

‘LEADERSHIP OR MANAGEMENT: AN EXAMINATION OF THE EXPECTATIONS
ON A HEAD TEACHER IN A SERIOUS WEAKNESSES SCHOOL’

By

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Abstract

This thesis is an ethnographic study over an 8 year period of the leadership and management strategies involved in school improvement. The study takes place in a residential special school for pupils with BESD. The research specifically explored whether it is possible to distinguish between leadership and management activities, explores the role of the head teacher in relation to leadership and management and looks at change management against the context of school improvement.

The methodology involves the interrogation of key documents covering the period from central government, local government agencies and documents produced by the School. There is a focus on identifying specific leadership approaches, matching actions to the National Standards for Head Teachers, matching change management actions to models defined by the Audit Commission. Use is made of document analysis methodologies in particular verb use to explore these matches.

Findings suggest that the concept of leadership has been exploited commercially, and that leadership is defined by what an individual perceives it to be. That there is lack of clarity within central government about leadership in terms of its role and in education it has been used politically as opposed to practically. That models of leadership and management could not be clearly identified from the documents analysed. That it was not possible to identify many leadership actions through verb analysis. That verb analysis predominately identified administrative and management based actions.

The findings suggest that head teachers should be able to model leadership strategies which are responsive to changing circumstances. That for change to be effective, the process needs to be considered, manageable, incremental, meaningful and owned. That Ofsted needs to measure the effectiveness of school leadership and management from an outcome based perspective which is derived from the National Standards for Head Teachers.

The thesis provides a rational from which head teachers faced with leading a failing school can measure their thinking.

Dedication

I dedicate this thesis firstly to my wife and children for their unquestioning love and the support that they have given to me in my career and in the writing of this thesis. Secondly to my parents, grandparents and god parents who encouraged me to aspire to a career in education, to go beyond what I thought was possible for me to achieve. Finally to my cousin whose own practice as a teacher served as an example which I have tried to emulate, one of compassion and care to the children in our care.

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Chapter One

Introduction

Setting

I am the head teacher of a state maintained residential special school. Prior to my appointment I had been a deputy head teacher for 4 years, during which time I completed the National Professional Qualification for Headship. I was appointed to my post as head teacher in March 2001.

The school to which I was appointed, was established in the 1970's as a Local Authority (LA) maintained residential / day special school for boys aged between 10 and 16 years whose primary special educational need is Behaviour Emotional Social Difficulties (BESD). The school is built on a site which has been used solely for educational purposes since 1897. The school is located in a small market town of approximately 2,500 people, in the north-west of England, its nearest major population centres are all 40 - 50 miles away. The pupil population is drawn principally from across the North of England. Many pupils have secondary or co-occurring contributory special educational needs such as Attention Deficit Hyperactivity Disorder (ADHD), Autism, Attachment Disorder, Conduct Disorder, Cystic Fibrosis, Fragile X and Specific Learning Difficulties. In 2007, 20% of the 36 pupils on roll were involved with the youth justice system and / or Child and Adolescence Mental Health Services (CAMHS). Significant numbers of pupils are also looked after by local authorities and / or are on the child protection register.

At interview I was made aware that the school had just failed its Office for Standards in Education (Ofsted) inspection and was being placed in an Ofsted category of having 'serious weaknesses'. The Leadership and Management of the school was identified as being the most significant weakness, principally the leadership and management being provided by the then acting head teacher. The school did not go into special measures, primarily because the quality of teaching within the core subjects was judged by Ofsted to be good. This was not due to the leadership and management of the acting head teacher, but rather to the professionalism of those teachers, who achieved this judgement despite the acting head teacher's in-actions.

In June 2003, the school was removed from its serious weaknesses judgement by Ofsted and judged to be good. In January 2008, the school was again inspected by Ofsted and graded as good with some outstanding features, one of which was the leadership and management of the head teacher and governing body. The methodology by which the inspections were conducted changed significantly between the two later inspections.

In June 2003, the process involved a team of 5 inspectors being in the school for a full week and conducting an in-depth scrutiny of all the schools systems, practices, policies and the quality of the teaching being delivered. The January 2008 inspection lasted for 1½ days with a team of only 1 inspector, with the focus being primarily on challenging the judgements which I as the school's head teacher, had made about the quality of the provision within the school as recorded in the Ofsted on-line Self Evaluation Form (SEF).

The changing nature of the inspection process moving away from ‘exploration’ to ‘interrogation’ provides the prime motivator for the thesis, as it has challenged my understanding and expectations of my role as a head teacher, leaving me uncertain as to whether I am a leader or a manager, or perhaps even a combination of both?

Thesis Focus

The thesis focuses on addressing this uncertainty of whether I am a leader or a manager by:-

- exploring the differences between leadership and management, and by
- examining the degree and nature of leadership and management involved in achieving school improvement.

The thesis will be based on research which involves an in-depth document analysis of a single school over an extended period, during which the school moved from a failing Ofsted judgement of ‘serious weaknesses to a judgement of good with outstanding features.’ Within the context of this thesis, document analysis refers to a research methodological tool which systematically analyses the content of documents as a strategy to answer the research questions. The documents examined will come from central and local government reports which comment on aspects of the school’s provision following formal and informal inspections / visits i.e. Her Majesty’s Inspectorate of Education (HMI), Commission for Social Care Inspection (CSCi), Ofsted and Local Authority Quality Assurance advisors. The documents will be analysed against the following references:-

- The National Standards for Head Teachers
- Audit Commission Core Leadership Roles
- Leadership typologies identified within the literature review
- Change methodologies identified within the literature review

The document analysis will involve interrogating the documents with regard to key word frequency occurrence, an examination of verb use to place task actions into a leadership / management hierarchy and a qualitative analysis to identify leadership and change management typologies.

Alongside the research a review of literature will explore the:-

- generic nature of leadership and management,
- role of the head teacher as a leader, and
- the processes surrounding the management of change.

Leadership and management as concepts prove to be challenging when trying to establish a definitive definition of them. Stogdill (1974) is often cited to exemplify this challenge:-

‘there is almost as many definitions of leadership as there are persons who have attempted to define the concept’ (page 259)

Exploring this challenge will form a significant aspect of the literature review. However a basic definition could be formulated around the personality traits which a leader may possess and which a manager doesn’t, which are contextualised against the situation in which a leader/manger is placed. Leadership tends to generate more actions which are

visionary in nature, whilst a manager is fulfilling actions which s/he is required to complete.

The three elements of the literature review will be set against a school context, thus informing the methodology and field work.

Research Questions

To address the focus of the thesis, the differences between leadership / management and the degree of leadership / management present in school improvement, the thesis will seek to explore the following key questions:-

1. What were the processes which secured school improvement between 2001 and 2009?
2. Which of those processes were as a result of leadership? and
3. Which of those processes were as a result of management?

Research context

As stated earlier my experience both as a deputy head teacher and as a head teacher, has caused me to question, the degree to which headship is actually about management rather than about leadership. I am uncertain as to whether there is a clear understanding within education and the wider world of what leadership and management within education actually constitutes. I question whether 'leadership' is being used in education as a

substitute for ‘management’. Specifically whether education applies terminology which is inappropriate e.g. the literature talks about ‘subject leaders’, but what leadership functions does that teacher employ, are those functions actually management functions or an amalgamation of the two?

The role of a subject leader is usually described as a facet of ‘distributed leadership’. I have found from my own experience of working with my local authority advisors that the concept of ‘distributed leadership’ is one which they expect to see in an effective school. However, when you push them to define what they mean, invariably it is about middle managers having an input into the school’s self-evaluation / improvement processes. This again raises that contradiction / question, as to whether the function of contributing to a processes is potentially a management one. The position is further confused by central government through the DCSF, as The School Teachers’ Pay and Conditions Document (2007) describes the collection and reporting of data as a normal function of a classroom teacher. In particular paragraph 72 subtitled Management states:-

‘taking such part as may be required of him in the review, development and management of activities relating to the curriculum, organisation and pastoral functions of the school.’ (Page 121)

As this document forms the contractual basis by which teachers are employed in England it demonstrates a potential dichotomy, as it suggests that central government does not have a clear understanding of what it sees as leadership / management functions in a school.

When examining the role of the head teacher, I question whether the work I undertook to take the school out of serious weaknesses was in fact leadership; for the most part it felt like management. It could be argued that as a head teacher I was leading the school out of serious weaknesses, but I would argue that taking a leading role in a process or event is significantly different to actually being a leader or demonstrating leadership. There is a potential comparison to be explored here with the 'subject leader' role, as it poses the question are 'subject leaders' actually taking the principal role in coordinating what is in effect a management process.

I also question the amount of 'true leadership' which I am, as a head teacher, able to demonstrate. I would propose that the amount of leadership is in fact very limited, as I argue that the global vision for education in England is one which is determined by central government. With that being the case I argue that I am in fact managing a process as I have accepted the lead being provided by central government. The following areas highlight some of the potential dichotomies and conflicts which constrain the range of choices a head teacher can have:-

Finance

Financial resources for local authority maintained schools are delegated to the school by the local authority, under a locally agreed funding formula, with monies being devolved from central government and raised through local and central tax arrangements. The head teacher, through delegated powers from the governing body manages the budget. However, the bulk of that spending is pre-accounted for in staffing and building cost costs. A

function of headship in partnership with the governors is to determine the staffing structure for the school. The staffing structure, however, is limited by central government's statutory curriculum requirements. The school is required to deliver the national curriculum and the technical knowledge required to deliver the secondary curriculum would suggest the need for subject specialists. This limits the number of staffing permutations available, so effectively head teachers are choosing a staffing establishment from a small number of options.

Curriculum

The curriculum is determined and controlled by national legislation; this determines that the head teacher's function is to ensure implementation which is arguably a management function. The Department for Education and Skills (2006) states in paragraph 20:-

‘The head teacher has responsibility for the internal organisation, management and control of the school and for implementation of the strategic framework established by the governing body.’ (Chapter 3 Page 3)

This again can be seen to echo the dichotomy in central government's position as outlined in the previous quote, with regards to the school teacher's pay and conditions document, where central government would seem to attribute leadership roles to functions which it describes as management.

Accreditation

Head teachers can also choose the companies they wish to purchase formal curriculum accreditation from e.g. OCR (Oxford Cambridge and RSA Examination), AQA (The Assessment and Qualification Alliance), but the head teacher is required by central

government to set accreditation targets against nationally prescribed benchmarks. So therefore, head teachers are arguably making management decisions about how best to meet those targets, the head teacher may have a leading role in making that decision, but again they are reacting to central government's direction, which raises the question as to whether the head teacher has any option other than to follow.

The components of the school curriculum were first laid down in the Education Reform Act 1988, and further extended in Part 6 of the Education Act 2002. A further revision of the required curriculum for Key Stage 3 and 4 was completed by the QCA in 2007 and came into operation in September 2008. Again it would seem that head teachers are making choices from a limited window, especially when assessment of pupils at ages 7, 11 and 14 are made against centrally set assessments based on national curriculum content, yet again the question of lead / manage is posed.

Specialist Status

Head teachers can of course apply for their schools to acquire specialist status in order to gain some financial independence from the local authority. There is, however, a pre-determined success criterion for any application. It is questionable as to whether the head teacher is providing effective management by securing better resources for the school or actually leading the school. It is also possible for me, as a head teacher, to gain those financial resources by improving my letting opportunities, reducing waste or by securing charitable donations all of which are arguable examples of secure financial management. It is again arguable that the 'leadership' found around the concept of specialist status has in

fact been provided by central government. I base this argument on the facts that specialist status was a product of a vision from central government, it was central government that formulated the operating parameters, it was central government that established the measures by which specialist status can be achieved and central government that controls the awarding of specialist status and the continuation of membership. Having established the opportunity for schools to achieve specialist status it is only right to determine that it is central government that has generated followership from schools. The thesis's literature review will demonstrate that the concept of followership is common to many definitions of leadership.

Central Control v Local Control

The relationship between central government control of education and local control of education forms a key point of discussion for the thesis, as I believe that the real leadership of state maintained education is being provided by central government. Head teachers are arguably able to choose whether they follow a particular lead. The choice for them is not prescribed. It is, however, pre-described and limited, which confines the head teacher's operating parameters to the number of options that the head teacher has to choose from.

In accepting the position that head teachers are presented with limited options from central government through pre-describing, it is possible to argue that head teachers of special schools have fewer choices to make, as the learner make up of the school requires a certain learning approach. By contrast the mainstream head teacher's learning approaches are less limited so consequently the head teacher's have greater freedom. I have found from my

own experience that pupils with BESD generally respond better in a setting in which kinaesthetic learning takes place, though I know of no research to support this observation, therefore this may be an area for research outside of the remit of this thesis. This premise is questionable though, as it is limited by the fact that for many schools they are the sole school within a particular catchment area, particularly so in rural areas. With this being the case, it is possible to argue that the school's catchment area determines the direction in which the school has to go if it is to be effective. As to what constitutes effective, it is possible to argue that effective is determined by whether the school meets centrally prescribed success criterion, through pupil performance at the end of each key stage, as determined by examination results.

Governing Bodies

A further check to the head teacher's freedom to provide leadership is provided by the governing body. The Governing Body, as a legal entity, has been provided with significant statutory powers from central government to curtail the autonomy of the head teacher in the decision making / leadership process. Governing bodies have been charged to establish the strategic direction of the school, The Department for Education and Skills (2006) describes the following position:-

‘The governing body must exercise its functions with a view to fulfilling a largely strategic role in the running of the school. It should establish the strategic framework by:

- Setting aims and objectives for the school
- Adopting policies for achieving those aims and objectives
- Setting targets for achieving those aims and objectives.’

Whilst the head teacher is required to secure effective day to day management of the school, operating under the requirements of governing bodies policy.’ (Chapter 3 Page 3)

Male (2006) argues that this is not a real position, that in reality the head teacher exercises control of the governing body, so that the governing body does his or her bidding:-

‘In reality it is not common to find proactive governing bodies ... typically governing bodies are responsive to and supportive of head teacher initiative’. (Page 11)

If this were in fact the case then it would be transparently obvious from the analysis of the governing body’s minutes and from interviews with governors during the formal Ofsted inspection and within the School Improvement Partner (SIP) process, and as a consequence the school (head teacher) would be held to account for it. Male’s (2006) argument is flawed, in that it disregards the reality of Governors’ powers in the areas of financial control and staffing appointments. The local authority, which maintains my school which is the subject of this thesis, has established a county wide policy for the financial management of its schools, and the Governing Body of the subject school has adopted this policy. The financial management policy limits the independent spending authority of the head teacher for any single item purchase up to the sum of £2,000; any spending over this limit has to go to a Governing Body sub-committee for approval. In addition a further financial safe guarding system exists with schools being required to achieve the central government’s Financial Management Standard (FMSiS). Likewise a policy for staffing has been drawn up by the local authority which describes the appointment processes for staff. The lead role in staff appointments lies with the governing body, the head teacher is merely one vote on an appointments panel, and the head teacher has no power of veto. If a head teacher were to try and fulfil Male’s (2006) role of controlling a Governing Body, the head teacher would have placed herself / himself in a position, whereby he / she could potentially break fiscal and employment law.

The whole position of central government's rhetoric concerning school leadership, with the head teacher being the 'key leader' is in direct contradiction to the limitations statutorily imposed on the head teacher by the authority invested in the governing body. With no control of finance and staffing by the head teacher, it poses a serious question as to whether the head teacher can truly provide leadership in the school. A further question is posed, if the governing body adopts a position whereby they accept the full mantle of their statutory role, does the governing body then effectively manage the head teacher, to the point where the head teacher is actually delivering central government's lead?

Dewhirst Case Study

Whilst developing this line of thinking I had the opportunity to meet with the group accountant of the I. J. Dewhirst clothing company, to discuss the company's concept of management. Dewhirst manufacture clothing throughout the world, principally for Marks and Spencers. The company is divided up into a number of trading divisions, with the head office being based in Driffield, East Yorkshire. Each of the divisions has its own managing director, who has autonomy within that division. However, that autonomy is in fact limited by a Board of Directors who set an operating remit for each of the divisions. Leadership is therefore provided by the Board (akin to central government) with leading management being provided by the managing director (akin to the head teacher), the managing director's performance is monitored by the company's internal audit section, who are independent of the trading divisions (akin to Ofsted). Blandford (1997) endorses this view:-

‘Although head teachers may reject the notion of corporate management, their position can now be compared to that of a managing director of a corporate company, whose product is education and whose clients are pupils

(and parents). School management is influenced by the owners or patrons of the school: governors, parents, the government and / or LEAs'. (Page 57)

It is clear to Dewhirsts that it is the Board which provides strategic company leadership and that the managing directors fulfil a management role, as their job title describes. This discussion with I. J. Dewhirst's group accountant contributed to establishing the strand of the thesis which focuses on the broader nature of leadership and management.

Life Experience

I am also able to set this broader focus of defining what is leadership and management against my own life experience. As I write this thesis in my fifties I am able to compare my current employment responsibilities against earlier employment responsibilities when I was a fire fighter for 10 years, in which role I attained the rank of 'leading fireman' which later became 'leading fire fighter'. The fire brigade rank structure at that time was based on a model which originated from the armed forces, where the title 'leading' is still used to signify a competency level e.g. leading seaman and leading airman, which in the navy was one rank above ordinary seaman. As a leading fire fighter I had responsibility for a fire appliance and its crew of 6 (including myself). In my own mind I believe I was more of a leader in the fire-brigade when responsible for 5 other fire fighters than as a head teacher with responsibility for 55 staff. As a leading fire fighter, I have ordered men to risk their lives. I have shared that risk with them and entered burning buildings when the sane thing would have been not to. I have followed orders and issued orders which required with others entry into burning buildings. However, when I explore why I risked my life, it was through an emotional bond, not because of trust in the perceived skill level of the teams or

an acceptance of the greater knowledge and judgement of my senior / superior officers. It was because of who those other men were. They included my best friend, my son's godfather. It emanated from a strong desire of not wanting to let them down, on occasions those emotions over-rode common sense.

It is questionable as to whether there is any comparable risk to life in teaching. Teachers of pupils with BESD, undoubtedly take leaps of faith at times with very damaged pupils, which can, of course have a negative impact on the teacher's effectiveness, confidence and credibility if things go wrong. However, a teacher is still able to try again the following day if it fails, but the fire fighter only gets one chance with his life. The concept of 'professional status' opens up a further area of question, if teaching is accepted as a profession does that change the relationship between the teacher and the head teacher. When a head teacher asks a teacher to follow a particular course of action, is that a request as opposed to an order? Is the teacher being asked to do the professional job they are paid for? When professional status is claimed, should the professional have the capacity to do an effective job without the need for direction and leadership?

Interestingly the fire brigade has recently revised its rank structure, the 'The Fire Safety Advice Centre' (2009) report that the rank of 'leading fire fighter' has been replaced with 'crew manager'. Other ranks now include watch manager, station manager, group manager, area manager and brigade manager. This change to the rank structure reinforces my view on central government's lack of understanding of the differences between leadership and management. It poses a hard question for central government to answer,

why does central government describe public employees in the fire service as managers but at the same time encourages public employees in education to see themselves as leaders.

Originality

The significance of the thesis exists at three levels:-

1. For me as a head teacher, in that it will potentially change the language of how I fulfil my role in the school. The review of leadership and management theory and how it impacts on practice for change management could bring about a change to my school's operating systems, in relation to job descriptions, roles and titles, and related management structures. It could impact on the school's self-evaluation processes and in particular on my dialogue with the School Improvement Partner (SIP). It may change the way in which the school manages change processes, particularly around the pace of change, the amount of change undertaken and co-ordination of the actions. It will have an impact on the personal development of the school's staff group as their understanding of leadership, management and change processes improves;
2. It will give special school leaders who are facing a similar position of leading / managing a failing school as I had to, a rationale against which to test their own processes and mode of operation;

3. It will at a national level add to the debate about the role and function of the head teacher particularly around the concept of executive head teacher and the school business manager. It will contribute to the debate as to whether it is possible to run a school without a traditional head teacher, whether somebody from a non-teaching background but with a good business background can effectively lead / manage a school?

If the concept of expanding the role of the executive head teacher and the school business manager, becomes an increasing reality this thesis will indicate the need to explore governance, roles and responsibilities, conditions of service, accountability, pay and remuneration, inspection, the relationship with SIP's and the LA, it is possible that comparisons may be drawn with Ministry of Defence Schools.

Chapter Two

Review of Literature – Generalisations

Introduction

The literature review explores themes which have emerged from reflection on the research question:-

- 1a. What were the processes which secured school improvement between 2001 and 2009?
- 2a. Which of those processes were as a result of leadership? and
- 3a. Which of those processes were as a result of management?

Essentially these questions can be accommodated within four expansive themes that of:-

- 1b. The functions of leadership and management in their broadest sense.
- 2b. The role of the head teacher as a leader.
- 3b. School Business Management, and
- 4b. The processes around the management of change.

None of these themes are independent of the others, the review endeavours to highlight theory with illustrative evidence from my own experience as a head teacher. The review explores the functions of leadership and management in its broadest sense so that questions 2a and 3a (above) can be contextualised against a clearer understanding of leadership and management. Having explored a generic picture of leadership and management the review will explore the role of the head teacher as a leader, so that questions 2b and 4b can be

further explored in an educational context. In exploring the processes around change management, the review provides a context against which question 1 can be set.

I have chosen to exemplify the review against my own experiences from headship to support part (ii) of the ‘originality’ section of chapter one of the thesis. If the thesis is to be of benefit to school leaders in a failing school, then they need to be able to translate theory into practice, examples from my experience could support this process. I have chosen to structure the review in this fashion as it supports my methodological position (see chapter 3), in that I see little point in writing the thesis unless it is ‘useful’, unless it is based on experience and on my insight which is congruent with my anti-positivist epistemological position.

‘Leadership’ and ‘management’ along with ‘leader’ and ‘manager’ can be confused with each other and employed in a context where the other is required. Northouse (2007) argues that ‘leadership is a process that is similar to ‘management’ in many ways’ (page 9). It is particularly important to clarify this distinction as the management of change is an everyday feature of school practice and change in a school is particularly affected by human variables. The ‘best value’ operating climate in which schools are required to work, alongside the self-evaluation process has brought about a constant cycle of self-review, which by design necessitates change. The Department for Education and Skills (2004) describes this position:-

‘The head teacher, working with others is responsible for evaluating the school’s performance to identify the priorities for continuous improvement and raising standards’. (Page 3)

The move towards personalised learning has re-enforced this position, as schools are increasingly faced with the need to change programmes of study to accommodate the individual demands of each new cohort of learners as they progress through the school.

Context of the Literature Review

In preparing for the literature review and the next chapter, the researcher has drawn on the works of Robson (2002), Hart (2005), Bell (2006) and Cohen, Manion and Morrison (2005).

The literary base for the literature review is drawn broadly from three fields:-

1. Commerce and business
2. Government
3. Education

In exploring the concept of leadership and management among others the literature review has drawn on the works of Grint (1997) (2005), Bass and Avolio (1994), Carnell (2003), Bennis (1984) and Burns (1978). These works are generic to the concept and focus on leadership and management in a pure sense; they do not have an educational bias. In looking for an educational perspective on leadership and management the researcher has

explored the large volume of scholarly articles published in the professional educational journals in particular *School Leadership and Management* which was formerly entitled 'School Organisation'. Reference has also been made to publications produced by and on behalf of central government in the United Kingdom. In particular, references have been drawn from the work of key agencies such as the Audit Commission and the Department for Children, Families and Schools. To find the text sources a number of approaches have been employed, ranging from simple through to complex. Use has been made of internet search engines such as 'Google' and 'Alta Vista' to conduct 'define' and 'key word' searches. Use has also been made of dedicated software such as 'Endnote' to conduct themed searches, such as 'school leadership' in order to look for reference sources which are used in a number of university library locations. The assumption being, that the more frequently they are stocked the more credible they are. Key sources have been identified and have had their bibliographies compared to look for works which are frequently quoted. Use has been made of the University of Birmingham's library search engine to explore journal sources, both on site and remotely.

It is clear from a number of text sources such as Crawford (2002) and Levinson (1980) that there is a common thread running through their definitions of leadership, which is that leaders develop followership in people who then have a choice as to whether they will or will not follow a lead which is being offered. This concept of followership forms a feature of the thesis's argument about there being a misuse of leadership terminology within the education and government sector. The literature review will play a significant role in determining a criterion by which the methodology of the thesis research is constructed.

I also include within the review an in-depth but limited exploration of three significant themes within the education field, that of ‘distributed leadership’, ‘strategic leadership’ and ‘school business management’. For many educational researchers, such as Leithwood and Riehl (2003) working for the National College for School Leadership (NCSL), ‘distributed leadership’ plays a significant role in their modelling of what effective school leadership should look like. Alongside ‘distributed leadership’ the National College for School Leadership also expresses a preference for Davies and Davies’s (2000) concept of ‘strategic leadership’, as being a further preferred methodology for school leadership models. The third theme of school business management feeds directly into the section on the role of the head teacher, as it raises questions about the number of leadership and management functions carried out by a head teacher, in what could be described as routine work tasks.

Within change management the key as argued by the Audit Commission (2001) is in having a clear vision, selling that vision, determining what is manageable, prioritising tasks, and creating a momentum to complete the task.

The Function of Leadership and Management in its broadest sense

The task of finding a consensus definition of leadership and management proved to be problematic. Stogdill (1974) is repeatedly quoted by commentators such as Western (2008), Grint (2005), Northouse (2007) to argue that:-

‘there is almost as many definitions of leadership as there are persons who have attempted to define the concept’. (Page 259)

Western (2008) suggests that leadership is like beauty, you will know it when you see it.

Grint (2005) when exploring definitions on leadership concludes:-

‘Apart from noting the variegated properties of these definitions we are left more rather than less confused by them. Leadership does seem to be defined differently and even if there are some similarities the complexities undermine most attempts to explain why the differences exist. That is to say, that we know differences exist but we remain unable to construct a consensus about the concept.’ (Page 17)

In accepting Western (2008) and Grint’s (2005) positions it is possible, as Western (2008) suggests, to state that leadership is in the eye of the beholder, that leadership can mean whatever the individual wants it to be, it is possible to argue what-ever position you wish in order to define leadership.

The scale of interest in the leadership and management field is well exemplified by Grint (2005), who offers an unscientific indicator of the size of interest in leadership specifically. Grint (2005) identified that on 29 October 2003 there were 14,139 leadership items for sale on Amazon.co.uk, he went on to add that two months later that number had increased by 3%. Grint (2005) extrapolated this percentage rise and predicted that this figure would be 45,000 by 2010. In replicating the search on 9th November 2008 there were 40,749 items for sale, a further replication on 17th April 2010 highlighted 152,363 items for sale, including a pink or blue baby’s bib titled ‘4 US Armored Leadership and Integrity’, it would seem that Grint (2005) may have underestimated. A trawl of the shelves in populist book shops gives a further indication of the scale of the leadership business. W H Smiths for example on 18 November 2008 had 5,145 books for sale with leadership in the title, covering titles such as The Leadership Pill, Inspirational Leadership, Effective Leadership,

Mountain Craft and Leadership, Leadership in Health Care, Leadership in the Police, Leadership in Early Years, Primal Leadership and Teach Yourself Leadership by 17th April 2010 this had increased to 5,972. This populist boom is also echoed in the academic realm, and can be exemplified in the number of universities offering undergraduate and post graduate courses in Leadership. In November 2008 the Universities & Colleges Admissions Service (UCAS) web page indicated that 28 British Universities were offering undergraduate courses with Leadership in the course title covering areas such as, Leadership and Management, Fire and Leadership Studies, Creative Leadership and Management, Accounting with Leadership, Hospitality Leadership and Management Leadership and Public Administration by 17th April 2010 the number of universities offering courses had increased to 33. An internet search for post-graduate courses on findamasters.com on 18 November 2008 identified that there were 522 courses available in the UK and Ireland with Leadership as a keyword, by 17th April 2010 the number of courses available had increased to 801.

Popular Definitions

It is clear then that there is considerable general and academic interest in the concept of leadership. With this being the case then, it is important to explore what popular definitions have to offer, if a definition of leadership is to be established that is representative of the broadest base. The following on-line and off-line dictionary search results offer definitions in their simplest forms, thus arguably representing what could be

described as an everyday definition or a broad church definition, they serve to exemplify the range and breadth of understanding as to what is the scope of the 'leadership concept'.

A leader is defined on an internet dictionary as:-

'a person who rules or guides or inspires others'.
www.wordnet.princeton.edu/perl/webwn.
Accessed 6th January 2007.

An alternative definition published in the popular Concise Oxford dictionary (1950) offers an 'animalistic' approach:-

'front horse in team or tandem'. (Page 674)

This definition does pose a question as to what role does the driver of the team have, as he or she has a key role in dictating the speed and direction of the team.

Whilst, the Princeton on-line dictionary sees leadership is seen as the activity of leading:-

"his leadership inspired the team" or the body of people who lead a group;
"the national leadership adopted his plan".
[www. wordnet.princeton.edu/perl/webwn](http://www.wordnet.princeton.edu/perl/webwn).
Accessed 6th January 2007.

An alternative definition published in the popular Concise Oxford dictionary (1950) for leadership offers a definition based on an individual action:-

'taking the lead, going to the front'. (Page 674)

An on-line dictionary definition of manager offers the following example:-

“as an individual charged with the responsibility for managing resources and processes,”
www.onesixsigma.com/tools_resources/glossary/glossary_m.php.
January 6th 2007.

Whilst the definition published in the popular Concise Oxford dictionary (1950) offers:-

‘person conducting a business or institution, member of either House of Parliament, appointed with others for some duty in which both Houses are concerned’. (Page 725)

On-line dictionary definitions of management offer the following examples:-

“the activity of getting things done with the aid of people and other resources”.
wps.prenhall.com/wps/media/objects/213/218150/glossary.html.
Accessed 6th January 2007.

“...is the organizational process that includes strategic planning, setting; objectives, managing resources, deploying the human and financial assets needed to achieve objectives, and measuring results. Management also includes recording and storing facts and information for later use or for others within the organization. Management functions are not limited to managers and supervisors. Every member of the organization has some management and reporting functions as part of their job”.
www.home.earthlink.net/~ddstuhlman/defin1.htm.
Accessed 6th January 2007.

The Concise Oxford dictionary (1950) definitions are included as an indicator to demonstrate the position that popular thinking has moved from over the last 60 years. In particular the reference to manager which is described as somebody who has been appointed to conduct an institution. It is possible that from this it can be extrapolated so that ‘the somebody’ (the appointed person) is a head teacher and school is the institution. Whilst a leader is seen to be somebody who takes a position at the front and is seen to be

leading, which depending on personal bias could also be argued to be the role fulfilled by a head teacher.

Academic Definitions

In moving from populist definitions to a more academically derived definition Fullan (2001) argues that it is not possible to distinguish between leadership and management:-

‘... never distinguish between leadership and management: they overlap and you need both qualities. But here is one difference it makes sense to highlight: leadership is needed for problems that do not have any easy answers’. (Page 2)

Fidler (1997) attempts to qualify the difference between leadership and management by offering the following definition:-

“Leadership has been recognized as vitally important for schools by politicians, inspectors, researchers, and by key practitioners. However, the function which will be identified as leadership has not been consistently referred to as such by authors. There has been a good deal of similarity between leadership and aspects of management in the British literature and administration or management in the North American literature. This indicates that leadership is not easy to encapsulate and differentiate from management.” (Page 24)

Fidler (1997) argues that it is difficult to separate leadership from management. The correlation of Fidler’s (1997) position with the populist interest in leadership, poses a question as to whether leadership should be viewed from two broad perspectives, one, from a pure academic perspective and two, from an applied practical perspective. With the pure perspective defining what leadership is and the applied perspective defining how leadership can be implemented. Western (2008) attempts to draw a simplistic connection between populist and academic definitions of leadership, he identifies that the term leadership

commonly refers to an individual's role or their traits and behaviours, it is possible to identify 'role' with a practical perspective and 'trait' with a pure academic analysis.

The search for clarity of definition is essential to the school setting for practical purposes, as much of what is described in school practice as leadership could equally be argued to be management. Great emphasis is made by Ofsted within the inspection process on measuring the impact of leadership and management on the raising of standards in schools. Section 6 of the School Self-evaluation Form (SEF) is titled leadership and management and is headed up with:-

‘Your evaluation of leadership and management should take account of their impact in terms of the outcomes for learners and the quality of provision.’

To be able to make that evaluation on the impact of leadership and management on outcomes, then there must be an understanding of the differences, if in fact there are any, between leadership and management. Leithwood and Riehl (2003) for the NCSL as the training body for head teachers in England endorse distributed leadership as their preferred public model for school leadership. This serves to further emphasise the necessity to understand the differences between leadership and management, as ultimately the responsibility for making the judgments within the SEF lies with the head teacher. If that head teacher does not have a common understanding of the differences between leadership and management with HMI, Ofsted and their SIP, how can the head teacher make that impact judgment? Similarly, how can a secure and credible evidence base to demonstrate the quality of leadership and management in schools nationally, be achieved if there is not a commonly agreed definition by which schools are measured? What is distributed

leadership to one may be distributed management to another. Most curriculum developments in small schools are undertaken by a team of one, so who is that person leading, if the premise of developing followership is subscribed to. This example of potential confusion within the SEF does tend to support Fullen's (2001) position of not splitting leadership and management,

The focus of Ofsted (2009) and NCSL (Leithwood and Riehl 2003) on the promotion of leadership at the expense of management is an interesting contrast to the Government's version of the NCSL for the civil service 'The National School of Government'. The following quotations from their web page demonstrate that there is no difficulty in understanding the concept of management within the civil service:-

'The best managers are skilled at people management and business management; they can manage themselves and bring on the next generation of managers. Most of all, they keep learning.

Skilled managers enable others to give of their best. This doesn't just generate excellent personal and organisational performance; it helps create a workplace that is innovative, stimulating and rewarding. Managers have an enormous impact from inspiring their team to driving through organisational change. But without the right skills that impact is just as likely to be negative.'

<http://www.nationalschool.gov.uk/programmes/LPManagementDevelopment.asp>.

Accessed 15th April 2009.

Comparing the civil service with education needs further consideration, as to whether it is a fair comparison, the question being do civil servants become involved in the same level of

priority setting and strategic planning as teachers. The previous quotation would suggest that there is a congruence in roles 'driving through organisational change'. Further detailed analysis of work roles is beyond the remit of this thesis; it is however an area for potential third party research.

This lack of uniformity in definition of leadership and management within the public services can be further evidenced within the social care setting. This can be best seen within 'job titles', in an internet search of 'totaljobs.com' conducted on the 2nd February 2009, for social worker vacancies. It was clear that the 'job title' hierarchy went from a lower level post of team leader to a higher level post of unit manager, this would suggest that leadership is a function displayed by higher order managers, leaving leader to be a lower level function of team leading. This position strikes an accord with the 1950's popular definition of leader, as it is possible to identify the unit manager as the driver who is controlling the lead horse.

Later in this literature review it is argued (Burns 1978) that leaders possess the ability to make people want to follow them. If that is the case then it would suggest that pure leadership involves bringing people along on something that has an element of risk and that they have a choice as to whether they take part in that risk. This cannot be said for the school setting, change in many instances is a requirement. Employees do not have a choice as to whether they follow or not, they are directed, following is prescribed. It is contractually required of them. There is a clear consequence if they fail to follow, or if they breach their contract. By doing so they are in breach of their professional obligations and

duties with dismissal as a potential consequence. The School Teachers' Pay and Conditions Document (2007) provides that contractual obligation:-

‘...a teacher employed as a teacher (other than a head teacher) in a school shall perform, in accordance with any directions which may reasonably be given to him by the head teacher from time to time, such particular duties as may reasonably be assigned to him.’ (Page 118)

In a larger school setting where change impacts on a bigger team, the same professional obligations exist on the team members to implement change, so the followership qualities of the team leader are not being measured. This raises the question then as to what in fact is being measured. It is possible to argue then, that it is the team leader's ability to ensure that the team members follow their professional obligations and contractual commitments which is being measured, not his capacity to generate followership, unless followership is seen as part of following one's contractual obligations.

Further pure leadership commentators Nicholls (2002) and Gronn (2003) continue to confuse definitions of leadership and management by arguing that an employee who holds a formal position within a structure as a manager, would be expected to display behaviours typically associated with leadership, therefore these employees should be viewed as more high profile managers than their peers. The school teachers pay and reward mechanisms as outlined in the Pay and Conditions Document (2007) exemplifies this confusion by allowing for the awarding of Teaching and Learning Responsibility payments (TLR):-

‘Requires the teacher to lead, manage and develop a subject or curriculum area; or to lead and manage pupil development across the curriculum’. (Page 67)

In this qualifier, lead and manage are identified but not described, it is therefore possible to draw a comparison with Nicholls (2002) and Gronn's (2003) high profile manager, as the TLR holder is certainly managing and taking a leading role within that management but in fact may be only demonstrating some leadership behaviours (traits). Elmore (2000) takes a contradictory position to Nicholls (2002) and Gronn (2003) as he describes leadership as the 'guidance and direction of instructional improvement'. He deliberately sets out to de-romanticise leadership, as he believes American culture subscribes too heavily to trait theories. In breaking away from trait theories he advocates moving to a model of leadership which is amenable to influence by education, training and practice. In effect Elmore (2000) is arguing that the skills required for effective leadership can be taught, which Grint (2005) describes as 'process based leadership'.

Established commentators like Dublin (1968) see leadership as 'the exercise of authority and the making of decisions' whilst Fielder (1967) in his 'Contingency Model' sees the leader to be 'the individual in the group given the task of directing and coordinating task-relevant group activities'. Both of these definitions place the post holder in a position of authority, in which s/he is able to operate mechanistically e.g. having the knowledge required of the post enables the post holder to function. Neither of the definitions, however, allows for the necessity of the post holding individual to have personal qualities (traits) which gives others the confidence to want to follow him or her. This leads to a fundamental question about leadership. Does leadership refer to the attributes or qualities of the appointed leader / manager to lead / manage which are personal to him or her, or

does it refer to a set of skills / actions which the leader / manager needs to follow to be effective (process) or can you have one without the other?

In referring to Fielder (1967) and his Contingency Model, a whole new area for definition exploration is opened up, by moving away from popular short definitions to the exploration of models or types of leadership. The following Table 1 from Western (2008) gives a further indicator as to the scale of the 'leadership industry', he prefaces his table by stating that the table provides an example of leadership styles and is not exhaustive:-

Table 1: Leadership Styles

Action-centred	Patriarchal
Adaptive	Post-modern
Authoritarian	Post-heroic
Collective	Primal emotional
Consensual	Principal-centred
Connected	Relational
Contingency	Servant leader
Charismatic	Situated
Democratic	Spiritual
Dictatorial	Strategic
Distributive	Technical
Emergent	Thought leaders
Expert	Transactional
Feminized	Transformational
Matriarchal	Values-based
Participative	

Western (2008) argues that much of what is described as new leadership theory is in fact re-badging of previous work. He exemplifies this by analysing that Barnard's (1938) Greatness Theory becomes Burn's (1978) Transformational Theory which in turn becomes Peter's and Westerman's (1982) Transcendental Theory.

Having stated that it is difficult to determine a contemporary definition of leadership and management from the literature reviewed, it is equally difficult to find if a considered definition for leadership and management was available historically or indeed to actually find a definitive classical definition. Writers such as Grint (1997) start by exploring Classical interpretations and look at the works of Plato in *The Republic*, Sun Tzu in *The Art of War*, Niccolo Machiavelli in *The Prince* and Vilfredo Pareto in *The Treatise on General Sociology*. Whilst others like Pears (1992) look at Mythical Leadership and how national leaders are configured, presenting a view in the meantime on Napoleon and Wellington.

Although it is increasingly clear that a consensus definition is unavailable, what is clear, is that leadership although a popular theme for debate in the twentieth and twenty-first centuries, it is not a new debate and that a consensus has never been found. With this being the case then leadership should perhaps be viewed as a series of generalised positions, exploring and identifying common themes or trends. In accepting that premise Grint (2005) offers four positions from which to view leadership:-

Leadership as a Person: is it WHO 'leaders' are that makes them leaders?
Leadership as a Result: is it WHAT 'leaders' achieve that makes them leaders?
Leadership as a Position: is it WHERE 'leaders' operate that makes them leaders?
Leadership as a Process: is it HOW 'leaders' get things done that makes them the leader? (Page 1)

Kelly (2003) offers the following construct as a model to categorise leadership methodology. He suggests that it is possible to view leaders by:-

‘whether or not they concentrate on what leaders are (trait theories), what leaders do (behaviour theories), or what leaders aspire to be (transformational theories).’ (Page 16)

Trait theories date from the 1920’s, and are centred on the premise that leaders possess greater levels of personal qualities such as energy, integrity, persuasiveness than non-leaders. Behaviour theories can be sub-divided into two categories, one, Lewin’s (1948) continuous theory, where leaders are positioned on a linear model ranging from autocratic authority to democratic decision making, which Tannenbaum and Schmidt (1958) re-defined as manager control and subordinate centred. The second category of ‘behaviour theory’ is Hersey and Blanchard’s (1982) contingency or situational theory, which postulates that ‘management’, is most successful when it matches style to circumstance. Transformational theories hold that you create your own future; therefore a manager’s priority should be to build capacity in managing uncertainty (Bass 1999). However, it is possible to argue that transformational theories are grounded in elements of the first two theories above. It is significant to note that whilst defining leadership Tannenbaum and Schmidt (1958), Hersey and Blanchard’s (1982) and (Bass 1999) all refer to management, manager and managing not leadership, leader and leading.

Northouse (2007) simplifies the debate by looking at leadership from two perspectives that of trait and process, describing trait as a property or set of properties possessed in varying degrees by different people. Whilst process suggests that leadership is a phenomenon that resides in the context and makes leadership available to everyone, as a process is something which can be observed it is therefore something that can be learnt.

To move forward from this point in the review I propose to follow two directions, in line with Northouse's (2008) perspectives:-

1. To look at the themed/trend perspective on leadership in more detail (e.g. trait), and
2. To explore in more detail some of the prominent leadership styles mentioned earlier, as examples of leadership approaches within a particular leadership trend (process).

Themed / Trend Perspective

In all the three sources highlighted earlier Grint (2005), Northouse (2007) and Kelly (2003), have leadership as being a product of the person in their leadership paradigms. Highlighting that it is who you are that makes you the leader, although there are specifically defined leadership styles based on trait theory commented on later in the review e.g. Crawford (2002) Charismatic Leadership, I will provide a broader review of trait theories at this point.

Person Based Leadership (Trait Theory)

Western (2008) places person based leadership into what he describes as the 'individualistic leadership camp', highlighting its commercial potential, arguing that the multi-million dollar business of leadership development is based on developing leadership traits and competencies. Trait theory has been the subject of considerable research throughout the second half of the twentieth century and into the twenty-first century, Table 2 from

Northouse (2007), ‘presents a general convergence of research regarding which personality traits are also potentially leadership traits’:-

Table 2: Studies of Leadership Traits and Characteristics

Stogdill 1948	Mann 1959	Stogdill 1974	Lord, DeVader and Alliger 1986	Kirkpatrick and Locke 1991
Intelligence	Intelligence	Achievement	Intelligence	Drive
Alertness	Masculinity	Persistence	Masculinity	Motivation
Insight	Adjustment	Insight	Dominance	Integrity
Responsibility	Dominance	Initiative		Confidence
Initiative	Extroversion	Self-confidence		Cognitive ability
Persistence	Conservatism	Responsibility		Task knowledge
Self-confidence		Cooperativeness		
Sociability		Tolerance		
		Influence		
		Sociability		

Northouse (2007) concludes that there are 5 common or major leadership traits that of Intelligence, Self-confidence, Determination, Integrity and Sociability. Northouse (2007) identifies that these traits are derived from qualitative research alone and as such their validity is challengeable. To address this he increases the scope of his work to include quantitative research data based on the five factor personality model of Neuroticism, Extraversion, Openness, Agreeableness and Conscientiousness. Northouse (2007) argues that Extraversion and Conscientiousness equate to the two most important traits of effective leadership. Openness and Agreeableness were also associated with effective leadership, however, neuroticism was associated negatively.

Trait theory differs from other approaches in that it focuses solely on the individual and ignores the situation in which the leadership is being provided, whilst also ignoring the

relationship between any followers and the leader. Western (2008) argues that being able to identify traits is of particular benefit for the identification and training of future leaders, with personality tests being used as an indicator of leadership capacity. This practice formed part of the course for the National Professional Qualification for Headship (NPQH) in the early 1990's, when candidates were required to undertake a personality test to measure their leadership potential. The concept of trait theory does raise a question about whether personality is fixed, so that only certain personality types can become leaders / head teachers. Although traits are typically associated with individualistic leadership, those traits do have a congruence with other leadership approaches. The National College for School Leadership must recognise that there are aspects of leadership traits which are identifiable within the distributed leadership model, (NCSL's preferred model of leadership). With this being the case a potential conflict exists, as the NCSL's preference for distributed leadership is based on a premise that all can lead, yet trait theory limits leadership to certain personality traits.

In classifying the weaknesses of trait leadership theory both Western (2008) and Northouse (2007) identify its biggest weakness as being the one-size fits all approach, as it ignores situation, the assumption being that if you have the skills you can lead in any context, that leaders take control/charge of situations. By totally ignoring the complexities of varying work places, trait theory presents a naivety of logic, for example in simplistic terms, how can a two class infant head teacher move into a 2000 pupil secondary school and be successful within the small accountability window head teachers are faced with, it is possible that the head teachers of both institution types may share common leadership traits

but what neither has is the operational knowledge required to be successful in the others context. Northouse (2007) encapsulates this position:-

‘People who possess certain traits that make them leaders in one situation may not be leaders in another situation’. (Page 25)

It is probable that those head teachers do have the ability to acquire the technical capacity to operate in the others sectors, through common skills which they both possess such as delegation and net work forming. However, these are all time extensive and time is at a premium. As head teacher performance is measured on a termly basis by the SIP process, it is debatable as to whether the head teacher will be given the time to succeed under current accountability mechanisms.

Northouse (2007) presents a suggestion for further research by arguing that there is no evidence of the effect of the leader’s traits on the outcomes of groups and organizations, and that although the traits have been identified the nature of the key traits of Intelligence, Self-confidence, Determination, Integrity and Sociability are not ones that can be improved markedly if at all by training. In identifying that trait leadership theories do not account for ‘situation’, other researchers and writers were given the opportunity to develop situational leadership theories.

Charismatic / Heroic Leadership (trait based)

Crawford (2002) explored leadership models deployed in schools which were judged by Ofsted to be in need of Special Measures categorisation. In particular Crawford (2002)

focused on Charismatic Leadership to see if there were any links with this form of leadership and a failing school's progress in leaving special measures. Crawford (2002) argues that research, citing Howell (1997), identifies that charismatic leaders often come to the fore in troubled circumstances, and that an inter-play exists between the exceptional individual and the exceptional situation. Howell (1997) presents the argument:-

“that any challenging circumstance increases the likelihood that people will feel helpless, agitated, anxious and frustrated and will eagerly accept the authority of charismatic leaders who appear to be uniquely qualified to lead them out of their acute distress.” (Page 2)

Crawford (2002) in accepting Howells (1997) position goes onto argue that it is the language of the charismatic leader which is the key quality that they possess, as they use language to arouse strong emotions in their followers, with language being the totality of their communication not just speech, for language incorporates how it is said as well as what is said. Howells (1997) argues that this in turn allows the follower to identify with the task that needs to be completed, to align themselves with the vision / mission, which in turn develops a state of empowerment within the follower. Within the specific time constraint applied to a school in special measures, within which improvement must occur, it is probable that charismatic leadership could have a positive impact. within the short-term. Crawford (2002) argues though, that these improvements have to be made within the short term. Specifically Crawford (2002) states:-

‘Charismatic leadership can have a powerful but often limited effect on a failing school. Schools struggling back from public failure need much more than the arrival of a great leader to achieve success for them. However, what a leader can offer relates to the followers’ motivation. If head teachers are able to identify this perceived need for charisma, part of the process of leadership is to engage with this in terms of managing situations in school’. (Page 285)

I will return to two points Crawford (2002) makes in the final sentence with regards to head teachers being able to recognize different management strategies for different situations as opposed to different leadership strategies, when referring to Australian research by Gronn (2003).

Crawford's (2002) work adds to a weight of evidence which argues that authoritarian leadership, particularly in the early stages, is required to remove a school from an Ofsted 'special measures' or 'serious weaknesses' judgment, this can be seen in the works of Gray (2000) and Harris (2002). Harris (2002) in particular offers:-

'In a failing school context, immediate action is required and hence, leadership approaches are often very directive and task focused. However, in schools that are not in either of the failing categories but are steadily improving at different rates, the potential for alternative leadership styles and leadership approaches clearly exist.' (Page 17)

Although confirming authoritarian approaches to crisis leadership/management Harris (2002) also opens up for later discussion the concept of situational leadership e.g. where the situation determines the approaches required to address it.

Transactional Leadership

Crawford's (2002) work in identifying Charismatic leadership has its roots within the earlier works of Burns (1978), in particular his description of Transformational leadership. Burns (1978) produced a seminal piece of work on leadership in which he defines leadership as being either transactional or transformational. He suggests that transactional leadership elicits change through the making of transactions with another party, which can

be either through the issue of a reward or sanction, e.g. the teacher who progresses through the threshold onto the upper pay scale, with the converse being demotion for failing to sustain performance.

In exploring the transactional leader in more depth Burns (1978) labels its core components as Contingent Reward and Management-by-Exception, he also describes a further position of Laissez-Faire Leadership. Laissez-Faire Leadership describes a position where leadership is avoided, where the person charged with providing leadership fails to do so. This potentially parallels Ofsted's (2009) judgment of what constitutes inadequate leadership and management in a school context. Having described his component parts of leadership Burns (1978) proposes 'The Full Range of Leadership Model', fundamental to which is that each leader displays elements of all the components, with the successful leader displaying transformational components more frequently and the laissez-faire component the least frequently. Transactional leadership is not limited in its exponents to Burns (1978) it has also been further researched and re-labelled by Rowen (1990) as controlled based leadership.

In many ways the concept of transactional leadership strikes an accord with the relationship between the head teacher and the governing body through the School Improvement Partner (SIP), as truly performance related pay exists for head teachers. Later in this review I will highlight NSCL's perception that 'Distributed Leadership' is the preferred model for public policy makers, except maybe for head teachers who are clearly paid by results, whilst the flat line distributed model in the school does not have performance related pay progression,

other than access to the limited Upper Pay Spine, which does not have the same depth as the head teachers spine. Head teachers have a 7 point pay scale with progression up that scale being dependent on meeting targets determined by the Governing Body, School Improvement Partner and the head teacher. However, the targets can be imposed by the Governing Body. Having said that the targets are notionally agreed, they are in reality imposed by circumstance e.g. identified areas of school underperformance are prioritized and targeted. The converse side of the head teacher's performance related pay is that failure to meet targets will very quickly result in fast track competency procedures being initiated leading possibly to dismissal. This position is supported by the General Secretary of the Association of School and College Leaders, John Dunford (2008) 'It remains a long process to sack an underperforming teacher, but sacking the head can be a swift and ruthless process.' The role of the Governing Body is often described as being that of the 'critical friend', Governors Guide To The Law states, 'Acting as a 'critical friend', the governing body should offer support and constructive advice' (Chapter 3 Page 3).

It is hard to square this position when in reality the Governing Body is the head teacher's pay body. This further exemplifies the need for clarity in understanding as we have the governing body providing transactional leadership with the head teacher but the head teacher expected to lead through a distributed model.

Transformational Leadership

Although Western (2008) identifies Transformational leadership as a theme of its own, it stands in direct contrast to Northouse's (2007) two theme model, from which Transformational leadership can be viewed as a worked example of trait leadership. Transformational leadership Burns (1978) suggests elicits change by the inspiration and stimulation of followers to achieve and in doing so allows those followers to develop their own leadership skills. Levinson (1980) re-enforces this position by suggesting that the only way the leader will get true commitment from his/her followers is by developing their sense of self-worth. Transformational leadership Burns (1978) argues is often considered alongside charismatic leadership with a particular concern being that charismatic leaders often use their influence to achieve 'unlawful' results, highlighting international leaders such as Adolf Hitler and Joseph Stalin. The concept of 'unlawful' is in its self debatable in that it presupposes that one nation's code of laws has a pre-eminence over another's. Hitler's actions are considered to be unlawful because Germany lost the war, if Germany had won the war it is probable that Hitler would have been considered a hero by the Nazi regime. Although 'unlawful leaders' may exhibit elements of transformational leadership such as charisma, they also have a personal agenda which is exploitative; they are therefore often referred to as pseudo-transformational leaders, Fryer (2005). Although it is possible to argue that all leadership has the potential to be exploitative, exploitative here has to be viewed in a moral context, which in itself is subjective, based on an individual's belief/perceptions and opens a whole debate about human rights. Transformational leadership has also been labelled by Rowen (1990) as commitment based leadership.

Burns (1978) identifies four core components or traits of transformational leadership, which he describes as idealized influence, inspirational motivation, intellectual stimulation and individualized consideration, and that good leaders will employ one or more of the components to achieve superior results. These components are measurable and can be measured with the Multifactor Leadership Questionnaire (MLQ) (Bass & Avolio, 2000).

‘Idealized influence’ refers to the transformational leader’s behaviour, which allows him / her to serve as role models. A distinction needs to be drawn, in that the leader is not offering a prescription based modelling to the follower, it is all about the heart and soul of the leader, his or her inner chemistry. Followers wish to emulate leaders whom they respect and trust, with trust that is built on a solid ethical and moral foundation. Burns (1978) also identifies that leaders who generate a lot of idealized influence are also willing to take risks and are consistent in their actions, rather than being arbitrary.

‘Inspirational Motivation’ refers to the transformational leader’s capacity to motivate and inspire his / her followers, which in turn develops team spirit and encourages enthusiasm and optimism.

‘Intellectual Stimulation’ refers to the way in which transformational leaders develop innovation and creativity in their followers, usually by questioning assumptions, reframing problems and approaching old situations in new ways.

‘Individualized Consideration’ refers to the way in which the transformational leader fulfils a coaching / mentor role to his / her followers so that they can also meet their own need to achieve.

In expanding the shallowness of traits that the charismatic leader possesses, through these four strands Burns (1978) offers more in the way of a structured methodology for the head teacher who is faced with leading a school in difficult circumstances; a methodology from which to plan how to lead the school. The head teacher is able to utilize the language of ‘Inspirational Motivation’ to involve his / her staff (the followers) in his /her vision and then develop the followers so that they possess the skills which will allow the school to make longer term progress. In planning for school improvement using Burns’s (1978) model, the informed head teacher will make use of the strategies described as ‘Intellectual Stimulation’ to ensure that a challenging methodology is applied to problem solving. In setting the tasks for the team within the school improvement plan, the head teacher will demonstrate ‘Individualized Consideration’, as he develops the capacity of the team. In driving the developments forward successfully, the head teacher will demonstrate ‘Inspirational Motivation’. If the head teacher is able to deliver the aforementioned three strategies then I would argue that by default he / she have achieved ‘Idealized Influence’. If Burn’s (1978) four key elements can be described as set out above, then it is arguable that they are skills which can be acquired as opposed to qualities which a leader may indirectly possess. If this is the case then they become strategies that a manager will deploy, as and when, the time dictates, which strikes an accord with Crawford’s (2002) earlier position of the head teacher being able to recognize situations which need managing.

Moral Leadership

Moral leadership was offered by Sergiovanni (1992) as an extension of Covey's (1990) principle centred leadership theory. Principal centred leadership strikes an accord with a 'trustworthy leader'. Trust is manifested in five facets by Tschannen-Moran (2007), two of which are honesty and benevolence, which are traits which would be associated with a moral position. Kelly (2003) suggests that moral leadership is a transitional state between charismatic leadership and visionary leadership. Charismatic leadership entails leadership of a righteous crusade. Visionary leadership develops a sense of mission / vision within an organization. In practical terms Kelly (2003) argues that moral leadership should serve as a reference base by which the leader behaves, thus allowing the leaders to present themselves as honest and ethical, by conducting themselves in accordance with the code of laws pertinent to the nation state in which they are working. This approach should have a particular accord in the school setting when schools are tasked with developing citizenship within their pupils. Thus it would seem reasonable to expect that the staff model socially acceptable behaviour to the pupils through their actions.

Situational Leadership (Behaviour Theories)

Northouse (2007) argues that Situational Leadership has its roots in an approach developed by Hersey and Blanchard in 1969, and is underpinned by the following premise 'that different situations demand different kinds of leadership' (Page 91). It is also evident in Fielder's (1967) Contingency model, which advocates that in any situation the style of

leadership presented needs to be contingent with that situation. This approach therefore requires, in simplistic terms, the leaders to adapt their leadership style to meet the demands of differing situations. Northouse (2007) argues that Situational Leadership is made up of two elements, that 'of a directive and a supportive dimension' (Page 91), where in essence the leader regulates their response to any given situation as a result of their analysis of their subordinates needs, e.g. do those subordinates need to be directed or supported. Western (2008) provides a variation on Northouse (2007) by also arguing a two-factor model, Western's (2008), however, is described as Relationship and task Centred-Leadership. Task-Centred leaders focus more on the task, than their subordinates and are consequently more directive, whilst Relationship based leaders focus on people and participation, which equates to Northouse's (2007) supportive dimension.

Hersey and Blanchard's (1969) work on situational leadership was refined by Blanchard, Zigarmi and Zigarmi (1985), who identified four leadership styles, which can, they argue be deployed within the situational model, moving from a 'directing' approach which is highly directional, through 'coaching' and 'supporting' to a fully supportive approach of 'delegation'. For leaders to effectively change their leadership styles to accommodate any given situation, there needs to be some methodology for identifying which approach to employ and when, one such approach could be by identifying the needs of the subordinate. Northouse (2007) describes this as 'developmental level', which he defines as 'the degree to which subordinates have the competence and commitment necessary to accomplish a given task or activity' (page 94). He identifies that there are four levels of developmental need which he labels D1, D2, D3, and D4. Where D1 employees are typified as being low

in competence and high in commitment, D2 and D3 move through on a continuum to D4 employees who are typified as having a high degree of competence and commitment to getting the job done.

Northouse (2007) identifies a number of strengths within situational leadership that stem very much from its adoption by commercial enterprises who perceive that it offers a credible training model for leadership. This perception comes from its practical approach, as it provides a prescriptive methodology, by telling you what to do and when. However, Northouse (2007) also points out that there is limited research on Situational Leadership, which must raise questions about the theoretical basis of the approach. Northouse (2007) raises another concern with regards to whether the leader should adjust his style to a best fit position, which will accommodate the developmental needs of the majority of the subordinates or should the leader adjust his approach to accommodate the developmental needs of each individual.

Leadership Competencies

Leadership Competencies are included within the situational leadership theme as it could be argued that competencies are something that can be taught / developed to a certain degree, and as such are not innate behaviours. If this is the case then it could suggest that leadership competencies, could therefore be considered to be an example of trait theory.

Burns (1978) work was developed further by Bennis (1984) who following a study of 90 leaders identified four key competencies shared by all the leaders:-

1. Management of attention: the ability to communicate clear objectives and direction to others.
2. Management of meaning: the ability to create and communicate meaning clearly, achieving understanding and awareness.
3. Management of trust: the ability to be consistent in often complex circumstances fraught with dilemmas so that people can depend on them.
4. Management of self: the ability to know oneself and to work with strengths and weaknesses.

It is interesting to note that whilst talking about leaders Bennis (1984) refers to management when describing the competencies those leaders possess, which echoes my earlier comments about whether it is possible to separate the functions of management from leadership and poses a further question as to whether leadership also requires management in some setting. It is worth considering that the models of leadership which have been so far high-lighted are very much based within the employment sector, none of which address an earlier observation, around risk to the individual in choosing to follow the leader into danger.

Hersey and Blanchard (1988) add to Bennis's (1984) work by suggesting that leadership is the action of endeavouring to influence the actions of others. Hersey and Blanchard (1988) go onto identify three competencies which they argue leaders possess:-

1. Diagnosing: being able to understand the situation as it is now and knowing what can reasonably be expected in the future. The gap between these two – sometimes known as the performance gap – is the problem to be solved. This is what the effective leader will attempt to change. Diagnosing in the school context will correlate with the process of self evaluation, in that by making a self evaluation judgment the school is able to identify where it is against a prescribed success position, the school should therefore be able to identify its own performance gap.
2. Adapting: involves adapting one's behaviour and other resources in ways that help to close the performance gap. Adapting in the school context is about the development planning which is put in place to address the performance gap issues raised in the self-evaluation.
3. Communicating: even if one knows what needs to be done and one is able to adapt oneself to meet the new needs, this action will fail unless one can communicate this to others in ways that they can understand and accept. Communicating in the school setting at one level is about monitoring of the school development plan to maintain progress. At a higher level it is about securing the vision for the school so that development can take place.

Although Hersey and Blanchard (1988) and Bennis (1984) offer more than Dublin (1968) and Fielder (1967) in relation to a definition of leadership by moving away from short definitions to complex descriptions of leadership behaviour, neither go on to offer an explanation as to what it is that a leader possesses that makes people want to follow him / her. However, Hersey and Blanchard (1988) within their 'diagnosing competency' do add

to the debate about situational leadership. The competencies identified by Hersey and Blanchard (1988) are all skills that can be acquired to varying degrees through appropriate training and experience and with that being the case they are traits of management not leadership. This is particularly so when examining programmes like NPQH which deliver training within the aforementioned areas, if it can be taught it is a skill not an innate capacity.

Distributed Leadership (Collegial / Collaborative / Invitational / Shared)

Distributed Leadership was described by Gronn (2003) as the “new kid on the block” in the field of leadership and management studies, yet in the same article he attributes the concept of distributed leadership to an Australian psychologist, C. A. Gibb (1954) in his chapter on leadership in the first edition of Gibb’s *Handbook of Social Psychology*. This time line is interesting as it predates Burns (1978) work on transformational leadership by some 24 years. It also raises questions about ‘trendy’ theories, which are beyond the remit of this thesis. Specifically it may suggest that leadership theory is developing in an expanding spiral fashion, with concepts being established, then re-visited and revised, gaining popularity until a previous concept on the spiral is re-badged and elevated to the top of the spiral as exemplified earlier with regards to Barnard, Burns and Peter’s / Westerman.

Gibb’s (1954) concept stemmed from research into how influence flows in small group settings. Gibb identified that within the small group setting influence was likely to be (in his terms) ‘focussed’ or ‘distributed’. Gibb (1954) described ‘focussed’ as referring to a

hierarchy within the group e.g. in educational terms a head of department managing a departmental meeting and directing a project. Distributed leadership allowed for the movement of people in and out of the group all of whom brought an influence which affected the group's intended outcome.

The significance of distributed leadership for Gronn (2003) is that it steps outside the leader / follower binary which all the previous leadership models, previously commented upon in this review, subscribe to. Distributed leadership explores the way in which the division of labour is structured within an organisation. Gronn (2003) defines the division of labour as:-

‘the means by which the totality of the work of an organisation is arranged into roles, activities and tasks, and controlled and performed’. (Page 4)

The assumption now being that organisations demonstrate leadership in their work practices, as the leader / follower binary does not allow for the complexities of the labour process. Gronn (2003) therefore suggests that leadership will be shared or dispersed and being so is likely to manifest itself in either an aggregated or holistic form. This concept very much strikes a resonance with the concept of collegiality. This now clearly shows a paradigm shift in the way that leadership and management in an organisation is structured moving away from the vertical hierarchical leader / follower model to the horizontal collegiate structure. This position would therefore suggest that leadership is a transitional phenomenon; that it is ‘of the person of the moment’. Gronn (2003) describes the aggregated pattern as one in which various persons, on a number of differing occasions, for differing reasons, are perceived by their colleagues to exercise leadership. However, this in its self immediately returns to the dualism of the binary model of the leader / follower,

though the parameters defining the boundaries of that relationship are less defined than in a salary driven responsibility framework. Nevertheless the interpretation still involves people who have an obligation to complete the task delegated to them. Gronn's (2003) holistic form of distributed leadership refers to a critical mass which is generated by all the actions of the team members, when their actions are combined a new unit is formed with its own structural integrity which acts back on itself. The NCSL (2003) reported on research on distributed leadership to see whether they could identify a clear definition. They found that definitions were 'disparate'. However, NCSL (2003) recognised the comparison with collegiality but added three distinctive elements which can be attributed to distributed leadership:-

- Distributed leadership highlights leadership as an emerged property of a group or network of interacting individuals.
- Distributed leadership suggests openness of the boundaries of leadership
- Distributed leadership entails the view that varieties of expertise are distributed across the many, not the few.

Gronn's (2003) concept of distributed leadership in the large school setting may be a grand design that is not relevant for the whole work force. It is probable that some elements of the work force respond best to a more transactional style. Where in the working day of a school do the domestic and cleaning teams get involved in teaching and learning developments? From my experience these teams far prefer to be managed in a style that is direct and instructional, however that could be more to do with me than with them. This would be a classic example of the situational leadership style of high directive – low

supportive, Northouse (2007) describes the high directive – low supportive as where ‘a leader gives instruction about what and how goals are to be achieved by the subordinates and then supervises them carefully’ (Page 93). In saying that I have found many teachers, myself included, who have preferred to have clarity of direction. As a class teacher in a primary school in 1979, I didn’t need to subscribe to a particular vision to perform, in fact vision was not a term I was aware of, I was compliant to the working environment. Within my own school the complexities of personal relationships have both a positive and a negative impact on leadership strategies. There exists within the workforce a group of staff who are totally ‘on message’, who fully subscribe to the vision and are able to operate within a distributed model. There is also a group who are opposed to the message because it means they have to change their work practices and as far as they are concerned their practices are right. Managing this group requires a very direct approach which is more transactional in nature e.g. perform to the required standards or lose your job. A further group are compliant; they have no desire to be involved in internal politics and are neutral to any changes. They will do whatever is given to them. They don’t need the vision, as they come to work to do the job, and then go home. Transactional leadership is applied to them as essentially they come to work for the reward.

This worked example strikes an accord with Bass and Avolio (1990) who identify that both transformational and transactional leadership are necessary in an organisation. However, Leithwood (1993) argues that it is not really possible to distinguish between transformational and transactional leadership in a school, which I find is contrary to my own experience, and the models described earlier

The National College for School Leadership (2003) in recognising the overlap that distributed leadership has with collegiality, also identify a similarity with another leadership style of democratic leadership. The NCSL (2003) suggest that distributed leadership may be seen as an analytical orientation to leadership. Distributed leadership has a significant position within the English education system, as it is presented by The NCSL (2003) as the preferred approach to leadership among public policy makers. This assertion can be further seen in the National Standards for Head teachers (2004), where in looking at a head teacher's professional qualities within the field of managing an organisation, NCSL describes the head teacher, as being one who 'Is committed to distributed leadership and management'.

Harris (2009) adds to the concept of distributed leadership, when she explores how school leadership may look in the future. She bases her position on the following vision:-

'Future leadership will be widely distributed in order to cope with the demands of a highly complex educational environment.' (Page 1)

Harris (2009) argues that the unit of change for schools will no longer be the school itself or local authority, but the individual learner, with his or her personalised pathway being to the fore. In accepting this scenario Harris (2009) describes a position in that:-

'School leaders will be working in a climate of uncertainty and unpredictable change as the system readjusts and re-aligns itself to the demands of 21st century teaching and learning'. (Page 1)

Harris's prediction for future school leaders is not a position unfamiliar to what schools have faced since 1989. 1989 saw the introduction of the National Curriculum to England and Wales, which was the starting point for two decades of change which is perhaps best

‘exampled’ through the re-draftings of the National Curriculum and its related assessment methodologies. Schools have been operating in a climate of ‘uncertainty and unpredictable change’ throughout this period. Therefore for all teachers who have qualified since 1989, potentially all teachers under the age of 42 (assuming graduation at age 21), this is all they have known and for the remainder this is what they have had to adjust to.

To accommodate a personalised school, Harris (2009) argues that school leadership will evolve in a ‘fluid, boundary-less organisation, which will be concerned with generating new knowledge new ways of knowing and new ways of doing’ (Page 2). She also argues that school leadership is unlikely to be associated with a permanent role or function or pre-occupied with managing budgets, staff and the curriculum. Harris (2009) correctly identifies that this model of educational provision will become highly complex. However, it is arguable as to whether Harris (2009) is over-estimating the capacity of small, linear, distributed leadership groups/teams within a large organisation to interface with each other, unless there is some sort of co-ordination.

West-Burnham (2009), re-badges the distributed leadership model and calls it ‘shared leadership’, although he does try to argue that it is different from distributed leadership as distributed leadership requires somebody to delegate leadership functions, where shared leadership is a function of the collective. West-Burnham (2009) argues that shared leadership is a more appropriate model of leadership than hierarchical models in a changing world. He argues that:-

‘shared leadership recognises and enhances professionalism and genuine collegiality; professionals should not need to be controlled through hierarchy.’ (Page 2)

West-Burnham’s (2009) position of professionalism synergises with Harris’s (2009) small, linear leadership teams, acting collectively because they are professional without any hierarchical overall leadership. This whole concept strikes a congruence with the soviet collectives, whose lack of success is a matter of history. If the collective is viewed from a western perspective then the collapse of the Soviet Union would be seen as evidence of the collectives failure. A less politically orientated comparison could lie with the modern day musical orchestra. The modern large orchestra is without doubt a highly professional body of musicians, all of whom are operating within a variety of sections based on a linear model, each of these sections are potentially ineffective unless they are conducted.

Both Harris (2009) and West-Burnham (2009) miss the most fundamental of points. People work for money. Job satisfaction is a bonus. With a teaching workforce in excess of 250,000 before para-professionals are added in, it is debateable as to whether ‘education’ can be led and managed by a uniformly rewarded low paid work force, who are motivated by a sense of job satisfaction derived from working for the greater good at the expense of their own families. This is especially so when you set Harris (2009) and West-Burnham’s (2009) positions against Maslow’s hierarchy of needs, as to why people go to work. Maslow (1954) argues that people start with the basic needs for survival, progressing through safety needs, social needs, self-esteem and finally self-realisation. For the worker then the medium by which he or she can ensure survival is money, as money provides the means to secure the essential components required for survival food, warmth and water.

Harris (2009) does, however, highlight some further practical aspects of leadership which she models as ‘future leadership’, but which are current practice in schools. She sees schools as being increasingly internally accountable, she argues that:-

‘Leaders will ensure that there are sophisticated feedback and evaluation loops within their schools that continually inform and improve teaching and learning processes.’ (Page 2)

It is arguable as to whether this position has already been achieved and is part of current leadership rather than future leadership. This position can be supported and evidenced through the SIP process and the Ofsted SEF process, both of which are process built around self-evaluation and feedback. The mechanics of effective SEF completion requires team contributions. This is to accept the definition of ‘team’ as ‘being the coming together of people to make a collective decision’, so this definition also allows for the inclusion of the two teacher village primary, which is potentially distributed leadership’s smallest model. The collective decision/judgement process is essential, as the SIP process, in essence, is based around challenging the school’s SEF judgements, this challenge should ensure that the school’s self-accountability is secure. However, that judgement is further extended by also having the audited evaluation of the judgments made by Ofsted, which serves to provide school leadership with a tool on which future work can be based.

The ex-Prime Minister Gordon Brown in a speech made on 5th May 2009 takes Harris’s concept of internal accountability and destroys it by proposing that LA’s and schools become more accountable to parents. Placing the emphasis on LA’s is interesting and ironic when set alongside the former governments push for academies which are

independent of LA's. Brown also interestingly talks about changing the management of the school, not the leadership:-

‘Under the plans, if parents are dissatisfied and too many are missing out on their first choice in the admissions process, councils will be forced to expand the number of places at the most popular schools, open new schools, or change the management of those that are struggling.’ Guardian (2009)

Harris (2009) also highlights that ‘learning before results’ will become a feature of future schools:-

‘The educational organisations of the future will be networked, diffused and partially virtual. For each learner there will be a different configuration of learning support, an individualised and personalised learning programme.’ (Page 3)

Again Harris's picture for the future is in fact a current reality; many schools are already ‘Federated’, working in that network. A feature of the school upon which the thesis is based, is that it is formally Federated with 10 other secondary schools, a university, a college of FE and an SLD/PMLD school. The research school is also part of an 11 school sports partnership, and is also in a formal partnership with another university and networked arrangements with its LA's Pupil Referral Unit's (PRU's) and Enhanced Primary Schools for behaviour. For many schools the virtual element is already on the way with virtual learning environments (VLE's) in their early stages. The research school's LA of over 400 schools has a VLE roll out programme. Other LA's VLE's are already well established, and this is well evidenced in the London Grid for Learning with their Fronter based platform, indeed where other schools have taken a commercial lead and gone their own way, as have Shireland Learning Ltd. Chapters 4 and 5 of the thesis will demonstrate

through the document analysis how the development of these partnerships and the personalisation of the curriculum, have been a significant aspect of the research school's change agenda. The leadership of the Federation has been modelled to some extent with the development of teams from across the Federation leading developments, which would suggest a degree of distribution. However, the functional reality is that a hierarchical system is managing the Federations activities through a paid chief executive, who co-ordinates collaborative activities on behalf of the head teachers from each of the Federated schools.

Harris's (2009) view of universal personalised learning is a position which will be difficult, if not impossible to achieve, not only with a linear leadership model, but also with a hierarchical model. From my own experience personalisation does 'not come cheap' as organisation, even on a small scale, is difficult to manage. The research school had 16 pupils in Key Stage 4 in the 2009/10 school year; the additional personalisation costs to the school are £100k. This is made up of staffing, transport, college tuition fees, insurance fees, protective clothing. All these costs are on top of the Key Stage 4 costs allocated to the formal school curriculum. I offer that Personalisation within an average sized secondary is going to become an unachievable pipe dream. Personalisation by necessity will become a limited option. Any pupil capable of the 5 A* - C benchmark is going to be steered to the traditional academic route, albeit the pupil may have an academic diploma option instead of or alongside the standard GCSE option. This should in theory account for the 80% of pupils who achieved level 4 in the Key Stage 2 SAT's. This leaves 20% of the school population who were working at level 3 or below, approximately 2% of whom will be in

special schools. This crudely leaves 18% of the mainstream school population who are targets for alternative, personalised vocational options at the age of 14. On a 300 pupil entry profile that means approximately 50 pupils, or 100 pupils in total for Key Stage 4. So if spending is comparable to my own school budget, the potential additional spending for personalisation could approach £1,000,000. This example serves to highlight the difficulties that a fully distributed model of school leadership will be faced with. When you factor in the combined demands of both Federation and Personalisation, it would suggest that a highly structured and well co-ordinated model of both leadership and management is required.

Harris (2009) also argues that leadership structures will become 'best fit' rather than 'will fit' in nature:-

'Future leadership will be arranged into patterns that fit the needs of the organisation at any one time ... hence any leadership practices that no longer suit the organisation will be abandoned and new leadership configurations assembled or co-constructed to meet the needs of the organisation.' (Page 3)

Although Harris (2009) is predicting what she sees as future structures, she is again actually describing the present situation in many schools. The introduction of TLR's into schools has enabled head teachers to reward staff for specific teaching and learning project work on a fixed term temporary basis.

Harris (2009) does seek to qualify her model as she recognises that too much 'distribution' has inherent dangers, she argues that it is quality not quantity that the system needs:-

'Evidence suggests that spreading leadership responsibilities too widely can result in the loss of strategic intent and may result in multiple initiatives that

compete for organisational time and add little value. It is not distribution for its own sake but distribution of leadership that connects with teaching and learning.’ (Page 3)

Which may be in conflict with the NCSL whose future is not only dependent on quality but also on quantity, NCSL’s long term future is dependent on a model which requires an on-going turnover of teachers moving through the various tiers of leadership training. NCSL’s financial future is tied into a distributed model of leadership the viability of which on practical terms is challenged.

West-Burnham (2009) enters into the distributed leadership debate if in a somewhat oblique fashion as he argues that hierarchical leadership cannot be morally justified in an organisation committed to learning in a democratic society, as hierarchy denies democracy. In extrapolating this argument then West-Burnham (2009) is in fact presenting an argument for a distributed model of school leadership.

West-Burnham’s (2009) use of democracy raises a degree of alarm, especially so when he combines democracy with ‘morally justified’, as it suggest a degree of political bias, which is divorced from the operational reality of a school. West-Burnham (2009) is rightly focussed on improving the quality of teaching and learning, however teaching and learning does not exist in a void separated from financial constraints. It is impossible to ignore the fact that first and foremost schools are a business and if the business model is not sound then teaching and learning will not take place.

West-Burnham's (2009) use of the term democracy requires further exploration, the following on-line Google definition, offers a popular definition from which West-Burnham's (2009) position can be set:-

‘Majority rule: the doctrine that the numerical majority of an organised group can make decisions binding on the whole group.’ (Google 2009)

West-Burnham's (2009) democratic / distributed model of school leadership does demonstrate weaknesses when set against worked examples as follows. From personal experience as a head teacher and as a member of a governing body and a senior management team, I have found that these groups are very happy in making decisions on the uncontentious and unthreatening items/issues. I have found that ‘Group management’ (or democratic / distributed) struggles when the group is faced with having to make hard decisions that affect their colleagues employment status. I operate my school with a team of 6, I believe that there is a high degree of trust within the team, and that team members do feel free to express their views, and are comfortable to challenge me. However, when the team is faced with having to face financial or disciplinary items, I am routinely confronted with an attitude that is based on, ‘that’s what you are paid to make a decision on’. What they are really saying is that we don’t want to be involved in making decisions that can damage relationships with colleagues, this potentially a significant barrier to a fully democratic /distributed leadership structure.

I have no difficulty with this position as my authority as a head teacher has been arrived at as a result of a democratic process. Our governments are elected by the people on

manifestoes which describe the structure they propose for state education, if the electorate object they have the power of veto through the ballot.

If distributed leadership is as Leithwood and Riehl (2003) for the NCSL asserts the preferred leadership model for public policy makers, then the question ‘why?’ needs to be asked, is it because there is unequivocal evidence to demonstrate greater productivity and improved outcomes or because it suits a political agenda. The agenda of massaging egos e.g. pay can be kept down by convincing people that they are a leader, with a flat line linear leadership structure central government can achieve outcomes at a lower cost, however, it does pose the question who is responsible when it doesn’t work, especially when central government has a parallel accountability agenda which seeks to attribute liability for failure.

Strategic Leadership

The following section explores in detail the concept of ‘strategic leadership’ from an educational perspective, the main advocates of which are Davies and Davies (2009) following research they conducted on behalf of the NCSL. Although Davies and Davies (2009) are clear in stating that ‘strategic leadership’ does not constitute a leadership methodology in its own right, their insight does provide a practical approach to delivering change and is recognisable later in the research section of this thesis. Strategic leadership does strike a degree of congruence with change practice for most schools. This assumption is based on the premise that change management practice in schools is modelled on advice from the schools LA and SIP. The intention of that advice being designed to ensure that

schools meet nationally set targets. With this being the case it would point towards the potential of there being some commonality of design across schools. It is possible to identify elements of transformational leadership within the concept of strategic leadership.

Davies and Davies (2004) in exploring how to develop strategically focused schools, identify the need for school leaders to possess strategic capacity as part of their leadership repertoire. Davies and Davies (2004) go on to identify two challenges that this approach contains:-

1. Isolating the strategic element of good leadership, and
2. Whether strategic leadership lies in the domain of formal leaders, or whether it is distributed across the work force.

Davies and Davies (2004) define strategy as:-

‘Encompassing direction-setting, broad aggregated agendas, a perspective to view the future and a template against which to evaluate current activities.’
(Page 30)

They then offer the following factors which they identify as being associated with strategic leaders. Strategic leaders have the organisational ability to:-

1. be strategically orientated;
2. translate strategy into action;
3. align people and organisations;
4. determine effective strategic intervention points;
5. develop strategic competencies.

Strategic leaders display:-

6. a dissatisfaction or restlessness with the present;
7. absorptive capacity;
8. adaptive capacity;
9. wisdom.

Although Davies and Davies (2004) argue that strategic leadership is not a leadership methodology, the 9 functions identified above do suggest that strategic leadership sits within the ‘Trait’ approach to leadership’

Dimmock and Walker (2000) raise a number of concerns about the concept of strategic leadership, highlighting that it is ‘difficult to act strategically in the absence of an intentional design’. Dimmock and Walker (2000) argue that strategic leadership will not work unless school leaders first establish ‘a robust school design based on an explicit values base’. They add further that there is a problem in that strategy tends to be perceived from a piecemeal and incremental perspective, rather than a holistic, school improvement based perspective.

This description of strategic leadership seems to be very skills orientated. However, Davies and Davies (2006) (2009) revisit and extend their theory in later publications. Davies and Davies (2006) make the following changes to what they describe as strategic leaders organisational ability:-

1. be strategically orientated – becomes – direction setting;

2. translate strategy into action – remains the same;
3. align people and organisations – becomes – enabling the staff to develop and deliver strategy;
4. determine effective strategic intervention points – becomes – determine effective intervention points;
5. develop strategic competencies – remains the same.

Davies and Davies (2006) concede within their description of strategic leadership that it is in fact not a model of leadership but that ‘it is a key dimension of any leadership activity’ (Page 122). This returns to the discussion about the differences between leadership and management. Davies and Davies’s work on strategic leadership supports the observation I made earlier, that leadership theory may in fact be developing in an expanding spiral fashion, which is evidenced in bullet points 1, 3 and 4 above. At this point I propose therefore to test the observation by looking at Davies and Davies’s (2006) 5 components in more detail.

1. Direction setting – involves establishing what Davies and Davies (2006) describe as the school’s moral purpose, the ‘why we do what we do’. This correlates very closely with the National Standards for Head Teachers (2004) and with my own work practice and is an Ofsted requirement as part of the ‘national minimum standards for residential special schools’. This requires the school to have ‘a statement of purpose’, part of which would be the ‘vision statement’. For Davies

and Davies (2006) the translation of the vision and moral purpose into action becomes their definition of strategy.

2. Translating strategy into action – Davies and Davies (2006) see this as a four stage process.
 - I. ‘Articulation’, which can take place in three ways, oral, written and structural. ‘Oral articulation’ and refers to the way leaders communicate the strategic purpose and direction of the school, which will be very much about securing the governing body’s engagement, selling the message to stakeholders and feeding back the message to the SIP.
 - II. ‘Build a common understanding’, this involves developing an understanding of what the ‘vision’ will look like in practice and securing an understanding within the work force that continuation with current practice will not be good for the organization. This element is particularly significant if resistance to change is to be overcome.
 - III. ‘Creating a shared conceptual map of the future’, involves leaders ‘stepping back and articulating the main features of the current organization, which might be called ‘the strategic architecture of the school’, and lead others to define what the future of the school, and the new architecture will be. This actually describes the process of sowing the seed and letting subordinates think it was their idea so they more fully implement it.
 - IV. ‘Leadership needs to define desired outcomes’, will establish a clear picture of the new strategic architecture of the school, this is very much about putting the detail into a school development plan.

3. 'Enabling staff to develop and deliver the strategy' – Davies and Davies (2006) maintain that this is best achieved by engaging staff in what they describe as strategic conversation, conversations which are designed to build participation and motivation. These conversations can be both formal and informal, which are usually outside the school's day to day operational conversations. From my own experience, conversations which, on the surface seem to be casual, are the most beneficial as both a sounding board for ideas and as a message delivery mechanism. Davies and Davies (2006) claim that the conversations bring about strategic participation. This is based on the precept that as more staff become involved in the participatory process, a strategic motivation is developed, which in turn brings more staff into taking part in setting and securing the strategic direction of the school. This in turn has a positive impact on building capacity in the school, the argument being that as more staff are able to fully understand what is trying to be achieved in the school, then it is likely that those particular targets will be achieved. Much of this strikes an accord with the earlier discussed concept of transformational leadership.
4. 'Determining effective intervention points' – Davies and Davies (2006) emphasize that 'the when' to make change is as equally as important as 'the how' to make change. Davies and Davies (2006) argue that leaders need to be able to determine what 'the change priorities' are and accept that there will be plans that will need to be shelved to create capacity for more urgent priorities/activities. the ability to be able to prioritise is questionable as to whether it is a leadership trait or a

management skill. This action has been labelled by Davies and Davies (2006) as 'strategic timing'. In some cases Davies and Davies (2006) report that strategic timing can almost be intuitive and the act of shelving actions/priorities has been labelled by them as 'strategic abandonment'. Davies and Davies (2006) add the following caveat to the actions of strategic timing:-

'Strategic timing affects all the people in the school community. If the strategic timing is wrong it can have devastating effects on the school. People will be divided and realizing the strategy will therefore be impossible.' (Page 128).

There is a degree of logic in Davies and Davies (2006) argument; however, it is questionable as to whether their argument is able to accommodate externally imposed change. The argument is based on the assumption that leaders are in full control of their own actions, which sadly is not the case as school leaders repeatedly have to respond to central governments 'change agenda', which is often out of step with their own agenda.

5. 'Developing strategic capabilities' – strategic capabilities relates to the longer-term attributes of an organization rather than short term ones, which in a way is a contradiction in terms, as short term aims are those identified as also being necessary for the longer term. Davies and Davies (2006) emphasize that an organization which has the capacity across the whole staff team to be able to view school improvement strategically rather than a school which only has that capacity in a small number of staff, has an advantage over the latter school. Davies and

Davies (2006) state ‘This capability building approach is a central factor in a strategically focused school and is one of the key activities of a strategic leader’.

Davies and Davies (2006) also revisit the original characteristics in the 2004 report, which they believe strategic leaders display:-

1. a dissatisfaction or restlessness with the present – remains the same;
2. absorptive capacity – becomes – strategic leaders prioritise their own strategic thinking and learning;
3. adaptive capacity – becomes – strategic leaders create mental models to frame their own understanding and practice;
4. Wisdom – becomes – strategic leaders have powerful personal and professional networks.

At this point I propose to look at Davies and Davies’s (2006) 4 characteristics in more detail.

1. A dissatisfaction or restlessness with the present – involves having the capacity to cope with the fact that the leader recognises that change is needed, but knows that the organisation being led does not have the capacity to make that change. This restlessness leads to leaders developing ambiguity models of leadership and management, and is seen in the dissatisfaction or restlessness of not being able to change quickly enough.
2. Strategic leaders prioritise their own strategic thinking and learning – refers to the leader’s capacity to reflect on the school’s current position, so that they can identify

the new knowledge that they require to allow them to promote a new strategic direction for the school.

3. Strategic leaders create mental models to frame their own understanding and practice – refers to the leader's capacity to develop a theoretical model in their own mind of what the proposed change will deliver and the steps necessary to achieve it.
4. Strategic leaders have powerful personal and professional networks – refers to the leaders' ability to scan their environment locally, regionally and internationally. So that they can bench mark their own schools' practice against those of colleagues in the broader picture. Davies and Davies (2006) see this as a key skill of strategic leaders.

Davies and Davies (2009) extend their 2006 position and argue that the 'global standards' agenda, has focused on managerial approaches with regards to school leadership at the expense of developing a strategic leadership perspective, which they argue would allow a school to reach its full potential. Davies and Davies (2009) consider that there has not been a focus on school leadership which is contrary to the work that the NCSL has been conducting, particularly so when Davies and Davies's (2005) research has been published by the NCSL and continues to be actively marketed as demonstrated in issue 29 of the NCSL News dated 19th April 2009.

Davies and Davies (2009) further extend their 2006 theory in their 2009 publication. The following key elements are what Davies and Davies (2009) see as comprising the skills and abilities that strategic leaders need to be effective:-

- Strategic leaders are strategic thinkers
- Strategic leaders are strategic learners
- Strategic leaders exert strategic influence
- Strategic leaders are strategic talent developers
- Strategic leaders deliver strategic action
- Strategic leaders define strategic measures of success

At this point I propose to look at Davies and Davies's (2009) 6 key characteristics in more detail.

Strategic leaders are strategic thinkers – refers to the leader's capacity to develop a strategic perspective. Davies and Davies (2009) argue that this is achieved by 'scanning' the environment in its political, economic and educational dimensions to identify ideas and trends that will impact on the school in future years. They also argue that strategic leaders need to be able to 'envision' a new and desirable future for the school based on information gained from the 'scanning' process. This is followed by 'reframing' which is the process of setting the new future in context and making sense of it to staff and pupils. To achieve this Davies and Davies (2009) maintain that leaders need to be able to think outside of the box, to move away from the linear model. Davies and Davies (2009) argue that, 'It moves away from the step by step incremental approach and breaks new ground by considering different alternative possibilities.' (Page 2) This position creates quite a dichotomy as clearly Davies and Davies have a vested interest in the future of the NCSL as a publishing house and as a commissioner of their research, whilst the NCSL, as a government quango, have a clear

invested interest in the former government's preferred 'step change model' of change management.

Strategic leaders are strategic learners – refers to the leaders ability to set up an organizational framework to ensure that learning for themselves and their staff is not left to chance. Davies and Davies (2009) argue that this can be evidenced in a culture where learning is seen as integral to the leadership role, in order to develop and improve, as opposed to one where learning is a one off exercise which generates a 'there is nothing more to learn' attitude. Davies and Davies (2009) continue with the concept that this knowledge is underpinned by the earlier discussed strategic conversations.

Strategic leaders exert strategic influence – refers to how leaders gain commitment to their vision from the schools staff. Davies and Davies (2009) argue that this can be achieved by considering how people react to the leader. They argue that firstly the leader needs to build trust so that staff can build in their motivation and their integrity. Secondly strategic leaders need to maximise their strategic influence, by being committed and energised for the change, and by reducing organisational tensions and keeping the school focused on clear goals. Davies and Davies (2009) also argue that this can be supported by setting appropriate expectations and by being consistent.

Strategic leaders are strategic talent developers – refers to the action of developing future leaders from within the school. Davies and Davies (2009) cite the work of Cross (2007:

26) which identifies five elements that strategic leaders need to encompass in order develop talent.

- Talent Spotter – what talent do I need and how can I spot it?
- Talent Coach – how can I bring out the best in people when it matters most?
- Talent Blender – How can I blend the available talent to get maximum performance?
- Talent Conductor – How can I create a flow of talented people?
- Talent Management – What will attract talented people and keep them in post for longer.

Strategic leaders deliver strategic action – refers to the ability of the leader to deliver the change. Davies and Davies (2009) argue that this is a three stage process.

1. Setting clear objectives, that staff can understand and act upon
2. Aligning people, the organization and the strategy.
3. Making the strategy everyone's job and is a learning process, so that reflection and 'feedback adjust and change the strategy as the school learns new and better ways of doing things' (Page 4).

Strategic leaders define strategic measures of success – refers to the process of setting success criterion and establishing measures to determine whether those criteria have been met.

Dimmock and Walker (2004) provide a position which Davies and Davies are able to complement:-

‘We argue that strategic leadership is predicated on a capacity for whole-school design for improvement. Comprehensive and holistic school designs conform to detailed and articulated strategic intents. Leaders formulate their holistic school designs and exercise strategic leadership around a coherent set of values and the following key features: learning for all as the centre piece of their design; connectivity and consistency between the elements of the school in order to achieve synergy; an iterative and backward-mapping process that secures alignment between shorter-term flexibility and responsiveness, and the longer-term design blueprint; and the reflection of, and responsiveness to, social-cultural context, increasingly important in contemporary multiethnic communities.’ (Page 39)

The concept of strategic leadership has also been identified as strategic management by Fidler (1996) which he describes as:-

‘Strategic management is the creation and implementation of strategy in response to and in anticipation of future events and trends in the outside world.’ (Page 50)

Fidler (1996) argues that strategic management involves deciding on a strategy and then planning how to implement it, Fidler (1996) further argues that the process consists of analysis, decision-making, implementation and evaluation. Interestingly Fidler’s (1996) position partly correlates with Davies and Davies (2006) i.e. direction setting has a similarity with analysis and decision-making, whilst translating strategy into action has a similarity with implementation and evaluation. However, there is a significant difference in the works of Fidler (1996) and Davies and Davies (2006) in relation to the demarcation of whether strategy is a leadership or management function, which adds further support to the argument offered by Fullan (2001), with regards to it not being possible to distinguish between leadership and management.

Poor Leadership

Having digested and presented what would in theoretical terms account for considered leadership practices; it would be a reasonable position to assume that poor leadership would be a position where none of the aforementioned traits / characteristics/ qualities are present. To test and add to this premise I have turned to some research amongst teachers to provide a baseline position for poor leadership from an educational perspective. Although American in origin the findings will strike a chord with the English educational system, as each system has schools which are led by the single figure leader e.g. principal / head teacher. Spaulding (1997) focused singularly on the behaviour of school Principals, and offered the following poor behaviours:-

1. lack of participatory decision making
2. lack of support
3. showing favouritism
4. having unclear / unreasonable expectations
5. muscle flexing
6. micro-managing
7. contradictory body-language

Although these results come from perception based research, and could be biased towards the participant's personal feelings, the size of the sample gives sufficient depth for them to be a good indicator.

A perspective from England has been identified by Ofsted (2002) whilst they were reporting on the quality of leadership and management in schools. Ofsted identified operational management as an area of weakness, highlighting specifically:-

‘Less effective aspects relate particularly to operational management responsibilities, the implementation of which involves the contribution of leadership teams rather than just the head teacher:-

- the delegation of appropriate tasks to staff with management responsibilities
- monitoring and evaluation of the school’s performance and taking effective action
- the monitoring, evaluation and development of teaching.’ (Page 7)

It is not unreasonable to extrapolate that failure to demonstrate good practice in the above areas could also be viewed as an indicator of poor leadership and management in a school.

Leadership and Diversity

Although this section of the review is centred on leadership in its broadest sense, there is need to set the review against the English educational tradition, which is one of multiculturalism and a mixed gender work force. The following two sections therefore review research on the impact of culture and gender on leadership, thus providing a review which is representative of the English school work force.

Cultural Impact

All of the leadership theories previously explored in this review identify the influence of human nature on the leadership process as natural and intrinsic to the individual. This position is challenged by Kakabadse, Myers, McMahon and Spoony (1995), who explore

the influence of culture on the leader's style, they looked at Western European cultures and were unable to identify a style common to all. They identified four approaches which were common to a number of nations:-

- 'leading-from-the-front' approach observed in the UK, Ireland and Spain and is epitomised by learn-by-doing, where rules and regulations are minimized.
- 'consensus' approach observed in Scandinavia and is epitomized by a preference for open discussion and consensual decision making.
- 'towards a common goal' approach observed in Germany and Austria is similar to 'consensus' but can be more systems driven and with authority derived from the technological expertise of the leader.
- 'managing from a distance' approach observed in France has a similar authority position to the 'towards a common goal' approach but with less discipline.

Having identified these characteristics, Kakabadse, Myers, McMahon and Spoony (1995), identify three areas in which they believe management needs to be aware of:-

- disciplinary ground rules need to be established so that the diversity of styles does not disrupt meetings,
- key managers must be confident in the merits of any strategy being proposed,
- the senior management team should be selected for congruent fit, rather than by a hierarchical level.

Although Kakabadse, Myers, McMahon and Spoony (1995), intend these features to help the development of multi-national teams, by the very nature of the fact that it is intended

for team work would seem logical to transfer them to any team stylised management system, per se.

Further work conducted in 2002, explored cross-cultural leadership issues amongst school administrators focusing on Kouzes and Posner's (1995) work on leadership practices. The project was conducted by Slater, Boone, Price, Martinez, Alvarez, Topete and Olea, who reported that Kouzes and Posner (1995) describe five elements of leadership practice:-

- Challenging the process, which identifies the leader's capacity to challenge the status quo;
- Inspiring a shared vision, which identifies the leader's capacity to make a difference through his /her degree of passion;
- Enabling others to act, which identifies the leaders' capacity to develop effective teams;
- Modelling the way, which identifies the manner in which the leader treats others and demonstrates his or her commitment to achieving the collective goals;
- Encouraging heart, which identifies the leader's capacity to recognise the efforts of others in achieving the collective goals.

From this position Kouzes and Posner (1995) developed the Leadership Practices Inventory (LPI) to measure performance against the five elements and it is this tool which Slater *et al* (2002) used to interrogate their data. The conclusion drawn from the research was that Kouzes and Posner's (1995) work is challenged by the fact that practices are bound to a particular cultural context. Slater *et al* (2002) extrapolate that effective leadership practices

are likely to vary in different cultures, which endorses the work of Kakabadse, Myers, McMahon and Spoony (1995). The degree to which leadership impacts on school development can be seen in the results from research completed by Lam (2002), where he looked at the impact of transformational leadership on developing schools as learning organisations in Hong Kong, Taiwan, Western Australia and Central Canada. The results showed that leadership was the most significant factor in Western Australia and Central Canada. Whilst in Hong Kong and Taiwan it was the effect of structure and culture, this highlights a possible East – West divide in practice.

If it is therefore accepted that different cultures bring different perspectives to leadership and management and cognisance needs to be paid within the English state education system to this, particularly so with the expansion of non-Christian faith schools. This has the potential to challenge conventional English based models at a rate which exceeds the ‘educational establishment’s’ capacity to adjust. This potential difficulty could be exemplified in an area such as ‘the accountability frame work’, as it seems from the earlier discussion on the concept of distributed leadership. English state education possesses a largely Anglo/Australian/North American model which is being presented as the favoured Ofsted model. Particularly so when Dimmock and Walker (2002) point out that Anglo/American researchers come from countries that only represent about 8% of the world’s population, but propose theories that purport to represent the whole of the world. The increasing numbers of schools which hold a cultural heritage of Asian and African continental religions e.g. Hindu, Muslim and Sikh, will undoubtedly bring alternative leadership and management practices, which fall outside the preferred model. Lam (2002)

highlights research by Hofstede (1991) in which it is pointed out that there is a tendency among more conservative eastern school systems to avoid the unknown, which he sees as restrictive,

‘This tendency of avoiding the unknown restricts the range of options available for school leadership to explore.’ (Page 448)

It is essential then that organisations such as the NCSL pay regard to leadership and management practices from other cultures to determine if they can be accommodated within the English state school system, so that leadership development within schools can be based on what is considered to be the best globally.

Gender Impact

Having given due consideration to ‘time’ and ‘culture’ there is a need to look at ‘gender’ and to see whether there are any differences in the way that males and females approach the function and roles of leadership. Rosener (1990) identified that the only women who had reached the top of the corporate ladder modelled themselves on men and employed a transactional leadership style. However, Rosener (1990) went on to identify that a new generation of feminine leaders was emerging who were adopting transformational leadership styles. Bass and Avolio (1994) offer a position which supports Rosener (1990), based around the nature/nurture debate, arguing that women tend to be transformational leaders due to socialisation influences. This position is strengthened by Hall (1996) who argues that women present more collaborative styles of leadership. Childhood for most women has emphasised the acquisition of nurturing, caring and sensitive tendencies.

Rosener (1995) returns to the debate when she looks at ‘sexual static’, which she describes as the back ground static or interference you get from a radio, she argues that a similar interference exists in the messages that men and women give to each other. Difficulty for males occurs when females present behaviours which are outside male social conditioning, Rosener (1995) looks at language and argues that males prefer ‘a command and control’ management style and regard this as masculine in nature, Rosener (1995) goes on to argue that women who adopt this style are not actually seen as women. However, Reay and Ball (2000) argue that some women can become more authoritarian on attaining power:-

‘as women achieve power, qualities normally associated with femininity are modified.’ (Page 146)

The positions identified above do have significance for schools in relation to their capacity to develop effective teams if ‘distributed models’ of leadership are to be practiced. An understanding within each gender group of how the other gender operates socially at a leadership level can only have a positive impact on the efficiency of the leadership team.

In the context of this thesis, leadership and gender play a significant factor in my current school, as the school’s leadership team is comprised of six people three of whom are female. Female members hold both the two senior posts in the residential learning team and the school business manager is also female. The Governing Body is for the most part female, and indeed during the research period for this thesis, for the majority of the time the Chair of Governors was female.

Human Scale

Carnell (2007) argues that human scale in leadership theory is best evidenced in qualities that good leaders possess, typically they are not afraid to fail, they can cope with pressure on themselves and they find ways of helping others cope with pressure. Carnell (2007) goes on to argue that 'human scale' is about resolving today's problems today, about pragmatism, i.e. giving people a vision of the future and a pathway to get there and is about energizing people to try.

Kotter (1996) offers a definition which differentiates between leadership and management. 'Management is about coping with complexity, leadership is about coping with change.' This position was previously developed by Deal and Kennedy (1982) who secure the difference between leader and manager by setting the leader as a hero, 'business certainly needs managers to make the trains run on time, it more desperately needs heroes to get the engine going'. They further identify the following functions of a leader:-

- Symbolise the company to the outside world
- Preserve what makes a company special
- Set a standard of performance
- Motivate employees
- Provide role models
- Make success attainable and human

Although Deal and Kennedy (1982) focus their work on the business sector their six functions can in part be overlaid onto the DfES National Standards for Head Teachers (2004), which are reviewed in detail in the next section.

- Shaping the Future
- Leading Learning and Teaching
- Developing Self and Working with Others
- Managing the Organisation
- Securing Accountability
- Strengthening Community

Leithwood and Riehl (2003) identify a core set of leadership practices of ‘setting direction, developing people and developing the organisation’ which complement Deal and Kennedy’s (1982) position. The six areas above identified by the DfES (2004) when taken together form the role of the head teacher. The DfES (2004) is ambiguous when describing the role of the head teacher, there is a merging of leadership and management to the extent where it is unclear as to what means what:-

‘The core purpose of the head teacher is to provide professional leadership and management for a school. This will promote a secure foundation from which to achieve high standards in all areas of the school’s work. To gain this success a head teacher must establish high quality education by effectively managing teaching and learning and using personalised learning to realise the potential of all pupils.’ (Page 3)

If the head teacher is to demonstrate his / her leadership by effectively managing the actions of others, it would suggest that the tasks subordinates are given are management tasks and that they are in effect managers not leaders.

Carnell (2003) sees Deal and Kennedy's (1982) last point as being key to distinguishing between a leader and a manager:-

‘the effective corporate leader brings human scale to risk, change, success, challenge and crisis. They translate the pressures that can confuse or paralyze so many into acceptable levels. They are not afraid to fail. Nor are they afraid to question, to ask why.’ (Page 157)

Carnell's (2003) reference to risk supports Burns (1978) when he describes the elements of idealized influence. I question whether the level of risk that the corporate leader faces is in fact a real life threatening risk, although there is a threat to his / her financial well-being in that failure could result in loss of employment and a possible concomitant threat to ego and pride. However, it is highly unlikely that it will present an immediate threat to life, so as such, it is a risk which can be proactively managed, as opposed to the life threat which requires immediate reactive crisis management, it does, however, still remain a risk as the outcome cannot be certain. Carnell (2003) goes on to describe what he defines as ‘human scale’, he argues that the practical side of leadership is not dependent on theories but on the leaders ability to encourage others into action. The leader's ability to encourage others into action, is dependent on the management of attention, on measuring trust and on the leader's credibility. In particular the leader's vision needs to be credible, as followers need to feel they can control the actions they have to take. Carnell (2003) identifies a connection between leadership and change with regards to ‘human scale’ in particular with regards to risk aversion. Carnell (2003) describes risk aversion as an attitude which blocks change, Carnell (2003) suggests that overcoming risk aversion may be dependent on the amount of human scale that the leader can generate.

The role of the head teacher as a leader

Since the placing of the 1988 Education Reform Act on the statute books the educational landscape in England has changed significantly. The introduction of the National Curriculum in 1989, its later subsequent amendments, the introduction of Local Management of Schools in 1990, the enhancement of the role of Governors, and the introduction of competition between schools through league tables, have all played a significant role in creating an educational environment which is driven by accountability. In 1992 Ofsted was established as the body charged with measuring school performance, in order to provide the accountability that central government required, with the principal target of that accountability being the head teacher. Sutherland (1994) as Her Majesty's Chief Inspector of Schools reported that:-

‘It would be difficult to find many more turbulent years in education than 1992 – 93 for the launch of OFSTED. I find myself reporting on the health of schools in England at a time when the emerging consequences of successive pieces of legislation and policy development have been accompanied by considerable tension. Indeed, OFSTED is part of that tension.’ (Page 5)

Leithwood (2003) in a research report for the NCSL which sort to identify what is known about school leadership, argues that if you:-

‘Scratch the surface of an excellent school and you are likely to find an excellent principal. Peer into a failing school and you will find weak leadership.’ (Page 2)

The role of the head teacher in the English school system is argued to be unique by some commentators for example Male (2006):-

‘The role of head teacher has evolved since the inception of a compulsory education system for the nation’s children in the latter stages of the nineteenth century and is posited on the notion that not only should there be a formal head of the school but also that that person should be both responsible for and directly involved in teaching and student learning taking place within.’ (Page ix)

As head teachers are seen to be at the centre of the educational system, they then serve a dual role; one the effective manager / administrator who is able to ensure that systems and processes are effectively implemented and two, which is arguably more important that of the leader who is able to deliver effective provision through the establishment of an appropriate local vision, which encompasses such vital aspects of school life as the quality of teaching and learning.

Head teachers do not work in isolation, they are accountable power is shared with the Governing Body. Male (2006) in exploring the nature of headship, looks at the question ‘is the head teacher the real school leader?’ To answer this Male (2006) looks at head teacher accountability and in particular the relationship between the head teacher and the governing body. He identifies that many head teachers have to manage well intentioned amateurs who do not really play an effective role in school leadership:-

‘Head teacher time spent on governing bodies, however, is all too often about breathing life into the edifice rather than working with enthusiastic lay members of the public who are keen to act as para-professionals in the leadership and management of a school.’ (Page 11)

This position gives Male (2006) cause for concern, as he argues it is contrary to the intended position governing bodies were required to take by legislation. The head teacher therefore has to take a far more strategic direction. Male (2006) argues that the danger of this position is that it makes the head teacher the archetypal ‘hero innovator’ leader. This

position is highlighted by Price Waterhouse (2007). In particular they argue that most effective school leadership happens where 'distributed leadership' exists, whilst reporting that the persistence of the traditional 'hero-head' perception amongst heads and their staff acts as a significant barrier to achieving effective distributed leadership, alongside parental and community expectations of an ever-present, ever available head.

There clearly is a fine balance to be drawn then between the charismatic personality which engenders followership and hence shared vision and the hero who ultimately may demonstrate despotic leadership styles. Male (2006) identifies that the head teacher's freedom to influence / control a school's direction does not have many parallels within the United Kingdom, however, he does highlight that the independent business owner and the prime minister do though!

On establishing his definition of an effective head teacher, Male (2006) adds administrative skills to leadership and management skills. He goes on to argue that headship is situational and contingent on context and circumstance, e.g. the effective head teacher is able to determine the ratios for emphasis on:-

- Administration
- Leadership
- Management

for any given circumstance faced in school life. This model has a base within Sergiovanni's (1992) 'expect and inspect' model, which in essence involves working out what needs to be done and then how to get people to do it. Leithwood, Jantzi and Steinbach

(1999) labelled this model as ‘managerial leadership’. This process would certainly seem to have a place in a school, particularly for those schools in failing circumstances, e.g. those in special measures. Such circumstances necessitate decisive change. Although change theories would argue that sustainable change requires commitment as opposed to compliance from the work force, crisis situations require speedy responses, commitment in the short term is an added bonus. Male’s (2006) position along with Sergiovanni’s (1992) ‘expect and inspect’ model and Leithwood, Jantzi and Steinbach’s (1999) ‘managerial leadership’, are all examples of classic ‘situational leadership’ styles’.

Male (2006) argues that for a head teacher to become effective he or she has to go through three stages, that of:-

- Preparation and induction
- Consolidation – where original ideas and aspirations are achieved
- High Plains – where the school is highly effective

Male (2006) argues that on achieving ‘high plains’ the head teacher becomes invisible as the staff are so empowered that the school seems to run itself. It would seem to Male that the head teacher has moved from being an operational ‘hands on’ manager, to a leader who applies a gentle steer. This could be a commendable position if the steer is in the right direction and the ship doesn’t breakdown. It is though rather simplistic in that it doesn’t take account of measures like presence, aura and mystique all unquantifiable qualities which, however, have a positive impact on setting atmosphere and climate in a school and consequently learner behaviour, and would sit firmly within the trait paradigm of

leadership. The concept of stages of headship is not unique to Male (2006). Brighouse (2007) identifies four phases, that of initiation, development, stall and decline, decline being a phase that Male (2006) omits. Brighouse (2007) describes the decline phase as being the lame duck once the head teacher has announced she / he is leaving.

In translating Male's (2002) theory of headship in to the language of leadership it would seem that Male is advocating that head teachers should have the capacity to model a range of leadership styles as they move between the continuum of success and failure, which strikes a comparison with Hersey and Blanchard's (1985) four stage situational leadership model.

In exploring the role of the head teachers there is no shortage of commentary on what head teachers actually do. I have for the most part discarded this commentary and instead I am focusing on what it is that head teachers are actually expected and required to do by central government. This can be seen within the School Teacher's Pay and Conditions Document (2007) and the National Standards for Head Teachers (2004). I have taken this position since one of the research threads of the thesis is to determine from the document analysis whether it is possible to correlate my work as a head teacher with the National Standards for Head Teachers. Extending the review beyond this strand would be moving off on an irrelevant tangent.

The introduction to the National Standards for Head Teachers (2004) provides an interesting side line to the government's rhetoric about school leadership:-

‘The Standards recognise the key role that head teachers play in engaging in the development and delivery of government policy...’ (Page 2)

This quote highlights the central dichotomy of this thesis. If head teachers are leaders then shouldn’t government documentation make more of the role of leadership, rather than of the implied management of imposed policy changes, which I would argue are non-visionary management tasks.

I refer back to the earlier commentary within the sub-section of the review titled *Human Scale* for a breakdown of the six key areas of the standards which provide the framework for discussion in the remainder of this section.

National Standards for Head Teachers (2004) also identifies the following components which are designed to support the achievement of the core purpose of the head teacher, which central government describe in the National Standards for Head Teachers as ‘to provide professional leadership and management of schools’ (Page 3):-

- The knowledge requirements
- Professional qualities (skills, dispositions and personal capabilities head teachers bring to the roles)
- Actions needed

Once again a potential dichotomy or contradiction is evident, central government highlights providing professional leadership on page 3 of the National Standards for Head Teachers, having stated on page 2 that the head teacher’s key role is to implement government policy.

The use of the terminology ‘professional leadership’ is open for consideration as to what it actually means. It poses a question as to whether there is ‘un-professional leadership’, is ‘un-professional leadership’ leadership which is provided outside a paid environment, whilst ‘professional leadership’ is leadership which is provided in a paid environment. If this is the case then has a new leadership model been established by the United Kingdom government? The National Standards for Head Teachers (2004) emphasise that ‘these components are interdependent and many are applicable to all of the key areas’ (Page 4).

Further contradictions are evident within the six strands of the National Standards for Head Teachers. Within the Managing the Organisation strand, an onus is placed on the head teacher to provide effective organisation and management of the school, highlighting the need to build a successful organisation through working with others. It is interesting to note that central government describe this as a management function yet they have already set working with others as a core role in its own right, which poses the question if it is a core role then is it not actually leadership as opposed to management. This contradiction opens up a further question as to whether the difference between leadership and management is defined by the completion of core roles.

Within the Securing Accountability strand – there is an identification of the accountability channels for the head teacher, highlighting a contractual liability to the governing body. Although stating that the head teacher has the lead role in the school, this cannot be the case, having a contractual liability to another employing body surely implies that you hold a subordinate position to that body. It could be argued that the governing body appoint the

head teacher to lead the school and that action provides the freedom for the head teacher to lead the school unilaterally. However in reality this freedom is constrained as the head teacher is required to operate within policy laid down by the governing body.

The Shaping the Future strand refers to the duty of the head teacher to work with the governing body and others to secure a vision for the school. This vision, however, is constrained by having a defined operating parameter from central government e.g. 'it should express core educational values and moral purpose and be inclusive of stakeholders' values and beliefs' (Page 6). Those core values represent central government's vision for education to limit the potential vision; likewise accountability to stakeholders also limits the head teacher's visionary capacity.

Lindahl (2007) in looking at the distribution of power in schools identifies a further dichotomy in the relationship between head teachers and central government. In particular the distribution of power among stakeholders:-

'if power over decision-making related to school improvement is held primarily at the national, state or local education agency level, and not shared with the school, any proposed changes will be viewed as externally imposed, invoking resistance in even otherwise healthy school cultures. In such cases leaders are faced with the choice of supporting the externally proposed changes and facilitating the school's acceptance of them or of resisting them, with the attendant consequences.' (Page 325)

This position adds further to my position that visionary leadership for state maintained schools in England is being provided by central government, with schools providing implementationary leadership.

School Business Management

In this section I propose to explore the following premise from the NCSL, that the NCSL developed the Certificate in School Business Management programme in order to free up head teachers from routine school management tasks so that they can concentrate on improving the quality of teaching and learning in their school. Keating and Moorcroft (2009) offer the following position to support the aforementioned premise:-

‘The aim of the programme which is made up of two courses ... is to deliver professional skills and training to bursars ... in order to increase their level of competence in key areas around the school. This enables SBMs to take a leadership role within the school management team, thus freeing up teachers and head teachers to focus on teaching and curriculum development.’ (Page xvi)

The National College of School Leadership in describing who the CSBM programme is suitable for, offers the following description:-

‘The SBM role is defined as undertaking at least four elements from the following list in your daily job as an SBM or similar:

- facilities management
- risk management
- financial management
- office systems management
- ICT management
- human resource management
- sustainable development’

<http://www.nationalcollege.org.uk/index/professional-development/csbm/csbm-who-for.htm>

Accessed 25th April 2010

Not surprisingly the elements listed above form specific chapters in Keating and Moorcroft (2009), however Keating and Moorcroft (2009) go on to explore two further significant elements of:-

- Managing school improvement and performance, and
- Change management.

O'Sullivan, Thody and Wood (2000) conducted a survey of 'bursar' job descriptions, specifically looking at the use of language concentrating on the type of verbs used. O'Sullivan, Thody and Wood (2000) developed a hierarchy for the verb use and identified that bursars work fell broadly into the following three categories:-

1. Administration – Operational/clerical
2. Management – Tactical / decision making / supervision
3. Leadership – strategy / policy

This research tool has been used as part of the research strategy for this thesis.

It is significant to note that Male (2006) also highlighted O'Sullivan, Thody and Wood's (2000) categories as being functions of headship, the significance being that it endorses O'Sullivan, Thody and Wood's (2000) conclusion and also brings work that could be considered to be nearly dated back into a more relevant status. The potential for being dated lay in the amount of emphasis being placed in bursar development by the NCSL subsequent to the publication date of O'Sullivan, Thody and Wood's work.

O'Sullivan, Thody and Wood (2000) highlighted that in the United Kingdom administration is regarded as the operational level and management as the tactical level,

whilst outside the United Kingdom it was reversed. The following Table 3 from O’Sullivan, Thody and Wood (2000) highlights the verbs from the job description associated with each category of responsibility.

Table 3: Levels of responsibility of bursars

Administration	Management		Leadership
Operational / clerical	Tactical / decision making / supervision		Strategy / policy
Administer	Advise	Handle	Create
Assist	Allocate	Inform	Develop
Circulate	Approve	Liaise	Devise
Clerk	Arrange	Manage	Encourage
Comply	Authorise	Monitor	Evaluate
Distribute	Check	Organize	Initiate
Implement	Contribute	Present	Lead
Issue	Convene	Promote	Negotiate
Keep	Co-ordinate	Report	Plan
Order	Control	Responsibility	
Maintain	Decide	Supervise	
Prepare	Ensure	Support	
Provide			

O’Sullivan, Thody and Wood (2000) extended their research by exploring the amount of their working day that bursars actually spent on any one of three responsibility areas.

O’Sullivan, Thody and Wood (2000) found that on average the split was as follows:-

- Administration – 46%
- Management – 47%
- Leadership – 7%

O’Sullivan, Thody and Wood (2000) did highlight that the range of responses for the ‘Leadership’ varied between 0% and 25% with a caveat that some bursars felt that they

were spending an increasing amount of time on leadership type functions. O'Sullivan, Thody and Wood (2000) recognized that this research was quantitative in nature so they also looked at the tasks associated with management and administration from a qualitative perspective and identified that:-

‘Management and administration were often underlain by the leadership imperative of ensuring support for developments and challenges were used to steer and optimize work output relative to the priorities of the school. Examples were: liaison with the town / community councils over environmental / community systemic reform projects, working with governing body committees on curriculum as well as finance or HRM issues, organizing teaching cover and job succession plans.’ (Page 48)

O'Sullivan, Thody and Wood (2000) additionally explored the personal skills and qualities required of bursars which correlates in concept with Northouse's (2007) work on leadership / personality traits as highlighted earlier in this thesis in table 2 (page 44). O'Sullivan, Thody and Wood (2000) identified the following, in rank order of most cited required quality / skill:-

- High levels of personal organisation and efficiency
- Excellent interpersonal skills
- Articulate
- Sense of humour
- Ability to remain calm
- Hard working
- Effective communication
- Flexible
- Energy
- Willingness to share in school community life

- Commitment to ethos of the institution

Northouse (2007) concluded that there were 5 common or major leadership traits that of Intelligence, Self-confidence, Determination, Integrity and Sociability. He claimed it is possible to make a direct correlation between effective communication, articulate and sense of humour with Sociability, whilst Intelligence and Determination could be argued as components of high levels of personal organization and efficiency.

In returning to the opening premise that bursars / school business managers' roles should free up head teachers to concentrate on providing leadership on the quality of teaching and learning, this cannot be determined without considering the work of the bursar as identified by O'Sullivan, Thody and Wood (2000) against the National Standards for Head Teachers (2004). The National Standards for Head Teachers are set out in six key non-hierarchical areas. These six key areas, when taken together, represent the role of the head teacher:-

- Shaping the Future
- Leading Learning and Teaching
- Developing Self and Working with Others
- Managing the Organisation
- Securing Accountability
- Strengthening Community

Although O'Sullivan, Thody and Wood (2000) identify that bursars / school business managers were working in areas outside of purely 'managing the organisation', more

specifically within ‘strengthening community’ and ‘shaping the future’, I propose at this point to look more specifically at the detail of ‘managing the organisation’, to see if there are tasks which bursars / school business managers are actually taking from head teachers. The National Standards for Head Teachers (2004) sets out the following actions as being indicative of the tasks that a head teacher would need to fulfil to meet the ‘managing the organisation’ standard:-

1. Creates an organizational structure which reflects the school’s values, and enables the management systems, structures and processes to work effectively in line with legal requirements.
2. Produces and implements clear, evidence-based improvement plans and policies for the development of the school and its facilities.
3. Ensures that, within an autonomous culture, policies and practices take account of national and local circumstances, policies and initiatives.
4. Manages the school’s financial and human resources effectively and efficiently to achieve the school’s educational goals and priorities.
5. Recruits, retains and deploys staff appropriately and manages their workload to achieve the vision and goals of the school.
6. Implements successful performance management processes with all staff.
7. Manages and organises the school environment efficiently and effectively to ensure that it meets the needs of the curriculum and health and safety regulations.

8. Ensures that the range, quality and use of all available resources is monitored, evaluated and reviewed to improve the quality of education for all pupils and provide value for money.
9. Uses and integrates a range of technologies effectively and efficiently.

When these actions are set against O'Sullivan, Thody and Wood's (2000) taxonomy of verbs as highlighted earlier it is significant to note that 6 of the actions correlate directly with verbs they identified. Action 1 with 'create' correlates with a leadership task, actions 3 and 8 with 'ensures' correlates with a management task, actions 4 and 7 with 'manages' correlates with a management task, action 6 with 'implements' correlates with a administration task. Action 5 although uses the verb 'manage' which would suggest a management task. Manage is set within a more strategic function of recruiting staff who will help achieve the school's vision which is a leadership function within O'Sullivan, Thody and Wood's (2000) taxonomy. Action 9 refers to a working pattern methodology implying ICT use, which is an operational / clerical function, and which is an administration function within O'Sullivan, Thody and Wood's (2000) taxonomy.

It is possible to conclude within the construct described above that bursars / school business managers will undoubtedly take work off the head teacher. However, for the most part those tasks will be administrative / management tasks. There will be limited impact on the leadership role of the head teacher, although some leadership functions will be deployed by the bursar / school business manager which will support the head teacher. It is therefore

not unreasonable to conclude that the bursar / school business manager role will allow the head teacher to spend more time on improving the quality of teaching and learning.

Organisational Change – A Public Perspective

In the first section of this review I explored ideas principally from a business stand point and tried to correlate them with an educational dimension. In this section I will change the context and focus the review from the public sector perspective, as this will increase the range and depth of literature reviewed and as such will provide a more rounded basis from which to conduct the research analysis. I will explore issues around the implementation of organisational change, identifying processes which are considered to be good practice. I will set the review against what is considered to be the United Kingdom Government's preferred methodology for public sector change as defined by the Audit Commission (2001). Note: any further reference to government refers to the United Kingdom government, however, it is important to note that English, Scots, Welsh and Northern Ireland have differing legislative parameters to do with Education, but ultimately those Celtic assemblies / parliaments are subordinate to Westminster.

Carnell (2003) argues that the focus of study re organisational change processes has changed over recent years (recent to Carnell in 2003), moving away from a focus on 'resistance to change', to looking at how new industries are revolutionising business structures, through a movement away from the long established hierarchical management structures (see Dewhirst case study in chapter 1). Carnell (2003) identifies that successful

businesses now operate a horizontal structure which has a value-added orientation, and they have become learning organisations who seek to develop partnerships.

These areas strike a resonance with current English educational practice theories in that it is possible to see that 'Horizontal structure' corresponds with Gronn's (2003) concept of distributed leadership, the government's previously stated preferred model of school leadership (National Standards for Head Teachers 2004). A 'Value-added orientation' corresponds to the government's policy of measuring the added value a school brings to a child's education, value added has been defined by Teacher Net (2010) as:-

'Value added shows the progress made by an individual or a group compared with the average progress made by similar pupils nationally between Key Stages, i.e., the relative progress they have made.'

www.teachernet.gov.uk/management/atoz/v/valueadded.

Accessed 18th April 2010.

'Learning organisations' corresponds to the changing focus NCSL have brought to continuing professional development (CPD) within schools, through programmes such as NPQH, Leading From The Middle and the Certificate of School Business Management (CSBM). Munby (2008) describes the purpose of the NCSL:-

'Our aim is to help you become a better leader, to give you the skills to think strategically, maximise the potential of your staff, grow the leaders of tomorrow and to manage change effectively. Excellent leadership can radically transform children's lives. We can help you develop your career to deliver something that is truly outstanding – both for yourself and for the children and young people you work with.' (Page 2)

'Seeking to develop partnerships' would correspond to the 'Developing Self and Working with Others' strand of the National Standards for Head Teachers (2004). This strand is

further exemplified in schools within the requirement for schools to promote community cohesion:-

‘To provide reasonable means for children, young people, their friends and families to interact with people from different backgrounds and build positive relations: including links with different schools and communities and the provision of extended services with opportunities for pupils, families and the wider community to take part in activities and receive services which build positive interaction and achievement for all groups.’

http://www.teachernet.gov.uk/wholeschool/Communitycohesion/Community_Cohesion_Guidance/.

Accessed 17th April 2010.

The Audit Commission (2001) presents a methodology for managing change in the public sector. It offers the following as a rationale for determining that the public sector needs to change:-

‘But for increasing numbers of us today, despite the effort and commitment of public service workers, the widening gulf between what we can buy as customers and what we get as public service users has created a credibility gap. As a result many have become alienated from the political process and disaffected with public services in general’. (Section 1.1)

This ‘credibility gap’ is particularly noticeable within the health service, where the government’s top two targets for the Department of Health in 2008 were:-

1. Improving standards of cleanliness and tackling healthcare associated infections.
2. Improving access to care through the achievement of the 18-week referral to treatment pledge and improving access to GP services, including at evenings and at weekends.

The British media through newspaper and television documentary / news programmes, in contrast focussed on the post code lottery of medication and treatment prescribing, along

with promoting the delays in licensing of new cancer treatments. The following quote from the BBC (2008) typifies the interest:-

‘Big disparities in the availability of some cancer drugs – sometimes in adjoining areas – have been uncovered by a UK-wide survey. The poll, carried out for the BBC One series, *Dom’s on the Case*, focused on drugs not yet given approval for widespread NHS use. While some authorities accepted all requests for the five (once recommended by a doctor), others accepted none. Cancer Research UK says the postcode drugs lottery remains a major problem.’

This viewpoint is reiterated by The Independent newspaper on the 18th August 2008:-

‘The head of the NHS drug approval body today calls on healthcare trusts to end Britain’s “postcode lottery” for prescribing drugs. Andrew Dillon, chief executive of the National Institute for Health and Clinical Excellence (Nice), said that primary care trusts (PCTs) should be consistent in deciding whether to make funds available for drugs. His comments follow growing public anger over the number of medicines and treatments being blocked by Nice.’

The differing priorities / focus of central government and the media contrasts, however, with the public viewpoint as demonstrated in patient satisfaction survey data. The Northern Ireland Executive (2007) found that eight out of ten people in a survey were happy with the health care they had received in 2006; however, the length of waiting lists did bring the overall score down. These examples extend the dichotomy I highlighted earlier with regards to the government position on school leadership. It is possible to argue that the government targets for the health service have received public endorsement, as the Labour Party won a series of general elections in 1997, 2001 and 2005, in theory, based on the policies presented in their general election manifesto. However, popular journalism which allegedly reports the public’s view demonstrates that the public has a different view point, Telegraph (2001):-

‘Some hospital trusts under pressure to meet government targets have "massaged" waiting lists to reduce numbers, according to an official report leaked to The Telegraph.’

Government data e.g. the Northern Ireland Executive suggests that the public are happy with government reforms. This example demonstrates that there is problem between what the government’s message for public reform is and the translation of that message into action by the service providers. With this being the case then, clearly the need for effective management processes for change are crucial, if service providers are to implement government policy to the satisfaction of the end user – the public. This is particularly so when you return to a theme I outlined on page 10 of this thesis, with regards as to who is providing leadership in education? Is it central control or local control?

The Audit Commission (2001) recognised that public sector agencies are operating under a series of conflicting demands in particular, from;

- Politicians’ who are looking for short-term sound-bite fixes
- The public whose expectations are that the state should cure all, or sees the state as too prescriptive and ‘nanny like’, and from
- The organisation itself.

Whilst acknowledging the above position the Audit Commission (2001) completed their own review of literature and identified four basic change methodologies which are relevant to the public sector. They highlight the work of Ruddle and Feeny (1997), who argue that in viewing change it should be seen as a two dimensional process:-

- how *radical* e.g. whether step or incremental change is needed, and

- how *centrally controlled* e.g. whether directive or organic change is needed.

Step change as a methodology received a government endorsement as a methodology from the United Kingdom government in 2010. David Milliband the then Foreign Secretary on the BBC Andrew Marr Show, when referring to the Labour Party's programme for the May 2010 general election referred to the need for 'step change' in policies. This political pre-eminent position for 'step change' has not changed with David Cameron becoming prime minister. In an interview with the Sunday Times on the 2nd of May 2010, David Cameron when asked about the psychological pressure he will be faced with as prime minister replies 'I will be able to manage the step change'.

The Audit Commission (2001) argue that it is probable that at some point during an organisation's operation, that it will operate all of the methodologies. The following Figure 1 from the Audit Commission report presents a graphical representation of the methods.

Scale of change	Step-change	Surgery	Transformation
	Incremental	Operational gains	Evolutionary learning
		Directive	Organic
		Style of Change	

Figure 1: Audit Commission Four Types of Change (Page 14)

The Audit Commission argues that permutations for the type of organisational change process that this model offers, ensures that the organisation implements a strategy which is fit for purpose, as they provide an approach which can be mapped to an organisations operational position. It is crucial, however, that the organisation's leadership has the capacity to identify what change is needed, and that they have the strategic vision to be able to implement a methodology which ensures success, otherwise it is unlikely that the service will improve, that is of course only if you accept that all change is for the better. The following is the Audit Commissions (2001) descriptions in detail of its four stage model for managing change. It has a relevance to this research in that it provides a methodological framework to which the change processes deployed during the research period can be mapped. I have specifically opted to cross-reference the change processes used in the research school against this model because of its public sector focus and because of course my school operates in the public sector.

Incremental-directive: Operational Gains

This methodology is suitable for successful organisations in a stable climate. It allows for the programming of change in a detailed, controlled and monitored approach. Stability is essential, as it is 'driven from the top', it does not allow for customer needs or external conditions, feedback is not required nor is 'bottom learning'. Its long term success is questionable as external change moves competition along at a faster rate. It is possible that this is one form of management that may be demonstrated in a high performing

traditionally led school, it is likely that the ever changing, external success measures from central government may leave this school labelled as coasting.

Step-directive: Surgery

This methodology is suitable where there is a need for major change, it would suit an organisation such as a school in the Ofsted category of special measures, as the strategy for improvement in this case will require well defined improvement targets which are tightly monitored. The school may well come out of special measures but the nature of the change programme may not have engendered a feeling of ownership for large groups of the work force in that school. However, informed school leadership should allow a transition from Step-directive surgery to step-organic transformation.

Step-organic: Transformation

This methodology allows for the implementation of visionary leadership, which empowers the work force to drive the change process. This methodology can be risky if a broad church change agenda is initiated, it may be safer to choose focused areas of the organisation to work with. This methodology would lend itself to well considered medium and long-term school improvement developments.

Incremental-organic: Evolutionary Learning

This methodology is best suited for an effective organisation that is operating in an uncertain environment which has little in the way of experience in the change area for the organisation to draw on. This methodology does draw a resonance with schools that have to deal with large scale re-organisation/designation. However, the nature of accountability would suggest that it may be an element of a more directive change approach.

The concept of a four part model is not unique to the Audit Commission and Ruddle and Feeny (1997), Senior and Fleming (2006) offer the following four part model, which is represented in Figure 2 below.

Nature of change	Incremental	Evolution	Adaptation
	Big Bang	Revolution	Reconstruction
		Transformation	Realignment
		End Result	

Figure 2: Balogun and Hailey (2004) 4 Types of Change (Page 47)

Carnell (2007) also advocates the following four part model for change:-

- ‘Clinical approaches
- Linear approaches
- ‘Systems’ approaches
- Emergent change

The works of Senior and Fleming (2006) and Carnell (2007) are highlighted to indicate that the range of models for implementing organisational change emulates the depth of interest in leadership. Fullan (2007) also recognises the depth of interest in change management strategies:-

‘Understanding the change process is less about innovation and more about innovativeness. It is less about strategy and more about strategizing. And it is rocket science, not least because we are inundated with complex, unclear, and often contradictory advice.’ (Page 169)

Fullan (2007) highlights the following methodologies to exemplify his position.

- Micklethwait and Wooldridge’s (1996) work on management gurus
- Argyris (2000) talking about flawed advice
- Mintzberg, Ahlstrand and Lampel (1998) have a Strategy Safari
- Kotter (1996) produced Leading Change
- Beer, Eisenstat and Spector (1990) talk about bottom-up ideas and energies
- Hamel (2000) advises lead the revolution by being your own seer.

This being so an in depth review of organisational change methodologies goes beyond the focus of the thesis, it is for this reason, therefore the review focuses on the methodologies highlighted by the audit commission. However, in highlighting Senior and Fleming (2006)

and Carnell's (2007) works I am able to identify a commonality with elements of the Audit Commissions (2001) work, which potentially increases the validity of the Audit Commissions proposed methodology as it broadens the theoretical base from which it is based.

The 'Step-organic' and 'step-directive' elements of The Audit Commissions (2001) four part change management model, are both examples of Carnell's (2007) 'linear approach' to organisational change. Carnell (2007) also describes a 'linear approach' as a 'managerial approach', typically both these models describe a series of steps which move from vision to implementation, with a clear focus on identifying the tasks that the managers need to carry out to secure change. Carnell (2007) also points out that these methods are also criticised for being too simple.

Senior and Fleming (2006) describes Balogun and Hailey's (2004) 'Incremental change' as involving 'making small changes in response to minor shifts in the environment in which organisations operate', this type of change is also known as 10% change.

The Audit Commission (2001) although identifying that organisations could use all of the four types of change methodology, noted that the gap between service delivery and government/public expectation requires the 'use of a step-change programme to build the capacity for continuous improvement'. This methodology requires a leadership style which is derived from a situational typology, that is leadership which is able to identify the need for change early and has the capacity to establish an achievable change programme, which

in turn is sustainable over the long term. If leadership is to be provided in this context then the 'change leader' must have a secure understanding of his / her operational context. This raises a further dichotomy around the role of the head teacher in providing leadership for schools. Note that a government agency is advocating a methodology for organisational change, which is dependent on leadership being able to recognise service weaknesses and then having the understanding to implement strategies to overcome those weaknesses.

The dichotomy lies with the concept that it is possible for somebody to move through the National College for School Leadership training programmes such as CSBM and then on to a headship without having qualified teacher status (QTS). The assumption being that the required leadership skills can be taught, but I question where the contextual knowledge and experience comes from to be able to lead organisational change. As the accountability framework from the government for schools, via Ofsted still holds the head teacher ultimately accountable, it begs the question as to whether individuals who have leadership capacity, but who have no educational background, are going to take that risk of leading a school whilst knowing that they have a very small time frame in which to be successful.

It also raises a further question as to the positions that non-QTS heads or executive heads are appointed. Are these appointments to schools which are in difficulty, as a result of the inability to recruit a head teacher from conventional routes? There is most certainly an expanding range of opportunities for interim headships with recruitment agencies like Veredus actively recruiting heads to short term posts. With this being the case then potentially that head teacher will be responding to a detailed analysis of the school's

weaknesses as identified by the LA advisory service, the SIP and Ofsted. This would therefore mean that the improvement plan for the school could have been produced with significant external input, which presents a challenge as to where that school leadership is actually coming from and raises the question whether the non-teacher head teacher is actually an executive manager. These questions all challenge the core principle of step change, that of building capacity for continuous improvement.

It is clear from the discussion in section one of this review that in talking about leadership within the educational context, the government is looking for leadership at all levels, which manifests itself in a distributed leadership model. The complex nature of today's public organisations and the requirements for working together across public agencies charged with child welfare has brought about a requirement to work in partnerships, all of which affects the type of change activities deployed. These two positions serve to highlight the need for specific in depth contextual knowledge, in order to allow the organisation to operate effectively in this climate, which further questions the role of the non QTS head.

The Audit Commission (2001) suggest that the leadership team does not necessarily have to have a definitive leadership style. However, it does define a set of core leadership roles (see Appendix B) which they advocate should be deployed to achieve effective organisational change. These core leadership roles are built around the following four strands of:-

1. Inspire
2. Mobilise

3. Enable
4. Navigate

There is potential within 'leadership roles' to explore substituting leadership for management to produce 'management roles'. It is also arguable that a number of the core roles such as 'co-ordinating the programme' and 'focussing and prioritising' could be described as functions of management, especially so when cross referencing within a business model. Appendix B describes the core leadership roles in detail, I will explain in Chapter Three how these roles will feature in this thesis's research.

In following the Audit Commission's (2001) preferred strategy for change it should become self-evident to the leadership team that it must secure some level of local ownership. If organisational change is to be achieved, local ownership becomes the building block of future developments. It is highly unlikely that in a complex organisation that everybody will be fully committed to the leadership team's vision, if you accept Maslow's (1954) hierarchy as to why people work. This lack of commitment is often identified as resistance to change, which Carnall (2007) comments on:-

'Some argue that people are inherently resistant to change. Whether for personal or institutional reasons, strategic change can be beset by opposition from key stakeholders, whether key professionals, other vested interests, unions and the like.' (Page 3)

The majority of stakeholders must have ownership of the change agenda although, building this support can be challenging and it can be particularly difficult where a large professional body objects to the planned change. Carnall (2007) argues:-

‘If people understand what is to be achieved, why, how and by whom, this can help. If they understand the impact on themselves even more so. This is not to argue that all resistance disappears.’ (Page 4)

This is particularly relevant if ‘the change body’ is central government. The imposition of major educational reform is one area where trade unions, as Carnall (2007) described, can have a major impact in causing an organisations change agenda to fail. This can be well exemplified in the demise of the Key Stage 3 SAT’s programme in December 2008. Although its demise is portrayed as being as a direct result of government failings in the commissioning of the marking procedures for the test scripts, the SATs had been the focus of concerted hostility from the teaching unions, indeed the teaching unions continue to challenge the SAT’s concept for Key Stage 2. Lipsett (2008) comments:-

‘Opposition parties and teachers’ unions welcomed today’s government announcement to scrap national tests for 14-year-olds... Christine Blower, acting general secretary of the National Union of Teachers, welcomed the changes but called on Balls to suspend all primary school tests and commission a comprehensive and independent review of testing and assessment.’

The Audit Commission (2001) argues that communication is a key component in securing stakeholder engagement in the change process. It is expected that in the early stages of any change programme there will be a small core group who develop and devise the programme and this group will probably grow as the programme rolls out. As the programme expands it becomes increasingly important to develop a communication strategy, so that stakeholders are fully informed of the status of the programme. Carnall (2007) describes a

communication strategy as being an element of change architecture e.g. strategy forums and communication cascades.

MORI (2000) research in the public sector shows that staff who feel they are kept well informed are twice as likely to:-

- feel involved with their organisation; and
- understand its objectives.

They are also over twice as likely to:-

- recognise clear goals;
- feel secure in their job; and
- feel that they can make the best use of their skills and abilities.

For communication to be effective it must be presented to its intended audience in a way that engenders a receptive response, MORI (2000) found that staff's preferred methods of communication were either through face to face meetings with managers or team meetings.

This line of communication is endorsed by Carnall (2007):-

‘Many studies show that managers of all kinds prefer informal and verbal communication to documents and that they spend around 45% of their time communicating outside the formal authority structure.’ (Page 17)

If you accept Carnall's (2007) and MORI's (2000) positions it becomes essential for the leadership team to ensure that their communication systems are able to deliver the required information to the required audience in an appropriate time scale.

The time scale thread has a further significance in relation to capacity, how much change can be achieved within a certain window? The Audit Commission (2001) recommend that organisations do not attempt to simultaneously pursue a number of unconnected strategies, as they argue that the organisation is then unlikely to succeed with any. This has particular portent for schools as the pace of required top down change from central government has been relentless. In recent years schools have had to contend with a revised National Curriculum, Assessment for Learning, APP, national strategies for behaviour and attendance, the implementation of accessibility plans following the disability discrimination act, changing Ofsted schedules, trust schools, free schools, academies and community cohesion, just provide a few examples.

Schools are often faced with the dilemma of what to do next. The amount of available human resources becomes the key factor, while the size of the staffing establishment limits the amount of work that can be accomplished. This is certainly an argument to support the concept of the federated school, as each member school can take a particular lead with differing initiatives and then cascade the outcome around the federation.

Alongside setting achievable targets the leadership team needs to be aware that resilience and persistence are qualities that they will need to possess in order to drive the change programme forward. Duck (2001) describes a change curve which identifies a series of stages that an organisation will go through during its change programme; stage 4 of the curve is described by Duck (2001) as 'determination'. Duck (2001) argues that 'It

therefore becomes essential that the leadership team remains focussed and determined to stick to the programme.’ (See Appendix C)

Within Duck’s (2001) model there are certainly opportunities for the demonstration of leadership. Managing the pace of change is, I believe, to be particularly difficult, as it requires strength of character to maintain a focus on the plan, especially so when that leader is required to react to new demands before existing change plans are achieved. Maintaining momentum over an extended period of time requires a level of local commitment to the plan from those charged with its implementation of the plan, which Duck (2001) described the process thus, ‘it therefore becomes essential that the leadership team remains focussed and determined to stick to the programme’. Fullan (2007) identifies that a point exists within a change process which he calls ‘implementation dip’, which is exemplified by a drop off in performance, this clearly has a negative impact on the challenge of maintaining momentum. Fullan (2007) argues that this drop off in performance can be addressed if the person charged with leading the change process can secure a degree of ‘affiliativeness’ from those charged with implementing the plan.

The models presented here are solely English in background, except for Fullan who is Canadian, so the models presented are arguably from a narrow base of reference. Elmore (2000) in exploring a new structure for American school leadership offers a model based on distributed leadership. Elmore (2000) claims that the American education system is going through a period of substantial reform which he describes as Standards-Based Reform. In essence:-

‘Schools and school systems should be held accountable for their contribution to student learning.’ (Page 4)

Elmore (2000) comments that at the time of writing his paper, the American school system had been undergoing Standards-Based Reform for fifteen years, therefore starting in 1985. American reform predates English educational reform by three years, when the Education Reform Act became law in 1988. Elmore’s (2000) work thus has a congruence with English education. Elmore (2000) sees leadership as being instrumental to school improvement, he argues that leadership in school improvement is based on guiding as opposed to controlling. Control implies that the controller knows what the ‘controlee’ should do, where guidance implies some degree of shared expertise, as different people bring different skills and knowledge at different times to any change process. In describing this distribution of knowledge, Elmore (2000) argues the case for distributed leadership, which he sees as presenting a particular challenge:-

Distributed leadership poses the challenge of how to distribute responsibility and authority for guidance and instruction, and learning about instruction, so as to increase the likelihood that the decisions of individual teachers and principals about what to do, and what to learn how to do, aggregate into collective benefits for student learning (Page 18)

Elmore (2000) takes a strong position with regards to the effectiveness of the principal’s leadership on school performance if a distributed model is to be deployed. He cites the work of Rosenholtz (1986), and argues that leadership:-

‘...affects school performance when it is connected to activities that focus the school’s purposes and that translate those purposes into tangible activities related to teaching.’ (Page 100)

This position very much strikes a chord with the English National Standards for Head Teachers (2004), in particular its section on leading teaching and learning, where the head teacher ‘establishes creative, responsive and effective approaches to learning and teaching’.

Having established his case for distributed leadership, Elmore (2000) then offers an alternative model for distributed leadership which consists of two main tasks. One, describes the ground rules which leaders would have to follow in order to engage in large scale improvement, and the second describing how those leaders would share responsibility in a system of large scale improvements. He goes on to offer the following principles:-

1. The purpose of leadership is the improvement of instructional practice and performance, regardless of role,
2. Instructional improvement requires continuous learning
3. Learning requires modelling
4. The roles and activities of leadership flow from the expertise required for learning and improvement, not from the formal dictates of the institution
5. The exercise of authority requires reciprocity of accountability and capacity

Elmore (2000) closes his work by proposing a model for restructuring the American education system onto a ‘distributed model’ in which he matches leadership roles to leadership functions descending through a hierarchical structure, Table 4 below incorporates Elmore’s work (Page 23) with an additional column where I have drawn suggested English comparisons:-

Table 4: Leadership Roles

American Leadership Roles	Leadership Functions	English Leadership Roles
Policy Elected, Appointed Officials Legislators Chief State School Officers State Board Members, Local School Board Members	<ul style="list-style-type: none"> Set performance targets Approve standards Monitor performance Approve, monitor incentive structures Monitor design problems, redesign Adjudicate conflicts over design, performance issues Administer rewards and sanctions Buffer non-instructional issues 	Members of Parliament DCSF – Civil Servants Ofsted County Councillors QCA
Professional Distinguished Practitioners Professional Developers Researchers	<ul style="list-style-type: none"> Develop, vet standards Develop, pilot new instructional practices Design pre-service, in service learning Conduct model professional development Create benchmarks for content, practice Develop, pilot new structures 	Professional Developers Researchers Consultants
System Superintendents, Support Personnel	<ul style="list-style-type: none"> Design system improvement strategies Design, implement incentive structures for schools, principals, teachers Recruit, evaluate principals Provide professional development consistent with improved strategy Allocate system resources toward instruction Buffer non-instructional issues from principals, teachers 	Local Authority Officers SIP's Governing Body
School Principals Support Personnel	<ul style="list-style-type: none"> Design school improvement strategies Implement incentive structures for teachers, support personnel Recruit, evaluate teachers Broker professional development consistent with improvement strategy Allocate school resources toward instruction Buffer non-instructional issues from teachers 	Head teacher's Local Authority Advisors
Practice Teachers, Professional Developers	<ul style="list-style-type: none"> Design, conduct, participate in professional development Participate in recruitment, hiring of new teachers Evaluate professional development Consult, evaluate professional practice of colleagues Evaluate student work Participate in development of new professional development practices 	Teachers

Although Elmore (2000), has gone to some length to categorise and attribute aspects of the education system to various identifiable groups within the system, his analysis is fundamentally flawed, if you accept the definitions of transactional and transformational

leadership as described earlier in this chapter. Elmore (2000) offers this as a model of distributed leadership across the educational system, but what he is in effect describing is a transactional model where elected members create a vision for education, those elected members employ civil servants to transfer that vision into an achievable design, the civil servant in turn employs head teachers to plan the design at a local level, the head teachers then appoint teachers to implement that design.

Chapter Three

Methodology

Background

In defining my methodological stand point it is important for me to contextualise that position. I strongly believe that we as individuals are all the product of our experiences, and that our view points, outlook on life, personal values all have the capacity to change as we age as a result of experiential impact. I initially questioned in my own mind the total relevance of this chapter to my research; purely on practical grounds e.g. what use does it serve. My first thoughts were what difference does my view on philosophy, the nature of truth etc. matter when I am researching events which have already occurred in my reality and the results of the research are tied to my reality. I include this reference not out of challenge to standard research practice, but to highlight my outlook on life, as it clearly impacts on my methodological position. I believe it would be incredibly naive of me to argue a position which says that the researcher is able to fully divorce him / herself from their judgments, to be completely objective about researching social phenomena.

In translating this position into a theoretical argument, I am really exploring my personal values or my social values and setting those values against research methodologies to determine a methodology which is congruent with my value system. Having stated in Chapter One that the research will be conducted through an ethnographic document analysis, it is important to recognise that my conclusions will be subjective and open to bias. To counter that bias it is essential that an understanding of where that bias comes

from so that triangulation methods which can counter it are implemented. May (2002) considers this position from the objective perspective, proposing that if the researcher's values do not enter into the research, then the research is objective and above criticism. However, May (2002) measures this by offering a counter view point, in that as the researchers are people and members of society is it indeed possible or desirable for the researcher to suspend their sense of belonging? I find May (2002) supportive of my belief that it is naive to believe that the researchers can divorce themselves from their values. However, May's (2002) question as to whether it is in fact desirable to divorce researchers from their values, takes the discussion to a position advocated by Greenbank (2003). Greenbank (2003) argues a position which accommodates personal values within research

‘research methods cannot be value-free in their application, but researchers should adopt a reflexive approach and attempt to be honest and open about how values influence their research.’ (Page 791)

Greenbank (2003) identifies two broad camps of opinion, one which advocates that research should attempt to be value-neutral (with inherent positivistic overtones), and the other which is of a view that it is not feasible, so a value laden approach to research should be accepted. Greenbank (2003) suggests that the researcher should include a personal biographical description within the work, thus allowing future readers of the research the opportunity to take account of the values which are influencing the work. Greenbank (2003) goes on to argue that this approach can never be complete or objective as it represents a construct on the part of the writer. Blaikie (2008) adds to this criticism by suggesting that although adding a biography may be desirable:-

‘it is difficult to establish the effects of a social scientist's values and attitudes on the research process and outcomes.’ (Page 35)

This may be the case, but it does show openness on the researcher's part and indicates an acceptance of and receptiveness to, viewpoints which may be contradictory to the researcher's judgement. Having identified a need for triangulation methodologies earlier in this section, a solution is offered through deploying a participatory approach to the research. Greenbank (2003) suggests that a participatory approach to research will provide a counterbalance to the influence of the researcher's values. I will offer my conclusions and interpretation of the document analysis to members of the school's governing body and senior management team for comment.

I offer the following as a short biographical statement to give an indication of my values. The nature of my employment as a head teacher generates a reality for me where there is little or no time to ponder a decision, events happen at a pace which require immediacy and as such my view point on life is very pragmatic and matter of fact. The nature of my work as a fire fighter was very much about finding a considered solution to a problem that was effective, decisive and made with speed as lives depended on it. My childhood experiences were moulded within a family circle of Scottish and Welsh coal miners, a culture in which the strength of the family was singularly important. This culture has had a significant impact on my values. I have never worked towards a 'grand design' of doing good for society. I have always worked to provide for my family, believing that to gain material rewards, I needed to be better than the next person to get the promotion that brought about the pay rise. I am fortunate in that I enjoy my work and I do believe that it is my role to ensure that the children in my care receive the best education they possibly can, but not at the expense of my own family. A significant part of my motivation for

completing this thesis is about my future employment prospects after headship and as such that impacts on my methodology. It is important to me that the research is credible and that the results can be 'useful' to other head teachers who may be faced with leading / managing a failing school.

To secure that 'usefulness' I need a methodology which can be seen by myself and others to live within Robson's (2002) 'Real World'. A methodology which has a practical base, which is not overly theoretical or intellectually highbrow, a methodology which I am comfortable in following as it matches my reality. So in writing a thesis in my fifties it is difficult for me to mirror the idealised theoretical position of my youth, as my life experiences exert too strong an influence on me. It was therefore essential for me to find a research methodology that reflected perhaps my cynicism but which also allowed me to feel a congruence with it. Although as I am describing that my thinking has moved from idealism to cynicism, I also wonder whether humans actually move through a series of ideals as they age. So what I am actually experiencing is in fact a natural process and that my current view on life is in fact an idealised theory which will be modified by experiences I am yet to have. This view point is supported by Cooper (2008) in reporting on the United Kingdom's government Mental Capital and Wellbeing project, he suggests that a lifespan approach is adopted, 'Think about mental capital being in sense like a bank account of the mind, which you're debiting and crediting through life'. (pp 1010/11)

I started this chapter by stating that I questioned the relevance of it, however, in searching for a comfortable paradigm I see that I have placed myself squarely within an ontological

debate of having a nominalist or realist view point and the epistemological debate of having positivist or anti-positivist view point. Cohen, Manion and Morrison (2005) argue that:-

‘educational research has absorbed two competing views of the social sciences – the established, traditional view and a more recent interpretive view.’ (Page 5)

The traditional view holds that social science is the same as natural science and as such is concerned with discovering natural universal laws which regulate and determine individual and social behaviour. May (2002) describes science as:-

‘being a coherent body of thought about a topic over which there is a broad consensus among its practitioners.’ (Page 8)

May (2002) challenges the traditional view by highlighting that scientists not only hold different perspectives on any given phenomenon but also on alternative methods of gathering information and of analysing the resultant data.

From a personal perspective I have considerable difficulty in subscribing to the traditional view point; in my own mind I have a problem with science’s ‘natural law’ position. I cannot internalise the accepted natural law which states that nothing plus nothing equals nothing, with science’s big bang theory, which theorises that the universe was created out of a dense hot singularity which exploded 13 billion years ago. The challenge to me is that if nothing existed 14 billion years ago, a time before the singularity exploded, how was the singularity created from nothing, science offers nothing here other than that it has always existed. Natural laws to me, seem to lie within the realm of dealing with non-sentient concepts, concepts with no consciousness, concepts which are unable to influence their own

future through thought. I do not believe that universal laws can be established to explain events that are influenced by individual thought or free will. However, I also do not accept the position of the divine being initiating creation. The interpretive view point seems to echo my position as it emphasises how people differ from inanimate natural phenomena and also how they differ from each other.

In challenging researchers to identify their ontological position Cohen, Manion and Morrison (2005) pose the question whether reality is imposed from the outside or whether it is a product of consciousness. I have already stated that I am pragmatic and matter of fact, for me this argument is simple. I have a mind, I am therefore able to make a choice, external influences may place me in a position where I have a limited choice, but I do have an option to make that choice. The nominalist view point would argue that thoughts are merely words and that there is nothing external to the thought which determines the meaning of the word. Whilst the realists position, is that the word / thought have an existence independent of the thought creator. My ontological position would then sit firmly within the nominalist camp.

In subscribing to this ontological position, I have also explored, but chosen to disregard a number of other positions. Blaikie (2008) describes shallow realist, conceptual realist, cautious realist, depth realist, idealist, subtle realist. May (2002) adds empiricism to the list. Cohen, Manion and Morrison (2005) provides a simplicity of definition and description, which I find myself more comfortably drawn to.

Blaikie (2008) offers a more extensive analysis of epistemological positions than Cohen, Manion and Morrison (2005) identifying empiricism, rationalism, falsificationism, neo-realism, constructionism and conventionalism. May (2002) adds realism, idealism and postmodernism. What is clear is that the depth of debate that these positions generate is beyond the scope of this thesis, so I again take the simple solution for my epistemological position.

In turning to an epistemological position Cohen, Manion and Morrison (2005) would suggest that the researcher has the choice of either having a positivist or anti-positivist stand point. The researcher is asked to determine their view as to what knowledge is, how knowledge can be acquired and how knowledge can be communicated to others. For me, it is knowledge which allows me to steer myself through my interaction with life, principally in my dealings with other humans. I can be given a fact that if I step in front of a car that is travelling at 70 miles per hour I will most likely die, that is 'a hard given', I don't need much in the way of life experience to accommodate that. However, if I am faced with the position of informing a mother that their child has just been killed by a car, I believe it is knowledge that allows me to manage that conversation, as I am able to take that fact of the death and internalise the possible impact it will have on the mother and consequently choose to seek a way of delivering that message in a sensitive fashion rather than in a blunt factual fashion.

Cohen, Manion and Morrison (2005) turn to Burrell and Morgan (1979) to define the epistemological debate, asking whether knowledge is hard, real and capable of being transferred in a tangible form, a positivist position or whether knowledge is softer, more

subjective, based on experience and insight, which is an anti-positivist position. It is clear from my argument that I sit within an anti-positivist camp.

Cohen, Manion and Morrison (2005) also raise the question of human nature as a strand of the social reality debate, in particular the relationship between humans and their environment, again two positions seem to be on offer, you are either within the voluntarism or determinism camp. Determinists would advocate that human beings and their experiences, are a product of their environment, whilst, voluntarists regard man as the creator of his own environment. I find both these views too extreme or even simplistic; I would contend that humans are both a product of the external influences of their environment, but that they have the capacity to create their own environment. Some may be born into poverty, but they do to a certain degree, have the opportunity to break out of that poverty by their own efforts, they can take control of and create their own environment. I would therefore position myself to the voluntarist side of the centre ground.

Cohen, Manion and Morrison (2005) return to Burrell and Morgan (1979) and then categorise the afore mentioned positions into either a subjectivist or objectivist approach to social science research, with each position having its own natural methodological approach to research. The objectivist will sit within a tradition that encompasses an ontology based on realism, an epistemology based on positivism and a view of human nature based on determinism. Whilst the subjectivist will sit within a tradition that encompasses an ontology based on nominalism, an epistemology based on anti-positivism and a view of

human nature based on voluntarism. In accepting this construct I would place myself as sitting within the subjectivist approach position to social science research.

Cohen, Manion and Morrison (2005) contend that a subjectivist approach lends itself to a methodology which utilises – accounts, participant observation and personal constructs, whilst the objectivist approach would utilise more traditional methodologies, like surveys and experiments. The objectivist form of research will be predominately quantitative as its scientific approach will be focussing on determining the relationships and regularities between selected factors in the world; it is an approach which is also referred to as nomothetic. The converse subjectivist approach stresses the importance of individual experiences in the creation of the social world, the focus of the research being on identifying the way in which the individual creates, modifies and interprets their world. This form of research is both qualitative as well as quantitative; this approach may also be termed idiographic.

However, I started this section by highlighting my difficulty with relevance and I find I still face this dilemma, particularly so when in reading Robson (2002) where he explores the concept of having a pragmatic approach to research. Robson (2002) identifies pragmatism as an American approach, which in its simplest form states:-

‘use whatever philosophical or methodological approach which works best for a particular research problem at issue.’ This leads to mixed method studies which are both quantitative and qualitative.’ (Page 43)

May (2002) suggests that this approach finds its roots in the works of American philosophers such as William James and Charles Peirce, who emphasise 'that social life is not fixed, but dynamic and changing'. If the researcher accepts the position that people's social life is constantly changing, then in order to understand that change, the researcher must participate in the change.

I find this position the most acceptable of all the proposed approaches, it allows for the vagaries of whim if you like, the approaches I highlighted earlier remind me of a political debate and the question are you Tory or Labour? As if you are either one or the other and that you stay in that camp for the whole of your life. During my own life time I have moved from voting Conservative in the 1970's, Labour in the early 90's, 'Lib dem' at the last election and who knows what in the future. The point being that our views have the potential to be in a constant state of change. I argue that humans have the potential to change their minds, however, for change to occur one must have an open mind, to be reflective, willing to explore other view points and consequently question the original view point. So for me I would find it considerably naive to say that I subscribe to a particular methodological position, especially so when the length of the research covers such a prolonged period. So in conclusion, I adopt the pragmatic position, I'll use the best fit, and I'll maintain an open mind and constantly challenge my values and belief system.

Research Methodology

The approach employed in this thesis is in essence an ethnographic document analysis. In that I will explore my role within a specific social construct i.e. the school, over an eight year period, principally through a detailed document analysis. In adopting this approach I see ethnography as a form of research which utilises close field observations of socio-cultural phenomena to determine the sociology of meaning. A description of this form of research has been offered by Robson (2002):-

‘An ethnography provides a description and interpretation of the culture and social structure of a social group.’ (Page 186)

Although identifying that the research paradigm is ethnographic in nature it cannot be divorced from hermeneutics, which in itself constitutes a research paradigm. Blaikie (2008) defines hermeneutics in its literal form as ‘making the obscure plain’ or more generally ‘to interpret’. Traditionally hermeneutics was concerned with the interpretation of texts. It has its origins in seventeenth century Germany where Protestant scholars were involved in biblical interpretations. As hermeneutics evolved it developed two dimensions, one, grammatical interpretation which explores the linguistic aspects of understanding, and two, psychological interpretation, which attempts to recreate the act that produced the text, to try and understand the mind of the author. Blaikie (2008) in reviewing the works of Heidegger and Ricoeur on hermeneutics identifies that ‘text decontextualises itself from its socio-historical conditions of production, opening itself to an unlimited series of readings.’ (Page 155) In relation to the context of this thesis hermeneutics has its relevance in the interpretation of third party written words, in trying to be objective about what is written

and consequently interpreting meaning. Asking whether third party text is assessed in a literal sense or whether discourse takes place within the participatory review to determine whether there was a hidden meaning or sub-plot within the text.

I will provide a description and analysis of the documentation which records the processes by which the school recovered from its serious weakness judgement, in particular how the key issue weakness of leadership and management became outstanding, and whether the change methodologies employed match what is considered to be good practice and whether it is possible to see examples of my work as head teacher which correlate with the national standards for head teachers. I will also seek to match the leadership approaches identified within the literature review to the leadership presented within the documentation.

I will also interrogate the documentation to determine whether it is possible to match the core leadership roles as identified by the Audit Commission (2001) and the National Standards for Head teachers (2004) against actions identified within the documentation.

I will also explore whether the change methodologies highlighted by the Audit Commission (2001) and Duck's (2001) 'change stages' were features of school improvement within the research school.

I will also examine 2 key school documents the 2001 Post Ofsted Action Plan and the School Development Plan for the 2005/2006 school year, to identify if there are any leadership typologies present. Any correlation made will then be set against the following

time frames to determine if there is any pattern in the decision making styles employed to the implementation period, e.g. were decisions that required immediate action made through a transactional leadership style and pending actions made through a distributed leadership style.

1. Immediate Action – any decision which was to be implemented within a working week.
2. Imminent Action – any decision which was to be implemented within that half-term.
3. Pending Action – any decision which was to be implemented within a year.
4. Deferred Action – any decision which was to be implemented within 2 to 3 years.

These time scales were determined by the researcher. The window length for each of the four actions was based on the following rationale. Immediate Action identifies actions which the researcher considered to be reactive to external events and requiring a quick response, responses which did not lend themselves to extended consideration. Imminent Action identifies actions which the researcher considered to be of a proactive nature, where time was not an immediate pressure; where there was time to view the required action in a more considered way. Pending Action identifies actions which lent themselves to be ones which could be structured into the school's development plan, which although of significance were of no immediate concern. Deferred Actions identifies actions which merited consideration, but which were either beyond foreseeable affordability or which required a human effort to implement then which was beyond that immediately available.

These 2 documents will also be examined against O'Sullivan, Thody and Wood (2000) verb based taxonomy to determine the degree of leadership / management / administration activities evident within the plans. This data will be used to feed in the discussion about the level of leadership or management used to remove the school from its Ofsted serious weakness judgement.

These 2 documents were chosen specifically to explore whether my leadership style had changed as a result of experience and as a result of change in the school's Ofsted status, as the 2001 Post Ofsted Action Plan represented the plan of a relatively inexperienced head teacher in a high threat situation of constant monitoring from the local authority, HMI and Ofsted. The 2005 / 2006 School Improvement Plan was produced after 5 years of headship which is the mid-point of Brighouse's (2007) window of 3 to 7 years, which he see as being the most productive for a head teacher. The 2005 / 2006 school year was also the midway point between the 2 Ofsted inspections which graded the school 'good' and 'good with outstanding features'. Additionally the 2005 / 2006 school year initially represented a period of little or no threat to the school, but May 2006 changed that threat level dramatically when the Local Authority published its proposal for changing special educational provision within the county which included at that time the closure of the school in September 2010. Although HMI and Ofsted now come under the same organisational umbrella, I have chosen to separate them and treat them as separate entities partly because of the mystique which is attached to HMI and partly because of the school closure power invested within an HMI.

Following analysis of the two action plans (see Chapter 5 for detail) against verb usage it became clear that this aspect of the research needed to be explored further. So further analysis of the central government agency documents will also be analysed against O'Sullivan, Thody and Wood (2000) verb based taxonomy to determine the degree of leadership / management / administration activities evident within the plans.

Clearly judgement validity may be an issue, particularly around whether my interpretation of leadership and its matching to a document is universally matched. To overcome this I will complete a correlation exercise where a small sample of people will be asked to match a leadership style to an event from the document sources to see whether there is a common ground within the judgement base.

The document analysis spans the period March 2001 to February 2009. March 2001 represents the date I was appointed as head teacher to the school and February 2009 is a convenient point before submission of the thesis. The documents analysed fall broadly into two categories:-

1. Central Government Agency
2. Local Government Agency

1. Central Government Agency

Central Government Agency reports all represent opinions which are external to the school / local authority and therefore provide judgements which are made against an external set of national criteria. However, it is important to note that although the judgements are made against a set of national criteria, they are still open to the personal bias of the person making the judgement, so they may not necessarily be correct. However, both Ofsted and the Commission for Social Care Inspection do operate an internal checking / verification process of all their inspection reports prior to publication. This process should ensure that there is a degree of quality assurance and therefore some levelling of judgements.

Ofsted – Inspection reports referred to cover inspections of the school in:-

- February 2001
- June 2003
- January 2008

Her Majesty Inspectors' (HMI) – the report was produced following a 2 day visit in 2002 to monitor the school's progress against addressing the serious weaknesses identified in the January 2001 Ofsted inspection.

Commission for Social Care Inspection (CSCI) – annual inspections which were initially conducted by Social Services before moving to CSCI in 2004 and then Ofsted in 2008. These inspections focus primarily on the quality of the residential aspect of the school, but

they also comment on the quality of leadership and management within the school. The CSCi inspections were in part viewed as less of a threat than HMI and Ofsted, principally because of their lack of statutory enforcement powers.

2. Local Government Agency

These documents principally come from within the school's commissioning local authority and include:-

- Local Authority Advisors' notes of visits, the nature and significance of which change over the period of the document analysis, moving from numerous and frequent during the period of 'serious weaknesses', when they were very much about providing clear strategies and targets for school improvement, to termly following the 2003 Ofsted inspection, when the focus became 'light touch monitoring'. From September 2007 the focus was enhanced as the visit and subsequent report became the School Improvement Partner (SIP) report.
- Health and Safety – termly reports are provided by the LA's health and safety team to comment on the quality of risk management within the school.
- Audit – the LA's internal audit department provide reports on the quality of financial management within the school.
- Caretaking/Cleaning – annual report provide by the LA to comment on the quality of the school's domestic arrangements and the subsequent management of the processes.

- Fire Inspection – reports from the fire-brigade on the school management of fire risk.
- Environmental Health – the LA provide termly reports on the management of the school's catering processes.
- Ground Maintenance – the LA provide annual reports on the quality of the schools ground maintenance processes.
- Building and Premises Maintenance – the LA provide annual reports on the quality of the school's maintenance processes.

In assessing the quality of the documentary evidence, the researcher has applied the following criteria as suggested by May (2002), that of authenticity, credibility, representativeness and meaning. 'Authenticity' is not an issue for this thesis as all of the documents analysed come from confirmed sources. 'Credibility' refers 'to the extent to which the evidence is undistorted and sincere, free from error and evasion'. The participatory review element of the research will address these questions. 'Representativeness' refers to whether the document is typical to the aim of the research. 'Meaning' refers to whether the document has clarity and is comprehensible.

The analysis of the documents will be both quantitative and qualitative. As the documents are not entities in their own right, they therefore need to be placed within a theoretical frame of reference for their content to be understood. May (2002) suggest that a three stage approach to content analysis be conducted:-

- Stating the research problem,

- Retrieving the text and employing sampling methods
- Interpretation and analysis

The methodology used in this thesis considers the frequency with which certain words or phrases occur within a document, the inference being, that the higher the frequency occurrence then the more significance those words or phrases have. However, low frequency does not necessarily imply low significance. It is therefore essential to combine the quantitative frequency count with a qualitative judgement, the judgement will be made on the significance of the word or phrase in the broader context of the document, thus allowing the relationship between content and context to be stressed. The content will include the document's purpose as well as associated institutional, social and cultural aspects. For informed qualitative judgments to be made May (2002) argues that the researcher needs to be able to read the text in terms of its 'symbols', by gaining an understanding of the context of production. The ethnographic nature of the document review makes the process of understanding the context easier, in that I am central to the context and the production of many of the documents analysed and was present at the discussion which was a precursor to many of the documents being analysed. However, this closeness does bring the possibility of bias in my interpretation; this should in part be addressed through the triangulation exercise and participatory review. Cognisance must also be paid to researcher positionality, clearly my position as a researcher, who is researching his own leadership as head teacher could pose a problem. A power dynamic exists in the relationship between the head teacher and those employees contributing to the research. This scenario is best exemplified in the case of some of the respondents to the

triangulation exercise and the participatory review, whether sub-consciously or consciously. From my perspective I do not believe that the relationship which exists between me and my sub-ordinate colleagues is one which would put them under pressure to provide answers which are congruent with what they think I may wish to see, undoubtedly it may exist. However, this is impossible to prove without the neutral researcher / observer, something that it was not possible to provide in this research. Akin to the question of positionality and the impact of the power dynamic on the respondent's judgements, the respondents themselves are potentially biased by their own opinions, attitudes and perspectives.

I have addressed the issues of methodological validity by identifying where the research methods have been used in other credible research. Verb analysis as a research tool has been used by other researchers, in particular Emeritus Professor Angela Thody from Lincoln University in 2003, who used verb analysis to produce a lexicon of followership verbs. Klaven and Kan (1998) from Columbia University also used the methodology to conducted research on the role of verbs in document analysis. Frequency counts as a tool to measure significance are presented as a credible research tool in Cohen, Manion and Morrison (2005).

Gronlund (1981) takes a fairly pragmatic stand point on the validity debate, he suggests that we should view validity 'as a matter of degree rather than as an absolute state'; with this being this case the question of validity within this research is strengthened.

The data was subject to the following forms of analysis:-

Quantitative Analysis – this process was the easiest of the methods used, the words leader, leadership, manager, management along with leading and managing were simply located in the text, highlighted in different coloured highlighting pens and then counted to determine the frequency of their occurrence.

Verb Analysis – this process was completed in a similar fashion to the Quantitative Analysis (above). However there was an additional element of identifying verbs which O’Sullivan, Thody and Wood (1990) had not included in their verb taxonomy, where verbs were identified they were highlighted in one of three colours of highlighting pen to correlate with the headings of administration, management and leadership and then counted to determine the frequency of their occurrence.

Qualitative Analysis – this process proved a lot more challenging to complete as it involved not only looking for exact word matches e.g. ‘distributed’, but it also involved a degree of subjective analysis. This was centred around identifying words or phrases which could be associated with a direct match e.g. ‘team work’ could also considered to be a feature of distributed or strategic leadership. The decision around what constituted associated language and explicit language around leadership typologies stemmed directly from typologies identified within the literature review, specifically distributed, strategic, moral, transformational, transactional and charismatic.

The mechanics of analysing the data employed both simple and complex methodology. At its simplest where paper only copies of the documents were available; key words were marked with a highlighting pen. Where electronic copies of documents were available key words were searched for using the search tool within the word processing software Microsoft word. The frequency of matches was recorded by a simple tally count in the case of paper only documents; the electronic versions were easier to score as the software provided a straight count score.

Ethical Issues

In exploring the ethical issues of this research I have drawn on the Revised Ethical Guideline for Educational Research as drawn up by British Educational Research Association (BERA) in 2004. I will conduct this research within BERAs underpinning principles that all educational research should be conducted within an ethic of respect for:

- The Person
- Knowledge
- Democratic Values
- The Quality of Educational Research

In accepting this position I recognise that I need to conduct my research in line with the BERA framework which is structured around:

- Responsibilities to Participants
- Responsibilities to Sponsors of Research

- Responsibilities to the Community of Educational Researchers

It is important to consider the research in relation to the following potential areas of ethical concern:-

Anonymity – In reporting the school’s Ofsted outcomes it is possible for individuals to be identified. Likewise in reporting the progress the school made against CSCi and HMI inspections it is also possible to identify individuals. Although some people may find this uncomfortable this information is already in the public domain.

Consent – the school’s governing body has provided consent for the school’s information to be included in the submission of the final thesis.

Harm – it is possible that some staff may be upset by the fact that they can identify themselves in the research, however as this information is already in the public domain it is not unethical to publish it in the thesis. However, staff whose performance may have been identifiable as poor within the public reports may have improved, recognition of this improvement will need to be acknowledged within the thesis.

Confidentiality – progress of the school against Ofsted action plans is recorded in the school governing body minutes which are in the public domain, as are the Ofsted and CSCi reports which are readily available from the Ofsted web site. However, as the school/staff/personnel details are confidential, the full reference details are not given in the appendix. They are shared with my supervisor.

Consent – The school’s governors are aware of and consent to the research, the Chair of Governor’s has met with my supervisor to discuss the relevance of the research, the time

commitment required by the researcher and both the potential positive and negative impact the research may have on the school.

Plagiarism – This is in relation to input from advisors and other staff in pulling action plans together and actions completed. To address this all sources of ideas will be acknowledged.

Sexist/Racist – use of language to which some groups are sensitive, will actively be avoided by following the guidance from the British Sociological Association's 1989a Guidelines on Ant-Sexist language and the 1989b document on racist language

Vulnerable groups – although working in a special school setting the learners are not the subject of the research and at no point are individuals reported on in the thesis. There is however, potential vulnerability for some staff at the school, whose practice has been identified or who were made redundant. Pupil progress will also be commented upon as this is a crucial form of evidence to indicate that the school had improved, when this data is used pupils will be identified by using identifiers such as 'Pupil A'.

In identifying and exploring the ethics of this research, I feel it is essential to approach it from two dimensions:-

1. Human, and
2. Material

The research clearly focuses on the decisions and actions taken by myself over an extended period of time (8 years), therefore these processes impact on and are dependent on other humans and on the material outputs of their work. In reporting on this then considerable focus must be paid to any impact that the thesis may have on them.

When exploring the ethical impact on human participants I think it is essential to explore who those humans are and to identify any sub-group within the whole. The reflective nature of the research and its focus on my decision making, therefore makes me a subgroup, however I cannot be viewed in isolation as the very nature of my work in being a head teacher of a residential school and being required to reside on the school site, brings my wife and children into the equation. My wife particularly sits in a difficult position as she is also employed within the school as a teaching assistant. As my wife, she has been privy to my emotions and feelings regarding difficult decision making things that she would not normally experience in her role as an advanced teaching assistant. Likewise my children were aware of difficulties in my professional relationships with the then deputy head teacher. Reporting on this area clearly must be carried out in a way which protects them. They were distressed considerably at one point when the then deputy head teacher made false allegations about my professional conduct which could have resulted in my dismissal. Halliday-Bell et al (2008) identify emotional inhibitors that can impact on a head teacher's performance, highlighting anxiety that can arise from confronting staffing issues, which strikes a direct congruence with my emotions at the time.

The Governing Body is clearly a significant sub-group, in that they licence the actions that I proposed for the development of the school. Also the governing body's development over the study period will form a significant strand of the analysis. The Chair of Governor's from 2003 onwards has played a significant role in the school's development, and has been involved in difficult decision making regarding redundancies and disciplinary investigations, and in particular the false allegations made by the then deputy head teacher.

Local Authority officers make up another significant sub-group, from the Director of Children's Services, through three assistant directors, a number of link advisors, the psychological service, finance section etc, all of whom have impacted on the strategic decision making and action implementation in coming out of 'serious weaknesses'.

To a lesser extent the learners and parents form a sub-group, although a significant group in that the focus of my work and hence the school's work has been on improving outcomes for them, they are a minor sub-group within the thesis. The thesis obviously focuses on the mechanisms/intervention which secured those outcomes, which are invariably a product of the other sub-groups work. However, some mention will be made of the learners' and parents' reactions to the outcomes, in particular when referring to how the school secures views of the school, from its stakeholders and how that information is recorded and utilised.

The external community also forms a significant sub-group. Within this group I include agencies outside the Local Authority Education Services e.g. other local authority placing agencies, fostering agencies, the local secondary schools with which the school is Federated, the residents of the local town for whom the school is the second largest employer.

A sub-group exists amongst the people who are respondents within a triangulation exercise completed for Chapter 5 of the thesis. Respondents were invited to complete a short questionnaire in which they were asked to try and match a quotation, which has been

‘lifted’ from documents in the public domain, from bodies such as Ofsted, CSCi and HMI, against a definition of a leadership approach. All the respondents had been made aware that there were no right or wrong answers and that their answers did not provide a judgement about them, but were indicative of their perception. The respondents were also told that the data would only be categorised by gender and age and that they would not be identifiable within the thesis thus providing confidentiality. Issues of harm are not pertinent to this questionnaire.

The issues of a material dimension are concerned with intellectual ownership of the documentation analysed and the legitimacy to draw on it and subsequently report upon it. Incidentally as much of the documentation sits within the public domain then these issues are not pertinent. In relation to non-public documentation, that only comes from my personal papers, the consent issues solely lie with me as the author.

Chapter Four

Presentation of findings

Introduction

This chapter will be presented in five sections, with each of the first three sections covering a defined phase of my headship at the research school. Each phase is based on a distinct window in the research school's recent history, with each phase being demarcated by an Ofsted inspection window:-

- Section 1 refers to the period covering the start of the research in March 2001 to June / July 2003, when the Ofsted inspection which removed the school from serious weaknesses took place.
- Section 2 covers the period from the June / July 2003 Ofsted inspection to the January 2008 Ofsted inspection, which graded the school as good with outstanding features.
- Section 3 covers the period following the January 2008 Ofsted inspection to the end of the research period in February 2009.

Consideration was also given to defining the time periods for reporting by using the CSCi inspection windows. This idea was dismissed, primarily because the Ofsted reports carry a greater national significance than the CSCi reports. This argument is based on the premise that the greater volume of inspections carried out by Ofsted demonstrates their more prominent status. I have also conducted a simple Google search on 27th April 2010 on Ofsted and CSCi which recorded the following hits, Ofsted 2,660,000 and CSCi 182,000,

The assumption then is that Ofsted having a 13:1 hit ratio in favour of Ofsted over CSCi is indicative of Ofsted's pre-eminence over CSCi. However it is possible that this pre-eminence could also be reflective of the higher number of inspection that Ofsted conduct compared to CSCi in schools. The more extended window between the Ofsted inspections and the CSCi inspections also generated a far greater amount of data for examination, from which comparative analysis could take place.

Each of the sections will then report on the documents in relation to their originating source as described in Chapter 3:-

- Central Government Agency
- Local Government Agency

Each document will then be analysed and reported on as to the degree to which it correlates with the following sub-headings:-

- Leadership and management typologies present
- Change methodologies
- National Standards for Head Teachers
- Audit Commission core leadership roles

The documents will be analysed and the results presented in a chronological order, in order to provide a degree of contextualisation. This is particularly relevant to the central government and local government agency documents, as many of the documents cross reference with earlier documents from their particular agencies e.g. the CSCi inspections

which took place on an annual cycle, with each inspection reporting on the recommendations made in the previous inspection.

I will produce for each of the documents four tables which present the data that has been collated from the four sub-headings:-

- Leadership and management typologies present
- Change methodologies
- National Standards for Head Teachers
- Audit Commission core leadership roles

Where there is no data which correlates with a field in a particular sub-heading I will record the following entry 'No references evident'.

Central Government Agency Documents

The documents analysed within this typology come from five principal sources:-

- Ofsted school inspections in 2001, 2003 and 2008
- Social Services Inspection Unit 2001
- HMI report 2002
- CSCi inspections February 2004, November 2004, 2006 and 2007
- Ofsted care inspection 2008

The reports are all written to a format common to their commissioning body. The reports from Ofsted are all available for public viewing on the internet on the Ofsted web page. The reports from CSCi are all available for public viewing on the internet on the CSCi web page. However for reasons of confidentiality as argued earlier full references are not provided in this thesis.

Local Government Agency Documents

All the documents analysed within this typology come from a single source, of the research schools Local Authorities children's services department. The documents all represent notes of visit reports from various Local Authority advisors, who were either required to support the school as part of the Local Authorities support and advice role when the school was in serious weaknesses, or when they were commissioned by the school to provide specific targeted advice and support.

The total number of reports produced and their approximate size are as follows:-

2001 – 20 reports, 35 ½ pages

2002 – 7 reports, 10 pages

2003 – 2 reports, 2 ¼ pages

2004 – 7 reports, 7 ½ pages

2005 – 8 reports, 12 pages

2006 – 2 reports, 3 pages

2007 – No reports

2008 – No reports

2009 – No reports

The reports are all written to a common format and vary in length from 1 to 4 sides with approximately 350 words written per side. The reports were circulated on all occasions under separate mailing to the school's Chair of Governors and the Local Authorities Chief Advisor.

I identified in Chapter 3 that I would include a number of other documents from a range of support services within the Local Authority. These documents were then analysed, however, there was no data which could be identified as matching any of the four recording criteria, and therefore the analysis of these documents will not feature in the main data sets.

The fourth section of this chapter will report on data derived from 2 further sources, which are as follows:-

1. The Post Ofsted Action Plan from 2001, and
2. The 2005 /2006 School Improvement Plan.

The analysis will focus on identifying any leadership and management approaches used, based on the definitions already used within the research and by using O'Sullivan, Thody and Wood's (2000) verb taxonomy.

The fifth section of this chapter was added following analysis of the results of the research completed in section 4 of this chapter. The analysis suggested that further research in relation to verb analysis was worth exploring. Section four will therefore concentrate on exploring verb usage in the following sources:-

- Ofsted school inspections in 2001, 2003 and 2008
- Social Services Inspection Unit 2001
- HMI report 2002
- CSCi inspections February 2004, November 2004, 2006 and 2007
- Ofsted care inspection 2008

The analysis will focus on the recommendations made within the reports, with the hypothesis being that a recommendation will contain an associated action and that action will be led by a verb describing the action.

Section 1: 2001 to 2003

Central Government Agency Documents

The documents analysed during this period are numbered 1 through to 4 in Appendix E and amount to 4 documents from the following sources:-

1. Section 10 Ofsted report 15th – 18th January 2001
2. Social Services Registration and Inspection Report 4th December 2001
3. HMI inspection report 24th April 2002
4. Section 10 Ofsted report 30th June – 3rd July 2003

Document 1

The commentary and recommendation made within Document 1, the January 2001 Ofsted inspection report, provided the framework from which I developed my initial personal work targets in the school, as my employment as head teacher started on the 19th of March 2001. One of the first tasks I undertook, as head teacher, was to produce the post Ofsted action plan, the purpose of which was to provide a strategy to address the weaknesses identified by Ofsted. Ofsted identified that the school had serious weaknesses in the following broad areas:-

1. There are serious weaknesses in leadership and management at all levels. The number of temporary senior posts is affecting the management of the school and in turn the curriculum and standards pupils achieve in some subjects.
2. Pupils do not achieve as well as they should in English and Information and Communication Technology.
3. Pupils do not study all the subjects they should. Insufficient time is given to English and Mathematics and many of the lessons are too short.
4. The quality of assessment is inconsistent and results are not used consistently when planning further work.

From this point Ofsted then provide some more depth to the judgements, in relation to leadership and management they offer the following analysis:-

1. Leadership and management by the head teacher and other key staff – Unsatisfactory at all levels. There are serious weaknesses at all levels. There is no permanent head teacher or Head of Care. Though staff who are in these positions are working very hard, the uncertainty is affecting the management and development of the school. The school is operating without a deputy head teacher and managers for some subjects.
2. How well the appropriate authority fulfils its responsibilities – Unsatisfactory. There are a number of vacancies on the governing body. Though the governors visit the school and give practical support where possible they do not meet all their legal requirements.

3. The school's evaluation of its performance – Unsatisfactory. The school is beginning to apply the principles of best value, though it does not sufficiently analyse pupils' results or compare itself to similar schools. Few whole school targets have been set, and those that have cannot be reached. Managers are aware of many of the strengths and weaknesses of the school.
4. The strategic use of resources – Satisfactory
5. Staffing, accommodation and learning resources – Satisfactory overall. Staff are hardworking and dedicated, but there are not sufficient support staff to help in classrooms. The buildings are well maintained but the accommodation limits what can be taught in Physical Education, Science and Design and Technology.

Ofsted did not make any formal recommendations for school improvement as a matter of policy; however, Ofsted did include a section in the report titled on 'What should the school do to improve further'. It could be argued that this section actually is a set of recommendations and that it may be a moot point to argue that it is not, however Ofsted have been careful in their use of language. The use of 'should' implies that there is an imperative to adopt Ofsted's observations, but Ofsted have not used the word 'must' which would imply that it was well nigh compulsory to address their observations. The following section details the observations that Ofsted had made, and as such forms the basis for the verb analysis detailed in Section 4 of this chapter.

'In order to raise standards the governing body should:-

- Secure the leadership of the school as a matter of urgency'

The acting head teacher, staff and governing body should:-

- Improve standards in English, and in information and communication technology,

by:-

Providing suitable in-service training

Allocating sufficient time to these subjects on the time table

Planning opportunities for pupils to use their skills in other subjects

Setting literacy and ICT targets in individual education and care plans

- Improve the leadership and management of the school, by:-

Distributing the workload more evenly until such time as permanent managers are in post

Making the school development plan a more cohesive document and linking it to spending

Meeting statutory requirements

Establishing formal systems to monitor the quality of teaching and its impact on learning

Setting realistic whole school targets

Taking account of the principles of best value

- Improve the range of learning opportunities, by:-

Ensuring pupils are taught all subjects of the National Curriculum

Allocating sufficient time to all subjects

Considering the length and timing of lessons

- Improve the use of assessment, by:-

Using systems which are common to all members of staff

Taking account of the outcomes of assessment when planning further work

Ensuring targets in individual education and care plans are easily measurable

- Improve the attendance of persistent non-attenders, by:-
- Taking account of the recommendations of circular 11/90 for the staffing of pupil support assistants
- Taking account of the recommendations of the social services draft report for the appointment of staff who stay awake throughout the night
- Addressing the inadequacies of the accommodation, providing more opportunities to prepare pupils for living in a multi-cultural society.

The previous sections are ‘lifted’ directly from the Ofsted report and have been verified as original by my supervisor, however, they do not appear in the reference list to protect the anonymity of the school. The following Table 5 presents the leadership and management typologies that it has been possible to identify from document 1.

Table 5: Leadership and management typologies present

Distributed Leadership	a) ‘The very good team work that exist’, b) ‘All staff work very well together as a team supporting and encouraging pupils’, c) ‘The caretaker and staff are vigilant about health and safety matters’, d) ‘All staff are vigilant to any signs of poor behaviour, bullying or harassment’,
Moral Leadership	a) ‘Staff observe a code of practice, which includes asking permission to enter a pupil’s bed space.
Situational Leadership	b) ‘Because of the personal circumstances of a number of staff the head teacher feels unable to delegate responsibilities’
Poor Leadership	c) ‘Overwhelmed by his work load he is not always focusing on priorities or using his time effectively’

The following Table 6 presents the change management methodologies that it has been possible to identify from document 1.

Table 6: Change methodologies

Incremental – Directive	No references evident
Incremental – Organic	No references evident
Step – Directive	<p>a) She has developed an action plan to improve the residential care aspect further’,</p> <p>b) ‘Whilst a great deal of work has gone into producing the school improvement plan its effectiveness is limited’.</p>
Step - Organic	No references evident

The following Table 7 presents commentary from document 1 which cross references with the National Standards for Head Teachers.

Table 7: National Standards for Head Teachers

Shaping the future	No references evident
Leading learning and teaching	The document highlights strengths in this area, in particular ‘implements strategies which secure high standards of behaviour and attendance.’ This is evidenced in the following quotation:- ‘All staff are vigilant to any signs of poor behaviour, bullying or harassment’
Developing self and working with others	The document highlights failings in the following areas:- <ul style="list-style-type: none"> the failing to ‘develop and maintain a culture of high expectations for self and for others and takes appropriate action when performance is unsatisfactory; and the failing to ‘manage own work load and that of others to allow an appropriate work/life balance. This is evidenced in the following quotation:- ‘Overwhelmed by his work load he is not always focusing on priorities or using his time effectively’ However the following quotation does suggest that the head teacher is considering the work/life balance of his subordinates:- ‘Because of the personal circumstances of a number of staff the head teacher feels unable to delegate responsibilities’
Managing the organisation	The document highlights failings in this area, in particular the failing to ‘create an organisational structure which reflects the school’s values, and enables the management systems, structures and processes to work effectively in line with legal requirements. This is evidenced in the following quotations:- “‘The weaknesses in ... and in leadership and management means the school is not as effective as it could be.” “‘There are serious weaknesses in leadership and management at all levels.” The document does highlight the following success for the head teacher in this area, in particular his ability to ‘manage and organise the schools environment efficiently and effectively to ensure that it meets the needs of the curriculum and health and safety regulations. This is evidenced in the following quotation:- ‘The caretaker and staff are vigilant about health and safety matters’
Securing accountability	No references evident.
Strengthening community	The document highlights a failing in this area in particular, the failing to create and maintain an effective partnership with parents and carers to support and improve pupils’ achievement and personal development. This is evidenced in the following quotations:- “‘Parental responses indicated that they wanted to see improvements in the way the school was led and managed” “‘In response to parents’ concerns the leadership and management of the school is a serious weakness”

The following Table 8 presents commentary from the Ofsted report which cross references with the Audit Commission core leadership roles.

Table 8: Audit Commission core leadership roles

Quotation Number	No references evident	Inspire			Mobilise			Enable			Navigate		
		Establish a shared vision	Role model for the organisation	Coaching staff	Communicating vision to secure support	Reassuring stakeholders	Focusing and prioritising for change	Creating space and finding resources	Managing constant change cycle	Making the right decisions on time	Translating vision into action	Keeping change on track	Monitoring performance
A	X												
B	X												
C	X												
D	X												
E	X												

Document 2

Document 2 provides the first external judgment on the quality of provision at the research school following my appointment as head teacher, with the inspection taking place 9 months after I was appointed to the school. Although the report comments primarily on what was an inspection of the school's residential aspect, the report does provide recommendations which relate to specific welfare requirements, which are set out in Volume 5 of the Children Act 1989 Guidance and Regulations, and as such have an implication for the leadership and management of the school, particularly in relation to the process of school improvement planning. The recommendations were as follows and are lifted verbatim directly from the report, the pertinent paragraph from Volume 5 of the Children Act 1989 Guidance and Regulations is also identified in brackets:-

Recommendation 1

Action must be taken at the earliest opportunity to implement staff rotas which eliminate as far as possible, the need for split shifts and long hours. (3.1.3)

Recommendation 2

A risk assessment must be completed for each unit to establish whether it would be appropriate to employ waking night staff. The assessments should be reviewed on a regular and frequent basis. (3.1.3)

Recommendation 3

The school must take steps to respond positively to the boys' requests for increased privacy and 'time-out'. (3.4.2.c)

Recommendation 4

Procedures on the use of restraint must include guidance on the length of time for which holds should be used. All incident reports completed on the use of restraint should include a record of the duration of restraining holds. (3.1.4)

Recommendation 5

The school must review its strategies for tackling bullying within the school to ensure that they are effective. (3.9.1 – 3.9.3)

The following Table 9 presents the leadership and management typologies that it has been possible to identify from document 2.

Table 9: Leadership and management typologies present

Distributed Leadership	a) 'Links between teaching staff and care staff are good and there are clear channels of communication'
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The following Table 10 presents the change management methodologies that it has been possible to identify from document 2.

Table 10: Change methodologies

Incremental – Directive	No references evident
Incremental – Organic	No references evident
Step – Directive	No references evident
Step – Organic	No references evident

The following Table 11 presents commentary from document 2 which cross references with the National Standards for Head Teachers.

Table 11: National Standards for Head Teachers

Shaping the future	The documents highlights strengths in this area, in particular ‘ensures the vision for the school is clearly articulated, shared, understood and acted upon effectively by all. This evidenced in the following quotation:- ‘The school has produced a comprehensive policy document linking the school’s philosophy and practice discipline, the role of adults and physical intervention’.
Leading learning and teaching	No references evident
Developing self and working with others	No references evident
Managing the organisation	The documents highlights strengths in this area, in particular ‘create an organisational structure which reflects the school’s values, and enables the management systems, structures and processes to work effectively in line with legal requirements. This is evidenced in the following quotations:- ‘Links between teaching staff and care staff are good and there are clear channels of communication’
Securing accountability	No references evident
Strengthening community	No references evident

The following Table 12 presents commentary from the report which cross references with the Audit Commission core leadership roles.

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Table 12: Audit Commission core leadership roles

Quotation Number	No references evident	Inspire			Mobilise			Enable			Navigate		
		Establish a shared vision	Role model for the organisation	Coaching staff	Communicating vision to secure support	Reassuring stakeholders	Focusing and prioritising for change	Creating space and finding resources	Managing constant change cycle	Making the right decisions on time	Translating vision into action	Keeping change on track	Monitoring performance
A	X												
B											X		
C					X								

Document 3

Document 3 is a report produced by Her Majesty's Inspector of Schools, following a monitoring inspection conducted by an HMI to measure the school's progress in addressing the serious weaknesses as identified by Ofsted in their January 2001 inspection of the research school. It is of more significance than the social care inspection report as an indicator of progress, as it specifically focuses on the serious weaknesses identified by Ofsted and comes from a source whose everyday working experience is focussed on education as opposed to child social care.

The HMI made 2 specific entries in the report to leadership and management concluding that:-

Key Issue 1: secure the leadership of the school as a matter of urgency

The school does not have a permanent head teacher and Head of Care. There have also been improvements in the leadership of major subject and management areas such as

Information and communication technology and assessment. The school has still not achieved a fully constituted governing body, although there are good strategies in place to try to fill the recent vacancies.

The school has made good progress in addressing this key issue.

Key Issue 3: Improve the leadership and management of the school

The recently constituted senior management team is now working effectively together on a range of school improvement issues. Workloads have been appropriately distributed, and initiatives are being implemented on many fronts. There is a need to ensure that some of these initiatives do not replicate or contradict each other. For example, the recent hard work in developing pupils' individual education plans has been undertaken separately from the complementary work on developing assessment. A more strategic dovetailing of these initiatives is required.

The school has made reasonable progress in addressing this key issue.

The HMI concludes her report by stating:-

‘In relation to the action plan, the school has made reasonable progress overall in remedying its serious weaknesses. However, due to the current situation of reducing staffing and the financial effect of the loss of planned placements, the school is still experiencing a period of change and transition.

Another visit is therefore recommended to ensure that the progress to date is sustained and consolidated.’

A further visit by HMI did not take place, however, but a formal Ofsted inspection did follow just over 1 year later in June/July 2003.

The following Table 13 presents the leadership and management typologies that it has been possible to identify from document 3.

Table 13: Leadership and management typologies present

Poor Leadership	a) 'At present, there is sometimes an individualised approach to improvement in various areas. A more whole school approach is required to guide improvements in the next phase of the school'
Strategic Leadership	b) 'The head teacher has also been successful in building the confidence of the wider staff team. Staff trust his judgement and are in the main, working hard to achieve the required improvements'.

The following Table 14 presents the change management methodologies that it has been possible to identify from document 3.

Table 14: Change methodologies

Incremental – Directive	No references evident
Incremental – Organic	No references evident
Step – Directive	c) 'The revised school improvement plan is in place and the priorities are being addressed methodically', d) 'The school recognises that the next step is to consolidate some of these gains and to ensure that good practice is spread effectively across all staff'.
Step – Organic	No references evident

The following Table 15 presents commentary from document 3 which cross references with the National Standards for Head Teachers.

Table 15: National Standards for Head Teachers

Shaping the future	The documents highlight strengths in this area, in particular, 'ensures the vision for the school is clearly articulated, shared, understood and acted upon effectively by all' and in 'motivates and works with others to create a shared culture and positive climate'. This is evidenced in the following quotation:- 'The head teacher has also been successful in building the confidence of the wider staff team. Staff trust his judgement and are in the main, working hard to achieve the required improvements'
Leading learning and teaching	The document highlights strengths in this area, in particular, 'ensures that learning is at the centre of strategic planning and resource management.' This is evidenced in the following quotation:- "There have also been improvements in the leadership of major subject and management areas."
Developing self and working with others	No references evident
Managing the organization	The document highlights strengths in this area, in particular 'produces and implements clear, evidenced-based improvement plans and policies for the development of the school and its facilities. This is evidenced in the following quotations:- 'The revised school improvement plan is in place and the priorities are being addressed methodically', 'The school recognises that the next step is to consolidate some of these gains and to ensure that good practice is spread effectively across all staff' However, the following quotation also demonstrates that there is also a weakness in this area as well:- 'At present, there is sometimes an individualised approach to improvement in various areas. A more whole school approach is required to guide improvements in the next phase of the school'
Securing accountability	No references evident
Strengthening community	No references evident

The following Table 16 presents commentary from the report which cross references with the Audit Commission core leadership roles.

Table 16: Audit Commission core leadership roles

Quotation Number	No references evident	Inspire			Mobilise			Enable			Navigate		
		Establish a shared vision	Role model for the organisation	Coaching staff	Communicating vision to secure support	Reassuring stakeholders	Focusing and prioritising for change	Creating space and finding resources	Managing constant change cycle	Making the right decisions on time	Translating vision into action	Keeping change on track	Monitoring performance
A	X												
B	X												
C	X												
D		X											
E												X	
F					X			X			X		
G											X		
H											X		
I												X	
J												X	
K	X												

Document4

Document 4 is the 2003 Ofsted report, which marks the end of just over 2 years of school life in which the school was under considerable scrutiny and threat, from both the Ofsted serious weaknesses judgement and from the local authorities plans in relation to its review of special educational needs provision. The inspection's outcomes provided an impetus for further school development, with a crucial difference that from 2001 in that the school was now developing from a position of strength. However, this position was weakened by actions of the research school's Local Authority who reduced the number of pupil referrals from an average of 16 a year to just 4.

The headline judgement from the inspection was as follows:-

‘*** is a good school. Pupils achieve well in a number of subjects, most going on to gain GCSE passes at the end of Year 11. They behave well and their personal development is very good. The quality of teaching is good and the school is well led and managed. It provides good value for money.’

The inspection made the following more specific judgements in relation to aspects of leadership and management in the school:-

Leadership and management by the head teacher and other key staff

Good. The head teacher leads the school well, with valuable support from the senior staff. The school’s key values are seen very clearly in its work.

How well the governing body fulfils its responsibilities

Satisfactory. Governors are very supportive and aware of the school’s strengths and areas for development.

The school’s evaluation of its own performance

Good. The head teacher has an accurate picture of the quality of teaching and how well pupils are achieving.

The strategic use of resources

Good. The funds available are used efficiently in order to support pupils’ personal development and academic achievement.

The following Table 17 presents the leadership and management typologies that it has been possible to identify from document 4.

Table 17: Leadership and management typologies present

Distributed Leadership	‘Particularly good progress has been made in this area, especially in the establishment of a new tier of teachers with management responsibilities’, ‘Appropriately, tasks are increasingly being delegated to other staff’,
Moral Leadership	a) ‘A particular strength of the school is the way in which the school’s key values and principles are reflected clearly in all aspects of its work’.
Strategic Leadership	b) ‘The head teacher has been prepared to take difficult decisions, sometimes resulting in changes to working practices, which have not been universally popular.’
Poor Leadership	c) ‘In the previous report, a major weakness identified was the acting head teacher’s inability to delegate leadership and management tasks.

The following Table 18 presents the change management methodologies that it has been possible to identify from document 4.

Table 18: Change methodologies

Incremental – Directive	No references evident
Incremental – Organic	No references evident
Step – Directive	No references evident
Step – Organic	No references evident

The following Table 19 presents commentary from document 4 which cross references with the National Standards for Head Teachers.

Table 19: National Standards for Head Teachers

Shaping the future	The document highlights strengths in this area, in particular ‘ensures the vision for the school is clearly articulated, shared, understood and acted upon effectively by all’ and in ‘motivates and works with others to create a shared culture and positive climate’. This is evidenced in the following quotation:- ‘A particular strength of the school is the way in which the school’s key values and principles are reflected clearly in all aspects of its work’.
Leading learning and teaching	The document highlights strengths in this area, in particular ‘implements strategies which secure high standards of behaviour and attendance.’ This is evidenced in the following quotation:- “Leadership of the residential provision has been secured.” I highlight this quotation as the leadership of the residential provision was achieved by an appointment of a key member of staff, whose remit was set by the head teacher, this position is central to the establishment of good order in the school.
Developing self and working with others	No references evident
Managing the organisation	The document highlights strengths in this area, in particular ‘manages the school’s financial and human resources effectively and efficiently to achieve the school’s educational goals and priorities. This is evidenced in the following quotation:- ‘The head teacher has been prepared to take difficult decisions, sometimes resulting in changes to working practices, which have not been universally popular.’
Securing accountability	The documents highlights strengths in this area, in particular ‘fulfills commitments arising from contractual accountability to the governing body’ and ‘develops a school ethos which enables everyone to work collaboratively, share knowledge and understanding, celebrate success and accept responsibility for outcomes’. This is evidenced in the following quotations:- “The school is well led and managed.” “... the current head teacher was appointed. His effective leadership has been a key factor in the good progress the school has made ...”
Strengthening community	No references evident

The following Table 20 presents commentary from the report which cross references with the Audit Commission core leadership roles.

Table 20: Audit Commission core leadership roles

Quotation Number	No references evident	Inspire			Mobilise			Enable			Navigate		
		Establish a shared vision	Role model for the organization	Coaching staff	Communicating vision to secure support	Reassuring stakeholders	Focusing and prioritising for change	Creating space and finding resources	Managing constant change cycle	Making the right decisions on time	Translating vision into action	Keeping change on track	Monitoring performance
A	X												
B											X		
C	X												
D								X					
E	X												
F								X					
G											X		
H							X						
I							X						
J			X										

Local Government Agency Documents

The documents analysed during this period are numbered 11 through to 40 in Appendix E and amount to 29 documents from the following sources:-

- Special Educational Needs Advisor x 9
- Principal Advisor x 4
- Craft Design Technology Advisor x 3

- PSHE&C Advisor x 3
- ICT Advisor x 2
- Literacy Advisor x 2
- Secondary Curriculum Advisor x 2
- Science, Equalities, Music and English Advisors x 1 each

For ease of presentation the data collated will be presented in 4 tables only, due to the limited amount of available data. Where data has been collated and presented, it will be followed by the document's reference number, to allow for fuller examination in the appendix.

The following Table 21 presents the leadership and management typologies that it has been possible to identify from documents 11 to 40.

Table 21: Leadership and management typologies present

Distributed Leadership	<p>Tenuous reference by referring to the job description title of co-ordinator (Document 14)</p> <p>Q1 ‘ The Senior management team has useful structures to support its work and a more appropriate set of arrangements to ensure that workloads are more evenly distributed’ (Document 18)</p> <p>It is possible to extrapolate that if performance management has been delegated to team leaders then this demonstrates that distributed leadership is taking place within the school as evident in Q1 ‘ I met with the Head teacher, and those members of staff designated as Performance Management Team leaders.’ (Document 19)</p> <p>The use of terminology ‘meeting with a co-ordinator’ for CDT suggests that distributed leadership is evident, (Document 22)</p> <p>The reference to senior managers carrying out lesson observations is demonstrative of distributed leadership. (Document 24)</p> <p>Q 2 ‘There is now an effective Senior and Middle management team working together for the good of the school.’ (Document 25)</p> <p>Q3 ‘Work loads are appropriately distributed.’ (Document 25)</p> <p>The following quotation Q1 demonstrates that management functions are shared ‘senior managers have used the information from these observations to further inform improvement priorities.’ (Document 27)</p> <p>There is an oblique reference in Q2 ‘Governors and senior staff need to complete their self-evaluation as a preliminary to finalizing the SDP/SIP by the end of the spring term at the least’ (Document 32)</p> <p>The report refers on 6 occasions to the job title of co-ordinator, this would suggest that leadership/management functions have been distributed (Document 35)</p>
Transformational Leadership	<p>There is a tenuous reference as the commentary for performance management talks about appropriate and supportive professional interviews for domestic staff, which will record individual development needs and achievements. (Document 21)</p>

The following Table 22 presents the change management methodologies that it has been possible to identify from documents 11 to 40.

Table 22: Change methodologies

Incremental – Directive	No references evident
Incremental – Organic	No references evident
Step – Directive	<p>This is evident within the description of the document’s purpose e.g. to monitor progress against a development plan, which by design is directive and composed of a series of interconnected steps. (Document 18)</p> <p>This is evident within the description of the document’s purpose e.g. to monitor progress against a development plan, which by design is directive and composed of a series of interconnected steps. (Document 25)</p> <p>This is evidenced in Q1 ‘senior managers have used the information from these observations to further inform improvement priorities.’ As it demonstrates that managers are shown to be taking a sequenced and logical approach to improvement planning (Document 27)</p> <p>The reference to SDP/SIP in Q2 ‘Governors and senior staff need to complete their self-evaluation as preliminary to finalizing the SDP/SIP by the end of the spring term at the least’, is indicative of this form of change management (Document 32)</p>
Step – Organic	No references evident

The following Table 23 presents commentary from documents 11 to 40 which cross reference with the National Standards for Head Teachers.

Table 23: National Standards for Head Teachers

Shaping the future	<p>The document highlights a strength in this area, in particular the reference Q2’ This will place the Senior Management Team in a strong position to produce a cohesive document in the medium and long term’ (referring to the school development plan) (Document 18)</p> <p>This is evidenced in Q1 ‘senior managers have used the information from these observations to further inform improvement priorities.’ As it demonstrates that analysed information is used to plan the next developmental steps. (Document 27)</p> <p>This is evidenced in Q1 ‘The SMT and governors are increasingly providing clear educational direction and clarity of purpose’ (Document 28)</p> <p>This is evidenced in Q1 ‘Governors and senior staff need to complete their self-evaluation as preliminary to finalizing the SDP/SIP by the end of the spring term at the least’ (Document 32)</p>
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Leading learning and teaching	<p>The document highlights a weakness in this area, in particular the reference Q1 'Progress against the Development of Monitoring and Evaluation policies is barely satisfactory because, despite completing most actions, the head teacher and deputy have not carried out classroom observations.' (Document 17)</p> <p>The document highlights a weakness in this area, in particular the reference Q3 'Barely satisfactory progress has been made in this area, as yet no formal lesson observations have been made' (Document 18)</p> <p>The reference to senior managers observing lessons supports the action of leading learning and teaching. (Document 24)</p> <p>In a subsection titled Monitoring the quality of teaching the following observation was recorded. Q2 'All members of staff have been seen twice during the term.' (Document 27)</p>
Developing self and working with others	<p>The document highlights a strength in this area in particular Q1 as the process of performance management is intended to improve staff capacity, 'I met with the Head teacher, and those members of staff designated as Performance Management Team leaders.' (Document 19)</p> <p>This is evidenced in Q3 'Work loads are appropriately distributed', through implication if work loads are appropriately distributed then the assumption would be that there has to be working together for that process to happen, (Document 25)</p> <p>This is obliquely evidenced by the author of the reports use of the term co-ordinator, as it would imply that staff have been given development opportunities which arise out of the role of co-ordinator (Document 34)</p>
Managing the organization	<p>The document highlights strengths in this area, in particular the reference 'This meeting was very well managed by the head teacher' (Document 11)</p> <p>The document highlights a weakness in this area, in particular the reference Q1 'Progress against the Development of Monitoring and Evaluation policies is barely satisfactory because, despite completing most actions, the head teacher and deputy have not carried out classroom observations.' (Document 17)</p> <p>The document highlights a weakness in this area, in particular the reference Q1 'The Senior management team has useful structures to support its work and a more appropriate set of arrangements to ensure that workloads are more evenly distributed' (Document 18)</p> <p>The document highlights a strength in this area in particular Q1 as it indicates that management processes are happening, 'I met with the Head teacher, and those members of staff designated as Performance Management Team leaders.' (Document 19)</p> <p>The reference to performance management demonstrates clearly managing the organisation (Document 21)</p> <p>This is evidenced in Q1 and Q2 as both comment on the quality of leadership and management Q1 'The overall leadership and management of the school by the head teacher and senior staff is now highly effective' and Q2 'There is now an effective Senior and Middle</p>

	<p>management team working together for the good of the school.’ (Document 25)</p> <p>This is evidenced in Q1 and Q2 ‘senior managers have used the information from these observations to further inform improvement priorities’ and ‘All members of staff have been seen twice during the term.’ (Document 27)</p> <p>This is evidenced in Q1 ‘The SMT and governors are increasingly providing clear educational direction and clarity of purpose’, which demonstrates that organizational management extends beyond the head teachers (Document 28)</p> <p>This is evidenced in Q1 ‘the school is now well led and managed’ (Document 32)</p> <p>This is evidenced well in the following Q1 ‘The head teacher continues to appropriately implement the new arrangements for monitoring and evaluation.’ (Document 34)</p> <p>This well evidenced in Q1 ‘Financial management is a significant strength of the school’s work’ (Document 38)</p>
Securing accountability	<p>The document highlights a weakness in this area, in particular the reference Q1 ‘Progress against the Development of Monitoring and Evaluation policies is barely satisfactory because, despite completing most actions, the head teacher and deputy have not carried out classroom observations.’ (Document 17)</p> <p>The document highlights strengths in this area, in particular Q4 ‘the Governing Body has taken positive steps to secure its full allocation of governors though this is not yet complete.’ (Document 18)</p> <p>The document highlights a strength in this area in particular Q1 as the process of performance management should hold staff to account, ‘I met with the Head teacher, and those members of staff designated as Performance Management Team leaders.’ (Document 19)</p> <p>This is evidenced in Q2 ‘All members of staff have been seen twice during the term.’ , as the monitoring of teaching implies that teachers are being held accountable for outcomes (Document 27)</p> <p>This is evidenced in Q1 ‘The SMT and governors are increasingly providing clear educational direction and clarity of purpose’, which demonstrates that governors are fulfilling their role and hence providing accountability (Document 28)</p> <p>There is an oblique reference in Q2 ‘Governors and senior staff need to complete their self-evaluation as preliminary to finalizing the SDP/SIP by the end of the spring term at the least’, as the use of governors identifies an accountability tier (Document 32)</p>
Strengthening community	No references evident

The following Table 24 presents commentary from reports 11 to 40 which cross reference with the Audit Commission core leadership roles.

Table 24: Audit Commission core leadership roles

Quotation Number	Inspire			Mobilise			Enable			Navigate		
	Establish a shared vision	Role model for the organization	Coaching staff	Communicating vision to secure support	Reassuring stakeholders	Focusing and prioritising for change	Creating space and finding resources	Managing constant change cycle	Making the right decisions on time	Translating vision into action	Keeping change on track	Monitoring performance
Q1									X (11)			
Q1							X (14)					
Q1											X(17)	X(17)
Q1							X(18)	X(18)	X(18)			
Q2											X(18)	
Q3												X(18)
Q4					X(18)							
Q1												X(19)
Q1												X(21)
Q1							X(22)					
Q1								X(250)				
Q2								X(25)				
Q3							X(25)					
Q1							X(27)	X(27)				X(27)
Q2												X(27)
Q1	X(28)				X(28)			X(28)			X(28)	X(28)
Q1										X(32)		
Q2									X(32)			
Q1												X(34)
Q1							X(38)					

Section 2: 2003 to 2008

Central Government Agency Documents

The documents analysed during this period are numbered 5 through to 9 in Appendix E and amount to 5 documents from the following sources:-

5. CSCi Inspection Report 2nd February 2004
6. CSCi Inspection Report 4th November 2004
7. CSCi Inspection Report 18th January 2006
8. CSCi Inspection Report 28th February 2007
9. Section 5 Ofsted report 14th – 15th January 2008

Document 5

Document 5 is the formal report of the first inspection that the research school had received from the Commission for Social Care Inspection. The report provided the basis for the school improvement plan for 2004. In all 17 Recommended Actions were identified and a further 4 Advisory Recommendations were made. It is important to note that CSCi had no power to make compulsory recommendations to state maintained schools, the recommendations were not enforceable, and dissatisfaction with progress against any recommendations would have been expressed at civil service level. CSCi, as a body, operated under the control and direction of the Department of Health, who would have had to express their concerns about a school to the Department for Children, Families and

Schools, who would in turn raise the concern with Ofsted. The recommendations were principally ones that would fall within a leadership and management category. The head line judgement of the inspection was as follows:-

‘ The school provided good quality care for pupils ... *** school provided a supportive environment for pupils with emotional and behavioural difficulties.’

The following Table 29 presents the recommendation made by CSCi, where the reference to standard refers directly to the standards contained within the National Minimum Standards for Residential Special Schools.

Table 29: CSCi Recommendations

Standard	Recommended Action
RS 1	The Statement of Purpose and Function should describe the range of needs to be met by the school and should only admit children whose assessed needs can be met.
RS 2	The school should have a written policy about consulting with pupils.
RS 3	A written policy about searches should be in place.
RS 4	The pupil handbook should contain information about the complaints procedure.
RS 5	All staff should re-visit the child protection procedures and be clear about who the designated person is for such matters. Future training should include the ancillary staff. The Head of Care should maintain an effective monitoring system for tracking child protection issues and is fully aware of the child protection procedures.
RS 6	The management should ensure that all staff access all essential information about the school operation and have a sound working knowledge of them including the anti-bullying policy.
RS 8	A system for recording incidents of pupils going missing without permission should be maintained for monitoring purposes.
RS 9	Management should ensure that all staff have a clear understanding of their practice regarding physical interaction with pupils.
RS10	A copy of the records of physical restraints should be evident on the pupil's file.
RS 14	There should be appropriate provision in place for the storage of controlled medication. All staff involved in the administration of medication should receive basic training.
RS 15	All care staff involved in the preparation of food should receive training in basic food hygiene.
RS 20	The staff should have training in developing skills in working with families.
RS 25	The school should explore the issue of privacy for pupils in bathroom and shower areas.
RS 27	There should be evidence of Criminal Records Bureau checks for all new staff should be available for inspection.
RS 30	All care staff should receive one-to-one support in accordance with the standards. Line managers who provide one-to-one support should receive appropriate training.
RS 31	The Head of Care should have a sound understanding of his responsibilities, policies and monitoring.
RS 33	The governing body, trustees, local authority, proprietor or other person or organization carrying on the school receive a written report on the conduct of the school from a person visiting the school on their behalf every month.
	Advisory Recommendations
RS 10	Ancillary staff should be included in behavior management training.
RS 14	The school should obtain a copy of the Royal Pharmaceutical guidance.
RS 18	The staff team should ensure that the authors sign all written records.
RS 30	Managers should ensure that all staff are clear about the purpose of appraisal and one-to-one support.

The previous sections are lifted directly from the CSCi report and have been verified as original by my supervisor, but they do not appear in the reference list in order to protect the anonymity of the school. The following Table 30 presents the leadership and management typologies that it has been possible to identify from document 5.

Table 30: Leadership and management typologies present

Poor Leadership	a) There was evidence that leadership in pastoral care needed to be improved f) The Head of Care has not established his leadership role. This was indicated by comments made by staff who commented that there was a lack of leadership and direction.
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The following Table 31 presents the change management methodologies that it has been possible to identify from document 5.

Table 31: Change methodologies

Incremental – Directive	No references evident
Incremental – Organic	No references evident
Step – Directive	No references evident
Step – Organic	No references evident

The following table 32 presents commentary from document 5 which cross references with the National Standards for Head Teachers.

Table 32: National Standards for Head Teachers

Shaping the future	No references evident
Leading learning and teaching	No references evident
Developing self and working with others	No references evident
Managing the organisation	No references evident
Securing accountability	No references evident.
Strengthening community	No references evident.

The following Table 33 presents commentary from the report which cross references with the Audit Commission core leadership roles.

Table 33: Audit Commission core leadership roles

Quotation Number	No references evident	Inspire			Mobilise			Enable			Navigate		
		Establish a shared vision	Role model for the organization	Coaching staff	Communicating vision to secure support	Reassuring stakeholders	Focusing and prioritising for change	Creating space and finding resources	Managing constant change cycle	Making the right decisions on time	Translating vision into action	Keeping change on track	Monitoring performance
A	X (5)												
F	X (5)												

Document 6

This document is a CSCi report of an inspection of the school, carried out 9 months after the previous CSCi inspection detailed in Document 5. The closeness of the two inspections is significant in that the November inspection follows closely on to the February inspection where serious concerns were raised by CSCi about the leadership and management skills of the Head of Care. At the time of the February inspection the Head of Care was already receiving support from the school through a formal capability procedures, as a result the leadership and management being provided by the head teacher was not questioned. Following the February inspection the Head of Care resigned. The following quotation presents CSCi's conclusion and overview of the findings:-

‘*** school provided a supportive environment for pupils with emotional and behavioural difficulties. Responsibilities of the local authority, the head teacher, and the board of governors needed to be clearly defined in order that the development of a Statement of Purpose for the school was achieved. Though the staff team had a wealth of experience in working in EBD schools they needed to consolidate their experience by gaining a professional qualification.’

The headline recommendations contain 2 strands which have had a significant impact on the leadership and management of the school. The statement of purpose proved difficult to obtain from the local authority, as 2004 saw a down turn in referrals from our local authority. So in order to address this, the school secured a significant number of pupils from a neighbouring local authority. The reason for the down turn in referrals became apparent in 2006 when the local authority proposed to close the school. The local authority's reluctance to define a statement of purpose possibly lay in its perception that it would lose control of admissions to the school, where no statement of purpose exists a local

authority is able to place children in the school as they wish, however, with a statement of purpose the school takes control of its admissions, as it is able to refuse pupils that fall outside its admission criteria. Strand 2 ‘professional qualification’ had a big impact in relation to the school’s budget and the care staff’s work rotas. Essentially it required that 80% of the care team were qualified at least to NVQ Level 3 in child care. Whether the NVQ Level 3 in child care actually constitutes a professional qualification is questionable, Level 3 qualifications should equate to an A Level, yet UCAS do not offer any points for the NVQ 3, so consequently the NVQ cannot be used for university entrance, yet it is regarded as a ‘professional qualification’.

This inspection contained a new element for the school in that a pharmacist was attached to measure the schools medical procedures and processes. This strand of the inspection proved to be extremely challenging, as it was felt, by myself and the school’s senior management team, that the pharmacist’s views were not congruent with the setting of a school. It was felt that the expectations were ones that could only be achieved within a health service setting not an educational one. In all the inspection came out with 37 recommended actions, unlike the February inspection where CSCi imposed a time line for completion of the recommendations. Again there was no recognition from CSCi that there was no power to compel the school to comply with the recommendations, there was an expectation that the school submits an action plan to CSCi to outline how the school would achieve the standards outline in the recommendations.

The following Table 34 presents the recommendation made by CSCi. The reference to ‘standard’ refers directly to the standards contained within ‘the National Minimum

Standards for Residential Special Schools’ and also the date by which they were to be completed.

Table 34: CSCi Recommendations

Standard	Recommended Actions	Date
RS 1	A Statement of Purpose and Function should be developed. It should describe the range of needs to be met by the school and the school should only admit children whose assessed needs can be met (standard 1.5).	1.4.05
RS 3	Pupils should be able to make and receive telephone calls in private and without reference to staff.	1.4.05
RS 3	When searches of rooms or belongings are undertaken they should be recorded in a manner that complies with standard 3.11	Immediate
RS 4	The guidance to staff on complaints, which is included in the staff handbook, should be reviewed to ensure it indicates how staff should respond to all complaints.	1.4.05
RS 4	Staff should receive complaints training to address standard 4.4.	1.5.05
RS 5	The child protection policy should be updated annually	1.4.05
RS 5	The school should have written guidance for staff who are subject to allegations against them. Such guidance should make clear ways in which staff may have access to information and support whilst an investigation ensues.	1.2.05
RS 6	The school should undertake a recorded risk assessment of the times, places and circumstances in which the risk of bullying, including bullying amounting to abuse by other pupils is greatest, and should take resultant action where feasible to reduce or counteract the risk of bullying.	1.2.05
RS 11	There should be clear admission criteria in order to ensure that the staff team is adequately trained to provide for the needs of the young people being admitted.	1.4.05
RS 11	The admission process should indicate that standard 11.5 is implemented when a new admission is proposed.	1.4.05
RS 13	Young people’s leisure interests should be identified as part of their placement plan and the school should indicate whether they are able to incorporate these interests into the pupils planned leisure activities.	1.4.05
RS 13	The budget allocation for activities for the winter months should be reviewed.	Immediate
RS 14	All staff who administer medicines should be trained in ‘safe medicines handling’ and ‘special medical needs’.	1.4.05
RS 14	Medical room temperatures should be monitored to assess appropriateness for medicines’ storage.	Immediate

RS 14	Risk assessments for self-medication should be undertaken and security/storage issues addressed. Consents should be obtained.	1.4.05
RS 14	There should be a homely remedy policy.	1.2.05
RS 14	Consents should be obtained for the administration of homely remedies and first aid.	1.2.05
RS 14	Documentation in medical files should be reviewed to provide:- medical and immunization history; allergies; accurate MARs; recording of appointments with health care professionals supported by all information including medication and dosage changes. Treatment plans should be in place to provide concise medicines' lists and special precautions, regular monitoring and review requirements for prescribed medicines.	1.2.05
RS 14	Secondary dispensing should be reviewed. Robust procedures should be put in place if this practice continues.	1.2.05
RS 14	Receipt of medicines should be accurately recorded and medicines that are no longer required should be disposed of.	1.2.05
RS 14	Storage of medicines in the room with the sick bed should be reviewed. The fridge should be lockable. The school should obtain storage and registers for Controlled Drugs that complies with the Misuse of Drugs (Safe Custody) Regulations 1973.	1.2.05
RS 14	The school should review and restrict the number of keys and access to medicines	1.5.05
RS 17	The care component of the individual care and education plans should be further revised to ensure that they clearly state the objectives, how they are to be achieved and by whom, for care staff under each heading as specified under standard 17.5	1.2.05
RS 18	Young people's files should contain all the information specified under standard 18.2.	1.2.05
RS 22	Staff must have access to a programme of training, which ensures that they are able to meet the individual needs of the pupils and the purpose of the school.	1.4.05
RS 22	There should be a sufficiently detailed social history on each pupil to enable staff to make an adequate assessment of the risks they present both to themselves and to others	1.2.05
RS 24	A copy of the rolling programme of refurbishment and re-decoration should be forwarded to The Commission for Social Care Inspection.	1.2.05
RS 26	Risk assessments should be undertaken and recorded on occasions when staff are working alone with pupils. These assessments should ensure that staff have means to call for immediate backup.	1.2.05
RS 26	The school should forward copies of the risk assessments on the living units and play barn to The Commission for Social Care Inspection.	1.2.05
RS 27	The schools system for recruitment of staff should adhere to	Immediate

	standard 27.2.	
RS 28	The school should have a staffing policy, which links in with the development of the Statement of Purpose, and which ensures that the needs of the pupils on role are appropriately fulfilled and which ensures all pupils safety.	1.4.05
RS 29	Each staff member should have a personal development plan,	1.4.05
RS 29	There should be programmes of training available which address the issues detailed in Appendix 2 of the National Minimum Standards.	1.7.05
RS 29	The training audit should be undertaken and a copy of the training strategy to be implemented should be forwarded to The Commission for Social Care Inspection.	1.7.05
RS 29	Staff who provide supervision should receive appropriate training.	1.4.05
RS 30	All staff including domestic staff and the head of school should receive supervision within the timescales indicated in standard 30.2.	1.2.05
RS 31	The Head of Care must commence a professional qualification relevant to her working with children, which must be either NVQ level 4 or another qualification that demonstrates the competencies of the NVQ.	1.9.05
RS 31	The school should provide an action plan, which indicates that the school intends to achieve 80% qualified staff team by 2005. If this target cannot be met realistic timescales must be set.	1.2.05
RS 33	The governing body, trustees, local authority, proprietor or other organization carrying on the school receive a written report on the conduct of the school from a person visiting the school on their behalf every month.	1.2.05

The previous sections are lifted directly from the CSCi report and have been verified as original by my supervisor, they do not appear in the reference list in order to protect the anonymity of the school. The following Table 35 presents the leadership and management typologies that it has been possible to identify from document 6.

Table 35: Leadership and management typologies present

Distributed Leadership	a) Prior to delegating supervision responsibilities to the senior residential social workers she had undertaken an initial individual supervision session with each member of the care team.
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The following Table 36 presents the change management methodologies that it has been possible to identify from document 6.

Table 36: Change methodologies

Incremental – Directive	No references evident
Incremental – Organic	No references evident
Step – Directive	No references evident
Step – Organic	No references evident

The following Table 37 presents commentary from document 6 which cross references with the National Standards for Head Teachers.

Table 37: National Standards for Head Teachers

Shaping the future	No references evident
Leading learning and teaching	No references evident
Developing self and working with others	No references evident
Managing the organisation	The document highlights strengths in this area, in particular ‘implements successful performance management processes for all staff’. This is evidenced in the following quotation:- ‘Prior to delegating supervision responsibilities to the senior residential social workers she had undertaken an initial individual supervision session with each member of the care team.’ The ‘she’ that the quotation refers to is the school’s Residential Learning Manager, who has been delegated the task of ensuring appropriate performance management for the residential learning team.
Securing accountability	No references evident.
Strengthening community	No references evident.

The following Table 38 presents commentary from the report which cross references with the Audit Commission core leadership roles.

Table 38: Audit Commission core leadership roles

Quotation Number	No references evident	Inspire			Mobilise			Enable			Navigate		
		Establish a shared vision	Role model for the organization	Coaching staff	Communicating vision to secure support	Reassuring stakeholders	Focusing and prioritising for change	Creating space and finding resources	Managing constant change cycle	Making the right decisions on time	Translating vision into action	Keeping change on track	Monitoring performance
A				X(6)									

Document 7

This document is a CSCi report of an inspection of the school, carried out 14 months after the inspection detailed in Document 6. The inspection was conducted by the same team of inspectors who carried out the November 2004 inspection, and as such they were in a position not only to make judgements on what they observed, but also on what they were able to recollect. The depth of detail in the recommendation from February and November 2004 provided the 2006 inspection team with a very detailed framework against which to measure progress. A head line judgement from the 2006 inspection offered the following analysis of progress against the 2004 recommendations:-

‘The school had addressed the majority of the significant number of recommendations made at the last inspection. There was evidence that the school had experienced a significant reduction in the number of physical interventions and that staff skills in de-escalation had contributed to this. A detailed health and safety audit had been undertaken and there were comprehensive risk assessments in place. All care staff had either

completed or were enrolled to undertake an appropriate childcare qualification.’

The following, Table 39, presents the recommendation made by CSCi. The reference to ‘standard’ refers directly to the standards contained within the National Minimum Standards for Residential Special Schools and also the date by which they were to be completed.

Table 39: CSCi Recommendations

Standard	Recommended Actions	Date
RS 4	The head teacher should ensure that the method of recording and logging complaints is adequate to allow review of the operation of the complaints procedure and to identify any patterns of complaint.	1/4/06
RS 4	The school should ensure that children and parents are aware that they can make a complaint directly to the Commission for Social Care Inspection about issues relating to care.	1/4/06
RS 7	The schools should notify the Commission for Social Care Inspection of any serious incident which necessitates them calling the police to the school as indicated in standard 7.6 of the National Minimum Standards for Residential Special Schools.	1/4/06
RS 10	All sanctions should be recorded in line with standard 10.9 of the National Minimum Standards for Residential Special Schools.	1/4/06
RS 11	The admission process should provide documented evidence that standard 11.5 is implemented when a new admission is proposed.	1/4/06
RS 14	The school must address all recommendations made in the pharmacy inspector’s report.	1/4/06
RS 17	The care component of the individual care and education plans should be further revised to ensure that they clearly state the objectives, how they are to be achieved and by whom, for care staff under each heading as specified under standard 17.5.	1/4/06
RS 24	Bedroom areas must be decorated and furnished to an acceptable standard, which will then create a pleasant living environment.	1/9/06
RS 27	The school should maintain interview notes, and confirmation of other contacts made to verify references, in order to meet standard 27 of the National Minimum Standards for Residential Special Schools.	1/4/06
RS 27	The school must monitor the temperatures in the sleeping areas to ensure they are sufficient to meet the needs of young people.	1/3/06
RS 33	The governing body, trustees, or local authority, should arrange for one of their number to visit the school each half term and complete a written report on the conduct of the school, which address standard 33.3 of the National Minimum Standards for Residential Special Schools.	1/4/06

The previous sections are lifted directly from the CSCi report and have been verified as original by my supervisor, they do not of course appear in the reference list to protect the anonymity of the school. The following Table 40 presents the leadership and management typologies that it has been possible to identify from document 7.

Table 40: Leadership and management typologies present

Distributed /Strategic / Transformational Leadership	‘Senior managers and all other staff were very committed to providing high quality care for young people and were constantly monitoring and reviewing their practices to improve the services they were providing’
--	--

The following Table 41 presents the change management methodologies that it has been possible to identify from document 7.

Table 41: Change methodologies

Incremental – Directive	No references evident
Incremental – Organic	No references evident
Step – Directive	No references evident
Step – Organic	No references evident

The following Table 42 presents commentary from document 7 which cross references with the National Standards for Head Teachers.

Table 42: National Standards for Head Teachers

Shaping the future	The document highlights strengths in this area, in particular ‘works within the school community to translate the vision into agreed objectives and operational plans which will promote and sustain school improvement. This is evidenced in the following quotation (A):- ‘Senior managers and all other staff were very committed to providing high quality care for young people and were constantly monitoring and reviewing their practices to improve the services they were providing’.
Leading learning and teaching	No references evident
Developing self and working with others	No references evident
Managing the organisation	The document highlights strengths in this area, in particular ‘implements successful performance management processes for all staff’’. This is evidenced in the following quotation (B):- ‘The Head of Care is well supported and supervised by the head teacher and provides clear management for the care team.’
Securing accountability	No references evident.
Strengthening community	No references evident.

The following Table 43 presents commentary from the report which cross references with the Audit Commission core leadership roles.

Table 43: Audit Commission core leadership roles

Quotation Number	No reference evident	Inspire			Mobilise			Enable			Navigate		
		Establish a shared vision	Role model for the organization	Coaching staff	Communicating vision to secure support	Reassuring stakeholders	Focusing and prioritising for change	Creating space and finding resources	Managing constant change cycle	Making the right decisions on time	Translating vision into action	Keeping change on track	Monitoring performance
A					X(7)								X(7)
B											X(7)		

Document 8

This document is a CSCi report of an inspection of the school, carried out 13 months after the inspection detailed in Document 7. The inspection was conducted by a different inspector from the January 2006 team and was ‘a no notice inspection’. The following quotation presents the head line judgement from the inspection:-

‘There is a good and supportive management structure in which all those working and living in the school are valued. The school takes ‘Every Child Matters’ very seriously and during the visit the inspector was shown charts, which had been, produced which show areas that require attention in order to improve life for young people’.

The following Table 44 presents the recommendation made by CSCi, the reference to standard refers directly to the standards contained within the National Minimum Standards for Residential Special Schools and also the date by which they were to be completed.

Table 44: CSCi Recommendations

Standard	Recommended Actions	Date
RS 14	All staff that administer medicines should be trained in safe medicines handling and special medical needs. It is recommended that training on the maintenance of controlled drug registers and medicines administration records be accessed. Previous recommendation 1/6/06 not met.	1/6/07
RS 27	All staff including ancillary staff should not begin working at the school before a CRB clearance has been received	1/3/07

The previous sections are lifted directly from the CSCi report and have been verified as original by my supervisor, they do not appear in the reference list to protect the anonymity

of the school. The following Table 45 presents the leadership and management typologies that it has been possible to identify from document 8.

Table 45: Leadership and management typologies present

Moral Leadership	‘There is a good open and supportive management structure in which all those working and living in the school are values.’ (A)
Strategic Leadership	‘Senior managers and all other staff demonstrated a high commitment to providing good quality care for young people and have systems in place, which monitor and review their practice and improve the service.’ (C)

The following Table 46 presents the change management methodologies that it has been possible to identify from document 8.

Table 46: Change methodologies

Incremental – Directive	No references evident
Incremental - Organic	No references evident
Step – Directive	No references evident
Step - Organic	No references evident

The following Table 47 presents commentary from document 8 which cross references with the National Standards for Head Teachers.

Table 47: National Standards for Head Teachers

Shaping the future	The document highlights strengths in this area, in particular ‘works within the school community to translate the vision into agreed objectives and operational plans which will promote and sustain school improvement. This is evidenced in the following quotation (A):- ‘There is a good open and supportive management structure in which all those working and living in the school are valued.’, also in the following quotation (c):-‘Senior managers and all other staff were very committed to providing high quality care for young people and were constantly monitoring and reviewing their practices to improve the services they were providing’.
Leading learning and teaching	No references evident
Developing self and working with others	No references evident
Managing the organisation	The document highlights strengths in this area, in particular ‘implements successful performance management processes for all staff’’. This is evidenced in the following quotation (D):- ‘The Head of Care is well supported and supervised by the head teacher and provides clear management for the care team.’
Securing accountability	No references evident.
Strengthening community	No references evident.

The following Table 48 presents commentary from the report which cross references with the Audit Commission core leadership roles.

Table 48: Audit Commission core leadership roles

Quotation Number	No references evident	Inspire			Mobilise			Enable			Navigate		
		Establish a shared vision	Role model for the organization	Coaching staff	Communicating vision to secure support	Reassuring stakeholders	Focusing and prioritising for change	Creating space and finding resources	Managing constant change cycle	Making the right decisions on time	Translating vision into action	Keeping change on track	Monitoring performance
A				X(8)									
B				X(8)									X(8)
C											X(8)		
D													X(8)

Document 9

This document is an Ofsted report of an inspection of the school, carried out 4 years and 6 months after the inspection detailed in Document 4 of June / July 2003. This report covers the first inspection of the school conducted under a new inspection framework, and is the work of a sole inspector. The report in contrast to the CSCi reports contains no recommendations as a matter of protocol, not because there were no recommendations to be made. The headline judgement from the inspection was as follows:-

‘This is a good school with some outstanding features.’

The previous section is lifted directly from the Ofsted report and has been verified as original by my supervisor, it does not appear in the reference list to protect the anonymity of the school. The following Table 49 presents the leadership and management typologies that it has been possible to identify from document 9.

Table 49: Leadership and management typologies present

Transformational Leadership	‘Senior leaders have created a common sense of purpose.’ (F)
Strategic Leadership	‘The outstanding leadership and management of the head teacher and the governing body have successfully focused staff on improving the school further’ (D)

The following Table 50 presents the change management methodologies that it has been possible to identify from document 9.

Table 50: Change methodologies

Incremental – Directive	No references evident
Incremental – Organic	No references evident
Step – Directive	‘Managers evaluate their work particularly well and inspection judgements match the school’s self-evaluation exactly’. (F)
Step – Organic	No references evident

The following Table 51 presents commentary from document 9 which cross references with the National Standards for Head Teachers.

Table 51: National Standards for Head Teachers

Shaping the future	The document highlights strengths in this area, in particular ‘works within the school community to translate the vision into agreed objectives and operational plans which will promote and sustain school improvement. This is evidenced in the following quotation (A):- ‘There is a good open and supportive management structure in which all those working and living in the school are valued.’, also in the following quotation (c):- ‘Senior managers and all other staff were very committed to providing high quality care for young people and were constantly monitoring and reviewing their practices to improve the services they were providing’.
Leading learning and teaching	The document highlights strengths in this area, in particular ‘ensures a culture and ethos of challenge and support where pupils can achieve success and become engaged in their own learning’. This is evidenced in the following quotation (A):- ‘The head teacher provides excellent leadership and is instrumental in maintaining the very strong ethos for learning’.
Developing self and working with others	The document highlights strengths in this area, in particular ‘builds a collaborative learning culture within the school and actively engages with other schools to build effective learning communities. This is evidenced in the following quotations: - ‘Senior leaders have created a common sense of purpose.’ (F) , and ‘school and residential managers work effectively together’ (C).
Managing the organisation	The document highlights strengths in this area, in particular ‘produces and implements clear, evidenced based improvement plans and policies for the development of the school and its facilities’. This is evidenced in the following quotations:- ‘Managers evaluate their work particularly well and inspection judgements match the school’s self-evaluation exactly’. (E), and ‘The outstanding leadership and management of the head teacher and the governing body have successfully focused staff on improving the school further’ (D)
Securing accountability	The document highlights strengths in this area, in particular ‘fulfils commitments arising from contractual accountability to the governing body’. This is evidenced in the following quotation:- ‘The outstanding leadership and management of the head teacher and the governing body have successfully focused staff on improving the school further’ (D)
Strengthening community	No references evident.

The following Table 52 presents commentary from the report which cross references with the Audit Commission core leadership roles.

Table 52: Audit Commission core leadership roles

Quotation Number	No references evident	Inspire			Mobilise			Enable			Navigate		
		Establish a shared vision	Role model for the organization	Coaching staff	Communicating vision to secure support	Reassuring stakeholders	Focusing and prioritising for change	Creating space and finding resources	Managing constant change cycle	Making the right decisions on time	Translating vision into action	Keeping change on track	Monitoring performance
A		X(9)									X(9)		
B											X(9)		
C					X(9)						X(9)		
D												X(9)	
E													X(9)
F		X(9)									X(9)		

Local Government Agency Documents

The documents analysed during this period are numbered 41 through to 56 and are set out fully in Appendix E and amount to 16 documents from the following sources:-

- Special Educational Needs Advisor x 4
- Craft Design Technology Advisor x 2
- Literacy Advisor x 2
- Science Advisor x 2
- Outdoor Education Advisor x 2
- Link Advisor x 2
- ICT Advisor x 1

For ease of presentation the data collated will be presented in 4 tables only, due to the limited amount of available data. Where data has been collated and presented, it will be followed by the document's reference number, to allow for fuller examination in the appendix.

The following Table 53 presents the leadership and management typologies that it has been possible to identify from documents 41 to 56.

Table 53: Leadership and management typologies present

Distributed Leadership	<p>Q1 The following reference to the senior management team would suggest that distributed leadership is in operation, ‘The senior management team have established secure systems to ensure that the SEF is a live document.’ (Document 51)</p> <p>Q1 ‘Visits range from unaccompanied walks into the village that are managed by remote supervision’, suggests that distributed leadership is evident as staff have been given the authority to manage such activities without the need for SMT authority. (Document 54)</p>
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The following Table 54 presents the change management methodologies that it has been possible to identify from documents 41 to 56.

Table 54: Change methodologies

Incremental – Directive	No references evident
Incremental – Organic	No references evident
Step – Directive	No references evident
Step – Organic	No references evident

The following Table 55 presents commentary from documents 41 to 56 which cross reference with the National Standards for Head Teachers.

Table 55 National Standards for Head Teachers

Shaping the future	<p>Q1 The head teacher continues to lead the thinking of all staff on how the school can best operate' (Document 41)</p> <p>Q1 This well evidence in the following quote by stating that the SEF is a live document it implies that the SMT is focused on future developments 'The senior management team have established secure systems to ensure that the SEF is a live document. (Document 51)</p> <p>Q2 demonstrates that there is an investment in staff development which allows for future development of the school 'Specialist training of staff has included...' (Document 54)</p>
Leading learning and teaching	<p>The repeated references to SMT and the performance management processes (3 times) would suggest that there is a focus within the school on the personal development of others. (Document 51)</p> <p>Q1 The report by its purpose demonstrates a desire to take a lead in teaching and learning by the head teacher as it was produced at the head teachers request to jointly monitor lessons with the school LA advisor. (Document 55)</p>
Developing self and working with others	<p>This is well evidenced in Q1, as the involvement of the SMT in a live SEF process suggests that the school is being managed, 'The senior management team have established secure systems to ensure that the SEF is a live document. (Document 51)</p> <p>Q2 demonstrates that there is an investment in staff development 'Specialist training of staff has included...' (Document 54)</p>
Managing the organization	<p>Q1 The head teacher continues to lead the thinking of all staff on how the school can best operate' (Document 41)</p> <p>Q1 'The role of the Chair of Governors in making further progress in this aspect was significant.' This refers specifically to the recruitment processes around CDT. (Document 47)</p>
Securing accountability	<p>Q1 The role of the Chair of Governors in making further progress in this aspect was significant.' (Document 47) also demonstrates accountability as the involvement of the chair of governors demonstrates that the head teacher is not acting singularly but is acting with the body he/she is accountable to.</p> <p>Q1 The report by its purpose demonstrates a desire to secure accountability as it was produced at the head teacher's request to jointly monitor lessons with the school LA advisor. (Document 55)</p>
Strengthening community	No references evident

The following Table 56 presents commentary from reports 41 to 56 which cross reference with the Audit Commission core leadership roles.

Table 56 Audit Commission core leadership roles

Quotation Number	Inspire			Mobilise			Enable			Navigate		
	Establish a shared vision	Role model for the organization	Coaching staff	Communicating vision to secure support	Reassuring stakeholders	Focussing and prioritizing for 2009	Creating space and finding resources	Managing constant change cycle	Making the right decisions on time	Translating vision into action	Keeping change on track	Monitoring performance
Q1			X(41)									
Q1							X(47)					
Q1			X(51)					X(51)			X(51)	
Q2			X(54)				X(54)	X(54)				
Q1												X(55)

Section 3: 2008 to 2009

Central Government Agency Documents

The following document is the only published document produced in this period, specific data can be found in Appendix E:-

1. Care Standards Inspection conducted by Ofsted 18th June 2008

Document 10

This document is an Ofsted report of an inspection of the school, carried out 16 months after the inspection detailed in Document 8 and represents the first inspection of the schools residential aspect by Ofsted following their takeover of CSCi. The inspection was conducted by a different inspector from the February 2007 team and was ‘a no notice inspection’. The following quotation presents the head line judgement from the inspection:-

‘The overall quality rating is satisfactory’.

The change in inspection regulations brought about a change to the recommendation element of the inspection in that the time line requirement had been lifted from the report.

The following Table 61 presents the recommendations made by Ofsted, the reference to standard refers directly to the standards contained within the national Minimum Standards for Residential Special Schools and also the date by which they were to be completed.

Table 61: Ofsted Recommendations

Standard	Recommended Actions
NMS 14	Ensure that each young person has a clear written health care plan covering the matters specified in Standard 14.6
NMS 14	Prepare and implement a clear written policy covering the administration and storage of medication
NMS 10	Ensure all staff are aware of, and follow in practice, the school's policy on use and techniques of physical intervention. Ensure that the record of any use of physical intervention includes all the recommended details.
NMS 26	Carry out recorded risk assessments in relation to young people's known and likely activities(both permitted and illicit) and ensure that these are regularly reviewed.
NMS 27	Ensure that the school's system for recruiting staff who will work with children includes all of the elements specified in Standard 27.2 and that this is verifiable in the recruitment records held at the school.

The previous sections are lifted directly from the Ofsted report and have been verified as original by my supervisor, they do not appear in the reference list to protect the anonymity of the school. The following Table 62 presents the leadership and management typologies that it has been possible to identify from document 10.

Table 62 Leadership and management typologies present

No references evident

The following Table 63 presents the change management methodologies that it has been possible to identify from document 10.

Table 63: Change methodologies

Incremental – Directive	No references evident
Incremental – Organic	No references evident
Step – Directive	No references evident
Step - Organic	No references evident

The following Table 64 presents commentary from document 10 which cross references with the National Standards for Head Teachers.

Table 64: National Standards for Head Teachers

Shaping the future	No references evident
Leading learning and teaching	No references evident
Developing self and working with others	No references evident
Managing the organisation	No references evident
Securing accountability	No references evident
Strengthening community	No references evident

There were no references evident which correlated with the Audit Commission core leadership roles.

Local Government Agency Documents

There were no documents produced within this period for analysis.

Section 4: Action Plan Analysis

Plan 1 – Post Ofsted Action Plan

The following sub-sections are an edited version of the opening sections of the post Ofsted action plan and as such set the tone and context of the plan. Following the sub-section on roles and responsibilities I will provide a breakdown of the leadership typologies present, an identification of the time frame for completion of the action and a verb analysis of the action to identify whether any of the actions correlate with O’Sullivan, Thody and Wood (2000) leadership / management / administration typology.

Background

The plan was produced in response to a section 10 inspection of the school conducted between Monday, 15th and Thursday, 18th January 2001 and its subsequent report and follow up debriefs.

Introduction

The school has experienced instability within the Senior Management Group over a number of years. This experience has been disadvantageous. A permanent Head teacher was appointed by governors on the 14th February 2001, and he took up his appointment on the 19th March 2001. This allowed the acting head teacher to resume his post as deputy head. Governors will seek to appoint a permanent head and deputy head of care by the end of April 2001; this will complete the Senior Management Group (SMG). The issue of

leadership and management is central to Key Issue 1 and Key Issue 3. Key Issue 1 (somewhat artificially) focuses on appointments and job definitions. Key Issue 3 details how leadership and management will become more effective.

Rationale

The Action Plan is a working document and will form part of the School Improvement Plan (SIP). As such, changes and developments will take place and an on-going review will inform the implementation, monitoring and evaluation of the key elements. School development is seen as a dynamic and inspiring process bringing change and self-reflection through which the individual, as well as the establishment, can grow and develop. The purpose of this plan is to ensure that the serious and minor weaknesses as identified in the Ofsted report are addressed e.g.

- | | | |
|--------------|---|--|
| Key Issue 1 | - | Effective leadership and management of the school is established. |
| Key Issue 2a | - | Improve standards in English |
| Key Issue 2b | - | Improve standards in ICT |
| Key Issue 3a | - | Improve leadership and management of the school by distributing the workload more evenly until such time as permanent managers are in post |
| Key Issue 3b | - | Improve leadership and management of the school by making the school development plan a more cohesive document and linking it to spending |

- Key Issue 3c - Improve leadership and management of the school by meeting statutory requirements
- Key Issue 3d - Improve leadership and management of the school by establishing formal systems to monitor the quality of teaching and its impact on learning
- Key Issue 3e - Improve leadership and management of the school by setting realistic whole school targets
- Key Issue 3f - Improve leadership and management of the school by taking account of the principles of best value
- Key Issue 4 - Improve the range of learning opportunities
- Key Issue 4a - Improve the range of learning opportunities (DT)
- Key Issue 4b - Improve the range of learning opportunities (Music)
- Key Issue 4c - Improve the range of learning opportunities (MFL)
- Key Issue 5 - Improve the use of assessment

- Minor Issue 1 - Improve the attendance of persistent non-attendees
- Minor Issue 2 - Taking account of the recommendations of circular 11/90 for the staffing of pupil support assistants review the PSA establishment
- Minor Issue 3 - Take account of the recommendations of the social services draft report for the appointment of staff who stay awake throughout the night and review the RSW establishment
- Minor Issue 4 - Address the inadequacies of the accommodation

Minor Issue 5 - Provide more opportunities to prepare pupils for living in a multi-cultural society

Roles And Responsibilities

All staff and governors have a role in the development of the school, whereas outside agencies and visiting professionals support the work of the school. The comments and opinions of the children and parents are valued. The school with the LEA has established a Joint LEA / Governing Body Action Planning Group, which will monitor the implementation of the plan until the identified weaknesses have been addressed. Membership comprises the Head teacher, 3 governors, Head teacher, Consultant, Principal Adviser SEN and Adviser SEN.

Leadership Typologies Present

The tabulated layout of the action plan made the identification of the typologies a lot easier than in the sentence / paragraph structured written report. Column 1 of the action plan identified a series of actions designed to meet a specific target or in the case of this action plan a key issue, column 2 then identified the person or persons charged with completing the action. An analysis of column 2 divorced of a context from column 1 identifies only two leadership typologies present in the plan that of strategic leadership and distributed leadership. The following table 65 matches the key issue target against the number of actions to achieve the target and the leadership typology associated with achieving the action.

Table 65: Key issue leadership typology correlation

Key Issue Number	Distributed	Strategic
1	5	0
2a	9	0
2b	13	0
3a	1	1
3b	5	0
3c	0	3
3d	2	1
3e	2	6
3f	1	3
4	6	1
4a	9	1
4b	6	2
4c	5	2
5	6	0
MI 1	5	1
MI 2	0	2
MI 3	2	1
MI 4	1	4
MI 5	3	1
Total	81	29

Action Timescales

The following section explores the time lines attached to the targeted actions in the plan.

The data will be presented in a tabular format (table 66) which matches the number of planned actions for a particular key / minor issues against the following time frames:-

1. Immediate Action – any decision which was to be implemented within a working week.
2. Imminent Action – any decision which was to be implemented within that half-term.
3. Pending Action – any decision which was to be implemented within a year.

4. Deferred Action – any decision which was to be implemented within 2 to 3 years.

Table 66: Action timescales

Key Issue Number	Immediate Action	Imminent Action	Pending Action	Deferred Action
1	0	1	4	0
2a	0	2	7	0
2b	0	4	9	0
3a	1	1	0	0
3b	0	0	5	0
3c	0	2	1	0
3d	0	2	1	0
3e	0	2	6	0
3f	0	0	4	0
4	0	7	0	0
4a	0	9	1	0
4b	0	5	2	0
4c	0	5	1	0
5	0	1	5	0
MI 1	0	3	3	0
MI 2	0	1	1	0
MI 3	0	1	2	0
MI 4	0	1	3	0
MI 5	0	2	2	0
Total	1	49	57	0

Verb Analysis

The following section presents the data found following analysis of the action plan in relation to verb usage. The data comes solely from column 1 of the action plan, but what became clear was that although there were a number of direct matches between the action plan and O’Sullivan, Thody and Wood’s (2000) leadership / management / administration typology, there were also a number of verbs used that fell outside of O’Sullivan, Thody and

Wood's (2000) leadership / management / administration typology. Rather than ignore these verbs I have added them to O'Sullivan, Thody and Wood's (2000) leadership / management / administration typology. The added verbs can be identified by change in font format, where text has been entered in **bold** the verb has been identified within the post Ofsted action plan, where the text has been entered in *italics* the verb has been identified in the 2005 / 2006 school improvement plan.

Where a verb has been identified the corresponding number of matches has been entered alongside it in number format e.g. 'Develop 8'. To allow for formal analysis of the data in Chapter 5 of the thesis, I have also calculated the total number of matches for each category of responsibility, as a percentage to indicate the weighting of actions between administration, management and leadership. This will allow for the comparison to be made to see if there is any difference between leadership and management weighting between the action plan and the school improvement plan.

I have allocated the newly identified verbs to a particular category based on the context that the verb was set e.g. the word 'Appoint' was determined as being concerned with leadership because it involved the appointment of staff to senior posts within the school by the head teacher. On the other hand 'commission' which in one context could be considered to be synonymous with leadership. In this context I decided it was used in administrative fashion as it involved booking advisory support from the research school's local authority advisory service.

Table 67 below presents the verb analysis from the post Ofsted action plan.

Table 67: Verb analysis

Administration	Management		Leadership
Operational / clerical	Tactical / decision making / supervision		Strategy / policy
Administer	Advise	Handle	Appoint 3
Assist	Allocate	Inform	Create 2
<i>Acquire</i>	Approve	Interview 2	Develop 8
Analyse 1	Arrange	Identify 6	Devise 2
Audit 15	Authorise	Liaise	Encourage
Circulate	Check	Manage	Evaluate 1
Clerk	Contribute	Monitor 2	Initiate
Comply	Convene	Organize	Lead
Commission 5	<i>Conduct</i>	Present 1	Negotiate
Distribute	<i>Clarify</i>	Promote	Plan
Disseminate 1	<i>Complete</i>	<i>Produce 11</i>	<i>Secure 2</i>
Implement 5	Co-ordinate	Report	
Issue	Control	Responsibility	
<i>Improve</i>	Decide	<i>Review 8</i>	
Keep	Designate 1	Revise 7	
Order	Ensure 1	Set 5	
Maintain	<i>Establish 14</i>	Supervise	
Prepare		Support	
Provide			
<i>Purchase</i>			
<i>Up-date</i>			
<i>Undertake 1</i>			
Total 28 / 104	Total 58 / 104		Total 18 / 104
Total as % 26%	Total as % 55%		Total as % 17%

Plan 2 –School Improvement Plan 2005 – 2006

Background

The school improvement plan at this time was produced on an annual basis with contributions to the plan from a variety of staff members. The plan was then collated by myself and agreed to by the Senior Management Group before being shared with Governors. The Governors then decided whether they would endorse the priorities laid out in the plan or require changes.

Leadership Typologies Present

The tabulated layout of the action plan made the identification of the typologies a lot easier than in the sentence / paragraph structured written report. Column 1 of the plan identified a series of actions designed to meet a specific target or in the case of this plan a key issue, column 2 then identified the person or persons charged with completing the action. An analysis of column 2 divorced of a context from column 1 identifies only two leadership typologies that of strategic leadership and distributed leadership. The following table 68 matches the key issue target against the number of actions to achieve the target and the leadership typology associated with achieving the action.

Table 68: Key issue leadership typology correlation

Key Issue Number	Distributed	Strategic
1	7	9
2	10	2
3	8	1
4	11	0
5	11	2
6	10	0
Total	57	13

Action Timescales

The following section explores the time lines attached to the targeted actions in the plan.

The data will be presented in a tabular format (table 69) which matches the number of planned actions for a particular key / minor issues against the following time frames:-

1. Immediate Action – any decision which was to be implemented within a working week.
2. Imminent Action – any decision which was to be implemented within that half-term.
3. Pending Action – any decision which was to be implemented within a year.
4. Deferred Action – any decision which was to be implemented within 2 to 3 years.

Table 69: Action timescales

Key Issue Number	Immediate Action	Imminent Action	Pending Action	Deferred Action
1	2	3	11	0
2	2	1	7	2
3 *	9	0	0	0
4	2	0	9	0
5	1	0	9	3
6	2	1	7	0
Total	18	5	43	5

Note * This in many ways is a false recording as there was no urgency of action, as all the actions were on-going actions planned in the previous year's school improvement plan.

Verb Analysis

The following section presents the data found following analysis of the school improvement plan for 2005/06 in relation to verb usage. The data comes solely from column 1 of the improvement plan. What became clear was that although there were a number of direct matches between the action plan and O'Sullivan, Thody and Wood's (2000) leadership / management / administration typology, there was also a number of verbs used that fell outside of O'Sullivan, Thody and Wood's (2000) leadership / management / administration typology. Rather than ignore these verbs I have added them to O'Sullivan, Thody and Wood's (2000) leadership / management / administration typology. The added verbs can be identified by change in font format, where the text has been entered in *italics* the verb has been identified in the 2005 / 2006 school improvement plan.

Where a verb has been identified, the corresponding number of matches has been entered alongside it in number format e.g. ‘Develop 17’. To allow for formal analysis of the data in Chapter 5 of the thesis, I have also calculated the total number of matches for each category of responsibility as a percentage, to indicate the weighting of actions between administration, management and leadership. This will allow for the comparison to be made to see if there is any difference between leadership and management weighting between the action plan and the school improvement plan.

I have allocated the newly identified verbs to a particular category based on the context that the verb was set e.g. the verb ‘secure’ was determined as a leadership action because it involved the gaining of staff commitment to a course of action by the head teacher, whilst ‘acquire’ was determined as administration as it primarily involved the purchase of a resource.

Table 70 below presents the verb analysis from the post Ofsted action plan.

Table 70: Verb analysis of the school improvement plan 2005 / 06

Administration	Management		Leadership
Operational / clerical	Tactical / decision making / supervision		Strategy / policy
Administer	Advise	Handle	Create
Assist	Allocate	Inform	Develop 17
<i>Acquire 1</i>	Approve	Liaise	Devise 1
Circulate	Arrange	Manage	Encourage
Clerk	Authorise	Monitor	Evaluate 1
Comply	Check	Organize	Initiate
Distribute	Contribute	Present	Lead
Implement 4	Convene	Promote	Negotiate
Issue	<i>Conduct 1</i>	<i>Produce 2</i>	Plan
<i>Improve 1</i>	<i>Clarify 1</i>	Report	<i>Secure 1</i>
Keep	<i>Complete 1</i>	Responsibility	
Order	Co-ordinate	<i>Review 9</i>	
Maintain 1	Control	Supervise	
Prepare	Decide	Support	
Provide	Ensure 4		
<i>Purchase 3</i>	<i>Establish 1</i>		
<i>Up-date 1</i>			
<i>Undertake 1</i>			
Total 12 / 51	Total 19 / 51		Total 20 / 51
Total as % 23%	Total as % 37%		Total as % 39%

Section 5: Verb Analysis of CSCi & Ofsted Reports

The verb analysis will be set against O’Sullivan, Thody and Wood’s (2000) original taxonomy plus the amendments that I have added following the results identified within section 4 of this chapter.

Document 1

Table 71 below presents the verb analysis from the recommendations contained within the 2001 Ofsted inspection report.

Table 71: Verb analysis of the 2001 Ofsted report.

Administration	Management		Leadership
Operational / clerical	Tactical / decision making / supervision		Strategy / policy
Administer	Advise	Handle	Create
Assist	Allocate 2	Inform	Develop
Acquire	Approve	Liaise	Devise
Circulate	Arrange	Manage	Encourage
Clerk	Authorise	Monitor	Evaluate
Comply	Check	Organize	Initiate
Distribute 1	Contribute	Present	Lead
Implement	Convene	Promote	Negotiate
Issue	Conduct	Produce	Plan
Improve 5	Clarify	Report	Secure 1
Keep	Complete	Responsibility	
Order	Co-ordinate	Review	
Maintain	Control	Supervise	
Prepare	Decide	Support	
Provide 1	Ensure 2		
Purchase	Establish 1		
Up-date			
Undertake			
Total 7 / 13	Total 5 / 13		Total 1 / 13
Total as % 53%	Total as % 38%		Total as % 7%

Document 2

Table 72 below presents the verb analysis from the recommendations contained within the Social Services Registration and Inspection Report 2001.

Table 72: Verb analysis of the 2001 Social Services Registration and Inspection Report.

Administration	Management		Leadership
Operational / clerical	Tactical / decision making / supervision		Strategy / policy
Administer	Advise	Handle	Create
Assist	Allocate	Inform	Develop
Acquire	Approve	Liaise	Devise
Circulate	Arrange	Manage	Encourage
Clerk	Authorise	Monitor	Evaluate
Comply	Check	Organize	Initiate
Distribute	Contribute	Present	Lead
Implement 1	Convene	Promote	Negotiate
Issue	Conduct	Produce	Plan
Improve	Clarify	Report	Secure
Keep	Complete 2	Responsibility	
Order	Co-ordinate	Review 2	
Maintain	Control	Supervise	
Prepare	Decide	Support	
Provide	Ensure		
Purchase	Establish		
Up-date 1			
Undertake			
Total 2 / 6	Total 4 / 6		Total 0 / 6
Total as % 33%	Total as % 66%		Total as % 0%

Document 3 HMI report 2001

No recommendations were made in this document.

Document 4 Ofsted inspection report 2003

No recommendations were made in this document that corresponded with the verb taxonomy.

Document 5

Table 74 below presents the verb analysis from the recommendations contained within the February 2004 CSCi inspection report.

Table 74: Verb analysis of the 2004 CSCi report.

Administration	Management		Leadership
Operational / clerical	Tactical / decision making / supervision		Strategy / policy
Administer	Advise	Handle	Create
Assist	Allocate	Inform	Develop
Acquire 1	Approve	Liaise	Devise
Circulate	Arrange	Manage	Encourage
Clerk	Authorise	Monitor	Evaluate
Comply	Check	Organize	Initiate
Distribute	Contribute	Present	Lead
Implement 3	Convene	Promote	Negotiate
Issue	Conduct	Produce	Plan
Improve	Clarify	Report	Secure
Keep	Complete	Responsibility	
Order	Co-ordinate	Review 1	
Maintain 2	Control	Supervise	
Prepare	Decide	Support	
Provide	Ensure 4		
Purchase	Establish 5		
Up-date 2			
Undertake			
Total 8 / 18	Total 10 / 18		Total 0 / 18
Total as % 44%	Total as % 56%		Total as % 0%

Document 6

Table 75 below presents the verb analysis from the recommendations contained within the December 2004 CSCi inspection report.

Table 75: Verb analysis of the December 2004 CSCi report.

Administration	Management		Leadership
Operational / clerical	Tactical / decision making / supervision		Strategy / policy
Administer	Advise	Handle	Create
Assist	Allocate	Inform	Develop 1
Acquire	Approve	Liaise	Devise
Circulate	Arrange	Manage	Encourage
Clerk	Authorise	Monitor1	Evaluate
Comply	Check	Organize	Initiate
Distribute	Contribute	Present	Lead
Implement	Convene	Promote	Negotiate
Issue	Conduct	Produce	Plan
Improve	Clarify	Report	Secure
Keep	Complete	Responsibility	
Order	Co-ordinate	Review 6	
Maintain	Control	Supervise	
Prepare	Decide	Support	
Provide	Ensure 2		
Purchase	Establish		
Up-date 1			
Undertake 3			
Total 4/14	Total 9/14		Total 1/14
Total as % 28%	Total as % 64%		Total as % 7%

Document 7

Table 76 below presents the verb analysis from the recommendations contained within the December 2006 CSCi inspection report.

Table 76: Verb analysis of the 2006 CSCi report.

Administration	Management		Leadership
Operational / clerical	Tactical / decision making / supervision		Strategy / policy
Administer	Advise	Handle	Create
Assist	Allocate	Inform	Develop
Acquire	Approve	Liaise	Devise
Circulate	Arrange	Manage	Encourage
Clerk	Authorise	Monitor1	Evaluate
Comply	Check	Organize	Initiate
Distribute	Contribute	Present	Lead
Implement	Convene	Promote	Negotiate
Issue	Conduct	Produce	Plan
Improve	Clarify	Report	Secure
Keep	Complete	Responsibility	
Order	Co-ordinate	Review	
Maintain 1	Control	Supervise	
Prepare	Decide	Support	
Provide	Ensure 2		
Purchase	Establish		
Up-date			
Undertake			
Total 1/4	Total 3/4		Total 0/4
Total as % 25%	Total as % 75%		Total as % 0%

Document 8

No recommendations were made in this document.

Document 9

No recommendations were made in this document.

Document 10

Table 76 below presents the verb analysis from the recommendations contained within the June 2008 CSCi inspection report.

Table 76: Verb analysis of the 2008 CSCi report.

Administration	Management		Leadership
Operational / clerical	Tactical / decision making / supervision		Strategy / policy
Administer	Advise	Handle	Create
Assist	Allocate	Inform	Develop
Acquire	Approve	Liaise	Devise
Circulate	Arrange	Manage	Encourage
Clerk	Authorise	Monitor	Evaluate
Comply	Check	Organize	Initiate
Distribute	Contribute	Present	Lead
Implement 1	Convene	Promote	Negotiate
Issue	Conduct	Produce	Plan
Improve	Clarify	Report	Secure
Keep	Complete	Responsibility	
Order	Co-ordinate	Review	
Maintain	Control	Supervise	
Prepare 1	Decide	Support	
Provide	Ensure 3		
Purchase	Establish		
Up-date			
Undertake			
Total 2/5	Total 3/5		Total 0/5
Total as % 40%	Total as % 60%		Total as % 0%

Chapter Five

Discussion of findings

Introduction

These findings will be presented in five sections detailed as follows:-

Section 1 – Participatory review

Section 2 – Correlation exercise

Section 3 – Central Government Agency document analysis

Section 4 – Local Government Agency document analysis

Section 5 - Leadership Analysis – School Progress

Sections 3 to 5 will be further sub-divided into 2 subsections detailed as follows:-

Sub-section 1 – Quantitative analysis

Sub-section 2 – Qualitative analysis

Quantitative analysis will look at the research data and present the results in a numerical format. Each document will be analysed for the total number of words contained and the number of times there is a match with the following fields:-

- Leadership and management as a title
- Leadership and management as a function
- Leadership as a function
- Management as a function
- Manager / leader as a function

The data will be presented in three tables, the first will present the data in a simple format recording the number of occasions that each field is identified in a chronological order, the second table presents that data in a percentage format, whilst the third table presents the data in a frequency order, with highest frequency first.

Qualitative analysis will look at the research data in a more literal format, endeavouring to interpret the data and record a perceived meaning from the context surrounding the language used.

Each section will further cross reference the findings against concepts identified within the literature review.

Section 1: Participatory Review

To confirm that the documents analysed were representative of the school at the time of writing, members of the school's staff team, governors and Local Authority officers were all asked to confirm in writing that it was so. The Central Government Agency documentation has not been covered by this review due to the fact that the documents are a matter of public record in the most part being available on the internet for public viewing. This written confirmation has been shared with my supervisor from the University

Section 2: Correlation Exercise

In order to determine the degree to which my judgments about the leadership styles I have identified as being present in the Central Government Agency Documentation, as detailed in Chapter 4, are secure, I felt that there was a need to undertake a correlation exercise. It was my view that this was best completed through an approach which employed a questionnaire (See appendix D). The questionnaire was designed in two parts, with Part 1 briefly describing the following forms of leadership as discussed in Chapter Two of the thesis, the literature review, for ease of recording each leadership style has an abbreviated code, e.g. Distributed Leadership= DL:-

1. Charismatic Leadership – CL
2. Transactional Leadership – TSL
3. Transformational Leadership – TFL
4. Moral Leadership – ML
5. Distributed Leadership (Collegial / Collaborative / Invitational) – DL
6. Strategic Leadership – SL
7. Situational Leadership - STL
8. Poor Leadership – PL

Part 2 of the questionnaire itemizes 20 quotations lifted directly from Central Government Agency documents used in this research. These quotations were chosen specifically, as they correlate with the action of leadership, whilst also being a representative sample of the

quotations made. Respondents were asked to read the definitions from Part 1 (see appendix D) and then try and identify whether one of the described leadership methodologies can be attributed to a ‘leadership’ quotation. This exercise was completed after I had made my judgments so that it would not influence my opinion.

Respondents were drawn from across age groups and genders, and from people who work within the education sector and from those working outside of education, there was also respondent representation from retired people. Respondents were asked to either complete the questionnaire in electronic format or directly by paper. One respondent asked why his name was required on the form. However, he was happy when it was explained to him that as I knew everybody completing the questionnaire, if they only provided their name it would mean that there was less form filling for them, as I would then be able to filter the data based on my prior knowledge of the respondent. The following Table 77 indicates the respondent background categories in a raw count form:-

Table 77: Correlation Exercise Respondents

Age	Female	Male	Educational Background	Non educational background
20 – 40		3	3	
41 – 60	5	4	4	5
61 +	3	2	1	4
Totals	8	9	8	9

Table 78 below presents the judgements that I have made about the leadership quotations and form a baseline against which the respondent's judgements are analysed.

Table 78: Respondent judgements

	Quotation	Label
1	'The very good team work that exist'	DL
2	'Staff observe a code of practice, which includes asking permission to enter a pupil's bed space'	ML
3	'Overwhelmed by his work load he is not always focusing on priorities or using his time effectively'	PL
4	'Particularly good progress has been made in this area, especially in the establishment of a new tier of teachers with management responsibilities'	DL
5	'Senior leaders have created a common sense of purpose'	TFL
6	'The head teacher has also been successful in building the confidence of the wider staff team.'	SL
7	'The caretaker and staff are vigilant about health and safety matters'	DL
8	'At present, there is sometimes an individualized approach to improvement in various areas. A more whole school approach is required to guide improvements in the next phase of the school'	PL
9	'Because of the personal circumstances of a number of staff the head teacher feels unable to delegate responsibilities'	STL
10	'All staff work very well together as a team supporting and encouraging pupils'	DL
11	'A particular strength of the school is the way in which the school's key values and principles are reflected clearly in all aspects of its work'	ML
12	'The head teacher has been prepared to take difficult decisions, sometimes resulting in changes to working practices, which have not been universally popular'	SL
13	'Links between teaching staff and care staff are good and there are clear channels of communication'	DL
14	'Prior to delegating supervision responsibilities to the senior residential social workers she had undertaken an initial individual supervision session with each member of the care team'	DL
15	'Staff trust his judgement and are in the main, working hard to achieve the required improvements'	SL
16	'Appropriately, tasks are increasingly being delegated to other staff'	DL
17	'In the previous report, a major weakness identified was the acting head teacher's inability to delegate leadership and management tasks'	PL
18	'There is a good open and supportive management structure in which all those working and living in the school are valued'	ML SL
19	'The outstanding leadership and management of the head teacher and the governing body have successfully focused staff on improving the school further.'	DL
20	'Senior managers and all other staff were very committed to providing high quality care for young people and were constantly monitoring and reviewing their practices to improve the services they were providing'	DL TL SL

Having made judgements in Chapter 4 as to how I would categorise the quotations several months prior to completing the correlation exercise, I took the opportunity to revisit those judgements as part of the correlation exercise. Although my initial judgements have not changed, I did note that the brevity of the description made the exercise a little more tenuous. In particular where I was confident in my own mind earlier, that a quotation described a definitive leadership style, I felt I was able to attach labels to different quotations. This was not the case for poor leadership, which remained an easy constant for me, this may have something to do with the structure and clarity of the statement. I also assume that the depth of background reading that I have completed whilst undertaking the literature review has also had an influence on my decision making, therefore it is also reasonable to assume that I would find my initial judgements secure so they would therefore remain unchanged.

Table 79 below presents the full range of responses in an unfiltered format. What is immediately obvious is that there is a considerable range of views for many of the quotations, except for those being identified as mainly re poor leadership. Poor leadership is nearly identified unanimously. This could again be as I identified earlier about my own judgements, to do with poor leadership having a clearer definition, along with having more obvious quotations. Distributed Leadership also proved to be a definition in which respondents were able to identify with more collective consistency to a leadership quotation along with Charismatic Leadership and Moral Leadership. There were 17 respondents in total, however, the pattern of responses was not uniform. In some cases the respondents were unable to identify quotations e.g. question 7 has only 15 responses, whilst in some

cases respondents offered a number of responses to some questions e.g. question 4 had 21 responses.

Table 79: Full range of responses

Q No	CL	TSL	TFL	ML	DL	SL	STL	PL
1.	2	1	2		7	4	1	
2.	2	1	1	5	1	1	4	2
3.						1	1	14
4.	1	9	4		6	1		
5.	7	1	2	3	4			
6.	11	1			2	4		
7.			1	3	7	1	3	
8.	3	1			1	2	3	7
9.		1			1	3	1	11
10.	2	1	3	6	3	1		
11.	4		2	9		3		
12.	5	2				9		
13.	3	2	1		8	2		
14.	2	3	3	3	2	2		1
15.	8	2	3			4		
16.	1				13	2		1
17.		1			3			14
18.	5	2	3	4	2	2		
19.	9	1	3	1	2	3		
20.	1		4	4	4	2	2	

The following Table 80 compares my judgements with the two quotations which the respondents had highest frequency of like responses. The boxes highlighted in yellow indicate where the respondent's judgements and my judgments correlate exactly. Those boxes highlighted in blue show where the respondent's judgements and my judgments match in second place, those boxes highlighted in red show where there is no real correlation between the respondents judgements and my judgements.

Table 80: Judgement comparison

Q	Mine	1 st	2 nd
1.	DL	DL	SL
2.	ML	ML	STL
3.	PL	PL	STL, SL
4.	DL	TSL	DL
5.	TFL	CL	DL
6.	SL	CL	SL
7.	DL	DL	ML, STL
8.	PL	PL	STL, CL
9.	STL	PL	SL
10.	DL	ML	DL, TFL
11.	ML	ML	CL,
12.	SL	SL	CL
13.	DL	DL	CL
14.	DL	TFL	TSL
15.	SL	CL	SL
16.	DL	DL	SL
17.	PL	PL	DL
18.	ML SL	CL	ML
19.	DL	CL	TFL, SL
20.	DL TL SL	DL, ML, TFL	SL, STL

A detailed analysis of the above data indicates that a direct match was made in 11 out of the 20 quotations, with a close match in a further 5 of the 20 quotations, and with a distant match in 4 of the 20 quotations, this gives a correlation rate of 80%.

The following Table 81 presents the quotations where there was a distant match between my judgements and the respondent's judgements.

Table 81: Judgement – Distant match

Quote Number	Statement
5.	'Senior leaders have created a common sense of purpose'
9.	'Because of the personal circumstances of a number of staff the head teacher feels unable to delegate responsibilities'
14.	'Prior to delegating supervision responsibilities to the senior residential social workers, she had undertaken an initial individual supervision session with each member of the care team'
19.	'The outstanding leadership and management of the head teacher and the governing body have successfully focused staff on improving the school further.'

For quotation 5 the respondent's majority view was that the quotation represented Charismatic Leadership whilst I saw it as Transformational Leadership. I opted for

Transformational Leadership out of the use of the word ‘created’ which I saw being akin to the process of evolution. In this particular context the sense of purpose has been arrived at as the staff team have moved on a journey to which they have willingly subscribed. I see the term ‘created’ as a positive one when joined with ‘sense of purpose’. I also see ‘transformational’ in this context as being a positive action, again this is where the lack of depth to the provided definition may be a significant factor in allowing for the differing judgements.

For quotation 9 it is interesting to note that the respondents see the failing of the head teacher to delegate tasks as being an example of poor leadership. On review I accept that on the surface this is probably an example of poor leadership. However, I have made my judgment based on the knowledge of the circumstances that the then head teacher was faced with. Principally his judgement was that there were few, if any people to whom he could delegate tasks. This is not to say that there were not people there at that time who had the capacity to do the work, more a statement that he felt that the circumstance at that time did not allow delegation to happen. It is perhaps then more appropriate for me to reconsider my judgement to one of poor leadership for literal purposes.

For quotation 14 I have opted for Distributed Leadership whereas the respondents have opted for Transformational Leadership. My decision to opt for Distributed Leadership was based solely on the use of the word delegated, which the literature indicates is a key component of the Distributed Leadership model. In opting for Transformational Leadership I can only assume that the respondents have used their personal knowledge of

the person the quotation refers to, as she is a very people centred person and invests a lot of herself in her staff transactions.

For quotation 19 I have opted for Distributed Leadership whereas the respondents have opted for Charismatic Leadership. My decision to opt for Distributed Leadership was based solely on the use of the phrase ‘focussed staff on improving the school further’. I drew the conclusion that this phrase identifies that the staff are actively engaged in school improvement, and that active implies proactive engagement rather than ‘instruction following’. I assume that the respondents have opted for Charismatic Leadership by interpreting the word ‘outstanding’ to be attached to a personality trait as opposed to an Ofsted judgement term.

Table 82 below looks more closely at the identification of Poor Leadership. It is clear from the number of respondents identifying the quotations as being indicative of Poor Leadership that this strand requires closer attention. Quotation 3 has 87.5% of respondents identifying it as Poor Leadership, whilst quotation 17 also has 87.5% of respondents identifying it as Poor Leadership. Quotation 8 and 9 are less clear cut with 41% and 50% respectively.

Table 82: Poor leadership responses

Quote No.		Number of responses
3.	‘Overwhelmed by his work load he is not always focusing on priorities or using his time effectively’	14
8.	‘At present, there is sometimes an individualized approach to improvement in various areas. A more whole school approach is required to guide improvements in the next phase of the school’	7
9.	‘Because of the personal circumstances of a number of staff the head teacher feels unable to delegate responsibilities’	11
17.	‘In the previous report, a major weakness identified was the acting head teacher’s inability to delegate leadership and management tasks’	14

The language of quotations 3 and 17 (do, perhaps to a high degree) lead respondents into their decisions. This is more obvious in quotation 17, with the use of two particular phrases, ‘major weakness’ and ‘acting head teacher’s inability’. This is particularly strong language and will clearly influence a decision. However, the definition of Poor Leadership is fairly unambiguous, the following criterion correlate closely with the quotation e.g. ‘lack of participatory decision making’ and ‘micro-managing’.

Other than the examples of Poor Leadership the quotation which engendered the most agreement was quotation 16 as an example of Distributed Leadership e.g. ‘Appropriately, tasks are increasingly being delegated to other staff’. This correlation is, I would argue as a direct result of the language of the quotation leading the respondent to the decision, in particular the phrase ‘being delegated’.

The correlation exercise although producing some strong data to match my judgements in some areas, particularly Poor Leadership and Distributed Leadership, does not necessarily prove that my judgements were correct in the first place. The exercise does show that, other than in quotations 3, 8, 9, 16 and 17, there is a wide range of views across all the other quotations, with no particularly obvious dispersal pattern to the way respondents have made their judgements. I find this position in many ways to be supportive of my opening observations in the literature review with regards to the difficulty in finding an all encompassing definition of Leadership. This position particularly supports the view about leadership being in the eye of the beholder as argued by Western (2008).

The correlation exercise although originally devised with the intention of establishing the viability of my judgements about the leadership, has highlighted another outcome. The exercise has demonstrated that there is not an absolute right or wrong answer to each quotation. Given the points made in the literature review with regards to the problematic nature of defining leadership, it is little wonder then, that there is such a wide range of views outside the poor and distributed leadership judgements. In fact, it may be that it is inappropriate to consider poor leadership to be a form of leadership or good leadership

could merely be described as that which is not poor leadership. What the quotations and definitions are actually identifying is a failing in performance, which in the highlighted examples have been readily identifiable in part because of the language used. It is also possible to look at distributed leadership as it is described and identified in this exercise in a similar way, as the language used leads the reader to make the distributed leadership decision. What this range of responses does suggest then is that individuals may view leadership from a very personal perspective. In speaking to a number of the respondents after completing the exercise, a number stated that they had also used personal experience of either being a leader or having been led in order to interpret the quotations and definitions. The correlation exercise has therefore been a valuable exercise in that it has opened up an area for discussion in the thesis conclusion. It has raised a question about the perception of leadership, exploring it from the perspective of leader and (from the) led. This is significant as I write very much from a biased position in this discussion, as my perspective is very much from that of the leader as opposed to the led.

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Section 3: Central Government Agency Documentation

Quantitative discussion

Table 83 below presents the word count data in a simple unadjusted numerical count format showing the total number of entries for each category. Table 84 presents that data as a percentage in a chronological order. Table 85 presents the percentage data in a descending order, with document 9 having the highest number of references. For ease of reference the Ofsted and HMI reports are banded yellow, and the CSCi reports are banded green. The first Ofsted report of the school's residential aspect is banded red. The only social services report of the school's residential aspect is banded blue.

Table 83: Word Count: Central Government Agency

Document	Total Words	Leadership & management as a title	Leadership & management as a function	Leadership as a function	Management as a function	Manager / leader as a function
1	21,500	3	7	2	9	6
2	3,150	0	0	0	1	0
3	2,750	1	0	1	0	0
4	11,500	1	17	3	1	0
5	5,750	2	0	3	2	2
6	5,500	1	0	0	1	1
7	3,750	1	0	0	1	1
8	4,500	1	0	0	2	1
9	2,200	1	2	1	0	2
10	2,000	0	0	0	0	1
Total	62,600	11	26	10	17	14
Mean			0.0004153	0.0001597	0.0002715	0.0002236

Table 84: Word Count: Central Government Agency as a percentage of the total in chronological order

Document	Total Words	Leadership & management as a title	Leadership & management as a function	Leadership as a function	Management as a function	Manager / leader as a function	Total %
1	21,500	0.013%	0.032%	0.009%	0.04%	0.027%	0.12%
2	3,150	0%	0%	0%	0.03%	0%	0.03%
3	2,750	0.03%	0%	0.03%	0%	0%	0.06%
4	11,500	0.008%	0.014%	0.02%	0.008%	0%	0.19%
5	5,750	0.03%	0%	0.05%	0.03%	0.03%	0.15%
6	5,500	0.01%	0%	0%	0.01%	0.01%	0.03%
7	3,750	0.02%	0%	0%	0.02%	0.02%	0.06%
8	4,500	0.02%	0%	0%	0.04%	0.02%	0.08%
9	2,200	0.04%	0.09%	0.04%	0%	0.09%	0.27%
10	2,000	0%	0%	0%	0%	0.05%	0.05%

Table 85: Word Count: Central Government Agency as a percentage of the total in descending order

Document	Total Words	Leadership & management as a title	Leadership & management as a function	Leadership as a function	Management as a function	Manager / leader as a function	Total %
9	2,200	0.04%	0.09%	0.04%	0%	0.09%	0.27%
4	11,500	0.008%	0.014%	0.02%	0.008%	0%	0.19%
5	5,750	0.03%	0%	0.05%	0.03%	0.03%	0.15%
1	21,500	0.013%	0.032%	0.009%	0.04%	0.027%	0.12%
8	4,500	0.02%	0%	0%	0.04%	0.02%	0.08%
3	2,750	0.03%	0%	0.03%	0%	0%	0.06%
7	3,750	0.02%	0%	0%	0.02%	0.02%	0.06%
10	2,000	0%	0%	0%	0%	0.05%	0.05%
2	3,150	0%	0%	0%	0.03%	0%	0.03%
6	5,500	0.01%	0%	0%	0.01%	0.01%	0.03%

When considering the relevance of the figures presented above it is significant to note that they are derived from reports which were commissioned on behalf of central government through their school inspection agencies. It would therefore not be unreasonable to expect that those agencies would reflect central government priorities within the reports. In accepting that premise the figures reported do raise a question over the significance of leadership and management within those reports. This is of particular note when

considering the emphasis being placed by central government on school leadership, if only evidenced by its establishment of the National College of School Leadership.

In analysing the data by inspecting agencies it is worthy of note that the Ofsted reports (numbers 1, 4 and 9) occupy places 1, 2 and 4 in the rank order table, for having the most references to leadership and management. However, when looking at the ranking chronologically, the three reports are placed in reverse order 9, 4, and 1. This ranking does support the change in significance that Ofsted have placed on Leadership and Management, which has been evidenced by the increased emphasis placed with the SEF process. However, this increased emphasis is not reflected in report 10, which reports on the first care inspection conducted by Ofsted and not CSCi, in fact document 10 has the third least references. This poses a potential question about the degree of 'joined up thinking' within Ofsted, as it would not be unreasonable to expect that both the school and the residential inspection arms of Ofsted, would have some commonality of priority around the reporting of leadership and management when inspecting. I raise the caveat of 'potential question', as the question is derived solely from the analysis of a single sample and as such may not be representative of all Ofsted reports.

When viewing the CSCi reports in isolation from Ofsted, it is significant to note that the overwhelming focus is on management as opposed to leadership, other than in document 5 where the focus is solely on management. Document 5 differs from the others primarily because of the criticism levied at the Head of Care by CSCi, for not showing any visible leadership of the care team during the inspection and for failing in other leadership aspects

of his work. This criticism is reflected in the school's view of the Head of Care who was at that time being monitored under competency procedures; he resigned shortly after the inspection. The reporting of documents which were internal to the institution later in this chapter will cross reference with this view point. Although possibly coincidental, the inspection was led by an inspector who had previously been employed as a Head of Care within state residential BESD schools. This would have made him familiar with the language of leadership in schools, conversely all the other CSCi inspections were led by inspectors from a social services back ground. It may be then, that a cultural difference exists between education and social services regarding language used about leadership / management

However, it is not surprising that CSCi focus their inspection on management as this is a direct reflection on the structure of the National Minimum Standards for Residential Schools (2002). Standards 31 – 33 (Pages 55–59) are entitled Organisation and Management, while the head teacher's pre-inspection self assessment form also has a section specifically titled organisation and management. Nowhere in 'the standards' is the word leadership mentioned, indeed leader is only mentioned once e.g. 'as leaders of care staff shifts' (page 55). When exploring the Statutory Instrument which provides the regulatory authority for CSCi to carry out inspections, it also fails to reference 'leadership', and has only one reference to 'management':-

'an authorised person may carry out such examination into the state and management of the premises.' (Page 2).

This focus on management by CSCi is clearly reflected in Table 84, which shows that the CSCi reports are predominately in the lower half of the table.

Qualitative discussion

The majority of the commentary in documents 1, 3, 4 and 9 tends to be very judgmental in nature, commenting on the quality of a person's performance in relation to what is perceived by the inspector to be their work role, which is to be expected as the documents are reporting on a judgement based inspection exercise. The following examples from document 1 typify this position:-

“There are serious weaknesses in leadership and management at all levels.” and

“Leadership and management by the head teacher was judged to be unsatisfactory.”

Ofsted, on one occasion in document 1, does suggest a way to remedy the short comings in leadership and management through, “secure the leadership of the school as a matter of urgency ... by appointing permanent managers.” However, Ofsted offers no further constructive commentary, all their comments are judgements, as they perceived it, indeed there is nothing of substance in the way of ‘a qualifier’ to identify why Ofsted considered that leadership and management was unsatisfactory. Ofsted offer no indication as to which ‘model’ of leadership has been applied.

Documents 4 and 9, both from Ofsted, also make direct links between leadership and school improvement, these are the only references in all the documents, in document 4

“...the current head teacher was appointed. His effective leadership has been a key factor in the good progress the school has made...” Whilst in document 9, Ofsted identifies the governing body’s leadership as being outstanding as well as the head teacher’s “The outstanding leadership and management of the head teacher and governing body have successfully focussed staff on improving the school further.” It is interesting to note that Ofsted have chosen to place the governing body in a secondary position in their judgement to the head teacher, both alphabetical order and hierarchical status should have placed the head teacher secondary to the governing body. Document 9 also makes a direct link to the quality of the boarding provision being the result of effective leadership and management, “Effective leadership and management of the boarding provision is good”. Document 9 also makes a tenuous link to distributed leadership through “school and residential managers work effectively together”, I draw this conclusion as the reference indicates that effective co-working at management level is taking place which is an indicator of distributed leadership.

The literature review makes a reference to the use of manager and leader within job titles in the social care setting. They highlight the fact that titles which include the word ‘leader’ are subordinate to titles that include the word ‘manager’. When examining the research documentation it is possible to identify that there is a demarcation in the language used by Ofsted (school) and CSCi / Ofsted (care). Ofsted (school) is more prevalent in its use of leadership / leader. Whereas CSCi / Ofsted (care) use management / manager, except in document 5 where CSCi after discussion with the head teacher are particularly critical of the Head of Care’s leadership e.g. “The Head of Care has not established his leadership

role”. The remaining documents use management / manager. This could exemplify a cultural position, in that the CSCi inspectors come from a social health / care background as opposed to an educational background and as such are far more entrenched in the use of manager as opposed to leader.

Document 6 makes no direct observations about the quality of leadership and management, its sole reference is to identify a previous recommendation. This document best typifies the differences in the two inspection regimes, the fact that no reference is made could signify the low regard CSCi have towards ‘leadership’ being a key ingredient in school improvement, or perhaps the experience of Department of Health employees is that it is ‘management’ that secures improvement so leadership will be of low significance.

Meaning or intention is also identifiable in document 2 which has a single reference “there have been a number of welcome improvements to the overall management and care of boarding pupils”. It is questionable as to whether the meaning actually refers to management processes associated with the organisation of the school, or as is more likely it refers to the processes which control pupil behaviour.

Leadership typologies present

The language of leadership is used indirectly throughout the documents, although leadership, leader, management and manager are used to describe a person or function, no formal leadership style descriptor is used. These judgements about the leadership styles

have to be deduced from the context in which the phrases occur. The following sections identify leadership methodologies present:-

Distributed Leadership – is present throughout the documents analysed, principally through the use of the phrase ‘team work’. This correlates with conclusions drawn by the NCSL (2003), as identified earlier in the review of literature, through ‘leadership as an emerged property of a group’. I have taken the view point that for team work to be truly effective then a collective, heard voice needs to be present, which consequently ensures that all staff are contributing to work practices in a fashion which allows for their input into decision making. With this being the case then staff must all have a leadership function, within the distributed definition. Ofsted in document 1 made the following observations which suggest that distributed leadership is a function of the school. ‘The very good team work that exist’, ‘All staff work very well together as a team supporting and encouraging pupils’. It is arguable that in highlighting the following references that I am drawing a tenuous connection, however I would claim that for the following to take place staff must be comfortable that their actions are being supported, with that being the case, I would argue that they are showing leadership qualities / functions within the distributed definition. ‘The caretaker and staff are vigilant about health and safety matters’, ‘All staff are vigilant to any signs of poor behaviour, bullying or harassment’. In document 2 the social services’ inspectors made the following judgement ‘Links between teaching staff and care staff are good and there are clear channels of communication’. I therefore draw the inference that if good links and communication exists between the two teams then a degree of decision making must have existed and hence there would have been leadership displayed within a

distributed model. Ofsted in document 4 recognised that delegation of tasks is taking place ‘Appropriately, tasks are increasingly being delegated to other staff’. As this reference is within the subsection title ‘leadership and management’, then it is reasonable to assume that the reference is in relation to leadership and management tasks. With this being the case it correlates with Gibbs (1954) as identified in the literature review that distributed leadership allows for the movement of people in and out of a group, to allow the group’s intended outcome to be achieved. This observation is re-enforced by CSCi in document 6 when referring to the work of the Head of Care ‘Prior to delegating supervision responsibilities to the senior residential social workers she had undertaken an initial individual supervision session with each member of the care team’. CSCi in document 7 from 2006 demonstrates that this practice has become embedded into everyday routine ‘Senior managers and all other staff were very committed to providing high quality care for young people and were constantly monitoring and reviewing their practices to improve the services they were providing’. In 2007 CSCi in document 8 again recognises this practice ‘Senior managers and all other staff demonstrated a high commitment in providing good quality care for young people and have systems in place, which monitor and review their practice and improve the service’. Ofsted in document 9 from 2008 demonstrates that the practice of self review has become embedded into everyday practice ‘The outstanding leadership and management of the head teacher and the governing body have successfully focused staff on improving the school further.’

Moral leadership – is evident in document 1 where reference is made to residential learning with staff respecting pupils’ privacy by seeking permission to enter pupils’ bed spaces, this

process is required practice and is highlighted within the staff handbook, senior managers have therefore made a leadership decision based on a moral code of respect. In document 4 Ofsted identify that 'A particular strength of the school is the way in which the school's key values and principles are reflected clearly in all aspects of its work'. The decision to categorise this as moral leadership is based on the assumption that the school's values and principles have an accepted moral base. With this being the case then reflecting those morals within all aspects of the schools' work clearly would demonstrate moral leadership. CSCi in Document 8 from 2007 demonstrates that this practice has become embedded within the school work force, 'There is a good open and supportive management structure in which all those working and living in the school are valued'. These observations correlate with Covey's (1990) principle centred leadership theory and Tschannen-Moran (2007) Trustworthy Leadership model as highlighted in the literature review as elements of moral leadership.

Strategic Leadership – is evident in document 3, Davies (2004) identified that strategic leaders have the organisational ability to align people and organisations, this ability has been identified by HMI from 2002 and is evident in the following quote 'The head teacher has also been successful in building the confidence of the wider staff team. Staff trust his judgement and are in the main, working hard to achieve the required improvements'. CSCi in document 7 from 2006 demonstrate that this practice has become embedded into the work force 'Senior managers and all other staff were very committed to providing high quality care for young people and were constantly monitoring and reviewing their practices to improve the services they were providing'. Ofsted identify in document 4 a further

aspect of strategic leadership in the following quote which correlates with Davies and Davies's (2009) position that strategic leaders deliver strategic action. 'The head teacher has been prepared to take difficult decisions, sometimes resulting in changes to working practices, which have not been universally popular', I would suggest that making changes to work practices whether popular or not is a strategic action. Although these decisions may not have aligned some of the work force, the changes to working practices had created an organisational re-alignment which had been beneficial to the institution as a whole.

Transformational leadership – document 7 from CSCi provides a further oblique example of leadership, in that it identifies actions which are a by product of a leader who demonstrates elements of Burns (1978) Inspirational Motivation. Here Inspirational Motivation refers to the transformational leader's capacity to motivate and inspire his / her followers, which in turn develops team spirit and encourages enthusiasm and optimism. This is evidenced in the following judgment from CSCi 'Senior managers and all other staff were very committed to providing high quality care for young people and were constantly monitoring and reviewing their practices to improve the services they were providing'. This judgement is re-enforced by Ofsted in document 9 from 2008 'Senior leaders have created a common sense of purpose'

Poor leadership - Spaulding (1997) identified micro-managing as an example of poor leadership. This is evident in document 1 where Ofsted reference the leadership and management of the original acting head teacher, 'Overwhelmed by his work load he is not always focusing on priorities or using his time effectively', the inference being that he was

unable to prioritise and focus on important tasks, in fact I believe that he was crisis managing minor events in which he was able to lose himself. This is further evidenced when Ofsted highlight that the acting head teacher at the time of the inspection had had for 5 months, 2 days a week support from a recently retired BESD head teacher ‘ However, the acting head teacher has not made full use of the advice he has been given for example in action and development planning.’ This judgement was further refined in document 4 by Ofsted ‘In the previous report, a major weakness identified was the acting head teacher’s inability to delegate leadership and management tasks.’ Further evidence of micro management is identified by HMI in document 3 when referring to the pace of developmental change in the school ‘At present, there is sometimes an individualised approach to improvement in various areas. A more whole school approach is required to guide improvements in the next phase of the school’. Document 5, the first CSCi report, identify the Head of Care’s poor leadership as an area of concern, in particular highlighting the lack of support he provided to his subordinate staff e.g. ‘The Head of Care has not established his leadership role. This was indicated by comments made by staff who commented that there was a lack of leadership and direction.’

Change Methodologies Present

The identification of change methodologies as identified by the Audit Commission proved to be very difficult. There was no direct use of language which matched directly to the audit commissions four methodologies of:-

1. Incremental – Directive: Operational Gains

2. Incremental – Organic: Transformation
3. Step - Directive: Surgery
4. Step – Organic: Transformation

Quotations were identifiable in documents 1, 3 and 9, all of which were produced by Ofsted / HMI. This is slightly surprising, in that although the documents show a clear split in language around ‘leadership’ and ‘management’, with the assumption being that this is due to the social care inspectorate being more comfortable with the terminology of management than leadership. If this is in fact the case then, I believe that this should also have generated an awareness of change management processes within the social care inspectorate (CSCI / Ofsted). However, when the document on which social care inspections are analysed more closely, The National Minimum Standards, it is not possible to find any criterion on which a judgement could be based. With this being the case, I would argue that it is entirely reasonable to extrapolate that any reference to change process would be incidental and tenuous. The following Table 85 presents the available data in a raw format, which provides a frequency indicator:

Table 85: Change methodologies frequency count in raw data form

Document Number	Incremental – Directive: Operational Gains	Incremental – Organic: Transformation	Step - Directive: Surgery	Step – Organic: Transformation
1.	0	0	2	0
2.	0	0	0	0
3.	0	0	2	0
4.	0	0	0	0
5.	0	0	0	0
6.	0	0	0	0
7.	0	0	0	0
8.	0	0	0	0
9.	0	0	1	0
10.	0	0	0	0

In determining that the references are Step – Directive: Surgery as opposed to Step – Organic: Transformation I have had to use my personal knowledge of the change processes which took place during the research period. Although the climate of school management has changed from being singularly top down towards a more distributed model, at the time of reports 1 and 3 the school was still categorised by Ofsted as being in ‘serious weaknesses’. This categorisation meant that the change process was very much led by myself which precludes the transformational aspect of change as this category recognises that change, is passed down in many ways to the ‘shop floor’.

The following quotations represent all the references contained within documents 1 to 10:-

- a. 'She has developed an action plan to improve the residential care aspect further',
- b. 'Whilst a great deal of work has gone into producing the school improvement plan its effectiveness is limited'.
- c. 'The revised school improvement plan is in place and the priorities are being addressed methodically',
- d. 'The school recognises that next step is to consolidate some of these gains and to ensure that good practice is spread effectively across all staff'.
- e. 'Managers evaluate their work particularly well and inspection judgements match the school's self-evaluation exactly'

It is clear that there is only one document which uses specific change language, quotation 'd' uses the word 'step', however in the context of the sentence it is possible to argue that it describes an action as opposed to a methodological description. I have made the judgement that quotations 'a', 'b' and 'c' all are examples of step change as they all have a reference to either an action plan or a school improvement plan. This judgement is based on the assumption that in making a coherent plan for improvement, the plan must demonstrate incremental stages within a process, to achieve the intended change outcome.

Quotation 'e' is included as I believe that it demonstrates reflective practice on the school's part in relation to 'managers evaluate their work'. Self evaluation is a process that needs to

take place so that a coherent step change process can take place, e.g. there needs to be an incremental development plan as opposed to ‘an ad-hoc what shall we do next strategy’.

It is possible to identify elements of Duck’s change curve within the documents. The ‘preparation stage’ is potentially indicative of the period in which the numerous post inspection action plans were developed and in which the school development were produced. The ‘stagnation stage’ is potentially seen within the later stages of a development cycle as the sense of urgency and focus which exists as a plan has been implemented subsides. This cycle is one that I am able to recognise, whether by design or default central government has helped to reduce the impact of stagnation by establishing the School Improvement Partner. I have found that the School Improvement Partner has dropped into supporting Duck’s ‘determination stage’ as the termly visit of the SIP helps to ensure focus which helps to prevent the ‘stagnation stage.’

Links to the National Standards for Head Teachers

This section explores the leadership data identified within the researched documents against the National Standards (2004), whose intended purpose is to provide a definition for the function of headship, ‘it reflects the evolving role of headship in the 21st century and incorporates current government thinking and guidance’ (page 2). As such the National Standards therefore offers itself as a secure ‘taxonomy’ against which it is possible to interrogate the researched documentation. All of the documents analysed, except the February 2004 and June 2008 CSCi residential learning reports, contain references which

correlate with the National Standards. However, it should be noted that documents are being measured against standards which were published in 2004. As such, it is therefore important to consider that the reports published before 2004 will be written by authors unfamiliar with the content and language of the standards. The number of references evident is tabulated for ease of reference in Table 86 below.

Table 86: National Standards Number of total references

Document Number	Shaping The Future	Leading Learning & Teaching	Developing Self and Working with Others	Managing the Organisation	Securing Accountability	Strengthening Community	Total
1.	0	1	2	3	0	2	8
2.	1	0	0	1	0	0	2
3.	3	1	0	3	0	0	7
4.	1	1	0	1	2	0	5
5.	0	0	0	0	0	0	0
6.	0	0	0	2	0	0	2
7.	1	0	0	2	0	0	3
8.	1	0	0	2	0	0	3
9.	0	1	2	2	1	0	6
10.	0	0	0	0	0	0	0
Total	7	4	4	16	3	2	36

Documents 1, 3, 4 and 9, which represent the 2001, 2004 and 2008 Ofsted reports and the 2002 HMI report, contrast with the remaining reports (which are all social care reports

about the residential aspect of the school), in that they have twice the number of references. This in itself should not be surprising, as the focus of the former reports was on the education setting, which are directly pertinent to the standards, whilst the later reports focus on social care which is not a feature of the standards. When looking at the occurrence frequency of references in relation to the strands of the National Standards, 'managing the organisation' at 16 references and 'shaping the future' with 7 references provide the most occurrences. In particular 'managing the organisation' has a 4:1 ratio with 'leading learning and teaching' and 'developing self' and an 8:1 ratio with 'strengthening the community'.

The weighting of reference occurrences towards 'managing the organisation' is a significant one. However, the tangible nature of management based actions does lend itself to easier identification. 'Strengthening the community' does provide an interesting diversion, in that although it has been an integral feature of the standards since its inception. It was not until 2008 that Ofsted started to focus on judging schools on the effectiveness of their work in the field of community cohesion. With this being the case, it would not be unreasonable to extrapolate that future reports will contain a greater emphasis on this strand.

When exploring the quality and relevance of the references I will highlight them specifically by the National Standards strands.

‘Shaping the future’ is evidenced most clearly in the 2002 HMI report, in that it highlights the actions of the head teacher specifically to the head teacher by title e.g. ‘The head teacher has also been successful in building the confidence of the wider staff team. Staff trust his judgement and are in the main, working hard to achieve the required improvements’. The 2004 Ofsted report provides a clear reference which identifies the capacity of the head teacher to make difficult management decisions e.g. ‘The head teacher has been prepared to take difficult decisions, sometimes resulting in changes to working practices, which have not been universally popular.’ This falls within ‘the inspire, challenge, motivate and empower others to carry the vision forward’ element, as a result of the challenge aspect. ‘Shaping the future’ is also well referenced in the 2006 CSCi report, when it refers to the actions of the senior management team in reviewing work practices to improve provision e.g. ‘Senior managers and all other staff were very committed to providing high quality care for young people and were constantly monitoring and reviewing their practices to improve the services they were providing’. I identify this reference to the action of the senior management team in monitoring and reviewing is a product of the head teacher shaping the future.

‘Leading learning and teaching’ has surprisingly, considering that teaching and learning are arguably the core purposes of a school, only 4 identifiable references. The most relevant reference occurs in the 2008 Ofsted report, i.e. ‘The head teacher provides excellent leadership and is instrumental in maintaining the very strong ethos for learning’. In a way this is not surprising as the 2001 and 2004 Ofsted reports were reflective of an inspection

schedule which was more focussed on teacher performance as opposed to the 2008 inspection which had a schedule which reflected a shift from Ofsted towards learning.

‘Developing self and working with others’ also has only 4 identifiable references, with the most relevant reference occurring in the 2008 Ofsted report, e.g. ‘School and residential managers work effectively together’. I make the assumption that ‘managers working together’ is as a direct result of head teacher influence, as structures have been established by the head teacher to allow this process to happen.

‘Managing the organisation’ with 16 reference occurrences is evidenced across all document source backgrounds, both educational and social care, which from previous references is a reasonable expectation to find, bearing in mind social cares focus on management as opposed to leadership. The 2001 Ofsted report provides a clear criticism of the quality of leadership and management in the school and its lack of impact on school effectiveness e.g. ‘The weaknesses in ... and in leadership and management means the school is not as effective as it could be’. Although it is possible to draw an inference that the statement refers to a collective failing in leadership and management by all of the schools’ leaders and managers, as far as the standards are concerned the collective failing is, as a result of a failing of the head teacher. The 2004 Ofsted report provides a clear reference which identifies the capacity of the head teacher to make difficult management decisions e.g. ‘The head teacher has been prepared to take difficult decisions, sometimes resulting in changes to working practices, which have not been universally popular.’ The 2008 Ofsted report provides a reference which highlights the capability and effectiveness of

the schools' management team e.g. 'Managers evaluate their work particularly well and inspection judgements match the school's self-evaluation exactly'. This particular quotation arguably demonstrates the head teachers capacity to deliver on the 'delegate management tasks and monitor their implementation' element.

'Securing accountability' is only evidenced in the 2004 and 2008 Ofsted reports, for the 2008 report specifically highlights the role of the head teacher and the governing body in school improvement e.g. 'The outstanding leadership and management of the head teacher and the governing body have successfully focused staff on improving the school further.' Specifically this reference evidences the 'works with the governing body (providing information, objective advice and support) to enable it to meet its statutory responsibilities,' element. This then points to one of the governing body's core responsibilities, i.e. to ensure the education of the pupils, which they have achieved by focussing staff on to the idea of school improvement.

'Strengthening community' has the least references at 2, with both references in the 2001 Ofsted report they are directly concerned with negative views, which parents held about the leadership and management of the school, e.g. "Parental responses indicated that they wanted to see improvements in the way the school was led and managed". This indicates a direct failing of the head teacher as he was unable to achieve the following element from the standard, 'creates and maintains an effective partnership with parents and carers to support and improve pupils' achievement and personal development' The following reference highlights Ofsted's response to the parental concerns, and the seriousness of those

concerns, in that they viewed this sufficiently seriously to consider it as a serious weakness, e.g. “In response to parents’ concerns the leadership and management of the school is a serious weakness”

Audit Commission – Core Leadership Roles

The results of this section are subjective, in that to obtain the data from which the analysis has been made, I have had to make judgments based on my own views which are subsequently open to my own personal bias. I have examined the quotations identified in documents 1 to 10 and tried to match them to the Audit Commission Core Leadership roles. The Audit Commission categorises the role of core leadership into four broad functions, that of:-

1. Inspiring
2. Mobilising
3. Enabling, and
4. Navigating

A surface analysis of the results shows that the documents analysed are heavily weighted towards functions associated with ‘navigation’, which has 23 references, with ‘inspiring’ having nearly half as many references at 12, ‘enabling’ has approximately a third of the references at 7 and ‘mobilising’ a sixth of the references at 4. There were a further 23 references from which I was unable to identify any leadership function.

A closer examination of the ‘navigation’ function, highlights that the ‘translating vision into practice’ strand, is the strand with the most references at 12. This strand has twice as many references as the next strands of:-

- Monitoring performance at 6
- Creating space and resources at 6
- Keeping change on track at 5
- Coaching staff at 5

In seeking to identify why these strands have generated the most responses, I believe it is likely to lie in the practical nature of the strands and the day to day frequency in which they occur. All the strands are very much to do with the process of managing change, which in the school context is part of the annual process of school improvement. This is particularly relevant, in that the all the documents are representative of reports which are designed to measure the school’s performance in both a positive and negative format. With this being the case it is therefore reasonable to expect that the highlighted quotations will have a direct correlation with school improvement actions. The following Table 87 provides a raw count of the responses to show a numerical pattern

Table 87: Response Raw Count to Indicate Numerical Pattern

		Inspire			Mobilise			Enable			Navigate		
Document Number	None evident	Establish a shared vision	Role model for the organization	Coaching staff	Communicating vision to secure support	Reassuring stakeholders	Focusing and prioritising for change	Creating space and finding resources	Managing constant change cycle	Making the right decisions on time	Translating vision into action	Keeping change on track	Monitoring performance
1.	10	1	2	1				3	1			1	
2.	1				1						1		
3.	4	1			1			1			3	3	
4.	3		1				1	2			2		
5.	5												
6.				1									
7..				1							1		1
8.				2							1		2
9.		2			1						4	1	3
10.													
Total	23	4	3	5	3	0	1	6	1	0	12	5	6
S/T		12			4			7			23		

The ‘translating vision into action’ strand is best evidenced in the following quotations from document 3 ‘The school recognises that next step is to consolidate some of these gains and to ensure that good practice is spread effectively across all staff’, and in “There have also been improvements in the leadership of major subject and management areas.” The first of these two quotations also correlates with the concept of ‘step change’. I have judged these quotations to be reflective of this strand based on the use of the specific words ‘spread effectively and ‘also been’.

The 'keeping change on track' strand is best evidenced in the following quotations also from document 3 'The revised school improvement plan is in place and the priorities are being addressed methodically' and in 'The school recognises that next step is to consolidate some of these gains and to ensure that good practice is spread effectively across all staff'. I have judged these quotations to be reflective of this strand, based on the use of the specific words 'addressed methodically' and 'spread effectively'.

The 'monitoring performance' strand is best evidenced in the following quotations also from document 9 'Managers evaluate their work particularly well'. I have judged this quotation to be reflective of this strand based on the use of the specific word 'evaluate'.

Section 4: Local Government Agency Documentation

Quantitative discussion

Table 88 below presents the word count data in a simple, unadjusted, numerical count format, showing the total number of entries for each category. Table 89 presents that data as a percentage, Table 90 presents the percentage data in a descending order, with 2006 having the highest number of references. The documents have been grouped by year as opposed to individually due to the high number of reports which needed to be analysed.

Table 88: Word Count: Local Government Agency

Document Year	Total Words	Leadership & management as a title	Leadership & management as a function	Leadership as a function	Management as a function	Manager / leader as a function
2001	12,425	4	1	0	3	1
2002	3,500	0	1	0	1	0
2003	800	0	0	0	0	0
2004	2,625	0	1	2	1	0
2005	4,200	2	0	0	0	0
2006	1,000	1	0	0	0	0
2007	0	0	0	0	0	0
2008	0	0	0	0	0	0
2009	0	0	0	0	0	0
Total	24,550	7	3	3	5	1
Mean		0.0002851	0.0001221	0.0001221	0.0002036	0.0000407

Table 89: Word Count: Local Government Agency as a percentage of the total in chronological order

Document	Total Words	Leadership & management as a title	Leadership & management as a function	Leadership as a function	Management as a function	Manager / leader as a function	Total %
2001	12,425	0.032%	0.00804%	0%	0.02414%	0.00804%	0.07243%
2002	3,500	0%	0.02857%	0%	0.02857%	0%	0.05714%
2003	800	0%	0%	0%	0%	0%	0%
2004	2,625	0%	0.03809%	0.07619%	0.03809%	0%	0.015238%
2005	4,200	0.04761%	0%	0%	0%	0%	0.04761%
2006	1,000	0.1%	0%	0%	0%	0%	0.1%
2007	0	0	0	0	0	0	0
2008	0	0	0	0	0	0	0
2009	0	0	0	0	0	0	0

Table 90: Word Count: Local Government Agency as a percentage of the total in descending order

Document	Total Words	Leadership & management as a title	Leadership & management as a function	Leadership as a function	Management as a function	Manager / leader as a function	Total %
2006	1,000	0.1%	0%	0%	0%	0%	0.1%
2001	12,425	0.032%	0.00804%	0%	0.02414%	0.00804%	0.07243%
2002	3,500	0%	0.02857%	0%	0.02857%	0%	0.05714%
2005	4,200	0.04761%	0%	0%	0%	0%	0.04761%
2004	2,625	0%	0.03809%	0.07619%	0.03809%	0%	0.015238%
2003	800	0%	0%	0%	0%	0%	0%
2007	0	0	0	0	0	0	0
2008	0	0	0	0	0	0	0
2009	0	0	0	0	0	0	0

When considering the relevance of the figures presented above it is important to note that they are derived from reports, which although not commissioned on behalf of the central government, are produced by a local authority, who also provide schools with an accountability challenge. It would not be unreasonable then, to expect that these reports would also reflect central government priorities within the report's body, in the same way

that Ofsted could have been expected to. In accepting that premise the figures reported do raise a question over the importance of leadership and management within those reports.

The lack of reference to leadership and management by the local authority, particularly in 2001 / 2002 when the school was 'in serious weaknesses' is worthy of note, especially so when leadership and management was identified as the main weakness. It would not be unreasonable to expect that there would be a common thread throughout the report, if only to cover the Local Authority's interventions or lack of interventions whichever the case might be. It would seem that from the data that the LA's writing style uses the words leader and manager principally to fulfil a title role.

Qualitative discussion

It is my intention in this section to provide an analytical discussion of the data by year of reporting, due to the high number of documents which are of limited length, compared to the length of the central government agency documents.

2001

The reports in 2001 would, as highlighted earlier, be expected to contain the most obvious references to leadership and management; they are, however, sparse in direct comments and also in inferred comments. The range of reports cover the local authority advisors for Personal, Social, Health Education and Citizenship, Special Educational Needs, Equal Opportunities, Principal Advisor SEN, the schools Link Advisor, Craft Design and

Technology, Music, English and the Curriculum Advisor Secondary. The only references to leadership and management are made by the Principal advisor and the SEN advisor. The Principal advisors references are only used as titles, whereas the SEN advisor does make judgemental comments about the quality of leadership and management. This however, is not surprising as he was leading the LA's response to performance management at the time.

The following quotations represent the total comments made:-

The following quotation concerns performance management and refers to the actions of the school's senior management team, 'Senior managers have used the information from the observations to further inform improvement priorities.'

This quotation follows a 3 advisor review of the school's progress against the 'serious weaknesses' Ofsted judgement and is written in a sub-section of the report, headed Leadership and Management, 'The overall leadership and management of the school by the head teacher and senior management team is now highly effective', 'There is now an effective senior and middle management team working together for the good of the school'.

The following reference is made by the link advisor and refers to a senior management team meeting at which he was present, when a difficult personnel issue was addressed, 'This meeting was very well managed by the head teacher.' The use of 'managed' in this context refers to the action of meeting control; the art of manoeuvring a difficult agenda item to a successful conclusion.

2002

The reports in 2002, as highlighted earlier, would be expected to contain the most obvious references to leadership and management, they are however, sparse in direct references and also in inferred references. The range of reports cover the local authority advisors for Personal, Social, Health Education and Citizenship, Special Educational Needs, Literacy Advisor, the schools Link Advisor, Craft Design and Technology, The only reference to leadership and management is made by the Craft Design and Technology The following quotation represent the total number of references made:-

‘The school is now well led and managed’, and is a direct reference to the improvement of leadership and management since the 2001 Ofsted judgement.

The link advisor does make an obtuse connection with management but it is out of context in relation to the concept of leadership and management, when he makes a comment about ‘pupil management’ that he observed in a lesson by a teacher.

2003

There are 2 reports in 2003, one each from the science advisor and the literacy advisor, neither of whom make a reference to leadership and management.

2004

The reports in 2004 are provided by the Craft Design and Technology advisor, the schools Link Advisor, the outdoor education advisor, the Special Educational Needs advisor, the science advisor and literacy advisor.

The link advisor makes a judgement about the quality of financial management within the school, 'Financial management is a significant strength of the school.' This is a significant judgement as it ties into the 'value for money' judgement made by Ofsted.

The Special Educational Needs Advisor makes 2 comments as a follow up recommendation from his visit, 'The deputy head to discuss the further developments of leadership and management in the school.' He also makes the following comment about my work, 'The head teacher continues to lead the thinking of all members of staff.' The second reference is more significant in that it indicates that vision is being provided by the head teacher, which is a high order aspect of leadership.

The outdoor education advisor makes an oblique reference through the use of language, which is not directly connected to the concept of school leadership and management, 'staff would benefit from leadership training', which referred to how to manage groups of children whilst out walking away from the school site.

2005

The reports in 2005 are provided by the Craft Design and Technology advisor, the schools Link Advisor, the outdoor education advisor, the Special Educational Needs advisor, work force remodelling consultant and the literacy advisor.

No references about leadership and management are made other than by the Special Educational Needs advisor who made 2 references, one as a title only 'senior management team' and the other refers to a process 'performance management'.

2006

The reports in 2006 are provided by the science advisor and the schools Link Advisor. No reference to leadership and management is made by the science advisor, whilst the link advisors only reference is in referring to the process of 'performance management'.

The local authority's reports are similar to the Government Agency reports e.g. Ofsted in relation to the paucity of direct references to leadership and management. It is possible to determine where leadership and management has taken place, this is evident where positive comments have been made about progress in a particular area. Conversely it is also possible to see where poor leadership and management has taken place. This is evident when progress has not been made, this was particularly evident in the roles of the CDT co-ordinator and the Deputy Head Teacher. However, it is impossible to determine whether

this is a policy decision on the part of the report writers or whether it is incidental and the reader is left to make the inference by default.

Leadership typologies present

The language of leadership is used obliquely throughout the documents, although leadership, leader, management and manager are used to describe a person or function, while no formal leadership style descriptor is used. This therefore leaves me in a position where I have had to make subjective judgements about the meaning of the text to identify whether it matches a particular leadership or management style. The following sections identify leadership methodologies present:-

Distributed Leadership

It is possible to conclude that the following statements from the Local Authorities review of progress against the serious weakness judgement in 2001 suggests that distributed leadership is evident, ‘There is now an effective senior and middle management team working together for the good of the school’, and ‘The overall leadership and management of the school by the head teacher and senior management team is now highly effective’ I also conclude that the use of the word ‘team’ is indicative of distributed leadership, as highlighted on page 301 is relevant to this section.

There is a tenuous reference in a comment from the SEN advisor with regards to the deputy head teacher, 'The deputy head to discuss the further developments of leadership and management in the school.' I draw this conclusion on the basis that the deputy head teacher has been given the task of developing leadership and management with subordinate colleagues.

Strategic Management

Strategic management is best evidenced in the following two statements, firstly from the SEN advisor in 2001, 'Senior managers have used the information from the observations to further inform improvement priorities.' Secondly from the SEN advisor in 2004, 'The head teacher continues to lead the thinking of all members of staff.' A further comment from the SEN advisor in 2004 offers a further example but is slightly more tenuous, 'Financial management is a significant strength of the school', with the inference being that for financial management to be judged a strength it has to be more than reactive, that there must be some financial forecasting taking place, which by nature demonstrates an element of strategic thinking.

Change Methodologies Present

The identification of change methodologies as identified by the Audit Commission proved to be very difficult. There was no direct use of language which matched directly to the audit commission's four methodologies of:-

1. Incremental – Directive: Operational Gains
2. Incremental – Organic: Transformation
3. Step - Directive: Surgery
4. Step – Organic: Transformation

There are no obvious links with change methodologies other than the following statement from the SEN advisor in 2001, ‘Senior managers have used the information from the observations to further inform improvement priorities.’ I would suggest that this statement strikes a congruence with the earlier statement described Balogun and Hailey’s (2004) ‘Incremental change’ which involved the making of small changes in response to minor shifts in the organisation’s operating environment. This conclusion has been drawn as the statement refers to changes which will come out of the performance management process. I draw a conclusion that changes to individuals’ performance correlates to minor shifts, and that those individuals are in fact small individual parts of the global environment.

Links to the National Standards for Head Teachers

References to the National Standards are somewhat surprisingly few. It wouldn’t seem unreasonable to expect that Local Authority officers when reporting on a school with serious weaknesses in Leadership and Management to report on Leadership and Management against ‘the standards’. The following statements demonstrate a correlation with the National Standards:-

1. Shaping the future – ‘Ensures that strategic planning takes account of the diversity, values and experience of the school and community at large’ is evidenced in the following two statements.

Firstly from the SEN advisor in 2001, ‘Senior managers have used the information from the observations to further inform improvement priorities.’ With the words ‘improvement priorities’ providing the connection to strategic planning, the assumption is that the act of establishing priorities involves a degree of strategic thinking. Secondly from the SEN advisor in 2004, ‘The head teacher continues to lead the thinking of all members of staff.’ The inclusion of the words ‘all members of staff’ implies that the strategic planning has been informed by the views of all the school’s staff.

2. Managing the organisation – ‘Manages the school’s financial and human resources effectively and efficiently to achieve the school’s educational goals and priorities’, is evidenced through the following statements.

Firstly from the SEN advisor in 2004, who offers the following example, which is slightly tenuous in nature, ‘Financial management is a significant strength of the school’. I extrapolate from the statement that if financial management is a strength of the school, that must be as a result of effective and efficient management by the head teacher.

Secondly from the Link Advisor in 2001, who refers to a senior management team meeting at which he was present when a difficult personnel issue was addressed, ‘This meeting was very well managed by the head teacher.’ This reference provides

a clear correlation with the standards, but it does pre-date them by 4 years, as it indicates that the head teacher is managing the schools' human resources effectively and efficiently.

3. Managing the organisation – 'Implements successful performance management processes with all staff'.

This strand is best evidenced through the SEN advisor in 2001, who reported that 'Senior managers have used the information from the observations to further inform improvement priorities.' I make this conclusion on the assumption that by using performance management observations to further inform 'priorities performance management' has been successfully implemented.

Audit Commission – Core Leadership Roles

The results of this section are subjective, in that to obtain the data from which the analysis has been made, I have had to make judgments based on my own views which are subsequently open to my personal bias. I have examined the quotations identified in documents 11 to 56 and tried to match them to the Audit Commission Core Leadership roles. The Audit Commission categorises the role of core leadership into four broad functions, that of:-

1. Inspiring
2. Mobilising

3. Enabling, and

4. Navigating

A surface analysis of the results shows that the documents analysed are heavily weighted towards functions associated with 'navigation' and 'enabling' having respectively 13 and 18 references each, 'mobilise' has the least number of references at 2 and 'inspiring' also has surprisingly few number of references at 3. There were 29 documents where I was unable to identify any references which matched any of the core leadership roles.

A closer examination of the 'navigation' function, highlights that the 'translating vision into practice' strand, is the strand with the least references at 1, which contrasts with the central government agency reports where this was the strand with the most references. The Creating Space, Managing Constant Change Cycle and Monitoring Performance strands have the most references at 8, 8 and 9 respectively. These strands have approximately over twice as many references as the next strands of:-

- Keeping change on track at 4
- Making the right decisions on time 2
- Coaching staff 3

In seeking to identify the reasons why have these strands generated the most responses. In my view the reasons are likely to lie in the practical nature of the strands and the day to day frequency in which they occur. All the strands are very much to do with the process of managing change, which in the school context is part of the annual process of school

improvement. This is particularly relevant, in that all the documents are representative of reports which are designed to measure the school's performance in both a positive and negative format. With this being the case it is therefore reasonable to expect that the highlighted quotations will have a direct correlation with school improvement actions.

The following Table 91 provides a raw count of the responses to show a numerical pattern

Table 91: Raw count of responses

Document Number	None evident	Inspire			Mobilise			Enable			Navigate		
		Establish a shared vision	Role model for the organization	Coaching staff	Communicating vision to secure support	Reassuring stakeholders	Focusing and prioritising for change	Creating space and finding resources	Managing constant change cycle	Making the right decisions on time	Translating vision into action	Keeping change on track	Monitoring performance
11.										X			
12.	X												
13.	X												
14.								X					
15.	X												
16.	X												
17.												X	X
18.						X		X	X	X		X	X
19.													X
20.	X												
21.													X
22.								X					
23.	X												
24.	X												
25.								X	2				
26.	X												
27.								X	X				2
28.	X			X		X			X			X	X
29.	X												
30.	X												
31.	X												
32.									X		X		
33.	X												
34.													X
35.	X												
36.	X												
37.	X												
38.								X					
39.	X												
40.	X												
41.				X									
42.	X												
43.	X												
44.	X												
45.	X												
46.	X												
47.								X					
48.	X												
49.	X												
50.	X												
51.									X			X	
52.	X												
53.	X												
54.				X				X	X				
55.													X
56.	X												
Total	29	0	0	3	0	2	0	8	8	2	1	4	9
S/T		3			2			18			14		

The ‘creating space’ strand is evidenced in the following quotations from documents 14/18/22/25/27/28/47 and 54.

Document 14 makes a tenuous reference to the job description title of co-ordinator, the inference being that by creating co-ordinators, curriculum development functions have been distributed to free up the capacity for other developments.

Document 18 makes a very clear reference with ‘The senior management team has useful structures to support its work and a more appropriate set of arrangements to ensure that workloads are more evenly distributed’, the inference again being that by distributing workloads, extra capacity is created.

Document 22 makes a tenuous reference to the job description title of CDT co-ordinator, the inference being that by creating co-ordinators curriculum development functions have been distributed which frees up capacity for other developments.

Document 25 makes a clearer reference with ‘Work loads are now appropriately distributed’ with the inference being that distributed workloads means that capacity has been created elsewhere.

Document 27 makes a reference to ‘Senior managers have used the information from these observations to further inform improvement priorities’; the inference being that capacity has been created by senior managers to allow for new improvements to take place.

Document 38 makes an oblique reference to ‘Financial management is a significant strength of the school’s work’; the inference being that secure financial management should demonstrate that resources have been found.

Document 47 makes a very direct reference to ‘The role of the Chair of Governors in making further progress in this aspect was significant’, referring to staff recruitment processes, which indicates that resources have been found.

Document 54 makes an oblique reference to ‘specialist training of staff has included...’ with the inference being that by training staff they are better able to do their jobs, which in turn generates greater efficiency and ultimately more capacity.

The ‘managing constant change cycle’ strand is best evidenced in the following quotations from documents 18/25/27/28/32/51 and 54.

Document 18 makes a very clear reference to ‘The senior management team has useful structures to support its work and a more appropriate set of arrangements to ensure that workloads are more evenly distributed’, the inference again being that by distributing work loads and creating support structures, managers must have monitored their work to identify the need to make the changes.

Document 25 make a clearer reference with ‘Work loads are now appropriately distributed’, the inference being that by distributing workloads appropriately, managers must have determined that they needed changing which is part of a monitoring process.

Document 27 makes a reference to ‘Senior managers have used the information from these observations to further inform improvement priorities’, the inference being that observations undertaken by senior managers indicates that a monitoring process has taken place which has brought about changes.

Document 28 makes a reference with ‘the SMT and governors are increasingly providing clear educational direction and clarity of purpose’, the inference being that in providing a new direction and purpose, changes must have been made to the previous direction and purpose.

Document 32 makes an oblique reference ‘the school is now well led and managed’ with the inference being that to be well managed there must be a monitoring process which has brought about change.

Document 51 makes a clear reference with ‘the SMT have established secure systems to ensure that the SEF is a live document’, the inference being that by design the processes around the production of the SEF are ones of recording change.

Document 54 makes an oblique reference with ‘specialist training of staff has included...’ with the inference being that by training, staff are re-equipped with new skills, which if they are implemented, will bring about a change; the identification of the training needs come from monitoring.

The ‘monitoring performance’ strand is best evidenced in the following quotations from documents 17/18/19/21/27/28/34 and 55

Document 17 makes an unambiguous reference to monitoring performance with ‘progress against the Development of Monitoring and Evaluation Policies is...’

Document 18 makes a very clear reference with ‘The senior management team has useful structures to support its work and a more appropriate set of arrangements to ensure that workloads are more evenly distributed’, the inference again being that by distributing workloads and creating support structures managers must have monitored their work to identify the need to make the changes.

Document 19 makes a clear reference with ‘I met with the head teacher, and those members of staff designated as performance management team leaders’, as the performance management process is a direct and personal form of monitoring.

Document 21 makes an oblique reference as it refers to the process of performance management as in Document 19.

Document 27 makes a reference with ‘Senior managers have used the information from these observations to further inform improvement priorities’, with the inference being that observations undertaken by senior managers indicates that a monitoring process has taken place which has brought about changes.

Document 28 makes a reference with ‘the SMT and governors are increasingly providing clear educational direction and clarity of purpose’, with the inference being that in providing a new direction and purpose changes must have been made to the previous direction and purpose.

Document 34 makes an unambiguous reference ‘the head teacher continues to appropriately implement the new arrangements for monitoring and evaluation’.

Document 55 makes an oblique reference due to the fact that the contents of the document were brought about by a request from the head to the LA to jointly monitor teacher performance.

The ‘coaching staff’ strand is best evidenced in the following quotations also from documents 28/41/54.

Document 28 makes a reference with ‘the SMT and governors are increasingly providing clear educational direction and clarity of purpose’, with the inference being that in

providing a new direction and purpose coaching of staff must have been taken place to allow them to subscribe to that direction and purpose.

Document 41 makes a clear reference with ‘the head teacher continues to lead the thinking of all members of staff on how the school can best operate’, with the inference being that to lead staff in their thinking there must be a dialogue which is developing their thinking, with that dialogue representing the coaching.

Document 54 makes an oblique reference with ‘specialist training of staff has included...’ with the inference being that by training staff they are re-equipped with new skills which if implemented will bring about a change, while the identification of the training needs has come from monitoring.

Section 5: Leadership Analysis – School Progress

In this section I will draw together the results of the documentary evidence to identify and provide a commentary on the leadership styles which were employed to get the school out of ‘serious weaknesses’.

The results from the data analysis is very weak and can only be used as a count of the method used that could be identified not as an indication of an effective model for school improvement. The following Tables 95 and 96 present the data for Central Government and Local Government Agencies.

Table 95: Central Government Agency

Document/ Leadership Typology	1	2	3	4	5	6	7	8	9	10	Total
Distributed Leadership	4	1	0	1	0	1	1	0	0	0	8
Moral Leadership	1	0	0	1	0	0	0	1	0	0	3
Situational Leadership	1	0	0	0	0	0	0	0	0	0	1
Poor Leadership	1	0	1	0	1	0	0	0	0	0	3
Strategic Leadership	0	0	1	1	0	0	1	1	1	0	5
Transformational Leadership	0	0	0	1	0	0	1	0	1	0	3

Table 96: Local Government Agency

Leadership Typology/Document	11 - 40	41 - 56	60 – 64
Distributed Leadership	9	2	0
Transformational Leadership	1	0	0

The data indicates that the most identified leadership typology present in the data sets was ‘distributed leadership’ with 8 examples followed by ‘strategic leadership’ with 5 examples. It is not possible to determine from the data in the documents personal to the researcher, as to whether these typologies were deployed in a considered fashion. I am certainly clear from my own recollection that I made no conscious decision to lead or manage the school in a particular style. My actions/decisions in relation to leadership style I would describe as being instinctive / intuitive and certainly not considered with a methodology in mind.

In indicating that the data set was too weak to draw any definitive conclusions about definitive leadership styles, a further test of examining the verb use from the central government documents was conducted. This exercise indicated the following results, which are presented in Table 97 below.

Table 97: Verb analysis – Central government generated data

Document	Administration	Management	Leadership
2001 Ofsted	53%	38%	7%
2001 Social Services	33%	66%	0%
Feb 2004 CSCi	44%	56%	0%
Dec 2004 CSCi	28%	64%	7%
2006 CSCi	25%	75%	0%
2008 CSCi	40%	60%	0%

What is clear from the documents, is that the verbs which could be identified, fell predominately within the administration and management type of actions. These results are again ‘weak’, but they do provide a degree of corroboration to the central government documents, as I am able to cross-reference the judgments presented in the documents, against those actions proposed by the reporting agencies.

This cross referencing supports the finding that the central government agency documents did not indicate much that could be identified as leadership. The lack of leadership verbs in 66% of the documents and only 7% of leadership type verb use in each of the remaining documents’ actions, suggests that the agencies were measuring management based actions and that there recommendations were mainly consigned to the implementation of concrete type actions that were easily quantifiable. Table 98 below collates all the identifiable actions from the documents. In highlighting two of the high use verbs ‘implement’ (14) and ‘produce’ (13), it is possible to exemplify this conclusion as it should be relatively easy for any inspecting body to confirm whether something had been produced or implemented.

Table 98: Verb analysis - composite

Administration	Management		Leadership
Operational / clerical	Tactical / decision making / supervision		Strategy / policy
Administer	Advise	Handle	Appoint 3
Assist	Allocate 2	Inform	Create
Acquire 2	Approve	Interview 2	Develop 26
Analyse 1	Arrange	Identify 6	Devise 3
Audit 5	Authorise	Liaise	Encourage
Circulate	Check	Manage	Evaluate 2
Clerk	Contribute	Monitor 2	Initiate
Comply	Convene	Organise	Lead
Commission 5	Conduct 1	Present	Negotiate
Distribute 1	Clarify 1	Promote	Plan
Disseminate 1	Complete 3	Produce 13	Secure 4
Implement 14	Co-ordinate	Report	
Issue	Control	Responsibility	
Improve 6	Decide	Review 26	
Keep	Designate 1	Revise 7	
Order	Ensure 18	Set 5	
Maintain 4	Establish 2	Supervise	
Prepare 1		Support	
Provide 1			
Purchase 3			
Up-date 4			
Undertake 5			
Total 58 / 183	Total 87 / 183		Total 38 / 183
Total as % 31%	Total as % 47%		Total as % 12%

I indicated in Chapter 4 that I would analyse two key school produced documents to see if there were identifiable conclusions to be drawn from the data sets, Table 99 below presents the verb usage from those documents.

Table 99: Verb analysis – School generated data

Document	Administration	Management	Leadership
Post Ofsted Action Plan	26%	55%	17%
2005 – 2006 School Development Plan	23%	37%	39%

The analysis indicates that the majority of the actions identified within the Post Ofsted action plan, were either administrative actions at 26% and management at 55%. I consider that this is entirely reasonable, based on the fact that the inspection report identified definitive short comings that required a quick response. With a speedy reaction being required then in that Ofsted required the plan to be produced within 40 days much of the decision making about the plan was made in a transactional fashion. Actions were delegated, with staff required to complete many of them. With this being the case I do not believe that the distribution of verbs is incommensurate with the strategy behind the plan.

The 2005 – 2006 School Development Plan shows a significant shift from administration and management based actions towards leadership based actions, with a 22 percentage point increase in leadership based actions. This result in many ways does not surprise me as from a personal reflection perspective, I believe that the circumstances that the school was in had changed significantly, from high threat to low threat. My own recollections suggest that a more strategic strategy for managing the school had been adopted and that the shift in leadership actions is an indicator of this.

Chapter Six

Conclusion and recommendations

I start this chapter by returning to the specific research questions posed in Chapter One, that off:-

1. What were the processes which secured school improvement between 2001 and 2009,
2. Which of those processes were as a result of leadership, and
3. Which of those processes were as a result of management?

The most striking result gleaned from the data analysis was the paucity of data which directly or indirectly indicated either a leadership typology/action or a management typology/action action. In general terms the forms of leadership strategies which were most easily identified were that of distributed and strategic leadership. Management actions were more evident when the data sets were analysed against the verb construct. Change typologies were again difficult to identify from the data sets analysed and consequently produced insignificant data to interpret with a degree of validity. Analysis of the data sets against the National Standards for Head Teachers did result in significant numbers of actions being identified, mainly within the 'managing the organisation' and 'shaping the future' strand. The Audit Commissions core leadership roles came up with significant numbers of comparisons in the 'navigate' field.

The paucity of numerical data is evidenced in the following data set collected from the central government documentation (data set 1). A total of 62,600 words were analysed

with the number of matches that correlated with an aspect of leadership or management being 10 and 17 respectively (see Table 83). It was possible to identify that the CSCi reports on the school's care provision, identified management based actions occurring in that setting as opposed to leadership ones, this however correlates with Standards 31 – 33 of the National Minimum Standards for Residential Schools (2002) titled 'Organisation and Management'. The local government data (data set 2) for leadership and management functions is presented in Table 88, again it is significant to note that out of 24,550 words published only 3 were identified with leadership functions and 5 with management functions. Out of 87,000 published words only 35 were indicative of leadership or management functions, which is surprising considering the focus placed on this aspect of a school's working life by central government. The small amount identifiable of quantitative data therefore makes it difficult to draw any reliable conclusions from which to answer the research questions specifically.

The qualitative analysis of data set 1 identified that the text was broadly judgmental in nature. It was significant to note that Ofsted offered no indication as to whether a leadership typology had been deployed in the school. Documents 4 and 9 did contain, however, some direct references to the leadership displayed by the head teacher and governing body, as being a contributor factor towards school improvement.

It was possible to subjectively identify the presence of leadership typologies in data set 1, albeit obliquely, where this was possible the typologies fell within the distributed, strategic and moral frames. Distributed leadership was evident throughout the data set principally

through the use of the phrase ‘team work’, as evidenced in document 1 with ‘the very good team work that exists’ and in document 4 with ‘appropriately, tasks are increasingly being delegated to other staff.’ Moral leadership is evidenced in document 4, ‘a particular strength of the school is the way in which the school’s key values and principals are reflected in all aspects of its work.’ Strategic leadership is evidenced against Davis & Davis (2009) position that strategic leaders deliver strategic actions, ‘the head teacher has been prepared to take difficult decisions, sometimes resulting in changes to working practices, which have not been universally popular’. Data set 2 also uses the language of leadership obliquely throughout, consequently subjective judgments were also made about the meaning of text to see whether there was a match to a leadership or management typology. In common with data set 1 distributed leadership was the typology that was easier to identify, through the use of ‘team work’ (see page 285).

Tables 95 and 96 present the total number of leadership typologies which it was possible to identify in data sets 1 and 2 respectively, what is clear that distributed leadership was the most evident leadership typology with a combined total of 19 references. This total in itself is too small to draw any significant conclusion with regards to the research questions.

In trying to answer research question by analysing change methodologies, it was only possible to identify references in 3 of the 10 documents in data set 1, with step-directive being the only 1 of the 4 audit commission’s methodologies identifiable. There were only 5 references identifiable in total of these only 1 reference used the word ‘step’, however, in the context that it was being used, it is possible to argue that it describes an action not a

methodological approach. Data set 2 provides no direct match to the audit commissions methodologies. One reference from the SEN advisor (see page 286) provides a link with Balogun & Hailey's (2004) 'incremental change' approach. The analysis of change methodology data therefore provides no data from which to draw a conclusion to answer research question 1.

It is possible to identify references which correlates with The National Standards for Head Teachers throughout the whole of data set 1, Table 86 records the total number of references evident, highlighting a significant weighting towards the 'managing the organisation' strand. Data set 2 provides surprisingly few references those that were evident are highlighted on page 287. Although the identifiable references fall significantly within the 'managing' strand, the total number of references is small at 16. It is, however, possible to use this data to suggest that there is scope to argue that a greater focus was made on management actions than leadership actions to secure school improvement within the context of this research.

It is also possible to identify references which correlate with The Audit Commissions Core Leadership Roles throughout both data sets 1 and 2. The findings for data set 1 is collated in Table 87, the 'Navigation' strand records the most references. The findings for data set 2 is collated in Table 91, when both sets of data are combined the total number of references were:-

- Inspire 15
- Mobilise 6

- Enable 25
- Navigate 37

The analysis of this data in Chapter 5 identified that most of the references occurred in strands which were about managing change. This data when combined with the results from the previous section on the National Standards for Head Teachers, adds strength to the argument that it is possible to conclude that school improvement was achieved as a result of management as opposed to leadership. The amount of data which could be extrapolated was again limited and offered no significant results to draw a definitive conclusion with regards to the research questions.

The results of the verb analysis of data set 1 is presented in Table 97, the data can, however, be used to support the earlier suggestion that school improvement is about management based actions.

Having identified that the data sets provided little in the way of significant information from which to answer the research questions, I move onto exploring the concept of leadership and management from the theoretical base. I start this by returning to a quote I offered at the start of the literature review from Stodgill (1978) who argued that:-

‘there is almost as many definitions of leadership as there are persons who have attempted to define the concept.’ (Page 259)

I argue that from the analysis presented within the literature review this is indeed an accurate position. What seems clear from the background literature review is that a whole

‘leadership industry’ is in existence, that ‘leadership’ has become a business and as money is to be made, then the product has to be marketed and advertised; high turnover does not necessarily equate with a quality product. Confirmation of this can be seen by just looking at the number of ‘leadership centres’ at universities and the high number of search engine hits on the word ‘leadership’. In accepting this position it could lead to the challenge, so why bother with trying to unpick the differences between leadership and management in the first place. My response to that is twofold. Firstly, and very shortly, because Ofsted measure the effectiveness of leadership and management in schools, schools need to be able to define leadership and management. Secondly, and from a more practically orientated focus, school improvement is dependent on both good leadership and good management. Therefore it is crucial for schools to understand the concept of leadership and management, so that leadership and management can be developed, and school improvement achieved.

Before exploring my conclusions and recommendations in greater depth, I would offer the following definition to encapsulate my view of leadership in a global dimension, a dimension which is not constrained by the boundaries imposed in an educational setting. The definition is derived from the extensive range of elements associated with leadership, which have been identified within the literature review.

‘Leadership is a state or position that exists between two consenting parties. The first party being those that are in need of leadership, either individual or group, who are able to exercise a conscious free choice as to whether they accept the leadership which is being offered to them. The second party is an individual or group who has/have recognised that a

person or persons are in need of leadership, and as such they or the group are able to exercise a conscious free choice as to whether they accept and take the mantle of providing that leadership.’

For this definition to work it is essential that the following elements are evident. Firstly the relationship between the leader and the led needs to be explored, I argue that this relationship, is one that has been established out of a freedom of choice and is non-contractual. If you accept this as being the case, then a state which I describe as a ‘power free dynamic’ has occurred. I see a ‘power dynamic’ as the employment of a force which controls the led, a force which they are required to follow, with the force being external to the led, one that excludes the led from acting under compunction or consciousness. I also place an emphasis on conscious as opposed to unconscious and on recognition as opposed to an unconscious personality trait.

Stodgill’s (1978) position allows for an individualistic personalisation of leadership, which is re-enforced by Western (2008) when he argues about leadership being in the eye of the beholder, being whatever the individual wants it to be. These positions were significant in focussing my thinking, for it is clear to me that by extending my definition to include unconscious choice and by also expanding into unconscious personality traits, I leave myself open to further expansion. That expansion then puts me in a position where I try to develop a definition which is a catchall, which encompasses every individual position; I believe that this goes beyond being a Herculean task to one which is in fact impossible.

It is my belief that management is about a relationship between two parties that has a power dynamic, where one party is contractually compelled to comply with the instructions of the other party; they have no choice but to comply, as long as they stay within the relationship. I would argue that all employee/employer relationships fall within this definition. It is possible to argue that we have a choice to be employed, so consequently we are accepting any leadership that is being provided. Although this argument has merit, I believe it to be superficial. I argue that for the vast majority of the working population, that their decision to accept employment is for the most part governed by financial necessity.

An examination of all the leadership methodologies discussed within the literature review, when applied to an employment setting, have a power dynamic, in its 'simplest form' this is the issue of providing or withholding a financial reward for compliance or lack of compliance to contractual obligations. As long as a party is controlled by the compunction to accept the financial reward, then I would argue that they have dismissed their option of free choice and are therefore being controlled / managed by the other party.

In extending this concept of the power dynamic, it is also possible to look at the relationship between the electorate and the elected. The electorate have a choice, albeit a limited choice, in real terms in a democratic society to choose who will manage the country through the electoral system. I specifically suggest 'manage the country', because the compunction to be managed exists through the code of laws pertinent to that country. The individual has entered into a controlling power dynamic when they choose to live under a particular code of laws. Following the code provides a consequence free life, failure to

follow the code, results in the power dynamic being deployed and a consequence for the breach being applied, through the powers delegated by the state to its judiciary.

It is possible to argue that the role of the Government of any country is to provide leadership, however the UK Government clearly has a different view, if you explore the role of the National School of Government and in particular its Professional Skills for Government (PSG). An overview of the PSG states:-

‘The PSG framework has a dual and practical purpose; to strengthen organisations with skills relevant to central government in order to deliver 21st century services, and to allow civil servants to excel at their jobs and more easily identify the areas to focus on when seeking promotion.’

<http://www.nationalschool.gov.uk/programmes/LPProfSkillsGov.asp>
accessed 26th April 2009

The PSG competency framework divides into four areas of job-specific professional skills, each with their own set of objectives and competencies:-

- Leadership
- Core skills
- Professional skills
- Broader experience

However, when exploring the courses available for civil servants/MP's to achieve the competencies best suited to their role, presumably financial management, people management, programme and project management, strategy and strategic thinking. I would thus argue this suggests that governance of the country is more to do with management than leadership.

I am therefore not convinced that a global definition for leadership actually has a relevance to schools. In accepting Stodgill's (1978) view point about multiple definitions for leadership, then I believe it becomes the responsibility of each individual school to define what leadership and management means to them, in light of the fact that no concrete definition is provided by central government through its training and accountability arms e.g. NCSL and Ofsted.

In providing a local definition of leadership it is possible then to detach schools from the global leadership definitions of greatness associated with national leaders or acts of bravery; the hero leader, and all the political sub-plots that that definition type generates.

I would advocate that we can explore school leadership, in relation to actions, qualities and outcomes. In describing actions, I believe it is the things that people do that indicate whether they are providing leadership, and I would argue that the difference between leadership and management lies in the point at which any action is initiated. I argue that if an individual initiates an action of their own free will without any direction, then that individual is demonstrating leadership, if that same individual initiates an action following somebody else's instruction then they are fulfilling a management function. They may have a leading role in completing that action, but that action's initiation still belongs to somebody else, who showed the leadership.

In describing qualities, I believe that there are certain personality traits that people who are able to demonstrate leadership possess, however, I do not believe that these are present automatically, I believe that many people possess qualities which they have never had the

opportunity to develop and hence use. So I believe that the work of Davies and Davies (2004), (2006) and (2009) on strategic leadership is significant in relation to the development of strategic capacity within a school. A good head teacher will recognise that it is incumbent on him / her to develop his / her staff's leadership capacity, through his / her own leadership actions.

I believe it is also possible to focus on leadership, from the perspective of what is leadership's intention or purpose. I would argue that in its most simple form, the intention / purpose is to achieve an outcome. If we know what the desired outcome is, we can apply a measure to assess whether leadership has been shown. To extrapolate this in to the school setting, I argue that if we measure the head teacher's performance in relation to outcomes achieved, we can determine the degree of leadership or high level management being provided by the head teacher.

In my school's Ofsted report of 2008 my leadership was described as outstanding. A significant factor, which led to this judgment, was the fact that I was very well informed about the context of my school and the processes needed to secure an effective BESD school. I am unconvinced that I could be as effective in a large 11 – 18 comprehensive school, though central government would argue that my leadership skills are generic. I believe that I would bring ill-informed leadership to that situation. If I don't have the knowledge which is pertinent to the context, then how can I make the informed decisions which ensure success? Yes you can argue that within the large context I would be able to use delegation skills and foster a climate of distributed leadership, however, this is not risk

free to me, as Dunford (2008) stated earlier, it is easy to get rid of a failing head, and the chances of failure are a lot higher when you are not allowed time to learn by your mistakes. This position then further raises the question as to what is the ratio between leadership and management in headship.

Gardner (1999) argues that leadership as a word has risen above normal workday usage as a conveyor of meaning. He also argues that the word generates an aura which makes it hard for people to think clearly, this view strikes a clear accord with my position. Gardner (1999) adds to my position of confusion as to whether as a head teacher, am I leader, manager or combination of both? Gardner (1999) states:-

‘Confusion between leadership and official authority has a deadly effect on large organisations. Corporations and government agencies every-where have executives who imagine that their place on the organisation chart has given them a body of followers. And of course it has not. They have been given subordinates. Whether the subordinates become followers depends on whether the executives act like leaders.’ (Page 19)

Gardner (1999) applies what I believe to be a high degree of common sense to his position; he takes this leader follower binary a bit further when he explores the difference between leader / manager. He argues that a manager is invariably tied to an organisation, whereas a leader can have no organisation at all. He does, however, introduce the concept of a leader / manager which strikes a congruence with my thinking. Gardner (1999) separates leaders and leader / managers from managers. He argues that leaders and leader / managers distinguish themselves from managers in the following six respects:-

1. They think longer term – beyond the day's crisis, beyond the quarterly report beyond the horizon.
2. In thinking about the unit they are heading, they grasp its relationship to larger realities – the larger organisation, of which they are a part, conditions external to the organization, global trends.
3. They reach and influence constituents beyond their jurisdictions, beyond boundaries. Thomas Jefferson influenced people all over Europe. Ghandhi influenced people all over the world. In an organisation, leaders extend their reach across bureaucratic boundaries – often a distinct advantage in a world too complex and tumultuous to be handled 'through channels.' Leaders' capacity to rise above jurisdictions may enable them to bind together the fragmented constituencies that must work together to solve a problem.
4. They put heavy emphasis on the intangibles of vision, values, and motivation and understand intuitively the non-rational and unconscious elements in leader-constituent interaction.
5. They have the political skill to cope with the conflicting requirements of multiple constituencies.
6. They think in terms of renewal. The routine manager tends to accept organisational structure and process as it exists. The leader or leader/manager seeks the revisions of process and structure required by ever-changing reality.

If you return to my earlier description of leadership as an intention / purpose to achieve an outcome, and view it in conjunction with Gardner's leader / manager, I believe it is possible

to establish a construct by which it is possible to get a level playing field for the quantification of the quality of school leadership / management.

This construct is based on nationally agreed standards for Head teachers, based on the Ofsted inspection schedule and the school teachers pay and conditions document, which when combined provide a nationally agreed framework that is already statutory and measurable.

The following section breaks down the School Teachers' Pay and Conditions and Ofsted documents into a framework from which the judgement about the quality of leadership and management can be determined, the National Standards have already been explored earlier in the thesis and consequently are not repeated here.

The School Teachers' Pay and Conditions document details the conditions of employment for a head teacher while the following identifies the statutory requirements against which performance management can be set.

General Functions – the head teacher is responsible for the leadership, internal organisation, management and control of the school. From within these strands it is possible to establish concrete outcomes in the areas of internal organisation and control of the school.

Consultation – the head teacher is required, where appropriate to consult with the local authority, the governing body, the staff of the school and the parents of its pupils,

(interestingly not the pupils), all of these areas lend themselves to concrete outcomes, which are easily evidenced through simple mechanisms such as meeting minutes and staff interviews.

Professional duties – the professional duties include:-

- Formulating the overall school aims and objectives, evidenced by policy analysis
- Appointment of staff, evidenced in interview notes
- Management of staff, evidenced in performance management notes
- Liaison with staff unions and associations, evidenced in meeting minutes
- Determining, organising and implementing an appropriate curriculum for the school, evidenced in SEF, Ofsted reports
- Securing that all pupils take part in a daily act of collective worship, evidenced by observation
- Keeping under review the work and organisation of the school, evidenced by analysis of the school development plan
- Evaluating the standards of teaching and learning in the school and ensuring that proper standards of professional performance are established and maintained, evidenced in the SEF and performance management records
- Engage in the appraisal or review of performance, training, development and induction of staff, evidenced in associated written records
- Engaging in threshold assessments of teachers, evidenced in associated written records

- Engaging in advanced skills and excellent teacher assessment, evidenced in associated written records
- Providing information about the work and performance of the staff at the school where this is relevant to their future employment, evidenced in associated written records
- Ensuring that the progress of the pupils of the school is monitored and recorded, evidenced in SEF based on teacher records
- Determining and ensuring the implementation of a policy for the pastoral care of the pupils, evidenced by policy analysis and SEF judgments
- Determining and securing good behaviour from the pupils, evidenced by SEF judgments and external observation
- Making arrangements for parents to be provided with regular information about aspects of the school, evidenced in school reports and information meetings etc
- Promoting effective relationships with persons and bodies outside the school, evidenced in the SEF
- Advising and assisting the governing body of the school in the exercise of their functions, evidenced in governing body minutes
- Providing for liaison and co-operation with the officers of the maintaining authority, evidenced in advisor notes of visits, audit reports etc
- Liaising with other schools and further education establishments with which the school has a relationship, evidenced in the SEF

- Allocating, controlling and accounting for those financial and material resources of the school which are under the control of the head teacher, evidenced in governing body minutes, audit reports
- Making appropriate arrangements for the security and maintenance of the school premises (as and if delegated), evidenced in health and safety risk assessments
- Arranging for the deputy head or other suitable person to assume responsibility for the functions as head teacher at any time when he is absent from the school, evidenced in job descriptions

All of these functions allow for the identification and measurement of a concrete outcome. The bullet points themselves are only starting points; they readily lend themselves to expansion and further development.

Strands from within the Ofsted inspection schedule provide that mechanism. The inspection schedule which came into operation in September 2009 provides for the measuring of school outcomes in the following areas.

- How well are pupils doing
- How effective is the provision
- How effective are leadership and management
- How effective is the early years foundation stage
- How effective is the sixth form
- How effective is boarding provision
- Overall effectiveness how good is the school

If you explore the three documents in relation to my concept about ‘action initiation’ it is possible to view the content of the documents for the most part as management tasks. I draw this conclusion as the action of initiating the task has already been completed by central government. In accepting this position it is possible to argue then that headship is about providing high quality management, because of the requirement to complete a shopping list of predefined tasks and functions. The difference between a good and bad head teacher in this concept lies in the degree of technical knowledge (management) possessed and the presence of leadership traits that allow for focus and drive to be applied to the task. Traits which although identifiable are not teachable, somebody can be encouraged to demonstrate them but it is difficult if they don’t actually possess them.

Implication Of The Research On My Own Headship

I start this sub-section by reflecting on 2008 which I see as a cross roads in my headship. 2008 can for the most be part seen as a year which generated ‘Apathy’ in both myself and in the school as a whole. From the comments in my diary it is clear that 2008 became a year of apathy and that this can be attributable to a number of factors:-

- Post Ofsted euphoria – which brought about an element of sitting back on our laurels
- Personal and staff fatigue with having to contend with so many long term absences
- Motivation –with the LA moving to re-locate the school some staff felt undervalued and drifted into a malaise of why should I bother

- Uncertainty – which was certainly the case for me with no clear future, I was faced with the question, how can I plan when the only strategic information I have from the local authority is closure in September 2010?

Brighouse (2007) when describing his four stages of headship (Page 13) identifies a third stage which he describes as ‘stall’, a period where heads drift in to complacency as everything is running well and an assumption develops that progress will continue to take place without the heads’ efforts; this would be Males (2008) ‘high plains drifter stage’. However, Brighouse (2007) also identifies that heads are at their most productive between years 3 and 7 in their current posts. March 2008 also saw the completion of 7 years in post, which therefore puts my malaise or apathy squarely within Brighouse’s (2007) paradigm. Bell et al (2008) however add another perspective when exploring emotional inhibitors on head teacher’s performance, they identify ‘fire-fighting’ as a blocker e.g. constantly having to be in a re-active working mode. 2008 was singularly about reacting to crisis. 2009 did not allow for any resolution of the difficulties, with closure becoming an increasing reality. 2009 saw a 50% turnover of teachers, an increase in pupil disaffection, a failure by the LA to secure a site for the school to transfer to, so the closure date was put back initially a term then a year to September 2011, which was later extended to January 2012. Although I use malaise and apathy as descriptors for individual attitude, I recognised that I had lost a personal sense of purpose which I consider now to be probably one of the most significant elements of why the previous 7 years had been successful. Then I knew exactly what needed to be done for the school to improve and there were no threats to that improvement.

These recent experiences have contributed significantly to my thinking on how I would manage myself in a second headship and I hope they will strike a congruence with other head teachers moving into a second headship, I am not convinced that they are totally relevant to a first headship, as I believe that part of a first headship is about completing a journey of personal discovery.

I see a lot of common practical sense in the following quotation from Sun Tzu 6th Century BC work 'The Art of War as translated by Giles (1910) (this translation has been published with no page numbers):-

‘So it is said that if you know your enemies and know yourself, you can win a hundred battles without a single loss.
If you only know yourself, but not your opponent, you may lose.
If you know neither yourself nor your enemy, you will always endanger yourself.’

Sun Tzu refers to knowing yourself in the first stich (from the Greek *stikhos* a row of verse) which I correlate with my earlier reflection about a first headship, in part being, a journey of personal discovery. It is easy to dismiss this as trite and glib, however, I see it as crucial; knowing yourself requires self analysis, reflection, a deep review of your own strengths and weaknesses and the development of a leadership style which utilizes your strengths and accommodates your weaknesses.

Sun Tzu also refers in the first stich to knowing your enemies, this can be extrapolated to include the enemies' battle plan to keep the military analogy, which in education terms could become Ofsted and their inspection schedule. I don't consider this comparison to be

oblique as my employment security is undoubtedly linked to my performance as measured by Ofsted.

In essence this two part component for a successful head teacher is about having a clear knowledge of the criteria against which you will be measured, combined with having a leadership approach which makes the most of your strengths and weaknesses.

I use the term ‘leadership approach’ deliberately as I believe it is essential for the head teacher to have the knowledge of a variety of leadership typologies combined with when and how to effectively deploy them.

The when and how to deploy question can be in part answered by engaging employees in answering that question, there is a role here for the Senior Leadership Team to review staff perceptions on what and how they wish to be led.

The knowledge derived from the previous exercise then allows the Senior Leadership Team to deploy leadership strategies that meet the needs of the staff and the requirements of the task.

This process needs to be described in policy, as it puts the school on the front foot when being measured. With the literature review showing that leadership may exist in the eye of the beholder, then to actually present those measuring the school with a criterion against

which the school measures the effectiveness of its own leadership and management processes can only put the school in a position of strength.

Like any policy, a leadership policy cannot stand alone, it is also important that the head teacher and governors ensure that this policy is also reflected in the school vision and that monitoring ensures that it is seen in practice.

Having defined, implemented and monitored a leadership policy it is crucial that its impact is tested and recorded. The Ofsted Self Evaluation Form provides a critical medium for recording that impact and the School Improvement Partner is a significant external moderator of effectiveness and impact.

Having reached a position where a model of leadership is secured I believe it is important to take a closer look at developing a strategy for managing change within the school. I highlighted earlier that during 2008/09 I felt I had lost a sense of purpose regarding my headship, I believe that we all need that sense of purpose in our lives. To extrapolate that belief into the work setting, I believe it is crucial that as an employee I know what is expected of me when I walk into work each day, why I am here and what I am trying to achieve, I don't necessarily have to fully subscribe to it from a philosophical position but I do need to know what is expected of me.

This sense of purpose or understanding of why, is I believe to be an essential ingredient for a strategy for change. Change needs to have a purpose, change should be about

improvement and is not a process that is undertaken just for change sake. It would be naive to assume that all change can be managed in a proactive fashion through a development plan, there will be occasions both in our personal and employment lives when we will have to make decisions that bring about an immediate reactive change. This could even be exemplified through a health and safety issue identified in the work setting which requires an immediate change of work process.

Moving away from reactive change processes into a proactive change process there exists, as described earlier within the literature review, a range of strategies for managing the change process. However, there is a common thread running through the literature that change processes based on a step model is the most effective. This has a practical implication for me as a head teacher in that change needs to encompass the following elements and questions:-

- Review of the 'school' which identifies actions
- Decisions about the adoption of action – shall we do work on this?
- Time scaling of any adopted actions – when will work on it?
- Securing stake holder adoption of the actions – have we got support on it or how do we get that support?
- Developing an implementation strategy – how will we do it?
- Developing a communication strategy – how do we let people know what we are doing?
- Scrutiny of the strategy – how are we doing?
- Evaluation / Review of the 'school' – did it work?

Within this approach I believe it is imperative for the strategists in the school to hold at the front of their thoughts a simple question, can we achieve this? I see no point what so ever in embarking on a course of action if the timescale for achieving that action is un-realistic. I have developed school improvement plans, Ofsted action plans, CSCi action plans all of which contained a huge number of actions with short implementation time lines (which can be evidenced by the number of recommendations and completion time from CSCi in document 7), which in the end may have been met in the short term but ultimately have had no long term impact because of lack of participatory ownership.

I am unable to draw any specific recommendations for head teachers of BESD schools, that are not pertinent to any head teacher, I would offer some general observations for residential head teachers, which is around creating space for yourself, ensuring that you have a life outside the school, not falling into the trap of believing that you have to be omnipresent in the school.

When reflecting on what this research brings forward in relation to contributing to a new body of knowledge, I would argue that it:-

1. Re-enforces the position that leadership and management is an impossible concept to get a consensus definition of, and as such it therefore
2. Adds to the discussion as to whether there is any point in actually trying to define leadership and management, this in turn
3. Presents a challenge to central government policy makers with regards to securing clarity around what a head teacher is being held accountable for, this then

4. Presents a challenge to Ofsted about their inspection and reporting protocols around leadership and management, which generates a challenge to schools
5. To define the outcome measures for their school which demonstrate that effective leadership and management has taken place
6. Adds weight to the need for workforce re-organisation in schools with a focus on school business management as mechanism to allow head teachers to focus on improving teaching and learning.

I conclude this thesis by offering two final thoughts on the concept of leadership, I believe that these closing comments are to me the most pertinent. Having spent an inordinate amount of time researching and writing on leadership, I perhaps, should have looked to the most enlightened in our society earlier for the answer, especially so having spent most of my working life with children. As it is within a simple children's game that for me the answer to my question lies, for generations children have played 'FOLLOW MY LEADER'. With early evidence identifying it as being played by Native Americans in the Omaha tribe.

www.scienceviews.com/indian//indiangames21.html Accessed 24th July 2009

Perhaps I should also have listened more to my Welsh grandmother and the stories she told me about Welsh mythology as a child. In the Welsh folk-law classic The Mabinogion, the story is told of a giant king called Bendigeidfran. His troops, whom he had led over to Ireland on a revenge mission, were unable to cross a broad river to pursue the enemy. Bendigeidfran lay across it, making himself into a human bridge for his men to march over.

This story gave rise to the Welsh proverb *A fo ben bid bont* (to be a leader you have to be a bridge). Which is perhaps a desirable position for a head teacher to achieve as we allow the children in our care to move from childhood to adulthood over the bridges we have built for them.

Appendix A

Document's Analysed

1. Central Government Agency

Ofsted Inspection Report _ January 2001

Ofsted Inspection Report – June 2003

Ofsted Inspection Report – January 2008

HMI Report – 2002

CSCi Report

CSCi Report

CSCi Report

CSCi Report

2. Local Government Agency

3. External Agency

Appendix B

Audit Commission – Core Leadership Skills

Inspire: Through:-

- the development of a shared vision which stakeholders buy into, stakeholder involvement in setting the vision is also considered necessary;
- acting as a role model for the organisation, leadership team behaviour is capable of sending both positive and negative messages;
- coaching, counselling and sponsoring talented employees at all levels.

Mobilise: Through:-

- communicating the vision to all stakeholders so that support for the change programme is secured;
- reassuring significant stakeholders that their voice is being listened to;
- focussing and prioritising, sustaining effort on the key priorities of the change programme.

Enable: Through:-

- Creating space and finding resources, having the capacity and willingness to make hard spending decisions, tensions will always exist where there are limited funds, its therefore essential the leadership team spends correctly;
- Recognising and accepting that change requires flexibility of people and investment, so that reprioritising and negotiation can take place effectively if resources need to be redeployed. Alongside this the leadership team must be able to recognise that change will require adjustments to job descriptions

- Making the key decisions quickly, change will only work if the organisation is confident that leadership will make the right decisions at the right time, the organisation should not experience no clear decision making or sense of urgency or purpose for improvement.

Navigate: Through:-

- Setting the course for change and translating the vision into a manageable programme.
- Co-ordinating the whole programme so that it stays on track
- Setting targets and monitoring performance, by setting overall targets the direction of the programme is determined, monitoring ensures that an overview of progress is maintained.

Appendix C

Duck's Change Curve

1. Stagnation – overall performance is static or declining either in absolute terms, or relative to stakeholder expectations. At this stage it is quite common to find more improvement on paper than in reality.
2. Preparation – At this stage, recognition typically dawns that overall performance is inadequate and continuing on the current path is inappropriate. This is often accompanied by a drop in morale. This is followed by an acceptance that change is needed, on a scale that requires upheaval as opposed to tinkering, that level of change in itself may require changes to senior personnel which is potentially destabilising. Once this is over a new/revised/rejuvenated team can focus on its central vision, setting targets for future performance and plan for change.
3. Implementation – This stage involves the translation of ideas into actions, it has the potential to be painful and involve the loss of jobs, it often involves a lot of effort for minimal observable gains.
4. Determination – The lag identified in the early stages of the implementation stage leaves an opening for doubt. Other priorities may draw the focus away from the original objectives. It therefore becomes essential that the leadership team remains focussed and determined to stick to the programme.
5. Fruition – By this stage operational changes have translated themselves into real results that are noticed by customers and stakeholders alike. As key figures move away from the change agenda back to more routine working roles step change has moved into continuous improvement.

Appendix D

Leadership Correlation Exercise

Instructions

1. Read the following definitions of approaches to leadership.
2. Read the list of quotations, each of the quotations in the table has an empty box at the end
3. Each of the definitions has been allocated an abbreviated label e.g. Distributed Leadership = DL
4. If you feel that you recognise a leadership approach within the quotation, could you please enter the abbreviated label into the box

Charismatic Leadership – CL

Charismatic leader is dependent on the personality strengths of the leader, as they use language to arouse strong emotions in their followers. This in turn allows the follower to identify with the task that needs to be completed, to align themselves with the vision / mission, which in turn develops a state of empowerment within the follower.

Transactional Leadership – TSL

Transactional leadership elicits change through the making of transactions with another party, which can be either through the issue of a reward or sanction, e.g. the teacher who progresses through the threshold onto the upper pay scale, with the converse being demotion for failing to sustain performance.

Transformational Leadership – TFL

Elicits change by the inspiration and stimulation of followers to achieve and in doing so allows those followers to develop their own leadership skill.

Moral Leadership – ML

Moral leadership is a transition state between charismatic and visionary leadership, charismatic as it entails leadership of a righteous crusade, visionary in that it develops a sense of mission / vision within an organization.

Distributed Leadership (Collegial / Collaborative / Invitational) – DL

Distributed leadership describes a pattern of leadership in which various persons on a number of differing occasions for differing reasons are perceived by their colleagues to exercise leadership.

Strategic Leadership – SL

A strategic leader means that your decisions appear more risky, your actions are more visible and achieving results is more complex. Strategic leadership is a process that is developed through appraisal and reflection, and enacted through relationships. It requires courage and persistence, but it does not require you to be a ‘heroic’ individual. It is more important to have clarity about what you want to achieve and to build credibility and trust with others.

Situational Leadership - STL

Is where a leadership approach has been determined by a particular event or situation.

Poor Leadership – PL

Poor leadership is often demonstrated by the following characteristics:-

- lack of participatory decision making
- lack of support
- micro-managing
- showing favouritism
- having unclear / unreasonable expectations
- muscle flexing
- contradictory body-language

	Quotation	Label
1.	‘The very good team work that exist’	
2.	‘Staff observe a code of practice, which includes asking permission to enter a pupil’s bed space’	
3.	‘Overwhelmed by his work load he is not always focusing on priorities or using his time effectively’	
4.	‘Particularly good progress has been made in this area, especially in the establishment of a new tier of teachers with management responsibilities’	

5.	‘Senior leaders have created a common sense of purpose’	
6.	‘The head teacher has also been successful in building the confidence of the wider staff team.’	
7.	‘The caretaker and staff are vigilant about health and safety matters’	
8.	‘At present, there is sometimes an individualized approach to improvement in various areas. A more whole school approach is required to guide improvements in the next phase of the school’	
9.	‘Because of the personal circumstances of a number of staff the head teacher feels unable to delegate responsibilities’	
10.	‘All staff work very well together as a team supporting and encouraging pupils’	
11.	‘A particular strength of the school is the way in which the school’s key values and principles are reflected clearly in all aspects of its work’	
12.	‘The head teacher has been prepared to take difficult decisions, sometimes resulting in changes to working practices, which have not been universally popular’	
13.	‘Links between teaching staff and care staff are good and there are clear channels of communication’	
14.	‘Prior to delegating supervision responsibilities to the senior residential social workers she had undertaken an initial individual supervision session with each member of the care team’	
15.	‘Staff trust his judgement and are in the main, working hard to	

	achieve the required improvements'	
16.	'Appropriately, tasks are increasingly being delegated to other staff'	
17.	'In the previous report, a major weakness identified was the acting head teacher's inability to delegate leadership and management tasks'	
18.	'There is a good open and supportive management structure in which all those working and living in the school are valued'	
19.	'The outstanding leadership and management of the head teacher and the governing body have successfully focused staff on improving the school further.'	
20.	'Senior managers and all other staff were very committed to providing high quality care for young people and were constantly monitoring and reviewing their practices to improve the services they were providing'	

Thank You

Drew

Name of respondent:

Appendix E

Central Government Agency

Document: 1

Context

Document Type	Office for Standards in Education Report carried out under section 10 of the School Inspections Act 1996
Author	Reporting Inspector
Date	15 th – 18 th January 2001
Background	This document is the report of the section 10 Ofsted inspection which placed the school in its serious weaknesses category. The report provides the base line from which improvements in the school have been measured against.
Format	The report amounts to 48 pages, 37 pages of which are of text, each page of text is of approximately 550 words, total words of analytical text amounts to approximately 21,500, the remaining pages are comprised of data tables, contents and contextual information
Credibility	The participatory review has confirmed that the document is a true representation of the school at the time the report was written.
Representativeness	The document was selected specifically to be typical to the aims of the research.
Meaning	The document conforms to a standard presentational format prescribed by Ofsted, reports are written to a common framework. There is a commonality of language within all the Ofsted reports which ensures that there is clarity of meaning within report and that they are comprehensible

Numerical – Quantitative

Leadership and Management as a title	3 references
Leadership and management as a function	7 references
Leadership as a function	2 references
Management as a function	9 references
Manager as a function	6 references

Numerical – Qualitative

The following quotations are drawn directly from the document and are representative of the document

- a) “The weaknesses in ... and in leadership and management means the school is not as effective as it could be.”
- b) “There are serious weaknesses in leadership and management at all levels.”

There are two references to the small number of managers having a negative impact on areas such as the curriculum, pupil standards, roles and responsibilities.

- c) “Leadership and management by the head teacher was judged to be unsatisfactory”
- d) “Parental responses indicated that they wanted to see improvements in the way the school was led and managed”
- e) “In response to parents’ concerns the leadership and management of the school is a serious weakness”

When considering the residential aspect of the school a judgement was made that the day to day management was good.

There tends to be a link between leadership as associated with a post then the management functions associated with that post e.g.

- f) “There are weaknesses in the leadership of the school at all levels ... This is having an effect on the management of the school.”
- g) “The acting head teacher is overburdened ... he is very much on his own when it comes to managing the school.”
- h) “The projected under spend of £43,000 is not ... though managers have ...”
- i) “Subject managers do not have...”
- j) “Secure the leadership of the school as a matter of urgency ... by appointing permanent managers.”

Several other sentences highlight the quality of subject management. However, in respect of Design Technology it identifies the leadership and management as being unsatisfactory.

Credibility: The participatory review has confirmed that the document is a true representation of the school at the time the report was written.

Leadership and Management Typologies Present

Distributed Leadership	<ul style="list-style-type: none"> e) 'The very good team work that exist', f) 'All staff work very well together as a team supporting and encouraging pupils', g) 'The caretaker and staff are vigilant about health and safety matters', h) 'All staff are vigilant to any signs of poor behaviour, bullying or harassment',
Moral Leadership	d) 'Staff observe a code of practice, which includes asking permission to enter a pupil's bed space.
Situational Leadership	e) 'Because of the personal circumstances of a number of staff the head teacher feels unable to delegate responsibilities'
Poor Leadership	f) 'Overwhelmed by his work load he is not always focusing on priorities or using his time effectively'

Change Methodologies Present

Incremental – Directive	None evident
Incremental - Organic	None evident
Step – Directive	<ul style="list-style-type: none"> a) She has developed an action plan to improve the residential care aspect further', b) 'Whilst a great deal of work has gone into producing the school improvement plan its effectiveness is limited'.
Step - Organic	None evident

National Standards for Head Teachers

Shaping the future	No references evident
Leading learning and teaching	The document highlights strengths in this area, in particular 'implements strategies which secure high standards of behaviour and attendance.' This is evidenced in the following quotation:- 'All staff are vigilant to any signs of poor behaviour, bullying or harassment'
Developing self and working with others	The document highlights failings in the following areas:- <ul style="list-style-type: none"> the failing to 'develop and maintain a culture of high expectations for self and for others and takes appropriate action when performance is unsatisfactory; and the failing to 'manage own work load and that of others to allow an appropriate work/life balance. This is evidenced in the following quotation:- 'Overwhelmed by his work load he is not always focusing on priorities or using his time effectively' However the following quotation does suggest that the head teacher is considering the work/life balance of his subordinates:- 'Because of the personal circumstances of a number of staff the head teacher feels unable to delegate responsibilities'
Managing the organisation	The document highlights failings in this area, in particular the failing to 'create an organisational structure which reflects the school's values, and enables the management systems, structures and processes to work effectively in line with legal requirements. This is evidenced in the following quotations:- "The weaknesses in ... and in leadership and management means the school is not as effective as it could be." "There are serious weaknesses in leadership and management at all levels." The document does highlight the following success for the head teacher in this area, in particular his ability to 'manage and organise the schools environment efficiently and effectively to ensure that it meets the needs of the curriculum and health and safety regulations. This is evidenced in the following quotation:- 'The caretaker and staff are vigilant about health and safety matters'
Securing accountability	No references evident.
Strengthening community	The document highlights a failing in this area in particular, the failing to create and maintain an effective partnership with parents and carers to support and improve pupils' achievement and personal development. This is evidenced in the following quotations:-

	<p>“Parental responses indicated that they wanted to see improvements in the way the school was led and managed”</p> <p>“In response to parents’ concerns the leadership and management of the school is a serious weakness”</p>
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Audit Commission Core Leadership Roles

Quotation Number	Not evident	Inspire			Mobilise			Enable			Navigate		
		Establish a shared vision	Role model for the organisation	Coaching staff	Communicating vision to secure support	Reassuring stakeholders	Focusing and prioritising for change	Creating space and finding resources	Managing constant change cycle	Making the right decisions on time	Translating vision into action	Keeping change on track	Monitoring performance
A	X												
B	X												
C	X												
D	X												
E	X												
F	X												
G	X												
H	X												
I	X												
J	X												
K								X					
L								X					
M								X					
N												X	
O		X											
P			X										
Q			X										
R									X				
S				X									

Document: 2

Context

Document Type	County Council Social Services Department Registration and Inspection Unit inspection report carried out under the provision of The Children Act 1989.
Author	Registration and Inspection Officer
Date	4 th December 2001
Background	This document is the report of an inspection carried out under regulations laid down in The Children Act 1989 and conducted by SSD on behalf of the Secretary of State for Education. The report provides the base line from which improvements in the school's boarding provision have been measured against.
Format	The report amounts to 15 pages, 9 pages of which are of text, each page of text is of approximately 350 words, total words of analytical text amounts to approximately 3,150, the remaining pages are comprised of data tables, contents and contextual information.
Credibility	The participatory review has confirmed that the document is a true representation of the school at the time the report was written.
Representativeness	The document was selected specifically to be typical to the aims of the research.
Meaning	The document conforms to a standard presentational format prescribed by the local authority, reports are written to a common framework. There is a commonality of language within all the local authority reports which ensures that there is clarity of meaning within report and that they are comprehensible.

Numerical – Quantitative

Leadership and Management as a title	0 references evident
Leadership and management as a function	0 references evident
Leadership as a function	0 references evident
Management as a function	1 reference evident
Manager as a function	0 references evident

Numerical – Qualitative

<p>The following quotation is drawn directly from the document and is representative of the document as it is the only reference.</p> <p>a) “There have been a number of welcome improvements to the overall management and care of the boarding pupils”. It is questionable whether the meaning actually</p>	
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refers to management processes associated with an organisation of a school, or as is more likely, it refers to the processes which control the pupils behaviour.

Leadership and Management Typologies Present

Distributed Leadership	b) 'Links between teaching staff and care staff are good and there are clear channels of communication'
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Change Methodologies Present

Incremental – Directive	No references evident
Incremental - Organic	No references evident
Step – Directive	No references evident
Step - Organic	No references evident

National Standards for Head Teachers

Shaping the future	The documents highlights strengths in this area, in particular 'ensures the vision for the school is clearly articulated, shared, understood and acted upon effectively by all. This evidenced in the following quotation:- 'The school has produced a comprehensive policy document linking the school's philosophy and practice discipline, the role of adults and physical intervention'.
Leading learning and teaching	No references evident
Developing self and working with others	No references evident
Managing the organisation	The documents highlights strengths in this area, in particular 'create an organisational structure which reflects the school's values, and enables the management systems, structures and processes to work effectively in line with legal requirements. This is evidenced in the following quotations:- 'Links between teaching staff and care staff are good and there are clear channels of communication'
Securing accountability	No references evident
Strengthening community	No references evident

Audit Commission core leadership roles

Table: Audit Commission – Core Leadership Skills

Quotation Number	Not evident	Inspire			Mobilise			Enable			Navigate		
		Establish a shared vision	Role model for the organisation	Coaching staff	Communicating vision to secure support	Reassuring stakeholders	Focussing and prioritising for change	Creating space and finding resources	Managing constant change cycle	Making the right decisions on time	Translating vision into action	Keeping change on track	Monitoring performance
A	X												
B											X		
C					X								

Document: 3

Context

Document Type	Office for Standards in Education Report carried out by Her Majesty's Inspectors of School (HMI)
Author	HMI
Date	24 th April 2002.
Background	This document is the report of an HMI Inspection designed as part of a broader inspection regime of schools who were judged under their section 10 Ofsted inspection to placed in a serious weaknesses category.
Format	The report amounts to 5 pages, all of which are of text, each page of text is of approximately 550 words, total words of analytical text amounts to approximately 2,750.
Credibility	The participatory review has confirmed that the document is a true representation of the school at the time the report was written.
Representativeness	The document was selected specifically to be typical to the aims of the research.
Meaning	The document conforms to a standard presentational format prescribed by Ofsted, reports are written to a common framework. There is a commonality of language within all the Ofsted reports which ensures that there is clarity of meaning within report and that they are comprehensible.

Numerical – Quantitative

Leadership and Management as a title	1 reference evident
Leadership and management as a function	0 references evident
Leadership as a function	1 reference evident
Management as a function	0 references evident
Manager as a function	0 references evident

Numerical – Qualitative

<p>The following quotations are drawn directly from the document and are representative of the document.</p> <p>a) “The management of the school is strengthened.” Refers directly to the appointment of the head teacher.</p> <p>b) “There have also been improvements in the leadership of major subject and management areas.”</p>	
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Leadership and Management Typologies Present

Poor Leadership	i) 'At present, there is sometimes an individualised approach to improvement in various areas. A more whole school approach is required to guide improvements in the next phase of the school'
Strategic Leadership	j) 'The head teacher has also been successful in building the confidence of the wider staff team. Staff trust his judgement and are in the main, working hard to achieve the required improvements'.

Change Methodologies Present

Incremental – Directive	No references evident
Incremental - Organic	No references evident
Step – Directive	k) 'The revised school improvement plan is in place and the priorities are being addressed methodically', l) 'The school recognises that next step is to consolidate some of these gains and to ensure that good practice is spread effectively across all staff'.
Step - Organic	No references evident

National Standards for Head Teachers

Shaping the future	The documents highlights strengths in this area, in particular, 'ensures the vision for the school is clearly articulated, shared, understood and acted upon effectively by all' and in 'motivates and works with others to create a shared culture and positive climate'. This is evidenced in the following quotation:- 'The head teacher has also been successful in building the confidence of the wider staff team. Staff trust his judgement and are in the main, working hard to achieve the required improvements'
Leading learning and teaching	The document highlights strengths in this area, in particular, 'ensures that learning is at the centre of strategic planning and resource management.' This is evidenced in the following quotation:- "There have also been improvements in the leadership of major subject and management areas."
Developing self and working with others	No references evident
Managing the organisation	The document highlights strengths in this area, in particular 'produces and implements clear, evidenced-based improvement plans and policies for the development of the school and its facilities. This is evidenced in the following quotations:- 'The revised school improvement plan is in place and the priorities are being addressed methodically', 'The school recognises that next step is to consolidate some of these

	gains and to ensure that good practice is spread effectively across all staff However, the following quotation also demonstrates that there is also a weakness in this area as well:- ‘At present, there is sometimes an individualised approach to improvement in various areas. A more whole school approach is required to guide improvements in the next phase of the school’
Securing accountability	No references evident
Strengthening community	No references evident

Audit Commission core leadership roles

Table: Audit Commission – Core Leadership Skills

Quotation Number	Not evident	Inspire			Mobilise			Enable			Navigate		
		Establish a shared vision	Role model for the organisation	Coaching staff	Communicating vision to secure support	Reassuring stakeholders	Focusing and prioritising for change	Creating space and finding resources	Managing constant change cycle	Making the right decisions on time	Translating vision into action	Keeping change on track	Monitoring performance
A	X												
B	X												
C	X												
D		X											
E												X	
F					X			X			X		
G											X		
H											X		
I												X	
J												X	
K	X												

Document: 4

Context

Document Type	Office for Standards in Education Report carried out under section 10 of the School Inspections Act 1996.
Author	Reporting Inspector
Date	30 th June – 3 rd July 2003.
Background	This document is the report of the section 10 Ofsted inspection which removed the school from its serious weaknesses category.
Format	The report amounts to 40 pages, 29 pages of which are of text, each page of text is of approximately 550 words, total words of analytical text amounts to approximately 11,500, the remaining pages are comprised of data tables, contents and contextual information.
Credibility	The participatory review has confirmed that the document is a true representation of the school at the time the report was written.
Representativeness	The document was selected specifically to be typical to the aims of the research.
Meaning	The document conforms to a standard presentational format prescribed by Ofsted, reports are written to a common framework. There is a commonality of language within all the Ofsted reports which ensures that there is clarity of meaning within report and that they are comprehensible.

Numerical – Quantitative

Leadership and Management as a title	1 reference evident
Leadership and management as a function	17 references evident
Leadership as a function	3 references evident
Management as a function	1 reference evident
Manager as a function	0 references evident

Numerical – Qualitative

<p>The following quotations are drawn directly from the document and are representative of the document.</p> <ul style="list-style-type: none"> a) “The school is well led and managed.” b) “... the current head teacher was appointed. His effective leadership has been a key factor in the good progress the school has made ...” This quote provides a clear link between leadership and school improvement. c) “... the acting head teacher’s inability to delegate leadership and management tasks.” d) “Particularly good progress has been made in this area, especially in the 	
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establishment of a new tier of teachers with management responsibilities... The quality of their leadership and management ranges from good to unsatisfactory.” The remaining references refer to how well individual subjects are led and managed, with judgements like very well, well, are satisfactory, are unsatisfactory and very good.

There is an unsatisfactory judgement about the leadership and management of Design Technology which was being led by the ex acting head teacher at the time of the 2001 Ofsted inspection. This judgement is supportive of my judgement about the credibility of the document as it serves to triangulate decisions across a number of Ofsted inspectors.

Leadership and Management Typologies Present

Distributed Leadership	‘Particularly good progress has been made in this area, especially in the establishment of a new tier of teachers with management responsibilities’, ‘Appropriately, tasks are increasingly being delegated to other staff’,
Moral Leadership	g) ‘A particular strength of the school is the way in which the school’s key values and principles are reflected clearly in all aspects of its work’.
Strategic Leadership	h) ‘The head teacher has been prepared to take difficult decisions, sometimes resulting in changes to working practices, which have not been universally popular.’
Poor Leadership	i) ‘In the previous report, a major weakness identified was the acting head teacher’s inability to delegate leadership and management tasks.

Change Methodologies Present

Incremental – Directive	No references evident
Incremental - Organic	No references evident
Step – Directive	No references evident
Step - Organic	No references evident

National Standards for Head Teachers

Shaping the future	The document highlights strengths in this area, in particular ‘ensures the vision for the school is clearly articulated, shared, understood and acted upon effectively by all’ and in ‘motivates and works with others to create a shared culture and positive climate’. This is evidenced in the following quotation:- ‘A particular strength of the school is the way in which the school’s key values and principles are reflected clearly in all aspects of its work’.
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Leading learning and teaching	The document highlights strengths in this area, in particular 'implements strategies which secure high standards of behaviour and attendance.' This is evidenced in the following quotation:- "Leadership of the residential provision has been secured." I highlight this quotation as the leadership of the residential provision was achieved by an appointment of a key member of staff, whose remit was set by the head teacher, this position is central to the establishment of good order in the school.
Developing self and working with others	No references evident
Managing the organisation	The document highlights strengths in this area, in particular 'manages the school's financial and human resources effectively and efficiently to achieve the school's educational goals and priorities. This is evidenced in the following quotation:- 'The head teacher has been prepared to take difficult decisions, sometimes resulting in changes to working practices, which have not been universally popular.'
Securing accountability	The documents highlights strengths in this area, in particular 'fulfills commitments arising from contractual accountability to the governing body' and 'develops a school ethos which enables everyone to work collaboratively, share knowledge and understanding, celebrate success and accept responsibility for outcomes'. This is evidenced in the following quotations:- "The school is well led and managed." "... the current head teacher was appointed. His effective leadership has been a key factor in the good progress the school has made ..."
Strengthening community	No references evident

Audit Commission core leadership roles

Table: Audit Commission – Core Leadership Skills

Quotation Number	Not evident	Inspire			Mobilise			Enable			Navigate		
		Establish a shared vision	Role model for the organisation	Coaching staff	Communicating vision to secure support	Reassuring stakeholders	Focusing and prioritising for change	Creating space and finding resources	Managing constant change cycle	Making the right decisions on time	Translating vision into action	Keeping change on track	Monitoring performance
A	X												
B											X		
C	X												
D								X					
E	X												
F								X					
G											X		
H							X						
I							X						
J			X										

Document: 5

Context

Document Type	Commission for Social Care Report carried out under the Care Standards Act 2000 and the Children Act 1989.
Author	Reporting Inspector
Date	2 nd February 2004.
Background	This document is the first report carried out by CSCi and reports on the quality of the care arrangements in the residential aspect of the school.
Format	The report amounts to 35 pages, 13 pages of which are of text, each page of text is of approximately 250 words, total words of analytical text amounts to approximately 5,750, the remaining pages are comprised of data tables, contents and contextual information.
Credibility	The participatory review has confirmed that the document is a true representation of the school at the time the report was written.
Representativeness	The document was selected specifically to be typical to the aims of the research.
Meaning	The document conforms to a standard presentational format prescribed by CSCi, reports are written to a common framework. There is a commonality of language within all the CSCi reports which ensures that there is clarity of meaning within report and that they are comprehensible.

Numerical – Quantitative

Leadership and Management as a title	2 references evident
Leadership and management as a function	0 references evident
Leadership as a function	3 references evident
Management as a function	2 references evident
Manager as a function	2 references evident

Numerical – Qualitative

<p>The following quotations are drawn directly from the document and are representative of the document.</p> <ul style="list-style-type: none"> a) “There was evidence that leadership in pastoral care needed to be improved.” b) “The management should ensure that all staff access all essential info.” c) “Management should ensure...” d) “Line managers who provide 1:1.” e) “The Head of Care has not established his leadership role. This was indicated by 	
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comments made by staff who commented that there was a lack of leadership and direction.”
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Leadership and Management Typologies Present

Poor Leadership	<p>a) “There was evidence that leadership in pastoral care needed to be improved.”</p> <p>f) “The Head of Care has not established his leadership role. This was indicated by comments made by staff who commented that there was a lack of leadership and direction.”</p>
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Change Methodologies Present

Incremental – Directive	No references evident
Incremental – Organic	No references evident
Step – Directive	No references evident
Step – Organic	No references evident

National Standards for Head Teachers

Shaping the future	No references evident
Leading learning and teaching	No references evident
Developing self and working with others	No references evident
Managing the organisation	No references evident
Securing accountability	No references evident
Strengthening community	No references evident

Audit Commission Core Leadership Roles

Table: Audit Commission – Core Leadership Skills

Quotation Number	Not evident	Inspire			Mobilise			Enable			Navigate		
		Establish a shared vision	Role model for the organisation	Coaching staff	Communicating vision to secure support	Reassuring stakeholders	Focusing and prioritising for change	Creating space and finding resources	Managing constant change cycle	Making the right decisions on time	Translating vision into action	Keeping change on track	Monitoring performance
A	X												
B	X												
C	X												
D	X												
E	X												

Document: 6

Context

Document Type	Commission for Social Care Report carried out under the Care Standards Act 2000 and the Children Act 1989
Author	Reporting Inspector
Date	4 th November 2004.
Background	This document is the second report carried out by CSCi and reports on the quality of the care arrangements in the residential aspect of the school.
Format	The report amounts to 37 pages, 21 pages of which are of text, each page of text is of approximately 250 words, total words of analytical text amounts to approximately 5,500, the remaining pages are comprised of data tables, contents and contextual information.
Credibility	The participatory review has confirmed that the document is a true representation of the school at the time the report was written.
Representativeness	The document was selected specifically to be typical to the aims of the research.
Meaning	The document conforms to a standard presentational format prescribed by CSCi, reports are written to a common framework. There is a commonality of language within all the CSCI reports which ensures that there is clarity of meaning within report and that they are comprehensible.

Numerical – Quantitative

Leadership and Management as a title	1 reference evident
Leadership and management as a function	0 references evident
Leadership as a function	0 references evident
Management as a function	1 reference evident
Manager as a function	1 reference evident

Numerical – Qualitative

The following quotations are drawn directly from the document and are representative of the document. There are no new judgements made in the document, the only judgment made is a cross reference to a judgment made in document 5, the remaining references are a title and a function.
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Leadership and Management Typologies Present

Dist	a) 'Prior to delegating supervision responsibilities to the senior
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	residential social workers she had undertaken an initial individual supervision session with each member of the care team’.
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Change Methodologies Present

Incremental – Directive	No references evident
Incremental - Organic	No references evident
Step – Directive	No references evident
Step - Organic	No references evident

National Standards for Head Teachers

Shaping the future	No references evident
Leading learning and teaching	No references evident
Developing self and working with others	No references evident
Managing the organisation	The documents highlights strengths in this area, in particular ‘implements successful performance management processes for all staff’. This is evidenced in the following quotation:- ‘Prior to delegating supervision responsibilities to the senior residential social workers she had undertaken an initial individual supervision session with each member of the care team’. The ‘she’ that the quotation refers to is the schools Residential Learning Manager, who has been delegated the task of ensuring appropriate performance management for the residential learning team.
Securing accountability	No references evident
Strengthening community	No references evident

Audit Commission Core Leadership Roles

Quotation Number	Not evident	Inspire			Mobilise			Enable			Navigate		
		Establish a shared vision	Role model for the organisation	Coaching staff	Communicating vision to secure support	Reassuring stakeholders	Focusing and prioritising for change	Creating space and finding resources	Managing constant change cycle	Making the right decisions on time	Translating vision into action	Keeping change on track	Monitoring performance
A				X									

Document: 7

Context

Document Type	Commission for Social Care Report carried out under the Care Standards Act 2000 and the Children Act 1989.
Author	Reporting Inspector
Date	18 th January 2006.
Background	This document is the third report carried out by CSCi and reports on the quality of the care arrangements in the residential aspect of the school.
Format	The report amounts to 22 pages, 15 pages of which are of text, each page of text is of approximately 250 words, total words of analytical text amounts to approximately 3,750, the remaining pages are comprised of data tables, contents and contextual information.
Credibility	The participatory review has confirmed that the document is a true representation of the school at the time the report was written.
Representativeness	The document was selected specifically to be typical to the aims of the research.
Meaning	The document conforms to a standard presentational format prescribed by CSCi, reports are written to a common framework. There is a commonality of language within all the CSCi reports which ensures that there is clarity of meaning within report and that they are comprehensible.

Numerical – Quantitative

Leadership and Management as a title	1 reference evident
Leadership and management as a function	0 references evident
Leadership as a function	0 references evident
Management as a function	1 reference evident
Manager as a function	1 reference evident

Numerical – Qualitative

The following quotations are drawn directly from the document and are representative of the document.	
a)	“The Head of Care is well supported and supervised by the head teacher and provides clear management for the care team.”
b)	“Senior managers and all other staff were very committed to providing high quality care.”

Leadership and Management Typologies Present

Distributed / Strategic / Transformational	‘Senior managers and all other staff were very committed to providing high quality care for young people and were constantly monitoring and reviewing their practices to improve the services they were providing’.
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Change Methodologies Present

Incremental – Directive	No references evident
Incremental - Organic	No references evident
Step – Directive	No references evident
Step - Organic	No references evident

National Standards for Head Teachers

Shaping the future	The documents highlights strengths in this area, in particular ‘works within the school community to translate the vision into agreed objectives and operational plans which will promote and sustain school improvement. This is evidenced in the following quotation:- ‘Senior managers and all other staff were very committed to providing high quality care for young people and were constantly monitoring and reviewing their practices to improve the services they were providing’.
Leading learning and teaching	No references evident
Developing self and working with others	No references evident
Managing the organisation	The documents highlights strengths in this area, in particular ‘implements successful performance management processes for all staff’. This is evidenced in the following quotation:- “The Head of Care is well supported and supervised by the head teacher and provides clear management for the care team.”
Securing accountability	No references evident
Strengthening community	No references evident

Audit Commission core leadership roles

Table: Audit Commission – Core Leadership Skills

Quotation Number	Not evident	Inspire			Mobilise			Enable			Navigate		
		Establish a shared vision	Role model for the organisation	Coaching staff	Communicating vision to secure support	Reassuring stakeholders	Focussing and prioritising for change	Creating space and finding resources	Managing constant change cycle	Making the right decisions on time	Translating vision into action	Keeping change on track	Monitoring performance
A				X									X
B											X		

Document: 8

Context

Document Type	Commission for Social Care Report carried out under the Care Standards Act 2000 and the Children Act 1989.
Author	Reporting Inspector
Date	28 th February 2007.
Background	This document is the fourth and final report carried out by CSCi and reports on the quality of the care arrangements in the residential aspect of the school.
Format	The report amounts to 24 pages, 18 pages of which are of text, each page of text is of approximately 250 words, total words of analytical text amounts to approximately 4,500, the remaining pages are comprised of data tables, contents and contextual information.
Credibility	The participatory review has confirmed that the document is a true representation of the school at the time the report was written.
Representativeness	The document was selected specifically to be typical to the aims of the research.
Meaning	The document conforms to a standard presentational format prescribed by CSCi, reports are written to a common framework. There is a commonality of language within all the CSCi reports which ensures that there is clarity of meaning within report and that they are comprehensible.

Numerical – Quantitative

Leadership and Management as a title	1 reference evident
Leadership and management as a function	0 references evident
Leadership as a function	0 references evident
Management as a function	2 references evident
Manager as a function	1 reference evident

Numerical – Qualitative

<p>The following quotations are drawn directly from the document and are representative of the document.</p> <p>a) “There is a good open supportive management structure.”</p> <p>The following two quotes are word for word copies of sentences in document 7</p> <p>b) “The Head of Care is well supported and supervised by the head teacher and provides clear management for the care team.”</p> <p>c) “Senior managers and all other staff were very committed to providing high quality care.”</p>

Leadership and Management Typologies Present

Moral leadership	‘There is a good open and supportive management structure in which all those working and living in the school are valued’,
Strategic Leadership	Senior managers and all other staff demonstrated a high commitment in providing good quality care for young people and have systems in place, which monitor and review their practice and improve the service.’

Change Methodologies Present

Incremental – Directive	No references evident
Incremental – Organic	No references evident
Step – Directive	No references evident
Step - Organic	No references evident

National Standards for Head Teachers

Shaping the future	The documents highlights strengths in this area, in particular ‘works within the school community to translate the vision into agreed objectives and operational plans which will promote and sustain school improvement. This is evidenced in the following quotation:- ‘There is a good open and supportive management structure in which all those working and living in the school are valued’, ‘Senior managers and all other staff demonstrated a high commitment in providing good quality care for young people and have systems in place, which monitor and review their practice and improve the service.’
Leading learning and teaching	No references evident
Developing self and working with others	No references evident
Managing the organization	The documents highlights strengths in this area, in particular ‘implements successful performance management processes for all staff’. This is evidenced in the following quotation:- “The Head of Care is well supported and supervised by the head teacher and provides clear management for the care team.”
Securing accountability	No references evident
Strengthening community	No references evident

Audit Commission Core Leadership Roles

Quotation Number	Not evident	Inspire			Mobilise			Enable			Navigate		
		Establish a shared vision	Role model for the organisation	Coaching staff	Communicating vision to secure support	Reassuring stakeholders	Focusing and prioritising for change	Creating space and finding resources	Managing constant change cycle	Making the right decisions on time	Translating vision into action	Keeping change on track	Monitoring performance
A				X									
B				X									X
C											X		
D													X

Document: 9

Context

Document Type	Office for Standards in Education Report carried out under Section 5 of the Education Act 2005.
Author	Reporting Inspector
Date	14 th – 15 th January 2008.
Background	This document is the first Ofsted report following changes to the inspection regime in September 2005.
Format	The report amounts to 11 pages, 4 pages of which are of text, each page of text is of approximately 550 words, total words of analytical text amounts to approximately 2,200, the remaining pages are comprised of data tables, contents and contextual information.
Credibility	The participatory review has confirmed that the document is a true representation of the school at the time the report was written.
Representativeness	The document was selected specifically to be typical to the aims of the research.
Meaning	The document conforms to a standard presentational format prescribed by Ofsted, reports are written to a common framework. There is a commonality of language within all the Ofsted reports which ensures that there is clarity of meaning within report and that they are comprehensible.

Numerical – Quantitative

Leadership and Management as a title	1 reference evident
Leadership and management as a function	2 references evident
Leadership as a function	1 reference evident
Management as a function	0 references evident
Manager as a function	2 references evident

Numerical – Qualitative

The following quotations are drawn directly from the document and are representative of the document. <ul style="list-style-type: none">a) “The head teacher provides excellent leadership and is instrumental in maintaining the very strong ethos for learning.”b) “Effective leadership and management of the boarding provision ensures provision is good.”c) “School and residential managers work effectively together.”d) “The outstanding leadership and management of the head teacher and governing body have successfully focussed staff on improving the school further.”	
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e) “Managers evaluate their work particularly well.”

Leadership and Management Typologies Present

Transformational Leadership	Senior leaders have created a common sense of purpose’
Distributed Leadership	‘The outstanding leadership and management of the head teacher and the governing body have successfully focused staff on improving the school further.’

Change Methodologies Present

Incremental – Directive	No references evident
Incremental – Organic	No references evident
Step – Directive	‘Managers evaluate their work particularly well and inspection judgements match the school’s self-evaluation exactly’
Step – Organic	No references evident

National Standards for Head Teachers

Shaping the future	No references evident
Leading learning and teaching	The document highlights strengths in this area, in particular ‘ensures a culture and ethos of challenge an support where pupils can achieve success and become engaged in their own learning. This is evidenced in the following quotation:- “The head teacher provides excellent leadership and is instrumental in maintaining the very strong ethos for learning.”
Developing self and working with others	The document highlights strengths in this area, in particular ‘ builds a collaborative learning culture within the school and actively engages with other schools to build effective learning communities’. This is evidenced in the following quotations:- ‘Senior leaders have created a common sense of purpose’, ‘School and residential managers work effectively together’,
Managing the organisation	The document highlights strengths in this area, in particular ‘produces and implements clear, evidenced based improvement plans and policies for the development of the school and its facilities. This is evidenced in the following quotations:- ‘Managers evaluate their work particularly well and inspection judgements match the school’s self-evaluation exactly’ ‘The outstanding leadership and management of the head teacher and the governing body have successfully focused staff on

	improving the school further.’
Securing accountability	The document highlights strengths in this area, in particular ‘fulfils commitments arising from contractual accountability to the governing body. This is evidenced in the following quotation:- ‘The outstanding leadership and management of the head teacher and the governing body have successfully focused staff on improving the school further.’
Strengthening community	No references evident

Audit Commission Core Leadership Roles

Quotation Number	Not evident	Inspire			Mobilise			Enable			Navigate		
		Establish a shared vision	Role model for the organisation	Coaching staff	Communicating vision to secure support	Reassuring stakeholders	Focusing and prioritising for change	Creating space and finding resources	Managing constant change cycle	Making the right decisions on time	Translating vision into action	Keeping change on track	Monitoring performance
A		X									X		
B											X		
C					X						X		
D												X	
E													X
F		X									X		

Document: 10

Context

Document Type	Office for Standards in Education Report carried out under the Care Standards Act 2000.
Author	Reporting Inspector
Date	18 th June 2008.
Background	This document is the first Ofsted report of the schools residential provision following changes to the inspection regime in April 2008, when the inspection of residential education was taken over from CSCi by Ofsted.
Format	The report amounts to 9 pages, 4 pages of which are of text, each page of text is of approximately 500 words, total words of analytical text amounts to approximately 2,000, the remaining pages are comprised of data tables, contents and contextual information.
Credibility	The participatory review has confirmed that the document is a true representation of the school at the time the report was written.
Representativeness	The document was selected specifically to be typical to the aims of the research.
Meaning	The document conforms to a standard presentational format prescribed by Ofsted, reports are written to a common framework. There is a commonality of language within all the Ofsted reports which ensures that there is clarity of meaning within report and that they are comprehensible.

Numerical – Quantitative

Leadership and Management as a title	0 references evident
Leadership and management as a function	0 references evident
Leadership as a function	0 references evident
Management as a function	0 references evident
Manager as a function	1 reference evident

Numerical – Qualitative

There were no judgements to analyse.

Leadership and Management Typologies Present

No typologies were identifiable

Change Methodologies Present

Incremental – Directive	0 references evident
Incremental – Organic	0 references evident
Step – Directive	0 references evident
Step – Organic	0 references evident

National Standards for Head Teachers

Shaping the future	0 references evident
Leading learning and teaching	0 references evident
Developing self and working with others	0 references evident
Managing the organization	0 references evident
Securing accountability	0 references evident
Strengthening community	0 references evident

Audit Commission Core Leadership Roles

None evident

Document: 11

Context

Document Type	Local Authority Advisor Notes of Visit
Author	Local Authority SEN Advisor
Date	8 th June 2001
Background	The visit was undertaken as part of the LA's Support Plan, the focus being lesson observations.
Format	The report amounts to 3 pages of text, each page of text is of approximately 350 words.
Credibility	The participatory review has confirmed that the document is a true representation of the school at the time the report was written.
Representativeness	The document was selected specifically to be typical to the aims of the research.
Meaning	The document conforms to a standard presentational format prescribed by the Local Authority, reports are written to a common framework. There is a commonality of language within all the Local Authority reports which ensures that there is clarity of meaning within report and that they are comprehensible.

Numerical – Quantitative

Leadership and Management as a title	1 reference evident
Leadership and management as a function	1 reference evident
Leadership as a function	0 references evident
Management as a function	0 references evident
Manager as a function	0 references evident

Numerical – Qualitative

The following quotation is drawn directly from the document and are representative of the document.

Q1. 'This meeting was very well managed by the head teacher'

Leadership and Management Typologies Present

No typologies present

Change Methodologies Present

Incremental – Directive	No references evident
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Incremental – Organic	No references evident
Step – Directive	No references evident
Step – Organic	No references evident

National Standards for Head Teachers

Shaping the future	No references evident
Leading learning and teaching	No references evident
Developing self and working with others	No references evident
Managing the organization	The document highlights strengths in this area, in particular the reference ‘This meeting was very well managed by the head teacher’
Securing accountability	No references evident
Strengthening community	No references evident

Audit Commission Core Leadership Roles

	Inspire			Mobilise			Enable			Navigate		
Quotation Number	Establish a shared vision	Role model for the organization	Coaching staff	Communicating vision to secure support	Reassuring stakeholders	Focussing and prioritising for change	Creating space and finding resources	Managing constant change cycle	Making the right decisions on time	Translating vision into action	Keeping change on track	Monitoring performance
Q1									X			

Document: 12

Context

Document Type	Local Authority Advisor Notes of Visit
Author	Local Authority Secondary Curriculum Advisor
Date	8 th June 2001
Background	The visit was undertaken as part of the LA's Support Plan, the focus being curriculum design and implementation.
Format	The report amounts to 1 and 1/2 pages of text, each page of text is of approximately 350 words
Credibility	The participatory review has confirmed that the document is a true representation of the school at the time the report was written.
Representativeness	The document was selected specifically to be typical to the aims of the research.
Meaning	The document conforms to a standard presentational format prescribed by the Local Authority, reports are written to a common framework. There is a commonality of language within all the Local Authority reports which ensures that there is clarity of meaning within report and that they are comprehensible.

Numerical – Quantitative

Leadership and Management as a title	No references evident
Leadership and management as a function	No references evident
Leadership as a function	No references evident
Management as a function	No references evident
Manager as a function	No references evident

Numerical – Qualitative

Not applicable as no references are evident

Leadership and Management Typologies Present

No methodologies evident

Change Methodologies Present

Incremental – Directive	No references evident
Incremental – Organic	No references evident

Step – Directive	No references evident
Step – Organic	No references evident

National Standards for Head Teachers

Shaping the future	No references evident
Leading learning and teaching	No references evident
Developing self and working with others	No references evident
Managing the organization	No references evident
Securing accountability	No references evident
Strengthening community	No references evident

Audit Commission Core Leadership Roles

No references evident

Document: 13

Context

Document Type	Local Authority Advisor Notes of Visit
Author	Local Authority SEN Advisor
Date	18 th June 2001
Background	The visit was undertaken as part of the LA's Support Plan, the focus being lesson observations.
Format	The report amounts to 1 page of text, each page of text is of approximately 350 words
Credibility	The participatory review has confirmed that the document is a true representation of the school at the time the report was written.
Representativeness	The document was selected specifically to be typical to the aims of the research.
Meaning	The document conforms to a standard presentational format prescribed by the Local Authority, reports are written to a common framework. There is a commonality of language within all the Local Authority reports which ensures that there is clarity of meaning within report and that they are comprehensible.

Numerical – Quantitative

Leadership and Management as a title	No references evident
Leadership and management as a function	No references evident
Leadership as a function	No references evident
Management as a function	No references evident
Manager as a function	No references evident

Numerical – Qualitative

Not applicable as no references are evident

Leadership and Management Typologies Present

No methodologies evident

Change Methodologies Present

Incremental – Directive	No references evident
Incremental – Organic	No references evident

Step – Directive	No references evident
Step – Organic	No references evident

National Standards for Head Teachers

Shaping the future	No references evident
Leading learning and teaching	No references evident
Developing self and working with others	No references evident
Managing the organization	No references evident
Securing accountability	No references evident
Strengthening community	No references evident

Audit Commission Core Leadership Roles

No references evident

Document: 14

Context

Document Type	Local Authority Advisor Notes of Visit
Author	Local Authority English Advisor
Date	20 th June 2001
Background	The visit was undertaken as part of the LA's Support Plan, the focus being curriculum development in English and Literacy.
Format	The report amounts to 1 page of text, each page of text is of approximately 350 words
Credibility	The participatory review has confirmed that the document is a true representation of the school at the time the report was written.
Representativeness	The document was selected specifically to be typical to the aims of the research.
Meaning	The document conforms to a standard presentational format prescribed by the Local Authority, reports are written to a common framework. There is a commonality of language within all the Local Authority reports which ensures that there is clarity of meaning within report and that they are comprehensible.

Numerical – Quantitative

Leadership and Management as a title	No references evident
Leadership and management as a function	No references evident
Leadership as a function	No references evident
Management as a function	No references evident
Manager as a function	No references evident

Numerical – Qualitative

Not applicable as no references were evident
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Leadership and Management Typologies Present

Distributed	Tenuous reference by referring to the job description title of co-coordinator
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Change Methodologies Present

Incremental – Directive	No references evident
Incremental – Organic	No references evident

Step – Directive	No references evident
Step – Organic	No references evident

National Standards for Head Teachers

Shaping the future	No references evident
Leading learning and teaching	No references evident
Developing self and working with others	No references evident
Managing the organization	No references evident
Securing accountability	No references evident
Strengthening community	No references evident

Audit Commission Core Leadership Roles

	Inspire			Mobilise			Enable			Navigate		
Quotation Number	Establish a shared vision	Role model for the organisation	Coaching staff	Communicating vision to secure support	Reassuring stakeholders	Focusing and prioritising for change	Creating space and finding resources	Managing constant change cycle	Making the right decisions on time	Translating vision into action	Keeping change on track	Monitoring performance
Q1							X					

Document: 15

Context

Document Type	Local Authority Advisor Notes of Visit
Author	The visit was undertaken as part of the LA's Support Plan, the focus being lesson observations.
Date	25 th June 2001
Background	The report amounts to 1 page of text, each page of text is of approximately 350 words
Format	The visit was undertaken as part of the LA's Support Plan, the focus being curriculum development in Music.
Credibility	The participatory review has confirmed that the document is a true representation of the school at the time the report was written.
Representativeness	The document was selected specifically to be typical to the aims of the research.
Meaning	The document conforms to a standard presentational format prescribed by the Local Authority, reports are written to a common framework. There is a commonality of language within all the Local Authority reports which ensures that there is clarity of meaning within report and that they are comprehensible.

Numerical – Quantitative

Leadership and Management as a title	No references evident
Leadership and management as a function	No references evident
Leadership as a function	No references evident
Management as a function	No references evident
Manager as a function	No references evident

Numerical – Qualitative

Not applicable as no references were evident
--

Leadership and Management Typologies Present

No methodologies evident

Change Methodologies Present

Incremental – Directive	No references evident
Incremental –	No references evident

Organic	
Step – Directive	No references evident
Step – Organic	No references evident

National Standards for Head Teachers

Shaping the future	No references evident
Leading learning and teaching	No references evident
Developing self and working with others	No references evident
Managing the organization	No references evident
Securing accountability	No references evident
Strengthening community	No references evident

Audit Commission Core Leadership Roles

No references evident

Document: 16

Context

Document Type	Local Authority Advisor Notes of Visit
Author	Local Authority CDT Advisor
Date	22 nd June 2001
Background	The visit was undertaken as part of the LA's Support Plan, the focus being curriculum development CDT.
Format	The report amounts to 3 pages of text, each page of text is of approximately 350 words
Credibility	The participatory review has confirmed that the document is a true representation of the school at the time the report was written.
Representativeness	The document was selected specifically to be typical to the aims of the research.
Meaning	The document conforms to a standard presentational format prescribed by the Local Authority, reports are written to a common framework. There is a commonality of language within all the Local Authority reports which ensures that there is clarity of meaning within report and that they are comprehensible.

Numerical – Quantitative

Leadership and Management as a title	No references evident
Leadership and management as a function	No references evident
Leadership as a function	No references evident
Management as a function	No references evident
Manager as a function	No references evident

Numerical – Qualitative

Not applicable as no references were evident
--

Leadership and Management Typologies Present

No typologies present

Change Methodologies Present

Incremental – Directive	No references evident
Incremental – Organic	No references evident

Step – Directive	No references evident
Step – Organic	No references evident

National Standards for Head Teachers

Shaping the future	No references evident
Leading learning and teaching	No references evident
Developing self and working with others	No references evident
Managing the organization	No references evident
Securing accountability	No references evident
Strengthening community	No references evident

Audit Commission Core Leadership Roles

No references evident

Document: 17

Context

Document Type	Local Authority Advisor Notes of Visit
Author	Local Authority Principal Advisor
Date	18 th July 2001
Background	The visit was undertaken as part of the LA's Support Plan, the focus being the monitoring of progress against the post Ofsted action plan.
Format	The report amounts to 1 page of text, each page of text is of approximately 350 words
Credibility	The participatory review has confirmed that the document is a true representation of the school at the time the report was written.
Representativeness	The document was selected specifically to be typical to the aims of the research.
Meaning	The document conforms to a standard presentational format prescribed by the Local Authority, reports are written to a common framework. There is a commonality of language within all the Local Authority reports which ensures that there is clarity of meaning within report and that they are comprehensible.

Numerical – Quantitative

Leadership and Management as a title	No references evident
Leadership and management as a function	No references evident
Leadership as a function	No references evident
Management as a function	No references evident
Manager as a function	No references evident

Numerical – Qualitative

Not applicable as no references were evident
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Leadership and Management Typologies Present

No typologies present

Change Methodologies Present

Incremental – Directive	No references evident
Incremental – Organic	No references evident

Step – Directive	No references evident
Step – Organic	No references evident

National Standards for Head Teachers

Shaping the future	
Leading learning and teaching	The document highlights a weakness in this area, in particular the reference Q1 'Progress against the Development of Monitoring and Evaluation policies is barely satisfactory because, despite completing most actions, the head teacher and deputy have not carried out classroom observations.'
Developing self and working with others	
Managing the organization	The document highlights a weakness in this area, in particular the reference Q1 as above.
Securing accountability	The document highlights a weakness in this area, in particular the reference Q1 as above.
Strengthening community	

Audit Commission Core Leadership Roles

	Inspire			Mobilise			Enable			Navigate		
Quotation Number	Establish a shared vision	Role model for the organisation	Coaching staff	Communicating vision to secure support	Reassuring stakeholders	Focusing and prioritising for change	Creating space and finding resources	Managing constant change cycle	Making the right decisions on time	Translating vision into action	Keeping change on track	Monitoring performance
Q1											X	X

Document: 18

Context

Document Type	Local Authority Advisor Notes of Visit
Author	Local Authority Principal Advisor
Date	6 th July 2001
Background	The visit was undertaken as part of the LA's Support Plan, the focus being monitoring of progress against the post Ofsted action plan.
Format	The report amounts to 3 pages of text, each page of text is of approximately 350 words
Credibility	The participatory review has confirmed that the document is a true representation of the school at the time the report was written.
Representativeness	The document was selected specifically to be typical to the aims of the research.
Meaning	The document conforms to a standard presentational format prescribed by the Local Authority, reports are written to a common framework. There is a commonality of language within all the Local Authority reports which ensures that there is clarity of meaning within report and that they are comprehensible.

Numerical – Quantitative

Leadership and Management as a title	6 References evident
Leadership and management as a function	No references evident
Leadership as a function	No references evident
Management as a function	No references evident
Manager as a function	No references evident

Numerical – Qualitative

Not applicable as no reference was evident
--

Leadership and Management Typologies Present

Distributed	Q1 ' The Senior management team has useful structures to support its work and a more appropriate set of arrangements to ensure that workloads are more evenly distributed'
-------------	--

Change Methodologies Present

Incremental – Directive	No references evident
Incremental –	No references evident

Organic	
Step – Directive	This is evident within the description of the documents purpose e.g. to monitor progress against a development plan, which by design is directive and composed of a series of interconnected steps.
Step – Organic	No references evident

National Standards for Head Teachers

Shaping the future	The document highlights a strength in this area, in particular the reference Q2' This will place the Senior Management Team in a strong position to produce a cohesive document in the medium and long term' (referring to the school development plan)
Leading learning and teaching	The document highlights a weakness in this area, in particular the reference Q3' Barely satisfactory progress has been made in this area, as yet no formal lesson observations have been made'
Developing self and working with others	No references evident
Managing the organization	The document highlights a strength in this area as Q1 above
Securing accountability	The document highlights a strength in this area, in particular Q4 'The Governing Body has taken positive steps to secure its full allocation of governors though this is not yet complete'.
Strengthening community	No references evident

Audit Commission Core Leadership Roles

	Inspire			Mobilise			Enable			Navigate		
Quotation Number	Establish a shared vision	Role model for the organization	Coaching staff	Communicating vision to secure support	Reassuring stakeholders	Focusing and prioritising for change	Creating space and finding resources	Managing constant change cycle	Making the right decisions on time	Translating vision into action	Keeping change on track	Monitoring performance
Q 1							X	X	X			
Q 2											X	
Q 3												X
Q 4					X							

Document: 19

Context

Document Type	Local Authority Advisor Notes of Visit
Author	Local Authority SEN Advisor
Date	18 th September 2001
Background	The visit was undertaken as part of the LA's Support Plan, the focus being lesson observations.
Format	The report amounts to 2 pages of text, each page of text is of approximately 350 words
Credibility	The participatory review has confirmed that the document is a true representation of the school at the time the report was written.
Representativeness	The document was selected specifically to be typical to the aims of the research.
Meaning	The document conforms to a standard presentational format prescribed by the Local Authority, reports are written to a common framework. There is a commonality of language within all the Local Authority reports which ensures that there is clarity of meaning within report and that they are comprehensible.

Numerical – Quantitative

Leadership and Management as a title	1 reference evident
Leadership and management as a function	No references evident
Leadership as a function	No references evident
Management as a function	1 reference evident
Manager as a function	No references evident

Numerical – Qualitative

The only reference is an oblique on where the document refers to the position of performance management team leaders.

Leadership and Management Typologies Present

Distributed	It is possible to extrapolate that if performance management has been delegated to team leaders then this demonstrates that distributed leadership is taking place within the school as evident in Q1 'I met with the Head teacher, and those members of staff designated as Performance Management Team leaders.'
-------------	--

Change Methodologies Present

Incremental – Directive	No references evident
Incremental - Organic	No references evident
Step – Directive	No references evident
Step - Organic	No references evident

National Standards for Head Teachers

Shaping the future	No references evident
Leading learning and teaching	No references evident
Developing self and working with others	The document highlights a strength in this areas in particular Q 1, as the process of performance management is intended to improve staff capacity
Managing the organisation	The document highlights a strength in this area in Q 1 as it indicates that management processes are happening
Securing accountability	The document highlights a strength in this area in Q 1 as the process of performance management hold staff accountable.
Strengthening community	No references evident

Audit Commission Core Leadership Roles

	Inspire			Mobilise			Enable			Navigate		
Quotation Number	Establish a shared vision	Role model for the organisation	Coaching staff	Communicating vision to secure support	Reassuring stakeholders	Focusing and prioritising for change	Creating space and finding resources	Managing constant change cycle	Making the right decisions on time	Translating vision into action	Keeping change on track	Monitoring performance
Q1												X

Document: 20

Context

Document Type	Local Authority Advisor Notes of Visit
Author	Local Authority CDT Advisor
Date	27 th September 2001
Background	The visit was undertaken as part of the LA's Support Plan, the focus being curriculum development in CDT.
Format	The report amounts to 2 and 1/2 pages of text, each page of text is of approximately 350 words
Credibility	The participatory review has confirmed that the document is a true representation of the school at the time the report was written.
Representativeness	The document was selected specifically to be typical to the aims of the research.
Meaning	The document conforms to a standard presentational format prescribed by the Local Authority, reports are written to a common framework. There is a commonality of language within all the Local Authority reports which ensures that there is clarity of meaning within report and that they are comprehensible.

Numerical – Quantitative

Leadership and Management as a title	No references evident
Leadership and management as a function	No references evident
Leadership as a function	No references evident
Management as a function	No references evident
Manager as a function	No references evident

Numerical – Qualitative

Not applicable as no references evident

Leadership and Management Typologies Present

No typologies evident

Change Methodologies Present

Incremental – Directive	No references evident
Incremental - Organic	No references evident

Step – Directive	No references evident
Step - Organic	No references evident

National Standards for Head Teachers

Shaping the future	No references evident
Leading learning and teaching	No references evident
Developing self and working with others	No references evident
Managing the organisation	No references evident
Securing accountability	No references evident
Strengthening community	No references evident

Audit Commission Core Leadership Roles

No references evident

Document: 21

Context

Document Type	Local Authority Advisor Notes of Visit
Author	Local Authority SEN Advisor
Date	2 nd October 2001
Background	The visit was undertaken as part of the LA's Support Plan, the focus being the future shape and development of the school.
Format	The report amounts to 1 and 1/2 pages of text, each page of text is of approximately 350 words
Credibility	The participatory review has confirmed that the document is a true representation of the school at the time the report was written.
Representativeness	The document was selected specifically to be typical to the aims of the research.
Meaning	The document conforms to a standard presentational format prescribed by the Local Authority, reports are written to a common framework. There is a commonality of language within all the Local Authority reports which ensures that there is clarity of meaning within report and that they are comprehensible.

Numerical – Quantitative

Leadership and Management as a title	1 reference
Leadership and management as a function	No references evident
Leadership as a function	No references evident
Management as a function	No references evident
Manager as a function	No references evident

Numerical – Qualitative

The only reference refers to the use of management as a term in performance management
--

Leadership and Management Typologies Present

Transformational Leadership	There is a tenuous reference as the commentary for performance management talks about appropriate and supportive professional interview for domestic staff, which will record individual development needs and achievements.
-----------------------------	--

Change Methodologies Present

Incremental – Directive	No references evident
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Incremental – Organic	No references evident
Step – Directive	No references evident
Step - Organic	No references evident

National Standards for Head Teachers

Shaping the future	No references evident
Leading learning and teaching	No references evident
Developing self and working with others	No references evident
Managing the organisation	The reference to performance management demonstrates clearly managing the organization
Securing accountability	No references evident
Strengthening community	No references evident

Audit Commission Core Leadership Roles

	Inspire			Mobilise			Enable			Navigate		
Quotation Number	Establish a shared vision	Role model for the organisation	Coaching staff	Communicating vision to secure support	Reassuring stakeholders	Focusing and prioritising for change	Creating space and finding resources	Managing constant change cycle	Making the right decisions on time	Translating vision into action	Keeping change on track	Monitoring performance
Q1												X

Document: 22

Context

Document Type	Local Authority Advisor Notes of Visit
Author	Local Authority CDT Advisor
Date	19 th October 2001
Background	The visit was undertaken as part of the LA's Support Plan, the focus being curriculum development in CDT.
Format	The report amounts to 2 pages of text, each page of text is of approximately 350 words
Credibility	The participatory review has confirmed that the document is a true representation of the school at the time the report was written.
Representativeness	The document was selected specifically to be typical to the aims of the research.
Meaning	The document conforms to a standard presentational format prescribed by the Local Authority, reports are written to a common framework. There is a commonality of language within all the Local Authority reports which ensures that there is clarity of meaning within report and that they are comprehensible.

Numerical – Quantitative

Leadership and Management as a title	No references evident
Leadership and management as a function	No references evident
Leadership as a function	No references evident
Management as a function	No references evident
Manager as a function	No references evident

Numerical – Qualitative

Not applicable as no references evident

Leadership and Management Typologies Present

Distributed Leadership	The use of terminology meeting with a co-coordinator for CDT suggest that distributed leadership is evident
------------------------	---

Change Methodologies Present

Incremental – Directive	No references evident
Incremental - Organic	No references evident

Step – Directive	No references evident
Step - Organic	No references evident

National Standards for Head Teachers

Shaping the future	No references evident
Leading learning and teaching	No references evident
Developing self and working with others	No references evident
Managing the organization	No references evident
Securing accountability	No references evident
Strengthening community	No references evident

Audit Commission Core Leadership Roles

	Inspire			Mobilise			Enable			Navigate		
Quotation Number	Establish a shared vision	Role model for the organisation	Coaching staff	Communicating vision to secure support	Reassuring stakeholders	Focusing and prioritising for change	Creating space and finding resources	Managing constant change cycle	Making the right decisions on time	Translating vision into action	Keeping change on track	Monitoring performance
Q1							X					

Document: 23

Context

Document Type	Local Authority Advisor Notes of Visit
Author	Local Authority Secondary Curriculum Advisor
Date	19 th October 2001
Background	The visit was undertaken as part of the LA's Support Plan, the focus being curriculum development and timetabling.
Format	The report amounts to 2 pages of text, each page of text is of approximately 350 words
Credibility	The participatory review has confirmed that the document is a true representation of the school at the time the report was written.
Representativeness	The document was selected specifically to be typical to the aims of the research.
Meaning	The document conforms to a standard presentational format prescribed by the Local Authority, reports are written to a common framework. There is a commonality of language within all the Local Authority reports which ensures that there is clarity of meaning within report and that they are comprehensible.

Numerical – Quantitative

Leadership and Management as a title	No references evident
Leadership and management as a function	No references evident
Leadership as a function	No references evident
Management as a function	No references evident
Manager as a function	No references evident

Numerical – Qualitative

Not applicable as no references were evident
--

Leadership and Management Typologies Present

No typologies evident

Change Methodologies Present

Incremental – Directive	No references evident
Incremental – Organic	No references evident

Step – Directive	No references evident
Step – Organic	No references evident

National Standards for Head Teachers

Shaping the future	No references evident
Leading learning and teaching	No references evident
Developing self and working with others	No references evident
Managing the organization	No references evident
Securing accountability	No references evident
Strengthening community	No references evident

Audit Commission Core Leadership Roles

No references evident

Document: 24

Context

Document Type	Local Authority Advisor Notes of Visit
Author	Local Authority SEN Advisor
Date	30 th October 2001
Background	The visit was undertaken as part of the LA's Support Plan, the focus being lesson observations.
Format	The report amounts to 1 and 1/2 pages of text, each page of text is of approximately 350 words
Credibility	The participatory review has confirmed that the document is a true representation of the school at the time the report was written.
Representativeness	The document was selected specifically to be typical to the aims of the research.
Meaning	The document conforms to a standard presentational format prescribed by the Local Authority, reports are written to a common framework. There is a commonality of language within all the Local Authority reports which ensures that there is clarity of meaning within report and that they are comprehensible.

Numerical – Quantitative

Leadership and Management as a title	1 reference
Leadership and management as a function	No references evident
Leadership as a function	No references evident
Management as a function	No references evident
Manager as a function	No references evident

Numerical – Qualitative

The only reference refers to the title senior manager, in relation to lesson observations carried out.
--

Leadership and Management Typologies Present

Distributed Leadership	The reference to senior managers carrying out lesson observation is demonstrative of distributed leadership
------------------------	---

Change Methodologies Present

Incremental – Directive	No references evident
Incremental –	No references evident

Organic	
Step – Directive	No references evident
Step – Organic	No references evident

National Standards for Head Teachers

Shaping the future	No references evident
Leading learning and teaching	The reference to senior managers observing lessons supports the action of leading learning and teaching
Developing self and working with others	No references evident
Managing the organization	No references evident
Securing accountability	No references evident
Strengthening community	No references evident

Audit Commission Core Leadership Roles

No references evident

Document: 25

Context

Document Type	Local Authority Advisor Notes of Visit
Author	Local Authority Principal Advisor
Date	19/20/21 November 2001
Background	The visit was undertaken as part of the LA's Support Plan, the focus being reviewing progress against the post Ofsted action plan.
Format	The report amounts to 4 and 1/2 pages of text, each page of text is of approximately 350 words
Credibility	The participatory review has confirmed that the document is a true representation of the school at the time the report was written.
Representativeness	The document was selected specifically to be typical to the aims of the research.
Meaning	The document conforms to a standard presentational format prescribed by the Local Authority, reports are written to a common framework. There is a commonality of language within all the Local Authority reports which ensures that there is clarity of meaning within report and that they are comprehensible.

Numerical – Quantitative

Leadership and Management as a title	2 references evident
Leadership and management as a function	1 reference evident
Leadership as a function	1 reference evident
Management as a function	No references evident
Manager as a function	No references evident

Numerical – Qualitative

Q1 'The overall leadership and management of the school by the head teacher and senior staff is now highly effective' and Q2 'There is now an effective Senior and Middle management team working together for the good of the school.'

Leadership and Management Typologies Present

Distributed	Is evidenced in Q 2 as the two tiers of management identified would support a distributed model. It is further evidenced directly in Q 3 'Work loads are now appropriately distributed'
-------------	---

Change Methodologies Present

Incremental –	No references evident
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Directive	
Incremental – Organic	No references evident
Step – Directive	This is evident within the description of the documents purpose e.g. to monitor progress against a development plan, which by design is directive and composed of a series of interconnected steps.
Step – Organic	No references evident

National Standards for Head Teachers

Shaping the future	No references evident
Leading learning and teaching	No references evident
Developing self and working with others	This is evidenced in Q 3 through implication if work loads are appropriately distributed then the assumption would be that there has to be working together for that process to happen
Managing the organization	This is evidenced in Q1 & Q 2 as both quotes comment on the quality of leadership and management.
Securing accountability	No references evident
Strengthening community	No references evident

Audit Commission Core Leadership Roles

	Inspire			Mobilise			Enable			Navigate		
Quotation Number	Establish a shared vision	Role model for the organisation	Coaching staff	Communicating vision to secure support	Reassuring stakeholders	Focusing and prioritising for change	Creating space and finding resources	Managing constant change cycle	Making the right decisions on time	Translating vision into action	Keeping change on track	Monitoring performance
Q1								X				
Q2								X				
Q3							X					

Document: 26

Context

Document Type	Local Authority Advisor Notes of Visit
Author	Local Authority Equalities Advisor
Date	30 th November 2001
Background	The visit was undertaken as part of the LA's Support Plan, the focus being exploring the schools response to multicultural dimensions.
Format	The report amounts to 1 page of text, each page of text is of approximately 350 words
Credibility	The participatory review has confirmed that the document is a true representation of the school at the time the report was written.
Representativeness	The document was selected specifically to be typical to the aims of the research.
Meaning	The document conforms to a standard presentational format prescribed by the Local Authority, reports are written to a common framework. There is a commonality of language within all the Local Authority reports which ensures that there is clarity of meaning within report and that they are comprehensible.

Numerical – Quantitative

Leadership and Management as a title	No references evident
Leadership and management as a function	No references evident
Leadership as a function	No references evident
Management as a function	No references evident
Manager as a function	No references evident

Numerical – Qualitative

Not applicable as no references were evident
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Leadership and Management Typologies Present

No typologies evident

Change Methodologies Present

Incremental – Directive	No references evident
Incremental - Organic	No references evident

Step – Directive	No references evident
Step - Organic	No references evident

National Standards for Head Teachers

Shaping the future	No references evident
Leading learning and teaching	No references evident
Developing self and working with others	No references evident
Managing the organisation	No references evident
Securing accountability	No references evident
Strengthening community	No references evident

Audit Commission Core Leadership Roles

No references evident

Document: 27

Context

Document Type	Local Authority Advisor Notes of Visit
Author	Local Authority SEN Advisor
Date	3 rd December 2001
Background	The visit was undertaken as part of the LA's Support Plan, the focus being curriculum development in English and literacy.
Format	The report amounts to 1 and 1/2 pages of text, each page of text is of approximately 350 words
Credibility	The participatory review has confirmed that the document is a true representation of the school at the time the report was written.
Representativeness	The document was selected specifically to be typical to the aims of the research.
Meaning	The document conforms to a standard presentational format prescribed by the Local Authority, reports are written to a common framework. There is a commonality of language within all the Local Authority reports which ensures that there is clarity of meaning within report and that they are comprehensible.

Numerical – Quantitative

Leadership and Management as a title	1 reference evident
Leadership and management as a function	1 reference evident
Leadership as a function	No references evident
Management as a function	No references evident
Manager as a function	No references evident

Numerical – Qualitative

The references refer as a title to the process of performance management and reference to the group 'senior managers'.
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Leadership and Management Typologies Present

Distributed	The follow quotation Q 1 demonstrates that management functions are shared 'Senior managers have used the information from these observations to further inform improvement priorities.'
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Change Methodologies Present

Incremental – Directive	No references evident
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Incremental - Organic	No references evident
Step – Directive	This is evidenced in Q 1 where managers are shown to be taking a sequenced and logical approach to improvement planning
Step - Organic	No references evident

National Standards for Head Teachers

Shaping the future	This is evidenced in Q 1 where analysed information is used to plan the next developmental steps.
Leading learning and teaching	In a subsection titled Monitoring the quality of teaching the following observation was recorded. Q 2 ‘All members of staff have been seen twice during the term’.
Developing self and working with others	No references evident
Managing the organisation	This is evidenced in Q1 and Q 2
Securing accountability	This is evidenced in Q 2, as the monitoring of teaching implies that teachers are being held accountable for their outcomes
Strengthening community	No references evident

Audit Commission Core Leadership Roles

	Inspire			Mobilise			Enable			Navigate		
Quotation Number	Establish a shared vision	Role model for the organisation	Coaching staff	Communicating vision to secure support	Reassuring stakeholders	Focusing and prioritising for change	Creating space and finding resources	Managing constant change cycle	Making the right decisions on time	Translating vision into action	Keeping change on track	Monitoring performance
Q1							X	X				X
Q2												X

Document: 28

Context

Document Type	Local Authority Advisor Notes of Visit
Author	Local Authority Principal Advisor
Date	6 th December 2001
Background	The visit was undertaken as part of the LA's Support Plan, the focus being the school's annual performance review.
Format	The report amounts to 1 and 1/2 pages of text, each page of text is of approximately 350 words and 1 page of numerical data
Credibility	The participatory review has confirmed that the document is a true representation of the school at the time the report was written.
Representativeness	The document was selected specifically to be typical to the aims of the research.
Meaning	The document conforms to a standard presentational format prescribed by the Local Authority, reports are written to a common framework. There is a commonality of language within all the Local Authority reports which ensures that there is clarity of meaning within report and that they are comprehensible.

Numerical – Quantitative

Leadership and Management as a title	1 reference evident
Leadership and management as a function	No references evident
Leadership as a function	No references evident
Management as a function	No references evident
Manager as a function	No references evident

Numerical – Qualitative

There is a subsection titled leadership and management within the report, there is no direct use of leadership and management in the body text of the report, however the following does evidence a function of leadership and management. Q 1 The 'SMT and governors are increasingly providing clear educational direction and clarity of purpose.'

Leadership and Management Typologies Present

No typologies evident

Change Methodologies Present

Incremental –	No references evident
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Directive	
Incremental - Organic	No references evident
Step – Directive	No references evident
Step - Organic	No references evident

National Standards for Head Teachers

Shaping the future	This is evidenced in Q 1 by ‘providing clear educational direction’.
Leading learning and teaching	No references evident
Developing self and working with others	No references evident
Managing the organisation	The use of SMT and governors in Q 1 demonstrates that organizational management extends beyond the head teacher
Securing accountability	This evidenced in Q 1 which demonstrates that governors are fulfilling their role and hence providing accountability
Strengthening community	No references evident

Audit Commission Core Leadership Roles

	Inspire			Mobilise			Enable			Navigate		
Quotation Number	Establish a shared vision	Role model for the organisation	Coaching staff	Communicating vision to secure support	Reassuring stakeholders	Focusing and prioritising for change	Creating space and finding resources	Managing constant change cycle	Making the right decisions on time	Translating vision into action	Keeping change on track	Monitoring performance
Q1	X				X			X			X	X

Document: 29

Context

Document Type	Local Authority Advisor Notes of Visit
Author	Local Authority PSHE Advisor
Date	13 th December 2001
Background	The visit was undertaken as part of the LA's Support Plan, the focus being curriculum development in PSHE.
Format	The report amounts to 1 page of text, each page of text is of approximately 350 words
Credibility	The participatory review has confirmed that the document is a true representation of the school at the time the report was written.
Representativeness	The document was selected specifically to be typical to the aims of the research.
Meaning	The document conforms to a standard presentational format prescribed by the Local Authority, reports are written to a common framework. There is a commonality of language within all the Local Authority reports which ensures that there is clarity of meaning within report and that they are comprehensible.

Numerical – Quantitative

Leadership and Management as a title	No references evident
Leadership and management as a function	No references evident
Leadership as a function	No references evident
Management as a function	No references evident
Manager as a function	No references evident

Numerical – Qualitative

Not applicable as no references were evident
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Leadership and Management Typologies Present

No typologies evident

Change Methodologies Present

Incremental – Directive	No references evident
Incremental - Organic	No references evident

Step – Directive	No references evident
Step - Organic	No references evident

National Standards for Head Teachers

Shaping the future	No references evident
Leading learning and teaching	No references evident
Developing self and working with others	No references evident
Managing the organisation	No references evident
Securing accountability	No references evident
Strengthening community	No references evident

Audit Commission Core Leadership Roles

No references evident

Document: 30

Context

Document Type	Local Authority Advisor Notes of Visit
Author	Local Authority SEN Advisor
Date	13 th December 2001
Background	The visit was undertaken as part of the LA's Support Plan, the focus being curriculum development in PSHE.
Format	The report amounts to 1 page of text, each page of text is of approximately 350 words
Credibility	The participatory review has confirmed that the document is a true representation of the school at the time the report was written.
Representativeness	The document was selected specifically to be typical to the aims of the research.
Meaning	The document conforms to a standard presentational format prescribed by the Local Authority, reports are written to a common framework. There is a commonality of language within all the Local Authority reports which ensures that there is clarity of meaning within report and that they are comprehensible.

Numerical – Quantitative

Leadership and Management as a title	No references evident
Leadership and management as a function	No references evident
Leadership as a function	No references evident
Management as a function	No references evident
Manager as a function	No references evident

Numerical – Qualitative

Not applicable as no references were evident
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Leadership and Management Typologies Present

No typologies were evident

Change Methodologies Present

Incremental – Directive	No references evident
Incremental - Organic	No references evident

Step – Directive	No references evident
Step - Organic	No references evident

National Standards for Head Teachers

Shaping the future	No references evident
Leading learning and teaching	No references evident
Developing self and working with others	No references evident
Managing the organisation	No references evident
Securing accountability	No references evident
Strengthening community	No references evident

Audit Commission Core Leadership Roles

No references evident

Document: 31

Context

Document Type	Local Authority Advisor Notes of Visit
Author	Local Authority SEN Advisor
Date	15 th January 2002
Background	The visit was undertaken as part of the LA's Support Plan, the focus being curriculum development in Literacy.
Format	The report amounts to 1 and 1/2 pages of text, each page of text is of approximately 350 words
Credibility	The participatory review has confirmed that the document is a true representation of the school at the time the report was written.
Representativeness	The document was selected specifically to be typical to the aims of the research.
Meaning	The document conforms to a standard presentational format prescribed by the Local Authority, reports are written to a common framework. There is a commonality of language within all the Local Authority reports which ensures that there is clarity of meaning within report and that they are comprehensible.

Numerical – Quantitative

Leadership and Management as a title	No references evident
Leadership and management as a function	No references evident
Leadership as a function	No references evident
Management as a function	No references evident
Manager as a function	No references evident

Numerical – Qualitative

No references evident

Leadership and Management Typologies Present

No typologies evident

Change Methodologies Present

Incremental – Directive	No references evident
Incremental - Organic	No references evident

Step – Directive	No references evident
Step - Organic	No references evident

National Standards for Head Teachers

Shaping the future	No references evident
Leading learning and teaching	No references evident
Developing self and working with others	No references evident
Managing the organisation	No references evident
Securing accountability	No references evident
Strengthening community	No references evident

Audit Commission Core Leadership Roles

No references evident

Document: 32

Context

Document Type	Local Authority Advisor Notes of Visit
Author	Local Authority Advisor for ICT
Date	29 th January 2002
Background	The visit was undertaken as part of the LA's Support Plan, the focus being curriculum development in ICT.
Format	The report amounts to 1 and 1/2 pages of text, each page of text is of approximately 350 words
Credibility	The participatory review has confirmed that the document is a true representation of the school at the time the report was written.
Representativeness	The document was selected specifically to be typical to the aims of the research.
Meaning	The document conforms to a standard presentational format prescribed by the Local Authority, reports are written to a common framework. There is a commonality of language within all the Local Authority reports which ensures that there is clarity of meaning within report and that they are comprehensible.

Numerical – Quantitative

Leadership and Management as a title	No references evident
Leadership and management as a function	No references evident
Leadership as a function	1 reference evident
Management as a function	No references evident
Manager as a function	No references evident

Numerical – Qualitative

There is a single reference to leadership or management Q 1 'The school is now well led and managed'.

Leadership and Management Typologies Present

Distributed	There is an oblique reference in Q 2 'Governors and senior staff need to complete their self-evaluation as preliminary to finalizing the SDP/SIP by the end of the spring term at the latest.'
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Change Methodologies Present

Incremental – Directive	No references evident
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Incremental - Organic	No references evident
Step – Directive	The reference to SDP/SIP in Q 2 is indicative of this form of change management
Step - Organic	No references evident

National Standards for Head Teachers

Shaping the future	This is evidenced in Q 2
Leading learning and teaching	No references evident
Developing self and working with others	No references evident
Managing the organisation	This is evidenced in Q 1
Securing accountability	This is evidenced in Q 2 as the use of governors identifies an accountability tier.
Strengthening community	No references evident

Audit Commission Core Leadership Roles

	Inspire			Mobilise			Enable			Navigate		
Quotation Number	Establish a shared vision	Role model for the organisation	Coaching staff	Communicating vision to secure support	Reassuring stakeholders	Focusing and prioritising for change	Creating space and finding resources	Managing constant change cycle	Making the right decisions on time	Translating vision into action	Keeping change on track	Monitoring performance
Q1										X		
Q2								X				

Document: 33

Context

Document Type	Local Authority Advisor Notes of Visit
Author	Local Authority Advisor for PSHE
Date	11 th March 2002
Background	The visit was undertaken as part of the LA's Support Plan, the focus being curriculum development in PSHE.
Format	The report amounts to 2 pages of text, each page of text is of approximately 350 words
Credibility	The participatory review has confirmed that the document is a true representation of the school at the time the report was written.
Representativeness	The document was selected specifically to be typical to the aims of the research.
Meaning	The document conforms to a standard presentational format prescribed by the Local Authority, reports are written to a common framework. There is a commonality of language within all the Local Authority reports which ensures that there is clarity of meaning within report and that they are comprehensible.

Numerical – Quantitative

Leadership and Management as a title	No references evident
Leadership and management as a function	No references evident
Leadership as a function	No references evident
Management as a function	No references evident
Manager as a function	No references evident

Numerical – Qualitative

Not applicable as no references were evident
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Leadership and Management Typologies Present

No typologies evident

Change Methodologies Present

Incremental – Directive	No references evident
Incremental - Organic	No references evident

Step – Directive	No references evident
Step - Organic	No references evident

National Standards for Head Teachers

Shaping the future	No references evident
Leading learning and teaching	No references evident
Developing self and working with others	No references evident
Managing the organisation	No references evident
Securing accountability	No references evident
Strengthening community	No references evident

Audit Commission Core Leadership Roles

No references evident

Document: 34

Context

Document Type	Local Authority Advisor Notes of Visit
Author	Local Authority Principal Advisor
Date	14 th March 2002
Background	The visit was undertaken as part of the LA's Support Plan, the focus being to evaluate the implementation of the Key Stage 3 Strategy.
Format	The report amounts to 1 and 1/2 pages of text, each page of text is of approximately 350 words
Credibility	The participatory review has confirmed that the document is a true representation of the school at the time the report was written.
Representativeness	The document was selected specifically to be typical to the aims of the research.
Meaning	The document conforms to a standard presentational format prescribed by the Local Authority, reports are written to a common framework. There is a commonality of language within all the Local Authority reports which ensures that there is clarity of meaning within report and that they are comprehensible.

Numerical – Quantitative

Leadership and Management as a title	No references evident
Leadership and management as a function	No references evident
Leadership as a function	No references evident
Management as a function	No references evident
Manager as a function	No references evident

Numerical – Qualitative

No references evident

Leadership and Management Typologies Present

Distributed	The report refers on 6 occasions to the job/role title of co-ordinator, this would suggest that leadership/management functions have been distributed.
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Change Methodologies Present

Incremental – Directive	No references evident
Incremental -	No references evident

Organic	
Step – Directive	No references evident
Step - Organic	No references evident

National Standards for Head Teachers

Shaping the future	No references evident
Leading learning and teaching	No references evident
Developing self and working with others	This is obliquely evidenced by the author of the reports use of the term co-ordinator, as it would imply that staff have been given developmental opportunities which arise out of the role of co-ordinator
Managing the organisation	This is evidenced well in the following Q 1 ‘The head teacher continues to appropriately implement the new arrangements for monitoring and evaluation.
Securing accountability	No references evident
Strengthening community	No references evident

Audit Commission Core Leadership Roles

	Inspire			Mobilise			Enable			Navigate		
Quotation Number	Establish a shared vision	Role model for the organisation	Coaching staff	Communicating vision to secure support	Reassuring stakeholders	Focusing and prioritising for change	Creating space and finding resources	Managing constant change cycle	Making the right decisions on time	Translating vision into action	Keeping change on track	Monitoring performance
Q1												X

Document: 35

Context

Document Type	Local Authority Advisor Notes of Visit
Author	Local Authority Advisor for ICT
Date	19 th March 2002
Background	The visit was undertaken as part of the LA's Support Plan, the focus being curriculum development in ICT.
Format	The report amounts to 3 pages of text, each page of text is of approximately 350 words
Credibility	The participatory review has confirmed that the document is a true representation of the school at the time the report was written.
Representativeness	The document was selected specifically to be typical to the aims of the research.
Meaning	The document conforms to a standard presentational format prescribed by the Local Authority, reports are written to a common framework. There is a commonality of language within all the Local Authority reports which ensures that there is clarity of meaning within report and that they are comprehensible.

Numerical – Quantitative

Leadership and Management as a title	No references evident
Leadership and management as a function	No references evident
Leadership as a function	No references evident
Management as a function	No references evident
Manager as a function	No references evident

Numerical – Qualitative

No references evident

Leadership and Management Typologies Present

Distributed	The report refers on 6 occasions to the job/role title of co-ordinator, this would suggest that leadership/management functions have been distributed.
-------------	--

Change Methodologies Present

Incremental – Directive	No references evident
Incremental -	No references evident

Organic	
Step – Directive	No references evident
Step - Organic	No references evident

National Standards for Head Teachers

Shaping the future	No references evident
Leading learning and teaching	No references evident
Developing self and working with others	No references evident
Managing the organisation	No references evident
Securing accountability	No references evident
Strengthening community	No references evident

Audit Commission Core Leadership Roles

No references evident

Document: 36

Context

Document Type	Local Authority Advisor Notes of Visit
Author	Local Authority Advisor for PSHE
Date	30 th September 2002
Background	The visit was undertaken as part of the LA's Support Plan, the focus being curriculum development in PSHE.
Format	The report amounts to 3 pages of text, each page of text is of approximately 350 words
Credibility	The participatory review has confirmed that the document is a true representation of the school at the time the report was written.
Representativeness	The document was selected specifically to be typical to the aims of the research.
Meaning	The document conforms to a standard presentational format prescribed by the Local Authority, reports are written to a common framework. There is a commonality of language within all the Local Authority reports which ensures that there is clarity of meaning within report and that they are comprehensible.

Numerical – Quantitative

Leadership and Management as a title	No references evident
Leadership and management as a function	No references evident
Leadership as a function	No references evident
Management as a function	No references evident
Manager as a function	No references evident

Numerical – Qualitative

Not applicable as no references were evident
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Leadership and Management Typologies Present

No typologies evident

Change Methodologies Present

Incremental – Directive	No references evident
Incremental - Organic	No references evident

Step – Directive	No references evident
Step - Organic	No references evident

National Standards for Head Teachers

Shaping the future	No references evident
Leading learning and teaching	No references evident
Developing self and working with others	No references evident
Managing the organisation	No references evident
Securing accountability	No references evident
Strengthening community	No references evident

Audit Commission Core Leadership Roles

No references evident

Document: 37

Context

Document Type	Local Authority Advisor Notes of Visit
Author	Local Authority Literacy Consultant
Date	9 th October 2002
Background	The visit was undertaken as part of the LA's Support Plan, the focus being to discuss ways of supporting the writing of Individual Education Plans for Literacy and the work of teaching assistants.
Format	The report amounts to 1 and 1/2 pages of text, each page of text is of approximately 350 words
Credibility	The participatory review has confirmed that the document is a true representation of the school at the time the report was written.
Representativeness	The document was selected specifically to be typical to the aims of the research.
Meaning	The document conforms to a standard presentational format prescribed by the Local Authority, reports are written to a common framework. There is a commonality of language within all the Local Authority reports which ensures that there is clarity of meaning within report and that they are comprehensible.

Numerical – Quantitative

Leadership and Management as a title	No references evident
Leadership and management as a function	No references evident
Leadership as a function	No references evident
Management as a function	No references evident
Manager as a function	No references evident

Numerical – Qualitative

Not applicable as no references were evident
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Leadership and Management Typologies Present

No typologies evident

Change Methodologies Present

Incremental – Directive	No references evident
Incremental -	No references evident

Organic	
Step – Directive	No references evident
Step - Organic	No references evident

National Standards for Head Teachers

Shaping the future	No references evident
Leading learning and teaching	No references evident
Developing self and working with others	No references evident
Managing the organisation	No references evident
Securing accountability	No references evident
Strengthening community	No references evident

Audit Commission Core Leadership Roles

No references evident

Document: 38

Context

Document Type	Local Authority Advisor Notes of Visit
Author	Local Authority SEN Advisor
Date	9 th October 2002
Background	The visit was undertaken as part of the LA's Support Plan, the focus being the schools annual performance review.
Format	The report amounts to 3 pages of text, each page of text is of approximately 350 words
Credibility	The participatory review has confirmed that the document is a true representation of the school at the time the report was written.
Representativeness	The document was selected specifically to be typical to the aims of the research.
Meaning	The document conforms to a standard presentational format prescribed by the Local Authority, reports are written to a common framework. There is a commonality of language within all the Local Authority reports which ensures that there is clarity of meaning within report and that they are comprehensible.

Numerical – Quantitative

Leadership and Management as a title	1 reference evident (management only)
Leadership and management as a function	No references evident
Leadership as a function	No references evident
Management as a function	1 reference evident
Manager as a function	No references evident

Numerical – Qualitative

The following is the only direct reference Q 1 'Financial management is a significant strength of the school's work'.

Leadership and Management Typologies Present

No typologies evident

Change Methodologies Present

Incremental – Directive	No references evident
Incremental -	No references evident

Organic	
Step – Directive	No references evident
Step - Organic	No references evident

National Standards for Head Teachers

Shaping the future	No references evident
Leading learning and teaching	No references evident
Developing self and working with others	No references evident
Managing the organisation	This is evidenced well in Q 1.
Securing accountability	No references evident
Strengthening community	No references evident

Audit Commission Core Leadership Roles

	Inspire			Mobilise			Enable			Navigate		
Quotation Number	Establish a shared vision	Role model for the organisation	Coaching staff	Communicating vision to secure support	Reassuring stakeholders	Focusing and prioritising for change	Creating space and finding resources	Managing constant change cycle	Making the right decisions on time	Translating vision into action	Keeping change on track	Monitoring performance
Q1							X					

Document: 39

Context

Document Type	Local Authority Advisor Notes of Visit
Author	Local Authority Literacy Consultant
Date	26 th March 2003
Background	The visit was undertaken as part of the LA's Support Plan, the focus being reviewing the developments in Literacy.
Format	The report amounts to and 1/2 pages of text, each page of text is of approximately 350 words
Credibility	The participatory review has confirmed that the document is a true representation of the school at the time the report was written.
Representativeness	The document was selected specifically to be typical to the aims of the research.
Meaning	The document conforms to a standard presentational format prescribed by the Local Authority, reports are written to a common framework. There is a commonality of language within all the Local Authority reports which ensures that there is clarity of meaning within report and that they are comprehensible.

Numerical – Quantitative

Leadership and Management as a title	No references evident
Leadership and management as a function	No references evident
Leadership as a function	No references evident
Management as a function	No references evident
Manager as a function	No references evident

Numerical – Qualitative

Not applicable as no references were evident
--

Leadership and Management Typologies Present

No typologies evident

Change Methodologies Present

Incremental – Directive	No references evident
Incremental - Organic	No references evident

Step – Directive	No references evident
Step - Organic	No references evident

National Standards for Head Teachers

Shaping the future	No references evident
Leading learning and teaching	No references evident
Developing self and working with others	No references evident
Managing the organisation	No references evident
Securing accountability	No references evident
Strengthening community	No references evident

Audit Commission Core Leadership Roles

No references evident

Document: 40

Context

Document Type	Local Authority Advisor Notes of Visit
Author	Local Authority Science Consultant
Date	10 th March 2003
Background	The visit was undertaken as part of the LA's Support Plan, the focus being curriculum development in Science.
Format	The report amounts to 1 page of text, each page of text is of approximately 350 words
Credibility	The participatory review has confirmed that the document is a true representation of the school at the time the report was written.
Representativeness	The document was selected specifically to be typical to the aims of the research.
Meaning	The document conforms to a standard presentational format prescribed by the Local Authority, reports are written to a common framework. There is a commonality of language within all the Local Authority reports which ensures that there is clarity of meaning within report and that they are comprehensible.

Numerical – Quantitative

Leadership and Management as a title	No references evident
Leadership and management as a function	No references evident
Leadership as a function	No references evident
Management as a function	No references evident
Manager as a function	No references evident

Numerical – Qualitative

Not applicable as no references were evident
--

Leadership and Management Typologies Present

No typologies evident

Change Methodologies Present

Incremental – Directive	No references evident
Incremental - Organic	No references evident

Step – Directive	No references evident
Step - Organic	No references evident

National Standards for Head Teachers

Shaping the future	No references evident
Leading learning and teaching	No references evident
Developing self and working with others	No references evident
Managing the organisation	No references evident
Securing accountability	No references evident
Strengthening community	No references evident

Audit Commission Core Leadership Roles

No references evident

Document: 41

Context

Document Type	Local Authority Advisor Notes of Visit
Author	Local Authority Advisor for SEN
Date	11 th March 2004
Background	The visit was undertaken as part of the LA's Support Plan, the focus being discussing the Spring term agenda, and issues related to the school budget and Partnership planning.
Format	The report amounts to 1 and 1/2 pages of text, each page of text is of approximately 350 words
Credibility	The participatory review has confirmed that the document is a true representation of the school at the time the report was written.
Representativeness	The document was selected specifically to be typical to the aims of the research.
Meaning	The document conforms to a standard presentational format prescribed by the Local Authority, reports are written to a common framework. There is a commonality of language within all the Local Authority reports which ensures that there is clarity of meaning within report and that they are comprehensible.

Numerical – Quantitative

Leadership and Management as a title	No references evident
Leadership and management as a function	No references evident
Leadership as a function	1 reference evident
Management as a function	No references evident
Manager as a function	No references evident

Numerical – Qualitative

The single reference refers to the function of leading Q 1 'the head teacher continues to lead the thinking of all members of staff on how the school can best operate'.
--

Leadership and Management Typologies Present

No typologies evident

Change Methodologies Present

Incremental – Directive	No references evident
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Incremental - Organic	No references evident
Step – Directive	No references evident
Step - Organic	No references evident

National Standards for Head Teachers

Shaping the future	This is evidenced well in Q 1.
Leading learning and teaching	No references evident
Developing self and working with others	No references evident
Managing the organisation	This is evidenced well in Q 1.
Securing accountability	No references evident
Strengthening community	No references evident

Audit Commission Core Leadership Roles

	Inspire			Mobilise			Enable			Navigate		
Quotation Number	Establish a shared vision	Role model for the organisation	Coaching staff	Communicating vision to secure support	Reassuring stakeholders	Focusing and prioritising for change	Creating space and finding resources	Managing constant change cycle	Making the right decisions on time	Translating vision into action	Keeping change on track	Monitoring performance
Q1			X									

Document: 42

Context

Document Type	Local Authority Advisor Notes of Visit
Author	Local Authority Science Consultant
Date	3 rd March 2004
Background	The visit was undertaken as part of the LA's Support Plan, the focus being curriculum development in Science around ICT.
Format	The report amounts to 1/2 page of text, each page of text is of approximately 350 words
Credibility	The participatory review has confirmed that the document is a true representation of the school at the time the report was written.
Representativeness	The document was selected specifically to be typical to the aims of the research.
Meaning	The document conforms to a standard presentational format prescribed by the Local Authority, reports are written to a common framework. There is a commonality of language within all the Local Authority reports which ensures that there is clarity of meaning within report and that they are comprehensible.

Numerical – Quantitative

Leadership and Management as a title	No references evident
Leadership and management as a function	No references evident
Leadership as a function	No references evident
Management as a function	No references evident
Manager as a function	No references evident

Numerical – Qualitative

Not applicable as no references were evident
--

Leadership and Management Typologies Present

No typologies evident

Change Methodologies Present

Incremental – Directive	No references evident
Incremental - Organic	No references evident

Step – Directive	No references evident
Step - Organic	No references evident

National Standards for Head Teachers

Shaping the future	No references evident
Leading learning and teaching	No references evident
Developing self and working with others	No references evident
Managing the organisation	No references evident
Securing accountability	No references evident
Strengthening community	No references evident

Audit Commission Core Leadership Roles

No references evident

Document: 43

Context

Document Type	Local Authority Advisor Notes of Visit
Author	Local Authority SEN Advisor
Date	11 th May 2004
Background	The visit was undertaken as part of the LA's Support Plan, the focus being to discuss the agenda for the Summer term visit and the outcomes for Key Stage 4 pupils on flexible placements.
Format	The report amounts to 2 pages of text, each page of text is of approximately 350 words
Credibility	The participatory review has confirmed that the document is a true representation of the school at the time the report was written.
Representativeness	The document was selected specifically to be typical to the aims of the research.
Meaning	The document conforms to a standard presentational format prescribed by the Local Authority, reports are written to a common framework. There is a commonality of language within all the Local Authority reports which ensures that there is clarity of meaning within report and that they are comprehensible.

Numerical – Quantitative

Leadership and Management as a title	No references evident
Leadership and management as a function	1 reference evident
Leadership as a function	No references evident
Management as a function	No references evident
Manager as a function	No references evident

Numerical – Qualitative

The single reference others nothing substantive in making a judgment about quality, it refers to a process Q 1 'I met with the Deputy Head teacher to discuss the further development of leadership and management in the school.

Leadership and Management Typologies Present

No typologies evident

Change Methodologies Present

Incremental –	No references evident
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Directive	
Incremental - Organic	No references evident
Step – Directive	No references evident
Step - Organic	No references evident

National Standards for Head Teachers

Shaping the future	No references evident
Leading learning and teaching	No references evident
Developing self and working with others	No references evident
Managing the organisation	No references evident
Securing accountability	No references evident
Strengthening community	No references evident

Audit Commission Core Leadership Roles

No references evident

Document: 44

Context

Document Type	Local Authority Advisor Notes of Visit
Author	Local Authority Advisor for Outdoor Education
Date	28 th June 2004
Background	To monitor the safety procedures and arrangements for off-site visits
Format	The report amounts to 1 and 1/2 pages of text, each page of text is of approximately 350 words
Credibility	The participatory review has confirmed that the document is a true representation of the school at the time the report was written.
Representativeness	The document was selected specifically to be typical to the aims of the research.
Meaning	The document conforms to a standard presentational format prescribed by the Local Authority, reports are written to a common framework. There is a commonality of language within all the Local Authority reports which ensures that there is clarity of meaning within report and that they are comprehensible.

Numerical – Quantitative

Leadership and Management as a title	No references evident
Leadership and management as a function	No references evident
Leadership as a function	1reference evident
Management as a function	1 reference evident
Manager as a function	No references evident

Numerical – Qualitative

The first reference has a tenuous connection as it describes a function Q 1 ‘These are organized and managed by the teaching staff’ and refers to off-site educational activities. Q 2 is also tenuous in that it refers to training needs of staff to manage off-site educational activities ‘The school has identified a need to provide leadership training for the staff in a number of activities.’
--

Leadership and Management Typologies Present

No typologies evident

Change Methodologies Present

Incremental –	No references evident
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Directive	
Incremental - Organic	No references evident
Step – Directive	No references evident
Step - Organic	No references evident

National Standards for Head Teachers

Shaping the future	No references evident
Leading learning and teaching	No references evident
Developing self and working with others	No references evident
Managing the organisation	No references evident
Securing accountability	No references evident
Strengthening community	No references evident

Audit Commission Core Leadership Roles

No references evident

Document: 45

Context

Document Type	Local Authority Advisor Notes of Visit
Author	Local Authority Literacy Consultant
Date	20 th October 2004
Background	The report refers to a visit designed to allow the strategy manager to gain an overview of the support that the school is receiving as part of the Key Stage 3 strategy
Format	The report amounts to 1 page of text, each page of text is of approximately 350 words
Credibility	The participatory review has confirmed that the document is a true representation of the school at the time the report was written.
Representativeness	The document was selected specifically to be typical to the aims of the research.
Meaning	The document conforms to a standard presentational format prescribed by the Local Authority, reports are written to a common framework. There is a commonality of language within all the Local Authority reports which ensures that there is clarity of meaning within report and that they are comprehensible.

Numerical – Quantitative

Leadership and Management as a title	No references evident
Leadership and management as a function	No references evident
Leadership as a function	No references evident
Management as a function	No references evident
Manager as a function	No references evident

Numerical – Qualitative

Not applicable as no references were evident
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Leadership and Management Typologies Present

No typologies were evident

Change Methodologies Present

Incremental – Directive	No references evident
Incremental -	No references evident

Organic	
Step – Directive	No references evident
Step - Organic	No references evident

National Standards for Head Teachers

Shaping the future	No references evident
Leading learning and teaching	No references evident
Developing self and working with others	No references evident
Managing the organisation	No references evident
Securing accountability	No references evident
Strengthening community	No references evident

Audit Commission Core Leadership Roles

No references evident

Document: 46

Context

Document Type	Local Authority Advisor Notes of Visit
Author	Local Authority ICT Advisor
Date	15 th November 2004
Background	The meeting was arranged to update the school on developments in Key Stage 3 ICT
Format	The report amounts to 1 page of text, each page of text is of approximately 350 words
Credibility	The participatory review has confirmed that the document is a true representation of the school at the time the report was written.
Representativeness	The document was selected specifically to be typical to the aims of the research.
Meaning	The document conforms to a standard presentational format prescribed by the Local Authority, reports are written to a common framework. There is a commonality of language within all the Local Authority reports which ensures that there is clarity of meaning within report and that they are comprehensible.

Numerical – Quantitative

Leadership and Management as a title	No references evident
Leadership and management as a function	No references evident
Leadership as a function	No references evident
Management as a function	No references evident
Manager as a function	No references evident

Numerical – Qualitative

Not applicable as no references were evident
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Leadership and Management Typologies Present

No typologies were evident

Change Methodologies Present

Incremental – Directive	No references evident
Incremental - Organic	No references evident

Step – Directive	No references evident
Step - Organic	No references evident

National Standards for Head Teachers

Shaping the future	No references evident
Leading learning and teaching	No references evident
Developing self and working with others	No references evident
Managing the organisation	No references evident
Securing accountability	No references evident
Strengthening community	No references evident

Audit Commission Core Leadership Roles

No references evident

Document: 47

Context

Document Type	Local Authority Advisor Notes of Visit
Author	Local Authority SEN Advisor
Date	22 nd November 2004
Background	The report provides a summary of the Joint Annual Performance Review
Format	The report amounts to 1 and 1/2 pages of text, each page of text is of approximately 350 words
Credibility	The participatory review has confirmed that the document is a true representation of the school at the time the report was written.
Representativeness	The document was selected specifically to be typical to the aims of the research.
Meaning	The document conforms to a standard presentational format prescribed by the Local Authority, reports are written to a common framework. There is a commonality of language within all the Local Authority reports which ensures that there is clarity of meaning within report and that they are comprehensible.

Numerical – Quantitative

Leadership and Management as a title	3 references evident
Leadership and management as a function	No references evident
Leadership as a function	No references evident
Management as a function	No references evident
Manager as a function	No references evident

Numerical – Qualitative

The only references are contained within references to section 8 of the SEF Leadership and management

Leadership and Management Typologies Present

No typologies evident

Change Methodologies Present

Incremental – Directive	No references evident
Incremental –	No references evident

Organic	
Step – Directive	No references evident
Step - Organic	No references evident

National Standards for Head Teachers

Shaping the future	No references evident
Leading learning and teaching	No references evident
Developing self and working with others	No references evident
Managing the organisation	This is well highlighted in the following reference Q 1 ‘The role of the Chair of Governors in making further progress in this aspect was significant’. This refers specifically to the recruitment processes around CDT
Securing accountability	Q 1 also demonstrates accountability as the involvement of the chair of governors demonstrates that the head teacher is not acting singularly but is acting with the body he is accountable to.
Strengthening community	No references evident

Audit Commission Core Leadership Roles

	Inspire			Mobilise			Enable			Navigate		
Quotation Number	Establish a shared vision	Role model for the organisation	Coaching staff	Communicating vision to secure support	Reassuring stakeholders	Focusing and prioritising for change	Creating space and finding resources	Managing constant change cycle	Making the right decisions on time	Translating vision into action	Keeping change on track	Monitoring performance
Q1							X					

Document: 48

Context

Document Type	Local Authority Advisor Notes of Visit
Author	Local Authority CDT Advisor
Date	4 th February 2005
Background	Report of a meeting designed to establish training needs of non-specialist staff in CDT
Format	The report amounts to 1 page of text, each page of text is of approximately 350 words
Credibility	The participatory review has confirmed that the document is a true representation of the school at the time the report was written.
Representativeness	The document was selected specifically to be typical to the aims of the research.
Meaning	The document conforms to a standard presentational format prescribed by the Local Authority, reports are written to a common framework. There is a commonality of language within all the Local Authority reports which ensures that there is clarity of meaning within report and that they are comprehensible.

Numerical – Quantitative

Leadership and Management as a title	No references evident
Leadership and management as a function	No references evident
Leadership as a function	No references evident
Management as a function	No references evident
Manager as a function	No references evident

Numerical – Qualitative

Not applicable as no references were evident
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Leadership and Management Typologies Present

No typologies were evident

Change Methodologies Present

Incremental – Directive	No references evident
Incremental - Organic	No references evident

Step – Directive	No references evident
Step - Organic	No references evident

National Standards for Head Teachers

Shaping the future	No references evident
Leading learning and teaching	No references evident
Developing self and working with others	No references evident
Managing the organisation	No references evident
Securing accountability	No references evident
Strengthening community	No references evident

Audit Commission Core Leadership Roles

No references evident

Document: 49

Context

Document Type	Local Authority Advisor Notes of Visit
Author	Local Authority Change Management Consultant
Date	26 th April 2005
Background	The report comments on the schools progress in relation to workforce remodeling
Format	The report amounts to 1 page of text, each page of text is of approximately 350 words
Credibility	The participatory review has confirmed that the document is a true representation of the school at the time the report was written.
Representativeness	The document was selected specifically to be typical to the aims of the research.
Meaning	The document conforms to a standard presentational format prescribed by the Local Authority, reports are written to a common framework. There is a commonality of language within all the Local Authority reports which ensures that there is clarity of meaning within report and that they are comprehensible.

Numerical – Quantitative

Leadership and Management as a title	1 reference evident
Leadership and management as a function	No references evident
Leadership as a function	No references evident
Management as a function	No references evident
Manager as a function	No references evident

Numerical – Qualitative

The only reference relates to the provision of leadership and management time for the head teacher as a title

Leadership and Management Typologies Present

No typologies evident

Change Methodologies Present

Incremental – Directive	No references evident
Incremental -	No references evident

Organic	
Step – Directive	No references evident
Step - Organic	No references evident

National Standards for Head Teachers

Shaping the future	No references evident
Leading learning and teaching	No references evident
Developing self and working with others	No references evident
Managing the organisation	No references evident
Securing accountability	No references evident
Strengthening community	No references evident

Audit Commission Core Leadership Roles

No references evident

Document: 50

Context

Document Type	Local Authority Advisor Notes of Visit
Author	Local Authority Literacy Consultant
Date	10 th May 2005
Background	A report on a training event designed to improve staff skills around objective setting
Format	The report amounts to 2 pages of text, each page of text is of approximately 350 words
Credibility	The participatory review has confirmed that the document is a true representation of the school at the time the report was written.
Representativeness	The document was selected specifically to be typical to the aims of the research.
Meaning	The document conforms to a standard presentational format prescribed by the Local Authority, reports are written to a common framework. There is a commonality of language within all the Local Authority reports which ensures that there is clarity of meaning within report and that they are comprehensible.

Numerical – Quantitative

Leadership and Management as a title	No references evident
Leadership and management as a function	No references evident
Leadership as a function	No references evident
Management as a function	No references evident
Manager as a function	No references evident

Numerical – Qualitative

Not applicable as no references were evident
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Leadership and Management Typologies Present

No typologies evident

Change Methodologies Present

Incremental – Directive	No references evident
Incremental - Organic	No references evident

Step – Directive	No references evident
Step - Organic	No references evident

National Standards for Head Teachers

Shaping the future	No references evident
Leading learning and teaching	No references evident
Developing self and working with others	No references evident
Managing the organisation	No references evident
Securing accountability	No references evident
Strengthening community	No references evident

Audit Commission Core Leadership Roles

No references evident

Document: 51

Context

Document Type	Local Authority Advisor Notes of Visit
Author	Local Authority SEN Advisor
Date	17 th May 2005
Background	The report comments on a visit undertaken to address the agenda for the Summer term visit
Format	The report amounts to 1 and 1/2 pages of text, each page of text is of approximately 350 words
Credibility	The participatory review has confirmed that the document is a true representation of the school at the time the report was written.
Representativeness	The document was selected specifically to be typical to the aims of the research.
Meaning	The document conforms to a standard presentational format prescribed by the Local Authority, reports are written to a common framework. There is a commonality of language within all the Local Authority reports which ensures that there is clarity of meaning within report and that they are comprehensible.

Numerical – Quantitative

Leadership and Management as a title	No references evident
Leadership and management as a function	No references evident
Leadership as a function	No references evident
Management as a function	5 references evident
Manager as a function	1 reference evident

Numerical – Qualitative

The references are split 2:3 on the title senior management team and performance management.
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Leadership and Management Typologies Present

Distributed	The references to senior management team would suggest that distributed leadership is in operation and is reinforced by the following Q 1 'The senior management team have established secure systems to ensure that the SEF is a live document.'
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Change Methodologies Present

Incremental –	No references evident
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Directive	
Incremental - Organic	No references evident
Step – Directive	No references evident
Step - Organic	No references evident

National Standards for Head Teachers

Shaping the future	This is well evidenced in Q 1 by stating that the SEF is a live document it implies that the SMT is focused on future developments
Leading learning and teaching	No references evident
Developing self and working with others	The repeated references to SMT and the performance management process would suggest that there is a focus within the school on the personal development of others
Managing the organisation	This is well evidenced in Q 1 the involvement of the SMT in a live SEF process suggests that the school is being managed.
Securing accountability	No references evident
Strengthening community	No references evident

Audit Commission Core Leadership Roles

	Inspire			Mobilise			Enable			Navigate		
Quotation Number	Establish a shared vision	Role model for the organisation	Coaching staff	Communicating vision to secure support	Reassuring stakeholders	Focusing and prioritising for change	Creating space and finding resources	Managing constant change cycle	Making the right decisions on time	Translating vision into action	Keeping change on track	Monitoring performance
Q1			X					X			X	

Document: 52

Context

Document Type	Local Authority Advisor Notes of Visit
Author	Local Authority CDT Advisor
Date	15 th June 2005
Background	Report on a visit to complete a Health and Safety audit in CDT
Format	The report amounts to 2 pages of text, each page of text is of approximately 350 words
Credibility	The participatory review has confirmed that the document is a true representation of the school at the time the report was written.
Representativeness	The document was selected specifically to be typical to the aims of the research.
Meaning	The document conforms to a standard presentational format prescribed by the Local Authority, reports are written to a common framework. There is a commonality of language within all the Local Authority reports which ensures that there is clarity of meaning within report and that they are comprehensible.

Numerical – Quantitative

Leadership and Management as a title	No references evident
Leadership and management as a function	No references evident
Leadership as a function	No references evident
Management as a function	No references evident
Manager as a function	No references evident

Numerical – Qualitative

Not applicable as no references were evident
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Leadership and Management Typologies Present

No typologies were evident

Change Methodologies Present

Incremental – Directive	No references evident
Incremental - Organic	No references evident
Step – Directive	No references evident

Step - Organic	No references evident
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National Standards for Head Teachers

Shaping the future	No references evident
Leading learning and teaching	No references evident
Developing self and working with others	No references evident
Managing the organisation	No references evident
Securing accountability	No references evident
Strengthening community	No references evident

Audit Commission Core Leadership Roles

No references evident

Document: 53

Context

Document Type	Local Authority Advisor Notes of Visit
Author	Local Authority Link Advisor
Date	15 th November 2005
Background	The report addresses the outcomes of the Local Authority Annual Performance Review
Format	The report amounts to 2 pages of text, each page of text is of approximately 350 words
Credibility	The participatory review has confirmed that the document is a true representation of the school at the time the report was written.
Representativeness	The document was selected specifically to be typical to the aims of the research.
Meaning	The document conforms to a standard presentational format prescribed by the Local Authority, reports are written to a common framework. There is a commonality of language within all the Local Authority reports which ensures that there is clarity of meaning within report and that they are comprehensible.

Numerical – Quantitative

Leadership and Management as a title	No references evident
Leadership and management as a function	No references evident
Leadership as a function	No references evident
Management as a function	No references evident
Manager as a function	No references evident

Numerical – Qualitative

Not applicable as no references were evident
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Leadership and Management Typologies Present

No typologies were evident

Change Methodologies Present

Incremental – Directive	No references evident
Incremental - Organic	No references evident

Step – Directive	No references evident
Step - Organic	No references evident

National Standards for Head Teachers

Shaping the future	No references evident
Leading learning and teaching	No references evident
Developing self and working with others	No references evident
Managing the organisation	No references evident
Securing accountability	No references evident
Strengthening community	No references evident

Audit Commission Core Leadership Roles

No references evident

Document: 54

Context

Document Type	Local Authority Advisor Notes of Visit
Author	Local Authority Outdoor Education Advisor
Date	12 th December 2005
Background	The report comments on discussion around the monitoring of the schools self-evaluation of health and safety arrangements and procedures for off-site visits
Format	The report amounts to 1 and 1/2 pages of text, each page of text is of approximately 350 words
Credibility	The participatory review has confirmed that the document is a true representation of the school at the time the report was written.
Representativeness	The document was selected specifically to be typical to the aims of the research.
Meaning	The document conforms to a standard presentational format prescribed by the Local Authority, reports are written to a common framework. There is a commonality of language within all the Local Authority reports which ensures that there is clarity of meaning within report and that they are comprehensible.

Numerical – Quantitative

Leadership and Management as a title	No references evident
Leadership and management as a function	3 references evident
Leadership as a function	1 reference evident
Management as a function	No references evident
Manager as a function	No references evident

Numerical – Qualitative

The references are mostly oblique e.g. group leader training and mountain leadership, there is a reference to senior management and risk management, along with activities being managed from a distance.

Leadership and Management Typologies Present

Distributed	The following Q 1 ‘Visits range from unaccompanied walks into the village that are managed by remote supervision. Suggests that distributed leadership is evident as staff have been given the authority to manage such activities without the need for SMT authority.
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Change Methodologies Present

Incremental – Directive	No references evident
Incremental - Organic	No references evident
Step – Directive	No references evident
Step - Organic	No references evident

National Standards for Head Teachers

Shaping the future	The following Q 2 demonstrates that there is an investment in staff development which allows for future development of the school ‘Specialist training of staff has included ...’
Leading learning and teaching	No references evident
Developing self and working with others	The following Q 2 demonstrates that there is an investment in staff development ‘Specialist training of staff has included ...’
Managing the organisation	No references evident
Securing accountability	No references evident
Strengthening community	No references evident

Audit Commission Core Leadership Roles

	Inspire			Mobilise			Enable			Navigate		
Quotation Number	Establish a shared vision	Role model for the organisation	Coaching staff	Communicating vision to secure support	Reassuring stakeholders	Focusing and prioritising for change	Creating space and finding resources	Managing constant change cycle	Making the right decisions on time	Translating vision into action	Keeping change on track	Monitoring performance
Q1												
Q2			X				X	X				

Document: 55

Context

Document Type	Local Authority Advisor Notes of Visit
Author	Local Authority Link Advisor
Date	9 th March 2006
Background	The document reports on a series of lesson observations to establish a judgment on the quality of teaching in core subjects
Format	The report amounts to 2 pages of text, each page of text is of approximately 350 words
Credibility	The participatory review has confirmed that the document is a true representation of the school at the time the report was written.
Representativeness	The document was selected specifically to be typical to the aims of the research.
Meaning	The document conforms to a standard presentational format prescribed by the Local Authority, reports are written to a common framework. There is a commonality of language within all the Local Authority reports which ensures that there is clarity of meaning within report and that they are comprehensible.

Numerical – Quantitative

Leadership and Management as a title	No references evident
Leadership and management as a function	No references evident
Leadership as a function	No references evident
Management as a function	No references evident
Manager as a function	1 reference evident

Numerical – Qualitative

The only reference refers to a performance management recommendation
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Leadership and Management Typologies Present

No typologies evident

Change Methodologies Present

Incremental – Directive	No references evident
Incremental - Organic	No references evident

Step – Directive	No references evident
Step - Organic	No references evident

National Standards for Head Teachers

Shaping the future	No references evident
Leading learning and teaching	The report by its purpose demonstrates a desire to take a lead in teaching and learning by the head teacher as it was produced at the head teachers request to jointly monitor lessons with the school LA advisor.
Developing self and working with others	No references evident
Managing the organisation	No references evident
Securing accountability	The report by its purpose demonstrates a desire to secure accountability as it was produced at the head teacher request to jointly monitor lesson with the school LA advisor.
Strengthening community	No references evident

Audit Commission Core Leadership Roles

	Inspire			Mobilise			Enable			Navigate		
Quotation Number	Establish a shared vision	Role model for the organisation	Coaching staff	Communicating vision to secure support	Reassuring stakeholders	Focusing and prioritising for change	Creating space and finding resources	Managing constant change cycle	Making the right decisions on time	Translating vision into action	Keeping change on track	Monitoring performance
Q1												X

Document: 56

Context

Document Type	Local Authority Advisor Notes of Visit
Author	Local Authority Science Advisor
Date	19 th June 2006
Background	The report comments on the schools arrangements for the self-evaluation of Health and Safety in science
Format	The report amounts to 1 page of text, each page of text is of approximately 350 words
Credibility	The participatory review has confirmed that the document is a true representation of the school at the time the report was written.
Representativeness	The document was selected specifically to be typical to the aims of the research.
Meaning	The document conforms to a standard presentational format prescribed by the Local Authority, reports are written to a common framework. There is a commonality of language within all the Local Authority reports which ensures that there is clarity of meaning within report and that they are comprehensible.

Numerical – Quantitative

Leadership and Management as a title	No references evident
Leadership and management as a function	No references evident
Leadership as a function	No references evident
Management as a function	No references evident
Manager as a function	No references evident

Numerical – Qualitative

Not applicable as no references were evident
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Leadership and Management Typologies Present

No typologies were evident

Change Methodologies Present

Incremental – Directive	No references evident
Incremental - Organic	No references evident

Step – Directive	No references evident
Step – Organic	No references evident

National Standards for Head Teachers

Shaping the future	No references evident
Leading learning and teaching	No references evident
Developing self and working with others	No references evident
Managing the organisation	No references evident
Securing accountability	No references evident
Strengthening community	No references evident

Audit Commission Core Leadership Roles

No references evident

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