



National College for  
Teaching & Leadership

# High Potential Senior Leaders Programme Evaluation: participant survey 2015

Research report

NCTL



# Contents

List of figures	5
List of tables	8
Introduction	9
Background	9
Evaluation approach	10
Methodology	12
Survey framework	12
Summary of survey response	12
Survey sample characteristics	15
Limitations	15
Programme outcomes	16
Key findings: Programme Outcomes	17
Overall outcomes and satisfaction	18
Impact of recent training	22
Development of headship skills	23
Participants views on the Future Leaders Trust	28
Programme Design	33
Key findings: Programme Design	34
Most important programme elements for development and impact	35
Foundations training	37
Coaching support from Leadership Development Advisers	39
Residency year 2014/15	42
Network building	45
Other programme elements contribution to development	45
Changes to programme design	49
Participant payback	50
Progression to headship	52
Key findings: Progression towards headship	53
Participants' roles before the HPSL programme	54

Participants' roles after residency year or after the programme	55
Progression towards headship	58
Taking steps to progress towards headship	62
Applying for headship posts and other senior leadership roles	65
Appendix A: Sample Characteristics	68
Sample characteristics comparison with whole population of HPSL participants	68
Cohort group	68
Ethnicity	68
Gender	69
Region	69
Future Leaders 'Status'	70
Sample characteristics comparison with population – Within cohort group	70
Ethnicity	70
Gender	71
Region	72
Future Leaders 'Status'	73
Appendix B: Response tables	74
Response tables: Overall contribution to development and satisfaction	74
Response tables: 2014/15 Training	76
Response tables: Preparation for headship: leadership skills	77
Response tables: Future Leaders Trust feedback	83
Response tables: Programme design: contribution to development	85
Response tables: Programme design: school impact	90
Response tables: Programme design: progression towards headship	95
Response tables: Programme design: smallest contribution to development	100
Response tables: Programme design: Foundations 2014	105
Response tables: Programme design: Training events 2014/15	109
Response tables: Programme design: Residency year 2014/15	112
Response tables: Programme design: Participant payback	114
Response tables: Programme design: LDA support	117
Response tables: Roles on applying to the programme	119

Response tables: Roles as at September 2015	121
Response tables: Gaining promotion	122
Response tables: Progression towards headship	125

## List of figures

Figure 1: Overall contribution to leadership development	18
Figure 2: Overall satisfaction with the programme	19
Figure 3: Impact of training on leadership development by cohort group	22
Figure 4: Impact of training on school by cohort group	23
Figure 5: Training meeting participants' needs by cohort group	23
Figure 6: Preparation for headship	25
Figure 7: Preparation for headship: High aspiration vision, beliefs and culture by cohort group	26
Figure 8: Preparation for headship: Strategic school improvement by cohort group	26
Figure 9: Preparation for headship: Teaching and learning by cohort group	26
Figure 10: Preparation for headship: Staff development by cohort group	26
Figure 11: Preparation for headship: Leadership of data and intervention by cohort group	27
Figure 12: Preparation for headship: Working with children at risk by cohort group	27
Figure 13: Preparation for headship: Parents and carers by cohort group	27
Figure 14: Partnerships (building links within your local community) by cohort group	28
Figure 15: Overall preparedness for headship	28
Figure 16: Future Leaders Trust: Incorporating feedback by cohort group	29
Figure 17: Future Leaders Trust: Upholding mission and beliefs by cohort group	30
Figure 18: Future Leaders Trust: Expectations of participants by cohort group	30
Figure 19: Future Leaders Trust: Deliver on their commitments by cohort group	31
Figure 20: Future Leaders Trust: Realistic expectations by cohort group	31
Figure 21: Future Leaders Trust: Stretching participants by cohort group	32
Figure 22: Programme elements, contribution to development	36

Figure 23: Greatest contributions to school impact and progression towards headship	37
Figure 24: Have you applied any learning from the following Foundations topics?	38
Figure 25: Satisfaction with LDA support	40
Figure 26: Perception of coaching outcomes	41
Figure 27: Residency year, satisfaction with delivery	42
Figure 28: Residency year, key leadership experiences	43
Figure 29: Regional training: contribution to development by cohort group	47
Figure 30: Support from the residency school headteacher: contribution to development by cohort group	48
Figure 31: Direct support with job search and applications: contribution to development by cohort group	48
Figure 32: Online provision: contribution to development by cohort group	48
Figure 33: Support or training from people or organisations outside: contribution to development by cohort group	49
Figure 34: Participant payback feedback	51
Figure 35: Participants' roles before the HPSL programme by cohort group	54
Figure 36: Participants' roles after residency year/ after the HPSL programme by cohort group	57
Figure 37: Number of levels of promotion by cohort group	58
Figure 38: Understanding necessary actions to reach headship	63
Figure 39: Taking necessary actions to reach headship	63
Figure 40: Confidence in reaching headship	64
Figure 41: When did you first start applying for headship posts, if at all?	66
Figure 42: How many applications have you made this year (amongst respondents who had ever applied for headship)	66
Figure 43: Plans to apply for headship	67



## List of tables

Table 1: Profile of survey respondents by cohort	13
Table 2: Response rate by cohort group	14
Table 3: Participants' schools before the HPSL programme	55
Table 4: Participants' schools after residency year/ after the HPSL programme	57
Table 5: Expected speed of gaining a headship post	59
Table 6: Promotion speed attributed to HPSL programme	59
Table 7: Expected speed of gaining a headship post – cohort group 2009-2011	60
Table 8: Expected speed of gaining a headship post – cohort group 2012-2013	61
Table 9: Expected speed of gaining a headship post – 2014 cohort	62



## Introduction

This report presents the findings from the survey of participants undertaken by NCTL with support from the Future Leaders Trust to inform the evaluation of the High Potential Senior Leaders Programme<sup>1</sup>.

## Background

The three year HPSL programme can be seen as consisting of two phases, the first year consisting of Foundations training and the Residency year, and years two to three consisting of further training and support in a senior leadership role in a challenging school. After the programme is completed, the Future Leaders Trust has offered participants continued access to online resources<sup>2</sup> and encouraged continued involvement in additional leadership development, outlined below.

- **Phase 1 – Foundations (Year 1):** This phase focuses on building foundations for a successful residency year such as quality of teaching, behaviour, school culture, curriculum development, data analysis and intervention and performance management of staff through an induction day, two weekends and a two-week residential.
- **Phase 1 – Residency (Year 1):** Residency schools agree to hire a HPSL participant as a senior leader in their school and commit to ensuring they receive 6 key residency experiences which include school improvement, behaviour management, data analysis, teaching and learning, monitoring and management of staff performance and building an effective learning community. The residency year also includes regional events for network building and opportunities to share best practice, a study tour (now in the UK but previously in the US for cohorts in 2012 and prior), coaching by the participant's assigned Leadership Development Adviser (LDA) and regular one-to-one feedback meetings with the Residency Head.
- **Phase 2 – Post-residency (Years 2 and 3):** Following the residency year, participants need to secure a senior leadership role either at the same school or elsewhere. If an appropriate role is not secured then the participant may choose to leave the programme or to become an Associate Future Leader until such time as

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<sup>1</sup> Fieldwork for this evaluation was conducted in 2015 and the reporting completed in Summer 2016. It therefore relates to a previous design of the HPSL programme. In Autumn 2016, DfE ran a procurement exercise for a re-designed HPSL programme. Ambition School Leadership (created from the merger of Future Leaders and Teaching Leaders) was successful in bidding for this, and have a contract to deliver until 2022.

<sup>2</sup> Initially this was offered free of charge, but more recently former participants have paid a membership fee for continued access.

they are able to find an appropriate school or role and re-join the programme. The focus in this phase is to have a whole school impact across several areas. Elements include modules that cover technical aspects of headship, such as finance, HR management and governance, which participants choose to best suit their needs, regional events as per year 1, coaching as per year 1 but with reduced LDA hours and cohort weekends specific to each cohort's needs based on feedback received from the impact initiatives (see definition provided below).

- **Post programme support – pre-headship:** For participants identified as ready for headship, to support their headship applications this phase previously consisted of two distinct programmes – the National Professional Qualification for Headship (NPQH),<sup>3</sup> which is not funded through the HPSL programme, and Headship Now! which consists of practical career support, group sessions and personalised support, a residential weekend focused on refining key skills and additional support for women in overcoming barriers to headship. However, it should be noted that in 2014 these two programmes merged.
- **Post programme support – headship:** The Headship Institute, which is a dedicated forum for participants who have become headteachers, includes support in managing finances, media training, peer-led school visits, Ofsted training and an annual symposium.

## Evaluation approach

The evaluation, set up by the National College for Teaching and Leadership, aims to assess the effectiveness and impact of the current programme on both the senior leaders and the schools they are working in. Areas of specific focus are as follows:

- Impact of the programme
- Reach and engagement in the programme
- Opinion of the programme and learning outcomes

The evaluation also aimed to identify any examples of best practice in leadership development, enabling these to be shared across the school system.

There are six elements of this evaluation:

1. **An analysis of school performance** in engaged schools, and a group of comparator schools.

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<sup>3</sup> <https://www.gov.uk/guidance/national-professional-qualification-for-headship-npqh>

2. **An analysis of participant progression to leadership posts in challenging schools**, including their progression to further training (e.g. National Professional Qualification for Headship), progression to jobs and to more senior roles.
3. **A desk top review of impact evidence**, submitted by participants as part of their qualification.
4. **An analysis of engagement data**, i.e. the number and characteristics of participants and schools involved with the HPSL programme.
5. **Surveys with current and past participants.**
6. **Interviews and group discussions** with current and past participants and residency school heads.

This evaluation has been conducted through a mix of in-house and contracted work. This report relates to the fifth strand of the evaluation which was undertaken.

## Methodology

The survey of current and past participants was conducted by NCTL's Research, Evaluation and Survey team with the support of the Future Leaders Trust<sup>4</sup>. The survey was delivered online, was launched on 23 June 2015 and closed on 21 July 2015. In order to ensure a high response rate from participants, the survey replaced the Future Leaders Trust's own annual survey of participants. The questionnaire was, therefore, jointly designed by NCTL with the Future Leaders Trust and benefited from the charity's detailed knowledge of the programme design. The invitation to participate in the survey was distributed by email directly from NCTL<sup>5</sup>. Current participants and Associate Future Leaders were offered credit for 4 hours payback in return for responding to the survey. Future Leaders Trust also promoted the survey through its weekly participant newsletter and online network, and sent reminder text messages to all participants who hadn't responded to the survey.

## Survey framework

The survey of HPSL programme participants aimed to provide evidence on:

- satisfaction with the content, structure and delivery of the programme
- whether the programme is meeting development needs and improving the skills knowledge and understanding of participants
- the career progression made by participants of the programme
- which elements of the programme are seen by participants to be most effective

## Summary of survey response

The survey was distributed to **558** HPSL participants. Responses were received from **294** individuals; an overall response rate of **53%**. This included **37** partial survey completions.

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<sup>5</sup> In a minority of cases, eligible participants had opted out of all NCTL email contact. These individuals were invited to take part in the survey by the Future Leaders Trust.

Analysis of the demographic characteristics of the survey sample compared to the wider population of current and past participants found that participants from more recent cohorts were more likely to complete the survey.

**Table 1: Profile of survey respondents by cohort**

<b>Cohort group</b>	<b>Cohort</b>	<b>Respondents</b>	<b>Proportion of sample</b>	<b>Proportion of population</b>
	No Cohort given	9	3%	
Pilot programme	Cohort '06	-	0%	4%
	Cohort '07	6	2%	5%
	Cohort '08	13	4%	9%
First commissioned programme	Cohort '09	16	5%	10%
	Cohort '10	31	11%	12%
	Cohort '11	31	11%	12%
Current programme Years 2 & 3 <sup>6</sup>	Cohort '12	46	16%	14%
	Cohort '13	60	20%	16%
Current residency year <sup>3</sup>	Cohort '14	82	28%	18%

Only 28 responses were received from participants who were either no longer engaged with the Future Leaders Trust or from pilot cohorts. As a result, these were only analysed qualitatively. This leaves a sample of 266 responses from cohorts 2009-2014, a 58% response rate.

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<sup>6</sup> Current programme description is as at time of survey. Current cohorts presented in aggregate, where no differences between response for 2012-13 cohorts and 2014 cohort.

**Table 2: Response rate by cohort group**

<b>Cohort group</b>	<b>Number of responses</b>	<b>Response rate</b>	<b>Confidence Intervals<sup>7</sup></b>
First commissioned programme (2009 – 2011)	78	41%	+/- 9 percentage points
Current programme Years 2 & 3 (2012 -2013)	106	64%	+/- 6 percentage points
Current residency year (2014)	82	82%	+/- 5 percentage points
All cohorts 2009 - 2014	266	58%	

Notwithstanding the removal of these earlier cohorts from consideration, participants from most recent cohorts were still over-represented in the sample, as were those participants with current 'Future Leader' status<sup>8</sup>. No differences were found between the sample and the population with relation to gender, ethnicity or region. (See Appendix A)

A non-response survey weightings approach was initially undertaken in order to remove this bias towards more recent cohorts and to those with 'Future Leader' status. However, this approach resulted only in survey weightings based on cohort. This was not likely to provide a more accurate picture than an analysis of response by cohort group, and therefore the simpler reporting approach was chosen.

Where responses did not differ across cohort groups, responses are presented as an unweighted single programme-level result, and where responses differ across cohort groups, responses are presented as unweighted cohort group level results or differences between cohorts are clearly noted. In both cases, the results can be seen as being broadly representative of the specific population of HPSL participants indicated, noting the limitations outlined below. Where differences are noted between responses from

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<sup>7</sup> Confidence intervals recorded here are calculated based on a 50%-50% sample split between question answers. The confidence intervals indicate that, assuming sampling has achieved a random sample of participants, there is a 95% certainty that the true proportion of participants for any given question is within this number of percentage points above or below the proportion of respondents.

<sup>8</sup> 'Future Leader status' refers to those currently engaged in a Future Leader Trust programme, for example the flagship Future Leaders (HPSL) programme or its Headship Now!/NPQH programme or Headship institute. The alternative, 'Associate Future Leader status', can be purchased by alumni of Future Leaders Trust programmes and gives the individuals continued access to some of the resources and networking opportunities available to current participants.

different cohort groups, these are statistically significant differences at the 95% confidence level using a test of proportions (z-test).

## Survey sample characteristics

Respondents were asked for the phase of the school they are currently based in and what HPSL region they belonged to. A large majority (76%) are based in secondary schools, 13% in primary schools, 9% in all through schools, and 3% do not work in a school. The highest proportion of respondents were from London (37%), followed by the North West 18%, Yorkshire and Humber (14%), West Midlands (8%), North East and South East (each 7%), South West (6%), and East Midlands (4%).

Over half of the respondents (55%) were female and 45% were male, others preferred not to give their gender. Respondents from any Black or Minority Ethnic background (BME) made up 16% of respondents and 83% were White British or Irish. The remaining respondents had preferred not to give their ethnicity.<sup>9</sup>

There was some survey attrition, with 32 respondents who did not complete the whole survey. As a result, the sample size for some later questions is not as large as at the start of the survey.

## Limitations

Although the survey response rate is reasonably high for the cohorts that remain in the survey sample, it is possible that a degree of non-response bias is present in the sample. This is indicated by the low response rate from those participants who are no longer associated with the programme, and whose views are presented qualitatively. The quantitative findings presented here certainly represent the views of the majority of participants, but may under represent the views of some groups.

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<sup>9</sup> Respondents' gender and ethnicity has been reviewed using programme management data. Management data could not be matched to seven survey records.

## **Programme outcomes**

The High Potential Senior Leaders (HPSL) development programme (marketed by the Future Leaders Trust as 'Future Leaders programme') has at its core two main objectives, to support the progression of leaders into headships in challenging schools and to develop these leaders in such a way as to enable them to improve outcomes for children in the schools in which they serve. In this section of the survey analysis report, responses from HPSL participants in relation to the achievement of these objectives are summarised, providing a participant perspective on the outcomes of the programme overall.



## Key findings: Programme Outcomes

Most participants agree that the programme has made a significant contribution to their development as a school leader and are satisfied with the programme. Participants commented on the high quality of training, support and guidance received through the programme both in their regions and at central programme events and valued the responsive, bespoke development opportunities they experienced.

Almost all **HPSL** participants who had had received training in the last year from the Future Leaders Trust believed that it had an impact on their development and on their school.

As with any similar initiative, participants also identified areas for improvement. Comments sometimes related to specific variations in quality between training, residency year, or coaching experiences. Other feedback related to a desire for greater differentiation in programme delivery for their school contexts or personal situation or background.

**HPSL** participants generally felt that their training had prepared them well for the challenges of headship in a challenging school, supporting them in developing a range of leadership skills. Leading school vision and culture, leading teams, strategic school improvement planning and school wide improvement to teaching and learning were amongst the areas which **participants** felt best prepared for. Skill areas receiving a lower proportion of positive ratings included governance, partnerships and parents and carers.

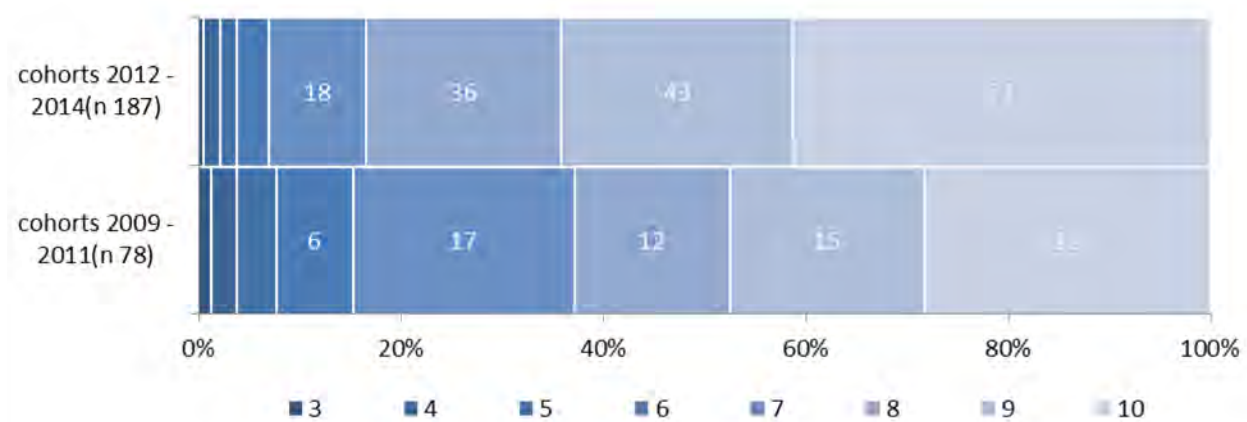
Participants felt positive about the Future Leaders Trust, in the main, agreeing that the Trust responded to feedback, has well defined expectations of their participants, delivers on their commitments to these participants, and in general has realistic expectations of their participants. They also felt that Future Leaders Trust upholds their mission and beliefs, which are focused on raising children's achievement regardless of background.

## Overall outcomes and satisfaction

Survey respondents were asked to rate the contribution the programme had made to their leadership development and how satisfied they were with the programme. A large majority of HPSL participants, 93% of current participants and 85% of those recently completing the programme, rated the contribution of the programme to their leadership development between 7 and 10, on a scale of 1 to 10.

**Figure 1: Overall contribution to leadership development**

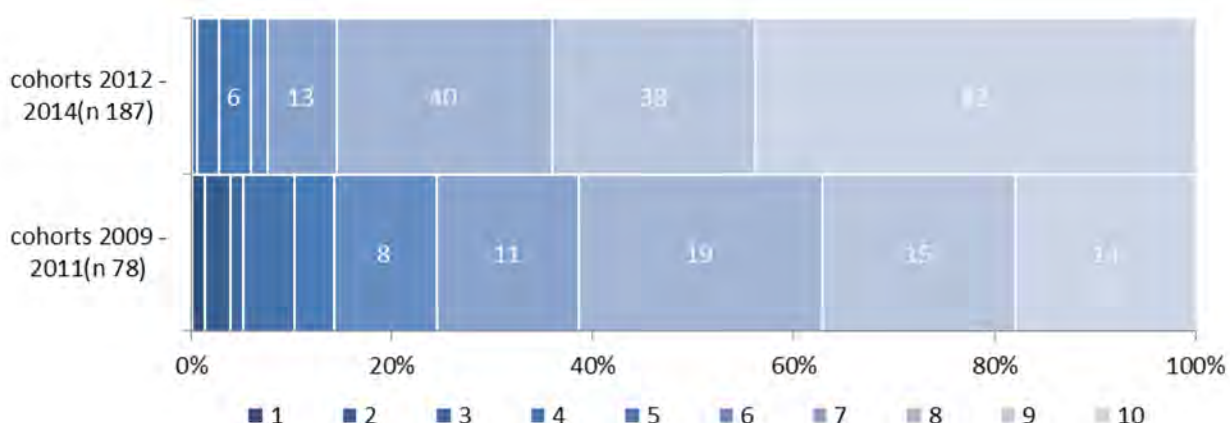
What contribution has the Future Leaders programme made to your leadership development? (Scale of 1 – 10, with 1 being no contribution at all and 10 being the most significant contribution made over your career to date)



Similarly, a large majority of participants, 93% of current participants and 76% of those recently completing the programme, rated their satisfaction with the programme between 7 and 10, on a scale of 1 to 10. Again, participants on the current programme were more likely to give higher ratings for the HPSL programme's contribution than participants from cohorts 2009 to 2011.

**Figure 2: Overall satisfaction with the programme**

How satisfied are you with the Future Leaders programme? (Scale of 1-10, with 1 being entirely unsatisfied and 10 being completely satisfied)



Open feedback was sought from respondents on what had been done well and what could be improved. Responses were not limited to the HPSL programme, with some respondents highlighting wider support or training they had received from the Future Leaders Trust. Where respondents gave feedback on the programme this generally focussed on programme elements and the way in which these were delivered and specific topics are covered in relevant sections of the report.

General feedback on the overall quality of the programme was also received. Mirroring the ratings of participants, much of this feedback was highly positive, talking about the impact the programme had on their development as a leader, the high quality of the training and the high quality information and guidance on current evidence and best-practice. Respondents also valued the support offered from regional and central programme teams, and the inspiration and drive added to their career plans.

For me the experience has been phenomenal. The quality of technical training combined with networking, combined with access to people really making a difference within education has transformed my thinking. I believe I am a much better leader as consequence of my experiences and while I think I would have got to headship without [Future Leaders], I do believe I would not be as ready or having really explored what I believe about schools.

Giving me the confidence to experiment, and pursue more radical ideas.  
Strengthening my moral purpose. Giving me invaluable coaching and networking opportunities.

Incredibly reflective, massive network of advice and guidance, outstanding support for LDAs and regional staff that is easily accessible and freely offers career and

general advice. Quality of training is always very high and varied in topic to allow me to prioritise to my personal goals and in school training that runs alongside it.

They offer world class guidance and support. They embrace you into a world of world class practice which is centred around evidence base practice. They stretch you to reach your full potential and are such a support team from foundations right through to headship.

Keeping me abreast of current thinking and policy in education; providing me with access to peers and resources; motivating me to keep my eyes on what's important in schools through the mission and our values

Many respondents also suggested developments and improvements for the programme, sometimes citing a Future Leaders Trust catchphrase, "Feedback is a gift". A common theme amongst these proposed improvements was for increased differentiation of the programme. On the one hand, some respondents wanted the programme to be more specific to the different contexts that different participants are working in, for example across different phases of education, in different types of schools, or in schools with performance and leadership challenges as well as challenges associated with pupil disadvantage. In several cases participants specifically felt that some of these needs could be met by timetabling training outside of school time.

I think that whilst it is crucial that schools in challenging circumstances are supported through the Future Leaders Trust, I think that sometimes there could be sharing of less American models of education. I do not work in an academy and therefore whilst some of the ideas presented are exciting, it can be difficult when you work in a very different environment.

I feel there could be more primary focused visits and events.

Where could the Future Leaders Trust improve? Differentiated support according to the type of school you working rather than the region.

It is hard to get out of my school for the days training sessions. Maybe have some on Saturdays or in the evenings.

On the other hand, some respondents wanted the programme to reflect the different personal circumstances of participants, for example for those with less experience of school leadership, or from outside the school sector, for those who have either chosen to progress more slowly to headship, or who have not been successful in reaching headship and for individuals from diverse backgrounds.

There's no differentiation in training for participants, or there doesn't seem to be; hence I haven't attended any training dates this year. Everything is geared to year one, which is right really, but consequently after that it's less helpful/useful.

Non-traditional candidates need a different support package in their first year.

Where could the Future Leaders Trust improve? Seek actively to break some of the sexual and racial stereotypes and be more proactive in addressing differential needs of participants

Be more primary friendly and realise that people have families and a full working week so become more flexible with their delivery.

Other respondents had praised the provision for its action in these same areas. It is not clear whether this is due to differences in the programme delivery between individuals, or whether it is due to differences in participants' expectations and therefore perception of the programme.

They have particularly worked well to encourage more BME leaders. This is especially important because they responded to the concern that many were not getting onto the programme - particularly the younger ones. There is still a way to go but at least they appear to be leading the way in this.

The one to one guidance through a coach has been brilliant. Bespoke advice based on my own areas of strength and development.

Tailored CPD based on the individual - Gives you support in any area you need

Other areas where suggestions were made for improvements included extending the depth of support beyond the residency year, encouraging support and networking between cohorts, extending the criteria for schools to become part of the programme, and broadening support and networks in regions outside of London.

A wider range of regional training and modular training options to select from over the course of the year.

At times it can be very "London centred" for example- headship meals is in London, impact launch in London and as someone from [outside London] it can at times feel like we are a poor relation to those "down south".

As all such comments were given spontaneously in response to general questions, no conclusions can be drawn about the extent of these specific views from these specific comments, but they are noted to provide a complete picture of the views expressed by participants. The overall picture remains one of high levels of satisfaction with the programme and its quality as previously stated.

## Impact of recent training

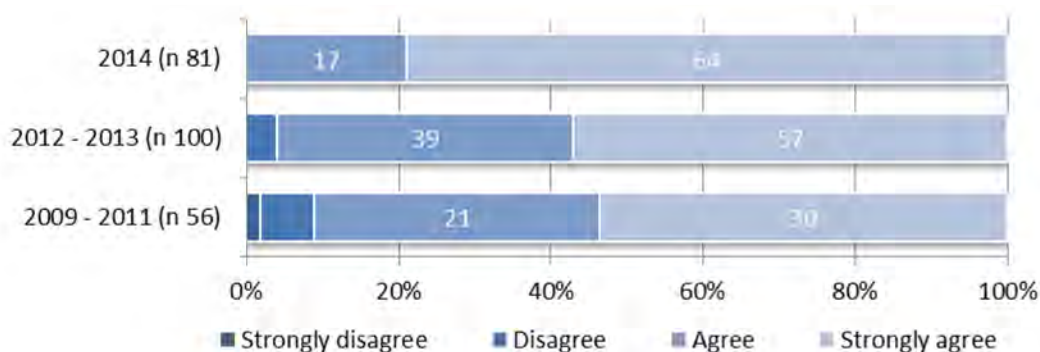
Participants were asked to assess their training during the last year (2014/15) in three specific ways, whether it had an impact on their school or on their development, and whether it had met their needs. The majority of respondents across each cohort group agreed that the training received from Future Leaders Trust had achieved all these objectives to some degree.<sup>10</sup>

The proportion of respondents agreeing with each statement varied between the different cohort groups, with participants from more recent cohorts tending to respond more favourably on the impact of the training and meeting of their development needs. These differences, though small, were nevertheless statistically significant. Differences are likely to reflect the reducing intensity of training contact with Future Leaders Trust both in the second and third years of the development programme, and to an even greater extent in subsequent years.

Of the three outcomes, a greater proportion of respondents across all cohorts agreed that their training from Future Leaders Trust in the last year had an impact on their development, with 100% of respondents from cohort 2014, 96% of respondents from cohorts 2012 and 2013 and 91% of respondents from cohorts 2009-2011 agreeing or strongly agreeing with this statement.

**Figure 3: Impact of training on leadership development by cohort group**

To what extent do you agree or disagree that the training you have received from the Future Leaders Trust this year has had an impact on your development?



A large proportion also agreed that the training from Future Leaders Trust in the last year had an impact on their school, with 95% of respondents from cohort 2014, 91% of

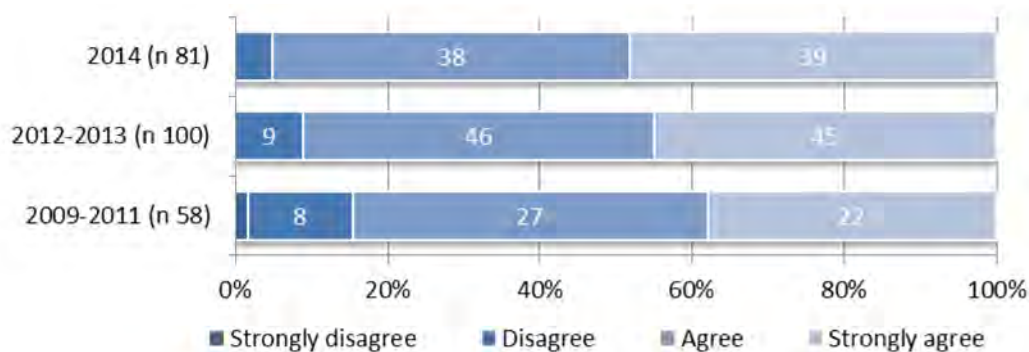
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<sup>10</sup> Participants in cohorts 2012, 2013 and 2014 would have undertaken training from the Future Leaders Trust as part of the flagship programme during the academic year 2014/15. Participants from cohorts 2009-2011 may have undertaken some additional / elective training from the Future Leaders Trust during the year 2014/15.

respondents from cohorts 2012 and 2013, and 84% of respondents from cohorts 2009 to 2011 agreeing or strongly agreeing with this statement.

**Figure 4: Impact of training on school by cohort group**

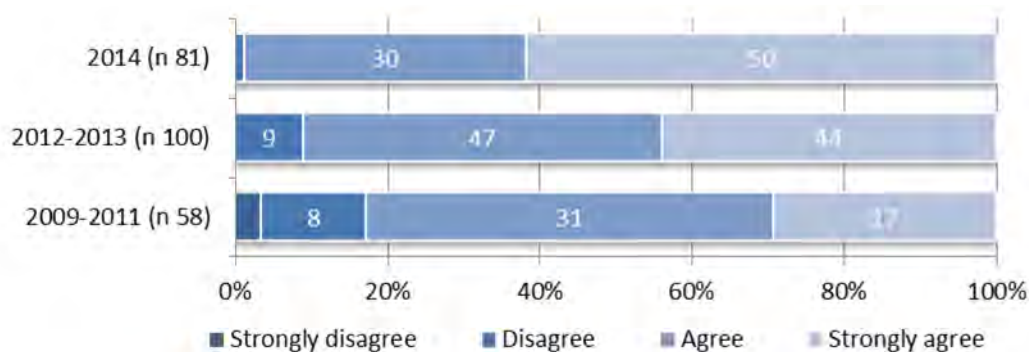
To what extent do you agree or disagree that the training you have received from the Future Leaders Trust this year has had an impact on your school?



The third statement about whether training accessed this year had met their needs showed the greatest differentiation between cohort groups, with 99% of respondents from cohort 2014, 91% of respondents from cohorts 2012 and 2013, and 83% of respondents from cohorts 2009 to 2011 agreeing or strongly agreeing with this statement.

**Figure 5: Training meeting participants' needs by cohort group**

To what extent do you agree or disagree that the training you have received from the Future Leaders Trust this year has met your needs?



## Development of headship skills

Participants were asked how well their training in a range of key leadership areas had prepared them for headship. This typology of key leadership areas has been developed and adapted by Future Leaders Trust over time. It also forms the main structure of the development tracking tools which participants use to assess their progress.

In all but one of these leadership areas, over 50% of respondents said that the training had prepared them well or very well.

The areas of leadership which respondents were most likely to agree they had been prepared for through their training were:

- Leading a high aspiration vision, beliefs and culture (98% positive)
- Leading a team (95% positive).
- Strategic school improvement planning and implementation (over 90% positive)
- School-wide improvement to teaching and learning (over 90% positive)

Skill areas receiving a lower proportion of positive ratings, and a higher proportion of respondents saying that the training had only prepared them a little or not at all, included:

- Governance (46% positive),
- Partnerships (building links within your local community) (57% positive)
- Parents and carers (58% positive).

For many of these skill areas, a significantly a higher proportion of 2014 cohort respondents gave positive answers than the 2009-2011 cohort group. These were as follows:

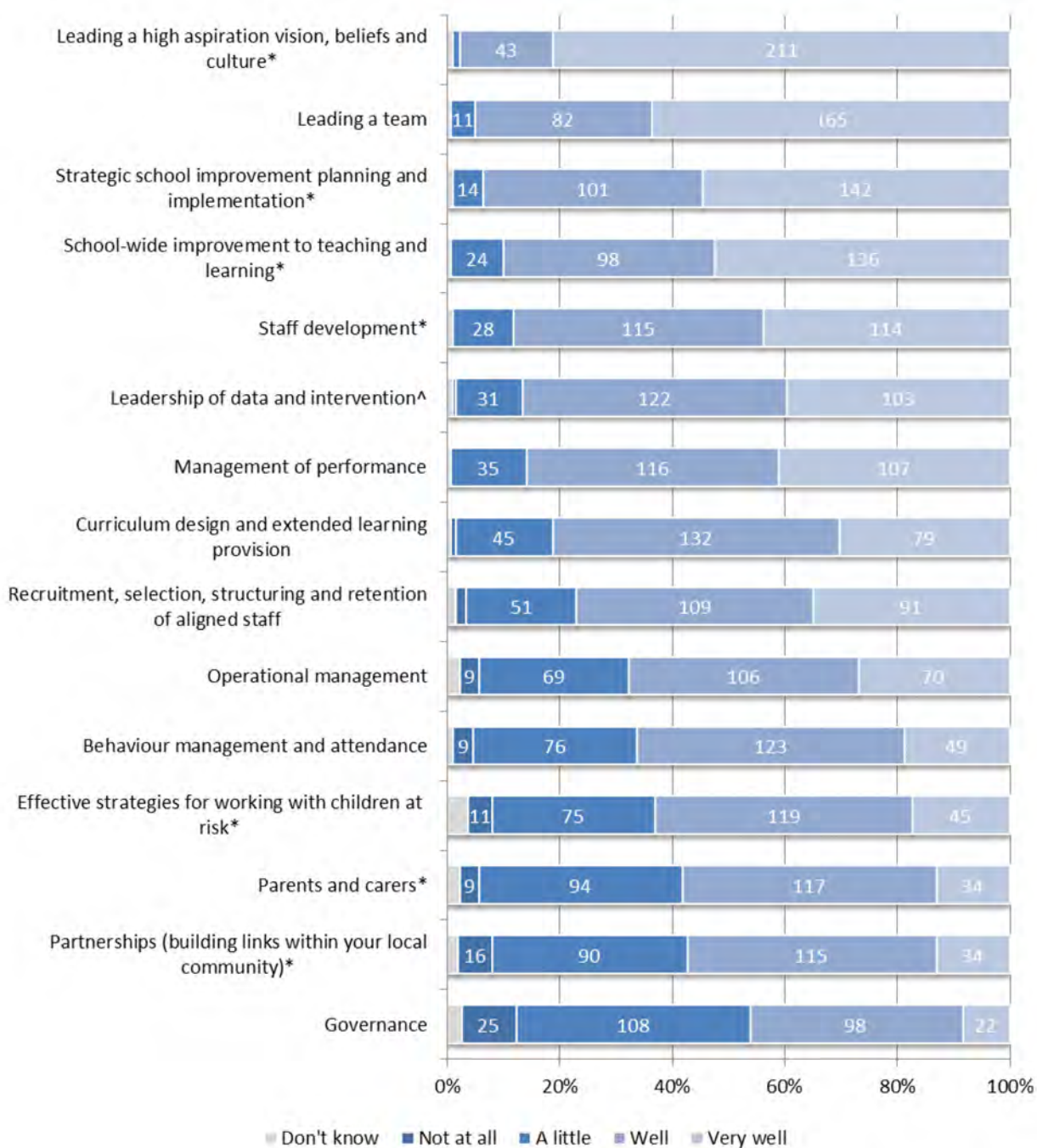
- Leading a high aspiration vision, beliefs and culture
- Strategic school improvement planning and implementation
- School-wide improvement to teaching and learning
- Staff development
- Effective strategies for working with children at risk
- Parents and carers
- Partnerships (building links within your local community)

The 2012-2013 cohort group respondents were more positive than the other cohorts about the effectiveness of their training in preparing them for the “Leadership of data and intervention”.



### Figure 6: Preparation for headship

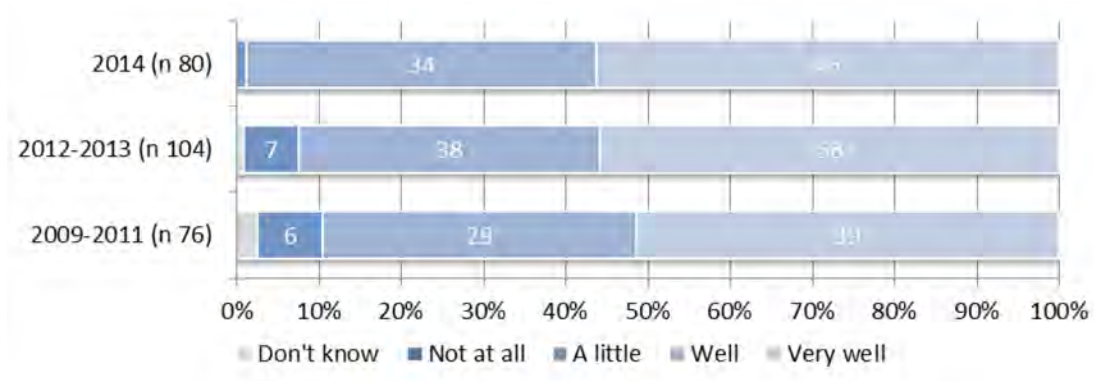
With respect to the Future Leaders programme, how well does the training in key leadership areas prepare you for headship?



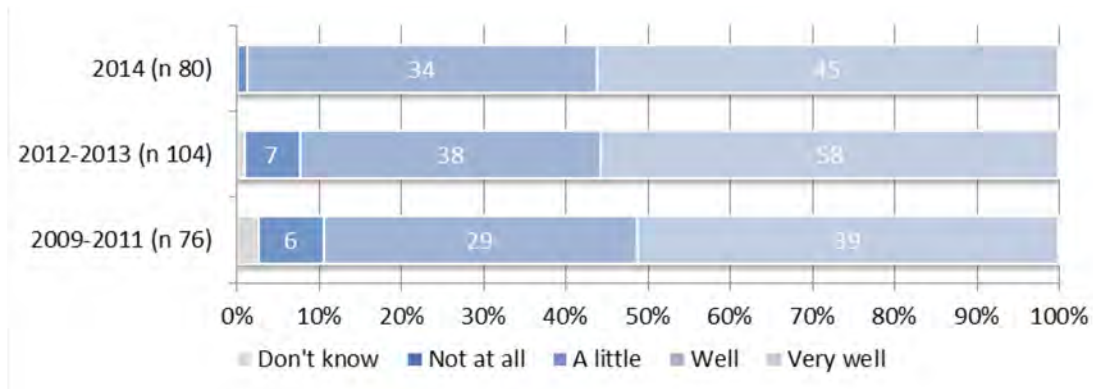
<sup>11</sup>n 260

<sup>11</sup> For some leadership skills, respondents from one cohort group or another were more likely to give a positive rating; these are marked with a \* (2014 more positive) or ^ (2012-2013 more positive).

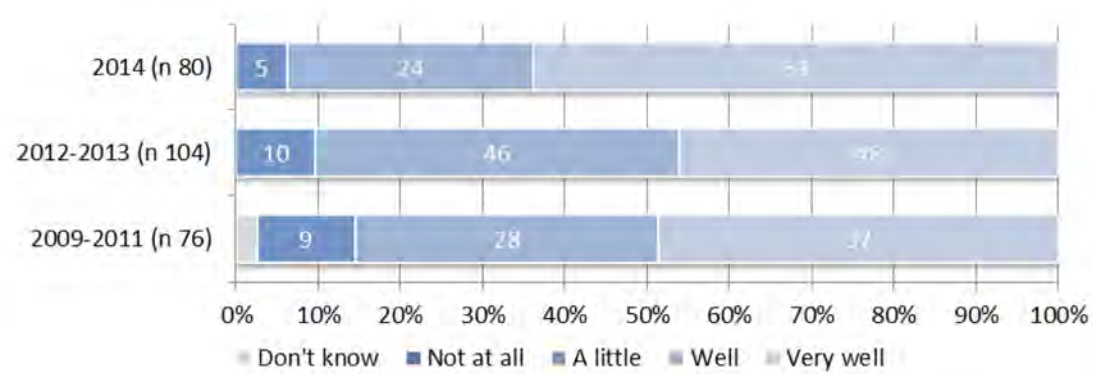
**Figure 7: Preparation for headship: High aspiration vision, beliefs and culture by cohort group**



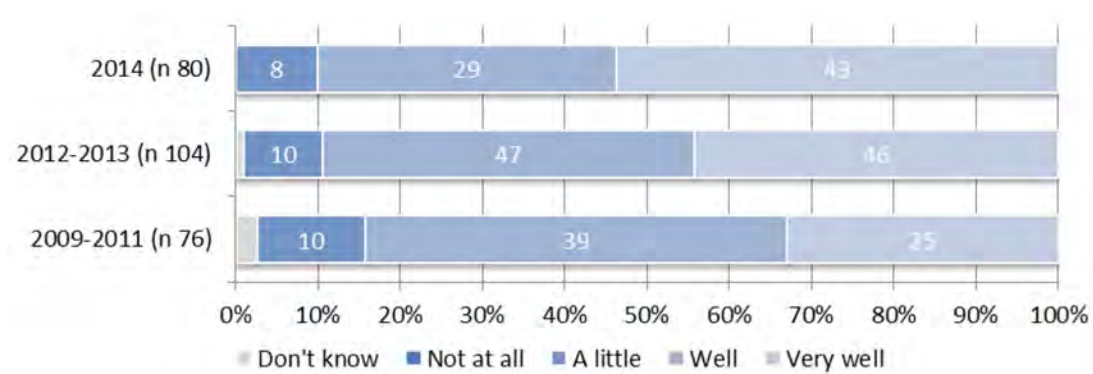
**Figure 8: Preparation for headship: Strategic school improvement by cohort group**



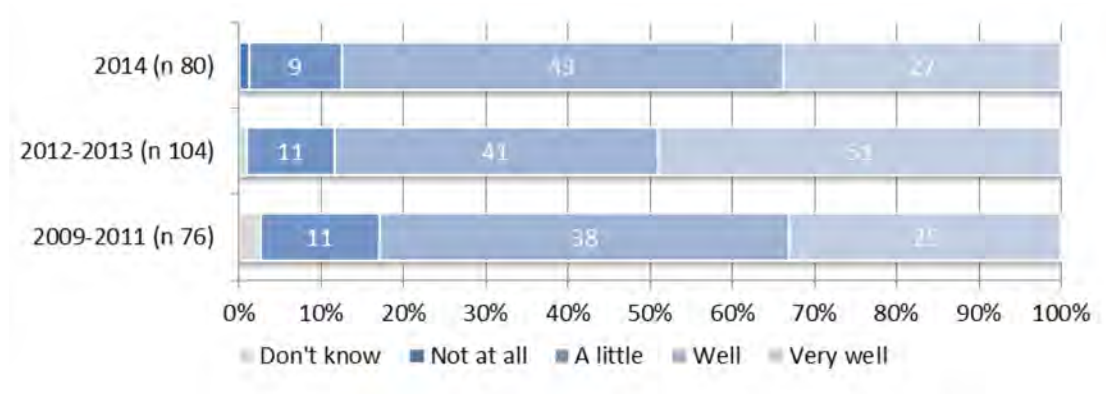
**Figure 9: Preparation for headship: Teaching and learning by cohort group**



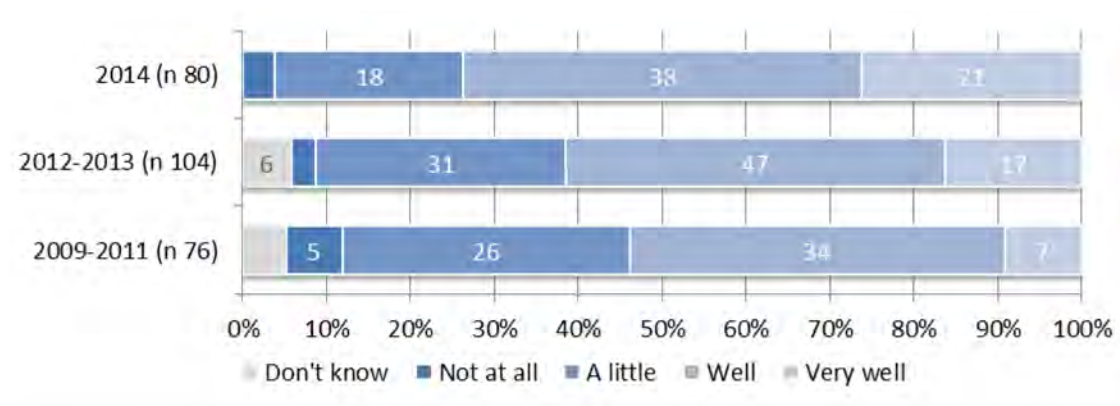
**Figure 10: Preparation for headship: Staff development by cohort group**



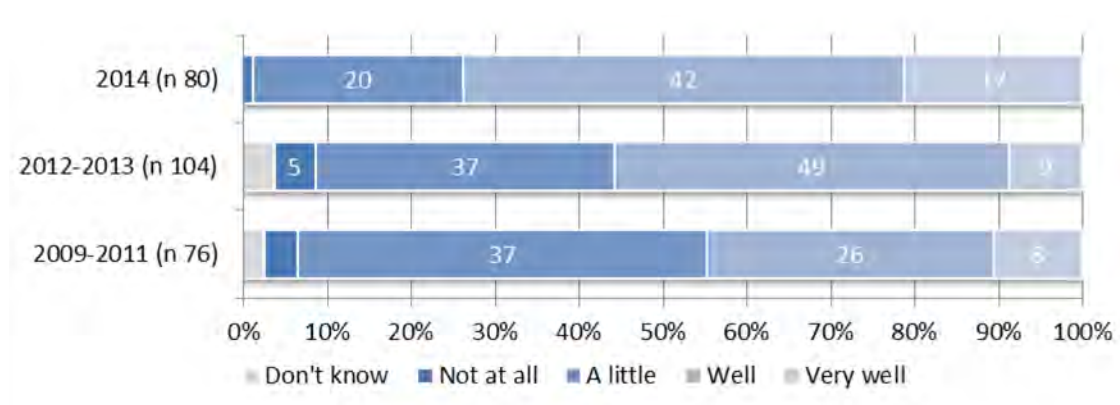
**Figure 11: Preparation for headship: Leadership of data and intervention by cohort group**



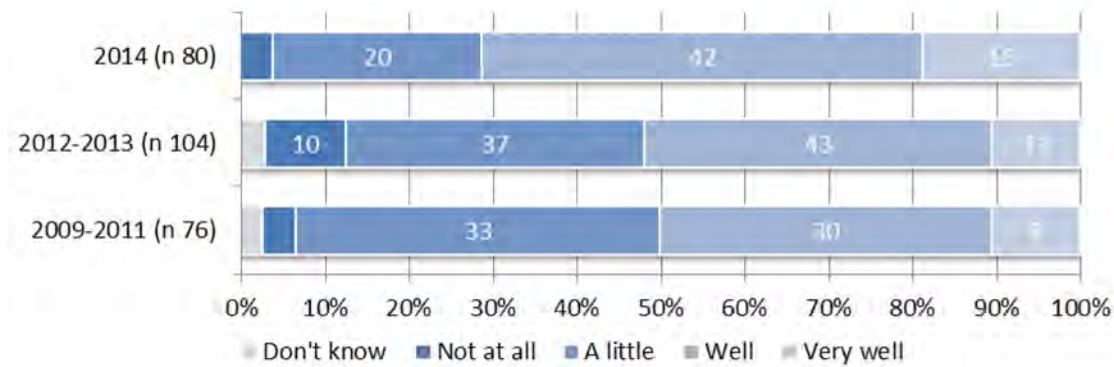
**Figure 12: Preparation for headship: Working with children at risk by cohort group**



**Figure 13: Preparation for headship: Parents and carers by cohort group**



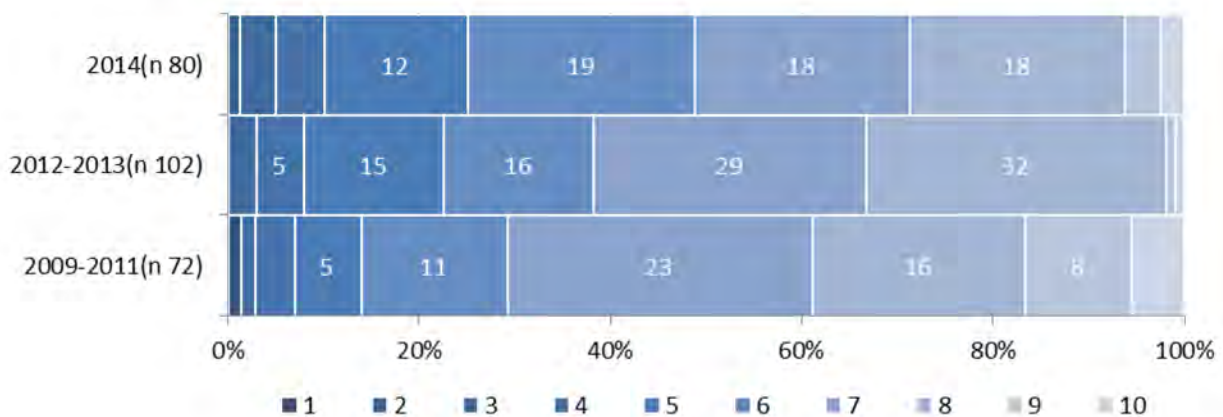
**Figure 14: Partnerships (building links within your local community) by cohort group**



Participants generally feel well prepared to take on or to continue to face the challenges of headship in a challenging school. Over two-thirds (71%) of respondents from cohorts 2009-2011, 62% of respondents from cohorts 2012 and 2013 and 51% of respondents from cohort 2014 rated their preparedness at 7 or more out of 10.

**Figure 15: Overall preparedness for headship**

On a scale of 1-10, how well prepared do you feel to take on / face the challenges of headship in a challenging school? (1 being entirely unprepared and 10 being completely prepared)



## Participants views on the Future Leaders Trust

Participants were also asked to share their views of the Future Leaders Trust itself, and their interactions with participants. Again, responses were on the whole very positive, and tended to be more positive amongst respondents in the 2014 cohort than in the earlier cohorts.

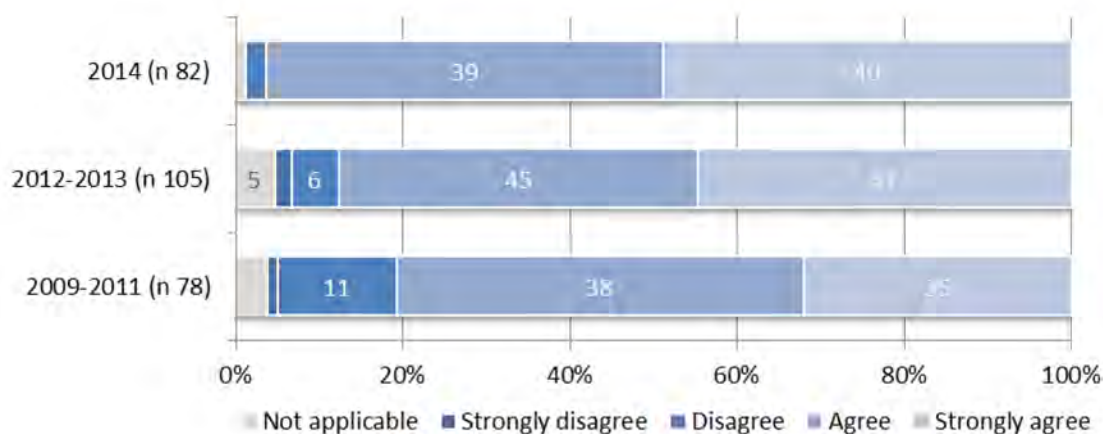
Asked whether Future Leaders Trust incorporated their feedback in decisions, 96% of respondents from cohort 2014, 88% of respondents from cohorts 2012 and 2013, and



81% of respondents from cohorts 2009 to 2011 agreed or strongly agreed with this statement.

**Figure 16: Future Leaders Trust: Incorporating feedback by cohort group**

With regards to the Future Leaders Trust, to what extent do you think they incorporated your feedback in decisions involving the organisation?



Participants were in even greater agreement that Future Leaders Trust upholds their mission and beliefs. All the cohort 2014 respondents, 98% of respondents from cohorts 2012 and 2013, and 96% of respondents from cohorts 2009 to 2011 agreed or strongly agreed with this statement.

### Future Leaders Trust’s mission and beliefs

Our mission is to raise the achievement of children, regardless of background, and to provide them with equal choices and opportunities in life. By developing a network of exceptional school leaders, we are transforming challenging schools and working to eradicate educational disadvantage.

**Every child:** All children can be successful, regardless of their background

**No excuses:** Every excuse is a step on the road to failure

**High expectations:** Children, staff, schools and communities will live up to the expectations placed upon them

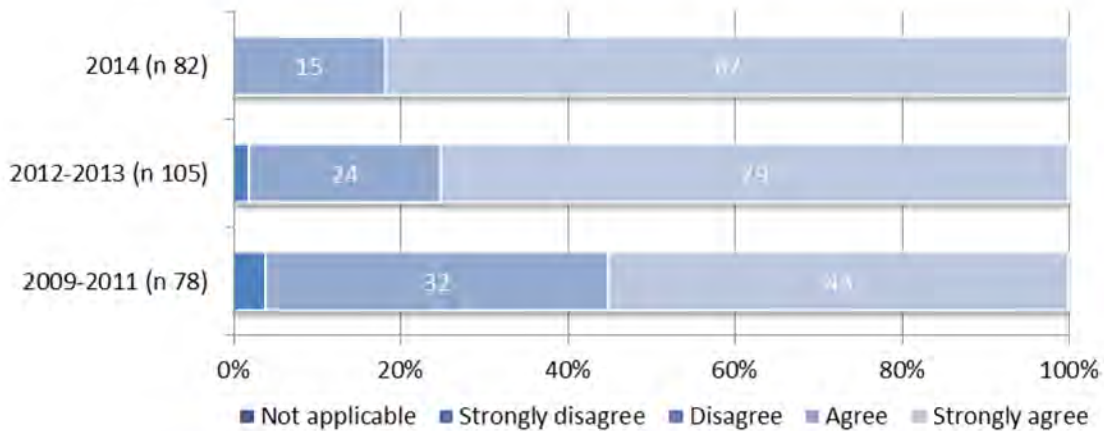
**Lead learning:** The most important things that happen in schools happen in classrooms

**No islands:** When great school leaders work together, anything is possible

(Future Leaders Trust)

**Figure 17: Future Leaders Trust: Upholding mission and beliefs by cohort group**

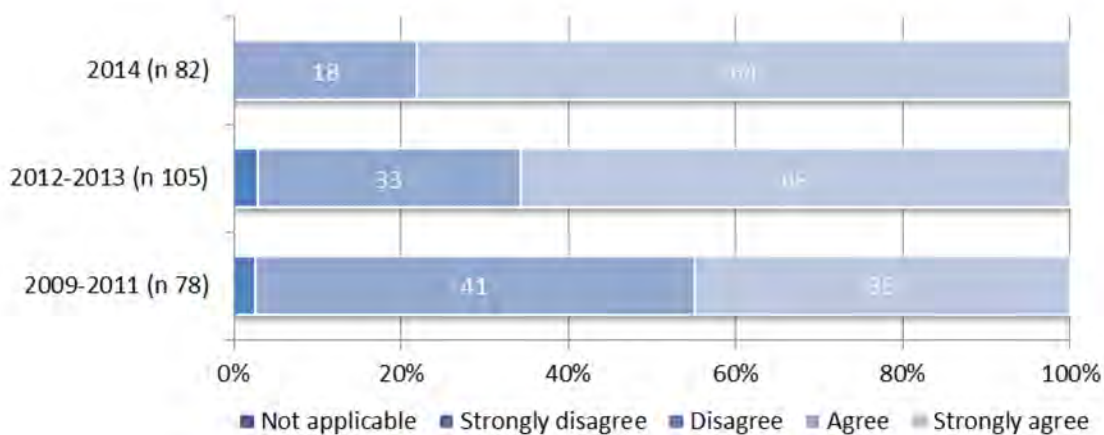
With regards to the Future Leaders Trust, to what extent do you think they uphold their mission and beliefs?



Turning again to Future Leaders Trust’s direct relationship with participants, the large majority of respondents agreed the Future Leaders Trust defined their expectations of participants. Again, all of the 2014 cohort’s respondents agreed with this statement, alongside 97% of respondents from 2012-2013 and 2009-2011.

**Figure 18: Future Leaders Trust: Expectations of participants by cohort group**

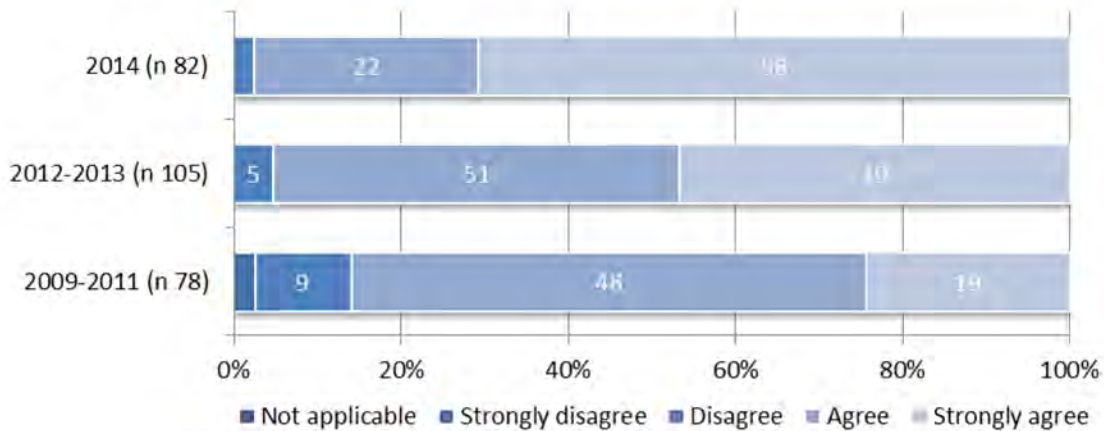
With regards to the Future Leaders Trust, to what extent do you think they define their expectations of participants?



Respondents generally agreed that Future Leaders Trust delivers on their commitments to participants, with 98% of cohort 2014 respondents, 95% of respondents from cohorts 2012-13 and 86% of respondents from cohorts 2009-2011 agreeing with this statement. The differences between cohort groups for this question were more pronounced than for the other questions. Future Leaders Trust expectations relating to the speed progression and personal expectations are explored in a later section of this report ‘Progression to headship’.

**Figure 19: Future Leaders Trust: Deliver on their commitments by cohort group**

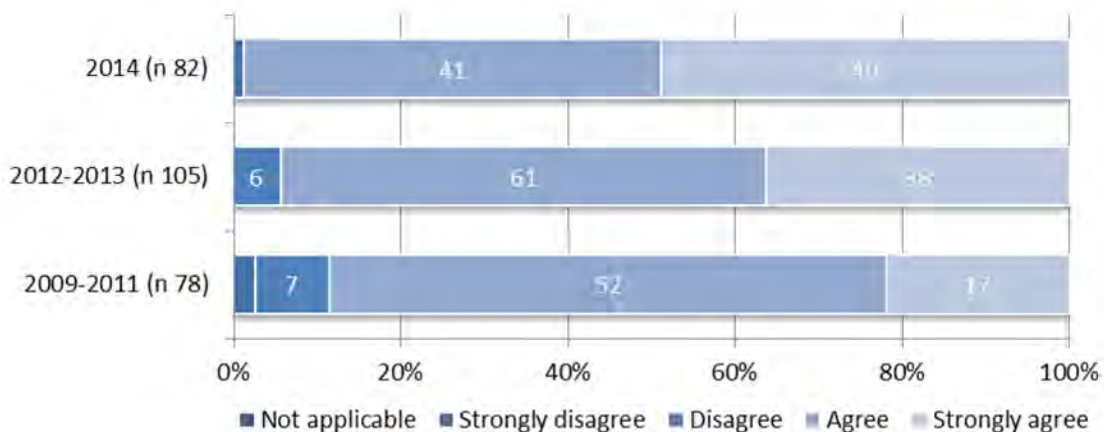
With regards to the Future Leaders Trust, to what extent do you think they delivery on their commitments to participants?



Participants were also asked whether they think Future Leaders Trust have realistic expectations of their participants. Although responses to this question were generally positive, there were fewer 'strongly agree' responses to this question than others, reflecting the challenging nature of the programme. Almost all of cohort 2014 respondents (99%), 94% of respondents from cohorts 2012-13 and 88% of respondents from cohorts 2009-2011 agreed with this statement.

**Figure 20: Future Leaders Trust: Realistic expectations by cohort group**

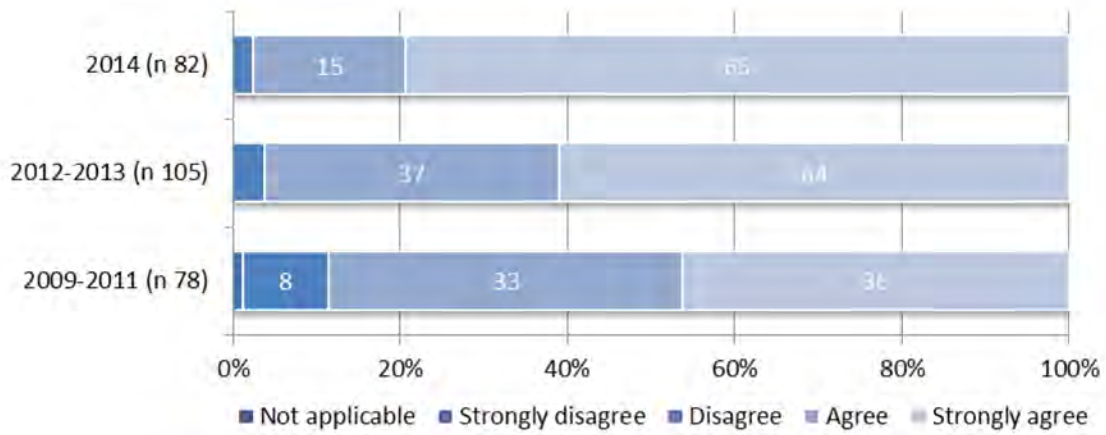
With regards to the Future Leaders Trust, to what extent do you think they have realistic expectation of their participants?



Finally participants were asked whether they think Future Leaders Trust stretches their participants to reach their potential. Again, responses to this question were generally very positive with 98% of cohort 2014 respondents, 96% of respondents from cohorts 2012-13 and 88% of respondents from cohorts 2009-2011 agreeing with this statement.

**Figure 21: Future Leaders Trust: Stretching participants by cohort group**

With regards to the Future Leaders Trust, to what extent do you think they stretch their participants to reach their potential?





## Programme Design

The HPSL leadership development programme is comprised of a range of different activities, training, support and guidance. These programme elements each have an intended purpose in promoting the development of participants and their impact on challenging schools. Many elements of the programme are concentrated in the first year, while other activities continue through the second and third years of the programme.

In this section of the survey analysis report, responses from HPSL participants in relation to different elements of the programme are summarised, giving an insight into the possible mechanisms by which any impact on progression or outcomes in schools might have been achieved. The section starts with an overview of the elements of the programme that participants find most important to their development and impact. The section goes on to review specific feedback on some of the more important aspects of the programme, such as Foundations training, Leadership Development Advisers (LDAs) and the Residency year. Insights on other elements of the programme, how these contribute to the development of some people and how feedback varies by cohort group are shared towards the end of the section.

## Key findings: Programme Design

Leadership Development Advisor support and Foundations training are the stand-out programme elements, most widely perceived to be important for participants' development, progression towards headship and their impact in schools.

Some aspects of the 2014 Foundations training were more widely found to be useful than other parts, for example sessions on coaching and difficult conversations, on school culture, leadership styles, and on values-based leadership. Participants valued the Foundations as the start of their building of networks of support with like-minded school leaders, and also as a source of inspiration and knowledge.

Almost all respondents were satisfied or very satisfied, with the support received from their LDA(s) over the past year, agreeing that they had provided constructive and challenging feedback, supported them in making progress and making an impact in school. Many respondents commented specifically on the support and challenge given by their LDA and their valued expertise. Some concerns about consistency of quality between LDA coaches were also noted.

The experience of working as a senior leader within a challenging school in the residency year was also an important part of the programme. Current participants were generally satisfied with the outcome of their residency year and with their access to developmental experiences across a range of leadership areas. More mixed feedback was received about some other programme elements, for example support from residency headteachers, which was very important for some participants, but not rated highly by other participants.

The majority of HPSL participants felt that benefits gained from the HPSL programme are greater than the costs of offering their time and services for payback. Many respondents, however, felt that there was limited access to payback opportunities outside London.

Many participants also received some support or training from outside the programme, and just under a quarter of respondents strongly agreed that this was important to their development.

## Most important programme elements for development and impact

Participants were asked which aspects of the programme had contributed to their development as a school leader since they joined the HPSL programme. They were then asked which aspects of the programme had made the greatest contribution to any impact made in their schools and to their progression to headship, choosing a maximum of three programme elements against each of these objectives.

Leadership Development Advisor support and Foundations<sup>12</sup> training are the stand-out programme elements, most widely perceived to be important for participants development, progression towards headship and their impact in schools (Figures 22 and 28).

- 84% of participants (2009-2014 cohorts) strongly agreed that Foundations had contributed to their development as a school leader.
- 77% of participants numbered Foundations amongst the top three programme elements with regards to improving their ability to make an impact in their school.
- 45% of participants numbered Foundations amongst the top three programme elements with regards to contributing to their progression towards headship.
- 75% of participants (2009-2014 cohorts) strongly agreed that support from their advisor had contributed to their development as a school leader.
- 60% of participants numbered their leadership development adviser amongst the top three programme elements with regards to improving their ability to make an impact in their school.
- 64% of participants numbered their leadership development adviser amongst the top three programme elements with regards to contributing to their progression towards headship.

The experience of working as a senior leader within a challenging school was also an important part of the programme, with 70% of participants (2009-2014 cohorts) strongly agreeing that this had contributed to their development as a school leader.

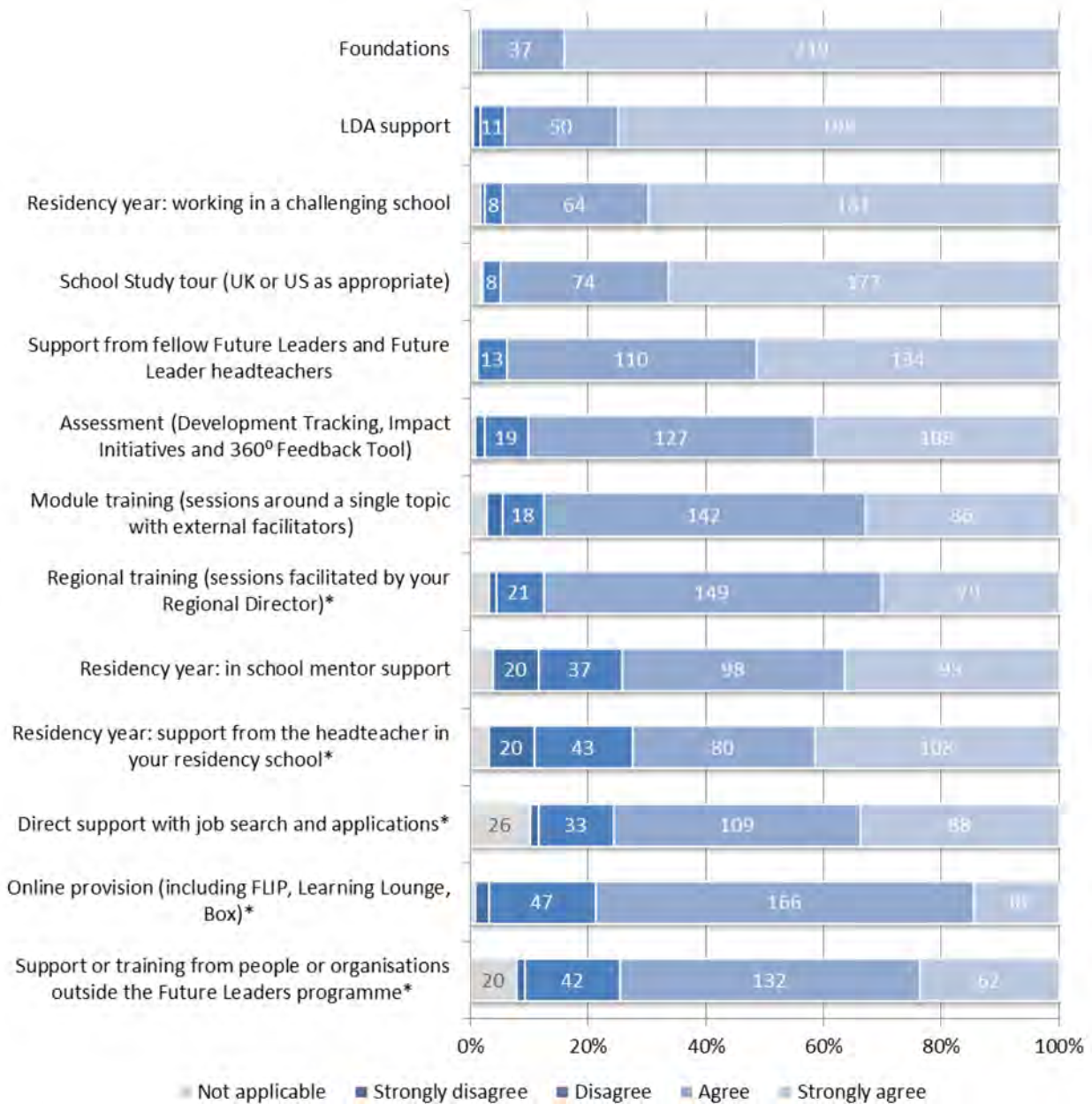
66% and 52% of participants, respectively, strongly agreed that their Study School Tour (UK or US as appropriate) and support from fellow HPSL participants and Future Leader headteachers had contributed to their development as a school leader.

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<sup>12</sup>Foundations is the intensive residential training that participants have undertaken at the start of their programme, during the summer preceding their residency year

**Figure 22: Programme elements, contribution to development**

To what extent do you agree or disagree that the following have contributed to your development as a school leader since you joined the Future Leaders programme?

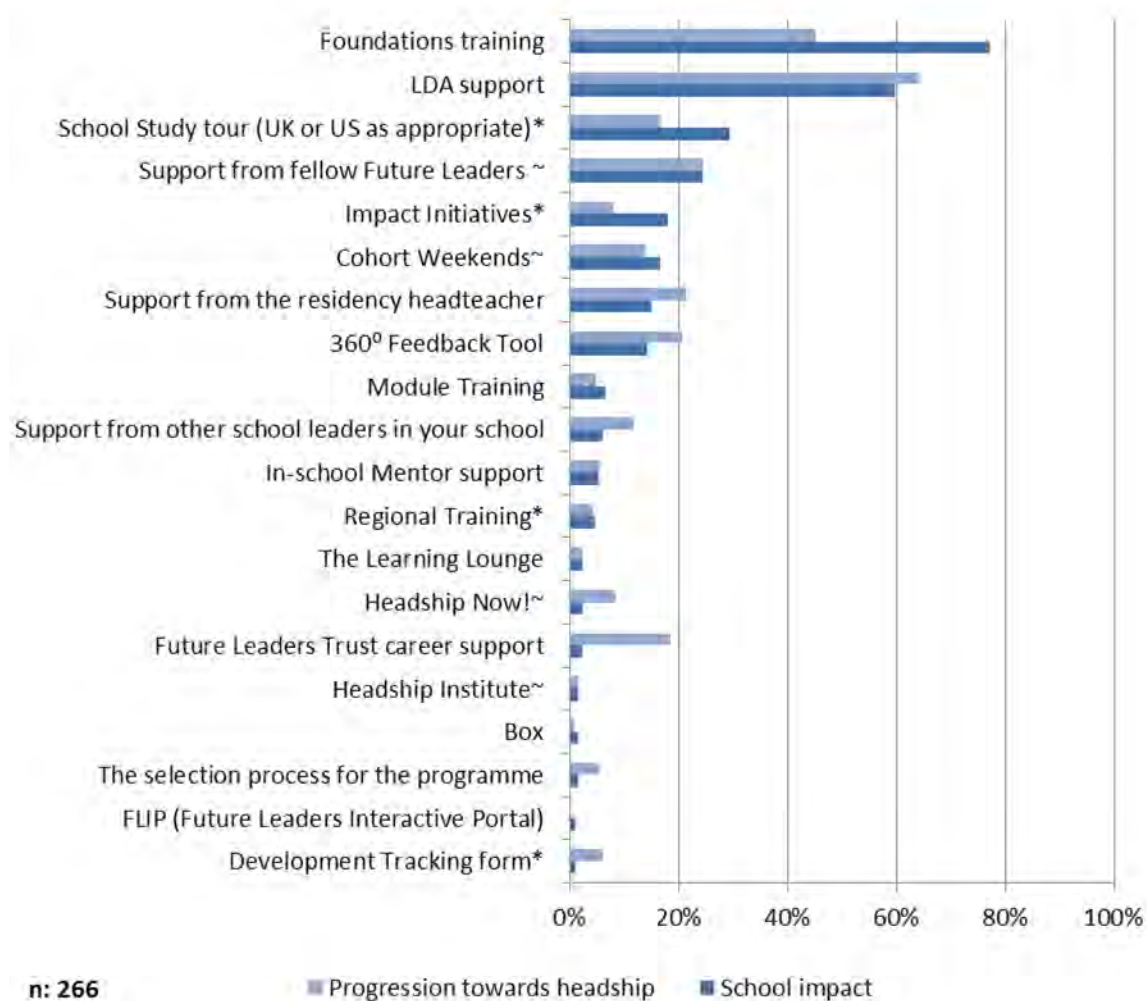


13

<sup>13</sup> For some leadership skills, respondents from one cohort group or another were more likely to give a positive rating; these are marked with a \* (2014 more positive)

**Figure 23: Greatest contributions to school impact and progression towards headship**

Which 3 elements of the Future Leaders Programme have made the greatest contribution to the impact you have made in your school(s) / to your progression towards headship?



14

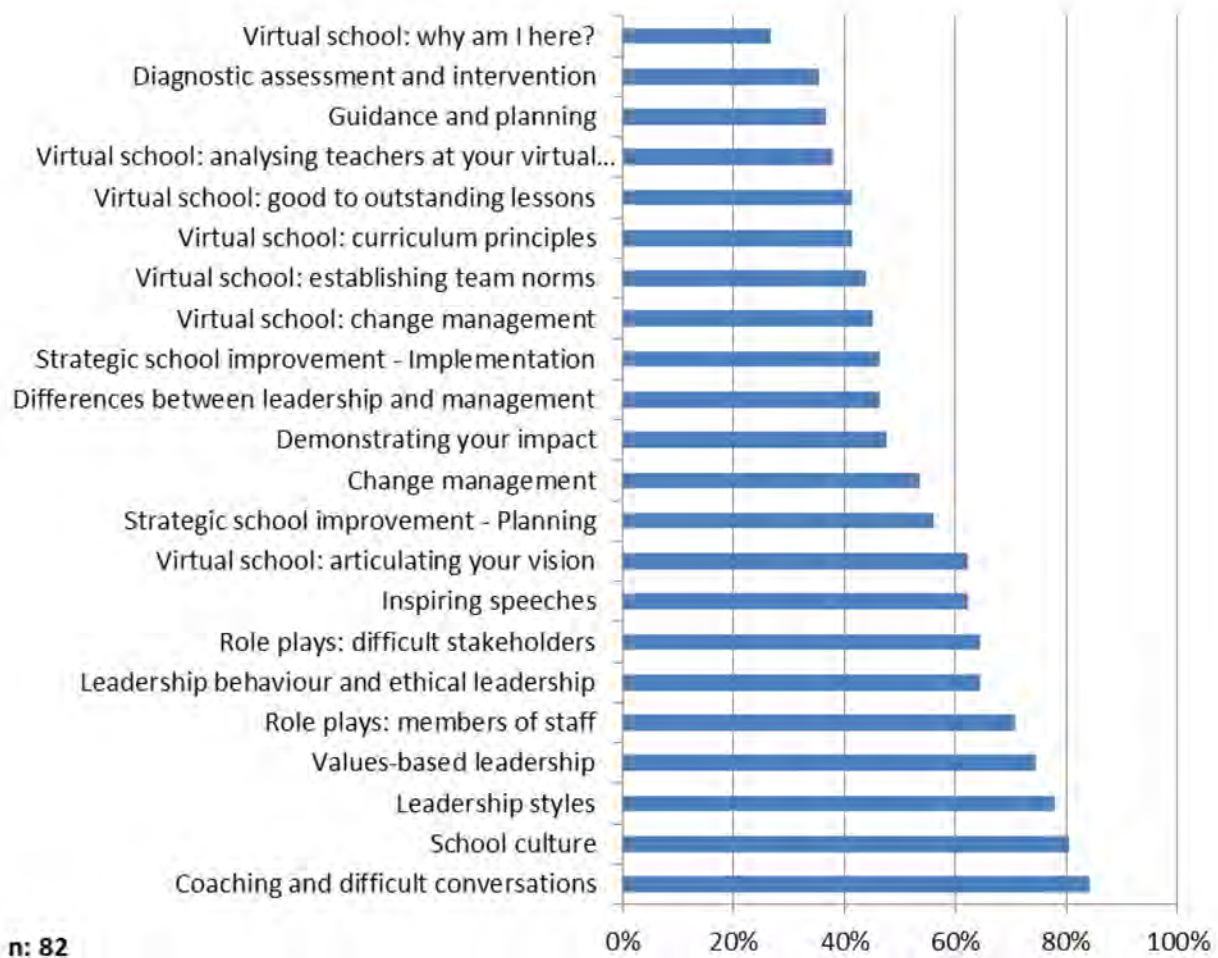
## Foundations training

Given the importance of the Foundations training to participants, the views of the latest cohort on the importance of different topics covered in Foundations may help understand the most effective aspects of the Foundations training. Participants from cohort 2014 were asked if they had applied any learning from different parts of the Foundations training, which they had undertaken in the summer immediately before their residency year.

<sup>14</sup> For some leadership skills, respondents from one cohort group or another were more likely to give a positive rating; these are marked in the figure with a \* (2014 more positive) or ~ (2014 less positive)

Respondents were able to select any number of topics; six participants said that they had applied learning from all 22 of the topics, and one individual had applied learning from just one. 32% of the participants selected between 6 and 10 topics and a further 30% selected between 11 and 15 topics. The topics which more residency year participants had used included “Coaching and difficult conversations”, which was selected by 84% of residency year participants, “School culture”, 80%, “Leadership styles”, 78%, Values-based leadership, 74%, and Role plays: members of staff 71%.

**Figure 24: Have you applied any learning from the following Foundations topics?**



As part of their feedback on the most important aspects of their programme, some respondents from across the cohort groups chose to give more detail about what made Foundations training important. Responses highlighted the development of networks, as discussed in the previous section of this report, and also reflected on the inspiration gained from the speakers and sessions, as well as the practical importance of the sessions in helping them to start off their residency year in the best way.

Foundations was incredible in its breadth of knowledge, gained from listening to consummate professionals.



Foundations - starts from the premise that you are looking to be a head while also considering your first days as a senior leader. Opportunity to work with current and previous heads in a different way than previously or usually experienced.

Simulation exercises during foundations meant we were going fast track into developing leaders with skilled feedback on our performance from LDAs.

Foundations fundamentally changed my beliefs about school improvement. I have not looked back.

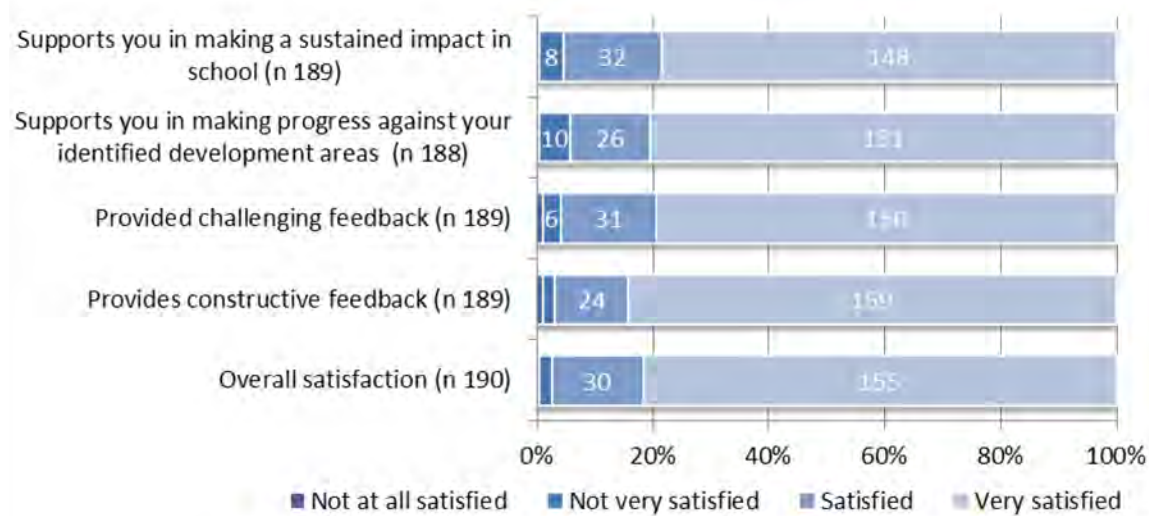
Very few individuals had anything negative to say about the foundations training, but individuals did say that they had experienced some low quality training or interactions with past participants at the programme. Relating back to possible negative side effects of the network, one individual was particularly concerned that foundations can become too self-congratulatory, particularly of some past participants who are now heads, causing the event to become superficial or facile. Another individual noted that the format of the foundations training, a two week residential course over the summer, was not always easy for participants with families.

## **Coaching support from Leadership Development Advisers**

Leadership Development Adviser (LDA) support was seen as the second most important programme element. Views on satisfaction with LDA support did not vary between cohort groups. One hundred and eighty nine respondents had received support from one or two LDAs over the preceding year (2014/15). Almost all respondents, 97%, were satisfied or very satisfied, with the support received from their LDA(s) over the past year.

**Figure 25: Satisfaction with LDA support**

To what extent are you satisfied or dissatisfied with the coaching provision offered by your LDA(s)?



15

A few individuals who had not been satisfied with support and guidance from their original LDA had been assigned a new LDA. In all these cases, the second LDA's support was rated by participants as satisfactory or very satisfactory.

Respondents who had received support from an LDA over the past academic year were also asked whether they felt this was having a direct effect on their own personal development and progression towards headship. Again, the majority of respondents did agree that the coaching support was benefiting their personal development (94% agreed or strongly agreed) and resulting in them being closer to headship (87% agree or strongly agreed).

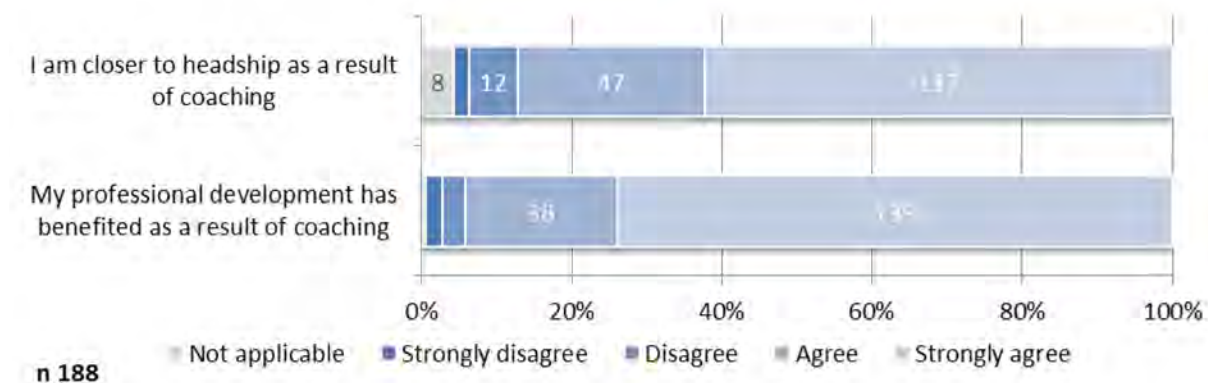
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<sup>15</sup> Five respondents who had received support from two LDAs had noted that the quality of support was not the same from each LDA. In these cases, the second LDA support rating is presented here, as this better represents the final satisfaction with LDAs.



**Figure 26: Perception of coaching outcomes**

To what extent do you agree or disagree that my professional development has benefited as a result of coaching / I am closer to headship as a result of coaching



The majority of qualitative feedback we received about the coaching received through the HPSL programme and in particular the LDAs, was very positive, focusing on the approachability and responsiveness of the LDAs, their ability to offer stretching and challenging feedback, approaching the coaching and mentoring relationship from a position of real expertise in school leadership.

LDA offers support and advice on how to deal with sensitive issues in school. [The LDA is] the critical friend you trust to keep a confidence.

The Trust and particularly my LDA have continued to challenge and push my abilities as a leader. The support from my LDA has been fantastic, who is firm and fair as well as supportive.

The LDA support is first class and provides objective coaching.

A minority of respondents gave negative feedback about the coaching and Learning and Development Advisors. In some cases this was general feedback that the quality of coaching varied between individuals without any more specific detail. Other respondents specifically noted the challenges that they had with their coaches, for example that their LDA was not organised or structured in their approach, that their LDA was not sufficiently interested in their development, or that their LDA was limiting their ambition, A few individuals were concerned that some valued or respected LDAs were no longer working with the programme or noted concerns about the credibility of the LDAs.

Unfortunately the LDA support I had did not focus around my particular requirements and seemed to benefit my LDA more to further his career. I needed a 'coach' to whom I could refer to and seek advice and help - that did not materialise. I did get a new LDA but I saw him too infrequently and it was difficult to make up for lost time.

LDAs could have additional guidance on coaching including potential topics to cover in sessions.

## Residency year 2014/15

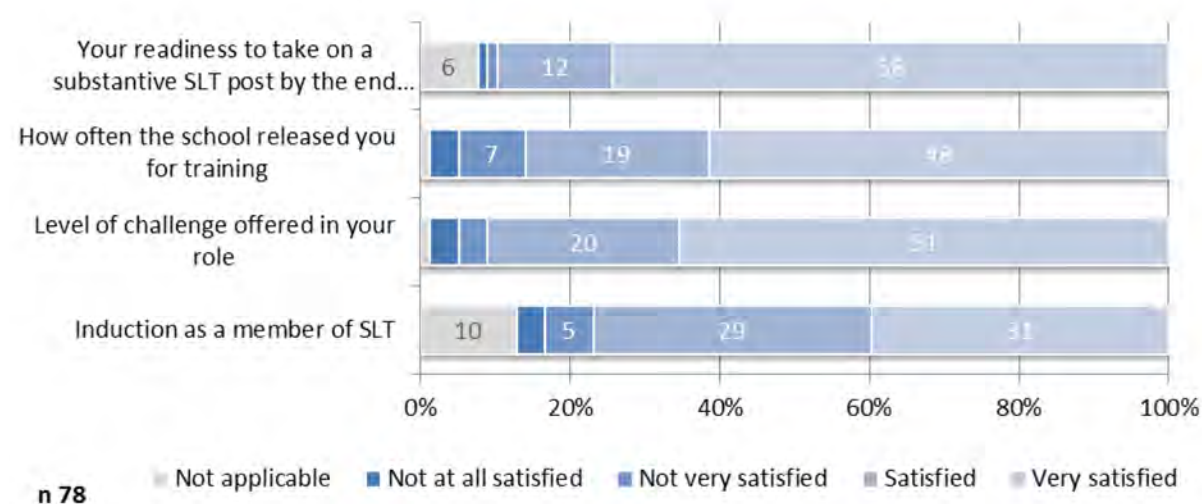
The residency year is one of the cornerstones of the design of the HPSL programme, and, as previously discussed, participants widely believed that it contributed to their development as a school leader. As part of Future Leaders Trust’s ongoing operational feedback and improvement processes, cohort 14 participants were asked further questions about the delivery of their residency year.

The majority of cohort 14 participants were satisfied with their residency year, although a small minority were not satisfied or felt the questions were not applicable to them.

- 90% of respondents were satisfied with their readiness to take on a substantive senior leadership post by the end of their residency year
- 91% of respondents were satisfied with the level of challenge offered in their role.
- Participants in the 2014 cohort were slightly less satisfied with how often their school released them for training, 86% of respondents satisfied or very satisfied.
- A lower proportion of respondents (77%) rated their induction into their senior leadership role as satisfactory or very satisfactory, although this was driven largely by those who felt this question was not applicable to them.

**Figure 27: Residency year, satisfaction with delivery**

To what extent are you satisfied or dissatisfied with the following elements of your residency year



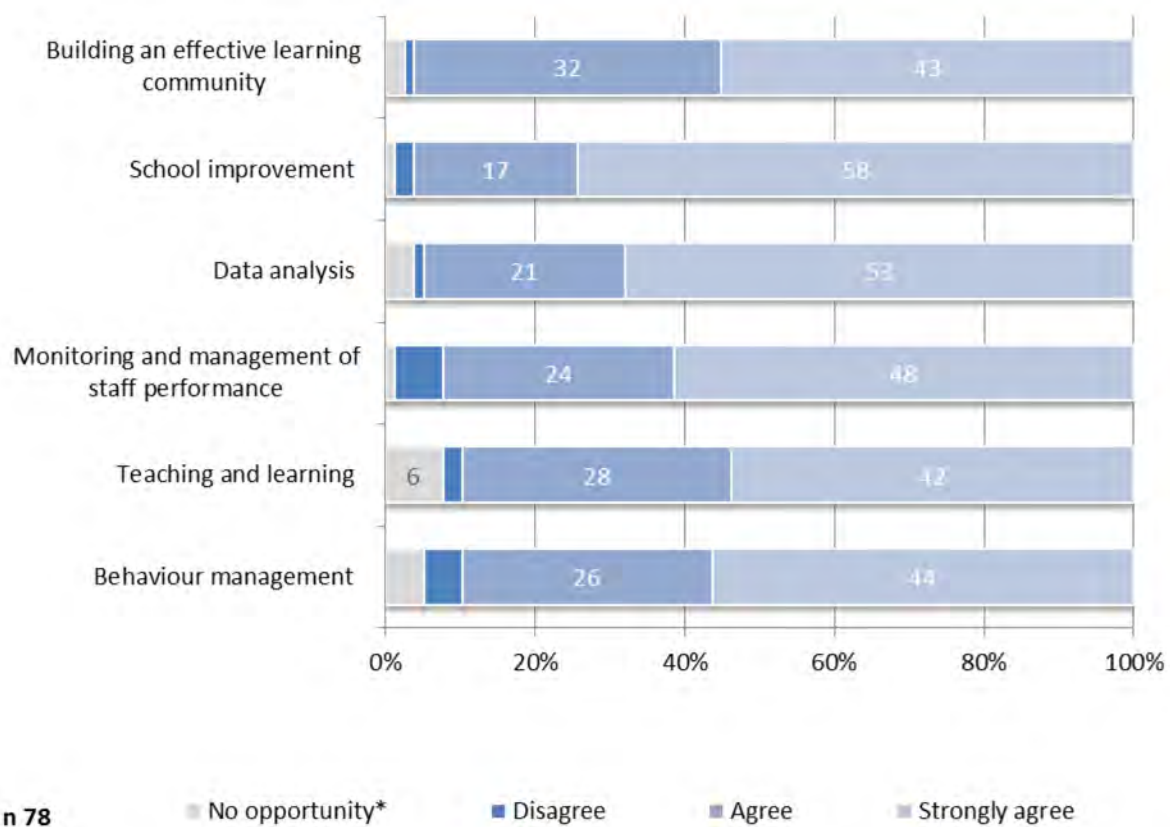
Future Leaders Trust places an expectation on residency schools that they will offer participants experience of leading school activity across six different aspects of leadership: building an effective learning community, school improvement, data analysis,

monitoring and management of staff performance, teaching and learning and behaviour management. Again, the majority of participants agreed that they had been given access to developmental experiences in these areas.

Agreement ranged from 95-96% for building an effective learning community, school improvement, and data analysis, to 90-92% for monitoring and management of staff performance, teaching and learning and behaviour management. As with the previous group of questions, a small proportion of participants did not agree that they had access to developmental experiences in each of these areas.

**Figure 28: Residency year, key leadership experiences**

To what extent would you say that you have had access to developmental experiences in each of these areas in school this year?



In describing the most beneficial aspects of their residency year in terms of their professional development, participants most frequently described ways in which their experience in the residency year had allowed them to understand how to lead a different aspect of their school for example behaviour, data or teaching and learning. Some participants found this responsibility through their impact initiative, through greater responsibility for managing or supporting staff, or through working with the Senior Leadership Team. Many participants also found the support they had received during

their residency year to be the most beneficial part of the year, support mentioned included HPSL coaching groups, other members of the Senior Leadership Team in their residency school and the Learning and Development Advisors. A few participants noted specific training offers, for example career support as the most beneficial aspects of their residency year.

In school support and guidance from my mentor gave me the confidence to improve as a leader as well as receive feedback about things I need to develop and improve.

Support from within school has been helpful in terms of enabling me to see, on a daily basis, the skills of those in positions above me. The Impact Initiative has enabled me to ensure that I can plan a project for wide impact, carry this out and then evaluate and improve it.

Conversely, reasons for dissatisfaction with the residency year included a lack of challenge in the residency year role, a lack of support in school, or a lack of understanding or alignment of the school with the programme's aims. A few respondents felt that moving to a new school for their residency year, and consequently having a single year job on their career record had harmed their overall development. On the other hand, a few respondents who had stayed within their previous school for their residency year felt that this made it more difficult to draw a line between their middle leadership and senior leadership roles, and they had not been able to secure sufficiently challenging responsibilities for the year.

I believe that for external candidates such as myself, leaving a permanent position for a one year residency left my future in the hands of the school I was placed in, this was a school with no previous experience of the programme, and I would advise that only schools with such experience should be allocated an external Future Leader participant.

Initial residency placements vary in the level of support and opportunities given to participants

Due to a variety of reasons I didn't have access to the in-school mentor programme as expected. This made my progress within the school more difficult to ensure on many levels. There were many issues within the construct of the leadership team and these also contributed towards challenges that would not have otherwise presented in another context.

## Network building

Many of these choices reflect the strong importance placed on network building by the programme. Participants begin building or tapping into these networks in their Foundations Programme and continue this through their residency year activities such as training events, coaching groups, and school visits. Contact with these networks maintained in later years through contact with other participants, for example through training events and cohort weekends. Many participants commented on the building of positive networks with like-minded school leaders as something that the Future Leaders Trust had done well, some also commented on this network building in relation to the three most important aspects of the programme. Networks with current and past participants on the programme, including headteachers, were seen to be somewhere to gain knowledge and expertise on school improvement, to share challenges with people having a common goal, closely aligned with the Future Leaders Trust's mission. Several respondents would have liked to extend the duration of the formal networking pathways, for example extending peer coaching groups or continuing a formal study tour into the second and third year of the programme.

The support from fellow future leaders has allowed me to call upon experts in school improvement in any given area of school improvement. The network gives a flexible and local resource that means you can call on support for any area of school improvement.

Networking and continuing to do so within my region has provided the most support to the actual strategies I have deployed in school.

Aligning everyone to the same mission and building a network of workers who are determined to close the achievement gaps.

In some cases, participants specifically noted that they had received offers of employment as a direct result of the networking aspect of the programme. Other respondents to the survey viewed the use of the network for gaining promotion with concern, feeling unfairly excluded from opportunities offered to some of their co-participants. A few respondents felt that the network valued the views of specific individuals in a way that detracted from their own value, with individuals mentioning an 'in-crowd', that it matters if their 'face fits' and the existence of 'poster boys/girls'.

## Other programme elements contribution to development

The following aspects of the programme were also rated quite highly in terms of their contribution to participants' development:

- Support from fellow participants and Future Leaders headteachers (94% agreed or strongly agreed),
- Assessment, including development tracking, impact initiatives and 360 feedback tool (90% agreed or strongly agreed),
- Module training, sessions around a single topic with external facilitators(88% agreed or strongly agreed) and
- Regional training, sessions facilitated by a 'Regional Director' (88% agreed or strongly agreed, although this response varied by cohort group).

Slightly more mixed feedback was received about the contribution of other programme elements to participants' development as a school leader. For example:

- 24% of respondents overall disagreed that support from their residency headteachers had contributed to their development, while another 42% strongly agreed that this support had contributed to their development. Responses varied between cohort groups, with respondents from the 2014 cohort responding more positively.
- In-school mentor support, part of the residency year (22% disagreed and 37% strongly agreed),
- online provision (20% disagreed and 15% strongly agreed) and
- direct support with job search and applications (14% disagreed and 34% strongly agreed that this had contributed to their development, although this varied by cohort group, with the 2014 cohort responding more positively).

These aspects of the programme were also less likely to be selected by respondents as being amongst the three most important aspects of the programme either for their progression towards headship, or in supporting their impact in schools. However, some participants did see these elements as highly important.

Participants shared qualitative feedback about some of these programme elements, in some cases sharing how these had been beneficial to them personally, and in some cases the way these programme elements were integrated with the other elements of the programme. As fewer respondents gave detailed feedback in these areas, there aren't common themes to draw on; instead, this highlights the diversity in participants' needs and their preferred ways of learning.

Providing an invaluable network of resources through learning lounge and FLIP (Future Leaders interactive portal).

The Future leader interactive portal and market place is where I was offered bespoke support for the areas in my school that needed improvement.

The coaching sessions, impact initiative and 360 tools provide opportunities for continuous reflection and thus improvement to the way I lead.

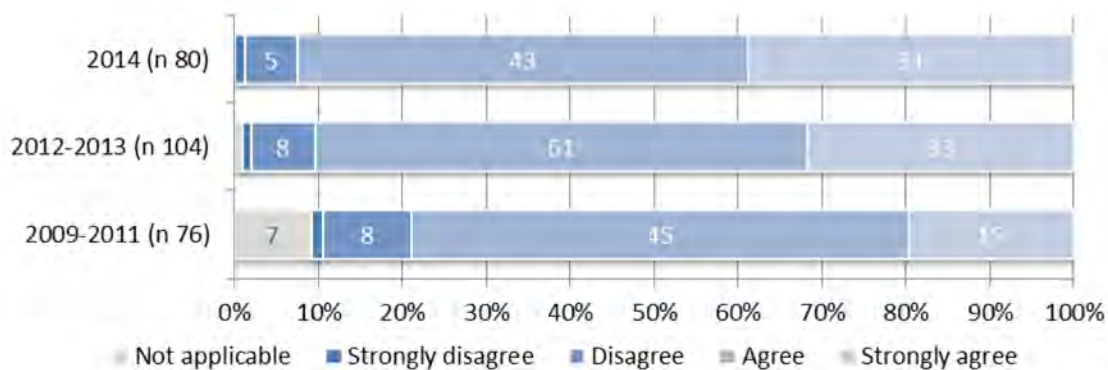
Clear measurement of progress using the development tracker, 360 and the impact initiative.

In addition, we asked participants if whether support or training from people or organisations outside the HPSL programme had contributed to their development as a school leader since they had joined the programme. Most participants agreed that some support or training from outside the programme had also contributed to their development, 24% of participants strongly agreeing that this had contributed to their development.

Where differences between cohort groups are noted for different programme elements, the response by cohort group are shown in the following graphs, which show the detail of responses already seen in Figure 22.

**Figure 29: Regional training: contribution to development by cohort group**

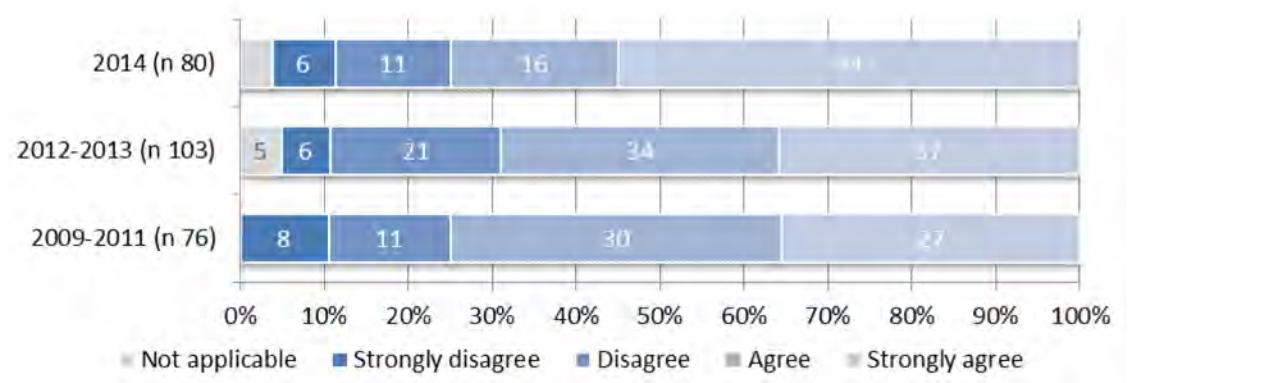
To what extent do you agree or disagree that [Regional training] has contributed to your development as a school leader since you joined the Future Leaders programme?





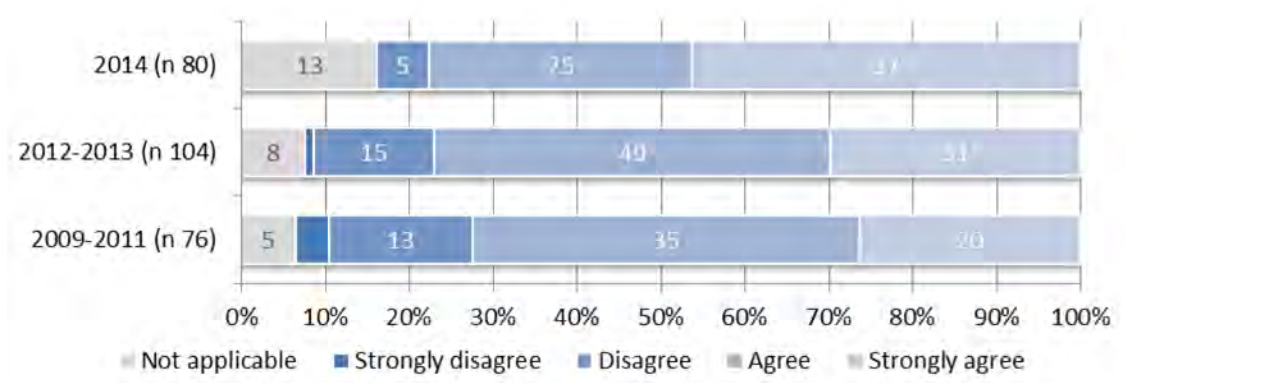
**Figure 30: Support from the residency school headteacher: contribution to development by cohort group**

To what extent do you agree or disagree that [support from the headteacher in your residency school] has contributed to your development as a school leader since you joined the Future Leaders programme?



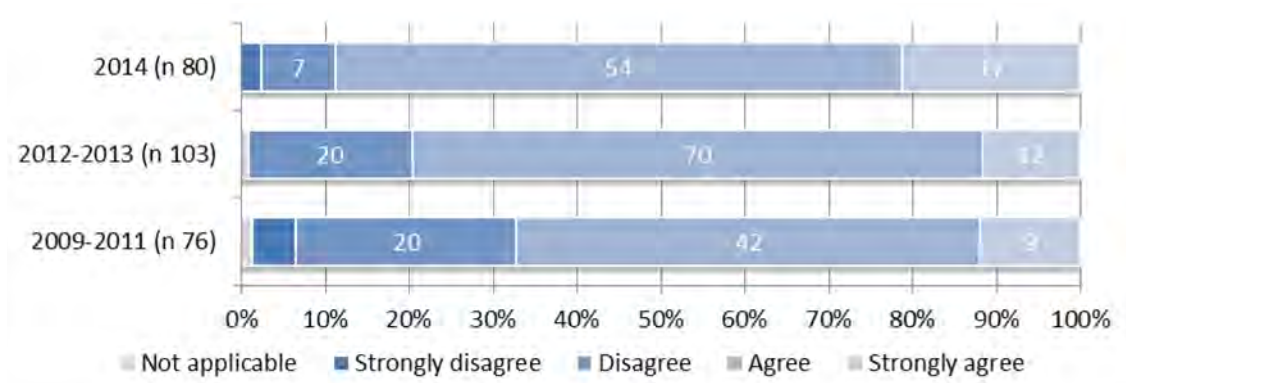
**Figure 31: Direct support with job search and applications: contribution to development by cohort group**

To what extent do you agree or disagree that [direct support with job search and applications] has contributed to your development as a school leader since you joined the Future Leaders programme?



**Figure 32: Online provision: contribution to development by cohort group**

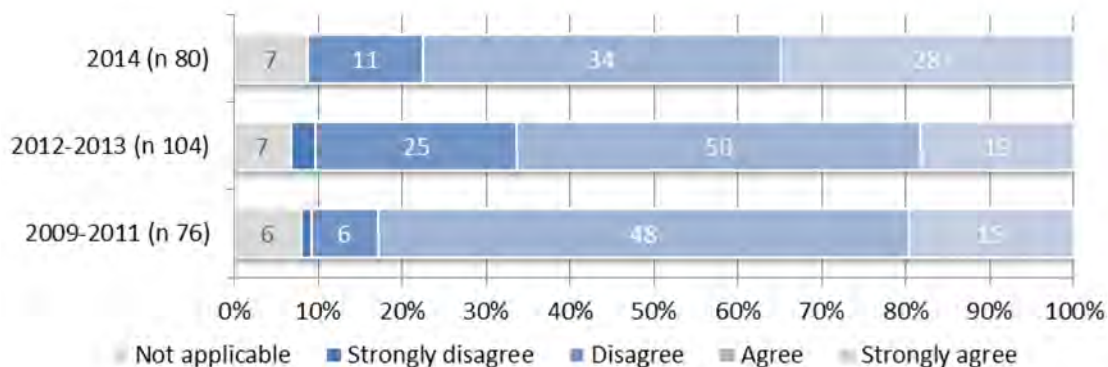
To what extent do you agree or disagree that [online provision] has contributed to your development as a school leader since you joined the Future Leaders programme?





**Figure 33: Support or training from people or organisations outside: contribution to development by cohort group**

To what extent do you agree or disagree that [Support or training from people or organisations outside the Future Leaders programme] has contributed to your development as a school leader since you joined the Future Leaders programme?



Similarly, there were significant differences between cohort groups with relation to their top three programme elements for school impact and progression shown in figure 28. In particular, the earlier cohorts were more likely than the 2014 cohort to choose programme elements that are more important after the residency year, i.e. cohort weekends, Headship now!, Headship Institute and support from fellow Future Leaders.

Some elements of the HPSL programme were perceived to have had a greater contribution to progression than to school impact and vice versa. For instance, the impact initiative was amongst the top three contributions to impact on schools for 18% of participants, but only amongst the top three contributions to progression towards headship for 8% of participants. Similarly, the School Study tour was amongst 29% of respondents' top three contributions to their impact on schools, but only amongst 17% of respondents' top three contributions to their progression towards headship.

### Changes to programme design

Some participants from earlier cohorts felt that there had been some disappointing changes to the programme design over the years. Three particular differences noted were the increase in programme scale, the change to UK, rather than US, based school tour and changes to the length of the programme. Some participants felt that changes to scale had a negative impact on the quality of provisions, while others felt that this had a negative impact on the capability of participants on the programme. Some participants felt that changes to programme length and introduction of a payment for Associate Future Leader support and 'status' was unfair.

I am concerned that cohorts will grow too large and dilute the effect of Future Leaders. I am not precious about wanting to be special but, I am proud of the

brand and what it represents. As the cohorts grow larger, it is difficult to ensure everyone gets the support to uphold the standards and beliefs. With larger cohorts, the amount of coaching and contact lessens and participants need this to remain true to the path they have chosen.

I think it is a shame the overseas element has been dropped.

Changing the programme mid-way through around FL and associate FL was very demotivating including the need to pay. This was a change in the expectations.

Overall though, as mentioned previously, satisfaction with the programme amongst current cohorts has remained consistent with satisfaction for earlier cohorts at the time of their participation in the programme. Satisfaction has also been consistent over time for some of the programme elements which have changed, for example the school study tour.

## **Participant payback**

A participant payback system is part of the development programme model, and part of the terms and conditions that participants sign up to on joining the programme. Participants currently are expected to contribute back either £7,500 or 30 days of their time, or a combination of both. This provides a structure and impetus for past participants to continue their involvement in the network and share their experiences with new participants. Positive benefits of the system can be seen in the commentary on the programme's networks earlier in this section of the survey report.

The majority of respondents felt that benefits gained from the HPSL programme are greater than the costs of offering their time and services for payback (86% agreed, Figure 34). Other aspects of payback were also viewed positively on the whole in terms of:

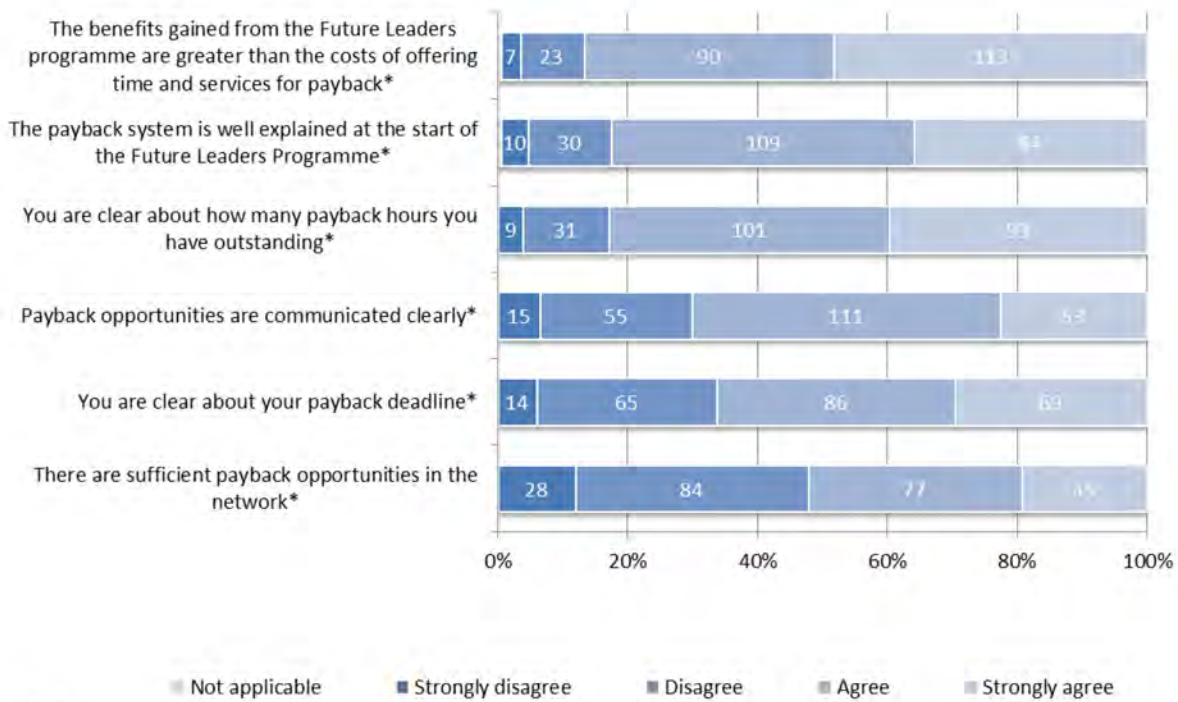
- how well it is explained when starting the programme, 82% answered agree or strongly agree
- Future Leaders Trust's ability to be clear on how many hours they have outstanding, 81% answered agree or strongly agree
- opportunities for payback being communicated clearly, 69% agree or strongly agree
- clarity of the payback deadline, 65% agree or strongly agree

Respondents were less likely to agree that there are sufficient payback opportunities in the network, 51% agree or strongly agree. There was a small minority of respondents, 4%, who did not think the programme was worth their payback time.

Across all aspects of payback which were reviewed, respondents from more recent cohorts were more likely to give positive answers than respondents from older cohorts.

About a quarter of respondents gave direct feedback on payback when prompted. Some respondents chose to mention the payback system in their overall feedback on the possible improvements to the programme. Most comments received related to limited access to payback opportunities, particularly outside of London. A few found their debt to be a real burden which changed their perception of the value of the whole programme.

**Figure 34: Participant payback feedback**



16

<sup>16</sup> \* For each question about payback, respondents from more recent cohorts were more likely to give positive answers than respondents from older cohorts.

## Progression to headship

As detailed previously, the High Potential Senior Leadership programme aimed to accelerate the progression of high-potential senior leaders towards headship within a challenging school. This section of the survey analysis report reviews respondents' answers about their roles before and after participation in the programme. It also contains participants' observations on their acceleration towards headship and the steps that they are taking to achieve promotion.

This analysis is only based on the 58% of participants from cohorts 2009-2014 who responded to the survey. A full comparative analysis of the progression of participants, which is based on management information and administrative data rather than survey data, can be found in the High Potential Senior Leaders programme: impact analysis report.

## Key findings: Progression towards headship

A full comparative analysis of the progression of participants can be found in the High Potential Senior Leaders programme: impact analysis report.

Over half of respondents reported that they had been in a middle leadership role before participation in the programme. Respondents reported having been in a number of roles from Newly Qualified Teacher roles, through to Headship roles. Four in every five respondents reported that they were working in a challenging school before starting the programme. Increasing proportions of participants carried out their residency year in a challenging school which they already worked for on applying to the programme.

The large majority of respondents reported a promotion to a higher role between their application for the programme and September 2015. A majority of respondents were in a senior leadership role. Over a quarter of respondents from 2009-2011, seven percent of respondents from cohorts 2012-2013, and ten percent of respondents from cohort 2014 were already, or were going to be headteachers, principals or MAT CEOs or Directors. Just over half of cohort 14 had remained in a post in their residency year school.

Amongst those respondents (35) who had reached headship, a large majority had reached this faster than expected, although a few respondents had found that they achieved headship when they had expected, or a year later than expected. A majority of those respondents who had already achieved headship, believed that their promotion to headship was much faster as a result of their participation in the programme.

The majority of respondents from cohort group 2009-2011 who had not yet gained headship, now expect to gain promotion at a later date than their original expectation if at all. Almost 60% of respondents from cohort group 2012-2013 and 80% of respondents from cohort 2014 who had not yet gained headship now expect to reach headship sooner than their original expectation.

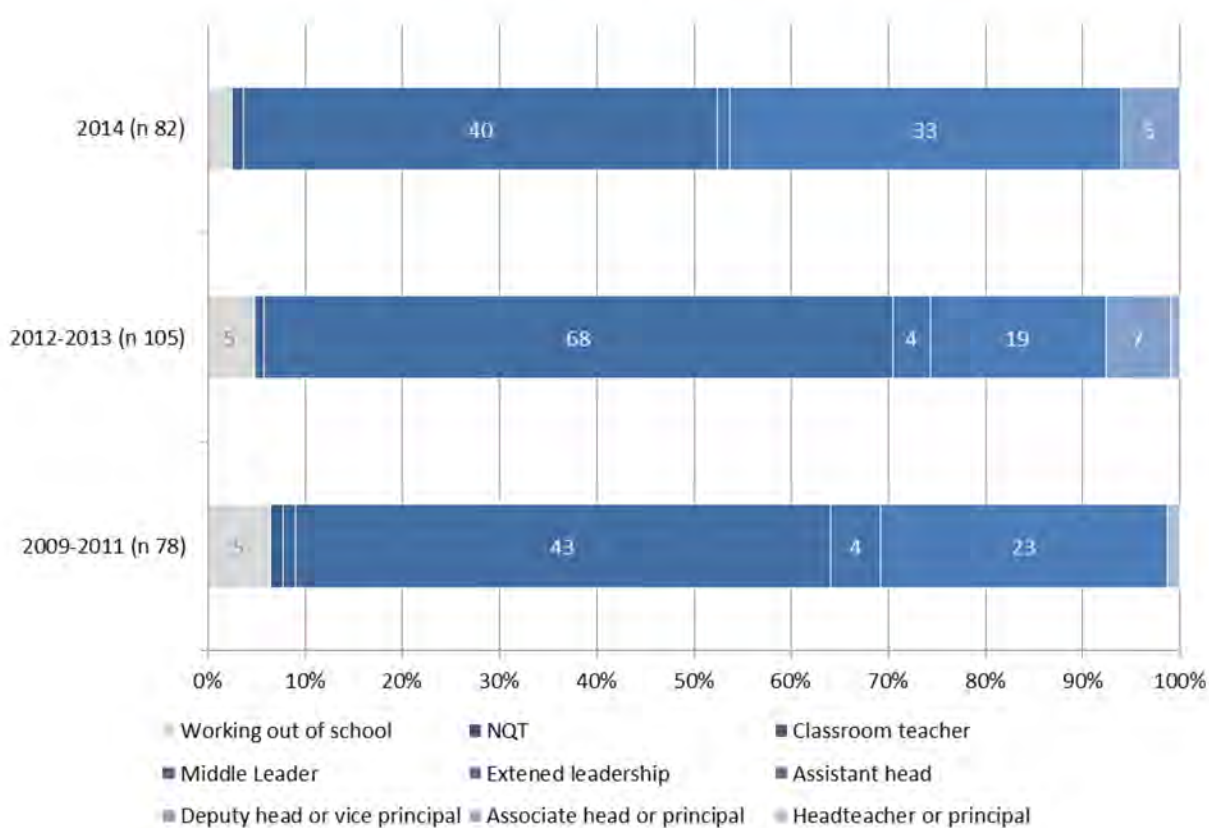
A majority of respondents who were not in headship agreed that they understood and were taking the actions needed to achieve headship within five years of their residency year. The majority were also confident that they would reach headship within 5 years of their residency year, although respondents from the 2009-2011 cohorts were less likely to be confident than respondents from the more recent cohorts.

The majority of respondents across each cohort group had not yet applied for headship roles. Respondents from the 2009-2011 cohort group, however, were more likely than respondents from the other cohort groups to have applied for headship either during the past year or previously. Amongst those who had not yet applied for headship, a small number were planning to apply for a headship post within the next year. More commonly, respondents were planning to apply for headship in two to four years.

## Participants' roles before the HPSL programme

Over half of respondents reported that they had not been in a senior leadership role before participation in the programme, 69% of respondents from cohort group 2009-2011, 74% of respondents from cohort group 2012-2013, 54% of respondents from cohort 2014. Respondents reported having been in a number of roles from Newly Qualified Teacher roles, through to Headship roles. The majority of respondents (57%) were in a middle leadership role before joining the programme.

**Figure 35: Participants' roles before the HPSL programme by cohort group**



Four in every five respondents reported that they were working in a challenging school<sup>17</sup> before starting the programme. Increasing proportions of participants carried out their residency year in the school which they worked for on applying to the programme. This represents a change in approach from the initial programme model, which typically involved recruiting individuals and finding a position for them in a different school which

<sup>17</sup> Participants were asked to self-report whether the school they worked in was a challenging school. Respondents did not always use the same definition of a challenging school as the programme team.

was eligible or interested in hosting a participant in the programme. The new programme model includes recruiting individuals already working in challenging schools and delivering the programme to them in their existing school.

**Table 3: Participants' schools before the HPSL programme**

	<b>Cohorts 2009-2011</b>	<b>Cohorts 2012-2013</b>	<b>2014</b>
Working in a challenging school	77%	68%	82%
Working in their residency school	23%	46%	48%
<b>Total</b>	<b>78</b>	<b>106</b>	<b>82</b>

## Participants' roles after residency year or after the programme

As each cohort group surveyed was at a different stage during or after their programme, their progress by September 2015 is considered separately in this analysis.<sup>18</sup> Also, considering the lower response rate for cohort group 2009-2011, it should be noted that the responses from this group are less likely to be representative of the wider cohort group.

Across all cohorts, respondents were most likely to be senior leadership roles.

Amongst the 2009-2011 cohort group:

- 24% worked as assistant heads
- 28% as deputy heads, vice principals or associate heads or principals.
- Over a quarter of 2009-2011 respondents (27%) were headteachers, principals or Multi Academy Trust Chief Executive Officer (MAT CEOs).
- Nineteen per cent of respondents from 2009-2011 cohorts were not working in school leadership, current activities included other educational roles, including consultancy, working as a stay at home parent, working overseas and those who had not secured a post for the coming year.

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<sup>18</sup> Participants were asked to give details of the role which they expected to be carrying out in September 2015. Cohort 2014 were going into the second year of their programme, cohorts 2012-2013 were either embarking on the third year of their programme, or had completed the programme, cohorts 2009-2011 had all completed the programme at this stage.



Amongst the 2012-2013 cohort group:

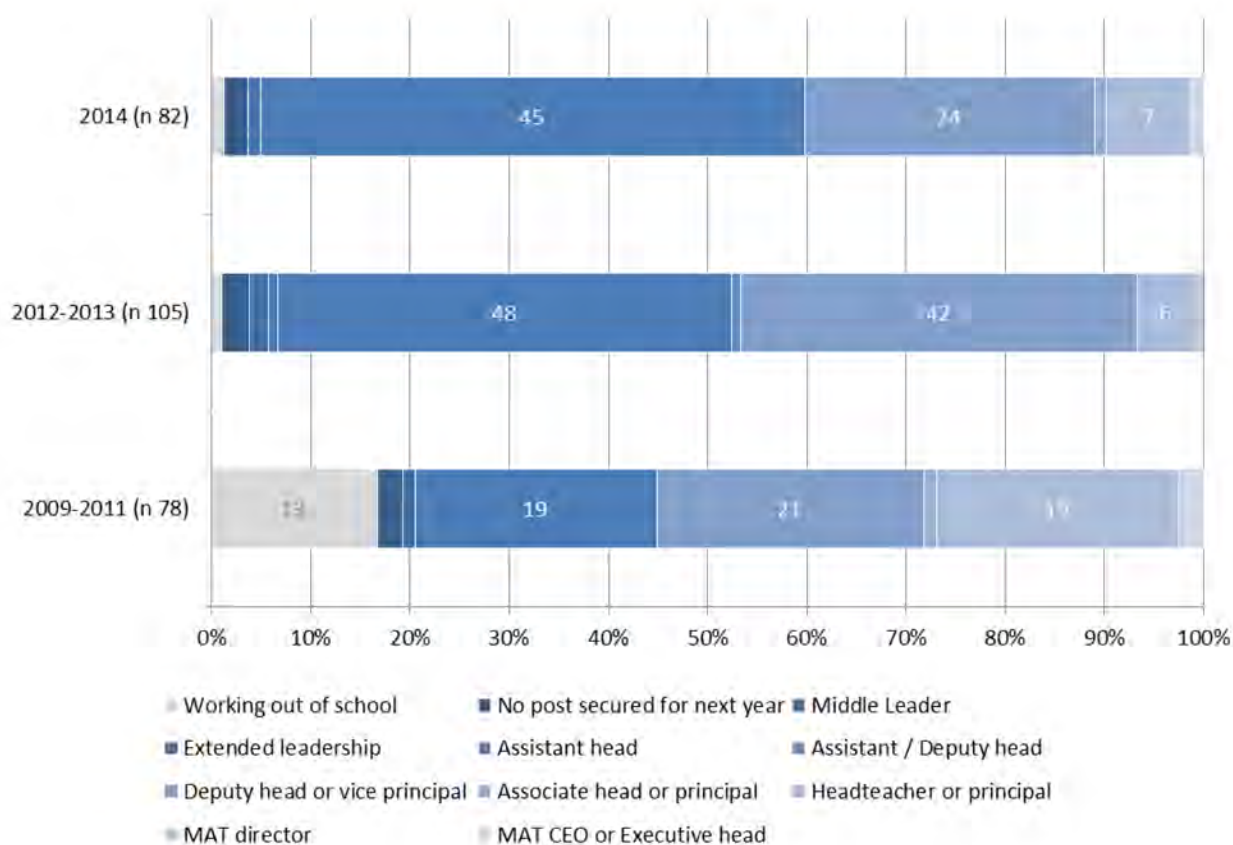
- Fewer than five individuals said that they would be in middle leadership positions in September 2015.
- The large majority (87%) of the respondents from the 2012 and 2013 cohort group said that they would be in assistant or deputy head roles.
- Seven percent of this group were in, or going to be in headteacher roles, or MAT director roles.
- Fewer than five individuals were either in non-school leadership educational roles, or were taking maternity or paternity leave and did not give details of a substantive role.

Amongst the 2014 cohort, who were just leaving their residency year and were more likely to be changing roles between the time of the survey and September 2015:

- 55% would be working as assistant heads
- 30% as deputy or associate heads
- One in ten of the 2014 cohort had secured a headship or position as CEO of a Multi Academy Trust.
- Fewer than 5 individuals had not secured a post for the following year, or were planning to be working out of schools.



**Figure 36: Participants' roles after residency year/ after the HPSL programme by cohort group**



A large majority of participants in each cohort group were currently or soon to be employed in a challenging school. <sup>19</sup> Seventeen percent of the respondents from 2009-2011 cohort group were working in the school they carried out their residency year in, as were 33% of respondents from the 2012 and 2013 cohort group and 53% of respondents from the 2014 cohort.

**Table 4: Participants' schools after residency year/ after the HPSL programme**

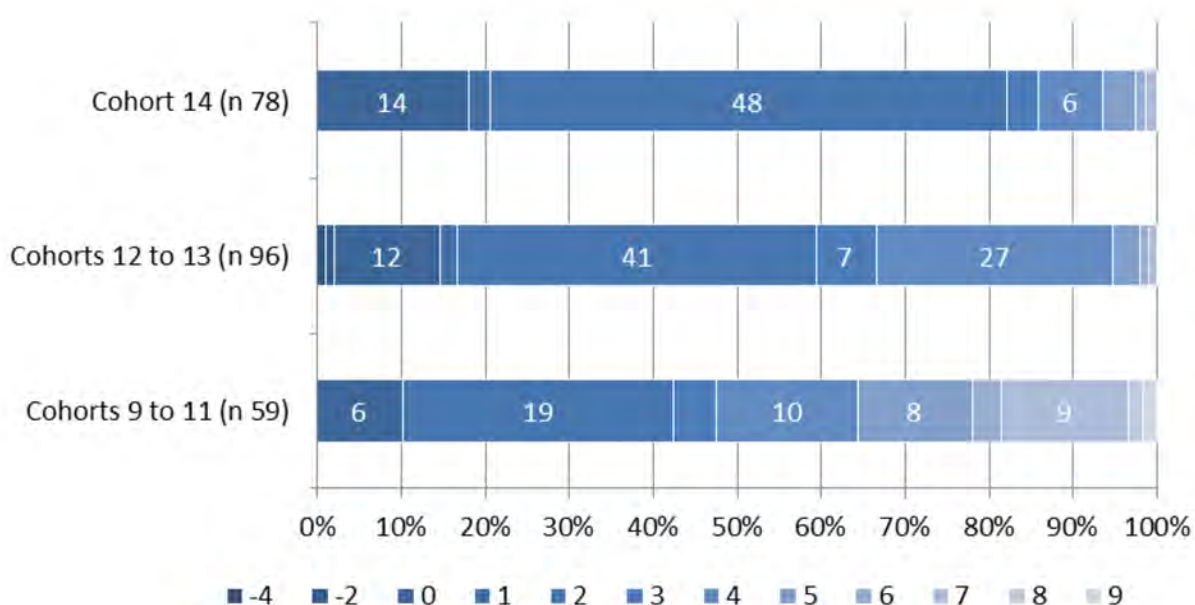
	2009-2011	2012-2013	2014
Total	63	101	79
Working in a challenging school	84%	85%	89%
Working in their residency school	17%	33%	53%

<sup>19</sup> Working in a challenging school is a requirement of the Future Leaders Trust for continuing association with the Future Leaders programme. As such, all respondents to this survey were either working in a challenging school or were committed to securing a place within a challenging school.

## Progression towards headship

The number of ‘levels’ of promotion<sup>20</sup> were analysed for those respondents who had been working in a teaching or school leadership role both before the programme and in September 2015. The large majority of these respondents reported a promotion to a higher role between their application for the programme and September 2015. The number of levels of promotion unsurprisingly varied by cohort group, with respondents from cohort 2014 achieving an average of 2 levels of promotion and respondents from cohort group 2009-2011 achieving an average of 4 levels of promotion.

**Figure 37: Number of levels of promotion by cohort group**



Participants were asked several questions about their expected or actual dates of achieving headship. Initially they were asked about their expectations before they started the programme. At a later stage in the survey, participants were asked when they now expected to reach headship, or, if they had already gained a headship position, when this was reached. By separating these questions, it was hoped that participants would focus not on the perceived impact of the programme, but a reasonably objective assessment of their progression to headship. We also asked participants separately whether they

<sup>20</sup> A level of promotion is equal to a job role which tends to be more senior within a school or academy, although participants would not necessarily have to have been promoted through as all the roles between their starting post and final post.

thought they had reached headship or their current level any faster, or slower, as a result of their participation in the programme.

Turning first to the small group of respondents who are already in or were about to start a headship at the time of completing the survey, about half of the respondents had expected to gain a headship within 4 years of applying to the programme. Others had expected to gain a headship later or had no plans to become a head.

**Table 5: Expected speed of gaining a headship post**

Before you applied for the Future Leaders programme, how quickly did you expect to gain a headship post? Respondents who had since reached headship

Expected speed of gaining a headship post	Proportion of respondents
Within 4 years	49%
Within 5 years	26%
6 or more years	14%
I did not have any plans to become a head	11%
	<b>35</b>

A large majority (89%) of these respondents had achieved headship faster than expected, although a few respondents had found that they achieved headship when they had expected, or a year later than expected. A majority of those respondents who had already achieved headship, believed that their promotion to headship had taken place much faster as a result of their participation in the programme.

**Table 6: Promotion speed attributed to HPSL programme**

Do you believe you have gained a headship position any faster, or slower, as a result of your participation in the Future Leaders programme?

Promotion speed attributed to the programme	Proportion of respondents
Much faster	63%
Faster	29%
Only slightly faster or Neither faster or slower	6%
Much Slower	3%
Total	<b>35</b>

For those respondents who had not achieved headship at the time of the survey, responses will be reported separately for each cohort group, as these were at different stages in their programme engagement. These responses are all based on individuals' predictions rather than a completely objective or outside view of readiness for promotion.

For non-heads from cohort group 2009-2011, 14% of respondents had expected to gain a headship within 4 years of applying to the programme and, on the other hand, a similar proportion of respondents had not had any plans to become a head before their application.

**Table 7: Expected speed of gaining a headship post – cohort group 2009-2011**

Before you applied for the Future Leaders programme, how quickly did you expect to gain a headship post? Respondents who had not reached headship by July 2015, cohort group 2009-2011

<b>Expected speed of gaining a headship post</b>	<b>Proportion of respondents</b>
within 4 years	14%
within 5 years	30%
within 6 to 8 years	28%
after more than 8 years	16%
I did not have any plans to become a head	12%
<b>Total</b>	<b>57</b>

As the earliest group of cohorts represented in this analysis, a greater proportion of this group had already reached the point in time when they had originally expected to gain a promotion to headship. As might be expected, the majority of respondents from cohort group 2009-2011 who had not yet gained headship, now expect to gain promotion at a later date than their original plan or expectation or are no longer planning to reach a headship, differences were between 1 and 6 years longer. On the other hand, just under a third of this group of respondents now expect to reach headship sooner than their original plan or expectation, including those who originally had no plans to become a head.

Despite the general trend to longer career progression than expected, the majority of this group (54%) still thought that they had reached their current level faster or much faster as a result of the programme, an additional 30% thought that their progress was only slightly faster, while the remaining felt that their progress had been neither faster or slower (12%), or even that it had been slower to some extent (5%).

For non-heads from cohort group 2012-2013, 10% of respondents had expected to gain a headship within 4 years of applying to the programme and again, a similar proportion of respondents (15%) had not had any plans to become a head before their application.

**Table 8: Expected speed of gaining a headship post – cohort group 2012-2013**

Before you applied for the Future Leaders programme, how quickly did you expect to gain a headship post? Respondents who had not reached headship by July 2015, cohort group 2012-2013

<b>Expected speed of gaining a headship post</b>	<b>Proportion of respondents</b>
within 4 years	10%
within 5 years	27%
within 6 to 8 years	
after more than 8 years	27%
I did not have any plans to become a head	20%
	<b>99</b>

A small proportion of respondents from cohort group 2012-2013 who had not yet gained headship, now expect to gain promotion at a later date than their original plan or expectation or are no longer planning to reach a headship. For this group, expectations were between 1 and 3 years longer. On the other hand, almost 60% of this group of respondents now expect to reach headship sooner than their original plan or expectation, including those who originally had no plans to become a head, new expectations were between 1 and 6 years shorter than original expectations.

The majority of the 2012-2013 cohort group who were not yet heads (70%) thought that they had reached their current level faster or much faster as a result of the programme, an additional 15% thought that their progress was only slightly faster, while the remaining felt that their progress had been neither faster or slower (14%), or even that it had been slower to some extent (2%).

For non-heads from the 2014 cohort group, 16% of respondents had expected to gain a headship within 4 years of applying to the programme and again, a similar proportion of respondents (9%) had not had any plans to become a head before their application.

**Table 9: Expected speed of gaining a headship post – 2014 cohort**

Before you applied for the Future Leaders programme, how quickly did you expect to gain a headship post? Respondents who had not reached headship by July 2015, 2014 cohort

<b>Expected speed of gaining a headship post</b>	<b>Proportion of respondents</b>
within 4 years	16%
within 5 years	23%
within 6 to 8 years	26%
after more than 8 years	26%
I did not have any plans to become a head	9%
	<b>74</b>

A very small proportion of respondents from the 2014 cohort who had not yet gained headship, now expect to gain promotion at a later date than their original plan or expectation or are no longer planning to reach a headship. This would be expected, given the short time since the start of their programme and the time that the survey was taken. Over 80% of this group of respondents now expect to reach headship sooner than their original plan or expectation, including those who originally had no plans to become a head, new expectations were again between 1 and 6 years shorter than original expectations.

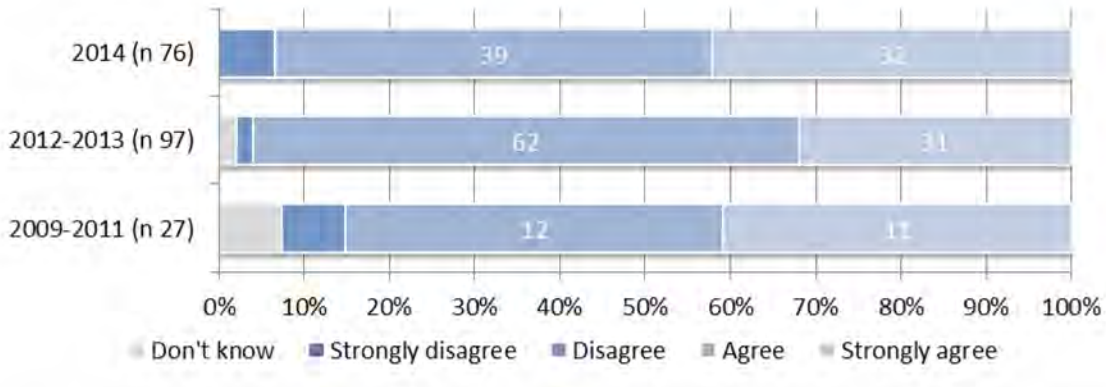
The majority of the 2014 cohort group who were not yet heads (67%) thought that they had reached their current level faster or much faster as a result of the programme, an additional 10% thought that their progress was only slightly faster, while the remaining felt that their progress had been neither faster or slower (24%).

## **Taking steps to progress towards headship**

Participants who had not yet gained a headship role were asked whether they understood and were taking the necessary actions to reach headship within five years of their residency year. These questions saw a particularly low response from respondents from cohort 2009-2011, and the results for this cohort group may not be representative of the wider HPSL participants. A majority of respondents (93% overall) agreed or strongly agreed that they understood the actions needed to achieve headship within five years of their residency year. A slightly smaller proportion of respondents (85% overall) agreed or strongly agreed that they were taking the actions needed to achieve headship within five years of their residency year.

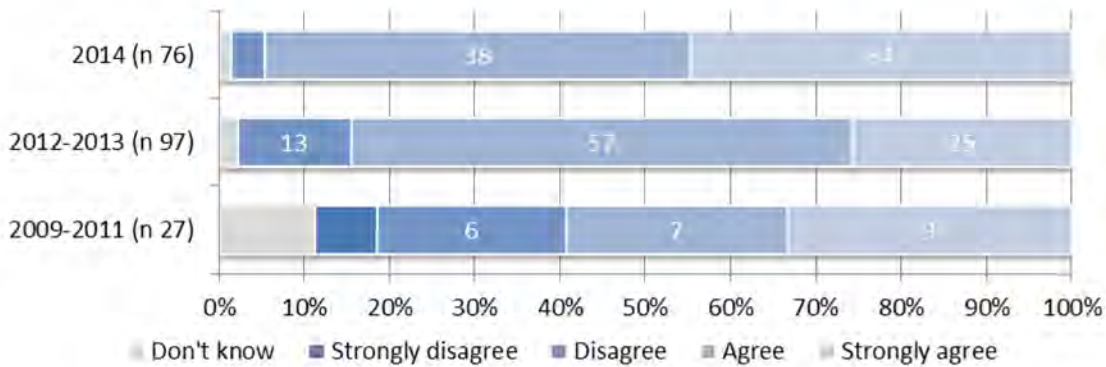
**Figure 38: Understanding necessary actions to reach headship**

To what extent do you agree or disagree that: I understand the actions I need to take to reach headship within 5 years of my residency year



**Figure 39: Taking necessary actions to reach headship**

To what extent do you agree or disagree that: I am taking the actions I need to take in order to reach headship within 5 years of my residency year

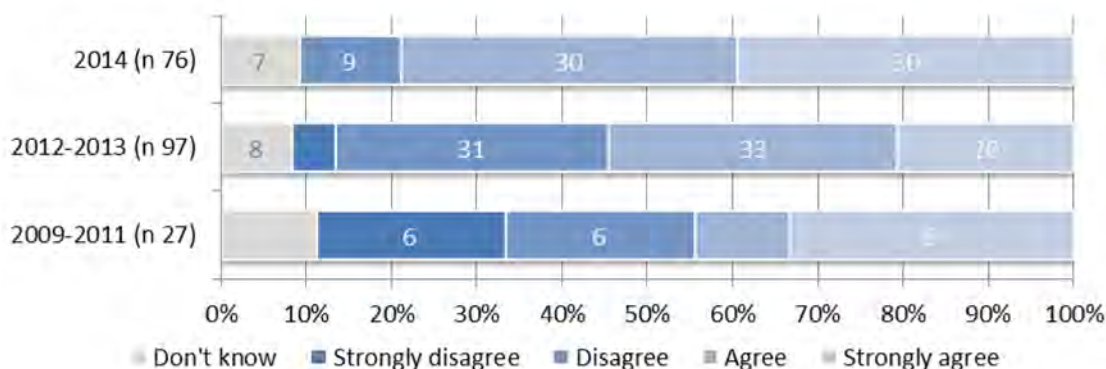


Respondents from cohort 2014 were confident that they would reach headship within 5 years of their residency year, 78% agreed or strongly agreed with this statement. The majority of respondents from cohorts 2012 and 2013 also agreed, 54%, although this was a smaller proportion compared to the newer cohort.



**Figure 40: Confidence in reaching headship**

To what extent do you agree or disagree that: I am confident I will reach headship within 5 years of my residency year



Twenty six of the respondents were on the National Professional Qualification for Headship at the time of the survey. Most of these participants were on the Future Leaders Trust’s NPQH programme, ‘Headship Now!’ Several respondents who had already gained a headship post gave positive feedback about the support they had received once in post through the Future Leaders Trust’s Headship Institute.

Some respondents expressed the view that the programme’s goal that participants reach headship within 4 years of the programme was over ambitious. This view was usually linked to the speed of their own career progression, or to their views about the broader experience needed to take on a headship. Some respondents felt that there was too much focus by the Future Leaders Trust on the accelerated headship targets and that, once they had expressed their uncertainty about reaching headship, the programme team were no longer interested in their development. Some voiced feeling that they were being put under too much pressure to take on a headship, and even that this might be detrimental to their schools.

Whilst I recognize that Future Leaders is an accelerated development program, an important part of securing improvements in challenging schools in Ofsted categories is the willingness is to dig in for the long haul. I feel that participants who feel they are doing a good job by the students in their school by committing several years of their career to the task are less valued by the program than those that make rapid progress changing schools frequently.

Whilst it is encouraging that the aspiration into headship within 4 years takes place, there also needs to be an element at which they take into account that participants have different needs. Sometimes the model can be a touch ‘one size fits all’.



Other respondents had praised the support they had had to accelerate their career or stretch and challenge themselves. This is also indicated by the number of participants who embarked on the programme without a clear plan for reaching a headship post, but who now have a clear time frame in mind.

There is an excellent range of career support ranging from signposting vacancies to the mock application and interview process.

They support the development of the whole person rather than just their career, I have grown in confidence as well as moving forward in my career.

There are clear, high expectations of participants but a respect for their experience: I know similar schemes that are patronising or heavy-handed about participants adhering to commitments but FL is not like this and makes an effort to treat people professionally but empathetically

Challenging me to go further than I thought possible in my development while giving me the support and expertise to achieve this. Everything is personalised to the individual through coaching support as well as in the training. I would not be at the level of seniority I am now without them and actively pursuing Headship.

A few respondents wanted more, or extended support specifically in career development, applications and recruitment.

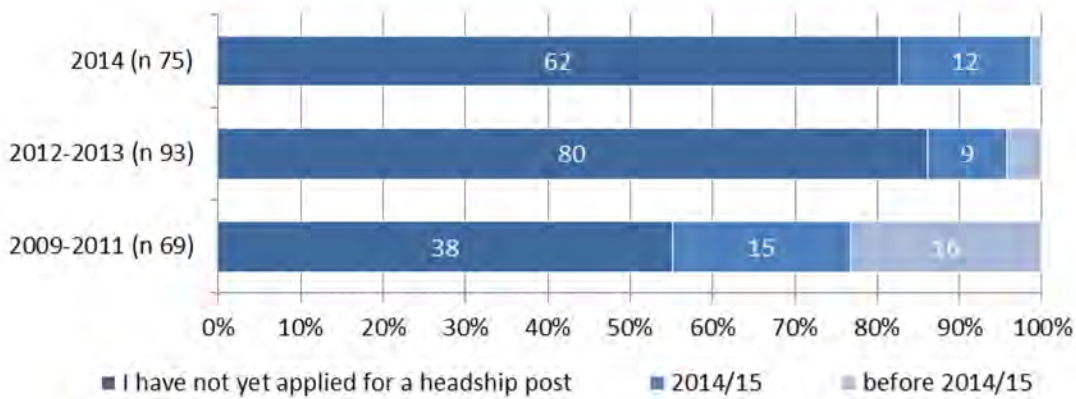
I think further support in writing applications for jobs and more rounded training on interview techniques would be very beneficial. I feel strongly that the level of support that is available to residency candidates should be continued or at least mostly matched in year two.

I recently emailed to explain I was leaving my current school without a job to go to. However, I have only been contacted once and not really offered any sort of support or guidance in securing another post.

## **Applying for headship posts and other senior leadership roles**

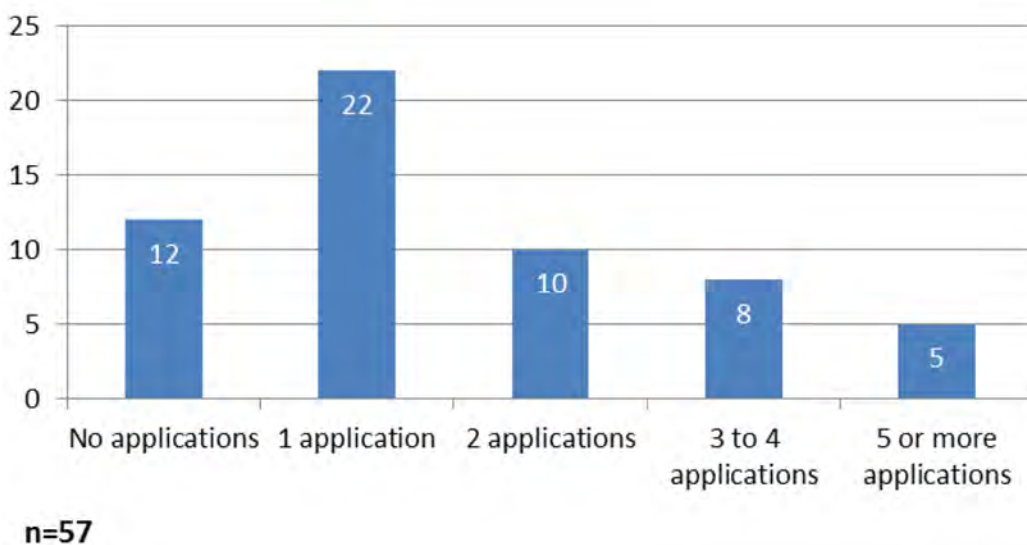
The majority of respondents across each cohort group had not yet applied for headship roles. Respondents from the 2009-2011 cohort group were more likely than respondents from the other cohort groups to have applied for headship either during the past year or previously.

**Figure 41: When did you first start applying for headship posts, if at all?**



Of the fifty seven respondents who had applied for headship before, forty five had made one or more headship applications this year, including 16 respondents who were already in a headship post. The number of applications made by each respondent varied between one and ten or more applications. Respondents who were not yet heads were more likely to have made more than one application than those who were already heads.

**Figure 42: How many applications have you made this year (amongst respondents who had ever applied for headship)**

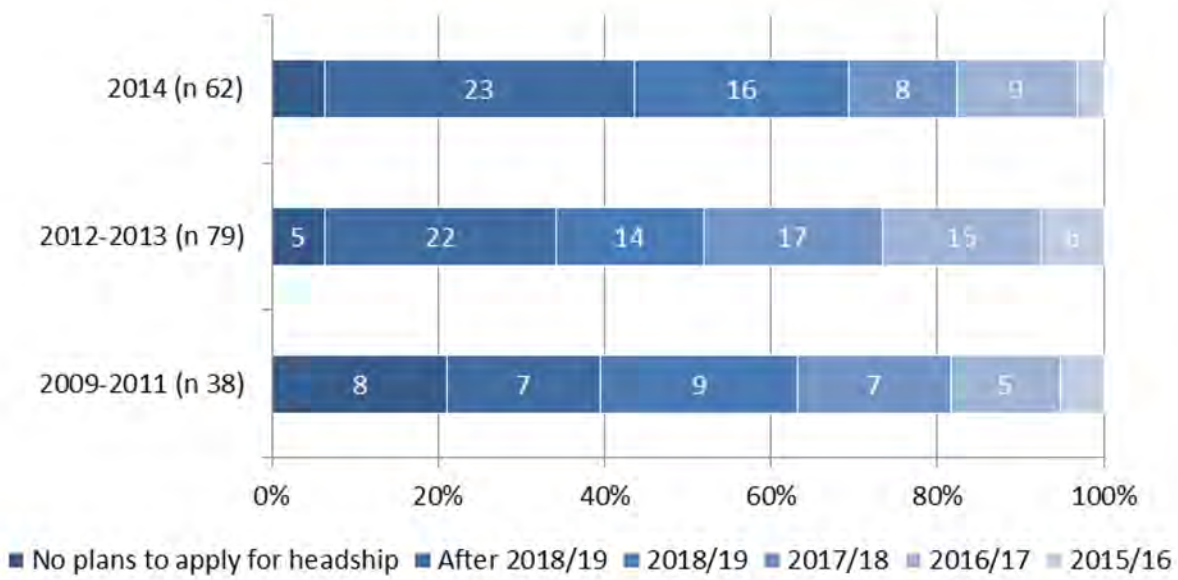


Of the 45 respondents making an application in the last year, 23 had been offered a headship role, although two thirds of the offers reported were for respondents who were already heads. Twelve respondents had progressed through a recruitment process to a second interview, and five had been invited to attend an initial interview. Only five of the respondents had applied for headship posts within the last year without any result.

Amongst those who had not yet applied for headship, a small number were planning to apply for a headship post within the next year. More commonly, respondents were planning to apply for headship in two to four years, while others were planning to apply for headship in five or more years' time. Some respondents had no plans to apply for headship in the future.

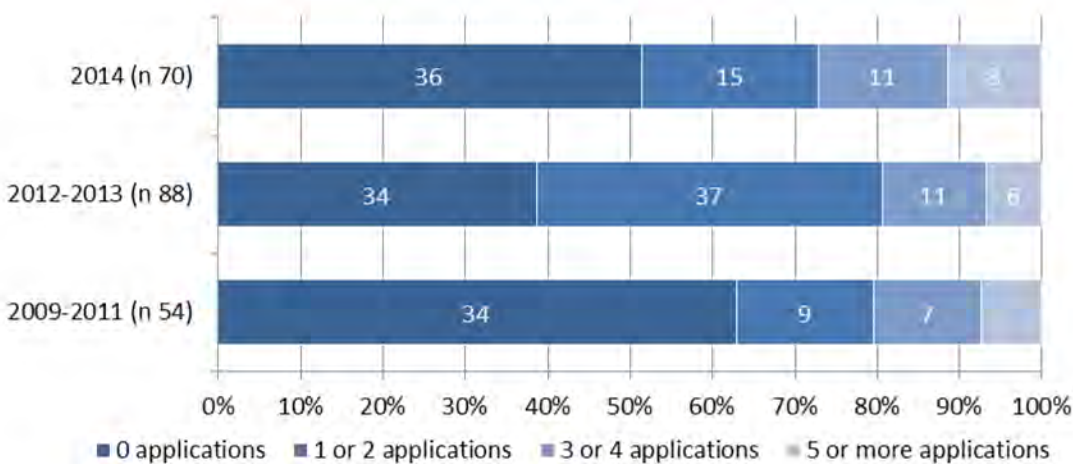
**Figure 43: Plans to apply for headship**

When do you plan to start applying for headship posts?



Just under half of respondents who were not in a headship role had not made any job applications for non-headship roles in the past year. Other respondents had applied for between one and eight different roles.

**Figure 44: Applications for non-headship roles**



## Appendix A: Sample Characteristics

### Sample characteristics comparison with whole population of HPSL participants

Note: excludes cohorts 2006-2008, participants no longer engaged in anyway with the programme and seven respondents who could not be matched with demographic data. Responses for those in cohorts 2006-2008 and non-engaged participants are analysed qualitatively in chapter \*.

#### Cohort group

		Cohort Group			Total
		Cohorts 09 to 11	Cohorts 12 and 13	Cohort 14	
Survey	non-response	73	53	18	144
	responded	73	105	81	259
Total		146	158	99	403

Pearson Chi-Square	Value	df	Asymp. Sig. (2-sided)
	26.550	2	.000
N of Valid Cases	403		

#### Ethnicity

		Ethnicity						Total
		Asian	Black	Mixed	Other	Prefer not to say	White	
Survey	non-response	5	9	6	*	*	123	144
	responded	12	17	6	*	*	220	259
Total		17	26	12	*	*	343	403

\*indicates a figure less than 5

Pearson Chi-Square	Value	df	Asymp. Sig. (2-sided)
	3.221	5	.666
N of Valid Cases	403		

## Gender

		Gender			Total
		Female	Male	Prefer not to say	
Survey	non-response	84	60	*	144
	responded	142	116	*	259
<b>Total</b>		<b>226</b>	<b>176</b>	<b>*</b>	<b>403</b>

\*indicates a figure less than 5

Pearson Chi-Square	Value	df	Asymp. Sig. (2-sided)
	.965	2	.617
N of Valid Cases	403		

## Region

		Region			
		East Midlands	London	North East	North West
Survey	non-response	6	61	7	27
	responded	10	98	19	47
<b>Total</b>		<b>16</b>	<b>159</b>	<b>26</b>	<b>74</b>

		Region				Total
		South East	South West	West Midlands	Yorkshire & the Humber	
Survey	non-response	10	7	12	14	144
	responded	15	13	20	37	259
<b>Total</b>		<b>25</b>	<b>20</b>	<b>32</b>	<b>51</b>	<b>403</b>

Pearson Chi-Square	Value	df	Asymp. Sig. (2-sided)
	3.168	7	.869
N of Valid Cases	403		

## Future Leaders 'Status'

		Status		Total
		Associate Future Leader	Future Leader	
Survey	non-response	39	105	144
	responded	38	221	259
<b>Total</b>		<b>77</b>	<b>326</b>	<b>403</b>

Pearson Chi-Square	Value	df	Asymp. Sig. (2-sided)
	9.224	1	.002
N of Valid Cases	403		

## Sample characteristics comparison with population – Within cohort group

### Ethnicity

Cohort Group			Ethnicity						Total
			Asian	Black	Mixed	Other	Prefer not to say	White	
Cohorts 09 to 11	Survey	non-response	*	*	*	*	*	65	73
		responded	*	*	*	*	*	65	73
	<b>Total</b>		<b>5</b>	<b>7</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>30</b>	<b>146</b>
Cohorts 12 and 13	Survey	non-response	*	6	*	*	*	41	53
		responded	*	8	*	*	*	89	105
	<b>Total</b>		<b>5</b>	<b>14</b>	<b>6</b>	<b>*</b>	<b>*</b>	<b>130</b>	<b>158</b>
Cohort 14	Survey	non-response	*	*	*	*	*	17	18
		responded	*	*	*	*	*	66	81
	<b>Total</b>		<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>83</b>	<b>99</b>

\*indicates a figure less than 5, or where a subgroup was fully represented in the survey sample

		Value	df	Asymp. Sig. (2-sided)
Cohorts 09 to 11	Pearson Chi-Square	4.343	5	.501
	N of Valid Cases	146		
Cohorts 12 and 13	Pearson Chi-Square	4.592	5	.468
	N of Valid Cases	158		
Cohort 14	Pearson Chi-Square	3.087	3	.378
	N of Valid Cases	99		

## Gender

Cohort Group			Gender			Total
			Female	Male	Prefer not to say	
Cohorts 09 to 11	Survey	non-response	41	32	*	73
		responded	40	33	*	73
	<b>Total</b>		<b>81</b>	<b>65</b>	<b>*</b>	<b>146</b>
Cohorts 12 and 13	Survey	non-response	32	21	*	53
		responded	62	42	*	105
	<b>Total</b>		<b>94</b>	<b>63</b>	<b>*</b>	<b>158</b>
Cohort 14	Survey	non-response	11	7	*	18
		responded	40	41	*	81
	<b>Total</b>		<b>51</b>	<b>48</b>	<b>*</b>	<b>99</b>

\*indicates a figure less than 5

		Value	Df	Asymp. Sig. (2-sided)
Cohorts 09 to 11	Pearson Chi-Square	.028	1	.868
	N of Valid Cases	146		
Cohorts 12 and 13	Pearson Chi-Square	.516	2	.772
	N of Valid Cases	158		
Cohort 14	Pearson Chi-Square	.811	1	.368
	N of Valid Cases	99		

## Region

Cohort Group			Region			
			East Midlands	London	North East	North West
Cohorts 09 to 11	Survey	non-response	2	33	0	17
		responded	2	28	1	16
	<b>Total</b>		<b>4</b>	<b>61</b>	<b>1</b>	<b>33</b>
Cohorts 12 and 13	Survey	non-response	3	23	5	6
		responded	4	39	9	19
	<b>Total</b>		<b>7</b>	<b>62</b>	<b>14</b>	<b>25</b>
Cohort 14	Survey	non-response	1	5	2	4
		responded	4	31	9	12
	<b>Total</b>		<b>5</b>	<b>36</b>	<b>11</b>	<b>16</b>

			Region				Total
			South East	South West	West Midlands	Yorkshire & the Humber	
Cohorts 09 to 11	Survey	non-response	3	3	9	6	73
		responded	6	2	4	14	73
	<b>Total</b>		<b>9</b>	<b>5</b>	<b>13</b>	<b>20</b>	<b>146</b>
Cohorts 12 and 13	Survey	non-response	6	2	3	5	53
		responded	5	8	9	12	105
	<b>Total</b>		<b>11</b>	<b>10</b>	<b>12</b>	<b>17</b>	<b>158</b>
Cohort 14	Survey	non-response	1	2	0	3	18
		responded	4	3	7	11	81
	<b>Total</b>		<b>5</b>	<b>5</b>	<b>7</b>	<b>14</b>	<b>99</b>



Cohort Group		Value	df	Asymp. Sig. (2-sided)
Cohorts 09 to 11	Pearson Chi-Square	7.763 <sup>b</sup>	7	.354
	N of Valid Cases	146		
Cohorts 12 and 13	Pearson Chi-Square	5.197 <sup>c</sup>	7	.636
	N of Valid Cases	158		
Cohort 14	Pearson Chi-Square	4.223 <sup>d</sup>	7	.754
	N of Valid Cases	99		

## Future Leaders 'Status'

Cohort Group			Status		Total
			Associate Future Leader	Future Leader	
Cohorts 09 to 11	Survey	non-response	31	42	73
		responded	32	41	73
	<b>Total</b>		<b>63</b>	<b>83</b>	<b>146</b>
Cohorts 12 and 13	Survey	non-response	7	46	53
		responded	5	100	105
	<b>Total</b>		<b>12</b>	<b>146</b>	<b>158</b>
Cohort 14	Survey	non-response	*	17	18
		responded	*	80	81
	<b>Total</b>		<b>*</b>	<b>97</b>	<b>99</b>

\*indicates a figure less than 5

		Value	df	Asymp. Sig. (2-sided)
Cohorts 09 to 11	Pearson Chi-Square	.028 <sup>c</sup>	1	.867
	N of Valid Cases	146		
Cohorts 12 and 13	Pearson Chi-Square	3.580 <sup>d</sup>	1	.058
	N of Valid Cases	158		
Cohort 14	Pearson Chi-Square	1.389 <sup>e</sup>	1	.239
	N of Valid Cases	99		

## Appendix B: Response tables

### Response tables: Overall contribution to development and satisfaction

Programme: Contribution to development	Cohort groups			Total
	Cohorts 9 to 11	Cohorts 12 to 13	Cohort 14	
3	1.3% <sub>0a</sub>	1.0% <sub>0a</sub>		.8%
4	2.6% <sub>0a</sub>	1.9% <sub>0a</sub>	1.2% <sub>0a</sub>	1.9%
5	3.8% <sub>0a</sub>	1.9% <sub>0a</sub>	1.2% <sub>0a</sub>	2.3%
6	7.7% <sub>0a</sub>	2.9% <sub>0a</sub>	3.7% <sub>0a</sub>	4.5%
7	21.8% <sub>0a</sub>	9.5% <sub>0b</sub>	9.8% <sub>0b</sub>	13.2%
8	15.4% <sub>0a</sub>	21.9% <sub>0a</sub>	15.9% <sub>0a</sub>	18.1%
9	19.2% <sub>0a</sub>	19.0% <sub>0a</sub>	28.0% <sub>0a</sub>	21.9%
10	28.2% <sub>0a</sub>	41.9% <sub>0a</sub>	40.2% <sub>0a</sub>	37.4%
<b>Total</b>	<b>78</b>	<b>105</b>	<b>82</b>	<b>265</b>

Each subscript letter denotes a set of cohort groups whose column proportions do not differ significantly from each other at the .05 level.

Programme: Overall positive negative - Contribution to development	Cohort groups			Total
	Cohorts 9 to 11	Cohorts 12 to 13	Cohort 14	
1 to 3	1.3% <sub>0a</sub>	1.0% <sub>0a</sub>		.8%
4 to 6	14.1% <sub>0a</sub>	6.7% <sub>0a</sub>	6.1% <sub>0a</sub>	8.7%
7 to 10	84.6% <sub>0a</sub>	92.4% <sub>0a</sub>	93.9% <sub>0a</sub>	90.6%
<b>Total</b>	<b>78</b>	<b>105</b>	<b>82</b>	<b>265</b>

Each subscript letter denotes a set of cohort groups whose column proportions do not differ significantly from each other at the .05 level.

Programme: Satisfaction	Cohort groups			Total
	Cohorts 9 to 11	Cohorts 12 to 13	Cohort 14	
1	1.3% <sub>a</sub>			.4%
2	2.6% <sub>a</sub>			.8%
3	1.3% <sub>a</sub>	1.0% <sub>a</sub>		.8%
4	5.1% <sub>a</sub>	2.9% <sub>a</sub>	1.2% <sub>a</sub>	3.0%
5	3.8% <sub>a</sub>	2.9% <sub>a</sub>	3.7% <sub>a</sub>	3.4%
6	10.3% <sub>a</sub>	2.9% <sub>b</sub>		4.2%
7	14.1% <sub>a</sub>	10.5% <sub>a</sub>	2.4% <sub>b</sub>	9.1%
8	24.4% <sub>a</sub>	25.7% <sub>a</sub>	15.9% <sub>a</sub>	22.3%
9	19.2% <sub>a</sub>	18.1% <sub>a</sub>	23.2% <sub>a</sub>	20.0%
10	17.9% <sub>a</sub>	36.2% <sub>b</sub>	53.7% <sub>c</sub>	36.2%
<b>Total</b>	<b>78</b>	<b>105</b>	<b>82</b>	<b>265</b>

Each subscript letter denotes a set of cohort groups whose column proportions do not differ significantly from each other at the .05 level.

Programme: Overall positive negative - Satisfaction	Cohort groups			Total
	Cohorts 9 to 11	Cohorts 12 to 13	Cohort 14	
1 to 3	5.1% <sub>a</sub>	1.0% <sub>a, b</sub>		1.9%
4 to 6	19.2% <sub>a</sub>	8.6% <sub>b</sub>	4.9% <sub>b</sub>	10.6%
7 to 10	75.6% <sub>a</sub>	90.5% <sub>b</sub>	95.1% <sub>b</sub>	87.5%
<b>Total</b>	<b>78</b>	<b>105</b>	<b>82</b>	<b>265</b>

Each subscript letter denotes a set of cohort groups whose column proportions do not differ significantly from each other at the .05 level.

## Response tables: 2014/15 Training

Training 2014/15: Impact on development	Cohort groups			Total
	Cohorts 9 to 11	Cohorts 12 to 13	Cohort 14	
Strongly disagree	1.8% <sup>a</sup>			.4%
Disagree	7.1% <sup>a</sup>	4.0% <sup>a, b</sup>		3.4%
Agree	37.5% <sup>a</sup>	39.0% <sup>a</sup>	21.0% <sup>b</sup>	32.5%
Strongly agree	53.6% <sup>a</sup>	57.0% <sup>a</sup>	79.0% <sup>b</sup>	63.7%
<b>Total</b>	<b>56</b>	<b>100</b>	<b>81</b>	<b>237</b>

Each subscript letter denotes a set of cohort groups whose column proportions do not differ significantly from each other at the .05 level.

Training 2014/15: Impact on school	Cohort groups			Total
	Cohorts 9 to 11	Cohorts 12 to 13	Cohort 14	
Strongly disagree	1.7% <sup>a</sup>			.4%
Disagree	13.8% <sup>a</sup>	9.0% <sup>a</sup>	4.9% <sup>a</sup>	8.8%
Agree	46.6% <sup>a</sup>	46.0% <sup>a</sup>	46.9% <sup>a</sup>	46.4%
Strongly agree	37.9% <sup>a</sup>	45.0% <sup>a</sup>	48.1% <sup>a</sup>	44.4%
<b>Total</b>	<b>58</b>	<b>100</b>	<b>81</b>	<b>239</b>

Each subscript letter denotes a set of cohort groups whose column proportions do not differ significantly from each other at the .05 level.

Training 2014/15: Met needs	Cohort groups			Total
	Cohorts 9 to 11	Cohorts 12 to 13	Cohort 14	
Strongly disagree	3.4% <sup>a</sup>			.8%
Disagree	13.8% <sup>a</sup>	9.0% <sup>a</sup>	1.2% <sup>b</sup>	7.5%
Agree	53.4% <sup>a</sup>	47.0% <sup>a</sup>	37.0% <sup>a</sup>	45.2%
Strongly agree	29.3% <sup>a</sup>	44.0% <sup>a</sup>	61.7% <sup>b</sup>	46.4%
<b>Total</b>	<b>58</b>	<b>100</b>	<b>81</b>	<b>239</b>

Each subscript letter denotes a set of cohort groups whose column proportions do not differ significantly from each other at the .05 level.

Impact on development positive or negative	Cohort groups			Total
	Cohorts 9 to 11	Cohorts 12 to 13	Cohort 14	
Disagree or Strongly disagree	6.6% <sub>a</sub>	3.8% <sub>a, b</sub>		3.4%
Agree or Strongly agree	67.1% <sub>a</sub>	92.3% <sub>b</sub>	100.0% <sub>c</sub>	87.4%
Not applicable	26.3% <sub>a</sub>	3.8% <sub>b</sub>		9.2%
<b>Total</b>	<b>76</b>	<b>104</b>	<b>81</b>	<b>261</b>

Each subscript letter denotes a set of cohort groups whose column proportions do not differ significantly from each other at the .05 level.

Impact on school positive or negative	Cohort groups			Total
	Cohorts 9 to 11	Cohorts 12 to 13	Cohort 14	
Disagree or Strongly disagree	11.8% <sub>a</sub>	8.7% <sub>a</sub>	4.9% <sub>a</sub>	8.4%
Agree or Strongly agree	64.5% <sub>a</sub>	87.5% <sub>b</sub>	95.1% <sub>b</sub>	83.1%
Not applicable	23.7% <sub>a</sub>	3.8% <sub>b</sub>		8.4%
<b>Total</b>	<b>76</b>	<b>104</b>	<b>81</b>	<b>261</b>

Each subscript letter denotes a set of cohort groups whose column proportions do not differ significantly from each other at the .05 level.

## Response tables: Preparation for headship: leadership skills

Preparation for headship: Teaching and Learning	Cohort groups			Total
	Cohorts 9 to 11	Cohorts 12 to 13	Cohort 14	
A little	11.8% <sub>a</sub>	9.6% <sub>a</sub>	6.3% <sub>a</sub>	9.2%
Well	36.8% <sub>a, b</sub>	44.2% <sub>b</sub>	30.0% <sub>a</sub>	37.7%
Very well	48.7% <sub>a, b</sub>	46.2% <sub>b</sub>	63.8% <sub>a</sub>	52.3%
Don't know	2.6% <sub>a</sub>			.8%
<b>Total</b>	<b>76</b>	<b>104</b>	<b>80</b>	<b>260</b>

Each subscript letter denotes a set of cohort groups whose column proportions do not differ significantly from each other at the .05 level.

Preparation for headship: High aspiration vision, beliefs and culture	Cohort groups			Total
	Cohorts 9 to 11	Cohorts 12 to 13	Cohort 14	
A little	1.3% <sub>oa</sub>	1.9% <sub>oa</sub>		1.2%
Well	19.7% <sub>oa</sub>	21.2% <sub>oa</sub>	7.5% <sub>ob</sub>	16.5%
Very well	76.3% <sub>oa</sub>	76.9% <sub>oa</sub>	91.3% <sub>ob</sub>	81.2%
Don't know	2.6% <sub>oa</sub>		1.3% <sub>oa</sub>	1.2%
<b>Total</b>	<b>76</b>	<b>104</b>	<b>80</b>	<b>260</b>

Each subscript letter denotes a set of cohort groups whose column proportions do not differ significantly from each other at the .05 level.

Preparation for headship: Curriculum design	Cohort groups			Total
	Cohorts 9 to 11	Cohorts 12 to 13	Cohort 14	
Not at all		1.9% <sub>oa</sub>		.8%
A little	15.8% <sub>oa</sub>	19.2% <sub>oa</sub>	16.3% <sub>oa</sub>	17.3%
Well	53.9% <sub>oa</sub>	50.0% <sub>oa</sub>	48.8% <sub>oa</sub>	50.8%
Very well	27.6% <sub>oa</sub>	28.8% <sub>oa</sub>	35.0% <sub>oa</sub>	30.4%
Don't know	2.6% <sub>oa</sub>			.8%
<b>Total</b>	<b>76</b>	<b>104</b>	<b>80</b>	<b>260</b>

Each subscript letter denotes a set of cohort groups whose column proportions do not differ significantly from each other at the .05 level.

Preparation for headship: Staff development	Cohort groups			Total
	Cohorts 9 to 11	Cohorts 12 to 13	Cohort 14	
A little	13.2% <sub>oa</sub>	9.6% <sub>oa</sub>	10.0% <sub>oa</sub>	10.8%
Well	51.3% <sub>oa</sub>	45.2% <sub>oa</sub>	36.3% <sub>oa</sub>	44.2%
Very well	32.9% <sub>oa</sub>	44.2% <sub>oa, b</sub>	53.8% <sub>ob</sub>	43.8%
Don't know	2.6% <sub>oa</sub>	1.0% <sub>oa</sub>		1.2%
<b>Total</b>	<b>76</b>	<b>104</b>	<b>80</b>	<b>260</b>

Each subscript letter denotes a set of cohort groups whose column proportions do not differ significantly from each other at the .05 level.

Preparation for headship: Behaviour and attendance	Cohort groups			Total
	Cohorts 9 to 11	Cohorts 12 to 13	Cohort 14	
Not at all	1.3% <sub>a</sub>	5.8% <sub>a</sub>	2.5% <sub>a</sub>	3.5%
A little	32.9% <sub>a</sub>	28.8% <sub>a</sub>	26.3% <sub>a</sub>	29.2%
Well	40.8% <sub>a</sub>	50.0% <sub>a</sub>	50.0% <sub>a</sub>	47.3%
Very well	22.4% <sub>a</sub>	14.4% <sub>a</sub>	21.3% <sub>a</sub>	18.8%
Don't know	2.6% <sub>a</sub>	1.0% <sub>a</sub>		1.2%
<b>Total</b>	<b>76</b>	<b>104</b>	<b>80</b>	<b>260</b>

Each subscript letter denotes a set of cohort groups whose column proportions do not differ significantly from each other at the .05 level.

Preparation for headship: Parents and carers	Cohort groups			Total
	Cohorts 9 to 11	Cohorts 12 to 13	Cohort 14	
Not at all	3.9% <sub>a</sub>	4.8% <sub>a</sub>	1.3% <sub>a</sub>	3.5%
A little	48.7% <sub>a</sub>	35.6% <sub>a, b</sub>	25.0% <sub>b</sub>	36.2%
Well	34.2% <sub>a</sub>	47.1% <sub>a, b</sub>	52.5% <sub>b</sub>	45.0%
Very well	10.5% <sub>a, b</sub>	8.7% <sub>b</sub>	21.3% <sub>a</sub>	13.1%
Don't know	2.6% <sub>a</sub>	3.8% <sub>a</sub>		2.3%
<b>Total</b>	<b>76</b>	<b>104</b>	<b>80</b>	<b>260</b>

Each subscript letter denotes a set of cohort groups whose column proportions do not differ significantly from each other at the .05 level.

Preparation for headship: Strategic school improvement	Cohort groups			Total
	Cohorts 9 to 11	Cohorts 12 to 13	Cohort 14	
A little	7.9% <sub>a</sub>	6.7% <sub>a, b</sub>	1.3% <sub>b</sub>	5.4%
Well	38.2% <sub>a</sub>	36.5% <sub>a</sub>	42.5% <sub>a</sub>	38.8%
Very well	51.3% <sub>a</sub>	55.8% <sub>a</sub>	56.3% <sub>a</sub>	54.6%
Don't know	2.6% <sub>a</sub>	1.0% <sub>a</sub>		1.2%
<b>Total</b>	<b>76</b>	<b>104</b>	<b>80</b>	<b>260</b>

Each subscript letter denotes a set of cohort groups whose column proportions do not differ significantly from each other at the .05 level.

Preparation for headship: Partnerships	Cohort groups			Total
	Cohorts 9 to 11	Cohorts 12 to 13	Cohort 14	
Not at all	3.9% <sup>a</sup>	9.6% <sup>a</sup>	3.8% <sup>a</sup>	6.2%
A little	43.4% <sup>a</sup>	35.6% <sup>a, b</sup>	25.0% <sup>b</sup>	34.6%
Well	39.5% <sup>a</sup>	41.3% <sup>a</sup>	52.5% <sup>a</sup>	44.2%
Very well	10.5% <sup>a</sup>	10.6% <sup>a</sup>	18.8% <sup>a</sup>	13.1%
Don't know	2.6% <sup>a</sup>	2.9% <sup>a</sup>		1.9%
<b>Total</b>	<b>76</b>	<b>104</b>	<b>80</b>	<b>260</b>

Each subscript letter denotes a set of cohort groups whose column proportions do not differ significantly from each other at the .05 level.

Preparation for headship: Governance	Cohort groups			Total
	Cohorts 9 to 11	Cohorts 12 to 13	Cohort 14	
Not at all	13.2% <sup>a</sup>	5.8% <sup>a</sup>	11.3% <sup>a</sup>	9.6%
A little	39.5% <sup>a</sup>	42.3% <sup>a</sup>	42.5% <sup>a</sup>	41.5%
Well	35.5% <sup>a</sup>	38.5% <sup>a</sup>	38.8% <sup>a</sup>	37.7%
Very well	7.9% <sup>a</sup>	9.6% <sup>a</sup>	7.5% <sup>a</sup>	8.5%
Don't know	3.9% <sup>a</sup>	3.8% <sup>a</sup>		2.7%
<b>Total</b>	<b>76</b>	<b>104</b>	<b>80</b>	<b>260</b>

Each subscript letter denotes a set of cohort groups whose column proportions do not differ significantly from each other at the .05 level.

Preparation for headship: Operational management	Cohort groups			Total
	Cohorts 9 to 11	Cohorts 12 to 13	Cohort 14	
Not at all	1.3% <sup>a</sup>	4.8% <sup>a</sup>	3.8% <sup>a</sup>	3.5%
A little	32.9% <sup>a</sup>	24.0% <sup>a</sup>	23.8% <sup>a</sup>	26.5%
Well	38.2% <sup>a</sup>	42.3% <sup>a</sup>	41.3% <sup>a</sup>	40.8%
Very well	25.0% <sup>a</sup>	25.0% <sup>a</sup>	31.3% <sup>a</sup>	26.9%
Don't know	2.6% <sup>a</sup>	3.8% <sup>a</sup>		2.3%
<b>Total</b>	<b>76</b>	<b>104</b>	<b>80</b>	<b>260</b>

Each subscript letter denotes a set of cohort groups whose column proportions do not differ significantly from each other at the .05 level.



Preparation for headship: Managing performance	Cohort groups			Total
	Cohorts 9 to 11	Cohorts 12 to 13	Cohort 14	
A little	13.2% <sub>a</sub>	11.5% <sub>a</sub>	16.3% <sub>a</sub>	13.5%
Well	42.1% <sub>a</sub>	49.0% <sub>a</sub>	41.3% <sub>a</sub>	44.6%
Very well	42.1% <sub>a</sub>	39.4% <sub>a</sub>	42.5% <sub>a</sub>	41.2%
Don't know	2.6% <sub>a</sub>			.8%
<b>Total</b>	<b>76</b>	<b>104</b>	<b>80</b>	<b>260</b>

Each subscript letter denotes a set of cohort groups whose column proportions do not differ significantly from each other at the .05 level.

Preparation for headship: Leading a team	Cohort groups			Total
	Cohorts 9 to 11	Cohorts 12 to 13	Cohort 14	
A little	3.9% <sub>a</sub>	5.8% <sub>a</sub>	2.5% <sub>a</sub>	4.2%
Well	31.6% <sub>a</sub>	33.7% <sub>a</sub>	28.8% <sub>a</sub>	31.5%
Very well	61.8% <sub>a</sub>	60.6% <sub>a</sub>	68.8% <sub>a</sub>	63.5%
Don't know	2.6% <sub>a</sub>			.8%
<b>Total</b>	<b>76</b>	<b>104</b>	<b>80</b>	<b>260</b>

Each subscript letter denotes a set of cohort groups whose column proportions do not differ significantly from each other at the .05 level.

Preparation for headship: Recruitment, selection, structuring and retention	Cohort groups			Total
	Cohorts 9 to 11	Cohorts 12 to 13	Cohort 14	
Not at all	3.9% <sub>a</sub>	1.9% <sub>a</sub>		1.9%
A little	22.4% <sub>a</sub>	22.1% <sub>a</sub>	13.8% <sub>a</sub>	19.6%
Well	42.1% <sub>a</sub>	40.4% <sub>a</sub>	43.8% <sub>a</sub>	41.9%
Very well	28.9% <sub>a</sub>	33.7% <sub>a</sub>	42.5% <sub>a</sub>	35.0%
Don't know	2.6% <sub>a</sub>	1.9% <sub>a</sub>		1.5%
<b>Total</b>	<b>76</b>	<b>104</b>	<b>80</b>	<b>260</b>

Each subscript letter denotes a set of cohort groups whose column proportions do not differ significantly from each other at the .05 level.

Preparation for headship: Leading data and intervention	Cohort groups			Total
	Cohorts 9 to 11	Cohorts 12 to 13	Cohort 14	
Not at all			1.3% <sup>a</sup>	.4%
A little	14.5% <sup>a</sup>	10.6% <sup>a</sup>	11.3% <sup>a</sup>	11.9%
Well	50.0% <sup>a</sup>	39.4% <sup>a</sup>	53.8% <sup>a</sup>	46.9%
Very well	32.9% <sup>a</sup>	49.0% <sup>b</sup>	33.8% <sup>a</sup>	39.6%
Don't know	2.6% <sup>a</sup>	1.0% <sup>a</sup>		1.2%
<b>Total</b>	<b>76</b>	<b>104</b>	<b>80</b>	<b>260</b>

Each subscript letter denotes a set of cohort groups whose column proportions do not differ significantly from each other at the .05 level.

Preparation for headship: Working with children at risk	Cohort groups			Total
	Cohorts 9 to 11	Cohorts 12 to 13	Cohort 14	
Not at all	6.6% <sup>a</sup>	2.9% <sup>a</sup>	3.8% <sup>a</sup>	4.2%
A little	34.2% <sup>a</sup>	29.8% <sup>a</sup>	22.5% <sup>a</sup>	28.8%
Well	44.7% <sup>a</sup>	45.2% <sup>a</sup>	47.5% <sup>a</sup>	45.8%
Very well	9.2% <sup>a</sup>	16.3% <sup>a, b</sup>	26.3% <sup>b</sup>	17.3%
Don't know	5.3% <sup>a</sup>	5.8% <sup>a</sup>		3.8%
<b>Total</b>	<b>76</b>	<b>104</b>	<b>80</b>	<b>260</b>

Each subscript letter denotes a set of cohort groups whose column proportions do not differ significantly from each other at the .05 level.

Overall preparation to headship: existing heads	Total
1	3.8%
6	3.8%
7	30.8%
8	46.2%
9	7.7%
10	7.7%
<b>Total</b>	<b>26</b>

Overall preparation to headship: all respondents	Cohort groups			Total
	Cohorts 9 to 11	Cohorts 12 to 13	Cohort 14	
1	1.4% <sub>a</sub>			.4%
2			1.3% <sub>a</sub>	.4%
3	1.4% <sub>a</sub>	2.9% <sub>a</sub>	3.8% <sub>a</sub>	2.8%
4	4.2% <sub>a</sub>	4.9% <sub>a</sub>	5.0% <sub>a</sub>	4.7%
5	6.9% <sub>a</sub>	14.7% <sub>a</sub>	15.0% <sub>a</sub>	12.6%
6	15.3% <sub>a</sub>	15.7% <sub>a</sub>	23.8% <sub>a</sub>	18.1%
7	31.9% <sub>a</sub>	28.4% <sub>a</sub>	22.5% <sub>a</sub>	27.6%
8	22.2% <sub>a</sub>	31.4% <sub>a</sub>	22.5% <sub>a</sub>	26.0%
9	11.1% <sub>a</sub>	1.0% <sub>b</sub>	3.8% <sub>a, b</sub>	4.7%
10	5.6% <sub>a</sub>	1.0% <sub>a</sub>	2.5% <sub>a</sub>	2.8%
<b>Total</b>	<b>72</b>	<b>102</b>	<b>80</b>	<b>254</b>

Each subscript letter denotes a set of cohort groups whose column proportions do not differ significantly from each other at the .05 level.

## Response tables: Future Leaders Trust feedback

Future Leaders Trust: Upholding mission and values	Cohort groups			Total
	Cohorts 9 to 11	Cohorts 12 to 13	Cohort 14	
Disagree	3.8% <sub>a</sub>	1.9% <sub>a</sub>		1.9%
Agree	41.0% <sub>a</sub>	22.9% <sub>b</sub>	18.3% <sub>b</sub>	26.8%
Strongly agree	55.1% <sub>a</sub>	75.2% <sub>b</sub>	81.7% <sub>b</sub>	71.3%
<b>Total</b>	<b>78</b>	<b>105</b>	<b>82</b>	<b>265</b>

Each subscript letter denotes a set of cohort groups whose column proportions do not differ significantly from each other at the .05 level.

Future Leaders Trust: Expectations of participants	Cohort groups			Total
	Cohorts 9 to 11	Cohorts 12 to 13	Cohort 14	
Disagree	2.6% <sup>a</sup>	2.9% <sup>a</sup>		1.9%
Agree	52.6% <sup>a</sup>	31.4% <sup>b</sup>	22.0% <sup>b</sup>	34.7%
Strongly agree	44.9% <sup>a</sup>	65.7% <sup>b</sup>	78.0% <sup>b</sup>	63.4%
<b>Total</b>	<b>78</b>	<b>105</b>	<b>82</b>	<b>265</b>

Each subscript letter denotes a set of cohort groups whose column proportions do not differ significantly from each other at the .05 level.

Future Leaders Trust: Delivering on commitments	Cohort groups			Total
	Cohorts 9 to 11	Cohorts 12 to 13	Cohort 14	
Strongly disagree	2.6% <sup>a</sup>			.8%
Disagree	11.5% <sup>a</sup>	4.8% <sup>a, b</sup>	2.4% <sup>b</sup>	6.0%
Agree	61.5% <sup>a</sup>	48.6% <sup>a</sup>	26.8% <sup>b</sup>	45.7%
Strongly agree	24.4% <sup>a</sup>	46.7% <sup>b</sup>	70.7% <sup>c</sup>	47.5%
<b>Total</b>	<b>78</b>	<b>105</b>	<b>82</b>	<b>265</b>

Each subscript letter denotes a set of cohort groups whose column proportions do not differ significantly from each other at the .05 level.

Future Leaders Trust: Realistic expectations of participants	Cohort groups			Total
	Cohorts 9 to 11	Cohorts 12 to 13	Cohort 14	
Strongly disagree	2.6% <sup>a</sup>		1.2% <sup>a</sup>	1.1%
Disagree	9.0% <sup>a</sup>	5.7% <sup>a</sup>		4.9%
Agree	66.7% <sup>a</sup>	58.1% <sup>a, b</sup>	50.0% <sup>b</sup>	58.1%
Strongly agree	21.8% <sup>a</sup>	36.2% <sup>b</sup>	48.8% <sup>b</sup>	35.8%
<b>Total</b>	<b>78</b>	<b>105</b>	<b>82</b>	<b>265</b>

Each subscript letter denotes a set of cohort groups whose column proportions do not differ significantly from each other at the .05 level.

Future Leaders Trust: Stretch participants	Cohort groups			Total
	Cohorts 9 to 11	Cohorts 12 to 13	Cohort 14	
Strongly disagree	1.3% <sup>0a</sup>			.4%
Disagree	10.3% <sup>0a</sup>	3.8% <sup>0a, b</sup>	2.4% <sup>0b</sup>	5.3%
Agree	42.3% <sup>0a</sup>	35.2% <sup>0a</sup>	18.3% <sup>0b</sup>	32.1%
Strongly agree	46.2% <sup>0a</sup>	61.0% <sup>0b</sup>	79.3% <sup>0c</sup>	62.3%
<b>Total</b>	<b>78</b>	<b>105</b>	<b>82</b>	<b>265</b>

Each subscript letter denotes a set of cohort groups whose column proportions do not differ significantly from each other at the .05 level.

Future Leaders Trust: Incorporating participants' feedback	Cohort groups			Total
	Cohorts 9 to 11	Cohorts 12 to 13	Cohort 14	
Strongly disagree	1.3% <sup>0a</sup>	1.9% <sup>0a</sup>		1.1%
Disagree	14.1% <sup>0a</sup>	5.7% <sup>0a, b</sup>	2.4% <sup>0b</sup>	7.2%
Agree	48.7% <sup>0a</sup>	42.9% <sup>0a</sup>	47.6% <sup>0a</sup>	46.0%
Strongly agree	32.1% <sup>0a</sup>	44.8% <sup>0a, b</sup>	48.8% <sup>0b</sup>	42.3%
Not applicable	3.8% <sup>0a</sup>	4.8% <sup>0a</sup>	1.2% <sup>0a</sup>	3.4%
<b>Total</b>	<b>78</b>	<b>105</b>	<b>82</b>	<b>265</b>

Each subscript letter denotes a set of cohort groups whose column proportions do not differ significantly from each other at the .05 level.

## Response tables: Programme design: contribution to development

Contribution to development: Foundations	Cohort groups			Total
	Cohorts 9 to 11	Cohorts 12 to 13	Cohort 14	
Disagree	1.3% <sup>0a</sup>			.4%
Agree	18.4% <sup>0a</sup>	12.5% <sup>0a</sup>	12.5% <sup>0a</sup>	14.2%
Strongly agree	80.3% <sup>0a</sup>	84.6% <sup>0a</sup>	87.5% <sup>0a</sup>	84.2%
Not applicable		2.9% <sup>0a</sup>		1.2%
<b>Total</b>	<b>76</b>	<b>104</b>	<b>80</b>	<b>260</b>

Each subscript letter denotes a set of cohort groups whose column proportions do not differ significantly from each other at the .05 level.

Contribution to development: In-school mentor	Cohort groups			Total
	Cohorts 9 to 11	Cohorts 12 to 13	Cohort 14	
Strongly disagree	6.6% <sup>a</sup>	11.5% <sup>a</sup>	3.8% <sup>a</sup>	7.7%
Disagree	11.8% <sup>a</sup>	16.3% <sup>a</sup>	13.8% <sup>a</sup>	14.2%
Agree	47.4% <sup>a</sup>	31.7% <sup>b</sup>	36.3% <sup>a, b</sup>	37.7%
Strongly agree	34.2% <sup>a</sup>	34.6% <sup>a</sup>	41.3% <sup>a</sup>	36.5%
Not applicable		5.8% <sup>b</sup>	5.0% <sup>b</sup>	3.8%
<b>Total</b>	<b>76</b>	<b>104</b>	<b>80</b>	<b>260</b>

Each subscript letter denotes a set of cohort groups whose column proportions do not differ significantly from each other at the .05 level.

Contribution to development: Residency school headteacher	Cohort groups			Total
	Cohorts 9 to 11	Cohorts 12 to 13	Cohort 14	
Strongly disagree	10.5% <sup>a</sup>	5.8% <sup>a</sup>	7.5% <sup>a</sup>	7.7%
Disagree	14.5% <sup>a</sup>	20.4% <sup>a</sup>	13.8% <sup>a</sup>	16.6%
Agree	39.5% <sup>a</sup>	33.0% <sup>a, b</sup>	20.0% <sup>b</sup>	30.9%
Strongly agree	35.5% <sup>a</sup>	35.9% <sup>a</sup>	55.0% <sup>b</sup>	41.7%
Not applicable		4.9% <sup>a</sup>	3.8% <sup>a</sup>	3.1%
<b>Total</b>	<b>76</b>	<b>103</b>	<b>80</b>	<b>259</b>

Each subscript letter denotes a set of cohort groups whose column proportions do not differ significantly from each other at the .05 level.

Contribution to development: School study tour	Cohort groups			Total
	Cohorts 9 to 11	Cohorts 12 to 13	Cohort 14	
Strongly disagree	1.3% <sup>a</sup>			.4%
Disagree	5.3% <sup>a</sup>	2.9% <sup>a</sup>	1.3% <sup>a</sup>	3.1%
Agree	23.7% <sup>a</sup>	32.0% <sup>a</sup>	28.8% <sup>a</sup>	28.6%
Strongly agree	69.7% <sup>a</sup>	62.1% <sup>a</sup>	68.8% <sup>a</sup>	66.4%
Not applicable		2.9% <sup>a</sup>	1.3% <sup>a</sup>	1.5%
<b>Total</b>	<b>76</b>	<b>103</b>	<b>80</b>	<b>259</b>

Each subscript letter denotes a set of cohort groups whose column proportions do not differ significantly from each other at the .05 level.

Contribution to development: Residency year work experience	Cohort groups			Total
	Cohorts 9 to 11	Cohorts 12 to 13	Cohort 14	
Strongly disagree	1.3% <sub>oa</sub>	1.0% <sub>oa</sub>		.8%
Disagree	3.9% <sub>oa</sub>	1.9% <sub>oa</sub>	3.8% <sub>oa</sub>	3.1%
Agree	23.7% <sub>oa</sub>	25.2% <sub>oa</sub>	25.0% <sub>oa</sub>	24.7%
Strongly agree	71.1% <sub>oa</sub>	69.9% <sub>oa</sub>	68.8% <sub>oa</sub>	69.9%
Not applicable		1.9% <sub>oa</sub>	2.5% <sub>oa</sub>	1.5%
<b>Total</b>	<b>76</b>	<b>103</b>	<b>80</b>	<b>259</b>

Each subscript letter denotes a set of cohort groups whose column proportions do not differ significantly from each other at the .05 level.

Contribution to development: Leadership Development Adviser	Cohort groups			Total
	Cohorts 9 to 11	Cohorts 12 to 13	Cohort 14	
Strongly disagree	1.3% <sub>oa</sub>	1.9% <sub>oa</sub>		1.2%
Disagree	5.3% <sub>oa</sub>	3.8% <sub>oa</sub>	3.8% <sub>oa</sub>	4.2%
Agree	23.7% <sub>oa</sub>	15.4% <sub>oa</sub>	20.0% <sub>oa</sub>	19.2%
Strongly agree	68.4% <sub>oa</sub>	78.8% <sub>oa</sub>	76.3% <sub>oa</sub>	75.0%
Not applicable	1.3% <sub>oa</sub>			.4%
<b>Total</b>	<b>76</b>	<b>104</b>	<b>80</b>	<b>260</b>

Each subscript letter denotes a set of cohort groups whose column proportions do not differ significantly from each other at the .05 level.

Contribution to development: Module training	Cohort groups			Total
	Cohorts 9 to 11	Cohorts 12 to 13	Cohort 14	
Strongly disagree		3.8% <sub>oa</sub>	3.8% <sub>oa</sub>	2.7%
Disagree	5.3% <sub>oa</sub>	7.7% <sub>oa</sub>	7.5% <sub>oa</sub>	6.9%
Agree	57.9% <sub>oa</sub>	48.1% <sub>oa</sub>	60.0% <sub>oa</sub>	54.6%
Strongly agree	32.9% <sub>oa</sub>	36.5% <sub>oa</sub>	28.8% <sub>oa</sub>	33.1%
Not applicable	3.9% <sub>oa</sub>	3.8% <sub>oa</sub>		2.7%
<b>Total</b>	<b>76</b>	<b>104</b>	<b>80</b>	<b>260</b>

Each subscript letter denotes a set of cohort groups whose column proportions do not differ significantly from each other at the .05 level.

Contribution to development: Regional training	Cohort groups			Total
	Cohorts 9 to 11	Cohorts 12 to 13	Cohort 14	
Strongly disagree	1.3% <sub>a</sub>	1.0% <sub>a</sub>	1.3% <sub>a</sub>	1.2%
Disagree	10.5% <sub>a</sub>	7.7% <sub>a</sub>	6.3% <sub>a</sub>	8.1%
Agree	59.2% <sub>a</sub>	58.7% <sub>a</sub>	53.8% <sub>a</sub>	57.3%
Strongly agree	19.7% <sub>a</sub>	31.7% <sub>a, b</sub>	38.8% <sub>b</sub>	30.4%
Not applicable	9.2% <sub>a</sub>	1.0% <sub>b</sub>		3.1%
<b>Total</b>	<b>76</b>	<b>104</b>	<b>80</b>	<b>260</b>

Each subscript letter denotes a set of cohort groups whose column proportions do not differ significantly from each other at the .05 level.

Contribution to development: Assessment	Cohort groups			Total
	Cohorts 9 to 11	Cohorts 12 to 13	Cohort 14	
Strongly disagree	1.3% <sub>a</sub>	2.9% <sub>a</sub>		1.5%
Disagree	9.2% <sub>a</sub>	8.7% <sub>a</sub>	3.8% <sub>a</sub>	7.3%
Agree	52.6% <sub>a</sub>	46.2% <sub>a</sub>	48.8% <sub>a</sub>	48.8%
Strongly agree	35.5% <sub>a</sub>	41.3% <sub>a</sub>	47.5% <sub>a</sub>	41.5%
Not applicable	1.3% <sub>a</sub>	1.0% <sub>a</sub>		.8%
<b>Total</b>	<b>76</b>	<b>104</b>	<b>80</b>	<b>260</b>

Each subscript letter denotes a set of cohort groups whose column proportions do not differ significantly from each other at the .05 level.

Contribution to development: Online provision	Cohort groups			Total
	Cohorts 9 to 11	Cohorts 12 to 13	Cohort 14	
Strongly disagree	5.3% <sub>a</sub>		2.5% <sub>a, b</sub>	2.3%
Disagree	26.3% <sub>a</sub>	19.4% <sub>a</sub>	8.8% <sub>b</sub>	18.1%
Agree	55.3% <sub>a</sub>	68.0% <sub>a</sub>	67.5% <sub>a</sub>	64.1%
Strongly agree	11.8% <sub>a</sub>	11.7% <sub>a</sub>	21.3% <sub>a</sub>	14.7%
Not applicable	1.3% <sub>a</sub>	1.0% <sub>a</sub>		.8%
<b>Total</b>	<b>76</b>	<b>103</b>	<b>80</b>	<b>259</b>

Each subscript letter denotes a set of cohort groups whose column proportions do not differ significantly from each other at the .05 level.



Contribution to development: Job search and applications	Cohort groups			Total
	Cohorts 9 to 11	Cohorts 12 to 13	Cohort 14	
Strongly disagree	3.9% <sup>a</sup>	1.0% <sup>a</sup>		1.5%
Disagree	17.1% <sup>a</sup>	14.4% <sup>a, b</sup>	6.3% <sup>b</sup>	12.7%
Agree	46.1% <sup>a, b</sup>	47.1% <sup>b</sup>	31.3% <sup>a</sup>	41.9%
Strongly agree	26.3% <sup>a</sup>	29.8% <sup>a</sup>	46.3% <sup>b</sup>	33.8%
Not applicable	6.6% <sup>a</sup>	7.7% <sup>a</sup>	16.3% <sup>a</sup>	10.0%
<b>Total</b>	<b>76</b>	<b>104</b>	<b>80</b>	<b>260</b>

Each subscript letter denotes a set of cohort groups whose column proportions do not differ significantly from each other at the .05 level.

Contribution to development: Support from fellow Future Leaders	Cohort groups			Total
	Cohorts 9 to 11	Cohorts 12 to 13	Cohort 14	
Strongly disagree			1.3% <sup>a</sup>	.4%
Disagree	3.9% <sup>a</sup>	6.7% <sup>a</sup>	3.8% <sup>a</sup>	5.0%
Agree	47.4% <sup>a</sup>	36.5% <sup>a</sup>	45.0% <sup>a</sup>	42.3%
Strongly agree	46.1% <sup>a</sup>	56.7% <sup>a</sup>	50.0% <sup>a</sup>	51.5%
Not applicable	2.6% <sup>a</sup>			.8%
<b>Total</b>	<b>76</b>	<b>104</b>	<b>80</b>	<b>260</b>

Each subscript letter denotes a set of cohort groups whose column proportions do not differ significantly from each other at the .05 level.

Contribution to development: Support or training from outside the programme	Cohort groups			Total
	Cohorts 9 to 11	Cohorts 12 to 13	Cohort 14	
Strongly disagree	1.3% <sup>a</sup>	2.9% <sup>a</sup>		1.5%
Disagree	7.9% <sup>a</sup>	24.0% <sup>b</sup>	13.8% <sup>a, b</sup>	16.2%
Agree	63.2% <sup>a</sup>	48.1% <sup>b</sup>	42.5% <sup>b</sup>	50.8%
Strongly agree	19.7% <sup>a</sup>	18.3% <sup>a</sup>	35.0% <sup>b</sup>	23.8%
Not applicable	7.9% <sup>a</sup>	6.7% <sup>a</sup>	8.8% <sup>a</sup>	7.7%
<b>Total</b>	<b>76</b>	<b>104</b>	<b>80</b>	<b>260</b>

Each subscript letter denotes a set of cohort groups whose column proportions do not differ significantly from each other at the .05 level.

## Response tables: Programme design: school impact

Important contribution to school impact: Selection process	Cohort groups			Total
	Cohorts 9 to 11	Cohorts 12 to 13	Cohort 14	
No	98.7% <sub>a</sub>	99.1% <sub>a</sub>	97.6% <sub>a</sub>	98.5%
Yes	1.3% <sub>a</sub>	0.9% <sub>a</sub>	2.4% <sub>a</sub>	1.5%
<b>Total</b>	<b>78</b>	<b>106</b>	<b>82</b>	<b>266</b>

Each subscript letter denotes a set of cohort groups whose column proportions do not differ significantly from each other at the .05 level.

Important contribution to school impact: Foundations	Cohort groups			Total
	Cohorts 9 to 11	Cohorts 12 to 13	Cohort 14	
No	28.2% <sub>a</sub>	20.8% <sub>a</sub>	20.7% <sub>a</sub>	22.9%
Yes	71.8% <sub>a</sub>	79.2% <sub>a</sub>	79.3% <sub>a</sub>	77.1%
<b>Total</b>	<b>78</b>	<b>106</b>	<b>82</b>	<b>266</b>

Each subscript letter denotes a set of cohort groups whose column proportions do not differ significantly from each other at the .05 level.

Important contribution to school impact: School study tour	Cohort groups			Total
	Cohorts 9 to 11	Cohorts 12 to 13	Cohort 14	
No	74.4% <sub>a</sub>	69.8% <sub>a</sub>	68.3% <sub>a</sub>	70.7%
Yes	25.6% <sub>a</sub>	30.2% <sub>a</sub>	31.7% <sub>a</sub>	29.3%
<b>Total</b>	<b>78</b>	<b>106</b>	<b>82</b>	<b>266</b>

Each subscript letter denotes a set of cohort groups whose column proportions do not differ significantly from each other at the .05 level.

Important contribution to school impact: Leadership Development Adviser	Cohort groups			Total
	Cohorts 9 to 11	Cohorts 12 to 13	Cohort 14	
No	34.6% <sub>a</sub>	43.4% <sub>a</sub>	41.5% <sub>a</sub>	40.2%
Yes	65.4% <sub>a</sub>	56.6% <sub>a</sub>	58.5% <sub>a</sub>	59.8%
<b>Total</b>	<b>78</b>	<b>106</b>	<b>82</b>	<b>266</b>

Each subscript letter denotes a set of cohort groups whose column proportions do not differ significantly from each other at the .05 level.

Important contribution to school impact: Leadership Development Adviser	Cohort groups			Total
	Cohorts 9 to 11	Cohorts 12 to 13	Cohort 14	

significantly from each other at the .05 level.

Important contribution to school impact: In-school mentor	Cohort groups			Total
	Cohorts 9 to 11	Cohorts 12 to 13	Cohort 14	
No	94.9% <sup>a</sup>	95.3% <sup>a</sup>	93.9% <sup>a</sup>	94.7%
Yes	5.1% <sup>a</sup>	4.7% <sup>a</sup>	6.1% <sup>a</sup>	5.3%
<b>Total</b>	<b>78</b>	<b>106</b>	<b>82</b>	<b>266</b>

Each subscript letter denotes a set of cohort groups whose column proportions do not differ significantly from each other at the .05 level.

Important contribution to school impact: Residency school headteacher	Cohort groups			Total
	Cohorts 9 to 11	Cohorts 12 to 13	Cohort 14	
No	85.9% <sup>a, b</sup>	91.5% <sup>b</sup>	75.6% <sup>a</sup>	85.0%
Yes	14.1% <sup>a, b</sup>	8.5% <sup>b</sup>	24.4% <sup>a</sup>	15.0%
<b>Total</b>	<b>78</b>	<b>106</b>	<b>82</b>	<b>266</b>

Each subscript letter denotes a set of cohort groups whose column proportions do not differ significantly from each other at the .05 level.

Important contribution to school impact: Residency school other senior leaders	Cohort groups			Total
	Cohorts 9 to 11	Cohorts 12 to 13	Cohort 14	
No	93.6% <sup>a</sup>	93.4% <sup>a</sup>	95.1% <sup>a</sup>	94.0%
Yes	6.4% <sup>a</sup>	6.6% <sup>a</sup>	4.9% <sup>a</sup>	6.0%
<b>Total</b>	<b>78</b>	<b>106</b>	<b>82</b>	<b>266</b>

Each subscript letter denotes a set of cohort groups whose column proportions do not differ significantly from each other at the .05 level.

Important contribution to school impact: Fellow Future Leaders	Cohort groups			Total
	Cohorts 9 to 11	Cohorts 12 to 13	Cohort 14	
No	69.2% <sup>a</sup>	72.6% <sup>a</sup>	85.4% <sup>b</sup>	75.6%
Yes	30.8% <sup>a</sup>	27.4% <sup>a</sup>	14.6% <sup>b</sup>	24.4%
<b>Total</b>	<b>78</b>	<b>106</b>	<b>82</b>	<b>266</b>

Each subscript letter denotes a set of cohort groups whose column proportions do not differ significantly from each other at the .05 level.

Important contribution to school impact: Impact initiative	Cohort groups			Total
	Cohorts 9 to 11	Cohorts 12 to 13	Cohort 14	
No	92.3% <sup>a</sup>	77.4% <sup>b</sup>	78.0% <sup>b</sup>	82.0%
Yes	7.7% <sup>a</sup>	22.6% <sup>b</sup>	22.0% <sup>b</sup>	18.0%
<b>Total</b>	<b>78</b>	<b>106</b>	<b>82</b>	<b>266</b>

Each subscript letter denotes a set of cohort groups whose column proportions do not differ significantly from each other at the .05 level.

Important contribution to school impact: Development tracking	Cohort groups			Total
	Cohorts 9 to 11	Cohorts 12 to 13	Cohort 14	
No	100.0% <sup>a</sup>	99.1% <sup>a</sup>	97.6% <sup>a</sup>	98.9%
Yes		0.9% <sup>a</sup>	2.4% <sup>a</sup>	1.1%
<b>Total</b>	<b>78</b>	<b>106</b>	<b>82</b>	<b>266</b>

Each subscript letter denotes a set of cohort groups whose column proportions do not differ significantly from each other at the .05 level.

Important contribution to school impact: Feedback tool	Cohort groups			Total
	Cohorts 9 to 11	Cohorts 12 to 13	Cohort 14	
No	82.1% <sup>a</sup>	87.7% <sup>a</sup>	86.6% <sup>a</sup>	85.7%
Yes	17.9% <sup>a</sup>	12.3% <sup>a</sup>	13.4% <sup>a</sup>	14.3%
<b>Total</b>	<b>78</b>	<b>106</b>	<b>82</b>	<b>266</b>

Each subscript letter denotes a set of cohort groups whose column proportions do not differ significantly from each other at the .05 level.

Important contribution to school impact: Module training	Cohort groups			Total
	Cohorts 9 to 11	Cohorts 12 to 13	Cohort 14	
No	96.2% <sup>a</sup>	89.6% <sup>a</sup>	96.3% <sup>a</sup>	93.6%
Yes	3.8% <sup>a</sup>	10.4% <sup>a</sup>	3.7% <sup>a</sup>	6.4%
<b>Total</b>	<b>78</b>	<b>106</b>	<b>82</b>	<b>266</b>

Each subscript letter denotes a set of cohort groups whose column proportions do not differ significantly from each other at the .05 level.

Important contribution to school impact: Regional training	Cohort groups			Total
	Cohorts 9 to 11	Cohorts 12 to 13	Cohort 14	
No	97.4% <sup>a, b</sup>	98.1% <sup>b</sup>	90.2% <sup>a</sup>	95.5%
Yes	2.6% <sup>a, b</sup>	1.9% <sup>b</sup>	9.8% <sup>a</sup>	4.5%
<b>Total</b>	<b>78</b>	<b>106</b>	<b>82</b>	<b>266</b>

Each subscript letter denotes a set of cohort groups whose column proportions do not differ significantly from each other at the .05 level.

Important contribution to school impact: Cohort week	Cohort groups			Total
	Cohorts 9 to 11	Cohorts 12 to 13	Cohort 14	
No	78.2% <sup>a</sup>	80.2% <sup>a</sup>	92.7% <sup>b</sup>	83.5%
Yes	21.8% <sup>a</sup>	19.8% <sup>a</sup>	7.3% <sup>b</sup>	16.5%
<b>Total</b>	<b>78</b>	<b>106</b>	<b>82</b>	<b>266</b>

Each subscript letter denotes a set of cohort groups whose column proportions do not differ significantly from each other at the .05 level.

Important contribution to school impact: Job search and applications	Cohort groups			Total
	Cohorts 9 to 11	Cohorts 12 to 13	Cohort 14	
No	97.4% <sup>a</sup>	99.1% <sup>a</sup>	96.3% <sup>a</sup>	97.7%
Yes	2.6% <sup>a</sup>	0.9% <sup>a</sup>	3.7% <sup>a</sup>	2.3%
<b>Total</b>	<b>78</b>	<b>106</b>	<b>82</b>	<b>266</b>

Each subscript letter denotes a set of cohort groups whose column proportions do not differ significantly from each other at the .05 level.

Important contribution to school impact: Headship Now	Cohort groups			Total
	Cohorts 9 to 11	Cohorts 12 to 13	Cohort 14	
No	94.9% <sub>a</sub>	99.1% <sub>a</sub>	98.8% <sub>a</sub>	97.7%
Yes	5.1% <sub>a</sub>	0.9% <sub>a</sub>	1.2% <sub>a</sub>	2.3%
<b>Total</b>	<b>78</b>	<b>106</b>	<b>82</b>	<b>266</b>

Each subscript letter denotes a set of cohort groups whose column proportions do not differ significantly from each other at the .05 level.

Important contribution to school impact: Headship Institute	Cohort groups			Total
	Cohorts 9 to 11	Cohorts 12 to 13	Cohort 14	
No	98.7% <sub>a</sub>	98.1% <sub>a</sub>	98.8% <sub>a</sub>	98.5%
Yes	1.3% <sub>a</sub>	1.9% <sub>a</sub>	1.2% <sub>a</sub>	1.5%
<b>Total</b>	<b>78</b>	<b>106</b>	<b>82</b>	<b>266</b>

Each subscript letter denotes a set of cohort groups whose column proportions do not differ significantly from each other at the .05 level.

Important contribution to school impact: Learning Lounge	Cohort groups			Total
	Cohorts 9 to 11	Cohorts 12 to 13	Cohort 14	
No	96.2% <sub>a</sub>	98.1% <sub>a</sub>	98.8% <sub>a</sub>	97.7%
Yes	3.8% <sub>a</sub>	1.9% <sub>a</sub>	1.2% <sub>a</sub>	2.3%
<b>Total</b>	<b>78</b>	<b>106</b>	<b>82</b>	<b>266</b>

Each subscript letter denotes a set of cohort groups whose column proportions do not differ significantly from each other at the .05 level.

Important contribution to school impact: Box	Cohort groups			Total
	Cohorts 9 to 11	Cohorts 12 to 13	Cohort 14	
No	98.7% <sub>a</sub>	98.1% <sub>a</sub>	98.8% <sub>a</sub>	98.5%
Yes	1.3% <sub>a</sub>	1.9% <sub>a</sub>	1.2% <sub>a</sub>	1.5%
<b>Total</b>	<b>78</b>	<b>106</b>	<b>82</b>	<b>266</b>

Each subscript letter denotes a set of cohort groups whose column proportions do not differ significantly from each other at the .05 level.

Important contribution to school impact: FLIP	Cohort groups			Total
	Cohorts 9 to 11	Cohorts 12 to 13	Cohort 14	
No	100.0% <sup>a</sup>	98.1% <sup>a</sup>	98.8% <sup>a</sup>	98.9%
Yes		1.9% <sup>a</sup>	1.2% <sup>a</sup>	1.1%
<b>Total</b>	<b>78</b>	<b>106</b>	<b>82</b>	<b>266</b>

Each subscript letter denotes a set of cohort groups whose column proportions do not differ significantly from each other at the .05 level.

## Response tables: Programme design: progression towards headship

Important contribution to progression towards headship: Selection process	Cohort groups			Total
	Cohorts 9 to 11	Cohorts 12 to 13	Cohort 14	
No	96.2% <sup>a</sup>	96.2% <sup>a</sup>	91.5% <sup>a</sup>	94.7%
Yes	3.8% <sup>a</sup>	3.8% <sup>a</sup>	8.5% <sup>a</sup>	5.3%
<b>Total</b>	<b>78</b>	<b>106</b>	<b>82</b>	<b>266</b>

Each subscript letter denotes a set of cohort groups whose column proportions do not differ significantly from each other at the .05 level.

Important contribution to progression towards headship: Foundations	Cohort groups			Total
	Cohorts 9 to 11	Cohorts 12 to 13	Cohort 14	
No	59.0% <sup>a</sup>	55.7% <sup>a</sup>	50.0% <sup>a</sup>	54.9%
Yes	41.0% <sup>a</sup>	44.3% <sup>a</sup>	50.0% <sup>a</sup>	45.1%
<b>Total</b>	<b>78</b>	<b>106</b>	<b>82</b>	<b>266</b>

Each subscript letter denotes a set of cohort groups whose column proportions do not differ significantly from each other at the .05 level.

Important contribution to progression towards headship: School study tour	Cohort groups			Total
	Cohorts 9 to 11	Cohorts 12 to 13	Cohort 14	
No	87.2% <sup>a</sup>	88.7% <sup>a</sup>	73.2% <sup>b</sup>	83.5%
Yes	12.8% <sup>a</sup>	11.3% <sup>a</sup>	26.8% <sup>b</sup>	16.5%
<b>Total</b>	<b>78</b>	<b>106</b>	<b>82</b>	<b>266</b>

Each subscript letter denotes a set of cohort groups whose column proportions do not differ significantly from each other at the .05 level.

Important contribution to progression towards headship: Leadership Development Adviser	Cohort groups			Total
	Cohorts 9 to 11	Cohorts 12 to 13	Cohort 14	
No	39.7% <sup>a</sup>	33.0% <sup>a</sup>	35.4% <sup>a</sup>	35.7%
Yes	60.3% <sup>a</sup>	67.0% <sup>a</sup>	64.6% <sup>a</sup>	64.3%
<b>Total</b>	<b>78</b>	<b>106</b>	<b>82</b>	<b>266</b>

Each subscript letter denotes a set of cohort groups whose column proportions do not differ significantly from each other at the .05 level.

Important contribution to progression towards headship: In-school mentor	Cohort groups			Total
	Cohorts 9 to 11	Cohorts 12 to 13	Cohort 14	
No	93.6% <sup>a</sup>	94.3% <sup>a</sup>	95.1% <sup>a</sup>	94.4%
Yes	6.4% <sup>a</sup>	5.7% <sup>a</sup>	4.9% <sup>a</sup>	5.6%
<b>Total</b>	<b>78</b>	<b>106</b>	<b>82</b>	<b>266</b>

Each subscript letter denotes a set of cohort groups whose column proportions do not differ significantly from each other at the .05 level.

Important contribution to progression towards headship: Residency school headteacher	Cohort groups			Total
	Cohorts 9 to 11	Cohorts 12 to 13	Cohort 14	
No	76.9% <sup>a</sup>	83.0% <sup>a</sup>	74.4% <sup>a</sup>	78.6%
Yes	23.1% <sup>a</sup>	17.0% <sup>a</sup>	25.6% <sup>a</sup>	21.4%
<b>Total</b>	<b>78</b>	<b>106</b>	<b>82</b>	<b>266</b>

Each subscript letter denotes a set of cohort groups whose column proportions do not differ significantly from each other at the .05 level.



Important contribution to progression towards headship: Residency school other senior leaders	Cohort groups			Total
	Cohorts 9 to 11	Cohorts 12 to 13	Cohort 14	
No	85.9% <sup>a</sup>	88.7% <sup>a</sup>	90.2% <sup>a</sup>	88.3%
Yes	14.1% <sup>a</sup>	11.3% <sup>a</sup>	9.8% <sup>a</sup>	11.7%
<b>Total</b>	<b>78</b>	<b>106</b>	<b>82</b>	<b>266</b>

Each subscript letter denotes a set of cohort groups whose column proportions do not differ significantly from each other at the .05 level.

Important contribution to progression towards headship: Fellow Future Leaders	Cohort groups			Total
	Cohorts 9 to 11	Cohorts 12 to 13	Cohort 14	
No	71.8% <sup>a</sup>	69.8% <sup>a</sup>	86.6% <sup>b</sup>	75.6%
Yes	28.2% <sup>a</sup>	30.2% <sup>a</sup>	13.4% <sup>b</sup>	24.4%
<b>Total</b>	<b>78</b>	<b>106</b>	<b>82</b>	<b>266</b>

Each subscript letter denotes a set of cohort groups whose column proportions do not differ significantly from each other at the .05 level.

Important contribution to progression towards headship: Impact initiative	Cohort groups			Total
	Cohorts 9 to 11	Cohorts 12 to 13	Cohort 14	
No	98.7% <sup>a</sup>	88.7% <sup>b</sup>	90.2% <sup>b</sup>	92.1%
Yes	1.3% <sup>a</sup>	11.3% <sup>b</sup>	9.8% <sup>b</sup>	7.9%
<b>Total</b>	<b>78</b>	<b>106</b>	<b>82</b>	<b>266</b>

Each subscript letter denotes a set of cohort groups whose column proportions do not differ significantly from each other at the .05 level.

Important contribution to progression towards headship: Development tracking	Cohort groups			Total
	Cohorts 9 to 11	Cohorts 12 to 13	Cohort 14	
No	100.0% <sup>a</sup>	93.4% <sup>b</sup>	89.0% <sup>b</sup>	94.0%
Yes		6.6% <sup>b</sup>	11.0% <sup>b</sup>	6.0%
<b>Total</b>	<b>78</b>	<b>106</b>	<b>82</b>	<b>266</b>

Each subscript letter denotes a set of cohort groups whose column proportions do not differ significantly from each other at the .05 level.

Important contribution to progression towards headship: Feedback tool	Cohort groups			Total
	Cohorts 9 to 11	Cohorts 12 to 13	Cohort 14	
No	80.8% <sub>a</sub>	80.2% <sub>a</sub>	76.8% <sub>a</sub>	79.3%
Yes	19.2% <sub>a</sub>	19.8% <sub>a</sub>	23.2% <sub>a</sub>	20.7%
<b>Total</b>	<b>78</b>	<b>106</b>	<b>82</b>	<b>266</b>

Each subscript letter denotes a set of cohort groups whose column proportions do not differ significantly from each other at the .05 level.

Important contribution to progression towards headship: Module training	Cohort groups			Total
	Cohorts 9 to 11	Cohorts 12 to 13	Cohort 14	
No	97.4% <sub>a</sub>	91.5% <sub>a</sub>	97.6% <sub>a</sub>	95.1%
Yes	2.6% <sub>a</sub>	8.5% <sub>a</sub>	2.4% <sub>a</sub>	4.9%
<b>Total</b>	<b>78</b>	<b>106</b>	<b>82</b>	<b>266</b>

Each subscript letter denotes a set of cohort groups whose column proportions do not differ significantly from each other at the .05 level.

Important contribution to progression towards headship: Regional training	Cohort groups			Total
	Cohorts 9 to 11	Cohorts 12 to 13	Cohort 14	
No	97.4% <sub>a</sub>	94.3% <sub>a</sub>	96.3% <sub>a</sub>	95.9%
Yes	2.6% <sub>a</sub>	5.7% <sub>a</sub>	3.7% <sub>a</sub>	4.1%
<b>Total</b>	<b>78</b>	<b>106</b>	<b>82</b>	<b>266</b>

Each subscript letter denotes a set of cohort groups whose column proportions do not differ significantly from each other at the .05 level.

Important contribution to progression towards headship: Cohort week	Cohort groups			Total
	Cohorts 9 to 11	Cohorts 12 to 13	Cohort 14	
No	83.3% <sub>a</sub>	84.0% <sub>a</sub>	91.5% <sub>a</sub>	86.1%
Yes	16.7% <sub>a</sub>	16.0% <sub>a</sub>	8.5% <sub>a</sub>	13.9%
<b>Total</b>	<b>78</b>	<b>106</b>	<b>82</b>	<b>266</b>

Each subscript letter denotes a set of cohort groups whose column proportions do not differ significantly from each other at the .05 level.

Important contribution to progression towards headship: Job search and applications	Cohort groups			Total
	Cohorts 9 to 11	Cohorts 12 to 13	Cohort 14	
No	83.3% <sup>a</sup>	84.0% <sup>a</sup>	76.8% <sup>a</sup>	81.6%
Yes	16.7% <sup>a</sup>	16.0% <sup>a</sup>	23.2% <sup>a</sup>	18.4%
<b>Total</b>	<b>78</b>	<b>106</b>	<b>82</b>	<b>266</b>

Each subscript letter denotes a set of cohort groups whose column proportions do not differ significantly from each other at the .05 level.

Important contribution to progression towards headship: Headship Now	Cohort groups			Total
	Cohorts 9 to 11	Cohorts 12 to 13	Cohort 14	
No	83.3% <sup>a</sup>	92.5% <sup>a</sup>	98.8% <sup>b</sup>	91.7%
Yes	16.7% <sup>a</sup>	7.5% <sup>a</sup>	1.2% <sup>b</sup>	8.3%
<b>Total</b>	<b>78</b>	<b>106</b>	<b>82</b>	<b>266</b>

Each subscript letter denotes a set of cohort groups whose column proportions do not differ significantly from each other at the .05 level.

Important contribution to progression towards headship: Headship Institute	Cohort groups			Total
	Cohorts 9 to 11	Cohorts 12 to 13	Cohort 14	
No	94.9% <sup>a</sup>	100.0% <sup>b</sup>	100.0% <sup>b</sup>	98.5%
Yes	5.1% <sup>a</sup>			1.5%
<b>Total</b>	<b>78</b>	<b>106</b>	<b>82</b>	<b>266</b>

Each subscript letter denotes a set of cohort groups whose column proportions do not differ significantly from each other at the .05 level.

Important contribution to progression towards headship: Learning Lounge	Cohort groups			Total
	Cohorts 9 to 11	Cohorts 12 to 13	Cohort 14	
No	96.2% <sup>a</sup>	97.2% <sup>a</sup>	100.0% <sup>a</sup>	97.7%
Yes	3.8% <sup>a</sup>	2.8% <sup>a</sup>		2.3%
<b>Total</b>	<b>78</b>	<b>106</b>	<b>82</b>	<b>266</b>

Each subscript letter denotes a set of cohort groups whose column proportions do not differ significantly from each other at the .05 level.

Important contribution to progression towards headship: Box	Cohort groups			Total
	Cohorts 9 to 11	Cohorts 12 to 13	Cohort 14	
No	100.0% <sub>a</sub>	98.1% <sub>a</sub>	100.0% <sub>a</sub>	99.2%
Yes		1.9% <sub>a</sub>		.8%
<b>Total</b>	<b>78</b>	<b>106</b>	<b>82</b>	<b>266</b>

Each subscript letter denotes a set of cohort groups whose column proportions do not differ significantly from each other at the .05 level.

Important contribution to progression towards headship: FLIP	Cohort groups			Total
	Cohorts 9 to 11	Cohorts 12 to 13	Cohort 14	
No	100.0% <sub>a</sub>	100.0% <sub>a</sub>	100.0% <sub>a</sub>	100.0%
<b>Total</b>	<b>78</b>	<b>106</b>	<b>82</b>	<b>266</b>

Each subscript letter denotes a set of cohort groups whose column proportions do not differ significantly from each other at the .05 level.

## Response tables: Programme design: smallest contribution to development

Smallest contribution to development: Selection process	Cohort groups			Total
	Cohorts 9 to 11	Cohorts 12 to 13	Cohort 14	
No	89.7% <sub>a</sub>	89.6% <sub>a</sub>	86.6% <sub>a</sub>	88.7%
Yes	10.3% <sub>a</sub>	10.4% <sub>a</sub>	13.4% <sub>a</sub>	11.3%
<b>Total</b>	<b>78</b>	<b>106</b>	<b>82</b>	<b>266</b>

Each subscript letter denotes a set of cohort groups whose column proportions do not differ significantly from each other at the .05 level.

Smallest contribution to development: Foundations	Cohort groups			Total
	Cohorts 9 to 11	Cohorts 12 to 13	Cohort 14	
No	100.0% <sup>a</sup>	99.1% <sup>a</sup>	100.0% <sup>a</sup>	99.6%
Yes		0.9% <sup>a</sup>		.4%
<b>Total</b>	<b>78</b>	<b>106</b>	<b>82</b>	<b>266</b>

Each subscript letter denotes a set of cohort groups whose column proportions do not differ significantly from each other at the .05 level.

Smallest contribution to development: School study tour	Cohort groups			Total
	Cohorts 9 to 11	Cohorts 12 to 13	Cohort 14	
No	97.4% <sup>a</sup>	98.1% <sup>a</sup>	100.0% <sup>a</sup>	98.5%
Yes	2.6% <sup>a</sup>	1.9% <sup>a</sup>		1.5%
<b>Total</b>	<b>78</b>	<b>106</b>	<b>82</b>	<b>266</b>

Each subscript letter denotes a set of cohort groups whose column proportions do not differ significantly from each other at the .05 level.

Smallest contribution to development: Leadership Development Adviser	Cohort groups			Total
	Cohorts 9 to 11	Cohorts 12 to 13	Cohort 14	
No	94.9% <sup>a</sup>	96.2% <sup>a</sup>	97.6% <sup>a</sup>	96.2%
Yes	5.1% <sup>a</sup>	3.8% <sup>a</sup>	2.4% <sup>a</sup>	3.8%
<b>Total</b>	<b>78</b>	<b>106</b>	<b>82</b>	<b>266</b>

Each subscript letter denotes a set of cohort groups whose column proportions do not differ significantly from each other at the .05 level.

Smallest contribution to development: In-school mentor	Cohort groups			Total
	Cohorts 9 to 11	Cohorts 12 to 13	Cohort 14	
No	82.1% <sup>a</sup>	78.3% <sup>a</sup>	74.4% <sup>a</sup>	78.2%
Yes	17.9% <sup>a</sup>	21.7% <sup>a</sup>	25.6% <sup>a</sup>	21.8%
<b>Total</b>	<b>78</b>	<b>106</b>	<b>82</b>	<b>266</b>

Each subscript letter denotes a set of cohort groups whose column proportions do not differ significantly from each other at the .05 level.

Smallest contribution to development: Residency school headteacher	Cohort groups			Total
	Cohorts 9 to 11	Cohorts 12 to 13	Cohort 14	
No	88.5% <sub>a</sub>	82.1% <sub>a</sub>	87.8% <sub>a</sub>	85.7%
Yes	11.5% <sub>a</sub>	17.9% <sub>a</sub>	12.2% <sub>a</sub>	14.3%
<b>Total</b>	<b>78</b>	<b>106</b>	<b>82</b>	<b>266</b>

Each subscript letter denotes a set of cohort groups whose column proportions do not differ significantly from each other at the .05 level.

Smallest contribution to development: Residency school other senior leaders	Cohort groups			Total
	Cohorts 9 to 11	Cohorts 12 to 13	Cohort 14	
No	93.6% <sub>a</sub>	85.8% <sub>a, b</sub>	81.7% <sub>b</sub>	86.8%
Yes	6.4% <sub>a</sub>	14.2% <sub>a, b</sub>	18.3% <sub>b</sub>	13.2%
<b>Total</b>	<b>78</b>	<b>106</b>	<b>82</b>	<b>266</b>

Each subscript letter denotes a set of cohort groups whose column proportions do not differ significantly from each other at the .05 level.

Smallest contribution to development: Fellow Future Leaders	Cohort groups			Total
	Cohorts 9 to 11	Cohorts 12 to 13	Cohort 14	
No	97.4% <sub>a</sub>	100.0% <sub>a</sub>	97.6% <sub>a</sub>	98.5%
Yes	2.6% <sub>a</sub>		2.4% <sub>a</sub>	1.5%
<b>Total</b>	<b>78</b>	<b>106</b>	<b>82</b>	<b>266</b>

Each subscript letter denotes a set of cohort groups whose column proportions do not differ significantly from each other at the .05 level.

Smallest contribution to development: Impact initiative	Cohort groups			Total
	Cohorts 9 to 11	Cohorts 12 to 13	Cohort 14	
No	83.3% <sub>a</sub>	90.6% <sub>a</sub>	92.7% <sub>a</sub>	89.1%
Yes	16.7% <sub>a</sub>	9.4% <sub>a</sub>	7.3% <sub>a</sub>	10.9%
<b>Total</b>	<b>78</b>	<b>106</b>	<b>82</b>	<b>266</b>

Each subscript letter denotes a set of cohort groups whose column proportions do not differ significantly from each other at the .05 level.

Smallest contribution to development: Development tracking	Cohort groups			Total
	Cohorts 9 to 11	Cohorts 12 to 13	Cohort 14	
No	74.4% <sup>0a</sup>	72.6% <sup>0a</sup>	89.0% <sup>0b</sup>	78.2%
Yes	25.6% <sup>0a</sup>	27.4% <sup>0a</sup>	11.0% <sup>0b</sup>	21.8%
<b>Total</b>	<b>78</b>	<b>106</b>	<b>82</b>	<b>266</b>

Each subscript letter denotes a set of cohort groups whose column proportions do not differ significantly from each other at the .05 level.

Smallest contribution to development: Feedback tool	Cohort groups			Total
	Cohorts 9 to 11	Cohorts 12 to 13	Cohort 14	
No	87.2% <sup>0a</sup>	95.3% <sup>0b</sup>	87.8% <sup>0a, b</sup>	90.6%
Yes	12.8% <sup>0a</sup>	4.7% <sup>0b</sup>	12.2% <sup>0a, b</sup>	9.4%
<b>Total</b>	<b>78</b>	<b>106</b>	<b>82</b>	<b>266</b>

Each subscript letter denotes a set of cohort groups whose column proportions do not differ significantly from each other at the .05 level.

Smallest contribution to development: Module training	Cohort groups			Total
	Cohorts 9 to 11	Cohorts 12 to 13	Cohort 14	
No	94.9% <sup>0a</sup>	96.2% <sup>0a</sup>	85.4% <sup>0b</sup>	92.5%
Yes	5.1% <sup>0a</sup>	3.8% <sup>0a</sup>	14.6% <sup>0b</sup>	7.5%
<b>Total</b>	<b>78</b>	<b>106</b>	<b>82</b>	<b>266</b>

Each subscript letter denotes a set of cohort groups whose column proportions do not differ significantly from each other at the .05 level.

Smallest contribution to development: Regional training	Cohort groups			Total
	Cohorts 9 to 11	Cohorts 12 to 13	Cohort 14	
No	89.7% <sup>0a</sup>	95.3% <sup>0a</sup>	92.7% <sup>0a</sup>	92.9%
Yes	10.3% <sup>0a</sup>	4.7% <sup>0a</sup>	7.3% <sup>0a</sup>	7.1%
<b>Total</b>	<b>78</b>	<b>106</b>	<b>82</b>	<b>266</b>

Each subscript letter denotes a set of cohort groups whose column proportions do not differ significantly from each other at the .05 level.

Smallest contribution to development: Cohort week	Cohort groups			Total
	Cohorts 9 to 11	Cohorts 12 to 13	Cohort 14	
No	96.2% <sup>a</sup>	98.1% <sup>a</sup>	98.8% <sup>a</sup>	97.7%
Yes	3.8% <sup>a</sup>	1.9% <sup>a</sup>	1.2% <sup>a</sup>	2.3%
<b>Total</b>	<b>78</b>	<b>106</b>	<b>82</b>	<b>266</b>

Each subscript letter denotes a set of cohort groups whose column proportions do not differ significantly from each other at the .05 level.

Smallest contribution to development: Job search and applications	Cohort groups			Total
	Cohorts 9 to 11	Cohorts 12 to 13	Cohort 14	
No	91.0% <sup>a</sup>	89.6% <sup>a</sup>	95.1% <sup>a</sup>	91.7%
Yes	9.0% <sup>a</sup>	10.4% <sup>a</sup>	4.9% <sup>a</sup>	8.3%
<b>Total</b>	<b>78</b>	<b>106</b>	<b>82</b>	<b>266</b>

Each subscript letter denotes a set of cohort groups whose column proportions do not differ significantly from each other at the .05 level.

Smallest contribution to development: Headship Now	Cohort groups			Total
	Cohorts 9 to 11	Cohorts 12 to 13	Cohort 14	
No	87.2% <sup>a</sup>	80.2% <sup>a</sup>	79.3% <sup>a</sup>	82.0%
Yes	12.8% <sup>a</sup>	19.8% <sup>a</sup>	20.7% <sup>a</sup>	18.0%
<b>Total</b>	<b>78</b>	<b>106</b>	<b>82</b>	<b>266</b>

Each subscript letter denotes a set of cohort groups whose column proportions do not differ significantly from each other at the .05 level.

Smallest contribution to development: Headship Institute	Cohort groups			Total
	Cohorts 9 to 11	Cohorts 12 to 13	Cohort 14	
No	91.0% <sup>a</sup>	76.4% <sup>b</sup>	80.5% <sup>a, b</sup>	82.0%
Yes	9.0% <sup>a</sup>	23.6% <sup>b</sup>	19.5% <sup>a, b</sup>	18.0%
<b>Total</b>	<b>78</b>	<b>106</b>	<b>82</b>	<b>266</b>

Each subscript letter denotes a set of cohort groups whose column proportions do not differ significantly from each other at the .05 level.



Smallest contribution to development: Learning Lounge	Cohort groups			Total
	Cohorts 9 to 11	Cohorts 12 to 13	Cohort 14	
No	75.6% <sup>a</sup>	77.4% <sup>a</sup>	78.0% <sup>a</sup>	77.1%
Yes	24.4% <sup>a</sup>	22.6% <sup>a</sup>	22.0% <sup>a</sup>	22.9%
<b>Total</b>	<b>78</b>	<b>106</b>	<b>82</b>	<b>266</b>

Each subscript letter denotes a set of cohort groups whose column proportions do not differ significantly from each other at the .05 level.

Smallest contribution to development: Box	Cohort groups			Total
	Cohorts 9 to 11	Cohorts 12 to 13	Cohort 14	
No	59.0% <sup>a</sup>	61.3% <sup>a</sup>	58.5% <sup>a</sup>	59.8%
Yes	41.0% <sup>a</sup>	38.7% <sup>a</sup>	41.5% <sup>a</sup>	40.2%
<b>Total</b>	<b>78</b>	<b>106</b>	<b>82</b>	<b>266</b>

Each subscript letter denotes a set of cohort groups whose column proportions do not differ significantly from each other at the .05 level.

Smallest contribution to development: FLIP	Cohort groups			Total
	Cohorts 9 to 11	Cohorts 12 to 13	Cohort 14	
No	65.4% <sup>a</sup>	69.8% <sup>a</sup>	75.6% <sup>a</sup>	70.3%
Yes	34.6% <sup>a</sup>	30.2% <sup>a</sup>	24.4% <sup>a</sup>	29.7%
<b>Total</b>	<b>78</b>	<b>106</b>	<b>82</b>	<b>266</b>

Each subscript letter denotes a set of cohort groups whose column proportions do not differ significantly from each other at the .05 level.

## Response tables: Programme design: Foundations 2014

Foundations 2014 applying learning: Change management	Cohort 14
No	46.3%
Yes	53.7%
<b>Total</b>	<b>82</b>

<b>Foundations 2014 applying learning: Coaching and difficult conversations</b>	<b>Cohort 14</b>
No	15.9%
Yes	84.1%
<b>Total</b>	<b>82</b>

<b>Foundations 2014 applying learning: Demonstrating your impact</b>	<b>Cohort 14</b>
No	52.4%
Yes	47.6%
<b>Total</b>	<b>82</b>

<b>Foundations 2014 applying learning: Diagnostic assessment and intervention</b>	<b>Cohort 14</b>
No	64.6%
Yes	35.4%
<b>Total</b>	<b>82</b>

<b>Foundations 2014 applying learning: Differences between leadership and management</b>	<b>Cohort 14</b>
No	53.7%
Yes	46.3%
<b>Total</b>	<b>82</b>

<b>Foundations 2014 applying learning: Guidance and planning</b>	<b>Cohort 14</b>
No	63.4%
Yes	36.6%
<b>Total</b>	<b>82</b>

<b>Foundations 2014 applying learning: Inspiring speeches</b>	<b>Cohort 14</b>
No	37.8%
Yes	62.2%
<b>Total</b>	<b>82</b>

<b>Foundations 2014 applying learning: Leadership behaviour and ethical leadership</b>	<b>Cohort 14</b>
No	35.4%
Yes	64.6%
<b>Total</b>	<b>82</b>

<b>Foundations 2014 applying learning: Leadership styles</b>	<b>Cohort 14</b>
No	22.0%
Yes	78.0%
<b>Total</b>	<b>82</b>

<b>Foundations 2014 applying learning: School culture</b>	<b>Cohort 14</b>
No	19.5%
Yes	80.5%
<b>Total</b>	<b>82</b>

<b>Foundations 2014 applying learning: Strategic school improvement - Implementation</b>	<b>Cohort 14</b>
No	53.7%
Yes	46.3%
<b>Total</b>	<b>82</b>

<b>Foundations 2014 applying learning: Strategic school improvement - Planning, monitoring and evaluation</b>	<b>Cohort 14</b>
No	43.9%
Yes	56.1%
<b>Total</b>	<b>82</b>

<b>Foundations 2014 applying learning: Values-based leadership</b>	<b>Cohort 14</b>
No	25.6%
Yes	74.4%
<b>Total</b>	<b>82</b>

<b>Foundations 2014 applying learning: Virtual schools - why am I here?</b>	<b>Cohort 14</b>
No	73.2%
Yes	26.8%
<b>Total</b>	<b>82</b>

<b>Foundations 2014 applying learning: Virtual schools - team norms</b>	<b>Cohort 14</b>
No	56.1%
Yes	43.9%
<b>Total</b>	<b>82</b>

<b>Foundations 2014 applying learning: Virtual schools - articulating vision</b>	<b>Cohort 14</b>
No	37.8%
Yes	62.2%
<b>Total</b>	<b>82</b>

<b>Foundations 2014 applying learning: Virtual schools - curriculum principles</b>	<b>Cohort 14</b>
No	58.5%
Yes	41.5%
<b>Total</b>	<b>82</b>

<b>Foundations 2014 applying learning: Virtual schools - change management</b>	<b>Cohort 14</b>
No	54.9%
Yes	45.1%
<b>Total</b>	<b>82</b>

Foundations 2014 applying learning: Virtual schools - good to outstanding lessons	Cohort 14
No	58.5%
Yes	41.5%
<b>Total</b>	<b>82</b>

Foundations 2014 applying learning: Virtual schools - analysing teachers	Cohort 14
No	62.2%
Yes	37.8%
<b>Total</b>	<b>82</b>

Foundations 2014 applying learning: Role plays - difficult stakeholders	Cohort 14
No	35.4%
Yes	64.6%
<b>Total</b>	<b>82</b>

Foundations 2014 applying learning: Role plays - members of staff	Cohort 14
No	29.3%
Yes	70.7%
<b>Total</b>	<b>82</b>

## Response tables: Programme design: Training events 2014/15

Training events 2014/15 applying learning: Strategic school improvement	Cohort groups			Total
	Cohorts 9 to 11	Cohorts 12 to 13	Cohort 14	
No	90.3% <sub>oa</sub>	72.2% <sub>ob</sub>	62.5% <sub>ob</sub>	71.1%
Yes	9.7% <sub>oa</sub>	27.8% <sub>ob</sub>	37.5% <sub>ob</sub>	28.9%
<b>Total</b>	<b>31</b>	<b>90</b>	<b>80</b>	<b>201</b>

Each subscript letter denotes a set of cohort groups whose column proportions do not differ significantly from each other at the .05 level.

Training events 2014/15 applying learning: Leading CPD	Cohort groups			Total
	Cohorts 9 to 11	Cohorts 12 to 13	Cohort 14	
No	93.8% <sup>oa</sup>	78.9% <sup>oa, b</sup>	68.8% <sup>ob</sup>	77.2%
Yes	6.3% <sup>oa</sup>	21.1% <sup>oa, b</sup>	31.3% <sup>ob</sup>	22.8%
<b>Total</b>	<b>32</b>	<b>90</b>	<b>80</b>	<b>202</b>

Each subscript letter denotes a set of cohort groups whose column proportions do not differ significantly from each other at the .05 level.

Training events 2014/15 applying learning: Working with SEND	Cohort groups			Total
	Cohorts 9 to 11	Cohorts 12 to 13	Cohort 14	
No	90.3% <sup>oa</sup>	84.4% <sup>oa</sup>	82.5% <sup>oa</sup>	84.6%
Yes	9.7% <sup>oa</sup>	15.6% <sup>oa</sup>	17.5% <sup>oa</sup>	15.4%
<b>Total</b>	<b>31</b>	<b>90</b>	<b>80</b>	<b>201</b>

Each subscript letter denotes a set of cohort groups whose column proportions do not differ significantly from each other at the .05 level.

Training events 2014/15 applying learning: Regional training	Cohort groups			Total
	Cohorts 9 to 11	Cohorts 12 to 13	Cohort 14	
No	87.1% <sup>oa</sup>	64.4% <sup>ob</sup>	63.8% <sup>ob</sup>	67.7%
Yes	12.9% <sup>oa</sup>	35.6% <sup>ob</sup>	36.3% <sup>ob</sup>	32.3%
<b>Total</b>	<b>31</b>	<b>90</b>	<b>80</b>	<b>201</b>

Each subscript letter denotes a set of cohort groups whose column proportions do not differ significantly from each other at the .05 level.

Training events 2014/15 applying learning: UK study tour	Cohort groups			Total
	Cohorts 9 to 11	Cohorts 12 to 13	Cohort 14	
No	93.5% <sup>oa</sup>	87.9% <sup>oa</sup>	16.3% <sup>ob</sup>	50.5%
Yes	6.5% <sup>oa</sup>	12.1% <sup>oa</sup>	83.8% <sup>ob</sup>	49.5%
<b>Total</b>	<b>31</b>	<b>91</b>	<b>80</b>	<b>202</b>

Each subscript letter denotes a set of cohort groups whose column proportions do not differ significantly from each other at the .05 level.

Training events 2014/15 applying learning: Cohort weekend	Cohort groups			Total
	Cohorts 9 to 11	Cohorts 12 to 13	Cohort 14	
No	43.8% <sup>0a</sup>	86.7% <sup>0b</sup>	93.8% <sup>0b</sup>	82.7%
Yes	56.3% <sup>0a</sup>	13.3% <sup>0b</sup>	6.3% <sup>0b</sup>	17.3%
<b>Total</b>	<b>31</b>	<b>91</b>	<b>80</b>	<b>202</b>

Each subscript letter denotes a set of cohort groups whose column proportions do not differ significantly from each other at the .05 level.

Training events 2014/15 applying learning: Headship Now!	Cohort groups			Total
	Cohorts 9 to 11	Cohorts 12 to 13	Cohort 14	
No	76.9% <sup>0a</sup>	88.7% <sup>0b</sup>	93.9% <sup>0b</sup>	86.8%
Yes	23.1% <sup>0a</sup>	11.3% <sup>0b</sup>	6.1% <sup>0b</sup>	13.2%
<b>Total</b>	<b>32</b>	<b>90</b>	<b>80</b>	<b>202</b>

Each subscript letter denotes a set of cohort groups whose column proportions do not differ significantly from each other at the .05 level.

Training events 2014/15 applying learning: Headship Institute	Cohort groups			Total
	Cohorts 9 to 11	Cohorts 12 to 13	Cohort 14	
No	87.1% <sup>0a</sup>	94.4% <sup>0a, b</sup>	98.8% <sup>0b</sup>	95.0%
Yes	12.9% <sup>0a</sup>	5.6% <sup>0a, b</sup>	1.3% <sup>0b</sup>	5.0%
<b>Total</b>	<b>31</b>	<b>90</b>	<b>80</b>	<b>201</b>

Each subscript letter denotes a set of cohort groups whose column proportions do not differ significantly from each other at the .05 level.

## Response tables: Programme design: Residency year 2014/15

Residency year satisfaction: Induction	Cohort 14
Not at all satisfied	3.8%
Not very satisfied	6.4%
Satisfied	37.2%
Very satisfied	39.7%
Not applicable	12.8%
<b>Total</b>	<b>78</b>

Residency year satisfaction: Level of challenge	Cohort 14
Not at all satisfied	3.8%
Not very satisfied	3.8%
Satisfied	25.6%
Very satisfied	65.4%
Not applicable	1.3%
<b>Total</b>	<b>78</b>

Residency year satisfaction: Frequency of training release	Cohort 14
Not at all satisfied	3.8%
Not very satisfied	9.0%
Satisfied	24.4%
Very satisfied	61.5%
Not applicable	1.3%
<b>Total</b>	<b>78</b>

Residency year satisfaction: Readiness for future senior leadership roles	Cohort 14
Not at all satisfied	1.3%
Not very satisfied	1.3%
Satisfied	15.4%
Very satisfied	74.4%
Not applicable	7.7%
<b>Total</b>	<b>78</b>



<b>Residency year - key experiences: School improvement</b>	<b>Cohort 14</b>
Disagree	2.6%
Agree	21.8%
Strongly agree	74.4%
I have not had the opportunity to gain experience in this area	1.3%
<b>Total</b>	<b>78</b>

<b>Residency year - key experiences: Behaviour management</b>	<b>Cohort 14</b>
Disagree	5.1%
Agree	33.3%
Strongly agree	56.4%
I have not had the opportunity to gain experience in this area	5.1%
<b>Total</b>	<b>78</b>

<b>Residency year - key experiences: Data analysis</b>	<b>Cohort 14</b>
Disagree	1.3%
Agree	26.9%
Strongly agree	67.9%
I have not had the opportunity to gain experience in this area	3.8%
<b>Total</b>	<b>78</b>

<b>Residency year - key experiences: Teaching and learning</b>	<b>Cohort 14</b>
Disagree	2.6%
Agree	35.9%
Strongly agree	53.8%
I have not had the opportunity to gain experience in this area	7.7%
<b>Total</b>	<b>78</b>

<b>Residency year - key experiences: Monitoring and management of staff performance</b>	<b>Cohort 14</b>
Disagree	6.4%
Agree	30.8%
Strongly agree	61.5%
I have not had the opportunity to gain experience in this area	1.3%
<b>Total</b>	<b>78</b>

<b>Residency year - key experiences: Building an effective learning community</b>	<b>Cohort 14</b>
Disagree	1.3%
Agree	41.0%
Strongly agree	55.1%
I have not had the opportunity to gain experience in this area	2.6%
<b>Total</b>	<b>78</b>

## Response tables: Programme design: Participant payback

<b>Payback opportunities are communicated clearly</b>	<b>Cohort groups</b>			<b>Total</b>
	<b>Cohorts 9 to 11</b>	<b>Cohorts 12 to 13</b>	<b>Cohort 14</b>	
Strongly disagree	17.4% <sup>oa</sup>	3.3% <sup>ob</sup>		6.4%
Disagree	30.4% <sup>oa</sup>	22.8% <sup>oa</sup>	17.8% <sup>oa</sup>	23.5%
Agree	33.3% <sup>oa</sup>	54.3% <sup>ob</sup>	52.1% <sup>ob</sup>	47.4%
Strongly agree	18.8% <sup>oa</sup>	19.6% <sup>oa</sup>	30.1% <sup>oa</sup>	22.6%
<b>Total</b>	<b>69</b>	<b>92</b>	<b>73</b>	<b>234</b>

Each subscript letter denotes a set of cohort groups whose column proportions do not differ significantly from each other at the .05 level.

There are sufficient payback opportunities in the network	Cohort groups			Total
	Cohorts 9 to 11	Cohorts 12 to 13	Cohort 14	
Strongly disagree	26.1% <sup>0a</sup>	9.8% <sup>0b</sup>	1.4% <sup>0c</sup>	12.0%
Disagree	33.3% <sup>0a</sup>	38.0% <sup>0a</sup>	35.6% <sup>0a</sup>	35.9%
Agree	27.5% <sup>0a</sup>	34.8% <sup>0a</sup>	35.6% <sup>0a</sup>	32.9%
Strongly agree	13.0% <sup>0a</sup>	17.4% <sup>0a, b</sup>	27.4% <sup>0b</sup>	19.2%
<b>Total</b>	<b>69</b>	<b>92</b>	<b>73</b>	<b>234</b>

Each subscript letter denotes a set of cohort groups whose column proportions do not differ significantly from each other at the .05 level.

You are clear about your payback deadline	Cohort groups			Total
	Cohorts 9 to 11	Cohorts 12 to 13	Cohort 14	
Strongly disagree	11.6% <sup>0a</sup>	4.3% <sup>0a, b</sup>	2.7% <sup>0b</sup>	6.0%
Disagree	27.5% <sup>0a, b</sup>	34.8% <sup>0b</sup>	19.2% <sup>0a</sup>	27.8%
Agree	34.8% <sup>0a</sup>	35.9% <sup>0a</sup>	39.7% <sup>0a</sup>	36.8%
Strongly agree	26.1% <sup>0a</sup>	25.0% <sup>0a</sup>	38.4% <sup>0a</sup>	29.5%
<b>Total</b>	<b>69</b>	<b>92</b>	<b>73</b>	<b>234</b>

Each subscript letter denotes a set of cohort groups whose column proportions do not differ significantly from each other at the .05 level.

You are clear about how many payback hours you have outstanding	Cohort groups			Total
	Cohorts 9 to 11	Cohorts 12 to 13	Cohort 14	
Strongly disagree	10.1% <sup>0a</sup>	2.2% <sup>0b</sup>		3.8%
Disagree	15.9% <sup>0a</sup>	15.2% <sup>0a</sup>	8.2% <sup>0a</sup>	13.2%
Agree	47.8% <sup>0a</sup>	42.4% <sup>0a</sup>	39.7% <sup>0a</sup>	43.2%
Strongly agree	26.1% <sup>0a</sup>	40.2% <sup>0a, b</sup>	52.1% <sup>0b</sup>	39.7%
<b>Total</b>	<b>69</b>	<b>92</b>	<b>73</b>	<b>234</b>

Each subscript letter denotes a set of cohort groups whose column proportions do not differ significantly from each other at the .05 level.

The payback system is well explained at the start of the Future Leaders Programme	Cohort groups			Total
	Cohorts 9 to 11	Cohorts 12 to 13	Cohort 14	
Strongly disagree	13.0% <sup>0a</sup>	1.1% <sup>0b</sup>		4.3%
Disagree	17.4% <sup>0a</sup>	10.9% <sup>0a</sup>	11.0% <sup>0a</sup>	12.8%
Agree	40.6% <sup>0a</sup>	52.2% <sup>0a</sup>	45.2% <sup>0a</sup>	46.6%
Strongly agree	27.5% <sup>0a</sup>	35.9% <sup>0a, b</sup>	43.8% <sup>0b</sup>	35.9%
Not applicable	1.4% <sup>0a</sup>			.4%
<b>Total</b>	<b>69</b>	<b>92</b>	<b>73</b>	<b>234</b>

Each subscript letter denotes a set of cohort groups whose column proportions do not differ significantly from each other at the .05 level.

The benefits gained from the Future Leaders programme are greater than the costs of offering time and services for payback	Cohort groups			Total
	Cohorts 9 to 11	Cohorts 12 to 13	Cohort 14	
Strongly disagree	7.2% <sup>0a</sup>	2.2% <sup>0a, b</sup>		3.0%
Disagree	13.0% <sup>0a</sup>	7.6% <sup>0a</sup>	9.6% <sup>0a</sup>	9.8%
Agree	42.0% <sup>0a</sup>	43.5% <sup>0a</sup>	28.8% <sup>0a</sup>	38.5%
Strongly agree	37.7% <sup>0a</sup>	45.7% <sup>0a</sup>	61.6% <sup>0b</sup>	48.3%
Not applicable		1.1% <sup>0a</sup>		.4%
<b>Total</b>	<b>69</b>	<b>92</b>	<b>73</b>	<b>234</b>

Each subscript letter denotes a set of cohort groups whose column proportions do not differ significantly from each other at the .05 level.

Do you feel confident to approach us with suggestions of payback opportunities?	Cohort groups			Total
	Cohorts 9 to 11	Cohorts 12 to 13	Cohort 14	
No	34.8% <sup>0a</sup>	13.0% <sup>0b</sup>	13.7% <sup>0b</sup>	19.7%
Yes	65.2% <sup>0a</sup>	87.0% <sup>0b</sup>	86.3% <sup>0b</sup>	80.3%
<b>Total</b>	<b>69</b>	<b>92</b>	<b>73</b>	<b>234</b>

Each subscript letter denotes a set of cohort groups whose column proportions do not differ significantly from each other at the .05 level.

## Response tables: Programme design: LDA support

LDA: Overall satisfaction	Cohort groups			Total
	Cohorts 9 to 11	Cohorts 12 to 13	Cohort 14	
Not at all satisfied			1.3% <sub>oa</sub>	.5%
Not very satisfied	3.2% <sub>oa</sub>	2.4% <sub>oa</sub>	1.3% <sub>oa</sub>	2.1%
Satisfied	25.8% <sub>oa</sub>	13.1% <sub>oa</sub>	14.7% <sub>oa</sub>	15.8%
Very satisfied	71.0% <sub>oa</sub>	84.5% <sub>oa</sub>	82.7% <sub>oa</sub>	81.6%
<b>Total</b>	<b>31</b>	<b>84</b>	<b>75</b>	<b>190</b>

Each subscript letter denotes a set of cohort groups whose column proportions do not differ significantly from each other at the .05 level.

LDA: Constructive feedback	Cohort groups			Total
	Cohorts 9 to 11	Cohorts 12 to 13	Cohort 14	
Not at all satisfied			2.7% <sub>oa</sub>	1.1%
Not very satisfied	6.5% <sub>oa</sub>	1.2% <sub>oa</sub>	1.3% <sub>oa</sub>	2.1%
Satisfied	12.9% <sub>oa</sub>	13.3% <sub>oa</sub>	12.0% <sub>oa</sub>	12.7%
Very satisfied	80.6% <sub>oa</sub>	85.5% <sub>oa</sub>	84.0% <sub>oa</sub>	84.1%
<b>Total</b>	<b>31</b>	<b>83</b>	<b>75</b>	<b>189</b>

Each subscript letter denotes a set of cohort groups whose column proportions do not differ significantly from each other at the .05 level.

LDA: Challenging feedback	Cohort groups			Total
	Cohorts 9 to 11	Cohorts 12 to 13	Cohort 14	
Not at all satisfied			2.7% <sub>oa</sub>	1.1%
Not very satisfied	3.2% <sub>oa</sub>	2.4% <sub>oa</sub>	4.0% <sub>oa</sub>	3.2%
Satisfied	22.6% <sub>oa</sub>	16.9% <sub>oa</sub>	13.3% <sub>oa</sub>	16.4%
Very satisfied	74.2% <sub>oa</sub>	80.7% <sub>oa</sub>	80.0% <sub>oa</sub>	79.4%
<b>Total</b>	<b>31</b>	<b>83</b>	<b>75</b>	<b>189</b>

Each subscript letter denotes a set of cohort groups whose column proportions do not differ significantly from each other at the .05 level.

LDA: Supporting progress	Cohort groups			Total
	Cohorts 9 to 11	Cohorts 12 to 13	Cohort 14	
Not at all satisfied			1.3% <sub>oa</sub>	.5%
Not very satisfied	6.7% <sub>oa</sub>	3.6% <sub>oa</sub>	6.7% <sub>oa</sub>	5.3%
Satisfied	13.3% <sub>oa</sub>	13.3% <sub>oa</sub>	14.7% <sub>oa</sub>	13.8%
Very satisfied	80.0% <sub>oa</sub>	83.1% <sub>oa</sub>	77.3% <sub>oa</sub>	80.3%
<b>Total</b>	<b>30</b>	<b>83</b>	<b>75</b>	<b>188</b>

Each subscript letter denotes a set of cohort groups whose column proportions do not differ significantly from each other at the .05 level.

LDA: Supporting impact	Cohort groups			Total
	Cohorts 9 to 11	Cohorts 12 to 13	Cohort 14	
Not at all satisfied			1.3% <sub>oa</sub>	.5%
Not very satisfied	6.5% <sub>oa</sub>	3.6% <sub>oa</sub>	4.0% <sub>oa</sub>	4.2%
Satisfied	19.4% <sub>oa</sub>	14.5% <sub>oa</sub>	18.7% <sub>oa</sub>	16.9%
Very satisfied	74.2% <sub>oa</sub>	81.9% <sub>oa</sub>	76.0% <sub>oa</sub>	78.3%
<b>Total</b>	<b>31</b>	<b>83</b>	<b>75</b>	<b>189</b>

Each subscript letter denotes a set of cohort groups whose column proportions do not differ significantly from each other at the .05 level.

Coaching: Professional development	Cohort groups			Total
	Cohorts 9 to 11	Cohorts 12 to 13	Cohort 14	
Strongly disagree		1.2% <sub>oa</sub>	4.0% <sub>oa</sub>	2.1%
Disagree	3.3% <sub>oa</sub>	3.6% <sub>oa</sub>	2.7% <sub>oa</sub>	3.2%
Agree	16.7% <sub>oa</sub>	22.9% <sub>oa</sub>	18.7% <sub>oa</sub>	20.2%
Strongly agree	76.7% <sub>oa</sub>	72.3% <sub>oa</sub>	74.7% <sub>oa</sub>	73.9%
Not applicable	3.3% <sub>oa</sub>			.5%
<b>Total</b>	<b>30</b>	<b>83</b>	<b>75</b>	<b>188</b>

Each subscript letter denotes a set of cohort groups whose column proportions do not differ significantly from each other at the .05 level.

Coaching: Progression towards headship	Cohort groups			Total
	Cohorts 9 to 11	Cohorts 12 to 13	Cohort 14	
Strongly disagree		1.2% <sub>oa</sub>	4.0% <sub>oa</sub>	2.1%
Disagree	13.3% <sub>oa</sub>	6.0% <sub>oa</sub>	4.0% <sub>oa</sub>	6.4%
Agree	13.3% <sub>oa</sub>	25.3% <sub>oa</sub>	29.3% <sub>oa</sub>	25.0%
Strongly agree	60.0% <sub>oa</sub>	66.3% <sub>oa</sub>	58.7% <sub>oa</sub>	62.2%
Not applicable	13.3% <sub>oa</sub>	1.2% <sub>ob</sub>	4.0% <sub>oa, b</sub>	4.3%
<b>Total</b>	<b>30</b>	<b>83</b>	<b>75</b>	<b>188</b>

Each subscript letter denotes a set of cohort groups whose column proportions do not differ significantly from each other at the .05 level.

## Response tables: Roles on applying to the programme

Role on applying to the programme	Cohort groups			Total
	Cohorts 9 to 11	Cohorts 12 to 13	Cohort 14	
NQT	1.3% <sub>oa</sub>		1.2% <sub>oa</sub>	.8%
Classroom teacher	1.3% <sub>oa</sub>	1.0% <sub>oa</sub>		.8%
Middle Leader	55.1% <sub>oa, b</sub>	64.8% <sub>ob</sub>	48.8% <sub>oa</sub>	57.0%
Extended leadership	5.1% <sub>oa</sub>	3.8% <sub>oa</sub>	1.2% <sub>oa</sub>	3.4%
Assistant head	29.5% <sub>oa, b</sub>	18.1% <sub>ob</sub>	40.2% <sub>oa</sub>	28.3%
Deputy head or vice principal		6.7% <sub>ob</sub>	6.1% <sub>ob</sub>	4.5%
Associate head or principal		1.0% <sub>oa</sub>		.4%
Headteacher or principal	1.3% <sub>oa</sub>			.4%
Working out of school / education	6.4% <sub>oa</sub>	4.8% <sub>oa</sub>	2.4% <sub>oa</sub>	4.5%
<b>Total</b>	<b>78</b>	<b>105</b>	<b>82</b>	<b>265</b>

Each subscript letter denotes a set of cohort groups whose column proportions do not differ significantly from each other at the .05 level.

Challenging school on applying to the programme	Cohort groups			Total
	Cohorts 9 to 11	Cohorts 12 to 13	Cohort 14	
No	23.1% <sub>a, b</sub>	32.1% <sub>b</sub>	18.3% <sub>a</sub>	25.2%
Yes	76.9% <sub>a, b</sub>	67.9% <sub>b</sub>	81.7% <sub>a</sub>	74.8%
<b>Total</b>	<b>78</b>	<b>106</b>	<b>82</b>	<b>266</b>

Each subscript letter denotes a set of cohort groups whose column proportions do not differ significantly from each other at the .05 level.

Residency school on applying to the programme	Cohort groups			Total
	Cohorts 9 to 11	Cohorts 12 to 13	Cohort 14	
No	76.9% <sub>a</sub>	53.8% <sub>b</sub>	52.4% <sub>b</sub>	60.2%
Yes	23.1% <sub>a</sub>	46.2% <sub>b</sub>	47.6% <sub>b</sub>	39.8%
<b>Total</b>	<b>78</b>	<b>106</b>	<b>82</b>	<b>266</b>

Each subscript letter denotes a set of cohort groups whose column proportions do not differ significantly from each other at the .05 level.



## Response tables: Roles as at September 2015

Role at September 2015	Cohort groups			Total
	Cohorts 9 to 11	Cohorts 12 to 13	Cohort 14	
Middle Leader	1.3% <sub>oa</sub>	1.9% <sub>oa</sub>		1.1%
Extended leadership		1.0% <sub>oa</sub>	1.2% <sub>oa</sub>	.8%
Assistant head	24.4% <sub>oa</sub>	45.7% <sub>ob</sub>	54.9% <sub>ob</sub>	42.3%
Assistant / Deputy head		1.0% <sub>oa</sub>		.4%
Deputy head or vice principal	26.9% <sub>oa</sub>	40.0% <sub>oa</sub>	29.3% <sub>oa</sub>	32.8%
Associate head or principal	1.3% <sub>oa</sub>		1.2% <sub>oa</sub>	.8%
Headteacher or principal	24.4% <sub>oa</sub>	5.7% <sub>ob</sub>	8.5% <sub>ob</sub>	12.1%
MAT Director		1.0% <sub>oa</sub>		.4%
MAT CEO or Executive Head	2.6% <sub>oa</sub>		1.2% <sub>oa</sub>	1.1%
Working out of school / education	19.2% <sub>oa</sub>	3.8% <sub>ob</sub>	3.7% <sub>ob</sub>	8.3%
<b>Total</b>	<b>78</b>	<b>105</b>	<b>82</b>	<b>265</b>

Each subscript letter denotes a set of cohort groups whose column proportions do not differ significantly from each other at the .05 level.

Challenging school in September 2015	Cohort groups			Total
	Cohorts 9 to 11	Cohorts 12 to 13	Cohort 14	
No	15.9% <sub>oa</sub>	14.9% <sub>oa</sub>	11.4% <sub>oa</sub>	14.0%
Yes	84.1% <sub>oa</sub>	85.1% <sub>oa</sub>	88.6% <sub>oa</sub>	86.0%
<b>Total</b>	<b>63</b>	<b>101</b>	<b>79</b>	<b>243</b>

Each subscript letter denotes a set of cohort groups whose column proportions do not differ significantly from each other at the .05 level.

Residency school in September 2015	Cohort groups			Total
	Cohorts 9 to 11	Cohorts 12 to 13	Cohort 14	
No	82.5% <sub>oa</sub>	67.3% <sub>ob</sub>	46.8% <sub>oc</sub>	64.6%
Yes	17.5% <sub>oa</sub>	32.7% <sub>ob</sub>	53.2% <sub>oc</sub>	35.4%
<b>Total</b>	<b>63</b>	<b>101</b>	<b>79</b>	<b>243</b>

Each subscript letter denotes a set of cohort groups whose column proportions do not differ significantly from each other at the .05 level.

## Response tables: Gaining promotion

Number of levels of promotion	Cohort groups			Total
	Cohorts 9 to 11	Cohorts 12 to 13	Cohort 14	
-4		1.0% <sup>a</sup>		.4%
-2		1.0% <sup>a</sup>		.4%
0	10.2% <sup>a</sup>	12.5% <sup>a</sup>	17.9% <sup>a</sup>	13.7%
1		2.1% <sup>a</sup>	2.6% <sup>a</sup>	1.7%
2	32.2% <sup>a</sup>	42.7% <sup>a</sup>	61.5% <sup>b</sup>	46.4%
3	5.1% <sup>a</sup>	7.3% <sup>a</sup>	3.8% <sup>a</sup>	5.6%
4	16.9% <sup>a, b</sup>	28.1% <sup>b</sup>	7.7% <sup>a</sup>	18.5%
5	13.6% <sup>a</sup>	3.1% <sup>b</sup>	3.8% <sup>b</sup>	6.0%
6	3.4% <sup>a</sup>	1.0% <sup>a</sup>	1.3% <sup>a</sup>	1.7%
7	15.3% <sup>a</sup>	1.0% <sup>b</sup>	1.3% <sup>b</sup>	4.7%
8	1.7% <sup>a</sup>			.4%
9	1.7% <sup>a</sup>			.4%
<b>Total</b>	<b>59</b>	<b>96</b>	<b>78</b>	<b>233</b>

Each subscript letter denotes a set of cohort groups whose column proportions do not differ significantly from each other at the .05 level.

Difference between predicted and achieved headship	Total
9 years faster	3.2%
5 years faster	6.5%
4 years faster	16.1%
3 years faster	22.6%
2 years faster	19.4%
1 year faster	19.4%
As predicted	6.5%
1 year slower	6.5%
<b>Total</b>	<b>31</b>

Difference between initially predicted to currently predicted headship (This table excludes respondents who either had no plan to reach headship)	Cohort groups			Total
	Cohorts 9 to 11	Cohorts 12 to 13	Cohort 14	
6 years faster			3.1% <sup>a</sup>	1.1%
5 years faster	2.6% <sup>a</sup>	7.5% <sup>a</sup>	9.2% <sup>a</sup>	7.1%
4 years faster		7.5% <sup>a, b</sup>	15.4% <sup>b</sup>	8.7%
3 years faster	2.6% <sup>a</sup>	8.8% <sup>a, b</sup>	15.4% <sup>b</sup>	9.8%
2 years faster	7.9% <sup>a</sup>	13.8% <sup>a</sup>	9.2% <sup>a</sup>	10.9%
1 year faster	10.5% <sup>a</sup>	20.0% <sup>a, b</sup>	27.7% <sup>b</sup>	20.8%
As predicted	18.4% <sup>a</sup>	25.0% <sup>a</sup>	16.9% <sup>a</sup>	20.8%
1 year slower	21.1% <sup>a</sup>	13.8% <sup>a</sup>	1.5% <sup>b</sup>	10.9%
2 years slower	7.9% <sup>a</sup>	2.5% <sup>a</sup>	1.5% <sup>a</sup>	3.3%
3 years slower	5.3% <sup>a</sup>	1.3% <sup>a</sup>		1.6%
4 years slower	15.8% <sup>a</sup>			3.3%
5 years slower	2.6% <sup>a</sup>			.5%
6 years slower	5.3% <sup>a</sup>			1.1%
<b>Total</b>	<b>38</b>	<b>80</b>	<b>65</b>	<b>183</b>

Each subscript letter denotes a set of cohort groups whose column proportions do not differ significantly from each other at the .05 level.

Speed of progression to headship: heads	Total
Much slower	2.9%
Neither faster or slower	2.9%
Only slightly faster	2.9%
Faster	28.6%
Much faster	62.9%
<b>Total</b>	<b>35</b>

Speed of promotion to current role: non-heads	Cohort groups			Total
	Cohorts 9 to 11	Cohorts 12 to 13	Cohort 14	
Much slower		1.0% <sub>a</sub>		.5%
Slower	2.0% <sub>a</sub>	1.0% <sub>a</sub>		.9%
Only slightly slower	3.9% <sub>a</sub>			.9%
Neither faster or slower	11.8% <sub>a</sub>	13.5% <sub>a</sub>	23.6% <sub>a</sub>	16.4%
Only slightly faster	29.4% <sub>a</sub>	14.6% <sub>b</sub>	9.7% <sub>b</sub>	16.4%
Faster	29.4% <sub>a</sub>	36.5% <sub>a, b</sub>	48.6% <sub>b</sub>	38.8%
Much faster	23.5% <sub>a, b</sub>	33.3% <sub>b</sub>	18.1% <sub>a</sub>	26.0%
<b>Total</b>	<b>51</b>	<b>96</b>	<b>72</b>	<b>219</b>

Each subscript letter denotes a set of cohort groups whose column proportions do not differ significantly from each other at the .05 level.

Speed of promotion to current role: all respondents	Cohort groups			Total
	Cohorts 9 to 11	Cohorts 12 to 13	Cohort 14	
Much slower	1.4% <sub>a</sub>	1.0% <sub>a</sub>		.8%
Slower	1.4% <sub>a</sub>	1.0% <sub>a</sub>		.8%
Only slightly slower	2.8% <sub>a</sub>			.8%
Neither faster or slower	8.3% <sub>a</sub>	12.7% <sub>a, b</sub>	22.5% <sub>b</sub>	14.6%
Only slightly faster	22.2% <sub>a</sub>	13.7% <sub>a, b</sub>	8.8% <sub>b</sub>	14.6%
Faster	29.2% <sub>a</sub>	35.3% <sub>a, b</sub>	47.5% <sub>b</sub>	37.4%
Much faster	34.7% <sub>a, b</sub>	36.3% <sub>b</sub>	21.3% <sub>a</sub>	31.1%
<b>Total</b>	<b>72</b>	<b>102</b>	<b>80</b>	<b>254</b>

Each subscript letter denotes a set of cohort groups whose column proportions do not differ significantly from each other at the .05 level.

## Response tables: Progression towards headship

Understanding of actions to achieve headship within 5 years of residency	Cohort groups			Total
	Cohorts 9 to 11	Cohorts 12 to 13	Cohort 14	
Disagree	7.4%	2.1%	6.6%	4.5%
Agree	44.4%	63.9%	51.3%	56.5%
Strongly agree	40.7%	32.0%	42.1%	37.0%
Don't know	7.4%	2.1%	0.0%	2.0%
<b>Total</b>	<b>27</b>	<b>97</b>	<b>76</b>	<b>200</b>

Each subscript letter denotes a set of cohort groups whose column proportions do not differ significantly from each other at the .05 level.

Taking actions to achieve headship within 5 years of residency	Cohort groups			Total
	Cohorts 9 to 11	Cohorts 12 to 13	Cohort 14	
Strongly disagree	7.4%	0.0%	0.0%	1.0%
Disagree	22.2%	13.4%	3.9%	11.0%
Agree	25.9%	58.8%	50.0%	51.0%
Strongly agree	33.3%	25.8%	44.7%	34.0%
Don't know	11.1%	2.1%	1.3%	3.0%
<b>Total</b>	<b>27</b>	<b>97</b>	<b>76</b>	<b>200</b>

Each subscript letter denotes a set of cohort groups whose column proportions do not differ significantly from each other at the .05 level.

Confident of reaching headship within 5 years of residency	Cohort groups			Total
	Cohorts 9 to 11	Cohorts 12 to 13	Cohort 14	
Strongly disagree	22.2%	5.2%	0.0%	5.5%
Disagree	22.2%	32.0%	11.8%	23.0%
Agree	11.1%	34.0%	39.5%	33.0%
Strongly agree	33.3%	20.6%	39.5%	29.5%
Don't know	11.1%	8.2%	9.2%	9.0%
<b>Total</b>	<b>27</b>	<b>97</b>	<b>76</b>	<b>200</b>

Each subscript letter denotes a set of cohort groups whose column proportions do not differ significantly from each other at the .05 level.

Undertaking NPQH	Cohort groups			Total
	Cohorts 9 to 11	Cohorts 12 to 13	Cohort 14	
No	88.4% <sup>a</sup>	89.2% <sup>a</sup>	89.3% <sup>a</sup>	89.0%
Yes - another NPQH provider	2.9% <sup>a</sup>	1.1% <sup>a</sup>		1.3%
Yes - Headship Now! NPQH	8.7% <sup>a</sup>	9.7% <sup>a</sup>	10.7% <sup>a</sup>	9.7%
	<b>69</b>	<b>93</b>	<b>75</b>	<b>237</b>

Each subscript letter denotes a set of cohort groups whose column proportions do not differ significantly from each other at the .05 level.

First headship applications (non-heads)	Cohort groups			Total
	Cohorts 9 to 11	Cohorts 12 to 13	Cohort 14	
before 2014/15	23.2% <sup>a</sup>	4.3% <sup>b</sup>	1.3% <sup>b</sup>	8.9%
during 2014/15	21.7% <sup>a</sup>	9.7% <sup>b</sup>	16.0% <sup>a, b</sup>	15.2%
I have not yet applied for a headship post	55.1% <sup>a</sup>	86.0% <sup>b</sup>	82.7% <sup>b</sup>	75.9%
<b>Total</b>	<b>69</b>	<b>93</b>	<b>75</b>	<b>237</b>

Each subscript letter denotes a set of cohort groups whose column proportions do not differ significantly from each other at the .05 level.

Number of headship applications	All cohorts
No applications	21.1%
1 application	38.6%
2 applications	17.5%
3 to 4 applications	14.0%
5 or more applications	7.0%
<b>Total</b>	<b>57</b>

Each subscript letter denotes a set of cohort groups whose column proportions do not differ significantly from each other at the .05 level.

<b>Number of headship first interviews this year (base: respondents who had made a headship application this year)</b>	<b>All cohorts</b>
no first interview	15.6%
1 first interview	53.3%
2 first interview	15.6%
3 or more first interviews	15.6%
<b>Total</b>	<b>45</b>

Each subscript letter denotes a set of cohort groups whose column proportions do not differ significantly from each other at the .05 level.

<b>Number of headship second interviews this year (base: respondents who had made a headship application this year)</b>	<b>All cohorts</b>
no second interview	35.6%
one second interview	46.7%
more than one second interview	17.8%
<b>Total</b>	<b>45</b>

Each subscript letter denotes a set of cohort groups whose column proportions do not differ significantly from each other at the .05 level.

<b>Number of headship offers this year (base: respondents who had made a headship application this year)</b>	<b>All cohorts</b>
No offers	48.9%
An offer	51.1%
<b>Total</b>	<b>45</b>

Each subscript letter denotes a set of cohort groups whose column proportions do not differ significantly from each other at the .05 level.

Plans to apply for headship	Cohort groups			Total
	Cohorts 9 to 11	Cohorts 12 to 13	Cohort 14	
2015	5.3% <sub>a</sub>	7.6% <sub>a</sub>	3.2% <sub>a</sub>	5.6%
2016	13.2% <sub>a</sub>	19.0% <sub>a</sub>	14.5% <sub>a</sub>	16.2%
2017	18.4% <sub>a</sub>	21.5% <sub>a</sub>	12.9% <sub>a</sub>	17.9%
2018	23.7% <sub>a</sub>	17.7% <sub>a</sub>	25.8% <sub>a</sub>	21.8%
2019	2.6% <sub>a</sub>	15.2% <sub>b</sub>	21.0% <sub>b</sub>	14.5%
2020	5.3% <sub>a</sub>	8.9% <sub>a</sub>	8.1% <sub>a</sub>	7.8%
2021	2.6% <sub>a</sub>	2.5% <sub>a</sub>	4.8% <sub>a</sub>	3.4%
2022	5.3% <sub>a</sub>	1.3% <sub>a</sub>	1.6% <sub>a</sub>	2.2%
After 2022	2.6% <sub>a</sub>		1.6% <sub>a</sub>	1.1%
I do not have any plans to apply for headship	21.1% <sub>a</sub>	6.3% <sub>b</sub>	6.5% <sub>b</sub>	9.5%
<b>Total</b>	<b>38</b>	<b>79</b>	<b>62</b>	<b>179</b>

Each subscript letter denotes a set of cohort groups whose column proportions do not differ significantly from each other at the .05 level.

Number of job applications	Cohort groups			Total
	Cohorts 9 to 11	Cohorts 12 to 13	Cohort 14	
0	73.1% <sub>a</sub>	40.7% <sub>b</sub>	53.3% <sub>b</sub>	54.1%
1	7.5% <sub>a</sub>	36.3% <sub>b</sub>	13.3% <sub>a</sub>	20.6%
2	6.0% <sub>a</sub>	5.5% <sub>a</sub>	8.0% <sub>a</sub>	6.4%
3	7.5% <sub>a</sub>	7.7% <sub>a</sub>	12.0% <sub>a</sub>	9.0%
4	3.0% <sub>a</sub>	4.4% <sub>a</sub>	2.7% <sub>a</sub>	3.4%
5	1.5% <sub>a</sub>	2.2% <sub>a</sub>	1.3% <sub>a</sub>	1.7%
6	1.5% <sub>a</sub>		4.0% <sub>a</sub>	1.7%
7		1.1% <sub>a</sub>		.4%
8		2.2% <sub>a</sub>	5.3% <sub>a</sub>	2.6%
<b>Total</b>	<b>67</b>	<b>91</b>	<b>75</b>	<b>233</b>

Each subscript letter denotes a set of cohort groups whose column proportions do not differ significantly from each other at the .05 level.





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