

**Evaluating the Impact of
National College Grants
(NLE Deployment Fund, NLE Bursary Fund,
Professional Partner grant)**

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Glossary of Key Terms

LA – Local authority: local level government responsible for the provision of schooling in its area.

LLE – Local Leader of Education: head teachers and principals locally recognised as outstanding leaders who are tasked with supporting other schools in school improvement.

NLE – National Leader of Education: head teachers and principals nationally recognised as outstanding leaders who are tasked with supporting other schools in school improvement.

NLE Deployment grant: core fund used by NLEs and some LLEs to support improvement in other schools.

NLE Bursary grant: additional grant to release NLEs to provide support improvement in other schools.

NSS – National Support School: schools led by NLEs, recognised as outstanding, with consistently high levels of pupil performance with a record of supporting other schools to improve.

PP – Professional Partner: experienced headteacher tasked with supporting those new to headship, in the first two years of their first headship. The role has now become part of the LLE role.

SROI – Social Return on Investment: Cabinet Office-approved method of measuring the financial value of non-monetary impacts relative to resources invested.

Executive Summary

Background and introduction

The National College for School Leadership (the National College) commissioned a team from Sheffield Hallam University (SHU) to conduct an Impact Evaluation of a number of their grants to support the development of a self-improving education system in England. The focus of this project is to assess the impact of grants using a Social Return on Investment (SROI) methodology over the two years from April 2012–March 2014. The primary objectives are:

1. To conduct a thorough evaluation on a number of National College grants, focusing on the inputs, outputs and outcomes of these grants and identifying the social return on investment;
2. To propose a robust methodology which the National College can adopt to assess the impact of grants going forward.

This report focus on Phase 2 of the project, during which data was gathered on three grants:

- National Leaders of Education (NLE) Deployment Fund grants
- NLE Bursary grants
- Professional Partner grants

Methodology

In Phase 1, the development phase, logic models were developed for the three programmes to explain how inputs to each programme were related to processes and outcomes. These logic models are presented in full within the current report, for completeness. In Phase 2, these logic models were used to develop a set of online survey instruments which were piloted in Summer 2012 and distributed in Autumn 2012 to beneficiaries of each grant. Response rates for each grant type were as follows:

- NLE Deployment Fund: 77 respondents (81% of whom were headteachers, 11% other senior leaders, 8% teachers and other staff)
- NLE Bursary: 60 respondents (75% headteachers, 13% other senior leaders, 12% teachers and other staff)
- Professional Partner grant: 187 respondents (all but one of whom was a headteacher)

Initial SROI analyses were undertaken for NLE Deployment fund and Professional Partner grants, but problems with valuing additional inputs to the NLE Bursary fund meant that a full SROI was not undertaken for this grant.

In addition, qualitative case studies of 3 Professional Partner grants, 2 NLE Deployment Fund grants and 1 NLE Bursary grant were undertaken and reported on.

The NLE Deployment Fund grant: findings

The NLE Deployment Fund was used to support a broad range of activities, most commonly focussed on working collaboratively: sharing models of good practice, joint work including support teaching and exchange visits.

The personal outcomes for respondents that were reported to have the greatest additional impact were the development of strategic responses to key issues (net added value¹ 30%) and improved confidence (net added value 27%).

Pupil outcomes reported to have the greatest additional impact were related to progress of pupils across the whole school (net added value 22%).

The system outcomes reported to have the greatest additional impact were having better support networks (net added value 44%), using models and tools to improve practice (net added value 34%), improved accountability of middle leaders (net added value 32%), and having greater capacity for further improvement (net added value 30%), and there were a number of other system outcomes that had high net added value. Overall, there were higher levels of additional value for system outcomes reported compared with personal or pupil outcomes. The lowest returns were found for improved governance, making more effective strategic responses to meet key challenges (e.g. staffing) and more consistent behaviour management systems, which had relatively low gross impact, and low additionality.

In addition, of the 18 respondents that had received an Ofsted inspection since receiving the NLE deployment fund support, 78% report an improved overall inspection grade, and around 4 in 5 of the respondents linked the NLE support at least to some extent to the Ofsted inspection outcome.

The NLE Bursary grant: findings

As with the Deployment Fund, the NLE Bursary supported a range of different activity, again focussed on working collaboratively: sharing models of good practice, joint work including support teaching. In contrast with the Deployment Fund, the Bursary was commonly used to deliver CPD, and rarely used to fund exchange visits.

Across the full range of personal outcomes, respondents reported much higher levels of additional impact from the Bursary grant, although this finding should be treated with care as the Bursary grant was always used in conjunction with other funding support. The personal outcomes for respondents that were reported to have the greatest additional impact were improved confidence (net added value 54%) and the development of strategic responses to key issues (net added value 47%).

Compared with the Deployment Fund, the NLE Bursary was seen to have much higher levels of pupil outcomes (but note the funding issue outlined above). Pupil outcomes reported to have the greatest additional impact were related to attainment and progress of pupils across the whole school (net added values of 50% and 46%), as well as improved attainment of targeted groups of pupils (net added value 45%).

¹ A measure of impact that takes into account the additionality of the grant against 'deadweight' i.e. the extent to which these outcomes were perceived to have been likely to happen without the grant

The system outcomes reported to have the greatest additional impact (bearing in mind the additional contributory inputs noted above) were improved teaching and learning, enhanced capacity and more effective strategic planning and responses (each with a net added value of 55% or more: very high values), and there were a number of other system outcomes that had very high net added value. As with the Deployment Fund, there were higher levels of additional value for system outcomes reported compared with personal or pupil outcomes. Again in common with the Deployment Fund grant, the lowest returns were found for improved governance and more consistent behaviour management systems, which had both relatively low gross impact, and (particularly for behaviour management systems) low additionality. Taken together, this indicates that NLE work is not impacting as effectively in these two areas compared with other system outcomes.

Of the 22 respondents that had received an Ofsted inspection since receiving the NLE Bursary support, 77% report an improved overall inspection grade, and - similarly to the Deployment Fund - more than 4 in 5 of the respondents linked the NLE support at least to some extent to the Ofsted inspection outcome.

The Professional Partner grant: findings

The vast majority of respondents receiving support from Professional Partners highlighted very positive impacts across all personal outcomes, in particular improved confidence, better understanding of aspects of their role and development of strategic school responses. The extent to which these outcomes generated additional impact (against outcomes that were unlikely to have happened anyway) varied between 17% and 33%, which are relatively low. It is important to note that many respondents highlighted that an impact of the grant was speeding up positive outcomes and supporting rapid progress and development in a variety of areas.

In general the Professional Partner grants were seen to have low levels of net added value for pupil outcomes, of between 7% (for improved pupil behaviour) and 13% (for improved attainment of targeted groups of pupils). Given that the Professional Partner grants were aimed at personal support for new headteachers rather than school improvement per se, these findings are not unexpected.

The system outcomes reported to have the greatest additional impact, by some way, was were having better support networks (net added value 34%), followed by making more effective strategic responses to key challenges (net added value 23%), with other areas having lower levels of net added value.

Of the 66 respondents that had received an Ofsted inspection since receiving the NLE deployment fund support, 45% report an improved overall inspection grade, and around half of the respondents linking the Professional Partner support to the Ofsted inspection outcome. These responses are less positive than for the two NLE grants, but again this may be expected since the Professional Partner grants were not aimed directly at school improvement.

Conclusion and recommendations

The previous section above outlines a summary of impacts. In the body of the report, we outline a set of recommendations as follows:

Evaluation recommendations

- Re-contact beneficiaries to ascertain longer term impacts
- Concentrate efforts on increasing responses from middle leaders, classroom teachers and support staff
- Aim to gather accurate data on the number of beneficiaries

Grant recommendations

- Develop greater clarity in how grants are to be deployed, and improve monitoring
- Development of networks
- Dissemination of key aspects of support
- Focus on governance and behaviour management
- Developing and effectively utilising exemplars of practice

1. Introduction

1.1. Background

The National College for School Leadership (the National College) commissioned a team from Sheffield Hallam University (SHU) to conduct an Impact Evaluation of a number of their grants. The National College issues a number of grants in support of the development of a self-improving education system in England, where schools themselves are responsible for the delivery of leadership development and school to school support focused on driving improvement.

Due to the nature of the work the National College undertakes, there are differences in the type of grants issued, their purpose and their proposed impact. These include those which enable school to school support provided by system leaders (National Leaders in Education – NLEs and LLEs) and for NLEs their schools (National Support Schools - NSSs); grants to Teaching Schools to enable their setup and particular elements of their delivery; grants to those established headteachers who act as Professional Partners supporting new headteachers entering the profession; and grants provided to schools and other organisations such as dioceses to enable targeted support in succession planning.

The focus of this project is to assess the impact of grants over the two years from April 2012–March 2014. The primary objectives of this work are:

1. To conduct a thorough evaluation on a number of National College grants, focusing on the inputs, outputs and outcomes of these grants and identifying the social return on investment;
2. To propose a robust methodology which the National College can adopt to assess the impact of grants going forward.

1.2. Our approach

The Sheffield Hallam University team proposed a Social Return on Investment (SROI) methodology to meet objective 1, and the testing out of models to enable organisations to conduct their own SROI analysis to meet objective 2.

The project is in five phases, with the first two phases focussing on three types of grants as detailed below.

1. National Leaders of Education (NLE) Bursary Grants issued in 2009:

These grants are intended to provide resources to cover some of the costs associated with the work of NLEs and their schools in supporting other schools. They can be used for items such as supply cover, additional administrative support, and development activities (such as coaching) to enable staff in the NSS to work effectively in support roles. They typically work in conjunction with other sources of support particularly LA funding, and other NLE funding.

- The Bursary Grant has been set at £6,000 in 2012/13 and was in the region of £10,000 in 2011/12; and
- It is awarded annually.

2. Deployment Fund Grants (to NLEs and some Local Leaders of Education [LLEs]) issued in 2011/12:

These grants are provided to enable the NLEs/LLEs and their schools to support named schools which are identified as being underperforming (in relation to being below floor standards and/or being in Ofsted category). The grant can be used for similar kinds of expenditure as the Bursary

Grant, but, in addition, it can be used to secure support from beyond the NSS such as consultancy and training.

- In 2011/12, grants from the Deployment Fund were £25,000 and £30,000 respectively for each primary and secondary school supported,
- 228 schools were supported in 2011/12, 159 by NLEs and 69 by LLEs,
- The aims of the Fund are to deliver school improvement and to encourage NLEs/LLEs to consider proposing their schools as sponsors for the supported schools to become academies.

3. Professional Partner Grants issued since 2009:

These are grants to enable experienced headteachers to support those new to headship, in the first two years of their first headship. The support uses a coaching model tied to personal development as a headteacher.

- The grant is £1,000 per headteacher providing support.
- The target is that around 500 headteachers will be supported per annum.
- Professional Partner grants have been recently included as part of the Local Leaders of Education programme.

2. Methodology

2.1. Introduction

The evaluation is designed to take place in five consecutive phases. This five-stage process enables our methods to be piloted during the first 'developmental' phase and refined on a continuous basis through the remainder of the evaluation. Following the developmental phase, the four subsequent phases will produce a bank of evidence that will grow and become more robust over time. Phases 2-5 will each take place over a period of approximately 4-5 months and will incorporate the refinement of tools, SROI analysis and the collection of qualitative data to showcase impacts and good practice.

Phase 1 of this study (the development phase) involved undertaking a series of interviews to help frame a set of logic models. A logic model explains how programme or project inputs are related to processes and outcomes. These logic models were subsequently used to underpin the design of survey instruments to undertake wider scale surveying of grant beneficiaries. This surveying was dual purpose, it enabled impacts to be quantified in such a way as to populate the Social Return on Investment (SROI) model with numerical data enabling impacts to be valued and secondly to collate feedback from grant beneficiaries to assess their experiences of support and to identify the impact of funding on personal, professional and school development.

Phase 2 of the study focused on collecting primary data from grant beneficiaries to enable us to assess the impact of the three grants outlined above. This took two forms.

Firstly, large scale surveys were conducted with beneficiaries of all three grant types. The surveys were piloted in Summer 2012 and initially distributed to all grant beneficiaries in September 2012. Due to initial low response rates for the Bursary and Deployment Fund surveys, the links were re-sent during the Autumn term and a series of follow up telephone calls were also conducted to boost responses. The survey data has enabled us to populate our SROI model to calculate the social return on investment generated by the grants, and also to quantify the most frequent impacts and to assess the extent to which outcomes would have happened if the grants were not provided.

To supplement the survey data and provide examples of how the grants work in practice a series of case studies has also been produced. This will generate an enhanced understanding of the impact of

the grants from the perspective of both recipients and beneficiaries. These included specifically identified areas of good practice (for the Bursary and Deployment Fund), along with randomly selected examples of the impact of the Professional Partner grants.

The third phase of the study (commencing March 2013) will involve the introduction of an additional grant into the evaluation and will include the required developmental work (interviewing stakeholders, plus creating and refining logic models, and designing surveys) to integrate Teaching School grants into the overall evaluation. Phases four (September 2013) and five (January 2014) are expected to re-visit the NLE deployment fund and Bursary impacts and assess the impact of further new grants.

As noted above, the study utilises a Social Return on Investment (SROI) approach to measure and account for the value created, and to provide evidence of the change and impact resulting from National College grants. Box 1 summarises the SROI approach.

Box 1: SROI Methodology in outline

SROI is a framework for understanding, measuring and valuing net outcomes from social expenditure, which ensures a standardised method of valuing both market and non-market returns.

The SROI methodology consists of the following steps:

1. Identifying key stakeholders, material benefits and costs incurred;
2. Quantifying the scale of the benefits/costs;
3. Identifying financial proxies for any non-market benefits and costs (including leadership development, school improvement, improved pupil outcomes);
4. Identifying the duration of benefits and costs;
5. Adjusting for deadweight (effects that would have happened anyway), displacement (effects that substitute for the effects of another influence), attribution (how much of the effects are caused by the programme, as opposed to other influences), and drop off (the lessening of effects over time);
6. Discounting the time profile of benefits and costs to arrive at a net present value;
7. Estimating the £ return for every £1 of investment.

2.2. Phases 1 and 2

This report focuses on the first two phases of the SROI analysis. Initial development phase data was collected via in-depth telephone interviews from four Professional Partners, four recipients of Professional Partner support and four NLEs and their beneficiaries (two discussing the Deployment Fund grant and two discussing the Bursary Fund grant). The interviews explored the inputs, intermediate outcomes and final outcomes of these grants. We have previously defined these two types of outcomes as follows: "Final outcomes [are] the intended effects of the programmes [or in this case grants], primarily relating to pupil effects and school improvement [...] Intermediate outcomes [are] those outcomes of the programmes [grants] that are conceived to be of a lower order than final outcomes but are preconditions for the achievement of these final outcomes." (Simkins et al, 2009:

35)² Data from these interviews was used to construct a set of logic models which were then used to create three overarching models, one for each of the grant types. We present and briefly discuss these models in the next section.

The logic models created were used to enable the three online surveys to be developed with specific routing to cater for different types of beneficiaries (headteachers/senior leaders, middle leaders/other teachers/support staff working with children and other support staff). A pilot survey distributed to 60 individuals was undertaken at the beginning of July 2012. Due to a low response rate (9) all recipients were telephoned and asked to explain their reasons for not responding. In total telephone conversations took place with 19 of the non-respondents. These telephone calls identified major problems with the distribution lists (specifically out of date email addresses and generic emails addresses e.g. admin@.... or reception@.... which were often not reaching the intended recipient, usually the Head). In addition to this, 10 headteachers stated that they were too busy to complete the survey citing 'staff shortages' and other 'priorities' as reasons for non-completion. There was also evidence of grant recipients being incorrectly listed as 'beneficiaries'. There are implications resulting from the poor quality of databases which will impact upon further phases of this research, therefore efforts are needed to update and clean databases and improve the quality of survey distribution lists. It is important for the SROI calculation to have an accurate as possible total number of beneficiaries.

The six case studies presented in this report, designed to illustrate the operation of the grants, were undertaken after the survey and were in addition to the initial interviews used to devise the logic models. The initial interviews were conducted on a fully confidential basis to enable an open discussion with interviewees.

The table below summarises the data collection undertaken during Phases 1 and 2.

	Logic model interviews	Case study interviews	Survey responses
Bursary grant	4 (2 recipients, 2 beneficiaries)	2 interviews	51 beneficiaries
Deployment fund	4 (2 recipients, 2 beneficiaries)	4 interviews	71 beneficiaries
Professional Partner grant	8 (4 recipients, 4 beneficiaries)	3 interviews	187 beneficiaries

3. Logic Models and case studies

The models present the links between inputs on the one hand and a set of intermediate and then final outcomes on the other. This approach is more complex than some other presentations of logic models (which simply list inputs, outputs and outcomes) since we use these as the starting point for 'programme theories' of how programmes might work in practice, thereby having the potential for informing programme makers in their understanding of how grants can produce different kinds of outcomes. This presentation draws on previous work on a number of National College leadership development programmes.

² Tim Simkins, Mike Coldwell, Paul Close & Anne Morgan (2009): Outcomes of In-school Leadership Development Work: A Study of Three NCSL Programmes, *Educational Management, Administration & Leadership*, 37:1, 29-50

3.1. Discussion – NLE Deployment Fund Logic Model

As indicated in Section 1, the overall purposes of the Deployment Fund is to support schools which are deemed to be at risk, which is currently defined by their pupil outcomes falling below floor standards and to provide NLEs with an opportunity to consider academy sponsorship. This purpose meant that the underlying school improvement 'model' for the utilisation of the Fund focused directly on interventions designed to raise key **final outcomes**, namely pupil progress and attainment and Ofsted ratings. In one case, improved pupil behaviour was also a focus of support.

In order to achieve these final outcomes, these leaders planned to:

- Work closely with the headteacher of the school being supported, typically in a coaching relationship
- Identify key areas where improvement is needed, in terms of improved leadership, improved systems, and improved practice, particularly in relation to learning, teaching and assessment
- Identify key individuals or teams in their own school with the knowledge and skills to provide support and ensure that these people and skills are deployed appropriately
- As necessary, draw in other resources (e.g. from the local authority or private providers) to provide additional support.

The diagram on the previous page provides a more detailed picture of this approach. In each case **interventions** take place at number of levels – headteacher, senior leaders, middle leaders and classroom teachers – with the specific interventions, and those who undertake them, geared to the needs of the groups concerned. The aim is to work directly on practice in learning, teaching and assessment in key areas of the school while simultaneously addressing the school-level systems that support these practices.

Interventions tend to involve processes that enable expertise from the NSS to be shared with the school being supported (e.g. coaching, mentoring, shadowing, joint lesson observation) or activities that enable staff from the two schools to work together on particular issues (e.g. through exchange visits, joint projects).

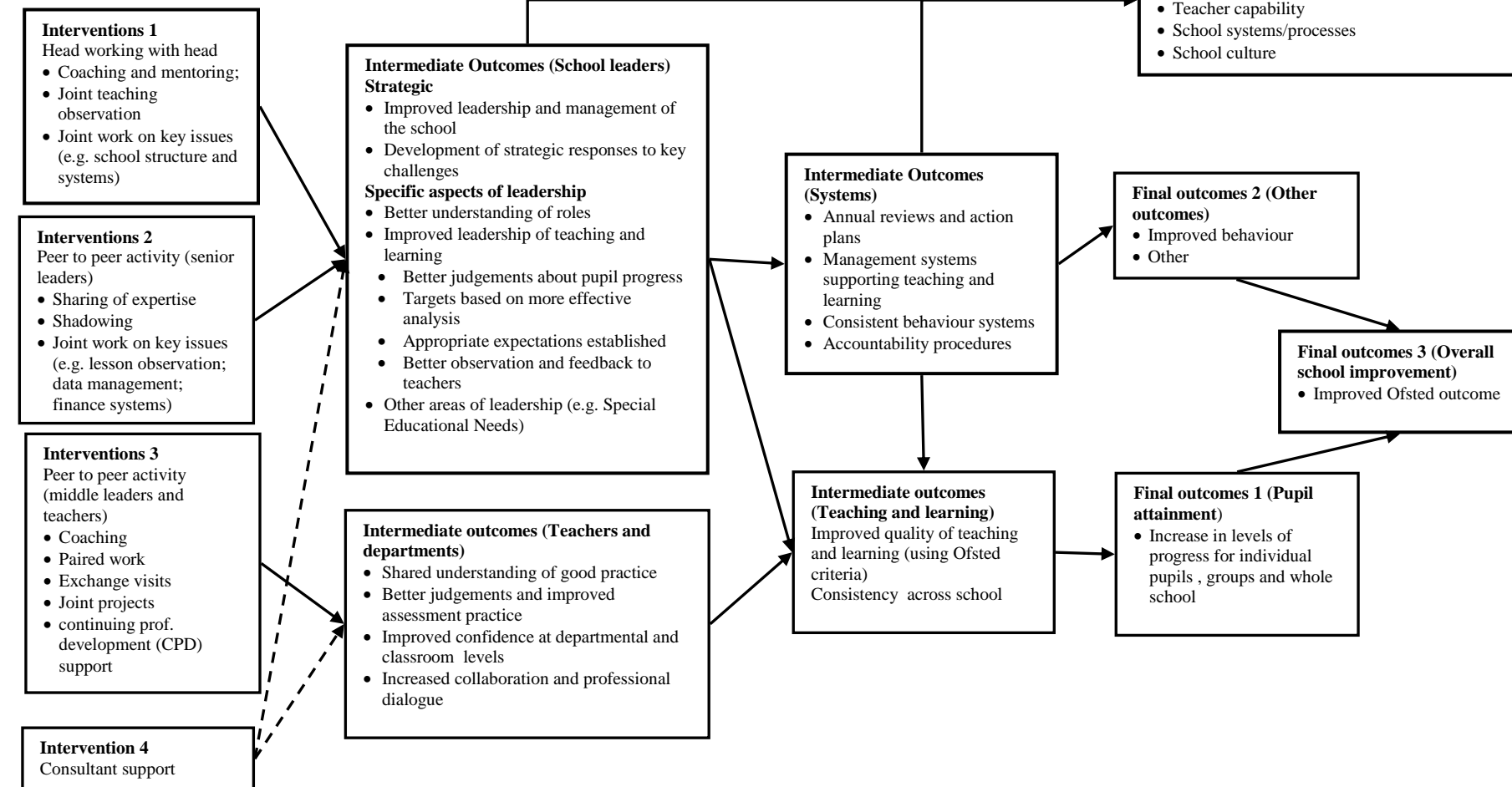
These interventions lead to intermediate and then to final outcomes. We distinguish here between two levels of intermediate outcomes. First level intermediate outcomes are those personal outcomes that are logically prior to second level intermediate outcomes i.e. they are necessary for the second level outcomes to take place. The **first level intermediate outcomes** of these activities comprise changes in personal skills and practices (for example, using data effectively as a long term planning and review tool and basing targets on more effective analysis) and, typically, shared understandings both among senior leaders and at the level of teams and departments (for example, about the meaning of attainment levels and appropriate expectations about pupil performance).

At senior level these outcomes include both improved leadership skills and practices and the development of strategic responses to key issues, particularly those identified as critical to whole-school outcomes (for example, applying Ofsted criteria effectively, addressing variations in the quality of teaching and learning across departments, or improving whole-school planning processes). At team and teacher level the focus is on the improvement of practice (for example, the development and implementation of high impact/low cost teaching strategies to improve teaching and learning), increased confidence to underpin this and, often, greater collaboration and professional dialogue.

These first level intermediate outcomes are designed to impact directly on **second level intermediate outcomes** in terms both of improved and more consistent teaching and learning across the school and the establishment of school-level systems and procedures that support this (such as monitoring and accountability systems in relation to pupil outcomes and systems for managing behaviour). These outcomes are expected to have a direct and significant impact on final outcomes (primarily pupil progress and attainment and Ofsted ratings).

Finally, in addition to direct pupil and inspection outcomes, there is a clear intention to enable these to be sustained in the longer term through **enhanced capacity for improvement** at individual, team and whole school level.

IMPACT DIAGRAM FOR DEPLOYMENT FUND **LOGIC MODEL**



Our case studies (appended to this report) give two examples of how the Deployment Fund was used in practice. Whilst the circumstances and approaches used differed, some key points of importance emerged, which we would identify as being threefold:

- Firstly, the need for a committed leader already being in place within the school being supported to support and validate to the wider staff the changes put in place by the NLE.
- Secondly, the need for systematic changes starting with changes to the school leadership and staffing, then broadening out to focus on Teaching and Learning.
- Thirdly, the importance of respect for the staff and school being supported, coupled with a demonstrable belief in their capacity to make positive changes with support.

3.2. Discussion – NLE Bursary Grant Logic Model

The National Bursary Fund differs from the Deployment Fund in that the NLE accesses the bursary to fund the infrastructure costs to enable them to arrange deployments to client schools (such as partially resourcing school business management resource). The costs for backfill for national support school leaders supporting client schools are not funded through the bursary; they are funded by schools receiving support or by bodies acting to support them, such as local authorities or dioceses.

The interviews indicated that NLEs may use the fund to facilitate work exclusively with one school or may work more than one school. The purposes for engagement, the breadth of engagement and who provides the support for each school may be substantially different. This leads to a broader range of potential **interventions**. The NLE plays a pivotal role in establishing the needs of the beneficiary school/s and brokering appropriate support. There is variation between NLEs in the breadth of their work.

Our interviews provided contrasting approaches. One NLE had delivered or brokered support with nine schools in one year. This spanned support for leadership, teaching and learning and business support services. The volume and breadth of support varied across the beneficiary schools. For example, in one beneficiary school a range of interventions by the NLE and NSS senior and middle leaders were brokered using a model similar to that described for the Deployment Fund, whereas, in three of the beneficiary schools support was confined to an Advanced Skills Teacher (AST) from the NSS working with English department heads and teams. In contrast, the other NLE interviewed worked intensively with one school to raise pupil outcomes, primarily through teacher to teacher support.

The majority of interventions such as head to head support, SLT peer to peer support, middle leaders and curriculum team's peer to peer support and support by external consultants were predicated on the model of school improvement, primarily designed to improve the **final outcomes** of pupil progress and attainment and Ofsted grading. A further intervention strand of business support, led by NSS business support and/or financial managers for other business managers and their teams has the rather different intended final outcome of improving the school's budgetary position.

For the majority of interventions, focused on ultimately raising pupil progress and attainment and Ofsted gradings, there are strong similarities with the Deployment Fund in the precise nature of the different types of intervention for example the use of joint observations and learning walks, coaching and mentoring, exchange visits and support for CPD.

There is similarity with the Deployment Fund in the **first level intermediate outcomes** - they comprise for senior leaders the improved skill, knowledge and capacity that enables them to make appropriate strategic responses to the key issues facing the school in relation to teaching and learning as well as broader school leadership and management challenges, therefore improving leadership of learning and of the school. At middle leader and team level the focus is on teaching and learning practices and first level intermediate outcomes span enhanced personal skill, knowledge (such as pedagogic knowledge) and capacity, shared understandings of good practice established through critical review of practice, the deployment of models and tools that improve practice and strategies for improvement at team/departmental level.

The first level outcomes are designed to impact directly on **second level intermediate outcomes**. There are two dimensions to second level intermediate outcomes. The first relates specifically to teaching and learning and is characterised by improved teaching quality, particularly in previously weak areas, and greater consistency in the quality of teaching across the school. The second dimension spans the implementation of more effective and efficient systems for improving and maintaining the consistency of teaching and learning across the school, such as systems to support improved assessment for learning, and more staff roles being adapted to better meet the needs of the school. In turn the second level outcomes are intended to have a direct impact on the final outcomes of pupil progress and attainment.

For interventions intended to lead to the final outcome of improving the school's budgetary position, interventions such as joint working and exchange visits lead to **first level intermediate outcomes** that span improved skill, knowledge and capacity in relation to more efficient and effective ways of working and new systems, such as payroll and other financial systems, and the implementation of those systems and approaches. This leads directly to **second level intermediate outcomes** where the school is able to operate more efficiently and effectively and through time savings can redeploy staff to meet school needs. This leads directly to the final outcome of improving the school's budgetary position and is also intended to impact on Ofsted gradings. Depending on the specific intervention it may also support the second level intermediate outcome of improving systems for teaching and learning.

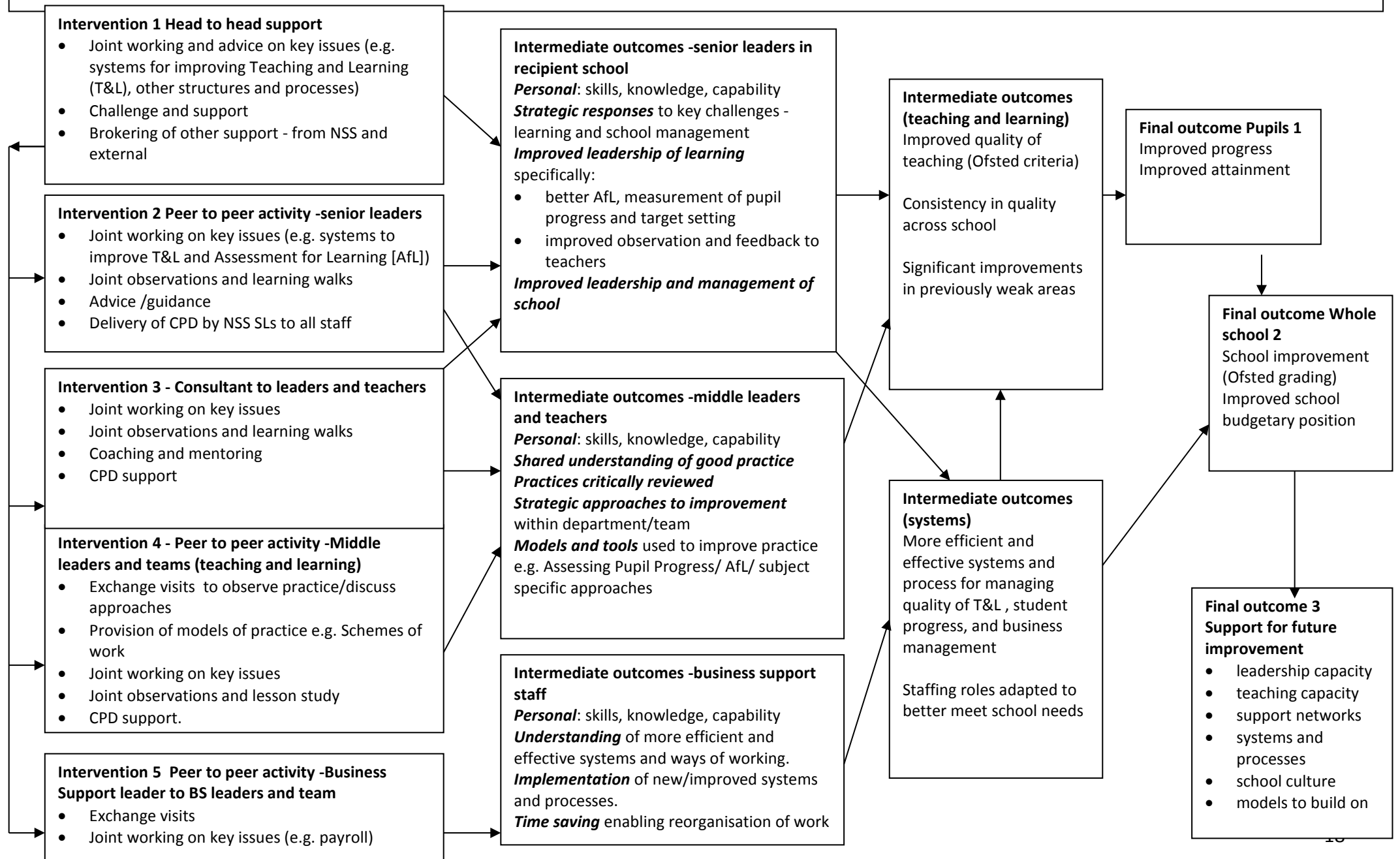
A further intended **final outcome** for all interventions is the establishment of the leadership and teaching capacities, support networks, culture, systems and processes and models that can be built upon, that together will ensure sustainability and enable further improvement after the intervention.

It is important to note that we found, in addition to the main interventions that have been set out in the diagram above, some less tangible, unquantifiable benefits of NLE activity. For example, in one of our interviews NLE status led to a significant increase in the number of requests from senior leaders from other schools seeking informal telephone advice and recruitment of the NLE as the secondary heads lead in their Local Authority. This indicates the need to allow respondents to outline benefits to them and their schools beyond those that are easily measurable.

Our case study (appended to this report) gives an example of the use of the Bursary. As we note above, there are some clear similarities with the NLE Deployment Fund in how the Bursary can be used in practice, and similar key points emerge:

- As with the Deployment fund, the importance of a trusted leader in the school being supported to support the vision of the NLE;
- Clear structured changes, starting with leadership and fanning outwards (in the case, the focus on behaviour and personal accountability were key);
- Mutual respect and trust;
- In this case, an NLE with outstanding emotional intelligence enabled change to be made with minimal staff turnover.

NLE Bursary General Logic Model - Note: different aspects of the support may be provided to a number of different schools -all brokered by NLE



3.3. Discussion – Professional Partner Fund Logic Model

The **main intervention** used by the Professional Partner model is rather different from the Deployment Fund and the Bursary Fund in at least three important ways that influence the logic model.

- Firstly, the programme is a one to one support programme. Unlike the other two grants, there is no intention to widen the support to the school or other schools, either in terms of the support provided or received.
- Secondly, the programme utilises a single mode of support, a coaching model (although we must bear in mind the range of ways in which coaching can be interpreted: for example, we identified in earlier work, evaluating the National College Leading from the Middle programme, that coaching approaches varied across two dimensions related to the degree of formality/informality on the one hand and the degree to which coaching was managed actively/passively on the other - see Simkins et al, 2006³). In comparison, there is a wide range of types of support provided by the other two grants.
- Thirdly, the focus is on personal support for the individual new headteacher, rather than support for school improvement more broadly.

However, interviews with Professional Partners and their beneficiary headteachers revealed that in some cases the relationship between the new headteacher and the Professional Partner led to wider relationships developing. These **secondary interventions** generally involved other senior or middle leaders sharing practice with, for example, heads of department in the new headteacher's school sometimes visiting the Professional Partner's school, taking part in Learning Walks, or discussing aspects of teaching and learning.

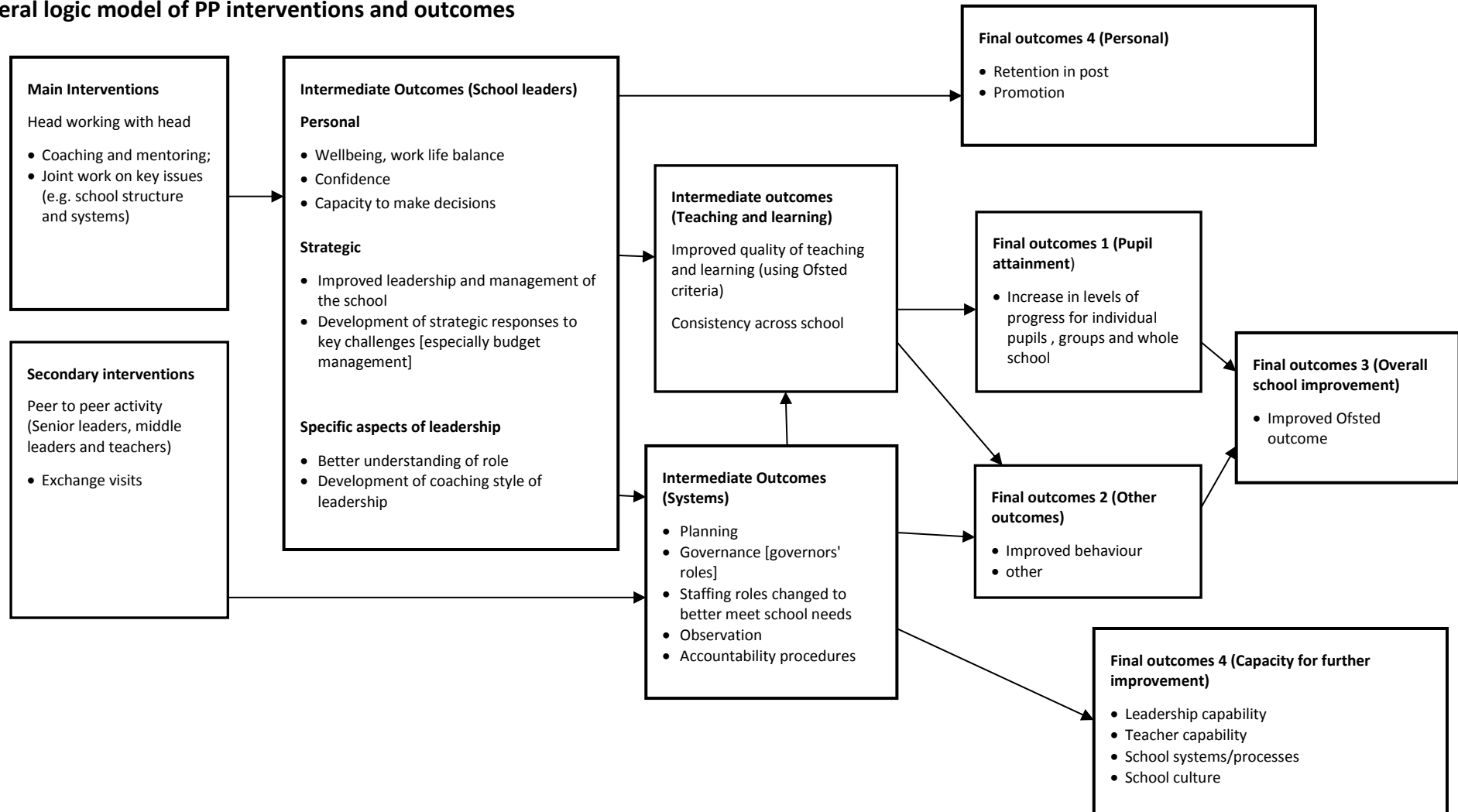
As a result of the personal coaching model used, the primary **intermediate outcomes** that were discussed in interviews were personal, relating to wellbeing, work-life balance, confidence and capacity to make decisions effectively (by discussing possible solutions with the Professional Partner). However, beneficiaries also referred to support for aspects of leadership and management of the school, and strategic work such as dealing with managing tight resources and re-scoping staffing roles. In addition, some beneficiaries discussed developing a better understanding of the headteacher role and others talked about implementing coaching leadership styles within their own schools - partly inspired by the Professional Partners.

Further intermediate outcomes that were discussed in interviews were more speculative and related to potential impacts rather than observed outcomes, linked to teaching and learning, and to systems/planning. For a highly personalised programme such as this, it is likely (and intended) that there will be some personal **final outcomes** such as increased likelihood of staying in the profession, which indirectly benefit the school system. It is possible that further strategic, teaching and learning, and pupil attainment/progress outcomes will take place, as indicated in the diagram, but it is likely to be very difficult for new headteachers and other beneficiaries to confidently make links to these.

The three PP case studies (appended to this report) provide examples of how Professional Partner support has worked in practice. Whilst the circumstances and experiences differed somewhat, there was a clear consensus on the value of the support provided and the significant positive impact which resulted from each of the professional partnerships.

³ Tim Simkins, Mike Coldwell, Ihsan Caillau, Helen Finlayson & Anne Morgan (2006): Coaching as an in-school leadership development strategy: experiences from Leading from the Middle, *Journal of In-Service Education*, 32:3, 321-340

General logic model of PP interventions and outcomes



4. Survey analysis

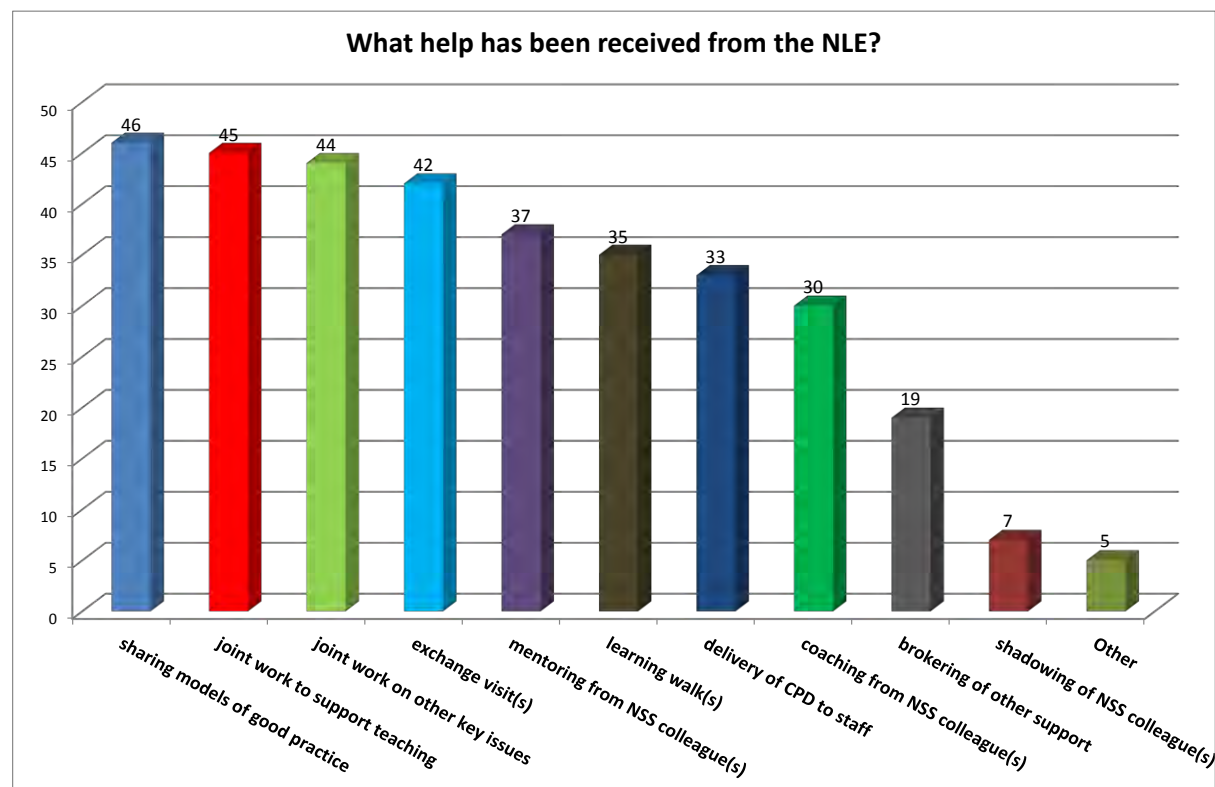
4.1. NLE Deployment Fund Grant

4.1.1. The nature of respondents and the help they received

In total 77 beneficiaries responded to the online survey to gather evidence to assess the impact of the Deployment Fund grant. The vast majority of these were headteachers (81%) or other senior leaders (11%), with 7% (5 people) in middle leader, classroom or other teaching roles, and just one person who classified themselves as 'support staff working with pupils'.

The nature of the help received from NLEs was diverse. Beneficiaries were asked what help they had received from the list of options below - they were asked to tick all types of help that applied to them. As shown in Graph 1 it is striking that the most frequently cited support focused on working collaboratively: sharing models of good practice, joint work including support teaching and exchange visits. Additional further in-depth interviewing provided by respondents identified that much of this collaborative work had focused on improving the quality of teaching, raising standards and improving Ofsted ratings. Specific areas of help included: "challenging staff underachievement", "developing a more creative curriculum" and "getting the school out of special measures - raising achievement, attendance and improving quality of teaching and learning, behaviour and safety and leadership and management".

Graph 1: Nature of help received (70 respondents)



N.B. respondents could state more than one option. Figures shown above are frequencies.

4.1.2. Personal outcomes

The structure of the survey focused around generating the required data to populate a SROI model, in particular the impacts of the support and whether these impacts would have occurred without the support (the concept of 'deadweight'). The three main areas highlighted through the production of logic models were personal outcomes, system outcomes and pupil behaviour and performance. For each of these areas respondents were asked to indicate to what extent they had experienced a series of outcomes and how likely it was that these outcomes would have happened anyway.

Our research findings highlight that the majority of respondents acknowledged some impact across all five personal outcomes, this ranged from 73% to 92% of respondents experiencing impact. The greatest additional impact was generated in relation to the development of strategic responses to key issues and improved confidence.

The table overleaf summarises the reported impact of the grant on producing a range of personal outcomes. The economic terms are explained below with additional description of these within the table below each term.

'Gross impact' = this figure combines all respondents who had experienced the outcome (e.g. those answering either 'to a little extent', 'to some extent' or 'to a great extent'),

'Additionality' = this figure calculates the proportion of respondents who would not have experienced the outcome without the grant (those answering that the outcome was either 'unlikely' or 'very unlikely' to have happened without the grant). It should be noted that the term 'additionality' used in this report differs from that used in our SROI analysis as it takes into account only respondent feedback of impact and deadweight rather than the full range of down weighting factors (which includes displacement and attribution).

'Deadweight' = the figure represents those people for whom the outcome was either 'likely' or 'very likely' to have happened anyway so additionality plus deadweight will equal 100%. However there is a major caveat on this figure because the qualitative data collected both through surveys and interviews suggests that although the outcomes were likely to have happened anyway (without the grant) that they would have taken much longer to materialise and in some cases a significant investment of time and resource would have been required to achieve them.

'Additional impact' / added value - this figure multiplies the gross impact with the additionality to qualify the added value generated by the grant. For example using the table below the gross impact may be very high (say 89% for improved leadership and management skills, knowledge and practice) but much of this impact might have happened anyway (e.g. 83% deadweight) and therefore the added value would be low (in this example 15%). Alternatively the gross impact may be lower (e.g. 80% for improved confidence) but a higher proportion of this might be attributable to the grant (e.g. 34%) so the additional impact is higher (27%).

The most prominent added value impact as shown in the table overleaf is the development of strategic responses to key issues which had some impact for 92% of respondents, and of these almost one third stated that this benefit would not have happened had the grant not been provided, creating an added value effect of 30%. In other words, not only was this

impact seen most frequently, it also provided the greatest added value of the personal outcomes associated with this grant.

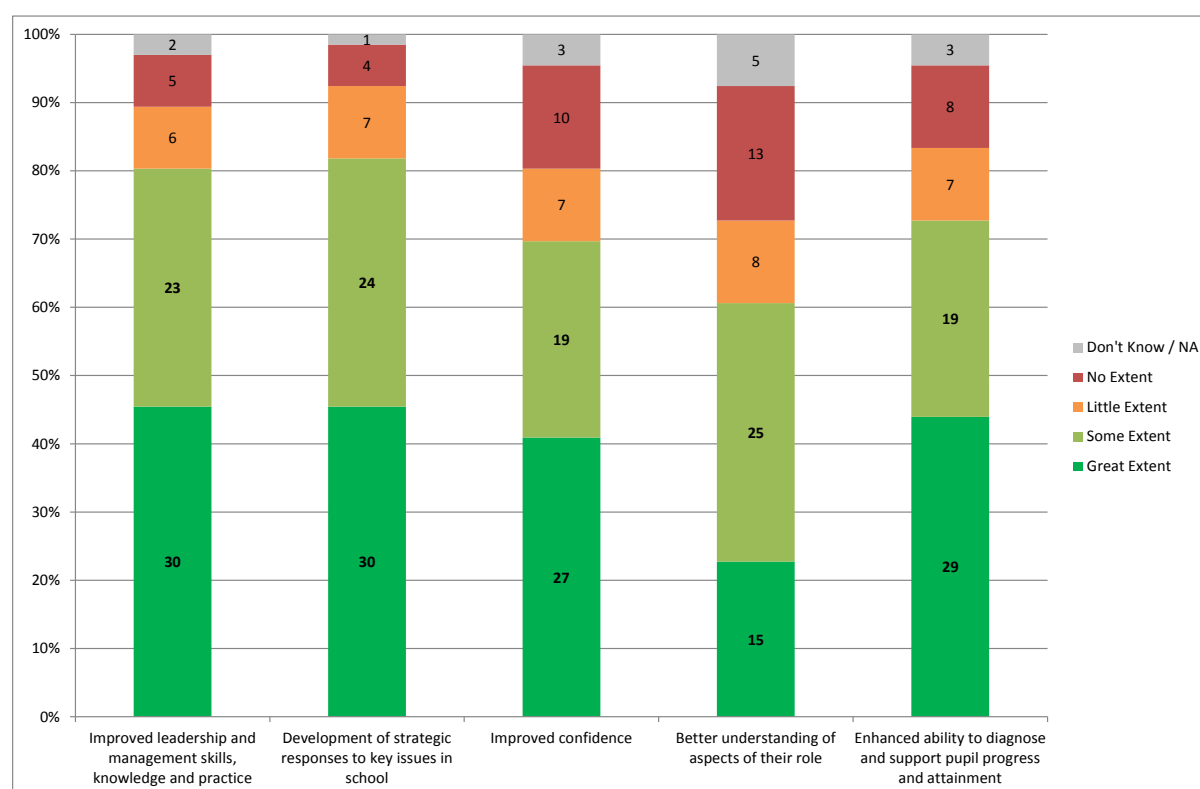
Table 1: Summary of impact of personal outcomes for Deployment grants

Personal outcomes	Gross impact	Deadweight*	Additionality	Additional impact
	('some impact')	(would have happened anyway)	(unlikely to have happened without grant)	(net impact / added value from grant)
Improved leadership and management skills, knowledge and practice	89%	83%	17%	15%
Development of strategic responses to key issues in school	92%	67%	33%	30%
Improved confidence	80%	66%	34%	27%
Better understanding of aspects of their role	73%	71%	29%	21%
Enhanced ability to diagnose and support pupil progress and attainment	83%	78%	22%	18%

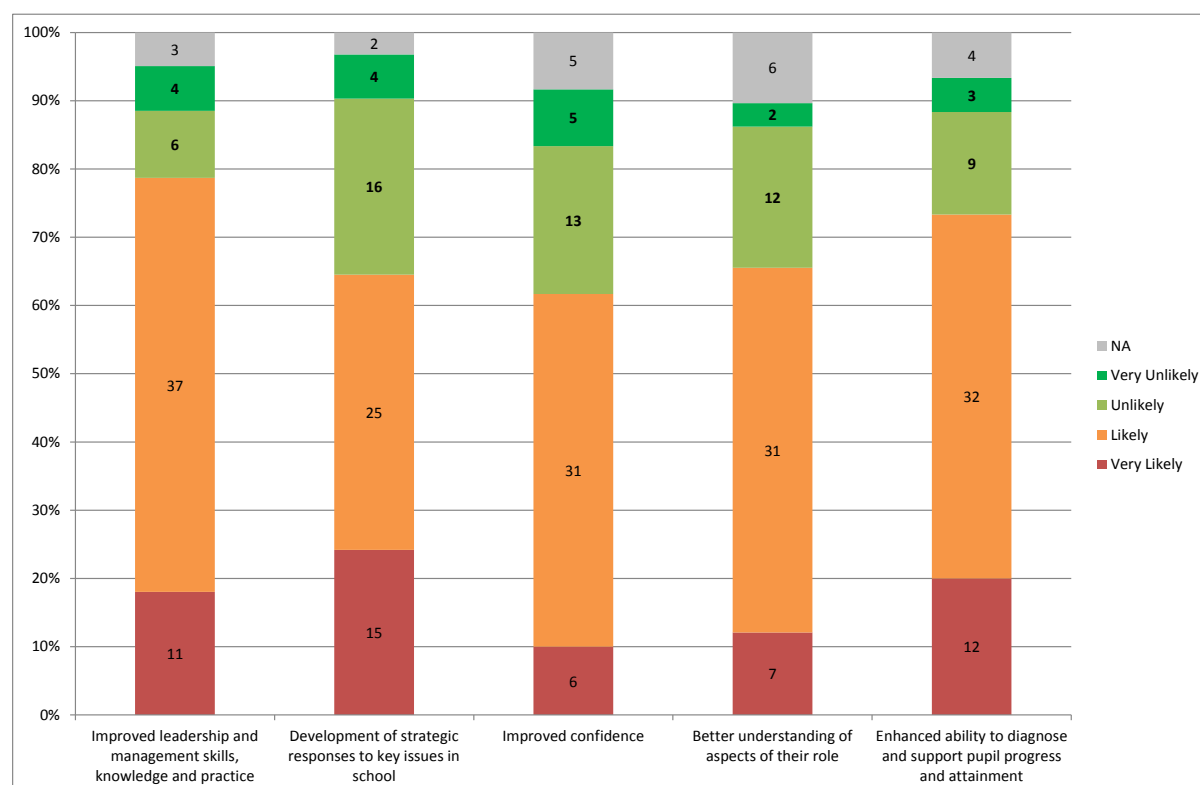
*Deadweight - this figure is likely to be an over-estimate of 'deadweight' because many respondents cited that although the outcome would have happened anyway it would have taken much longer for this effect to materialise. Therefore the grant did have an impact, it accelerated the pace at which the benefit was realised.

The impact of the grants on personal outcomes is also illustrated graphically below.

Graph 2: Impact of the grant on personal outcomes (66 respondents)



Graph 3: Likelihood of personal outcomes happening anyway, regardless of the grant (58-62 respondents)



4.1.3. System outcomes

Our survey findings also highlight that the majority of beneficiaries reported some impact across a wide range of system outcomes. The most prominent outcomes relate to elements of improved teaching and learning and capacity (over 90% of all respondents reported these benefits as having some impact). Around one third of respondents also reported that these outcomes were unlikely or very unlikely to have happened without this grant. It is also significant to note that at least 85% of survey respondents reported having better support networks, improved accountability of middle leaders (accountability also being picked up in case studies), plus models and tools to improve practice as a result of the help they received. In these three areas the likelihood of these benefits happening anyway (without the grant) were among the lowest of all the system outcomes, with between 37% and 52% of those who witnessed positive benefits stating that these were unlikely or very unlikely to have happened without the grant support. Therefore in terms of added value these three outcomes (having better support networks, improved accountability of middle leaders and having models and tools to improve practice) offer the greatest return. The lowest returns was found for improved governance, making more effective strategic responses to meet key challenges (e.g. staffing) and more consistent behaviour management systems. Of these, improved governance and more consistent behaviour management systems scored low on both gross impact and additionality, suggesting the NLE Deployment Fund is not usually being used - or at least not being effectively used - for these purposes. Making more effective strategic responses to meet key challenges (e.g. staffing) had a much higher degree of gross impact but a very low degree of additionally, suggesting that NLE Deployment Fund resources would be better directed towards other areas. It is important to note, however,

that overall there was greater additional impact in relation to system outcomes in comparison with personal outcomes.

Table 2: Summary of impact of system outcomes for Deployment grants (57-61 respondents)

System outcomes	Gross impact	Deadweight*	Additionality	Additional impact
	('some impact')	(would have happened anyway)	(unlikely to have happened without grant)	(net impact / added value from grant)
Improved leadership capacity	91%	69%	31%	28%
Improved teaching capacity	95%	76%	24%	23%
More effective strategic planning	86%	69%	31%	26%
More effective strategic responses to meet key challenges e.g. staffing	79%	76%	24%	19%
Improved leadership of teaching and learning	96%	71%	29%	28%
More consistency in teaching and learning quality	89%	71%	29%	26%
More consistent behaviour management systems	49%	54%	46%	23%
Improved accountability of middle leaders for pupil outcomes	86%	63%	37%	32%
Improved governance (e.g. governors working more effectively)	56%	56%	44%	25%
Greater capacity for further improvement	91%	67%	33%	30%
Staff roles adapted to meet school needs	77%	64%	36%	28%
Better support networks	85%	48%	52%	44%
Models and tools used to improve practice	87%	60%	40%	34%
Improved teaching and learning quality across the school	89%	70%	30%	26%

4.1.4. Pupil outcomes

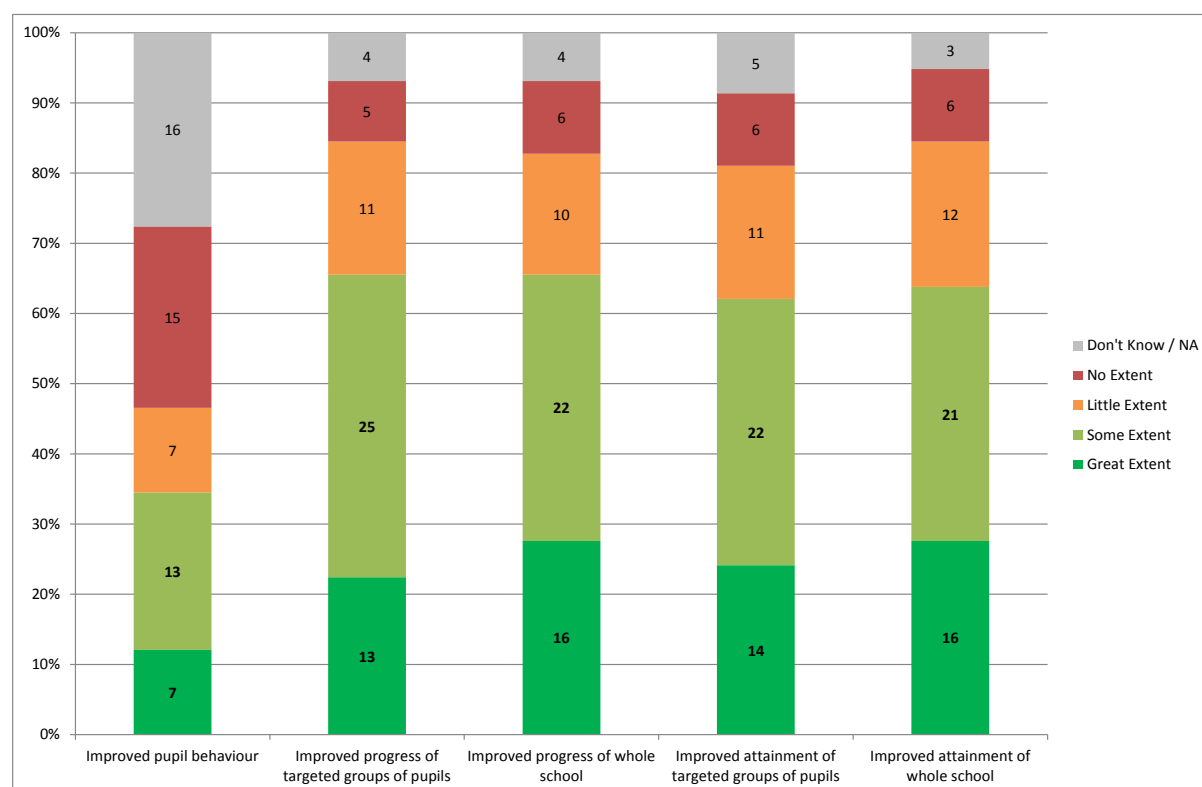
Our research findings highlight that the majority of respondents acknowledged impact across four of the five pupil outcomes (at least 80% of respondents reported observing these outcomes), with the fifth outcome (improved pupil behaviour) experienced by 47% of respondents. The table below displays the reported impact of the grant on producing a range of pupil outcomes.

Table 3: Summary of impacts of pupil outcomes for Deployment grants

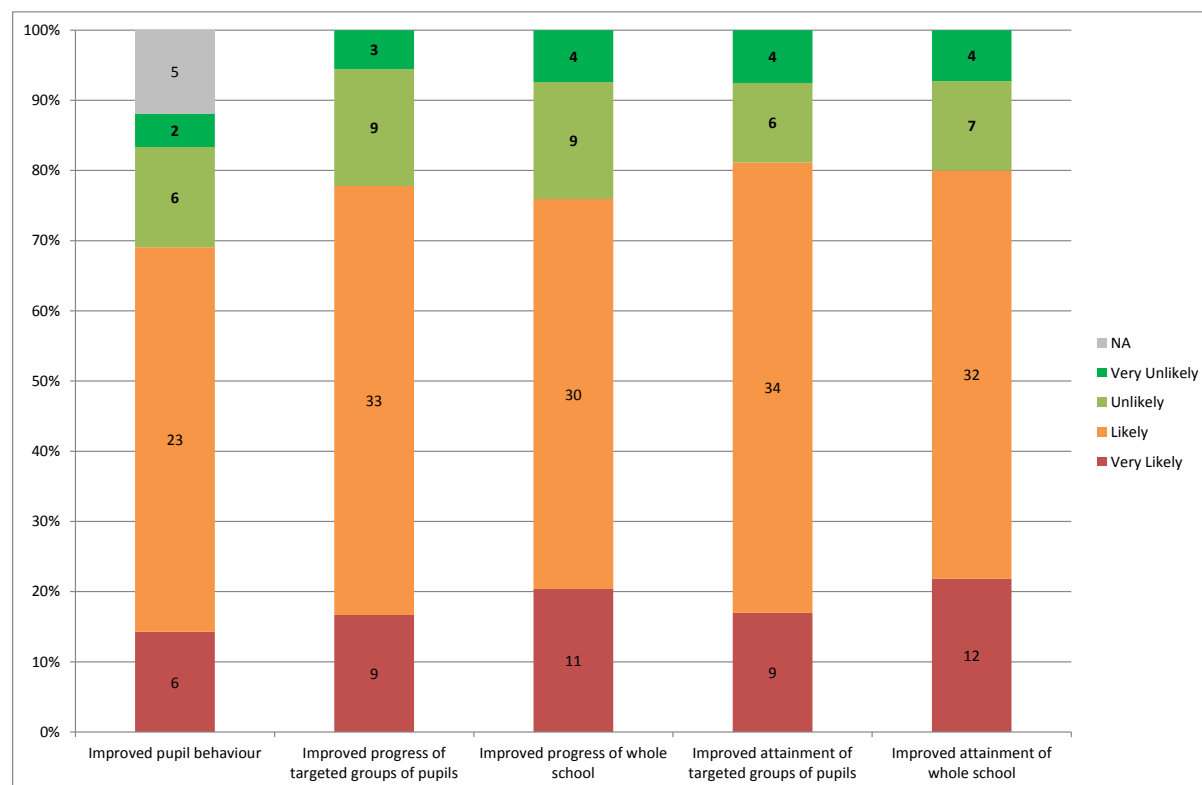
Pupil outcomes	Gross impact	Deadweight*	Additionality	Additional impact
	('some impact')	(would have happened anyway)	(unlikely to have happened without grant)	(net impact / added value from grant)
Improved pupil behaviour	47%	70%	30%	14%
Improved progress of targeted groups of pupils	84%	76%	24%	21%
Improved progress of whole school	83%	73%	27%	22%
Improved attainment of targeted groups of pupils	81%	79%	21%	17%
Improved attainment of whole school	84%	78%	22%	19%

Improved pupil behaviour has seen the lowest additional impact from the grant of all the pupil outcomes. 47% of respondents observing this benefit, with a high proportion of these (70%) stated that this outcome was likely to have happened anyway, giving a very low level of added value of 14%. However the additional impact on progress and attainment is higher, at between 17% and 22% as a higher proportion stated this had had an impact. Note that overall there was a lower level of additional impact of pupil outcomes compared with either personal outcomes or system outcomes. The impact of the grants on pupil outcomes is also illustrated graphically below.

Graph 4: Impact of the Deployment grant on pupil outcomes (58 respondents)



Graph 5: Likelihood of pupil outcomes happening anyway, regardless of the Deployment grant (42-55 respondents)



4.1.5. Deployment grant impacts on Ofsted inspections

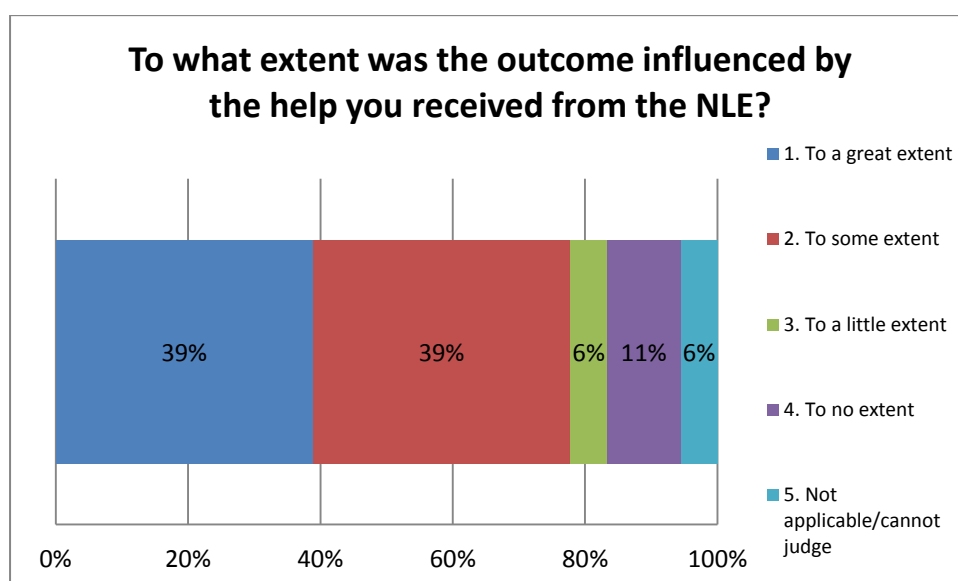
The three graphs in this section illustrate the impact of the Deployment grants in relation to Ofsted inspections. In total only one third of respondents had received an Ofsted inspection since the support was received. Of these, over three quarters had seen their grades improve. Overall 84% of respondents (15 individuals) stated that this change in grades was influenced by help they received through the Deployment grant (see overleaf).

Graphs 6, 7 and 8 illustrate the impact of the Deployment grant on Ofsted gradings

Graph 6: Have you had an Ofsted inspection? 54 respondents

Graph 7: Did your grade improve? 18 respondents

Graph 8: Did the NLE support influence the outcome? 18 respondents



4.1.6. Deployment grant impacts on middle leaders

Middle leaders, teachers and support staff working with pupils were also requested to complete a variant of the survey to assess impacts that they had experienced. Due to the low response rate (six individuals) at this stage of the research, it is not appropriate to present a detailed analysis of this data.

In summary, the majority of respondents (between four and six in each case) had experienced the key personal outcomes: better understanding of good practice, better judgements about pupils, improved confidence, increased participation in collaboration and professional dialogue, improved teaching and learning practice and improved assessment practice. The extent to which these were likely to have happened anyway varied between 50% and 100%. Improved confidence and increased participation in collaboration and professional dialogue were the two areas whereby the greatest added value has been achieved, however due to the low sample size this only equate to two respondents.

In terms of school outcomes, better support networks and a more strategic approach to improvement within teams, were the greatest areas of added value for respondents that happened as a result of the grants. Respondents cited the greatest areas of impact as personal and school outcomes with a lesser influence on pupil behaviour and performance.

4.1.7. Summary of benefits from Deployment grants

Beneficiary respondents were provided with the opportunity to describe the benefits received in their own words. The following 'wordle' presents a summary of the significant benefits resulting from the support funded by the Deployment grant. These wide ranging benefits include:



Enhanced **networking** was identified as a significant outcome with respondents citing access to a wide range of networks and cooperation between schools as positive impacts. NLEs are commonly viewed as important confidantes, providing non-judgemental support and encouragement. Another key impact from the grants – also identified in the case studies - is the **speed** in which schools are able to change and improve as a result of the help from NLEs.

The following quotes illustrate some of the benefits experienced:

"Being able to target training specifically and to train the whole staff where appropriate rather than one member and then trying to cascade it down. This has meant that what we knew we had to achieve has been able to happen much more quickly and without impacting on the school budget"

"It was the rate of improvement that had the biggest impact on the school"

"Everyone is now accountable"

"Somebody to benchmark judgements with. Whole school involved so not just me as the headteacher. The teachers all met with the two other schools on a regular basis so was really good CPD for all staff"

"Working with the NLE has brought many positive and impacting changes to our school and has greatly impacted on me as a teacher and as a member of the SLT. I am very grateful for the help and support that has been given and feel that we are continually learning and improving to make our school a better school for our pupils"

"Whole staff changes and increased team work within the school. Improved admin and resources giving teachers the tools they need to improve teaching and learning. Both schools now have consistency in practice and therefore less regression in Year 3. Also improved morale with some senior staff now confident to apply for Headship and Deputy Headship positions".

"The benefits as listed have been considerable and have got to the very crux of the issues in our school"

"The help through the NLE has been far, far more effective than anything the Local Authority had put in place. Its effectiveness is partly due to the quality of the person who was allocated to our school. She had a very different leadership style to mine and this was very beneficial in terms of questioning embedded practice and current systems".

4.1.8. Learning and improvement

Survey respondents were also asked to cite any negative impacts of the grants. Around 80% of respondents stated that they hadn't received any negative impacts. Five respondents described negative impacts on morale as a result of the grant.

"Staff morale has been low because they found it hard to accept the feedback that they were given after observations and their work load increased".

The other main negative factors were cited as the distance between some schools and the time which needed to be taken away from their 'day to day' jobs. Several respondents also described the timescales as very challenging for example: "because the project was only for two terms, timescales have been tight between visits", "originally the support was only for a term but was too intense on time so was extended to two terms".

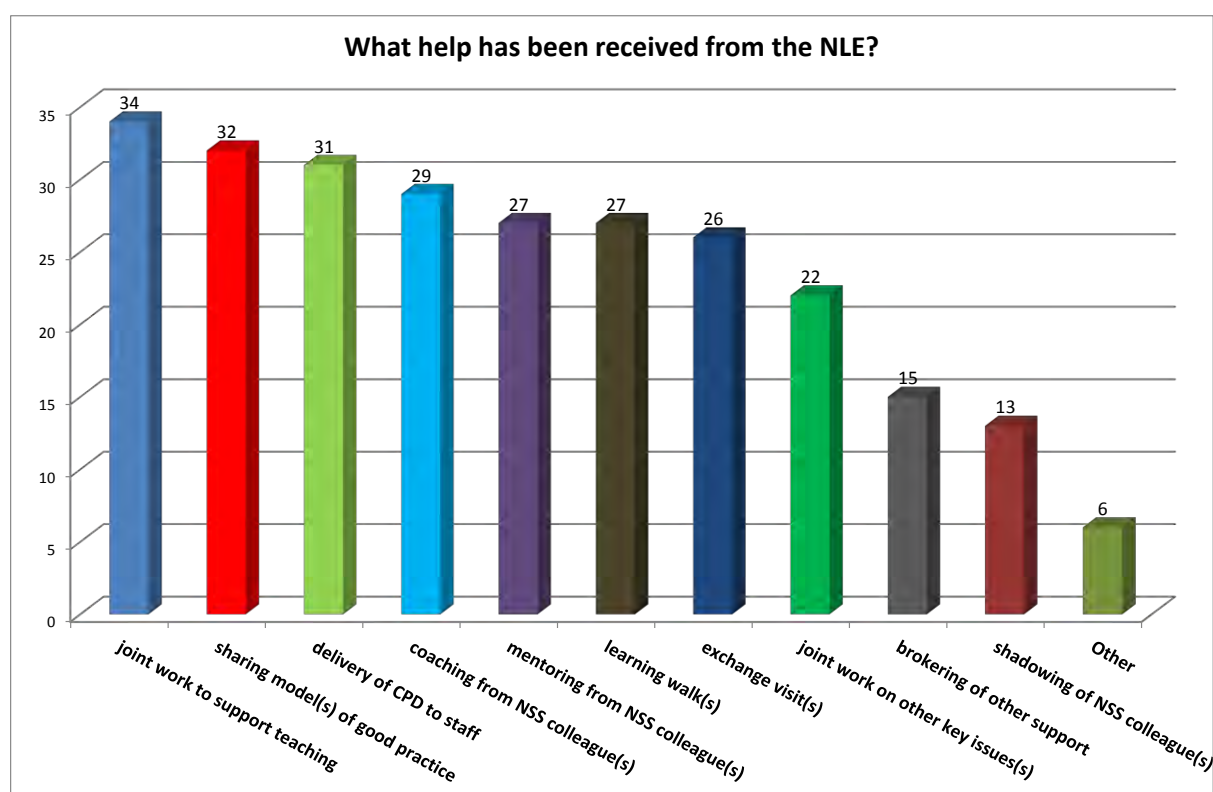
4.2. NLE Bursary Grant

4.2.1. The nature of respondents and the help they received

In total 60 individuals responded to the online survey to gather evidence to assess the impact of the Bursary grant. The vast majority of these were headteachers (75%) or other senior leaders (13%), with 8% (5 people) in middle leader / classroom or other teaching roles, and two people (3%) who classified themselves as 'other support staff'.

The nature of the help received from NLEs was diverse. Beneficiaries were asked what help they had received from the list of options below - they were asked to tick all types of help that applied to them. As shown in Graph 9, the most frequently cited support focused on: joint work to support teaching, sharing models of good practice and the delivery of CPD to staff. Note that the first two of these were also the two most often cited types of support provided by the NLE Deployment grant, whereas CPD was not ranked as highly for the Deployment grant. Exchange visits were ranked much lower on the list of support provided for Bursary grants compared with the Deployment Fund grant. Additional in depth interviewing provided by respondents identified that much of the 'joint work' support had focused on: performance management, handling difficult situations, leadership, curriculum planning, personnel issues, monitoring and evaluation. Specific examples of help included: *"accelerating rates of progress for vulnerable groups of learners", "thinking strategically about how the school can improve from its present position", and "coaching and mentoring to manage difficult situations and personnel".*

Graph 9: the nature of Bursary help received (51 respondents)



4.2.2. Personal outcomes

Mirroring the Deployment Fund survey, the bursary survey asked respondents to indicate to what extent they had experienced a series of personal, system and pupil outcomes, along with the likelihood of these effects happening anyway (without the grant).

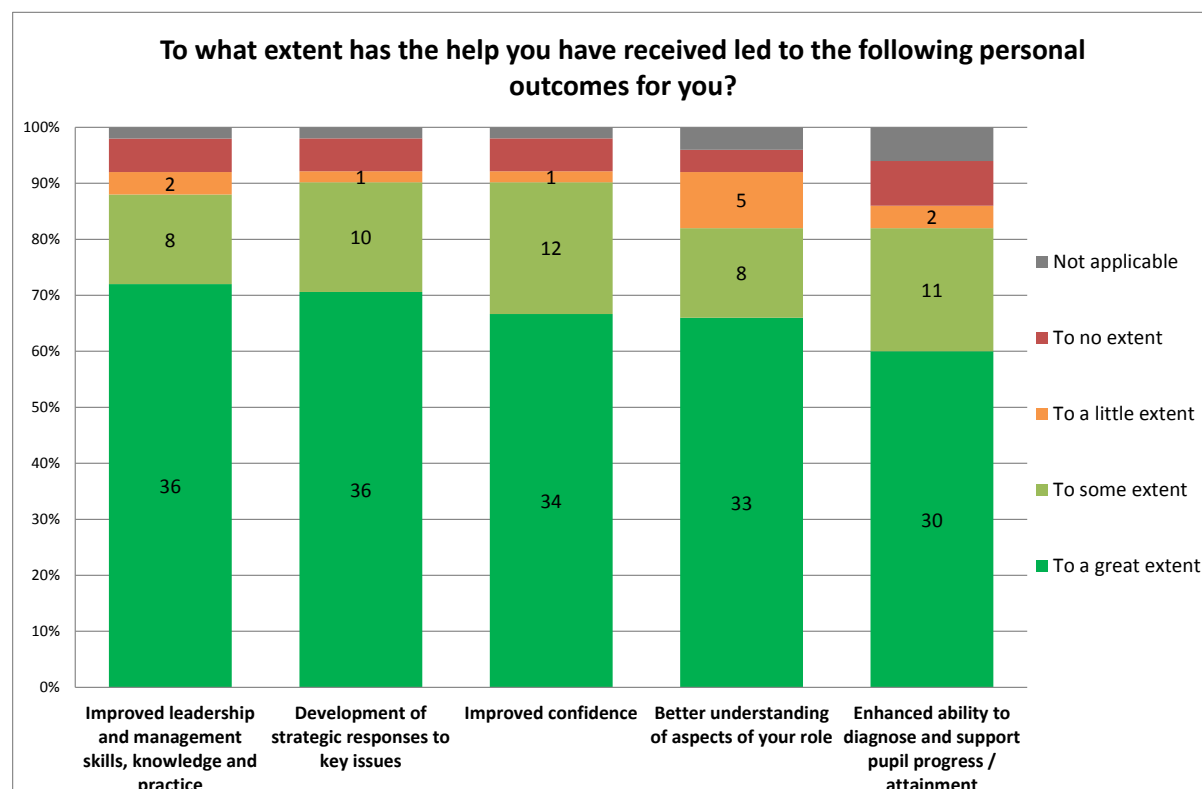
The vast majority of respondents highlighted very positive impacts across all personal outcomes (although we should note that a small minority of respondents saw no impacts in these areas). Further to this, the extent to which these outcomes generated additional impact (against outcomes that were unlikely to have happened anyway) was significant across all areas. When compared with the additional impacts generated by the deployment fund (see far right hand column for comparisons), the additional impact of the Bursary is much greater for all outcomes, particularly improved confidence (54% compared with 27%), the development of strategic responses (47% v 30%) and better understanding of aspects of the role (39% v 21%). However, we must bear in mind some caveats. Firstly, although the additionality is high, significant proportions of respondents in all cases saw little or no additionality provided by the grant. Secondly, that these outcomes are supported by other investment that is facilitated by the Bursary grant, in other words the size of investment associated with Bursary grants is higher than the Deployment Fund grant. The differential impact may also partly reflect differences in the ways that the Deployment and Bursary funds were implemented. There was a higher degree of negotiation with beneficiary schools for the Bursary grant than for the Deployment grant. Also the timings as to when the Bursary fund was administered earlier than the Deployment fund so had longer time to embed.

Table 4: Summary of impact on personal outcomes for bursary grant

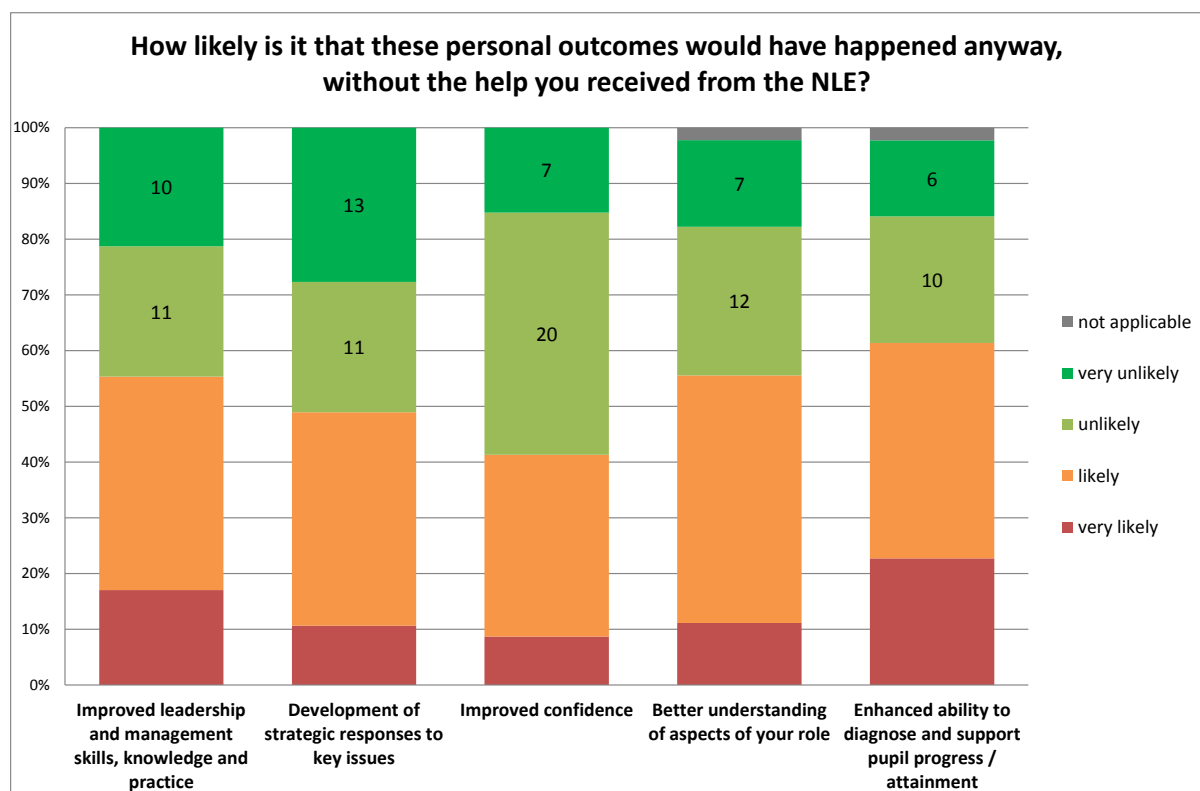
Personal outcomes	Gross impact	Deadweight	Additionality	Additional impact	[Additional impacts of deployment]
	('some impact')	(would have happened anyway)	(unlikely to have happened without grant)	(net impact / added value from grant)	
Improved confidence	92%	41%	59%	54%	(27%)
Development of strategic responses to key issues	92%	49%	51%	47%	(30%)
Improved leadership and management skills, knowledge and practice	92%	55%	45%	41%	(15%)
Better understanding of aspects of your role	92%	58%	42%	39%	(21%)
Enhanced ability to diagnose and support pupil progress / attainment	86%	64%	36%	31%	(18%)

The personal outcome data is also presented graphically below.

Graph 10: Impact of the Bursary grant on personal outcomes (51 respondents)



Graph 11: Likelihood of the personal outcomes happening anyway (47 respondents)



4.2.3. System outcomes

Our survey findings also highlight that the majority of respondents reported some impact across a wide range of system outcomes. The most prominent outcomes relate to improved teaching and learning, enhanced capacity and more effective strategic planning and responses (over 90% of all respondents reported these benefits). In terms of added value these three outcomes offer the greatest return. The majority of outcomes demonstrate a high level of additional output (9 of the 14 outcomes show a net impact of 50% or more), this compares very favourably with the deployment grant where the highest net impact for an outcome (better support networks) is 44%. Again, we must bear in mind the investment associated with Bursary grants is higher than the Deployment Fund grant. As with the Deployment Fund grant, the lowest returns were found for improved governance and more consistent behaviour management systems, which had both relatively low gross impact, and (particularly for behaviour management systems) low additionality. Taken together, this indicates that NLE work is not impacting as effectively on these two areas compared with other system outcomes.

Table 5: Summary of impact on system outcomes for bursary grants (41 respondents)

System outcomes	Gross impact	Deadweight	Additionality	Additional impact	[Additional impacts of deployment]
	('some impact')	(would have happened anyway)	(unlikely to have happened without grant)	(net impact / added value from grant)	
More effective strategic responses to meet key challenges	93%	34%	66%	61%	(19%)
Improved teaching and learning quality	93%	39%	61%	57%	(26%)
Staff roles adapted to meet school needs	86%	36%	64%	55%	(28%)
Greater capacity for further improvement	91%	40%	60%	54%	(30%)
Improved leadership capacity	93%	41%	59%	54%	(28%)
More consistency in teaching / learning quality	90%	41%	59%	53%	(26%)
Improved accountability of middle leaders	81%	35%	65%	53%	(32%)
Better support networks	93%	44%	56%	52%	(44%)
Models and tools used to improve practice	83%	39%	61%	50%	(34%)
More effective strategic planning	93%	49%	51%	48%	(26%)
Improved teaching capacity	93%	49%	51%	48%	(23%)
Improved leadership of teaching / learning	93%	54%	46%	43%	(28%)
Improved governance	67%	38%	62%	41%	(25%)
More consistent behaviour management	69%	61%	39%	27%	(23%)

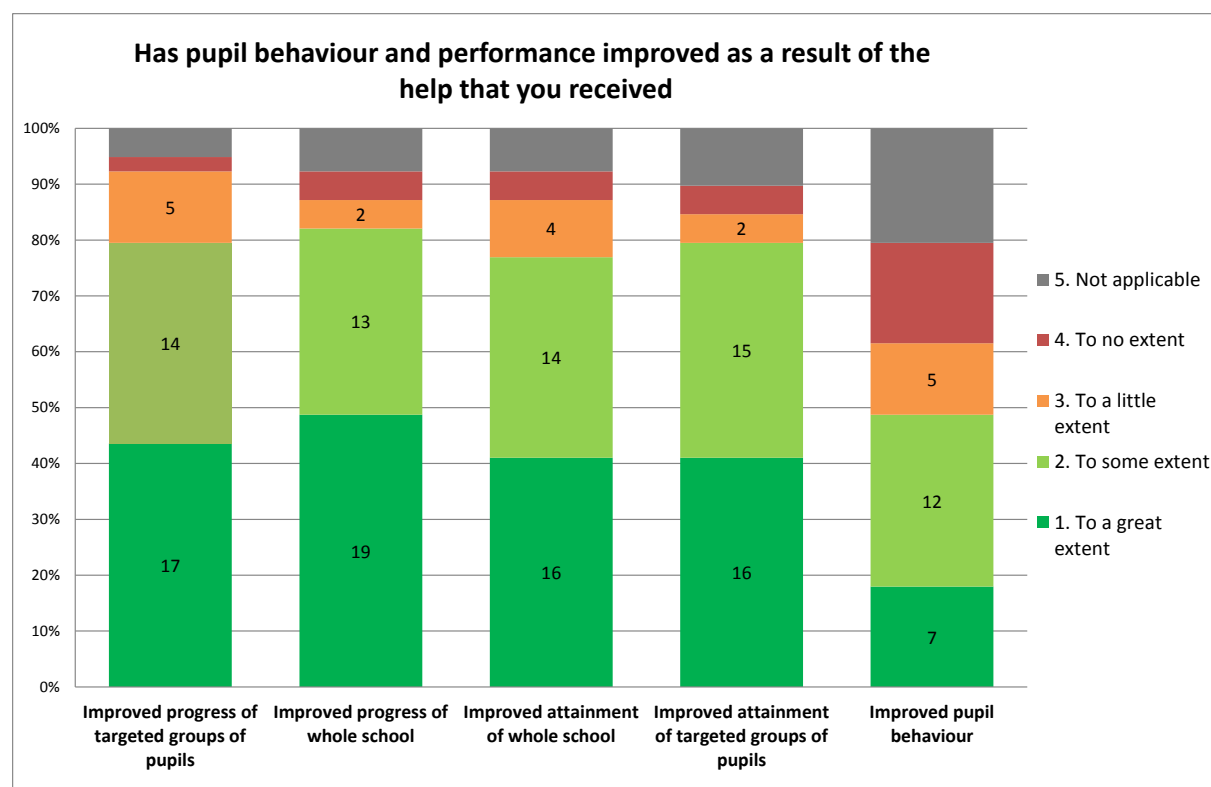
4.2.4. Summary of pupil outcomes from NLE Bursary grant

Our research findings highlight that the majority of respondents experienced some impact across all the pupil outcomes (with over 85% of respondents experiencing four out of five outcomes). Once again the additional impacts from the bursary grant are generally much more pronounced than from the Deployment Fund. The table below displays the reported impact of the grant on producing a range of pupil outcomes, plus a comparison with 'additional impacts' for the Deployment grant. The highest net impacts were seen for improved attainment of whole school, improved progress of whole school and improved attainment of targeted groups of pupils. The lowest net impacts were seen for pupil behaviour (low gross impact but relatively higher additionality) and improved progress of targeted groups of pupils (high gross impact but low additionality). As with the Deployment Grant, views on additionality were polarised with a split between those seeing positive additional benefits and those seeing little or no additionality in the grant. Again, we need to bear in mind the higher investment associated with the Bursary grant compared with the Deployment Fund grant.

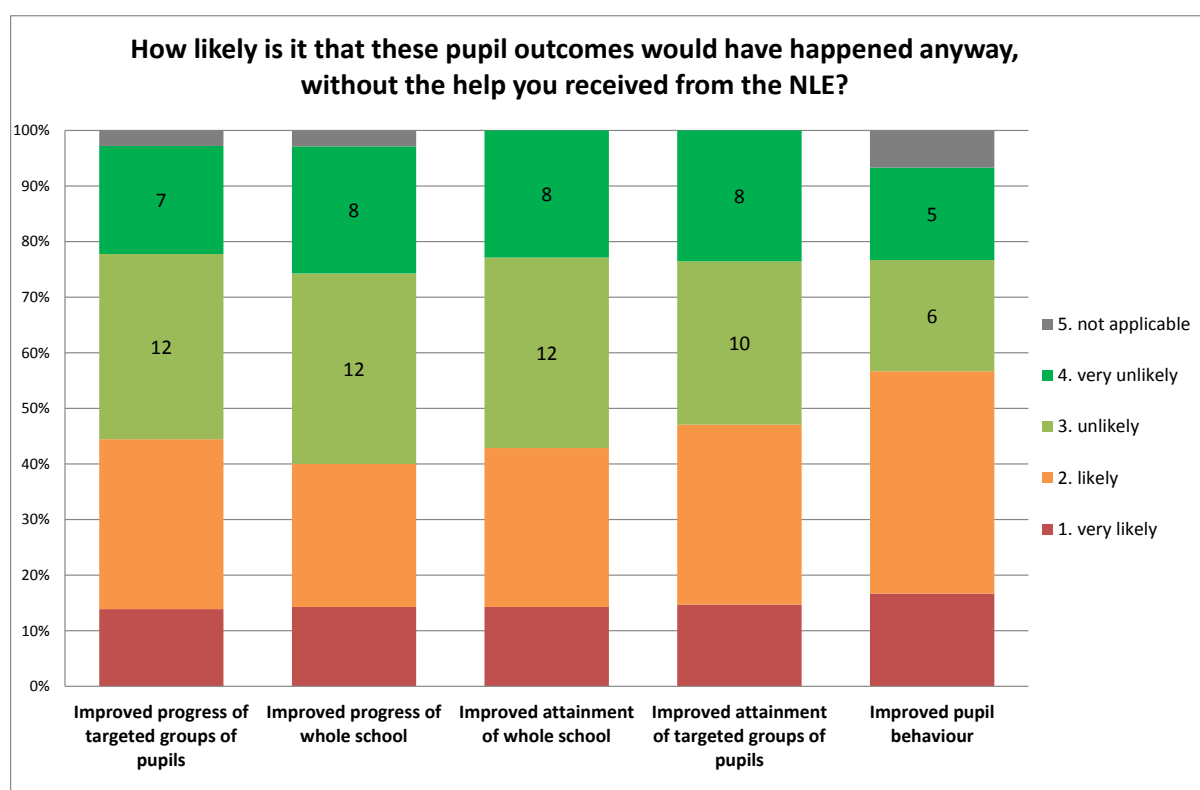
Table 6: Summary of impact on pupil outcomes for NLE Bursary grants

Pupil outcomes	Gross impact	Deadweight	Additionality	Additional impact	[Additional impacts of deployment]
	('some impact')	(would have happened anyway)	(unlikely to have happened without grant)	(net impact / added value from grant)	
Improved attainment of whole school	87%	43%	57%	50%	(19%)
Improved progress of whole school	87%	47%	53%	46%	(22%)
Improved attainment of targeted groups of pupils	85%	47%	53%	45%	(17%)
Improved pupil behaviour	62%	43%	57%	35%	(14%)
Improved progress of targeted groups of pupils	92%	63%	37%	34%	(21%)

Graph 12: Impact of the Bursary grant on pupil outcomes (39 respondents)



Graph 13: Likelihood of the pupil outcomes happening anyway (36 respondents)

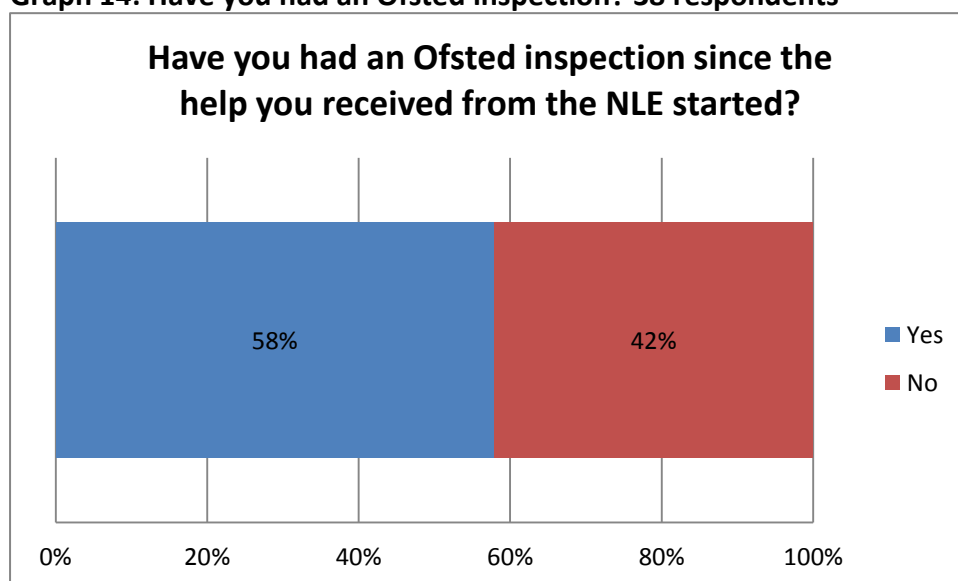


4.2.5. Impacts on Ofsted inspections

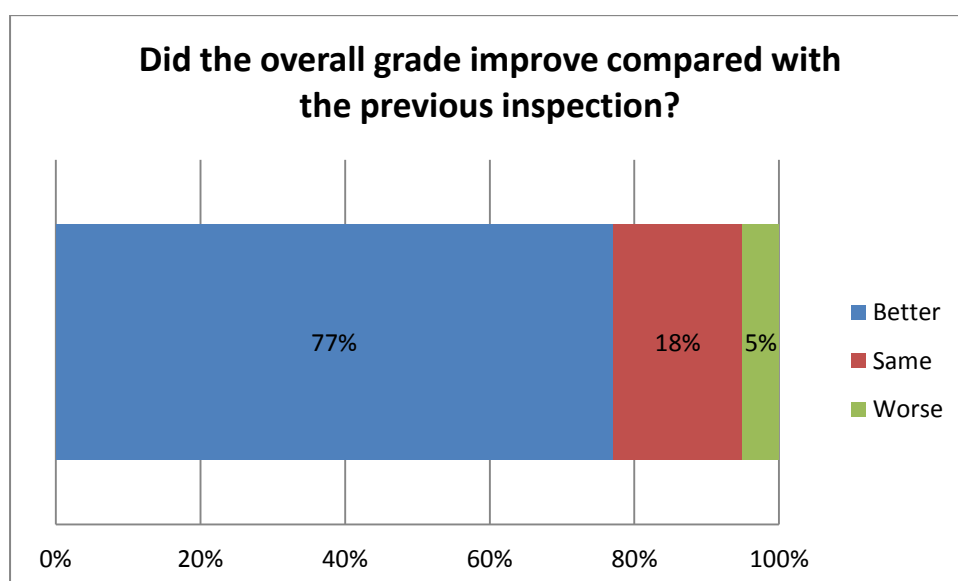
The three graphs in this section illustrate the impact of the Bursary grants in relation to Ofsted inspections. In total 58% of respondents had received an Ofsted inspection since the support was received. Of these, over three quarters had seen their grades improve. Overall 91% of respondents (20 individuals) stated that this change in grades was influenced by the help they received through the bursary grant.

Graphs 14, 15 and 16 illustrate the impact of the Bursary grant on Ofsted gradings

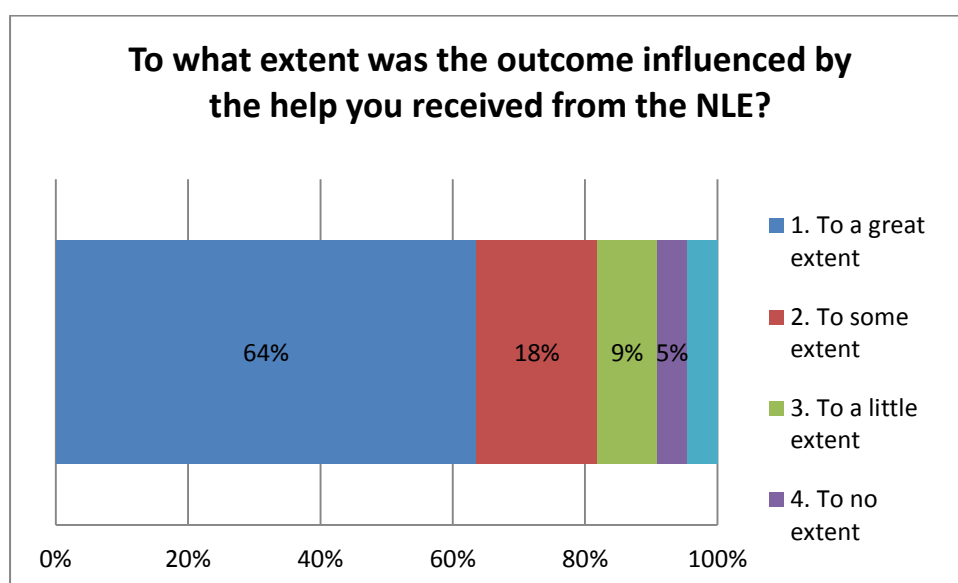
Graph 14: Have you had an Ofsted inspection? 38 respondents



Graph 15: Did your grade improve? (22 respondents)



Graph 16: Did the NLE influence this? (22 respondents)



4.2.6. Grant impacts on middle leaders / support staff

Middle leaders, teachers and support staff working with pupils were also requested to complete a variant of the survey to assess the impacts that they had experienced. As with the Deployment Fund grant, the current low response rate (seven individuals), means that detailed presentation of this data is not appropriate, however a brief description of the results is provided below.

In summary the most commonly received areas of support were sharing models of good practice and delivery of CPD to staff (both cited by 3 respondents). The majority of respondents had experienced all the following personal outcomes to some extent: better understanding of good practice (100%), better judgements about pupils (100%), improved confidence (80%), increased participation in collaboration and professional dialogue (100%),

improved teaching and learning practice (80%) and improved assessment practice (80%). The extent to which these were likely to have happened anyway varied between 20% and 80%. Increased participation in collaboration and professional dialogue was the area where the greatest added value has been achieved (80%), however due to the low sample size this only equate to four respondents stating that this outcome was unlikely to have happened without the grant.

In terms of school outcomes, a more strategic approach to improvement within teams was the greatest area of added value for respondents, however all outcomes were predominantly positive and the likelihood of the outcomes occurring without the grant was between 20% and 60%. Respondents cited the greatest areas of impact as personal and school outcomes with a lesser influence on pupil behaviour and performance.

Two system outcomes (more critical review of teaching / learning practices and more efficient management processes) were also experienced by all respondents, and the majority (60%) felt that these were unlikely to have occurred without the grant. The most prominent pupil outcomes which occurred as a result of the grant were improved attainment and progress of targeted groups of pupils (5 respondents), and improved progress and attainment of the whole school (4 respondents).

The biggest single impacts from the help were described as: improved confidence in the teaching of SEN students, sharing ideas, supporting colleagues and networking.

In addition to this, two individuals in business support roles received CPD support. Both reported receiving very positive personal outcomes relating to improved practice, confidence, understanding their roles and improved professional skills and knowledge. A wide range of school outcomes were also experienced including the more effective deployment of other staff, a more strategic approach to improvement within teams, better support networks, time saving and the implementation of new / improved systems and practices.

4.2.7. Summary of benefits

Beneficiary respondents were provided with the opportunity to describe the benefits received in their own words. The following 'wordle' presents a summary of the significant benefits resulting from the support funded by the Bursary grant. These wide ranging benefits include:

better enrichment
 greater reflection shared resources
 strategic thinking
 more opportunities for pupils
 shared service provision
 improved networking
 positive relationships
 increased challenge
 staff morale

"Development of shared service provision across the family of schools",

"I have developed a greater understanding of how a school's fortunes can be turned around by strategic thinking - how changes should be made at a sensible pace",

"It has helped me to have a different perspective and an objective view on how to manage and lead different situations",

"Consistent support over time has allowed improvements to embed and for the school culture to change. This was not a quick fix but significant deep change which has transformed the school".

"Assessment for learning. Involving children in their own and peer assessment, developing pupil conferencing throughout the school. We have given CPD within the client school, the client school has undertaken learning walks within our school, we have arranged a joint twilight to undertake moderation of writing and finally we are to team teach in the client school".

The potential of the wider package of support to schools, which includes the bursary support, was also highlighted:

"The school was at ground zero! As a result of the support, the DfE made the school become the Academy sponsor. This formalised relationship has ensured that a school, which has always underperformed, will no longer be at risk of falling back into a category".

4.2.8. Learning and improvement

Very few negative comments were made (only 3 out of 60 respondents), relating exclusively to workloads.

"I meet with my NLE one afternoon a week. This is really valuable time that is well spent. However it means that other parts of my role are not happening in this time. It also

sometimes feels as if there is even more work to do as a result of these meetings, which I know is important. However, it sometimes feels as if it is just adding to my list of jobs".

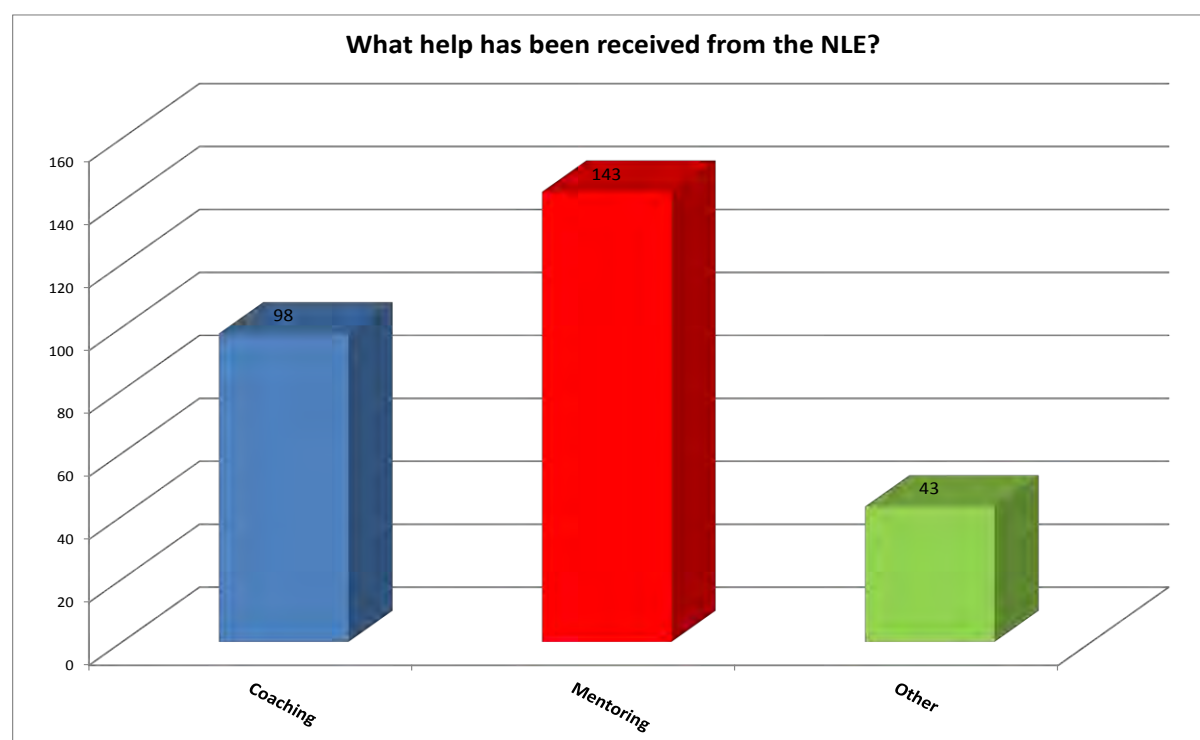
4.3. The Professional Partner Grant

4.3.1. The nature of respondents and the help they received

In total 187 individuals responded to the online survey to gather evidence to assess the impact of the Professional Partner grant. All but one of these respondents was a headteacher (with one respondent in another senior leadership role).

The nature of the help received from the professional partners included both coaching and mentoring – 98 individuals stated that they had received coaching (52%) and 143 individuals (76%) had received mentoring support (with many respondents receiving both). Further in-depth interviewing describing the type of ‘other’ help received highlighted support, encouragement and advice as the most frequent types of help received, along with practical support and visits, the sharing of good practice. Specific support included: help with staffing matters and getting schools out of special measures.

Graph 17: the nature of help received (187 respondents)



4.3.2. Personal outcomes

As with the Deployment Fund and Bursary surveys, beneficiaries were asked to indicate to what extent they had experienced a series of personal, system and pupil outcomes, along with the likelihood of these effects happening anyway (without the grant).

The vast majority of respondents receiving support from Professional Partners highlighted very positive impacts across all personal outcomes. The extent to which these outcomes

generated additional impact (against outcomes that were unlikely to have happened anyway) varied between 17% and 33%. The highest net impacts were seen for improved work-life balance and wellbeing; improved confidence; and development of strategic school responses. The lowest net impacts related to career: greater chance of promotion and increased likelihood of you staying in post.

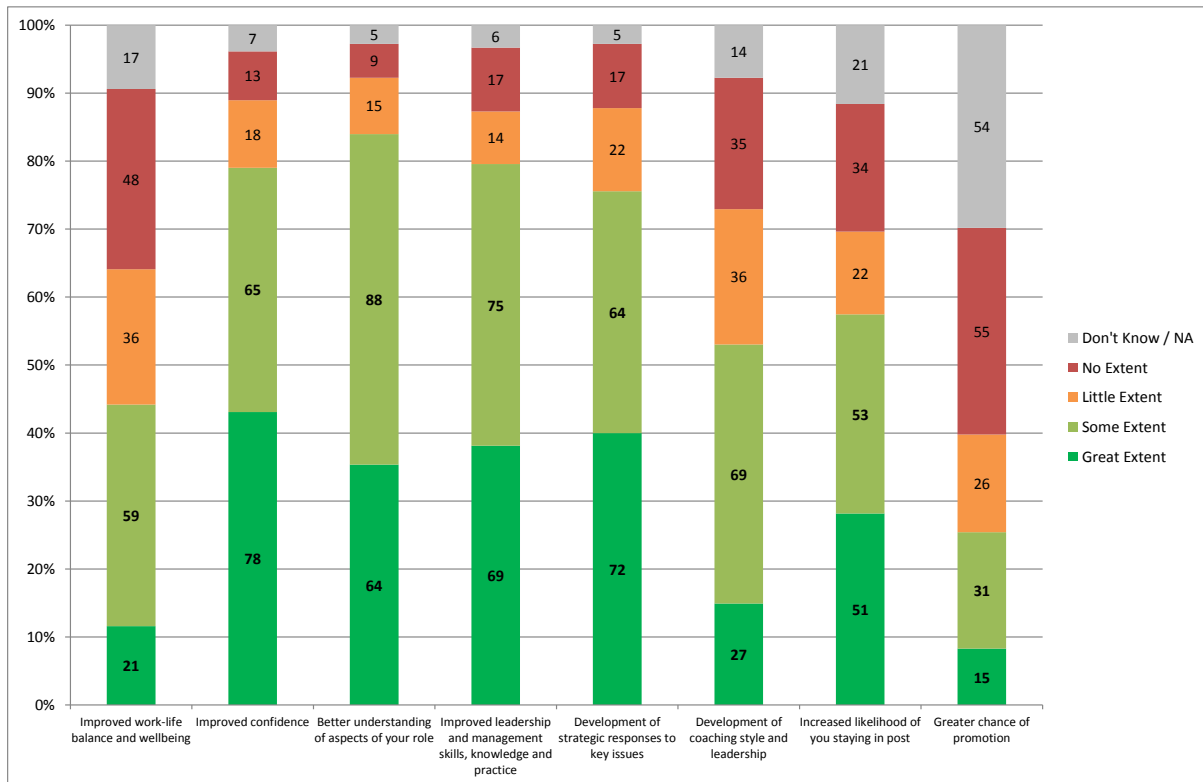
It is important to note that many respondents highlighted that an impact of the grant was speeding up positive outcomes and supporting rapid progress and development in a variety of areas, therefore these 'additional impacts' are likely to represent a significant underestimate of impact. *"The PP has made all these key progress indicators happen faster and at greater depth"*.

Table 7: Summary of impact on personal outcomes for Professional Partner grant

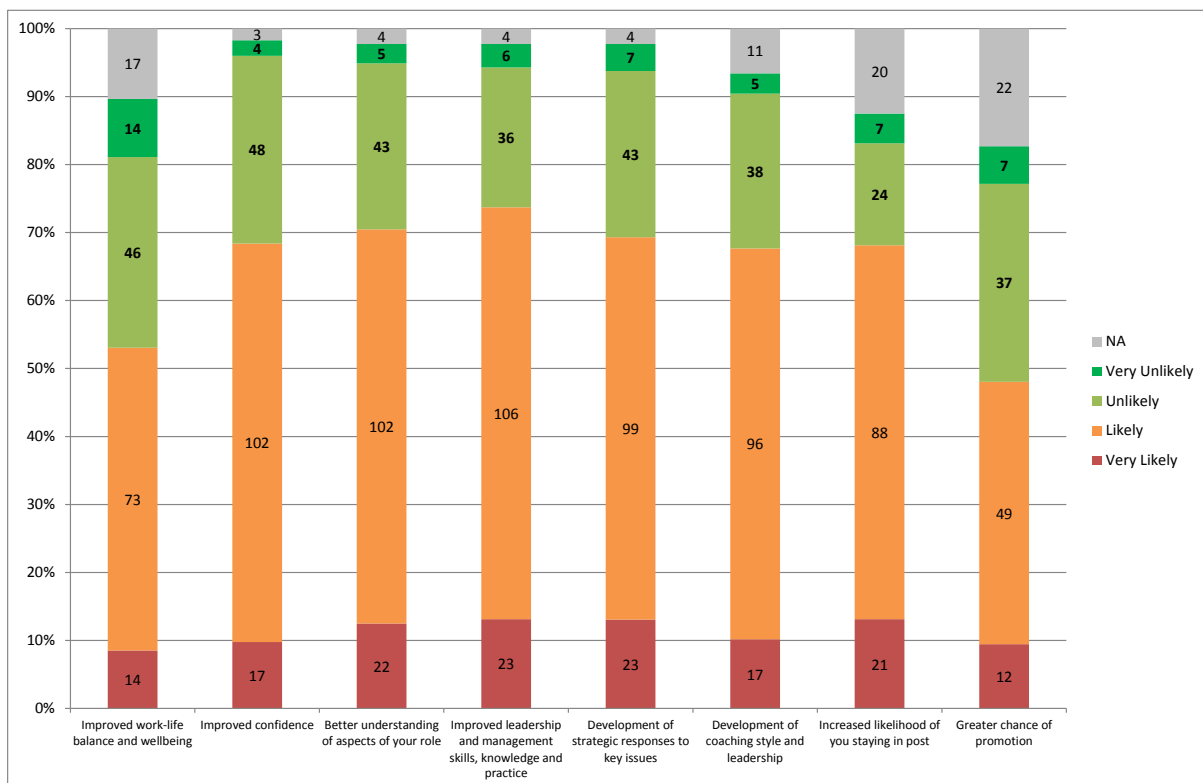
Personal outcomes	Gross impact	Deadweight	Additionality	Additional impact
	('some impact')	(would have happened anyway)	(unlikely to have happened without grant)	(net impact / added value from grant)
Improved work-life balance and wellbeing	64%	48%	52%	33%
Improved confidence	89%	68%	32%	29%
Better understanding of aspects of your role	92%	71%	29%	27%
Improved leadership and management skills, knowledge and practice	87%	73%	27%	23%
Development of strategic responses to key issues	88%	68%	32%	28%
Development of coaching style and leadership	73%	67%	33%	24%
Increased likelihood of you staying in post	70%	75%	25%	17%
Greater chance of promotion	40%	39%	61%	24%

The personal outcome data is also presented graphically below.

Graph 18: Impact of the Professional Partners grant on personal outcomes (181 respondents)



Graph 19: Likelihood of the personal outcomes happening anyway (127-176 respondents)



4.3.3. System outcomes from Professional Partners

Our survey findings also highlight that the majority of respondents reported some impact across a wide range of system outcomes. The most prominent outcomes relate to better support networks, more effective strategic planning and responses, greater capacity for further improvement and improved leadership capacity (over 80% of all respondents reported these benefits). In terms of added value, better support networks, models and tools to improve practice, and more effective strategic planning and responses offer the greatest return. Low rates of net additional impact (10% or less) were seen for a number of systems outcomes: improved teaching capacity; more consistency in teaching and learning quality; improved leadership of teaching and learning; improved teaching and learning quality; and more consistent behaviour management systems. The net impact for all of the system outcomes is generally lower than those experienced by either Deployment Fund or Bursary grant beneficiaries. However due to the low value of the Professional Partner grant these additional impacts can be seen to be positive.

Table 8: Summary of impact on system outcomes for Professional Partner grants (169 respondents)

System outcomes	Gross impact	Deadweight	Additionality	Additional impact
	('some impact')	(would have happened anyway)	(unlikely to have happened without grant)	(net impact / added value from grant)
Improved leadership capacity	85%	83%	17%	14%
Improved teaching capacity	67%	85%	15%	10%
More effective strategic planning	86%	78%	22%	18%
More effective strategic responses to meet key challenges e.g. staffing	83%	72%	28%	23%
Improved leadership of teaching and learning	78%	89%	11%	9%
More consistency in teaching and learning quality	75%	87%	13%	10%
More consistent behaviour management systems	54%	81%	19%	10%
Improved accountability of middle leaders for pupil outcomes	70%	78%	22%	15%
Improved governance (e.g. governors working more effectively)	58%	65%	35%	20%
Greater capacity for further improvement	83%	82%	18%	15%
Staff roles adapted to meet school needs	70%	76%	24%	17%
Better support networks	85%	60%	40%	34%
Models and tools used to improve practice	73%	72%	28%	21%
Improved teaching and learning quality across the school	77%	89%	11%	8%

4.3.4. Pupil outcomes from Professional Partner grants

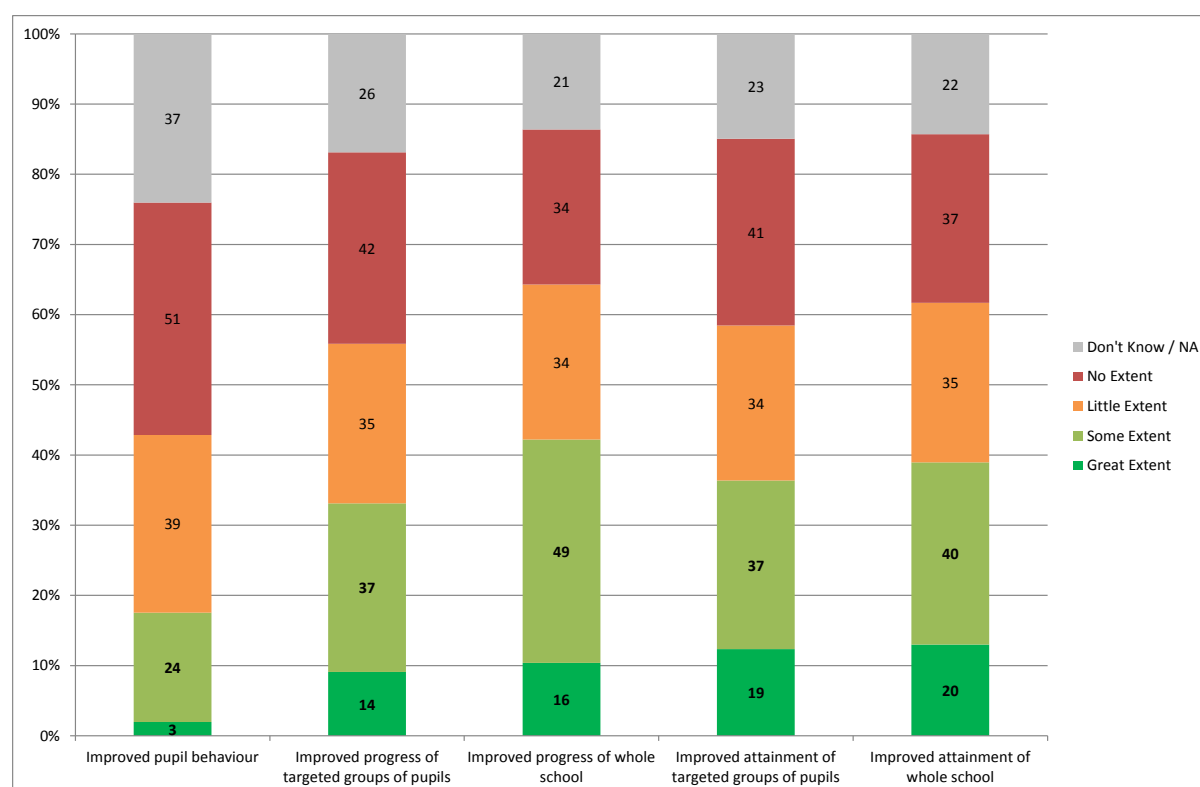
Our research findings highlight that the majority of respondents acknowledged some impact across all the pupil outcomes, however in most cases these outcomes were deemed to be likely to happen anyway (without the grant) and all pupil outcomes had a low value (less than 15 per cent) for net added value. However, as stated earlier, this data does not take into account the reported fact that a major impact of the Professional Partner grant was not

confined to producing outcomes that would not have happened anyway, but of speeding up progress and development across a range of outcomes. And - of course - the Professional Partner grant was aimed at personal support for the new headteacher, not directly on school improvement.

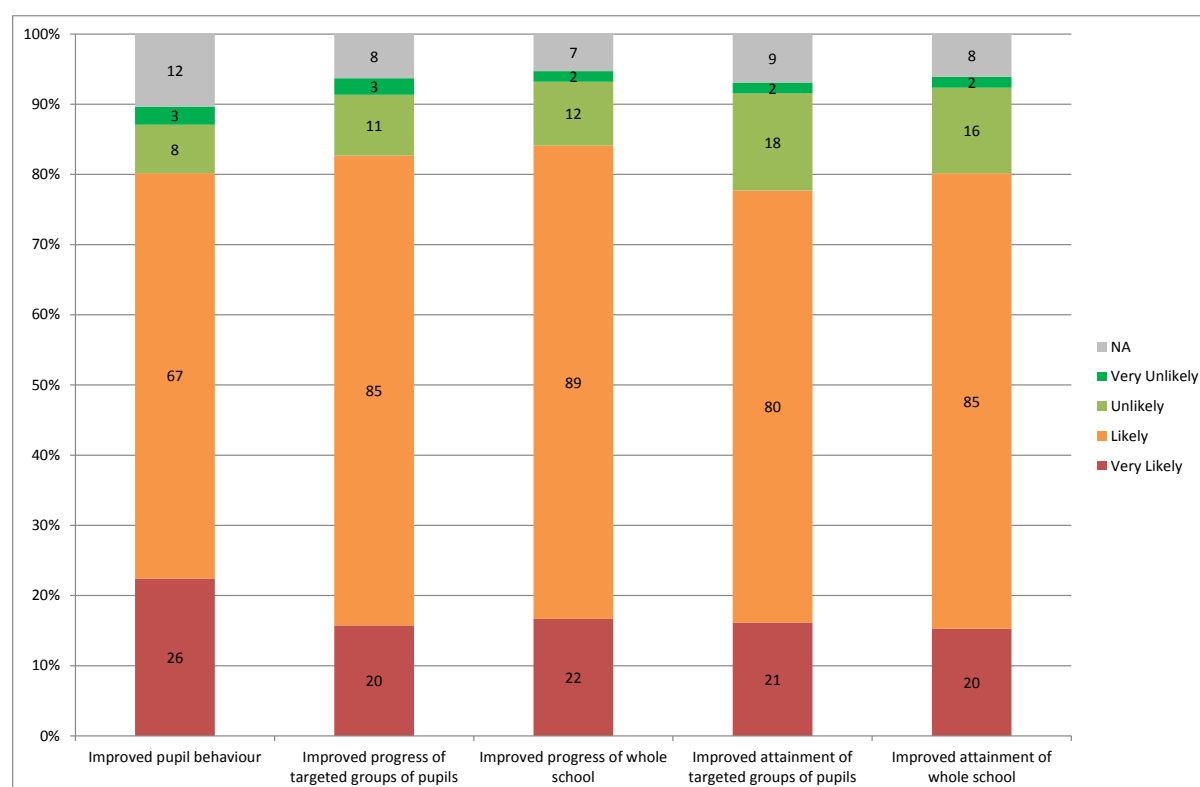
Table 9: Summary of impact on pupil outcomes for Professional Partner grants

Pupil Outcomes	Gross impact	Deadweight	Additionality	Additional impact
	('some impact')	(would have happened anyway)	(unlikely to have happened without grant)	(net impact / added value from grant)
Improved pupil behaviour	43%	83%	17%	7%
Improved progress of targeted groups of pupils	56%	84%	16%	9%
Improved progress of whole school	64%	86%	14%	9%
Improved attainment of targeted groups of pupils	58%	78%	22%	13%
Improved attainment of whole school	62%	81%	19%	12%

Graph 20: Impact of the Professional Partners grant on pupil outcomes (154 respondents)



Graph 21: Likelihood of the pupil outcomes happening anyway (116-132 respondents)

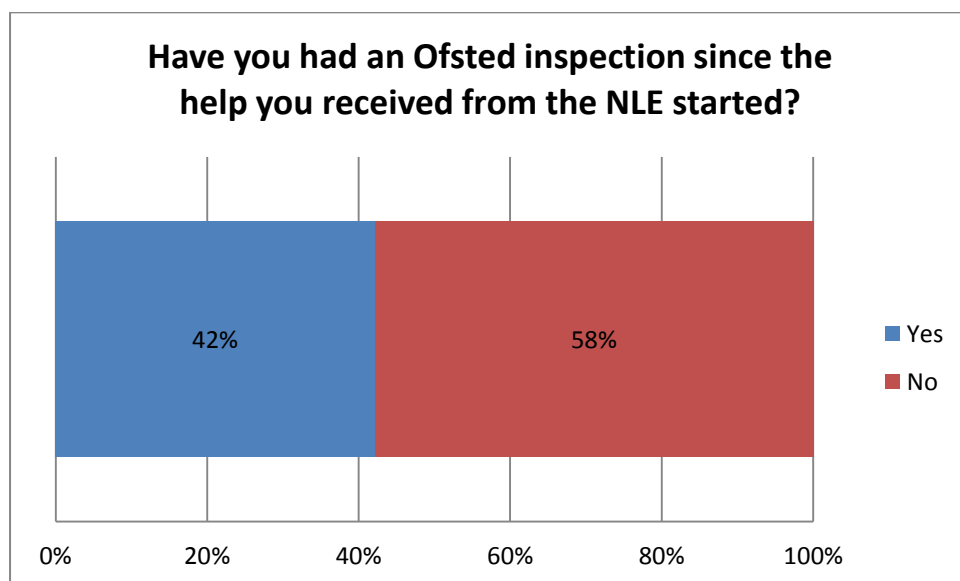


4.3.5. Professional Partners impacts on Ofsted inspections

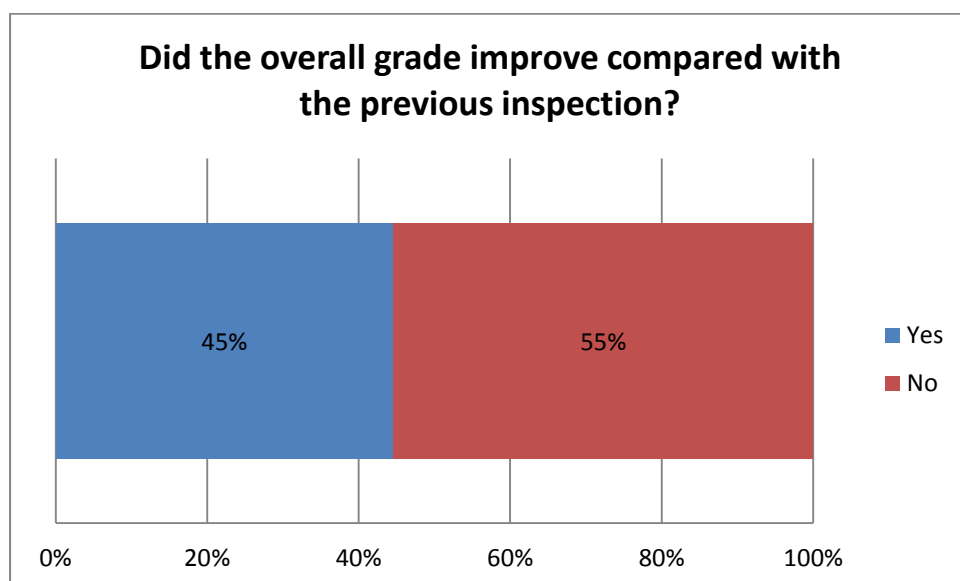
The three graphs in this section illustrate the impact of the Professional Partner grants in relation to Ofsted inspections. In total 42% of respondents had received an Ofsted inspection since the support was received. Of these, 45% had seen their grades improve. Overall 70% of respondents (46 individuals) stated that this change in grades was influenced by help they received through the professional partner grant.

Graphs 22, 23 and 24 illustrate the impact of the Professional Partner grants on Ofsted gradings

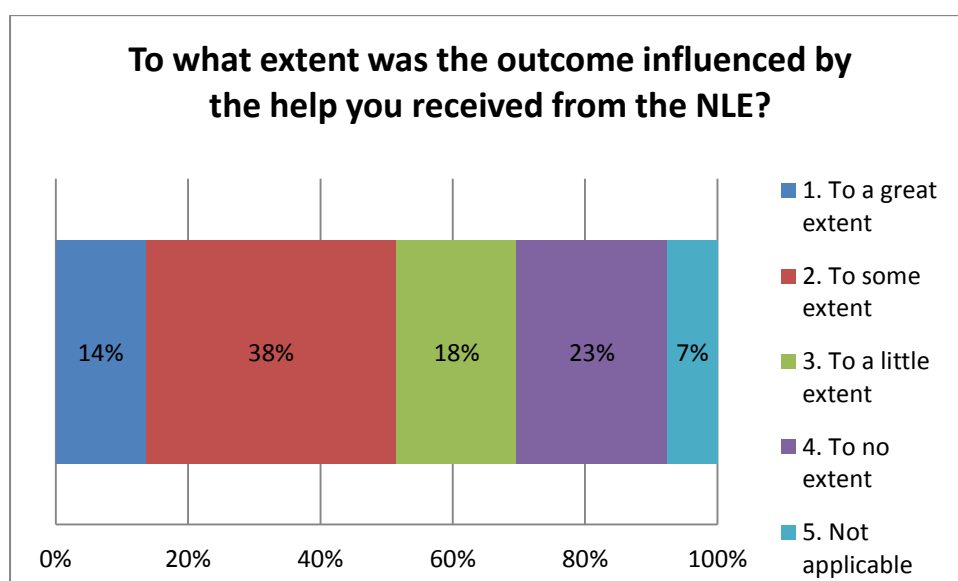
Graph 22: Have you had an Ofsted inspection since the help you received from the NLE started? 159 respondents



Graph 23: Did your grade improve? (66 respondents)



Graph 24: Did the PP help influence this? (66 respondents)



4.3.6. Additional benefits

There are a wide range of additional benefits that have been noted as a result of the Professional Partner grants, the examples below have been compiled from an open ended question allowing respondents to state any benefits they had experienced as a direct result of the grant.

"It was good to have an experienced headteacher who gave you the confidence to believe that you were on the right track and supported you in your vision for the school"

"Great to have such a good listening ear, someone who is so flexible to meet my needs and prepare to adapt"

"A chance to visit other schools and settings"

"It was great to have support from a partner within my own LA as the support in developing networks and relationships was invaluable"

"Very useful professional support which allows you time to talk about the challenges you are facing in a safe and non-judgemental way"

"Important to have someone on the end of the phone in those early stages of headship for immediate help/signposting and encouragement. Certainly gave me more confidence in carrying out my role knowing that I could run my ideas or decisions past a more experienced practitioner. It was also beneficial to go and see an outstanding school context and get ideas/models to move my own school forward"

"My partner has been a real strength for me. As an experienced Head she has been able to listen carefully to my ramblings and identify the areas that are of priority to me through a coaching approach. She has been able to boost my confidence and show me that not every headteacher has all the answers"

"I have survived my first two years in headship and have more confidence for the role. I am now using my experience to help others and tell people how important it is to have a professional partner"

"Headship can be very lonely. My professional partner provided me with the opportunity to disclose my greatest fears and worries without feeling judged...the biggest support was the confidence it gave me".

"Having support at the end of the phone or over a cup of coffee helped my sanity".

"I would strongly recommend all new head teachers to sign up for a professional partner. It has been the single most significant support for me in my first years of headship. I don't know how I would have got through the first years without this support. I would be appalled if the professional partner support was withdrawn due to budgetary constraints. New heads need all the support they can get, and this is the best kind of support they can get".

As stated earlier in this section, many beneficiaries cited that the pace of progress and development had been quickened through PP support. Furthermore, having dedicated help and support 'on tap' prevented the need for headteachers to spend a great deal of time and resource identifying the necessary support.

"...although I believe that most of the changes in our schools would have taken place without the Professional Partner (as I know the areas for development and I would have sought help and support elsewhere if not available from my PP), the pace of change and improvement has been swifter as I have known who/where to go to"

"Without this dedicated support I would have spent a significant amount of time looking for an alternative contact and support"

4.3.7. Learning and improvement

There were some negative experiences of Professional Partner support, although these were reported by a minority of respondents (less than 20 out of 187 respondents). The comments primarily related to Professional Partners retiring, being unavailable, unsuitable timing (too early) or providing a style of support that did not suit the new headteacher. There were a few instances where the Professional Partner and the new Head had either failed to meet up at all or had met infrequently – these were due to communication difficulties, a lack of time, challenging timescales, sickness and 'problems with the application process'.

One respondent described the professional partner meetings as "more stressful than Ofsted". However other beneficiaries described the process as "excellent", "invaluable", "priceless" and "the most influential element of my first two years in headship".

Many beneficiaries expressed strong views that the grant had been a significant help to them and they felt that it should be continued.

5. Conclusion and Recommendations

5.1. Concluding discussion

Turning first to the conclusions in relation to the grants, this report provides a range of both quantitative and qualitative evidence of a range of impacts of the three grants. Overall, the highest levels of impacts are seen for the NLE Bursary grant, however a note of caution needs to be struck here since this grant only operated in conjunction with other funding sources which were sometimes substantial, and difficult to disentangle. A more positive interpretation may be that there is significant value to be added from small areas of funding where they are tied to other funding sources and targeted on areas of locally perceived need - a point that comes through strongly from the qualitative evidence. The NLE Deployment Fund was also seen to have strongly positive system outcomes, importantly given the current policy focus on school-led system improvement, and - in common with the Bursary - was also seen to be contributing to improved inspection outcomes. Particularly positive system outcomes for both NLE grants included having better support networks, using models and tools to improve, improved accountability of middle leaders and having greater capacity for further improvement. There are two areas, however, that both Deployment and Bursary grants provided lower levels of additional impacts – namely governance and improving behaviour management systems, indicating that NLE work is not having a major impact in these areas. There were more limited outcomes for pupils noted, with some positive findings for attainment and progress, but low additional impacts on pupil behaviour.

The Professional Partner grant whilst having very positive personal outcomes was seen to be providing more limited added value. This was particularly the case, as would be expected given its focus on personal one to one support, in relation to school improvement and pupil outcomes. However, qualitative data provides evidence to support more effective use of this personal support, which informs some of the recommendations in the next sections.

Looking next at conclusions concerning methods and methodology, it is important to work hard on sampling and gaining an accurate and full sampling frame: this hindered the response rate in this phase. However, we can be confident that a SROI model can be effectively applied to National College Grants - perhaps most effectively where grants are bounded and well defined. In later phases, we will be able to add to the sample sizes and improve the accuracy of the SROI, and we are already developing a battery of questionnaire items that can be used in further stages of this research, and by the National College and potentially schools themselves in the future.

5.2. Evaluation recommendations

The short term nature of the funding and support creates challenges. Impact is only really seen over time and is not always possible at the outset of an engagement. Early measurement of impact is likely to represent a significant under-estimate of the true value of the grant. This issue was raised by several beneficiaries who felt that the timing of the survey could be improved as they were only part way through receiving support or it was too early to identify the scale of the benefits accrued. As part of this evaluation it is

proposed that beneficiaries are re-contacted to gain a picture of impacts over the longer term and to enable the SROI model to be refined and improved with additional data. It is proposed that this repeat surveying should include questions to assess the duration of impacts, and the overall percentage of improvement in school quality as a result of the grants.

Additional efforts to increase the responses from middle leaders, classroom teachers and support staff should also be a priority. Our intelligence (drawn from case study interviews and conversations with experts) suggests that there will be areas where the grants have an impact at these levels and therefore if this impact is not adequately captured then our evaluation represents an underestimate of the overall impact of the grants.

It is also necessary to incorporate accurate data on the number of beneficiaries - not just the number of schools benefiting - but also the number of staff receiving direct support in the schools in order to identify the benefits at individual stakeholder level (school leaders, middle leaders, support staff and pupils etc). Furthermore, the quality of the databases used to distribute surveys need to be improved (including the need for contact details). Access to accurate and up-to-date information will help to increase response rates. In future iterations of the survey it is important to generate responses from classroom teachers and support staff.

In addition to value the impacts for beneficiaries, it could be possible to broaden the pool of 'beneficiaries' for further phases by incorporating grant recipients into the SROI analysis. This is something which will be considered for later stages of the evaluation.

5.3. Grant recommendations

Developing greater clarity in how grants are to be deployed and improved monitoring

There is the potential for improvement of the PP grant in particular by providing enhanced clarity on how things should work, for example a protocol for visits, information on how much support should be received. In most cases beneficiaries have been extremely happy with the grant and their support however there are a few isolated cases where beneficiaries expressed that a written agreement along with additional monitoring from the National College would have improved the working relationship.

In terms of grant improvements, there were suggestions that the College should undertake checks on the level of support received by Professional Partners as there is a lack of accountability for the partner to ensure that help is given. One respondent commented that parents and carers are sometimes negative about the NLE being absent from their home school. This indicates a need for the NLE role to be better communicated to parents and carers in the NSS, to help them to understand more about the process and to understand the reasons for headteacher absence, why this is needed and what the benefits are.

Development of networks

Building local networks is a feature of all three types of grant, and the Deployment and Bursary grants in particular, which is a positive outcome in line with the aim of NLEs supporting the development of a self-improving school system. It is worth considering building explicit networks of what we might call 'key allies' – typically a deputy head

working closely with NLE to implement the required changes. These leaders are crucial in ensuring the changes made are embedded and long lasting, so there is potential for networks to enhance their ability to support the changes.

Key aspects of support

The case studies, in particular, provide evidence of key elements of support that are associated with positive outcomes these include the following, which could form part of the dissemination of good practice working done by the college:

- Careful matching of the NLE/LLE skills to the circumstances
- Need for a key ally in the school being supported to ensure change is embedded and other staff buy in
- Importance of structured support beginning with leadership, staffing and teaching and learning
- The specific value of LLEs/NLEs with special school experience in relation to behaviour systems and management
- Centrality of respect and recognition of capacity to improve on the part of the NLE/LLE
- The importance of choreographing and meshing National College, LA and other support

Areas of concern – governance and pupil behaviour

For both Bursary and Deployment Fund grants, lower levels of new positive impact were seen in relation to governance, and the same was true for pupil behaviour systems and impacts on pupil behaviour. This was also true of the Professional Partner grant, but given the nature of the grant (focussing on personal support) this is not necessarily so concerning for this grant. Across all grant types, behaviour management had the lowest levels of impacts for any of the systems and pupil outcomes asked about respectively. The Bursary Case Study indicates that NLE work can have a very positive impact on behaviour and that this then has a clear link to pupil attainment and progress. Taken together, these findings suggest that the National College should examine whether there is a need for NLEs (and possibly LLEs, although we did not focus on LLE work more broadly) to focus on these areas in the future, or whether this relates to a more general lack of need.

Developing and effectively utilising exemplars of practice

The case studies and work to develop the logic models, alongside the analysis of open comments to the surveys, indicates that there are clear universal principles involved in school to school support to effect change which are widely shared as indicated in the previous recommendation. However they also indicated that the context is all important, so there is value in sharing their application in specific circumstances. This might involve potentially linking this to formalised leadership development such as NPQH: the Bursary Grant Case Study gives a good example of how the specifics of support received dovetailed with learning as part of NPQH. The Case Studies developed as part of the current study provide useful exemplars of this kind, but they require careful consideration as to how they can be used most effectively by leaders and prospective leaders in schools.