



National College for  
School Leadership

Inspiring leaders;  
improving children's lives

# Corporate Plan 08/09

ALL SCHOOL LEADERS  
AND STAKEHOLDERS

one



**Goal one** Develop excellent school leadership to transform children's achievement and well-being

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**Goal two** Develop leadership within and beyond the school

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**Goal three** Identify and grow tomorrow's leaders**Goal four** Ensure a fit-for-purpose, national college

Over the last year our close engagement with school leaders about the challenges they face and what they need from the National College for School Leadership (NCSL) has reinforced our commitment to the four ambitious goals we set in 2006. These are to:

- **develop excellent school leadership to transform children's achievement and well-being**
- **develop leadership within and beyond the school**
- **identify and grow tomorrow's leaders**
- **ensure a fit-for-purpose, national college**

NCSL will develop its offer to school leaders and more widely across the system to help realise the vision set out for children and young people in the Children's Plan.

Together we must ensure that our education system has enough high-quality school leaders to continue to raise standards and enhance children's well-being. Over the next 12 months we see our prime strategic challenges as:

- succession planning for school leadership
- the delivery of the redesigned National Professional Qualification for Headship (NPQH)
- working with key partners to develop new standards for school leadership
- the development of new roles of Advanced School Business Manager (ASBM) and School Business Director (SBD)

Through a range of activities we will enable the most successful school leaders to support other leaders and their schools so that they will all have an opportunity to learn from each other.

In order to ensure that our provision continues to meet the needs of the system, we will undertake a comprehensive review of NCSL leadership development provision.

This corporate plan explains how we intend to achieve each of our goals and to address these core priorities through specific programmes and activities, with stretching targets. We believe that we made significant progress towards our goals last year; the challenge now is to go further and faster.

**Vanni Treves**  
Chair of the Governing Council

**Steve Munby**  
Chief Executive

## Introduction

### **High-quality leadership is critical to school improvement and to enhancing the life chances of all children.**

The National College for School Leadership (NCSL) was established in 2000 and has contributed to raising the quality of school leadership over the past eight years. School leadership is getting better year on year, but there is no room for complacency and still room for improvement.

Furthermore, the challenges that school leaders face have changed. Today's leaders find themselves operating in different contexts compared to just a few years ago. Their roles and responsibilities have expanded and at the same time the need to grow tomorrow's leaders today has never been greater.

The Children's Plan sets out our ambitions for what we can and should achieve for our young people in terms of their educational attainment and wider well-being.

These system-wide reforms to the way services for children and young people work together require NCSL to work collaboratively with other agencies. We will work closely with the Department for Children, Schools and Families (DCSF) and other government departments, local authorities and government regional offices to overcome the challenges of delivery, while at the same time, ensuring that schools have the leadership and the capacity to fulfil their role and to deliver the outcomes we are committed to for children and young people.

NCSL has four corporate goals for 2008–09. The first goal is to continue to develop provision for school leaders. Our work here will reflect the priorities set out in the Children's Plan, which aims to give all children the best possible chance to achieve, make progress and thrive. NCSL's provision will enable the leaders of schools and children's centres to meet the challenges faced, improve their schools and centres and successfully lead their increasingly diverse workforces.

The redesign of the National Professional Qualification for Headship (NPQH) will be piloted to ensure it is preparing new leaders for the wide-ranging challenges of leading 21st-century schools. Work to increase the numbers and the effectiveness of school business managers and to ease headteachers' workloads will continue apace. Importantly, the new National Standards for school leaders, which we are developing in partnership with a range of key partners, will also align with the School Teachers' Review Body's (STRB) work on teacher standards.

Our second goal is to develop leadership within and beyond the school and to support the emerging models of leadership. This means providing more opportunities for the best leaders and their schools to extend their influence beyond their own school. National Leaders of Education (NLEs) and their National Support Schools (NSS) will play a larger role, as will the leadership strategies of the three City Challenge areas. Along with school improvement partners (SIPs), all of these forms of system leadership will focus on closing the achievement gap and improving pupils' outcomes and progress.

Our third goal focuses on succession planning and the need to bring on the next generation of school leaders. Succession has been a key priority for NCSL for the past two years and it remains our highest strategic challenge. Through the Tomorrow's Leaders Today campaign and the redesign of NPQH we are encouraging aspirant leaders to come forward. We are also taking steps to widen the pool of talent from which candidates are drawn.

Moreover, we not only need enough headteachers of the right quality, we also need them to be in the right places. In particular, we need some of our most experienced and successful leaders to be working in the most challenging schools. To ensure this happens, we will be introducing a scheme to develop a pool of experienced leaders from which schools in challenging circumstances can draw when they have a headteacher vacancy.

Our fourth goal is to ensure a fit-for-purpose national college that works relentlessly to improve the nature and quality of its provision and supports our work on goals one to three. As stated in our 2008–09 remit letter we will carry out a wholesale review of provision to ensure that it is coherent and avoids duplication. This review will be carried out through reference to what we now know about effective development, the needs of schools as they implement the Children's Plan and the drive for them to play a stronger role in developing their workforce in order to help build a world-class school system. This review will, after consultation with the profession in late 2008, lie at the heart of the next corporate plan for 2009–10.

Partnership working will be fundamental to achieving these goals. NCSL already has close working relationships with other national agencies, including the Training and Development Agency for Schools (TDA) and those in other public sector areas. We will continue to develop these links. At the same time we shall continue to work closely with the professional associations and other groups so that NCSL is aware of the challenges and needs of the profession from a practitioner perspective as well as a policy one.

The targets we have set for NCSL for 2008–09 will meet these challenges and reflect the priorities that the government has set for the College. They are set out in detail in the following pages and will be reported in our scorecard.

## Goal one Develop excellent school leadership to transform children's achievement and well-being

As inspirational school leaders have demonstrated again and again in recent years all over the country, excellent school leadership can radically transform children's life chances.

### Our work to achieve this goal has four key strands:

- Equipping current and future leaders to meet the demands of a dynamic policy environment, in particular the Children's Plan, the Every Child Matters (ECM) agenda, the delivery of extended schools and the leadership of children's centres.
- Providing particular support for those leading our most complex and challenging schools.
- Extending choice, promoting personalisation and driving up the quality of provision for school leaders.
- A small group of other specific, high-priority areas.

### The dynamic policy environment

A series of interrelated challenges arises for school leaders from the delivery of the Children's Plan and the ECM five outcomes, the continuing drive to raise the standards of leadership in a diverse workforce and the delivery of the 11–19 reform agenda.

We will continue to work closely with the Training and Development Agency for Schools (TDA), the General Teaching Council (GTC), the Specialist Schools and Academies Trust (SSAT), National Strategies, the Centre for Excellence in Leadership (CEL), the Learning and Skills Council (LSC), the Qualifications and Curriculum Authority (QCA) and professional associations. In particular, we will support the TDA in refreshing the Developing People Strategy in order that school leaders are equipped to develop the skills and expertise of their entire workforce.

We will develop new working relationships with the Children's Workforce Development Council (CWDC) and Together for Children to ensure that our programmes equip school and children's centre leaders to meet these challenges, including supporting local authorities, to meet their targets for roll-out of children's centres by 2010.

School and children's centre leaders benefit from working more closely together, learning with and from each other.

We will work with Together for Children to develop a network of children's centre leaders as part of NCSL's Leadership Network.



One of our key priorities will be to deliver the redesigned National Professional Qualification for Headship (NPQH) to aspiring heads. A pilot will be carried out and the lessons from it will be incorporated into the new NPQH programme. We will carry out two evaluations: one of the pilot and one of the new NPQH programme itself.

Aspiring heads will continue to graduate from the existing NPQH programme, which currently has 4,000 participants. This will ensure that the flow of suitably qualified applicants for headship will continue.

We will continue to provide support for NPQH graduates who have not yet achieved headship.

Once the revised NPQH is in place in September 2008, we will look at how Early Headship Provision (EHP) needs to be refined in order to provide a smooth progression from NPQH.

EHP will continue to provide newly appointed heads with comprehensive support during their first two years in post. We will make 1,400 places available in 2008–09.

The ambitions of the Children's Plan and our aspirations for children's attainment and their wider well-being cannot be achieved without effective leadership.

We will continue to build the confidence and capacity of school and children's centre leaders to collaborate with other agencies, enabling them to improve collective performance in line with the five outcomes of ECM and targeting particularly the most vulnerable children and families.

We will build on NCSL's work to date to provide high-quality leadership development resources and programmes to support continuous improvement in the leadership of ECM, extended schools and children's centres.

We will work with the TDA and build on successful pathfinder work to identify and support those leaders who have yet to engage in the ECM and extended schools agenda. We will develop and test a tool that will identify priority local authorities and schools where targeted support to develop quality and sustainable delivery of the ECM and extended schools agenda is needed.

We will link effective and sustainable delivery of the five outcomes of ECM with the broader leadership requirements for leading a diverse and extended workforce.

In 2008–09, we will deliver the reshaped National Professional Qualification in Integrated Centre Leadership (NPQICL) to 400 children's centre leaders. We will, in addition, focus on the leadership development requirements of children's centre leaders pre-and post-NPQICL. We will deliver this in close collaboration with the CWDC and Together for Children. All our early years leadership development work will be designed to ensure that participants meet the leadership standards for leaders of Sure Start children's centres.

NCSL will continue to support leaders and managers who are implementing the 14–19 reforms, specifically the introduction of the new diplomas. We will increase the capacity to deliver this support as the diplomas are rolled out, and will deliver this work in line with uptake targets to be agreed with the DCSF.



## Goal one Develop excellent school leadership to transform children's achievement and well-being

NCSL will continue to work in partnership with CEL in providing specific, bespoke programmes to the consortia that will be delivering diplomas in 2008 and beyond. We will also work to ensure that understanding of the 14–19 reforms is embedded in NCSL's core programmes.

We will work with the Department for Children, Schools and Families (DCSF) and other key partners, particularly SSAT, to support the strategic leadership of the new secondary curriculum. In particular, we will deliver regional workshops and consultancy support for headteachers and senior leadership team members.

We will develop national standards for school leadership in partnership with the DCSF and social partners, and then in consultation with the profession. These standards will be aligned with the work of the School Teachers' Review Body (STRB). We anticipate that these will be available in spring 2009.

### Complex and challenging schools

There are still not enough of our best leaders in the schools facing the greatest challenges. One of our core priorities is to continue to develop and deliver specific provision for leaders who work in the most complex and challenging schools.

Some of the most acute challenges to children's achievement and well-being arise in urban areas with high pupil and staff mobility. NCSL will continue to work with London Challenge and extend the work of the London Leadership Strategy to offer training, development and support tailored to the specific needs of leaders and potential leaders in London.

NCSL will also be working with two new City Challenge regions of Greater Manchester and the Black Country during 2008–09.

Building on the successful work in London, we will continue to develop projects in other urban areas, such as Leicester.

We are working with SSAT to develop a programme to support academy principals designate and principals in their first year after an academy has opened. We will aim to support this provision for up to 70 principals designate and serving principals in 2008–09.

We are continuing to develop programmes to equip prospective heads with the specific skills they need to lead schools facing challenging circumstances. They include the Future Leaders programme and the Associate Headteacher Programme for primary and secondary schools, formerly the Trainee Headteacher Programme (see goal three).

### Choice and quality of provision

We will continue to ensure that our programmes are tailored to the individual needs and context of school leaders and take account of phase, size and type of school and locality. To achieve this, we will continue to commission the best providers of high-quality leadership development to design and deliver challenging, personalised and flexible programmes that offer consistent support, challenge and value for money.

For 2008–09, our commissioned programmes will aim to cover 5,000 middle leaders, 3,000 Leadership Pathways participants and provide over 500 opportunities for experienced headteachers through the Head for the Future programme.



We will be offering the opportunity to senior leaders in schools to contribute and learn about leadership internationally through the provision of 120 places on a new programme, the International Leadership Learning Programme (ILLP).

## Other high-priority areas

### Personalised learning

Since the Gilbert review of personalised learning, NCSL has been working in partnership with SSAT, QCA, TDA, Becta and Ofsted to develop a joined-up approach. Building on this we have developed a framework for the leadership of personalised learning. In 2008–09, we will integrate the leadership of personalised learning into NPQH and our other programme provision where appropriate.

### School business managers

Skilled school business managers (SBMs) release other school leaders to focus on learning, teaching and raising achievement. We intend, over time, to ensure that every school has access to a competent business manager who is able to take a strategic and operational lead in managing finances, facilities and human resources issues.

We will continue to promote the role of the SBM as a vital support for primary school leadership. Through collaboration with TDA, we have already trained over 5,500 SBMs through the Bursar Development Programme in either the Certificate of School Business Management (CSBM) or the Diploma of School Business Management (DSBM). In 2008–09 we will offer 1,500 places on CSBM and 800 places on DSBM.

Following on from the Primary Leadership Advice, which we submitted to the Secretary of State in August 2007, we will run up to 30 demonstration projects by December 2009. These will explore and evaluate the roles of the Advanced School Business Manager (ASBM) and School Business Director (SBD) in more complex school contexts, such as across federations, collaborations or campus settings.

We will work with the DCSF to develop materials and pilot the Advanced Diploma of School Business Management (ADSBM) by April 2009. We will also explore and develop the appropriate professional development for SBDs.

### Primary leadership

NCSL will develop a range of proposals in partnership with the DCSF, National Strategies and the TDA to implement the key recommendations contained in the Primary Leadership Advice to the Secretary of State.

### Schools Capital Programmes

The Building Schools for the Future (BSF) Capital Investment Programme is the biggest single government investment in improving school buildings for over 50 years. Every secondary school in England will go through rebuilding or a level of remodelling over the next 15 years.

Building on the success of the pilot of the BSF Leadership Programme, NCSL will provide further professional development to school leaders and senior managers at corporate level in local authorities as they enter the programme.



## **Goal one** Develop excellent school leadership to transform children's achievement and well-being

We will help them to acquire the knowledge, skills and understanding needed to manage change and to develop environments geared to exciting and effective learning in the 21st century.

NCSL will work with the Schools Capital Division at the DCSF and BSF delivery partners including Partnerships for Schools, the Commission for Architecture and the Built Environment (CABE), Becta and 4ps, the local government project delivery specialist.

In 2008–09, NCSL will offer BSF leadership programmes and support for five local authorities and school leaders in wave 6, and for 10 local authorities and school leaders in waves 7 and beyond.

The Primary Capital Programme (PCP) aims to develop and implement in partnership with local authorities a strategic and transformational programme to deliver 21st-century schools at the heart of their communities by rebuilding or improving at least half of all primary schools over a period of 15 years.

During 2008–09, NCSL will continue to develop and deliver guidance and professional development to support school leaders and local authorities in the PCP. NCSL will also develop and pilot a blended learning training programme for leaders involved in PCP, including conferences, online materials and four face-to-face leadership programme training events.

### **Safeguarding**

The report of the Bichard Inquiry on child protection procedures, published in June 2004, recommended recruitment training for headteachers and school governors.

The aim is to ensure that interviews to appoint staff reflect the importance of safeguarding children.

We have developed web-based training with supporting guidance, and a significant number of heads and governors have accessed the programme.

We will continue to work with the DCSF and other stakeholders to bring the training to as many heads and governors as possible.

### **Sustainability**

We will continue to broaden our work on sustainability in relation to the sustainable development agenda.

We will build on NCSL's Leading Sustainable Schools research and will make sustainable development a core principle of the revised NPQH and ensure that aspiring heads see it as one of the core purposes of schools.

In addition, NCSL will explore the potential for adopting the Sustainable Operations on the Government Estate (SOG) framework targets.

### **Governors**

We will assist the DCSF in a review of training for governors to ensure that training supports new ways of working in smaller, more strategically focused governing bodies. As part of our work in this area, we will work with the DCSF and key partners to develop training for new chairs of governors.



### Key outcomes

- A positive contribution to the achievement of national targets in English and maths at Key Stage 2 and five GCSEs at grades A\*–C at Key Stage 4.
- Schools involved in strategic intervention programmes raise pupils' attainment at Key Stage 2 and Key Stage 4 by more than the national average rate of improvement each year.
- A positive contribution to the achievement of the five outcomes of ECM for children nationally, which includes sustainable and quality engagement and extended schools.
- The quality of leadership and management improves in schools where staff are engaged with NCSL programmes, and thereby contributes to a reduction in the percentage of schools placed in Ofsted's 'inadequate' category for leadership and management. The number of schools judged as having outstanding leadership and management nationally increases.

### Key output targets

#### Programme delivery

- Leading from the Middle – 5,000 places.
- Leadership Pathways – 3,000 places.
- EHP – 1,400 places.
- NPQH (redesigned) – 2,000 places in three intakes of 800, 600 and 600.
- Head for the Future – 560 places in 2008–09.
- NPQICL – 400 places.
- ILLP – 120 places.
- Bursar Development Programme – 1,500 CSBM and 800 DSBM places.
- BSF programmes – training for schools and local authorities in wave 6 and 15 local authorities and schools in waves 7 and 8.
- SBD demonstration projects – 30.
- Associate Headteacher Programme – 105 places.

**Goal two Develop leadership within and beyond the school** If we are to make rapid progress towards a world-class education system and sharply reduce the number of under-achieving schools, we need to encourage more of the best school leaders and their schools to care about and work for the success of other schools as well as their own. We must help these leaders to develop the additional skills they require to be able to lead, challenge and support their peers and create capacity within their existing schools to release them for this work.

**We plan to pursue this goal by collaborating closely with key national partners in six strands of work:**

- National Leaders of Education (NLEs) and their National Support Schools (NSS)
- City Challenge leadership strategies
- School Improvement Partners (SIPs)
- system leadership
- national Leadership Network
- e-learning

**National Leaders of Education and their National Support Schools**

Due to the success of the NLEs and National Support Schools (NSS) programme, NCSL will recruit more of our most effective school leaders and schools with leadership capacity to the programme. We currently have 124 NLEs and will further extend the programme in 2008–09 by recruiting a new group as requested in our new remit letter.

We will develop a Fellowship Programme as part of the evolving NLE support programme. The purpose of the Fellowship Programme will be to develop the next generation of system leaders who will lead chains, federations and groups of schools. The programme will utilise the best executive leadership training available in the public sector and will involve these system leaders in working together to solve real system challenges.

**City Challenge leadership strategies**

NCSL will be looking in particular to identify primary and secondary headteachers in the new City Challenge areas of the Black Country and Greater Manchester to extend the successful work of the consultant leaders that have been working as part of the London Leadership Strategy. These headteachers who, in the new City Challenge areas, will be known as Local Leaders of Education, will undertake a range of roles to support the City Challenge and leadership strategy activities and provide leadership capacity to schools in vulnerable or challenging circumstances.



### School Improvement Partners (SIPs)

We will work with the National Strategies to develop, assess and accredit SIPs. We will continue to assess applicants to become accredited SIPs in all three phases until March 2010, and we will accredit new SIPs to take account of turnover in the system. To respond to demand, we estimate the number of accredited SIPs required annually will be 150 for secondary, 400 for primary and 50 for special schools.

### System leadership

The Next Practice in System Leadership project, which we have undertaken in partnership with the Innovation Unit over the past two years, will continue. We will build the knowledge base and disseminate the learning by incorporating it into NCSL provision, where appropriate.

Working with the Workforce Agreement Monitoring Group (WAMG) and other social partners, NCSL will develop leaders' knowledge and understanding of the most effective models of school leadership. We will create more resources for this purpose, including a web-based toolkit. We will also develop a national network of school leaders to support and advise schools as they explore alternative models of leadership.

### National Leadership Network

NCSL's national Leadership Network, made up of nine regional networks, will be developed and extended. So far, we have expanded the network to more than 8,000 school leaders in over 5,700 schools. To support the network, we contract school leaders to work as regional leaders and we are using the national network to gather intelligence about needs, to identify effective practice and empower school leaders to drive forward the school leadership agenda.

Over the coming year, we plan to extend our regional activity so that at least 30 per cent of all maintained schools have at least one member of their school in the national Leadership Network. We intend to focus efforts on quality engagement and endeavour to reach those school leaders who have had little or no involvement with NCSL so far.



## Goal two Develop leadership within and beyond the school

### E-learning

E-learning is integrated throughout NCSL's leadership development programmes and includes NCSL's online communities, which support networking and collaboration between school leaders and other groups. NCSL will continue to work with Becta and others to deliver the national e-strategy, Harnessing Technology, a key element of the Children's Plan.

The NCSL website is accessed by around 100,000 individuals each month who are able to view information about the College, its products and services as well as practical resources.

Following the successful launch of a series of resources in 2007 – including our succession planning website, Tomorrow's Leaders Today, ECM Leadership Direct and the Leadership Library – we plan to develop a new set of integrated technologies to support collaboration and networking among school leaders and the wider children's workforce. These technologies will be designed to capitalise on the benefits of the social networking tools that have recently become commonplace on the internet.

We will continue to offer specific targeted support for succession planning through, for example, the development of online modules to support the National Professional Qualification for Headship (NPQH) and ongoing development of the Tomorrow's Leaders Today website.

We will continue to work in partnership with the Training and Development Agency for Schools (TDA) to develop an integrated set of web, email and telephone-based services under the project name, The Key.

We will also build on the development of virtual classroom technologies to support NCSL programmes, reinforcing the College's approach to sustainability.



### Key outcomes

- The best school leaders drive and inform the development of policy and practice across the system.
- The most effective school leaders are identified, encouraged and provided with opportunities to work beyond their own schools to improve performance, particularly in support of schools in complex and challenging circumstances.
- Where leaders work beyond their own schools as part of strategic intervention

### Key output targets

- There is an 85 per cent graduation rate for current NPQH.
- A cohort of NLEs are to be designated.
- To respond to demand, we estimate the following number of accredited SIPs will be required annually: 140 secondary, 400 primary, 50 special schools.
- A total of 30 per cent of all maintained schools are engaged with NCSL's Leadership Network.

**Goal three Identify and grow tomorrow's leaders** Succession planning is a key strategic challenge. High-quality leadership is critical to helping schools achieve the best outcomes for all children and young people. In the next decade it is anticipated that around 50 per cent of primary and secondary school headteachers are expected to retire. New leaders now need to come forward in greater numbers, and we know that around a third of teachers do aspire to headship. NCSL is seeking to work with this ambitious pool, who see the many personal and professional rewards of school leadership.

**We will aim to ensure that school leaders are properly equipped for the challenges of 21st-century school leadership.**

**We have already made some progress in identifying and growing tomorrow's leaders. Partnership working with local authorities, governors, dioceses, professional associations and other national partners is showing early signs of success and we will continue to build on the strength of these collaborations.**

**Our approach to this challenge has four main strands:**

- local solutions through the Tomorrow's Leaders Today campaign
- a redesign of the National Professional Qualification for Headship (NPQH)
- leadership diversity
- additional initiatives to bring new leaders into schools

### Local solutions

Our aim continues to be improving the supply, quality and diversity of headteachers through local solutions, focusing on training, development, motivation and retention.

The Tomorrow's Leaders Today campaign will continue to disseminate ideas and approaches from the succession planning projects with local authorities, governors, faith education providers, primary schools, special schools, networks of schools, professional associations and other national partners across the country.

NCSL's team of National Succession Consultants (NSCs), working across nine regions, will offer expertise and advice to support solutions that are developed locally. We will continue to work closely with local and national partners to gain a thorough understanding of the numbers and capabilities of school leaders required.

We will also work closely with the Department for Children, Schools and Families (DCSF) to investigate better ways to forecast supply of and demand for future leaders.

NCSL will increase its reach and impact through the use of the Tomorrow's Leaders Today website. We will monitor and review data about the number of schools who have to re-advertise headships and those who have filled posts temporarily. We expect to see these figures stabilise in 2008–09 as the number of applicants increases, offering governing bodies a wider pool of candidates.



We will increase our work with and support for governing bodies, improving their confidence in the role they can play in succession planning. We will pay particular attention to the needs of primary, faith and special schools, where the challenge remains greatest.

### Redesign of NPQH

We will ensure the redesign of NPQH is integrated into succession planning so that it meets the needs of future headteachers (see goal one).

### Leadership diversity

Bringing on more school leaders from a wider range of backgrounds remains a priority for NCSL. We will work to widen the talent pool from which candidates are drawn and will continue to build commitment to improving diversity at national and local levels.

We have appointed two diversity consultants to provide field knowledge and expertise. They will work with local authorities and groups of schools on data collection and strategies to support the development of more women and black and minority ethnic leaders.

We will work in partnership with the National Union of Teachers (NUT) to deliver the newly developed Equal Access to Promotion programme and use the provision to support up to 40 participants from minority ethnic backgrounds to achieve leadership positions.

In 2008–09, we will carry out research on the leadership aspirations and career paths of black and minority ethnic teachers with the National Association of Schoolmasters Union of Women Teachers (NASUWT). We will implement the recommendations on future actions, strategies, tools and techniques to support the development of black and minority ethnic teachers and enable them to fulfil their leadership aspirations.



### **Goal three** Identify and grow tomorrow's leaders

#### **Additional initiatives to bring new leaders into schools**

We will continue to provide a range of programmes to bring new leaders into schools, including people without qualified teacher status who have proven leadership credentials in other fields.

The Future Leaders programme, created jointly with Absolute Return for Kids (ARK) Education and Specialist Schools and Academies Trust (SSAT), aims to develop middle leaders and high-quality individuals not currently teaching in schools to become heads, deputy heads or assistant heads in areas experiencing shortages, such as London and other urban areas. There has been a positive reception by the schools and participants involved, and we expect the majority of participants to find leadership posts when the programme is completed. Our aim is to gradually increase our intake up to 60 in September 2008, up to 85 in September 2009 and up to 110 by September 2010.

We will work with the DCSF to develop plans to contract out the Future Leaders programme and will begin a process to go out to tender by December 2008.

These specific activities to identify and grow tomorrow's leaders will continue to be supported by other measures.

We will maintain the continuity, the quality and reputation of Fast Track. As requested by the DCSF we will produce recommendations for a new accelerated development programme to replace Fast Track by September 2008. This new provision will be prepared and in place for a launch in September 2009.

A communications strategy, designed to generate enthusiasm among members of the school workforce for leadership roles and illustrate the many personal and professional rewards school leadership can bring, will be developed further.

We will ensure that the provision NCSL commissions for middle leaders and senior teachers considering headship is geared to preparing leaders of the future for the very different, more complex and more uncertain world that they will face.

Attracting and developing some of our best current leaders for wider system leadership roles will also create opportunities for aspiring leaders to extend their skills and experience while their headteachers are working with other schools.

We will continue to provide development opportunities for school leadership teams.

We will prepare advice to government by June 2008 on how to develop and implement a programme for a pool of experienced school headteachers to lead our most challenging schools in deprived areas.



### Key outcomes

- A positive contribution to sustaining and increasing the flow of high-quality school leaders.
- Continued development of new forms of leadership within and between schools that make a positive contribution to the achievement of the outcomes for goal one.
- To have addressed the number of temporary filled places and headteacher vacancies.

### Key output targets

- To develop a range of key performance indicators to monitor the progress of the implementation of the succession planning strategy.
- A total of 95 per cent of local authorities are working in partnership with NCSL to implement a succession planning strategy.
- To increase the number of local authorities collecting diversity data and developing plans to increase leadership diversity.
- Advice to be given to government by June 2008 on a programme for a pool of experienced school headteachers to lead our most challenging schools in deprived areas.
- Future Leaders programme – 60 in September 2008.
- Equal Access to Promotion – 40 places.
- Final recommendations are to be given to government on a new accelerated development programme by September 2008.

**Goal four Ensure a fit-for-purpose, national college** We are deeply committed to working in collaboration with others, drawing on research both nationally and internationally to ensure we remain at the cutting edge of leadership thinking. Most of all, we are relentless in working to serve school leaders in the best and most appropriate way.

**To achieve our first three goals, we need to ensure that NCSL is fit for purpose, operating at optimum efficiency and is continually working to improve the experience for school leaders. In particular, NCSL must have the right:**

- leadership development provision
- collaborative internal and external working relationships
- culture throughout the organisation
- financial, budgeting and commissioning capabilities
- internal and external processes to deliver and monitor our commitments to our key stakeholders

### Leadership development provision

We will carry out a comprehensive review of NCSL leadership development provision to ensure that programmes meet the needs of the system, to avoid duplication and to ensure that they deliver maximum impact on pupil outcomes. The review will engage sponsors, school leaders and partner organisations.

### Working relationships

We remain committed to working in collaboration with others, drawing on research and bringing in national and international expertise, to ensure we remain at the cutting edge of leadership thinking.

As the earlier parts of this plan demonstrate, we will continue to develop strong and valued relationships with a wide range of strategic partners, including school leaders and governors, higher education institutions, local authorities, social partners and a large number of national organisations, agencies and networks.

Most importantly, we will continue to listen closely to school leaders themselves through our regional networks, regional leaders, National Leaders of Education (NLEs) and regional and national conferences.



## Culture programme

Our staff and the way we work together remain critical to our success. We will continue to work to ensure that the NCSL culture programme – which focuses on values in our everyday practice, performance and talent management, programme management, and planning and financial management – supports our aim of growing more leaders within NCSL.

## Financial, budgeting and commissioning capabilities

We are facing a reduction in core grant-in-aid of £4.9 million (7.5 per cent) for 2008–09, down to £60.4 million. We are in receipt of a further £50.2 million in ring-fenced funding and other income for specific areas of work.

This makes it essential that we continue to strengthen our financial, budgeting and commissioning capabilities – particularly our financial management and profiling – to drive efficiencies, to focus our investments and to ensure value for money.

We are fully committed to achieving our comprehensive spending review (CSR) targets. We are also developing financial models to enable us to plan more strategically.

We are undertaking a major evaluation of our commissioning process and the impact and outcomes of commissioning for school leaders and stakeholders, our providers and for NCSL itself. The review will enable us to make sensible strategic decisions about how we commission in the future.

## Internal and external processes

In addition, we have established a rigorous set of working processes to support our relationships with our providers. These are set out in our new provider management strategy and supported through regular service review meetings.

We will simplify our procurement processes through embedding new technologies and associated practices.

Working closely with suppliers we will build on and improve the supplier relationship management across key areas of supply, especially programme provision.

We remain strongly focused on delivery. We have embedded the use of a delivery roadmap into our working practice. We will continue to monitor the delivery roadmap monthly, reporting to all the committees of NCSL's governing council.

We will continue to embed new operational and financial planning processes that will strengthen the link between this corporate plan and the delivery roadmap.

We will continue to strengthen NCSL's programme and project management capability by further embedding best practice in project management into the College. We will ensure that the Project and Programme Management Unit (PPMU) plays an increasingly effective role in NCSL.



## Goal four Ensure a fit-for-purpose, national college

We will enhance our knowledge management systems and processes during 2008–09 through the implementation of a knowledge management strategy.

In order to continue to improve the programmes and other services NCSL offers school leaders, we will implement a new participant record management system and upgrade our learning management system. We will bring NCSL's key data together in a data warehouse, which will allow us to measure the impact of the College more accurately.

We will continue to measure our success in achieving our goals through our balanced scorecard and publish the results in our annual report. The key performance indicators cover:

- schools' progress towards achieving the national targets
- Ofsted judgements on the quality of leadership and management in schools
- our ability to recruit participants for the National Professional Qualification for Headship (NPQH) and maintain graduation rates
- stakeholder and customer views about the quality and impact of NCSL's activities and its overall effectiveness
- organisational efficiency
- staff attendance and satisfaction

We will develop and embed a coherent approach to value for money across NCSL activities.

We will renew and publish NCSL's sustainable development action plan.



### Key outcomes

- NCSL is successful in achieving goals one, two and three.
- School leaders believe our activities are effective and are having a positive impact on their schools.
- Organisational stakeholders see us working collaboratively with them and having a positive impact on policy development around school leadership.
- We will continue to strengthen our budgeting and commissioning capabilities to maximise value delivered and to ensure we achieve our efficiency targets.
- Risk management is embedded in the organisation with all risks appropriately managed.
- A renewed Sustainable Development Action Plan is published and taken forward.
- Reduction of NCSL's carbon footprint.
- Ensure that NCSL's provision and advice is evidence-based.
- Improved levels of staff satisfaction.

### Key output targets

- In addition to the balanced scorecard targets outlined on the next page, we have a second-level scorecard in place.
- The delivery roadmap and programme and project management, financial and operational guidelines are embedded within the organisation.
- Improved data sets are developed to monitor reach and effectiveness and enable us to focus activities where they are most needed.
- There is data warehouse implementation, a new participant record system and updated learning management system.
- A robust medium-term financial plan is developed.
- A renewed sustainability plan is published and taken forward.
- The new competences and performance management systems are in place and continue to be embedded, delivering more focused staff development and enabling internal succession planning.
- Strategic review of leadership development provision draws on evidence of effective practice nationally and internationally to inform the development of our activities.

## Balanced scorecard with key performance indicators and targets for 2008–09

### A: Outcomes and impacts

#### A1

Achievement of national targets at Key Stages 2 and 4

#### Target 2008–09:

- to contribute to the achievement of the national targets in English and maths at Key Stage 2 and five GCSEs at grades A\*–C at Key Stage 4 (including English and mathematics)

#### A2

Ofsted judgements on the quality of leadership and management

#### Target 2008–09:

- contribute to a reduction in the percentage of schools judged by Ofsted as having inadequate leadership and management to below three per cent
- contribute to an increase in the percentage of schools judged by Ofsted as having outstanding leadership and management to above 14 per cent for primary schools and 17 per cent for secondary schools

#### A3

Succession planning

#### Target 2008–09:

- 2,000 NPQH participants
- 85 per cent graduation rate for NPQH
- with provisos from the DCSF\*, NCSL should influence the sector so that by January 2009, headteacher vacancies are no more 0.7 per cent, aiming for 0.6 per cent and the percentage of temporarily filled posts is no more than 3.2 per cent, aiming for 2.9 per cent

*\* NCSL has taken on a key new role in improving headteacher supply with key elements such as local area succession planning and communications strategies. As data processes are being developed to capture this evidence more accurately, targets have been set within a range.*

**B: Stakeholder and customer perspectives**

<p><b>B1</b> Percentage of a representative sample of school leaders who believe the College’s activities are effective</p>	<p><b>B2</b> Percentage of a sample of participants in NCSL leadership provision who believe the College is impacting positively on their schools</p>	<p><b>B3</b> Organisational stakeholder views on (i) the effectiveness of College relationships with them; (ii) its contribution to policy debate and (iii) overall effectiveness</p>
<p><b>Target 2008–09:</b></p> <ul style="list-style-type: none"> <li>85 per cent of school leaders believe the College’s activities are effective</li> </ul>	<p><b>Target 2008–09:</b></p> <ul style="list-style-type: none"> <li>85 per cent of participants believe that their involvement with the College is impacting positively on their schools</li> </ul>	<p><b>Target 2008–09:</b></p> <ul style="list-style-type: none"> <li>(i) Effectiveness of relationships with the College: 90 per cent satisfaction rating</li> <li>(ii) Contribution to policy debate: 85 per cent effectiveness rating</li> <li>(iii) Overall effectiveness: 90 per cent effectiveness rating</li> </ul>

## Balanced scorecard continued

### C: Organisational efficiency

#### C1

Performance against government  
efficiency targets

#### Target 2008–09:

- achievement of CSR efficiency target of five per cent reduction in administration costs

#### C2

Financial management

#### Target 2008–09:

- percentage of actual spend against profiled spend (within a tolerance level of –2.5 per cent to +2.5 per cent on a quarterly basis and –2.5 per cent to 0 per cent on an annual basis)

## D: Stakeholder and customer perspectives

**D1**  
Staff attendance

**D2**  
Employee satisfaction

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**Target 2008–09:**

- 97 per cent staff attendance

**Target 2008–09:**

- 70 per cent satisfaction rating

**Also available from NCSL:**

*NCSL Guide to Publications and Resources, 2007–08.* To order, please visit **[www.ncsl.org.uk/publications](http://www.ncsl.org.uk/publications)**.

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