



National College for  
Teaching & Leadership

# **National College Annual Survey of School and Children's Centre Leaders 2013**

**Research brief**

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## Executive Summary

The National College Annual Survey of School and Children's Centre Leaders 2013 (annual survey) is a national survey of head teachers, senior leaders, middle leaders and chairs of governors in schools, and leaders and deputies in children's centres, conducted to inform the changing leadership landscape in education and early years. In 2013 it also gathered insights to feed into the development of the leadership curriculum<sup>1</sup> and training and development for school business managers (SBMs) and chairs of governors.

Data were gathered via a structured telephone interview with more than 3,000 respondents.<sup>2</sup> A wide range of findings were delivered by the survey to meet both strategic and operational intelligence needs of the National College for Teaching and Leadership (NCTL). Some key areas of insight as delivered by the 2013 survey are set out below. These findings should be read in the context of changes to the way the NCTL delivers training and development, and changes to the website, implemented through 2014. Where of interest, comparisons have been made against the 2012 wave of the survey.

## Schools

### System leadership

System leadership is defined as leaders who work within and beyond their individual organisations; sharing and harnessing the best resources that the system can offer to bring about improvement in their own and other organisations, and influencing thinking, policy and practice so as to have a positive impact on the lives and life chances of all children and young people. Responses to the annual survey 2013 reflected a sector working closely together which sees a great deal of value in peer support.

Almost a fifth (18%) of school leaders in 2013 said that their role involves system leadership, including more than one in four (26%) headteachers and one in fourteen (7%) school business managers.

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<sup>1</sup> The leadership curriculum relates to the development of modules as part of National Professional Qualifications at 3 levels. At the time of the annual survey of school leaders 2013, NCTL was looking to develop the next 2 levels but since the survey, NCTL is making changes to the way the national qualifications are delivered. Go to <https://www.gov.uk/government/news/changes-to-nctls-national-qualifications-and-the-nctl-membership-website> for more details.

<sup>2</sup> 2,283 school interviews (headteachers, senior leaders, middle leaders and school business managers), 501 Children's Centre interviews (leaders and deputies), and 500 Chairs of Governor interviews.

Among school leaders who were not currently working beyond their own school (82% of all respondents), more than two in five (43%) aspired to do so at some point, increasing to half of headteachers and senior leaders (49% and 50% respectively).

Even excluding schools involved in teaching school alliances, less than a quarter (23%) said that they were *not* involved in undertaking leadership development as part of a cluster of schools and only one in eight (12%) said that they were *not* involved in working with other schools to provide school to school support.

Nearly all heads said that they would talk to/visit other schools after identifying a significant improvement priority (97%), which is stable against 2012 and unaffected by the increased use of private sector support shown to have occurred since 2012.

Among those who would seek support from a national leader of education (NLE), local leader education (LLE) or teaching school alliance (TSA), three in five (60%) said that they would be willing to pay for this from the school budget, which is also stable against 2012.

The vast majority of chairs of governors interviewed (96%) stated that they do or would support their school leaders to work as system leaders.

Nearly nine in ten (88%) chairs were aware of national leaders of governance (NLG) and one in seven (14%) were designated NLGs. Among those not involved, almost seven in ten (68%) saw the idea of getting involved as appealing. As many as six in ten (59%) considered that they already supported other chairs of governors by sharing their knowledge and experience. Just less than this (half) said that they receive support from chairs of other schools.

## Teaching schools

The level of involvement with teaching schools or their alliances increased in 2013, to 3 in 10 schools. Most commonly this involvement was as an alliance member (10%), followed by as a strategic partner (8%) or at a more minor level (7%), while 4% were designated teaching schools and 2% had applied to be teaching schools.

Non-teaching schools were not yet confident that they know a lot about teaching schools and their alliances, rating their knowledge as five out of ten on average<sup>3</sup> on a scale of one to ten. Unsurprisingly, system leaders such as NLEs were most familiar, while schools not engaged in collaboration were least familiar.

Heads without any involvement in teaching schools/alliances, tended to be aware that teaching schools/alliances have a role in 'training and development for new teachers' and a role in 'training and development more widely'. They were less aware of TSAs' role in improving standards, promoting good practice, identifying

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<sup>3</sup> This topic is considered further using a qualitative methodology to explore views and attitudes in the *Needs and Demands 2012-13* Research undertaken by BMG Research on behalf of the National College.

future leaders, brokering specialist leaders in education (SLEs) and research and development (R&D) activities.

Among heads with at least some knowledge of teaching schools/alliances, three in ten said that they are likely to get involved in an alliance. Where not interested, this was most usually said to be due to other school priorities such as Ofsted or the pressures of other workload.

Just over half (54%) of heads in Ofsted outstanding schools aspired for their school to become a teaching school, including a quarter (26%) in the next three years. Those who did not aspire to teaching school status were most likely to consider their school too small or having insufficient capacity.

## **School leader roles**

School leaders continued to advocate working in the profession (91%), to agree that 'it's a great job' (98%) and to agree that they are given leadership development and training opportunities (90%). Those collaborating with other schools showed a greater likelihood to agree with these statements.

Aspiration to the next role up among middle leaders appeared stable against previous year. However, the survey reflected a decline in aspiration to headship among respondents in 2013, continuing the trend suggested last year. The proportion of senior and middle leaders who wanted to be heads at some stage in their career decreased from 57% in 2011 to 52% in 2012 and 43% in 2013.

The four most common reasons not to aspire were 'I am happy at my current level' (30%); 'I plan to retire/leave for family/partner reasons' (29%); 'too much responsibility/workload' (19%); and 'I want to stay in the classroom' (13%). The top two reasons in 2013 were the same as in 2012, while the third most common reason was 'wanting to stay in the classroom' in 2012, and in 2013 became 'too much responsibility/workload'.

In 2013, senior leaders appeared more likely to recommend their role to others than either heads or middle leaders.

## **School business managers**

Two in three (67%) school business managers (SBMs) interviewed were members of the senior leadership team, and just fewer than this (63%) had undertaken programmes, courses or workshops on school business management. The key areas of skill SBMs were looking to develop were school income generation (40%), marketing and promoting the school (37%), and project management in schools (36%).

## Children's centres

### Spending on continuous professional development (CPD)

In the children's centre sector, reduced budgets appeared to have impacted on CPD.

Average spend on CPD for staff and governors combined was reported as an average of £4,847 in 2013, decreasing from £5,305 in the 2012 survey.

Children's centre leaders also undertook more CPD in-house in 2013 compared to 2012: In 2013 43% stated that over half of their training and development was conducted in-house, compared to 36% in 2012.

When rating their expertise in 'leading people and effective teams' and 'leading change and continuous improvement', more respondents in 2013 rated themselves 8, 9 or 10 out of 10 than in the year previous. But when rating these skills areas in terms of their importance to the centre, the scores were higher again, highlighting a continued emphasis on the skills areas of leading people and leading change.

### The self-improving system in children's centres

In the children's centre sector the roll-out of the self-improving system was shown to be less advanced than in the schools sector. The annual survey findings highlighted the issues of time, capacity and lack of awareness.

Among children's centres rated by Ofsted as outstanding or good (or not yet inspected) three in ten (31%) leaders said that they had no knowledge of the self improving system idea.

Nearly half (47%) of children's centre leaders considered that they work as a system leader already, either on a formal basis (17%) or an informal basis (29%). These leaders perceived a range of benefits in doing so, including to 'bring the learning back from other centres to this centre/pick up ideas' (61%) and to 'improve our knowledge or creativity' (49%). Just under three-fifths (57%) reported that no-one covers their workload when they are out of their home centre.

Among those not working as system leaders, a third (33%) were very interested in becoming a system leader, two fifths (41%) fairly interested, and just under a quarter (23%) not interested. Those not interested described the reason as 'lack of time/being too busy' (51%) or having 'no capacity' (24%). Even among those interested in becoming a system leader 44% considered that their centre would not have the capacity to release them at present.

Interest in system leadership appeared lowest among centres with a voluntary/community sector lead agency, compared with schools or local authority lead agencies and some work may be required to ensure that system leadership can work across all types of lead agencies.

# Background and methodology

## Background

Since 2001 NCTL (formerly NCSL (National College for School Leadership) has conducted an annual survey of school leaders, which provides longitudinal data on school leaders' needs, the issues they are facing and their perceptions of the National College. Examples of these include:

- Career aspirations of school leaders, including aspiration for headship, which is used to inform the succession planning programme's work and modelling.
- Current and future development needs of school and foundation leaders and chairs of governors and leaders' views on key developments in education and how NCTL might support them (e.g. teaching schools, NPQH and modular curriculum, NLE/LLE deployments, membership, school business managers, academy conversion etc.). This area will ensure that the college's provision remains relevant and useful to school leaders.

The results from previous annual surveys have been used in a variety of ways; as key performance indicator (KPIs) in the annual report, to shape the development of future provision; to provide data on the aspiration to headship as part of the college's succession planning work. The announcement of the merger of the (then) NCSL and the Teaching Agency resulted in the removal of some of the questions relating to the old college.

## Methodology

BMG Research undertook the annual opinion survey on behalf of the then NCSL for the third consecutive year, interviewing leaders by telephone (CATI), using a structured questionnaire.

After commissioning in January 2013, a questionnaire review was undertaken by the college jointly with BMG, to take account of its (then upcoming) merger with the Teaching Agency in April, and wider organisational, sectoral and policy-based developments.

The sample frames used were Edubase and NCTL databases. For the chairs of governors survey BMG ran a separate online opt-in exercise to develop the sample.

Fieldwork took place between 15 February and 20 May 2013. Questionnaires were designed bespoke to each audience, with three core audiences:

- Schools: 2,283 interviews were undertaken with headteachers (included principals and executive head), senior leaders (included assistant headteacher/principal, deputy headteacher/principal and head of school),



middle leaders (included head of year/head of department/head of subject/SENCO), and school business managers (included bursars, school business director, school secretary);

- Children's centres: 501 interviews were undertaken with leaders (460) and deputies (41);
- Chairs of governors: 500 interviews with chairs of governors.

Interviews were primarily arranged by appointment, and took approximately 25 minutes. A pre-mailer was administered prior to each survey.

Quotas were applied to the schools sample by respondent job role and school type (interlocking) and monitored by a range of other variables including region, Ofsted grade, percentage of pupils receiving free school meals (FSM) and respondent gender. The children's centre sample was monitored by respondent job role, operational model, region and Ofsted grade and the chairs sample by school type and Ofsted grade. The data is unweighted and differences between subgroup profiles may be considered in the analysis.

## Main findings

### The self-improving system: collaboration and system leadership

A survey undertaken as part of the *Review of the School Leadership Landscape*<sup>4</sup> in early 2012 suggested that school leaders were most positive about policy where it focused on schools working collaboratively. Responses to the annual survey 2013 likewise reflected a sector which is working closely together and which sees a great deal of value in peer support.

Being involved in delivering peer support by no means diminishes the perceived value of receiving peer support. System leaders and aspiring system leaders were asked to consider a list of 8 different potential providers for level 5 of the leadership curriculum, and the most popular was 'other schools' (91%). Likewise the most appealing type of provision for this level, from 8 potential types considered by this group, was 'provision based on input from the best school leaders' (92%), followed by 'working with other system leaders to develop their skills and understanding of their role' (88%).

Nearly all heads said that they would talk to/visit other schools after identifying a significant improvement priority (97%). This is stable against last year and unaffected by what appears to be a parallel trend of increasing use of private sector support: The likelihood to 'buy advice, resources or consultancy support from a commercial organisation' has increased from that found in previous surveys (from 55% in 2011 to 66% in 2012 to 75% in 2013). Again, this appears to agree with the earlier findings in the *Review of the School Leadership Landscape* in respect of headteachers seeing themselves using a wider range of external sources of support than previously.

Among those who would seek support from an NLE, LLE or TSA, 3 in 5 (60%) were willing to pay for this from the school budget (stable against last year, noting that the question last year concerned NLE and LLE support only). A further 1 in 5 (21%) said that they were not willing to do this and the remainder said that this would depend e.g. on cost/their budget and circumstances.

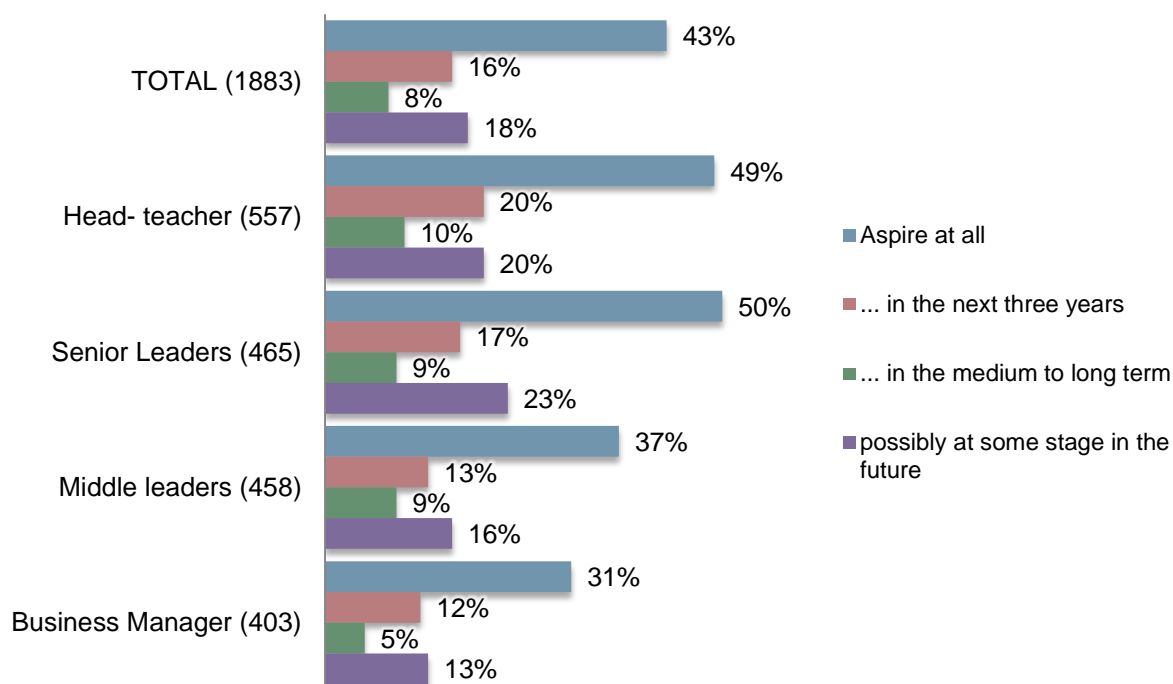
Even excluding schools involved in teaching school alliances, less than a quarter (23%) said in 2013 that they were *not* involved in undertaking leadership development as part of a cluster of schools and only around 1 in 8 (12%) said that they were *not* involved in working with other schools to provide school to school support.

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<sup>4</sup> Earley, P, Higham, R, Allen, R, Allen, T, Howson, J, Nelson, R, Rawal, S, Lynch, S, Morton, L, Mehta, P and Sims, D (2012). *Review of the School Leadership Landscape*. Nottingham. National College for School Leadership.

Almost a fifth (18%) of school leaders interviewed in 2013 said that their role involves system leadership<sup>5</sup>, which decreased from over a quarter (26%) of headteachers to just 1 in 14 (7%) SBMs. Among leaders who were not currently working beyond their own school, over two fifths (43%) aspire to do so at some point. As shown in Figure 1, this aspiration increased to half of respondents in the case of headteachers and senior leaders (49% and 50% respectively).

**Figure 1: Q2C3 Do you aspire to work beyond your own school as a system leader such as an SLE/NLE/LE or other role such as executive head? By role**



Base: All those who do not currently work beyond their school by role (shown in brackets). 'Aspire at all' summarises and is not mutually exclusive within the next three years/medium to long term/possibly at some stage.

Nearly nine in ten (88%) chairs of governors interviewed in 2013 were aware of national leaders of governance (NLG) and 1 in 7 (14%) were designated NLGs, while 7 in 10 (68%) of the remainder saw the idea of getting involved as appealing. As many as 6 in 10 (59%) considered that they already supported other chairs of governors by sharing their knowledge and experience. Overall, half (50%) of chairs said that they received support from chairs of other schools.

The vast majority of chairs (96%) stated yes when asked if they did or would support their school leaders to work as system leaders. There were similarly high levels of support across maintained and academy and primary and secondary sectors. Where chairs commented on their school leaders being involved in system

<sup>5</sup> This might mean working across several schools or providing some kind of formal support to other schools (excluding being employed on a shared basis as an SBM).

leadership, the vast majority described the impact of their work on the school as positive.

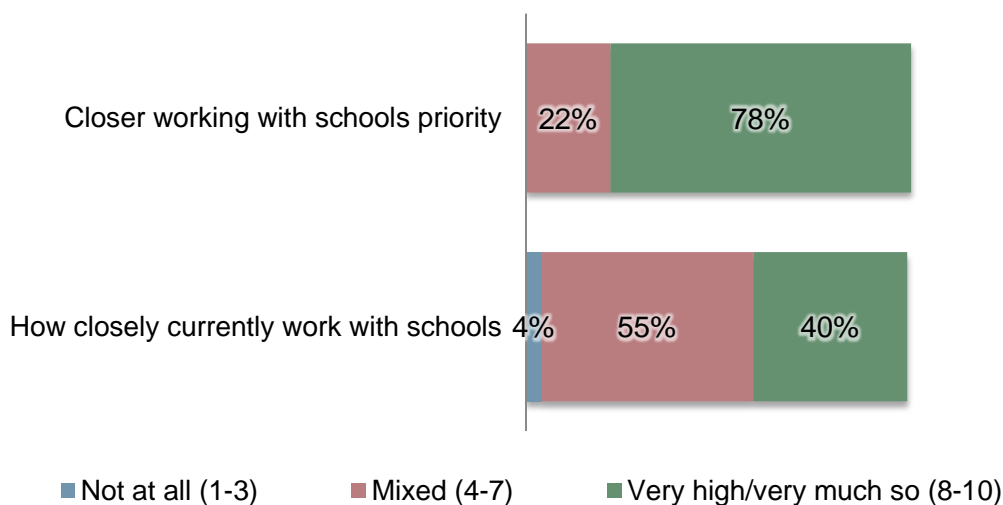
There were suggestions of more barriers to the roll out of the self-improving system in the children's centre sector, where time and capacity were highlighted as issues and some leaders lacked information on the concept: 3 in 10 (31%) leaders in Ofsted outstanding or good children's centres (or not yet inspected) said that they had no previous knowledge of the self-improving system idea (in particular where the centre's lead agency is a voluntary/community sector body). Nevertheless, nearly half (47%) of children centre leaders interviewed stated that they work as a system leader, either on a formal basis (17%) or an informal basis (29%), in spite of the fact that just under three fifths (57%) reported that no-one covered their workload when they are out of their home centre. Among others in outstanding or good centres, or not yet inspected, a third (33%) rated their interest in becoming a system leader as high, two fifths were fairly interested (41%), and just under a quarter were not interested (23%). Again, those whose lead agency was the voluntary/community sector were less likely to be interested, suggesting that some work may be required to ensure that system leadership can work smoothly across lead agencies<sup>6</sup>. System leaders and those interested in system leadership perceived a range of benefits, including to 'bring the learning back from other centres to this centre/pick up ideas' (61%) and to 'improve our knowledge or creativity' (49%), as well as to 'spread best practice and improve outcomes for children and families more widely' (40%) and 'to support others' (30%). Those not interested felt held back by 'lack of time/being too busy'; 51% provided this as the reason, followed by 'no capacity' (24%). Among those interested in becoming a system leader 44% considered that at present their centre would not have the capacity to release them

Nearly 4 in 5 (78%) respondents in children's centres said that closer working with schools was a high priority for their centre. However, as shown in Figure 2 below, only 2 in 5 (40%) considered that they currently work very closely with schools, the majority of the remainder stating 'fairly closely' (55%).

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<sup>6</sup> This topic is considered further using a qualitative methodology to explore views and attitudes in the *Needs and Demands 2012-13* Research undertaken by BMG Research on behalf of the National College.

**Figure 2: Q9IA How much of a priority for your centre is closer working with schools? / Q9IB In general, how closely would you say that you work with schools at the moment?**



Base: All respondents (501)

The most common ways of achieving closer working as reported in 2013 were conducting ‘regular workshops or meetings’ or ‘sharing governors or members of the advisory board or leadership team’ (83% and 81% respectively).

Responding on what would be most effective in assisting closer working between schools and children’s centres, nearly nine in ten (87%) considered that ‘closer understanding of shared priorities and family issues’ would be highly effective, followed by ‘better systems of tracking child progress to ensure school readiness’ (84%) and ‘shared training with school staff and leaders to engage schools more fully in the work of children’s centres particularly for the most vulnerable’ (79%). As mentioned in the section to follow, around 1 in 8 (12%) children’s centres reported being a partner or stakeholder in a teaching school alliance, and among centres not involved, 3 in 10 (30%) found the idea very appealing.

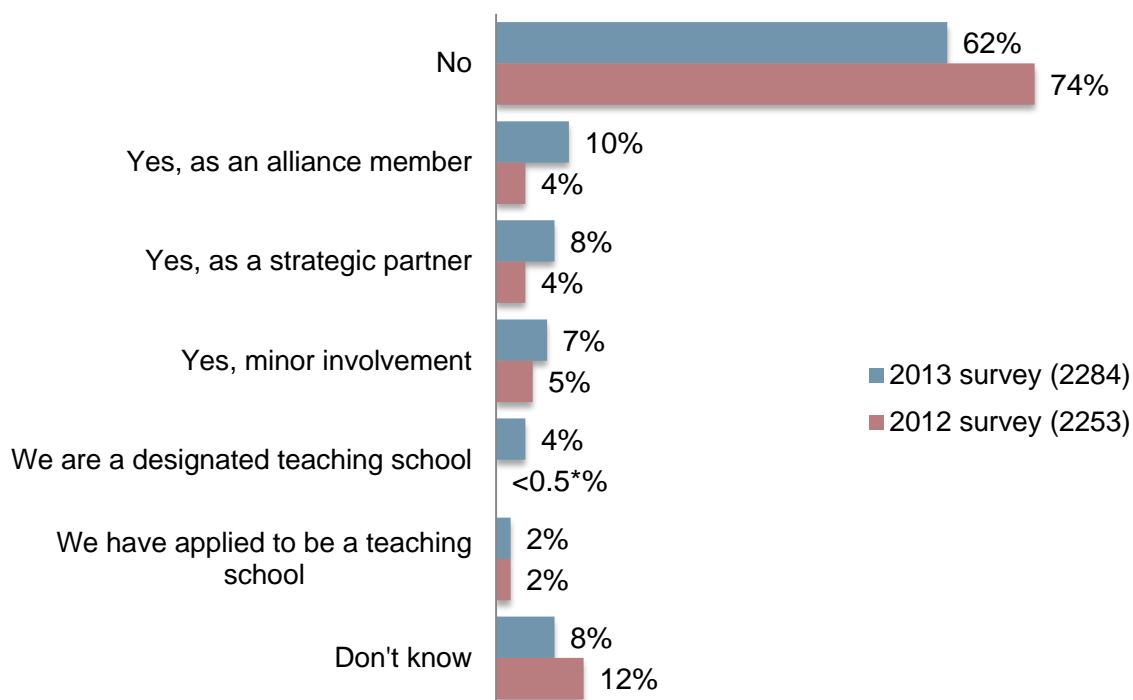
## National College licensing and teaching schools

Just over 1 in 5 (22%) school respondents (headteachers, senior leaders, middle leaders and SBMs) confirmed that their school has some involvement in delivering National College licensed provision (and a further 11% were unsure). Most commonly, involvement was as a placement school or delivering middle leadership development programmes.

Around 3 in 10 (30%) confirmed that they were involved with teaching schools or teaching school alliances, and this was double the level of involvement in the

previous year. Most commonly this was as an alliance member (10%), followed by as a strategic partner (8%) or at a more minor level (7%). Smaller proportions were designated teaching schools (4%) or had applied for teaching school status (2%). See Figure 3.

**Figure 3: Q1G. Is your school involved in a teaching schools alliance at all? Which of the following types best describes your involvement?**



Base: All Respondents \* - note that teaching schools were not targeted in the 2012 Survey,

Of the school types included in the survey, academies were most likely to be involved in teaching school alliances and in licensing<sup>7</sup>.

At the time of interviewing the picture appeared very mixed in terms of levels of awareness of this form of provision and engagement with licensed provision at a local level. Assessing the picture, by drawing together responses from a number of questions in the survey suggests that just under half were involved and/or aware at the local level, while just over half were not. In detail; just under a quarter of schools in the sample (23%) were already involved in delivering NCTL provision, 17% were

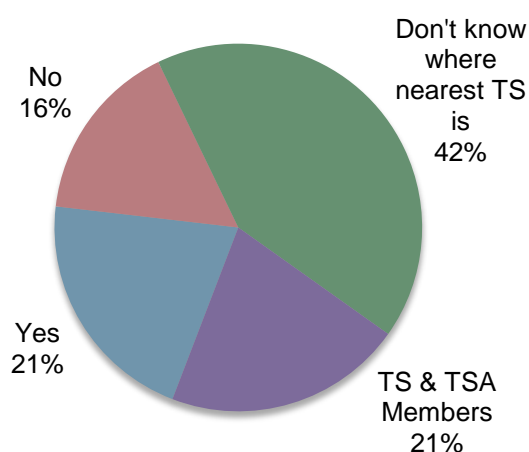
<sup>7</sup> NCTL was moving to providing national professional qualifications via licensed providers at the time of the survey. NCTL managed the application process, the final awarding of qualifications and provided quality assurance of the qualifications but the provision was provided by organisations licensed to offer the qualifications. As part of the transition to a school-led system, the design, delivery and awarding of qualifications is being handed over to the schools and organisations currently licensed by NCTL.

aware of their local provider and had received some information or had contact with them, and 4% were aware of their local licensee(s) but had not received any information about their provision. However, 34% were unaware that the College is now delivering through licensed providers at all. And 22% were aware of the move to licensing but unsure of who their local provider(s) were at that time.

Non-teaching schools were not yet confident that they know a lot about teaching schools/teaching school alliances, rating their knowledge as 5 out of 10 on average<sup>8</sup>, on a scale of 1 to 10. Unsurprisingly, system leaders such as NLEs were most familiar, while 'low collaborator' schools (as defined by responses to questions on collaboration at Q6A) were least familiar. When asked if they know where their nearest teaching school is, just under half (47%) of non-teaching schools/non alliance members confirmed that they did (increasing to 66% when including headteachers only). Again, 'high collaborators' were most aware.

As highlighted in the *Review of the School Leadership Landscape 2012* 'schools that might benefit most from collaborative working were not always well placed to engage with some work'. The annual survey 2013 suggested that the sector could benefit by teaching schools reaching out further to schools that are less active in collaborating with other schools e.g. not engaged in local networks. Among respondents in schools in the 'low collaborators' category (as defined by responses at Q6A), 3 in 5 (60%) were unaware of where their nearest teaching school is, and the proportion that said they had NOT received information or been engaged by a teaching school (23%) was greater than the proportion that confirmed that they HAD received information or been engaged by a teaching school (16%). See Figure 4.

**Figure 4: E14. Have you received any information or had any contact or engagement with a teaching school alliance (TSA)? Rebased to total sample**



Base: All Respondents (2284)

<sup>8</sup> This topic is considered further using a qualitative methodology to explore views and attitudes in the *Needs and Demands 2012-13* Research undertaken by BMG Research on behalf of the National College.

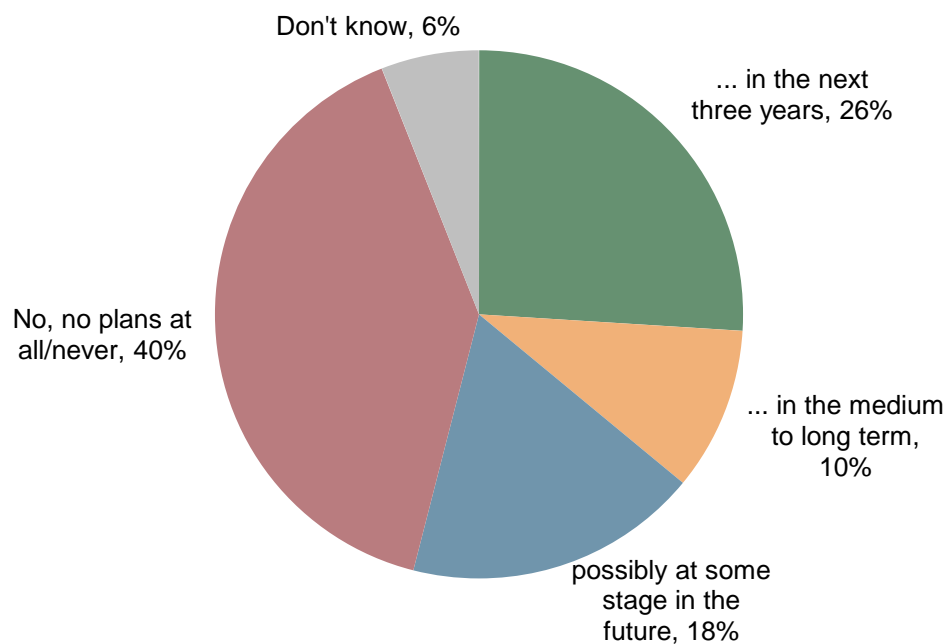
Heads without any involvement in teaching schools/alliances, but some knowledge, were asked to mention 'any activities or responsibilities that you can think of' in relation to teaching schools. Mentions most commonly related to teaching schools' role in 'training and development for new teachers' (49%) followed by 'ongoing training and development for established teachers' (35%) and 'training and development for school leaders' in general (36%). Less than a third described a role relating to improving standards through school-to-school support (25%), and smaller proportions mentioned the promotion of good practice (17%), identifying future leaders (7%), brokerage of SLEs and R&D activities (3%).

Among heads with at least some knowledge of Teaching schools/Alliances, 3 in 10 (30%) said that their school was likely to get involved in an alliance. Where heads were not interested, this was most usually said to be due to other school priorities such as Ofsted or the pressures of other workload.

Heads in Ofsted outstanding schools were asked if they aspire to become teaching schools and just over half (54%) said that they did, including a quarter (26%) who aspired to this status in the next three years (see Figure 5).

Among the small sample of (79) outstanding schools that did not aspire to teaching school status at any stage, the main reason provided was the size/capacity of the school (32%; 25 respondents, perceiving this to be too small).

**Figure 5: E18. Do you aspire/ expect for your school to be a teaching school?**



Base: All those who are headteachers of schools with outstanding Ofsted but not teaching schools (198)



Aspiration to teaching school status was not confined to those not currently engaged in a teaching school alliance: More than 2 in 5 (45%) alliance members/partners aspired to teaching school status either in the short or long term. Indeed, schools that were currently placement schools for licensed National College provision, appeared more likely than average to aspire to teaching school status in the short term (4 in 10 (39%) in the next three years).

Looking at the topic of teaching schools in the children's centre sector, around 1 in 8 (12%) centres were currently a partner or stakeholder in a teaching school alliance, with those with a school as the lead agency most likely to be involved (30%).

Children's centres not involved were asked how appealing involvement in a teaching school alliance was to them to support professional development. On a scale of 1 to 10, the average was 6, and 30% provided a rating of 8, 9 or 10. Those who were involved in a teaching school alliance were asked how positive they felt about the benefits this will bring to professional development, on a scale of 1 to 10 where 1 was not at all positive and 10 very positive. The results appeared fairly positive with the average being 8: Indeed, 7 in 10 leaders gave a rating of 8, 9 or 10 (the remainder having mixed or neutral feelings about the benefits, while none of the respondents who were currently involved in a teaching school alliance provided a negative rating of 1, 2 or 3).

## **Leadership development and the leadership curriculum**

Among middle leaders 3 in 5 (58%) were aware of the National Professional Qualification for Middle leadership (NPQML), with leaders evenly divided on whether they considered this qualification appealing or not (48% and 46% respectively).

2 in 3 (65%) senior leaders were aware of the National Professional Qualification for Senior Leadership (NPSQL) and just over half considered this appealing.

Asked what leadership skills they think they need to develop in the next twelve months (using a prompted list), middle and senior leaders aspiring to headship were most likely to state 'school improvement through effective partnerships' (67%), followed by 'leadership in diverse contexts' (59%) and 'leading change for improvement' (58%). Among non-aspirants, the top three skills areas for development in the next year were similarly 'leading change for improvement' (66%), followed by 'improving the quality of teaching' (57%) and 'leading in a diverse system' (56%).

Feedback was gathered through the annual survey to inform level 4<sup>9</sup> of the leadership curriculum. Headteachers, excluding system leaders, were read out a list

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<sup>9</sup> Level 4 of the leadership curriculum was aimed at school leaders at headteacher level and above and would have focused on leading an organisation. This level is no longer being developed by NCTL.

of more than twenty possible development areas. Of these, the following were most likely to be considered high priorities at the time of interviewing (by more than three quarters in each case):

- Leading teaching and learning or improving teacher quality (91%)
- Leading school improvement or 'good to great' (87%)
- Leading curriculum change and preparing for the new curriculum (84%)
- Keeping up with new policy and thinking so it works for your school (82%)
- Getting the best from staff performance management, including appraisals (81%)
- Creating a learning culture through effective professional development (79%)
- Closing attainment gaps or getting the best from the pupil premium (77%).

At the other end of the scale, less than half of heads (excluding system leaders) confirmed the following as being high priority development areas:

- Leading early years provision (48%)
- Dealing with difficult people (37%)
- Looking at international best practice (29%)
- Academy conversion/academy status (16%).

Where respondents stated 'other' (12%) and gave an unprompted answer, they were most likely to mention finance/budget priorities (14%) and building issues such as renovations or expansions (13%). This reflects the findings of both the *Review of the School Leadership Landscape 2012* and feedback received in the qualitative *Needs and Demands Research* programme 2012-13, which suggest that finance/budgets are a key challenge for many.

Headteachers, excluding system leaders, were asked to state unprompted where they would go to for development in these areas. More than twenty sources of possible provision were mentioned by leaders but four stood out as the most popular: The local authority (mentioned by just over half, 53%), followed by private consultancies/commercial providers (39%), school leaders in other schools (23%), and the National College (22%).

Considering different formats of provision, heads (excluding system leaders) were most likely to see the appeal of undertaking a structured school visit to observe a specific area of practice (94% considering this to be appealing), followed by attending a 1 day course delivered by a serving head such as an NLE or by an external expert (26% and 27% respectively). Least appealing was the idea of undertaking an extended course or module involving several face-to-face days as well as in-school project work (58%).

Feedback was also gathered through the annual survey to inform level 5<sup>10</sup> of the leadership curriculum. System leaders and aspiring system leaders were asked about the appeal of provision of various kinds, most popular being provision 'based on input from the best school leaders' (considered appealing by 92% followed closely by 'working with other system leaders to develop their skills and understanding of their role' (88%), 'having access to top quality coaches or mentors' (86%), and 'spending time in outstanding schools' (84%). Other schools were considered the most appealing type of provider for provision at this level: Just over 9 in 10 (91%) stated this as a preference, followed by 'an organisation with expertise in public sector leadership' (73%), 'a Russell Group University' (73%) and an 'academy chain including outstanding schools' (70%). As an average calculated on the basis of unprompted estimates provided by respondents in the interview, system leaders and aspiring system leaders considered £1,056 reasonable to pay for this provision. (Please note that this is a mean derived from a broad range of responses, the lowest being £0 and the highest being £12,000).

Nearly all chairs had attended some type of training in their capacity as chair, the most likely being run by the local authority (in 93% of cases) followed by the school (78%) and the National College or its licensees (68%).

As many as 82% had undertaken chair-specific training (either on its own or in combination with generic governor training). Fifteen per cent of chairs considered that there were still significant gaps in their training that they would like to fill. The most popular format of provision selected by chairs was a course delivered face-to-face with an accompanying handbook (88%), followed by a course delivered via a mix of online and face to face (82%). There was relatively less interest in qualifications themselves, although these still appealed for around 6 in 10 (61%) chairs. Priorities among chairs most commonly related to 'improving pupil achievement/raising standards and outcomes' (31%), and 'preparing for Ofsted' (19%). Considering areas that their governors would benefit from training or development in, the most frequently mentioned areas were 'use of data' (77%) and 'training in being strategic rather than operational' (75%).

On average, headteachers and system leaders spent between 4 and 5 days per term on what they see as their own leadership development, increasing amongst NLEs to approximately 7 days. On average headteachers and system leaders spent just over 2 days per term on *formal* CPD, again increasing among NLEs (to 3 per term).

Headteachers and system leaders estimated that £1,076 (as a mean) is spent per year on their professional development, with responses ranging from no spend at all (5%) to more than £2,000 (14%).

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<sup>10</sup> Level 5 of the leadership curriculum was aimed at system leaders at all levels, including middle and senior leaders, who were involved in school-to-school support. The focus of level 5 was on leading beyond an organisation. This level is no longer being developed by NCTL.

The average spend on CPD for staff, governors and oneself combined, as estimated by children's centre respondents in interviews (unprompted), was £4,847. This compares with £5,305 in 2012. Similar proportions said that control of CPD spend is up to themselves as the lead agency. Just over 2 in 5 considered that the amount spent on leadership training and development is likely to stay the same over the next 12 months, which was more than the proportion who considered it likely to decrease (1 in 3) and significantly more than the proportion who considered it likely to increase (1 in 12).

Among children's centres the main leadership challenge perceived for the next 12 months was 'sustaining outcomes on reduced budgets' (1 in 3) followed by 'people management' (just over 1 in 5) and 'change management/leading people through change' (1 in 6).

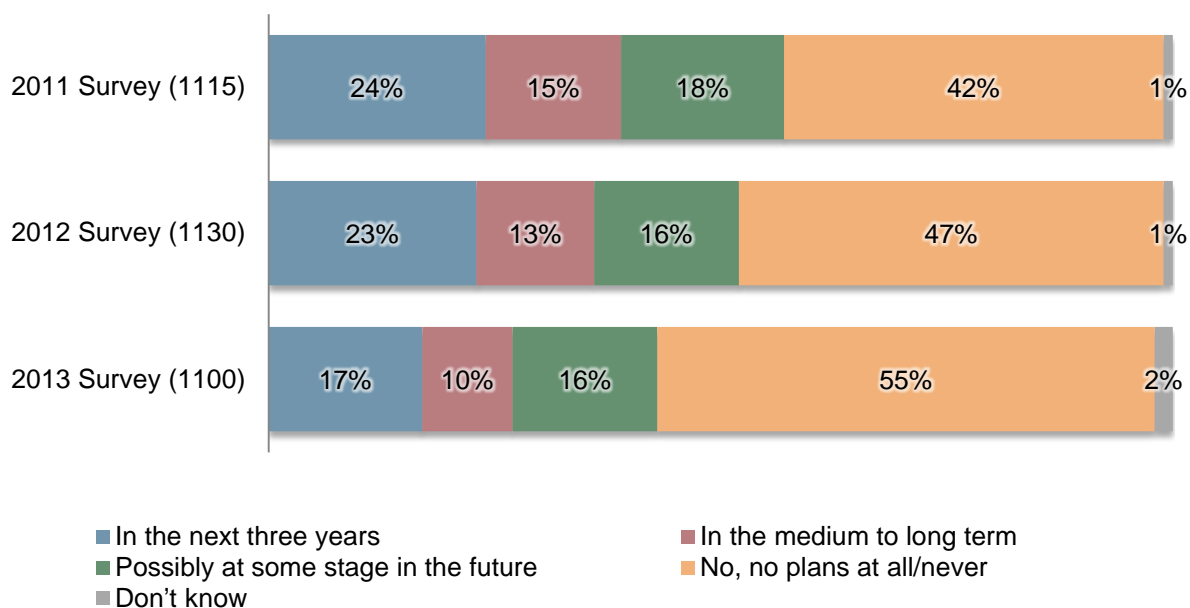
## School leadership roles

The questionnaire was redesigned this year to take account of the changing sector and current priorities for the organisation. However, selected questions were retained from previous annual surveys for comparative analysis, revealing areas of both consistency and change.

School leaders continued to see their roles as fulfilling, and were strong advocates for working in the profession: Similarly high proportions as previous years agreed with the statement that 'it's a great job' (98%); would 'recommend their job to others' (91%), and agreed that they are 'given leadership development and training opportunities' (90%). Agreement on these factors was particularly strong among schools actively in collaboration with other schools. SBMs and senior leaders appeared more likely to recommend their role to others than either heads or middle leaders. The proportion of chairs who would recommend the role of chair was also stable (86% in 2013 and 87% in 2012).

Aspiration to the next role up among middle leaders appeared stable against previous years, but the survey reflected a decline in aspiration to headship: 43% of senior and middle leaders currently wanted to be heads at some stage in their career, from 52% in 2012 and 57% in 2011. This is shown in more detail in Figure 6 below.

**Figure 6: Q2C2 Do you aspire to be a headteacher in the next three years, in the medium to long term, possibly at some stage in the future or not at all? By year**

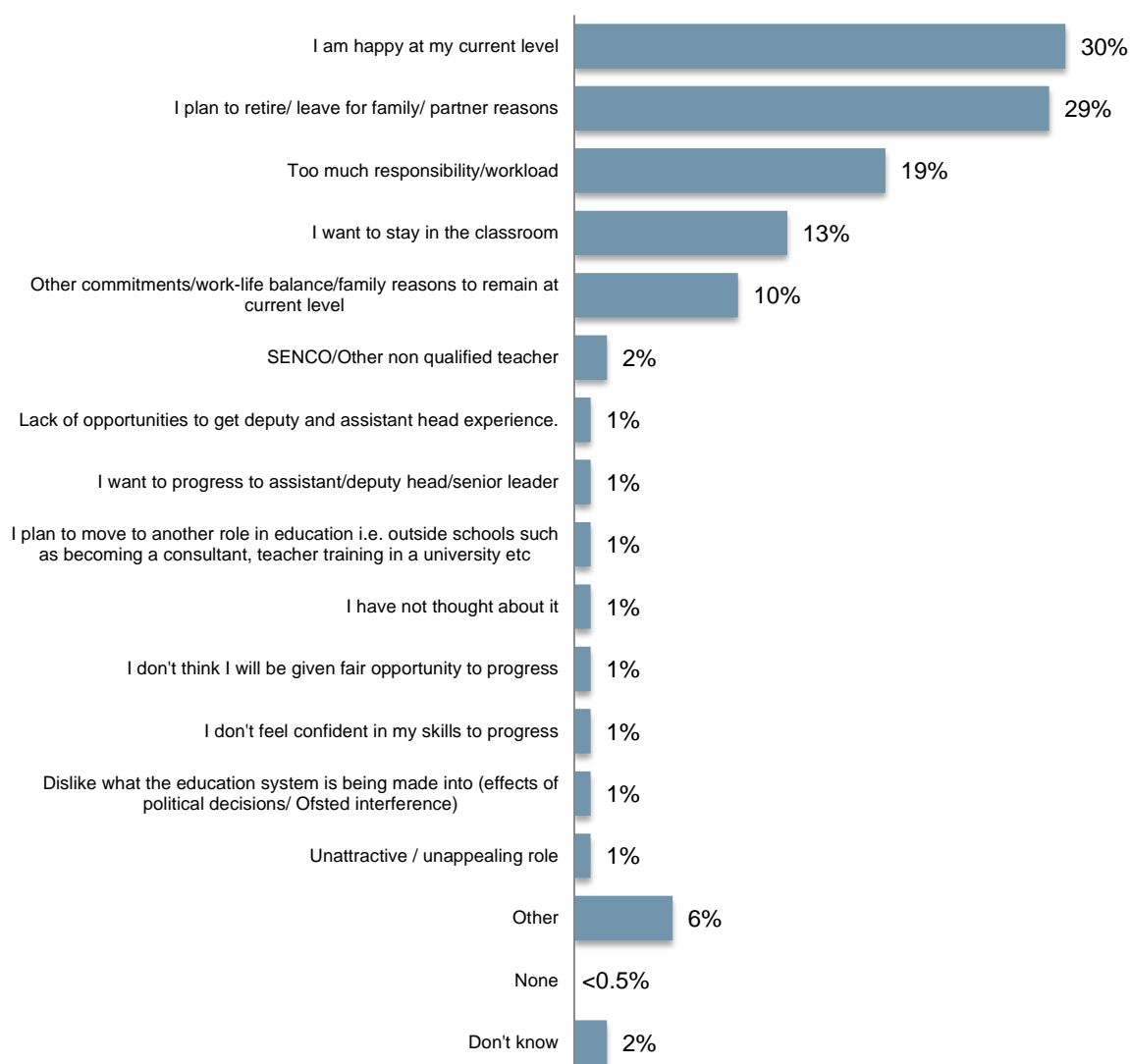


Base: All those who are senior and middle leaders combined (shown in brackets)

As shown in Figure 7 below, the top 4 reasons among senior and middle leaders not aspiring were *I am happy at my current level* (30%); *I plan to retire/leave for family/partner reasons* (29%); *too much responsibility/workload* (19%); and *I want to stay in the classroom* (13%). There has been a switch-around in the third most important reason since last year. This was 'wanting to stay in the classroom' last year, and is now *Too much responsibility/workload* (stated by 19% of non-aspirants compared to 10% in 2012).

In 2013, all senior leaders, middle leaders and heads were asked to describe any barriers to aspiration, the top two mentions being the perception of an overwhelming workload (24%), and the need to reduce pressure for heads (22%). Other reasons were a perception of an insufficient pay increase between deputy headship and headship (17%) and increased responsibility generally (17%).

**Figure 7: Q2D. Why do you say that (you don't aspire at all)?**



Base: All those who are senior or middle leaders and do not aspire to be a headteacher (627)

Respondents were asked a number of questions about the National College's leadership development provision. Three quarters (75%) of middle and senior leaders and headteachers were aware that the National Professional Qualification for Headship (NPQH) is now non-mandatory and has a modular format (compared to just under two thirds who knew that it was being made non mandatory in 2012). This was significantly higher amongst headteachers and senior leaders than middle leaders, of whom just over 4 in 10 (43%) were aware of this. Among middle and senior leaders who aspired to headship, half (51%) would still want to complete NPQH despite its non-mandatory status, while just fewer than 3 in 10 (28%) had already undertaken NPQH. Less than 1 in 10 (7%) said definitively that they would not want to undertake the NPQH, the remainder being unsure or not providing a response. Chairs were equally if not more aware of NPQH this year compared to last

(95%:92%) and most chairs (82%) said that the school would financially support a member of staff if they wished to undertake NPQH for professional development. When recruiting a new headteacher, the largest proportion of chairs would consider the NPQH good to have (54%) and nearly 4 in 10 (38%) would consider it a must-have. Where the current head was a NPQH graduate, significantly more would consider it a must-have than where the head was not a NPQH graduate (45%:15%).

Positively, there has been an increase in the proportion of chairs of governors who considered that they are given leadership training and development opportunities in their role (94% in 2013, from 80% in 2012). Also, as in 2012, schools almost universally stated that they will continue to conduct a self-evaluation process to identify improvement priorities at least once a year (99%).

In the children's centre sector, reduced budgets may have impacted on CPD for some. Average CPD spend showed a small decrease compared to 2012 (when spend on CPD for staff and governors combined was said to be £5,305 on average, which compares to £4,847 this year). Year on year analysis also suggests that children's centres now undertake more CPD in-house: 43% say that over half of their training and development is conducted in-house compared to 36% in 2012.

Nevertheless, when rating their personal expertise in a number of skills areas, ratings tended to be higher than in 2012, for example 83% rated their own personal expertise 8 to 10 on a scale of 1-10 for 'leading people and effective teams' (72% last year); and 74% rated their skill in 'leading change and continuous improvement' 8 to 10 (59% last year). Respondents continued to give higher ratings for the level of importance of these skills areas to their centre, than they do their level of personal expertise.

**Figure 8: Q2a/b Can you tell me how important this area of expertise is for your centre? /What level do you consider your own personal expertise to be in this area?**



Base: All respondents (2013 - 501; 2012 – 500) Note 'Leading service quality' was not asked in 2012.

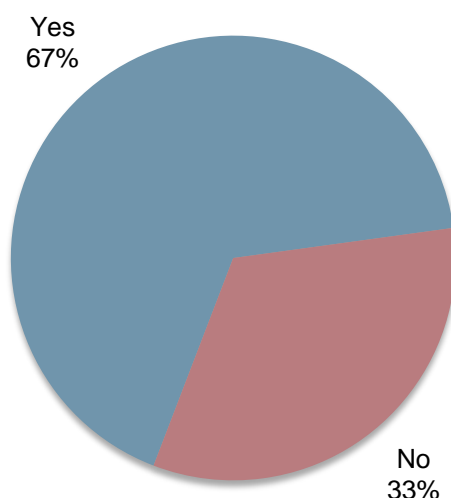
While the sample of deputies was smaller in 2013 compared to previous years (likely to reflect a real-terms decrease in the number of centres with staff deputising for leaders), aspiration to centre leadership among those respondents was higher than in previous years: Of the 41 children’s centre deputies interviewed, just under 8 in 10 aspired to be a children’s centre leader, including 1 in 3 who aspired to this in the next three years.

## School business managers

Two in three (67%) school business managers (SBMs, which in this report also signifies bursars and equivalent roles) interviewed were members of the senior leadership team, and just fewer than this (63%) had undertaken programmes, courses or workshops on school business management, most usually certificate in school business management (CSBM). The most popular workshop undertaken was on the Schools Financial Standard; 1 in 3 (32%) SBMs who had undertaken SBM development had done this workshop.



**Figure 9: Q1D. Are you a member of the senior leadership team? SBMs**



Base: All business managers (432)

Only 5% of SBMs were employed on a shared basis with other schools (more so in primaries than secondaries, and most commonly in academies, where the percentage rose to 8%).<sup>11</sup>

School income generation was the key skills area which SBMs are currently most looking to develop (40%), while at least one third (37%) of all school business managers were looking to develop skills in marketing and promoting the school, project management in schools (36%), supporting teaching and learning (35%), and leading procurement in schools (33%).

Half (51%) of SBMs were either definitely interested or could possibly be interested in doing a (/further) programme through the National College, most popularly the advanced diploma in school business management (ADSBM) or diploma in school business management (DSBM) (43% and 38% respectively), and among those interested, just over a third (35%) were interested in masters-level training (equivalent to just under 1 in 5, 18%, expressing an interest in masters-level training provided by the National College overall)<sup>12</sup>.

SBMs interested in other courses or training were most likely to say they were interested in training on accountancy/finance (28%), followed by human resources/personnel (15%).

<sup>11</sup> Note that *The Review of the School Landscape (2012)* reports 3 in 5 schools having a SBM or bursar and just fewer than 2 in 5 heads having appointed their SBM onto the senior leadership team (SLT). These questions were not asked at school level in the annual survey.

<sup>12</sup> Since this research was completed, proposals for how school business management (SBM) programmes will run in the future have changed. They will not move to a licensed approach as was planned at the time that the annual survey 2013 was undertaken.

The average amount considered fair by SBMs was £1,335 for a SBM qualification (*“of approximately 4 to 6 hours a week for a minimum of 12 months of a combination of online study, in school project, self-directed study and face to face sessions”*).

Two in five (39%) SBMs thought that delegates should pay for none of the course fee while half (47%) thought that they should pay for some of it. Just 1% thought that delegates should pay for most of the course fee and 6% that they should pay for all of it. The largest proportion thought that the school should pay for all of it (38%).



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