RESEARCH

Follow-Up Research into the State of School Leadership in England

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MORI Social Research Institute

department for
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Executive Summary

Introduction

The Follow-up Research Study into the State of School Leadership in England was carried out by MORI Social Research Institute on behalf of the Department for Education & Skills (DfES) and the National College for School Leadership (NCSL). The research consisted of a quantitative survey of headteachers, deputy/ assistant headteachers, middle leaders, governors, LEAs and NPQH candidates. In addition, headteachers were invited to participate in qualitative research conducted using online bulletin boards.

This programme of research follows up an earlier study conducted in 2001 entitled 'Establishing the Current State of School Leadership in England'[1], commissioned by the DfES, using a similar postal self-completion methodology with a range of school leaders.

Key findings

Headteachers

- Headteachers are motivated by the dynamic and varied nature of their role and the opportunity to build shared values, whereas inspections, measures of accountability and administrative demands are most likely to demotivate headteachers. Half of headteachers say they envisage leaving their current school in the next three years, typically because they are retiring or seeking a headship in a different school. The majority of those headteachers who seek a headship elsewhere would be prepared to work in a school in challenging circumstances.

- Time and budget are the key barriers to headteachers receiving the training and development they need in regards to leadership and management. Only 58% of headteachers are satisfied with the overall training and support they receive.

- Awareness of, and involvement in, the NCSL has increased since 2001. The NCSL is regarded as playing a significant role in terms of promoting leadership development in schools and extending the knowledge base in schools, but less significant in terms of providing a voice for the profession.

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[1] Earley, P. Evans, J. Collarbone, P. Gold, A. & Halpin, D. (2002) *Establishing the Current State of School Leadership in England*. London: DfES (paper RR336)

Deputy headteachers

- A quarter of deputies hope to become headteachers within the next three years. The main drivers of this ambition are the opportunity to build shared values and job satisfaction/personal achievement. Stress, personal priorities and less frequent contact with pupils are the major disincentives of taking on the post of headteacher.

- Far more deputy headteachers are participating in the NPQH programme now than in 2001, with twice as many deputies saying they have completed it. This finding may, however, reflect the fact that the NPQH programme has recently become mandatory for all aspiring headteachers. There has also been a corresponding rise in the proportion of deputy headteachers who say they are aware of the NCSL. However, one in twenty deputies are still not at all aware of the NCSL and only a quarter (27%) report being very or fairly involved with the NCSL. That said, 60% would like to be involved with the College in the future (an increase from 45% in 2001) and almost seven in ten feel that the NCSL has made a significant contribution to promoting leadership development in schools.

NPQH candidates

- Almost all of the NPQH candidates who responded to the survey envisage becoming a headteacher at some point in the future, citing job satisfaction, or the idea of building shared values, as their reason for seeking promotion. The majority of NPQH candidates would be willing to work in a school in challenging circumstances or one with challenging pupils.

- Completing the NPQH course appears to have been a positive experience, with almost all respondents reporting that it has been useful, and over four in five saying that they feel prepared to take up a headship. Awareness of the NCSL is high among NPQH candidates, although few are currently involved in the NCSL activities, the NPQH qualification aside. However, this group are advocates of the NCSL, with over half of all teachers in this group saying they would speak highly of the college, while a third would remain neutral rather than critical.

Middle leaders

- The proportion of middle leaders who would like to become deputy headteachers and/or headteachers has increased since 2001. Three in ten middle leaders say it is their aim to be a headteacher at some stage, the drivers being job satisfaction/sense of personal achievement, maintaining high standards and rising to a new challenge, with the preference being to become a headteacher in a coasting school[2], non-selective school or rural school. Less contact with pupils, stress and less involvement with teaching are the key reasons why three-fifths of middle leaders do not want to be headteachers at the moment. The majority of this group are, however,

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[2] Although no official definition exists, a 'coasting' school is considered to be one which is failing to show sufficient progress in raising standards.

happy to continue as middle leaders in their current or a different school, although 16% are considering a career outside of education.

- Awareness of the NCSL among middle leaders has more than doubled since 2001, although 38% of middle leaders are still not aware of it at all. Only 15% are currently involved with the College, but two in five would like to be involved. One in seven middle leaders would speak highly of the NCSL, while one in twenty are critical. The remainder are neutral or say they are unsure.

LEAs

- LEAs perceive the quality of applicants and filling posts in challenging schools as the biggest obstacles to recruiting effective school leaders, whereas the workload associated with school leadership is the biggest barrier to retaining them.

- Awareness of and involvement with the NCSL is high among LEAs (far more so than in 2001) although still not universal. LEAs are more likely to be advocates of the College than critics.

Governors

- Governors clearly view their role as being significant in terms of the leadership of their school. They regard the governing body as being effective in providing support to the headteacher, but less so in terms of setting targets to meet objectives, providing constructive challenge, and identifying and developing school management teams.

- Governors in the sample appear to have received sufficient training for their role, bearing in mind that most of them have undertaken this role for many years now, and what training they have received has been useful. Awareness of, and involvement with the NCSL is low which impacts on their ability to judge the significance of the NCSL, as many are non-committal when asked how they view the College.

About the study

Background and objectives

Good leadership in schools is regarded as crucial to their success. It enables schools to build and communicate a clear vision and ethos and to develop the whole school as a learning community. Leadership and vision are key components of the Five Year Strategy for Children and Learners[3]; meeting standards, supporting informed professionalism and developing the school workforce are not possible without good leadership in the school. Moreover, the Green Paper "Every Child Matters"[4] sets out an ambitious agenda for improving the security, welfare and learning of children. It envisages a key role for school leaders in the community through an interlinked network of support services for families and children.

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[3] DfES (2004) *Five Year Strategy for Children and Learners.* London (DfES)
[4] DfES (2003) *Every Child Matters.* London (DfES)

Effective leadership is also a critical factor in the New Relationship with Schools. Headteachers will need to be able to perform a range of roles beyond their own schools, as a key part of effecting reform of the school system as a whole. The National College for School Leadership (NCSL) was established in 2000 as the Department's key partner in transforming the quality of leadership in schools. Within its Leadership Development framework the NCSL offers a range of programmes on leadership and management that support school leaders at all levels and create a plan of continuous professional development towards headship and beyond. The NCSL has a major role to play in all aspects of school leadership.

It is within the context of the foundation of the NCSL that the first study into school leadership was conducted in 2001: 'Establishing the Current State of School Leadership in England'[5], was commissioned by the DfES with the aim of gathering information from a variety of sources and stakeholders about the current state of school leadership development and practice in England. The 2004 Follow-up Research into the State of School Leadership in England was commissioned in order to explore and track developments in the following areas:

- leadership roles and the value placed upon them;

- the effectiveness, coherence and accessibility of professional development opportunities and the extent to which these match school leaders' needs;

- the attractiveness of school leadership positions to those from currently under-represented groups;

- the attractiveness of particularly challenging leadership positions e.g. in schools facing challenging circumstances;

- the quality of preparedness for leadership positions, particularly headship;

- the extent to which school leaders regard themselves as an evidence-based profession, drawing on both educational research and on wider research into leadership and management in the public and private sectors;

- where school leaders turn to for inspiration, ideas and best practice;

- the extent to which school leaders use ICT in leading and managing their schools and in networking with others, and the extent to which they use ICT and the world wide web to both access and contribute to best practice; and

- awareness of the College and its purpose, including perceptions of the College as an active participant in the school improvement agenda.

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[5] Earley, P. Evans, J. Collarbone, P. Gold, A. & Halpin, D. (2002) *Establishing the Current State of School Leadership in England.* London, DfES (paper RR336)

Methodology

In order to meet the aims and objectives outlined above, the study consisted of three separate methodological approaches for data gathering. Stage one consisted of a literature review; stage two comprised a representative survey of school leaders and LEAs in the form of a postal survey; and stage three was a qualitative discussion forum (via four bulletin boards) for headteachers.

The literature review (stage one) was carried out in the area of leadership, not just in schools but looking at the wider context of leadership nationally and internationally in different sectors of industry. Stage two of the research was a self-completion survey, conducted by post. Questionnaires were sent to six different audiences: Existing headteachers, deputy and assistant headteachers[6], middle managers/team leaders[7], National Professional Qualification for Headship (NPQH) candidates (aspiring headteachers), chairs or vice chairs of Governors, and schools liaison or senior advisers from Local Education Authorities[8]. The final stage was the qualitative phase which consisted of four online bulletin boards with headteachers, recruited through the quantitative research.

The survey methodology was designed to be replicable year-on-year to ensure that the findings can be tracked in the future. Full details of the research design and approach to sampling can be found in the main body of the report.

Main findings

The appeal of school leadership

The majority of headteachers are positive about their leadership role; nine in ten headteachers say they feel confident in what they do and enjoy it. For almost all headteachers this confidence translates to being able to admit to any weaknesses they have and to work with others to improve them. The vast majority of headteachers see themselves as 'leading by example' and feel that they have a 'clear vision' for the school.

Headteachers remain motivated due to the dynamic nature of the role, the opportunity they have to build shared values with colleagues, team working and job satisfaction. Administrative demands and measures of inspection and accountability are the aspects of school leadership that demotivate headteachers most. LEAs cite many of these issues as the key challenges in the recruitment and retention of effective school leaders.

Over half of all middle leaders aspire to become deputy headteachers in the future, but few see further ahead to becoming a headteacher. NPQH candidates are much more likely to have career aspirations towards headship, than middle leaders or deputies. The key factors which inspire NPQH candidates to become headteachers include the opportunity to build shared values, job satisfaction and

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[6] Referred to as deputy headteachers throughout the main body of the report.
[7] Referred to as middle leaders throughout the main body of the report.
[8] Referred to as LEAs throughout the main body of the report.

fresh challenges. Reasons cited for not wanting to pursue promotion to headteacher centre on the perceived stress associated with the post, personal commitments, and not being able to carry on teaching.

The research findings indicate that headteachers' roles have changed over the past three years. Headteachers are now teaching fewer regular timetabled lessons and are spending significantly more time coaching colleagues, than they were three years ago. The qualitative research highlighted how headteachers perceive the greatest changes in recent years to have been the increased administrative demands made upon them, a greater emphasis on assessment of performance and a greater dispersal of responsibilities within leadership teams. Looking to the future, just over a third of headteachers would seek a headship in a different school, and this group are just as likely to want to teach in a school in challenging circumstances as a 'coasting school'.

Preparation, training and professional development

Most headteachers say that they felt prepared for their first headship role before starting, but when they actually took up their leadership post, many were clearly less prepared than they thought. Nonetheless, progress appears to have been made in the past few years in terms of preparing people for school leadership: Headteachers who took up their first headship within the last five years report having been more prepared both prior to and on taking up their first headship, than their more experienced peers.

The majority of deputy headteachers and NPQH candidates who aspire to be headteachers feel well prepared to take on the role. NPQH candidates in particular feel well prepared for headship. Deputies and NPQH candidates believe a range of experiences will have prepared them for headship. Working as an acting headteacher or covering for their headteacher's absence are mentioned as good preparation by deputy headteachers. NPQH candidates say that the NPQH qualification has been the biggest help, along with working with a good headteacher and working as a deputy head.

The majority of headteachers are satisfied with the training and support they receive. Headteachers are particularly satisfied with the support they receive from within their school, from colleagues, the senior management team and the governing body. However, lower satisfaction levels are recorded for support they receive from the LEA, NCSL and higher education institutions. Headteachers perceive the biggest barriers to training and development for headteachers to be time and money. Just under half of headteachers say they do not have time to attend training and a third say they do not have the budget to spend on training for themselves.

Headteachers participate in a wide range of professional development opportunities. Most headteachers have attended training provided by their LEA and almost half have undertaken training with education consultants, the NCSL or have been mentored by another headteacher. Other school leaders also participate in a range of professional development opportunities, again typically provided by their LEA. However, deputy headteachers and middle leaders

appear to be undertaking fewer development opportunities than NPQH candidates.

These findings are consistent with the fact that LEAs report providing a variety of professional development opportunities for school leaders. Most LEAs offer networking opportunities, training courses, and mentoring by educationalists. Well over half of LEAs offer interim management or deployment opportunities to other schools, support groups and international visits. LEAs use a variety of external organisations to meet the professional development needs of school leaders. The NCSL and individual education consultants are by far the most used supplier. However, LEAs perceive the single biggest gap in support for school leaders is additional support for aspiring leaders.

Most governors have received a fair amount of training for their role on the governing body, and almost all have received at least new governor training, if not more. There is general consensus that the training governors have received has been useful. Governors' training appears to cover a wide range of topics. Most governors have received training for performance management, financial management and their role in strategic leadership. These training sessions are delivered in a variety of ways, although most are provided by the LEA.

Ideas, inspiration and best practice

School leaders gain inspiration and ideas from a variety of sources, but predominantly from fellow headteachers. Attending conferences and reading around the subject of leadership are also popular sources of inspiration. Governors also gain most of their inspiration from their headteacher, in addition to liaising with their LEA.

Networking with other headteachers is a common practice, and one which has increased since 2001. Most headteachers regard the benefits of networking, such as sharing experiences, best practice, and knowledge, as by far outweighing the drawbacks, which are predominately the time taken to do so.

There is general agreement amongst school leaders and LEAs that school leadership is indeed informed by research-based evidence. However, a significant minority of school leaders (between a fifth and a quarter) are unsure either way. School leaders and LEAs are also in agreement when it comes to the importance of drawing on research findings to support the work school leaders do. However, in practice, fewer school leaders are actually involved in drawing on educational theory and research findings, and fewer still are involved in conducting their own research-based enquiries either in or outside their own school.

The role of the governing body in school leadership

Headteachers' support for a governing body with a moderate or major role in the strategic leadership of their school has grown slightly since 2001. However, there has been little change in headteachers' perceptions of the actual role their governing body plays in strategic leadership. As many headteachers believe that

their governing body plays a role in the strategic leadership of their school now (67%) as did three years ago (65%). While headteachers and governors are confident that the governing body is effective in its supporting role, both groups are less likely to perceive the governing body as effective in the more strategic aspects of its role, such as setting aims and objectives, target setting or establishing strategic frameworks in the schools they serve.

Perceptions of the National College for School Leadership

Awareness of the purpose of the NCSL is high, having increased significantly since the 2001 survey; the overwhelming majority of headteachers, deputies, NPQH candidates, and LEAs now say they are aware of the College's purpose. However awareness of the purpose of the College is considerably lower among middle leaders and governors, albeit still higher than in 2001.

Headteachers are more likely to be involved in the work of the NCSL than other school leaders. Nonetheless, there is a high level of support among other groups for increasing their school's involvement with the College in the future. Seven in ten headteachers and six in ten deputies would like to be involved with the NCSL, which is considerably more than in 2001. However, it is important to note that the College had only been in existence for a short while prior to the first leadership survey.

School leaders are much more likely to be an advocate of the College than a critic. NPQH candidates are the strongest advocates, as over half would speak highly of the NCSL. The College is viewed by school leaders as being particularly effective in promoting the development of school leadership, encouraging debate on school leadership and extending the knowledge base about leadership. School leaders are, however, less convinced that the NCSL plays a significant role in developing the school improvement agenda, or in providing a voice for the teaching profession.

Participation in the NCSL training courses is fairly high, as is satisfaction with the College's courses. Headteachers and deputies are most likely to have taken an NCSL course; middle leaders are the least likely. The majority of school leaders are unsure about what courses the College should offer in the future.

The use of ICT

There has been a considerable increase in the use of ICT for school management purposes in the last three years, particularly the use of email whether internally or as a means of communication with parents or educational organisations. However, email is still used by fewer school leaders than the internet, which is used by the majority of school leaders as a source of inspiration and ideas as well as a means for visiting education-related websites.

Use of the NCSL website has increased considerably in the last three years. Three-quarters of headteachers, two-thirds of deputies and nearly all NPQH candidates now visit the College's website. Usage is, however, significantly lower among middle leaders. Nearly all school leaders visit the DfES website.

Conclusions

- In terms of attracting teachers to the role of headteacher it is important to draw on the factors that motivate current headteachers to continue in their role and inspire others to set their sights on becoming a headteacher; namely the dynamic nature of the role, the opportunity to build shared values with colleagues, team working and job satisfaction. A challenge for the NCSL and the DfES will be to help school leaders manage the introduction of new initiatives and deal with the demands that the inspection process places on them, alongside continuing efforts to reduce the administrative burdens on schools. Hand-in-hand with this is the need to ensure that headteachers are prepared for their role through mentoring or the delivery of training and development programmes, such as NPQH.

- One of the recommendations made as a consequence of the 2001 study was for both the DfES and NCSL to put in place measures that better distribute leadership talent and related experience throughout the system so that schools, especially those located in challenging contexts, can look forward to being led by good headteachers or learn ways of developing such leadership capability and capacity themselves. While this is not something directly measured by the 2004 study, the findings clearly demonstrate that headteachers who envisage seeking a headship at another school are now just as likely to want to teach in a school in challenging circumstances as a 'coasting school'.

- The 2004 survey findings demonstrate that headteachers are the main source of inspiration to other school leaders. Deputies, middle leaders and governors look to their headteachers to provide them with stimulation. Similarly headteachers look to other headteachers for their ideas, hence why headteachers consider networking, whether formal or informal, so important. For the NCSL's consideration is the possibility of helping to promote more heavily the benefits of networking to those who are currently not involved with this.

- An important recommendation that emerged from the 2001 study was the need to enhance the overall strategic leadership role of governing bodies in schools. However, the findings from the 2004 research study indicate that three years on the strategic leadership role of the governing body is still an area that requires attention. There is clearly support among both headteachers and governors alike for increasing the strategic leadership role of the governing body, but ensuring that this happens in practice is the challenge that lies ahead, particularly as governors come from a variety of backgrounds. The research findings suggest that further training and support needs to be made available to help governing bodies improve their effectiveness in establishing strategic frameworks, setting aims and objectives and target setting.

- Whilst the 2004 study indicates that the NCSL has been successful in raising awareness of the purpose of the College among all school leaders,

involvement with the College is still fairly low. The challenge for the NCSL is therefore encouraging the many school leaders who say they would like to be involved to actually become involved with the College.   And while the 2004 survey findings highlight that the NCSL is perceived as being particularly strong in terms of promoting leadership development in schools, encouraging the debate on school leadership and extending the knowledge base about school leadership, there is still some work to be done in convincing school leaders that the NCSL has a significant role to play in the school improvement agenda and that the College provides a voice for the teaching profession.

- The NCSL training courses are rated highly by participants, they play a key role in helping school leaders feel prepared for their role and engender networking among school leaders. The challenge for the future is encouraging middle leaders, who are still less likely to take part in the NCSL activities, to make greater use of these opportunities. The NCSL needs to consider the merits of developing opportunities for "career" deputies and middle leaders, particularly in today's schools where leadership responsibilities are shared amongst a range of school leaders.

Introduction

This report contains the findings from the Follow-up Research into the State of School Leadership in England, carried out by MORI[9] Social Research Institute on behalf of the Department for Education and Skills (DfES) and the National College for School Leadership (NCSL).

Background and context of the study

In recent years, school leadership has become increasingly recognised as a key component for the success of schools and its pupils. The government White Paper, 'Schools Achieving Success'[10], emphasised the importance of effective school leadership for raising standards and school improvement. While a recent report for the Office for Standards in Education[11] (Ofsted, 2003) found that strong leadership and management are the vital ingredients to bringing about improvements and success in schools. The study found that the proportion of headteachers providing excellent leadership and management in schools has doubled over the last five years. However, there is a consensus that there is still room for improvement.

Good leadership in schools enables schools to build and communicate a clear vision and ethos and to develop the whole school as a learning community. Leadership and vision are key components of the Five Year Strategy[12]; meeting standards, supporting informed professionalism and developing the school workforce are not possible without good leadership in the school.

The National College for School Leadership (NCSL) was established in 2000 as the Department's key partner in transforming the quality of leadership in schools. Within their Leadership Development framework the NCSL offers a range of programmes on leadership and management that support school leaders at all levels and creates a plan of continuous professional development towards headship and beyond.

The recently revised National Standards for Headteachers set out the professional knowledge, understanding and attributes necessary to carry out the role of headship effectively. The Standards are used to assess suitability for the National Professional Qualification for Headship (NPQH). By 2009 the aim is that all first time headteachers will be required to have the NPQH as a mark of their effective leadership.

Effective leadership is also a critical factor in the New Relationship with Schools. Headteachers will need to be able to perform a range of roles beyond their own schools, as a key part of effecting reform of the school system as a whole. The

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[9] Market and Opinion Research International.
[10] 'DfES White Paper: Schools - Achieving Success', September 2001
[11] Leadership and Management: What Inspection Tells Us, OFSTED, ref. 1646
[12] DfES (2004) *Five Year Strategy for Children and Learners.* London (DfES)

NCSL has a major role to play in this, especially in relation to the training of Primary Strategy Leaders and School Improvement Partners. Furthermore, the Green Paper "Every Child Matters"[13] set out an ambitious agenda for improving the security, welfare and learning of children. It envisages a key role for school leaders in the community through an interlinked network of support services for families and children.

It is within the context of continued emphasis on the importance of leadership in schools that the Department for Education and Skills (DfES), in conjunction with the National College for School Leadership (NCSL) chose to commission this study which is a follow-up to the initial 2001 baseline study, "Establishing the Current State of School Leadership in England"[14], in order to evaluate the developments in leadership since the National College for School Leadership was established.

Research aims and objectives

The overall objective of the 2004 follow-up survey was to track developments and changes in perceptions of school leadership since the first survey took place in 2001. The following summarises the central aims of the research:

School leadership

As mentioned above, one of the key aims of the follow-up survey was to track changes and developments in leadership, since the 2001 survey, covering issues such as:

- how different leaders understand their leadership roles and the value they place on them;

- the general attractiveness of particular school leadership positions, both to serving and to prospective leaders, and school leaders' aspirations;

- the attractiveness of particularly challenging leadership positions e.g. in schools facing challenging circumstances;

- the extent to which teachers are prepared for leadership positions, particularly headship;

- participation by senior leaders in national leadership programmes; and,

- the degree to which school leaders regard themselves as belonging to an evidence-based profession.

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[13] DfES (2003) *Every Child Matters.* London (DfES)
[14] Earley, P. et al (2002) *Establishing the Current State of School Leadership in England.* London: DfES

The National College for School Leadership

The research also aimed to investigate the following areas regarding the NCSL and its role in educating school leaders, and to track any changes in opinion since the last survey. This included the following:

- the level of school leaders' awareness of the remit and role of the NCSL, and their perceptions of how they might become involved in its work;

- awareness of the NCSL and its purpose, including perceptions of the College as an active participant in the school improvement agenda;

- the effectiveness of the NCSL in addressing the perceived needs of school leaders;

- perceptions of the impact of NCSL programmes on the recruitment and retention of school leaders;

- perceptions of the role of the NCSL in developing the school improvement agenda and leadership development; and

- perceptions of the impact of participation in NCSL activities on learning and development.

Inspiration and continuing professional development (CPD)

The research also explored how school leaders find out about best practice and ideas for improving their knowledge and in turn, their schools. The key issues investigated are:

- the sources of ideas and inspiration that headteachers and other school leaders turn to in the course of undertaking their work;

- the degree to which school leaders use ICT and the internet to both access and contribute to best practice evidence;

- the effectiveness, coherence and accessibility of professional development opportunities and the extent to which these match what leaders and others see as their needs; and,

- the role of online communities of school leaders in furthering their professional development and associated learning; and on school-to-school learning including partnerships and networking practices.

Study design

The study consisted of three main elements:

- a literature review;

- a representative survey of school leaders and other stakeholder groups, in the form of a postal survey; and,

- a qualitative discussion forum (bulletin boards) for headteachers.

Below we summarise the methodological approach to all three stages of the study.

Methodology

Stage 1: The literature review

In 2001 an extensive review of research relating to the quality and effectiveness of leadership in school education and other public services was undertaken as part of the original study. For the follow-up study Professor Roger Murphy and Peter Lewis from the University of Nottingham reviewed relevant leadership research once again to see how the debate has moved on and to help focus the development of the questionnaire survey.

The literature review report outlines themes in leadership literature, makes comparisons with other sectors and settings, and raises some questions about current concerns. Given the scope of worldwide literature on school leadership and the even greater extent of literature on leadership beyond the education sector, there was discussion whether the review should confine itself to relevant material published since the previous study's literature review was carried out. Even with that constraint the field would have been considerable. However, it soon became clear that the literature has been re-working and revisiting themes which have often surfaced previously. Texts and themes which in 2002 might have seemed marginal to this subject have sometimes been pulled back into the mainstream of debate.

This desk research was conducted as the first phase of the follow-up study, between January and February 2004, which ensured that the project development and content was informed by a review of existing literature relating to school leadership and that it built on existing, ongoing and completed research work.

The full report from the literature review can be found in the Appendix.

Stage 2: The quantitative survey

A national quantitative survey was carried out to collect data from a representative sample of school leaders and other stakeholder groups. This took the form of a postal survey. The audiences surveyed as part of the quantitative survey included: existing headteachers, deputy or assistant headteachers[15], NPQH candidates (aspiring headteachers)[16], middle leaders or team leaders[17], Chairs or

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[15] Referred to as deputy headteachers throughout the main body of the report.
[16] Referred to as NPQH candidates throughout the main body of the report.
[17] Referred to as middle leaders throughout the main body of the report.

vice chairs of governors[18] and schools liaison or senior advisers from Local Education Authorities[19].

The postal survey took place between May and July 2004.

Questionnaires

Bespoke questionnaires were designed by MORI for each of the groups listed above, with Professor Roger Murphy and Peter Lewis reviewing the initial drafts. Where possible, MORI used pre-existing data held by the Department, to reduce the burden on respondents.

The 2001 questionnaires were reviewed by the project teams at the DfES and NCSL to ensure that key indicators relating to school leadership could be comparable between the 2001 and 2004 studies. In consultation with the DfES and the Steering Committee amendments were made to all six questionnaires to reflect how the face of leadership has changed since 2001. Therefore not every question from 2001 is comparable with 2004.

Many questions in the original survey were open-ended, which allowed respondents to write in their answers, but using so many open-ended questions in a survey of this magnitude makes analysing the data more difficult, particularly when comparing data from across the different audiences. Therefore the 2004 questionnaires included mainly closed questions, although there were a number of 'other (please specify)' options, and several open-ended questions in each questionnaire to enable respondents to express their views more freely.

Sampling

1. Existing headteachers, deputies/assistant headteachers, middle managers and the Chair of governors.

These groups were sampled via schools. The sampling frame was all primary, secondary and special schools in England. To ensure representativeness the sample was stratified on the following factors:

- phase of education covered (whether primary, secondary or special);

- government office region; and,

- school size.

Once the sample was drawn the profile of the selected schools was compared against the national profile to ensure that no sample bias had been introduced at the sample selection stage.

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[18] Referred to as governors throughout the main body of the report.
[19] Referred to as LEAs throughout the main body of the report.

The DfES drew the sample using a specification provided by MORI. All schools who were taking part in other MORI research during the same period were removed from the sample.

2. NPQH candidates (aspiring headteachers)

MORI approached NPQH candidates using the NCSL's NPQH database. The sample drawn from the NPQH database was designed to be representative of all NPQH candidates; for example, taking into account key factors in their profile, such as gender and area in which they teach.

3. LEAs

A census survey was conducted with LEAs in England. However, LEAs that participated in the pilot survey were removed from the sample. Each LEA was asked to complete one questionnaire.

Piloting

A pilot was conducted prior to the main stage of the research involving:

- Six headteachers, six deputies, six middle leaders, and eight governors;

- Six LEAs; and,

- Nine NPQH candidates.

Participants were asked to provide detailed feedback on the questionnaire as well as completing it. Each participant received a feedback form asking them to comment on various aspects, and to make suggestions as to how the questionnaire could be improved, or made easier to complete.

Following the pilot, MORI produced a brief report describing the outcome of the exercise and highlighting any problems that emerged.

Distribution of questionnaires

1a). Headteachers, deputy/assistant headteachers, middle managers and governors

An initial personalised letter was sent to 1,176 schools asking them to participate in the research, and providing an explanation of the purpose of the survey. The letter was accompanied by a form for schools to fax back their agreement and contact names of each school leader to participate in the research.

Schools that refused to take part in the survey were asked to state their reasons why. In most cases schools withdrew from the research study because of time

pressures or because they had been asked to participate in other research projects. At this initial stage only 135 schools contacted MORI to say they would prefer not to take part in the research.

In total 1,041 schools received a pack of four questionnaires, to be completed by the headteacher, the deputy or assistant headteacher, a middle leader and chair of governors. There were some cases where not every school received four questionnaires, for example not every school had a deputy or assistant headteacher, or only the headteacher agreed to participate.

All questionnaires were pre-printed with the name and address of the school, a unique serial number and the name of the participant, where applicable. The front page of all questionnaires featured a letter explaining the purpose of the survey and completion instructions.

Each pack contained:

- a personalised letter to the headteacher;

- clear guidelines for the key contact on the distribution of the survey; and,

- four questionnaires and four reply paid envelopes for the return of the completed questionnaires directly to MORI.

1b)   Headteachers only

Half of schools in the sample received one questionnaire, for completion by the headteacher only. Headteachers in 1,175 schools were sent an initial personalised letter asking for their participation in the research, along with a form to fax back to MORI. A total of 119 headteachers withdrew from the study after receiving the initial letter. As a result 1,056 headteachers received a personalised questionnaire and reply paid envelope.

2.   LEA personnel

An initial personalised letter was sent to 145 LEAs in England asking for their participation in the research, along with an explanation of the purpose of the survey. The letter was accompanied by a form for LEAs to fax back their agreement and inform MORI of the most appropriate person to send the questionnaire to. Seven LEAs declined to take part in the research study after receiving the initial letter.

In total, 138 questionnaires and reply paid envelopes were sent to LEA personnel with responsibility for school leadership issues.

3.   NPQH candidates (aspiring headteachers)

NPQH candidates did not receive a letter prior to a receiving a questionnaire. Instead this group were provided with the option of opting-out of the study at the point of receiving the initial questionnaire.

In total, 502 personalised questionnaires and reply paid envelopes were sent directly to NPQH candidates.

MORI was responsible for the printing and despatch of questionnaires to all the audiences. The table below shows the number of questionnaires sent to each of the six audiences.

Table A: Number of questionnaires mailed out	
Audience	**No. of schools questionnaires sent to**
Existing headteachers	2,097[20]
Deputy and assistant headteachers	1,024
Middle managers/team leaders	1,036
NPQH candidates (aspiring headteachers)	502
Chair or vice chair of Governors	1,013
Local Education Authorities	138

Booking in questionnaires

Completed questionnaires were returned to MORI where they were booked in using a computerised system, which provided full monitoring of the fieldwork. The first 50 questionnaires received from each of the six different audiences were checked thoroughly by members of the project team in order to highlight any problems in their completion. No problems were highlighted at this stage.

Response rates

The following steps were taken by MORI to ensure an optimum response from the institutions selected to take part in the survey:

- a letter was sent to the headteacher or, in the case of LEAs, the Director of Education or equivalent, in order to facilitate their co-

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[20] Of which 1,056 were sent to headteachers only in the school, and 1,041 were sent to schools, along with questionnaires to the deputy head, middle leader and chair of Governors.

operation and to reassure them of the bona fide nature of the research;

- the letter included reassurances of the confidential nature of the survey, detailing how the data would be used – in particular, that no individual responses will be attributed to individuals or their organisations – and reassure them that the study was being undertaken by an independent research organisation;

- for schools, the letter included a short fax-back form asking for their agreement to participate and to nominate a contact person to liaise with, in order to help co-ordinate the next stage of the survey. LEAs were also be asked to complete a fax-back form to indicate the people best suited to participate in the survey;

- if a completed questionnaire was not received within three weeks, a further copy of the questionnaire was sent; and,

- following the second mailout a telephone reminder was carried out by MORI, and copies of the questionnaires were sent to respondents if they had mislaid their copy.

In addition MORI set up a dedicated telephone and email support service to enable respondents to contact them with any queries about the survey.

The composition of each of the samples, the response rate and the number of completed, returned questionnaires for each audience is shown in the table below. Given the current demands made on schools these response rates to a postal survey are relatively high.

Table B: Response rates			
Audience	No. of questionnaires sent out	Response rate[21]	No. of completed questionnaires
Existing headteachers	2,097	43%	911
Deputy and assistant headteachers	1,024	44%	446
Middle managers/team leaders	1,036	38%	389
Chair or vice chair of Governors	1,013	47%	479
NPQH candidates (aspiring headteachers)	502	57%	287
Local Education Authorities	138	70%	96

The relatively high response rates may be a consequence of the interest that each of these audiences has in the issue of school leadership. Furthermore, for the most part the questions were designed to elicit school leaders' own opinions about help and support available to them in order to benefit their own development or the provision of training and support, rather than asking about their school. Feedback received suggests that this contributed to the relatively high response rates. Feedback also suggests that the colour, design and layout of the questionnaires helped boost response rates.

This relatively high response rate meant that the final overall sample of responses was representative of primary schools and secondary schools in England within government office region (GOR). That said there was a slight under-representation of schools in the North West, but a decision was taken not to weight the data given that the difference between the achieved sample and universe was marginal.

Data analysis

All data entry, editing, validation and analysis were carried out by MORI Data Services (MDS).

Where there were open-ended questions, the coding department at MORI Data Services (MDS), in consultation with the MORI research team, created a new set of codes. Where respondents responded 'other', and these categories accounted for more than ten percent of the total responses to the question, these responses were 'back-coded' into the existing codes, or new code frames were created.

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[21] This represents an unadjusted response rate. For example, it does not take into account schools where no one held the post of deputy headteacher or middle leader etc. The adjusted response rate would be higher than the unadjusted response rate.

Data tables were produced for all audiences giving detailed breakdowns of responses to each question by respondent subgroup. These 'crossbreaks' or 'cross tabulations' included for example, gender of participant, phase of school, and involvement with the NCSL.

Further analysis has been conducted to pinpoint the key drivers of advocacy towards the NCSL by exploring the factors which are most likely to have a positive impact and the factors which are most likely to have a negative impact on the likelihood of headteachers being an advocate of the NCSL. The form of statistical analysis used is called Key Drivers Analysis (KDA) which 'picks' the factors that help explain the variation found in the dependent variable, in this case Advocacy. KDA will pick the factor with the strongest association first, then it looks for the factor with the strongest association after accounting for the first factor already in the model. In other words it looks for the factor that can best explain the rest of the variation in Advocacy that hasn't already been explained by the first factor that is in the model and so on until the addition of any factor is no longer significant in helping explain Advocacy.

Stage 3: The qualitative research

In order to illuminate findings from the survey, MORI conducted online discussion groups (using the iTracks web discussion software) to collect more in-depth information from a sample of existing headteachers. Four separate online bulletin boards were conducted with existing headteachers[22].

At the quantitative stage, respondents were asked if they would be willing to be re-contacted to take part in further research. A sample of these headteachers was contacted by telephone to ask for their participation in an online bulletin board. The following quotas were set for each group approached to participate in the qualitative research stage: involvement with the NCSL, size of school, phase of school, experience of headship, rurality of school and percentage of free school meals.

At the initial telephone contact point, headteachers were given information about the purpose of the research and how it would be conducted. Headteachers' email addresses were also verified. Those who agreed to take part were emailed a link to the website hosting the bulletin board and their unique login details, along with further instructions.

In total 60 heads from a range of schools were recruited; however, only 31 headteachers accessed the bulletin board *and* posted comments. A small number decided to access the board, but chose not to post comments.

Each bulletin board was live for three days, and two topics were posted each day for headteachers to comment on. Each bulletin board group discussed a different set of topics each day, relevant to the audience. For example headteachers who were not involved with the NCSL discussed why they were not

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[22] NPQH candidates who had become headteachers at the time of the survey were also included in the sample for the qualitative research.

involved and what might encourage them to become more engaged. Other topics covered included training for headteachers and barriers to training; networking; inspiration and putting ideas into practice; attractiveness of certain types of school; and headteachers' roles and evidence of their effectiveness.

The topic guide, along with full details of the quotas for recruitment, is included in the Appendix of the technical report. A summary report of the qualitative findings is also in the Appendix of the main report.

2001 methodology

The first survey, 'Establishing the State of School Leadership in England' was conducted between January and December 2001 by the Institute of Education, University of London. The diagram below shows in detail the data collection methods undertaken in this first study.

2001 Methodology

Headteachers	Deputy/assistant headteachers	NPQH candidates
Postal survey		Postal survey
Face-to-face focus group	Postal survey	Online focus group
Online focus group		

School Leadership Trainers	Middle managers/ team leaders	Chairs of governing bodies
21 Notebook-recorded interviews	Postal survey	
Face-to-face focus group	29 Notebook-recorded interviews	Postal survey
	Face-to-face focus group	

LEA personnel	Well-led schools	Headteacher/ teacher associations
Postal survey	10 case studies	6 Notebook-recorded interviews

While this approach provided a wealth of information relating to each key audience, MORI recommended that the follow-up survey had a more limited scope, both in terms of the methodologies used to survey each audience and the audiences surveyed. The rationale for reducing the scope of the survey was primarily driven by the need to minimise the burden on schools and LEAs, as 'survey fatigue' has become an increasing problem in recent years for research being conducted with schools.

Although the 2004 study is following up the original 2001 study, there are clearly differences in the MORI approach. The diagram below outlines the target audiences for this research and the approach to surveying them. For all audiences a postal survey to collect quantitative data was administered and qualitative research with two key audiences: existing headteachers and 'aspiring' headteachers.

2004 Methodology

Existing headteachers Postal survey via the school 4 online bulletin boards	**Deputy/assistant headteachers** Postal survey via the school	**Middle leaders/ team leaders** Postal survey via the school
'Aspiring' headteachers (NPQH candidates) Postal survey	**Governing bodies** Postal survey of the chair of governors via the school	**LEA personnel** Postal survey via the LEA

Comparing response rates

The table below compares the response rates and number of returns from the quantitative survey in 2001 and 2004.

Table C: Comparing 2004 and 2001 returns and response rates				
Audience	**2001 response rate (%)**	**2004 response rate (%)**	**2001 returns (N)**	**2004 returns (N)**
Existing headteachers	47	43	758	911
Deputy and assistant headteachers	45	44	227	446
Middle managers/team leaders	37	38	239	389
Chair or vice chair of Governors	40	47	200	479
NPQH candidates (aspiring headteachers)	60	57	151	287
Local Education Authorities	66	70	100	96

Interpretation of the data and statistical reliability

The respondents to this survey were a sample of the total "population" of school leaders and LEAs in England. This means that it is not certain that the figures obtained would precisely match the results had the entire population been surveyed between May and July 2004.

It is possible to predict what the difference between the results of the survey and the "true"[23] results might be, based on what is known about the size of the sample on which the results were based, and the number of times that a particular response was given. This is normally presented as a 95 percent confidence interval – that is, the chances are 95 in 100 that the true value will fall within a specified range.

For example, based on the achieved sample of 911 questionnaires completed by headteachers, and assuming a simple random sample, aggregate findings will be reliable to within +/-3 percentage points based on 95 percent confidence intervals. The table below illustrates the estimated ranges for all the audiences and percentage results at the "95 percent confidence interval".

Table D: Approximate sampling tolerances applicable to percentages at or near these levels			
	10% or 90%	30% or 70%	50%
	±	±	±
Headteachers (911)	2	3	3
Deputy headteachers (446)	3	4	5
NPQH candidates (287)	4	5	6
Middle leaders (389)	3	5	5
Governors (479)	3	4	5
LEAs (96)	4	6	6

For example, if 50% of headteachers said they were involved with the NCSL, we could be confident at the 95% level that the true result would lie between 47% and 53%. Or if 90% of NPQH candidates said they felt prepared for their current role, we could be confident that the true value lies between 86% and 94%.

Only significant differences have been commented on in the report. Where data have been shown in tables, significantly different percentages at the 95% confidence level have been highlighted in bold text.

Comparing 2001 and 2004 results

As we are measuring changes in findings between two surveys over time, it is important to consider the sampling tolerances. In other words, a difference must be at least a certain size between the two sets of data to be considered statistically significant.

The table below gives the breakdown of the aggregate percentage required to show statistically significant differences between samples from the first school

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[23] i.e. if all school leaders and LEAs in England had been surveyed.

leadership survey and the follow-up survey. For example, if 55% of headteachers in the 2004 survey say they undertake regular timetabled teaching commitments and 62% of headteachers in 2001 said the same, then this is a significant difference, as the difference is greater than five percentage points.

Table E: Differences required for significance at the 95% confidence level at or near these percentages			
Size of sample on which survey result is based	10% or 90% ±	30% or 70% ±	50% ±
Headteachers 2004 (911) v 2001 (758)	3	4	5
Deputy headteachers 2004 (446) v 2001 (227)	5	7	8
NPQH candidates 2004 (287) v 2001 (151)	6	9	10
Middle leaders 2004 (389) v 2001 (239)	5	7	8
Governors 2004 (479) v 2001 (200)	5	8	8
LEAs 2004 (96) v 2001 (100)	5	8	8

Interpretation of qualitative data

Throughout the report, use is made of verbatim comments from participants in the qualitative research. Where this is the case, it is important to remember that the views expressed do not necessarily represent the views of all the participants.

Acknowledgements

It is clear that schools are increasingly working under great pressure from a number of different sources. They also receive numerous requests to participate in surveys such as this. Consequently, we wish to record our gratitude to the many school leaders, governors and LEAs that completed the questionnaires; we are indebted to the respondents who made this survey possible. Further thanks should go to the headteachers who also participated in the qualitative research.

MORI would also like to thank the members of the school leadership steering group for their help and involvement in the project, with particular thanks to Gillian Redfearn at the DfES who helped make this study run smoothly.

Content of the report

This main body of the report is divided into six chapters, preceded by an executive summary and this introduction section.

Chapter 1 – The appeal of school leadership: The first chapter of the report explores the appeal of leadership positions in schools, in addition to examining headteachers' views on their current role and the key factors that motivate people to become headteachers. Furthermore, we examine the career aspirations of headteachers, deputies, middle leaders and NPQH candidates.

Chapter 2 – Preparation, training and professional development: This chapter outlines the extent to which headteachers and school leaders feel prepared for their leadership roles. It also reviews the training and professional development opportunities available to school leaders and governors.

Chapter 3 – Ideas, inspiration and best practice: Chapter three of the report addresses two of the core objectives of the research; firstly to investigate where school leaders turn for inspiration, ideas and best practice; and secondly, to measure the extent to which school leaders regard their profession as evidence-based.

Chapter 4 – The role of the governing body in school leadership: In this chapter we examine whether heads' perceptions of the role of governors have changed since 2001 and how governors themselves perceive their leadership role in comparison to how they felt three years ago.

Chapter 5 – The use of ICT: In this chapter we examine the current usage of various ICT applications and practices by school leaders and assess the progress which has been made in the last three years.

Chapter 6 – Perceptions of the National College for School Leadership: In this chapter we examine stakeholders' awareness of the National College for School Leadership (NCSL), their involvement with the College and perceptions of the efficacy of the NCSL in developing school leadership. We also look at how views on the College have changed since the 2001 study.

The final section of the report (the conclusions chapter) reviews the findings of the research, focusing on considerations for the future.

The appendices include a detailed breakdown of the sample profile of each audience, copies of the self-completion questionnaires, the summary of the findings from the bulletin boards and the literature review.

1) The Appeal of School Leadership

One of the main aims of this survey is to understand the appeal of *all* leadership positions in schools. The first chapter of the report explores this issue, in addition to examining headteachers' views on their current role and the key factors that motivate people to become headteachers.

Summary of findings

The majority of headteachers are positive about their leadership role; they feel confident in what they do and enjoy it. For almost all headteachers this confidence translates into being able to admit to any weaknesses they perceive they may have and to work with others to address these issues. The vast majority of headteachers see themselves as 'leading by example' and feel that they have a 'clear vision' for the school. However, the role of the headteacher has changed over the past three years, teaching fewer regular timetabled lessons and instead spending significantly more time coaching colleagues.

Headteachers remain motivated due to the dynamic nature of the role, the opportunity they have to build shared values with colleagues, team working and job satisfaction. Administrative demands and measures of inspection and accountability are the aspects of school leadership that demotivate headteachers the most. In turn, LEAs cite many of these issues as the key challenges in the recruitment and retention of effective school leaders. Workload, inspection and accountability, administrative demands and stress are all considered to be key barriers to recruitment and retention of school leaders, alongside the quality of applicants and filling posts in challenging schools. From the qualitative research it is evident that headteachers perceive the future challenges to school leaders to be managing the impact of workforce reform, dealing with new initiatives and raising school achievement.

Half of all headteachers envisage leaving their current school in the next three years. Just over a third would seek a headship in a different school, but two in five are looking to retire. Only one in ten say they would take up a career outside of the education profession. Headteachers who envisage seeking a headship at another school are just as likely to want to teach in a school in challenging circumstances as a 'coasting school'.

*Over half of all middle leaders aspire to becoming a deputy headteacher in the future, but fewer see further ahead to becoming a headteacher. Indeed, there appears to be a significant minority who wish to remain as "career deputies". NPQH candidates are much more likely to have career aspirations towards headship than deputies or middle leaders. There are many and varied reasons for school leaders to want to become a headteacher: Building shared values, job satisfaction and rising to new challenges were common reasons cited by deputies, NPQH candidates and middle leaders. Reasons cited for **not** wanting to pursue promotion to headteacher centre around the perceived stress associated with the post, personal commitments, and not being able to carry on teaching.*

Headteachers' views of their current role

In this first section of the chapter we examine headteachers' own perceptions of their current role, their effectiveness as a school leader and their own leadership style.

Enjoyment and confidence in the role as headteacher

The vast majority of headteachers (91%) enjoy their current role. Indeed, when asked whether they enjoy what they do, over half of all headteachers (56%) say they *strongly* agree. Only four percent disagree.

Although the vast majority of headteachers enjoy their role, there are some differences of opinion on this. Headteachers who felt prepared for their role (94%) or who regularly network with their peers (93%) are more likely to say they enjoy their current role, than those who felt unprepared for the role (89%) or those who do not network (88%).

The findings also indicate that more headteachers from secondary schools enjoy their role than primary school headteachers (94% and 90%, respectively). Finally, headteachers who wish to remain at their current school are more likely to say they enjoy their role than headteachers who are considering leaving (96% and 87%, respectively). Table 1.1 below illustrates these differences in more detail.

Table 1.1	To what extent do you agree or disagree with each of the following statements about your role as a headteacher?		
	I enjoy my current role		
		Agree	**Disagree**
Base: All headteachers (911)		*%*	*%*
Total		**91**	**4**
Envisage leaving current school in next 3 years		87	**7**
Do not envisage leaving current school in next 3 years		**96**	2
Prepared for headship		**94**	2
Not prepared for headship		89	**6**
Primary school headteacher		90	4
Secondary school headteacher		**94**	3
Regularly network with other headteachers		**93**	3
Does not regularly network with other headteachers		88	**6**
			Source: MORI

As well as enjoying their role, most headteachers (91%) say they feel confident in what they do. However, headteachers who are relatively new to the role[24] are a little less confident (81%, compared with 92% of those with three years upwards' experience), as are those who did not feel fully prepared for their headship (88%, compared with 93% who felt prepared). The findings also suggest that headteachers who are involved with NCSL are more likely to be confident (96%), as are those who regularly network with other headteachers (92%) than headteachers who have no involvement with NCSL or do not network (88% and 87%, respectively). The table below illustrates these differences in more detail.

Table 1.2   To what extent do you agree or disagree with each of the following statements about your role as a headteacher?

I am confident in my current role

	Agree	Disagree
Base: All headteachers (911)	*%*	*%*
Total	**91**	**3**
Under 3 years' experience as headteacher	81	3
3 – 5 years' experience as headteacher	**89**	5
6 – 10 years' experience as headteacher	**92**	2
Over 10 years' experience as headteacher	**94**	3
Prepared for headship	**93**	2
Not prepared for headship	88	**5**
Involved with NCSL	**96**	1
Not involved with NCSL	88	**5**
Regularly network with other headteachers	**92**	3
Does not regularly network with other headteachers	87	5

Source: MORI

Is the role of headteacher stressful?

Even though the vast majority of headteachers enjoy their role and have confidence in their abilities, most say they do find it stressful. Three-quarters of headteachers (72%) agree that their current role is very stressful, including 28% who *strongly* agree.

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[24] Headteachers who have been in the role for less than three years.

As shown in Table 1.3 below, headteachers who are considering leaving their current post in the next three years are more likely to say they feel stressed in their current role than those who wish to remain at the same school (77%, compared with 68%). Primary school headteachers are also more likely to say their role is stressful than secondary school headteachers (77%, compared with 67%).

The findings also suggest that headteachers who felt unprepared for the role are more likely to find the role stressful than headteachers who felt prepared (79% and 68%, respectively). However, length of service does not appear to affect headteachers' feeling of stress.

Table 1.3	To what extent do you agree or disagree with each of the following statements about your role as a headteacher?		
My current role is very stressful			
		Agree	**Disagree**
Base: All headteachers (911)		*%*	*%*
Total		**72**	**12**
Envisage leaving current school in next 3 years		**77**	9
Do not envisage leaving current school in next 3 years		68	**14**
Primary headteacher		**77**	8
Secondary school headteacher		67	**16**
Prepared for headship		68	13
Not prepared for headship		**79**	9
			Source: MORI

Headteachers' perceptions of their own effectiveness in carrying out their role

Asked to think about how effective they are in their role, headteachers who participated in the qualitative research were generally positive. Most believe they are as effective as they can be in their role, given the constraints of resources. Headteachers do, however, believe that more time in school would allow them to become more effective in their roles. Less paperwork, fewer new initiatives and greater flexibility with funding are also highlighted as issues that could be addressed to help increase efficacy.

I've made a difference in the last five years and can't think of too many other things I could have done. The time to just get round the school everyday would be good. It would have an effect upon standards. Maybe I'll have to stop teaching

Headteacher, secondary school

Overall I'm fairly happy but more time in school would obviously help. I worry that my energy levels fall sometimes and so I try to make sure I have a work-life balance of a sort

Headteacher, special school

I would like to have greater authority over the central funding cake that never appears to get to schools as it should

Headteacher, secondary school

However, some headteachers appear to strive for perfection and some find themselves concentrating on the failures rather than the successes.

Self evaluation in the school inevitably mirrors leadership decisions that have been made earlier. Noting these outcomes and adding maximum honesty can help measure the effectiveness. Effectiveness considerations often seem to be overbalanced by failures which always seem high profile. We are sometimes blinkered to the things that are going well and are examples of our good leadership

Headteacher, primary school

Headteachers appear to monitor their own effectiveness both formally and informally, using a variety of methods. External assessments, by their LEA and OFSTED are clearly useful. Statistics and reports, such as Performance and Assessment (PANDA) reports, Value Added Measures, CAT test results and Fisher Trust Value Added Data are also highlighted. In addition, feedback from Governors, parents, staff, pupils, and the local community (both formally and informally) are also sought in order to measure effectiveness.

We have made Full Department Reviews happen (in addition to Full Year Reviews). These proved to be very useful (if time consuming) in coming to grips with self-evaluation and accountability at all levels. The programme, which was well under-way prior to our OFSTED and was praised by them, (fortunately!) Curriculum reviews etc also give useful information

Headteacher, secondary school

The changing role of headship

The findings suggest that headteachers' activities in the classroom have changed since 2001.

Headteachers' classroom activities

Q Which, if any, of the following activities do you currently undertake in the classroom?

% Net change 2001-2004

Activity	%	% Net change 2001-2004
Monitoring & evaluation	95%	N/A
Covering for absent colleagues	73%	+8
Regular timetables teaching commitments	55%	-7
Coaching colleagues	54%	+24
Administrative tasks	41%	N/A
Covering for unfilled vacancies	11%	+3
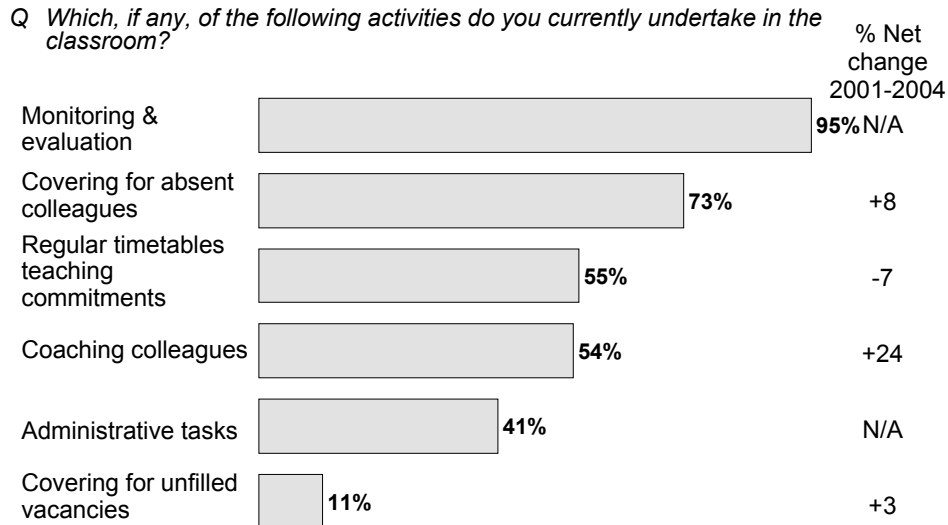
Base: All headteachers (911)   Source: MORI

The chart above shows that headteachers in 2004 are spending less time teaching regular timetabled lessons. Just over half of headteachers (55%) say they undertake regular timetabled teaching commitments compared with 62% of headteachers in 2001. Indeed, when asked directly, a third of headteachers (35%) say they spend less time in the classroom compared with three years ago, while a fifth say the time has decreased *a lot*. Only a fifth of headteachers (19%) say they spend more time in the classroom now and a quarter (27%) say their time in the classroom has remained the same.

Almost three-quarters of headteachers (73%) say they are covering for absent colleagues compared with 65% in 2001, and 11% are covering for unfilled vacancies (8% in 2001). Amongst these tasks, most headteachers are also involved in monitoring and evaluation (95%) and two in five (42%) say they undertake administrative tasks[25] in the classroom.

However, the biggest change since 2001 appears to be that headteachers are now spending more time coaching their colleagues than in 2001 (54% compared with 30%).

This greater emphasis on coaching was touched upon in the qualitative work, where headteachers were enthusiastic about *being* coached by more experienced colleagues and advocated having a coach for headteachers new to the role.

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[25] "Monitoring and evaluation", and "administrative tasks" were not included in the 2001 survey.

I think that all new Heads should be offered a high quality coach as a matter of course. I've found one after seven years in to my first headship and cannot rate the value too highly

Headteacher, special school

A high quality coach would be invaluable

Headteacher, infant school

The most valuable CPD I had was mentoring with an experienced head

Headteacher, secondary school

The findings suggest that headteachers in secondary schools are more likely than primary headteachers to cover for absent colleagues (79% and 69%, respectively), have regular teaching commitments (62% and 49%, respectively) and cover for unfilled vacancies (14% and 7%, respectively). However, primary school headteachers are more likely than secondary headteachers to undertake administrative tasks (45% and 36%, respectively).

The qualitative research also provided insight into the changing role of headship, highlighting the increased importance of the leadership *team*, alongside fewer teaching commitments.

The last three years has brought about increasing development of the leadership team and distributed leadership

Headteacher, primary school

The role has changed because the leadership team has developed and taken some of the strain

Headteacher, junior school

Secondment and involvement with other aspects of education beyond my school have meant that my teaching responsibility has reduced and that dispersed leadership across our small team is more of a reality. This has only been possible because of the quality of colleagues I work with. My own professional development has also been enhanced by working with others beyond school

Headteacher, primary school

I now have a team that focuses on 'inclusion' and another that deals with 'developments'. We also have a management support officer who deals with cover, data etc. This has allowed me to lead and reflect a bit more. The fact that I've had to pick up some RE teaching has eroded this a bit - but it's still much better

Headteacher, secondary school

However, some headteachers believe that they are now expected to take on responsibilities that they were not trained for. Headteachers are also conscious that with new roles and responsibilities comes less time for teaching.

> *The 'envelope' of responsibilities grows ever larger. We now seem expected to have answers for everything*
>
> Headteacher, secondary school

> *I've only been in post six months but looking at my previous headteacher's role, headteachers are expected to take on more and more roles they were never trained to do*
>
> Headteacher, secondary school

> *The bottom line is that we have to have the ability to turn our hands to anything because of where the 'buck stops'*
>
> Headteacher, secondary school

That said, there is a perception that headship is a more creative job now and more rewarding.

> *Having managed to implement the imposed initiatives relatively successfully the job now feels more creative and therefore more rewarding. It is exciting creating a curriculum suited to our school's need*
>
> Headteacher, junior school

> *I wish more could be done to tell new teachers that they are entering a world that is so much better than the one I served my apprenticeship in. How can we get them to appreciate things more? I suppose it starts with us as Heads but a government push would help too*
>
> Headteacher, secondary school

Creative use of the capital fund has also allowed heads to develop in new ways.

> *What I did notice was how much more funding was available than when I left in 1995. "Creative" use of the capital fund has allowed us to develop in ways we could only have dreamed of previously*
>
> Headteacher, primary school

Headteachers also note that there is now greater use of self-evaluation and more emphasis on outside perspectives on performance.

*The school has grown in size and we have begun to change
the culture becoming a more self-evaluative school*

Headteacher, secondary school

What challenges now face school leaders?

As part of the qualitative research, Headteachers were asked to consider what
might be the biggest challenges facing school leaders in England. Various themes
emerged, such as workforce reform, managing new initiatives and complying with
new legislation, raising school achievement and pupil behaviour.

Workforce reform was mentioned by many of the headteachers who took part in
the online qualitative research, particularly those in primary schools.

*I think that the biggest challenge facing school leaders at the
moment lies in working out the logistics of workforce reform*

Headteacher, primary school

*Reform of the workforce is a huge issue for small primary
schools like mine. With our limited budget and no central
funding this initiative is proving to be particularly
challenging to introduce*

Headteacher, primary school

*At present the single biggest challenge is trying to ensure
that we comply with the workforce remodelling programme
and that it is not at the cost of my own workload and
quality of life*

Headteacher, junior school

*Workforce reform is a nightmare. I have no money in my
budget to pay more than lip service to it. I expect in [my
county] the 10% PPA time to descend into industrial
action. I also expect pressure on heads to plug the gaps
which will no doubt increase head absence and reduce
further the number of applications for headship*

Headteacher, primary school

Issues such as managing new initiatives and complying with new legislation were
also raised.

*The biggest challenge remains that of many years, managing
outside initiatives to ensure the benefits for the pupils and
teachers in our care*

Headteacher, primary school

I try to assess which initiatives will benefit the children most and then major on those having taken informed advice from LEA advisors etc

Headteacher, primary school

…a significant issue for me is keeping abreast of all the new initiatives and responding to them as a school whilst maintaining focus on the core issues

Headteacher, secondary school

The biggest challenge for my special school is to be able to sift through all the new initiatives and use the ones that are relevant for my pupils. We are a small staff and have to wear lots of hats to cover all five key stages

Headteacher, special school

Raising school achievement may also be another challenge for school leaders.

Continuing to raise school achievement - we've possibly done the easy 'yards' but it will become more difficult from now on

Headteacher, middle school

Raising school achievement will always be a priority. When we stop wanting the best, striving for more we will need to ask why we are still leading a school. I don't see hitting exam 'targets' as such a priority even though this is what so many judge us on. Standards covers so much more and the priorities within this varies from school to school

Headteacher, middle school

It seems to me that the educational culture is changing with the development of specialist schools, academies and Foundation schools where a Head's success may be judged as much by his/her ability to attract sponsorship, improve the ability of the catchment and therefore league position as it would be judged by curriculum development. I have thought for some time that Headship is becoming more and more like running a football club, with league positions, securing the support of rich sponsors and therefore being able to recruit the best players (teachers). This aspect of Headship is becoming crucial to the success of a school and needs to be recognised by NCSL training

Headteacher, secondary school

The inclusion agenda was also mentioned by headteachers

> *Currently accommodating students with SEN in mainstream without adequate provision is a serious issue*
> Headteacher, secondary school

> *Inclusion and parental expectation for school as panacea for anything labelled SEN*
> Headteacher, secondary school

The literature review also touches upon the changing role of school leadership in the long term, suggesting that due to global changes in society and the economy as well as technological advances, schools will have to change as well. Schools may have to adapt to changes in methods of learning, approaches to knowledge management as well as the nature of the world for which pupils are being prepared.

Leadership styles

Headteachers were asked their views on various aspects of leadership in their schools, including their own personal leadership style, the sharing of leadership responsibilities between staff and professional development. The findings are detailed below.

Finding time to think about leadership

While over a third of all headteachers (36%) say that they are too busy to think about their leadership style, almost half (48%) do find the time. Headteachers who are involved with NCSL (57%, compared with 44% of those not involved) and those who lead secondary schools (55%, compared with 43% of primary headteachers) are more likely to find time to think about their leadership style. Headteachers who felt prepared for their role (54%, compared with 41% of those who felt unprepared), and headteachers who regularly network with their peers (51%, compared with 43% of non networkers) are also more likely to say they have time to think about their leadership style.

During the qualitative research, NCSL programmes were mentioned as helping school leaders to reflect on their own practice, which would seem to be borne out by the quantitative research as those involved with NCSL are more likely to say they have time to think about their leadership style.

> *NCSL courses have allowed school leaders to reflect on their own leadership style and given ideas on how to help staff in school*
> Headteacher, junior school, involved with NCSL

The NCSL has highlighted the need to look at leadership issues like the style of leadership and the ethics of it. These are not areas we are usually given time to debate

Headteacher, special school, involved with NCSL

Some headteachers suggested that it would be beneficial for all headteachers to be given sabbatical time to reflect on what they do and pick up ideas from other schools or countries.

Insist that we all take one week a year off. Either visit another country, go on courses, go to other schools - get out and breathe the air. It makes you appreciate how good you are!

Headteacher, secondary school

...get out and look at those very good things that are going on out there (both at home and abroad)

Headteacher, secondary school

Mandatory sabbaticals would be a good idea. Heads would return to school refreshed and energised

Headteacher, middle school

Sharing leadership responsibilities

Four in five headteachers agree that leadership responsibilities are shared out amongst senior staff in their school (83%), with a third (35%) who agree *strongly*. Headteachers in secondary schools (90%) or medium to large schools (87%) are more likely to agree that leadership responsibilities are distributed throughout the school's staff, than primary school headteachers (76%) or those in small schools (54%).

The findings from the qualitative research provide insight into dispersed leadership in schools.

The last three years have brought about increasing development of the leadership team and distributed leadership

Headteacher, primary school

The role has changed because the leadership team has developed and taken some of the strain

Headteacher, junior school

The literature review draws attention to the recent shift in leadership style which encourages leadership at every level of the organisation (Bennis & Nanus 1985).

Similarly, the emergence of new "teacher leadership" roles amongst teachers themselves and the increase in middle leader roles in larger schools has led to thoughts about how far leadership can be shared (Frost & Harris 2003). Again such an approach draws on the wider management literature about how, in order to achieve real transformation, leaders have to avoid others feeling that they have nothing to contribute because they are not formal leaders. Achieving significant changes within an organisation requires energising and mobilising the leadership capacity of everyone in it (Senge 1990), and clearly this relates to schools as much as any other sector of industry.

Professional development of other staff

An overwhelming majority of headteachers (85%) agree that managing the professional development of their staff is a key priority for them.

Aspiring to excellence in schools

Three in ten headteachers (29%) agree that too much emphasis is placed on aspiring to excellence in schools, however, nearly half (46%) disagree with this.

The findings suggest that headteachers who believe that there is too much emphasis placed on aspiring to excellence are the most experienced headteachers (35%, compared with 23% of those with under three years' experience), or primary headteachers (35%, compared with 22% of secondary headteachers). The findings also indicate that headteachers who are critical of NCSL (33%) or who did not feel prepared for headship (31%) are more likely to feel there is too much emphasis on aspiring to excellence than advocates of NCSL or felt prepared for their headship (23% and 26%, respectively).

The qualitative research also touched upon the challenge of reconciling overall improvement in standards and good exam results.

> *I don't see hitting exam 'targets' as such a priority even though this is what so many judge us on. Standards cover so much more and the priorities within this vary from school to school*
>
> Headteacher, middle school

> *Another major impact on attainment in my school is the many early English speakers we have, a significant number of whom also have little prior education. The achievement of these children is good, but their attainment mitigates against overall attainment improving in the school*
>
> Headteacher, secondary school

The single biggest challenge to school remains the need to justify results on a national stage. The SAT tables whether crude or value added can cause enormous stress for staff and children. Some schools pull children out of the tests because of illness or stress when other schools make them come in for the test and then send them home afterwards. Schools can lose 10-15% off scores and a good few points off the value added as a result. The pressure is "look at your results" and not "well done for putting pupils first". There are schools with high special needs numbers getting 90-100%. Why are these schools not investigated? Some of us would like to learn how to do it!!

Headteacher, primary school

Building shared values

The vast majority of headteachers (93%) agree that leadership is about building a shared set of beliefs or values, of which 55% agree *strongly*, and only two percent disagree. These findings are consistent across the different types of headteachers.

The literature review draws attention to OFSTED literature that recognises that even where values are explicit they are only powerful if they are well understood and shared in a sense of common purpose (OFSTED 2003b). Similarly, demonstrating "values in action" is important, such as recognising the achievements or contributions of members of staff and showing that every member of staff, teaching or non-teaching, is valued as a member of a team. The literature review also highlights "values-led contingency leadership" which places emphasis on a leader's capacity to read the emotions involved in situations, to respond sensitively and to reflect on their own style and its impact (Day et al 2000).

Leading the school

A separate set of questions was asked to establish how headteachers lead their school. The findings show that almost all headteachers tend to think of themselves as leading by example (95%) and believe that they have a clear vision for the school (98%).

Headteachers of schools in deprived areas (64%), female headteachers (61%), and secondary school headteachers (59%) are more likely to feel *strongly* that they lead by example, than headteachers of schools in the most affluent areas (52%), male headteachers (50%) or primary school headteachers (52%).

In terms of having a clear vision for the school, headteachers who felt prepared for their role (81%) are more likely to say they *strongly* agree that they have a clear vision for the school, than those who felt unprepared (70%). The findings also indicate that headteachers who envisage staying at their school in the future are more likely to have a clear vision for the school (80%) than those who are considering moving on to another headship (73%).

Networking with other headteachers also appears to affect whether headteachers feel strongly that they have a clear vision for their school; headteachers who network are more likely than those who do not to agree *strongly* that they have a clear vision (78% compared with 71%). The table below breaks these differences down into more detail.

Table 1.4	To what extent do you agree or disagree with each of the following statements about your role as a headteacher?

I have a clear vision for my school

	Agree strongly	Tend to agree
Base: All headteachers (911)	*%*	*%*
Total	**76**	**22**
Prepared for headship	**81**	17
Not prepared for headship	70	**28**
Envisage leaving current school in next 3 years	73	24
Do not envisage leaving current school in next 3 years	**80**	20
Regularly network with other headteachers	**78**	20
Does not regularly network with other headteachers	71	26

Source: MORI

Most headteachers (71%) feel they have the freedom to manage their school as they wish. Only 16% disagree. This finding is consistent across headteachers from all types of schools.

Freedom to manage the school

Q To what extent do you agree or disagree with each of the following statements about your role as a headteacher?

I have the freedom to manage my school as I wish

Strongly agree	**23%**
Tend to agree	**48%**
Neither agree nor disagree	**13%**
Tend to disagree	**12%**
Strongly disagree	**4%**
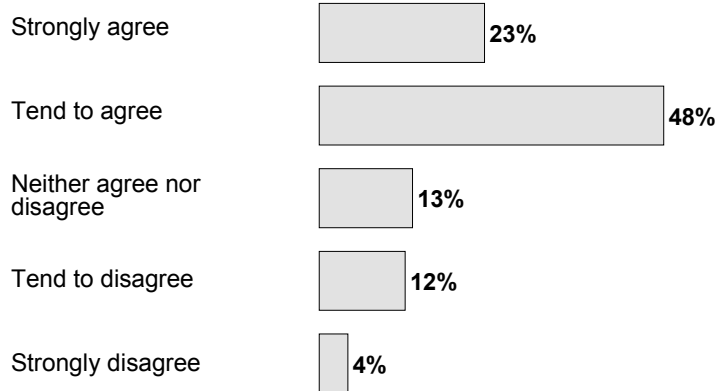
Base: All headteachers (911)   Source: MORI

Admitting to weaknesses and working as a team

Most headteachers (94%) say they can admit to their own weaknesses and work with others to improve upon them. Two in five (43%) agree *strongly* with this statement, and only one percent of headteachers disagree.

The findings suggest that headteachers currently involved with NCSL (48%, compared with 41% of those not involved), those who felt prepared for their role (47%, compared with 38% of those who felt unprepared), or female headteachers (46%, compared with 40% of male headteachers) are more likely to *strongly* agree that they can admit to weaknesses.

Consistent with feeling comfortable about working with colleagues to address areas of weakness is the fact that most headteachers (90%) say their staff work as a team. In fact nearly half of headteachers (48%) *strongly* agree that members of their staff work as a team.

Headteachers who have been in their current post for a long period are more likely to *strongly* agree that their staff work as a team (58%), than headteachers who have been in their post for less than three years (32%), as they have had time to build up their team. However, the survey findings also indicate that staff in primary schools (57%) are more likely to work as a team, than those in secondary schools (38%).

Table 1.5 *To what extent do you agree or disagree with each of the following statements about your role as a headteacher?*

My staff work as a team

	Agree strongly	Tend to agree
Base: All headteachers (911)	*%*	*%*
Total	**48**	**42**
Primary school headteacher	**57**	35
Secondary school headteacher	38	**50**
Under 3 years' experience as headteacher in current school	32	**48**
3 – 5 years' experience as headteacher in current school	**49**	44
6 – 10 years' experience as headteacher in current school	**55**	37
Over 10 years' experience as headteacher in current school	**58**	37

Source: MORI

What motivates headteachers?

When headteachers were asked which factors motivate them in their role, a variety of suggestions were put forward. However, the factor that is mentioned most frequently (58%) is the dynamic and varied nature of the role. The opportunity to build shared values amongst their school's teaching staff (54%) and a sense of teamwork (46%) are also key motivators, followed by job satisfaction and a sense of personal achievement (45%). The chart below shows the top ten motivating factors in more detail.

Top ten motivating factors for headteachers

Q Which, if any, of the following factors, motivate you most as a headteacher?

Factor	Percentage
Role is dynamic and varied/is not routine	58%
Building shared values	54%
Collegiality/teamwork	46%
Job satisfaction/sense of personal achievement	45%
Changing social culture	45%
Maintaining high standards	43%
Sense of vocation	42%
Professional autonomy/implementing own vision	39%
Passionate belief in the role	38%
People management (i.e. managing staff)	33%
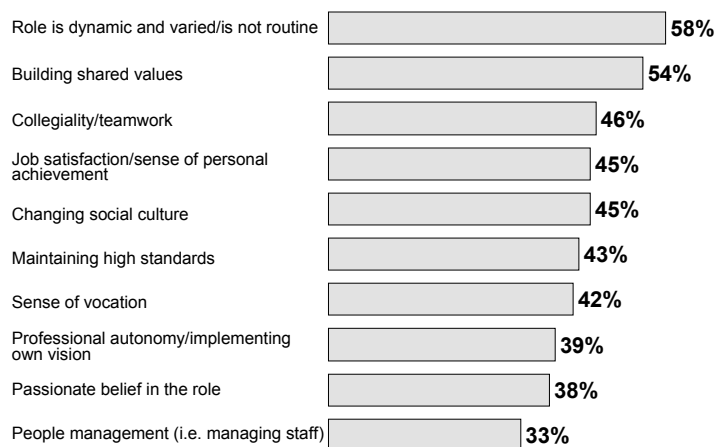
Base: All headteachers (911)   Source: MORI

The findings indicate that different headteachers are motivated by different factors:

- Building shared values (59%), teamwork (52%), rising to new challenges (35%), and opportunities for professional learning (25%) are more likely to be mentioned by female headteachers than male headteachers (48%, 52%, 22% and 11%, respectively). In contrast, men are more likely to mention being a leader (34%) and pay (11%), than women (26% and 6%, respectively);

- Building shared values (57%), teamwork (53%), and school management (13%) are more likely to be mentioned by primary than secondary school headteachers (50%, 38% and 8%, respectively), which may reflect the gender differences in the profile of headteachers across the different phases;

- Changing school culture (49%), a passionate belief in the role (42%) and the interaction with aspiring leaders (21%) are mentioned more often by secondary school headteachers than primary school headteachers (41%, 34% and 16%, respectively);

- The people management aspect of school leadership (35%) is mentioned more by headteachers who regularly network than those who do not (27%); and,

- A passionate belief in the role (45%) and giving something back to the community (35%) are mentioned more by headteachers of schools in deprived areas than those in more affluent areas (34% and 22%, respectively).

What demotivates headteachers?

After asking headteachers what factors motivate them to continue in their role, they were asked what aspects of headship *demotivate* them, and as with motivation a variety of factors were mentioned.

The key issue appears to be administrative demands (54%), which were also highlighted in the 2001 survey as the main factor that demotivates leaders in school[26]. This is followed by inspection (e.g. OFSTED) and other measures of accountability (50%).

There are, however, differences in opinion between primary and secondary school headteachers on this issue. Primary headteachers appear to be more demotivated by a whole range of issues than their secondary counterparts. The table below shows the differences in detail.

Table 1.6	*Which, if any, of the following factors demotivate you most as a headteacher?*		
	Total	**Primary headteachers**	**Secondary headteachers**
Base: All headteachers	*(911)*	*(489)*	*(421)*
	%	*%*	*%*
Administrative demands	54	**58**	49
Inspection & measures of accountability	50	**57**	41
Low status/negative media image of the profession	41	**46**	37
Changes in policies	39	**43**	34
Problems with recruitment/retention	33	21	**48**
Stress	32	**39**	23
Financial responsibilities	20	**25**	13
Less contact with pupils	18	**21**	14
Isolation	15	**18**	11
Less involvement with teaching	12	**16**	8
Responsibility	4	**5**	2
			Source: MORI

There are also gender differences, with female headteachers feeling more demotivated by administrative demands than male headteachers (59%, compared

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[26] In the 2001 survey, headteachers were asked an open ended question about the demotivating factors of their role, whereas the 2004 survey gave headteachers a range of options to choose from. Therefore there are no figures for 2001 for comparisons with 2004.

with 48%). In addition, women in the role are more likely to feel demotivated by the low status and the negative image of the profession (45%, compared with 37%), financial responsibilities (25%, compared with 14%), lack of strategic direction by the governing body (13%, compared with 8%) and responsibility in general (5%, compared with 2%). Male headteachers are likely to feel more demotivated by external interference, for example from DfES and the LEA (45%, compared with 33%), and the length of time they have spent as a headteacher (5%, compared with 2%).

Headteachers who did not feel prepared for their role are more likely to feel demotivated by inspection and measures of accountability (55%), stress in general (36%) and financial responsibilities (25%).

Issues causing lower motivation amongst headteachers were discussed during the qualitative phase of the research. Of note was the introduction of new initiatives both nationally and regionally within the LEA.

> *Initiative overload can result in excesses of demand not always appropriate*
>
> Headteacher, primary school

> *Generally it would be dealing with endless initiatives, changes in regulations (workload agreements). I'm running out of desk space to place more targets I have been set*
>
> Headteacher, middle school

> *Implementing and supporting all the various strategies enforced on us*
>
> Headteacher, middle school

The challenges faced in the recruitment and retention of headteachers

LEAs were asked what they perceive to be the major challenges in recruiting and retaining effective school leaders.

In terms of recruiting effective school leaders, there appear to be many challenges from the perspective of the LEAs. The quality of the applicants (84%), filling posts within challenging schools (80%), the workload of school leaders (75%), the pressure of inspection and measures of accountability (64%) and stress of the job (60%) are the biggest challenges, with over half of LEA representatives mentioning these factors. Other challenges include bureaucracy (46%), morale in the teaching profession (34%), the overall image of the profession (27%), restricted LEA budgets (27%) and restricted school budgets (24%). Although the majority of LEAs believe filling posts in challenging schools to be an issue, over two-thirds of headteachers (68%) say they would be prepared to work in a school in challenging circumstances (this is discussed in more detail earlier in this chapter).

LEAs highlight the same issues when discussing their challenges for retaining school leaders. The most challenging issues are perceived to be the workload of school leaders (81%), stress (77%), the pressures of inspection and accountability (70%), and bureaucracy (60%), which were cited by more than half of LEAs.

The chart below plots the aspects that LEAs believe to be challenges for *recruiting* effective school leaders against those that they believe are challenges for *retaining* school leaders.

Q *From the vantage point of the LEA, what do you see as some of the major challenges in recruiting effective school leaders?*
Q *And what do you see as some of the major challenges in <u>retaining</u> effective school leaders?*

Challenges in Retaining

Base: All LEAs (96)   Challenges in Recruiting   Source: MORI
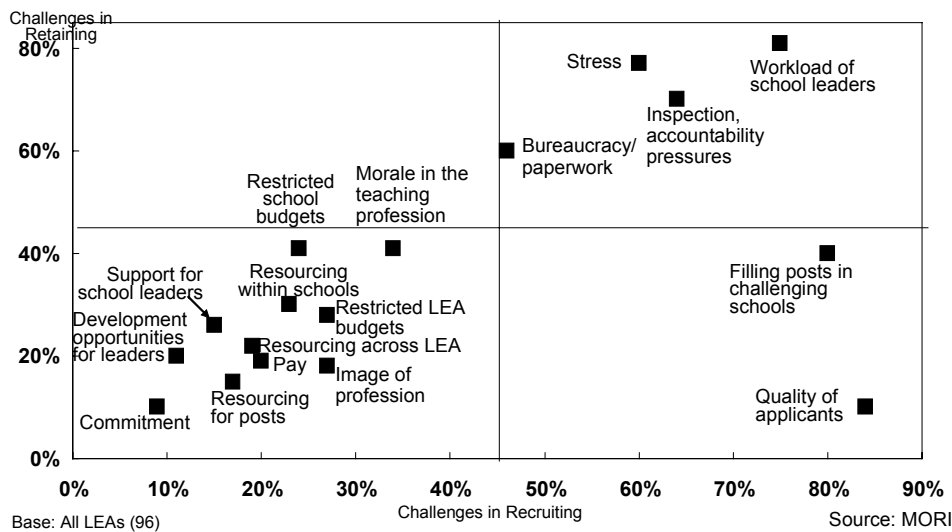
The top right quadrant frames the four key factors that LEAs believe are challenges both to recruitment *and* retention of school leaders: Workload of school leaders, stress, inspection and measures of accountability, and bureaucracy and paperwork. These are considered to be the most challenging aspects for LEAs to overcome in order to both recruit high quality school leaders and to retain them over the long term. However, workload and stress may be helped in part by the Workload Agreement which aims to reduce teacher workload, raise standards, increase job satisfaction and improve the status of the profession. These aspects of school leadership are also considered to be the most demotivating for headteachers, as discussed earlier in the report.

The top left quadrant contains the factors that more LEAs believe are challenges for retention but are less of an issue for recruitment: Restricted school budgets and morale in the teaching profession. The two factors that feature in the bottom right quadrant are the challenges that most LEAs believe exist for recruiting effective school leaders – these being the quality of applicants and filling posts in challenging schools.

The bottom left quadrant highlights the issues which fewer LEAs perceive as challenges for either the recruitment or retention of school leaders. However,

just because fewer LEAs consider these issues to be challenges for both recruitment and retention, does not mean that these should be overlooked altogether. For example, the overall image of the teaching profession appears in this quadrant, but the findings show that 10% of deputy headteachers who do not want to become a headteacher say it is because of the low status or negative media image of the profession.

Similar concerns regarding the recruitment of school leaders can be found in different countries (Pounder & Merrill 2001, d'Arbon et al 2002, Dorman & d'Arbon 2003, Hartle & Thomas 2003).

Aspirations to become a school leader

Ambitions for headship

Headteachers were asked whether becoming a headteacher had always been their ambition. Around half (47%) say that it had always been an ambition for them, while three in ten (30%) say it was not. The findings indicate that male headteachers interviewed were more likely to have held this ambition than females (56% compared with 38%). Headteachers with over ten years' experience of headship are more likely to feel that taking up the role was an ambition than those with less experience (58%, compared with 35% of headteachers with under three years' experience).

The majority of NPQH candidates (86%) are considering becoming a headteacher some time in the future. However, fewer deputy headteachers (56%) and middle leaders (30%) say the same. Indeed, the majority of middle leaders (62%) and over a third of deputies (37%) have no plans to take up a headship at all. The table below shows this in more detail.

Table 1.7	*Do you wish to become a headteacher at some time in the future?*		
	Deputy headteachers	**NPQH candidates**	**Middle leaders**
Base: All school leaders	*(446)*	*(287)*	*(389)*
	%	*%*	*%*
Yes, in the next three years	26	34	2
Yes, in the medium to long term	10	30	11
Possibly at some future stage	21	22	17
No plans at all/never	37	4	62
Don't know/ Not stated	7	5	8
I am already a headteacher	N/A	5	N/A
Yes, some time in the future	**56**	**86**	**30**

Source: MORI

The proportion of deputies who wish to become a headteacher in the future[27] has increased since 2001 from 26% to 36% in 2004. However, there has not been a comparable increase in the proportion of middle leaders and NPQH candidates wishing to become a headteacher.

Looking at the findings in more detail, deputies with aspirations towards headship tend to be relatively new to their role (73%, compared with 20% with over ten years' experience)[28], are advocates of NCSL (79%, compared with 61% of NCSL critics), and felt prepared for their current role (61%, compared with 42% who felt unprepared). In contrast, deputies who are not planning to take up a headship, or "career deputies", are more likely to have over ten years' experience as a deputy (74%, compared with 21% with under three years' experience), have low awareness of NCSL (61%, compared with 31% of those who are very or fairly aware of its purpose), and teach in a secondary school (43%, compared with 32% of primary school headteachers.)

The majority of NPQH candidates (86%) can envisage being a headteacher in the future; a third would like to take up their first headship within the next three years (34%). Unlike deputies and middle leaders, only a small proportion have dismissed the idea (4%). This is perhaps not unusual as from April 2004 it is mandatory for all first time headteachers to hold NPQH or have secured a place on the programme. With such a high proportion foreseeing that they will become a headteacher in the future, the data do not show any significant patterns between NPQH candidates who envisage becoming a headteacher and those who do not.

Middle leaders are least likely of all school leaders to envisage becoming a headteacher; less than a third of middle leaders (30%) are considering it as a career option for the future, while the majority have no plans whatsoever to follow that route (62%). However, this is not to say that middle leaders are without career aspirations, it is just that most are currently looking to the next step of deputy or assistant headteacher.

There are, however, key differences between middle leaders who are considering headship and those who are not. Those who have aspirations to be a headteacher tend to both speak highly of NCSL (63%, compared with 27% of neutral middle leaders) and be involved with it in some way (56%, compared with 21% of middle leaders who are not involved). As with deputy headteachers, middle leaders who have no wish to become a headteacher are likely to have been in their current role for more than ten years (90%, compared with 56% of those with under three years' experience), have less involvement with NCSL (66%, compared with 37% of those involved), be female (67%, compared with 50% of males) and be a primary school middle leader (67%, compared with 57% of secondary middle leaders).

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[27] In the 2001 survey, deputy headteachers were given only three options – "Yes", "No" and "Possibly", whereas the 2004 survey enlarged the options to include "Yes, in the next three years", "Yes, in the medium to long term", "Possibly at some future stage" and "No plans at all/never". Therefore the 36% is an amalgam of the two Yes categories to allow comparison with the 2001 survey.

[28] Deputies who have been in their role five years or less.

As mentioned above, the majority of middle leaders (59%) envisage becoming a deputy headteacher at some time in the future. A fifth (19%) envisage this happening in the next three years, slightly fewer (16%) in the medium to long term and around a quarter (23%) possibly envisage it at some future stage. A third (35%), however, have no desire to become a deputy headteacher.

The survey findings suggest that NCSL may be having an influence on middle leaders' aspirations. Ambitions to become a deputy headteacher are stronger amongst middle leaders who speak highly of NCSL (85%), have involvement with it (79%), and have high awareness of NCSL's purpose (72%); this compares with 58% of neutral middle leaders, 54% of those involved with NCSL and 50% of low awareness of NCSL. However, it is difficult to know whether middle leaders are approaching NCSL because they aspire to become a headteacher, or whether their participation is driving their ambition.

Middle leaders in secondary schools are more likely to aspire to become a deputy headteacher than primary school middle leaders (69% and 48%, respectively). On the other hand, middle leaders with no desire to become a deputy headteacher are more likely to have been in their current post for more than ten years (62%, compared with 23% of those with under three years' experience), have low levels of awareness of NCSL (43%, compared with 23%), and teach in primary schools (43%, compared with 27% of secondary school middle leaders).

Reasons for wanting to be a headteacher

School leaders who expressed an ambition to become a headteacher in the future were asked why. The findings show that there are many and varied reasons why deputy headteachers, middle leaders and NPQH candidates want to become headteachers. Building shared values, job satisfaction and sense of personal achievement, and rising to new challenges all appear in the school leaders' top five reasons for becoming headteacher, as shown in the table below.

Table 1.8 Why do you want to become a headteacher?[29]	Deputy headteachers	NPQH candidates	Middle leaders
Base: All school leaders who envisage becoming a headteacher	(251) %	(248) %	(116) %
Building shared values	55	46	44
Job satisfaction/sense of personal achievement	54	53	64
Rising to new challenges	51	44	48
Professional autonomy/implementing own vision	43	44	38
Changing school culture	41	38	37
Maintaining high standards	41	39	52
Role is dynamic and varied/not routine	35	39	34
Sense of vocation	35	34	31
Passionate belief in the role	33	35	27
Being a leader	32	27	34
People management (i.e. managing staff)	32	28	43
Collegiality/teamwork	31	23	31
Giving something back to the community/society	28	23	23
Opportunities for professional learning	19	15	19
Decision making	18	15	29
Interaction with aspiring leaders	18	11	16
Pay	15	12	26
School management (i.e. managing budgets etc	9	8	14

Source: MORI

Preparedness to work in different types of school

Three-quarters of deputies (75%), NPQH candidates (74%) and middle leaders (74%) say they would be prepared to seek a headship in a 'coasting school[30]'. A high proportion of school leaders would also be prepared to work in a school in 'challenging circumstances', although NPQH candidates are more likely to want

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[29] Table ranked on deputies' reasons.
[30] Although no official definition exists, a 'coasting' school is considered to be one which is failing to show sufficient progress in raising standards.

to work in this type of school (71%), than deputies (60%) or middle leaders (53%).

School leaders are least likely to indicate they want to work in a selective school. Just one in six NPQH candidates (16%), one in five deputies (19%) and a quarter of middle leaders (25%) would be prepared to work in this type of school. However slightly more deputies (28%), NPQH candidates (25%) and middle leaders (30%) say they would be prepared to work in a *partially* selective school as shown in the table below.

Table 1.9	If you were seeking headship, would you be prepared to work in any of the following types of school?[31]		
	Deputy headteachers	**NPQH candidates**	**Middle leaders**
Base: All school leaders who envisage becoming a headteacher	*(251)*	*(248)*	*(116)*
	%	*%*	*%*
An urban school	80	83	69
A 'coasting' school	75	74	74
A rural school	70	69	70
A non-selective school	70	72	74
A school with a good track record	63	59	64
A 'successful' school	60	58	61
A school in 'challenging circumstances'	60	71	53
A school with 'challenging pupils'	60	71	59
A school in special measures or with serious weaknesses	48	58	40
A school with discipline problems	46	55	51
An inner city school	46	50	34
A partially selective school	28	25	30
A selective school	19	16	25
			Source: MORI

Deputies who work in schools in deprived areas[32] are more likely to say they would be prepared to seek headship in a school in 'challenging circumstances'. Three-quarters of deputies in deprived areas (75%) say they would work in this

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[31] Table ranked on deputies' reasons.
[32] This definition of a 'deprived area' is based on the Index of Multiple Deprivation (IMD). A score of more than 30 for an area is considered to indicate a higher than average level of deprivation.

type of school, compared with just over half of deputies in schools in affluent areas (52%).[33]

Similarly, middle leaders who work in schools in affluent areas (83%) are more likely to say that they would be prepared to work in a school with a good track record, than those in more deprived areas (40%).

The reasons why school leaders would be prepared to work in different types of school are varied, although some common themes are discernable. The challenge and rewards of leading a school and the desire to play a part in effecting change and raising standards both appear in the top five reasons given by deputies, NPQH candidates and middle leaders for choosing particular types of school as shown in the table below.

Table 1.10	Thinking about the schools you said you would be prepared to work in, why do you say that?[34]		
	Deputy headteachers	NPQH candidates	Middle leaders
Base: All school leaders who envisage becoming a headteacher	*(251)* *%*	*(248)* *%*	*(116)* *%*
Like to play a part in effecting change and raising standards	16	10	9
Like the challenge/rewards are great	15	19	20
Have already worked in this type and enjoyed it	10	7	5
Don't agree with selective schools	8	9	8
Would not take on a school with challenging/discipline problems	7	6	10
Like to work in wide range of schools	7	3	3
Leading challenging schools appeals to me	6	3	3
Depends on the school/pupils	6	1	1
It's what I know/best suited to my needs	6	8	3
All schools have their own problems and rewards	3	1	3
			Source: MORI

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[33] This definition of an 'affluent area' is based on the Index of Multiple Deprivation (IMD). A score of less than 10 for an area is considered to indicate a lower than average level of deprivation.
[34] Table ranked by the top ten reasons given by deputies.

Reasons for not wanting to be a headteacher

School leaders who expressed no desire to become a headteacher were asked the reasons for this: For deputies, stress, personal priorities and commitments, and less contact with pupils are the main reasons for not wanting to be a headteacher. For middle leaders, the reasons are similar although they place more emphasis on the loss of contact with pupils. The full list of reasons is detailed in the table below.

Table 1.11 Why do you not want to become a headteacher?[35]	Deputy Headteachers	Middle Leaders
Base: All school leaders who do not envisage becoming a headteacher	*(167)* *%*	*(240)* *%*
Stress	44	51
Personal priorities/commitments (e.g. family)	42	39
Less contact with pupils	37	53
Less involvement with teaching	32	48
Not an ambition	30	40
Administrative demands	29	38
Inspection and measures of accountability, e.g. OFSTED	29	38
Financial responsibilities	21	28
Responsibility	20	24
External interference from e.g. LEA, DfES	18	16
Isolation	16	13
Changes in policies	10	14
Low status/negative media image of the profession	10	12
Retirement/about to retire	8	0
Age/too old	7	0
Lack of strategic leadership by the governing body	4	2
Problems with recruitment/retention	4	5
Insufficient funds to be effective	2	0
Limited opportunities for new challenges and new goals	2	2
		Source: MORI

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[35] NPQH candidates have not been included in this table as only a small proportion said they did not wish to be a headteacher in the future.

Alternatives to headship[36]

Over a third of deputies interviewed (37%) do not have any plans to become a headteacher in the future. This group is typically represented by deputies who have been in their current post for more than ten years and as such plan to remain as a deputy headteacher in their current school, rather than move to another school. However, almost half (46%) would consider taking (early) retirement.

As shown in Table 1.12 below, one in seven deputy headteachers (14%) would consider a career outside education. However, for most, moving away from their school does not mean moving away from education: More than one in ten would consider taking up an LEA post (12%) or work as a consultant or trainer (13%). Only a small proportion (5%) would move out of school teaching to work in further or higher education.

Table 1.12 *What else do you wish to do if not seeking a headship?*	
*Base: All deputy headteachers who do **not** envisage becoming a headteacher (167)*	*%*
Remain as a deputy/assistant headteacher in my current school	68
Retirement/early retirement	46
Take up a career outside of education	14
Seek a role as a deputy/assistant headteacher or similar position in another school	13
Become a Consultant/Trainer	13
Take up a LEA post	12
Change to a career in further or higher education e.g. lecturer, academic researcher etc	5
Other	10
Don't know/Not stated	3
	Source: MORI

When middle leaders who currently have no ambitions to become a headteacher were asked what they would do instead, well over half say they would like to stay in the same or similar position at their current school (58%). Three in ten middle leaders (30%) would like to seek promotion to deputy headteacher. The table below shows this in more detail.

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[36] The proportion of NPQH candidates who do not want to become a headteacher is too small to analyse the responses to the question "What else do you wish to do if you are not seeking a headship?"

Table 1.13	*What else do you wish to do if not seeking a headship?*
Base: All middle leaders who do not envisage becoming a headteacher (240)	*%*
Remain in current or similar position in my current school	58
Seek a deputy headship either in current or another school	30
Retirement/early retirement	26
Become a Consultant/Trainer	23
Take up a career outside of education	16
Seek a middle leader role in another school	14
Take up an LEA post	13
Change to a career in further or higher education e.g. lecturer, academic researcher etc	8
Other	6
Don't know/ not stated	3
	Source: MORI

The findings indicate that middle leaders in primary schools are more likely to want remain in the same post (73%), than secondary school middle leaders (42%).

The findings also suggest that middle leaders in secondary schools are more likely than primary school middle leaders to want to become a deputy headteacher (40% and 21%, respectively), become a consultant or trainer (34% and 14%, respectively), or take up a LEA post (18% and 8%, respectively).

Headteachers and the future

Almost half of all headteachers (49%) envisage leaving their current school in the next three years. However, it is important to note that they are predominantly those who have been in their role for more than ten years and would like to retire rather than leave the education field, as illustrated in the table below.

Table 1.14   *During the next three years, do you envisage leaving your current school?*

	Total	Length of time in current role			
		Under 3 years	3-5 years	6-10 years	Over 10 years
Base: All headteachers	*(911)*	*(227)*	*(244)*	*(219)*	*(197)*
	%	*%*	*%*	*%*	*%*
Yes	48	28	**57**	**52**	**58**
No	49	**70**	40	44	39
Not stated	3	2	3	4	3

Source: MORI

Headteachers who said that they did not feel adequately prepared for headship are more likely to want to leave their current school in the next three years, than those who felt prepared for headship (54%, compared with 44%).   However, headteachers in schools in deprived areas (an IMD score of more than 30) are no more likely to want to leave their post, than their counterparts in more prosperous areas[37] (43% and 48% respectively).

Just over a third of headteachers who foresee leaving their school in the next three years (36%) would seek a headship in a different school. However the majority (61%) would not seek another headship and instead are looking to retire (43%). Just one in ten (10%) say they would take up a career outside the education field.

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[37] By 'prosperous areas' we mean schools in areas with an IMD score of less than 10.

Headteachers' future work preferences

Q If you envisage leaving your school within the next three years, which of the following corresponds most closely with your future work preferences?

Retirement/early retirement	**43%**
Seek a headship in a different school	**36%**
Become a Consultant/Trainer	**20%**
Take up a career outside of education	**10%**
Take up a LEA post	**9%**
Change to a career in further or higher education e.g. lecturer, academic researcher etc.	**5%**
Other	**7%**
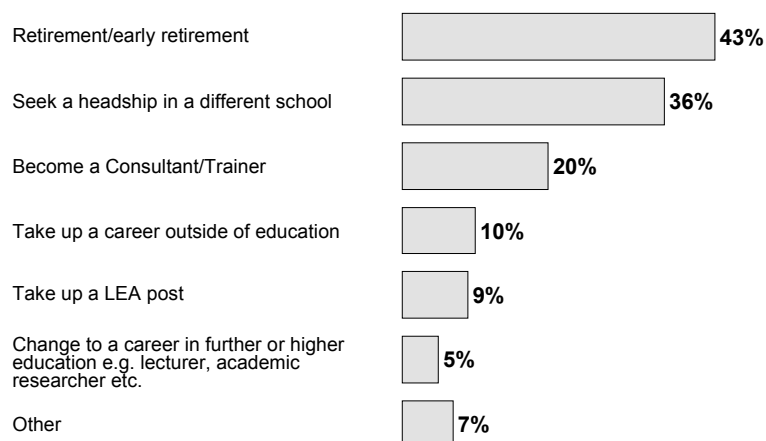
Base: All headteachers who envisage leaving their school in the next three years (439)

Source: MORI

What type of school do headteachers want to work in?

Headteachers seeking another headship in the next three years are just as likely to want to work in a school 'in challenging circumstances' as they are to want to work in a 'coasting' school. Around two-thirds of headteachers would like to work in either of these types of school. Selective schools are the least popular choice; just one in ten headteachers indicate they would like to work in either a partially selective (11%) or a selective school (9%)[38].

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[38] Please note that it is not advisable to infer from a multiple answer question such as this, that the remaining 91% of respondents would be willing to work in a non-selective school. Conversely, we cannot say that the 45% of respondents who did not say they would be prepared to work in a non-selective school, would be willing to work in a selective school.

Headteachers' preparedness to work in different types of school

Q If you were seeking another headship, would you be prepared to work in any of the following types of school?

An urban school	**71%**
A school in 'challenging circumstances'	**68%**
A 'coasting' school	**66%**
A school in special measures or with serious weaknesses	**62%**
A rural school	**57%**
A school with a good track record	**56%**
A school with 'challenging pupils'	**55%**
A non-selective school	**55%**
A 'successful' school	**55%**
A school with discipline problems	**47%**
An inner city school	**45%**
A partially selective school	**11%**
A selective school	**9%**
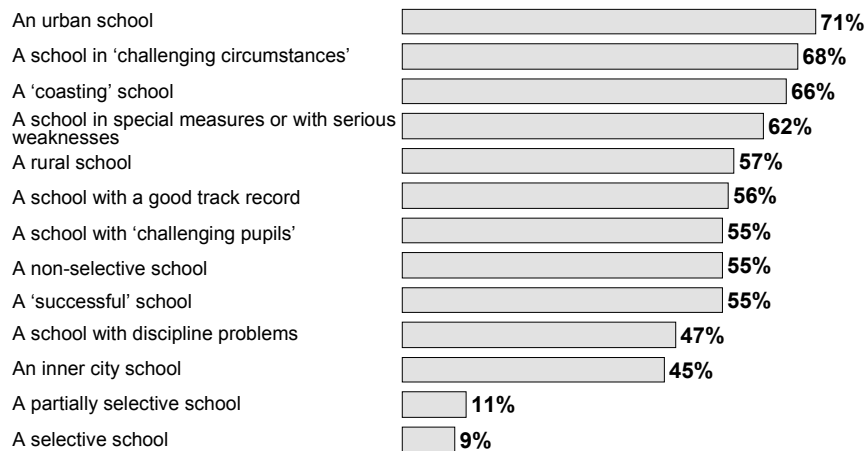
Base: All headteachers who envisage seeking a headship in another school in the next three years (159)

Source: MORI

Headteachers who work in the most deprived areas (with an IMD score of more than 30) are more likely to want to work in a school with 'challenging pupils' (76%), than headteachers (41%) who teach in more prosperous areas (an IMD score of less than 10).

Female headteachers (79%) are more likely to want to work in a school 'in challenging circumstances' than male headteachers (53%). In contrast male headteachers (76%) are more likely to want to work in a 'coasting' school, than female headteachers (58%).

The length of time spent as a headteacher does not appear to have an impact on the likelihood of headteachers wanting to lead a particular type of school. For example, those who have been a headteacher for three years or less are no more or less likely to want to work in a school in special measures or with serious weaknesses, than their longer serving counterparts.

Headteachers' reasons for choosing certain types of school are varied and do not centre on any particular theme. The most popular reason is the challenge and reward of leading a school (5%), followed by unwillingness to work in a school with challenging or discipline problems (4%) and the desire to play a part in effecting change and raising standards (4%). However it should be noted that the percentage of headteachers who gave each response is very small; as such the findings should be best taken as indicative only.

Headteachers also discussed the attractiveness of certain types of school in the qualitative research, and as with the quantitative survey, they had a range of ideas of where they might like to take up their next headship. Challenging schools are appealing to some, in particular in relation to making a difference to the pupils in the school, but it is noted that all schools bring their own challenges.

Any school is a challenge! The opportunity to 'make a difference' to students' development is the key. Selective schools were the very first Specialist Schools and there are issues there in ensuring that students in those schools do not 'tread water' and are 'challenged'; likewise partially selective. As for 'Challenging schools' it would depend upon the issue as to whether or not I wanted to 'get my teeth into it'

Headteacher, secondary school

Each school has its challenges. I would like to lead a Full Service Extended School with all kinds of community involvement making a difference to people's lives at any age

Headteacher, middle school

I could not work in a school that served a completely middle class catchment. Comprehensive education has taken up too much of my life and I still love the buzz of a student from a family that hasn't had much success actually achieving something. I do wish there could be more opposition to private schools. They are at the heart of the class divide in the UK and we are supposed to say they are fine

Headteacher, secondary school

Probably one achieving 50% or so 5 A-Cs that could do better. I've spent a lot of my life serving council estates and would quite like a change. However, there is still an appeal in taking over an academy in a fantastic new school that doesn't need patching up

Headteacher, secondary school

Other headteachers are happy in their current posts and intend to remain there for the foreseeable future, particularly if they have worked hard to improve their school.

Having worked hard to get a school and staff that are positive and moving forward I wouldn't want to have to start again establishing the basic systems etc. I'm more interested in developing from a position of relative strength. On a personal level I'm not sure whether I would want the extra workload that would be inevitable

Headteacher, junior school

Reflections on the findings

Enjoyment and confidence in the role of headteacher appears to be higher for those who initially felt prepared for their role and those who regularly network with school leaders in other schools, thus highlighting the importance of preparation for headship and the opportunities for networking.

There also appears to be a link between greater preparation and whether headteachers find their role stressful. Clearly it is essential that stress levels for headteachers, and indeed other school leaders, are kept at an acceptable level, to ensure that stress does not adversely affect their lives. Furthermore, the findings suggest that the top two reasons for school leaders not wanting to become headteachers are stress and personal priorities. Evidently there are links here with managing an effective work-life balance, which links to the Workforce Agreement and School Workforce Remodelling. It will be interesting to track whether school leaders are feeling the positive effects of this reform in the next few years. The qualitative research with headteachers identified mixed opinions depending on the phase their school had reached, and it was certainly considered one of the challenges facing headteachers. Similarly, managing new initiatives both from the government and LEAs is seen as a challenge, and it was suggested that NCSL might play a role in helping school leaders manage these new initiatives.

Mentoring appears to be well regarded by school leaders, and indeed more headteachers are being mentored than in 2001. However, there still appears to be a great demand for further mentoring, whether by other headteachers, educationalists or business mentors. That said, business mentors do not appear to be used as much as educational mentors. As we shall see in the next chapter, Headteachers in the qualitative research were certainly positive about giving all new headteachers a coach or mentor on starting their first headship, which may in some way help headteachers feel more prepared.

There may be a perception among school leaders, particularly those with little or no involvement with NCSL, that the College's primary purpose is to provide development opportunities to existing and aspiring headteachers. However, this research has shown that there are many school leaders who have no desire to take up a headship but do wish to remain in their current position either in the same school or elsewhere and therefore may feel that NCSL only has limited opportunities for them. The findings also suggest that this group of school leaders are less aware of the purpose of NCSL. Although there are training opportunities available such as 'Leading from the Middle' and the 'Established Leaders Programme', there may be some merit in developing further opportunities for "career" deputies and middle leaders, particularly in today's school where leadership responsibilities are shared amongst a range of school leaders. LEAs also mentioned this as a gap in provision for school leaders.

2) Preparation, Training and Professional Development

This chapter outlines the extent to which headteachers and school leaders feel prepared for their leadership roles. It also reviews the training and professional development opportunities available to school leaders and governors.

Summary of findings

Most headteachers say that they felt prepared for their first headship role before starting, but when they actually took up their leadership post, far fewer actually felt prepared. Nonetheless, progress appears to have been made in the past few years in terms of preparing people for school leadership: Headteachers who took up their first headship within the last five years feel they were more prepared both prior to and on taking it up, than their more experienced peers. It is interesting to note, in comparing the responses from headteachers to those from LEAs and governors, that LEAs and governors overestimate how prepared headteachers are for their first headship post.

The majority of deputy headteachers and NPQH candidates who aspire to be headteachers feel well prepared to take on the role. NPQH candidates in particular feel well prepared for headship. Deputies and NPQH candidates believe a range of experiences will have prepared them for headship. Working with a good headteacher, covering for their headteacher's absence or working as an acting headteacher are mentioned as good preparation by deputy headteachers. Headteachers in the qualitative research also feel that a dedicated 'coach' or mentor, or an induction period working alongside an experienced headteacher may help preparation for headship. NPQH candidates believe the NPQH qualification to be useful and say that it has helped to prepare them the most, along with working as a deputy or assistant headteacher or working with a good headteacher.

The majority of headteachers are satisfied with the training and support they receive. Headteachers are particularly satisfied with the support they receive from within their school, from colleagues, the senior management team and the governing body. However, lower satisfaction levels are recorded for support they receive from their LEA, the NCSL and higher education institutions. Looking at how useful headteachers find different professional development opportunities that they have participated in, the vast majority find mentoring by their governors, training from education consultants and higher education institutions, and development opportunities from the NCSL useful. Headteachers perceive the biggest barriers to training and development to be time and money. Just under half of headteachers say they do not have time to attend training and a third say they do not have the budget to spend on training for themselves.

Headteachers participate in a wide range of professional development opportunities. Most headteachers have attended training provided by their LEA and almost half have undertaken training with education consultants, the NCSL or have been mentored by another headteacher. Deputy headteachers and middle leaders appear to be undertaking fewer development opportunities than NPQH candidates. However, the majority of deputy headteachers show an interest in undertaking the NPQH programme in the future.

Preparation for school leadership

School leaders were asked how prepared they thought they were *prior* to taking up their current leadership position, and then how prepared they actually were *on taking up* their post.

Headteachers' views prior to first headship

Prior to taking up their first post as a headteacher, the majority of headteachers say they felt prepared for the role (68%), with ten percent saying they felt *very* well prepared. However, a third of headteachers did not feel prepared (32%), including nine percent who say they did not feel *at all* prepared.

The results indicate that secondary school headteachers felt more prepared prior to their first headship than primary headteachers (75% and 62%, respectively).

As shown in the table below, the proportion of headteachers who felt *very* well prepared has decreased since the first leadership survey (17% in 2001, down to 10% in 2004), but more headteachers now feel *fairly well* prepared than previously (58%, compared with 49% in 2001). As such, overall, headteachers' preparedness has not changed significantly in the last three years (68% prepared in 2004 and 66% prepared in 2001).

Table 2.1	*Thinking about your first headship, please indicate how well prepared you thought you were prior to taking up that position*		
	2004	**2001**	*% change*
Base: All headteachers	*(911)*	*(758)*	
	%	*%*	
Very well prepared	10	**17**	*-7*
Fairly well prepared	**58**	49	*+9*
Not very well prepared	23	24	*-1*
Not at all prepared	9	9	*0*
Prepared	68	66	*+2*
Not prepared	32	33	*-1*
			Source: MORI

However, a greater proportion of relatively new headteachers (those who took up their first headship in the past five years) say they felt prepared prior to taking up the position, than headteachers who have been in the post for more than five years (79% and 62%, respectively), thereby suggesting that in recent years progress has been made in terms of preparing teachers for their first post as a headteacher. The table below shows the findings in more detail.

Table 2.2　*Thinking about your first headship, please indicate how well prepared you thought you were prior to taking up that position*

| | Total | Experience as headteacher | |
		5 years or less	Over 5 years
Base: All headteachers	*(911)*	*(308)*	*(587)*
	%	*%*	*%*
Very well prepared	10	**13**	8
Fairly well prepared	58	**65**	53
Not very well prepared	23	17	**26**
Not at all prepared	9	4	**12**
Prepared	68	**79**	62
Not prepared	32	21	**37**

Source: MORI

Headteachers' views on taking up first headship

Looking at how headteachers felt *in reality* when they actually took up their first headship, the findings suggest that they were less prepared than they initially thought. Only three in five headteachers (58%) say that in reality they were prepared for their first headship and two in five headteachers (41%) found themselves unprepared.

Again, the findings suggest that some progress has been made in relation to giving headteachers the preparation they need to take up their first headship. Headteachers who took up their first headship in the last five years are much more likely to say that on reflection they felt prepared for their role, in contrast to those who have been a headteacher for more than five years (71% and 51%, respectively). The table below shows these differences in more detail.

| Table 2.3 | Thinking about your first headship, please indicate in reality how well prepared you were for that position |

		Experience as headteacher	
	Total	5 years or less	Over 5 years
Base: All headteachers	(911)	(308)	(587)
	%	%	%
Very well prepared	7	**11**	5
Fairly well prepared	51	**60**	46
Not very well prepared	30	23	**34**
Not at all prepared	11	6	**14**
Prepared	58	**71**	51
Not prepared	41	29	**48**

Source: MORI

Again, the findings indicate that secondary school headteachers are more likely than primary headteachers to say they felt prepared for their role (66%, compared with 51%).

The literature review highlights recent research which emphasises the idea that school leaders should not be expected to possess all the skills required for good leadership on taking up their first headship, but learning on the job is a fundamental key skill for school leaders (Revans 1983).

Preparing new headteachers for the role

As part of the qualitative research headteachers were asked to consider what needs to be offered to new headteachers to prepare them for the role, and a variety of suggestions were put forward. One suggestion was to offer new headteachers a high quality coach. LEAs should be made aware of the value, and offer this support right from the start. Mentoring from experienced headteachers would also be useful, as discussed previously in this report. Another suggestion by a few headteachers was some form of apprenticeship scheme, such as working as an acting head to complement NPQH, or a refresher course for those who completed NPQH some time before becoming a head.

For those who complete NPQH a little while before taking on headship it may be of value to have a couple of days between appointment and before starting to address the real issues of what actually meets you in that first few weeks as people test you out - very different from some of what is put across in NPQH! A 'refresher' course to revisit key issues may also help. If this could be attended by some first year heads who could share their early experiences it might prepare new heads for some of what they may meet

Headteacher, middle school

I would like to see an induction period, say one month in working alongside an experienced Head (at a neutral school) to observe and 'soak up' the experience

Headteacher, secondary school

There needs to be a better "apprenticeship" scheme. I would suggest a term in an acting headship role would be as good or compliment NPQH … NPQH should be accompanied by a one term sabbatical paid for by the government

Headteacher, primary school

The opportunity to visit other schools and learn how things are done differently was also highlighted as being of use, along with working with other new heads to discuss and share early experiences.

LEAs' views

When LEAs are asked how prepared they believe headteachers in their area are for their first headship the views are somewhat different to those of headteachers. The perception amongst almost all LEAs is that headteachers are prepared for their roles (90%), with nine percent saying they are *very* well prepared.

Since 2001, LEAs' views of overall preparedness for headship have not changed significantly. However, in line with headteachers' own views, the proportion of LEAs who say that headteachers are *very* well prepared has seen a large decrease from 21% to nine percent, while the proportion of LEAs that say headteachers are *fairly* well prepared has increased from 73% to 80% in 2004.[39]

Table 2.4 *Thinking generally about headteachers employed by your LEA, please indicate on the scale below how well prepared they are prior to taking up their first leadership position*

	2004	2001	*% change*
Base: All LEAs	*(96)*	*(100)*	
	%	*%*	
Very well prepared	9	**21**	*-12*
Fairly well prepared	**80**	73	*+7*
Not very well prepared	9	6	*-3*
Not at all prepared	1	0	*+1*
Prepared	90	94	*-4*
Not prepared	10	6	*+4*

Source: MORI

Governors' views

The vast majority of governors felt that their headteacher was well prepared for their current headship; 97% of governors say their headteacher was prepared, of whom 82% say that he or she was *very* well prepared. Only three percent of governors think their headteacher was not well prepared for their role.

The findings suggest governors in small or rural schools are less confident about their headteacher's preparedness for their role (70% and 77%, respectively, say their headteacher is *very* well prepared). This is compared with governors from larger or urban schools (83% and 85%, respectively). Otherwise there is general agreement amongst governors on this issue.

School leaders' preparation for their current role

Most deputy headteachers (85%), NPQH candidates (79%) and middle leaders (74%) felt prepared *prior* to taking up their current leadership position. The table below illustrates this in more detail.

	Deputy headteachers	**NPQH candidates**	**Middle leaders**
Table 2.5	*Thinking about your current leadership position, please indicate how well prepared you thought you were prior to taking up that position*		
Base: All school leaders	*(446)*	*(287)*	*(389)*
	%	*%*	*%*
Very well prepared	**21**	**19**	13
Fairly well prepared	64	61	61
Not very well prepared	12	**18**	**20**
Not at all prepared	2	2	5
Don't know/not stated	1	1	1
Prepared	**85**	79	74
Not prepared	14	**20**	**25**
			Source: MORI

Deputies who envisage becoming a headteacher are more likely to have felt prepared than those who do not have this aspiration (88%, compared with 80%).

Looking at school leaders' actual preparedness on *taking up* their current position, most school leaders say they felt prepared. Around three-quarters of deputy headteachers (76%), NPQH candidates (77%) and middle leaders (73%) say *in reality* they felt prepared for their leadership role. The table below shows this in more detail.

Table 2.6	*Thinking about your current leadership position, please indicate in reality how well prepared you were for that position*		
	Deputy headteachers	**NPQH candidates**	**Middle leaders**
Base: All school leaders	*(446)*	*(287)*	*(389)*
	%	*%*	*%*
Very well prepared	19	17	12
Fairly well prepared	57	60	61
Not very well prepared	18	19	23
Not at all prepared	4	3	3
Don't know/not stated	3	1	1
Prepared	76	77	73
Not prepared	22	22	26

Source: MORI

Deputy headteachers say they were less prepared in reality than they envisaged before taking up their current position (85% prior to, and 76% on taking up the role). However, there are no differences for either NPQH candidates or middle leaders in terms of preparedness before and during their current role.

Looking across subgroups, the main differences are in the perceptions of deputy headteachers. The findings suggest that female deputy headteachers are more likely to say they felt prepared for their role than male deputy headteachers (79% and 71%, respectively).

Looking ahead – preparation for headship

The majority of deputy headteachers (77%) and NPQH candidates (87%) who wish to become a headteacher feel well prepared to take up a headship.

Generally, the findings suggest that NPQH candidates feel more prepared than deputy headteachers. However, deputy headteachers are more likely than NPQH candidates[40] to say they feel *very* well prepared for headship. The table below shows this in more detail.

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[40] 64% of the NPQH sample were deputy or assistant headteachers at the time of the survey.

Table 2.7	*In general terms, how well prepared do you feel you are to take up a headship?*	
	Deputy headteachers	**NPQH candidates**
Base: All school leaders who envisage becoming a headteacher	*(251)*	*(248)*
	%	*%*
Very well prepared	**22**	13
Fairly well prepared	55	**74**
Not very well prepared	**21**	13
Not at all prepared	2	0
Don't know/not stated	*	*
Prepared	77	**87**
Not prepared	**23**	13

Source: MORI

* denotes a value of less than one percent but greater than zero.

When thinking about what will be important in preparing them for headship, deputies mention a range of experiences. A quarter of deputies (26%) believe working with a good headteacher or a variety of headteachers as the most important experience for preparing them for their own headship. A fifth (22%) also mention covering for their headteachers' absence or working as an acting headteacher as important preparation, as is the NPQH programme (mentioned by 20%). The role of deputy headteacher itself is also considered important preparation for promotion to headteacher (15%), while a similar proportion (12%) mention attending various leadership courses and seminars as good preparation. Being a member of a good senior leadership team is also mentioned by 11%, and being involved with other staff and performance management is also seen as important (10%).

Other experiences mentioned by less than ten percent of deputies include undertaking various roles within the school (7%), being involved with budgetary and financial management in the school (7%) and working in a variety of schools throughout their career (7%).

As with deputy headteachers, NPQH candidates mention a variety of experiences that have helped them feel prepared for headship. Taking the NPQH programme is the most cited experience, with 34% saying this, followed by the role of deputy or assistant headteacher[41] (29%), working with a good headteacher (22%), attending various leadership courses and seminars (15%), practical experience in their current role (15%), and being involved with other staff and performance management (10%).

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[41] 64% of the NPQH sample were deputy or assistant headteachers at the time of the survey.

Other experiences mentioned by under ten percent of NPQH candidates include being mentored, shadowing colleagues, networking and visiting other schools (8%), dealing with governors or being a governor themselves (8%), being a member of a close knit senior management team (7%), dealing with budget and financial issues (7%), and having responsibilities for whole school management (7%).

Other areas of training needed for middle managers

When asked to consider other areas where training may be needed for middle management, there are a variety of suggestions. However, 14% of middle leaders said that no further NCSL courses are required. People management issues are mentioned by three percent of middle leaders. Three percent would also like more information to enable middle leaders to make a choice (3%).

Training for governors

Most governors have received some form of training for their role. Four in five governors (79%) say they have received a great deal or fair amount of training for their role as a school governor. In total, almost all (97%) say they have received some form of training. There is no variation by different types of governor.

The proportion of governors who have received training for their role has not changed significantly since 2001, when 95% said they had received some training for their role[42].

Of those who have received training for their role as a school governor, the vast majority found it useful; 92% rate the training useful, with 42% rating it *very* useful. Only seven percent consider the training not to be useful. The chart below shows this in more detail.

Usefulness of school governor training

Q If you have received training, in general how useful did you find it?

		2001 (%)
Very useful	42%	43
Fairly useful	50%	34
Not very useful	7%	21
Not at all useful	*%	3
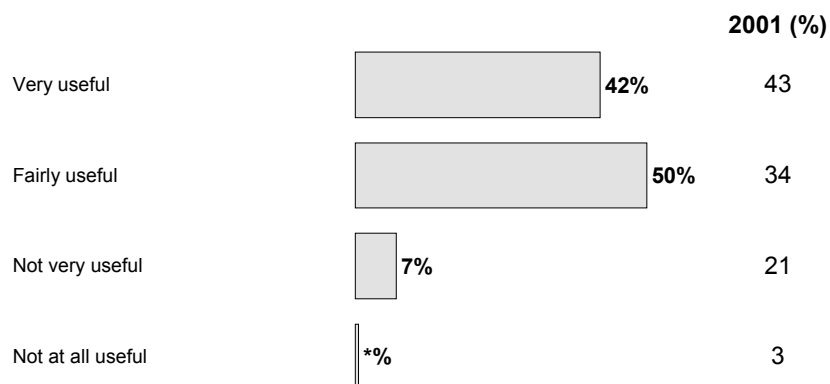
Base: All governors who have received some form of training for their role (2004: 467; 2001: 190)
* Denotes a value of less than one percent but not zero

Source: MORI

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[42] In the 2001 survey, Governors were asked "Have you received any training for your role as a school governor? Yes or No". Therefore 95% of Governors said Yes.

Governors who had either a great deal or a fair amount of training are much more likely to consider the training useful than those who only had received a limited amount of training (97% and 68%, respectively).

Although the proportion of governors who say they have had training for their role has remained unchanged since 2001, the proportion who rate their training as useful has significantly increased. Over nine in ten governors (92%) now rate their training as useful, compared with 77% in 2001.

Areas of governor training

Governors who have received some form of training for their role appear to have covered a range of topics. The majority of governors have been trained on performance management (68%), finance or budget management (57%), the governors' role in strategic leadership (57%) and about monitoring and evaluation (51%). Fewer governors have received training in the role of committees and delegation (46%), selecting and appointing staff (46%) and taking effective meetings (43%). The chart below shows this in further detail.

Areas of governor training

Q In which of the following areas, if any, have you received training and/or development in your role as a school governor?

Area	Percentage
Performance management	68%
Finance/budget management	57%
Governor's role in strategic leadership	57%
Monitoring and evaluation	51%
Committees and delegation	46%
Selecting and appointing staff	46%
Effective meetings	43%
Using performance data to set targets	41%
Understanding the school curriculum	33%
Health and safety	31%
Meeting children's special education needs	30%
Policy making	19%
Other	12%
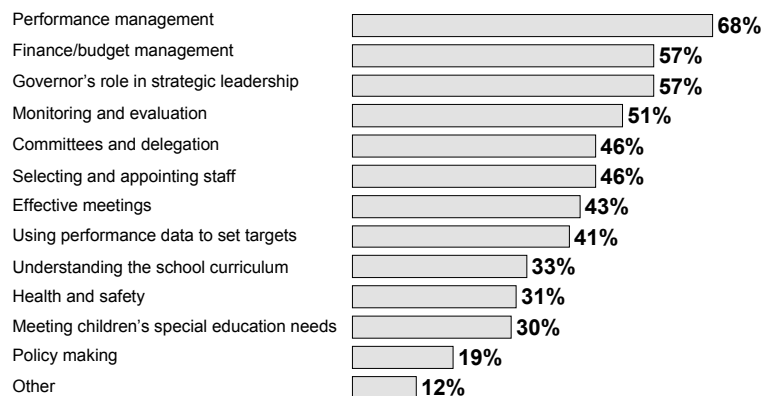
Base: All governors (467)

Source: MORI

Length of time as governor appears to impact on the types of training received. Governors with five or more years' experience in the role are more likely than less experienced governors to have been trained about performance management (72%, compared with 59%), the governors' role in strategic leadership (61%, compared with 48%) and committees and delegation (50%, compared with 34%).

Governors who are aware of the purpose of NCSL are more likely than those with low awareness to have been given training on their role in strategic leadership (66%, compared with 52%), monitoring and evaluation (60%, compared with 47%), using performance data to set targets (51%, compared with 35%) and meeting children's special educational needs (37%, compared with 26%). However, it is unclear whether governors' awareness of NCSL stems from

the types of training they have received, or whether their awareness of the College has led them to take particular training.

The subject of governor training was touched upon in the qualitative research. Headteachers have differing views about the training their governors receive. Some headteachers believe that an important issue in the provision of training for governors is that governors come from a vast range of backgrounds and therefore some training will not be suitable for all. Other headteachers mentioned the time commitment that governors must give to be able to fit training into their lives.

> *There is training on offer but of very mixed quality. However, I can see the problem as there is a huge divergence in the experience and ability of governors. e.g. in my case one of my governors is semi-literate and another (is) head of a relatively high powered organisation*
>
> Headteacher, junior school

> *They [governors] need support other than just being asked to attend courses or receive one whole Governing Board training event from the LEA*
>
> Headteacher, junior school

> *They [governors] really require regular training and updates, but it is fitting this in to an already busy schedule. We are working on this and have put into the plan for governor development what we see as the priorities so hopefully there is some way forward*
>
> Headteacher, infant school

Delivery of governor training

Delivery of training and support for school governors appears to be quite varied. Most governors have attended courses run by the local council (85%) and have liaised with governor support services (67%). Most governors' schools also regularly include governor training as an agenda item at their meetings (58%) and give governors access to shared information (56%). Governors' training also appears to be done jointly with other governors (51%).

Less common approaches to governor development are telephone support systems (14%), mentoring systems (13%) and distance learning packages (5%).

Delivery of governor training

Q   And which, if any, of the following approaches are being used to deliver training and/or support the development of school governors in your school?

Courses run by the local council	85%
Liaison with governor support services	67%
Inclusion of governor training as a regular agenda item	58%
Access to shared information	56%
Joint training with other governors	51%
Links with other schools	27%
Joint training with other school leaders e.g. headteachers, aspiring headteachers	24%
Telephone support systems	14%
Mentoring systems	13%
Distance learning packages	5%
Other	7%
Don't know/not stated	1%
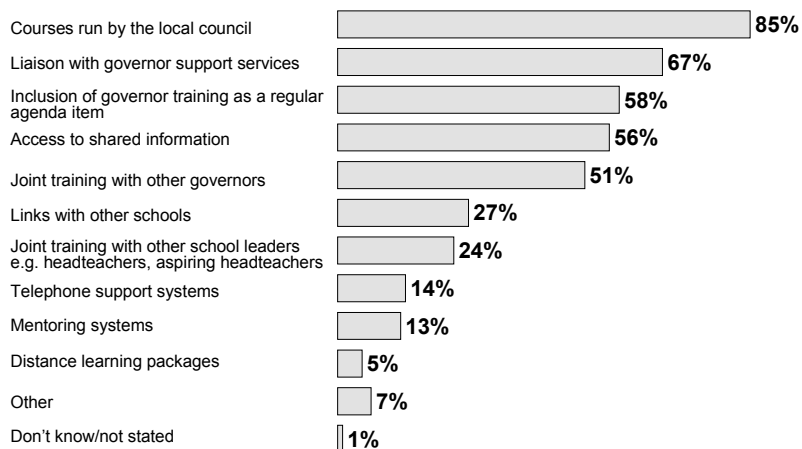
Base: All governors who have received some form of training for their role (467)   Source: MORI

Usage of the different approaches to governor development is fairly consistent across the different types of school governor.

Professional development opportunities

Current provision for headteachers

Headteachers participate in a wide range of professional development opportunities. Three-quarters of headteachers (74%) have undertaken training delivered by their LEA, and just under half (48%) have taken up training from Education Consultants in the last three years. Since 2001, almost half of headteachers (47%) have undertaken training provided by NCSL. The chart below shows this information in greater detail.

Headteachers' professional development opportunities

*Q Which, if any, of the following professional development opportunities have
you participated in, in your role as headteacher during the past three years?*

	% Net change 2001-2004
Training from Local Education Authorities (LEAs)	74% +13
Training from Education Consultants	48% =
Development offered by National College for School Leadership (NCSL)	47% N/A
Mentoring from other headteachers	46% +7
Mentoring from business or other mentors	20% -2
Training from Higher Education Institutions	13% -13
Mentoring by one of your governors	9% N/A
LPSH	2% N/A
DfES	1% N/A
Specialist Schools Trust/Conference	1% N/A
Other	9% N/A
None of these	4% N/A
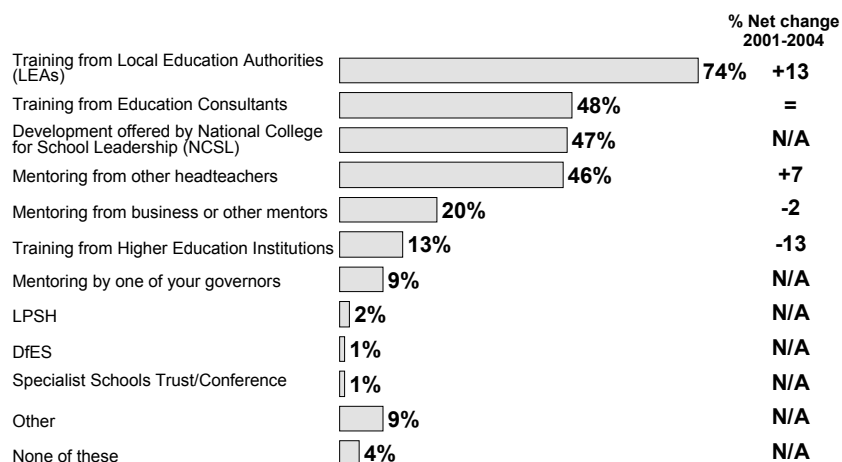
Base: All headteachers (911)   Source: MORI

There have been significant changes in the take up of various professional development opportunities since 2001. For example:

- More headteachers have undertaken training provided by the LEA (74% compared with 61% in 2001);

- More headteachers have been mentored by other headteachers (46% compared with 39%); and,

- Fewer headteachers have undertaken training from higher education institutions (13% compared with 26%).

Overall, headteachers have found the professional development opportunities that they have taken up in the last three years to be useful. The majority of headteachers say that being mentored by a governor is useful for school leaders (93%), as is training provided by education consultants (92%). Of less use for headteachers is mentoring by people in business, however, over half of headteachers who had experienced this say it was useful (61%). The chart below shows headteachers' ratings in more detail.

Usefulness of headteachers' professional development

Q   For each one you have participated in, how useful were they to you as a school leader?
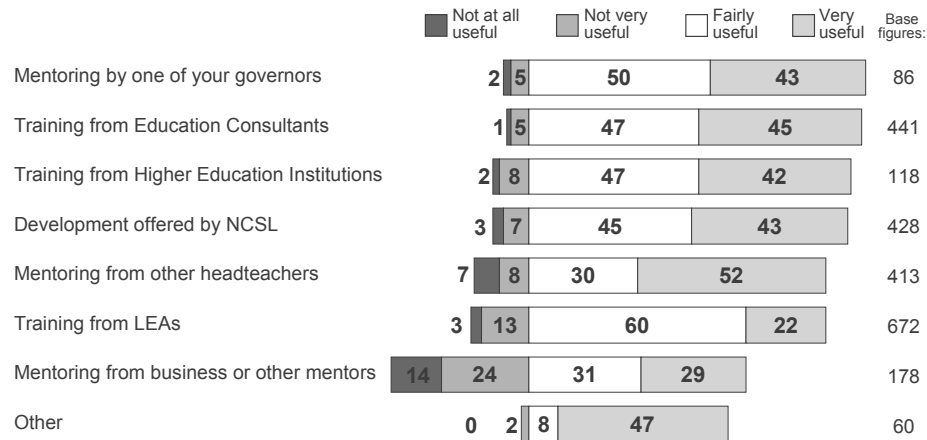
	Not at all useful	Not very useful	Fairly useful	Very useful	Base figures:
Mentoring by one of your governors	2	5	50	43	86
Training from Education Consultants	1	5	47	45	441
Training from Higher Education Institutions	2	8	47	42	118
Development offered by NCSL	3	7	45	43	428
Mentoring from other headteachers	7	8	30	52	413
Training from LEAs	3	13	60	22	672
Mentoring from business or other mentors	14	24	31	29	178
Other	0	2	8	47	60

Base: All headteachers who participated in this professional development opportunity

The qualitative research touched upon professional development for headteachers, and one of the main themes was the varying quality of training on offer. Headteachers are wary of wasting both time and money on poor quality training.

> *LEA (training courses) vary in quality so I am more reluctant to attend unless it is an area I need briefing on. We have all experienced poor training that is a waste of our time*
>
> Headteacher, special school

> *Uncertainty of course quality is a major factor. Scripted delivery and poor presentation skills can frustrate. I know in [my county] which advisers to send my staff to and which not! Further a field is more of a gamble*
>
> Headteacher, primary school

LEA training is considered useful by some due to its local venues and focus on local initiatives. However, there was scepticism among some headteachers about the reason for providing this training.

> *Usually I don't have to travel far to the venue [for LEA training] - thereby keeping down costs. The courses always seem to be on subjects which exercise the vast majority of people in the LEA too*
>
> Headteacher, primary school

So many LEA led courses are driven by a need to make
money to sustain adviser roles and as such cost a great deal
to us and can deliver very little in terms of impact!

Headteacher, primary school

Headteachers have had good experiences of training from a variety of providers, particularly education consultants and National Association of Headteachers (NAHT).

The course I remember and enjoyed attending were quality
speakers with original presentation and a sense of humour -
Alistair Smith, Tim Brighouse etc

Headteacher, middle school

I have been on some good courses run by the NAHT on
issues that I needed clear practical advice on, like personnel
issues

Headteacher, special school

I really enjoy good quality training. I find it motivational
and refreshing having professional dialogues on a whole
range of subjects

Headteacher, middle school

School leaders' participation in professional development opportunities

School leaders participate in a range of development opportunities for their role. Training provided by LEAs is the most frequently used form of development for deputies, NPQH candidates and middle leaders. Mentoring from a headteacher is also used by just under half of deputies and NPQH candidates, but is much less common for middle leaders. Deputies and NPQH candidates frequently undertake training provided by education consultants and that provided via NCSL development programmes. However, very few school leaders receive training from higher education institutions, mentoring from business leaders or governors.

	Deputy headteachers	NPQH candidates	Middle leaders
Table 2.8 — *Which, if any, of the following development opportunities have you participated in, in your role as a school leaders during the past three years?*			
Base: All school leaders	*(446)*	*(287)*	*(389)*
	%	*%*	*%*
Training from LEAs	62	75	63
Mentoring from a headteacher	46	48	28
Training from education consultants	41	46	48
Development offered by NCSL	30	46[43]	15
Training from higher education institutions	21	23	19
Mentoring from business or other mentors	3	7	4
Mentoring by one of your governors	3	4	2
None of these	11	7	13

Source: MORI

Those more likely to have been mentored by a headteacher are:

- female deputy headteachers and middle leaders (51% and 31%, respectively); and,

- deputy headteachers and middle leaders in primary schools (56% and 37%), respectively)

LEA training is most frequently taken up by:

- female deputy headteachers and middle leaders (both 67%);

- deputies and NPQH candidates who feel prepared to take up a headship (65% and 79%, respectively);

- deputies, NPQH candidates and middle leaders in primary schools (71%, 83% and 80%, respectively); and,

- NPQH candidates in urban schools (78%).

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[43] Other than NPQH.

NCSL development programmes are most likely to have been undertaken by:

- deputies and middle leaders who envisage becoming a headteacher (40% and 29%);

- male NPQH candidates (55%); and,

- middle leaders in secondary schools (21%).

School leaders are positive about the professional development opportunities they have participated in. Above all else, mentoring from a headteacher is regarded as the most useful professional development opportunity. In contrast, LEA training is less likely to be rated useful.

Middle leaders are least positive about NCSL development opportunities with 11% saying they were not useful to them. However, NPQH candidates and deputy headteachers are very positive with over nine in ten of each rating NCSL programmes useful. The table below shows this in more detail.

Table 2.9	*For each one you have participated in, how useful were they to you as a school leader?*		
	Deputy headteachers	**NPQH candidates**	**Middle leaders**
Base: All school leaders who have participated in this professional development opportunity in the past three years	*%*	*%*	*%*
Mentoring from a headteacher	*(207)*	*(138)*	*(108)*
Very useful	**78**	**88**	66
Fairly useful	**18**	10	**31**
Not useful[44]	2	0	4
Development offered by NCSL	*(134)*	*(132)*	*(60)*
Very useful	**62**	**71**	47
Fairly useful	29	27	**37**
Not useful	7	2	11
Training from higher education institutions	*(95)*	*(66)*	*(73)*
Very useful	44	45	**58**
Fairly useful	**45**	**50**	34
Not useful	7	4	8
Training from education consultants	*(185)*	*(132)*	*(187)*
Very useful	39	43	37
Fairly useful	49	47	**52**
Not useful	13	8	10
Training from LEAs	*(277)*	*(215)*	*(245)*
Very useful	28	27	29
Fairly useful	58	61	59
Not useful	12	10	11

Source: MORI

Professional development opportunities offered by LEAs

Over nine in ten LEAs offer networking opportunities (95%), training and development courses (95%), mentoring by educationalists (94%), and involvement in LEA initiatives (93%). Fewer LEAs offer interim management or deployment opportunities to other schools (78%), support groups (75%), and

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[44] A combination of "not very useful" and "not at all useful"

international visits (61%). Very few LEAs, however, offer action learning sets[45] (21%) or mentoring by those not directly involved with education (13%).

There has been an increase in the availability of some development opportunities offered by LEAs since 2001. International visits now appear to be more widely available than in 2001 (16% increase), as is networking (14% increase), training and development courses (11% increase), interim management and deployment to other schools (11% increase), and mentoring by educationalists (7% increase). However, since 2001 there has been a decrease in the availability of action learning sets (7% decrease) and mentoring by members of the business community or other mentors (22% decrease). However, this decrease in availability may be in part due to the relatively low levels of involvement with business mentors found in the baseline survey as there appeared to be relatively lower levels of demand (22% of headteachers, 8% of NPQH candidates and 13% of middle leaders had been mentored by a business person). Table 2.10 below shows these differences in more detail.

Table 2.10	Which of the following planned and programmed professional development opportunities are offered by your LEA?		
	2004	**2001**	**% change**
Base: All LEAs	*(96)* *%*	*(100)* *%*	
International visits	61	46	**+15**
Networking	95	81	**+14**
Training and development courses	95	84	**+11**
Interim management/ deployment to other schools	78	67	**+11**
Mentoring by educationalists	94	87	**+7**
Involvement in LEA initiatives	93	90	+3
Support groups	75	81	-6
Action learning sets	21	14	**-7**
Business/other mentoring	13	35	**-22**
			Source: MORI

LEAs consider much of the professional development opportunities that they offer to school leaders as being *very* useful. The most useful opportunities according to LEAs are networking and interim management or deployment to other schools (71% of LEAs rate both these as *very* useful). LEAs consider international visits least useful. The table below shows this in more detail.

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[45] Action learning sets comprise a group of people in similar roles who meet regularly to discuss issues.

Table 2.11   *For each professional development opportunity you offer, how useful do you consider it to be?[46]*

Base: All LEAs that offer this professional development opportunity	Very useful	Fairly useful	Not very useful[47]
	%	%	%
Networking (base size 91)	71	26	0
Interim management/deployment to other schools (base size 75)	71	24	1
Support groups (base size 72)	63	32	1
Involvement in LEA initiatives (base size 89)	61	34	3
Mentoring by educationalists (base size 90)	60	38	1
Training and development courses (base size 91)	52	42	2
International visits (base size 59)	29	59	10

Source: MORI

Overall, LEAs are positive about their CPD programme for school leaders. Over a third rate their programme as *very* useful (35%) with another three fifths (58%) who rate it as fairly useful. Only five percent of LEAs see their programme as *not very* useful and none rate it as *not at all* useful.

Providers of LEA professional development opportunities

LEAs use a variety of external organisations to meet the professional development needs of school leaders. However, NCSL and individual consultants are by far the most frequently used (both 84%). Two-thirds of LEAs (67%) also use higher education institutions for providing professional development of school leaders. Other providers used by under half of LEAs include other LEAs (38%), professional associations (30%) and organisations in the private or public sector with links to industry (24% and 9%, respectively). Fewer still use in-house expertise (3%) or the DfES (2%).

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[46] As only very small numbers of LEAs offer business and other mentoring, and action learning sets, these have not been included in the table.

[47] No LEAs rated development opportunities as "not at all useful".

Providers of LEA professional development opportunities

Q In making provision for the professional needs of existing and aspiring school leaders in your LEA which, if any, of the following external providers have you recently used?

2001
figures

Individual consultants	84%	89%
NCSL	84%	N/A
Higher education institutions	67%	83%
Other LEAs	39%	57%
Professional associations	30%	42%
Organisations in the private sector with connections to industry	24%	62%[1]
Organisations in the public sector with connections to industry	9%	33%[2]
In house/own course/expertise	3%	N/A
DfES	2%	N/A
Other	13%	10%
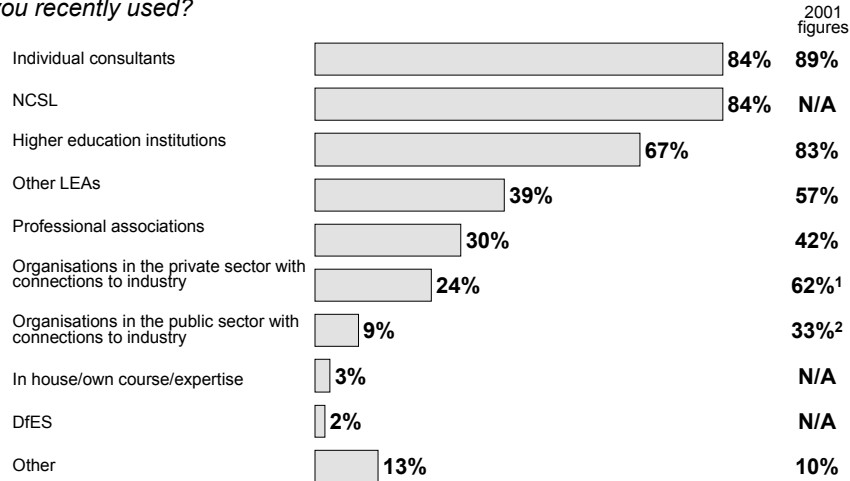
Base: All LEAs (96*)   [1] In the 2001 survey, LEAs were asked about "Organisations in the private sector"
*small base   [2] In the 2001 survey, LEAs were asked about "Organisations in the public sector" Source: MORI

Since 2001, LEAs appear to have changed the organisations to which they look to for providing development opportunities to school leaders. There have been decreases in the proportions of LEAs using other LEAs (down 18%); higher education institutions (down 16%), organisations in the private sector linked to industry[48] (down 38%), organisations in the public sector linked to industry[49] (down 24%), and professional associations (down 12%). However, the findings suggest that LEAs are now using NCSL instead of these other training providers, which is now much more established in its role than was the case in 2001, as 84% of LEAs are using the College's development opportunities.

Perceptions of gaps in provision

When asked to think about what gaps there may be in the provision of support for school leaders' development, LEAs identify numerous issues, but very few are mentioned by more than one in ten LEAs. The most frequently cited is support and training for deputy, assistant and acting headteachers, mentioned by 14% of LEAs, and support and training for aspiring school leaders, mentioned by one in ten (10%) LEAs. Better joining up of LEA and external training providers such as NCSL was mentioned by 6% of LEAs as a gap, followed by additional training and support for school leaders who do not wish to become headteachers (5%).

Other gaps mentioned by less than five percent of LEAs include:

• More support and training for middle leaders (4%);

• Limited LEA resources (4%);

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[48] In the 2001 survey, LEAs were asked about "Organisations in the private sector".
[49] In the 2001 survey, LEAs were asked about "Organisations in the public sector".
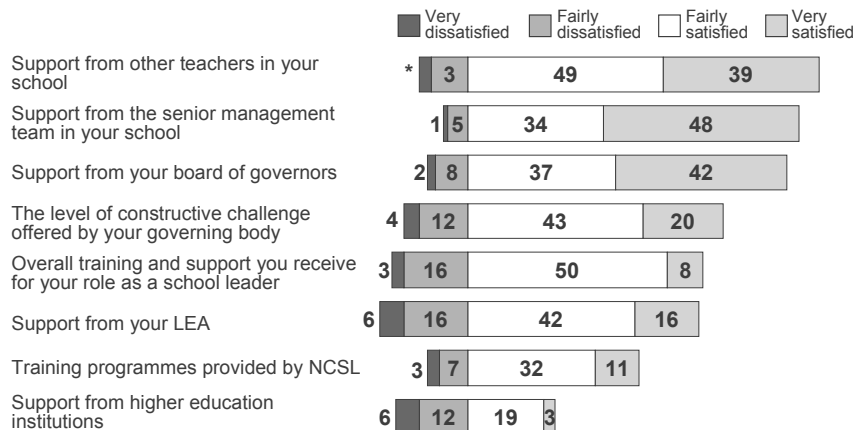
- More flexible or regional Headteacher Induction Programmes (HIP) (4%);

- More practical courses for school leaders, such as for budgets, personnel issues and resolving conflicts (3%);

- More use of external consultants and the private sector (3%); and,

- More mentoring for new headteachers (3%).

Training and support for headteachers

The majority of headteachers are satisfied with the support and training they receive from a variety of sources. Headteachers are particularly satisfied with the support they receive from within their own school, such as the senior leadership team, other teachers on their staff and the board of governors. However, satisfaction levels are lower in relation to support they receive from their LEAs and higher education institutions.

Headteachers' satisfaction with training and support

Q   To what extent are you satisfied or dissatisfied with each of the following?

	Very dissatisfied	Fairly dissatisfied	Fairly satisfied	Very satisfied
Support from other teachers in your school	*	3	49	39
Support from the senior management team in your school	1	5	34	48
Support from your board of governors	2	8	37	42
The level of constructive challenge offered by your governing body	4	12	43	20
Overall training and support you receive for your role as a school leader	3	16	50	8
Support from your LEA	6	16	42	16
Training programmes provided by NCSL	3	7	32	11
Support from higher education institutions	6	12	19	3

Base: All headteachers (911)

* Denotes a value of less than half a percent but not zero

Source: MORI

Three in five headteachers (58%) are satisfied overall with the training and support they receive as a school leader, compared with a fifth (19%) who are dissatisfied. The findings suggest that headteachers who are particularly satisfied with the overall support and training they receive are advocates of NCSL (69%, compared with 33% of critics), are involved with NCSL (68%, compared with 53% of those not involved with the College), were prepared for their role (66%, as opposed to 47% of unprepared headteachers), network with other headteachers (63%, compared with 47% of non-networkers) and lead primary schools (61%, compared with 55% of secondary headteachers).

Satisfaction with NCSL training programmes

Two in five headteachers (43%) are satisfied with the training programmes provided by NCSL, and only nine percent are dissatisfied. However, almost half of all headteachers are non committal (29% say they are neither satisfied nor dissatisfied and 18% say they do not know).

Satisfaction with NCSL training programmes differs by key characteristics of headteachers, such as length of time in headship, advocacy of NCSL, preparedness for headship and involvement with NCSL. The table below shows these differences in more detail.

Table 2.12 *To what extent are you satisfied or dissatisfied with training programmes provided by NCSL?*

	Satisfied	Dissatisfied
Base: All headteachers (911)	*%*	*%*
Total	**43**	**9**
Under 3 years' experience as a headteacher	**48**	12
3-5 years' experience as a headteacher	**55**	9
6-10 years' experience as a headteacher	41	9
Over 10 years' experience as a headteacher	36	9
Advocate of NCSL	**78**	0
Critic of NCSL	11	**52**
Prepared for headship	**47**	9
Not prepared for headship	37	10
Involved with NCSL	**72**	28
Not involved with NCSL	6	**11**

Source: MORI

Satisfaction with support from colleagues, the LEA and higher education institutions

Headteachers are generally satisfied with the support they receive from their school, such as their school leadership teams, other teachers and school governors. However, satisfaction levels for the support from their LEA and higher education institutions are lower.

Four in five headteachers (82%) are satisfied with the level of support they receive from the senior management team of their school, whereas only six percent are dissatisfied with the support.

There are quite a few differences by classification of headteacher, for example, headteachers of relatively deprived schools (i.e. with a high proportion of free school meals and situated in an area of deprivation) are more likely to be satisfied with their senior management team's support than in schools in more affluent areas (98% of headteachers of schools where over 40% of school meals are free, compared with 80% of those leading schools with 20% or less of school meals being free).   In addition, headteachers of secondary schools (88%) and urban schools (87%) are more satisfied with their senior management team than primary (77%) and rural school (74%) headteachers.

The qualitative research with headteachers also touched upon the importance of support from the leadership team.

> *At present I have five key leadership roles within the school. They question what we do, think about what we need to go, help to define the vision and offer invaluable support to me*
>
> Headteacher, junior school

Satisfaction with other teachers' support is high (87%) and is consistent across the different types of headteacher.   Only three percent of headteachers are dissatisfied with support from the rest of their staff

Furthermore, the majority of headteachers (79%) are satisfied with the support they receive from their board of governors.   Headteachers who work in large schools (88%), and have been a headteacher for over five years (81%) are more satisfied with their governing body's support, compared with headteachers of small schools (75%) and less experienced headteachers (71%).

This high level of satisfaction with the support from their governing body is also illustrated by the findings from the qualitative research with headteachers.

> *The new Governing Body has asked more questions, offered more support and been seen in school more in (the last) ten days than the previous six months. I am confident they will provide support, ideas and promote reflection*
>
> Headteacher, middle school

> *I have been lucky with my current Governing Body. Some excellent professional people who are able to provide very real support but are not too intrusive*
>
> Headteacher, secondary school

The literature review also examined different studies which highlight the support headteachers receive from their staff, and the work leaders have to do to win and sustain the confidence of their staff, (Blase and Blase 1998, Leithwood et al 1999, Lambert et al 2002).

Although satisfaction with support given by the governing body is high, satisfaction with the level of constructive challenge offered by governors is lower; three fifths (63%) say they are satisfied, compared with 16% who are dissatisfied. The findings from the research suggest that headteachers who have been in their post for a relatively short time are less satisfied with the level of constructive challenge the governing body offers, than those who have been in the post for three or more years (45%, compared with 66%).

Headteachers in the qualitative phase were also positive about their governors and the role they play within the school.

> *Governors and especially the chair have a role to play.*
> *They can be the honest, balanced critical friend*
>
> Headteacher, primary school

Three fifths of headteachers (58%) are satisfied with the support they receive from their LEA, compared with 22% who are dissatisfied. The findings indicate that female headteachers are more satisfied with their LEA's support than male headteachers (64% and 52%, respectively), as are headteachers in rural schools (64%, compared with 55% of headteachers in urban schools). Similarly, the findings suggest that primary school headteachers are more satisfied than secondary school headteachers with the support they receive from their LEA (62% and 53%, respectively).

Headteachers appear to be unsure as to whether they are satisfied with the support they receive from higher education institutions. Around a quarter of headteachers (22%) are satisfied, compared with 18% who are dissatisfied. However, most headteachers are noncommittal, with two fifths (39%) saying they are neither satisfied nor dissatisfied, and 22% gave no opinion. However, the research has found that only 13% of headteachers have participated in professional development opportunities provided by higher education institutions, and therefore it may be hypothesised that many headteachers have little or no contact with them.
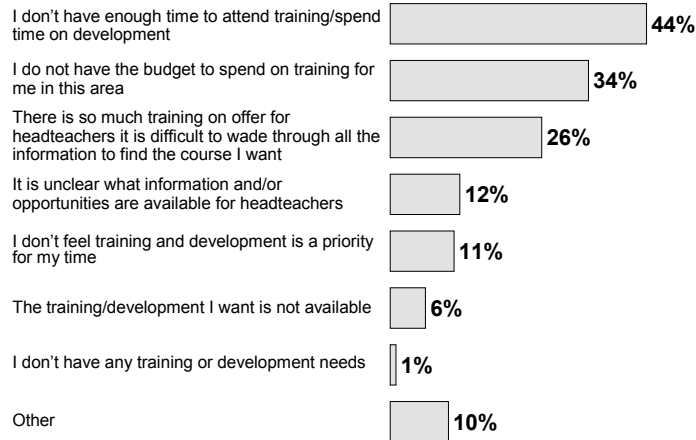
Barriers to training and development

The biggest barriers to receiving training and development for headteachers are time and money. Over two in five headteachers (44%) say they do not have enough time to attend training or to spend on development, while a third (34%) say they do not have the budget for their own training.

A quarter of headteachers (26%) believe there is so much training on offer that it is difficult to wade through all the information to find the course they want, and 12% say that it is unclear what opportunities are available for headteachers. Only one in ten (11%) say that they do not feel training and development is a priority for their time.

Barriers to headteachers' training and development

Q Which, if any, of the following issues prevent you from receiving the training and development you need on leadership and management for your role as a headteacher?

Barrier	Percentage
I don't have enough time to attend training/spend time on development	44%
I do not have the budget to spend on training for me in this area	34%
There is so much training on offer for headteachers it is difficult to wade through all the information to find the course I want	26%
It is unclear what information and/or opportunities are available for headteachers	12%
I don't feel training and development is a priority for my time	11%
The training/development I want is not available	6%
I don't have any training or development needs	1%
Other	10%

Base: All headteachers (911)   Source: MORI

Less experienced headteachers are most likely to feel that lack of time is an issue for their training (50%, compared with 39% of headteachers with over ten years' experience), while headteachers of primary (42%) or small schools (49%) feel budget issues are more of a barrier than secondary headteachers (22%) or those leading schools with a thousand or more pupils (21%).

A similar trend was found in the qualitative research. Headteachers frequently mentioned time and money as their biggest barriers to undertaking training.

If I spend time out of school on a day when I teach (3 per week) it costs me in course costs and extra supply. A double whammy

Headteacher, primary school

Other barriers mentioned include uncertainty about the quality of course.

*Attending too many courses run by identikit presenters
following government scripts where each section is pre-timed.
The courses I remember and enjoyed attending were quality
speakers with original presentation and a sense of humour,
not people running through their slides on a laptop and
projector which often fails to operate in the way it is
supposed to work*

Headteacher, middle school

The location of training sessions can be a barrier for some, as most headteachers prefer to do training in their local area. Cost of travel, accommodation and time away from the family are all concerns.

*If there is a course on in London or somewhere I just don't
go because I'd have to get there (time, effort and money), be
accommodated (again usually expensive) and then get back
here [the north of England]*

Headteacher, primary school

Attitudes to and experience of the NPQH qualification

The majority of deputy headteachers show an interest in the National Professional Qualification for Headship (NPQH) programme. However, middle leaders appear less interested.

Fifty per cent of deputy headteachers responding to the survey have either completed, are currently studying or have applied to study for NPQH. Another 16% of deputies have not yet applied but intend to. Three in ten deputies (31%) have no plans to apply for the course.

The proportion of deputy headteachers who have completed NPQH has increased since 2001; 32% in 2004 compared with 15% in 2001. This may be due to the programme now being compulsory for school leaders wishing to become headteachers.

The vast majority of deputy headteachers (97%) who envisage becoming a headteacher in the future have either completed, currently studying, have applied or are about to apply for NPQH. Deputy headteachers who have no plans to undertake the NPQH programme are those who have no desire to become a headteacher in the future (76%), have been a deputy for over ten years (56%, compared with 18% of those with under three years' experience) and are least aware of NCSL (58%, compared with 23% of deputies aware of NCSL).

The pattern of applications for NPQH is different for middle leaders; just one in ten middle leaders (10%) have either completed, are currently studying or have applied to study NPQH, with a further quarter (25%) intending to apply at some point. Two-thirds of middle leaders (64%) have no intention of applying to take the qualification.

As with deputy headteachers, middle leaders with aspirations of headship are more likely to be interested in NPQH (51%) than those who do not wish to become a headteacher (10%). Secondary school middle leaders are also more likely than primary middle leaders to want to apply for NPQH (31% and 18%, respectively). The findings also indicate that middle leaders with no intention of applying for NPQH are more likely to be working in primary schools (73%, compared with 55% of middle leaders in secondary schools), or teach in the most deprived areas (76%, compared with 58% of middle leaders in the most affluent areas).

Headteachers who participated in the qualitative research discussed their experiences of NPQH. Most of these headteachers had not taken NPQH themselves, but many of their staff had completed the programme or were part way through, and were pleased with the results.

> *I did not have the benefit of NPQH but worked with a Deputy that did. I thought the input was worthwhile and relevant to what the school was doing - certainly had an impact*
>
> Headteacher, special school

> *I did not undertake NPQH. However, I have now worked with two deputies who have both undertaken it. It has had a significant impact on our school and how they view the role of both Ht and Deputy*
>
> Headteacher, junior school

> *I did undertake NPQH just prior to headship and can honestly say it was one of the best forms of professional development I've experienced in many years. It motivated and encouraged me to think about where I wanted to go and enabled me gain information, skills through the training. Often professional development is about the here and now not developing you for future roles*
>
> Headteacher, infant school

Views on NPQH

The vast majority of NPQH candidates rate the programme as useful (98%), with two-thirds (65%) rating it as *very* useful. Only two percent of candidates say it was not useful. Those who are advocates of the College are more likely to rate the programme as *very* useful than those who remain neutral (82%, compared with 37%).

Usefulness of NPQH

Q Thinking about NPQH as a whole, how useful, if at all, have you found this programme?

Very useful	**65%**
Fairly useful	**33%**
Not very useful	**2%**
Not at all useful	**0%**
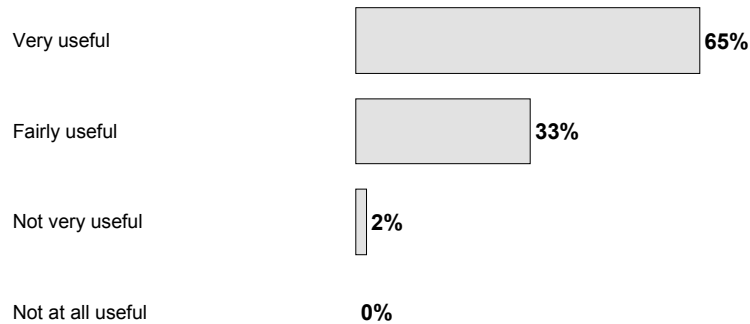
Reflections on the findings

Some progress appears to have been made in terms of preparing school leaders for headship, albeit only slight. Given how important feeling prepared for headship appears to be in terms of affecting school leaders' perceptions of a whole range of issues, this is a key area to continue to improve upon. Indeed, it is interesting to note that school leaders appear to believe they were more prepared before they actually took up their post than when they actually did.

Headteachers and other school leaders participate in a range of training and development opportunities, particularly through their LEAs. The qualitative research highlighted headteachers' difficulties in choosing which training to attend, particularly because of varying quality and varying cost. Some headteachers use recommendations and testimonials from other headteachers as a guide, but there may be scope for LEAs or the DfES to play a role in this, perhaps by collating feedback from attendees. Headteachers are, however, generally satisfied with the support they receive in their role, particularly from staff and governors within their school. That said, satisfaction is lower in regards to the support they receive from their LEAs and from higher education institutions.

The findings suggest that headteachers' greatest barriers to accessing training and development opportunities are time and money. There is no obvious answer to this perennial dilemma, as both time and money are finite.

School governors appear to be receiving training on a wide range of topics, but the qualitative research highlighted the need for more regular training for governors, particularly because the role is not full-time and they come from a wide range of backgrounds.

3) Ideas, Inspiration and Best Practice

Chapter three of the report addresses two of the core objectives of the research; firstly to investigate where school leaders turn to for inspiration, ideas and best practice; and secondly, to measure the extent to which school leaders regard their profession as evidence-based.

Summary of findings

School leaders gain inspiration and ideas from a variety of sources, in particular other headteachers, including those that they have worked for. Attending conferences and seminars, and reading around the subject of leadership are also popular sources of inspiration. School leaders are making greater use of the information made available by government departments (e.g. DfES) than was the case three years ago. Governors too gain most of their inspiration from their headteacher, but they also approach their LEA, alongside reading books and newspapers. The qualitative research indicates that headteachers find learning from other school leaders and other schools a powerful source of inspiration, whether by visits to other schools or by discussing 'best practice' through networking with other headteachers.

Networking with other headteachers is a common practice, and one which has increased since 2001; most headteachers regularly meet up with their peers. For many headteachers the incentives of networking clearly outweigh the disincentives. Incentives include sharing experiences, best practice, and knowledge. The main disincentive of networking is the time involved in doing so.

There is general agreement amongst school leaders and LEAs that school leadership is indeed informed by research-based evidence. However, a significant minority of school leaders are unsure of the influence of research on their practice. School leaders and LEAs also agree that drawing on research findings to support the work school leaders do is important. However, in practice, fewer school leaders say that they actually in draw on educational theory and research findings, and fewer still say they conduct their own research-based enquiries either in or outside their own school.

Almost all school leaders and LEAs believe in undertaking periodic and systematic self-assessment of school leaders' own roles. Over half of school leaders are involved in self-evaluation to some extent. The qualitative research highlights that headteachers make use of a variety of formal evaluation processes such as LEA or OFSTED reports, Performance Assessment (PANDA) reports, full departmental and curriculum reviews as well as informal sources such as feedback from governors, parents, staff and students.

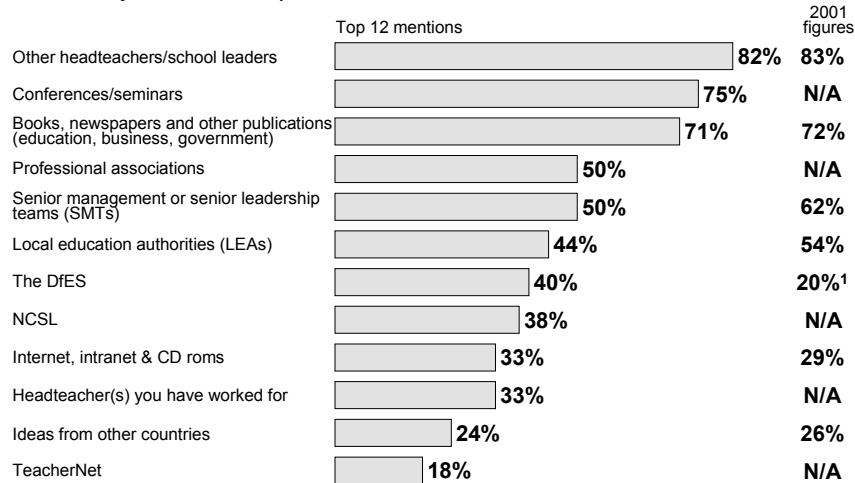## Sources of inspiration

Headteachers' inspiration

Headteachers look to a variety of sources when searching for inspiration to help in their role. However, the main sources of inspiration are other headteachers

and school leaders, attending conferences and seminars, as well as using a variety of publications, such as newspapers, books and articles.

The chart below shows the sources of inspiration in more detail.

Headteachers' inspiration

Q Please indicate below the main sources to which you look for inspiration and ideas about your work and practice as a school leader.

Source	Top 12 mentions	2001 figures
Other headteachers/school leaders	82%	83%
Conferences/seminars	75%	N/A
Books, newspapers and other publications (education, business, government)	71%	72%
Professional associations	50%	N/A
Senior management or senior leadership teams (SMTs)	50%	62%
Local education authorities (LEAs)	44%	54%
The DfES	40%	20%[1]
NCSL	38%	N/A
Internet, intranet & CD roms	33%	29%
Headteacher(s) you have worked for	33%	N/A
Ideas from other countries	24%	26%
TeacherNet	18%	N/A

Base: All headteachers (911)   [1] In the 2001 survey, headteachers were asked about "Government Departments"   Source: MORI

In general the key sources of inspiration have remained the same since 2001. However, there has been some variation:

- More headteachers in 2004 cite government departments, including the DfES (40%), as a main source of inspiration than in 2001 (46%[50] in 2004 compared with 20% in 2001);

- Fewer headteachers now approach their LEA for inspiration (44% in 2004, compared with 54% in 2001);

- Fewer headteachers look to educational mentors for inspiration (13% in 2004, compared with 22% in 2001);

- Fewer headteachers look to their senior management or leadership teams for inspiration (50% in 2004, compared with 62% in 2001); and,

- Fewer headteachers use universities as a main source of inspiration (10% in 2004, compared with 23% in 2001).

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[50] In the 2001 survey, headteachers were asked about "Government departments", whereas the 2004 survey asks about "DfES" and "Other government departments" separately. Therefore the 2004 figure is a combination of these two categories.

Headteachers were also asked about their sources of inspiration as part of the qualitative research, and the most frequently cited sources were other school leaders, both from within their own school and from other schools.

> *Going to schools, talking to practitioners that are really fired up and at a stage of thinking/action ahead of our own. I find that really inspirational and a catalyst for developmental thinking of our own. Wherever one goes there is always one good idea or practice to adopt or adapt*
>
> Headteacher, secondary school

> *It's just good to 'pinch' ideas that can be modified to the school. It is essential however, to at least share what you are doing in your own school so that these ideas, in turn, can be 'pinched'*
>
> Headteacher, secondary school

> *Working with other colleagues who have a passion for what they do*
>
> Headteacher, special school

Although only a quarter of headteachers who participated in the quantitative research cited ideas from other countries as a source of inspiration, the qualitative research shows that school leaders can have success with ideas from abroad.

> *Just installed a tannoy - it's great. Inspired by a visit to New York as part of a British Council delegation. Wow. I love learning about other schools and have taken part in visits to seven schools in the past year as well as NY City and a link school in Hungary*
>
> Headteacher, secondary school

> *[Inspiration from] visits to other schools especially visiting schools in other countries through British Council links - Norway, Germany and Russia*
>
> Headteacher, middle school

The quantitative data shows that only a small proportion of headteachers look to education mentors for inspiration. However, this is an option that is highly rated by the headteachers who participated in the qualitative research.

> *The most valuable CPD I had was mentoring with an experienced headteacher. One arrangement was formal through my headlamp funding. I was lucky that my mentor was outstanding but it really helped me through a very difficult period*
>
> Headteacher, secondary school

I think that all new headteachers should be offered a high quality coach as a matter of course. I've found one after seven years into my first headship and cannot rate the value too highly

Headteacher, special school

Other school leaders' inspiration

Other school leaders' sources of inspiration are very similar to headteachers', namely headteachers they have worked with, conferences and seminars and publications. The table below illustrates these findings in more detail.

Table 3.1 *Please indicate below the main sources to which you look for inspiration and ideas about your work and practice as a school leader.*

	Deputy headteachers	NPQH candidates	Middle leaders
Base: All school leaders	*(446)*	*(287)*	*(389)*
	%	*%*	*%*
Headteachers you have worked for	78	78	60
Conferences and seminars	66	58	55
Books, newspapers and other publications	65	69	66
Other deputy headteachers	54	N/A	N/A
Other school leaders	53	61	47
Senior management or leadership teams	53	63	53
LEAs	45	48	49
The DfES	43	47	37
Internet, intranet and CD Roms	43	53	55
NCSL	35	51	14
Professional Associations	33	25	21
Ideas from other countries	17	20	17
TeacherNet	15	25	17
Universities	15	12	14
Mentors (education)	12	22	17
Subject associations	12	10	24
Other government departments	5	6	4
Governing bodies	5	10	3
The business sector	3	6	2
Mentors (business)	2	3	3
Other middle leaders	N/A	N/A	57
NPQH candidates	N/A	64	N/A
Other	6	3	4

Source: MORI

There are some notable differences between the 2004 and 2001 findings:

- More deputy headteachers (48%, compared with 18%), middle leaders (41%, compared with 10%) and NPQH candidates (53%, compared with 23%) are now looking for inspiration from government departments[51];

- More deputies (78%, compared with 68%), middle leaders (60%, compared with 52%) and NPQH candidates (78%, compared with 68%) are inspired by headteachers they have worked for;

- More deputies (43%, compared with 23%) and middle leaders (55%, compared with 28%) are using the internet and other electronic channels to look for inspiration;

- Fewer deputies now look for inspiration from their senior management teams (53%, compared with 62%). However, more middle leaders are now looking to the SMT for inspiration (53%, compared with 44%); and,

- More middle leaders are now reading books, newspapers and other publications for inspiration than in 2001 (66%, compared with 49%).
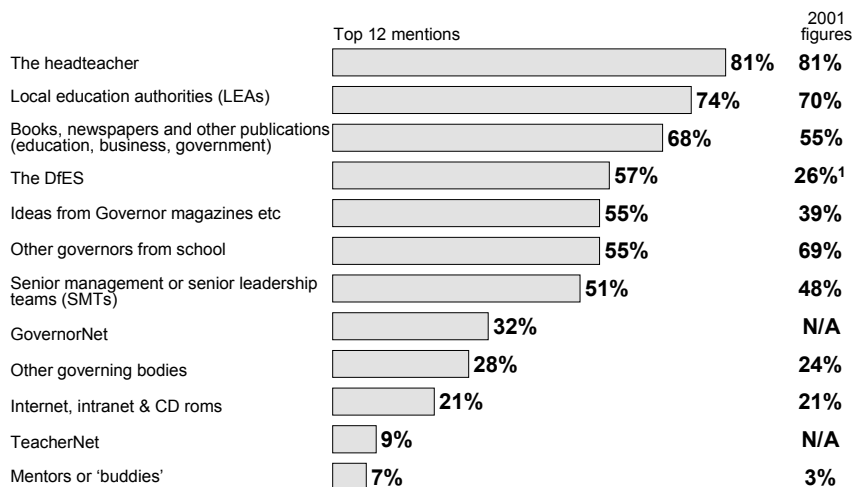
Governors' inspiration

The majority of governors cite their headteacher as their main source of inspiration (81%), followed by their LEA (74%) and books, newspapers and other publications (68%). Other sources of inspiration mentioned include the DfES (57%), other governors from their school (55%), and ideas from governor magazines (55%). The chart below shows these findings in more detail.

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[51] In the 2001 survey, deputy headteachers were asked about "Government departments", whereas the 2004 survey asks about "DfES" and "Other government departments" separately. Therefore this figure is a combination of these two categories and is **not** directly comparable. Please treat the comparison as at best indicative.

Governors' inspiration

Q Please indicate below the main sources to which you look for inspiration and ideas about your work and practice as a school governor.

	Top 12 mentions	2001 figures
The headteacher	81%	81%
Local education authorities (LEAs)	74%	70%
Books, newspapers and other publications (education, business, government)	68%	55%
The DfES	57%	26%[1]
Ideas from Governor magazines etc	55%	39%
Other governors from school	55%	69%
Senior management or senior leadership teams (SMTs)	51%	48%
GovernorNet	32%	N/A
Other governing bodies	28%	24%
Internet, intranet & CD roms	21%	21%
TeacherNet	9%	N/A
Mentors or 'buddies'	7%	3%

Base: All governors (479) [1] In the 2001 survey, governors were asked about "Government Departments"   Source: MORI

There are several key differences between the findings between the 2004 and 2001 findings:

- More governors are reading publications for inspiration than in 2001 (68%, compared with 55%);

- More governors are approaching the DfES for ideas (57%, compared with 26%[52]);

- More governors are referring to governor magazines (55%, compared with 39%); and,

- Fewer governors are approaching other governors from their school for inspiration (55%, compared with 69%).

Networking with other headteachers[53]

Networking with other headteachers appears to be a common practice. Almost three-quarters of headteachers (72%) regularly network with headteachers from other schools, other than timetabled headteacher meetings, and three in ten (31%) say they network *very* regularly. Only two percent of headteachers say they do not network at all.
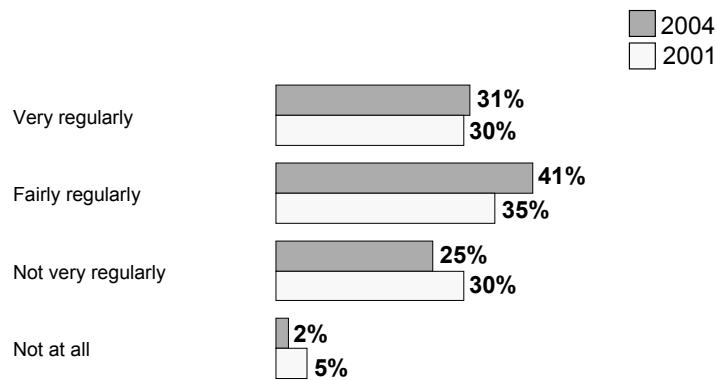
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[52] In the 2001 survey, governors were asked about 'government departments' rather than DfES separately.
[53] Headteachers were asked specifically about networking with other headteachers outside of timetabled headteacher meetings. We recognise that networking covers a broad spectrum of opportunities, but in this instance we have not differentiated between planned networking events and more informal networks.

Experienced headteachers are more likely to regularly network (75%, compared with 65% less experienced headteachers), as are those who lead secondary schools (76%, compared with 69% of primary school headteachers). Headteachers' involvement with NCSL also appears to play a part in whether they regularly network with other headteachers; 80% of headteachers who are involved with NCSL network regularly, compared with 68% of headteachers who are not involved. However, some of the networking that headteachers do may be through NCSL, so rather than the findings suggesting that networking may steer headteachers to become involved with NCSL, it may be that involvement with NCSL leads headteachers to do more networking.

Headteachers' networking

Q   *Other than timetabled headteacher meetings, how often, if at all, do you*
     regularly network with headteachers from other schools?

■ 2004
□ 2001

Very regularly	**31%**	**30%**
Fairly regularly	**41%**	**35%**
Not very regularly	**25%**	**30%**
Not at all	**2%**	**5%**

Base: All headteachers (911)   Source: MORI

As the chart above shows, networking with other headteachers has become more common since 2001, with the proportion of headteachers saying they network increasing from 65% to 72% in 2004.

The qualitative research also suggested that networking with other leadership teams may be a widespread practice, as headteachers are very positive about their experiences. Many headteachers regularly meet up with colleagues from other schools in their LEA in order to share ideas.

I work closely with a couple of other headteachers and their schools. We do visits to the schools for all our staff and have at times used an inset day together. We became involved so that my staff had the opportunity to work with others and I could get some feedback on our organisation

Headteacher, junior school

The willingness of schools to co-operate with each other through initiatives such as a Network Learning Community has been one of the most valuable contributions to headteacher sanity

Headteacher, primary school

These LEA meetings are considered vital for their role as they give support and guidance. Informal networks also exist, however, where headteachers from similar schools regularly meet. This also allows staff to visit other schools and observe how other schools function.

> *I am involved in networking with other headteachers locally . . . Although all of our schools are varied in make up it provides an excellent support mechanism*
>
> Headteacher, infant school

> *They have had opportunities to lead discussion groups/share training, disseminate lessons learnt and provoke our own learning, challenging school improvement. We are a group who are learning from one another and as such it's a good group to belong to*
>
> Headteacher, primary school

Headteachers who participated in the qualitative research were not only keen to network with headteachers within their own LEA, but with similar schools from outside the area, to benefit from the differing practices and initiatives of each LEA.

> *I would like to meet people from outside of my LEA as I have only worked within this LEA and it is interesting to hear how other LEA's approach things and initiatives that may be taking place*
>
> Headteacher, junior school

> *I prefer local for most sorts of networking but going outside the area does give access to different mindsets which can be very useful*
>
> Headteacher, middle school

Headteachers who participated in the qualitative phase of the study mentioned that for the most part they prefer to network with headteachers of the same phase school as their own. However, headteachers of middle schools appreciate both points of view, therefore they look to secondary schools for advice on organisational issues and to primary schools for information about learning and teaching.

> *Same phase has obvious advantages but as a middle school I also value discussion with primary school and secondary school headteachers. I also feel we should meet to share concerns as we should not become totally cocooned in our phase*
>
> Headteacher, middle school

...as an infant school we can tap into their [secondary schools] expertise but in general they are working in a very different environment

Headteacher, infant school

Incentives and disincentives of networking

Many of the headteachers who participated in the qualitative research praised the benefits of networking with their peers and feel that the incentives of networking outweigh the disincentives. Incentives include sharing experiences, knowledge, good practice and generally using members of the networks as a sounding board. Networking also allows people to think beyond their current situation.

The biggest incentive for us is that it allows people to think beyond what we currently do and also to see that we do some things really well

Headteacher, primary school

There appear to be very few disincentives to networking, but as with many aspects of school leadership, networking can be time consuming.

Disincentive: time and need to balance conflicting priorities, need to manage time out of school
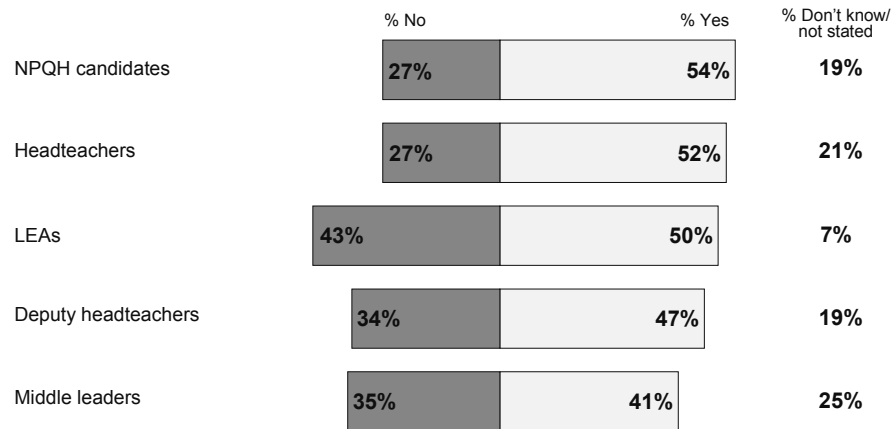
Headteacher, secondary school

An evidence–based profession?

As the chart below shows, there is a general consensus amongst school leaders and LEAs that school leadership is informed by research-based evidence. This view is consistent across all groups of school leaders. However, a significant proportion of *all* school leaders are unsure about this issue or simply do not know.

An evidence–based profession?

Q Do you believe that the practice of school leadership in general is informed by research-based evidence?

	% No	% Yes	% Don't know/ not stated
NPQH candidates	27%	54%	19%
Headteachers	27%	52%	21%
LEAs	43%	50%	7%
Deputy headteachers	34%	47%	19%
Middle leaders	35%	41%	25%

Base: All respondents: Headteachers (911); Deputy headteachers (446); Middle leaders (389); NPQH candidates (287); LEAs (96*) *small base

Source: MORI

The context for the increasing use of evidence-based and information-driven management in the public sector has been highlighted in many texts (see Davies et al 2000). However, there appears to be little evidence about school leaders' engagement with information management, even though leaders are being encouraged to adopt evidence-based management and government ministers talk about schools as data rich environments.

Importance of drawing on research findings

There is consensus amongst school leaders and LEAs about the importance of drawing on education theory and research to support the work of school leaders. The majority of LEAs and school leaders say that this is important.

Importance of drawing on findings of education research

Q   *In general, to what extent do you consider the following to be important for school leaders?*
To draw on the findings of education theory and research to support the work they do
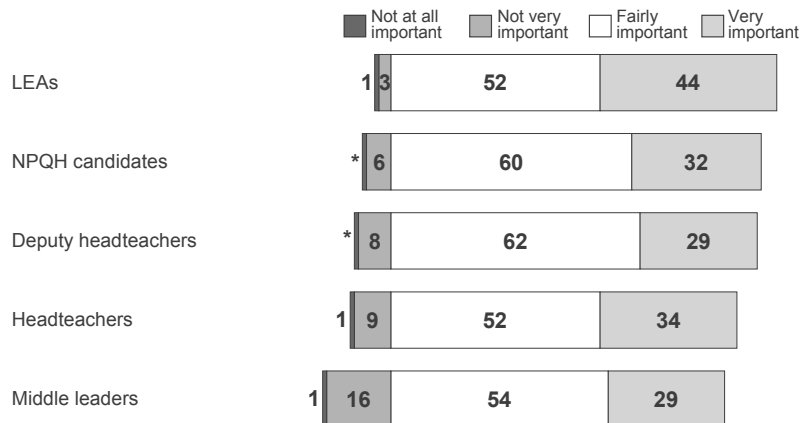
Base: All respondents: Headteachers (911); Deputy headteachers (446); Middle leaders (389); NPQH candidates (287); LEAs (96*). * denotes a value of less than one percent but greater than zero.

Source: MORI

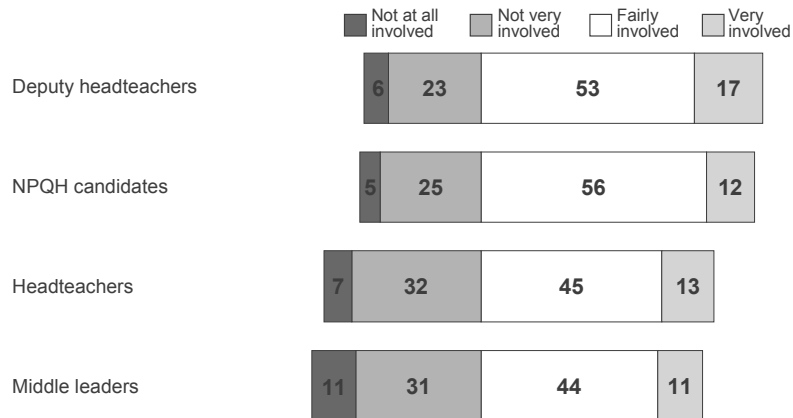There are no significant changes since 2001 in school leaders' and LEA views of the importance of using research findings.

Involvement in drawing on educational research

Over half of school leaders draw on educational theory and use research findings to support their work. Deputy headteachers are most likely to be involved with using research findings, followed by NPQH candidates, headteachers and finally middle leaders.

Involvement in using educational research

Q *To what extent are you involved in the following, if at all?*
Drawing on educational theory and the findings of educational research to support the work you do

	Not at all involved	Not very involved	Fairly involved	Very involved
Deputy headteachers	6	23	53	17
NPQH candidates	5	25	56	12
Headteachers	7	32	45	13
Middle leaders	11	31	44	11

Base: All respondents: Headteachers (911); Deputy headteachers (446); Middle leaders (389); NPQH candidates (287)

Source: MORI

It appears that LEAs are underestimating the extent to which school leaders are drawing on educational research, with just over half of LEAs saying that school leaders are involved (53%, of which 4% say school leaders are *very* involved), while 43% of LEAs say school leaders are not involved with drawing on educational theory in their work.

Findings from the qualitative research suggest that some headteachers are using research articles and literature to support their leadership roles.

I have used the [NCSL] research articles as a focus of discussion with my Leadership and Management Team
Headteacher, special school

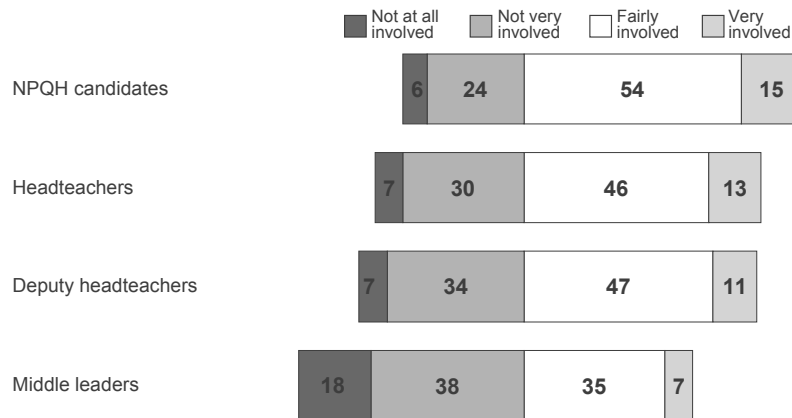*I try to keep up to date with recent research and articles*
Headteacher, secondary school

Involvement in management & leadership research

Most NPQH candidates, headteachers and deputy headteachers are involved in using management and leadership research to support their roles. However, fewer middle leaders are yet to be involved with this.

Involvement in using leadership research

Q   To what extent are you involved in the following, if at all?
Using research into management and school leadership to support your
leadership role

Legend: Not at all involved | Not very involved | Fairly involved | Very involved

	Not at all involved	Not very involved	Fairly involved	Very involved
NPQH candidates	6	24	54	15
Headteachers	7	30	46	13
Deputy headteachers	7	34	47	11
Middle leaders	18	38	35	7

Base: All respondents: Headteachers (911); Deputy headteachers (446); Middle leaders (389); NPQH candidates (287)

Source: MORI

Around three in five (58%) LEAs believe that school leaders are involved with using management and leadership research to support their roles, compared with 40% who say that school leaders are not involved with this.

Headteachers gather ideas and inspiration from many sources, and this was borne out during the qualitative research. Reading about the subject of leadership is useful, but not necessarily just in terms of education literature.

> *I read a lot and get inspired by all sorts of things. The tribute to Brian Clough last night revved me up - how did he get such average people to perform at such an excellent standard?*
>
> Headteacher, secondary school

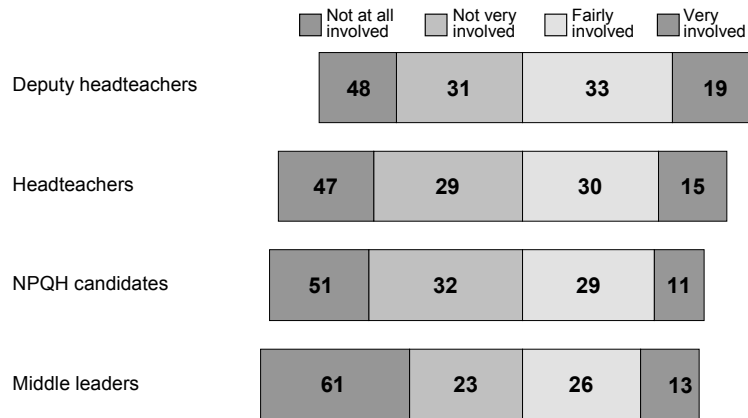## Conducting educational research within their schools

Fewer school leaders are involved in conducting their own research-based enquiries than using other people's research findings. Deputies are most likely to say they are involved in conducting research-based enquiries within their own school, followed by NPQH candidates, headteachers and finally middle leaders, who are least involved with this.

Conducting educational research within their schools

Q *To what extent are you involved in the following, if at all?*
Conducting or leading educational research-based enquiries in your school
(e.g. action research, focus groups)

	Not at all involved	Not very involved	Fairly involved	Very involved
Deputy headteachers	48	31	33	19
Headteachers	47	29	30	15
NPQH candidates	51	32	29	11
Middle leaders	61	23	26	13

Base: All respondents: Headteachers (911); Deputy headteachers (446); Middle leaders (389); NPQH candidates (287)

Source: MORI

The 2001 survey asked a similar question of school leaders[54]. Although the 2004 and 2001 questions are not directly comparable, the findings do suggest reveal that headteachers and NPQH candidates are now less involved in conducting their own research than three years ago (52% of headteachers down to 40% in 2004; 60% of NPQH candidates down to 45% in 2004). However there remains no change in the proportion of deputies or middle leaders who are conducting educational research.

Once again, LEAs are underestimating school leaders' involvement in conducting educational research. Only 39% of LEAs say that school leaders are involved, compared with 57% who say school leaders are not involved. However, it should be noted that these are LEAs' perceptions of what school leaders are doing within their *own* LEA rather than more nationally.

The qualitative phase of the research supports the quantitative findings. Headteachers were keen to read articles and literature, but were more reticent about conducting their own research. However, it appears that headteachers may be conducting small-scale and informal investigations with key stakeholders, such as students, parents, and the school's staff, and are considering doing more.

> *The students are a very good judge about what is going on in the school and what is wrong with the teaching and learning. [I use a] staff and student questionnaires*
>
> Headteacher, secondary school

> *[I'm] toying with the idea of a parental survey next term*
>
> Headteacher, secondary school

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[54] In the 2001 survey, school leaders were asked whether they had conducted or led a research-based enquiry in their school in the last three years and were given a "Yes" or "No" option.

Talk to people and encourage honesty - always risky I know. Every year I put out a questionnaire asking for views about various aspects of school life including leadership
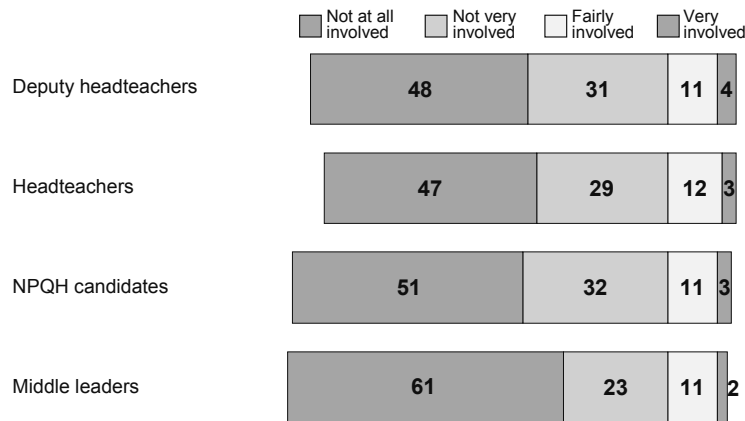
Headteacher, secondary school

Conducting educational research outside their schools

Very few school leaders (under 15%) are conducting research enquiries outside their own schools.

Conducting educational research outside their schools

Q To what extent are you involved in the following, if at all?
Conducting or leading educational research-based enquiries outside your own school

	Not at all involved	Not very involved	Fairly involved	Very involved
Deputy headteachers	48	31	11	4
Headteachers	47	29	12	3
NPQH candidates	51	32	11	3
Middle leaders	61	23	11	2

Base: All respondents: Headteachers (911); Deputy headteachers (446); Middle leaders (389); NPQH candidates (287)
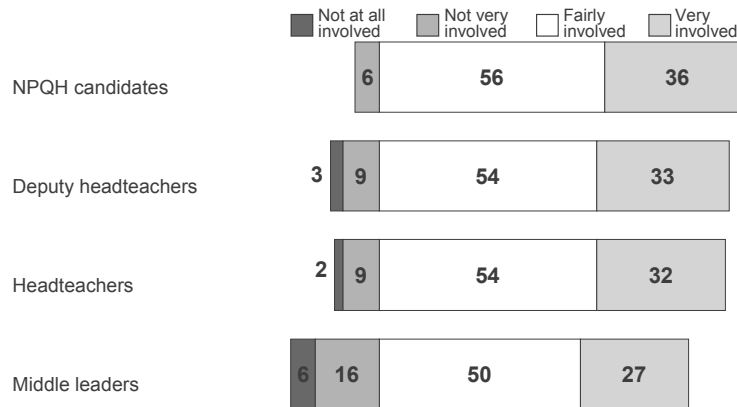
Source: MORI

Using the findings of educational research

Of those who have conducted educational research, either within their own school or outside it, the majority have used the findings to inform policy and practice in their school. NPQH candidates are most likely to have used their findings, with nine in ten (91%) saying they are either *very* or *fairly* involved with this. In contrast, middle leaders are least likely to have used their research findings to inform policy and practice; nevertheless, three-quarters (77%) say they do.

Using the findings of their own educational research

	Not at all involved	Not very involved	Fairly involved	Very involved
NPQH candidates		6	56	36
Deputy headteachers	3	9	54	33
Headteachers	2	9	54	32
Middle leaders	6	16	50	27

Base: All respondents who conducted or led research-based enquiries either in their own school or
outside: Headteachers (398); Deputy headteachers (239); Middle leaders (161); NPQH candidates (140)   Source: MORI
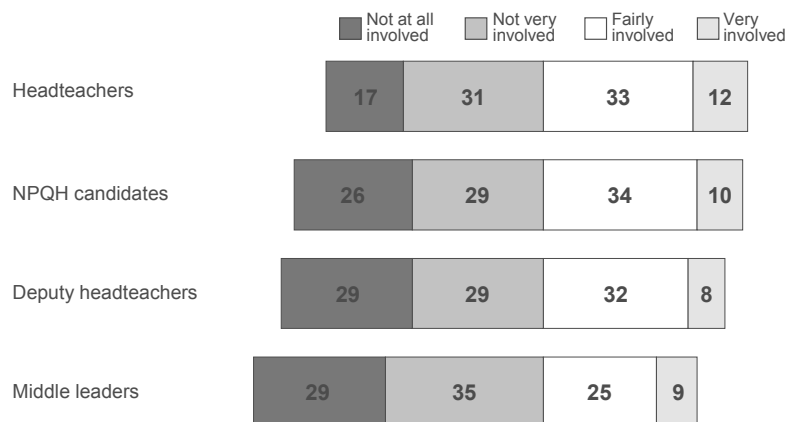
Less than half of LEAs (45%) say that school leaders in their area are involved in
using the findings of their own educational research. However, the majority
(52%) say they are not involved.

Disseminating the findings of educational research

Although the majority of school leaders who have conducted some form of
educational research have used the results to inform policy and practice in their
school, fewer are disseminating the results beyond this; less than half of school
leaders are involved with this. Headteachers and NPQH candidates are more
likely to share their research findings than deputy headteachers or middle leaders.

Disseminating the findings of educational research

	Not at all involved	Not very involved	Fairly involved	Very involved
Headteachers	17	31	33	12
NPQH candidates	26	29	34	10
Deputy headteachers	29	29	32	8
Middle leaders	29	35	25	9

Base: All respondents who conducted or led research-based enquiries either in their own school or
outside: Headteachers (398); Deputy headteachers (239); Middle leaders (161); NPQH candidates (140)   Source: MORI

The majority of LEAs do not believe that school leaders who conduct their own research are involved in disseminating the findings to other schools. Two-thirds of LEAs (65%) say school leaders are not involved with this dissemination, while a third (32%) say they are involved.

Drawing on LEA initiated educational research

Almost half of LEAs believe that school leaders in their area are involved in drawing on LEA initiated educational research to support the work they do, while a similar proportion believe they are not involved in this.

Drawing on LEA initiated educational research

Q Within your LEA, to what extent do you feel school leaders are involved in drawing on LEA initiated educational research to support the work they do?

Very involved	3%
Fairly involved	45%
Not very involved	41%
Not at all involved	9%
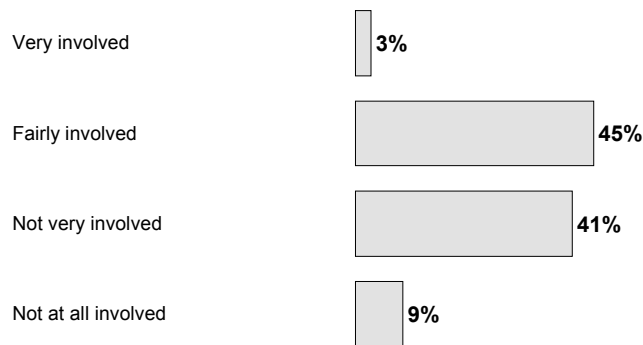
Base: All LEAs (96*) *small base   Source: MORI

Promoting LEA research

Most LEAs promote research enquiry for school leadership and there are a variety of ways in which they do this. Most LEAs encourage networking (91%), advertise courses and conferences (82%), and offer opportunities for professional debate about research issues (80%). Other ways of promoting LEA research includes offering access to centrally held data (74%), and LEA education development plans (72%).

Promoting LEA research

Q Which, if any, of the following methods are used by your LEA to promote research enquiry for school leadership?

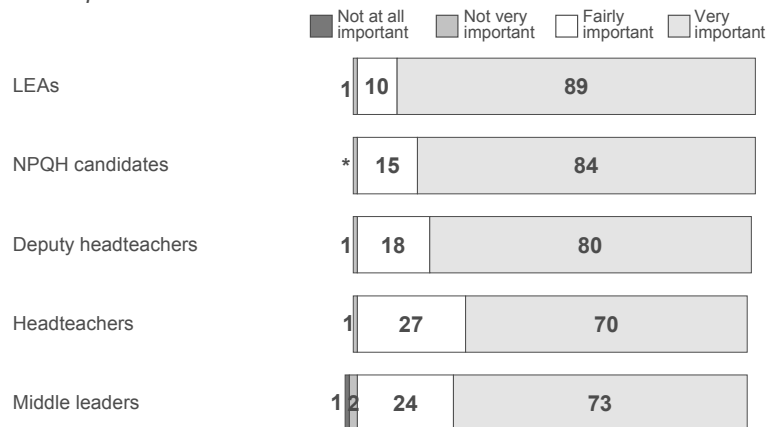|	
Encouraging networking	**91%**
Advertising courses/conferences	**82%**
Opportunities for professional debate	**80%**
Access to centrally held data at the LEA	**74%**
LEA Education Development Plans	**72%**
Providing LEA personnel to lead	**66%**
Showcasing current thinking/innovation	**65%**
LEA websites	**59%**
Newsletters/bulletins	**56%**
Partnerships/sharing of data nationally/ globally	**50%**
Partnerships/sharing of data with other LEAs	**46%**
Access to research funding	**42%**
Publicity	**32%**
Articles in educational publications (e.g. TES, NFER, BERA)	**31%**
Other	**10%**

Base: All LEAs (96*) *small base   Source: MORI

Importance of self-assessment

As with the importance of using research findings, there is consensus amongst school leaders and LEAs about the importance of undertaking periodic and systematic self-assessment. Almost all school leaders say self-evaluation is an important element of school leadership.

Importance of undertaking self-assessment

Q In general, to what extent do you consider the following to be important for school leaders?
To undertake periodic and systematic self-assessment of their own leadership role

	Not at all important	Not very important	Fairly important	Very important
LEAs	1	10		89
NPQH candidates	*	15		84
Deputy headteachers	1	18		80
Headteachers	1	27		70
Middle leaders	1 2	24		73

Base: All respondents: Headteachers (911); Deputy headteachers (446); Middle leaders (389); NPQH candidates (287); LEAs (96*) * denotes a value of less than one percent but greater than zero.   Source: MORI

Significantly more middle leaders believe self-assessment is important now than in 2001, rising from 86% to 97% in 2004. However, there are no other changes since 2001.

Involvement in self-assessment

Not only do school leaders believe that self-assessment is important for their roles, but it appears that they are also involved in carrying this out. The majority of school leaders are involved to some extent in evaluating their own performance in a leadership context.

Involvement in self-assessment

Q   *To what extent are you involved in the following, if at all?*
Undertaking periodic and systematic self-assessment of your own
leadership role

	Not at all involved	Not very involved	Fairly involved	Very involved
NPQH candidates	1	12	47	39
Deputy headteachers	2	14	48	35
Headteachers	2	13	55	28
Middle leaders	4	16	49	29

Base: All respondents: Headteachers (911); Deputy headteachers (446); Middle leaders (389); NPQH candidates (287)

Source: MORI

LEAs' views are broadly in line with what school leaders are saying, with 82% believing school leaders are involved with self-evaluation, compared with 16% who do not.

The findings from the qualitative research also illustrate that headteachers do seem to be undertaking self-assessment, using a variety of sources, both formally and informally. Headteachers appear to be using data from external assessments, such as LEAs, OFSTED; statistics and reports, such as Performance and Assessment (PANDA) reports, Value Added Measures, CAT test results, and Fisher Trust Value Added Data; full departmental and curriculum reviews; feedback from governors, parents, staff, pupils, and the local community; and performance management processes, amongst others.

> *Self review and getting feedback from pupils, staff and governors especially to performance management and how staff found the process is useful*
>
> Headteacher, special school

> *We have always placed great emphasis on self-evaluation and also encourage outside perspectives on our performance to validate our own views*
>
> Headteacher, middle school

Reflections on the findings

Headteachers gather ideas and inspiration from a variety of sources, such as attending conferences and seminars and reading journals and other publications. Headteachers who participated in the qualitative research appear to be regular readers of NCSL's LDR magazine, but there may still be scope to broaden its appeal beyond headteachers. It appears that some headteachers do pass LDR on to their colleagues, but it is likely that others do not.

Headteachers appear to be the key to others' inspiration. School leaders look to similar sources for inspiration and ideas as headteachers, but typically look to their headteachers to provide them with stimulation. Similarly headteachers look to other headteachers for their ideas, hence why headteachers consider networking so important. There may be cause to promote more heavily the benefits of networking to those who are currently not involved with this. There also appears to be a link between involvement with NCSL and regular networking, however, it is unclear whether headteachers consider NCSL development opportunities as networking opportunities per se. Headteachers and school leaders are now also looking more to the DfES and other government departments for inspiration and guidance than in 2001.

An important challenge for NCSL in the coming years will be to encourage school leaders to draw on educational theory while also drawing on the findings of educational research. Whilst school leaders are on the whole united in their support of the importance of using educational theory and research, this research highlights that just over half of school leaders actually put this into practice. School leaders are even less inclined to conduct their *own* research-based enquiries either in or outside their own school. It may be that school leaders have limited interest in conducting their own research (this study did not test this hypothesis, and it may be interesting to investigate if this is actually the case), or it could be that school leaders are not currently aware of the types of research they can do on their own or the opportunities available externally. Therefore this may be an area where NCSL or the DfES could exploit this relative weakness.

4) The Role of the Governing Body in School Leadership

A key finding of the 2001 study into school leadership was that governing bodies were not seen to exercise a leadership role in the schools they served. Rather, the responsibility of leadership fell to one or two influential governors, instead of the governing body as a whole. In this chapter we examine whether headteachers' perceptions of the role of governors has changed since 2001 and how governors themselves perceive their leadership role in comparison with how they felt three years ago.

Summary of findings

Headteachers' support for a governing body with a moderate or major role in the strategic leadership of their school has grown slightly since 2001. However, there has been little change in headteachers' perceptions of the <u>actual</u> role their governing body plays in strategic leadership. As many headteachers now believe that their governing body plays a role in the strategic leadership of their school now (67%), as did three years ago (65%).

Heads and governors alike are confident that the governing body is effective in its supporting role. However, both are less likely to perceive the governing body as effective in the more strategic aspects of its role, such as setting aims and objectives, target setting or establishing strategic frameworks in the schools they serve. The findings from the qualitative research suggest that the detachment of some governors from the schools they serve and the limited amount of time governors can dedicate to their role can have an impact on the ability of the governing body to be effective in its role.

When it comes to setting targets and appointing senior leaders, headteachers in secondary schools are more likely to see the governing body as being effective than headteachers in primary schools.

The majority of governors feel that their governing body works well with the headteacher in all aspects of their role. However, there is some doubt as to how well the governing body works with the headteacher in terms of offering a business viewpoint or identifying and developing school management teams.

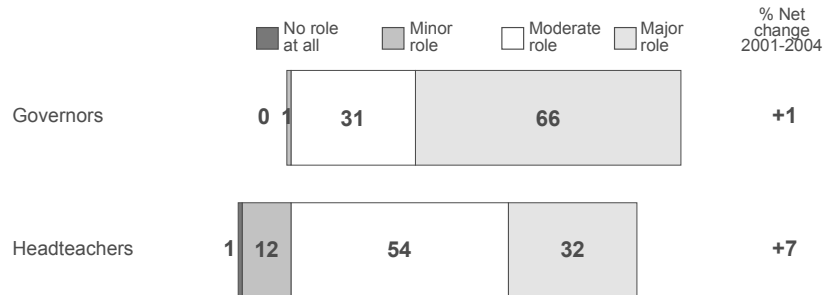## Strategic leadership and governing bodies

The findings suggest that there has been a slight increase since 2001 in support for governors playing a role in the strategic leadership of their schools. Eighty-six percent of headteachers now believe that governing bodies should play a major or moderate role in strategic leadership, compared with 79% in 2001. Of these almost a third (32%) believe that their governing body should play a *major* role in strategic leadership, which is significantly higher than in 2001 (22%).

Governors themselves are even more emphatic in their support; nearly all (97%) believe that they should play a major or a moderate role in strategic leadership. This is in line with the 2001 findings (96%). However two-thirds of governors

(66%) now believe that they should play a *major* role in school leadership, which is significantly higher than in 2001 (57%).

Should governing bodies play a strategic leadership role?

	No role at all	Minor role	Moderate role	Major role	% Net change 2001-2004
Governors	0	1	31	66	+1
Headteachers	1	12	54	32	+7

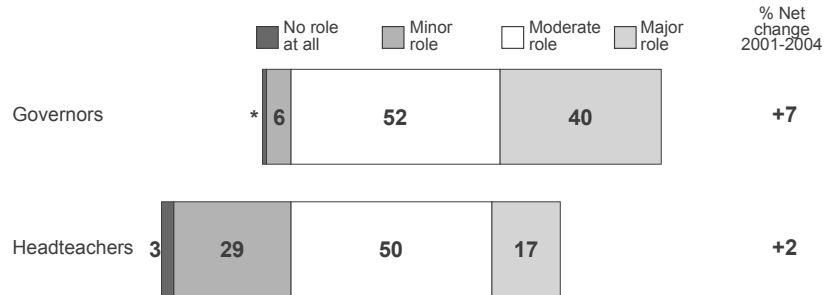Base: All respondents: Governors (479); Headteachers (911)

Source: MORI

Despite an increased number of headteachers believing that governing bodies should play a role in strategic leadership since 2001, there has been little change in perceptions among headteachers of the *actual* leadership role their governing body plays in their school. Just two-thirds of headteachers (67%) believe that their governing body does play a strategic leadership role in their school, which is similar to 2001 (65%).

Governors themselves are, however, much more likely to see themselves as playing a major or moderate strategic leadership role in the school they serve, than headteachers. The vast majority of governors also believe that their governing body's role in the leadership of their school is *very* or *fairly* significant (96%), which is in line with the 2001 findings (89%).

Do governing bodies actually play a strategic role?

Q   Please indicate the degree to which you feel your governing body actually plays a strategic role in your school's affairs.

	No role at all	Minor role	Moderate role	Major role	% Net change 2001-2004
Governors	*	6	52	40	+7
Headteachers	3	29	50	17	+2

Base: All respondents: Governors (479); Headteachers (911)

*denotes a value of less than 1% but not zero

Source: MORI

Several studies are highlighted in the literature review which reveal that whilst headteachers, like other public sector workers, are assigned targets, initiatives and resources, headteachers are not necessarily given the same level of support as other managers.   An effective governing body may therefore provide headteachers with the necessary support that they need to fulfil their responsibilities.   However, as an OFSTED report highlights, in order to be effective, the governing body needs good leadership from the headteacher (OFSTED 2003a). Without strong leadership from the headteacher, therefore, governing bodies will not be effective in their strategic role.

The effectiveness of governing bodies

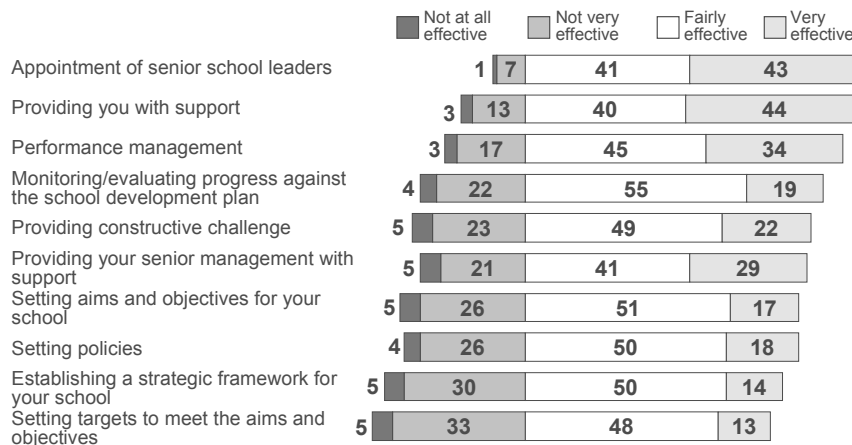## The headteachers' perspective

Governors are seen by headteachers as being particularly effective in providing them with support, and in the appointment of senior school leaders. Indeed, four in five headteachers rate governors as either *very* or *fairly* effective in these aspects of their role (84% for both aspects). Just eight percent of headteachers do *not* perceive governors to be effective in the appointment of senior school leaders.

Where there is less unanimity among headteachers is when they consider the effectiveness of governors in establishing a strategic framework or setting aims, and objectives, targets, and policies for their school.   Only two-thirds of headteachers (64%) perceive governors to be effective in creating a strategic framework, establishing aims and objectives (68%) and setting policies (68%). Heads are even less inclined to see governors as effective in target setting (61%).

Headteachers' perceptions of the effectiveness of the governing body

Q   To what extent, if at all, is the governing body of your school effective at the following aspects of its role?

	Not at all effective	Not very effective	Fairly effective	Very effective
Appointment of senior school leaders	1	7	41	43
Providing you with support	3	13	40	44
Performance management	3	17	45	34
Monitoring/evaluating progress against the school development plan	4	22	55	19
Providing constructive challenge	5	23	49	22
Providing your senior management with support	5	21	41	29
Setting aims and objectives for your school	5	26	51	17
Setting policies	4	26	50	18
Establishing a strategic framework for your school	5	30	50	14
Setting targets to meet the aims and objectives	5	33	48	13

Base: All headteachers (911)   Source: MORI

Headteachers who are relatively new to the job are *less* likely to perceive governors as effective in all aspects of their role. Recently appointed headteachers are particularly concerned that governors are not effective in setting targets to meet aims and objectives. Six in ten headteachers (60%) who have only been in their role for three years or less believe governors are **not** effective in this aspect of their job, compared with just a third of headteachers who have been in their role for more than ten years (35%). This is also the case for establishing a strategic framework as half of all headteachers appointed in the last three years (52%) do not perceive governors to be effective in this aspect of their role, compared with just a third of those of have been a headteacher for more than ten years (33%). This may be because relatively new headteachers have not as yet established an effective relationship with their governing body.

There are also some differences in perceptions of the effectiveness of governors between primary and secondary school headteachers. Governors are more likely to be seen as effective in setting policies by secondary school headteachers (73%), than primary headteachers (65%). Similarly secondary school headteachers (88%) are more likely to perceive governors to be effective in appointing senior leaders, than primary headteachers (82%).

Headteachers who work in schools in deprived areas are less likely to see governors as effective in setting policies for their school. Two in five headteachers (44%) in the more deprived areas (an IMD score of more than 30)[55] do not perceive governors to be effective in this aspect of their role, compared with just a quarter (25%) of those in the more prosperous areas (an IMD score of less than 10). Heads in the more deprived areas (34%) are also more likely to see governors as less effective in providing a constructive challenge than headteachers in the more prosperous areas (21%).

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[55] This is calculated using the 'Index of Multiple Deprivation 2004' (IMD). An IMD score of more than 30 demonstrates that levels of deprivation are higher than average in that area.

Headteachers that felt prepared for headship are more likely to see their governing body as effective in most aspects of their role. This is particularly the case for setting aims and objectives as 72% of headteachers who felt prepared for their role regard their governing body as effective, compared with just 63% who did not feel prepared for headship. Similarly, seven in ten headteachers (73%) who felt prepared for their role perceive their governing body to be effective in setting policies, compared with just six in ten (63%) who did not feel prepared.

Headteachers in the qualitative research also discussed governors' effectiveness and, what clearly are varying experiences.

> *My governing body try really hard but need a huge amount of support from me. We are made up of fairly new Governors and they need support to get into the role*
>
> Headteacher, junior school

> *My experience at Head and Deputy level was that most Governors have a real interest in the work but lead other lives and are not able to develop a real depth of understanding. I often feel as if I am relaying information but I have had experiences of Governors that support and challenge which feels very different. I'm not sure whether the way Governors are set up will ever allow for in depth engagement*
>
> Headteacher, special school

> *I have several brilliant governors but they don't fit the DfES model of being in school all the time, but they are very challenging and very supportive. We are moving away from endless committees and meetings to portfolio holders who meet with me, have delegated responsibilities and then report back*
>
> Headteacher, primary school

The governors' perspective

Governors are more likely to perceive the governing body to be effective, than headteachers. Nearly all governors believe the governing body is effective in supporting the headteacher (97%) and members of the senior management team (91%). Nine in ten governors (91%) also feel they are effective in the appointment of senior school leaders, with more than two-thirds (67%) saying they are *very* effective in this role.

However, like headteachers, fewer governors feel they are effective in setting targets to meet aims and objectives (85%), monitoring and evaluating progress against the school development plan (88%) and providing constructive challenge (88%).

Governors' perceptions of the effectiveness of the governing body

Q   To what extent, if at all, is the governing body of your school effective at the following aspects of its role?

	Not at all effective	Not very effective	Fairly effective	Very effective

Providing your headteacher with support	*	14	83
Appointment of senior school leaders	*	4	25	67
Establishing a strategic framework for your school	*	7	54	37
Performance management	*	7	45	46
Providing your senior management with support	*	6	32	59
Setting aims and objectives for your school	*	8	44	47
Setting policies	1	9	41	49
Monitoring/evaluating progress against the school development plan	1	10	53	35
Providing constructive challenge	1	10	53	35
Setting targets to meet the aims and objectives	*	13	52	33
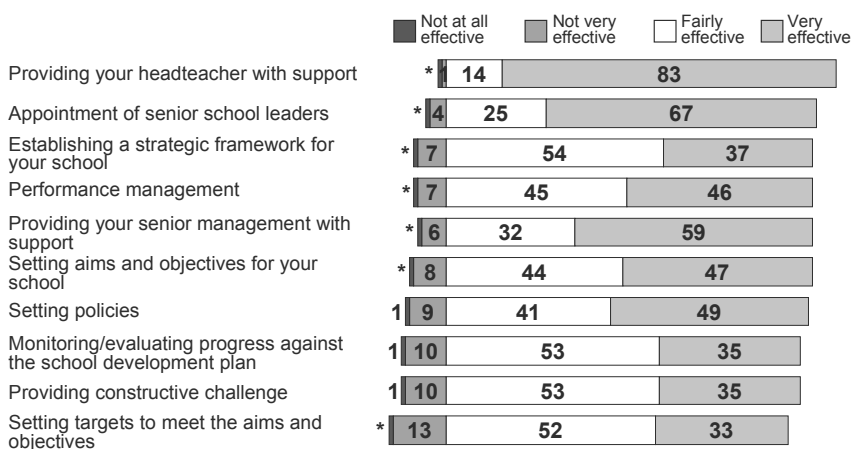
Base: All governors (479). *denotes a value of less than one percent but greater than zero   Source: MORI

Governors who work in schools which are involved with NCSL are more likely to feel they are effective in many aspects of their role. Nine in ten governors in schools involved with NCSL (91%) see the governing body as effective in target setting, compared with four in five governors not involved with the College (83%). This is also the case for monitoring and evaluating progress against the school development plan; nine in ten governors involved with NCSL (92%) perceive the governing body as effective in this aspect, as opposed to 85% of those not involved with the College.

The amount of training governors say they have had also has an influence on their perceptions of the effectiveness of the governing body. Nine in ten governors who have had at least a fair amount of training (92%) feel that their governing body is effective in setting aims and objectives, compared with 85% of governors who have had hardly any training. Similarly governors who have had training for their role are more likely to perceive their governing body as effective in setting policies (92%), than those who have had hardly any training (83%).

The relationship between governing bodies and headteachers

Governors feel that the governing body works well with headteachers in all aspects of its role. More specifically, nearly all governors feel that the governing body works either *very* or *fairly* well with the headteacher in offering support and encouragement (99%), being a 'critical friend' (96%), and agreeing strategy (96%). Slightly fewer governors are inclined to believe that their governing body works well with the headteacher in engaging with parents and the local community (83%), offering a business viewpoint (82%), or identifying and developing school management teams (80%). Indeed, only a quarter of governors (24%) feel that the governing body works *very* well with the headteacher in this aspect of their role.

Working with the headteacher

Q   How well do you think the governing body works with the headteacher in terms of the following?

	Not at all well	Not very well	Fairly well	Very well
Offering support and encouragement	0	1	20	79
Agreeing strategy	1	3	27	70
Being a 'critical friend'	*	4	33	63
Offering guidance	*	4	38	57
Providing effective committee structures	1	4	27	67
Setting goals and objectives for the school	*	7	45	46
Monitoring performance	*	11	44	44
Helping to engage with parents and the local community	1	15	47	36
Offering a business viewpoint	2	12	43	39
Identifying and developing school management teams	1	16	55	24
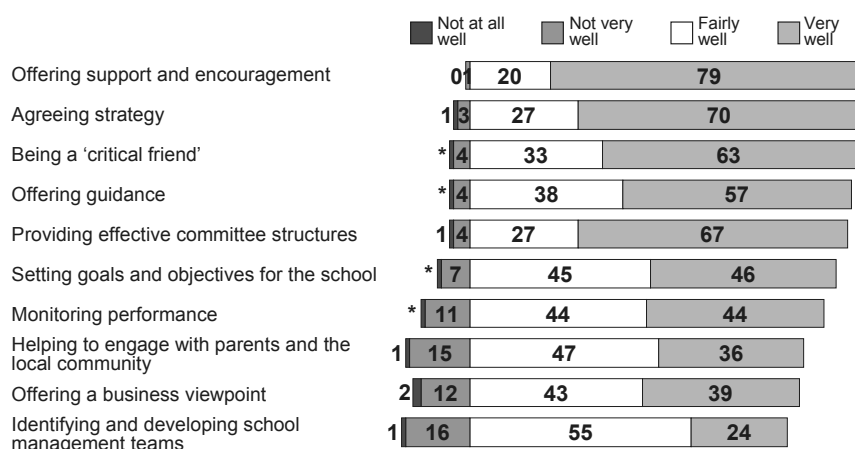
Base: All governors (479). * denotes a value of less than one percent but greater than zero   Source: MORI

The qualitative research also indicates that headteachers recognise the importance of the governing body in providing support and having a leadership role within their school, which for some has evolved over the last few years.

> *When I started the job they were tied by bureaucracy and focused only on ticking boxes. They had no idea of where they wanted the school to go. Their support to me was non existent. [However] the new governing body has asked more questions, offered more support and been seen in school more in ten days than the previous six months. I am confident they will provide support, ideas and promote reflection*
>
> Headteacher, middle school

The quantitative survey shows that governors who have had more training are more likely to say that their governing body works well with the headteacher in identifying and developing school management teams. Four in five governors who have had a fair amount or a great deal of training (82%) feel that their governing body works well with the headteacher in this aspect, compared with just seven in ten governors who have had hardly any training (70%). Governors in secondary schools (84%) also feel more confident of the relationship between the governing body and the headteacher in this particular aspect of their role, than governors in primary schools (75%).

This difference between secondary school and primary school governors is also evident when considering how well the governing body works with the headteacher in offering a business viewpoint. Nine in ten secondary school governors (89%) feel the governing body works well with the headteacher in this aspect, as opposed to just three-quarters of governors in primary schools (76%).

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The involvement of schools with NCSL also plays a role in governors' perceptions of how well the governing body works with the headteacher. Nine in ten governors who say their school is involved with the College (94%) believe the headteacher and governing body work well in monitoring performance, compared with 85% of governors who say their school is **not** involved with the College.

Reflection on the findings

An important recommendation that emerged from the 2001 study was the need to enhance the overall strategic leadership role of governing bodies in schools. However, the findings from this research demonstrate that three years on the strategic leadership role of the governing body is still an area that requires attention. Whilst governing bodies are viewed favourably in their supporting role, the research suggests that governing bodies need to improve their effectiveness in establishing strategic frameworks, setting aims and objectives and target setting in order to enhance their role in the development of school leadership.

There is clearly support among both headteachers and governors alike for increasing the strategic leadership role of the governing body, but ensuring that this happens in practice is the challenge that lies ahead. Increasing the provision of training courses for governors in these specific areas may be a way of improving the effectiveness of the governing body.

5) The Use of ICT

The 2001 survey found that the use of ICT for school leadership and management purposes was under-developed in the majority of schools. In this chapter we examine the current usage of various ICT applications and practices by headteachers, deputies, middle leaders and NPQH candidates and assess the progress which has been made in the last three years.

Summary of findings

There has been a considerable increase in the use of ICT for school management purposes in the last three years, particularly in the use of email whether internally, or as a means of external communication with parents or educational organisations. However, the use of email is still less common than the use of the internet, which is used by the majority of school leaders as a source of inspiration and ideas.

Use of the NCSL website has increased in the last three years. Three-quarters of headteachers, two-thirds of deputies and nearly all NPQH candidates now visit the College's website. Usage is, however, significantly lower among middle leaders. The DfES website is also a much used resource among school leaders. Nearly all headteachers, deputies and NPQH candidates say they have visited the site in the last 12 months, which is in line with the 2001 findings. Among middle leaders usage of the DfES website has increased significantly over the last three years from just two-thirds saying they accessed the website in 2001 to nearly all doing so now.

There has been a drop in the number of headteachers and NPQH candidates who use general networking practices such as 'chat rooms'. Two-thirds of NPQH candidates say they used general networking practices in 2001, compared with just over half now. Similarly usage among headteachers has fallen from a quarter in 2001, to just a fifth now. The qualitative research indicates that for headteachers, workload and time constraints are important barriers to participation in online networking.

The use of some types of ICT, such as email, is lower in primary schools than secondary schools. However the use of the internet and general networking practices is as widespread in primary schools as it is in secondary schools.

The use of ICT – an overview

For all sections of the population, use of the internet has increased significantly over the past few years; currently about 56% of the general public claim to use the internet at work or at home.[56] The findings from this research show that school leaders are no different, as many more school leaders are making use of both the internet and email at school than did in 2001.

Firstly, the internet, the use of which is high among *all* groups of school leaders. The **DfES website** is visited by nearly all headteachers (90%), deputies (96%),

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[56] This figure is the latest finding from the MORI 'Technology Tracker'. It is based 2,045 adults aged 15+, across Great Britain, taking part in the MORI face-to-face omnibus survey between 2-6 December 2004.

middle leaders (90%) and NPQH candidates (96%). A similar proportion of deputies (92%), middle leaders (95%), NPQH candidates (97%), although fewer headteachers (80%), also say they **surf the net for ideas**.

The findings suggest the least used ICT practices are visiting the leadership section of the **Becta website** and **using email to communicate with parents**. Indeed, just one in six middle leaders (15%) and one in five deputies (20%) or headteachers (19%) say they have accessed this website, although slightly more NPQH candidates have done so (27%). In terms of using email to communicate with parents, just one in six middle leaders (16%) and a quarter of NPQH candidates (24%) or deputies (23%) have used this, although significantly more headteachers claim to have emailed parents (41%).

The table below shows the usage of ICT applications and practices among the different groups of teachers.

Table 5.1   *To what extent do you personally use the following ICT applications/practices in leading and managing your school?*

	At least sometimes			
	Headteachers	Deputies	Middle leaders	NPQH candidates
	%	*%*	*%*	*%*
Base: All	*(911)*	*(446)*	*(389)*	*(287)*
Email communication with other educational organisations	93	84	72	92
Email communication with staff	59	65	59	66
Email communication with parents	41	23	16	24
Developing the school's website	51	37	32	39
Surfing the net for ideas	80	92	95	97
General networking e.g. 'chat rooms' and conferences	19	20	19	53
Visiting the DfES website	92	96	90	96
Visiting the NCSL website	73	68	39	92
Visiting NCSL's online community talk2learn	35	32	17	89
Visiting the OFSTED website	88	81	68	85
Visiting the leadership section of the Becta website	19	20	15	27
Visiting other government-resources websites	61	72	63	77
Visiting other educational websites	79	87	91	92
Using management information systems	68	59	37	65
Using online learning/enquiry-based learning as part of CPD	30	43	37	66
Using management information data from outside sources e.g. OFSTED	78	70	54	79
Generating, sharing and using internal management information data between the headteacher and teachers	51	54	40	62

This tables shows all who say they use each ICT application or practice 'at least sometimes'.

Source: MORI

Use of the **NCSL website** has also increased significantly in the last three years, in line with the development of the College. Among headteachers usage has increased from 43% in 2001 to 74% now. Email communication is also more widely used now than three years ago. Headteachers are much more likely to email staff (59%, compared with 44% in 2001) and parents (41%, compared with 25% in 2001).

A similar pattern is evident in deputies' use of ICT. The biggest increases among deputies is use of the NCSL website, again possibly due to the increased prominence of the College (68%, compared with 36% in 2001), using email to communicate with staff (65%, compared with 43% in 2001) and using email to contact parents (23% as opposed to just 8% in 2001).

The 2001 research highlighted that NPQH candidates are more likely to have used ICT than their colleagues. Therefore the increase in usage is less marked among this group of school leaders. That said, and as with headteachers and deputies, significantly more NPQH candidates email parents (24%) now than did in 2001 (11%), and email staff (66%, compared with 55% in 2001).

A key finding of the 2001 research was the low usage of ICT among middle leaders. The 2004 findings, however, demonstrate that much progress has been made in the last three years in expanding ICT usage among this group. The largest increase since 2001 is in the number of middle leaders who say they surf the net for ideas, up from 64% three years ago, to nearly all now (95%). As with other school leaders, a greater proportion of middle leaders now visit the NCSL website, up from just nine percent in 2001 to 39% now. Also, considerably more middle leaders now email staff, than did in 2001 (59%, compared with 32%) and more email other educational organisations (72%, compared with 47% in 2001).

Among NPQH candidates and headteachers the use of **online networking** practices (such as 'chat rooms') appears to have declined since 2001. The drop in usage is highest among NPQH candidates, with two-thirds (65%) saying they used a 'chat room' in 2001, compared with just over half (53%) who say they do so now. Among headteachers a quarter (26%) accessed some form of 'chat room' or networking application in 2001, compared to just one fifth who say they do now (19%).
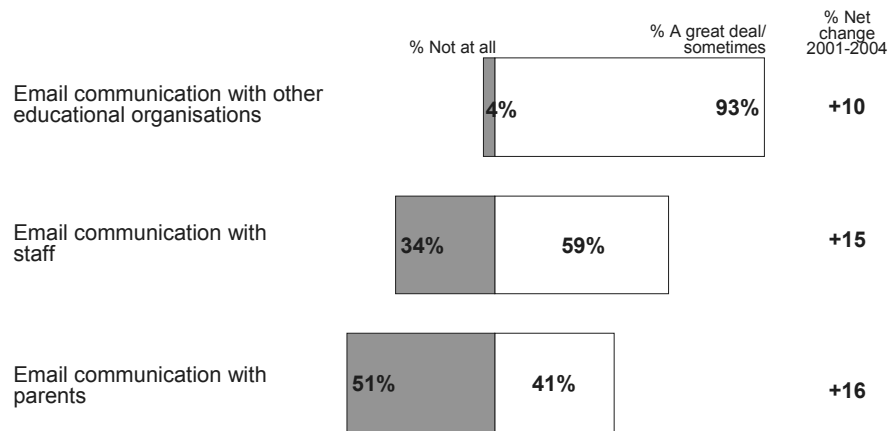
In the following section we look at the findings in more detail.

The use of email

As has already been discussed, headteachers' use of email has increased markedly over the last three years. Headteachers are, however, more likely to make use of email to contact other educational organisations (93%), rather than to contact staff (59%) or parents (41%).

Headteachers' use of email

	% Not at all	% A great deal/ sometimes	% Net change 2001-2004
Email communication with other educational organisations	4%	93%	+10
Email communication with staff	34%	59%	+15
Email communication with parents	51%	41%	+16

Base: All headteachers (911)   Source: MORI

Headteachers of secondary schools are more likely to use email to contact staff (71%), than headteachers of primary schools (50%), and to use email to contact parents (48%, compared with 34%). This may be a consequence of the fact that parents with children in primary schools are more likely to visit the school and have face-to-face contact with the teachers, thereby reducing the need for other methods of communication such as email.

As with headteachers, a large proportion of deputies say they use email to contact other educational organisations (84%). Fewer deputies than headteachers email other members of staff (65%), and just a quarter (23%) email parents. The usage of email among deputies is higher among those working in secondary schools, in comparison with deputies in primary schools. Deputies working in secondary schools are more likely to email other educational organisations (90%), than those working in primary schools (77%). The differences by phase are shown in the table below.

Table 5.2 *To what extent, if at all, do you personally use the following ICT applications/ practices in leading and managing your school?*

		Phase of school	
	Total	**Primary**	**Secondary**
	%	%	%
Base: All deputies who said they use each ICT practice at least sometimes	*(446)*	*(209)*	*(237)*
Email communication with other educational organisations	84	77	**90**
Email communication with staff	65	54	**76**
Email communication with parents	23	12	**33**

Source: MORI

Middle leaders are less likely to make use of email than deputies or headteachers. Seven in ten (72%) say they email other educational organisations, six in ten (59%) say they email staff and just one in six (16%) say they email parents. This is, however a considerable increase since 2001.

Middle leaders' use of email

Q   *To what extent, if at all, do you personally use the following ICT applications/ practices in leading and managing your school?*
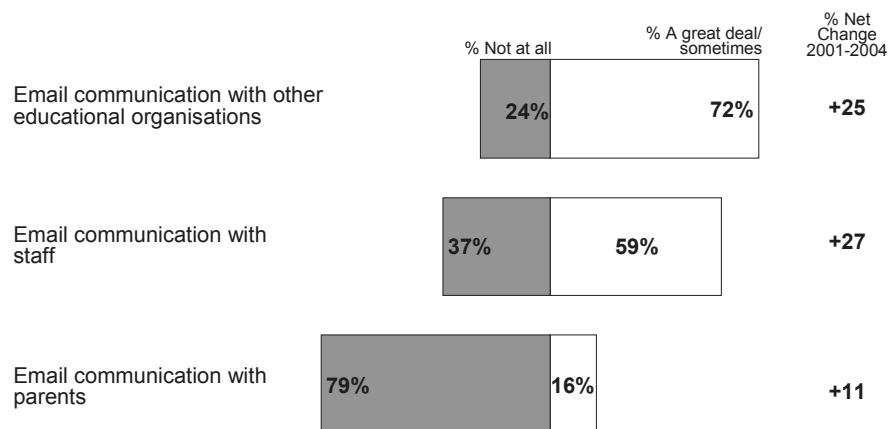
Base: All middle leaders (389)   Source: MORI

As with other school leaders, email usage is more widespread among middle leaders in secondary schools, than their counterparts in primary schools. A quarter of middle leaders in secondary schools (23%) email parents, as opposed to just one in ten in primary schools (9%).

Email communication with other educational organisations is more common among NPQH candidates than other school leaders as nearly all (92%) say they use this ICT practice. NPQH candidates' use of email to contact other members of staff is, however, in line with usage among other school leaders.

As we have already seen with other school leaders male NPQH candidates are more inclined to use email to contact staff (73%) than female candidates (61%), and also most likely use email to contact parents (35%), than female candidates (18%). Differences by phase are also apparent among NPQH candidates. Those who work in secondary schools are significantly more likely to email staff (85%), than those in primary schools (55%). NPQH candidates working in secondary schools are also more likely to email parents (39%) than primary candidates (16%).
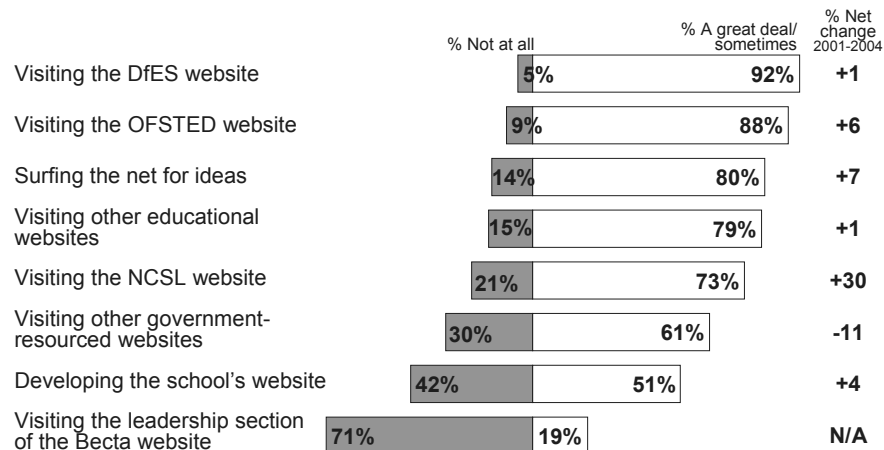
The use of the internet

The overwhelming majority of headteachers say they access the DfES website (92%), the OFSTED website (88%) and visit other educational websites (79%). Around three-quarters of headteachers (73%) access NCSL's website, which is significantly more than said they did in 2001 (43%). Four in five headteachers (80%) also use the internet as a source of ideas. Headteachers are much less likely to visit the leadership section of the Becta website; just one in five (19%) say they have done this.

Half of all headteachers (51%) say that they have used ICT applications to develop their school's own website.

Headteachers' use of the internet

Q   To what extent, if at all, do you personally use the following ICT applications/ practices in leading and managing your school?

	% Not at all	% A great deal/ sometimes	% Net change 2001-2004
Visiting the DfES website	5%	92%	+1
Visiting the OFSTED website	9%	88%	+6
Surfing the net for ideas	14%	80%	+7
Visiting other educational websites	15%	79%	+1
Visiting the NCSL website	21%	73%	+30
Visiting other government-resourced websites	30%	61%	-11
Developing the school's website	42%	51%	+4
Visiting the leadership section of the Becta website	71%	19%	N/A

Base: All headteachers (911)   Source: MORI

Longer serving headteachers are no less likely to make use of the internet than headteachers who are newer to the role. Also, unlike the more widespread use of email in secondary schools, the findings suggest that headteachers in secondary schools are no more likely to make use of the internet than their counterparts in
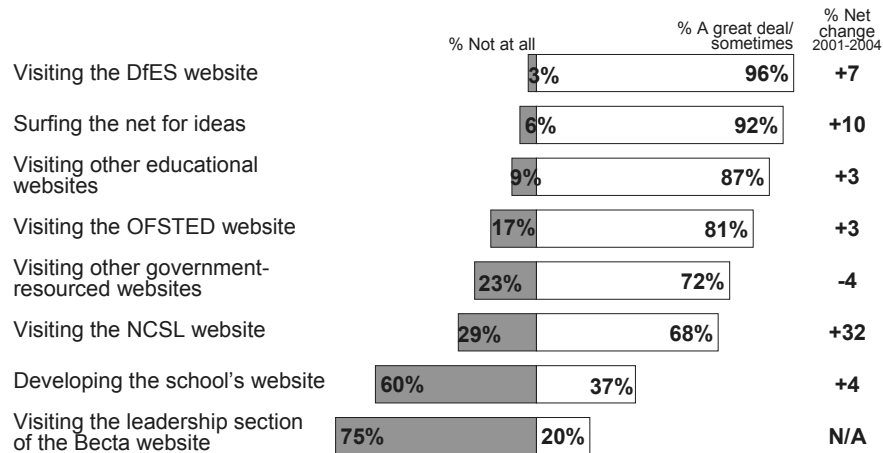
primary schools. Headteachers in primary schools are, however, more likely to surf the net for ideas (83%) than headteachers in secondary schools (77%).

It may also be of interest to note that nearly all headteachers who work in schools that are involved with NCSL (95%) have accessed the College's website. However, a significant number of headteachers who are **not** involved with the College have also visited the NCSL website (62%).

Internet usage among deputies is in line with internet usage among headteachers. The majority of deputies also make use of the internet, with nearly all (96%) visiting the DfES website. The number of deputies who say they access other websites is also very high; nine in ten (87%) visit other educational websites, eight in ten (81%) visit the OFSTED website, and seven in ten (72%) visit other government-resourced websites. The number of deputies who say they have accessed NCSL's website has increased substantially since 2001. Now just over two-thirds of deputies (68%) say they visit the College's website, compared with just over a third (36%) who said the same in 2001.

Deputies' use of the internet

Q   To what extent, if at all, do you <u>personally</u> use the following ICT applications/ practices in leading and managing your school?

	% Not at all	% A great deal/ sometimes	% Net change 2001-2004
Visiting the DfES website	3%	96%	+7
Surfing the net for ideas	6%	92%	+10
Visiting other educational websites	9%	87%	+3
Visiting the OFSTED website	17%	81%	+3
Visiting other government-resourced websites	23%	72%	-4
Visiting the NCSL website	29%	68%	+32
Developing the school's website	60%	37%	+4
Visiting the leadership section of the Becta website	75%	20%	N/A

Base: All deputies (446)   Source: MORI

All deputies who work in schools which are involved with the College (99%) say they use their website. Six in ten deputies who work in schools not involved (57%) with the College say they access the NCSL website.
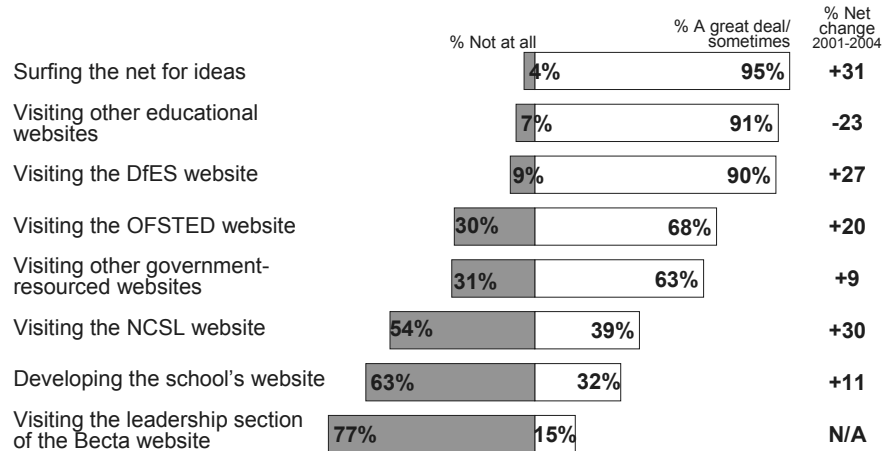
There are no significant differences in patterns of internet usage between deputies.

Internet usage among middle leaders has increased markedly in the last three years. Nine in ten middle leaders (90%) say that they now visit the DfES website, compared with just six in ten (63%) in 2001. Two-thirds of middle leaders (68%) now access the OFSTED website, compared with around half (48%) in 2001.

The overwhelming majority of middle leaders also make more use of the internet as a source of inspiration for ideas (95%), than did so three years ago (64%). However, despite an increase from 2001, middle leaders are still less likely to access NCSL's website than headteachers or deputies. Just two in five (39%) say they have visited the website, and over half say they have never used the website (54%).

Middle leaders' use of the internet

Q   To what extent, if at all, do you _personally_ use the following ICT applications/ practices in leading and managing your school?

	% Not at all	% A great deal/ sometimes	% Net change 2001-2004
Surfing the net for ideas	4%	95%	+31
Visiting other educational websites	7%	91%	-23
Visiting the DfES website	9%	90%	+27
Visiting the OFSTED website	30%	68%	+20
Visiting other government-resourced websites	31%	63%	+9
Visiting the NCSL website	54%	39%	+30
Developing the school's website	63%	32%	+11
Visiting the leadership section of the Becta website	77%	15%	N/A

Base: All middle leaders (389)   Source: MORI

Use of the internet is slightly higher among NPQH candidates than it is among other school leaders. Over 90% of NPQH candidates say they visit the DfES website (96%), the NCSL website (92%) as well as other educational websites (92%) and surf the net for ideas (97%).

The use of ICT in school management

The use of ICT for the purpose of school management is fairly high among headteachers, although lower than use of the internet. Four in five headteachers (78%) say they use management information data from outside sources like OFSTED to lead their school and two-thirds of headteachers (68%) say they use management information systems, which is in line with findings from 2001. Just over half of headteachers (51%) say they generate, share and use _internal_ management information data between themselves and other members of staff. A significant proportion of headteachers (40%), however, do not use such internal management data.

Headteachers' use of management information

Q To what extent, if at all, do you <u>personally</u> use the following ICT applications/ practices in leading and managing your school?

% Not at all

% A great deal/ sometimes

Using management information data from outside sources e.g. OFSTED

15%   **78%**

Using management information systems

24%   **68%**

Generating, sharing and using internal management information data between the head and teachers

40%   **51%**
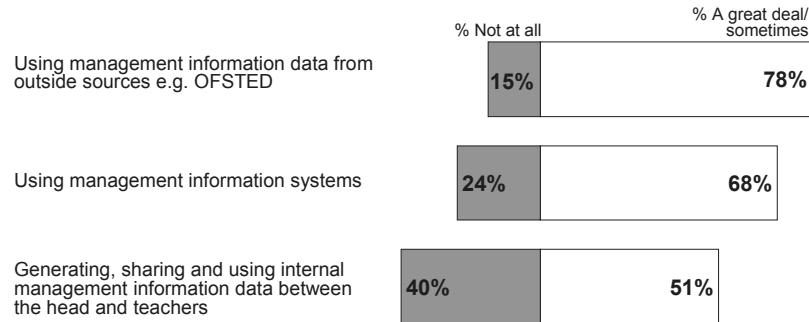
Base: All headteachers (911)   Source: MORI

Unlike internet usage where there were very few differences among headteachers in terms of gender or phase of school, there are notable variations in the use of ICT for the purpose of school management among headteachers. For example, male headteachers (74%) are more likely to make use of management information systems than women (63%). Similarly male headteachers (57%) are more likely to generate, share and use internal management information data than women (45%).

Headteachers in secondary schools are also more likely to use ICT for school management than headteachers in primary schools. Four in five headteachers in secondary schools (77%) say they use management information systems, compared with just six in ten of their peers in primary schools (60%). The use of internal management information data by headteachers is also more likely to occur in secondary schools (59%) than primary schools (44%).

Slightly fewer deputies (59%) use management information systems and management information data from outside sources than headteachers (70%). Just over half of deputies (54%) generate, share and use internal management information data. As with headteachers, male deputies are more likely to use management information systems, than female deputies (70%, compared with 54%) and use management information data from outside sources (77%, compared with 66%).

The use of ICT for the purpose of school management is also much higher among deputies in secondary schools than deputies in primary schools. Seven in ten deputies in secondary schools (72%) use management information systems, compared with just 45% of deputies in primary schools. These differences are shown in the table below.

Table 5.3 *To what extent, if at all, do you personally use the following ICT applications/ practices in leading and managing your school?*

		Phase of school	
	Total	Primary	Secondary
	%	%	%
Base: All deputies who said they use each ICT practice at least sometimes	(446)	(209)	(237)
Using management information systems	59	45	**72**
Using management information data from outside sources e.g. OFSTED	70	65	**75**
Generating, sharing and using internal management information data between the headteacher and teachers	54	48	**59**

Source: MORI

Middle leaders are less likely than headteachers or deputies to personally use school management ICT applications. Only two in five middle leaders (37%) say they have used management information systems or used internal management information (40%). A higher proportion of middle leaders have, however, used management information data from outside sources (54%).

Middle leaders' use of management information

Q   *To what extent, if at all, do you <u>personally</u> use the following ICT applications/ practices in leading and managing your school?*

Base: All middle leaders (389)   Source: MORI

131
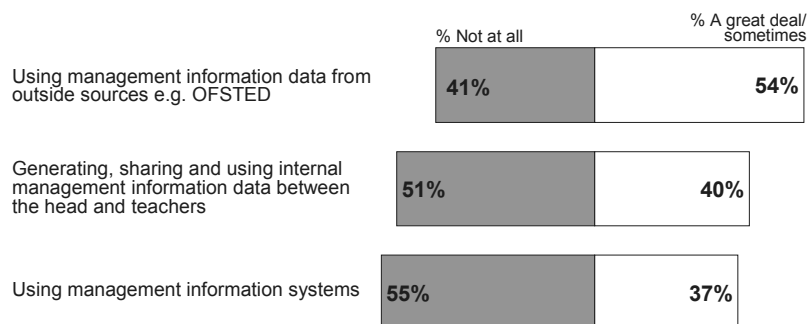
As with other school leaders, middle leaders who work in secondary schools are more likely to make use of management information data from outside sources (63%), than middle leaders in primary schools (45%). This is also the case for generating, sharing and using internal management information, which is used by 46% of middle leaders in secondary schools, and just a third of middle leaders in primary schools (34%).

However usage of ICT for management information purposes is also higher among middle leaders who are currently studying for, or about to study for NPQH. These middle leaders are more likely to make use of management information systems (48%), than middle leaders who have no plans to apply for the qualification (30%). Similarly middle leaders who are taking, or about to take, NPQH are more likely to use management information data from outside sources (70%, compared with 45% who have no plans to apply).

The use of ICT for school management purposes is high among NPQH candidates, and in line with the level of usage among headteachers. Four in five NPQH candidates (79%) say they use management information data from external sources, two-thirds say they use management information systems (65%), and six in ten use internal management information data (62%). As with other school leaders the use of management information systems is significantly higher among NPQH candidates who work in secondary schools (74%), than those in primary schools (61%). However, the level of usage of management information data from outside sources and the sharing and use of internal management information by NPQH candidates is similar in both phases of school.

Online networking

The use of general networking practices such as 'chat rooms' by headteachers has declined since 2001. Fewer headteachers say that they use these practices now (19%) than did three years ago (26%). However, a higher proportion of headteachers (35%) say that they visit NCSL's online community talk2learn, than use other general networking practices such as 'chat rooms'.

Headteachers who work in primary schools are no less likely to use online networking practices, than headteachers in secondary schools. Female headteachers are also just as likely to use online networking as male headteachers.

However, headteachers who are relatively new to their current role are more likely to use both general networking practices and visit NCSL's online community talk2learn. A quarter of headteachers (23%) who have been in their current role for less than three years say they use general networking practices such as 'chat rooms', compared with just 14% of headteachers who have been in their current role for more than ten years. More notably, two in five headteachers who have been in their current position for less than three years (44%), say they visit NCSL's online community talk2learn, as opposed to just three in ten headteachers who have been in their role for ten years or more (27%).

Two-thirds of headteachers who say their school is involved with NCSL have accessed talk2learn.

In the qualitative research headteachers mentioned specific online networking and learning opportunities available to them. However, whilst headteachers recognise the importance of these practices, they also highlight that workload and a lack of time can hinder participation.

I have used the Talk2learn website and have found it very useful. I am particularly impressed by the communities and found the Small Schools Community useful in a number of ways

Headteacher, primary school

Small school network and Talk2learn has allowed me to make contact with colleagues in neighbouring authorities, thus broadening vision & understanding

Headteacher, primary school

There should have been an online community during the SLICT course, but there was very little participation. I do use the website, but somewhat intermittently - the main issue is workload and having time to do it.

Headteacher, secondary school

One in five deputies (20%) say that they use general networking practices, such as 'chat rooms' and a slightly higher number of deputies say they visit NCSL's online community talk2learn (32%). Unlike use of email or ICT for school management purposes, the prevalence of online networking among deputies does not vary by gender or phase of school.

However, as with headteachers, deputies who are relatively new to their current role are more likely to network and visit talk2learn. A quarter of deputies (26%) who have been in their current role for less than three years use general networking practices, compared with just 14% who have been in their current role for more than ten years. Two in five deputies who have been in their current role for less than three years (37%) have visited the online community talk2learn, as opposed to just one in five deputies who have been in their current role for more than ten years (20%).

Middle leaders are as likely to use general networking practices such as 'chat rooms' as headteachers and deputies. Around one in five (19%) say they network online or visit chat rooms. However, significantly fewer middle leaders visit NCSL's online community talk2learn, than deputies or headteachers, as just one in six (17%) say they visit this website. Middle leaders are considerably more likely to use general networking practices if they work in a school which is involved with NCSL. Half of all middle leaders who work in a school which is involved with NCSL (49%) say they network compared with just 14% who work

in schools not involved with the College. However, the impact of working in a school which is involved with NCSL is even more apparent when considering middle leaders' use of the online network talk2learn. What is more, nearly three-quarters of middle leaders who work in a school involved with the College (72%) say they use NCSL's online network talk2learn. Just eight percent of middle leaders who are not involved with the college use the network.

NPQH candidates are more likely to use general networking practices and visit talk2learn than other school leaders. The overwhelming majority of NPQH candidates (89%) say they visit NCSL's online community and over half (53%) say they use general networking practices such as 'chat rooms'. There are no significant differences in patterns of usage among NPQH candidates.

Online learning

Less than a third of headteachers (30%) say that they use online learning or enquiry based learning as part of CPD. Over half (59%) do not use this at all. There are no differences in the likelihood of using online learning or enquiry based learning between primary schools or secondary schools. However, headteachers who work in a school which is involved with NCSL are much more likely to use online learning than those who work in schools that are not involved. Two in five headteachers at schools involved with NCSL (43%) say they use this ICT practice, compared with just a quarter of headteachers in schools not involved with the College (24%).

Significantly more deputies say they use online learning or enquiry based learning than headteachers. Two in five deputies (43%) say they use this ICT practice, although half do not (51%). Unlike headteachers, deputies who work in schools that are not involved with the College are no more likely to use online learning or enquiry based learning.

The use of online learning or enquiry based learning among middle leaders (37%) is in line with the level of use among deputies. Just over half of middle leaders (55%) do not use this ICT practice. However as with headteachers, middle leaders who are involved with NCSL are considerably more likely to use online learning or enquiry based learning, possibly due to the manner of their involvement with the College. Two-thirds of middle leaders in schools that are involved with the College (67%) say they use this ICT practice, compared with less than a third of those not involved (30%). What is more, almost half of all middle leaders who are currently taking, or due to take NPQH (48%) say they use online learning or enquiry based learning, compared with less than a third of those who have no plans to take this qualification (31%).

Two-thirds of NPQH candidates (66%) say that they use online or enquiry-based learning as part of CPD, which is higher than other school leaders. Less than a third (30%) say they do not use this ICT practice. There are no significant differences in the level of usage among NPQH candidates.

Reflections on the findings

A considerable success since 2001 has been the increase in usage of ICT among school leaders. However, whilst the use of the internet and email has increased over the last three years, there has been a slight decline in the use of general networking practices, such as 'chat rooms' among headteachers and NPQH candidates. The use of such practices among deputies and middle leaders is also low and has not increased significantly since 2001.

Against this background it is important to stress that if the DfES and NCSL are keen to continue expanding the use of ICT for disseminating good practice and encouraging teachers to 'learn from each other', there are still some school leaders who need to be convinced of the benefits of the usage of ICT and need to be persuaded to the make the time and money available for online learning and networking. The 2004 research suggests that school leaders who are involved with the College are more likely to make use of networking opportunities and 'chat rooms' than school leaders who are not involved. Increasing the involvement of school leaders in NCSL may therefore encourage greater participation in such activities.

6) Perceptions of the National College for School Leadership

In this chapter we examine school leaders' awareness of the National College for School Leadership (NCSL), their involvement with the College and perceptions of the efficacy of NCSL in developing school leadership. We also look at how views on the College have changed since the 2001 study.

Summary of findings

Awareness of the purpose of NCSL is very high and has risen among all school leaders since the last study; the overwhelming majority of headteachers, deputies, NPQH candidates and LEAs now say they are aware of the College's purpose. However awareness of the purpose of the College is considerably lower among middle leaders and governors, although progress has been made in the last three years.

While headteachers are more likely to be involved with the work of NCSL than other groups, apart from NPQH candidates, there is a high level of support among all school leaders for increasing their involvement with the College in the future. The barriers to involvement with NCSL are, however, time and budget constraints, the lack of regional opportunities for attending training courses as well as NCSL being 'removed' from the specific needs of their school.

When asked whether they would speak highly of NCSL the findings suggest that school leaders are much more likely to be an advocate of the College than a critic, with NPQH candidates the strongest advocates of NCSL. NCSL is viewed by school leaders as being particularly effective in promoting the development of school leadership, encouraging debate on school leadership and extending the knowledge base about leadership. A common theme in the qualitative research with headteachers is the important role which NCSL has played in raising the profile of school leadership and improving the structures for career development among aspiring school leaders. School leaders are less convinced, however, that NCSL is currently playing a significant role in developing the school improvement agenda or in providing a voice for the teaching profession.

Participation in NCSL training courses is fairly high as is satisfaction with the College's courses. Headteachers and deputies are most likely to have taken an NCSL course; middle leaders are the least likely. The majority of school leaders are unsure about what courses the College should offer in the future, which suggests that school leaders do not perceive there to be any obvious gaps in NCSL's training course provision.
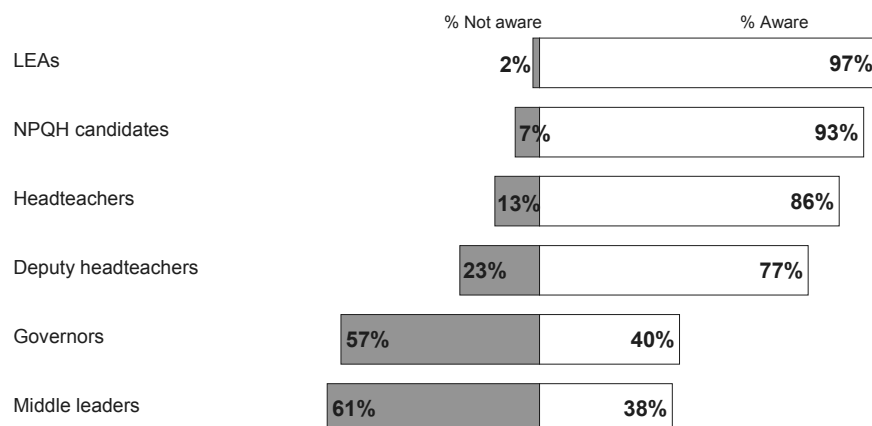
Awareness of the purpose of NCSL

Awareness of the purpose of NCSL is very high; the majority of LEAs (97%), NPQH candidates (93%), headteachers (86%) and deputies (77%) claim to be aware of the purpose of the College. Awareness is, however, significantly lower among middle leaders and governors. Just two in five middle leaders (38%) and governors (40%) say they are aware of the College's purpose.

Awareness of the purpose of NCSL

Q How aware, if at all, are you of the purpose of the National College for School Leadership?

	% Not aware		% Aware
LEAs	2%		97%
NPQH candidates	7%		93%
Headteachers	13%		86%
Deputy headteachers	23%		77%
Governors	57%		40%
Middle leaders	61%		38%

Base: All respondents: Headteachers (911); Deputy headteachers (446); Middle leaders (389); NPQH candidates (287); LEAs (96*); Governors (479)
*small base

Source: MORI

As in 2001[57], awareness of the purpose of NCSL is higher among headteachers in secondary schools (90%), than among primary headteachers (83%). Among headteachers who regularly network with other headteachers nine in ten (90%) claim to be aware of NCSL's purpose, as opposed to eight in ten headteachers (79%) who do not regularly network with their peers. Almost all headteachers (99%) who say they are aware of the purpose of the College, would also *speak highly* of the College.

As with headteachers, deputies who work in secondary schools are more likely to be aware of the purpose of NCSL. Four in five deputies at secondary schools (82%) say they are aware of the College's purpose, compared with seven in ten primary school deputies (70%). Deputies who envisage becoming a headteacher, are also more likely to be aware of the purpose of NCSL: 86% of deputies who see themselves becoming a headteacher in the future say they are aware of the purpose of the College, compared with 63% who do not.

Direct contact with the College means awareness of the purpose of NCSL is extremely high among all NPQH candidates. Awareness is also very high among LEA officers. However, awareness of the purpose of NCSL is lower among middle leaders, particularly among those in primary schools (27%). Middle leaders are more likely to be aware of the purpose of the College if they are currently studying for or about to study for NPQH (60%, compared with 24% who are not) and if they envisage becoming a headteacher at some point in the future (57%, compared with 27% who do not).

Awareness of the purpose of NCSL is also fairly low among governors (40%). In addition to phase of school it appears that the longer governors have been in

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[57] In 2001 the question wording was slightly different. School leaders were asked "How aware are you of the focus and aims of the newly established National College for School Leadership?" Comparisons between 2001 and 2004 findings should be viewed as indicative only.

their role, the more likely they are to be aware of the purpose of NCSL. Forty-five percent of governors who have over ten years' experience say they are aware of the purpose of NCSL, as opposed to just one third (31%) of those with up to five years' experience. The involvement of their school with NCSL also has a significant impact on awareness. Four in five governors (81%) who work in schools which are involved with NCSL say they are aware of the purpose of the college, compared with just a third (33%) who work in schools that are not involved with the college.

Changes in awareness of NCSL over time

There has been a significant increase in awareness of the purpose of NCSL among all audiences since the 2001 survey, the largest increase being among deputies. Now four in five deputies (77%) are aware of the purpose of the College, compared with just over half (36%) in 2001. Although awareness of the purpose of the College is still significantly lower among middle leaders than other school leaders, progress has clearly been made in the last three years. Just five percent of middle leaders claimed to be aware of NCSL in 2001, compared with two in five now (38%), as shown in Table 6.1 below.

Table 6.1 *How aware, if at all are you of the purpose of the National College for School Leadership?*

	Very/fairly aware of NCSL		
	2004	**2001**[58]	**Change 2001-04**
	%	%	±%
Base: All deputies	*(446)*	*(227)*	
Deputies	77	36	**+41**
Base: All headteachers	*(911)*	*(758)*	
Headteachers	86	52	**+34**
Base: All middle leaders	*(389)*	*(239)*	
Middle leaders	38	5	**+33**
Base: All NPQH candidates	*(287)*	*(151)*	
NPQH candidates	93	62	**+31**
Base: All governors	*(479)*	*(200)*	
Governors	40	23	**+17**
Base: All LEA officers	*(96)*	*(100)*	
LEA officers	97	88	+9
			Source: MORI

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[58] In 2001 the question wording differed slightly. All audiences were asked: "How aware are you of the focus and aims of the newly established National College for School Leadership?"
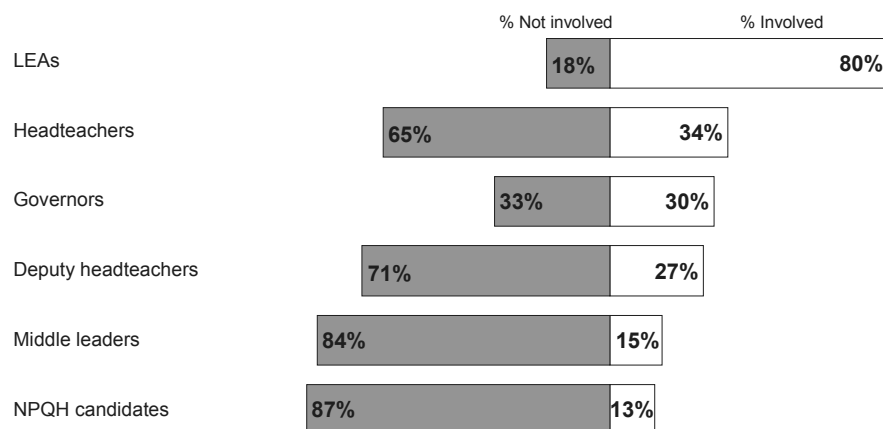
Involvement with NCSL

The involvement of school leaders in the work of NCSL is, on the whole, fairly low. Headteachers are the most likely to be involved with the College with just over a third (34%) saying they are either *very* or *fairly* involved, followed by deputies (27%). Just 15% of middle leaders and 13% of NPQH candidates claim to be involved in the work of the college.[59]

A third of governors (33%) say they don't know whether their school is involved with NCSL or not. Of the rest, three in ten governors (30%) say they are currently involved with NCSL and the remaining third are not (33%).

Involvement with NCSL

Q To what extent, if at all, are you currently involved with NCSL?

Base: All respondents: Headteachers (911); Deputy headteachers (446); Middle leaders (389); NPQH candidates (287); LEAs (96*); Governors (479)
*small base   Source: MORI

Headteachers' involvement in NCSL

The involvement of headteachers with NCSL is fairly low, although higher than for other school leaders such as deputies and middle leaders. However, whether headteachers work in a primary or secondary school does not have a significant impact on their likelihood of being involved with NCSL. Instead other factors such as size of school and the length of time headteachers have been in their job play a role and appear to impact on their involvement with NCSL.

Headteachers in larger schools are more likely to say they are involved with the college, than their counterparts in smaller schools; two in five headteachers (43%) in schools with more than 1,000 pupils claim to be involved in the College, compared with just over a quarter (28%) in schools with fewer than 150 pupils. Involvement with NCSL is also higher among headteachers who have only recently been appointed to the post of headteacher in their current school (39%), than headteachers who have been in their position for over ten years (26%).

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[59] NPQH candidates were asked 'Apart from NPQH, to what extent, if at all, are you currently involved with NCSL?'

Table 6.2   *To what extent, if at all, are you currently involved with NCSL?*[60]

	Total	Length of time in current role			
		Under 3 years	3-5 years	6-10 years	Over 10 years
Base: All headteachers	*(911)*	*(227)*	*(244)*	*(219)*	*(197)*
	%	*%*	*%*	*%*	*%*
Involved	34	**39**	**38**	32	26
Not involved	65	59	62	68	**73**

Source: MORI

Networking with other headteachers also appears to have an influence on the likelihood of headteachers being involved with NCSL. Two in five headteachers (38%) who network regularly with colleagues are involved with the College, as opposed to just a quarter (25%) who do not.

The qualitative research does provide insight into the reasons why some headteachers are **not** currently involved with the College. An important barrier seems to be finding the time and the budget to attend training courses.

> *I have family commitments and therefore try to avoid things which involve lots of travel. I think we need more regional opportunities*

Headteacher, junior school, not involved with NCSL

> *I don't leave the school unless I have to so going on courses during school time would not be possible. I am not always sure of what is around and how it might benefit me and my school. Often cost is also a factor.*

Headteacher, secondary school, not involved with NCSL

There is also a perception that NCSL is not relevant to the requirements of primary schools, and is somewhat 'removed' from the specific needs of schools more generally.

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[60] In this table 'Involved' is a combination of headteachers who said they were 'Very involved' or 'Fairly involved'. 'Not involved' is a combination of headteachers who said they were 'Not very involved' or 'Not at all involved'.

> *My negativity about NCSL is that as an infant school I see very little aimed at our needs. One third of schools are using Foundation curriculum and we have very specific problems which are not covered by NCSL*

Headteacher, infant school, not involved with NCSL

> *I think that the courses/information sound interesting but sometimes feel 'removed' from the organisation. It [NCSL] feels a bit removed from my existence – which may just be down to the personal circumstances that I find myself in i.e. head not often above the parapet*

Headteacher, special school, not involved with NCSL

Indeed, some headteachers do not feel that involvement with NCSL would provide any solutions to the problems that are seen as unique to their school.

> *Many of my staff have more expertise in dealing with the most challenging pupils over a period of 20 years than the 'experts' running courses. They, and I, are therefore attracted to leading edge ideas and strategies rather than courses suited to schools that can achieve 80% plus on their SATs, unlike this school where results of 40% are greatly praised by OFSTED and the Local Authority as proving that pupils' achievement is very good*

Headteacher, middle school, not involved with NCSL

There was also concern that NCSL is not recognising achievements of many innovative practitioners.

> *There are so many people that I really rate, and practice that I am in awe of, that are not recognised for social and "closed club" reasons that I have no time for. Institutional comfort inertia and an understandable tendency to sponsor like-minded people make it something that ultimately I don't hold in high esteem. There is so much really ground breaking practice and inspirational individuals who remain without recognition or promotion/celebration that you have to doubt a system that can have such blind spots*

Headteacher, secondary school

Some headteachers who have been in their role for a long period of time and nearing retirement feel that they would not benefit from NCSL's training courses, which are viewed as more relevant for their younger, more 'enthusiastic' colleagues.

> *I have reached a point in my educational career where I
> have been on so many courses that they become repetitive
> and there is a danger that my weary cynicism at having seen
> it all before makes me a disadvantage to younger, more
> innocent colleagues. When starting my headship career I can
> remember how ancient headteachers like myself could often
> become dispiriting company at training venues!*

Headteacher, middle school, not involved with NCSL

Whilst some headteachers may not classify their school as being involved with
the College, they have made use of NCSL publications and articles. These have
encouraged headteachers to introduce new initiatives or have provided the basis
for school leadership measures.

> *I have used the research articles as a focus of discussion
> with my Leadership and Management Team. For
> example, there was an article which talked about 'Learning
> Walks' being used to enable development to take place. As
> a school we looked at the idea, thought it would be useful,
> and have now developed a whole programme of learning
> walks at all levels within the school*

Headteacher, junior school, not involved with NCSL

> *I can't be too negative as they [NCSL] produced an
> excellent book 'Making the Difference' for successful
> leadership in challenging circumstances and we have used
> this as the basis for our school management team. I would
> highly recommend it if you have not seen it*

Headteacher, infant school, not involved with NCSL

Fewer deputies are involved with NCSL than headteachers. Those who are
involved follow the same pattern as headteachers; in that they are typically newer
to their role in their current school. The likelihood of being involved with NCSL
is also linked to the future ambitions of deputies. Deputies who envisage
becoming a headteacher in the future are significantly more likely to be involved
in the work of the College, than those who do not foresee taking on the post of
headteacher (36%, compared with just 16%).

One in seven NPQH candidates (13%) have participated in activities related to
the College (that is, in addition to their current participation in the NPQH
qualification). Unlike headteachers and deputies, NPQH candidates who are
newer to their current role, are no more likely to either be involved in the work
of the College, or want to be involved than their longer standing counterparts.

Just 15% of middle leaders classify themselves as being involved with NCSL.
However unlike other school leaders it seems that the likelihood of middle
leaders being involved with the College is linked to the phase of their school.

One in five middle leaders in secondary schools (20%) are involved with the College, compared with just one in ten of their peers in primary schools (9%). The involvement of middle leaders in the College is also linked to their future ambitions. Middle leaders who see themselves becoming a headteacher are more likely to be involved (28%, compared with 9% of those who do not), as are those who are currently studying for, or about to study for NPQH (28%, compared with 7% of those who do not).

Three in ten governors (30%) say their school is involved with NCSL. However, the findings suggest that governors are more likely than other school leaders **not to actually know** whether their school is involved with NCSL. This is particularly the case for new governors[61] as over half (51%) do not know what level of involvement their school has with the College.

Governors who know that their school is involved with NCSL are more likely to be a member of the governing body of a secondary school (38%) than a primary school (22%). In addition, governors who have received training (33%) are more likely to be aware of the involvement of their school with NCSL, in comparison with those who have not received much or any training (17%).

Unlike school leaders, the overwhelming majority of LEA officers (80%) say that their LEA is involved with the College. As with awareness of the purpose of NCSL, this high level of involvement is replicated across all types of LEA and among staff of differing levels.

Working with NCSL in the future

Despite the current low level of involvement with NCSL at the moment among some groups, the findings suggest that there is a high level of support for an increased involvement with the College in the future. Seven in ten headteachers (70%) and six in ten deputies (60%) would *like* to be involved with NCSL, which as shown in the table below is significantly higher than in 2001. Four in ten middle leaders (42%) would like to be involved with NCSL, but a significant minority would not (31%).

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[61] By 'new governors' we mean those who have less than five years experience in the role of governor.

Table 6.3 *To what extent, if at all, would you like to be involved in the work of NCSL?*

| | Very/fairly involved with NCSL | | |
	2004	2001	Change 2001-04
	%	%	±%
Base: All deputies	*(446)*	*(227)*	
Deputies	60	45	**+15**
Base: All headteachers	*(911)*	*(758)*	
Headteachers	70	60	**+10**
Base: All NPQH candidates	*(287)*	*(151)*	
NPQH candidates	67	73	-6
Base: All LEA officers	*(96)*	*(100)*	
LEA officers	94	96	-2
Base: All governors	*(479)*		
Governors[62]	50	-	**-**
Base: All middle leaders	*(389)*		
Middle leaders	42	-	**-**

Source: MORI

The survey findings show that over half of headteachers (54%) who are *not* currently involved with NCSL would like to participate in NCSL activities in the future. As with current involvement, headteachers who are fairly new to their school (75%) are more likely to want to be involved with the College, than their longer serving peers (58%) who have been in their current role for more than ten years.

The overwhelming majority of NPQH candidates (84%) who are not currently involved in NCSL activities, with the exception of the qualification, would like to be involved with the College. Clearly, their experience of the NPQH programme must have been a positive experience for many.

Just 15% of middle leaders classify themselves as currently being involved in NCSL activities. However, as with NPQH candidates where involvement with the College is also low, the majority of middle leaders (73%) would like to be so in the future. Middle leaders who envisage becoming a headteacher are also significantly more likely to want to become involved in the work of NCSL in

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[62] Governors and middle leaders were not asked whether they would like to be involved in the work of NCSL in the 2001 survey.

future (61%, compared with 32%) as are middle leaders currently taking or about to take NPQH (69%, compared with 28%) as illustrated in the table below.

Headteachers who were not involved with NCSL at the time of the quantitative survey and who participated in the qualitative research were asked what might encourage them to become involved in the future. There were a variety of suggestions, such as improving the NCSL website, promoting its independence from DfES, providing more help with course fees, advertising its programmes further in advance and having more regional opportunities.

> *Sort out the internet interface. Less gloss. Some clear indicators that this is not a mouth piece for government policy*
>
> Headteacher, primary school

> *Make courses cheaper and at a variety of venues or does the cost of the centre prohibit holding courses elsewhere*
>
> Headteacher, primary school

> *Find some better way of matching like minded leaders into useful networks*
>
> Headteacher, primary school

Regular updates (including by email) from NCSL on the programmes available, including dates well in advance would be useful, as would having a selection of regional venues for the programmes.

> *I would like to know dates etc and types of course available in enough time so that it can be planned into an already very tight budget*
>
> Headteacher, junior school

> *Dates well in advance and with a selection of venues. Regular email updates would be good*
>
> Headteacher, infant school

> *I'd attend sessions that suggested ways that we can improve teaching in our schools. It's the big deal for us all. If anyone could help me get consistent teaching across the school I'd be there tomorrow*
>
> Headteacher, secondary school
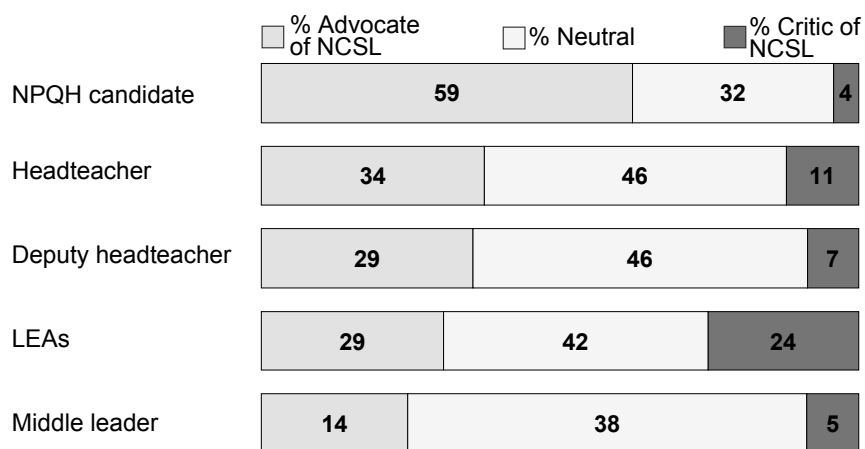
Advocacy of NCSL

The findings suggest that school leaders are more likely to be an advocate of the College than a critic. NPQH candidates appear to be the strongest advocates of NCSL with over half (59%) saying they would speak highly of the College. Around a third of headteachers (34%) and deputies (29%) would also speak highly of the College.

Middle leaders are the least likely to be advocates of the College, as just 14% say they would speak highly of NCSL, although it should be said, just five percent would actually be critical. LEAs are only marginally more likely to be advocates of the College, than critics; 29% would 'speak highly', compared with 24% who would be critical of the College.

NPQH candidates aside, the majority of school leaders say they would, however, be neutral about the College if asked for an opinion. Almost half of headteachers (46%) and deputies (46%) would be neutral towards the College. Two in five middle leaders (38%) would be neutral and almost a third of NPQH candidates (32%) would be the same.

Advocacy of NCSL

Q *Which of the following statements best reflects your perception of NCSL as a provider of professional development and leadership programmes?*

	% Advocate of NCSL	% Neutral	% Critic of NCSL
NPQH candidate	59	32	4
Headteacher	34	46	11
Deputy headteacher	29	46	7
LEAs	29	42	24
Middle leader	14	38	5

Base: All respondents: Headteachers (911); Deputy headteachers (446); Middle leaders (389); NPQH candidates (287); LEAs (96*) *small base

Source: MORI

Further analysis has been conducted to pinpoint the key drivers of advocacy towards NCSL by exploring the factors which are most likely to have a positive impact and the factors which are most likely to have a negative impact on the likelihood of headteachers being an advocate of NCSL. As shown in the chart below, if headteachers feel that NCSL has actually improved the level of leadership in their school this has the greatest positive impact on whether they would speak highly of the College. Other factors which drive advocacy among headteachers are believing that NCSL plays a significant role in promoting leadership development, or believing that the College plays a significant role in developing the school improvement agenda.

Factors that have a negative impact on the likelihood of headteachers being an advocate of NCSL are when headteachers believe that NCSL does **not** encourage teachers to become school leaders or if they believe that NCSL has **not** improved their own learning and development.

Key drivers of advocacy towards NCSL

Base: All headteachers except those who said 'don't know' or 'not stated' at Q30 (834)
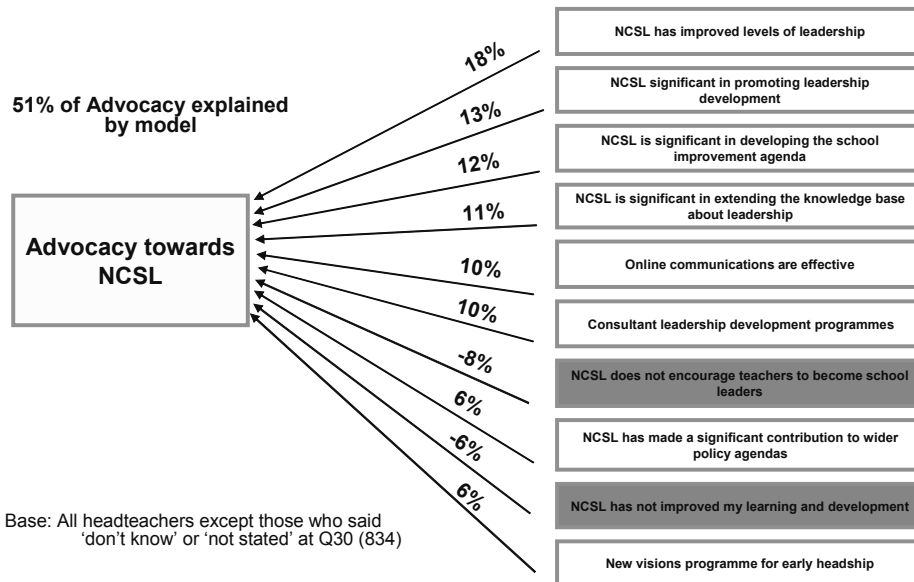
Advocacy linked to awareness of and involvement with the College

The likelihood of school leaders speaking highly of NCSL is significantly higher among teachers who are either *aware* of the purpose of the College or *involved* with the College. Among **headteachers** who are actually involved with NCSL, almost two-thirds (63%) would speak highly of the College and only one in ten (8%) would be critical.

Deputies are also more likely to be advocates of the College if they are actually aware of the purpose of the College; 37% of deputies who are aware of NCSL would speak highly, compared with just four percent who are not aware.

Among **middle leaders** (who are less likely than deputies or headteachers to be advocates of the College), 35% who are aware of the purpose of NCSL say they would speak highly of the College, compared with just one percent who are not aware. Similarly over half of middle leaders (53%) involved with the College would speak highly of NCSL, as opposed to just seven percent who are not involved.

Perceptions of the efficacy of NCSL in developing school leadership

The areas in which NCSL is perceived to be particularly strong are very similar among all groups of school leaders. NCSL is seen as playing a significant role in promoting the development of school leadership, encouraging debate on school leadership, and extending the knowledge base about leadership. School leaders are less convinced that NCSL is significant in developing the school improvement agenda or in providing a voice for the teaching profession.

NCSL and leadership development in schools

Nearly all NPQH candidates (95%) perceive NCSL as playing a significant role in promoting leadership development in schools. Other school leaders are also positive that NCSL has a part to play in this area: Three-quarters of headteachers (75%) and seven in ten deputies (69%) see NCSL's role as significant. Middle leaders are less inclined to view NCSL as being particularly important in leadership development; just 42% regard the College's role as significant.

Promoting leadership development in schools

Q How significant, if at all, do you think NCSL is in promoting leadership development in schools
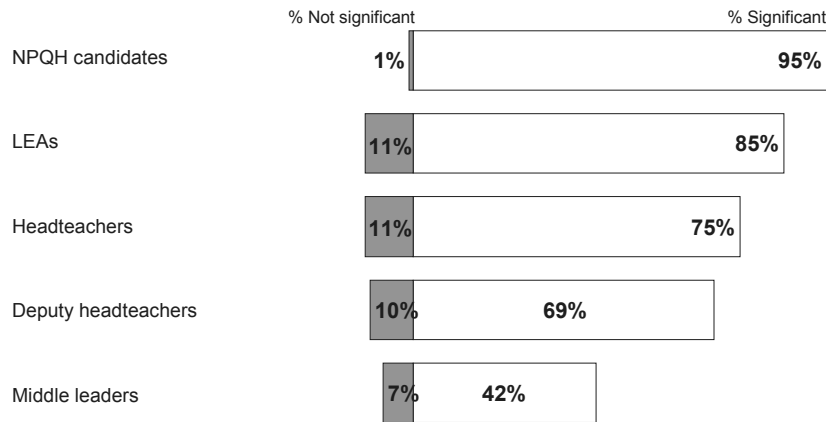
	% Not significant	% Significant
NPQH candidates	1%	95%
LEAs	11%	85%
Headteachers	11%	75%
Deputy headteachers	10%	69%
Middle leaders	7%	42%

Base: All respondents: Headteachers (911); Deputy headteachers (446); Middle leaders (389); NPQH candidates (287); LEAs (96*)
*small base

Source: MORI

Slightly fewer school leaders believe that NCSL is significant in helping teachers in leadership roles do a better job. Nine in ten NPQH candidates (90%), seven in ten headteachers (68%), and six in ten deputies (63%) perceive NCSL has a significant part to play in this area. As with the promotion of leadership development, middle leaders are less likely to view the role of NCSL as one that helps teachers to do a better job than other school leaders; just 41% perceive NCSL as playing a significant role in this area.

Headteachers are just as likely to perceive NCSL as playing a significant role in promoting school leadership now as they did three years ago (75% in 2004, compared with 73% in 2001). Fewer headteachers, however, perceive NCSL as

not having a significant role to play in leadership development now than in 2001, down from 21% three years ago, to just 11% now. Slightly fewer LEAs believe that the College promotes school leadership now (85%) than in 2001 (91%)[63]. However, what needs to be borne in mind is that the 2001 study was looking at investigating school leaders' and LEAs' expectations of NCSL in relation to promoting leadership development in schools, whereas the latest study is looking at their actual perceptions now. Therefore the findings suggest that NCSL has met headteachers' initial expectations on this issue, while for LEAs their expectations have not yet been exceeded.

Findings from the qualitative research demonstrate that headteachers perceive NCSL to have played an important role in raising the profile of school leadership and making school leaders aware that it is important to improve school leadership.

> *The awareness of school leadership as improvable and its place improving learning opportunities for children has been its greatest success*
>
> Headteacher, primary school, involved with NCSL

> *It has raised the profile of leadership. Gone are the days when you can reach a certain level and, either do nothing to further yourself or have nothing offered. Teaching is now getting back in line with other professions. Within my school two other teachers are doing NPQH and our discussions regularly link into our common experiences from the course as well as what is relevant to the school*
>
> Headteacher, middle school, involved with NCSL

However headteachers do not just see NCSL as having an important role to play in raising the profile of school leadership, they also recognise the importance of the College in providing **direction** and **structure** to school leadership.

> *The courses run by NCSL have enabled a more structured approach to career development for middle management and aspiring headteachers. It has also moved the focus to leading learning, focusing on children's needs*
>
> Headteacher, primary school, involved with NCSL

Despite some headteachers feeling that NCSL is not relevant to the specific needs of their school, others believe that NCSL does try to recognise the different circumstances of schools and offer solutions to their school's specific problems.

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[63] In the 2001 survey LEA officers were asked, "How significant a part do you anticipate the College playing in…Promoting leadership development in schools."

*The College has also approached all aspects of school
leadership in schools recognising the variation in need and
contexts. The small school leadership pilot will hopefully
address the needs of the 2,500 small schools. Those having
taken part already value that their particular needs are
being addressed. If this level of provision for other audiences
is similarly being met, our school leaders are being valued
more and this can only be a good thing*

Headteacher, primary school, involved with NCSL

NCSL and the leadership debate

NCSL is perceived by school leaders as playing a significant role in informing the
leadership debate. Seven in ten headteachers (70%), six in ten deputies (64%)
and four in ten middle leaders (37%) believe NCSL has a significant part to play
in the leadership debate.

Similarly, school leaders also feel that NCSL is playing a significant role in terms
of extending the knowledge base of leadership; seven in ten headteachers (70%),
two-thirds of deputies (65%) and four in ten middle leaders (39%) believe this to
be the case.

As with other areas, NPQH candidates are the group most positive with regard
to NCSL playing a significant role in informing the leadership debate (89%) and
extending the knowledge base (92%).

The qualitative research also shows that many headteachers perceive NCSL to be
an important catalyst for encouraging the debate on school leadership.

*NCSL has highlighted the need to look at leadership issues
like the style of leadership and the ethics of it. These are not
areas we are usually given time to debate - there tends to
have been more of a focus in the past on management*

Headteacher, special school, involved with NCSL

NCSL and research

NCSL is seen by a high proportion of school leaders as playing a significant role
in researching current issues, although slightly fewer teachers believe NCSL
provides opportunities for school leaders themselves to engage in research.

Four in five NPQH candidates (82%), two-thirds of headteachers (67%), three in
five deputies (59%), and a third of middle leaders (35%) believe NCSL has a
significant part to play in undertaking research. However, just over three-
quarters of NPQH candidates (77%), around three in five headteachers (63%)
and deputies (56%) and a third of middle leaders (33%) believe NCSL plays a
significant role in enabling school leaders themselves to undertake research.

The qualitative research does, however, indicate that many headteachers feel that the training courses as well as the College's publication have given headteachers the opportunity to reflect on their own style of leadership and provided ideas for improvement.

> *NCSL courses have allowed school leaders to reflect on their own leadership style and given ideas on how to help staff in school*
>
> Headteacher, junior school, involved with NCSL

> *I like the format of LDR [magazine] – I can slip it into my handbag and have a read when I have a few minutes. It provides ideas which may have an impact immediately, or may germinate later when I've had time to think about them or I read something else which resonates with something I've read earlier*
>
> Headteacher, secondary school, involved with NCSL

> *It has also been really helpful to have some time away from school to be able to spend time reflecting and thinking about strategic aspects*
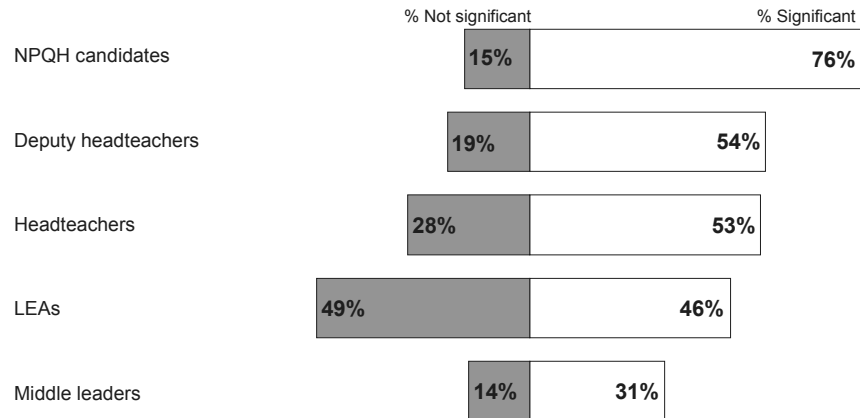>
> Headteacher, secondary school, involved with NCSL

NCSL and the school improvement agenda

School leaders are less positive about NCSL's role in developing the school improvement agenda, than they are about the role of NCSL in promoting other aspects of school leadership. Just over half of headteachers (53%) and deputies (54%) feel that NCSL is significant in developing the school improvement agenda. However, less than a third of middle leaders (31%) see NCSL's role in the area as significant. NPQH candidates are the most positive of all school leaders in respect of NCSL's role in the school improvement agenda, with over three-quarters (76%) perceiving NCSL as significant in this area.

Developing the school improvement agenda

Q How significant, if at all, do you think NCSL is in developing the school improvement agenda?

% Not significant   % Significant

	% Not significant	% Significant
NPQH candidates	15%	76%
Deputy headteachers	19%	54%
Headteachers	28%	53%
LEAs	49%	46%
Middle leaders	14%	31%

Base: All respondents: Headteachers (911); Deputy headteachers (446); Middle leaders (389); NPQH candidates (287); LEAs (96*)
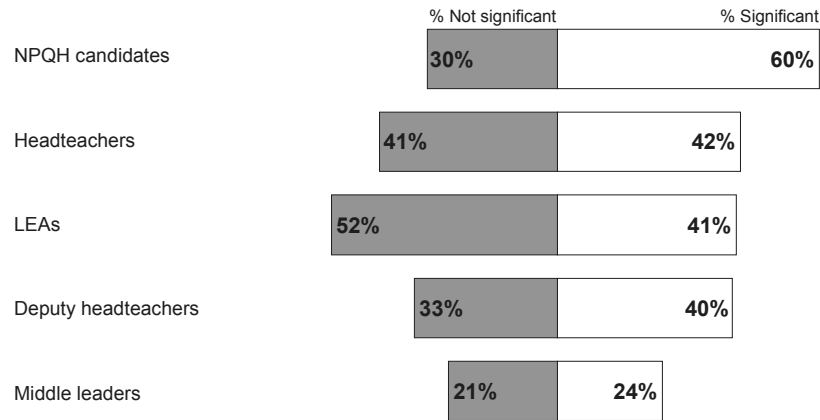*small base

Source: MORI

The length of time **headteachers** have spent in their role appears to have an influence on their perception of NCSL's significance in developing the school improvement agenda. Headteachers who have been in their current role for under three years are much more likely to view NCSL as significant in this area (59%), than headteachers who have been in their role for three years or more (46%). This is most likely a reflection of the greater awareness of the headteachers of the purpose of the College and the greater participation of these headteachers in the work of the College.

NCSL – a voice for the teaching profession?

School leaders are less likely to perceive the College as playing a significant role in terms of providing a voice for their profession. Just two in five headteachers (42%) and deputies (40%) believe that NCSL is significant in providing a voice for the teaching profession. Middle leaders rate the significance of NCSL even lower; just a quarter (24%) believe the College is significant in providing a voice for the profession. NPQH candidates are more positive, however, with three in five (60%) perceiving NCSL to be significant in this area.

Providing a voice for the profession

Q How significant, if at all, do you think NCSL is in providing a voice for the profession?

	% Not significant	% Significant
NPQH candidates	30%	60%
Headteachers	41%	42%
LEAs	52%	41%
Deputy headteachers	33%	40%
Middle leaders	21%	24%

Base: All respondents: Headteachers (911); Deputy headteachers (446); Middle leaders (389); NPQH candidates (287); LEAs (96*)
*small base

Source: MORI

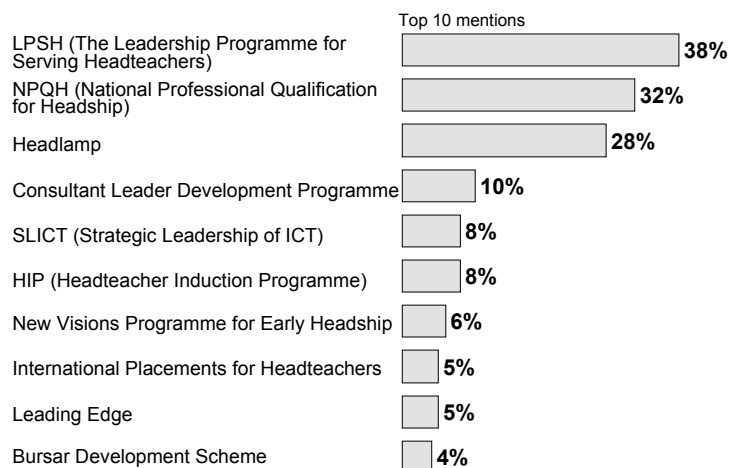# Participation in and views on NCSL training courses

Participation in NCSL training courses varies between different types of school leaders, with headteachers and deputies most likely to have taken an NCSL course and middle leaders the least. However, the findings demonstrate that the overwhelming majority of school leaders who do take an NCSL training course find the course useful.

Headteachers and NCSL training courses

Four in five headteachers (80%) have taken part in an NCSL training course, the most frequently mentioned courses being Leadership Programme for Serving Headteachers (LPSH) (38%), followed by National Professional Qualification for Headship (NPQH) (32%) and Headlamp (28%). Only one in six headteachers (16%) say they have not taken part in any NCSL training courses.

Headteachers' participation in NCSL training courses

Q Which, if any, of the following NCSL leadership and management programmes have you participated in?

Top 10 mentions

Programme	%
LPSH (The Leadership Programme for Serving Headteachers)	38%
NPQH (National Professional Qualification for Headship)	32%
Headlamp	28%
Consultant Leader Development Programme	10%
SLICT (Strategic Leadership of ICT)	8%
HIP (Headteacher Induction Programme)	8%
New Visions Programme for Early Headship	6%
International Placements for Headteachers	5%
Leading Edge	5%
Bursar Development Scheme	4%

Base: All headteachers (911)   Source: MORI

Since the 2001 survey, the number of headteachers who have taken NPQH has increased significantly, from one in five (19%) to one in three (32%) now. Conversely, given the replacement of Headlamp by the Headteacher induction Programme (HIP) the number of headteachers who have participated in Headlamp has fallen over the last three years from one in three (35%) in 2001 to just over a quarter (28%) now.

The participation of headteachers in the various NCSL training courses does vary. As would be expected, those who have been a headteacher for a longer period of time are much more likely to have taken LPSH, than headteachers who are newer to the job. Half of headteachers (51%) who have been in the post for more than ten years have taken this course as opposed to just one percent of headteachers with under three years in the post. Headteachers in secondary schools (38%) are more likely to have taken NPQH than their counterparts in primary schools (26%).

The vast majority of headteachers who have taken an NCSL training course found the course useful. This is particularly the case for LPSH; nine in ten headteachers (87%) who have participated in this training found the course to be useful. NPQH and Headlamp are, however, also rated very highly by participants; four in five headteachers (83%) found NPQH useful and three-quarters (76%) found Headlamp useful.

The high ratings of NCSL training courses also came through strongly in the qualitative phase of the research. Experience of NPQH for example is seen as particularly important in encouraging 'thought' about school leadership within the school as a whole as well as inspiring the teacher who takes the qualification.

> *I am an NPQH tutor and when my deputy went through the qualification it certainly raised the level of activity in this school. I can imagine with more colleagues going through other programmes the impact would be tremendous.*
>
> Headteacher, middle school, involved with NCSL

Although few headteachers have actually accessed the Working Together for Success training course, some headteachers who did found the course *very* useful in developing leadership within their school.

> *The 'Working Together for Success' programme we took part in last year was very successful. I had a new Senior Leadership Team, some temporary, others newly appointed. The Scheme was extraordinarily successful in building us into an effective team and giving us some new skills to use in our working. It was also very timely in helping us prepare for a very successful OFSTED inspection in April*
>
> Headteacher, secondary school, involved with NCSL

The New visions course is also praised by some of the headteachers who participated in the qualitative research as particularly innovative.

> *I feel that the NCSL has been very useful to me. I am particularly impressed by the New Visions course that has challenged my thinking and also the LDR magazine which is particularly good and probably not read as much as it should be by colleagues*
>
> Headteacher, primary school, involved with NCSL

> *I completed New Visions last year and enjoyed the opportunities to meet and discuss issues with colleagues*
>
> Headteacher, first school, involved with NCSL

However, the qualitative research also highlighted some more mixed views of LPSH.

> *Former colleagues went to an introductory session for Leading from the Middle and were totally put off. Poor quality of delivery and unclear outline given for future sessions*
>
> Headteacher, middle school

Our experience of Leading From the Middle was mixed.
Indeed it depended to some extent on the individuals
concerned. It certainly started inauspiciously but once it got
going a couple of mine found it really quite stimulating

Headteacher, secondary school

Courses which are rated less highly, although still regarded as useful by the majority, are Leading from the Middle as a Coach (68% useful) and Partners in Leadership (58% useful). However, this finding is indicative only, as very few headteachers said they had participated in either of these courses.

The findings suggest that Headlamp is more useful for headteachers of primary schools. Almost nine in ten headteachers from primary schools who have taken Headlamp (86%) found the course to be useful, compared with just six in ten participants from secondary schools (62%). Indeed, nearly a third of secondary school headteachers (32%) did not find Headlamp useful. This can also be said for LPSH. Nearly all primary headteachers (92%) who participated in this course found it useful, compared with four in five headteachers from secondary schools (79%).

Nearly half of headteachers (45%) are unsure as to what further training courses they would like NCSL to provide, which suggests that headteachers do not perceive there to be any large gaps in the current training provision from the College. Indeed, 15% of headteachers do not feel that any further NCSL courses are required, which rises to 18% among secondary school headteachers.

Where headteachers do express a wish to see the College provide further training, courses in finance/budget management, leadership and management structures, time-management and assessment emerge as the most popular choices. [64]

The qualitative research does, however, provide a greater insight into the future training courses that they would like to see NCSL provide, as well as more general perceptions of the future path they would like to see the College take. A common desire is for NCSL to consolidate and improve the current training courses which are on offer, and not to be too ambitious in expanding its training provision.

Don't put in too much more until the real impact of the
past few years has been evaluated. There is some
inconsistency between areas and between tutors. The quality
needs to be assured before more courses are added otherwise
credibility could be lost

Headteacher, middle school, involved with NCSL

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[64]As very few school leaders mentioned any areas where they would like the College to provide more training we have not given the percentages.

Some teachers would also like to see NCSL provide more guidance and help for teachers on how to cope with Government initiatives.

> *I feel that it has good ideas in respect of learning (that have come through strongly in the New Visions Course) but perhaps are less effective in regard to Government policy i.e. how we can lead the big changes that the Government foresees in the next ten years*
>
> Headteacher, primary school, involved with NCSL

> *I would like to see the NCSL focus on the changing face of education, for example on managing the extended school and the changing role of LEA's and partner secondary schools/primary schools*
>
> Headteacher, primary school, involved with NCSL

Some headteachers would also like training to be driven by practical examples and visits to other schools, in order to place what they have been learning in context.

> *LPSH was good but the major impact on my learning was how the co-coaching group unpicked the theory and applied it to real situations in massively varying schools. Even though I am grateful to have attended this course already, I would suggest that those attending now would benefit more greatly by only having three days. The fourth and fifth are co-coaching led and the money/cost of facilitators would be better spent on travel/accommodation expenses for headteachers to visit each other's schools and place discussion points into real context. We are doing this anyway and I am travelling all over the south visiting schools (at my school's expense) and gaining more than the input sessions for days four and five*
>
> Headteacher, primary school, involved with NCSL

Deputies and NCSL training courses

Just over half of deputies (53%) have taken part in an NCSL training course. The most popular NCSL course by far is NPQH as two in five deputies (43%) say they have taken this course. This is followed by Leading From the Middle as Coach (9%) and Leading Edge (5%). A third of deputies (36%) have not taken part in any NCSL training courses.

As with headteachers, deputies in secondary schools are more likely to have taken NPQH than their peers in primary schools. Almost half of deputies in secondary

schools (48%) have taken this qualification, compared with two in five in primary schools (38%).

The overwhelming majority of deputies (85%) who have taken NPQH found the course to be useful, with almost two-thirds (64%) finding the course *very* useful. Half of deputies (50%) who have taken 'Leading from the middle as coach' found the course to be useful, although one in five (20%) did not.

As with headteachers a significant proportion of deputies (39%) are unsure of what further training courses they would like NCSL to provide, which also suggests deputies feel that the College caters for their training needs. One in six deputies (16%) do not believe any further NCSL courses are required. The areas in which deputies do want to see the College provide more training are finance and budget management (7%), training which is specifically for deputies (4%) and training in people management (3%).

Middle leaders and NCSL training courses

Fewer middle leaders than headteachers or deputies included in this research have taken part in an NCSL training course. Two-thirds of middle leaders (65%) have **not** taken part in any NCSL training courses. Of those who say they have taken part in an NCSL training course, Leading from the Middle is the most popular as one in ten middle leaders (11%) say they have taken this course.

Awareness of the purpose of NCSL appears to play a significant role in the likelihood of middle leaders taking an NCSL training course. Among middle leaders who *are aware* of the purpose of the College half (51%) say they have not taken an NCSL training course; this rises to three-quarters of middle leaders (75%) who *are not aware* of the purpose of the College.

Middle leaders in small schools are also significantly less likely to have taken part in an NCSL training course. Four in five middle leaders (78%) in schools with fewer than 150 pupils have not taken a course, compared with two-thirds of middle leaders (65%) in schools with more than 1,000 pupils.

The overwhelming majority of middle leaders (76%) who have taken Leading from the Middle rate the course as useful, of which almost half (48%) found the course *very* useful.

A higher number of middle leaders (54%), than headteachers or deputies, are unsure as to what further training courses they would like to see NCSL provide. What is more 14% of middle leaders do not feel any further NCSL courses are required. Where middle leaders do express a wish for more training to be provided by the College, people management (3%) and the sharing of good practice/mentoring/shadowing (2%) are the most popular choices. Three percent of middle leaders do, however, say that they would like more information to be provided so they can make a choice.

NPQH candidates and NCSL training courses

A quarter of NPQH candidates have participated in an NCSL training course (apart from NPQH), the most popular being Collaborative Leadership Learning (10%), followed by Leading from the Middle (9%). Six in ten NPQH candidates (61%), however, have not participated in any NCSL training courses.

The findings suggest that NPQH candidates (25%) in primary schools are more likely to take the Collaborative Leadership Learning course, than those in secondary schools; 13% of primary NPQH candidates have taken this, compared with just five percent of NPQH candidates in secondary schools. Conversely, NPQH candidates in secondary schools are more likely to take Leading from the Middle than their counterparts in primary schools; 17% of secondary school candidates have taken this, as opposed to just five percent of primary candidates. This finding is to be expected as secondary school headteachers were the initial focus of NCSL training provision.

As with other school leaders, the vast majority of NPQH candidates who have taken NCSL courses have found them useful. Nine in ten NPQH candidates (87%) who have taken Collaborative Leadership Learning found the course useful. Similarly, four in five (77%) who have taken Leading from the Middle found the course useful, although 12% did not.

Only a quarter of NPQH candidates (26%) identify areas where they would like NCSL to provide further training courses, which suggests that the majority are content with the current provision of courses by the College. As with headteachers, deputies and middle leaders, finance/budget management (5%) again emerges as the most popular choice.

Reflections on the findings

Whilst the 2004 study indicates that NCSL has been successful in raising awareness of the purpose of the College among all school leaders, *involvement* with the College is still fairly low. The challenge for NCSL is therefore encouraging the many school leaders who *say* they would like to be involved to *actually* become involved with the College.

The 2004 survey findings highlight that the particular strengths of NCSL are promoting leadership development in schools, encouraging the debate on school leadership and extending the knowledge base about school leadership. There is still some work to be done, however, in convincing school leaders that NCSL has a significant role to play in the school improvement agenda and that the College provides a voice for the teaching profession.

Whilst NCSL training courses are rated highly by participants the challenge for the future is encouraging school leaders to actually participate in training courses, especially middle leaders, who are still less likely to take part in NCSL training courses than other school leaders. Increasing the involvement of middle leaders with the College may encourage greater participation in the training courses as may targeting middle leaders with training courses that are specific to their needs.

7) Conclusions

This section reviews the findings of the research, focusing on the implications of the findings and recommendations for the future. Specific reference is made to the implications of the first school leadership research study, conducted by the Institute of Education, University of London, in order to establish whether the recommendations made in the 2001 report are still pertinent.

The appeal of school leadership

- One of the key recommendations from the 2001 study was for more work to be done to ensure that 'potential' headteachers regard school leadership as both an attractive and 'do-able' task. However, the 2004 study findings demonstrate that stress and concerns over being able to establish an effective work-life balance still remain. The top two reasons for school leaders not wanting to become headteachers are stress and personal priorities. However, most headteachers in the role say they are confident in what they do and enjoy their role.

- A key message for both the DfES and NCSL from the 2001 survey was the importance of retaining 'the better' headteachers in the profession and ensuring that the majority of 'talented' deputy and assistant headteachers move into headship positions. Tackling the issues that demotivate current headteachers is key to this, namely administrative demands and measures of inspection and accountability. In turn, LEAs cite many of these issues as the key challenges in the recruitment and retention of effective school leaders. Workload, inspection and accountability, administrative demands and stress are all considered to be key barriers to recruitment and retention of school leaders, alongside the quality of applicants and filling posts in challenging schools. From the qualitative research it is evident that headteachers perceive the future challenges to school leaders to be managing the impact of workforce reform, dealing with new initiatives and raising school achievement.

  In terms of attracting teachers to the role of headteacher it is important for the DfES to draw on the factors that motivate current headteachers to continue in their role and inspire others to set their sights on becoming a headteacher; namely the dynamic nature of the role, the opportunity to build shared values with colleagues, team working and job satisfaction. A challenge for NCSL and the DfES will be to help school leaders manage the introduction of new initiatives and deal with the demands that the inspection process places on them, alongside continuing efforts to reduce the administrative burdens on schools.

- One of the recommendations made as a consequence of the 2001 study was for both the DfES and NCSL to put in place measures that better distribute leadership talent and related experience throughout the system so that schools, especially those located in challenging contexts, can look

forward to being led by good headteachers or learn ways of developing such leadership capability and capacity themselves. While this is not something directly measured by the 2004 study, the findings clearly demonstrate that headteachers who envisage seeking a headship at another school are now just as likely to want to teach in a school in challenging circumstances as a 'coasting school'.

Preparation, training and professional development

- Preparation for the role of school leader is also a vital factor in addressing the issue of stress. The findings suggest that headteachers who felt unprepared for the role are more likely to find the role stressful than headteachers who felt prepared. Indeed, feeling prepared for the role of headteacher also impacts on an individual's enjoyment of the role and confidence in what they are doing. Some progress appears to have been made since 2001 in terms of preparing school leaders for headship, albeit only slight. However, there continues to be inadequate appreciation of the demands of the role of headteacher before taking up the post, and thus many feel inadequately prepared once in post. Given how crucial feeling prepared for headship appears to be in terms of affecting school leaders' perceptions of a whole range of issues, this is a key area to continue to improve upon.

  Ensuring that headteachers are prepared for their role is a key issue for the NCSL to address in the future delivery of training and development programmes, such as NPQH, which are aimed at future headteachers. However, the signs are good as current NPQH candidates say that as a result of taking the qualification they feel prepared for taking up a headship post.

- A key element of support and guidance for new and potential headteachers is mentoring, which appears to be well regarded by school leaders, and indeed more headteachers are being mentored now than in 2001. However, there still appears to be a great demand for further mentoring, whether by other headteachers, educationalists or business mentors. That said, business mentors do not appear to be used as much as educational mentors, and this may be something that could be developed further, should the demand be there. Headteachers are very keen to see all new headteachers being provided with a coach or mentor on starting their first headship.

  The continued development of mentoring programmes at a national and local level is a key pillar in ensuring that new and potential headteachers feel supported and prepared for their role.

- Headteachers and other school leaders participate in a range of training and development opportunities, particularly through their LEAs. The qualitative research highlighted headteachers' difficulties in choosing which training to attend, particularly because of varying quality and varying cost.

Indeed, the findings suggest that headteachers' greatest barriers to accessing training and development opportunities are time and money.

There is no obvious answer to this perennial dilemma, as both time and money are finite. However, the DfES might like to consider the suggestion made during the qualitative research for time off for all headteachers each year to concentrate on their own personal professional development.

Ideas, inspiration and best practice

- Headteachers gather ideas and inspiration from a variety of sources, such as attending conferences and seminars and reading journals and other publications. Headteachers who participated in the qualitative research appear to be regular readers and advocates of NCSL's LDR magazine.

  The NCSL magazine is clearly well-received by headteachers and is therefore a useful forum for communicating with school leaders, in particular in terms of communicating aspects of good practice, but there may still be scope to broaden its appeal beyond headteachers. While some headteachers do pass LDR on to their colleagues, it is likely that others do not.

- That said, the findings from the 2004 survey clearly demonstrate that headteachers are the main source of inspiration to other school leaders. Deputies, middle leaders and governors look to their headteachers to provide them with stimulation. Similarly headteachers look to other headteachers for their ideas, hence why headteachers consider networking, whether formal or informal, so important.

  For NCSL's consideration is the possibility of helping to promote more heavily the benefits of networking to those who are currently not involved with this. The DfES needs to be aware that headteachers and other school leaders are now looking more to the Department for inspiration and guidance than in 2001.

The role of the governing body in school leadership

- An important recommendation that emerged from the 2001 study was the need to enhance the overall strategic leadership role of governing bodies in schools. However, the findings from the 2004 research study demonstrate that three years on the strategic leadership role of the governing body is still an area that requires attention. There is clearly support among both headteachers and governors alike for increasing the strategic leadership role of the governing body, but ensuring that this happens in practice is the challenge that lies ahead, particularly as governors come from a variety of backgrounds.

  Whilst governing bodies are viewed favourably in their supporting role, the research suggests that further training and support needs to be made

available to help governing bodies improve their effectiveness in establishing strategic frameworks, setting aims and objectives and target setting in order to enhance their role in the development of school leadership.

- Increasing the provision of training courses for governors in these specific areas may be a way of improving the effectiveness of the governing body. The qualitative research highlighted the need for more regular training and updates for governors, particularly because governors are from a wide range of backgrounds and are not governors full-time.

The use of ICT

- A considerable success since 2001 has been increasing the usage of ICT among school leaders, although clearly this reflects the general public's increasing use of technology also. However, whilst the use of the internet and email has increased over the last three years, there has been a slight decline in the use of online networking practices, such as online 'chat rooms' among headteachers and NPQH candidates. The use of such practices among deputies and middle leaders is also low and has not increased significantly since 2001.

  If the intention is to expand the use of ICT for disseminating good practice and encouraging teachers to 'learn from each other' a greater number of school leaders therefore need to be persuaded the make the time and find the budget for online learning and networking. Encouraging school leaders to become involved with the NCSL may be a way to increase participation in such activities, particularly as many of the programmes have online elements. The 2004 research shows that teachers who are involved with the College are more likely to make use of networking opportunities and 'chat rooms' than teachers who are not involved.

Perceptions of the National College for School Leadership

- Whilst the 2004 study indicates that NCSL has been successful in raising awareness of the purpose of the College among all school leaders, *involvement* with the College is still fairly low.

  The challenge for NCSL is therefore encouraging the many school leaders who say they would like to be involved to actually become involved with the College. There may be a role here for headteachers who are already involved with the College, as the research findings have already shown that other school leaders look to them for inspiration and information, and a role for NPQH candidates who are the headteachers of the future.

- The 2004 survey findings highlight that the particular strengths of NCSL are promoting leadership development in schools, encouraging the debate on school leadership and extending the knowledge base about school leadership.

There is still some work to be done, however, in convincing school leaders that NCSL has a significant role to play in the school improvement agenda and that the College provides a voice for the teaching profession.

- NCSL training courses are rated highly by participants, they play a key role in helping school leaders feel prepared for their role and engender networking among school leaders. However, the 2004 study findings suggest that there continues to be a perception, particularly among those with little or no involvement with NCSL, that the College's primary purpose is to provide development opportunities to existing and aspiring headteachers and it is important to remember that there are many school leaders who have no desire to take up a headship and instead wish to remain in their current position either in the same school or elsewhere. This group continues to perceive that the NCSL only has limited opportunities for them. The findings also suggest that this group of school leaders is less aware of the purpose of the NCSL.

  The challenge for the future is encouraging middle leaders, who are still less likely to take part in NCSL activities, to make greater use of these opportunities. NCSL needs to consider the merits of developing opportunities for "career" deputies and middle leaders, particularly in today's schools where leadership responsibilities are shared amongst a range of school leaders.

Appendices

Sample Profile

The relatively high response rate to the survey meant that the final overall sample of responses was representative of primary schools and secondary schools in England within government office region (GOR).

The following section details demographic information collected from headteachers, deputies, middle managers, NPQH candidates, LEAs and governors.

Existing headteachers

Equal proportions of female headteachers and male headteachers took part in the research. However, the majority of headteachers from primary schools who responded to the survey were female (66% female, 33% male). In comparison, the majority who responded from secondary schools were male (67% male, 32% female). This gender difference between participating headteachers from primary and secondary schools mirrors the profile of headteachers from the 2001 study.

Just two percent of headteachers identify themselves as having a disability. This is slightly lower than was recorded in the 2001 study.

The vast majority of headteachers are white (97%) and just one percent of headteachers are from a black and minority ethnic group, which mirrors the profile of headteachers who participated in the 2001 study.

The mean age of headteachers who participated in this research is 50 years of age. Male headteachers tend to be slightly older than female headteachers, and headteachers of primary schools are slightly younger than their counterparts in secondary schools.

On average, headteachers who took part in the survey have been in the current post at their current school for an average of seven years. Half of headteachers (50%) have been in their post at their current school for less than five years. Less than a quarter of headteachers have been in their post in their current school for more than ten years (22%). A third of headteachers (32%) were appointed to their current headship directly from another post at their school.

Deputy/assistant headteachers

Among deputy or assistant headteachers that took part in this research 62% are female, compared with 38% who are male. There are many more female deputies (83%) in primary schools, than male deputies (17%). Conversely there are more male deputies in secondary schools (56%), than female deputies (43%).

Just two percent of deputies say they have a disability. The vast majority are white (97%) and just three percent are from a black or minority ethnic group.

The deputy headteachers that took part in this research tend to be younger than headteachers (mean age of 46 years). Just a third of deputy headteachers (33%) are aged 51 or over. Similar proportions of men (36%) are aged 51 or over as women (32%). Forty percent of deputies are aged between 41 and 50 years old.

The majority of deputies who participated in this research are deputy headteachers (83%), rather than assistant headteachers (17%). Two-thirds of deputies (66%) have been in their current position at their current school for less than five years. Just one in five deputies (18%) has been in their role at their current school for more than ten years. Sixteen percent of deputies have been a deputy headteacher at another school, 40% have been an assistant headteacher or a senior teacher and 66% have been a member of the senior management/leadership team.

Middle managers/team leaders

The majority of middle leaders who participated in our research are female (69%). As with headteachers and deputies, significantly more middle leaders from primary schools who responded to the survey are female (87%) rather than male (12%). As many middle leaders that took part in this survey in secondary schools are female (52%), as male (47%).

Just two percent of middle leaders say they have a disability. The overwhelming majority of middle leaders are white (98%) and just two percent are from a black and minority ethnic group.

The mean age of middle leaders is 41 years of age. Just 23% are aged 51 or over. More middle leaders in primary schools are aged 51 or over (30%), than middle leaders in secondary schools (18%).

The majority of middle leaders (61%) have been in their post at their current school for less than five years. Just 16% have been in their post at their current school for more than ten years. In primary schools, 80% of middle leaders are a subject co-ordinator, 73% have a role in the senior management team and half (49%) are a key stage co-ordinator. In secondary schools half of middle leaders (48%) are a head of department, 29% have a role in the senior management team, 27% are head of year and 12% are head of subject.

NPQH candidates

A higher proportion of NPQH candidates that took part in this research are female (62%). There are also significantly more female NPQH candidates (75%) in primary schools, than male candidates (25%). Conversely there are more male NPQH candidates (62%) in secondary schools than female candidates (38%).

Just one percent of NPQH candidates report that they have a disability. The vast majority of NPQH candidates (97%) are white and just two percent are from a black or minority ethnic group.

The mean age of NPQH candidates is 41 years of age. The majority (63%) are aged between 31 and 45 years of age. Just one in ten (10%) are aged 51 or over.

The majority of NPQH candidates (73%) have been in their role in their current school for less than five years. Two in five NPQH candidates (41%) are a deputy, a quarter are an assistant headteacher (23%) and 14% are a member of the senior management team.

LEAs

Around one in three LEAs (30%) that took part in this research are from a unitary authority, just over a quarter (26%) are from a non metropolitan county and one in five (22%) in a metropolitan council or in an inner or outer London borough (17%).

Half of respondents from LEAs (51%) report that they are responsible for leadership, management and development training. A quarter (26%) say they are responsible for school improvement and one in five (19%) say they are responsible for CPD.

We did not collect gender, age, disability or ethnic origin profile details from LEA officers who responded to the survey.

Governors

Forty-six percent of governors say that they have been a school governor for more than ten years. A third (34%) have been a school governor for between five and ten years and just one in five (20%) have been a governor for less than five years.

Nearly all governors that took part in this research (95%) are chair of the governing body. A quarter (23%) are an LEA governor and 16% are either a community governor or a parent governor.

Seven in ten governors (71%) that participated in this survey are one of the governors who are appointed to carry out the headteacher's annual appraisal.

We do not hold gender, age, disability or ethnic origin profile information for governors.

Qualitative phase

Headteachers who took part in the postal survey were asked whether they would be willing to be re-contacted to take part in this qualitative research. Those who consented to be re-contacted were recruited to take part by telephone. In total 60 heads from a range of schools were recruited, however, only 31 heads both accessed the bulletin board and posted comments.

Quotas were set for each group: Involvement with NCSL, size of school, phase of school, experience of headship, rurality of school and percentage of free school meals. The table below shows these in more detail.

	Group 1	Group 2	Group 3	Group 4
Involvement with NCSL	All involved with NCSL	All not involved with NCSL	All involved with NCSL	All not involved with NCSL
Size of school Large: 1000+ Medium: 150-999 Small: <150	Large: c5 Medium: c5 Small: c5	Large: c5 Medium: c5 Small: c5	Large: c5 Medium: c5 Small: c5	Large: c5 Medium: c5 Small: c5
Phase of school	Primary: c15 (inc at least 1 special school)	Primary: c15 (inc at least 1 special school)	Secondary: c15 (inc at least 1 special school)	Secondary: c15 (inc at least 1 special school)
Experience as head	5 years or less : c7/8 More than 5 years: c7/8	5 years or less : c7/8 More than 5 years: c7/8	5 years or less : c7/8 More than 5 years: c7/8	5 years or less : c7/8 More than 5 years: c7/8
Rural/urban	Urban: c7/8 Rural:c7/8	Urban: c7/8 Rural:c7/8	Urban: c7/8 Rural:c7/8	Urban: c7/8 Rural:c7/8
Challenging schools as defined by % free school meals	Less than 20%: c10 More than 20%: c5	Less than 20%: c10 More than 20%: c5	Less than 20%: c10 More than 20%: c5	Less than 20%: c10 More than 20%: c5

Sample Profile – Existing headteachers

	Number	Unweighted %
Total	911	100
Length of time in role: Existing headteachers (excluding acting headteachers)		
Under 3 years	204	23
3-5 years	244	27
6-10 years	219	25
Over 10 years	197	22
Mean (months)	83.02	-
Length of time in role: Acting headteachers		
1 month - under 3 months	6	26
3 months - under 6 months	2	9
6 months - under 9 months	4	17
9 months - under 1 year	6	26
1 year and over	5	22
Mean (months)	8.6	-
Gender		
Male	443	49
Female	460	50
Your age group		
30 and under	1	*
31-35	7	1
36-40	46	5
41-45	121	13
46-50	238	26
51-55	338	37
56-60	138	15
Over 60	14	2
Mean age (years)	50.3	-
Ethnicity		
White	888	97
BME	12	1

* Denotes a value of less than one percent but not zero

Source: MORI

Sample Profile– NPQH Candidates

	Number	Unweighted %
Total	287	100
Length of time in current role		
Under 3 years	116	40
3-5 years	94	33
6-10 years	37	13
Over 10 years	19	7
Mean (years)	4.06	-
Current position		
Acting headteacher	13	5
Assistant headteacher	66	23
Deputy headteacher/deputy principal	118	41
Headteacher	9	3
Member of a senior management team/ leadership team	41	14
Senior teacher	14	5
Gender		
Male	107	37
Female	179	62
Your age group		
30 and under	12	4
31-35	60	21
36-40	69	24
41-45	53	18
46-50	64	22
51-55	26	9
56-60	2	1
Over 60	-	-
Mean age (years)	41.1	-
Ethnicity		
White	279	97
BME	6	2
		Source: MORI

Sample Profile – Deputy/Assistant headteachers

	Number	Unweighted %
Total	446	100
Length of time in role		
Under 3 years	155	35
3-5 years	139	31
6-10 years	65	15
Over 10 years	79	18
Mean (years)	5.72	-
Gender		
Male	168	38
Female	276	62
Your age group		
30 and under	15	3
31-35	49	11
36-40	57	13
41-45	68	15
46-50	109	24
51-55	109	24
56-60	34	8
Over 60	4	1
Mean age (years)	45.7	-
Ethnicity		
White	433	97
BME	12	3

Source: MORI

Sample Profile – Middle Managers/ Team Leaders

	Number	Unweighted %
Total	389	100
Length of time in current position		
Under 3 years	120	31
3-5 years	116	30
6-10 years	65	17
Over 10 years	63	16
Mean (years)	5.71	-
Current post: Primary		
Subject co-ordinator	152	39
Key stage co-ordinator	94	24
Role in senior management team	140	36
Current post: Secondary		
Head of year	54	14
Head of department	95	24
Head of subject	24	6
Role in senior management team	57	15
Gender		
Male	116	30
Female	270	69
Your age group		
30 and under	57	15
31-35	70	18
36-40	46	12
41-45	59	15
46-50	66	17
51-55	72	19
56-60	15	4
Over 60	2	1
Mean age (years)	41.3	-
Ethnicity		
White	380	98
BME	6	2

Source: MORI

Sample Profile – Governors

	Number	Unweighted %
Total	479	100
Length of time in role		
Between 6 months and under 2 years	16	3
Between 2 years and under 5 years	79	16
Between 5 years and under 10 years	162	34
10 years or more	219	46
Length of time in role in this school		
Less than 6 months	1	*
Between 6 months and under 2 years	20	4
Between 2 years and under 5 years	108	23
Between 5 years and under 10 years	168	35
10 years or more	180	38
Which of the following positions do you hold?		
Chair of the governing body	453	95
A parent governor	79	16
A LEA governor	111	23
A community governor	76	16
A staff governor	-	-
A foundation or partnership governor	74	15
Another category of governor	11	2
Are you one of the governors appointed to carry out the headteacher's annual appraisal?		
Yes	338	71
No	137	29

* Denotes a value of less than one percent but greater than zero

Source: MORI

Sample Profile – LEAs

	Number	Unweighted %
Total	96*	100
LEA Classification		
Non Metropolitan County	25	26
Metropolitan Council	21	22
Unitary Authority	28	29
London Borough (outer)	8	8
London Borough (inner)	9	9
Official work title and brief outline of areas of responsibility in relation to school leadership development		
Director/Head/Chief Executive	53	55
Education Officer/Advisor	41	43

Source: MORI

Self-completion Questionnaires

MORI

FOLLOW-UP RESEARCH INTO THE STATE OF SCHOOL LEADERSHIP IN ENGLAND
A STUDY COMMISSIONED BY THE DfES AND NCSL

HEADTITLE HEADFIRSTNAME HEADLASTNAME
POSITION
SCHOOL NAME
STREET
LOCALITY
ADDRESS3
TOWN
COUNTRY
POSTCODE

THE VIEWS OF HEADTEACHERS

Earlier in the spring we wrote to you to ask you to participate in this survey on school leadership. MORI, the independent market research company, has been commissioned by the DfES and NCSL (The National College for School Leadership) to conduct a programme of research to investigate current attitudes to school leadership and see how these have changed in the past three years, since the last survey of this kind took place.
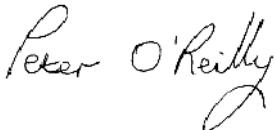
The information from this very important study will be used by the DfES and NCSL to assess the impact of the College on school leadership and influence future policy developments. The findings will be published on the DfES and NCSL websites for you to access and there will also be an opportunity to feedback in more detail via an online discussion group if you wish. Participation, which should take no more than 25 minutes of your time, entails completing and returning this questionnaire. We hope you will be able to take part. We are only approaching a sample of headteachers, so your feedback is very important to us.

We are also consulting with deputy heads, middle leaders, governors, LEAs and those who are participating in the NPQH course (National Professional Qualification for Headship), which may involve some of the other staff at your school.

The data collected will remain confidential and the information provided will only be used for research purposes. MORI is a member of the Market Research Society (MRS) and, as such, strictly abides by the MRS Code of Conduct (www.mrs.org.uk). All your responses will be treated in strictest confidence and reported in a way that cannot identify individual respondents, or their school.

Please return your questionnaire in the reply paid envelope, by **9 JUNE 2004**. If you have any queries, please do not hesitate to contact Juliet Brown or Catherine Raumann via telephone on 020 7347 3000 or via email at juliet.brown@mori.com or catherine.raumann@mori.com.

Thank you very much for your help with this survey.

Peter O'Reilly
Team Leader, School Leadership Policy Team
Department for Education and Skills

Jane Stevens
Research Director
MORI Social Research Institute

ID. NO.

Background information

1a How long have you been a headteacher at your current school?
PLEASE WRITE IN THE NUMBER OF YEARS

☐ ☐ year/s

1b If you are an <u>acting</u> headteacher, please write in how long you have held this position.
PLEASE WRITE IN THE NUMBER OF YEARS/MONTHS

☐ year/s ☐ ☐ month/s

2 Have you held any of the following senior positions? If so, please indicate the number of years you held each position? *PLEASE WRITE IN THE NUMBER OF YEARS OR INDICATE THAT YOU HAVE NEVER HELD THE POSITION*

			Never held position (✓)
a)	Headteacher at another school(s)	☐ ☐ year/s	☐
b)	Acting headteacher	☐ ☐ year/s	☐
c)	Deputy headteacher/deputy principal	☐ ☐ year/s	☐
d)	Assistant headteacher/senior teacher	☐ ☐ year/s	☐
e)	Member of a senior management team/leadership team	☐ ☐ year/s	☐

3 Thinking about your current headship, were you appointed directly from another post in your school?
PLEASE TICK ONE BOX ONLY

Yes . . . . ☐
No . . . . ☐

4 Which, if any, of the following activities do you currently undertake <u>in the classroom</u>?
PLEASE TICK ALL THAT APPLY

Regular timetabled teaching commitments . . . ☐
Covering for absent colleagues . . . . ☐
Covering for unfilled vacancies . . . . ☐
Coaching colleagues . . . . ☐
Monitoring and evaluation . . . . ☐
Administrative tasks . . . . ☐

2

5 Compared with three years ago, has the amount of time you spend <u>in the classroom</u> increased, decreased or stayed the same?

PLEASE TICK ONE BOX ONLY

Increased a lot . . . . ☐

Increased a little . . . . ☐

Stayed the same . . . . ☐

Decreased a little . . . . ☐

Decreased a lot . . . . ☐

I have not occupied my current position for 3 years . . . . ☐

Appeal of school leadership

6 Which, if any, of the following factors, motivate you most as a headteacher?

PLEASE TICK UP TO 5 ONLY

Sense of vocation . . . . ☐

Role is dynamic and varied/is not routine . . . . ☐

Interaction with aspiring leaders . . . . ☐

Changing school culture . . . . ☐

Building shared values . . . . ☐

Collegiality/teamwork . . . . ☐

Maintaining high standards . . . . ☐

Being a leader . . . . ☐

Giving something back to the community/society . . . . ☐

Job satisfaction/sense of personal achievement . . . . ☐

Passionate belief in the role . . . . ☐

Pay . . . . ☐

Rising to new challenges . . . . ☐

Decision making . . . . ☐

Professional autonomy/implementing own vision . . . . ☐

School management (i.e. managing budgets etc) . . . . ☐

People management (i.e. managing staff) . . . . ☐

Opportunities for professional learning . . . . ☐

Other (PLEASE WRITE IN) . . . . ☐

_____

_____

Don't know . . . . ☐

7 Which, if any, of the following factors, demotivate you most as a headteacher?
PLEASE TICK UP TO 5 ONLY

Inspection and measures of accountability e.g via OFSTED . . . . ☐

External influence e.g. from LEA, DfES . . . . ☐

Changes in policies . . . . ☐

Financial responsibilities . . . . ☐

Administrative demands . . . . ☐

Lack of strategic leadership by the governing body . . . . ☐

Limited opportunities for new challenges and new goals . . . . ☐

Less contact with pupils . . . . ☐

Problems with recruitment/retention . . . . ☐

Low status/negative media image of the profession . . . . ☐

Changing personal priorities/commitments (e.g. family) . . . . ☐

Isolation . . . . ☐

Stress . . . . ☐

Responsibility . . . . ☐

Less involvement with teaching . . . . ☐

Length of time in the role . . . . ☐

Other (PLEASE WRITE IN) . . . . ☐

_____

_____

None of these . . . . ☐

Don't know . . . . ☐

8 During the next three years, do you envisage leaving your current school?
PLEASE TICK ONE BOX ONLY

Yes . . . . ☐   PLEASE ANSWER Q9

No . . . . ☐   PLEASE GO TO Q12 ON PAGE 5

9 If you envisage leaving your school within the next three years, which of the following corresponds most closely with your future work preferences?
TICK ALL THAT APPLY

Seek a headship in a different school . . . . ☐   ANSWER Q10 & Q11

Change to a career in further or higher education
e.g. lecturer, academic researcher etc . . . . ☐

Take up a LEA post . . . . ☐

Become a Consultant/Trainer . . . . ☐   GO TO Q12 ON PAGE 5

Take up a career outside of education . . . . ☐   IF NOT ALSO CONSIDERING
                                                                                      A HEADSHIP IN A
Retirement/early retirement . . . . ☐   DIFFERENT SCHOOL

Other (PLEASE WRITE IN) . . . . ☐

_____

_____

Don't know . . . . ☐

10 If you were seeking another headship, would you be prepared to work in any of the following types of school?
PLEASE TICK AS MANY AS APPLY

A school in 'challenging circumstances' . . . . ☐

A school in special measures or with serious weaknesses . . . . ☐

A 'successful' school . . . . ☐

A 'coasting' school . . . . ☐

An urban school . . . . ☐

A rural school . . . . ☐

An inner city school . . . . ☐

A school with a good track record . . . . ☐

A school with 'challenging pupils' . . . . ☐

A school with discipline problems . . . . ☐

A non-selective school . . . . ☐

A selective school . . . . ☐

A partially selective school . . . . ☐

11 Thinking about your response to Q10, why do you say that?
PLEASE WRITE IN BELOW

_____

_____

_____

_____

Don't know   ☐

EVERYONE SHOULD ANSWER THE FOLLOWING QUESTIONS

12 To what extent do you agree or disagree with each of the following statements about your role as a headteacher?

PLEASE TICK ONE BOX ONLY FOR EACH STATEMENT	Strongly agree	Tend to agree	Neither agree nor disagree	Tend to disagree	Strongly disagree	No opinion
a) I enjoy my current role	☐	☐	☐	☐	☐	☐
b) Being a headteacher has always been my ambition	☐	☐	☐	☐	☐	☐
c) My current role is very stressful	☐	☐	☐	☐	☐	☐
d) I lead by example	☐	☐	☐	☐	☐	☐
e) I can admit to my weaknesses and work with others to improve these areas	☐	☐	☐	☐	☐	☐
f) I am confident in my current role	☐	☐	☐	☐	☐	☐
g) I have a clear vision for my school	☐	☐	☐	☐	☐	☐
h) I have the freedom to manage my school as I wish	☐	☐	☐	☐	☐	☐
i) My staff work as a team	☐	☐	☐	☐	☐	☐

13 To what extent do you agree or disagree with each of the following statements about your leadership in your school?

PLEASE TICK ONE BOX ONLY FOR EACH STATEMENT	Strongly agree	Tend to agree	Neither agree nor disagree	Tend to disagree	Strongly disagree	No opinion
a) I have so many pressures on my time I do not have time to think about my leadership style	☐	☐	☐	☐	☐	☐
b) Leadership responsibilities are shared out among the senior staff in my school	☐	☐	☐	☐	☐	☐
c) Managing the professional development of my staff is a key priority for me	☐	☐	☐	☐	☐	☐
d) Too much emphasis is placed on aspiring to excellence in schools	☐	☐	☐	☐	☐	☐
e) Leadership is all about building a shared set of beliefs/values	☐	☐	☐	☐	☐	☐
f) I prefer articles and courses that give you practical management techniques to use	☐	☐	☐	☐	☐	☐

Preparation, training and professional development

14 Thinking about your first headship, please indicate on the scale below . . .

PLEASE TICK ONE BOX ONLY FOR EACH STATEMENT	Very well prepared	Fairly well prepared	Not very well prepared	Not at all prepared	Don't know
a) How well prepared you thought you were prior to taking up that position	☐	☐	☐	☐	☐
b) In reality, how well prepared you were for that position	☐	☐	☐	☐	☐

15 To what extent are you satisfied or dissatisfied with each of the following?

PLEASE TICK ONE BOX ONLY FOR EACH STATEMENT	Very satisfied	Fairly satisfied	Neither satisfied nor dissatisfied	Fairly dissatisfied	Very dissatisfied	No opinion
a) Overall training and support you receive for your role as a school leader	☐	☐	☐	☐	☐	☐
b) Training programmes provided by NCSL	☐	☐	☐	☐	☐	☐
c) Support from the senior management team in your school . .	☐	☐	☐	☐	☐	☐
d) Support from other teachers in your school	☐	☐	☐	☐	☐	☐
e) Support from your local LEA	☐	☐	☐	☐	☐	☐
f) Support from your board of Governors	☐	☐	☐	☐	☐	☐
g) Support from higher education institutions	☐	☐	☐	☐	☐	☐
h) The level of constructive challenge offered by your governing body	☐	☐	☐	☐	☐	☐

16 Which, if any, of the following professional development opportunities have you participated in, in your role as headteacher during the past three years? *PLEASE TICK ALL THAT APPLY IN THE FIRST COLUMN BELOW*

17 For each one you have participated in, how useful were they to you as a school leader? *PLEASE TICK ONE BOX AT Q17 FOR EACH OPPORTUNITY TICKED AT Q16*

	Q16	Q17				
	Participated in	Very useful	Fairly useful	Not very useful	Not at all useful	Don't know
Mentoring from other headteachers	☐	☐	☐	☐	☐	☐
Mentoring from business or other mentors	☐	☐	☐	☐	☐	☐
Mentoring by one of your governors	☐	☐	☐	☐	☐	☐
Training from Higher Education Institutions	☐	☐	☐	☐	☐	☐
Development offered by the National College for School Leadership (NCSL)	☐	☐	☐	☐	☐	☐
Training from Local Education Authorities (LEAs)	☐	☐	☐	☐	☐	☐
Training from Education Consultants	☐	☐	☐	☐	☐	☐
Other (PLEASE WRITE IN)	☐	☐	☐	☐	☐	☐

_____

_____

None of these . . . . ☐

18 Which, if any, of the following issues prevent you from receiving the training and development you need on leadership and management for your role as a headteacher?
PLEASE TICK AS MANY AS APPLY

I do not have enough time to attend training/spend time on development . . . . ☐

It is unclear what information and/or opportunities are available for headteachers . . . . . ☐

There is so much training on offer for headteachers it is difficult to wade through all the information to find the course I want . . . . ☐

The training/development I want is not available . . . . ☐

I do not have the budget to spend on training for me in this area . . . . ☐

I do not feel that training and development is a priority for my time . . . . ☐

I do not have any training or development needs . . . . ☐

Other (PLEASE WRITE IN) . . . . ☐

_____

_____

None of these . . . . ☐

19 Other than timetabled headteacher meetings, how often, if at all, do you regularly network with headteachers from other schools?
PLEASE TICK ONE BOX ONLY

Very regularly . . . . ☐

Fairly regularly . . . . ☐

Not very regularly . . . . ☐

Not at all . . . . ☐

Ideas, inspiration and best practice

20 Please indicate below the <u>main</u> sources to which you look for inspiration and ideas about your work and practice as a school leader.
PLEASE TICK ALL THAT APPLY

Books, newspapers and other publications (education, business, government) . . . . . ☐
Conferences/seminars . . . . ☐
The DfES . . . . ☐
Other Government departments . . . . ☐
Governing bodies . . . . ☐
Headteacher(s) you have worked for . . . . ☐
Other Headteachers/school leaders . . . . ☐
Ideas from other countries . . . . ☐
Internet, Intranet & CD Roms . . . . ☐
Local Education Authorities (LEAs) . . . . ☐
Mentors (business) . . . . ☐
Mentors (education) . . . . ☐
NCSL . . . . ☐
Professional Associations . . . . ☐
Senior management or school leadership teams (SMTs) . . . . ☐
Subject Associations . . . . ☐
TeacherNet . . . . ☐
The business sector . . . . ☐
Universities . . . . ☐
Other (PLEASE WRITE IN) . . . . ☐

_____

_____

Don't know . . . . ☐
None of these . . . . ☐

An evidence-based profession

21 In general, to what extent do you consider the following to be important for school leaders?

PLEASE TICK ONE BOX ONLY FOR EACH STATEMENT	Very important	Fairly important	Not very important	Not at all important	Don't know
a) To draw on the findings of educational theory and research to support the work they do.	☐	☐	☐	☐	☐
b) To undertake periodic and systematic self-assessment of their own leadership role.	☐	☐	☐	☐	☐

22 Do you believe that the practice of school leadership in general is informed by research-based evidence?
PLEASE TICK ONE BOX ONLY

Yes . . . . ☐
No . . . . ☐
Don't know . . . . ☐

23 To what extent are you as a headteacher involved in the following, if at all?

PLEASE TICK ONE BOX ONLY FOR EACH STATEMENT	Very involved	Fairly involved	Not very involved	Not at all involved	Don't know
a) Drawing on educational theory and the findings of educational research to support the work you do	☐	☐	☐	☐	☐
b) Using research into management and school leadership to support your leadership role	☐	☐	☐	☐	☐
c) Undertaking periodic and systematic self-assessment of your own leadership role	☐	☐	☐	☐	☐
d) Conducting or leading educational research-based enquiries in your school (e.g. action research, focus groups)	☐	☐	☐	☐	☐
e) Conducting or leading educational research-based enquiries outside your own school	☐	☐	☐	☐	☐
f) Using the findings of your educational research to inform policy and practice in your school	☐	☐	☐	☐	☐
g) Disseminating the findings of your enquiries to other schools	☐	☐	☐	☐	☐

Information and Communication Technology (ICT)

24 To what extent, if at all, do you <u>personally</u> use the following ICT applications/ practices in leading and managing your school?

PLEASE TICK ONE BOX ONLY FOR EACH STATEMENT	A great deal	Some-times	Not at all	Don't know
a) Email communication with other educational organisations	☐	☐	☐	☐
b) Email communication with staff.	☐	☐	☐	☐
c) Email communication with parents	☐	☐	☐	☐
d) Developing the school's website	☐	☐	☐	☐
e) Surfing the net for ideas	☐	☐	☐	☐
f) General networking e.g. "chat rooms" and conferences	☐	☐	☐	☐
g) Visiting the DfES website	☐	☐	☐	☐
h) Visiting the NCSL website.	☐	☐	☐	☐
i) Visiting NCSL's online community talk2learn.	☐	☐	☐	☐
j) Visiting the OFSTED website	☐	☐	☐	☐
k) Visiting the leadership section of the Becta website	☐	☐	☐	☐
l) Visiting other government-resourced websites	☐	☐	☐	☐
m) Visiting other educational websites.	☐	☐	☐	☐
n) Using management information systems.	☐	☐	☐	☐
o) Using online learning/enquiry-based learning as part of CPD.	☐	☐	☐	☐
p) Using management information data from outside sources e.g. OFSTED	☐	☐	☐	☐
q) Generating, sharing and using internal management information data between the head and teachers	☐	☐	☐	☐
r) Other ICT applications/practices (PLEASE WRITE IN)	☐	☐	☐	☐

_____

School leadership and the governing body

25 Please indicate on the scale below . . .
PLEASE TICK ONE BOX ONLY FOR EACH STATEMENT

		Major role	Moderate role	Minor role	No role at all	Don't know
a)	The degree to which you think governing bodies should play a strategic leadership role	☐	☐	☐	☐	☐
b)	The extent to which you feel your governing body actually plays a strategic leadership role in your school's affairs	☐	☐	☐	☐	☐

26 To what extent, if at all, is the Governing body of your school effective at the following aspects of its role?

PLEASE TICK ONE BOX ONLY FOR EACH STATEMENT

		Very effective	Fairly effective	Not very effective	Not at all effective	Don't know
a)	Establishing a strategic framework for your school (including the School Improvement or Development Plan) . .	☐	☐	☐	☐	☐
b)	Setting aims and objectives for your school	☐	☐	☐	☐	☐
c)	Setting targets to meet the aims and objectives	☐	☐	☐	☐	☐
d)	Setting policies	☐	☐	☐	☐	☐
e)	Monitoring and evaluating progress against the School Development Plan	☐	☐	☐	☐	☐
f)	Providing you with support	☐	☐	☐	☐	☐
g)	Providing your senior management with support	☐	☐	☐	☐	☐
h)	Providing constructive challenge	☐	☐	☐	☐	☐
i)	Appointment of senior school leaders	☐	☐	☐	☐	☐
j)	Performance management	☐	☐	☐	☐	☐

The National College for School Leadership (NCSL)

27 How aware, if at all, are you of the purpose of the National College for School Leadership?
PLEASE TICK ONE BOX ONLY

Very aware . . . . ☐

Fairly aware . . . . ☐

Not very aware . . . . ☐

Not at all aware . . . . ☐

Don't know . . . . ☐

28 To what extent, if at all, are you currently involved with NCSL?
PLEASE TICK ONE BOX ONLY

Very involved . . . . ☐

Fairly involved . . . . ☐

Not very involved . . . . ☐

Not at all involved . . . . ☐

Don't know . . . . ☐

29 And, to what extent, if at all, would you like to be involved in the work of NCSL?

PLEASE TICK ONE BOX ONLY

Very involved . . . . ☐

Fairly involved . . . . ☐

Not very involved . . . . ☐

Not at all involved . . . . ☐

Don't know . . . . ☐

30 Which of the following statements best reflects your perception of NCSL as a provider of professional development and leadership programmes?

PLEASE TICK ONE BOX ONLY

I would be critical of NCSL without being asked . . . . ☐

I would be critical of NCSL if someone asked my opinion . . . . ☐

I would be neutral about NCSL if someone asked my opinion . . . . ☐

I would speak highly of NCSL if someone asked my opinion . . . . ☐

I would speak highly of NCSL without being asked . . . . ☐

No opinion . . . . ☐

31 How significant, if at all, do you think NCSL is in the following:

PLEASE TICK ONE BOX ONLY FOR EACH STATEMENT

		Very significant	Fairly significant	Not very significant	Not at all significant	Don't know
a)	Developing the school improvement agenda	☐	☐	☐	☐	☐
b)	Promoting leadership development in schools	☐	☐	☐	☐	☐
c)	Helping those in leadership roles to do a better job	☐	☐	☐	☐	☐
d)	Informing the debate on leadership	☐	☐	☐	☐	☐
e)	Providing a voice for the profession	☐	☐	☐	☐	☐
f)	Extending the knowledge base about leadership	☐	☐	☐	☐	☐
g)	Undertaking research related to current issues	☐	☐	☐	☐	☐
h)	Providing opportunities for leaders to engage in research . . .	☐	☐	☐	☐	☐

32 Which, if any, of the following NCSL leadership and management programmes have you participated in?
PLEASE TICK AS MANY AS APPLY IN THE FIRST COLUMN BELOW

33 For each one you have participated in, how useful, if at all, was this programme?
PLEASE TICK ONE BOX AT Q33 FOR EACH PROGRAMME TICKED AT Q32

	Q32	Q33				
	Participated in	Very useful	Fairly useful	Not very useful	Not at all useful	Don't know
Bursar Development Scheme	☐	☐	☐	☐	☐	☐
Collaborative Leadership Learning	☐	☐	☐	☐	☐	☐
Consultant Leader Development Programme	☐	☐	☐	☐	☐	☐
Developing the Capacity for School Improvement	☐	☐	☐	☐	☐	☐
Equal Access to Promotion	☐	☐	☐	☐	☐	☐
Established Leaders Pilot Programme	☐	☐	☐	☐	☐	☐
Headfirst	☐	☐	☐	☐	☐	☐
Headlamp	☐	☐	☐	☐	☐	☐
HIP (Headteacher Induction Programme)	☐	☐	☐	☐	☐	☐
International Placements for Headteachers	☐	☐	☐	☐	☐	☐
International Placements Programme	☐	☐	☐	☐	☐	☐
Ithaka	☐	☐	☐	☐	☐	☐
Leading Edge	☐	☐	☐	☐	☐	☐
Leading from the Middle as a coach	☐	☐	☐	☐	☐	☐
New Visions Programme for Early Headship	☐	☐	☐	☐	☐	☐
NPQH (National Professional Qualification for Headship)	☐	☐	☐	☐	☐	☐
LPSH (The Leadership Programme for Serving Headteachers)	☐	☐	☐	☐	☐	☐
Partners in Leadership	☐	☐	☐	☐	☐	☐
People Potential Series	☐	☐	☐	☐	☐	☐
Research Associate Programme	☐	☐	☐	☐	☐	☐
SLICT (Strategic Leadership of ICT)	☐	☐	☐	☐	☐	☐
Sustaining Improvement in the Primary School	☐	☐	☐	☐	☐	☐
Team Development Programme	☐	☐	☐	☐	☐	☐
Women in Leadership and Management	☐	☐	☐	☐	☐	☐
Working Together for Success	☐	☐	☐	☐	☐	☐
Other (PLEASE WRITE IN)	☐	☐	☐	☐	☐	☐

_____

_____

None of these ☐

34 Thinking of all the training programmes NCSL currently provides (listed in the previous question), in which other areas/subjects, if any, would you like the College to provide training for headteachers?
PLEASE WRITE IN BELOW

_____

_____

_____

No further NCSL courses required ☐

Don't know ☐

35 To what extent do you agree or disagree with the statements listed below?

PLEASE TICK ONE BOX ONLY FOR EACH STATEMENT	Strongly agree	Tend to agree	Neither agree nor disagree	Tend to disagree	Strongly disagree	Don't know
a) NCSL programmes have improved levels of leadership in my school	☐	☐	☐	☐	☐	☐
b) NCSL programmes make me more confident about leading my school	☐	☐	☐	☐	☐	☐
c) NCSL programmes do not encourage teachers at my school to become school leaders	☐	☐	☐	☐	☐	☐
d) NCSL programmes are integral to leadership development within my school	☐	☐	☐	☐	☐	☐
e) NCSL programmes meet the needs of aspiring leaders in my school	☐	☐	☐	☐	☐	☐
f) Being involved in NCSL activities has not improved my learning and development in terms of school leadership	☐	☐	☐	☐	☐	☐
g) The programmes offered by NCSL have helped to improve the recruitment of leaders in my school	☐	☐	☐	☐	☐	☐
h) The programmes offered by NCSL have not helped to improve the retention of leaders in my school	☐	☐	☐	☐	☐	☐
i) NCSL programmes have made a significant contribution to wider policy agendas such as LIG, Trainee Heads, London Challenge etc	☐	☐	☐	☐	☐	☐
j) Online communities of school leaders, such as Talk2Learn, are not very effective in furthering my professional development	☐	☐	☐	☐	☐	☐
k) Online communities of school leaders such as Talk2Learn are very effective in helping school-to-school learning including partnerships and networking practices	☐	☐	☐	☐	☐	☐

About You

- We will not analyse the information you give us in such a way that you or your school can be personally identified

36 **Gender**
PLEASE TICK ONE BOX ONLY

Male . . . . ☐
Female . . . . ☐

37 **Do you have any long-term illness, health problem or disability which limits your daily activities or the work you can do?**
PLEASE TICK ONE BOX ONLY

Yes . . . . ☐
No . . . . ☐

38 **Your age group**
PLEASE TICK ONE BOX ONLY

30 and under . . . . ☐
31-35 . . . . ☐
36-40 . . . . ☐
41-45 . . . . ☐
46-50 . . . . ☐
51-55 . . . . ☐
56 to 60 . . . . ☐
Over 60 . . . . ☐

39 **Ethnicity**
PLEASE TICK ONE BOX ONLY

WHITE:
British . . . . ☐
Irish . . . . ☐
Any other white background (PLEASE WRITE IN) . ☐

_____

BLACK:
Caribbean . . . . ☐
African . . . . ☐
Any other black background (PLEASE WRITE IN) . ☐

_____

MIXED:
White and Black Caribbean . . . . ☐
White and Black African . . . . ☐
White and Asian . . . . ☐
Any other mixed background (PLEASE WRITE IN) ☐

_____

ASIAN OR ASIAN BRITISH:
Indian . . . . ☐
Pakistani . . . . ☐
Bangladeshi . . . . ☐
Any other Asian background (PLEASE WRITE IN) . ☐

_____

CHINESE OR OTHER ETHNIC GROUP:
Chinese . . . . ☐
Any other background (PLEASE WRITE IN) . . . . . ☐

_____

40 As part of this research programme we are also carrying out a small number of follow-up online discussion groups to investigate leadership issues in more depth. Would you be willing to take part?
PLEASE TICK ONE BOX ONLY

Yes, happy to participate . . . . ☐
No . . . .☐

41 If you answered YES, please supply your name, e-mail address and contact telephone number. This information will remain confidential to MORI
PLEASE WRITE IN CAPITALS

Name

_____

(E-mail address)

_____

Contact telephone number

_____

42 Please use the space below if you wish to make any other comments about NCSL, or aspects of school leadership and school leadership development in general.
PLEASE WRITE IN BELOW

_____

_____

_____

_____

_____

When published, a full report of the findings of this survey will be placed on the DfES (http://www.dfes.gov.uk/research/) and NCSL websites (http://www.ncsl.org.uk)

THANK YOU VERY MUCH FOR COMPLETING THIS QUESTIONNAIRE
PLEASE RETURN IT TO US IN THE ENCLOSED PREPAID ENVELOPE
BY **9 JUNE 2004**

RETURN ADDRESS: JULIET BROWN, MORI DATA SERVICES,
FREEPOST WC3163,
77-81 BOROUGH ROAD, LONDON SE1 1BS

MORI

FOLLOW-UP RESEARCH INTO THE STATE OF SCHOOL LEADERSHIP IN ENGLAND
A STUDY COMMISSIONED BY THE DfES AND NCSL

DEPTITLE DEPFIRSTNAME DEPLASTNAME
POSITION
SCHOOL NAME
STREET
LOCALITY
ADDRESS3
TOWN
COUNTRY
POSTCODE

THE VIEWS OF DEPUTY/ASSISTANT HEADTEACHERS

We are writing to ask for your help with an important piece of research. MORI, the independent market research company, has been commissioned by the DfES and NCSL (The National College for School Leadership) to conduct a programme of research to investigate current attitudes to school leadership and see how these have changed in the past three years, since the last survey of this kind took place.

The information from this very important study will be used by the DfES and NCSL to assess the impact of the College on school leadership and influence future policy developments. The findings will be published on the DfES and NCSL websites for you to access. Participation, which should take no more than 20 minutes of your time, entails completing and returning this questionnaire. We hope you will be able to take part. We are only approaching a sample of deputy/assistant headteachers, so your feedback is very important to us.

We are also consulting with headteachers, middle leaders, governors, LEAs and those who are participating in the NPQH course (National Professional Qualification for Headship), which will involve some of the other staff at your school.

The data collected will remain confidential and the information provided will only be used for research purposes. MORI is a member of the Market Research Society (MRS) and, as such, strictly abides by the MRS Code of Conduct (www.mrs.org.uk). All your responses will be treated in strictest confidence and reported in a way that cannot identify individual respondents, or their school.

Please return your questionnaire in the reply paid envelope, by **9 JUNE 2004**. If you have any queries, please do not hesitate to contact Juliet Brown or Catherine Raumann on 020 7347 3000 or Juliet.brown@mori.com / catherine.raumann@mori.com.

Thank you very much for your help with this survey.

Peter O'Reilly
Team Leader, School Leadership Policy Team
Department for Education and Skills

Jane Stevens
Research Director
MORI Social Research Institute

ID. NO.

Background information

1a Are you a deputy headteacher or an assistant headteacher?
PLEASE TICK ONE BOX ONLY

Deputy headteacher . . . . ☐
Assistant headteacher . . . . ☐

1b How long have you been a deputy/assistant headteacher at your current school?
PLEASE WRITE IN THE NUMBER OF YEARS

☐ ☐ year/s

2 Have you held any of the following senior positions? If so, please indicate the number of years you held each position: *PLEASE WRITE IN THE NUMBER OF YEARS OR INDICATE THAT YOU HAVE NEVER HELD THE POSITION*

			Never held position (✓)
a)	Deputy headteacher/deputy principal at another school(s)	☐ ☐ year/s	☐
b)	Assistant headteacher/senior teacher	☐ ☐ year/s	☐
c)	Member of the senior management team/leadership team	☐ ☐ year/s	☐

3 Thinking about your current position, were you appointed directly from another post in your school?
PLEASE TICK ONE BOX ONLY

Yes . . . . ☐
No . . . . ☐

Appeal of school leadership

4 Do you envisage becoming a headteacher?
PLEASE TICK ONE BOX ONLY

Yes, in the next three years . . . . ☐ ⎤
Yes, in the medium to long-term . . . . ☐ ⎬ PLEASE ANSWER Q5 ON PAGE 3
Possibly at some future stage . . . . ☐ ⎦
No plans at all/never . . . . ☐ PLEASE GO TO Q8 ON PAGE 4
Don't know . . . . ☐ PLEASE GO TO Q10 ON PAGE 5

IF YOU ANSWERED YES OR POSSIBLY AT Q4 PLEASE ANSWER Q5 TO Q7. OTHERWISE PLEASE GO TO Q8 ON PAGE 4

5 Why do you want to become a headteacher?
PLEASE TICK UP TO 5 ONLY

Sense of vocation . . . . ☐

Role is dynamic and varied/is not routine . . . . ☐

Interaction with aspiring leaders . . . . ☐

Changing school culture . . . . ☐

Building shared values . . . . ☐

Collegiality/teamwork . . . . ☐

Maintaining high standards . . . . ☐

Being a leader . . . . ☐

Giving something back to the community/society . . . . ☐

Job satisfaction/sense of personal achievement . . . . ☐

Passionate belief in the role . . . . ☐

Pay . . . . ☐

Rising to new challenges . . . . ☐

Decision making . . . . ☐

Professional autonomy/implementing own vision . . . . ☐

School management (i.e. managing budgets etc) . . . . ☐

People management (i.e. managing staff) . . . . ☐

Opportunities for professional learning . . . . ☐

Other (PLEASE WRITE IN) . . . . ☐

_____

_____

Don't know . . . . ☐

6 If you were seeking a headship, would you be prepared to work in any of the following types of school?
PLEASE TICK AS MANY AS APPLY

A school in 'challenging circumstances' . . . . ☐

A school in special measures or with serious weaknesses . . . . ☐

A 'successful' school . . . . ☐

A 'coasting' school . . . . ☐

An urban school . . . . ☐

A rural school . . . . ☐

An inner city school . . . . ☐

A school with a good track record . . . . ☐

A school with 'challenging pupils' . . . . ☐

A school with discipline problems . . . . ☐

A non-selective school . . . . ☐

A selective school . . . . ☐

A partially selective school . . . . ☐

7 Thinking about your response to Q6, why do you say that?
PLEASE WRITE IN BELOW

_____

_____

_____

_____

Don't know ☐

ONLY ANSWER Q8 & 9 IF YOU ANSWERED 'NO' AT Q4. OTHERWISE PLEASE GO TO Q10 ON PAGE 5

8 Why do you <u>not</u> want to become a headteacher?
PLEASE TICK UP TO 5 ONLY

Inspection and measures of accountability e.g via OFSTED . . . .☐
External influence e.g. from LEA, DfES . . . .☐
Changes in policies . . . .☐
Financial responsibilities . . . .☐
Administrative demands . . . .☐
Lack of strategic leadership by the governing body . . . .☐
Not an ambition . . . .☐
Limited opportunities for new challenges and new goals . . . .☐
Less contact with pupils . . . .☐
Problems with recruitment/retention . . . .☐
Low status/negative media image of the profession . . . .☐
Personal priorities/commitments (e.g. family) . . . .☐
Isolation . . . .☐
Stress . . . .☐
Responsibility . . . .☐
Less involvement with teaching . . . .☐
Other (PLEASE WRITE IN) . . . .☐

_____

_____

Don't know . . . .☐

9 What else do you wish to do if you are not seeking a headship?
PLEASE TICK ALL THAT APPLY

Remain as a deputy/assistant headteacher in my current school . . . . . ☐

Seek a role as a deputy/assistant headteacher or similar position
in another school . . . . ☐

Change to a career in further or higher education
e.g. lecturer, academic researcher etc . . . . ☐

Take up a LEA post . . . . ☐

Become a Consultant/Trainer . . . . ☐

Take up a career outside of education . . . . ☐

Retirement/early retirement . . . . ☐

Other (PLEASE WRITE IN) . . . . ☐

_____

_____

Don't know . . . . ☐

Preparation, training and professional development

EVERYONE TO ANSWER THE FOLLOWING QUESTIONS

10 With reference to the National Professional Qualification for Headship (NPQH) which of the following applies?
PLEASE TICK ONE BOX

I have completed NPQH . . . . ☐

I am currently studying for NPQH . . . . ☐

I have applied for NPQH but have not yet started . . . . ☐

I have not yet applied, but intend to . . . . ☐

I have no plans to apply . . . . ☐

11 Which, if any, of the following professional development opportunities have you participated in, in your role as a deputy/assistant headteacher during the past three years?
PLEASE TICK ALL THAT APPLY IN FIRST COLUMN BELOW

12 For each one you have participated in, how useful were they to you as a school leader?
PLEASE TICK ONE BOX AT Q12 FOR EACH OPPORTUNITY TICKED AT Q11

	Q11	Q12				
	Participated in	Very useful	Fairly useful	Not very useful	Not at all useful	Don't know
Mentoring from a headteacher	☐	☐	☐	☐	☐	☐
Mentoring from business or other mentors	☐	☐	☐	☐	☐	☐
Mentoring by one of your governors	☐	☐	☐	☐	☐	☐
Training from Higher Education Institutions	☐	☐	☐	☐	☐	☐
Development offered by the National College for School Leadership (NCSL)	☐	☐	☐	☐	☐	☐
Training from Local Education Authorities (LEAs)	☐	☐	☐	☐	☐	☐
Training from Education Consultants	☐	☐	☐	☐	☐	☐
Other (PLEASE WRITE IN)	☐	☐	☐	☐	☐	☐

_____

_____

None of these ☐

13 Thinking about your current leadership position, please indicate on the scale below...
PLEASE TICK ONE BOX ONLY PER STATEMENT

	Very well prepared	Fairly well prepared	Not very well prepared	Not at all prepared	Don't know
a) How well prepared you thought you were prior to taking up that position.	☐	☐	☐	☐	☐
b) In reality, how well prepared you were for that position	☐	☐	☐	☐	☐

14 In general terms, how well prepared do you feel you are to take up a headship?
PLEASE TICK ONE BOX ONLY

Very well prepared ☐

Fairly well prepared ☐

Not very well prepared ☐

Not at all prepared ☐

Do not want to be a headteacher ☐

15 What experiences do you think will have prepared you most for headship?
PLEASE WRITE IN BELOW

_____

_____

_____

_____

Don't know ☐

Ideas, inspiration and best practice

16 Please indicate below the <u>main</u> sources to which you look for inspiration and ideas about your work and practice as a school leader.
PLEASE TICK ALL THAT APPLY

Books, newspapers and other publications (education, business, government) . . . . . ☐
Conferences/seminars . . . . ☐
The DfES . . . . ☐
Other Government departments . . . . ☐
Governing bodies . . . . ☐
Headteacher(s) you have worked for . . . . ☐
Ideas from other countries . . . . ☐
Internet, Intranet & CD Roms . . . . ☐
Local Education Authorities (LEAs) . . . . ☐
Mentors (business) . . . . ☐
Mentors (education) . . . . ☐
NCSL . . . . ☐
Other Deputy headteachers . . . . ☐
Other school leaders . . . . ☐
Professional Associations . . . . ☐
Senior management or school leadership teams (SMTs) . . . . ☐
Subject Associations . . . . ☐
TeacherNet . . . . ☐
The business sector . . . . ☐
Universities . . . . ☐
Other (PLEASE WRITE IN) . . . . ☐

_____

_____

Don't know . . . . ☐

None of these . . . . ☐

An evidence-based profession

17 In general, to what extent do you consider the following to be important for school leaders?

PLEASE TICK ONE BOX ONLY FOR EACH STATEMENT	Very important	Fairly important	Not very important	Not at all important	Don't know
a) To draw on the findings of educational theory and research to support the work they do.	☐	☐	☐	☐	☐
b) To undertake periodic and systematic self-assessment of their own leadership role.	☐	☐	☐	☐	☐

18 Do you believe that the practice of school leadership in general is informed by research-based evidence?
PLEASE TICK ONE BOX ONLY

Yes . . . . ☐
No . . . . ☐
Don't know . . . . ☐

19 To what extent are you as a deputy/assistant headteacher involved in the following, if at all?

PLEASE TICK ONE BOX ONLY FOR EACH STATEMENT	Very involved	Fairly involved	Not very involved	Not at all involved	Don't know
a) Drawing on educational theory and the findings of educational research to support the work you do	☐	☐	☐	☐	☐
b) Using research into management and school leadership to support your leadership role	☐	☐	☐	☐	☐
c) Undertaking periodic and systematic self-assessment of your own leadership role	☐	☐	☐	☐	☐
d) Conducting or leading educational research-based enquiries in your school (e.g. action research, focus groups)	☐	☐	☐	☐	☐
e) Conducting or leading educational research-based enquiries outside your own school	☐	☐	☐	☐	☐
f) Using the findings of your educational research to inform policy and practice in your school	☐	☐	☐	☐	☐
g) Disseminating the findings of your enquiries to other schools	☐	☐	☐	☐	☐

Information and Communication Technology (ICT)

20 To what extent, if at all, do you <u>personally</u> use the following ICT applications/ practices in leading and managing your school?

	A great deal	Some-times	Not at all	Don't know
PLEASE TICK ONE BOX ONLY FOR EACH STATEMENT				
a) Email communication with other educational organisations	☐	☐	☐	☐
b) Email communication with staff.	☐	☐	☐	☐
c) Email communication with parents	☐	☐	☐	☐
d) Developing the school's website	☐	☐	☐	☐
e) Surfing the net for ideas	☐	☐	☐	☐
f) General networking e.g. "chat rooms" and conferences	☐	☐	☐	☐
g) Visiting the DfES website	☐	☐	☐	☐
h) Visiting the NCSL website	☐	☐	☐	☐
i) Visiting NCSL's online community talk2learn	☐	☐	☐	☐
j) Visiting the OFSTED website	☐	☐	☐	☐
k) Visiting the leadership section of the Becta website	☐	☐	☐	☐
l) Visiting other government-resourced websites	☐	☐	☐	☐
m) Visiting other educational websites.	☐	☐	☐	☐
n) Using management information systems.	☐	☐	☐	☐
o) Using online learning/enquiry-based learning as part of CPD.	☐	☐	☐	☐
p) Using management information data from outside sources e.g. OFSTED	☐	☐	☐	☐
q) Generating, sharing and using internal management information data between the head and teachers	☐	☐	☐	☐
r) Other ICT applications/practices (PLEASE WRITE IN)	☐	☐	☐	☐

_____

_____

_____

The National College for School Leadership (NCSL)

21 How aware, if at all, are you of the purpose of the National College for School Leadership?
PLEASE TICK ONE BOX ONLY

Very aware . . . . ☐

Fairly aware . . . . ☐

Not very aware . . . . ☐

Not at all aware . . . . ☐

Don't know . . . . ☐

22 To what extent, if at all, are you currently involved with NCSL?

PLEASE TICK ONE BOX ONLY

Very involved . . . . ☐

Fairly involved . . . . ☐

Not very involved . . . . ☐

Not at all involved . . . . ☐

Don't know . . . . ☐

23 And, to what extent, if at all, would you like to be involved in the work of NCSL?

PLEASE TICK ONE BOX ONLY

Very involved . . . . ☐

Fairly involved . . . . ☐

Not very involved . . . . ☐

Not at all involved . . . . ☐

Don't know . . . . ☐

24 Which of the following statements best reflects your perception of NCSL as a provider of professional development and leadership programmes?

PLEASE TICK ONE BOX ONLY

I would be critical of NCSL without being asked . . . . ☐

I would be critical of NCSL if someone asked my opinion . . . . ☐

I would be neutral about NCSL if someone asked my opinion . . . . ☐

I would speak highly of NCSL if someone asked my opinion . . . . ☐

I would speak highly of NCSL without being asked . . . . ☐

No opinion . . . . ☐

25 How significant, if at all, do you think NCSL is in the following:

PLEASE TICK ONE BOX ONLY FOR EACH STATEMENT

	Very significant	Fairly significant	Not very significant	Not at all significant	Don't know
a) Developing the school improvement agenda	☐	☐	☐	☐	☐
b) Promoting leadership development in schools	☐	☐	☐	☐	☐
c) Helping those in leadership roles to do a better job	☐	☐	☐	☐	☐
d) Informing the debate on leadership	☐	☐	☐	☐	☐
e) Providing a voice for the profession	☐	☐	☐	☐	☐
f) Extending the knowledge base about leadership	☐	☐	☐	☐	☐
g) Undertaking research related to current issues	☐	☐	☐	☐	☐
h) Providing opportunities for leaders to engage in research . . .	☐	☐	☐	☐	☐

26 Which, if any, of the following NCSL leadership and management programmes have you participated in?
PLEASE TICK AS MANY AS APPLY IN THE FIRST COLUMN BELOW

27 For each one you have participated in, how useful, if at all, was this programme?
PLEASE TICK ONE BOX FOR EACH PROGRAMME TICKED AT Q26

	Q26	Q27				
	Participated in	Very useful	Fairly useful	Not very useful	Not at all useful	Don't know
Collaborative Leadership Learning	☐	☐	☐	☐	☐	☐
Equal Access to Promotion	☐	☐	☐	☐	☐	☐
Established Leaders Pilot Programme	☐	☐	☐	☐	☐	☐
Leading Edge	☐	☐	☐	☐	☐	☐
Leading from the Middle as a coach	☐	☐	☐	☐	☐	☐
NPQH (National Professional Qualification for Headship)	☐	☐	☐	☐	☐	☐
Research Associate Programme	☐	☐	☐	☐	☐	☐
Sustaining Improvement in the Primary School	☐	☐	☐	☐	☐	☐
Team Development Programme	☐	☐	☐	☐	☐	☐
Women in Leadership and Management	☐	☐	☐	☐	☐	☐
Working Together for Success	☐	☐	☐	☐	☐	☐
Other (PLEASE WRITE IN)	☐	☐	☐	☐	☐	☐

_____

_____

None of these . . . . ☐

EVERYONE TO ANSWER THE FOLLOWING QUESTIONS

28 Thinking about all of the training programmes NCSL currently provides (listed in the previous question), in which other areas/subjects, if any, would you like the College to provide training for deputy and assistant headteachers?
PLEASE WRITE IN BELOW

_____

_____

_____

_____

No further NCSL courses required ☐

Don't know ☐

About You

• We will not analyse the information you give us in such a way that you or your school can be personally identified

29 Gender
PLEASE TICK ONE BOX ONLY

Male . . . . ☐
Female . . . . ☐

30 Do you have any long-term illness, health problem or disability which limits your daily activities or the work you can do?
PLEASE TICK ONE BOX ONLY

Yes . . . . ☐
No . . . . ☐

31 Your age group
PLEASE TICK ONE BOX ONLY

30 and under . . . . ☐
31-35 . . . . ☐
36-40 . . . . ☐
41-45 . . . . ☐
46-50 . . . . ☐
51-55 . . . . ☐
56 to 60 . . . . ☐
Over 60 . . . . ☐

32 Ethnicity
PLEASE TICK ONE BOX ONLY

WHITE:
British . . . . ☐
Irish . . . . ☐
Any other white background (PLEASE WRITE IN) . ☐
————————————————————————

BLACK:
Caribbean . . . . ☐
African . . . . ☐
Any other black background (PLEASE WRITE IN) . ☐
————————————————————————

MIXED:
White and Black Caribbean . . . . ☐
White and Black African . . . . ☐
White and Asian . . . . ☐
Any other mixed background (PLEASE WRITE IN) ☐
————————————————————————

CHINESE OR OTHER ETHNIC GROUP:
Chinese . . . . ☐
Any other background (PLEASE WRITE IN) . . . . . ☐
————————————————————————

ASIAN OR ASIAN BRITISH:
Indian . . . . ☐
Pakistani . . . . ☐
Bangladeshi . . . . ☐
Any other Asian background (PLEASE WRITE IN) . ☐
————————————————————————

33 Please use the space below if you wish to make any other comments about NCSL, or aspects of school leadership and school leadership development in general.
PLEASE WRITE IN BELOW

————————————————————————

————————————————————————

————————————————————————

————————————————————————

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When published, a full report of the findings of this survey will be placed on the DfES (http://www.dfes.gov.uk/research/) and NCSL websites (http://www.ncsl.org.uk)

THANK YOU VERY MUCH FOR COMPLETING THIS QUESTIONNAIRE
PLEASE RETURN IT TO US IN THE ENCLOSED PREPAID
ENVELOPE BY **9 JUNE 2004**

RETURN ADDRESS: JULIET BROWN, MORI DATA SERVICES,
FREEPOST WC3163,
77-81 BOROUGH ROAD, LONDON SE1 1BS

MORI

FOLLOW-UP RESEARCH INTO THE STATE OF SCHOOL LEADERSHIP IN ENGLAND
A STUDY COMMISSIONED BY THE DfES AND NCSL

MIDTITLE MIDFIRSTNAME MIDLASTNAME
POSITION
SCHOOL NAME
STREET
LOCALITY
ADDRESS3
TOWN
COUNTRY
POSTCODE

THE VIEWS OF MIDDLE LEADERS/TEAM LEADERS

We are writing to ask for your help with an important piece of research. MORI, the independent market research company, has been commissioned by the DfES and NCSL (The National College for School Leadership) to conduct a programme of research to investigate current attitudes to school leadership and see how these have changed in the past three years, since the last survey of this kind took place.

The information from this very important study will be used by the DfES and NCSL to assess the impact of the College on school leadership and influence future policy developments. The findings will be published on the DfES and NCSL websites for you to access. Participation, which should take no more than 20 minutes of your time, entails completing and returning this questionnaire. We hope you will be able to take part. We are only approaching a sample of middle leaders, so your feedback is very important to us.

We are also consulting with headteachers, deputy headteachers, Governors, LEAs and those who are participating in the NPQH course (National Professional Qualification for Headship), which will involve some of the other staff at your school.

The data collected will remain confidential and the information provided will only be used for research purposes. MORI is a member of the Market Research Society (MRS) and, as such, strictly abides by the MRS Code of Conduct (www.mrs.org.uk). All your responses will be treated in strictest confidence and reported in a way that cannot identify individual respondents, or their school.

Please return your questionnaire in the reply paid envelope, by **9 JUNE 2004**. If you have any queries, please do not hesitate to contact Juliet Brown (juliet.brown@mori.com) or Catherine Raumann (catherine.raumann@mori.com) via email or on 020 7347 3000.

Thank you very much for your help with this survey.

Peter O'Reilly
Team Leader, School Leadership Policy Team
Department for Education and Skills

Jane Stevens
Research Director
MORI Social Research Institute

ID. NO.

Background information

1 How long have you been in your current position at your school?
PLEASE WRITE IN THE NUMBER OF YEARS

☐ ☐ year/s

2 What is your current post?
PLEASE TICK AS MANY AS APPLY

PRIMARY:

Subject co-ordinator . . . .☐

Key stage co-ordinator . . . .☐

Role in senior management team . . . .☐

Other (PLEASE WRITE IN) . . . .☐

_____

_____

Don't know . . . .☐

SECONDARY:

Head of Year . . . .☐

Head of Department . . . .☐

Head of Subject . . . .☐

Role in senior management team . . .☐

Other (PLEASE WRITE IN) . . . .☐

_____

_____

Don't know . . . .☐

Appeal of school leadership

3 Do you envisage becoming a deputy headteacher?
PLEASE TICK ONE BOX ONLY

Yes, in the next three years . . . .☐

Yes, in the medium to long-term . . . .☐

Possibly at some future stage . . . .☐

No plans at all/never . . . .☐

Don't know . . . .☐

4 And, do you envisage becoming a headteacher?
PLEASE TICK ONE BOX ONLY

Yes, in the next three years . . . .☐ ⎤

Yes, in the medium to long-term . . . .☐ | PLEASE GO TO Q5 ON PAGE 3

Possibly at some future stage . . . .☐ ⎦

No plans at all/never . . . .☐ PLEASE GO TO Q8 ON PAGE 4

Don't know . . . .☐ PLEASE GO TO Q10 ON PAGE 5

5 Why do you want to become a headteacher?
PLEASE TICK UP TO 5 ONLY

Sense of vocation . . . . ☐

Role is dynamic and varied/is not routine . . . . ☐

Interaction with aspiring leaders . . . . ☐

Changing school culture . . . . ☐

Building shared values . . . . ☐

Collegiality/teamwork . . . . ☐

Maintaining high standards . . . . ☐

Being a leader . . . . ☐

Giving something back to the community/society . . . . ☐

Job satisfaction/sense of personal achievement . . . . ☐

Passionate belief in the role . . . . ☐

Pay . . . . ☐

Rising to new challenges . . . . ☐

Decision making . . . . ☐

Professional autonomy/implementing own vision . . . . ☐

School management (i.e. managing budgets etc) . . . . ☐

People management (i.e. managing staff) . . . . ☐

Opportunities for professional learning . . . . ☐

Other (PLEASE WRITE IN) . . . . ☐

_____

_____

Don't know . . . . ☐

6 If you were seeking a headship, would you be prepared to work in any of the following types of school?
PLEASE TICK AS MANY AS APPLY

A school in 'challenging circumstances' . . . . ☐

A school in special measures or with serious weaknesses . . . . ☐

A 'successful' school . . . . ☐

A 'coasting' school . . . . ☐

An urban school . . . . ☐

A rural school . . . . ☐

An inner city school . . . . ☐

A school with a good track record . . . . ☐

A school with 'challenging pupils' . . . . ☐

A school with discipline problems . . . . ☐

A non-selective school . . . . ☐

A selective school . . . . ☐

A partially selective school . . . . ☐

7 Thinking about your response to Q6, why do you say that?
PLEASE WRITE IN BELOW

_____

_____

_____

_____

Don't know   ☐

8 Why do you <u>not</u> want to become a headteacher?
PLEASE TICK UP TO 5 ONLY

Inspection and measures of accountability e.g via OFSTED . . . . ☐

External influence e.g. from LEA, DfES . . . . ☐

Changes in policies . . . . ☐

Financial responsibilities . . . . ☐

Administrative demands . . . . ☐

Lack of strategic leadership by the governing body . . . . ☐

Not an ambition . . . . ☐

Limited opportunities for new challanges and new goals . . . . ☐

Less contact with pupils . . . . ☐

Problems with recruitment/retention . . . . ☐

Low status/negative media image of the profession . . . . ☐

Personal priorities/commitments (e.g. family) . . . . ☐

Isolation . . . . ☐

Stress . . . . ☐

Responsibility . . . . ☐

Less involvement with teaching . . . . ☐

Other (PLEASE WRITE IN) . . . . ☐

_____

_____

Don't know . . . . ☐

9 What else do you wish to do if you are not seeking a headship?
PLEASE TICK ALL THAT APPLY

Remain in current or similar position in my current school . . . . ☐

Seek a middle leader role in another school . . . . ☐

Seek a deputy headship either in current or another school . . . . ☐

Change to a career in further or higher education e.g. lecturer,
academic researcher etc . . . . ☐

Take up a LEA post . . . . ☐

Become a Consultant/Trainer . . . . ☐

Take up a career outside of education . . . . ☐

Retirement/early retirement . . . . ☐

Other (PLEASE WRITE IN) . . . . ☐

_____

_____

Don't know . . . . ☐

Preparation, training and professional development

10 Thinking about your current leadership position, please indicate on the scale below …

PLEASE TICK ONE BOX ONLY FOR EACH STATEMENT

	Very well prepared	Fairly well prepared	Not very well prepared	Not at all prepared	Don't know
a) How well prepared you thought you were prior to taking up that position	☐	☐	☐	☐	☐
b) In reality, how well prepared you were for that position	☐	☐	☐	☐	☐

11 With reference to the National Professional Qualification for Headship (NPQH) which of the following applies:
PLEASE TICK ONE BOX

I have completed NPQH .... ☐

I am currently studying for NPQH .... ☐

I have applied for NPQH but have not yet started .... ☐

I have not yet applied, but intend to .... ☐

I have no plans to apply .... ☐

12 Which, if any, of the following professional development opportunities have you participated in, in your role as a middle leader during the past three years?
PLEASE TICK ALL THAT APPLY IN THE FIRST COLUMN BELOW

13 For each one you have participated in, how useful were they to you as a school leader?
PLEASE TICK ONE BOX AT Q13 FOR EACH OPPORTUNITY TICKED AT Q12

	Q12	Q13				
	Participated in	Very useful	Fairly useful	Not very useful	Not at all useful	Don't know
Mentoring from a headteacher	☐	☐	☐	☐	☐	☐
Mentoring from business or other mentors	☐	☐	☐	☐	☐	☐
Mentoring by one of your governors	☐	☐	☐	☐	☐	☐
Training from Higher Education Institutions	☐	☐	☐	☐	☐	☐
Development offered by the National College for School Leadership (NCSL)	☐	☐	☐	☐	☐	☐
Training from Local Education Authorities (LEAs)	☐	☐	☐	☐	☐	☐
Training from Education Consultants	☐	☐	☐	☐	☐	☐
Other (PLEASE WRITE IN)	☐	☐	☐	☐	☐	☐

_____

_____

None of these .... ☐

14 Are there any other areas in which you consider there is a need for further training and development for middle leaders?

_____

_____

_____

_____

Don't know ☐

Ideas, inspiration and best practice

15 Please indicate below the <u>main</u> sources to which you look for inspiration and ideas about your work and practice as a school leader.

PLEASE TICK ALL THAT APPLY

Books, newspapers and other publications (education, business, government) . . . . . ☐
Conferences/seminars . . . . ☐
The DfES . . . . ☐
Other Government Departments . . . . ☐
Governing bodies . . . . ☐
Headteacher(s) you have worked for . . . . ☐
Ideas from other countries . . . . ☐
Internet, Intranet & CD Roms . . . . ☐
Local Education Authorities (LEAs) . . . . ☐
Mentors (business) . . . . ☐
Mentors (education) . . . . ☐
NCSL . . . . ☐
Other middle leaders . . . . ☐
Other school leaders . . . . ☐
Professional Associations . . . . ☐
Senior management or school leadership teams (SMTs) . . . . ☐
Subject Associations . . . . ☐
TeacherNet . . . . ☐
The business sector . . . . ☐
Universities . . . . ☐
Other (PLEASE WRITE IN) . . . . ☐

_____

_____

Don't know . . . . ☐

None of these . . . . ☐

An evidence-based profession

16 In general, to what extent do you consider the following to be important for school leaders?

	Very important	Fairly important	Not very important	Not at all important	Don't know
a) To draw on the findings of educational theory and research to support the work they do.	☐	☐	☐	☐	☐
b) To undertake periodic and systematic self-assessment of their own leadership role.	☐	☐	☐	☐	☐

17 Do you believe that the practice of school leadership in general is informed by research-based evidence?

Yes . . . . ☐

No . . . . ☐

Don't know . . . . ☐

18 To what extent are you as a middle leader involved in the following, if at all?

	Very involved	Fairly involved	Not very involved	Not at all involved	Don't know
a) Drawing on educational theory and the findings of educational research to support the work you do	☐	☐	☐	☐	☐
b) Using research into management and school leadership to support your leadership role	☐	☐	☐	☐	☐
c) Undertaking periodic and systematic self-assessment of your own leadership role	☐	☐	☐	☐	☐
d) Conducting or leading educational research-based enquiries in your school (e.g. action research, focus groups)	☐	☐	☐	☐	☐
e) Conducting or leading educational research-based enquiries outside your own school	☐	☐	☐	☐	☐
f) Using the findings of your educational research to inform policy and practice in your school	☐	☐	☐	☐	☐
g) Disseminating the findings of your enquiries to other schools	☐	☐	☐	☐	☐

Information and Communication Technology (ICT)

19 To what extent, if at all, do you <u>personally</u> use the following ICT applications/ practices in leading and managing your school?

PLEASE TICK ONE BOX ONLY FOR EACH STATEMENT	A great deal	Some-times	Not at all	Don't know
a) Email communication with other educational organisations	☐	☐	☐	☐
b) Email communication with staff	☐	☐	☐	☐
c) Email communication with parents	☐	☐	☐	☐
d) Developing the school's website	☐	☐	☐	☐
e) Surfing the net for ideas	☐	☐	☐	☐
f) General networking e.g. "chat rooms" and conferences	☐	☐	☐	☐
g) Visiting the DfES website	☐	☐	☐	☐
h) Visiting the NCSL website	☐	☐	☐	☐
i) Visiting NCSL's online community talk2learn	☐	☐	☐	☐
j) Visiting the OFSTED website	☐	☐	☐	☐
k) Visiting the leadership section of the Becta website	☐	☐	☐	☐
l) Visiting other government-resourced websites	☐	☐	☐	☐
m) Visiting other educational websites	☐	☐	☐	☐
n) Using management information systems	☐	☐	☐	☐
o) Using online learning/enquiry-based learning as part of CPD	☐	☐	☐	☐
p) Using management information data from outside sources e.g. OFSTED	☐	☐	☐	☐
q) Generating, sharing and using internal management information data between the head and teachers	☐	☐	☐	☐
r) Other ICT applications/practices (PLEASE WRITE IN)	☐	☐	☐	☐

_____

_____

The National College for School Leadership (NCSL)

20 How aware, if at all, are you of the purpose of the National College for School Leadership?
PLEASE TICK ONE BOX ONLY

Very aware . . . . ☐

Fairly aware . . . . ☐

Not very aware . . . . ☐

Not at all aware . . . . ☐

Don't know . . . . ☐

21 To what extent, if at all, are you currently involved with NCSL?
PLEASE TICK ONE BOX ONLY

Very involved . . . . ☐
Fairly involved . . . . ☐
Not very involved . . . . ☐
Not at all involved . . . . ☐
Don't know . . . . ☐

22 And, to what extent, if at all, would you like to be involved in the work of the NCSL?
PLEASE TICK ONE BOX ONLY

Very involved . . . . ☐
Fairly involved . . . . ☐
Not very involved . . . . ☐
Not at all involved . . . . ☐
Don't know . . . . ☐

23 Which of the following statements best reflects your perception of NCSL as a provider of professional development and leadership programmes?
PLEASE TICK ONE BOX ONLY

I would be critical of NCSL without being asked . . . . ☐
I would be critical of NCSL if someone asked my opinion . . . . ☐
I would be neutral about NCSL if someone asked my opinion . . . . ☐
I would speak highly of NCSL if someone asked my opinion . . . . ☐
I would speak highly of NCSL without being asked . . . . ☐
No opinion . . . . ☐

24 How significant, if at all, do you think NCSL is in the following:
PLEASE TICK ONE BOX ONLY FOR EACH STATEMENT

	Very significant	Fairly significant	Not very significant	Not at all significant	Don't know
a) Developing the school improvement agenda	☐	☐	☐	☐	☐
b) Promoting leadership development in schools	☐	☐	☐	☐	☐
c) Helping those in leadership roles to do a better job	☐	☐	☐	☐	☐
d) Informing the debate on leadership	☐	☐	☐	☐	☐
e) Providing a voice for the profession	☐	☐	☐	☐	☐
f) Extending the knowledge base about leadership	☐	☐	☐	☐	☐
g) Undertaking research related to current issues	☐	☐	☐	☐	☐
h) Providing opportunities for leaders to engage in research . . .	☐	☐	☐	☐	☐

25 Which, if any, of the following NCSL leadership and management programmes have you participated in?
PLEASE TICK AS MANY AS APPLY IN THE FIRST COLUMN BELOW

26 For each one you have participated in, how useful, if at all, was this programme?
PLEASE TICK ONE BOX FOR EACH PROGRAMME TICKED AT Q25

	Q25	Q26				
	Participated in	Very useful	Fairly useful	Not very useful	Not at all useful	Don't know
Bursar Development Scheme	☐	☐	☐	☐	☐	☐
Collaborative Leadership Learning	☐	☐	☐	☐	☐	☐
Equal Access to Promotion	☐	☐	☐	☐	☐	☐
Leading Edge	☐	☐	☐	☐	☐	☐
Leading from the Middle	☐	☐	☐	☐	☐	☐
Research Associate Programme	☐	☐	☐	☐	☐	☐
Sustaining Improvement in the Primary School	☐	☐	☐	☐	☐	☐
Team Development Programme	☐	☐	☐	☐	☐	☐
Women in Leadership and Management	☐	☐	☐	☐	☐	☐
Working Together for Success	☐	☐	☐	☐	☐	☐
Other (PLEASE WRITE IN)	☐	☐	☐	☐	☐	☐

_____

_____

None of these . . . . ☐

EVERYONE TO ANSWER THE FOLLOWING QUESTIONS

27 Thinking about all of the training programmes NCSL currently provides (listed in the previous question), in which other areas/subjects, if any, would you like the College to provide training for middle leaders?
PLEASE WRITE IN BELOW

_____

_____

_____

_____

No further NCSL courses required . . . . ☐

Don't know . . . . ☐

About You

• We will not analyse the information you give us in such a way that you or your school can be personally identified

28 **Gender**
PLEASE TICK ONE BOX ONLY

Male . . . . □
Female . . . . □

29 **Do you have any long-term illness, health problem or disability which limits your daily activities or the work you can do?**
PLEASE TICK ONE BOX ONLY

Yes . . . . □
No . . . . □

30 **Your age group**
PLEASE TICK ONE BOX ONLY

30 and under . . . . □
31-35 . . . . □
36-40 . . . . □
41-45 . . . . □
46-50 . . . . □
51-55 . . . . □
56 to 60 . . . . □
Over 60 . . . . □

31 **Ethnicity**
PLEASE TICK ONE BOX ONLY

WHITE:
British . . . . □
Irish . . . . □
Any other white background (PLEASE WRITE IN) . . . □

——————————————————————————

BLACK:
Caribbean . . . . □
African . . . . □
Any other black background (PLEASE WRITE IN) . . . □

——————————————————————————

MIXED:
White and Black Caribbean . . . . □
White and Black African . . . . □
White and Asian . . . . □
Any other mixed background (PLEASE WRITE IN) . . □

——————————————————————————

ASIAN OR ASIAN BRITISH:
Indian . . . . □
Pakistani . . . . □
Bangladeshi . . . . □
Any other Asian background (PLEASE WRITE IN) . . . □

——————————————————————————

CHINESE OR OTHER ETHNIC GROUP:
Chinese . . . . □
Any other background (PLEASE WRITE IN) . . . . □

——————————————————————————

32 Please use the space below if you wish to make any other comments about NCSL, or aspects of school leadership and school leadership development in general.
PLEASE WRITE IN BELOW

_____

_____

_____

_____

_____

When published, a full report of the findings of this survey will be placed on the DfES (http://www.dfes.gov.uk/research/) and NCSL websites (http://www.ncsl.org.uk)

THANK YOU VERY MUCH FOR COMPLETING THIS QUESTIONNAIRE
PLEASE RETURN IT TO US IN THE ENCLOSED PREPAID ENVELOPE
BY **9 JUNE 2004**

RETURN ADDRESS: JULIET BROWN, MORI DATA SERVICES,
FREEPOST WC3163,
77-81 BOROUGH ROAD, LONDON SE1 1BS

MORI

FOLLOW-UP RESEARCH INTO THE STATE OF SCHOOL LEADERSHIP IN ENGLAND
A STUDY COMMISSIONED BY THE DfES AND NCSL

GOVTITLE GOVFIRSTNAME GOVLASTNAME
POSITION
SCHOOL NAME
STREET
LOCALITY
ADDRESS3
TOWN
COUNTRY
POSTCODE

THE VIEWS OF GOVERNORS

We are writing to ask for your help with an important piece of research. MORI, the independent market research company, has been commissioned by the DfES and NCSL (The National College for School Leadership) to conduct a programme of research to investigate current attitudes to school leadership and see how these have changed in the last three years, since the last survey of this kind took place. We would greatly appreciate it if you can help from your perspective as a school Governor.
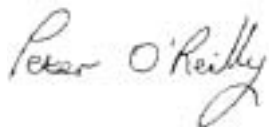
The information from this very important study will be used by the DfES and NCSL to assess the impact of the College on school leadership and influence future policy developments. The findings will be published on the DfES and NCSL websites for you to access. Participation should take no more than 15 minutes of your time and entails completing and returning this questionnaire. We hope you will be able to take part. We are only approaching a sample of Governors, so your feedback is very important to us. If you are a Governor at more than one school, please complete the questionnaire from your experiences as Governor at the school through which you have been contacted.

We are also consulting with headteachers, deputy heads, middle leaders, LEAs, and those who are participating in the NPQH course (National Professional Qualification for Headship), which will involve some of the staff at your school.

The data collected will remain confidential and the information provided will only be used for research purposes. MORI is a member of the Market Research Society (MRS) and, as such, strictly abides by the MRS Code of Conduct (www.mrs.org.uk). All your responses will be treated in strictest confidence and reported in a way that cannot identify individual respondents, or their school.

Please return your questionnaire in the reply paid envelope, by **9 June 2004**. If you have any queries, please do not hesitate to contact Juliet Brown or Catherine Raumann via telephone on 020 7347 3000 or via email at juliet.brown@mori.com or catherine.raumann@mori.com.

Thank you very much for your help with this survey.

Peter O'Reilly
Team Leader, School Leadership Policy Team
Department for Education and Skills

Jane Stevens
Research Director
MORI Social Research Institute

ID. NO.

Background information

1a In total, how long have you been a school Governor?
THIS SHOULD INCLUDE YOUR TIME AT YOUR CURRENT SCHOOL AND ANY OTHER SCHOOLS.
PLEASE TICK ONE BOX ONLY

Less than 6 months . . . . ☐
Between 6 months and under 2 years . . . . ☐
Between 2 years and under five years . . . . ☐
Between five years and under 10 years . . . . ☐
10 years or more . . . . ☐
Don't know . . . . ☐

1b And how long have you been a school Governor in this school?
PLEASE TICK ONE BOX ONLY

Less than 6 months . . . . ☐
Between 6 months and under 2 years . . . . ☐
Between 2 years and under five years . . . . ☐
Between five years and under 10 years . . . . ☐
10 years or more . . . . ☐
Don't know . . . . ☐

2 Which of the following positions do you hold?
YOUR ANSWER SHOULD RELATE TO YOUR POSITION(S) AT THE SCHOOL THROUGH WHICH YOU HAVE BEEN CONTACTED
PLEASE TICK AS MANY BOXES AS APPLY

Chair of the governing body . . . . ☐
A parent Governor . . . . ☐
A LEA Governor . . . . ☐
A community Governor . . . . ☐
A staff Governor . . . . ☐
A foundation or partnership Governor . . . . ☐
Another category of Governor . . . . ☐

3 Are you one of the Governors appointed to carry out the headteacher's annual appraisal?
PLEASE TICK ONE BOX ONLY
Yes . . . . ☐
No . . . . ☐

Aspects of school leadership

4 How significant is your governing body's role in the leadership of the school?
PLEASE TICK ONE BOX ONLY

Very significant . . . . ☐

Fairly significant . . . . ☐

Not very significant . . . . ☐

Not at all significant . . . . ☐

Don't know . . . . ☐

5 Please indicate on the scale below …
PLEASE TICK ONE BOX ONLY PER STATEMENT

	Major role	Moderate role	Minor role	No role at all	Don't know
a) The degree to which you think governing bodies should play a strategic leadership role	☐	☐	☐	☐	☐
b) The extent to which you feel your governing body actually plays a strategic leadership role in your school's affairs	☐	☐	☐	☐	☐

6 To what extent, if at all, is the Governing body of your school effective at the following aspects of its role?

PLEASE TICK ONE BOX ONLY FOR EACH STATEMENT	Very effective	Fairly effective	Not very effective	Not at all effective	Don't know
a) Establishing a strategic framework for your school (including the School Improvement or Development Plan) . .	☐	☐	☐	☐	☐
b) Setting aims and objectives for your school	☐	☐	☐	☐	☐
c) Setting targets to meet the aims and objectives	☐	☐	☐	☐	☐
d) Setting policies	☐	☐	☐	☐	☐
e) Monitoring and evaluating progress against the school development plan	☐	☐	☐	☐	☐
f) Providing your headteacher with support	☐	☐	☐	☐	☐
g) Providing your senior management team with support	☐	☐	☐	☐	☐
h) Providing constructive challenge	☐	☐	☐	☐	☐
i) Appointment of senior school leaders	☐	☐	☐	☐	☐
j) Performance management	☐	☐	☐	☐	☐

7 How well do you think the Governing body works with the headteacher in terms of the following:

PLEASE TICK ONE BOX ONLY FOR EACH STATEMENT	Very well	Fairly well	Not very well	Not at all well	Don't know
a) Agreeing strategy	☐	☐	☐	☐	☐
b) Offering guidance	☐	☐	☐	☐	☐
c) Identifying and developing school management teams	☐	☐	☐	☐	☐
d) Offering a business viewpoint	☐	☐	☐	☐	☐
e) Helping to engage with parents and the local community . . .	☐	☐	☐	☐	☐
f) Setting goals and objectives for the school	☐	☐	☐	☐	☐
g) Monitoring performance	☐	☐	☐	☐	☐
h) Offering support and encouragement	☐	☐	☐	☐	☐
i) Providing effective committee structures	☐	☐	☐	☐	☐
j) Being a "critical friend"	☐	☐	☐	☐	☐

8 Thinking about the headteacher of the school you govern, how well prepared do you think he or she is for that position?
PLEASE TICK ONE BOX ONLY

Very well prepared . . . . ☐

Fairly well prepared . . . . ☐

Not very well prepared . . . . ☐

Not at all prepared . . . . ☐

Don't know . . . . ☐

Training and professional development

9 How much training, if any, have you received for your role as school Governor?
PLEASE TICK ONE BOX ONLY

A great deal . . . . ☐

A fair amount . . . . ☐

Not very much . . . . ☐

I have only received new Governor training . . . . ☐

None at all . . . . ☐ ⎤ PLEASE GO TO Q13 ON PAGE 6

Don't know . . . . ☐ ⎦

ONLY ANSWER Q10-Q12 IF HAVE RECEIVED SOME FORM OF TRAINING FOR YOUR ROLE AS A SCHOOL GOVERNOR, OTHERWISE GO TO Q13 ON PAGE 6

10 If you have received training, in general how useful did you find it?
PLEASE TICK ONE BOX ONLY

Very useful . . . . ☐

Fairly useful . . . . ☐

Not very useful . . . . ☐

Not at all useful . . . . ☐

Don't know . . . . ☐

11 In which of the following areas, if any, have you received training and/or development in your role as a school Governor in your school?
PLEASE TICK AS MANY BOXES AS APPLY

Committees and delegation . . . . □
Effective meetings . . . . □
Finance/budget management . . . . □
Governors' role in strategic leadership . . . . □
Health and safety . . . . □
Meeting children's special education needs . . . . □
Monitoring and evaluation . . . . □
Performance management . . . . □
Policy making . . . . □
Selecting and appointing staff . . . . □
Understanding the school curriculum . . . . □
Using performance data to set targets . . . . □
Other (PLEASE WRITE IN) . . . . □

_____

_____

None . . . . □
Don't know . . . . □

12 And which, if any, of the following approaches are being used to deliver training and/or support the development of school Governors in your school?
PLEASE TICK AS MANY BOXES AS APPLY

Access to shared information . . . . □
Courses run by the local council . . . . □
Distance learning packages . . . . □
Inclusion of Governor training as a regular agenda item . . . . □
Joint training with other Governors . . . . □
Joint training with other school leaders (e.g. headteachers, aspiring headteachers) . . □
Liaison with Governor support services . . . . □
Links with other schools . . . . □
Mentoring systems . . . . □
Telephone support systems . . . . □
Other (PLEASE WRITE IN) . . . . □

_____

_____

None . . . . □
Don't know . . . . □

Ideas, inspiration and best practice

13 EVERYONE TO ANSWER THE FOLLOWING QUESTIONS.
Please indicate below the main sources to which you look for inspiration and ideas about your role as a school Governor.
PLEASE TICK ALL THAT APPLY

Books, newspaper and other publications (education, business, government) . . . . . . ☐

The DfES . . . . ☐

GovernorNet . . . . ☐

Ideas from Governor magazines, etc . . . . ☐

Ideas from other countries . . . . ☐

Internet, Intranet or CD Rom . . . . ☐

Local Education Authorities (LEAs) . . . . ☐

Mentors or 'buddies' . . . . ☐

NCSL . . . . ☐

Other governing bodies . . . . ☐

Other Governors from school . . . . ☐

Senior management or school leadership teams (SMTs) . . . . ☐

TeacherNet . . . . ☐

The headteacher . . . . ☐

Other (PLEASE WRITE IN) . . . . ☐

_____

_____

No particular source . . . . ☐

The National College for School Leadership (NCSL)

14 How aware, if at all, are you of the purpose of the National College for School Leadership?
PLEASE TICK ONE BOX ONLY

Very aware . . . . ☐

Fairly aware . . . . ☐

Not very aware . . . . ☐

Not at all aware . . . . ☐

Don't know . . . . ☐

15 To what extent, if at all, is your school currently involved with NCSL?
PLEASE TICK ONE BOX ONLY

Very involved . . . . ☐

Fairly involved . . . . ☐

Not very involved . . . . ☐

Not at all involved . . . . ☐

Don't know . . . . ☐

16 And, to what extent, if at all, would you like your school to be involved in the work of NCSL?
PLEASE TICK ONE BOX ONLY

Very involved . . . . ☐

Fairly involved . . . . ☐

Not very involved . . . . ☐

Not at all involved . . . . ☐

Don't know . . . . ☐

17 How significant, if at all, is NCSL's role in helping those in leadership roles in your school to do a better job?
PLEASE TICK ONE BOX ONLY

Very significant . . . . ☐

Fairly significant . . . . ☐

Not very significant . . . . ☐

Not at all significant . . . . ☐

Don't know . . . . ☐

18 Please use the space below if you wish to make any other comments about NCSL, or aspects of school leadership and school leadership development in general.
PLEASE WRITE IN BELOW

_____

_____

_____

_____

When published, a full report of the findings of this survey will be placed on the DfES (http://www.dfes.gov.uk/research/) and NCSL websites (http://www.ncsl.org.uk)

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MORI

FOLLOW-UP RESEARCH INTO THE STATE OF SCHOOL LEADERSHIP IN ENGLAND
A STUDY COMMISSIONED BY THE DfES AND NCSL

TITLE FORENAMES SURNAME
EMPLOYER NAME
EMPLOYER ADDRESS1
EMPLOYER ADDRESS2
EMPLOYER ADDRESS3
EMPLOYER ADDRESS4
EMPLOYER ADDRESS5
EMPLOYER POSTCODE

THE VIEWS OF NPQH CANDIDATES

We are writing to ask for your help with an important piece of research. MORI, the independent market research company, has been commissioned by the DfES and NCSL (The National College for School Leadership) to repeat a programme of research that investigates attitudes to school leadership and how these have changed since the last survey took place.
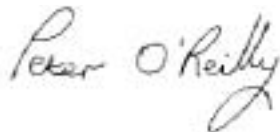
The information from this very important study will be used by the DfES and NCSL to assess the impact of the College on school leadership and influence future policy developments. Topics covered by the research include the appeal of school leadership, training and professional development, the use of ICT and perceptions of NCSL. The findings will be published on the DfES and NCSL websites for you to access and there will also be an opportunity to feedback in more detail via an online discussion group, if you wish.

Participation, which should take no more than 20 minutes of your time, entails completing and returning this questionnaire. We hope you will be able to take part. We are only approaching a sample of NPQH candidates, so your feedback is therefore very important to us. We are also consulting with headteachers, deputy heads, middle leaders (which may involve some of the other staff at your school), governors and LEAs. Please note that this research is concerned with school leadership in general, rather than your experiences of NPQH.

The data collected will remain confidential and the information provided will only be used for research purposes. MORI is a member of the Market Research Society (MRS) and, as such, strictly abides by the MRS Code of Conduct (www.mrs.org.uk). All your responses will be treated in strictest confidence and reported in a way that cannot identify individual respondents, or their school.

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Thank you very much for your help with this survey.

Peter O'Reilly
Team Leader, School Leadership Policy Team
Department for Education and Skills

Jane Stevens
Research Director
MORI Social Research Institute

ID. NO.

Background information

1 How long have you been in your current position at school?
PLEASE WRITE IN THE NUMBER OF YEARS

☐☐ year/s

2 What is your current position?
PLEASE TICK ONE ONLY

Acting headteacher . . . . ☐
Assistant headteacher . . . . ☐
Deputy headteacher/deputy principal . . . . ☐
Headteacher . . . . ☐
Member of a senior management team/ leadership team . . . . ☐
Senior teacher . . . . ☐
Other (PLEASE WRITE IN) . . . . ☐

_____

Appeal of school leadership

3 Do you envisage becoming a headteacher?
PLEASE TICK ONE BOX ONLY

Yes, in the next three years . . . . ☐ ⎤
Yes, in the medium to long-term . . . . ☐ ⎥ PLEASE ANSWER Q4 ON PAGE 3
Possibly at some future stage . . . . ☐ ⎦
No plans at all/never . . . . ☐   PLEASE GO TO Q7 ON PAGE 4
Don't know . . . . ☐ ⎤ PLEASE GO TO Q9 ON PAGE 5
I am already a headtacher . . . . ☐ ⎦

4 Why do you want to become a headteacher?
PLEASE TICK UP TO 5 ONLY

Sense of vocation . . . . □

Role is dynamic and varied/is not routine . . . . □

Interaction with aspiring leaders . . . . □

Changing school culture . . . . □

Building shared values . . . . □

Collegiality/teamwork . . . . □

Maintaining high standards . . . . □

Being a leader . . . . □

Giving something back to the community/society . . . . □

Job satisfaction/sense of personal achievement . . . . □

Passionate belief in the role . . . . □

Pay . . . . □

Rising to new challenges . . . . □

Decision making . . . . □

Professional autonomy/implementing own vision . . . . □

School management (i.e. managing budgets etc) . . . . □

People management (i.e. managing staff) . . . . □

Opportunities for professional learning . . . . □

Other (PLEASE WRITE IN) . . . . □

_____

_____

Don't know . . . . □

5 If you were seeking a headship, would you be prepared to work in any of the following types of school?
PLEASE TICK AS MANY AS APPLY

A school in 'challenging circumstances' . . . . □

A school in special measures or with serious weaknesses . . . . □

A 'successful' school . . . . □

A 'coasting' school . . . . □

An urban school . . . . □

A rural school . . . . □

An inner city school . . . . □

A school with a good track record . . . . □

A school with 'challenging pupils' . . . . □

A school with discipline problems . . . . □

A non-selective school . . . . □

A selective school . . . . □

A partially selective school . . . . □

6 Thinking about your response to Q5, why do you say that?
PLEASE WRITE IN BELOW

_____

_____

_____

_____

Don't know . . . . ☐

ONLY ANSWER Q7 & Q8 IF YOU ANSWERED 'NO' AT Q3. OTHERWISE PLEASE GO TO Q9 ON PAGE 5

7 Why do you <u>not</u> want to become a headteacher?
PLEASE TICK UP TO 5 ONLY

Inspection and measures of accountability e.g via OFSTED . . . . ☐
External influence e.g. from LEA, DfES . . . . ☐
Changes in policies . . . . ☐
Financial responsibilities . . . . ☐
Administrative demands . . . . ☐
Lack of strategic leadership by the governing body . . . . ☐
Not an ambition . . . . ☐
Limited opportunities for new challenges and new goals . . . . ☐
Less contact with pupils . . . . ☐
Problems with recruitment/retention . . . . ☐
Low status/negative media image of the profession . . . . ☐
Personal priorities/commitments (e.g. family) . . . . ☐
Isolation . . . . ☐
Stress . . . . ☐
Responsibility . . . . ☐
Less involvement with teaching . . . . ☐
Other (PLEASE WRITE IN) . . . . ☐

_____

_____

Don't know . . . . ☐

8 What else do you wish to do if you are not seeking a headship?
PLEASE TICK ALL THAT APPLY

Remain in current or similar position in my current school . . . . ☐

Seek a middle leader role in current or another school . . . . ☐

Seek a deputy/assistant headship either in current school or
another school . . . . ☐

Change to a career in further or higher education
e.g. lecturer, academic researcher etc . . . . ☐

Take up a LEA post . . . . ☐

Become a Consultant/Trainer . . . . ☐

Take up a career outside of education . . . . ☐

Retirement/early retirement . . . . ☐

Other (PLEASE WRITE IN) . . . . ☐

_____

_____

Don't know . . . . ☐

Preparation, training and professional development

EVERYONE TO ANSWER THE FOLLOWING QUESTION

9 At which stage of NPQH did you start?
PLEASE TICK ONE BOX ONLY

Access stage . . . . ☐ ⎤
Development stage . . . . ☐ ⎬ PLEASE ANSWER Q10
Final stage . . . . ☐ ⎦
I have enrolled, but have not yet started the course . . . . ☐ PLEASE GO TO Q11 ON PAGE 6

10 Thinking about NPQH as a whole, how useful, if at all, have you found this programme?
PLEASE TICK ONE BOX ONLY

Very useful . . . . ☐

Fairly useful . . . . ☐

Not very useful . . . . ☐

Not at all useful . . . . ☐

Don't know . . . . ☐

11 Which, if any, of the following professional development opportunities have you participated in as a school leader during the past three years?
PLEASE TICK ALL THAT APPLY IN FIRST COLUMN BELOW

12 For each one you have participated in, how useful were they to you as a school leader?
PLEASE TICK ONE BOX AT Q12 FOR EACH OPPORTUNITY TICKED AT Q11

	Q11	Q12				
	Participated in	Very useful	Fairly useful	Not very useful	Not at all useful	Don't know
Mentoring from a headteacher	☐	☐	☐	☐	☐	☐
Mentoring from business or other mentors	☐	☐	☐	☐	☐	☐
Mentoring by one of your governors	☐	☐	☐	☐	☐	☐
Training from Higher Education Institutions	☐	☐	☐	☐	☐	☐
Development offered by the National College for School Leadership (NCSL)	☐	☐	☐	☐	☐	☐
Training from Local Education Authorities (LEAs)	☐	☐	☐	☐	☐	☐
Training from Education Consultants	☐	☐	☐	☐	☐	☐
Other (PLEASE WRITE IN)	☐	☐	☐	☐	☐	☐

_____

_____

None of these . . . . ☐

13 Thinking about your current leadership position, please indicate on the scale below...
PLEASE TICK ONE BOX ONLY FOR EACH STATEMENT

		Very well prepared	Fairly well prepared	Not very well prepared	Not at all prepared	Don't know
a)	How well prepared you thought you were prior to taking up that position	☐	☐	☐	☐	☐
b)	In reality, how well prepared you were for that position	☐	☐	☐	☐	☐

14 In general terms, how well prepared do you feel you are to take up a headship? IF YOU ARE ALREADY A HEADTEACHER, how well prepared do you feel you were for taking up your headship?
PLEASE TICK ONE BOX ONLY

Very well prepared . . . . ☐

Fairly well prepared . . . . ☐

Not very well prepared . . . . ☐

Not at all prepared . . . . ☐

Do not want to be a headteacher . . . . ☐

15 What experiences do you think will have prepared you most for headship? IF YOU ARE ALREADY A HEADTEACHER, what experience do you think prepared you most of headship?
PLEASE WRITE IN BELOW

_____

_____

_____

_____

Don't know ☐

Ideas, inspiration and best practice

16 Please indicate below the <u>main</u> sources to which you look for inspiration and ideas about your work and practice as a school leader.
PLEASE TICK ALL THAT APPLY

Books, newspapers and other publications (education, business, government) . . . . . ☐
Conferences/seminars . . . . ☐
The DfES . . . . ☐
Other Government departments . . . . ☐
Governing bodies . . . . ☐
Headteacher(s) you have worked for . . . . ☐
Ideas from other countries . . . . ☐
Internet, Intranet & CD Roms . . . . ☐
Local Education Authorities (LEAs) . . . . ☐
Mentors (business) . . . . ☐
Mentors (education) . . . . ☐
NCSL . . . . ☐
NPQH Candidates . . . . ☐
Other school leaders . . . . ☐
Professional Associations . . . . ☐
Senior management or school leadership teams (SMTs) . . . . ☐
Subject Associations . . . . ☐
TeacherNet . . . . ☐
The business sector . . . . ☐
Universities . . . . ☐
Other (PLEASE WRITE IN) . . . . ☐

_____

_____

Don't know . . . . ☐
None of these . . . . ☐

An evidence-based profession

17 In general, to what extent do you consider the following to be important for school leaders?

PLEASE TICK ONE BOX ONLY FOR EACH STATEMENT	Very important	Fairly important	Not very important	Not at all important	Don't know
a) To draw on the findings of educational theory and research to support the work they do.	☐	☐	☐	☐	☐
b) To undertake periodic and systematic self-assessment of their own leadership role.	☐	☐	☐	☐	☐

18 Do you believe that the practice of school leadership in general is informed by research-based evidence?

PLEASE TICK ONE BOX ONLY

Yes . . . . ☐
No . . . . ☐
Don't know . . . . ☐

19 To what extent are you involved in the following, if at all?

PLEASE TICK ONE BOX ONLY FOR EACH STATEMENT	Very involved	Fairly involved	Not very involved	Not at all involved	Don't know
a) Drawing on educational theory and the findings of educational research to support the work you do	☐	☐	☐	☐	☐
b) Using research into management and school leadership to support your leadership role	☐	☐	☐	☐	☐
c) Undertaking periodic and systematic self-assessment of your own leadership role	☐	☐	☐	☐	☐
d) Conducting or leading educational research-based enquiries in your school (e.g. action research, focus groups)	☐	☐	☐	☐	☐
e) Conducting or leading educational research-based enquiries outside your own school	☐	☐	☐	☐	☐
f) Using the findings of your educational research to inform policy and practice in your school	☐	☐	☐	☐	☐
g) Disseminating the findings of your enquiries to other schools	☐	☐	☐	☐	☐

Information and Communication Technology (ICT)

20 To what extent, if at all, do you <u>personally</u> use the following ICT applications/ practices in leading and managing your school?

PLEASE TICK ONE BOX ONLY FOR EACH STATEMENT	A great deal	Some-times	Not at all	Don't know
a) Email communication with other educational organisations	☐	☐	☐	☐
b) Email communication with staff	☐	☐	☐	☐
c) Email communication with parents	☐	☐	☐	☐
d) Developing the school's website	☐	☐	☐	☐
e) Surfing the net for ideas	☐	☐	☐	☐
f) General networking e.g. "chat rooms" and conferences	☐	☐	☐	☐
g) Visiting the DfES website	☐	☐	☐	☐
h) Visiting the NCSL website	☐	☐	☐	☐
i) Visiting NCSL's online community talk2learn	☐	☐	☐	☐
j) Visiting the OFSTED website	☐	☐	☐	☐
k) Visiting the leadership section of the Becta website	☐	☐	☐	☐
l) Visiting other government-resourced websites	☐	☐	☐	☐
m) Visiting other educational websites	☐	☐	☐	☐
n) Using management information systems	☐	☐	☐	☐
o) Using online learning/enquiry-based learning as part of CPD	☐	☐	☐	☐
p) Using management information data from outside sources e.g. OFSTED	☐	☐	☐	☐
q) Generating, sharing and using internal management information data between the head and teachers	☐	☐	☐	☐
r) Other ICT applications/practices (PLEASE WRITE IN)	☐	☐	☐	☐

_____

_____

The National College for School Leadership (NCSL)

21 How aware, if at all, are you of the purpose of the National College for School Leadership?
PLEASE TICK ONE BOX ONLY

Very aware . . . . ☐

Fairly aware . . . . ☐

Not very aware . . . . ☐

Not at all aware . . . . ☐

Don't know . . . . ☐

22 Apart from NPQH, to what extent, if at all, are you currently involved with NCSL?
PLEASE TICK ONE BOX ONLY

Very involved . . . . ☐

Fairly involved . . . . ☐

Not very involved . . . . ☐

Not at all involved . . . . ☐

Don't know . . . . ☐

23 And, apart from NPQH, to what extent, if at all, would you like to be involved in the work of NCSL?
PLEASE TICK ONE BOX ONLY

Very involved . . . . ☐

Fairly involved . . . . ☐

Not very involved . . . . ☐

Not at all involved . . . . ☐

Don't know . . . . ☐

24 Which of the following statements best reflects your perception of NCSL as a provider of professional development and leadership programmes?
PLEASE TICK ONE BOX ONLY

I would be critical of NCSL without being asked . . . . ☐

I would be critical of NCSL if someone asked my opinion . . . . ☐

I would be neutral about NCSL if someone asked my opinion . . . . ☐

I would speak highly of NCSL if someone asked my opinion . . . . ☐

I would speak highly of NCSL without being asked . . . . ☐

No opinion . . . . ☐

25 How significant, if at all, do you think NCSL is in the following:
PLEASE TICK ONE BOX ONLY FOR EACH STATEMENT

	Very significant	Fairly significant	Not very significant	Not at all significant	Don't know
a) Developing the school improvement agenda	☐	☐	☐	☐	☐
b) Promoting leadership development in schools	☐	☐	☐	☐	☐
c) Helping those in leaderships roles to do a better job	☐	☐	☐	☐	☐
d) Informing the debate on leadership	☐	☐	☐	☐	☐
e) Providing a voice for the profession	☐	☐	☐	☐	☐
f) Extending the knowledge base about leadership	☐	☐	☐	☐	☐
g) Undertaking research related to current issues	☐	☐	☐	☐	☐
h) Providing opportunities for leaders to engage in research	☐	☐	☐	☐	☐

26 Which, if any, of the following NCSL leadership and management programmes have you participated in?
PLEASE TICK AS MANY AS APPLY IN THE FIRST COLUMN BELOW

27 For each one you have participated in, how useful, if at all, was this programme?
PLEASE TICK ONE BOX FOR EACH PROGRAMME TICKED AT Q26

	Q26	Q27				
	Participated in	Very useful	Fairly useful	Not very useful	Not at all useful	Don't know
Collaborative Leadership Learning	☐	☐	☐	☐	☐	☐
Equal Access to Promotion	☐	☐	☐	☐	☐	☐
Established Leaders Pilot Programme	☐	☐	☐	☐	☐	☐
Leading Edge	☐	☐	☐	☐	☐	☐
Leading from the Middle	☐	☐	☐	☐	☐	☐
Research Associate Programme	☐	☐	☐	☐	☐	☐
Sustaining Improvement in the Primary School	☐	☐	☐	☐	☐	☐
Team Development Programme	☐	☐	☐	☐	☐	☐
Women in Leadership and Management	☐	☐	☐	☐	☐	☐
Working Together for Success	☐	☐	☐	☐	☐	☐
Other (PLEASE WRITE IN)	☐	☐	☐	☐	☐	☐

_____

_____

None of these . . . . ☐

EVERYONE TO ANSWER THE FOLLOWING QUESTIONS

28 Thinking about all of the training programmes NCSL currently provides (listed in the previous question), in which other areas/subjects, if any, would you like the College to provide training for you in your role as a school leader?
PLEASE WRITE IN BELOW

_____

_____

_____

_____

No further NCSL courses required . . . ☐

Don't know . . . . ☐

About You

• We will not analyse the information you give us in such a way that you or your school can be personally identified

29 **Gender**
PLEASE TICK ONE BOX ONLY

Male . . . . ☐
Female . . . . ☐

30 **Do you have any long-term illness, health problem or disability which limits your daily activities or the work you can do?**
PLEASE TICK ONE BOX ONLY

Yes . . . . ☐
No . . . . ☐

31 **Your age group**
PLEASE TICK ONE BOX ONLY

30 and under . . . . ☐
31-35 . . . . ☐
36-40 . . . . ☐
41-45 . . . . ☐
46-50 . . . . ☐
51-55 . . . . ☐
56 to 60 . . . . ☐
Over 60 . . . . ☐

32 **Ethnicity**
PLEASE TICK ONE BOX ONLY

WHITE:
British . . . . ☐
Irish . . . . ☐
Any other white background (PLEASE WRITE IN) . ☐
——————————————————————————

BLACK:
Caribbean . . . . ☐
African . . . . ☐
Any other black background (PLEASE WRITE IN) . ☐
——————————————————————————

MIXED:
White and Black Caribbean . . . . ☐
White and Black African . . . . ☐
White and Asian . . . . ☐
Any other mixed background (PLEASE WRITE IN) ☐
——————————————————————————

ASIAN OR ASIAN BRITISH:
Indian . . . . ☐
Pakistani . . . . ☐
Bangladeshi . . . . ☐
Any other Asian background (PLEASE WRITE IN) . ☐
——————————————————————————

CHINESE OR OTHER ETHNIC GROUP:
Chinese . . . . ☐
Any other background (PLEASE WRITE IN) . . . . . ☐
——————————————————————————

PLEASE TURN OVER

11

33 Please write in your current school's seven digit DfES number
PLEASE WRITE IN THE NUMBER

☐ ☐ ☐ / ☐ ☐ ☐ ☐

34 As part of this research programme we are also carrying out a small number of follow-up online discussion groups to investigate leadership issues in more depth. Would you be willing to take part?
PLEASE TICK ONE BOX ONLY

Yes, happy to participate . . . . ☐
No . . . . ☐

35 If you answered YES, please supply your name, e-mail address and contact telephone number. This information will remain confidential to MORI
PLEASE WRITE IN CAPITALS

Name
_____

(E-mail address)

_____

Contact telephone number

_____

36 Please use the space below if you wish to make any other comments about NCSL, or aspects of school leadership and school leadership development in general.
PLEASE WRITE IN BELOW

_____

_____

_____

_____

_____

When published, a full report of the findings of this survey will be placed on the DfES (http://www.dfes.gov.uk/research) and NCSL websites (http://www.ncsl.org.uk).

THANK YOU VERY MUCH FOR COMPLETING THIS QUESTIONNAIRE
PLEASE RETURN IT TO US IN THE ENCLOSED PREPAID ENVELOPE
BY **9 JUNE 2004**

RETURN ADDRESS: JULIET BROWN, MORI DATA SERVICES,
FREEPOST WC3163,
77-81 BOROUGH ROAD, LONDON SE1 1BS

MORI

FOLLOW-UP RESEARCH INTO THE STATE OF SCHOOL LEADERSHIP IN ENGLAND
A STUDY COMMISSIONED BY THE DfES AND NCSL

TITLE FIRSTNAME SURNAME
JOB TITLE
COUNCIL
ADDRESS1
ADDRESS5
ADDRESS6

THE VIEWS OF LEAS

We are writing to ask for your help with an important piece of research. MORI, the independent market research company, has been commissioned by the DfES and NCSL (The National College for School Leadership) to conduct a programme of research to investigate current attitudes to school leadership and see how these have changed in the past three years, since the last survey of this kind.

The information from this very important study will be used by the DfES and NCSL to assess the impact of the College on school leadership and influence future policy developments. The findings will be published on the DfES and NCSL websites for you to access. Participation should take no more than 15 minutes of your time and entails completing and returning this questionnaire. We hope you will be able to take part. Your feedback is very important to us and will be greatly appreciated.

We are also consulting with headteachers, deputy heads, middle managers, governors, and those who are participating in the NPQH course (National Professional Qualification for Headship) to form a complete picture of views.

The data collected will remain confidential and the information provided will only be used for research purposes. MORI is a member of the Market Research Society (MRS) and, as such, strictly abides by the MRS Code of Conduct (www.mrs.org.uk). All your responses will be treated in strictest confidence and reported in a way that cannot identify individual respondents, or their LEA.

Please return your questionnaire in the reply paid envelope, by **9 JUNE 2004**. If you have any queries, please do not hesitate to contact Juliet Brown or Catherine Raumann via telephone on 020 7347 3000 or via email at juliet.brown@mori.com or catherine.raumann@mori.com.

Thank you very much for your help with this survey.

Peter O'Reilly
Team Leader, School Leadership Policy Team
Department for Education and Skills

Jane Stevens
Research Director
MORI Social Research Institute

ID. NO.

Your LEA

1 Which of the following classifications apply to your LEA?
PLEASE TICK THE OPTION THAT APPLIES

Non Metropolitan County . . . . ☐

Metropolitan Council . . . . ☐

Unitary Authority . . . . ☐

London Borough (outer) . . . . ☐

London Borough (inner) . . . . ☐

2 Please state your official work title and outline briefly your areas of responsibility in relation to school leadership development?
PLEASE WRITE IN

a) Work title_____

_____

_____

b) Areas of responsibility_____

_____

_____

Perceptions of school leaders

3a From the vantage point of the LEA, what do you see as some of the major challenges in <u>recruiting</u> effective school leaders?
PLEASE TICK AS MANY AS APPLY IN THE FIRST COLUMN BELOW

3b And, what do you see as some of the major challenges in <u>retaining</u> effective school leaders?
PLEASE TICK AS MANY AS APPLY IN THE SECOND COLUMN

	Q3a Recruiting	Q3b Retaining
Bureaucracy/paperwork	☐	☐
Commitment	☐	☐
Development opportunities for leaders	☐	☐
Filling posts in challenging schools	☐	☐
Morale in the teaching profession	☐	☐
Overall image of the teaching profession	☐	☐
Pay/inadequate salaries	☐	☐
Quality of applicants	☐	☐
Resourcing across the LEA	☐	☐
Resourcing for particular posts	☐	☐
Resourcing within schools	☐	☐
Restricted LEA budgets	☐	☐
Restricted school budgets	☐	☐
The pressure placed on headteachers through inspection and measures of accountability eg via OFSTED	☐	☐
Stress	☐	☐
Support for school leaders	☐	☐
Workload of school leaders	☐	☐

Other (PLEASE WRITE IN)

3a Recruiting _____ ☐

_____

3b Retaining _____ ☐

_____

Don't know .... ☐   ☐

Preparation, training and professional development

4 Thinking generally about headteachers employed by your LEA, please indicate on the scale below how well prepared they are prior to taking up their headships:
PLEASE TICK ONE BOX ONLY

Very well prepared . . . . ☐

Fairly well prepared . . . . ☐

Not very well prepared . . . . ☐

Not at all prepared . . . . ☐

Don't know . . . . ☐

5 Which, if any, of the following planned and programmed professional development opportunities for school leaders are offered by your LEA?
PLEASE TICK AS MANY AS APPLY IN THE FIRST COLUMN BELOW

6 And, for each opportunity you offer, how useful do you consider it to be?
PLEASE TICK ONE BOX FOR EACH OPPORTUNITY TICKED AT Q5

		Q5	Q6			
		Offered	Very useful	Fairly useful	Not very useful	Not at all useful
a)	Mentoring (by educationalists)	☐	☐	☐	☐	☐
b)	Business/other mentoring	☐	☐	☐	☐	☐
c)	Networking	☐	☐	☐	☐	☐
d)	Support groups	☐	☐	☐	☐	☐
e)	Action learning sets	☐	☐	☐	☐	☐
f)	International visits	☐	☐	☐	☐	☐
g)	Training and development courses	☐	☐	☐	☐	☐
h)	Involvement in LEA initiatives	☐	☐	☐	☐	☐
i)	Interim management/deployment to other schools	☐	☐	☐	☐	☐
J)	Other (PLEASE WRITE IN)	☐	☐	☐	☐	☐

_____

_____

K)	None of these	☐

7 In making provision for the professional needs of existing and aspiring school leaders in your LEA which, if any, of the following external providers have you recently used?
PLEASE TICK ALL THAT APPLY

Other LEAs . . . . ☐

Professional associations . . . . ☐

Individual consultants . . . . ☐

Higher education institutions . . . . ☐

Organisations in the private sector with connections to industry . . . . ☐

Organisations in the public sector with connections to industry . . . . ☐

NCSL . . . . ☐

Other (PLEASE WRITE IN) . . . . ☐

_____

_____

None . . . . ☐

4

8 Overall, how useful would you rate the LEA's Continuing Professional Development programme for leaders?
PLEASE TICK ONE BOX ONLY

Very useful . . . . ☐

Fairly useful . . . . ☐

Not very useful . . . . ☐

Not at all useful . . . . ☐

Don't know . . . . ☐

9 Are there any areas or gaps in the provision available to support school leadership development that you feel should be addressed or reviewed?
PLEASE WRITE IN YOUR RESPONSE IN THE SPACE PROVIDED

_____

_____

_____

_____

Don't know ☐

An evidence-based profession

10 In general, to what extent do you consider the following to be important for school leaders?
PLEASE TICK ONE BOX ONLY FOR EACH STATEMENT

	Very important	Fairly important	Not very important	Not at all important	Don't know
a) To draw on the findings of educational theory and research to support the work they do.	☐	☐	☐	☐	☐
b) To undertake periodic and systematic self-assessment of their own leadership role.	☐	☐	☐	☐	☐

11 Do you believe that the practice of school leadership in general is informed by research-based evidence?
PLEASE TICK ONE BOX ONLY

Yes . . . . ☐

No . . . . ☐

Don't know . . . . ☐

12 Within your LEA, to what extent do you feel school leaders are involved in the following, if at all?
PLEASE TICK ONE BOX ONLY FOR EACH STATEMENT

	Very involved	Fairly involved	Not very involved	Not at all involved	Don't know
a) Drawing on educational theory and the findings of educational research to support the work they do	☐	☐	☐	☐	☐
b) Using research into management or school leadership to support their leadership role	☐	☐	☐	☐	☐
c) Undertaking periodic and systematic self-assessment of their own leadership role.	☐	☐	☐	☐	☐
d) Conducting or leading educational research-based enquiries in their school (e.g. action research, focus groups) . .	☐	☐	☐	☐	☐
e) Conducting or leading educational research-based enquiries outside their own schools	☐	☐	☐	☐	☐
f) Using the findings of their educational research to inform policy and practice in their own school	☐	☐	☐	☐	☐
g) Disseminating the findings of their own enquiries to other schools.	☐	☐	☐	☐	☐
h) Drawing on LEA initiated educational research to support the work they do	☐	☐	☐	☐	☐

13 Which, if any, of the following methods are used by your LEA to promote research enquiry for school leadership?
PLEASE TICK ALL THAT APPLY

Access to research funding . . . . ☐

Advertising courses and conferences . . . . ☐

Articles in educational publications (eg TES, NFER, BERA) . . . . ☐

Encouraging networking . . . . ☐

LEA Education Development Plans. . . . . ☐

Newsletters/bulletins . . . . ☐

Offering opportunities for professional debate . . . . ☐

Partnerships/sharing of data nationally/globally . . . . ☐

Partnerships/sharing of data with other LEAs . . . . ☐

Providing access to centrally held data at the LEA. . . . . ☐

Providing LEA personnel to lead in this area . . . . ☐

Publicity . . . . ☐

Showcasing current thinking/innovation . . . . ☐

LEA websites. . . . . ☐

Other (PLEASE WRITE IN) . . . . ☐

_____

_____

We do not encourage/promote research enquiry at present . . . . ☐

The National College for School Leadership (NCSL)

14 How aware, if at all, are you of the purpose of the National College for School Leadership?
PLEASE TICK ONE BOX ONLY

Very aware . . . . ☐

Fairly aware . . . . ☐

Not very aware . . . . ☐

Not at all aware . . . . ☐

Don't know . . . . ☐

15 To what extent, if at all, is your LEA currently involved with NCSL?
PLEASE TICK ONE BOX ONLY

Very involved . . . . ☐

Fairly involved . . . . ☐

Not very involved . . . . ☐

Not at all involved . . . . ☐

Don't know . . . . ☐

16 And, to what extent, if at all, would you like your LEA to be involved in the work of NCSL?
PLEASE TICK ONE BOX ONLY

Very involved . . . . ☐

Fairly involved . . . . ☐

Not very involved . . . . ☐

Not at all involved . . . . ☐

Don't know . . . . ☐

17 Which of the following statements best reflects your perception of NCSL as a provider of professional development and leadership programmes?
PLEASE TICK ONE BOX ONLY

I would be critical of NCSL without being asked . . . . ☐

I would be critical of NCSL if someone asked my opinion . . . . ☐

I would be neutral about NCSL if someone asked my opinion . . . . ☐

I would speak highly of NCSL if someone asked my opinion . . . . ☐

I would speak highly of NCSL without being asked . . . . ☐

No opinion . . . . ☐

18 How significant, if at all, do you think NCSL is in the following:
PLEASE TICK ONE BOX ONLY FOR EACH STATEMENT

		Very significant	Fairly significant	Not very significant	Not at all significant	Don't know
a)	Developing the school improvement agenda	☐	☐	☐	☐	☐
b)	Promoting leadership development in schools	☐	☐	☐	☐	☐
c)	Helping those in leadership roles to do a better job	☐	☐	☐	☐	☐
d)	Informing the debate on leadership	☐	☐	☐	☐	☐
e)	Providing a voice for the profession	☐	☐	☐	☐	☐
f)	Extending the knowledge base about leadership	☐	☐	☐	☐	☐
g)	Undertaking research related to current issues	☐	☐	☐	☐	☐
h)	Providing opportunities for leaders to engage in research . . .	☐	☐	☐	☐	☐

Any other feedback

19 Please use the space below if you wish to make any other comments about NCSL, or aspects of school leadership and school leadership development in general.
PLEASE WRITE IN BELOW

_____

_____

_____

_____

_____

_____

When published, a full report of the findings of this survey will be placed on the DfES (http://www.dfes.gov.uk/research/) and NCSL websites (http://www.ncsl.org.uk)

THANK YOU VERY MUCH FOR COMPLETING THIS QUESTIONNAIRE
PLEASE RETURN IT TO US IN THE ENCLOSED PREPAID ENVELOPE
BY **9 JUNE 2004**

RETURN ADDRESS: JULIET BROWN, MORI DATA SERVICES,
FREEPOST WC3163,
77-81 BOROUGH ROAD, LONDON SE1 1BS

Qualitative Topic Guide

All audiences

Session 1 "Warm up":

Every participant will be emailed on the first day of the group to give them instructions, explain confidentiality etc and generally welcome them to the session.

Introductions (first name, phase of school, no. of pupils, experience, participation in NCSL courses etc).

Plus "What is the single biggest challenge facing school leaders in England"

Session 7 "Wrap- up":

Is there anything else you would like to add about your role as a school leader and what would help you and other school leaders to effectively manage your schools?

Thank you for participation

Group 1
All involved with NCSL
Primary

Session 2: Training for headteachers & barriers to training

To what extent are you accessing training for yourself? How much of a priority is this training? If not a priority, why not?

How coherent is the provision of support and development opportunities for school leaders?

What are the barriers to your being involved in more training?

What could be done to help heads access (more) training? How could access be simplified?

Session 3: Involvement in NCSL

How effective do you feel NCSL is in addressing your needs as a headteacher? What else should it offer? Why?

And how effective is NCSL in addressing the needs of other leaders in your school? What else should it offer?

What impact if any do your feel NCSL has had on school leadership in general? Why do you say that?

What advice would you give to NCSL about developing their work over the next 3 years? What would you like to see them focussing on?

Session 4: NCSL development opportunities

Have you accessed any NCSL development opportunities (including online)? If Yes what? If No, why not?

What, if anything, has facilitated or encouraged you to access NCSL development opportunities? What more could be done to encourage you?

What if anything has prevented you from accessing NCSL development opportunities? How could these issues be resolved?

Have other leaders in your school been involved in NCSL development opportunities? How could this be encouraged?

Session 5: Headteachers role & evidence of effectiveness

How has your role as a headteacher changed over the last three years? What are the reasons for these changes?

Are you as effective as you would want to be in your role as a headteacher? What would help you to be more effective?

What methods do you use to gather evidence about you own leadership effectiveness? What examples can you give?

Whose feedback do you seek on your effectiveness as a headteacher? How?

What information or data that's already available in the school is most useful in helping you to judge your own effectiveness?

Session 6: Attractiveness of certain types of schools

If you were going to change schools what type of school would you like to lead? E.g. challenging schools, selective, partially selective schools? Why do you say that?

What attracts you to certain schools? Why less interest in other types of school?

Group 2
All not involved with NCSL
Primary

Session 2: Lack of involvement in NCSL

You said in your questionnaire that currently you are not involved with NCSL. Please could you tell me why?

What would encourage you to get involved? What more should they offer?

What advice would you give to NCSL about developing their work over the next 3 years? What would you like to see them focussing on?

Session 3: Networking

Are you involved in networking and collaborating with other heads? Why are you involved/Why aren't you involved?

What are the incentives and disincentives to you of this type of networking?

Do you have examples of good practice in networking?

Do you prefer local, regional or national networks? Why do you say that? Are you happier networking outside your local area?

Do you prefer to network in your own phase (i.e. primary with primary, secondary with secondary) or across phase (i.e. primary with secondary)

Session 4: CPD opportunities & training for new headteachers

What do you think are the most important CPD opportunities for new headteachers? What else should be offered? How easy is it to offer this form of training? How easy is it to access?

What needs to be done/ offered to prepare new heads for their role?

What are your views on whether NPQH is good preparation for the headship roles and if not, how can the DfES and NCSL help prepare them?

Session 5: Inspiration and learning & putting ideas into practice

What are the most powerful learning experiences/source of information for you in your leadership role? Why do you say that? ADD list from Q22

Using recent examples of changes or improvements that you have made, where exactly did you get your ideas, inspiration or encouragement from?

Session 6: Other school leaders & developing other school leaders

Who else do you see as being in leadership roles in your schools? How do they help you as a headteacher?

What are the issues about drawing others into shared leadership across the whole school workforce? What needs to be done to resolve this?

What skills do headteachers themselves need to enable them to nurture the leadership skills of others in the school?

How effective is your governing body in helping you in your leadership role? What more do they need to do? What additional training should they receive?

Group 3
All involved with NCSL
Secondary

Session 2: Involvement in NCSL

How effective do you feel NCSL is in addressing your needs as a headteacher? What else should it offer? Why?

And how effective is NCSL in addressing the needs of other leaders in your school? What else should it offer?

What impact if any do your feel NCSL has had on school leadership in general? Why do you say that?

What advice would you give to NCSL about developing their work over the next 3 years? What would you like to see them focussing on?

Session 3: NCSL development opportunities

Have you accessed any NCSL development opportunities (including online)? If Yes what? If No, why not?

What, if anything, has facilitated or encouraged you to access NCSL development opportunities? What more could be done to encourage you?

What if anything has prevented you from accessing NCSL development opportunities? How could these issues be resolved?

Have other leaders in your school been involved in NCSL development opportunities? How could this be encouraged?

Session 4: Networking

Are you involved in networking and collaborating with other heads? Why are you involved/Why aren't you involved?

What are the incentives and disincentives to you of this type of networking?

Do you have examples of good practice in networking?

Do you prefer local, regional or national networks? Why do you say that? Are you happier networking outside your local area?

Do you prefer to network in your own phase (i.e. primary with primary, secondary with secondary) or across phase (i.e. primary with secondary)

 How useful, if at all do you find NCSL's online communities. What more could be done to improve their usefulness and encourage involvement?

Session 5: CPD opportunities & training for new headteachers

What do you think are the most important CPD opportunities for new headteachers? What else should be offered? How easy is it to offer this form of training? How easy is it to access?

What needs to be done/offered to prepare new heads for their role?

What are your views on whether NPQH is good preparation for the role of head and if not, how can the DfES and NCSL help prepare them?

Session 6: Other school leaders & developing other school leaders

Who else do you see as being in leadership roles in your schools? How do they help you as a headteacher?

What are the issues about drawing others into shared leadership across the whole school workforce? What needs to be done to resolve this?

What skills do headteachers themselves need to enable them to nurture the leadership skills of others in the school?

How effective is your governing body in helping you in your leadership role? What more do they need to do? What additional training should they receive?

Group 4
All not involved with NCSL
Secondary

Session 2: Headteachers role & evidence of effectiveness

How has your role as a headteacher changed over the last three years? What are the reasons for these changes?

Are you as effective as you would want to be in your role as a headteacher? What would help you to be more effective?

What methods do you use to gather evidence about you own leadership effectiveness? What examples can you give?

Whose feedback do you seek on your effectiveness as a headteacher? How?

What information or data that's already available in the school is most useful in helping you to judge your own effectiveness?

Session 3: Inspiration and learning & putting ideas into practice

What are the most powerful learning experiences/source of information for you in your leadership role? Why do you say that? ADD list from Q22

Using recent examples of changes or improvements that you have made, where exactly did you get your ideas, inspiration or encouragement from?

Session 4: Lack of involvement in NCSL

You said in your questionnaire that currently you are not involved with NCSL. Please could you tell me why?

What would encourage you to get involved? What more should they offer?

What advice would you give to NCSL about developing their work over the next 3 years? What would you like to see them focussing on?

Session 5: Training for headteachers & barriers to training

To what extent are you accessing training for yourself? How much of a priority is this training? If not a priority, why not?

How coherent is the provision of support and development opportunities for school leaders?

What are the barriers to your being involved in more training?

What could be done to help heads access (more) training? How could access be simplified?

Session 6: Attractiveness of certain types of schools

If you were going to change schools what type of school would you like to lead? E.g. challenging schools, selective, partially selective schools? Why do you say that?

What attracts you to certain schools? Why less interest in other types of school?

Summary of Qualitative Findings

Methodology

Four three-day bulletin board focus groups were conducted online between Monday 11 and Friday 15 October 2004. Headteachers who took part in the postal survey earlier in the year were asked whether they would be willing to be re-contacted to take part in this qualitative research. Those who consented to be re-contacted were recruited to take part by telephone. In total 60 heads from a range of schools were recruited, however, only 31 heads both accessed the bulletin board and posted comments.

Quotas were set for each group: Involvement with NCSL, size of school, phase of school, experience of headship, rurality of school and percentage of free school meals.

Recruitment Quotas

	Group 1	Group 2	Group 3	Group 4
Involvement with NCSL	All involved with NCSL	All not involved with NCSL	All involved with NCSL	All not involved with NCSL
Size of school Large: 1000+ Medium: 150-999 Small: <150	Large: c5 Medium: c5 Small: c5	Large: c5 Medium: c5 Small: c5	Large: c5 Medium: c5 Small: c5	Large: c5 Medium: c5 Small: c5
Phase of school	Primary: c15 (inc at least 1 special school)	Primary: c15 (inc at least 1 special school)	Secondary: c15 (inc at least 1 special school)	Secondary: c15 (inc at least 1 special school)
Experience as head	5 years or less : c7/8 More than 5 years: c7/8	5 years or less : c7/8 More than 5 years: c7/8	5 years or less : c7/8 More than 5 years: c7/8	5 years or less : c7/8 More than 5 years: c7/8
Rural/urban	Urban: c7/8 Rural:c7/8	Urban: c7/8 Rural:c7/8	Urban: c7/8 Rural:c7/8	Urban: c7/8 Rural:c7/8
Challenging schools as defined by % free school meals	Less than 20%: c10 More than 20%: c5	Less than 20%: c10 More than 20%: c5	Less than 20%: c10 More than 20%: c5	Less than 20%: c10 More than 20%: c5

Interpretation of the data

Two of the key strengths of qualitative research are that it allows issues to be explored in detail and enables researchers to test the strength of people's opinions. However, it needs to be remembered that qualitative research is designed to be *illustrative* rather than *statistically representative* and therefore does not allow conclusions to be drawn about the extent to which views are held. In addition, it is important to bear in mind that we are dealing with perceptions, rather than facts.

Summary of findings

Biggest Challenges Facing School Leaders

There are many challenges currently facing school leaders. When asked what they considered to be their biggest challenges, headteachers mentioned the following:

- Workforce reform – no central funding and the challenge remains to sustain the changes.

- Managing new initiatives and complying with new legislation – sifting through the most important and relevant for each school, its staff and children (particularly so in special schools).

- Raising school achievement – not necessarily hitting exam targets.

- Pupil behaviour.

- Unique challenges for small schools – less money, fewer teachers.

- Inclusion – accommodating pupils with Special Educational Needs (SEN) in mainstream without adequate provision.

- Gaining cooperation of a wide variety of providers so individual needs of young people can be met.

Training for Heads

When asked for their views of training for heads and the importance they place on it, several issues were brought up:

- Budget issues are most important when thinking about their own training needs.

- Heads are more likely to access free training e.g. from their LEA.

- Heads have to weigh up the benefits of training to the school and the pupils, along with their own development.

- Heads often sacrifice their own training for other staff.

- Schools' performance management systems support the identification of heads' leadership training needs.

- It was noted that it is important that heads do not neglect their own training and development even though they are heads.

- Heads can learn and develop not only by attending training programmes but by visiting other schools to observe different practices and talking to other school leaders, and adapting ideas to their own school's situation.

- Similarly, training sessions bring together like minded people and enables them to discuss the issues of the moment.

Barriers to Training for Heads

Headteachers agree that training and development plays an important part in their role, however, there are barriers which prevent them from taking up all the opportunities that are on offer.

- Time and money are the biggest barriers to accessing training.

- Every school has a training budget, but new initiatives arise and the money is spent there instead.

- The cost of courses is sometimes prohibitive, as is the cost of cover whilst they are away from school.

- Sometimes it is impossible for the head to leave the school for training, particularly in small and/or primary schools, where heads either have teaching responsibilities or are used as cover.

- Uncertainty of the quality of course is also a factor, as no one wants to waste their time or budget on a poor course. Also, heads are put off by presenters reading their notes out and relying too heavily on PowerPoint.

- The location of training sessions can be a barrier to some, as most heads prefer to do training in their local area. Cost of travel, accommodation and time away from the family are all concerns.

- LEA meetings are called frequently at short notice, which takes time away from school and training.

Helping Heads Access More Training

When asked to think about what could be done to help headteachers access training opportunities, there were many suggestions, including:

- Targeting heads directly by name and if possible basing the training offered on their training needs and areas for development would be helpful.

- Insisting that all heads take one week off school to attend courses, visit other schools or even visit another country's schools, to reflect on how they do things in their own schools.

- Having more training locally would help.

- Being given early notice for courses would be useful.

- Encouragement from LEAs and Governors to identify leadership courses through the performance management review.

- Also LEAs and Governors who could promote training have little input now into the courses because of national training providers such as NCSL. It was suggested the links between the LEAs and NCSL could be improved to help this.

- Recommendations from other people would be most useful for encouraging heads to take part in training.

Networking Opportunities

- Networking with other leadership teams appears to be a widespread practice and heads are very positive about their experiences.

- Many heads regularly meet up with colleagues from other schools in the LEA, where they have issues in common and allows them to share ideas. These meetings are considered vital for their role as they give support and guidance. LEA meetings also facilitate links between other staff in the school.

- There are also meetings arranged by the National Association for Head Teachers (NAHT).

- Informal networks also exist, where heads from similar schools regularly meet. This also allows staff to visit other schools and observe how other schools function.

- Heads are not only keen to network with heads within their own LEA, but with similar schools from outside the area, to benefit from the differing practices and initiatives of each LEA.

- Heads prefer to network for the most part with heads of the same phase school as their own. However, heads of middle schools appreciate both points of view, therefore they look to secondary schools for advice on organisational issues and to primary schools for information about learning and teaching.

- Heads prefer to meet face to face, rather than by any other means.

Incentives and Disincentives of Networking

- The incentives of networking seem to outweigh the disincentives, and appears to be common practice.

- Incentives include sharing experiences, knowledge, good practice and generally using members of the networks as a sounding board. Networking also allows people to think beyond their current situation.

- Disincentives include the time they take away from school, and the need to balance conflicting priorities. Therefore shorter meetings are most useful for heads.

CPD Opportunities & Training for New Heads

What Should be Offered?

When asked about what needs to be offered to new headteachers to prepare them for the role, there were a variety of suggestions, including:

- Being offered a high quality coach. LEAs should be made aware of the value and offer this support right from the start.

- Mentoring from experienced headteachers would also useful.

- Some form or "apprenticeship" scheme, such as working as an acting head to compliment NPQH, or a refresher course for those who completed NPQH some time before becoming a head.

- NPQH could be accompanied by a one term sabbatical paid for by the government to take the strain off doing the leadership job at the same time.

- Opportunities to visit other schools and learn how things are done differently.

- Working with other new heads to discuss issues and solutions, and share early experiences.

NPQH

Heads have differing views of NPQH, depending on whether they have completed the qualification or whether their colleagues have experience of it.

- Most heads believe NPQH is a very useful qualification and of an excellent quality, particularly the tutors.

- Contact with other school leaders was also cited as an excellent part of NPQH.

- Another good part of NPQH is its ability to motivate and encourage heads to think about where they want to go, while learning skills through the training, and emphasising their future development rather than concentrating on their current roles.

- Heads who did not take the qualification themselves but who had members of their leadership teams who have taken NPQH, mentioned that the programme had a positive impact on their colleagues' leadership style and thinking.

Inspiration & Learning

When asked about what heads' most powerful learning experiences or sources of information for their role, there were a variety of answers. It appears that there is no single experience that shapes heads' leadership, but a multitude of different factors which have influenced them, such as:

- Working and talking with colleagues, particularly fellow headteachers. Also talking to practitioners who are a stage ahead in their thinking.

- Observing lessons and being around the school as often as possible.

- Talking to staff, pupils and parents.

- Visiting other schools, especially in other countries through British Council links.

- Training courses and working with high quality trainers.

- Working with education consultants and professionals who can challenge their thinking.

- Having a good quality district inspector supported by the LEA.

- Reading around the subject of leadership, but not necessarily just in terms of education, e.g. Bill Clinton's autobiography.

Views of NCSL

- Those who have been involved with NCSL are positive about their experiences.

- Positive responses were received for New Visions, NPQH, LPSH, SLICT, Working Together For Success, HIP, and LPSH.

- LDR magazine was mentioned unprompted on several occasions as a particularly good example of NCSL's work, along with its other regular communications. It was rated very highly for its thought provoking and intellectual style, and the practical ideas that can be initiated in heads' schools.

Reasons for not being involved with NCSL

Headteachers who were not involved with NCSL at the time of the quantitative survey were asked their reasons for this. Reasons included the following:

- Nearing retirement and therefore leadership development is not a priority.

- Not enough time to get involved, e.g. running a school in challenging circumstances.

- Attending many courses throughout a career becomes repetitive.

- NCSL is physically remote and the courses are not regional enough.

- Cost is a factor.

- Some heads have looked at the programmes on offer, but have had no time to go or they are held at too short notice.

- The information looks useful but that is as far as it gets.

- Some heads are not sure what is on offer at NCSL.

- There is a feeling that NCSL and its communications look good, but is not necessary to find out more at this time.

- Some have not attended NCSL courses but have used NCSL research articles and literature.

Encouragement to get involved

When asked what might make heads more likely to become involved with NCSL, some of the suggestions included:

- Regular updates (including by email) from NCSL on the programmes available, including dates well in advance.

- Have a selection of regional venues for the programmes.

- Improve the internet interface, including less "gloss".

- Some indication that NCSL is not "a mouth piece for government policy"

- Have some way of matching like minded leaders into useful networks.

- More programmes aimed at schools in challenging circumstances.

- A programme dealing with ways of engaging children with little or no interest in education.

NCSL's Impact on School Leadership

Headteachers believe NCSL has had a significant impact on school leadership since its inception in 2000. In particular, heads believe NCSL has:

- raised the profile of school leadership;

- made leaders aware that school leadership is improvable, and has provided direction and structure to school leadership;

- approached all aspects of school leadership in recognising the variation in both need and context of each school;

- allowed a more structure approach to career development for middle leaders;

- given time to debate leadership issues, e.g. ethics and styles of leadership;

- given school leaders the opportunity to reflect on their own style of leadership and given them ideas how to improve; and,

- revised thinking of leadership, rather than management of schools.

Advice to NCSL for Next Three Years

When asked what advice heads would give to NCSL about developing its work over the next three years, there were many suggestions, including:

- Focus on the changing face of education e.g. managing the extended school and the changing roles of LEAs.

- More help with coping with government policy initiatives.

- Reflect more on the changing role of headteachers; recognise that headship is changing with the development of specialist schools, academies and Foundation schools where a head's success may be judged by such things as the ability to attract sponsorship and improving the school's league position.

- Change HIP from a long residential course to a few shorter courses.

- Don't develop too many more programmes until the real impact of the current ones have been assessed. NCSL needs to assure the quality and consistency of programmes before more are added to the list, as credibility could be lost by rushing in too quickly.

- More regional opportunities to work with school leaders within the same area, but outside their own LEA, to hear how other LEAs' approach initiatives.

- Make NCSL more relevant to the primary education sector, e.g. heads of infant schools see very little aimed at their needs.

- Deliver more practical advice, rather than being talked to without practical ideas.

- More training opportunities for middle leaders.

NCSL Development Opportunities

Heads' Involvement

- Several heads had accessed Talk2Learn which was very useful.

- Similarly, the Small Schools Community was useful in allowing heads in similar situations to network.

- One head would have liked an online community during the SLICT programme.

- Funding for HIP encouraged one head to undertake the programme

Other Leaders' Involvement

- Many school leaders perceive NCSL as an organisation for the top management of schools and therefore does not apply to everyone. Therefore a challenge for NCSL will be to change these perceptions.

- Similarly, heads play a role in encouraging their staff to access NCSL's development opportunities.

- Some headteachers' mentioned that once their team members had undertaken NPQH, they began to "speak the same language" and now regularly link common experiences from the course.

- Some members of heads' leadership teams had been put off going on Leading from the Middle by mixed experiences of other people, particularly in terms of the quality of tutors.

Headteachers' Roles

Changing Roles

Heads mentioned the following when asked how their role as headteacher had changed in the last three years:

- Increased development of the leadership team to take some of the strain of school leadership.

- More distributed and dispersed leadership.

- More involvement in other aspects of education beyond their own schools and fewer teaching responsibilities.

- More creative job now and more rewarding.

- Through Remodelling there is now a better work-life balance for all staff.

- Creative use of the capital fund has allowed heads to develop in new ways.

- Better professional development by working with others outside own school.

- Greater use of self-evaluation and more emphasis on outside perspectives on performance.

- Less emphasis on the business manager/public relations side and more emphasis on teaching and learning.

- However, other heads believe that they are now expected to take on more and more responsibilities that they were not trained for.

Heads' Effectiveness

- Most heads believe they are as effective as they can be in their role, given the constraints of resources, staffing, social context etc.

- Heads strive for perfection, which is not possible, and find themselves concentrating of the failures rather than the successes.

- Heads believe more time in school would allow them to become more effective in their roles, as well as sufficient resources to employ high quality staff

- Less paperwork and fewer new initiatives would also be helpful.

Measuring Heads' Effectiveness

There are many ways in which heads monitor their own effectiveness in their leadership role, both formally and informally:

- 360 degree questionnaire for Consultant Leadership and LPSH.

- External assessments, such as LEA, OFSTED

- Statistics and reports, such as Performance and Assessment (PANDA) reports, Value Added Measures, CAT test results, Fisher Trust Value Added Data.

- Full departmental and curriculum reviews.

- Feedback from Governors, parents, staff, pupils, local community (both formally and informally).

- Performance management process.

- Meetings with Link Inspector.

- Investors in People.

Other School Leaders

- When asked about who else headteachers see being in a leadership role most heads mention the leadership team, such as the deputy and assistant heads, curriculum and subject leaders.

- In small schools most of the teaching staff are in a leadership role in some way due to the small number of staff.

- In order to help those in leadership roles, headteachers need to support them publicly, show an interest and give them credit when they succeed. It is also important for heads to support leaders when things do not go to plan, to encourage them to take risks where appropriate.

- Giving leaders the opportunity to come up with ideas is important for heads, as is providing them with the resources to carry them forward.

The Role of the Governing Body

- As with much of school leadership, headteachers' views of Governors are different depending on their experience.

- Some heads have had issues with their Governing Bodies, such as

- Many governors have other roles in their lives which restrict the time they can dedicate to governance and for developing a real understanding on the role. However, having other outside careers can be very useful, particularly those who are in business who can give different perspectives.

- It was mentioned that Governors are generally in need of more and regular training for their role, as otherwise they require a lot of support and time from the head.

- Similarly, some heads would have liked to have been given more guidance on the role of their Governors and their terms of reference.

Attractiveness of Schools

- The heads who participated in this research were generally happy with the school they already work in, and therefore would not be prepared to think about moving schools.

- There is consensus that every school is a challenge in its own way,

- Similarly there is consensus that heads either chose or would choose in the future a school where they could make a difference to the pupils' lives.

Literature Review

Developing even more effective leadership in schools

Peter Lewis and Roger Murphy, Centre for Developing & Evaluating, Lifelong Learning (CDELL), School of Education, University of Nottingham.

Introduction

The quality and effectiveness of leadership is seen as crucial in school education as it is in other public services. In 2002 an extensive review of research in this area was undertaken as part of a national DfES funded project entitled "Establishing the current state of school leadership in England" (Earley et al 2002). Now, in 2004, as part of a follow-up study commissioned by DfES and NCSL, we were asked to review relevant leadership research once again to see how the debate has moved on and to help focus the development of a wider questionnaire survey. It is clear that the improvement of school leadership continues to figure significantly in the public agenda for education. There is a drive to understand the function of leadership in a variety of contexts and identify the skills and management tools that assist school heads. What makes this a vital area for research is that potentially it has significance well beyond the world of education and has obvious importance for wider public management and for leadership functions across our society.

This report outlines themes in that literature, makes comparisons with other sectors and settings, and raises some questions about current concerns. Given the scope of the worldwide literature on school leadership and the even greater extent of the literature on leadership beyond the education sector, we had wondered whether the review should confine itself to relevant material published since the previous study's literature review was carried out. Even with that constraint the field would have been considerable. However, it soon became clear that the literature has been re-working and revisiting themes which have often surfaced previously. Texts and themes which in 2002 might have seemed marginal to this subject have been sometimes pulled back into the mainstream of debate.

At the same time, in elaborating some of the educational leadership models which had become well-established in the 1990s, writers have undoubtedly drawn in significant ways on the broader literature of leadership in the public and private sectors, as well as with the literature on organisational development and on the culture of the workplace, and with some of the basic theories about learning itself. It seemed more realistic therefore to identify themes in the new literature of educational leadership and then, selectively, follow some themes back into the wider literature in an effort to cast light on the current state of knowledge in this area.

We faced a similar dilemma with respect to comparisons with other countries and other sectors. Given the growth in studies of school leadership worldwide, another exercise, with more time, might engage in a comprehensive review of

comparative literature in both the developed and developing worlds. We have had to confine ourselves to some glimpses of the value of looking at school leadership here through this wider lens. From a number of international literature reviews (Lambert et al 2002, MacBeath 2003, Hallinger 2003, Glatter 2004, Southworth 2004a) it is clear that thinking on school leadership is both well-developed in England and has many themes in common with the international literature. Given the extent to which schools here are subject to the same global forces as in other countries and the degree to which models of public management have much in common across the developed world, this is not surprising. The same concerns about recruiting school leaders can be found in different countries (Pounder & Merrill 2001, d'Arbon et al 2002, Dorman & d'Arbon 2003, Hartle & Thomas 2003) and international perspectives on the pressures on headteachers during rapid reform match those in the UK (Fullan 1998).

There are also some interesting insights within this wider international literature on leadership about the extent to which national culture provides some cultural assumptions in the debate. Thus sensitivities about the vocabulary of leadership have pushed the German literature in a different direction from ours. Historical difficulties in talking about the concept of "leadership" means that the literature there is more comfortable talking about "management" and "administration" and is strong in advocating "collaborative styles" amongst school heads (Schratz 2003). Similarly the Japanese approach to classroom learning as a group problem-solving process has set up an alternative view of the teacher role and the school dynamic (Lambert et al 2002), and the Scandinavian approach to political decentralisation has created a very different climate of governance and accountability within which leadership is exercised (Moos & Moller 2003). There is also a potentially fruitful field in comparisons between developments within a devolved United Kingdom, looking at the direction of progress in Wales, Scotland and Northern Ireland. Whilst overall the literature in England shows a growing awareness of these international perspectives, there would be a continuing benefit from seeing our own systems through others' eyes and being jolted out of our historical and cultural tramlines.

Another useful angle, which combines both the international dimension and the value of looking at long-term processes, is to look at school leadership through the prism of international future studies. Papers by the OECD (OECD 2002a, OECD 2002b) have lifted our eyes above the horizon of short-term concerns and raised interesting issues about the role of leadership in seeing beyond the school as we know it now. Global changes in society and the economy, technological advances and new assumptions about how we relate to one another, all suggest that the school as we know it now will have to change. Uncertainty about the direction and speed of these changes mean that school leaders, whilst obviously attentive to immediate and short-term problems, will also need to have an eye open to longer-term possibilities in respect of methods of learning, approaches to knowledge management and the nature of the world for which pupils are being prepared. It is important that those engaged in developing school leaders, and those who will be the school leaders in that unpredictable future, should have the opportunities to take some of these long-term perspectives as well as responding to the immediate agenda of school improvement.

Taking a wider view of the connections between public management and private sector management, we are struck by the way that during the 1980s, as models of management control were being imported into the public sector from a declining industrial and manufacturing sector, so the private sector, in response to great structural changes, was beginning to develop more people-oriented and systems-based approaches to higher management (Pascale & Athos 1986, Garratt 1987, Pedler et al 1997). Indeed, during the 1990s, alongside the emergence of the "new economy" and the growth of service industries, many private sector management texts were beginning to use the language of learning, knowledge management and developmental processes (Senge 1990, Sadler 2003, Reed 2004, Smith 2004). Public management was also increasingly required to be evidence-based and information-driven (Davies et al 2000).

As we will see, there is sense in which the literature of school leadership is, along with the wider field of public management, still integrating a variety of ways of describing what leaders may need to do to bring about change. Perhaps the time has come to recognise the value of a range of models and metaphors for the effective leadership which has to be exercised in so many varied circumstances. This can draw not only on engineering and manufacturing, but also service industries, emerging IT sectors and the knowledge economy, in recognising the workplace itself as a place of learning and seeing leadership as the art of creating the conditions for learning to progress. This makes leadership something teachers know more about than most, rather than an alien territory that has to be learnt about from scratch. So it is worth noting the synergy to be harnessed from matching your leadership and management styles to your core business (Hampden-Turner 1990).

It can be argued that, within the decentralised structures of accountability common to many developed countries' public management systems,

"educational sectors and institutions are not different from other public sectors and institutions. There is nothing distinctive about education; it can be conceptualised and managed like any other service and institution."

Moos & Moller 2003

The new forms of public management pose much the same dilemmas in different sectors and in different countries (Peters et al 2000). This might suggest that school leaders have as much to learn from well-managed networking with other public managers as they do from other headteachers.

It is also true that the variety of models now emerging in the field of educational leadership only replicates the proliferation of texts in the private sector, with no single model emerging as predominant. A recent survey of the broader literature on leadership noted how this continues to be dominated by male Anglo-American writers and is wrapped up in all sorts of association with culture, and seriously lacking female representations of leadership (Abra et al 2003). We have noted how persistent over the last twenty years has been the apparent polarisation between the view that leadership is about that which transforms an

organisation (e.g. vision, momentum for change, mobilising organisational members etc – Bennis 1994) and the view that it is about the control over resources and direction of operations in transactional leadership (Burns 1978). The persistence of these two strands might, it can be argued, be partly about personality preferences (Kakabadse and Kakabadse 1999) or about the need for different styles of leadership to grow out of one another and vary over time (Avolio 1999).

One of the most widely read international management texts notes the way that the research literature on leadership has grown alongside the rapid changes in the global economy and the emergence of new forms of organisation across the world in both public and private sectors (Huczynski & Buchanan 2001). The evolution of less hierarchical organisations with flatter structures, team based working and networked workplaces, all encourage new approaches to traditional leadership tasks. Heavy public pressures on schools have been described as favouring 'masculine models of leadership' which under-value crucial 'person-centred' aspects of managing meaning within an organisation, working with the emotions in the system, and handling the finer details of creating a learning culture (Blackmore 1999, Thrupp 2003).

Perhaps, compared with education, the private sector literature and some other parts of the public sector seem a little more inclined to recognise the importance of management (at all levels) as well as leadership. One text which is widely read in business schools, in describing organisational leadership for the 21st Century, spells out shifts in style and methods for this new environment which emphasise raising quality through extending staff vision and working to stretch performance – a model which sees leadership as encouraged at every level of the organisation (Bennis & Nanus 1985).

Managing people is important whether in relation to managing change or ensuring quality. Day et al (2000) draw attention to the implications for schools of the wider findings by the Institute of Personnel and Development that developing and supporting your staff is a prime way to grow your business in any sector (Patterson et al 1997). It is not surprising therefore that a recent OFSTED Report makes it clear standards are raised when the culture is managed so as to create productive working relationships, when policies and procedures ensure good staff management in the recruitment, deployment, training and development of all staff, and when the working environment is a positive and motivating force (OFSTED 2003b). The wider literature would support this emphasis on people management and is more inclined to spell out how leadership is often enacted through the apparently small details of how individuals manage, so that leadership and management are not easily disentwined (Smith 2004). Nevertheless the wider literature does support the idea that in times of great change leadership is important and can make all the difference – as it has in education.

Key points from "Establishing the current state of school leadership in England"

Earley et al (2002) noted the growing evidence of the significance of leadership in achieving the transformational changes required to raise levels of school performance and achieve greater equity in access to good education. There was, they said:

"a general consensus among researchers that effective school leaders all have in common the capacity to envision dynamically a set of coherent and communicable objectives and an associated ability to formulate and implement a clear map of how to reach them. This consensus also suggests that the best school leaders successfully articulate their personal, moral and educational values with total conviction , creating a clear sense of purpose and direction." (Earley et al 2002 p16)

The literature review suggested that there were blends of leadership capabilities that were context driven and that what tended to work best was when those in leadership took account of the situation, people and community with whom they were working.

For Earley et al (2002), success seemed to be related to personal character traits, but not necessarily in the same combination everywhere. There was, they thought, a consensus that effective school leaders have and communicate a vision of where they need to reach and offer a clear map of how to reach those goals. The best school leaders were said to articulate their personal, moral and educational values with total conviction, creating a clear sense of purpose and direction. The role was recognised as a high profile one, requiring attention to issues of teaching and learning generally, and to 'walk the talk' during frequent movement about the school. This visibility of school leaders is taken up by OFSTED who, in commenting on the role of head teachers in school improvement, said:

"The dedication, drive and vision of the headteacher need to be evident to the whole school community. Headteachers must have a clear sense of direction, be tough, and maintain a very high profile. They cannot hide behind a closed door or seek refuge in paperwork, but need to be highly visible throughout the day, so that staff and pupils are reminded of the headteacher's expectations of them." (OFSTED 2003a)

There was a growing sense in Earley et al (2002) that good school leaders also share their leadership responsibility with other members of staff and seek to foster a mutually supportive and collaborative culture. The research itself highlighted that this collaborative approach required greater skill in team-building by school leaders if they were to develop a more distributed and holistic approach. It also highlighted the need to develop the use of ICT for leadership and management. We shall come back to both these themes later as being, if anything, even more relevant now.

Research has consistently concluded that leadership development programmes need to give more attention to the management of interpersonal relations, linking the management of staff and the management of vision. Internal communication and keeping staff informed are crucial and heads need help with developing ease with ICT. Managing the professional development of others is also said to be something they need help with.

Earley et al (2002) recommended further research on a number of issues, including: career patterns and burn out, flexible contracts for temporary posts and time out for sabbaticals or secondments, internal systems that manage administration and paperwork well, and case studies on workload management and keeping others informed. Some of these themes continue in the literature or are elaborated below. Other aspects, which were emerging in 2002 but have become more significant since, would include the potential for IT-based learning and the role of on-line communities and the continued exploration of the factors that inhibit successful school leaders from working in challenging schools.

Themes in School Leadership

Much that has been written since 2002 – both internationally and in England – seeks at one level to disentangle the progress within the field by attempting to identify straight linear trends – as if management and organisational theory generally had somehow "progressed from transactional leadership to transformational leadership". The reality is more muddled, as most of these surveys admit when elaborating on what might be seen as "the current wisdom".

There is a tendency to seek to be prescriptive – to find the model that's right for everyone – but then to end up describing a model that in fact encapsulates traces of all the previous models. In general the literature seems to favour versions of what can be described as "transformational management", but with traces of the previous "transactional leadership" theory retained within that. There is a high emphasis on developing vision and purpose, being goal-driven and aspiring to excellence. Clarity of vision and purpose are high on the leadership agenda (Leithwood and Riehl 2003) but when this is spelled out there is recognition that a complex set of relationships and processes lie behind that (Fullan 2001, Glatter 2004). The OECD, in its comparative study, noted that:

"The debate in England has begun to mature away from a focus on the individual skills and characteristics of good leaders and towards trying to understand the qualities of leaders as a process, the systems of relationship, exchange and organisation that underpin it, and the connections between different approaches to leadership and different possibilities for the way that schools themselves could evolve."

(OECD 2002b p 47)

Given that culture is recognised as a key vehicle for leadership, headteachers might be looking for more detail on managing, influencing or shaping culture. Southworth (2004b), in his study of a range of primary schools, provides some

useful descriptions of learning and teaching cultures at different stages of development. He recognises how, in respect of their non-linear development and dependency on dialogue within networks, these features are similar to those required in knowledge-creating companies in marketing or IT sectors. This does suggest that it would not be difficult to develop diagnostic tools for identifying positive school cultures in the way that other sectors have done (Schein 1985, Deal and Kennedy 1992, Senge 1990).

It is helpful that OFSTED recognises that even where values are explicit they are only powerful if they are well understood and shared in a sense of common purpose and high motivation (OFSTED 2003b). Important as written statements of values may be, it is what they describe as "values in action" that are embedded in specific practices such as the recognition of the achievements or contributions of individual members of staff and the inclusive culture that makes non-teaching staff and teaching assistants feel valued members of the team.

The international models which refer to "instructional leadership" seem to have the advantage of being focused on the educational context. The retention of the American term "instructional" in this context (rather than "transactional" or "relational") risks emphasising a top-down ("just tell them") approach which, whilst appropriate in some contexts, is far from the only "transactional" approach advocated in other sectors. The use of "learning centred" approaches similarly recognises the business that schools are in and the need for the leader to engage with improving what happens in the classroom. Day et al (2000) are not alone in drawing attention to the fruitful work of Sergiovanni on "pedagogical leadership" which describes a process of investment in "capacity building" within schools. This includes developing the social and academic relationships within the school in ways which extend the intellectual and professional capital of the teachers. The notion of investing in straightforward staff development is thus extended to the idea of the leader consciously working on several sets of relationships within the school to help both pupils and teachers to "learn how to learn" – an investment that can pay off not only in terms of improved performance within the school, but also with the development of an important pupil capacity for lifelong learning (Sergiovanni 1998).

The recognition that this is often done indirectly, through subject heads and other lead teachers, has added to ideas about "distributed leadership" and working with and through a wider team of leaders within the school. The emergence of new "teacher leadership" roles amongst teachers themselves and the proliferation of "middle manager" roles in larger schools has led to thoughts about how far leadership can be shared (Frost & Harris 2003). Again such an approach draws on the wider management literature about how, in order to achieve real transformation, leaders have to avoid others feeling that they have nothing to contribute because they are not formal leaders. Achieving "step changes" within an organisation requires energising and mobilising the leadership capacity of everyone in it (Senge 1990). The concepts of middle leaders and distributed leadership are powerful challenges to the ever pervasive model of hierarchical individualistic leadership.

The literature continues to retain traces of situational leadership models and contingency theory, with reminders that the context is crucial. OFSTED highlight how schools in different contexts need to be managed differently and this would be worthy of greater elaboration (OFSTED 2003a). Mick Brookes, of NAHT, writes that:

"The role of the head is intricately complex and depends upon balancing the demands of external pressures, internal priorities and personal and professional needs. Just as there are ways in which some pupils learn best – but not all pupils, and not all of the time – so there are ways in which schools can be led – but not one way."

(Brookes, in Day et al 2000 p ix)

The contextual awareness which is then needed, for knowing how to respond as a leader, will depend on skills in "reading the context". What we mean by "context" has developed too. American studies of "instructional leadership" in the mid-1980s pointed to the socio-economic status of the school's community and the relative size of the school as influencing the dynamics of learning (Hallinger & Murphy 1986). A range of international studies in the 1990s has been summarised as showing that leaders also need to have a good grasp of where the school is on the 'school improvement journey' and to be able to diagnose the status of the collaborative processes within the school needed for a 'learning approach' to such improvement (Hallinger 2003 p340). Southworth also notes that the school context is not simple: it is multi-layered and changeable over time. He draws attention to short-term features (such as levels of staff sickness or a key staff absence) which have to be taken into account along with cyclical factors such as the stages of the term, pupil development over the school year etc – all this alongside the overall culture and character of the school or parts of it. He argues that the "capacity to recognise and decipher the peculiar blend of contexts" is what enables a leader to be truly effective with any given issue (Southworth 2004b).

The challenge to translate visions into practice, whilst addressing the variety of contexts, is taken up in the recent writing about "values-led contingency leadership". This holds on to the idea of leaders being values-driven but implementing that in ways which are sensitive to the specific situation. Day and others argue that, in the midst of this complexity, effective heads are those who have a clear sense of their own values within a people-centred model of leadership which is able to retain consistency and direction, whilst still responding flexibly to differing contexts (Day et al 2000).

This approach to leadership may recognise complexity in ways which make it seem more realistic to headteachers, but it might not go far enough in offering them help with diagnosing the particular context and matching styles of intervention to situations. It is striking that OFSTED inspections show "aspects of leadership as generally better than aspects of management" and identify adequacy of accommodation and of learning resources as less well handled than the reflection of school aims and values (OFSTED 2003a). Models of leadership

which emphasise vision and purpose over more mundane management of the context will not help hard-pressed headteachers in such situations.

Generalised injunctions about leaders 'developing a repertoire of techniques' may leave them at risk of appearing to be a 'chameleon' when trying to be all things to everybody. Holding on to a core approach and being clear about values is important if trust is not to be undermined by uncertainty about where the leader stands – and we will return to issues of trust later in this review.

Some questions raised by the literature

The preponderance of "transformational leadership" models has been explained, in the international context, as a reflection of the attention to the secondary school sector in North America (Hallinger 2003). It may similarly relate, in the UK context, to the significance of structural change and the reform agenda of the 1990s (Glatter 2004). Whether the styles of leadership required to achieve structural change during a period of organisational turmoil are the same as those required for regular delivery of dependable performance and effectiveness (Leithwood et al 1999) is something we will return to, but the reliance on secondary school examples for portraying the whole sector is also something we would question. We have been struck by the possibility that some of the more visionary texts in school leadership may appear to lack relevance for primary school heads working in very different circumstances. There is still a debate about how far the primary school head is able to retain their role as a 'leading professional' with sufficient familiarity with curriculum detail and new approaches to provide a role model for teachers (Acker 1990, Woods 1993, Pollard et al 1994). Southworth found considerable variety in style based on the different sizes of primary schools. He pointed out that, whilst there was considerable recognition of the tensions involved for a head in a small school when this involved quite a bit of teaching, there was less debate about the dilemma for heads in larger primary schools where the problem was keeping in touch with teaching practice in ways which enabled the head to make a direct impact on school performance. This valuable survey of small, medium-sized and large primary schools has confirmed that there might be much to be learnt from differentiating according to size of school and it may be important to be able to analyse the current research in ways which highlight such differences (Southworth 2004b). Day et al (2000) had suggested that this issue of school size impacting on the headteacher's role was wider than primary schools and that the literature did little to differentiate according to size. Yet one study of variations in school performance found that performance improved with size up to a certain school size and then declined. There seemed to be a clustering of the best results in medium sized schools with a cohort of 180-200 pupils and the worst results were in very small or very large schools. They identified this as "a small but significant" link between size and performance (Spielhofer et al 2002) and this might well be accounted for in part by differences in the impact of leadership. Another study of leadership in a number of smaller secondary schools identified the way in which various school sizes raise different challenges, requiring different sets of skills from headteachers, and appears to confirm this aspect as a fruitful direction for further investigation (Kimber 2003).

We noted that much of the literature seems to assume that the headteacher is in charge of the school's destiny and when the context is talked about it usually refers to the staff, pupils and history of the school. Yet the reality is that, in some respects, headteachers are more like branch managers than CEOs. They are handed down expectations, targets, new initiatives and resources – all of which may or may not be manageable in the context which includes the nature of the neighbourhood and the culture of the wider society. We noted that in other sectors such managers would be seen as needing help with managing the boundaries – 'managing outwards' and even 'managing upwards'. This might underline OFSTED's finding that there was a high correlation between good leadership by the headteacher and the effectiveness of the governing body in fulfilling its responsibilities (OFSTED 2003a).   At the very least one could see this as demonstrating shared ownership of vision and clarity about roles and responsibilities, but it might suggest successful heads don't just 'manage downwards'. In the new public policy context there might be a new dimension about 'managing partnerships' as schools get more involved with working with employers and local businesses, developing links with local community groups or other users of the premises, and working in partnership with other schools.

Glatter (2004) has questioned whether the current models of leadership value a 'deliberative' or 'reflective' style which weighs up responses, rather than providing immediate reactions all the time. It seems counter-cultural at the moment to advocate quieter lower profile styles, but there is encouragement for this in the wider literature (Mintzberg et al 2002, Eraut 2000) and in research on educational leadership (Fullan 2001, Bennett et al 2003, Glatter 2004). Leadership here might be about listening to what is being said, reading the environment correctly, drawing out the strengths of others and pursuing organic change rather than provoking conflict. There may too be something important here about how heads manage themselves.   The 'values-led contingency leadership' places an emphasis on the leader's capacity to read the emotions involved in situations, to respond sensitively and to reflect on their own style and its impact (Day et al 2000).   The use of Emotional Intelligence models, increasingly taken up in private sector management, provides for a more self-aware approach (Goleman 1998, Goleman et al 2003) and can help to deal with the high stress levels induced by the idea of always having to have the immediate right response.

This links with the way that some of the literature conjures up a picture of 'perfect leaders', without recognising that leaders too are learning as they go along and will, inevitably, make mistakes. The Learning Organisation approach to management is more open to the idea that making mistakes is likely and that modelling owning up and learning from mistakes may be a very powerful tool in reducing the defensiveness of others around you (Pedler et al 1997). School heads are more likely than many to be aware of personality differences and so able to look at their own strengths and weaknesses and the way their own personality influences their preferred leadership styles. Recognising one's own imperfections can help to deal with the trust and integrity issues mentioned above and may help deputies and others to realise that you don't have to be perfect to be a head. Southworth notes:

"Until relatively recently we have been fascinated with leaders rather than leadership. There has been a tendency to portray leaders as charismatic, heroic figures, or as individuals with a set of personal characteristics which few saints could emulate." (Southworth 2004a p5)

Such an approach has perhaps both put off potential heads, because it puts an emphasis on personal charisma rather than skills that can be developed, and has over-emphasised leadership strategies at the expense of highly developed management skills.

This notion of an over-idealised version of leadership is linked with our perception that many of the studies of leadership are based on 'successful heads' – particularly those heads who have turned round failing schools. These studies might show up very different skills from those needed to keep a school successful or to help a moderately successful school to become really excellent (Hallinger 2003). There is a similar tendency in the private sector to paint a picture of senior management based on trail-blazers or company rescuers, whereas most leadership is more mundane. There can seem to be traces of trait theory within some of these accounts of transformational leadership – especially when these talk about 'heroic leadership' and 'superleaders' and emphasise the personal characteristics of the leader as being highly influential (Sadler 2003). Southworth notes that education can learn from the fact that it is not actually the larger than life celebrity leaders who transform most private sector companies, so much as leaders who have strong resolve, "quiet calm determination" and who rely "principally on inspired standards, not inspiring charisma, to motivate" (Southworth 2004b quoting Collins 2001 pp 20 & 36).

Key points for the current research:

a) **Leadership or management?** Earley et al (2002) drew attention to the need for development programmes to give more attention to the management of interpersonal relations, linking management of staff and the management of vision. There is, in OFSTED's summary of inspections, a striking summary of the continuum of the skills by which the strategy and vision of leaders has to be enacted in their management of people and tasks (OFSTED 2003a pp15-16). Perhaps the polarisation of transformational leadership models as against transactional ones has not helped to establish an integrated view of the range of skills required. Huczynski and Buchanan in their wider review of organisational leadership note that, right from the 1970's, it was recognised that all managers had a leadership role and all leaders are required to understand and attend to the implementation of vision and the achievement of objectives, with a good grasp of how to work with and through people, systems and structures. (Huczynski & Buchanan 2001)

We would share with others some caution over the dichotomy between management and leadership (Glatter 2004) and recognise that some of the literature, however much it uses transformational language, is in fact describing a

more mixed and complex set of skills. Mick Brookes, of the NAHT, whilst noting the risk that management, without leadership, may be over-tolerant of imperfections, urges some caution about the tendency to decry the management skills that good leaders need.

"While management without leadership is an option, leadership without management is not. Successful schools have taken an imposed agenda and made it fit their organisation. How to incorporate new ideas without either drowning teachers in additional work or simply paying lip service to change has been one of the tensions of the past decade."

(Brookes in Day et al 2000)

As an example of this, Southworth, in studying a range of primary schools, was able to identify lists of initiatives that highlight both the attention to learning and the way that systems, policies and organisational structures can contribute to improving learning (Southworth 2004b pp 62-63). Such techniques require considerable management skills to complement the vision and strategy of leadership. It would probably help aspiring headteachers and new headteachers to have clearer examples of the micro-skills involved in managing and maintaining a vision in practice, through managing people, resource management and the management of operations.

   b) **Trust:** There is undoubtedly an emerging emphasis upon trust in the context of school leadership. MacBeath identifies six recent international reviews of school leadership which identify trust as a crucial theme (MacBeath 2003). This perhaps resonates with a wider public debate about trust – particularly in the arena of trust in business and trust in professionals such as doctors (Duffy 2003, Hutton & Davies 2003). But in that respect the evidence is that, compared with other public figures, teachers and school heads, have tended to retain public confidence (Worcester 2003).

In the context of school leadership trust probably has a different connotation. There may be an agenda around the need for school leaders to communicate beyond their schools and gain support for what they are doing within the community, amongst partners, funders, local employers, parents and other schools. But most of the references to trust in the literature of school leadership have more to do with the need for internal trust (amongst teachers in the school and between teachers and leaders). Such trust is needed if there is to be enough confidence to allow the vulnerability and exposure that involves sharing and working on weaknesses and engaging with problems in raising teaching standards. OFSTED has a powerful example of a teacher moving from a school where to ask for help was a sign of weakness to one where access to the head was encouraged in a spirit of mutual learning. They comment:

"The headteacher had created a climate where it was safe to try out new ideas and to learn from mistakes. The professional trust he placed in his staff was returned

in their trust in the senior management team and in their loyalty to the school."
(OFSTED 2003b p6)

This is an example of the vulnerability required for real learning, but several studies describe the sector as characterised by low-trust, competitiveness and poor morale – hardly the seedbed for the improvement initiatives required to raise the general level of performance in the classroom. Bottery argues that much UK public policy has been predicated on a lack of trust in professionals, so that in many settings there is a sense of being under surveillance and under pressure to meet a narrow range of externally defined targets (Bottery 2003). He describes many schools as afflicted with a culture of unhappiness based on mistrust, but he argues that trust in this instance is a much richer concept than the calculated management tool which he sees many texts as advocating (Bottery 2002). The Secretary of State described the need to "break out of this vicious spiral" of mistrust (DfES 2001a) and others have suggested that leaders will need to show reciprocal understanding (Moos and Moller 2003), responsiveness and support for staff (Seashore Louis 2003), using dialogue and demonstrating respect (Schratz 2003).

There are studies that highlight the persistence and long-term nature of the work leaders have to do to win and sustain the confidence of all their staff (Blase and Blase 1998, Leithwood et al 1999, Lambert et al 2002). In this sense trust is part of the "social capital" within a school that can be seen as critical to how far colleagues can allow one another scope to experiment or take initiatives (Hargreaves 2003). Just as a good manager protects and builds up physical capital to make the best of its potential, so good leaders consciously develop trust within the school. This calls for a combination of individualised initiatives by the leader with each member of staff, together with a holistic approach to the culture of the work group as a whole. Southworth refers to modelling as an important tool for headteachers. He says that teachers watch their leaders closely

"in order to check whether the leaders' actions are consistent over time and to test whether their leaders do as they say, because teachers do not follow leaders who cannot "walk the talk"." (Southworth 2004a p3)

Consistency and integrity are critical in any learning environment – for teachers in the classroom as for heads with their staff. These issues are important for all managers and in every workplace, and trust, confidence-building and developing open cultures seem fruitful areas for development within school leadership.

c) **Distributed leadership:** A positive learning environment and a culture of trust is not built or sustained by one person alone and the detailed attention to teaching practice will (in most schools) only be achieved by a leadership team. Just as there is a wider recognition that all managers in any organisation have a leadership role (Huczynski & Buchanon 2001) so the literature on schools has taken further the thinking about how leaders need to inspire and bring all the staff into the process of mutual support, coaching and mentoring for better teaching practice. The enthusiasm and knowledge of newly qualified teachers and the experience and wisdom of mature teachers

can all be brought to bear on this process of feedback, reflection and improvement.   The literature highlights some examples of this happening, re-states the importance of skills in team-building and points to the importance of leaders modelling the coaching and supporting skills they expect of others (Harris 2003). In a survey of research findings, Leithwood and Riehl (2003) argue that much of the headteacher's influence on pupil performance is achieved indirectly through not simply promoting a vision and goals for the school, but also ensuring the resources and processes are in place to allow teachers to teach well. They suggest that an additional powerful force is the potential for change available when teachers are enabled to support, co-ordinate, mentor and coach one another.

There is further research on the specific skills of subject heads and on the role of deputy heads in primary schools working in tandem with heads of different styles. Contrary to what might be intuitively expected, the move towards more distributed leadership and the development of senior management teams and deputy head positions in many schools, does not seem to have led automatically to new heads being better prepared for that role. It is significant that one of the findings of Southworth's research of a range of primary schools was that operating as a head or deputy head in a medium-sized school did not necessarily prepare heads for the complexity and shift in role involved in being a head in a larger school (Southworth 2004b). This inevitably raises questions about the development opportunities and support systems that need to be in place for such transitions.

It is also noteworthy that, until recently, there has been little research on the role of subject heads in larger schools in contributing to the improvement agenda. Since a more strategic role for subject heads was not emphasised in this respect until around 1998, their role has been dependent on a combination of local and historical features (Turner 2003) and on the size and nature of their particular subject (Busher & Harris 2000).   Leadership development might in future therefore focus on work with subject heads grouped according to their subject and on ensuring that headteachers take seriously and support the learning and development of their subject leaders, giving them opportunities to develop leadership within the school.

Given the commitment to developing collective leadership in schools, it would clearly be advantageous for there to be further work about leadership as a function, rather than a role, and some disentangling of what all this might be asking from hard-pressed teachers if the concept of 'teacher leadership' is to be seriously developed. This more extended version of distributed leadership, in which every teacher is seen as having a leadership function, begins to blur into ideas about the school culture being the force for improvement. It may be possible to mediate these improvements through mechanisms drawn from Total Quality Management and the Learning Organisation approach (Lambert et al 2002). This would require great clarity about roles and processes from heads, since new vision and cultural changes in schools are often brought about by attention to the details of organisational processes, structures and internal policies (Southworth 2004b).

d) Information management and ICT: The emphasis in Earley et al (2002) on the need for leaders to have more help with ICT has remained an issue of some importance. It is striking that much of the comment on this issue relates to the use of ICT for teaching purposes and the confidence heads need to have to be able to provide support and guidance for teachers developing new uses of ICT in the classroom. There are some observations too about whether school leaders feel as confident as they should about using ICT for their own development. No doubt all these strands are connected. As in any other work role, confidence (or lack of it) with ICT applications influences many important aspects of school leadership.

In an environment where leaders are being encouraged to adopt evidence-based management and where ministers speaks about the data rich environment of schools (Milliband 2003), there is also a shortage of evidence of engagement with information management as such. In other parts of the public sector (such as health, criminal justice and social services) the use of ICT systems to generate important management data has needed to be accompanied by considerable attention to development and training on management interpretation, analysis and presentation of information.

There is a concern to develop "intelligent accountability" (Milliband 2004) so that data can be central to management processes, reflecting the information management needs of the school at local level. This may require some attention not just to how leaders themselves manage and use information, but also how they seek to develop an information-based culture within the wider school. For example in relation to pupil assessment data there is an increasing emphasis on the intelligent use of such data to promote learning rather than just as a record of what learning has occurred in the past. In this way an 'assessment for learning' ethos seeks to use both assessment data and assessment processes in a very active way, as a positive force to promote enhanced learning, rather than simply seeing them as requiring predominantly bureaucratic record keeping procedures.

e) Managing outwards: Given the points made earlier, and the range of initiatives around partnership and relations with the local community, there is a question about how well-equipped most school leaders felt for this wider role (Glatter 1989). The development of increased partnerships and greater engagement with private sector contractors has surely raised the demand for these kind of skills amongst senior and middle managers in other parts of the public sector too. In education, as a number of government initiatives move from being pilots to becoming more generally part of the national scene, school leaders might need greater help with these enhanced roles. The commitment to developing "extended schools", following the "Schools Plus" report (DfEE 1999) and the White Paper "Schools Achieving Success" (DfES 2001b), has opened up a range of wider possible roles for schools, whether in providing wider children's services and support for pupils beyond school hours or in opening up the school to greater adult community use. Early evidence suggests that the proper management of such an extended

role is crucial to its success. Unless properly resourced in terms of management, such a project can risk distracting headteachers from their core tasks but, where headteachers can develop the necessary delegated leadership systems and invest in building trust with local community partners, such schemes can enhance both the learning experience for pupils and the quality of community life (Dyson, Millward & Todd 2002; Cummings, Dyson and Todd 2004). These developments underline the importance of school leaders having both good skills in "managing outwards" and a grasp of "distributed leadership".

OFSTED makes an interesting point that skills in accessing and using well the special funds made available under various social inclusion initiatives may have important consequences for achieving improved attainment by pupils from minority ethnic groups (OFSTED 2003a). But they point out that this is not merely an internal school organisation matter since it has been found that good practice in enhancing achievement of Black Caribbean pupils requires leadership to ensure a school ethos which gains the confidence of parents and the local community as well as pupils. Given the proliferation of other youth and children's services with which schools are required to link (Milliband 2004), these may be significant examples of how the ability to manage across boundaries is important to achievement within the school. There are also one or two striking examples of collaborative management by groups of headteachers working together which might be highly significant for NCSL networked learning initiatives and other similar schemes (Grace 2002, Thrupp 2003).

f) **Managing in uncertainty:** The OECD reminds us that managing in uncertainty is as much an aspect of school leadership as it is in the volatile climate of business leadership (OECD 2002b) and there will always be a number of dilemmas which do not necessarily have an obvious, or only one, answer (Day et al 2000). There is a need for leaders who can cope with ambiguity, to manage their own stress levels and maintain a sense of direction. We were struck by one image of leadership, from the private sector, as being about an ability to "surf the chaos" (Pascale et al 2000). MacBeath refers to there being no easy solutions to some of the 'wicked dilemmas' that face school leaders – an echo of the 'wicked issues' theme across many areas of public policy (MacBeath 2003).

Hallinger, in reviewing the international literature comments on the importance of coping with uncertainty as a vital leadership trait, with there being little research to show whether this was a skill that could be learned (Hallinger 2003, Jackson 2000). Certainly Leithwood and Riehl (2003), in their review of recent research, draw attention to the importance of modelling for staff how to manage uncertainty, cope with ambiguity and deal with stress.

g) **Sources for ideas and research-based knowledge:** Earley et al (2002) reported that school leaders admitted to indirectly accessing research about teaching and leadership, through journals, newspapers and conferences. Given the need to share expertise and ideas across

the sector and the wish of the National College for School Leadership to spread good practice we wondered what more recent evidence there was about where in fact heads got their ideas. In seeking to publicise NCSL research findings, for instance, it might simply be useful to know what school leaders and teachers generally read, who they listen to and where they seek their inspiration. This is something which the current MORI Survey hopes to learn more about and which could assist the NCSL and others in the future development of both current and potential school leaders.

Conclusion: Developing Leadership

The complexity of leadership development and the many influences on school leaders add to the challenges facing the National College for School Leadership and others working in this vital field. The pace of social and economic change may put additional strains on schools as expectations are raised and the task becomes one of preparing pupils for a future which is unclear in detail, yet certain to be different from what we have known (OECD 2002a). It has been suggested that just as the debate about the forms and structures of schools may in the future prove to be less significant than the roles and styles of learning itself, so the pre-occupation with the individual skills and characteristics of good leaders may prove to be less important than understanding effective leadership as a process and as complex sets of relationships (OECD 2002b).

An emerging model of leadership, in which it is construed as a rounded process of thinking, behaving, articulating and relating in particular (and consistent) ways, requires a process of leadership development which engages with all stages of the learning process rather than being a purely cerebral and conceptual approach (Burgoyne and Reynolds 1997). Indeed it can be argued that learning to learn, and learning to learn on the job, is as fundamental a key skill for school leaders as it is for all other lifelong learners (Revans 1983). If the journey to school improvement is likely to take us through greater exploration of how pupils can both "learn to learn" and find learning pleasurable and rewarding (Hargeaves 2004), then it's likely that headteachers themselves need to develop the capacity to learn as a leader and be able to make organisational learning a positive experience for staff and pupils.

This suggests a balance of theoretical and experiential learning (Abra et al 2003) and work on leaders' critical and reflective thinking capacities (Day et al 2000). Such an approach might require Action Learning Sets, Quality Circles, learning networks or mentoring as much as short courses. Techniques of networking have been developing in respect of innovation in teaching techniques, so one might expect that the headteachers of the future will have greater experience of the value of such networks (Hargeaves 2003). It requires considerable trust within learning groups if there is to be the openness and risk-taking required, but such an experience can be a powerful model of just the type of high-trust learning environment that leaders then need to recreate in their schools (Lambert et al 2002).

Effective school leaders need to be able to read their context well and understand the processes that can bring about (or impede) change. They need to have and to demonstrate clear values, with the ability to recognise where values impact on practice, systems and structures. Such leadership calls for **both** a grasp of vision and strategy **and** the skills to manage people during change and uncertainty. Good school leaders will convey an enthusiasm for teaching and learning and will show a capacity to learn and to change themselves. They will build teams of leaders within the school and be able to build trust both within and beyond the school itself.

If leadership is seen as a function of interactions within a system, then leadership development is a much more complex process than just the development of individuals. It requires a systemic approach, which might be closer to 'organisational development', with attention focused on working with the leader to enable the whole system to learn together. A better understanding of leadership within and through organisational systems will continue to be fruitful not just for schools but also for developing leadership across the public sector and in the wider economy.

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