PROGRAMME, RESEARCH REPORT 82, P. 65, DFES**

**We see our bursar as part of the management team** in school ... she is very involved with governors and external agencies, looking after the wider areas of finance, computer administration, the premises ... that frees up the deputy head and the assistant head to concentrate on the educational side. **HEADTEACHER**



Since March 2005, we have been working in partnership with the National Strategies to accredit **School Improvement Partners (SIPs)** for deployment by local authorities. A school improvement partner provides professional challenge and support to the school, helping its leadership to evaluate its performance, identify priorities for improvement and plan effective change.

We have accredited 1,218 secondary SIPs (our target was 1,200) and every secondary school now has a SIP. The primary accreditation programme was rolled out in March 2006 and 1,679 primary SIPs have been accredited to date, against a target of preparing 2,600 by December 2007. In June 2006, an accreditation programme was held for the local authorities participating in the special school SIPs trial. This has since been rolled out and 139 special school SIPs have been accredited. Our target has been increased to 425 accredited SIPs.

The **Building Schools for the Future (BSF)** Leadership Programme has been developed with a range of stakeholders and under the direction and guidance of a steering group. The programme was successfully piloted from November 2006 to March 2007 with two local authorities and is currently in extended pilot with 10 further BSF wave 4–6 local authorities, training a total of 350 school and local authority leaders.

Our **Strategic Leadership of ICT (SLICT)** programme focuses on the strategic role of headteachers in leading and developing ICT in schools. Developed and delivered in partnership with Becta and the Specialist Schools and Academies Trust (SSAT), the programme helps school leaders to build their knowledge and understanding of how technology can be used to enhance and extend learning both in and out of schools.

After its initial three-year period, when we achieved our target of improving the skills, knowledge and understanding of some 10,000 school leaders in strategic leadership of ICT, the programme was revised to integrate the use of Becta's self-review framework and was additionally delivered to more than 1,700 school leaders.

A particular focus was London local authorities, where 650 school leaders from 13 authorities took part in programmes tailored to their local needs.

In 2006-07, we actively supported the leadership dimension of the DfES e-strategy, Harnessing Technology, and we will work with SSAT, Becta, and Partnerships for Schools to develop more opportunities for approximately 1,500 school leaders. We have also started to embed ICT leadership development in our other programmes and continue to commission research into the leadership of ICT.

**talk2learn**, the College's online collaborative community, continued to attract increased audiences and now has more than 100,000 members. Contributors have included Schools Minister Jim Knight on implementing the Education and Inspections Act and David Miliband, then Secretary of State for Environment, Food and Rural Affairs, on climate change.

### Finding the best people to fit the most challenging roles

There is a growing body of evidence showing that failing schools can be transformed by excellent leadership and support from a high-capacity school. There is currently a small number of 'executive heads' – experienced headteachers who are able to take on these complex roles. Structures vary, but the skills required are becoming increasingly clear.

Helping to strengthen leadership in these complex roles has been a key priority for the College this year and has led to the development of the National Leaders of Education (NLEs) programme. NLEs are a means of expanding the existing pool of competent system leaders. Participants are serving headteachers who work in partnership with struggling schools, using their skills and experience of managing complex schools to help bring them out of special measures. NLEs also have the chance to shape policy at national level.

The programme has had a successful launch and is now preparing for a second round of recruitment.

## Goal two: key points

### In 2006-07:

We identified a first tranche of **National Leaders of Education** (NLEs) and supported their development in schools across the country

Evaluations indicate that the **Primary Leadership** programme has had a positive impact on the quality and effectiveness of collaborative leadership and standards of attainment in participating schools

We provided a range of initiatives to develop **emerging and middle leaders**

We accredited over **650** secondary school **improvement partners** (SIPS) and 86 primary SIPS for deployment by local authorities

Our **100,000th** member joined the College's **talk2learn** online community

We trained a further **80** **Primary Strategy Consultant Leaders** (PSCLs) and delivered 28 one-day modules for existing PSCLs

Over **10,500** individuals engaged in our **Strategic Leadership of ICT** (SLICT) programme or related activities

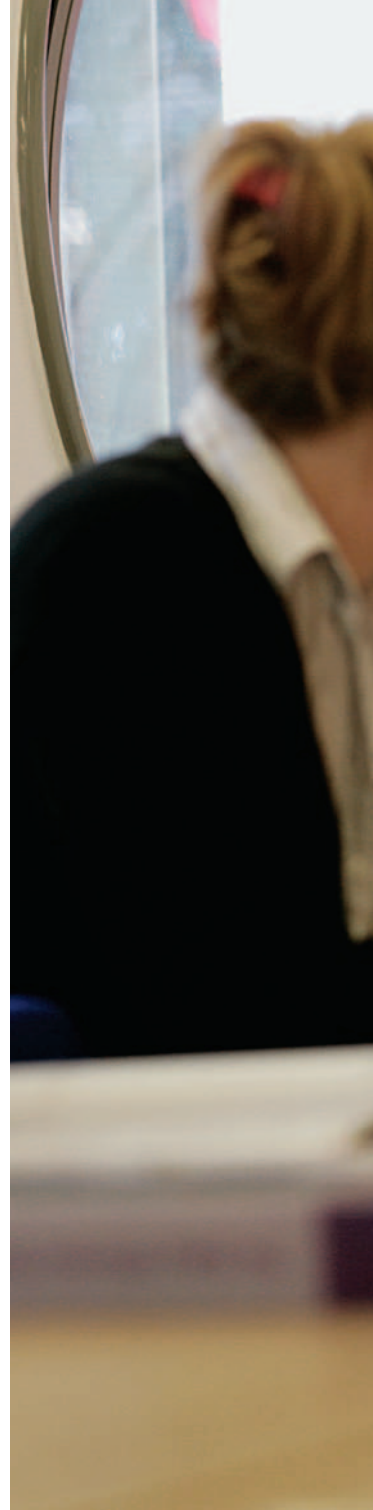
**1,555** participants started the **Certificate in School Business Management** (CSBM) and around 320 started the **Diploma in School Business Management** (DSBM)

We provided advice to ministers on leading **complex schools**

# three

## Goal three

Identify and grow tomorrow's leaders.







**It is absolutely critical** that all schools take a proactive stance in talent development, or risk a leadership crisis.

HARTLE, F AND SMITH, K, 2004, *GROWING TOMORROW'S LEADERS: THE CHALLENGE*, NCSL

**With over 43 per cent of primary headteachers and 47 per cent of secondary heads due to retire in the next five years, our third goal is to persuade more members of the school workforce of the many personal and professional rewards of school leadership and to help them develop into excellent leaders.**

We have worked in partnership with other organisations and representatives of the profession to develop a strategic approach to this challenge, focusing on:

- developing local solutions to a national challenge
- identifying and growing talent
- working with others to develop tomorrow's leaders
- tackling within school variation

Following pilot work, we are now expanding this work nationally.

#### **Developing local solutions to a national challenge**

In 2006, at the request of the Secretary of State for Education and Skills, we worked in close partnership with TDA, DfES, the General Teaching Council (GTC), SSAT and other national agencies, professional associations and local authorities to prepare advice (submitted in May 2006) on the development of an explicit national strategy for succession planning.

Drawing on extensive research, the group concluded that, while the succession challenge is essentially a demographic one – many heads approaching retirement age simultaneously – it is compounded by other factors, including negative perceptions of the role of school leaders, particularly over accountability and workload.



In view of the complexity of the challenge, our strategic response is designed to:

- develop talented leaders earlier and in greater numbers
- deploy leaders into areas of acute challenge
- mobilise local systems to develop solutions to local challenges

At the heart of this strategy is the need to create local solutions for a national challenge. This year we have:

- developed a model for headteachers, local authorities, trusts and other regional groups to tackle this issue through the development of more dynamic, local partnerships and systems, based on up-to-date data and good communications
- developed a suite of materials to provide advice and support to governors, local authorities, leaders and teachers on how to develop local strategies to identify, develop, attract and retain talent
- piloted a communications strategy which has led to direct engagement with thousands of NPQH graduates and provided practical advice to enable them to take their career ambitions forward
- worked with partners to develop and disseminate guidance to governors on headteacher and senior leadership recruitment and succession planning

After these approaches returned some early successes, we were given £10 million by DfES to establish a **Succession Planning** programme in 2007-08. This will build on our learning from the pilot and will support the development of local solutions across England. Work had begun on implementing the programme by the end of March 2007.

### Identifying and growing talent

Throughout 2006-07, our work on developing a national strategy for succession planning was supported by other initiatives designed to grow tomorrow's leaders. We maintained our focus on specific programme activity, which is aimed at both accelerating career progression and bringing greater diversity into the school leadership population.

NCSL took over responsibility for running **Fast Track**, the accelerated leadership development programme, from DfES in September 2006. A review of the programme was initiated with the aim of commissioning the redesigned programme from September 2007 for delivery beginning in September 2008. The new programme will link with the revised NPQH and support succession planning, including greater participation by underrepresented groups.

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.

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.

The new model, successfully piloted in Swindon, encourages local authorities to take a more significant leadership role in supporting the scheme both strategically in terms of identification of talent, and financially.

In 2006-07, a primary trainee headteacher programme was piloted in five local authorities – Birmingham, Bradford, Bristol, Hackney and Kent. We placed 11 trainees in other primary schools in challenging contexts where there is successful leadership and a sustained trajectory of improvement.

### Working with others to develop tomorrow's leaders

In 2006-07, we continued to build our highly effective programme of research and also enhanced our policy-influencing role. Over the year, we continued to engage with members of the profession and educationalists, tapping into their wealth of knowledge and commissioning leading practice research to inform policy developments at both a local and national level.

In 2006-07, our **Leading Practice** series of events was structured around the key priorities outlined in our Corporate Plan. During the year, we held 25 events and attracted nearly 1,300 participants. Associated materials from these events were posted on our website and made available to all school leaders to download free of charge.

Our **Research Associates** programme continued to provide senior school leaders with the opportunity to undertake practitioner enquiry into different aspects of leadership. This year, the programme enabled 24 individuals as well as three groups of school leaders to pursue different lines of enquiry.

Our research projects led to a number of publications and associated communication campaigns on key topics such as middle leaders in schools facing challenging circumstances, new models of leadership, collaborative leadership in extended schools, 'green' school leadership and work-life balance for school leaders.

In the **policy arena**, we worked closely with the PricewaterhouseCoopers (PwC) team undertaking the DfES-commissioned Independent Review of School Leadership. The final report, published in January 2007, draws heavily on the College's research and we are continuing to work closely with DfES and social partners in taking the review's thinking forward.

The College's own research and policy work is characterised by a partnership approach with other agencies aimed at learning from best practice in the UK and overseas. We meet regularly with university colleagues through the Universities Partnership Group. Over the year, we developed a strong partnership with the Innovation Unit on the Next Practice in System Leadership project; with SSAT on its Deep Leadership research into leading personalised learning; and with the Qualifications and Curriculum Authority (QCA) on its futures-focused review of the curriculum. The College also hosted a number of international visits and presented at numerous events, including the British Educational Leadership and Management (BELMAS) conference.

### Tackling within school variation

This year we built on the work started in 2004-05 on the **Within School Variation** project to produce a summary document of the strategies that can be used by schools to reduce within school variation. The advice includes:

- using data systematically to identify differences between children's achievements in groups, departments and classes
- actively involving middle leaders in using data and developing consistent approaches across the school, and across year groups, phases and departments
- engaging pupils in the process
- developing consistent, standard operating procedures to ensure that 'the way we do things' is consistently applied by everyone

A total of 24 schools were involved in phase one of this project and another 28 joined in 2005-06 to test out these strategies. Work has continued to build up the evidence base from phase one schools into the work of phase two. The College's Leadership Network has also held local events in the West Midlands and North West that have focused on extending this work.



**Potential leaders** have to be nurtured and supported as individuals. Given the opportunities they need to gain confidence and skills. That is where you – as role models and coaches – can help bring on the next generation.

**JIM KNIGHT, MINISTER OF STATE FOR SCHOOLS**  
SPEECH TO NCSL ANNUAL CONFERENCE, JUNE 2007





**Tackling within school variation** has helped us to develop an understanding and an acceptance that the success of a school is a shared responsibility. In order to add value to children's learning, there needs to be effective teaching and learning of a consistently high quality year-on-year, class by class and not just in the year groups where the accountability stakes are higher.

**HEADTEACHER,** WITHIN SCHOOL VARIATION PROJECT

## Goal three: key points

### In 2006-07:

We worked with a range of partners to prepare advice to ministers on the development of a national strategy for **identifying and growing tomorrow's leaders**

We attracted  
**1,300**  
participants  
to our **Leading Practice** events

We produced advice for schools on strategies for reducing **within school variation** and increased the number of schools taking part in the project from 24 to 52

We conducted  
**16**  
evaluations

of our programmes, including SLICT, NPQICL pilot and roll-out, the Bursar Development, Leadership Pathways and Entry to Headship programmes

We contributed to the DfES-commissioned study of **the impact of leadership on learning outcomes** and the independent review of leadership by PricewaterhouseCoopers



# four

## Goal four

Create a fit-for-purpose, national College.





**To deliver our first three goals, we recognise that the College itself has to change. We have to ensure that we are responding to the needs of school leaders, giving them a strong voice in the development of our programmes and a real sense of ownership of the College and its work.**

We also need to ensure that we are properly geared and organised, both to commission leadership development of the highest quality and to provide government with the best advice, based on evidence, on the future improvement of school leadership.

To this end, we have focused on:

- listening and responding
- aligning the organisation
- evaluating our impact
- being measured by results

### Listening and responding

This year, we have continued to invest in building stronger relationships and a better understanding of the needs of our stakeholders and partners.

At our annual conference, **Seizing Success**, we engaged with more than 830 school leaders. Through our national **New Heads Conference**, now in its 10th year, we provided a unique occasion for 500 newly appointed headteachers to debate and discuss the issues that are important to them and gain ideas, insights and inspiration to help them bring their own thinking and actions into their schools.

At our nine **regional conferences**, we sought the views of 630 school leaders and others on:

- how we should help to tackle the succession planning challenges for headship in the next three to four years
- how to ensure the redesigned National Professional Qualification for Headship (NPQH) meets the needs of its stakeholders

We have also extended our reach through the national and regional media. This year, national media accounted for almost a quarter of all our press coverage during 2006-07, a significant increase which suggests that NCSL has established a higher profile on the national stage in the past year. Our work on addressing the headteacher recruitment challenge and growing tomorrow's school leaders, as well as new approaches to leading schools, have been major factors in this greater public prominence.

We have expanded our **Leadership Network** in order to engage more closely with school leaders, gathering information about their needs, identifying best practice on the ground and giving them more opportunities to influence our work. Network membership is now approaching 3,000 and leaders' engagement with the College has increased through an extensive programme of local, regional and national events, focused on learning about leadership in practice.

Throughout the year, we continued to work proactively with our major national stakeholders and partners, including DfES, National Strategies, SSAT, TDA, local authorities, professional associations, Ofsted, GTC and other public bodies. Areas of collaboration include:

- development of a register of National Leaders of Education
- NPQH redesign
- advice to the Secretary of State for Education and Skills on succession planning
- understanding and meeting the challenges of multi-agency children's services



## Aligning the organisation

Our four goals provide a clear direction for our activities and have been embedded across the organisation through staff conferences, workshops and internal communication. They are now linked closely to our operational plan (our delivery roadmap) which covers all areas of the College's activity. It enables us to track our progress against a series of milestones throughout the year.

Internally, we continued to drive through cultural and organisational change. With a new strategic leadership team, and operating structures and processes in place, we are now equipped to meet the challenges ahead.

We are managing the cultural change initiatives as a formal programme, involving all directors as members of the programme board. Areas of focus include performance management, programme and project management, governance and planning, as well as values.

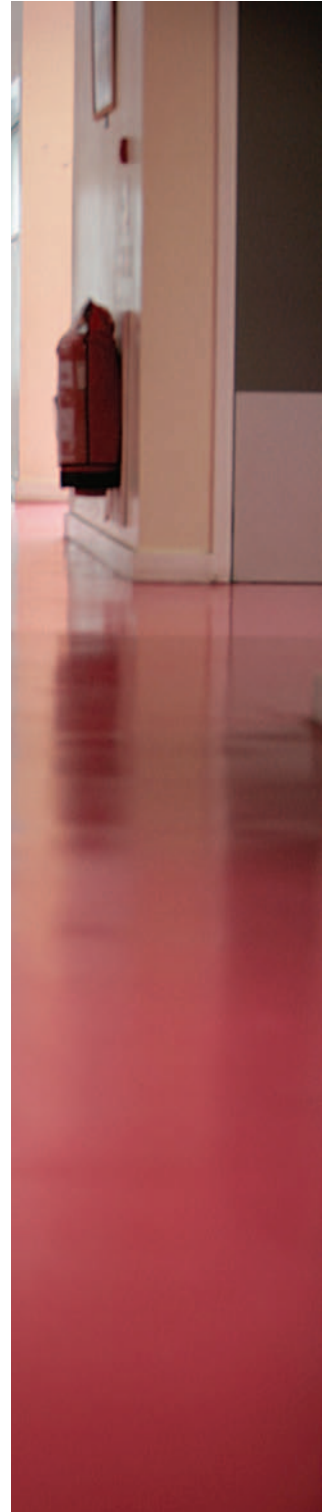
We launched our updated set of values at the staff conference in February. These values were developed through discussion with staff as well as other interested parties. They are:

- respect and challenge
- creativity
- learning and support
- optimism
- excellence
- focus
- accountability
- inclusiveness
- openness
- integrity

Another major area of activity this year has been our continued work on commissioning the design, development and delivery of our programmes, as reported in Goal 1.

A new area of focus has been the formal development of our customer strategy and a review of the infrastructure needed to support this strategy.

We have looked at not only who our current customers are, and how that may change over time, but also the desired customer experience and relationship by customer segment. We have also invested time in understanding the data and systems needed to support this vision. Many changes are well under way, including a streamlined process and single easy-to-remember number by which customers can contact the College.



## Evaluating our impact

Each year, we undertake extensive evaluation to investigate what impact participation in NCSL activities has on school leadership and leadership development. Evaluation also contributes to the improvement and development of our programmes and activities, provides an opportunity for participants to review their learning and ensures accountability on the part of the College.

We have also contributed to the evaluation of related activity outside the College and belong to a number of steering groups, which this year included the DfES-commissioned study of the impact of leadership on learning outcomes.

## Being measured by our results

As part of our commitment to better self-evaluation, we continued to measure our progress using a balanced scorecard which covers:

- outcomes and impact
- stakeholder and customer perspectives
- organisational efficiency
- internal organisational learning and development

The balanced scorecard ensures that we have a clear picture of our impact, effectiveness and the value for money of our work. The scorecard data provides the College, DfES and our governing council with a tool to measure how well we are doing against our key priorities, and informs our strategic planning for future provision. For the second year running, we have achieved, in aggregate, our targets.

In September 2006, we undertook our second major staff survey. This survey, shared with our staff at the conference in February 2007, showed progress in a number of areas. Awareness of vision and purpose had increased from 62 per cent to 95.5 per cent, for example.

Once again it has been a challenging year with significant changes that have affected us all. Staff morale is something that we will continue to monitor closely, and the new Staff Representative Committee is one of many feedback mechanisms that will help support this.

## Goal four: key points



In 2006-07:

We consulted with over

**600**

school leaders, stakeholders and partners, at our **nine regional conferences**, to understand more fully the challenges they face and what they need from the College

We engaged with a further

**1,300**

school leaders and others through our national **New Heads Conference** and **Annual Leadership Conference**

We extended our reach by increasing our share of **national media** coverage

We worked collaboratively with other **public bodies and professional associations** on a range of school leadership issues and initiatives

We achieved our **Gershon target** of £550,000

We established a **Staff Representative Committee**

We introduced our **delivery roadmap**, to ensure we track progress against our key initiatives

We commissioned a **survey with over 800 school leaders across** the country, to ask their views on NCSL:

**82 per cent** of school leaders said that NCSL was either very or quite effective in achieving its aims

**70 per cent** felt that their involvement with the College has had a positive impact on their school

We commissioned a **survey of our key stakeholders**, to ask their views on NCSL:

**94 per cent** felt satisfied that they had an effective relationship with the College

**94 per cent** felt we were effective in our aims

**88 per cent** felt we contributing positively to the policy debate

We continued to use a **balanced scorecard** to measure our impact, and for the second year, achieved our targets, in aggregate

We undertook our **second staff survey** in September 2006, with a response rate of over 85 per cent:

Overall satisfaction was **71 per cent**

**99 per cent** of staff believe that the College is committed to providing high-quality services to school leaders

**80 per cent** felt that they had the learning and development opportunities to improve their skills in their existing job

**75 per cent** would recommend NCSL as a good employer to work for

## Financial summary

The College is funded mainly by Grant in Aid from its sponsor department, the Department for Education and Skills, with additional income being received from other non departmental public bodies and also from the sales of publications and other training materials and from chargeable seminars and conferences.

### Total income received in 2006–07 was as follows:

<b>Income</b>	£m
Grant-in-aid	91.8
Sales of goods and services	7.4
Other non-trading income	5.6
<b>Total Income</b>	<b>104.8</b>

### The detail of expenditure during 2006–07 is shown below:

<b>Expenditure</b>	£m
Commissioning	45.8
School Leadership Development	26.8
Research and Policy	15.3
Strategy and Organisational Development	15.3
Networked Learning (Discontinued Operation)	1.6
<b>Total Expenditure</b>	<b>104.8</b>

## Directors serving during the year

	Appointed	Resigned
<b>V Treves (Chair)</b>	1 September 2004	–
<b>H Baker</b>	1 September 2006	–
<b>B Bigland</b>	25 September 2003	31 August 2006
<b>M Britt</b>	1 January 2003	31 August 2006
<b>M Callaghan</b>	1 September 2006	–
<b>P Jervis</b>	1 September 2006	–
<b>T Mackay</b>	25 September 2000	–
<b>J McVittie</b>	1 September 2006	–
<b>L Neal</b>	14 February 2003	31 August 2006
<b>D Nightingale</b>	14 February 2003	–
<b>H Paterson</b>	6 November 2002	31 August 2006
<b>D Patterson</b>	6 November 2002	–
<b>T Piggott</b>	6 November 2002	–
<b>J Pullen</b>	1 September 2006	–
<b>H Raja</b>	1 September 2006	–
<b>D Ross</b>	1 September 2006	–
<b>A Seber</b>	1 September 2006	–
<b>M Taylor</b>	6 November 2002	31 August 2006
<b>P Williams</b>	15 February 2004	5 September 2006

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