National College for Teaching & Leadership

Leadership Curriculum Evaluation

Appendices

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Appendix 1: Full survey findings – Sampling Point 1 Telephone Survey

Respondent profile

Table 1.1: Phase

	NPQH	NPQSL	NPQML
Primary	71%	46%	50%
Secondary	19%	36%	39%
Other	2%	5%	0%
Not applicable	9%	13%	11%
Base	**256**	**250**	**238**

Table 1.2: Region

	NPQH	NPQSL	NPQML
East Midlands	11%	9%	11%
East of England	8%	8%	11%
London	15%	15%	11%
North East	5%	5%	8%
North West	18%	17%	11%
South East	18%	18%	17%
South West	8%	7%	12%
West Midlands	10%	13%	10%
Yorkshire and the Humber	7%	8%	10%
Base	**256**	**249**	**238**

Table 1.3: Gender

	NPQH	NPQSL	NPQML
Female	68%	69%	72%
Male	32%	31%	28%
Base	**263**	**253**	**239**

Table 1.4: Age

	NPQH	NPQSL	NPQML
<25			5%
25-34	22%	36%	61%
35-44	52%	43%	24%
45-54	24%	19%	9%
55-64	2%	2%	1%
Base	**263**	**255**	**242**

Table 1.5: Ethnicity

	NPQH	NPQSL	NPQML
White British	88%	87%	88%
White Other	4%	6%	4%
Other	3%	4%	4%
I prefer not to say	5%	2%	3%
Base	**263**	**255**	**242**

Current role

Table 1.6: NPQH

What is your current role?

	NPQH
Headteacher/Principal/Executive Headteacher/Head of School/Associate Headteacher	30.8%
Acting Headteacher/Principal	4.1%
Deputy Headteacher/Principal	46.2%
Assistant Headteacher/Principal	12.0%
School Business Manager/Director	0.8%
Learning Director	0.4%
Head of Year	0.8%
Head of Department	0.8%
Head of Key Stage	0.8%
Senior teacher	0.8%
Leading practitioner/equivalent of Advanced Skills Teacher	0.4%
Subject leader	0.4%
Local Authority Adviser or Officer	0.4%
Other school based role	1.5%
Other non-school based role	0.8%
Base	**266**

Table 1.7: NPQSL

What is your current role?

	NPQSL
Assistant Headteacher/Principal	33.7%
Deputy Headteacher/Principal	15.1%
Head of Department	10.1%
Head of Key Stage	5.8%
Other school based role	5.4%
Teacher	4.7%
Headteacher or Equivalent Role	4.3%
Senior teacher	4.3%
Subject leader	4.3%
Head of Year	3.5%
Phase Leader	1.9%
SENco	1.6%
Acting Headteacher/Principal	1.2%
School Business Manager/Director	1.2%
Leading practitioner/equivalent of Advanced Skills Teacher	1.2%
Subject Coordinator	1.2%
Learning Director	0.4%
Local Authority Adviser or Officer	0.4%
Base	**258**

Table 1.8: NPQML

What is your current role?

	NPQML
Headteacher/Principal/Executive Headteacher/Head of School/Associate Headteacher	0.8%
Acting Headteacher/Principal	0.4%
Deputy Headteacher/Principal	2.5%
Assistant Headteacher/Principal	6.6%
School Business Manager/Director	0.8%
Learning Director	1.2%
Head of Year	6.6%
Head of Department	16.5%
Head of Key Stage	5.0%
Phase Leader	4.5%
Senior teacher	6.2%
Leading practitioner/equivalent of Advanced Skills Teacher	2.1%
SENco	0.4%
Subject leader	12.4%
Teacher	26.0%
Other school-based role	4.1%
Subject Coordinator	1.2%
Deputy Head of Department	2.5%
Base	**242**

Table 1.9: Time in current role

For approximately how long have you been in your current role?

	NPQH	NPQSL	NPQML
Less than a year	10.9%	11.6%	10.3%
1-4 years	65.0%	68.2%	61.6%
5-8 years	19.9%	14.7%	20.2%
9-12 years	3.8%	2.3%	6.2%
13 years and more	0.4%	3.1%	1.7%
Base	**266**	**258**	**242**

Table 1.10: Change of role

Were you in the same role as the one you are in now when you started NPQH/NPQSL/NPQML?

	NPQH	NPQSL	NPQML
Yes	58.3%	67.4%	69.4%
No	41.7%	32.6%	30.6%
Base	**266**	**258**	**242**

Table 1.11: Influence of qualification in gaining new roles

On a scale of 1-7, to what extent do you agree that NPQH/NPQSL/NPQML contributed to you gaining your new role, where 1=strongly disagree and 7= strongly agree?

	NPQH	NPQSL	NPQML
1 (Strongly disagree)	9.9%	13.1%	12.2%
2	2.7%	7.1%	1.4%
3	7.2%	8.3%	10.8%
4	12.6%	14.3%	18.9%
5	27.9%	27.4%	23.0%
6	19.8%	13.1%	20.3%
7 (Strongly agree)	19.8%	16.7%	13.5%
Base	**111**	**84**	**74**

Table 1.12: Additional responsibilities

As part of your current role have you taken on, or been given, any additional responsibilities at your school as a result of taking part in NPQH/NPQSL/NPQML?

	NPQH	NPQSL	NPQML
Yes	41.3%	38.5%	45.2%
No	58.7%	61.5%	54.8%
Base	**155**	**174**	**168**

Table 1.13: Change of job description

Have you formally been given these responsibilities? For example, has your job description changed?

	NPQH	NPQSL	NPQML
Yes	54.7%	53.7%	59.2%
No	45.3%	46.3%	40.8%
Base	**64**	**67**	**76**

Table 1.14: Professional roles

Did you hold any paid professional roles which involved leadership and management responsibilities prior to entering the teaching or education profession?

	NPQH	NPQSL	NPQML
Yes	19.5%	20.2%	18.2%
No	80.5%	79.8%	81.8%
Base	**266**	**258**	**242**

About the qualification

Table 1.15: Initial motivations for taking qualification

On a scale of 1-7, to what extent do you agree that these statements reflect your initial motivations for undertaking NPQH/NPQSL/NPQML, where 1=strongly disagree and 7= strongly agree?

	NPQH	NPQSL	NPQML
To enable career progression	6.5	6.0	6.1
To ensure I am competent in my current role	5.9	5.6	5.7
For leadership development	6.4	6.3	6.3
Base	**266**	**258**	**242**

Table 1.16: Induction process

Following the induction process for the qualification, on a scale of 1-7, to what extent do you agree with the following statements, where 1=strongly disagree and 7= strongly agree?

	NPQH	NPQSL	NPQML
You understood the timetable of study for essential and elective modules	5.5	4.6	5.1
You understood the structure of the qualification	5.4	4.1	4.8
It enabled you to plan your leadership development activities	5.2	4.5	5.2
You understood the benefits of a coach	5.2	4.9	5.3
You understood the assessment process and requirements of the final assessment	4.6	3.2	4.0
It helped you to select a placement school	4.3		
Base	**266**	**258**	**242**

Table 1.17: Qualification elements enabling leadership skill development

On a scale of 1-7, to what extent do you agree that the following elements of the qualification enabled you to develop your leadership skills, where 1=strongly disagree and 7= strongly agree? If you have not undertaken any of these elements please state not applicable.

	NPQH	NPQSL	NPQML
Face to face events	5.9	5.5	5.6
Activities and tasks in your home school	5.9	5.5	5.5
A school placement	5.8		
Peer learning and networking with other participants on the programme	5.4	4.7	5.0
Online content of modules including case studies, opinion pieces and tasks	5.3	5.0	4.7
Coaching	5.1	4.7	5.2
Structured reflection activities such as the 360 diagnostic, online tasks and journals	4.9	5.1	4.9
Online Licensee-facilitated discussions	4.2	3.6	3.8
Base	**266**	**258**	**242**

Table 1.18: Impact of placement work on placement school

On a scale of 1-7, to what extent do you agree that the work you undertook as part of your placement had a positive impact on the placement school, where 1=strongly disagree and 7= strongly agree?

	NPQH
1 (Strongly disagree)	1.5%
2	1.5%
3	1.9%
4	5.3%
5	20.8%
6	35.6%
7 (Strongly agree)	33.3%
Mean	*5.85*
Base	**264**

Table 1.19: Accessing a coach

How did you access your coach?

	NPQH	NPQSL	NPQML
Through my Licensee	66.7%	24.3%	22.2%
Found coach myself	33.3%	75.7%	77.8%
Base	**225**	**235**	**225**

Table 1.20: Job role of coach or mentor

What was the job role of your coach or mentor?

	NPQH	NPQSL	NPQML
Headteacher in current school (Line Manager)	25.3%	51.5%	30.7%
Headteacher in current school (who is not your Line Manager)	4.0%	5.1%	7.6%
Line manager (who is not a Headteacher)	0.4%	3.8%	5.8%
A colleague who is a senior leader in current school	1.3%	12.3%	26.7%
A colleague who is a middle leader in current school			2.2%
School governor	0.4%		
Headteacher in another school	22.2%	2.1%	2.7%
A senior leader in another school	0.9%	1.3%	2.7%
A middle leader in another school			0.4%
An ex-Headteacher no longer working in a school	22.2%	0.9%	
An ex-senior leader no longer working in a school	0.9%		0.4%
An ex-middle leader no longer working in a school	0.4%		
Other	0.9%	2.1%	
Don't know	16.0%	4.7%	4.9%
Professional at licensee/assessment centre	4.9%	0.9%	
Senior leader (location unknown)		15.3%	13.8%
Middle leader (location unknown)			2.2%
Base	**225**	**235**	**225**

Table 1.21: Reasons for withdrawing

For what reasons did you withdraw from the qualification?

	NPQH		NPQSL		NPQML	
	Yes	No	Yes	No	Yes	No
Workload pressures	2	3	1	3		2
Change of job	2	3		4		2
Moved to a different geographical location		5		4		2
Health reasons (own)		5		4		2
Health reasons (dependent/partner/family member)	1	4		4		2
Prefer not to say		5		4		2
Other	2	3	3	1	2	
Base	**5**		**4**		**2**	

Table 1.22: Preventing withdrawal

Is there anything that National College or your licensee could have done to prevent you from withdrawing?

	NPQH	NPQSL	NPQML
Yes	2		2
No	3	4	
Base	**5**	**4**	**2**

Table 1.23: Plans to reapply

Do you plan to reapply to this qualification or another leadership curriculum module at any point?

NPQH		NPQSL		NPQML	
Yes, to NPQH	2	Yes, to NPQH	2		
		Yes, to NPQSL	1	Yes to NPQSL	1
No	3	No	1	No	1

Table 1.24: Feedback on unsuccessful assessment

Did you receive feedback on why you were unsuccessful at your assessment?

	NPQH	NPQSL	NPQML
Yes	9	39	10
No	1	1	1
Base	**10**	**40**	**11**

Table 1.25: Usefulness of feedback

On a scale of 1-7, to what extent do you agree that the feedback you received on why you were unsuccessful was useful, where 1=strongly disagree and 7= strongly agree?

	NPQH	NPQSL	NPQML
1 (Strongly disagree)	2	6	1
2	1	1	1
3		6	1
4	2	2	3
5	1	13	2
6	3	8	1
7 (Strongly agree)		3	1
Base	**9**	**39**	**10**

Table 1.26: Plans to reapply for assessment

Do you plan to reapply for assessment?

	NPQH	NPQSL	NPQML
Yes	8	33	9
No	1	5	2
Unsure	1	2	
Base	**10**	**40**	**11**

Table 1.27: Support required

Is there any support you require from National College or your licensee to support you to pass the qualification?

	NPQH	NPQSL	NPQML
Yes	5	14	2
No	5	26	9
Base	**10**	**40**	**11**

Table 1.28: Views on the qualification

On a scale of 1 to 7, to what extent do you agree with the following statements, where 1 =strongly disagree and 7=strongly agree?

	NPQH	NPQSL	NPQML
You were satisfied with the support you received from your home school	6.3	6.0	6.1
The qualification is good value for money	6.0	5.3	5.4
There are a good range of modules to make up a qualification that meets your leadership needs	6.0	5.6	5.6
You were satisfied with the support you received from your licensee to undertake the qualification	5.8	4.7	5.4
The qualification accurately reflects the role of a Headteacher	5.8	5.7	5.8
You were satisfied with the support you received from your licensee to prepare you effectively for final assessment	5.4	4.0	4.8
There was no repetition between the modules that were studied	4.9	5.1	5.2
The time commitment required to undertake the qualification alongside work commitments is manageable	4.7	4.5	5.2
You were satisfied with the support you received from your placement school	6.2		
Base	**266**	**258**	**242**

Table 1.29: Awareness

Were you aware?

	NPQH	NPQSL	NPQML
	Yes	Yes	Yes
You can study standalone modules including those at different levels of the curriculum	49.6%	42.2%	33.1%
Standalone modules can be undertaken at any time and counted towards a qualification at a future point in time	41.0%	30.6%	26.9%
Of the previous version of NPQH/ Leadership Pathways programme/ Middle Leadership Development Programme	69.2%	62.8%	36.0%
Base	**266**	**258**	**242**

Table 1.30: Accessibility

On a scale of 1-7, to what extent do you consider the leadership curriculum version of NPQH/NPQSL/NPQML to be more accessible than the previous version of NPQH/NPQSL/NPQML, where 1 =strongly disagree and 7=strongly agree.

	NPQH	NPQSL	NPQML
Accessibility	5.00	5.04	5.73
Base	**79**	**84**	**41**

Table 1.31: Development of skills

	NPQH		NPQSL		NPQML	
	Readiness before	Readiness now	Readiness before	Readiness now	Readiness before	Readiness now
1 (Not at all ready)	4.1%		0.4%		1.2%	
2	10.2%		1.6%		6.6%	
3	21.8%	0.4%	16.3%	0.8%	27.3%	
4	35.0%	1.1%	34.9%	3.9%	37.2%	1.7%
5	19.2%	9.0%	33.3%	15.5%	23.1%	15.3%
6	6.4%	46.6%	11.2%	55.4%	3.3%	56.2%
7 (Very ready)	6.4%	42.9%	2.3%	24.4%	1.2%	26.9%
Mean	*3.9*	*6.3*	*4.4*	*6.0*	*3.9*	*6.1*
Base	**266**		**258**		**242**	

Table 1.32: Competencies before starting NPQH and now

On a scale of 1-7, to what extent do you agree that the following statements reflected your competencies before you started NPQH under the following headings, where 1=strongly disagree and 7=strongly agree? If you are unsure what any of the competencies are please let us know and we can give you a brief description. ... and how would you rate this now?

NPQH	Before	Now
Delivering continuous improvement	4.6	6.5
Modelling excellence in teaching	5.5	6.5
Learning focus	4.8	6.5
Partnership and collaboration	4.2	6.3
Efficient and effective	4.5	6.3
Holding others to account	4.2	6.5
Personal drive and accountability	5.5	6.7
Resilience and emotional maturity	4.8	6.5
Impact and influence	4.5	6.4
Base	**266**	

Table 1.33: Competencies before starting NPQSL and now

On a scale of 1-7, to what extent do you agree that the following statements reflected your competencies before you started NPQSL under the following headings, where 1=strongly disagree and 7=strongly agree? If you are unsure what any of the competencies are please let us know and we can give you a brief description. ... and how would you rate this now?

	NPQSL	
	Before	**Now**
Personal drive	5.6	6.2
Modelling excellence in leadership of teaching and learning	5.0	6.1
Learning focus	4.6	6.0
Delivering continuous improvement	4.5	6.0
Information seeking	4.6	6.1
Analytical thinking	4.5	6.0
Self-awareness	4.4	6.1
Impact and influence	4.3	6.0
Holding others to account	4.0	5.7
Base	**258**	

Table 1.34: Competencies before starting NPQML and now

On a scale of 1-7, to what extent do you agree that the following statements reflected your competencies before you started NPQML under the following headings, where 1=strongly disagree and 7=strongly agree? If you are unsure what any of the competencies are please let us know and we can give you a brief description. ... and how would you rate this now?

	NPQML	
	Before	**Now**
Modelling excellence in leadership of teaching and learning	4.6	6.1
Relating to others	4.6	6.2
Learning focus	4.4	6.0
Inspiring others	4.4	6.1
Self-awareness	4.2	6.1
Developing others	3.9	5.9
Holding others to account	3.3	5.6
Base	**242**	

Table 1.35: School improvement - NPQH

On a scale of 1-7, to what extent do you agree with the following statements, where 1 =strongly disagree and 7=strongly agree?

	Before you started the qualification, you could drive school improvement through the team you led	**You are able to drive school improvement through the team you lead now**	**Before you started the qualification, you could drive school improvement across the school**	**You are able to drive school improvement across the school now**
1	0.6%		0.4%	
2	2.4%		4.9%	
3	5.9%		9.1%	
4	15.3%		20.2%	0.8%
5	39.4%	1.8%	36.9%	4.2%
6	21.8%	32.9%	17.9%	30.4%
7	14.7%	65.3%	10.6%	64.6%
Base	**170**		**263**	

Table 1.36: School improvement - NPQSL

On a scale of 1-7, to what extent do you agree with the following statements, where 1 =strongly disagree and 7=strongly agree?

	Before you started the qualification, you could drive school improvement through the team you led	You are able to drive school improvement through the team you lead now	Before you started the qualification, you could drive school improvement across the school	You are able to drive school improvement across the school now
1	1.2%	0.4%	2.3%	
2	2.1%		7.8%	0.4%
3	10.3%		17.5%	0.8%
4	23.5%	2.5%	26.5%	4.7%
5	31.7%	10.3%	27.6%	16.3%
6	24.7%	55.6%	14.0%	49.8%
7	6.6%	31.3%	4.3%	28.0%
Base	**243**		**257**	

Table 1.37: School improvement - NPQML

On a scale of 1-7, to what extent do you agree with the following statements, where 1 =strongly disagree and 7=strongly agree?

	Before you started the qualification, you could drive school improvement through the team you led	You are able to drive school improvement through the team you lead now	Before you started the qualification, you could drive school improvement across the school	You are able to drive school improvement across the school now
1	4.2%		10.8%	0.4%
2	13.4%	0.4%	20.7%	1.2%
3	16.3%	0.4%	23.7%	3.3%
4	24.7%	3.3%	20.7%	9.1%
5	25.1%	16.3%	14.9%	29.0%
6	13.4%	50.6%	7.5%	40.2%
7	2.9%	28.9%	1.7%	16.6%
Base	**239**		**241**	

Table 1.38: Qualification met leadership development needs

On a scale of 1-7, to what extent do you agree that overall qualification has met your leadership development needs, where 1=strongly disagree and 7=strongly agree?

Qualification has met leadership development needs	NPQH	NPQSL	NPQML
1	0.8%	5.0%	3.3%
2	1.9%	5.8%	2.1%
3	1.5%	3.1%	2.9%
4	7.1%	7.8%	5.8%
5	11.7%	21.3%	21.5%
6	40.6%	35.7%	37.6%
7	36.5%	21.3%	26.9%
Base	**266**	**258**	**242**

Table 1.39: Sustainable impacts - NPQH

On a scale of 1-7, to what extent do you agree that NPQH has helped you to achieve the following sustainable impacts, where 1=strongly disagree and 7=strongly agree?

	NPQH
Making a positive impact on the school in which you work	5.9
Develop the skills and capabilities of colleagues in your school	5.8
Improve teaching and learning standards in the school in which you work	5.7
Improve the attainment of pupils in the school in which you work	5.4
Close the attainment gaps in the school in which you work	5.3
Improve wider outcomes for children and young people in your school	5.3
Develop the skills and capabilities of colleagues in other schools through school partnerships or clusters	5.0
Better manage pupil behaviour in the school in which you work	4.7
Improve your school's relationship with your local community	4.6
Engage with external stakeholders e.g. Children's Trusts and Children's Services	4.6
Have an impact on the local community	4.5
Improve attendance in the school in which you work	4.3
Base	**263**

Table 1.40: Sustainable impacts - NPQSL

On a scale of 1-7, to what extent do you agree that NPQH has helped you to achieve the following sustainable impacts, where 1=strongly disagree and 7=strongly agree?

	NPQSL
Making a positive impact on the school in which you work	5.4
Improve teaching and learning standards in the school in which you work	5.2
Close the attainment gaps in the school in which you work	5.2
Develop the skills and capabilities of colleagues in your school	5.2
Improve the attainment of pupils in the school in which you work	5.1
Improve wider outcomes for children and young people in your school	4.6
Better manage pupil behaviour in the school in which you work	4.1
Improve your school's relationship with your local community	3.8
Improve attendance in the school in which you work	3.7
Have an impact on the local community	3.7
Develop the skills and capabilities of colleagues in other schools through school partnerships or clusters	3.7
Engage with external stakeholders e.g. Children's Trusts and Children's Services	3.6
Base	**257**

Table 1.41: Sustainable impacts - NPQML

On a scale of 1-7, to what extent do you agree that NPQH has helped you to achieve the following sustainable impacts, where 1=strongly disagree and 7=strongly agree?

	NPQML
Making a positive impact on the school in which you work	5.7
Develop the skills and capabilities of colleagues in your school	5.4
Improve teaching and learning standards in the school in which you work	5.4
Improve the attainment of pupils in the school in which you work	5.3
Close the attainment gaps in the school in which you work	5.1
Improve wider outcomes for children and young people in your school	4.7
Better manage pupil behaviour in the school in which you work	4.4
Develop the skills and capabilities of colleagues in other schools through school partnerships or clusters	3.6
Improve your school's relationship with your local community	3.6
Improve attendance in the school in which you work	3.5
Have an impact on the local community	3.5
Engage with external stakeholders e.g. Children's Trusts and Children's Services	3.2
Base	**242**

Table 1.42: Increased motivation to become headteacher

On a scale of 1-7, to what extent do you agree that NPQH has increased your motivations to become a headteacher, where 1=strongly disagree and 7=strongly agree.

	NPQH
1 (Strongly disagree)	4.9%
2	2.3%
3	1.9%
4	10.2%
5	15.8%
6	25.2%
7 (Strongly agree)	39.8%
Mean	*5.7*
Base	**266**

Table 1.43: Planning to look for headship role

When do you plan to start looking for a headship role?

	NPQH
I have already started looking	54.9%
In less than three months	2.7%
From 3 months to 6 months	7.1%
In more than 6 months	31.0%
I no longer plan to be a Headteacher	4.3%
Base	**184**

Table 1.44: Plans for next 12 months

Do you plan to do any of the following in the next 12 months?

	NPQSL		NPQML	
	Yes	No	Yes	No
To apply for a promotion	55.8%	44.2%	41.3%	58.7%
To assume additional responsibilities as part of my current role	46.9%	53.1%	52.1%	47.9%
To pursue an opportunity in a different educational context, e.g. type or size of school	27.9%	72.1%	19.0%	81.0%
None of the above	24.0%	76.0%	26.4%	73.6%
Base	**258**		**242**	

Table 1.45: Promotion role - NPQSL

What role do you plan to apply for a promotion?

	NPQSL
Headteacher/Principal/Executive Headteacher/Head of School/Associate Headteacher	13.2%
Acting Headteacher/Principal	0.7%
Deputy Headteacher/Principal	45.1%
Assistant Headteacher/Principal	27.1%
Head of Year	0.7%
Head of Department	2.8%
Head of Key Stage	0.7%
Senior teacher	5.6%
Subject leader	2.1%
Don't know	2.1%
Base	**144**

Table 1.46: Promotion role - NPQML

What role do you plan to apply for a promotion?

	NPQML
Headteacher/Principal/Executive Headteacher/Head of School/Associate Headteacher	4.5%
Acting Headteacher/Principal	0.9%
Deputy Headteacher/Principal	11.7%
Assistant Headteacher/Principal	26.1%
School Business Manager/Director	0.9%
Learning Director	1.8%
Head of Year	6.3%
Head of Department	12.6%
Head of Key Stage	6.3%
Phase Leader	1.8%
Senior teacher	7.2%
Leading practitioner/equivalent of Advanced Skills Teacher	1.8%
SENco	2.7%
Subject leader	4.5%
Teacher	2.7%
Other school based role	4.5%
Don't know	3.6%
Base	**111**

Table 1.47: Timescale - NPQSL

In what timescale do you plan to start looking for or pursuing the following options?

	I have already started looking	In less than three months	From 3 months to 6 months	In more than 6 months
To apply for a promotion (base=144)	51.4%	6.9%	10.4%	31.3%
To assume additional responsibilities as part of my current role (base=121)	61.2%	15.7%	12.4%	10.7%
To pursue an opportunity in a different educational context, e.g. type or size of school (base=72)	44.4%	6.9%	12.5%	36.1%

Table 1.48: Timescale - NPQML

In what timescale do you plan to start looking for or pursuing the following options?

	I have already started looking	In less than three months	From 3 months to 6 months	In more than 6 months
To apply for a promotion (base=100)	51.0%	6.0%	10.0%	33.0%
To assume additional responsibilities as part of my current role (base=126)	66.7%	7.1%	11.1%	15.1%
To pursue an opportunity in a different educational context, e.g. type or size of school (base=46)	52.2%	10.9%	4.3%	32.6%

Table 1.49: Result of undertaking NPQSL

On a scale of 1-7, to what extent do you agree this is a result of undertaking NPQSL, where 1=strongly disagree and 7=strongly agree?

	To apply for a promotion (base=144)	To assume additional responsibilities as part of my current role (base=121)	To pursue an opportunity in a different educational context, e.g. type or size of school (base=72)
1	9.7%	7.4%	20.8%
2	5.6%	10.7%	12.5%
3	6.3%	4.1%	6.9%
4	9.0%	11.6%	9.7%
5	22.9%	24.0%	19.4%
6	17.4%	19.8%	16.7%
7	29.2%	22.3%	13.9%

Table 1.50: Results of undertaking NPQML

On a scale of 1-7, to what extent do you agree this is a result of undertaking NPQML, where 1=strongly disagree and 7=strongly agree?

	To apply for a promotion (base=100)	To assume additional responsibilities as part of my current role (base=126)	To pursue an opportunity in a different educational context, e.g. type or size of school (base=46)
1	8.0%	11.9%	6.5%
2	2.0%	1.6%	4.3%
3	8.0%	3.2%	8.7%
4	8.0%	13.5%	19.6%
5	24.0%	25.4%	23.9%
6	30.0%	23.0%	17.4%
7	20.0%	21.4%	19.6%

Appendix 2: Full survey findings – Sampling Point Telephone Survey

Respondent profile

Table 2.1: Phase

	NPQH	NPQSL	NPQML
Primary	66%	52%	52%
Secondary	22%	35%	38%
Other	1%	3%	1%
Not applicable	11%	10%	9%
Base	**267**	**231**	**222**

Table 2.2: Region

	NPQH	NPQSL	NPQML
East Midlands	8%	7%	13%
East of England	10%	10%	9%
London	13%	15%	11%
North East	7%	6%	5%
North West	11%	17%	13%
South East	20%	16%	19%
South West	9%	9%	12%
West Midlands	12%	13%	7%
Yorkshire and the Humber	10%	8%	12%
Base	**267**	**231**	**222**

Table 2.3: Gender

	NPQH	NPQSL	NPQML
Female	69%	71%	73%
Male	31%	29%	27%
Base	**278**	**233**	**225**

Table 2.4: Age

	NPQH	NPQSL	NPQML
<25	0%	0%	4%
25-34	19%	43%	61%
35-44	52%	38%	26%
45-54	27%	18%	10%
55-64	1%	1%	1%
Base	**278**	**234**	**228**

Table 2.5: Ethnicity

	NPQH	NPQSL	NPQML
White British	90%	91%	89%
White Other	3%	3%	3%
Other	4%	4%	6%
I prefer not to say	3%	2%	2%
Base	**278**	**234**	**228**

Questions

Table 2.6: Current role - NPQH

What is your current role?

	NPQH
Executive Headteacher	1.8%
Headteacher/Principal/ Head of School/Associate Headteacher	47.2%
Acting Headteacher/Principal	2.8%
Deputy Headteacher/Principal	33.0%
Assistant Headteacher/Principal	8.2%
School Business Manager/Director	0.4%
Head of Year	0.7%
Head of Department	1.1%
Head of Key Stage	0.4%
Senior Teacher	0.7%
Teacher	0.4%
Local Authority Advisor or Officer	0.4%
Other school based role	2.5%
Other non-school based role	0.7%
Base	**282**

Table 2.7: Current role - NPQSL

What is your current role?

	NPQSL
Headteacher/Principal/ Head of School/Associate Headteacher	5.4%
Acting Headteacher/Principal	2.1%
Deputy Headteacher/Principal	18.3%
Assistant Headteacher/Principal	37.9%
School Business Manager/Director	0.4%
Learning Director	0.8%
Head of Year	2.1%
Head of Department	7.9%
Head of Key Stage	4.2%
Phase Leader	1.7%
Senior Teacher	3.3%
Leading practitioner/equivalent of Advanced Skills Teacher	0.4%
SENco	2.1%
Subject Leader	2.1%
Teacher	2.1%
Other school based role	9.2%
Base	**240**

Table 2.8: Current role - NPQML

What is your current role?

	NPQML
Headteacher/Principal/ Head of School/Associate Headteacher	0.9%
Acting Headteacher/Principal	0.9%
Deputy Headteacher/Principal	2.2%
Assistant Headteacher/Principal	9.1%
Learning Director	0.4%
Head of Year	4.8%
Head of Department	26.1%
Head of Key Stage	7.0%
Phase Leader	4.8%
Senior Teacher	3.9%
Leading practitioner/equivalent of Advanced Skills Teacher	1.7%
SENco	1.3%
Subject Leader	4.8%
Teacher	12.6%
Other school based role	19.6%
	230

Table 2.9: Same role

Were you in the same role as the one you are in now when you started the course?

	NPQH	NPQSL	NPQML
Yes	37.9%	47.5%	49.6%
No	62.1%	52.5%	50.4%
Base	**282**	**240**	**230**

Table 2.10: Qualification contributed to gaining new role

On a scale of 1-7, to what extent do you agree that [course] contributed to you gaining your new role, where 1=strongly disagree and 7= strongly agree?

	NPQH	NPQSL	NPQML
1	4.0%	5.6%	3.4%
2	5.7%	4.0%	0.9%
3	4.0%	7.1%	5.2%
4	10.9%	15.1%	18.1%
5	29.7%	30.2%	32.8%
6	22.3%	18.3%	19.0%
7	23.4%	19.8%	20.7%
Mean	*5.2*	*4.94*	5.16
Base	**175**	**126**	**116**

Table 2.11: New role

Do you agree with any of the following statements about your new role?

	NPQSL		NPQML	
	Yes	**No**	**Yes**	**No**
It was a promotion in the same school you were working in	78.6%	21.4%	69.8%	30.2%
It was promotion in a new school	16.7%	83.3%	19.8%	80.2%
It is working in a different educational context	0.8%	99.2%	0.9%	99.1%
None above	4.0%	96.0%	10.3%	89.7%
Base	**126**		**116**	

Table 2.12: Additional responsibilities

As part of your current role have you taken on, or been given, any additional responsibilities at your school as a result of taking in [course]?

	NPQH	NPQSL	NPQML
Yes	51.4%	49.1%	47.4%
No	48.6%	50.0%	52.6%
Don’t know		0.9%	
Base	**107**	**114**	**114**

Table 2.13: Responsibilities taken on

What responsibilities have you assumed?

	NPQH		NPQSL		NPQML	
	Yes	No	Yes	No	Yes	No
Headship/acting headship duties	32.7%	67.3%	5.4%	94.6%		100%
Deputy/Assistant headship duties (including acting duties)		100%	21.4%	78.6%		100%
Mentoring or coaching of colleagues in your school	16.4%	83.6%	16.1%	83.9%	24.1%	75.9%
Development of the school vision (strategy and planning)	32.7%	67.3%	14.3%	85.7%	1.9%	98.1%
Additional line management	12.7%	87.3%	10.7%	89.3%	3.7%	96.3%
Pupil related responsibilities (e.g. pupil performance/progress; behaviour; attendance)	45.5%	54.5%	17.9%	82.1%	20.4%	79.6%
Partnership work beyond your immediate school	10.9%	89.1%	1.8%	98.2%	1.9%	98.1%
Budget and financial management	12.7%	87.3%	1.8%	98.2%	1.9%	98.1%
Development of the curriculum	18.2%	81.8%	23.2%	76.8%	27.8%	72.2%
Contributing to school planning		100%	10.7%	89.3%	5.6%	94.4%
Contributing to the school improvement plan	3.6%	96.4%	3.6%	96.4%	3.7%	96.3%
Responsibility for engaging with governors		100%		100%		100%
Responsibility for engaging with parents	1.8%	98.2%		100%	1.9%	98.1%
Leading a specific programme/intervention		100%	10.7%	89.3%	20.4%	79.6%
Evaluating the impact of a specific programme/intervention	1.8%	98.2%	1.8%	98.2%	1.9%	98.1%
Offering subject specialist advice to colleagues in own school	1.8%	98.2%	3.6%	96.4%	3.7%	96.3%
Leading CPD sessions		100%	7.1%	92.9%	3.7%	96.3%
Other	12.7%	87.3%	14.3%	85.7%	20.4%	79.6%
Base	**55**		**56**		**54**	

Table 2.14: Change to job description

Have you formally been given these responsibilities? For example, has your job description changed?

	NPQH	NPQSL	NPQML
Yes	70.9%	62.5%	61.1%
No	29.1%	37.5%	38.9%
Base	**55**	**56**	**54**

Table 2.15: Readiness for headship

On a scale of 1-7 based on your leadership knowledge, skills and attributes as they currently stand, how ready do you think you were for Headship when you completed the qualification and how ready do you think you are now, where 1=not at all ready and 7=very ready?

	NPQH	
	Readiness on completion/1 year ago	**Readiness now**
1 (Not at all ready)		
2	0.7%	0.7%
3	5.7%	0.4%
4	14.9%	1.8%
5	44.0%	9.6%
6	24.1%	41.8%
7 (Very ready)	10.6%	45.7%
Mean	*5.17*	*6.29*
Base	**282**	

Table 2.16: Competencies before and after NPQH

On a scale of 1-7, to what extent do you agree that the following statements reflected your competencies when you completed NPQH under the following headings, where 1=strongly disagree and 7=strongly agree? If you are unsure what any of the competencies are please let us know and we can give you a brief description. ... and how would you rate this now?

	Readiness on completion/1 year ago	Readiness now
Delivering continuous improvement	5.2	6.4
Modelling excellence in teaching	5.8	6.4
Learning focus	5.4	6.4
Partnership and collaboration	4.9	6.3
Efficient and effective	5.2	6.2
Holding others to account	5.0	6.4
Personal drive and accountability	5.9	6.6
Resilience and emotional maturity	5.3	6.4
Impact and influence	5.1	6.4
Base	**282**	

Table 2.17: School improvement - NPQH

On a scale of 1-7, to what extent do you agree with the following statements, where 1=strongly disagree and 7=strongly agree?

	NPQH
When you completed the qualification [1 year ago] you could drive school improvement through the team you led (base=136)	5.7
You are able to drive school improvement through the team you lead now (base=136)	6.3
When you completed the qualification [1 year ago] you could drive school improvement across the school (base=282)	5.7
You are able to drive school improvement across the school now (base=282)	6.5

Table 2.18: School improvement - NPQSL

On a scale of 1-7, to what extent do you agree with the following statements, where 1 =strongly disagree and 7=strongly agree?

	NPQSL
When you completed the qualification [1 year ago] you could drive school improvement through the team you led (base=222)	5.4
You are able to drive school improvement through the team you lead now (base=222)	6.1
When you completed the qualification[1 year ago] you could drive school improvement across the school (base=240)	5.1
You are able to drive school improvement across the school now (base=240)	6.1

Table 2.19: School improvement - NPQML

On a scale of 1-7, to what extent do you agree with the following statements, where 1 =strongly disagree and 7=strongly agree?

	NPQML
When you completed the qualification [1 year ago] you could drive school improvement through the team you led (base=226)	5.1
You are able to drive school improvement through the team you lead now (base=226)	6.0
When you completed the qualification[1 year ago] you could drive school improvement across the school (base=230)	4.5
You are able to drive school improvement across the school now (base=230)	5.6

Table 2.20: Readiness for senior or middle leadership

On a scale of 1-7, how would you rate your knowledge, skills and attributes for [NPQSL=senior leadership NPQML=middle leadership] when you completed the qualification and how would you rate this now, where 1=I do not have the skills needed and 7=I have all of the skills needed?

	NPQSL		NPQML	
	Readiness on completion/1 year ago	**Readiness now**	**Readiness on completion/1 year ago**	**Readiness now**
1 (Not at all ready)			0.4%	0.4%
2			2.6%	
3	7.1%	0.4%	8.7%	0.4%
4	25.0%	1.7%	27.4%	3.0%
5	42.1%	13.8%	39.6%	14.3%
6	21.3%	61.3%	18.3%	57.0%
7 (Very ready)	4.6%	22.9%	3.0%	24.8%
Mean	*4.91*	*6.05*	*4.70*	*6.01*
Base	**240**		**230**	

Table 2.21: Competencies - NPQSL

On a scale of 1-7, to what extent do you agree that the following statements reflected your competencies when you completed NPQSL under the following headings, where 1=strongly disagree and 7=strongly agree? If you are unsure what any of the competencies are please let us know and we can give you a brief description. ... and how would you rate this now?

	NPQSL	
	On completion/1 year ago	**Now**
Delivering continuous improvement	4.9	5.9
Modelling excellence in leadership of teaching and learning	5.1	6.0
Learning focus	5.0	6.0
Impact and influence	4.8	6.0
Self-awareness	5.0	6.1
Personal drive	5.7	6.1
Information seeking	5.1	6.0
Analytical thinking	5.0	6.0
Holding others to account	4.6	6.0
Base	**240**	

Table 2.22: Sustainable impacts - NPQH

On a scale of 1-7, to what extent do you agree that NPQH has helped you to achieve the following sustainable impacts, where 1=strongly disagree and 7=strongly agree?

	NPQH
Making a positive impact on the school in which you work	5.9
Improve the attainment of pupils in the school in which you work	5.5
Close the attainment gaps in the school in which you work	5.4
Better manage pupil behaviour in the school in which you work	5.2
Improve attendance in the school in which you work	4.8
Improve wider outcomes for children and young people in your school	5.5
Improve teaching and learning standards in the school in which you work	5.9
Develop the skills and capabilities of colleagues in your school	6.0
Develop the skills and capabilities of colleagues in other schools through school partnerships or clusters	5.0
Engage with external stakeholders e.g. Children's Trusts and Children's Services	5.0
Improve your school's relationship with your local community	5.0
Have an impact on the local community	4.9
Base	**279**

Table 2.23: Sustainable impacts - NPQSL

On a scale of 1-7, to what extent do you agree that NPQSL has helped you to achieve the following sustainable impacts, where 1=strongly disagree and 7=strongly agree?

	NPQSL
Making a positive impact on the school in which you work (base=240)	5.7
Improve the attainment of pupils in the school in which you work (base=240)	5.3
Close the attainment gaps in the school in which you work (base=240)	5.4
Better manage pupil behaviour in the school in which you work (base=240)	4.5
Improve attendance in the school in which you work (239)	4.0
Improve wider outcomes for children and young people in your school (base=240)	5.2
Improve teaching and learning standards in the school in which you work (base=239)	5.5
Develop the skills and capabilities of colleagues in your school (base=240)	5.5
Develop the skills and capabilities of colleagues in other schools through school partnerships or clusters (base=240)	4.4
Engage with external stakeholders e.g. Children's Trusts and Children's Services (base=239)	4.4
Improve your school's relationship with your local community (base=239)	4.2
Have an impact on the local community (base=239)	4.2

Table 2.24: Sustainable impacts - NPQML

On a scale of 1-7, to what extent do you agree that NPQML has helped you to achieve the following sustainable impacts, where 1=strongly disagree and 7=strongly agree?

	NPQML
Making a positive impact on the school in which you work	5.8
Improve the attainment of pupils in the school in which you work	5.5
Close the attainment gaps in the school in which you work	5.1
Better manage pupil behaviour in the school in which you work	4.8
Improve attendance in the school in which you work	3.7
Improve wider outcomes for children and young people in your school	5.3
Improve teaching and learning standards in the school in which you work	5.6
Develop the skills and capabilities of colleagues in your school	5.5
Develop the skills and capabilities of colleagues in other schools through school partnerships or clusters	4.2
Engage with external stakeholders e.g. Children's Trusts and Children's Services	4.1
Improve your school's relationship with your local community	4.2
Have an impact on the local community	4.1
Base	**230**

Table 2.25: Competencies - NPQML

On a scale of 1-7, to what extent do you agree that the following statements reflected your competencies when you completed NPQML under the following headings, where 1=strongly disagree and 7=strongly agree? If you are unsure what any of the competencies are please let us know and we can give you a brief description. ... and how would you rate this now?

	NPQML	
	On completion/1 year ago	**Now**
Modelling excellence in leadership of teaching and learning	5.0	6.0
Learning focus	5.0	6.1
Inspiring Others	4.9	6.0
Self-awareness	4.8	6.1
Relating to others	5.1	6.2
Developing Others	4.6	6.1
Holding others to account	4.0	5.7
Base	**230**	

Table 2.26: Looking for headship

Have you started looking for a Headship role?

	NPQH
Yes	61.1%
No	38.9%
Base	**144**

Table 2.27: Timescale for looking for headship

In approximately how many months do you plan to start looking for a headship role?

	NPQH
1- 4 month	7.1%
5-8 month	8.9%
9-12 month	16.1%
13-16 month	1.8%
17-20 month	8.9%
21 month and over	21.4%
I have recently started to looking for a headship role	35.7%
Mean	*13.4*
Base	**56**

Table 2.28: Job seeking activities

Which of these activities have you undertaken so far?

	NPQH
Have you searched for job opportunities online, in newspapers, or via other means?	22.7%
Have you applied for Headship roles through submitting applications and/or CVs?	22.7%
Have you attended job interviews?	54.5%
Base	**88**

Table 2.29: Reasons for not applying for headship

For what reasons have you not yet applied for a Headship role?

	NPQH
I no longer want to be a Headteacher	17.1%
I undertook NPQH to become a Headteacher at some point in the future but have no immediate plans	2.6%
My personal circumstances have changed and I am now not able to apply	14.5%
I do not feel that I am ready for Headship and wish to develop my skills further and/or gain more experience before taking up a post	14.5%
I am waiting to become the headteacher of my current school	10.5%
There have been no jobs in the type of school I want to work	3.9%
There have been no jobs in the geographical area in which I want to work	5.3%
Other	36.8%
Base	**76**

Table 2.30: Other education system leadership roles

In addition to your current role, do you hold any other education system leadership roles (such as a national leader of education or local leader of education)? If yes, which?

	NPQH	
	Yes	No
National leader of education		100%
Local leader of education	1.0%	99%
Specialist leaders of education	4.0%	96.0%
Other role	12.0%	88.0%
None	84.0%	16.0%
Base	**282**	

Table 2.31: Promotion plans

Do you plan to do any of the following in the next 12 months?

	NPQSL		NPQML	
	Yes	No	Yes	No
To apply for promotion	43.3%	56.7%	37.8%	62.2%
To assume further/additional responsibilities as part of my current role.	45.4%	54.6%	40.4%	59.6%
To pursue an opportunity in a different educational context, e.g. type or size of school.	26.7%	73.3%	23.0%	77.0%
To gain a role in a school	16.7%	83.3%	10.9%	89.1%
None of the above	31.7%	68.3%	33.5%	66.5%
Base	**240**		**230**	

Table 2.32: Promotion roles - NPQSL

What role do you plan to apply for as a promotion?

	NPQSL
Headteacher/Principal/head of School/ Associate Headteacher	19.2%
Deputy Headteacher/Principal	48.1%
Assistant Headteacher/Principal	26.0%
Other school based role	6.7%
Base	**104**

Table 2.33: Promotion roles - NPQML

What role do you plan to apply for as a promotion?

	NPQML
Headteacher/Principal/head of School/ Associate Headteacher	3.4%
Deputy Headteacher/Principal	14.9%
Assistant Headteacher/Principal	40.2%
Head of Year	3.4%
Head of Department	11.5%
Head of Key Stage	4.6%
Phase Leader	5.7%
Senior Teacher	1.1%
Leading practitioner/equivalent of advanced Skills Teacher	1.1%
SENco	1.1%
Subject leader	1.1%
Other school based role	11.5%
Base	**87**

Table 2.34: Timescales for new roles - NPQSL

In what timescale do you plan to start looking for or pursuing the following options?

	NPQSL			
	I have already started looking	In less than three months	From 3 months to 6 months	In more than 6 months
To apply for a promotion (base=104)	51.9%	5.8%	15.4%	26.9%
To assume additional responsibilities as part of my current role (base=108)	56.5%	13.0%	13.9%	16.7%
To pursue an opportunity in a different educational context, e.g. type or size of school (base=64)	46.9%	4.7%	10.9%	37.5%
To gain a role in a school (base=40)	60.0%	7.5%	10.0%	22.5%

Table 2.35: Timescales for new roles - NPQML

In what timescale do you plan to start looking for or pursuing the following options?

	NPQML			
	I have already started looking	In less than three months	From 3 months to 6 months	In more than 6 months
To apply for a promotion (base=87)	50.6%	4.6%	8.0%	36.8%
To assume additional responsibilities as part of my current role (base=93)	59.1%	10.8%	12.9%	17.2%
To pursue an opportunity in a different educational context, e.g. type or size of school (base=52)	34.6%	5.8%	5.8%	53.8%
To gain a role in a school (base=25)	56.0%	4.0%	20.0%	20.0%

Table 2.36: Result of undertaking NPQSL

On a scale of 1-7, to what extent do you agree this is as a result of undertaking NPQSL, where 1 =strongly disagree and 7=strongly agree?

	NPQSL
To apply for a promotion (base=104)	5.1
To assume additional responsibilities as part of my current role (base=109)	5.1
To pursue an opportunity in a different educational context, e.g. type or size of school (base=64)	4.6
To gain a role in a school (base=40)	5.3

Table 2.37: Result of undertaking NPQML

On a scale of 1-7, to what extent do you agree this is as a result of undertaking NPQML, where 1 =strongly disagree and 7=strongly agree?

	NPQML
To apply for a promotion (Base=87)	5.3
To assume additional responsibilities as part of my current role (Base=93)	5.4
To pursue an opportunity in a different educational context, e.g. type or size of school (Base=52)	5.1
To gain a role in a school (Base=25)	5.0

Table 2.38: Further learning or leadership development undertaken

Since completing the qualification have you undertaken any further learning or leadership development?

	NPQH	NPQSL	NPQML
Yes	33.7%	38.3%	33.0%
No	66.3%	61.7%	67.0%
Base	**282**	**240**	**230**

Table 2.39: Type of learning or leadership development undertaken

What type of further learning or leadership development have you undertaken?

	NPQH		NPQSL		NPQML	
	Yes	No	Yes	No	Yes	No
A Masters level qualification or higher	12.6%	87.4%	9.8%	90.2%	9.2%	90.8%
Another formal qualification	12.6%	87.4%	12.0%	87.0%	6.6%	93.4%
Another leadership curriculum full qualification		100%	9.8%	90.2%	21.1%	78.9%
Another leadership curriculum module		100%	6.5%	93.5%	3.9%	96.1%
A training course (with no accreditation)	27.4%	72.6%	9.8%	90.2%	18.4%	81.6%
Informal learning from a colleague in own school	13.7%	86.3%	10.9%	89.1%	10.5%	89.5%
Informal learning from a colleague in another school	7.4%	92.6%	7.6%	92.4%	3.9%	96.1%
Other	43.2%	56.8%	38.0%	62.0%	26.3%	73.7%
SLE/NLE/LLE	2.1%	97.9%	3.3%	96.7%	2.6%	97.4%
Base	**95**		**92**		**76**	

Table 2.40: Course influence on doing additional development

On a scale of 1-7, to what extent do you agree that [the course] influenced you to undertake this further learning or leadership development, where 1=strongly disagree and 7= strongly agree?

	NPQH	NPQSL	NPQML
1 (Strongly disagree)	13.7%	18.5%	9.2%
2	6.3%	6.5%	2.6%
3	4.2%	10.9%	2.6%
4	7.4%	14.1%	9.2%
5	20.0%	12.0%	23.7%
6	21.1%	14.1%	23.7%
7	27.4%	23.9%	28.9%
Base	**95**	**92**	**76**

Table 2.41: Plans to do more development

Do you plan to undertake further learning or leadership development?

	NPQH	NPQSL	NPQML
Yes	45.7%	58.8%	56.1%
No	33.0%	25.8%	27.4%
Unsure	21.3%	15.4%	16.5%
Base	**282**	**240**	**230**

Table 2.42: Type of additional development planned

What type of further learning or leadership development do you plan to do?

	NPQH		NPQSL		NPQML	
	Yes	No	Yes	No	Yes	No
A Masters level qualification or higher	23.3%	76.7%	19.1%	80.9%	14.0%	86.0%
Another formal qualification	8.5%	91.5%	4.3%	95.7%	8.5%	91.5%
Another leadership curriculum full qualification	1.6%	98.4%	58.9%	41.1%	67.4%	32.6%
Another leadership curriculum module		100%	1.4%	98.6%	3.1%	96.9%
A training course (with no accreditation)	13.2%	86.8%	4.3%	95.7%		100%
Informal learning from a colleague in own school	3.9%	96.1%	0.7%	99.3%	0.8%	99.2%
Informal learning from a colleague in another school	1.6%	98.4%		100%		100%
Other	44.2%	55.8%	19.9%	80.1%	14.7%	85.3%
Other but don't know what yet	21.7%	78.3%	13.5%	86.5%	10.1%	89.9%
SLE/NLE/LLE	15.5%	84.5%	1.4%	98.6%	0.8%	99.2%
Base	**129**		**141**		**129**	

Table 2.43: Influence of course on planning more development

On a scale of 1-7, to what extent do you agree that [the course] has influenced your decision to consider undertaking further learning or leadership development, where 1=strongly disagree and 7= strongly agree?

	NPQH	NPQSL	NPQML
1 (Strongly disagree)	6.2%	6.4%	3.1%
2	3.9%	2.1%	2.4%
3	6.2%	2.8%	2.4%
4	7.8%	5.0%	9.4%
5	19.4%	19.9%	15.7%
6	28.7%	29.1%	37.0%
7 (Strongly agree)	27.9%	34.8%	29.9%
Mean	*5.28*	*5.56*	*5.63*
Base	**129**	**141**	**127**

Table 2.44: Clear progression between different leadership curriculum qualifications

On a scale of 1-7, to what extent do you agree that there is clear progression between the different leadership curriculum qualifications, where 1=strongly disagree and 7= strongly agree?

	NPQH	NPQSL	NPQML
1 (Strongly disagree)	2.8%	1.3%	0.4%
2	2.1%	1.3%	2.2%
3	2.1%	6.3%	3.6%
4	21.3%	21.9%	29.1%
5	21.3%	21.1%	17.0%
6	26.6%	26.6%	29.6%
7 (Strongly agree)	23.8%	21.5%	17.9%
Mean	*5.31*	*5.26*	*5.21*
Base	**282**	**237**	**223**

Appendix 3 - End of module survey

Table 3.1: Recommend module

Would you recommend this module to a professional colleague?

	NPQH	NPQSL	NPQML
Not at all likely (1)	0.5%	1.2%	1.2%
Not likely (2)	1.3%	2.5%	3.3%
Possibly (3)	5.9%	15.3%	15.6%
Probably (4)	26.8%	31.2%	40.2%
Definitely (5)	65.5%	49.8%	39.6%
Mean	**4.6**	**4.3**	**4.1**
Base	**1,905**	**1,382**	**1,158**

About the Module:

Table 3.2: Met expectations

To what extent did this module meet your expectations?

	NPQH	NPQSL	NPQML
Not at all	1.8%	2.4%	3.2%
Partially	5.9%	17.0%	12.9%
Mostly	38.8%	41.3%	50.5%
Completely	53.4%	39.3%	33.3%
Base	**595**	**460**	**372**

Table 3.3: Extent leadership development needs have been met

To what extent has this module met your leadership development needs?

	NPQH	NPQSL	NPQML
Not at all	1.2%	1.3%	2.1%
Partially	9.1%	20.4%	13.7%
Mostly	50.6%	51.0%	60.1%
Completely	39.2%	27.3%	24.1%
Base	**595**	**461**	**373**

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Table 3.4: Extent of challenge

To what extent was the module challenging?

	NPQH	NPQSL	NPQML
Not at all	2.0%	2.8%	3.0%
Partially	13.4%	17.8%	23.2%
Mostly	48.7%	45.4%	48.1%
Completely	35.8%	33.9%	25.7%
Base	**589**	**460**	**370**

Table 3.5: Relevance of module

To what extent was the module relevant to your work?

	NPQH	NPQSL	NPQML
Not at all	0.3%	0.9%	1.1%
Partially	5.5%	12.2%	14.8%
Mostly	26.7%	36.5%	42.7%
Completely	67.5%	50.4%	41.4%
Base	**587**	**458**	**372**

Table 3.6: Stimulation and engagement

To what extent was the module stimulating and engaging?

	NPQH	NPQSL	NPQML
Not at all	1.0%	2.4%	3.2%
Partially	8.0%	16.0%	16.4%
Mostly	45.3%	42.2%	50.3%
Completely	45.7%	39.4%	30.1%
Base	**589**	**457**	**372**

Table 3.7: Module was up to date

To what extent was the module up to date?

	NPQH	NPQSL	NPQML
Not at all	0.3%	0.0%	0.3%
Partially	5.1%	4.7%	4.1%
Mostly	32.6%	33.9%	34.6%
Completely	62.0%	61.4%	61.0%
Base	**589**	**451**	**367**

The content of the module:

Table 3.8: Rating of content

How would you rate the content of the module?

	NPQH	NPQSL	NPQML
Very poor	0.7%	0.4%	0.8%
Poor	0.5%	1.1%	2.2%
Satisfactory	4.6%	13.1%	10.5%
Good	45.3%	46.8%	57.5%
Excellent	48.9%	38.5%	29.0%
Base	**587**	**449**	**372**

Table 3.9: Overall delivery

Overall, how well was the module delivered?

	NPQH	NPQSL	NPQML
Very poor	0.9%	1.1%	0.5%
Poor	0.2%	3.1%	3.5%
Satisfactory	8.7%	16.5%	15.4%
Good	42.1%	45.0%	51.2%
Excellent	48.1%	34.3%	29.3%
Base	**584**	**449**	**369**

Table 3.10: Face to face sessions

The face to face sessions?

	NPQH	NPQSL	NPQML
Very poor	1.1%	0.9%	0.6%
Poor	1.4%	3.4%	2.8%
Satisfactory	9.0%	12.8%	10.8%
Good	26.9%	33.8%	33.6%
Excellent	61.6%	49.1%	52.2%
Base	**568**	**444**	**360**

Table 3.11: Guidance and support

The guidance and support that you received to complete the module?

	NPQH	NPQSL	NPQML
Very poor	0.5%	4.0%	1.6%
Poor	2.8%	6.9%	8.2%
Satisfactory	16.7%	25.7%	25.3%
Good	45.9%	41.6%	45.0%
Excellent	34.1%	21.7%	19.9%
Base	**580**	**447**	**367**

Table 3.12: Online learning activities

The online learning activities?

	NPQH	NPQSL	NPQML
Very poor	0.5%	1.3%	3.8%
Poor	2.0%	4.4%	6.0%
Satisfactory	17.9%	23.8%	24.7%
Good	52.5%	53.2%	54.1%
Excellent	27.1%	17.2%	11.4%
Base	**591**	**453**	**368**

Appendix 4 - End of qualification survey

Table 4.1: Recommend qualification

How likely would you be to recommend this qualification to a professional colleague?

	NPQH	NPQSL	NPQML
Not at all likely (1)	0.2%	2.2%	1.6%
Not likely (2)	0.6%	4.6%	4.5%
Possibly (3)	7.6%	21.0%	19.0%
Probably (4)	29.7%	32.6%	38.9%
Definitely (5)	61.9%	39.6%	36.0%
Mean	**4.5**	**4.0**	**4.0**
Base	**488**	**1,231**	**1,146**

Table 4.2: Rating module content

Please rate: The content of the modules

	NPQH	NPQSL	NPQML
Very poor	0.4%	0.5%	0.7%
Poor	1.4%	2.7%	2.0%
Satisfactory	8.0%	14.1%	14.8%
Good	53.5%	54.4%	60.8%
Excellent	36.7%	28.3%	21.6%
Base	**490**	**1,223**	**1,141**

Table 4.3: Rating module structure

Please rate: The structure of [qualification name] in terms of the blend of face-to-face sessions, school-based work, and online work

	NPQH	NPQSL	NPQML
Very poor	0.2%	1.5%	1.3%
Poor	3.1%	7.3%	5.7%
Satisfactory	13.7%	24.9%	25.0%
Good	46.5%	43.0%	44.7%
Excellent	36.5%	23.2%	23.2%
Base	**490**	**1,227**	**1,140**

Table 4.4: Rating support received

Please rate: The support that you received whilst studying for NPQH [qualification name]

	NPQH	NPQSL	NPQML
Very poor	1.2%	3.4%	3.1%
Poor	5.1%	14.4%	9.5%
Satisfactory	21.3%	29.3%	28.4%
Good	37.5%	33.9%	39.4%
Excellent	34.8%	18.9%	19.5%
Base	**488**	**1,232**	**1,143**

Table 4.5: Rating opportunities to learn from peers

Please rate: The opportunities to learn with and from your peers

	NPQH	NPQSL	NPQML
Very poor	0.4%	0.7%	0.4%
Poor	2.0%	5.8%	4.5%
Satisfactory	14.9%	23.1%	20.4%
Good	39.4%	42.2%	49.0%
Excellent	43.3%	28.3%	25.7%
Base	**490**	**1,228**	**1,142**

Table 4.6: Rating opportunity for self-reflection

Please rate: The opportunity for self-reflection during studying

	NPQH	NPQSL	NPQML
Very poor	0.2%	0.2%	0.4%
Poor	1.0%	1.8%	1.7%
Satisfactory	8.1%	13.2%	13.2%
Good	45.8%	51.1%	53.0%
Excellent	44.8%	33.8%	31.7%
Base	**491**	**1,226**	**1,142**

Table 4.7: Rating online learning activities

Please rate: The online learning activities

	NPQH	NPQSL	NPQML
Very poor	1.2%	2.8%	3.9%
Poor	6.5%	8.3%	12.0%
Satisfactory	23.9%	28.6%	31.5%
Good	46.7%	42.4%	39.9%
Excellent	21.6%	17.9%	12.7%
Base	**490**	**1,223**	**1,138**

Table 4.8: Rating overall delivery

Please rate: How well [qualification name] was delivered overall

	NPQH	NPQSL	NPQML
Very poor	0.4%	1.6%	1.9%
Poor	2.1%	7.7%	5.2%
Satisfactory	11.9%	22.4%	19.0%
Good	47.3%	45.1%	51.0%
Excellent	38.3%	23.1%	22.8%
Base	**486**	**1,225**	**1,143**

Table 4.9: Rating learning in placement school

Please rate: The learning in your placement school

	NPQH
Very poor	0.4%
Poor	1.4%
Satisfactory	9.2%
Good	39.4%
Excellent	49.6%
Base	**490**

Table 4.10: Rating learning in home school

Please rate: The learning in your home school

	NPQH
Very poor	0.4%
Poor	0.6%
Satisfactory	6.3%
Good	39.6%
Excellent	53.1%
Base	**490**

Table 4.11: Change of role since starting

Has your role changed since you began [qualification name]?

	NPQSL	NPQML
Yes	51.1%	45.5%
No	48.9%	54.5%
Base	**1,228**	**1,145**

Table 4.12: Promotion

Was this a promotion?

	NPQSL	NPQML
Yes	83.9%	84.5%
No	16.1%	15.5%
Base	**616**	**517**

Table 4.13: Aspiration to be a headteacher

Do you aspire to be a headteacher?

	NPQSL	NPQML
Yes, in the next three years	15.8%	3.7%
Yes, in the medium- to long-term	28.0%	20.5%
Possibly, at some point in the future	37.4%	40.2%
No, no plans at all or never	18.8%	35.7%
Base	**1,231**	**1,143**

Table 4.14: Intention to apply for headteacher role

Following your participation in NPQH, do you intend your next role to be a headteacher?

	NPQH
Yes	84.0%
No	3.3%
Not sure	12.7%
Base	**489**

Table 4.15: Impact on effectiveness and outcome of school

What impact has studying NPQH had on the effectiveness and outcomes of your school? Give your answer on a scale from 1 to 7, where 1 is 'no impact at all' and 7 is 'high impact'.

	NPQH
1	0.8%
2	2.0%
3	2.5%
4	7.0%
5	23.6%
6	43.0%
7	21.1%
Mean	**5.6**
Base	**488**

Table 4.16: Readiness for headship

How ready do you think you are for headship, based on your leadership knowledge, skills and attributes as they currently stand? Give your answer on a scale from 1 to 7, where 1 is 'not at all ready' and 7 is 'very ready'.

	NPQH
1	1.2%
2	0.2%
3	0.2%
4	1.2%
5	9.6%
6	40.3%
7	47.3%
Mean	***6.5***
Base	**485**

Table 4.17: Skills or knowledge not fully developed

Any leadership skills or knowledge they had not fully developed whilst studying for their qualification that they considered important for a school leader to possess (only most frequently report shown)

Skills not developed	Across all qualifications (combined)	NPQH	NPQSL	NPQML
Budgeting and finance	19%	59%	15%	3%
Holding others to account	11%	0%	11%	18%
Data use and analysis	7%	1%	7%	10%
Dealing with difficult situations/personalities/conversations	6%	1%	7%	9%
Self-analysis/-awareness/-reflection	4%	0%	5%	4%
Legal awareness	3%	7%	3%	0%
Applying theory to practice	2%	0%	2%	4%
Knowledge of the curriculum/current education system	2%	3%	2%	1%
Delegation	2%	0%	1%	3%
Coaching/mentoring	2%	0%	2%	2%
Governors	2%	5%	1%	1%
HR knowledge	2%	6%	1%	0%
Health and safety/safeguarding	2%	6%	1%	0%

Appendix 5 - Licensee survey

Table 5.1: Main role

What is your main role in the Licensee?

	Licensee
Head of Licensed Provision	9
Head of Lead School	3
Subject Expert	6
Lead Facilitator	17
Lead online specialist	1
Administrator	5
Other role	8
Base	**49**

Table 5.2: Number of partners

Please state the number of partners in your Licensee in the following categories

	Base	Minimum number	Maximum number
Schools	9	5	300
Universities	9	1	1
Associates/facilitators who no longer work in a school	7	2	54
Other type of partner (please state)	4	1	20

Table 5.3: Involvement in other NCTL programmes and qualifications

Before you were involved in the delivery of the Leadership Curriculum, were you involved in the delivery of any of the following National College programmes or qualifications?

	Licensee
NPQH (previous version)	12
Leadership Pathways	13
Middle Leadership Development Programme	23
Other National College programmes	18
None of the above (exclusive option)	14
Base	**49**

Table 5.4: Number of elective modules

How many elective modules do you deliver within your Licensee for each qualification? Please state the total number for each.

	Base	Minimum number	Maximum number
NPQH	6	0	10
NPQSL	6	3	9
NPQML	6	3	7

Table 5.5: Standalone modules

Do you deliver standalone modules for those not currently studying a full qualification?

	Base	Yes	No
NPQH	9	6	3
NPQSL	9	7	3
NPQML	9	7	3

Table 5.6: Coach o mentor offer

Do you offer participants a coach or mentor on the following qualifications?

	Licensee
Yes on NPQH	8
Yes on NPQSL	6
Yes on NPQML	6
None of the above (exclusive option)	1
Base	**9**

Table 5.7: Supplementary charges for coach/mentor

Do participants have to pay a supplement to your standard charges to access a coach or mentor?

	Licensee
Yes	1
No	7
Base	**8**

Table 5.8: Masters level accreditation

Do you offer Masters level accreditation for the Leadership Curriculum qualifications?

	Licensee
Yes on NPQH	7
Yes on NPQSL	8
Yes on NPQML	8
None of the above (exclusive option)	1
Base	**9**

Table 5.9: CATS points

How many CATS points and at what level do participants receive? If this differs by qualification please state for each

	Base	Minimum number	Maximum number
NPQH	7	20	100
NPQSL	7	20	60
NPQML	7	20	40

Licensee's achievement

How satisfied are you with your Licensee's achievement in the following areas? Please provide your answer on a scale of 1 to 7, where 1 = 'very dissatisfied' and 7 = 'very satisfied'.

Table 5.10: Recruiting participants onto NPQH

	Licensee
1	2
2	3
3	3
4	1
5	6
6	8
7	15
Don't know	11
Mean	**5.4**
Base	**49**

Table 5.11: Recruiting participants onto NPQSL

	Licensee
1	2
2	0
3	1
4	2
5	3
6	19
7	16
Don't know	6
Mean	**5.9**
Base	**49**

Table 5.12: Recruiting participants onto NPQML

	Licensee
1	1
2	0
3	3
4	3
5	5
6	15
7	16
Don't know	6
Mean	**5.8**
Base	**49**

Table 5.13: Ability to deliver a variety of elective modules to meet the needs of participants in our local area

	Licensee
1	1
2	2
3	0
4	1
5	4
6	16
7	22
Don't know	3
Mean	**6.1**
Base	**49**

Table 5.14: Engaging a variety of different partners to deliver the Leadership Curriculum

	Licensee
1	2
2	0
3	1
4	2
5	7
6	14
7	19
Don’t know	4
Mean	**5.9**
Base	**49**

Challenges faced in delivery

Reflecting on the delivery of the Leadership Curriculum so far, overall how successful are the following elements at enabling participants to develop their leadership skills? Please provide your answer on a scale of 1–7, where 1 = ‘strongly disagree’ and 7 = ‘strongly agree’.

Table 5.15: Face to face events

	Licensee
1	2
2	0
3	1
4	0
5	0
6	14
7	32
Don’t know	0
Mean	**6.4**
Base	**49**

Table 5.16: Peer learning and networking with other participants on the programme (online or face to face)

	Licensee
1	1
2	3
3	2
4	2
5	7
6	13
7	21
Don’t know	0
Mean	**5.7**
Base	**49**

Table 5.17: Activities and tasks in their home school

	Licensee
1	1
2	1
3	2
4	3
5	9
6	24
7	9
Don’t know	0
Mean	**5.6**
Base	**49**

Table 5.18: Coaching

	Licensee
1	1
2	3
3	1
4	8
5	12
6	12
7	8
Don’t know	4
Mean	**5.1**
Base	**49**

Table 5.19: A school placement (NPQH only)

	Licensee
1	0
2	1
3	2
4	1
5	5
6	14
7	12
Don't know	9
Mean	**5.9**
Base	**44**

Table 5.20: Online content of modules including case studies, opinion pieces and tasks

	Licensee
1	0
2	4
3	2
4	4
5	10
6	18
7	11
Don't know	0
Mean	**5.4**
Base	**49**

Table 5.21: Online Licensee facilitated discussions

	Licensee
1	2
2	7
3	2
4	3
5	11
6	7
7	8
Don't know	8
Mean	**4.7**
Base	**49**

Table 5.22: Structured reflection activities such as the 360 diagnostic, online tasks and journals

	Licensee
1	1
2	2
3	3
4	4
5	8
6	16
7	12
Don’t know	2
Mean	**5.4**
Base	**48**

To what extent do you agree with the following statements? Please provide your answer on a scale of 1 to 7, where 1 = ‘strongly disagree’ and 7 = ‘strongly agree’.

Table 5.23: NPQH accurately reflects the role of a Headteacher

	Licensee
1	1
2	2
3	2
4	2
5	9
6	10
7	10
Don’t know	10
Mean	**5.4**
Base	**46**

Table 5.24: NPQSL accurately reflects the role of a Senior Leader

	Licensee
1	1
2	1
3	2
4	2
5	6
6	15
7	15
Don’t know	6
Mean	**5.8**
Base	**48**

Table 5.25: NPQML accurately reflects the role of a Middle Leader

	Licensee
1	1
2	1
3	2
4	1
5	9
6	13
7	17
Don’t know	5
Mean	**5.8**
Base	**49**

Table 5.26: The qualifications are good value for money

	Licensee
1	0
2	3
3	1
4	3
5	3
6	15
7	24
Don't know	0
Mean	**6.0**
Base	**49**

Table 5.27: There are a good range of modules to make up a qualification that meets participants' leadership needs

	Licensee
1	0
2	2
3	3
4	0
5	6
6	16
7	21
Don't know	1
Mean	**6.0**
Base	**49**

Table 5.28: There is no repetition between the modules studied

	Licensee
1	1
2	1
3	5
4	6
5	14
6	15
7	4
Don't know	1
Mean	**5.0**
Base	**47**

Table 5.29: There is no repetition between the qualifications

	Licensee
1	0
2	3
3	7
4	7
5	13
6	11
7	5
Don't know	3
Mean	**4.8**
Base	**49**

Table 5.30: There is clear progression between the qualifications at different levels of the Leadership Curriculum

	Licensee
1	0
2	2
3	3
4	7
5	5
6	19
7	11
Don't know	1
Mean	**5.5**
Base	**48**

Table 5.31: The time commitment required to undertake the qualification is manageable for participants

	Licensee
1	0
2	3
3	4
4	3
5	9
6	13
7	14
Don't know	2
Mean	**5.5**
Base	**48**

To what extent do you agree that the Leadership Curriculum has been designed to enable the following? Please provide your answer on a scale of 1 to 7, where 1 = ‘strongly disagree’ and 7 = ‘strongly agree’.

Table 5.32: NPQH enables participants to progress into headship

	Licensee
1	1
2	4
3	0
4	1
5	3
6	12
7	17
Don’t know	8
Mean	**5.8**
Base	**46**

Table 5.33: NPQML enables participants to become competent in their current role

	Licensee
1	0
2	3
3	0
4	3
5	4
6	19
7	16
Don’t know	3
Mean	**5.9**
Base	**48**

Table 5.34: NPQSL enables participants to become competent in their current role

	Licensee
1	1
2	2
3	0
4	3
5	4
6	18
7	17
Don’t know	3
Mean	**5.9**
Base	**48**

Table 5.35: NPQML enables participants to progress in their career

	Licensee
1	1
2	1
3	1
4	2
5	7
6	17
7	17
Don’t know	3
Mean	**5.9**
Base	**49**

Table 5.36: NPQSL enables participants to progress in their career

	Licensee
1	1
2	1
3	1
4	3
5	7
6	14
7	17
Don’t know	4
Mean	**5.8**
Base	**48**

To what extent do you agree with the following statements? Please provide your answer on a scale of 1 to 7, where 1 = ‘strongly disagree’ and 7 = ‘strongly agree’.

Table 5.37: Participants understand that they can study standalone modules including those at different levels of the curriculum

	Licensee
1	1
2	2
3	8
4	8
5	6
6	13
7	7
Don’t know	4
Mean	**4.8**
Base	**49**

Table 5.38: Participants understand that standalone modules can be undertaken at any time and counted towards a qualification at a future point in time

	Licensee
1	2
2	2
3	6
4	10
5	7
6	13
7	5
Don't know	4
Mean	**4.7**
Base	**49**

Table 5.39: The Leadership Curriculum version of NPQH is more accessible than the previous version of NPQH

	Licensee
1	1
2	2
3	0
4	1
5	2
6	9
7	15
Don't know	16
Mean	**5.9**
Base	**46**

Table 5.40: The Leadership Curriculum version of NPQSL is more accessible than the Leadership Pathways programme

	Licensee
1	1
2	1
3	1
4	0
5	5
6	10
7	15
Don't know	15
Mean	**5.9**
Base	**48**

Table 5.41: The Leadership Curriculum version of NPQML is more accessible than the Middle Leadership Development Programme

	Licensee
1	1
2	2
3	2
4	3
5	3
6	9
7	18
Don't know	11
Mean	**5.7**
Base	**49**

To what extent do you agree that the Leadership Curriculum has been designed to bring about the following sustainable impacts? Please provide your answer on a scale of 1–7, where 1 = 'strongly disagree' and 7 = 'strongly agree'.

Table 5.42: Make a positive impact on the school in which they work

	Licensee
1	1
2	0
3	1
4	1
5	2
6	19
7	24
Don't know	1
Mean	**6.3**
Base	**49**

Table 5.43: Improve the attainment of pupils in the school in which they work

	Licensee
1	1
2	0
3	2
4	2
5	4
6	21
7	17
Don't know	2
Mean	**6.0**
Base	**49**

Table 5.44: Close the attainment gaps in the school in which they work

	Licensee
1	1
2	0
3	3
4	1
5	5
6	18
7	18
Don't know	3
Mean	**5.9**
Base	**49**

Table 5.45: Better manage pupil behaviour in the school in which they work

	Licensee
1	0
2	1
3	3
4	11
5	8
6	16
7	7
Don't know	3
Mean	**5.2**
Base	**49**

Table 5.46: Improve attendance in the school in which they work

	Licensee
1	0
2	2
3	2
4	11
5	6
6	19
7	4
Don't know	5
Mean	**5.1**
Base	**49**

Table 5.47: Improve wider outcomes for children and young people in their school

	Licensee
1	0
2	1
3	1
4	9
5	7
6	17
7	11
Don't know	3
Mean	**5.5**
Base	**49**

Table 5.48: Improve teaching and learning standards in the school in which they work

	Licensee
1	1
2	0
3	1
4	1
5	3
6	20
7	21
Don't know	2
Mean	**6.2**
Base	**49**

Table 5.49: Develop the skills and capabilities of colleagues in their school

	Licensee
1	1
2	0
3	1
4	1
5	4
6	22
7	16
Don't know	2
Mean	**6.0**
Base	**47**

Table 5.50: Develop the skills and capabilities of colleagues in other schools through school partnerships or clusters

	Licensee
1	0
2	1
3	3
4	4
5	13
6	17
7	7
Don't know	4
Mean	**5.4**
Base	**49**

Table 5.51: Engage with external stakeholders e.g. Children's Trusts and Children's Services

	Licensee
1	0
2	8
3	2
4	7
5	10
6	11
7	2
Don't know	9
Mean	**4.5**
Base	**49**

Table 5.52: Improve the school's relationship with their local community

	Licensee
1	0
2	7
3	3
4	4
5	16
6	9
7	1
Don't know	9
Mean	**4.5**
Base	**49**

Table 5.53: Have an impact on the local community

	Licensee
1	2
2	6
3	4
4	3
5	14
6	10
7	1
Don’t know	9
Mean	**4.4**
Base	**49**

Appendix 6: Final assessment coding

In total 75 tasks were coded across 45 participants. This included the submission from the trainee and their sponsor or placement school.

NPQH:

- Trainee's submission for Task 1 Leading a School improvement Priority in their home school
- Sponsor's submission to Task 1
- Trainee's submission for Task 2 Leading school improvement working in partnership with the Placement School
- Headteacher or placement school's submission to Task 2

NPQSL:

- Trainee's submission for Task 1 Closing the Gap in their home school including sponsor's verification to Task 1
- Trainee's submission for Task 2 leading an improvement priority across the school in their home school including sponsor's verification to Task 1

NPQML:

- Trainee's submission for Task 1 leading a team-based school improvement including sponsor's verification

Across the different tasks the main focus of nearly half (31 out of 75) was on improving attainment within the school either for a small group of pupils or across the whole school. This included improving attainment of those underperforming, reducing the attainment gap and improving the grades further of those already performing. Other common areas which tasks focused on include:

- Improving the quality of teaching and learning (15)
- Improving behaviour (5)
- Curriculum development (5)
- Improving attendance (2)
- Monitoring and assessing pupil progress (2)

A wide range of other tasks were also undertaken across the schools.

Appendix 7: Longitudinal analysis

Figure 1: Mean ratings to indicate longitudinal change for competencies at NPQH

	Rating on completion of qualification			
	Before the qualification	*Rated then*	*Rated 1 year later*	1 year after qualification
Holding others to account	4.0	6.5	4.9	6.3
Partnership and collaboration	4.2	6.4	4.8	6.2
Impact and influence	4.4	6.4	4.9	6.3
Delivering continuous improvement	4.6	6.5	5.1	6.3
Efficient and effective	4.5	6.4	5.2	6.2
Learning focus	4.6	6.4	5.3	6.4
Resilience and emotional maturity	4.8	6.5	5.2	6.4
Personal drive and accountability	5.5	6.7	5.7	6.5
Modelling excellence in teaching	5.4	6.5	5.7	6.3

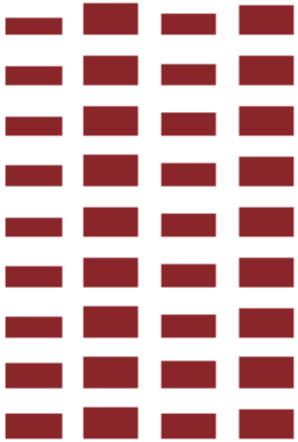


Figure 2: Mean ratings to indicate longitudinal change for competencies at NPSL

	Rating on completion of qualification			
	Before the qualification	*Rated then*	*Rated 1 year later*	1 year after qualification
Impact and influence	4.3	6.1	4.6	6.0
Holding others to account	3.9	5.7	4.4	5.9
Self awareness	4.4	6.2	4.9	6.0
Analytical thinking	4.4	6.0	4.9	6.0
Delivering continuous improvement	4.6	6.1	4.7	5.9
Information seeking	4.6	6.1	4.9	5.9
Learning focus	4.5	6.0	4.8	5.9
Modelling excellence in leadership of teaching and learning	5.2	6.2	4.9	5.9
Personal drive	5.6	6.2	5.5	6.1

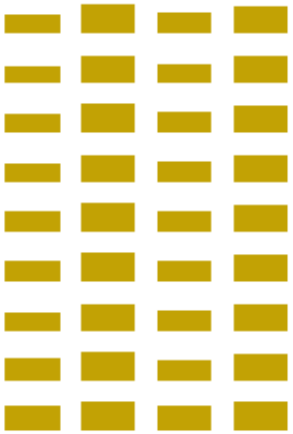
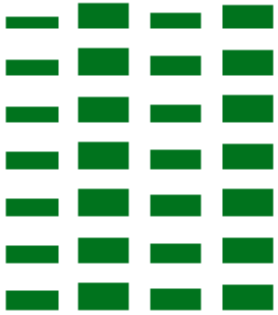
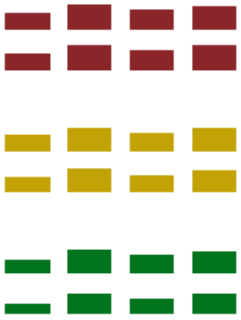


Figure 3: Mean ratings to indicate longitudinal change for competencies at NPML

	Rating on completion of qualification			
	Before the qualification	*Rated then*	*Rated 1 year later*	1 year after qualification
Holding others to account	3.4	5.7	4.0	5.6
Self-awareness	4.1	6.2	4.7	6.0
Developing Others	4.0	6.0	4.4	6.1
Inspiring Others	4.5	6.2	4.8	5.9
Relating to others	4.5	6.2	5.0	6.1
Learning focus	4.4	6.0	4.9	6.0
Modelling excellence in leadership of teaching and learning	4.6	6.1	5.0	6.0



	Rating on completion of qualification			
	Before the qualification	*Rated then*	*Rated 1 year later*	1 year after qualification
NPQH: Driving school improvement through the team you led	4.9	6.6	5.7	6.3
NPQH: Driving school improvement across the school	4.7	6.6	5.6	6.5
NPQSL: Driving school improvement through the team you led	4.9	6.1	5.2	6.1
NPQSL: Driving school improvement across the school	4.4	6.1	4.9	6.0
NPQML: Driving school improvement through the team you led	4.1	6.2	5.0	5.9
NPQML: Driving school improvement across the school	3.4	5.6	4.5	5.6



Appendix 8: Comparison of survey responses

In summary the sample of leaders across the three qualifications is quite similar:

Table 8.1: Gender

	SP1	SP2	Registration data
Male	30%	29%	31%
Female	70%	71%	69%
Total	**755**	**741**	**31,675**

Table 8.2: Age

	SP1	SP2	Registration data
<25		1%	2%
25-34	39%	40%	47%
35-44	40%	39%	36%
45-54	18%	19%	14%
55-64	2%	1%	1%
Total	**760**	**741**	31,656

Table 8.3: Ethnicity

	SP1	SP2	Registration data
White British	88%	90%	80%
White Other	5%	3%	5%
Other	4%	5%	7%
I prefer not to say	3%	2%	8%
Total	**760**	**741**	**31,676**

Table 8.4: School phase

	SP1	SP2	Registration data
Primary	56%	57%	47%
Secondary	31%	31%	42%
Other/not applicable	13%	12%	11%
Total	**744**		**31,676**

Table 8.4: Region

	SP1	SP2	Registration data
East Midlands	10%	9%	7%
East of England	9%	8%	10%
London	16%	13%	16%
North East	6%	6%	6%
North West	15%	13%	15%
South East	18%	18%	15%
South West	9%	10%	7%
West Midlands	7%	11%	12%
Yorkshire and the Humber	8%	10%	10%
Not specified/International	2%	2%	1%
Total	743	721	**31,676**

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