



**Schools Forum**  
15 January 2020

**Report from the Strategic  
Director Children and Young  
People, Chair of the  
Strategic School  
Effectiveness Partnership  
Board**

**Update - Strengthening Leadership Development and Succession Planning in Brent schools Programme**

<b>Wards Affected:</b>	All
<b>Key or Non-Key Decision:</b>	n/a
<b>Open or Part/Fully Exempt:</b> <small>(If exempt, please highlight relevant paragraph of Part 1, Schedule 12A of 1972 Local Government Act)</small>	Open
<b>No. of Appendices:</b>	None
<b>Background Papers:</b>	None
<b>Contact Officer(s):</b> <small>(Name, Title, Contact Details)</small>	Farzana Aldridge (BSP Strategic Director)

**1.0 Purpose of the Report**

- 1.1 To provide an update from the Brent Schools Partnership (BSP) on the actions taken and progress made since the last update report on the 12 June 2019 in respect of the Schools Forum funded “Leadership Development and Succession Planning in Brent Schools” programme.
- 1.2 This report is in line with the recommendation in the Schools Forum report of the 20 June 2018, which was: “That Schools Forum receives six monthly reports on the use and deployment of the allocated spend and the resulting impact on securing improvement for this group of pupils”.
- 1.3 Members of the Schools Forum are reminded that at the Forum meeting on the 20 June 2018, there was unanimous agreement from members of the Forum to allocate a total budget of £445,250 over a two-year period to the BSP to deliver the proposals set out in the report. The funding allocated for the two-year period was broken down as follows:
- 2018-19 of £282,000
  - 2019-20 of £163,250

**2.0 Recommendation(s)**

- 2.1 The Schools Forum notes the report.
- 2.2 Members of the Forum are requested to seek, as appropriate, any further information from the Strategic Director of the BSP.

### **3.0 Background**

- 3.1 The Brent Schools Partnership, Brent Council and the Teaching School Alliances all identified leadership development as a strategic priority. The Schools Forum also agreed that leadership development and succession planning were key areas for development in Brent. The Schools Forum report of 20 June 2018 set out the context and an evaluation of needs in Brent schools. The paper also set out the outcomes and criteria against which the impact of the programme was to be assessed.
- 3.2 Three areas were identified as priorities to be taken forward:
- i. A leadership development programme targeting 60 potential and current leaders, to engage in a development programme to prepare them for the next stage of their leadership career. This to include: Early Leaders, Aspiring Senior Leaders/Assistant and Deputy Headteachers and Aspiring Headteachers.
  - ii. A leadership development programme focused specifically on new headteachers in their first three years of headship.
  - iii. Building on the National Standards of Excellence for Headteachers, the development of a Leadership Charter to which all schools in Brent could commit to and implement.
- 3.3 In collaboration with members of the BSP, the leadership programmes for each target group have been carefully devised by the Headteacher Planning and Delivery Groups. This demonstrates a strong commitment by headteachers in Brent to system leadership, and mutual support and collaboration.
- 3.4 In addition to Brent headteachers and the BSP team developing and delivering the targeted leadership programmes, two external organisations have been contracted to secure the necessary capacity and wider expertise to deliver programmes of the highest quality, and to cover each of the agreed strands of the programmes. The two external organisations are The Madison Group and the Ambition Institute.
- 3.5 The strands in the programmes consist of leadership development sessions, personalised coaching, shadowing/placements and a residential experience. The leadership development sessions consist of two elements, sessions delivered by Ambition Institute, and sessions delivered by local headteachers in Brent. Participants also engage in action research as part of their leadership development provision.
- 3.6 For those in their first three years of headship there is access to five carefully constructed induction sessions, and the opportunity to participate in Group Coaching sessions delivered by professional coaches from the Madison Group.

### **4.0 Progress and actions and use and deployment of the allocated funds since the update report presented to the Schools Forum on the 20 June 2019.**

#### **4.1 Overview**

- 4.1.1 As of November 2019, 108 current and future Brent school leaders are participating in some aspect of the Strengthening Leadership and Succession Planning programmes.
- 4.1.2 The originally planned Leadership Programme for 60 aspiring leaders (including those aspiring to headship) recruited 58 participants who demonstrated the experience, skills and competencies to secure a place on one of the leadership development programmes on offer. This group was joined by six new Brent headteachers and heads of school who followed the Headteacher Induction Programme during 2018/19, and by

a further eight new headteachers and heads of school in September 2019. During the first year, three participants were unable to continue with the programmes on which they originally embarked due to changes in their personal circumstances.

4.1.3 Within the initial 58 successful applicants, eight Aspiring Headteachers have been able to participate in the Ambition Institute delivered NPQH accredited programme.

4.1.4 13 headteachers are participating in the accredited L5/L7 coaching training programme and currently 26 headteachers have agreed to shadowing placements at their schools and/or providing training or coaching as part of the programme.

## 4.2 Training and Development Programmes

4.2.1 Following the application and assessment processes, of the 58 current and future leaders who started the specific Ambition Institute and BSP (Brent headteacher-led) programmes, 55 are still on the programmes. These programmes include:

### ***Developing new leaders (March 2019 to December 2019)***

- Training sessions of 4 x 1 days, delivered by Ambition Institute and Brent headteachers
- Action research and triad school visits
- Personalised coaching

### ***Aspiring leaders (to assistant headteacher/senior leadership) (March 2019 to March 2020)***

- 6 x 1 days. Ambition Institute and BSP.
- Action research project
- Two school placements
- Personalised coaching

### ***Aspiring leaders (to deputy headteacher) (March 2019 to June 2020)***

- 6 x 1 days. Ambition Institute and BSP.
- Action research project
- Two school placements
- Personalised coaching

### ***Aspiring headteachers (March 2019 to March 2020)***

- Ambition Institute NPQH programme
- 1-day BSP. School placements.

*Year 1 allocation = £31,500*

*Actual expenditure and commitment for year 1 = £66,444*

## 4.3 The Coaching Programme

4.3.1 The Madison Group provide the coaching element of the Leadership Development and Succession Planning Programme.

4.3.2 A total of 38 leaders are currently receiving one-to-one coaching with Madison Group. The programme continues until March 20, with most participants having received 5 x 1-hour sessions.

4.3.3 A further 26 are receiving one-to-one coaching by headteachers who are participating in the L5 and L7 accredited coaching programme.

- 4.3.4 The new Headteacher/Head of School Group Coaching Programme began in May 2019 and will continue to June 2020 with six half day meetings. The focus for each of the sessions is based on the needs identified by the groups.

*Year 1 allocation = £91,000*

*Actual expenditure and commitment for year 1 = £63,755*

#### **4.4 L5/L7 Coaching Programme**

- 4.4.1 Following the February 2019 two-day Headteacher Coaching Conference, 13 headteachers (with a range of experience) are now participating in the L5 or L7 accredited coaching course with Madison Group.
- 4.4.2 All participants are funding their accreditation fee on completion of the course which finishes in August 2020. From September 2020 the accredited L5/L7 coaches will provide an invaluable resource and coaching capacity for Brent schools to use in the future.
- 4.4.3 As part of their course programme the L5/L7 participants have been allocated either a Developing New Leader from the Ambition Institute/BSP programme, or a 2019/20 new Brent Headteacher/Head of School to coach as part of their 'training hours'.
- 4.4.4 There is now a growing request for one-to-one coaching training, and access to the L5/L7 course from other leaders. This will be considered by the BSP in the future if the interested schools/individuals are willing to fund such a programme.

*Year 1 allocation - covered above*

*Actual expenditure and commitment for year 1 - covered above*

#### **4.5 Shadowing Placements**

- 4.5.1 The 30 participants on the two Aspiring Senior Leader programmes have planned, and many have already undertaken, their first two-day shadowing placement.
- 4.5.2 A Placement Planning Template has been drawn up to ensure focus and skill progression during the participants' placements.
- 4.5.3 Participants are also using the placement as an additional part of their chosen Action Research. The Action Research has been carefully planned with reference to a universal guide and template.
- 4.5.4 Second school placements for the spring and early summer terms are currently being planned. The placements are also required to focus on the goals and targets set during their Ambition Institute modules and BSP headteacher workshops.
- 4.5.5 Currently 26 Brent schools have agreed to accept and support school placements and/or offer their schools as course/coaching venues.

*Year 1 allocation = £45,000*

*Actual expenditure and commitment for year 1 = £44,400*

#### **4.6 Early Headship Programme**

- 4.6.1 There are three groups of individuals on the Early Headship Programme. These are:

- Group 1 - seven Brent leaders (now in their third/fourth year of headship),
- Groups 2 and 3 - eleven Brent leaders (now in their second year of headship/head of school).

4.6.2 The new Brent Headteacher/Head of School Induction Programme provided five workshops for the new leaders in 2018/19 and the same is being repeated for the new leaders in 2019/20. Each workshop's focus is planned to meet the group's needs.

4.6.3 In addition, all headteachers/heads of Schools in their first three years of headship are able to participate in the Group Coaching Programme delivered by the Madison Group. The feedback from those who are participating has been overwhelmingly positive.

*Year 1 allocation = £40,000*

*Actual expenditure and commitment for year 1 = £32,311*

#### **4.7 Leadership and management of the programme**

4.7.1 A detailed financial monitoring plan for the initiative has been established which provides detailed breakdown of expenditure and commitments.

4.7.2 Additional capacity to deliver the programme has been created through additional time from BSP school improvement specialists, and consultant support from external organisations and individuals.

4.7.3 The contribution and leadership provided by Brent headteachers have been excellent, and have provided additional capacity as well as ensuring that all aspects of the programmes reflect the context and needs of Brent schools

4.7.4 Additional business and financial management support has been directed to the programme.

4.7.5 A considerable amount of time has been allocated from the BSP Strategic Director to provide leadership of this initiative

*Year 1 allocation = £32,000*

*Actual expenditure and commitments for year 1 = £32,341*

#### **4.8 Development of the Leadership Charter**

4.8.1 The initial scoping of this strand has been completed with a range of actions to be taken forward during year 2 of the programme

*Year 1 allocation = £12,000*

*Actual expenditure and commitments for year 1 = £12,000*

#### **5.0 Evaluation strategy**

5.1 A number of measures are in place to monitor and track the levels of engagement and participation in the programmes, and to assess its impact on the improvement in the leadership skills and competencies of the participants, retention rates, promotions rates and longer term sustainability of leadership capacity within the community of schools in Brent. These include:

#### **5.2 End of session evaluations**

- Ambition Institute courses - evaluation of each session, with the overall outcome reported to the BSP
- BSP courses - evaluation of each session collated by the BSP
- Madison Group – November 2019, interim evaluation survey been sent to all those participating in one-to-one and group coaching
- All participants have signed a professional commitment form to ensure full engagement in their programme.
- From January 2020, the focus will continue to be on individual and module evaluation but with a more detailed focus on impact.

### 5.3 Assessment of impact on professional development

- In January 2020, all participants on the two Aspiring Leaders course will be resent their 360-degree survey from Ambition Institute to complete. Each will then receive a personal feedback report of the outcomes/progress since their initial 360 in February 2019.
- In February 2020, Ambition Institute will resend to all line managers of the Aspiring Leaders course, the audit of skills/knowledge that they were originally sent in February 2019. These were the basis of the chosen six Ambition Institute workshops for each group. Ambition Institute will then collate the outcomes and provide a summary of progress/areas still be developed to both the individual and BSP.
- Ambition Institute is currently collating the mid-way feedback for those on the NPQH programme. GDPR is a barrier to sharing information which Ambition Institute is working to overcome.

### 5.4 Coaching

- In November 2019, an interim evaluation survey was sent by the Madison Group to all participants in the on-to-one coaching sessions including their coaches.
- In November 2019, for the Madison-led one-to-one and group coaching programmes, a *Google online survey* was sent to all participants for mid-course feedback. The results will be collated and available at the end of January 2020.

### 5.5 End of Programme Evaluation Report

- Using the summary of the participants' evaluations of all of the Ambition Institute and BSP courses/course modules and coaching programmes, Ambition Institute will judge impact using their 1 to 10 '*change of practise/competency*' scale. This will be enhanced by the programme group audit to compare progress with the February 2019 original group audits. BSP will use its established evaluation format.
- A BSP impact survey will be sent to all headteachers and chairs of governors of the schools participating in the programme in January 2020. The aim is to evaluate the impact of the programme on both the individual and the wider school community leadership.
- The summary of the March 2020 BSP participant evaluations will be used to judge their future plans and timing for applying for and attaining leadership posts in Brent.
- There will be a summary of promotion/leadership roles achieved by the participants by July 2020. There will also be a summary of next steps including the identified professional development required to sustain leadership capacity in Brent schools.
- The end of programme celebration/evaluation event will take place on 13 July 2020.

## 6.0 Early assessment of impact

### 6.1 Promotions

As at December 2019, one of the participants on the aspiring headteacher programme has secured a promoted position as an interim headteacher of a Brent school, and two participants on the aspiring senior leaders programme have secured promoted positions in their current schools.

## 6.2 Retention

As at December 2019, all participants who commenced the programme have remained in a Brent school.

## 6.3 Feedback from the Developing New Leaders programme

The following provides initial evaluation feedback from the participants:

### 6.3.1 Ambition Institute training sessions

- *“I can now plan my action research question with more confidence in my own leadership capabilities.”*
- *“I now have a clear vision of where I am heading and what I need to do in order to get there.”*
- *“I enjoyed; it was just about the right information for the time given. Was not too overwhelming.”*
- *“I plan to think more carefully about how I come across as a new leader.”*

### 6.3.2 Brent-led training sessions

- *“Opportunities to practise the reality is invaluable.”*
- *“Linking with real school experiences and context was very useful.”*
- *“Gaining in sight into current leader’s vast experience and hearing their journey to leadership.”*
- *“Listening and understanding difficult situations and how to face and manage them.”*
- *“Opportunities to practise the reality, helps.”*

## 6.4 Feedback from Aspiring Leaders modules

### 6.4.1 Ambition Institute summaries

- Participants enjoyed the sessions with overall outcomes averaging between 9.1 and 9.7 out of 10.
- Facilitation scoring 10/10. Content near perfect pitch. The majority plan to change their practice and utilise their new skills. Participants particularly enjoy the discussions and reflecting on an issue with peers. Many use this back in school and are exploring the ideas with other leaders. The range of real-life experiences and school settings they are interacting with is stimulating.
- Some participants want to have less reading before and after the modules.
- Some participants want more case studies.

### 6.4.2 Brent-led training modules

- *“Very informative and helpful session.”*
- *“Engaging, useful and great to share experiences.”*
- *“Wonderful being able to compare with real life situations.”*
- *“The range of activities, so thought provoking.”*
- *“So useful to have the different scenarios with the research evidence.”*
- *“I feel more prepared.”*

## 6.5 **Areas for improvement across all feedback received**

- More information before the full programme started about the specific content and commitment needed.
- More time in the sessions for case studies.
- Invitations to current subject leaders/deputy headteachers to come to some of the course sessions to talk about their current experiences, and what to expect and prepare for.
- *“It sometimes seemed that what we might be asked to do in the junior leadership role was the job of the headteacher.”*

## 7.0 **Financial Implications**

7.1 Termly purchase orders are raised by Brent Council for one third of the total annual budget allocated. The BSP then raises an invoice. The autumn term's (2019/20) purchase order has been raised.

7.2 The budgets for this initiative are set aside separately from the BSP core budgets and separately monitored

*Total budget for the year 2018-2019 = £282,000*

*Total expenditure/commitments to date = £281,558*

## 8.0 **Legal Implications**

8.1 The local authority has a statutory duty for the outcomes of all pupils. It has a statutory responsibility to monitor the performance of schools including the identification, support and intervention in schools where pupil achievement is of concern. The local authority's powers of intervention in schools are restricted to the maintained sector. Where there are concerns about an academy's standards, leadership or governance, the local authority is expected to raise them directly with the Regional Schools Commissioner.

## 9.0 **Equalities Implications**

9.1 The Equality Act 2010 sets out that those subject to the general equality duty must, in the exercise of their functions, have due regard to the need to advance equality of opportunity between people who share a protected characteristic and those who do not.

9.2 The programme continues to seek to advance the equality of opportunity under-represented groups within leadership at all levels in Brent schools.

## 10.0 **Consultation with Ward Members and Stakeholders**

10.1 A wide range of stakeholders continue to be consulted through the work of the Leadership Development and Succession Planning Group/s including chairs of governors, primary and secondary headteachers and senior leaders.

10.2 The Strategic School Effectiveness Partnership Board, chaired by the Director of Children's Services continues to be supportive of this programme as it aims to address a key strategic school effectiveness priority.

## **Related Documents**

Reports to Schools Forum (20 June 2018 and 12 June 2019)



**Report sign off:**

**Gail Tolley**

Strategic Director Children and Young People