ENTREPRENEURIAL ACADEMIES - MYTH OR REALITY?
THE PERCEPTIONS OF SENIOR ACADEMY LEADERS

by

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A thesis submitted to the

University of Birmingham

For the degree of

DOCTOR OF EDUCATION

The School of Education

University of Birmingham

January 2012

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ABSTRACT

The 'Academies Programme' has been the subject of limited research and virtually none focusing on their 'entrepreneurial' nature. As an inaugural piece of research, the research methodology was that of a survey, based upon semi-structured interviews of Senior Leaders in academies. The theoretical basis of the research is drawn from the modelling work published by Woods et al (2007).

Emerging from the research are a number findings about entrepreneurism in academies based on the perceptions of Senior Leaders. These relate to: the entrepreneurial differences between earlier and recent 'convertor' academies; the impact of 'chain' academies; and the almost unanimous perception by those interviewed that academies are primarily focused on 'social entrepreneurism'.

From an initial review of the Woods et al (2007) 'Lens Model', the findings lead to a revision of the model to express the apparent predominant perception of social entrepreneurism in academies and the postulation of additional conceptual models.

With the number of academies already standing at over fifteen hundred it is now apposite to consider the implications of the findings of this thesis, This thesis will be of interest to current and future academy Senior Leaders, new academies, researchers wishing to take forward the limited historical research, and policy makers for whom there are some major challenges to be faced in re-defining the nature of the 'academy movement'.

ACKNOWLEDGEMENTS

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CHAPTER 1

INTRODUCTION

1. Introduction

Standards in education in England and Wales, as principally judged by the plethora of testing regimes, have been the focus of attention and concern for a number of years. Many different initiatives to raise standards were introduced by the Labour Government elected in 1997, with varying degrees of success. One of which was the establishment of 'independent' state funded schools outside the control of Local Authorities to be known as 'academies'.

The arrival of the first group of City Academies from 2000 onwards, (amended to 'academies' in 2002), received mixed acclaim. Supported strongly by their advocate, Lord Adonis (Parliamentary Under - Secretary of State for Education, 2005 - 08) they then increasingly achieved support from the business community. Academies have also received considerable adverse publicity and significant opposition, for example Hatcher (2006), Becket (2008) and others. Some, including Gorard (2005) suggested that academies are not the answer to improving England's educational standards, but alternatively evidence is put forward by

PricewaterhouseCoopers (2003) and their later annual reports, suggesting that academies are in fact doing a better job than similar maintained schools.

Notwithstanding the diversity of opinion regarding the efficacy of Academies, the principal theme running through this thesis is concerned with the expectation by the then government, that academies should be entrepreneurial and innovative to improve the educational experiences and opportunities for young people. Ultimately the desired outcome is a leveraging up of academic attainment for all young people as reflected in the improvement in examination results, although this particular aspect is not the focus of this work.

This introductory chapter will establish the nature of the perceived problem which the development of the 'entrepreneurial and innovative' Academy Movement was intended to address. This will necessitate a brief description of the development of the three principal 'types' of academies:

1. sponsor led with financial involvement (Type 1);
2. sponsor led with no financial involvement (Type 2); and
3. 'Outstanding School' Type 3 academies

Since the election success of 2010 the introduction of Type 3 academies identified by the Ofsted (Office for Standards in Education) classification of Type 3 academies do not require a sponsor, but may elect to have one or more sponsors if they wish.

Special Note: the Government subsequently extended the right to be considered for conversion to academy status to include the Ofsted category of 'Good Schools' maintaining the same sponsor position as for 'Outstanding Schools'.

In addition, it will outline the proposed research questions and the links to wider published work relevant to the study. In particular it will highlight the publication of the seminal entrepreneurial 'Lens Model' (Woods et al, 2007), (p38) which provides descriptors which attempt to categorise entrepreneurism in academies and provides the starting point for this research. From professional experience and a review of 'entrepreneurial' literature, variants of the Woods model are hypothesised and tested through the collection of empirical data. This leads to changes to the Woods et al (2009) model providing a possible basis for further work. The links between 'creativity' and entrepreneurism are investigated in terms of the Lumpkin (2004) and Hansen (2011) models. This is considered alongside other approaches to entrepreneurism in a wider sense as viewed by the Gibb et al (2009) entrepreneurial leadership model and the Robinson (2009) 'Values and leadership paradigm' model and also reviews the work by Vecchio (2003), and Bruyat (2000), which consider the characteristics of the 'Big 5' expectations for entrepreneurial organisations and subsequently develops models for the 'Big 5' of organisational entrepreneurism and Bruyat reflected in the data from the sample.

The chapter culminates with a brief description of the research design and method used and analysis within the context of ethical guidelines,

1.1 Background to the problem and rational for the research

The focus and hence rational for this research is inextricably linked to the under and according to international statistics, diminishing performance of secondary school students in England especially in the period post 2000 and the expectation by the Labour Government that 'entrepreneurial' academies would play a significant part in addressing the situation. At the time of the Labour victory in 1997, educational performance had made variable progress as witnessed in National League Tables. The introduction of the then more recent benchmark (5 A* - C including English and mathematics), the percentage obtaining 5+ A* - C rose from 35.6 per cent in 1997 to 44.1 per cent in 2004 (BBC, 2005). This now stands (2011) at 58.3 per cent nationally (England, Wales and Northern Ireland). This figure continues to present education policy makers with a challenge especially when the performance is viewed on the international stage. Internationally England's world ranking shown in Table 1, appears to have dropped significantly in recent years, hence a desire to improve standards. (Table 1, p5)

Some argue (for example de Waal, 2009), that despite significant increase in investment in education there is little improvement to show for it. In their first term of office, according the Seventh Report of the Education Select Committee (Hansard, 2003):

> the Prime Minister pledged that a Labour Government's priority would be 'education, education, education' (para. 17).

By the start of the second term of Office in 2001, the focus was very different with the Government recognising that:

> success in the Key Stage 1 and 2 tests was not always followed with a similar improvement at Key Stage 3 test results (para.18).

Table 1. OECD National rankings for England in reading, mathematics and science

Subject	Rankings for England		
	2000 (32 Countries)	2006 (57 Countries)	2009 (65 Countries)
Reading	7th	17th	25th
Mathematics	8th	25th	27th
Science	4th	14th	16th

Amongst the many initiatives to accelerate improvement was the introduction by Tony Blair (the then Prime Minister), of 'academies' in 2000. Since their arrival 'City Academies' have been accorded the status of ground - breaking organisations, which would transform the standards of educational achievement in England. Academies through their sponsors, according to the DCSF would:

> Challenge traditional thinking on how schools are run and what they should be like for students. They seek to make a complete break with cultures of low aspiration which afflict too many communities and their schools (DCSF 6).

However, there is limited research still into their effectiveness and contribution to the national agenda for 'raising achievement' but there was a clear (untested) expectation under the Labour Government up to 1997 that academy innovation and entrepreneurism would have a significant bearing on improving outcomes for students. This view since 2010 has been articulated by the coalition government of Conservatives and Lib - Dem and currently reflects an 'all party' philosophy which broadly supports academy status for all schools. There is a need to understand the ways in which academies are different from maintained secondary schools and the extent to which the 'freedoms' bestowed upon them provide the capacity to be entrepreneurial and innovative. Furthermore, there is a clear rationale for this study within a political framework and expectation that academies will 'challenge' and innovate in ways in which maintained schools could not or do not do.

In particular, what is not clear is the extent to which academies' 'special status' facilitates, radical, adventurous or entrepreneurial ways of delivering and improving the educational experience of students. Are academies indeed akin to the entrepreneurial styles and skills to be found in successful commercial settings, in which according to Vecchio (2003):

> risk - taking propensity (i.e., a decision - making orientation toward accepting greater likelihood of loss in exchange for greater potential reward) can reasonably be expected to be included in any profile of what might make entrepreneurs distinctly different (p307).

1.2 Intentions of the study

This study will seek to broaden the knowledge and understanding of the extent to which Academies are perceived to be 'entrepreneurial' by those in positions of influence, their Senior Leaders. Given a degree of ambiguity partly created by the oppositional rhetoric of political 'truisms' proposed by Gove (2011) and international research, it is imperative that we increase our understanding of what Senior Leaders are thinking and understanding about issues related to autonomy, accountability and their links and relationship to entrepreneurism currently perceived to be in academies.

A significant opportunity to gain an understanding of what entrepreneurism in academies means, can be provided through listening to the living and authentic accounts of Senior Leaders responsible for drafting, enacting, managing and leading what are significant changes in educational provision. It is possible that the findings of this research have the potential to inform national policy and practice with respect to the planning and opening of new academies. In particular it may inform policy makers as to the issues related to sustaining entrepreneurism and innovation in new 'converter' academies.

1.3 Research Questions

The title of the thesis is in itself a valid research question, however in order to provide for robust data collection and analysis, it is disaggregated into three inter - related research questions which introduce terminology and concepts from a range of fields which deal with entrepreneurial research, In wishing to examine my hypothesis (p38) building upon the Woods et al (2007) model (p39) and other key models, the research questions were designed to facilitate the collection of the perceptions of Senior Leaders concerning the 'entrepreneurialness' of their academy, together with an examination of their understanding of specific entrepreneurial terminology such as: intrapreneurism: exo - preneurism; and innovation.

Following from the background reading and in particular the Woods et al (2007) model (p38), three research questions emerged concerning the special nature of academies and their attitudes to and actual entrepreneurial practices. Given that a significant period of time had elapsed since the data collection for the Woods et al (2007) study, I was interested to discover the extent to which the Woods et al (2007) model was still relevant and what Senior Leaders in academies perceive to be the entrepreneurial nature of academies. This interest is couched within the following research questions:

1. What do academy senior leaders understand by the term entrepreneurism in academy schools?

2. To what extent and how do we know from literature, that academies are demonstrating entrepreneurial characteristics.

3. What can be learned from academy practice about the inter - relationship between: innovation; entrepreneurism; Intrapreneurism and exopreneurism and to what extent can they be modelled?

1.4 Why are these research questions relevant?

The research questions are framed by the concept of ultimately improving educational provision and outcomes for young people of which entrepreneurism and innovation are governmentally perceived to be essential enablers. More immediately however, this thesis concentrates on the link between entrepreneurism and the experiences and opportunities provided by academies for young people as perceived by Senior Leaders, with an assumption (DCSF 6), that academies will ultimately bring about significant improvement in standards.

Research Question One seeks to establish Senior Leaders' understanding of entrepreneurism per se in relation to academies. This is particularly relevant to developing an understanding of the original Woods et al (2007) model (p38), thus providing a way to develop or amend it as necessary. Question Two reviews the published literature concerning entrepreneurism and entrepreneurial styles both within and outside the educational field with a view to developing a conceptual model(s) of academy entrepreneurism to support empirical research. In particular, it provides an opportunity to diverge from considering entrepreneurism in academies based upon what they do to include models which provide an

alternative leadership and values driven perspective (Gibb,2009 and Robinson, 2009) and consider academies from a commercially based standpoint by applying the Vecchio's et al (2003) 'Big 5' concept and Bruyat's et al (2000) definitions of entrepreneurism.

Question Three provides an opportunity to research the interrelationship between; entrepreneurism, intrapreneurism, innovation, exopreneurism and emerging concepts such as ecopreneurism, examining current available models in the light of the research and where evidenced, amending current models or providing suggestions for alternatives.

1.5 What do we know about entrepreneurism in academies: Key literature

A study of entrepreneurism and innovation in academies invites the merging of literature from a range of fields, some of which share an educational coherence but are drawn from very different fields. These diverse sources and fields range from Governmental publications through to fields such as for example: Educational Management and Leadership; Public and Educational policy; School Improvement; Entrepreneurial Organisations, Entrepreneurism, Teams, Organisational Psychology and Business.

The academy movement was a largely unproven response by the then Government to decades of underachievement of students. Stoll et al (1997) state that for all schools:

> Most importantly, there must be strong leadership at all levels. The head teacher plays a key role and exceptional demands will be made of them. It takes a particularly confident, experienced and resilient person to cope with leadership in difficult circumstances (p8).

In developing greater knowledge and understanding of the entrepreneurial and innovative expectations placed upon Senior Leaders within academies, the work of Stoll et al (1997) provides a starting point for examining innovative practices and the philosophy of 'academy' schools'

Little has been written about entrepreneurism and entrepreneurial leadership in academies, with the exception of: Woods et al (2007); Macauley (2008b); NCSL (2011) and more recently Gunter et al (2011). While research into academies is not totally virgin territory, earlier research has tended to concentrate on the 'outputs' or results of academies with only limited reference to existence of entrepreneurial activity (Macauley,2008b) and the nature of entrepreneurism in academy schools (NCSL,2011). Within other fields we can recognise some main contributors to the field of entrepreneurism starting with Schumpeter's (1934) early work defining the 'entrepreneur' through to the relationship between creativity and entrepreneurship Hansen (2011) and the definition by Vecchio (2003) of the 'Big Five' of entrepreneurial characteristics. Sheth (2010) opens up a 'new' variant of entrepreneurism (that of dys - entrepreneurism), while Gibb et al (2009) offers a very different view of entrepreneurism from a 'leadership paradigm' and Robinson (2009) from a 'Values and leadership' model

1.6 The Justification for and context of the research and relevance to me as a researcher

This study began at a time when there were 143 academies open or about to be opened. As the ex - Principal of one of the early academies, I would argue that there have been significant misunderstandings and considerable public disinformation relating to academies and their functions. Some critics may be politically and ideologically driven, while other detractors (and supporters) base their understanding on limited and potentially biased media coverage and a paucity of independent research.

It can be argued that the growth of governmental belief in academies is a prime example of Public Educational Policy, which is determined first and then followed by research to support the concept. Most clearly, therefore there is a strong rationale to provide further information and research to assist in understanding the context of the rise of academy 'entrepreneurialness' in England and how this may relate to the improvement in opportunities and experience for young people being educated in academies although the provision of 'hard evidence' of outcomes will not be a focus of this thesis.

In terms of personal relevance, my interest is two - fold. Firstly as a researcher, wishing to understand the academy movement above and beyond my own specific experience as the Principal of an early academy and secondly currently as an Educational Consultant, to be able to better advise schools wishing to acquire

academy status based upon both practical, academic and where possible unbiased understanding of the ways in which academies have dealt with their 'freedoms' to entrepreneurially seize opportunities to the benefit of their students.

1.7 Research design, method, and procedures

Design

If the world of academies may be described as 'complex' then to approach researching it from the position of a 'bricoleur' would seem appropriate. As Kincheloe et al (2004) suggests:

> The noise of multiple variables, voices and principles extends the opportunities for the bricoleur to mark the complicities, conflicts, and contradictions (p125).

Within the originally sparse 'academy' research, there is a continuing need as Denscombe (2008) suggests to obtain 'data for mapping (p7)'. Given the fact that academies are 'young' organisations there is a further need as Denscombe describes to look at academies on a wide basis, and to undertake some empirical research 'out there' (p8). Thus the research methodology I employ is based on a survey which as Robson (2002) suggests:

> can provide information about the distribution of a wide range of 'people characteristics', and of relationships between such characteristics (p234).

Given the relative recent arrival of 'Convertor' academies, they are largely discounted from this research, but two have been included in the sample to provide a sense of entrepreneurial 'future potential' as the nature of academies change.

Method

King (1994) and Denscombe (2008) provide a useful basis for arguing that for this study an approach to data collection which is appropriate would be that of interviewing. For example, as Robson (2002) in quoting from King suggests, interviews are most appropriate:

> where individual perceptions of processes within a social unit - such as a work group, department or whole organisations are to be studied prospectively (p271).

To elucidate the state of play of entrepreneurial activity and 'entrepreneurialness' in academies, I interviewed twenty four Senior Leaders of academies using an interview protocol based on semi - structured questioning, allowing for the possibility of dialogue which could go beyond the semi - structured questions to harness the enthusiasm and perceptions of the Senior Leaders for the work they are doing.

Procedures

I recognised that Senior Leaders may bring with them a range of their own personal experiences and opinions, which may be highly emotive, politically charged or both. In recognising this and my own experience as a successful headteacher / Principal of three secondary schools (including one academy), I have taken significant care to address issues of potential bias. As Cohen et al (2003) state when reflecting on the work of Brunner (1986):

> regards much action as 'storied text', with actors making meaning of their situations through narrative (p303).

Thus each interview was carefully managed to positively address the issue of potential bias.

Ethical considerations

In establishing the ethical processes, the guidelines of BERA (2004) were followed together with guidelines for research conducted under the auspices of The University of Birmingham. Consequently confidentially was accorded a significantly high status, to reassure Directors of the Academy Companies that all information would be treated as 'intellectual capital'. Although not yet required to do so, unlike companies in the Nordic Countries who have to audit annually the intellectual value of employees where the number of employees exceed 100, Directors of Academy Companies are aware as Swallow (2007) says:

> Intellectual Capital can be divided into two parts; what walks out of the office at night and what remains when everyone goes home (p2).

In this case, what walks out of the academy must remain anonymous and this is particularly the case for academies undertaking something which is specifically identifiable. Transcripts of interviews were provided for Senior Leaders who were given the opportunity to comment solely on factual inaccuracies.

1.8 Reporting the findings - audience

The importance of this study arises particularly from two main issues. The academy movement grew, it is suggested, from visits made by the then Prime Minister, Tony Blair, to the Charter Schools in New York. The policy to introduce academies was seemingly based on the success of Charter schools in the United States of America (USA). Secondly, there was initially a paucity of research of any kind into the work and operations of academies. The intention of this study is to assist in developing aspects of the knowledge field about academies, by providing a critical, descriptive account of the extent to which Senior Leaders understand and perceive the nature of entrepreneurial activities in academies. The audience may wide ranging, to potentially include for example: the academic research community; Senior Leaders of established and potentially new academies; policy makers; and others.

1.9 Structure of the thesis

In structuring the thesis into six parts, each part will focus on a specific aspect. Chapter One lays the foundation and outline of the dissertation and explains why the study came about. Chapter Two reviews the literature surrounding entrepreneurism, and related fields. Chapter Three provides details of the research design and will include issues relating to ethical considerations, sampling procedures and management of the research. Chapter Four focuses on a range of findings from the interviews, while Chapter Five deals with an analysis of the

interview findings set within the context of published literature in Chapter 2. Finally Chapter 6 will bring the work to a clear conclusion and will put forward ways in which the research might develop, contributing further to the knowledge field of academies and their entrepreneurial characteristics and context.

CHAPTER 2

LITERATURE REVIEW

2. Introduction

In developing this chapter, it is important to remind ourselves of the nature of a literature review. Maxwell (2006) in discussing the similarities and differences between literature reviews for publication with those for theses quotes Locke et al (1999) who argue that:

> the writer's task is to employ the research literature artfully to support and explain the choices made **for this study,** not to educate the reader concerning the state of science in the problem area (p69, emphasis in the original).

Although Maxwell does accept that 'comprehensiveness' and 'thoroughness' are important qualities of a thesis literature review, he stresses the need for relevance as a more important quality. If one accepts this argument, then it provides a focus for this review in responding to the research questions, linking it to the limited antecedents of the study and establishing a theoretical model(s) to underpin empirical research.

In preparation for the review, I identified a number of keywords pertinent to this study and in particular the research questions which focus on entrepreneurism in academies. The principal ones of which are: Entrepreneurialism and entrepreneurial leadership; Leadership for learning; Leadership; Instructional Leadership; Transactional Leadership; Principal/Headteachers/Senior Leaders;

Team effectiveness; Learning outcomes; Mental models; Distributed leadership; Results and standards; School Improvement; Senior Leadership Team.

This search yielded a plethora of literature especially within the realms of 'leadership'. In order to reduce the volume of available literature, Maxwell's (2006) principle of 'relevance' was critically applied. In reviewing the literature, significant researchers/writers in the fields were then identified either through their own publications or through frequent references observed in bibliographies and citations. In addition to an extensive use of University Library resources, internet searches included the use of Networked Digital Library of Theses and Dissertations (NDLTD) and Zetoc (search and alert) based on the main keywords previously mentioned. Additional search engines were also employed to examine the existence of publications, which might be historically older or more remotely stored, viz:

- www.ebscohost.com/
- http://www.ericdigests.org/
- http://www.dcsf.gov.uk/rsgateway/
- http://infomine.ucr.edu

all of which were directed toward facilitating responses to the research questions and supporting empirical research.

2.1 Organisation of the literature review

The sections are thematically grouped as indicated in Appendix 5 to provide a framework against which to set the literature review. Sections 2.2 to 2.5 chart the origin and development of academies from the American Charter Schools model to becoming a preferred governmental model in England to address school underperformance. Continuing, the work dispels the sometimes misunderstood notion that all academies are similar and provides an explanation of the three broad 'types' of academies. The Theme ends with placing academies within the developing history of autonomy in English schools and their relationship to Local Authorities. It also introduces the 'imperative' that academies should be entrepreneurial.

Sections 2.6 to 2.10 address the terminology of entrepreneurism and its relationship in an educational context to issues of social deprivation as a means to raising achievement and focuses on defining the role of the social entrepreneur. (one of the key 'lenses' introduced by the Woods' et al (2007) conceptual model of entrepreneurism in academy schools). This leads to a reconceptualization of the model and the introduction of a key characteristics of entrepreneurs, that of 'new value creation'.

The Third Theme (Sections 2.11 to 2.14) reflects on educational leadership in general and entrepreneurial leadership in particular. This is developed by the

introduction of a further conceptual view of entrepreneurial organisation taken from a leadership aspect. The theme concludes with a consideration of the congruence of entrepreneurship and leadership fields (or otherwise) and the practical aspects of building high performing entrepreneurial teams in a new academy.

The last Theme (D), opens with a discussion about the perceived 'freedoms' of academies to be entrepreneurial and concludes by considering whether entrepreneurial leadership in Public Services can exist and be successful.

2.2 From Charter Schools to Academies

In addition to the observations made in Chapter 1, Burrough (2005) provides one of the few early, non - governmental reviews of the rise of the academy movement in England, especially when viewed alongside publications such as the annual PricewaterhouseCoopers academies review, the Department for Education (DfE) web sites and literature published by the Anti - academy Alliance (Forum).

At the time of writing, Burrough (2005) noted that there were some 17 academies, with a target of 200 by 2010. Since the arrival of the Conservative - LibDem coalition in May 2010, the number of academy secondary schools and primary schools (and more recently Special School Academies) has escalated beyond all expectation, with many more expressing an interest to convert in the future. As at

September 2011 one in six secondary students now attends an academy secondary school.

The origin of the academy movement has been described as an offshoot of the Charter Schools in the United States of America (USA). As Wells et al (1999) write:

> Charter school laws, now passed in thirty - four states and the District of Columbia, allow groups of people to come together to start autonomous schools that are free of much of the governmental oversight that exists within the public educational system yet still receive public funds (Ex1).

Indeed, if one reads the web site of the Excel Academy Charter School in East Boston (Ex2), there are many similarities between it and the concept behind the English style academy. In the case of English academies, they are state funded independent schools charged with raising standards. However, a distinction must be made between the older (pre - 2007) and newer academies opened since this date including those opened since the Conservative - LibDem coalition. For these newer academies they:

> are also required to follow the National Curriculum programmes of study in English, maths, science and ICT., (DCSF5).

This was not the case for the first tranche of academies that had measurably more degrees of freedoms, involving: appointment of staff; decisions about the curriculum (they were not bound by The National Curriculum); management; organisation and conditions of service for staff.

2.3 The failing school agenda: entrepreneurial academies as a perceived solution

Governments around the world have for some time been concerned about so called 'failing schools' but more particularly with developing ways in which they can be improved. In the USA, the 'No child left behind' legislation raises some specific points as Swift (2008) suggests, which are applicable to all countries sharing this concern:

> It will not be possible, for example, to allow thousands and thousands of children to transfer to non - failing schools or to receive extra tutoring. This would place impossible logistical and financial burdens on school systems (p5).

Furthermore, Swift suggests that in the USA and the United Kingdom (UK):

> The UK and USA systems of accountability are an attempt to use a market - type approach to give greater emphasis to the short route of accountability (p5).

Swift (2008) continues by suggesting that even in relatively wealthy countries in the west, such methods are not effective as they do not work within the non - market environment of education and they certainly wouldn't work at all in the poorer countries in the emerging world. It is therefore questionable that the beliefs attached to Charter and UK academy schools are focussed on introducing some of the characteristics of internal markets. The issue of 'quasi - markets' (Daniels, 1994) within the public sector has been the source of hotly contested debate not solely within education but also within public services at large. Within education, Woods et al (2007) comment that:

> Researchers are arguing that the academies programme is not informed

by research evidence, not least because studies in the operation of quasi - markets in education show the limitations of competition and choice as means to improving school effectiveness (p255).

This is strongly supported by previous publications by Woods et al (2007) and others (Lauder, 1999; Thrupp, 1999; Levacic et al, 2000; Cuban, 2004). Woods et al (2007) continue by drawing our attention to the fact that:

> .. the initial analysis by Gorard (2005) of student outcomes in the first three academies established in 2002 found no evidence that these academies were improving scores in a way that was not already foreshadowed by equivalent or greater improvements in the schools that were to become Academies (p 375).

This is contested by Armstrong et al (2009) in which he states that on the basis of a five years longitudinal study

> Generally speaking, pupil performance has improved in Academies, and often at a rate that is greater than the national average and other comparison schools (p123).

Both of these are balanced by Wilby (2009) who suggests that:

> Educationally, academies are neither a triumph nor disaster, but they are more the former than the latter. They have attracted forward - looking and adventurous teachers, heads, administrators and curriculum innovators.

That a small number of academies have become highly successful schools is undeniable, for example Ross (2010) points out that:

> Ofsted rates Mossbourne "outstanding", the watchdog's highest possible praise. Teenagers from some of London's most disadvantaged homes achieve astonishing GCSE results and make remarkable progress, inspectors said. Last summer (2010) 86 per cent of youngsters taking exams achieved at least five A* to C grades.

2.4 **The purpose of academies and their variegated natures**

In the UK in the early stage of academy formation, academy status brought about significant degrees of freedom. They were intended to address a variety of key issues:

> The Academies' programme aims to challenge the culture of educational under - attainment and to deliver real improvements in standards. All Academies are located in areas of disadvantage… Academies will break the cycle of underachievement in areas of social and economic deprivation (DfES, 2004a).

However, there is an inherent problem in dealing with issues relating to academies. No two academies will necessarily share the same mission statement or expectations, even if they belong to an overarching sponsor agreement, although there may be some clear similarities. Therefore academies which belong to, for example: the Ark (Absolute Return for Kids); ULT (United Learning Trust); The Ormiston Trust or E - Act, may share similar features, but may individually have quite specific aims and expectations which are significantly different, a view shared by Curtis (2009).

Over the last decade, academies have been described by a variety of titles. However the most recent to emerge is that which separates academies into three 'types' (NCSL 2011). Type 1 are those academies which were opened with one or more sponsors expected to commit financially to the opening of the academy. Type 2 academies which opened without a specific financial sponsor, although they may have had close working partners or indeed particular sponsors. Type 3, the most

recent form of academy, are those which because of the Ofsted designation 'Outstanding' may convert to an academy on application (and now also includes, those categorised 'Good'). The majority of pre - 2010 Type 1and 2 academies were derived from a predecessor school, which was closed and reopened. A smaller number of Type 1 academies (and a few Type 2) are those academies that were brand new, with no predecessor school. Governing Bodies are expected to run the academies as 'not - for - profit' limited companies with a clear expectation that innovative and entrepreneurial practices will raise standards.

2.5 Academy Status: Local Authority control to 'market forces' 1990 - 2011

While initially the early academies 2000 - 2009, were originally focused on the need to raise achievement and bring to disadvantaged areas 'beacons' of excellence, Governmental policy has arguably become confused with this issue and the role of Local Authorities. Morris (2011) comments that:

> The debate has too often been about local authorities versus freedom for schools. Instead, the debate should be about what kind of "middle" we want our education system to have because it is undeniable that there needs to be someone who administratively keeps the system going, who protects those services that can't effectively be delivered at school level and who supports the standards agenda.

Historically the factors which led to all schools increasing their autonomy are located in changes which date back to the 1990s. In 1991 a radical change took place in the management of all schools (with the exception of Special Schools). known as Local Management of Schools . Hailed by many headteachers as an

amazing emancipatory development, it heralded a total sea - change in the way schools could and eventually would be operated. Downes (2007), in describing the Governors of the 1990s as 'pioneers' in the self - management of schools, also pointed out that there was no 'turning the clock back'. This paved the way for the Conservative Government to introduce the concept of Grant Maintained Schools. Under the Thatcher government, Baker (2005) indicated that the Prime Minister Margaret Thatcher's concept for Grant Maintained Schools (GM) was according to the BBC (2005) for:

> a return to selection at opted - out schools, not of the old 11 - plus kind but a development of specialisation and competition so that some schools would become centres of excellence in music, others in technology, others in science, and others in the arts.

The Blair and Adonis view that many schools could become 'self - directing' academies enjoying over and above the advantages inherent to all schools established by 'Local Management of Schools', might be seen to be based on the very system which the successful 1997 Labour Government swept away. In 1997 Blair's Government rapidly dismantled the Grant Maintained Sector (GM) with some 1200 plus schools returning to LA control. By 2002, the belief in the concept of autonomous schools had again acquired favour.

Baker (2010) explains that the political philosophy behind GM schools was to recreate the recipe for success that existed in the private sector, autonomous institutions led by confident and entrepreneurial head teachers. This is supported and envisioned in the words of McMullen (2009), Principal of The David Young

Academy during a video presentation for The National College for School Leadership and Childrens' Services in which she stated that:

It is the duty of all academy principals to be entrepreneurial.

thus reflecting the original governmental expectation of academies to be innovative and entrepreneurial organisations to combat underachievement.

2.6 Defining entrepreneurism and associated descriptors

In making such an unequivocal statement McMullen (2009) seems to imply that 'entrepreneurism' is fundamental to the success of academies and its implementation should be seen as a necessity and a 'given' truth. In addition to understanding the nature of entrepreneurism, it is important to consider also how the language and descriptions linked to what is essentially a profit inspired concept are relevant and applicable to the fields of educational leadership and management.

The word 'entrepreneur' is derived from French words 'entre', which stands for 'between' and 'prendre', which means 'to take'. The word was originally used to describe people who take on risks between the buyers and sellers or start a new venture (Barringer et al, 2006). However, in the contemporary business world, the essence of entrepreneurial behaviour is the identification of opportunities and the putting of useful ideas into practice. Therefore according to Barringer et al (2006),

entrepreneurship can be defined as the process by which individuals 'pursue opportunities without regard to the resources they currently control, (p5)'. A somewhat different perspective is suggested by Lukes (2010) in which he described the process of entrepreneurism and entrepreneurs:

> Since Schumpeter (1934), entrepreneurs are considered to be catalysts of change, creative destructors and innovators in general (p1).

Saavedra (2008) explains the concept first proposed by Schumpeter as being the way in which an entrepreneur:

> finds a newness that rearranges the past through innovations that strip and dismantle while building and creating (p1).

This concept of dismantling and creating it could be argued, has a distinct resonance with the introduction of the academy movement. The vast majority of academies (prior to 2010), came about from the abrupt closure of an existing (often failing) school, to make way for the opening of the academy. Lukes (2010) also addresses another closely related descriptor linked by Schumpeter (1934) to entrepreneurs and entrepreneurial activities, which is that of the role of 'innovation'. He mentions that Druker (1985) suggests that innovation is the 'tool' of entrepreneurs. He describes innovativeness as being characterised by a person's willingness to look for novel ways in taking action, but reminds us also that innovativeness does not necessarily lead to the development or introduction of new goods. In quoting Ward (2004) he explains that:

> Innovativeness helps entrepreneurs to recognize valuable opportunities and to search for new ways of completing tasks (p2).

Two further descriptors come to the fore in reviewing the literature concerning entrepreneurs and entrepreneurial activity, they are Intrapreneurs and in more recent times, 'Exopreneurs'. Chang (2000) defines Intrapreneurs as corporate entrepreneurs who as employees internally generate innovations. In contrast exopreneurship is described as the acquisition of innovative ideas externally to the company in the form of consultancy and for example, the development of strategic alliances. The term exopreneurship was initially coined by Siti - Maimon (1993) related to the process of revitalising organisations by the acquisition of innovation or innovative ideas from outside the company. Chang (2000) provides two propositions suggesting the conditions in which existing or developing organisations gravitate towards interpreneurism or exopreneurism or a mix of both.

Proposition 1: Intrapreneurism is usually found in benign environments while exopreneurism is more frequently found in hostile environments.

Propositions 2: Intrapreneurship is more prevalent in growth and mature industries with exopreneurism being recognised in the early stages of an organisation's/ industry's development.

Thus we are left with a challenge to decide how best to view the wide range of academy formations in view of these propositions. Those which have developed from existing predecessor schools may be categorised as organisations which are seeking to find opportunities through innovation with a view to re - inventing themselves. This would in principle fit with the Chang (2000),Kao (1991) and

Churchill et al (1994) conceptual picture of organisations wanting to re - invent / renew their business.

Earlier, I referred to the nature of entrepreneurs as 'creative destructors' In introducing the concept of creativity which is in itself a major field of study beyond the scope of this work, it is pertinent to consider briefly work dealing with the nature of 'opportunities' and 'creativity' as viewed from the entrepreneurship literature. Hansen (2009), suggests that a number of authors have described the 'opportunity recognition' process either as being influenced by creativity or more specifically as a creative process in - and - of itself. This has significant implications for 'entrepreneurial' academies and their leaders. As he states:

> Scholars who consider opportunity recognition as being influenced by creativity, as opposed to being a creative process in - and - of itself, have considered creativity from at least two perspectives: either as a characteristic of the entrepreneur or an outcome of tasks performed (Walton, 2003). These represent person and product, two of the four P's of creativity (Runco, 2004), (not to be confused with the four P's of marketing); the remaining two being press and process (p7).

According to Hansen (2009);

> Rather than viewing creativity as an individual characteristic, scholars have more commonly considered it as an outcome or product (p10).

He goes on to quote Walton (2003) who describes divergent thinking as one of the most researched conceptualisations of creativity. He suggests that, divergent thinking is the generation of varied ideas. This includes:

1. abilities of fluency (number of ideas);

2. flexibility (diversity of ideas);

3. originality (novelty of the ideas); and elaboration (detail of the ideas).

4. (environmental pressures) and process.(p8)

In reviewing the nature of creativity, Hanson reflects on an earlier model of creativity (Fig 1) by Lumpkin et al (2004)

Fig 1: A conceptual representation of Creativity, Lumpkin (2004)
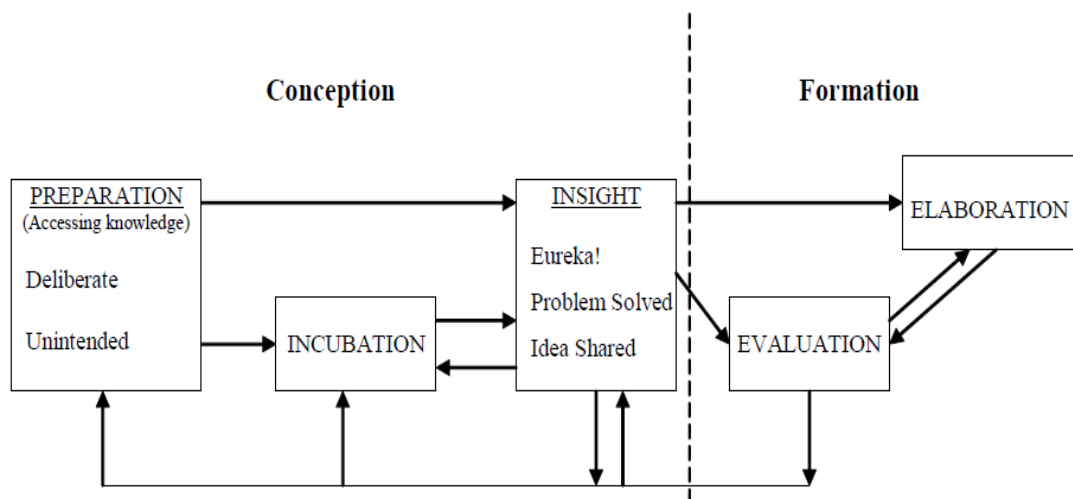
In finding some difficulty with the linearity and time progression dependency of the model, Hansen (2011) modifies this to suggest that 'creativity' is better represented by a multidimensional model (Fig 2) in which time related processes are less obvious and it is the summation of a number of factors (which bear an individual loading in terms of importance) which contribute to the quality of the final 'creativeness'.

Fig 2: Multi - dimensional model of creativity (the numbers represent relative importance of the factors) Hansen (2011)
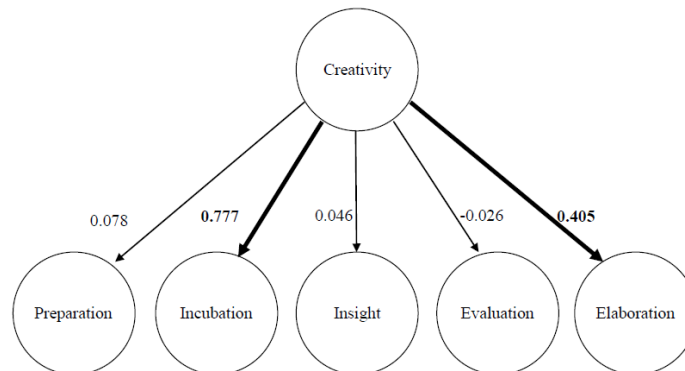
From Hansen's model 'incubation' and 'elaboration' are by far the most important factors in describing creativity, and clearly they may be taking place, before, alongside, or later than other aspects of the model. Creativity, has moved the concept of entrepreneurism into areas which are removed from the traditional meaning of the outcomes of entrepreneurial activity, i.e., that of profit and financial gain. In considering the development of academies the linearity of the first model bears some resemblance to the opening of totally new academies in that they had to pass through specific stages.

In the case of academies opening more recently, the second model arguably more readily reflects the manner in which they were gestated. In particular for Types 1 and 2 academies, there was a major challenge from the outset, to deal with the significant issues of social disadvantage in schools in which social rather than financial entrepreneurism is more apposite.

2.7 Social entrepreneurism

Dees (2001) presents a clear and workable explanation of social entrepreneurism which he appears to argue, emanates from a populist view that:

> many governmental and philanthropic efforts have fallen far short of our expectations. Major social sector institutions are often viewed as inefficient, ineffective, and unresponsive. Social entrepreneurs are needed to develop new models for a new century (p1).

He explains that although the language may appear new, the phenomenon is not. He suggests that in addition to the purist view of applying innovation to bring about social change or improvement, such activities can include:

> for - profit community development banks, and hybrid organizations mixing not - for - profit and for - profit elements, such as homeless shelters that start businesses to train and employ their residents, (p1).

In short he explains that it combines the passion of a social mission with an image of business - like discipline, innovation, and determination commonly associated with, for instance, the high - tech pioneers of Silicon Valley.

He goes on to suggest that it is clear that social entrepreneurs are one part of the 'genus' entrepreneur, and because of their dedication to social uplift, face particular difficulties. They operate in a market typified by competition for funding, donation and selling of goods to raise funds to bring about social change. He provides an insightful description of the characteristics of the social entrepreneur and social entrepreneurism as being individuals or organisations who:

1. Adopt a mission to create and sustain social value (not just private value);

2. Recognise and relentlessly pursuing new opportunities to serve that mission;

3. Engage in a process of continuous innovation, adaptation, and learning;

4. Act boldly without being limited by resources currently in hand; and

5. Exhibit heightened accountability to the constituencies served and for the outcomes created (p7).

That there have existed forms of social entrepreneurism stretching back through the centuries is richly evidenced. Daniels (2011) comments on the involvement of organisations or individuals in social entrepreneurial activity in the educational world:

> Dame Alice Owen's School has a long and distinguished history dating back to the foundation in 1613. …and is one of many instances in which private benefactors have been involved in educational provision through the centuries in the UK (p104).

Their motives were initially focused on social improvement rather than financial gain. While Sheth (2010) places the origins of social entrepreneurism within a religious educational background, he also provides a very different example of the context of entrepreneurs. He introduces a new view that:

> relative deprivation and normlessness have indeed generated growth in anti - social entrepreneurship (p107).

He describes the application of entrepreneurial skills/creativity for gain by rogues, gangs and individuals to the detriment of other members of society, indeed he suggests that:

we may identify it as dys - entrepreneurship and treat it as a special category that may offer us new lessons in entrepreneurship (p108).

Dees (2001) argues a contrary purist view to that of Say (1971), which describes entrepreneurism as the movement of resources to areas or activities which yield higher returns. Social entrepreneurism is more concerned with the redistribution of wealth (resources) from those who have the wealth to those who have less, thus achieving a more equitable balance. Sirico (2000) takes a more traditional view of the purist concept of social entrepreneurism when he suggests that if:

> Wealth is seen as a static entity, which means that for someone with a small sliver to increase his or her share of the pie, someone else must necessarily receive a slightly smaller piece. The "moral solution" that springs from this economic model is the redistribution of wealth: what might be called a 'Robin Hood' morality (p5).

which introduces the concept of 'Robinhoodism'.

2.8 Modelling entrepreneurism in academies

The expressed aim of the work of Woods et al (2007) was to:

> Problematize the (academy) programme by examining how the entrepreneurial imperative - an important part of the doxa that rationalises school educational policy - is being conceptualised and articulated through the pattern of academies that is beginning to emerge (p241).

and would appear to be the first major work focused on conceptualisation rather than evidence based justification. They introduce four 'types' of entrepreneurism (three of which are, business, social and public) with a fourth termed 'cultural'

The first three reflect in general in what is found within entrepreneurial literature:

1. Business Entrepreneurism - the application and advancement of values and principles of business;

2. Social Entrepreneurism - a combination of the characteristics of Richard Branson and Mother Teresa;

3. Public Entrepreneurism - the application of entrepreneurial flexibility and creativity in order to sustain and advance public welfare and ethos.

The fourth and new dimension within the model is that of Cultural Entrepreneurism. This they define as follows:

> If social entrepreneurs are entrepreneurs with a social mission cultural entrepreneurs *have a mission to bring meaning (my emphasis)…*to… imbue a more entrepreneurial culture with a higher ethic...[grounded]…in some sense of ultimate meaning and purpose or guiding ethical position (p243)

Woods et al (2007) suggested that the four 'types' of entrepreneurism can:

> provide a lens through which we can analyse the domain of entrepreneurialism that is being forged in the academy schools programme (p 247).

business	public
application and advancement of commitment to change and innovation as framed by the values, principles and practices of the private business sector	application of entrepreneurial flexibility and creativity to sustain and advance public ethos, values and aims
social	**cultural**
action and drive, originating outside the traditional public sector, which mobilises ideas, practices and resources, and finds and translates into practice new ways of bringing about change that has social value	innovation, driven by a vision to bring meaning, which mobilises resources to advance values and understanding of the deepest importance to personal and social development

Fig 3 Types of entrepreneurism (Woods et al, 2007, p242)

In reviewing this model, I was troubled by the reference to 'enclosures' and what I interpret as a 'balkanisation' of the meaning of entrepreneurism into separate activities. This, following an extensive review of the literature, led me to perceive the field of entrepreneurism in academies in a different way, which recognises that from literature not all entrepreneurial activities and experiences are positive, successful, and ethical. I argue that the latter aspects of entrepreneurism provide a justification for a revision of the Woods et al (2007) model of 'entrepreneurial academies'. This reflects the work of Sheth (2010), Sircio (2000) and Beckett (2008) who in different ways cast doubts about entrepreneurism and in particular in academies. Fig 4 shows my development of the Wood's model which although incorporating some of Woods et al (2007) 'lenses' binds the field of entrepreneurism in academies into a continuous two dimensional plane with 'fuzzy boundaries delineating four Output Characteristic Descriptors, (OCDs). Unlike

'lenses' which one might argue imply a sharpening of focus, the OCDs are intended to signify that there is a form of 'loose - coupling' between any two –or more - OCDs.
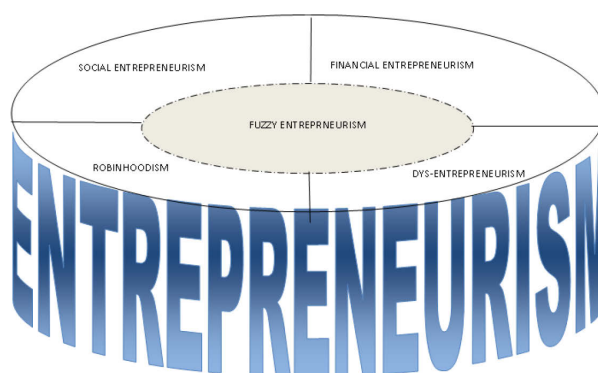
Fig.4 Entrepreneurism in academies remodelled (Daniels, 2011), (after Woods et al, 2007)

I suggest that what is missing from the Woods et al (2007) model is an acceptance that entrepreneurism may not only have positive outcomes, but in certain circumstances it may be perceived to have a sinister or less beneficial aspect which supports the inclusion the OCDs of Robinhoodism and Dys - entrepreneurism. Two of the OCDs will be recognisable from the Woods model as they form the most significant areas of entrepreneurial literature, debate and research. I would argue that this model is simplistic at this stage pending empirical research, but that it might reflect better the reality behind 'entrepreneurism' in academies. The purpose of this model is two - fold. It provides a focus for the empirical research design and is a model against which to analyse and test the

findings leading as appropriate to a modification of the model or a complete revision.

2.9 Reflections on the reconceptualised model and academy entrepreneurship

Reflecting on the OCDs, in attempting to describe the differences between social and commercial/ financial entrepreneurism, Trevedi et al (2011), make the point that:

> There is little consensus among academicians and practitioners alike as to what social entrepreneurship is and what it is not (p1).

He is of the opinion that many attempts to define social entrepreneurism have depended on describing the attributes of social entrepreneurs. Calling on the work of Bornstein (2007) and Dees (2001) he suggests that:

> For example, social entrepreneurs are said to be visionary leaders who possess a strong ethical orientation, a high degree of social focus, ambitiousness and the capacity for continuous adaptation, creativity, resourcefulness and resilience (p3).

What Trevedi et al (2011) do not do, is to provide ideas for further work to define the social entrepreneur but they do suggest that:

> a broader and more fundamental issue raised in the article is the necessity of separating the scientific study and evaluation of social entrepreneurship from management and economic philosophy in order to develop a more nuanced and accurate conceptualisation of social entrepreneurship and social entrepreneurial ventures (p 26).

Within the model we need also to consider how the work of Bruyat et al (2000) who throws further light on the OCDs. He describes four aspects of entrepreneurism which can be applied I would argue, to each of the OCDs in my model of entrepreneurial academies. They are Entrepreneurial: Imitation; Venture; Reproduction; and Valorisation.

Overshadowing the whole concept of entrepreneurial organisations is the concept that the entrepreneur must by virtue of impact create New Value (NVC), What Bruyat (2000) points out, is that it would be inappropriate to talk about, for example, Senior Academy Leaders as entrepreneurs until there is evidence that they can provide sufficient evidence that they have converted their efforts in 'New Value Creation'. Until such time, I have introduced the terminology which describes Senior Leaders as a 'para - entrepreneurs'. The argument behind this proposition is that the Senior Leader could be operating with three of the aspects stated above, Imitation, Reproduction and Valorisation. However until there is 'new value creation, he/she cannot be considered to be operating in the 'venture field'.

1. In the case of Entrepreneurial Reproduction the leader merely re - creates a process of which he or she is already a successful proponent. For example, a maintained headteacher moving from a successful school and doing more of the same in the academy setting.

2. Entrepreneurial Imitation occurs when an individual takes parts in a high risk activity in which he/she learns on the job and may create little or no little value.

3. Entrepreneurial valorisation takes place when a leader undertakes an activity in which there is already a high degree of expertise. This can result in a high degree of creativity and adding value, and finally;

4. Entrepreneurial Venturers which Bruyat (2000) would argue are rare, are best epitomised by such developments as Apple in which there is high creative value added and requires the entrepreneur to constantly be looking for opportunities and is acquiescent to change him or herself.

It is apposite at this point to speculate about the behaviours of entrepreneurs prior to the empirical research, to examine what might be needed to establish the model's (Fig 4,p39) potential voracity. Mair et al (2005) were able to distinguish the field of Social Entrepreneurism as being a distinctive field in which by addressing social needs, significant social improvement brings about value creation. Smith et al (2006) in approaching the question, 'What is educational entrepreneurship' take a view that it is less about defining the inter - relationship between 'types' of entrepreneurism, but more about the way in which 'Entrepreneurs' create changes as indicated in Fig 5.
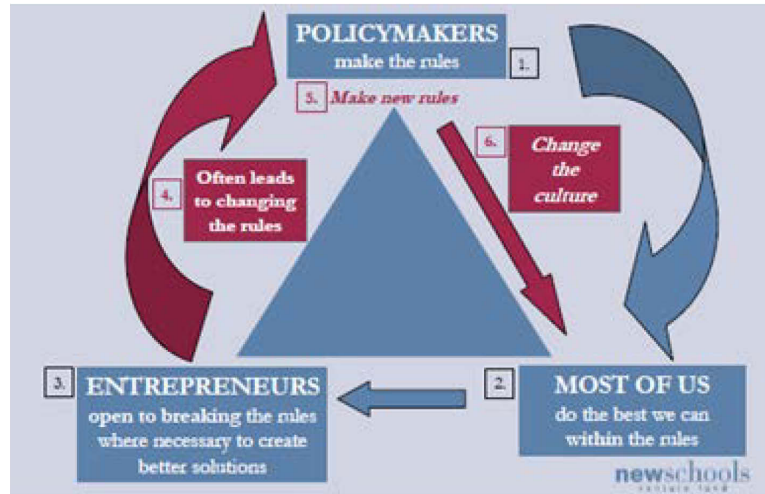
Fig 5. How Entrepreneurs Catalyze System Wide Change (Smith et al, 2006) New School Venture Fund)

They describe in particular Educational Entrepreneurism as characterised by the way some 'entrepreneurs' try to control the market, citing examples in the USA such as the New American Schools (NAS). and arguably reflects the growth of 'chains' of academies in England.

The use of the heroic image of Robin Hood, addresses the issue of transfer (redistribution) of opportunity from the 'haves' to the 'have not's'. Brigand or rescuer the same duality of perceptions exists about gang members and their leaders in today's society. The mythical band of outlaws represents a cohesive social unit, like that observed in most contemporary street gangs and also has a clear boundary of identity and distrust of the establishment and of authority: all of which are hallmarks of the Robin Hood legend. It separated rich from poor and allowed a merry band to steal from the one and give to the other. What is

suggested herein, describes what has in recent times become to be known as Complex Adaptive Syndrome (CAS) as suggested by Eoyang (1997).

Some parallels may be discernible between CAD syndrome and the thinking of Graves (1974). A common thread is that individual and corporate behaviour is of a complex ever changing nature. Although the phrase 'Robin Hood Syndrome' (and hence my variant of Robinhoodism) was coined in relation to the behaviour of gangs in the USA there may be some close parallels (in principle and hopefully not in action) in chains of academies in the educational and academy world in England. Ciulla (2004) places Robinhoodism firmly within a leadership construct. In commenting on Machiavelli she states that:

> Machiavelli was disgusted by Cesare Borgia the man, but impressed by Borgia as the resolute, ferocious and cunning Prince. Borgia got the job done, but the way he did it was morally repugnant (p118).

The effectiveness of an entrepreneur, especially within the concept of Robinhoodism raises a moral dilemma for many involving issues such as, does the end justify the means? Ciulla (2004) hints at a possible response with a reference to politics in the United States of America:

> In politics, the old saying "He may be a son - of - a - bitch, but he's *our* son of a bitch," captures the trade - off between ethics and effectiveness. In other words, as long as …accomplishes the part of the job we're interested in, we don't care about… ethics in other areas. This morally myopic view of a leader explains why people sometimes get the leaders they deserve when their "son - of - a - bitch" turns out to be a *real* son - of - a - bitch (p119).

The fourth and, as far as one may see from literature, new OCD is that of Dys -
entrepreneurism. That 'entrepreneurs' have worked for the public 'good' is well
documented, but to date the opposite of this would seem to be merely regarded as
the negative or failure aspect of the 'good' entrepreneur. It is a matter of conjecture
whether for example the development of groups (or chains) of academies can be
viewed in this light.

2.10 Emerging Organisations, Academies and Strategic Development of Entrepreneurism

The literature focusing on the entrepreneurial characteristics of emerging
organisations (for example new academies) is sparse and historically dates to work
by Brush et al (2008)., Katz (1988) and others. They examined the characteristics
of emerging entrepreneurial organisations with the intention of drawing conclusions
about the ways in which they secure their future, based upon those parameters
defined by Katz et al (1988) i.e. intentionality, resources, boundary and exchange
(IRBE).

Brush (2008) in quoting Aldrich et al (1979) provides a commentary that closely fits
the raison d'etre behind the rise of the academy movement

> A central activity in entrepreneurship is the creation of new organizations.
> Organizations are defined as goal directed boundary - maintaining systems
> that emerge when entrepreneurs take the initiative to engage in founding
> activities (p547).

Macaulay quoting Busson (Macaulay, 2008a), founder of ARK (Absolute Return for Kids which sponsors a number of academies) suggests that:

> if we can apply the entrepreneurial principles we have brought to business to charity… *(academies are charitable organisations)*… we have a shot at having a really strong impact, to be able to transform the lives of children (p43).

There is no doubt in the mind of this highly successful 'Hedge Fund' Manager, that academies are about using entrepreneurial skills and principles in developing a new approach to education in principally disadvantaged areas. What then is the justification for suggesting that academies may be considered as being entrepreneurially emerging organisations? Katz et al (1988), in defining emerging entrepreneurial organisations state that:

> emerging organizations are organizations - in - creation, that is, organizations at the stage in which all properties necessary to be an organization come together (p429).

As this does appear to describe academies in general, what are these 'properties', and how may they be identified within 'entrepreneurial' academies? McKelvey (1980) expanded on the essential characteristics of entrepreneurially emerging organisations (IRBE). In describing Intentionality McKelvey provides a very succinct description in that 'organisations are 'myopically purposeful, (p115)' and reflect the goals of the founding entrepreneur (in the case of an academy, this may be interpreted as the Sponsor's expectations for Type 1 and 2 academies). There is strong evidence concerning the existence of intentionality within the academy movement by perusing the Funding Agreements of them all (DCSF4). The ease by

which an emerging organisation can obtain resources ultimately determines the organisation's strategic direction. All Type 1 academies are able to raise resource funding from a combination of both Governmental and Sponsor sources while in general Type 2 relied more heavily on the annual government grant which was and still is quantifiable and guaranteed, unlike in a commercial start - up situation. Thus the financial risk element is greatly reduced; however there remains a significant risk in terms of the perceived impact on students and their outcomes. However, what financial stability may provide is an ability to pursue the Sponsor's strategic intentionality with reduced difficulty.

In establishing a clear identity and purpose, the organisation establishes a boundary by which other organisations and the surrounding environment recognise what the new organisation is about. The boundary in the case of academies can be defined again by the Funding Agreement, the corporate name of the Academy and by its DCSF (Department for Children, Schools and Families) unique number. Finally, the fourth characteristic of an emerging organisation that of 'exchange' has two aspects: one that reflects the repetitive or cyclic nature of the transaction that will take place. The second reflects the ways in which the transactions will benefit the emerging organisation.

For any emerging organisation 'exchange' is possibly the most risky of all and in the case of academies with predecessor schools this can be represented by the educational provision for students and their examination results in a possibly former failing school. This exchange however being provided in some cases by the

same teaching staff that corporately may have previously failed the students. The second aspect of exchange, that of benefit, I would argue, is more closely linked to academies that are very new and may derive immediate benefit from the lack of an existing history and legacy: this can be perceived to run through all academies through the 'freedoms' bestowed upon them with academy status, but not always to the same degree.

What then is the relevance of the definition of an emerging organisation to the world of academies? The use of the four descriptors (IRBE) firmly separates the emergence of new entrepreneurial organisations from existing businesses. In this case they place Type 3 academies in less of an 'emergent' position in comparison to Types 1 and 2. Furthermore Katz et al (1988), suggest that it is in the pre - organisational period (before the four factors are fully in place) that emergent entrepreneurial organisations achieve the peak of their entrepreneurial creativity, before they become fully established. It remains to be seen if all academies in the sample can be viewed against this proposition and to what extent they achieve the zenith of entrepreneurial creativity. This correlates with Hanson's (2011) proposition concerning the importance of the incubation phase (Fig 2 p33).

Emergence without a strategic entrepreneurial direction or plan, could result in a school (or brand new academy) simply recreating structurally what had been criticised by the Labour Government for being responsible for England's underperformance on the international stage.

In examining the literature of strategic change and development, Applebaum et al (1998) reviewed a number of factors used to provide for and assess organisational change and development. They make a strong case for structural adaptability in developing effective entrepreneurial organisations quoting Vecchio et al (1995).

> Also, entrepreneurship is encouraged within the divisions of the organization by rewarding successful innovation and encouraging risk taking, p289.

However before structure is given too large a significance, it is relevant to be reminded by Waterman et al (1980) that just as Magritte (*La trahison des images)*, painted a series of pipes and titled the series 'Ceci n'pas un pipe', 'Structure is not organisation' and that, in this case academy effectiveness and entrepreneurial development is not solely about their structures. Rather their strategic development as emerging organisations may be considered to be a result of several factors now generally known as The Mckinsey 7S model (see Appendix 2). The model is used in a variety of ways by organisations and is most appropriate for analysing an organisation's current position with a view to developing a strategic plan. It is for its ability to act as a template for strategic assessment, that it was ultimately used as a tool to assist in the field research during the interviewing stage to assist interviewees to assess their own academy's entrepreneurial position. As Waterman (1980) state:

> To be readily communicated, superordinate goals (the McKinsey 7S circles in appendix 2) need to be succinct. Typically, therefore, they are expressed at high levels of abstraction and may mean very little to outsiders who don't know the organization well. But for those inside, they are rich with significance. Within an organization, superordinate goals, if well - articulated,

make meanings for people. And making meanings is one of the main functions of _leadership (author's stress),_ p25.

2.11 Reflections on Leadership in Education

The published literature surrounding educational leadership is prolific. To sustain a clear focus on leadership within the academy movement and issues relating to Senior Leaders, this review recognises the diversity of published related material, pursuing in particular those aspects, which can be recognised as having specific or general relevance to entrepreneurial leadership or leadership models of entrepreneurism. Theorising and conceptualising leadership in general and educational leadership specifically has witnessed many changes in popularity and recognition. From the 'Great Man' theory with its equivalence in the educational world in the form of the 'super' or 'heroic' heads to the more obscure concept of 'Leadership as a subversive activity' (MacBeath 2007), the arguments and paradigms have been prolific.

The concept of the 'heroic' leader in education has been strongly criticised to the point that as West - Burnham (2005) suggests:

> If leadership is perceived as the characteristics of one person, trait theory, then it will inevitably compromise growth. However, if leadership is perceived as one manifestation of the democratic process i.e. it is a collective capacity rather than personal status (p10).

then this powerful statement develops significantly the work of Lambert (1998) who suggested that:

> when we equate the powerful concept of leadership with the behaviours of one person, we are limiting the achievement of broad based participation by a community or a society. School leadership needs to be a broad concept that is separated from person, role, and a discrete set of individual behaviours. It needs to be embedded in the school community as a whole. Such a broadening of the concept of leadership suggests shared responsibility for a shared purpose of community (p5).

Although the focus of West - Burnham was not leadership per se, it raises a serious issue concerning 'sole leadership' concept and models. Blackmore et al (2004) further draws the reality of 'heroic' leaders into question. In reviewing the press both in Australia and in England, she comments that:

> despite the lessons of the 'super - heads'—highly paid heads parachuted into designated failing schools to rescue them, a mission several spectacularly failed to deliver the notion of the 'heroic leader' is still perpetuated by media (p310).

Transactional and transformational leadership have both received significant attention by researchers such as Avolio (1999), Leithwood (2000) and Sanders et al (2003) including contemporary researchers such as Davies et al (2011) covering over two decades of developing findings and opinion. Some such as Simkins (2005) suggest that the 'Holy Grail' of effective leadership has been discovered; however of particular importance to the study of entrepreneurial leaders in academies is the concept of 'Distributed' leadership. Underpinning my intention to pass by transactional and transformational leadership with limited mention, is the link between emergent organisations and distributed leaders which is of particular relevance to this work. Woods et al (2004) describes distributed leadership thus:

it gives recognition to a fact of life apparent to many working at the sharp end in organizations—namely, that leaders at the organizational apex are not unique sources of change and vision; nor do they act necessarily as single figures coaxing, persuading, inspiring or directing followers towards the 'sunny uplands' of organizational success (p.454).

This statement dramatically shifts leadership to a more entrepreneurial stance in that Woods et al (2004) described distributed leadership as an 'emergent' property which develops a number of people working together as opposed to the notion of a single person leading everything. Although such emerging interactions could take place at any stage of an organisation's existence, the potential for such development in the context of 'entrepreneurial emergent organisation' literature, I would argue, is greatest in the pre - organisation phase of emerging organisations e.g. the pre - opening phase of new academies. This supports the work of Hansen (2010) in which he suggests that emerging organisations are at their most creative at the incubation phase. In fact Hansen et al (2009) quoting Lichtenstein (2006) suggest that:

there was a point at which a critical transition took place, which is conceptually similar to an emergence event (Lichtenstein et al, 2006, p10).

It is not clear that this stage whether 'emergence' in this case, is synonymous with 'emergent' in the earlier sense of 'emergent' organisations. Robinson (2008) also comments that the nature of distributed leadership implies a necessary widening or opening of leadership boundaries, again which is arguably easier with un - established organisations such an academies and needs to be linked to outcomes. Interestingly she also suggests that consideration should be given to other

contributors to distributed leadership such as students. This concept of 'letting go' is at the heart of entrepreneurial activity. In an un - refereed publication Branson (2011) stated:

> But you can't merely hand over responsibility - - you need to empower the right people. Our success at this is partly due to the devolved management structure we set up. Since our CEOs operate their companies as owner - managers, our employees maintain a real sense of pride in and responsibility for their businesses and the managers are able to hire others who have the right skills and fit with their particular Virgin team. I speak to our CEOs regularly, visit our companies and promote our businesses, but I let our managers manage.

Distributed leadership shares much of the concepts of effective teamwork but teamwork per se may be viewed as oppositional to entrepreneurial leadership. As Cline (2000) states:

> There are different approaches for a school system to move from the custodial orientation to that of role innovation,…. The socialization process needs to produce maverick leaders who can 'juggle round stones' as they walk the fine line of drastically altering the core technology of schooling while simultaneously maintaining stability in unstable times (p152).

2.12 Distributed to entrepreneurial leadership

Maverick leadership in Cline's (2000) terminology, while apparently reflecting the concept of the 'hero - leader' might also be construed to imply a degree of charismatic leadership trait. As described earlier, charismatic leaders can be high risk and according to Katz et al (1988):

most entrepreneurial activities end in near - misses, organizations that die while emerging (p437).

It is therefore essential that the leaders of academies provide a greater degree of certainty for the survival of their academy. In order to identify entrepreneurial leadership we need to examine the various definitions of entrepreneurism and entrepreneurial leadership. Vecchio (2003) argues strongly that:

> entrepreneurship needs to be defined with reference to a setting or context (e.g., start - up firms/or academies) …These actions fall under two broad headings: attempts at influencing others and exploiting opportunities (p 303).

In the case of academies, these two actions may reflect the impact of leaders' influences on a wide range of people including: students; parents/carers; staff; the community; the Governing Body; and the sponsor. In exerting influence, leaders at all levels need to have a purpose, this also may be varied but typically should include, successful educational outcome for all students. In the case of Types 1 and 2 academies it may be vested in a definable 'moral purpose'. This purpose is at its most obvious when placed in the context of opening a new academy without any predecessor school. In opening a new academy Daniels (2011) was acutely aware of the need to influence all stakeholders and to establish rapidly an appropriate style of leadership:

> As a 'pioneer' principal of an early academy, I also gave considerable time to reflecting about headship experiences in two previous schools and the development of a leadership and management style appropriate for this new venture, which I describe as 'pragmatic, instructional and authentic or 'PIA' (p 93).

Clearly not all leaders of academies have the benefit of starting with a blank sheet of paper. But in this situation Daniels (2011) suggests:

> One might argue that the focus of leadership models might well have called for a combination of both a transactional and transformational approach, although the latter would hardly be transforming what was, but rather 'forming' what would be (p 96).

Starting with the blank sheet of paper doesn't make an organisation entrepreneurial per se, however thinking of new and better ways to lead in a specific contextual situation, sets entrepreneurism well on its way and potentially for all academies presents the chance to as Vecchio (2003) suggests 'exploit opportunities, p290'.

2.13 Entrepreneurism and leadership - a partnership or unrelated fields

Bhattacharyya (2006) suggests that:

> it is well known that promoters/founders of businesses are great entrepreneurs but not necessarily good leaders (p110).

Hentschke et al (2005) on the other hand describes leadership and entrepreneurism as 'the two sides of the same coin (p 156)'. If there is a division of opinion, it possibly arises from the dual origin of entrepreneurism from the fields of psychology and economics. The arguments for considering entrepreneurism to be a separate field may be linked to three factors. Entrepreneurism:

1. converts technical information into products and services;

2. provides a means to combat a range of economic inefficiencies;

3. and results in the provision of services and goods.

If entrepreneurism is a different discipline beyond that of leadership then according to Vecchio (2003):

> the published literature on entrepreneurship should provide us with examples of counter - intuitive findings. For instance, we should find patterns of results that indicate that trends or relationships are different or non - existent in entrepreneurial settings (p306).

However, if entrepreneurship and leadership form a united or semi - united field of study then Vecchio suggests that entrepreneurism follows the 'Big 5' as articulated by Begley et al (1987); and Stewart et al (1998). These are:

> risk - taking, need for achievement, need for autonomy, self - efficacy, and locus of control. Arguably, these attributes comprise the "Big Five" personality dimensions within the realm of research on entrepreneurs (p306).

While the 'Big 5' will form an important basis for future research work into the nature and analysis of the 'entrepreneurialness' of Academies, two aspects of the 'Big 5' concept may be recognised. The micro - entrepreneurial aspects have already been mentioned but on a grander scale, the macro - entrepreneurial follows from the former. Entrepreneurial corporate orientation derives from those characteristics invested in individuals. As Vecchio (2003) suggests:

> Continued interest in a macro - level aggregated construct of entrepreneurial orientation is demonstrated in a review article by Lumpkin et al (1996), wherein they contend that entrepreneurial orientation should be defined as a firm's propensity to display autonomy, 'innovativeness, risk - taking, pro - activeness, and competitive aggressiveness (p310).

Nevertheless, how do the micro and macro consideration of entrepreneurism link to the question of leadership in general and in particular leadership in academies? Vecchio (2003) highlights a number of research possibilities that are applicable to organisations in general and potentially academies also. He suggests the following avenues of research:

> Four promising avenues that relate largely to an entrepreneur's relations with others are followership, social intelligence, substitutes and neutralizers, and training and development (p315).

Vecchio is of the opinion that there is a strong argument for linking entrepreneurial activity with leadership and:

> that research into entrepreneurship is not beyond being incorporated into the current research into leadership and interpersonal influence (p322).

Findings from research into entrepreneurial activity do not suggest the entrepreneurism is context specific and states that:

> there is a lack of critical studies which attempt to describe and consequently locate 'entrepreneurial' characters within the work force and in what way they would be different from the majority of employees (p322).

However this has produced an interesting on - going debate. Sarason (2010) considers whether one can separate the 'Dancer from the dance' or the entrepreneur from opportunity. She argues that there are arguments to support both possibilities depending the epistemological and ontological positioning. Gibb et al (2009) provides an insight on educational entrepreneurism, but in universities

rather than schools which is based upon a leadership model, linking entrepreneurship to leaders. He is clear in that as shown by Fig 6a, (Pg.60).

> It is important to distinguish the entrepreneurial model from other organisational approaches/concepts …in particular the 'new managerialism' (Deem 1998 and 2001), the 'corporate business model', 'professionalism' (Blackmore and Blackwell, 2006 Kolsaker 2008) and 'marketisation' (Bok 2003). Entrepreneurial organisation is not synonymous with any of these. The entrepreneurial concept stretches well beyond the business and new venture context.(p18).

2.14 The entrepreneurial organisation - Conceptualising a Leadership approach

While the principal focus of this work is based upon examining my revised Woods et al (2007) model (p39) it is apposite to review what the literature provides in terms of differing approaches to conceptualising entrepreneurial organisations (academies).

If entrepreneurship and entrepreneurial characteristics as suggested in Section 2.13 are not beyond being incorporated into the current research into leadership, then two 'leadership' models by Robinson (2009) and Gibb et al (2009) have a relevancy to this study.

The question about the interrelationship between entrepreneurism and leadership in the academy environment is important enough to consider the work of Robinson et al (2007) and Robinson (2009). In the former paper they examine entrepreneurship as a 'Values and Leadership' paradigm while Robinson (2009)

puts this in the perspective of creating an entrepreneurial organisation. His work has a strong resonance to that of Grave's (1974) Spherical Helix Theory of Human Development in which he describes human experience to be like travelling along a helical pathway powered by human interaction and experience albeit for Robinson (2009) it is a step - wise process.

If my revised Woods et al (2007) model (p39) describes entrepreneurial academies by providing four OCDs or definitions of the type of entrepreneurism they exhibit, then Robinson (2009) seeks to position entrepreneurship within a leadership and values paradigm which informs how an organisation (academy) may be induced towards the requisite entrepreneurial culture.

> and as such entrepreneurship may be seen as one type of leadership orientation, namely that of leading a business venture (p3).

which is what many would now consider to be fundamental to the prime purpose of academies which are schools in the business of delivering educational achievement together with a range of other outcomes.

Robinson bases his conceptualisation on what he states is 'known' fact, that the dualistic human capabilities of autonomous decision making and rational - considerate conduct are developed alternately and sequentially. He continues by arguing that consequently:

> organisational development: is dependent on the composite progress of those working in the organisation (p1).

The six stations in Fig. 6a (p60) indicated by individual colours and shapes, not only represent individual personal development but as explained previously provides a mirroring description of organisational development. Starting on the left hand side, is a position where individuals cling together for safety. Following a steep development both organisations and individuals achieve an aggressive position typified by 'dog eats dog'. Moving to the extreme right hand side lies a paradigm of interdependence. Robinson suggests that:

> The path to each of these crosses the ethical divide and represents a very significant step in the entrepreneurial development process (p9).

Fig. 6a   A Values and Corporate Values Journey - A simplification of the original diagrammatic representation (Robinson, 2007)
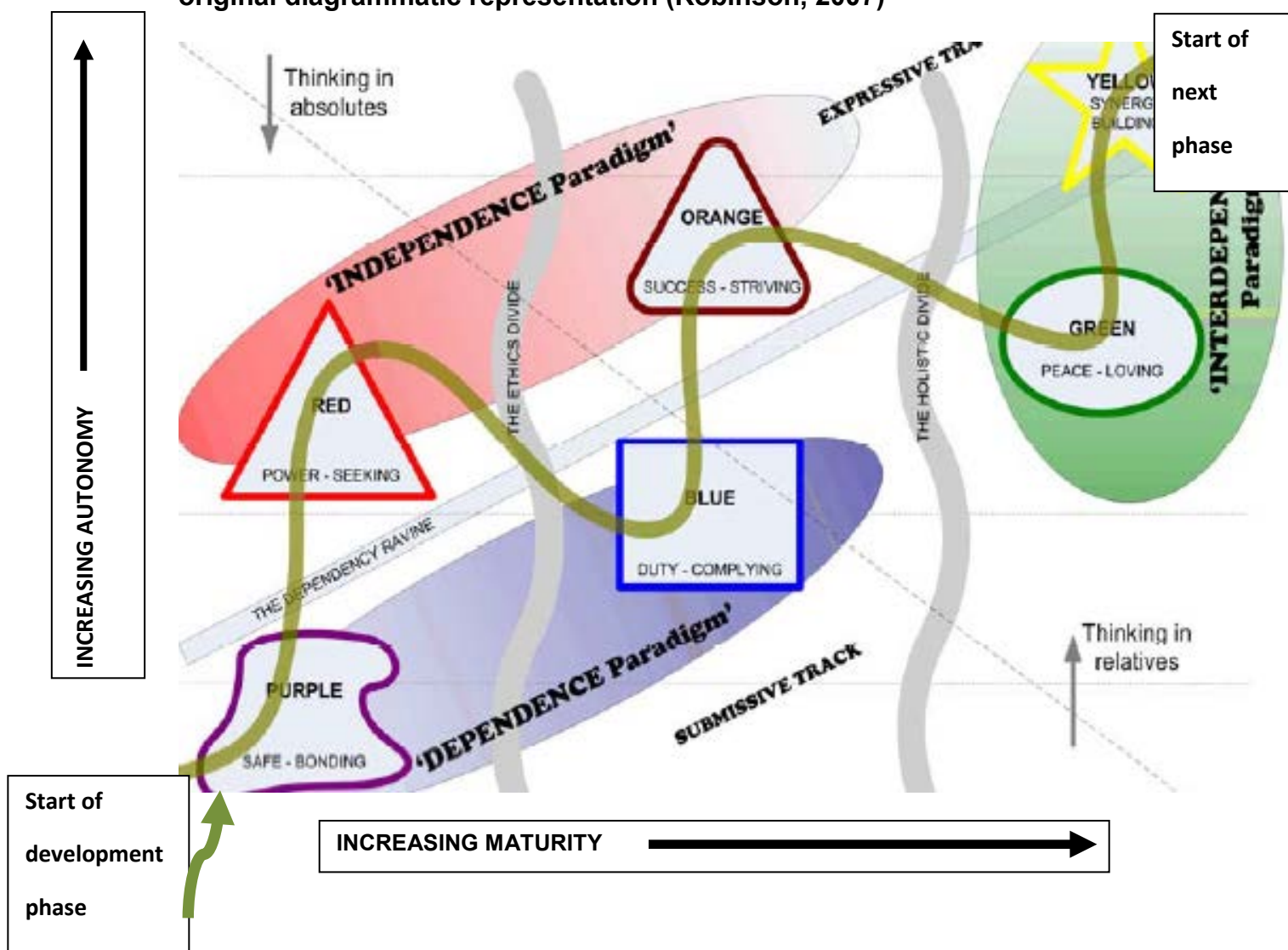
Every individual starts the journey with a pre - disposition (conditioning) which is mirrored again by organisation positioning. A broad description appears below in Fig. 6b

PURPLE CONDITIONING	RED CONDITIONING	BLUE BELIEFS	ORANGE BELIEFS	GREEN VALUES	YELLOW VALUES
I am not as good as others - I must avoid rejection	I am better than others, I must be revered	I must work hard & sacrifice now for the future	I must reap the fruits now and enjoy a good life	We should all share and live in harmony	I build competencies. My time is more important than money
'Red - green' agreements are forced, false, strained then broken leading to separation		'Orange - blue' relations are dutiful, productive, successful but can be manipulative		'Yellow - green' thinking can be flexible, holistic but can appear indecisive	

Fig 6b. The conditioning applicable to each stage in Robinson (2009) model

In Fig 6a (p60) (simplified to concentrate on the relevance to entrepreneurism), the two axis represent the two planes of human development based on a six step (or value stations). Individuals are developed along the model in a step - wise manner as Robinson (2007) suggests that it is virtually impossible to develop in both directions simultaneously. As he describes, the model accommodates established psycho - social elements such as conditioning, power, duty dependence - independence - interdependence, ethics and holism and therefore:

> As each of these has a bearing on entrepreneurship, it also then provides a basis for developing appropriate leadership practices that support and enhance an entrepreneurial culture and in turn equip emergent and nascent entrepreneurs, corporate managers wishing to evoke a more entrepreneurial culture, and academics who teach and research in the fields of entrepreneurship, with the ability to nurture entrepreneurial talent (p8).

According to Robinson (2009) it is possible to chart the progress of an organisations' process of 'maturation' through the 'value stations'. Furthermore he suggests that an organisation achieves its most entrepreneurial level when their day - to - day practice reflects the success - striving station (Orange). In Table 2, Robinson (2009) based on his 'values - leadership' model Fig 6a, empirically provides a typology of organisations and individuals, which are most likely to exhibit entrepreneurial characteristics. The table shows that, (orange bordered zone) in organisations where the preferred leadership process is entrepreneurial, it follows that all others factors should be present.

Table 2 Robinson 1999: Business Leadership and organisational factors

Dominant individual behaviours	Culture type	Typical organisational structure	Typical managerial orientation	Preferred management process	Typical response	Motivating need	World view
Instinctive self-denial	Submissive	Tribal	Obedience	Parental	Listen	Belonging	Tribal
Impulsive self-expression	Aggressive	Mini-empire	Task	Tough paternalistic	Force	Independence	Egocentrist
Sacrificial self-denial	Compliant	Passive hierarchy	procedural	Authoritarian	Conform	Security	Absolutist
Rational self-expression	Progressive	Active hierarchy	Results	Entrepre-neurial	Initiate	Achievement	Materialist
Accommodative self-denial	Harmonious	Social network	Relationships	Facilitative	Discuss	Acceptance	Relativist
Considerate self-expression	Integrative	Functional access	Solutions	Synergistic	Consider	Inter-dependence	Existential

Although focusing on a different sector of education, Gibb (2009) argues for the introduction of a leadership concept of entrepreneurial universities but also introduces what may be perceived to be a time element. While universities are much larger organisations and operate in different markets, I would contend that there are similarities, such as autonomy, self - determination and with a similar form of 'exchange' and both are judged by the quality of their academic output.

Clark (2004) argues based on case studies, for five key components of entrepreneurial university organisation:

1. a strong central steering core to embrace management groups and academics;

2. an expanded development periphery involving a growth of units that reach out beyond the traditional areas in the university;

3. diversity in the funding base, not only by use of government third stream funding but from a wide variety of sources;

4. a stimulated academic heartland with academics committed to the entrepreneurial concept; and an integrated entrepreneurial culture defined in terms of common commitment to change (p17).

Etzkowitz et al (2004) put forward five propositions concerning the entrepreneurial university concept namely that such institutions are focused upon: the capitalisation of knowledge; managing interdependence with industry and government; are nevertheless independent of any particular sphere; are 'hybrid' in managing the tension between independence and interdependence; and embody

reflexivity, involving continuous renewal of internal structures. Again there are a number of parallels with academy schools and the expectation to 'do things differently using their 'freedoms' to bring about radical change.

Fig 7 The University as an entrepreneurial organisation Gibb et al (2009)

Entrepreneurial leadership with widely shared commitment to innovation and management of interdependency with all stakeholders

Maximising autonomy and individual ownership of initiatives

Held together by shared values/mission not detailed control systems

Wide encouragement for staff to develop and 'own' external relationships

Incentives to innovate and learn from mistakes

Delegated responsibility to see things through

Providing wide opportunity for holistic project management

Allowing overlap and informal integration within and without the organisation

Reward systems geared to success with customers and stakeholder credibility

Encouraging and rewarding learning by doing and from stakeholders

Flexible strategic thinking as opposed to highly formal planning

The Gibb (2009), model (Fig 7) can be used to explore some of organisational development challenges noted above and if amended appropriately provides a further but related approach to examining entrepreneurism in academies. This may lead to Schumpeterian 'creative destruction' (Schumpeter, 1934) as mentioned in Section 2. 6, as those academies and their constituent parts e.g. curriculum areas which are slow to change, face radical action.

In conclusion I would argue that it is possible to view the three models' interrelationship as a time related concept . Subject to empirical tests, I would argue that the Daniels (2011) (Pg39) model may provide a snap - shot across sample academies. The Robinson model has the potential to be used at a later stage to analyse where individuals, groups (e.g. curriculum areas) are situated on the Values Based Entrepreneurial Algorithm and finally an amended Gibb (2009) model might be used to provide the strategic detail of pathways to achieve an entrepreneurial organisation. However it must be remembered that although such ideas will be considered at a later stage, the primary focus of this work is based on the revised Woods et al (2007) model.

2.15 Academies: opening and building teams.

Within the types of academies now open, there exists a range of leadership structures and styles. While it is not the primary function of this study to examine in depth all issues related to leadership in academies, it is important to view the ways in which academies have used their new status to either restructure, re - energise

or redefine entrepreneurial leadership within their own organisation. The only academy leaderships with a structural 'blank sheet of paper are those without a predecessor school. All others have had to follow the 'Transfer of Undertakings (Protection of Employments) Regulations, 2006, known as 'TUPE'. The procedures are laid down for staff moving across to the academy from the previous school. This potentially could have a significant impact on the formation of teams, especially 'entrepreneurial' teams.

I would argue that there is a justifiable reason to examine work from other fields linked with teams and entrepreneurism in that although the outcomes may be different, the concept of team and teamwork (or the lack of it) are to be found in all organisations. Katzenback (1997) sets the scene by making the assertion that:

> even in the best of companies, a so - called top team seldom functions as a real team (p1).

Historically Wallace et al (1994), define three roles for team members those of:

> contribution as an equal' and …'leadership within the team' … and 'followership within the team (p86).

External to the field of education, Pitcher et al (2001) describes work by Hambrick et al (1984) as a 'watershed' which generated a subsequent plethora of articles and research into Top Management Teams in which 'Top Team' demographics were identified and codified. Pitcher et al (2001) comments that Finkelstein et al (1990) had examined more than forty empirical studies over a ten year period

relating to the impact of Top Managers and their characteristics on the entrepreneurially strategic outcomes of their organizations: the outcomes were inconclusive. Alongside such work, scepticism was being poured over the notion that 'Top Teams' actually existed at all. Katzenbach (1997) suggested that:

> a team's know - how and experience inevitably lose power and focus at the top of the corporate hierarchy and simply labelling the leadership group does not make it one (p87).

This is a concept which one could argue is applicable to the majority of top leaders and their teams in many organisations including academies, and that is 'mental models'

Westbrook (2006) cites the birth of the 'mental models' concept by Craik (1943) in which 'mental models' were described as 'small scale models of reality, p564'. She further explains that one of the dominant paradigms of modern - human information interactions studies is that of sense - making. Mental models amongst those who use them provide levels of understanding of the systems or processes from which they are required to obtain information. Although originally developed within the world of systems and information analysis, Mohammed (2003) develops the concept of 'transactive memory' linked to mental models in relation to the development of teams and their entrepreneurial effectiveness. Transactive memory may be visualised as being similar to a computer network (team members) in which each computer (team member) has its own directory. Transactive memory recognises the expertise of individuals in the team and reduces individual overload of information. Chrispeels (2008) brings not only the field of mental models into

contemporary times, but also introduces it into the field of education in which she reflects on its contribution to school effectiveness and reform within the context of improving school and district effectiveness in the USA. She argues that 'principals cannot lead alone' and that 'the School Leadership Teams (SLTs) are essential to the improvement process (p730)'.

I would argue that this is of significance to all schools and would go further and suggest that for academies wishing to be entrepreneurial, it is not just a question of the Senior Leaders being entrepreneurial, but it is linked to the governmental original prime driver for academies, that of moral purpose, and a shared mental model.

The final strand in reflecting on the factors which are contributory to developing and sustaining high performing entrepreneurial Leadership Teams, covers an extensive area of research devoted to the nature of and styles of educational leadership. As early as the 1960s, the Headmasters' Association (1965) conceded the need to share the burden (but not the vision) of headship. A similar note but with a slightly different emphasis is provided by Wallace (2001), when he suggests that:

> An approach to sharing leadership which works towards equal contribution, with an occasional regression towards hierarchy, may be where the synergy lies that could really make a difference to the quality of school leadership, and so help raise educational standards (p166).

Authentic leadership as a concept and a perspective has in recent years been explored by several scholars, including Taylor (1991), Duignan and Bhindi (1997), Begley (2006) and Starratt (2004) and is frequently aligned with education with a 'moral purpose'. Within the wider school improvement agenda Hopkins (2001) argues that from the perspective of raising the levels of achievement of students:

> Instructional leaders are able to create synergy between a focus on teaching and learning on the one hand, and capacity building on the other (p5).

Within this mixed field study can be found examples of extremes in ontological and epistemological positioning and thinking. In addition, some of the authors fall within the continuum of the extremes. Principally those dealing with 'Top Teams' such as Pitcher et al (2001) draw their conclusions from quasi - scientific mixed method longitudinal studies of top business, mainly in the USA. At the other extreme, Chrispeels et al (2009) and others reflect and comment upon the development of Team Mental Models which enhance student achievements when schools and in this case the district (Local Education Authority in UK terms) act as 'coordinated units for change, (p730)'.

Pitcher et al (2001) although accepting that some aspects of the 'quantitative results from her research were inconclusive, accepts that more qualitative data would assist in explicating the results of her findings concerning the impact of team heterogeneity on the success of 'Top Teams' in general. Thus one can recognise that in discussions relating to the effectiveness of 'Top Teams' there is a

dichotomy which ranges from Pitcher, through to the more pragmatic (and potentially harder realism of Daniels (2011) culminating with the contribution of Chrispeels (2008) in which knowledge and understanding is much more related to experience and is evidenced by qualitative methods.

Potentially one of the most relevant publications to Leadership Teams in academies is the work by Carter (2009) of The Arete Group, in that it specifically addresses aspects of the focus of this study. This un - refereed publication differs in a number of respects from those from learned publications, in that it is the product of discussions and interviews with some nineteen Principals/Headteachers (all but three being Principals of Academies) together with leaders from six educational organisations which included sponsors of academies and researchers. This is one of the most comprehensive discourses concerning Academies and their entrepreneurial leadership and management and leadership. Carter (2009) in questioning interviewees about their understanding of the most effective structures for Leadership Teams, concluded that:

> no clear consensus emerged in response to this question. However structures that exist do appear to be informed by differing priorities (p14).

Such priorities represent a wide range of issues, focussing on: pastoral care and monitoring of students; measurable outcome goals; interpretation of the nature of teamwork; and history of the academy. Where there was agreement, is that the leadership structures should reflect the leadership style of the Principal:

The most effective structure is the one that works best for the Principal in situ…and …the leadership style needs to be aligned to the style of the leader (p14).

However concern is expressed by Curtis (2009) in commenting on academies belonging to larger groups such as the Harris Group of academies. In reflecting on the work of Beckett (2008) he suggests that the:

central management structure of these organisations can take decision - making away from individual academies (p115).

which is an essential element of Vecchio's et al (2003) 'Big 5' of entrepreneurial organisations. Carter's research also comments on the nature of the operation of the Senior Leadership Teams:

It's got to be a team that feels that it's all in it together, equal in terms of value and an open and honest culture…and…we look for people of compatible competencies to make a strong holistic group (p14).

This resonates with the work of Wallace et al (1994) commenting on the role of individuals, 'individual members can do as much to inhibit synergy as making it happen (p198).'

However if compatibility is interpreted as a degree of homogeneity, Pitcher's et al (2001) work would question this requirement, in which there is limited evidence that compatibility/homogeneity impacts significantly on the ultimate positive productivity

or success of Top Teams. For many, this is a new concept within the educational field. As Westbrook (2006) indicates, based upon Fischbein et al (1990):

> our reasoning processes - learning, understanding, problem solving - are largely dependent on our mental modelling mechanisms (p564).

The information system which is reflected by the complexities of academy organisation and activity can by its application:

> lead to changes in the model, even though people generally hold mental models without the awareness needed to easily verbalise their nature or recognise the needs for alterations (p565).

Set within an educational setting, one might describe this to an extent as the 'culture' of the academy: however in reality it goes much further and deeper, reflecting all that is (or might be) different about 'entrepreneurial' academies. It is therefore of vital importance that a new principal is able to 'drill down' into the current 'mental model' (or indeed lack of) held by the Senior Leadership Team to understand how to harness strengths, weaknesses and opportunities for entrepreneurism.

2.16 Current and future aspects of entrepreneurial Academy Leadership

Assuming that the higher degree of freedoms of academies are real and applicable, what do we know about the particular entrepreneurial needs or skills required currently by academy Senior Leaders? To what extent do they reflect those attributes as witnessed in other non - educational entrepreneurial settings?

Carter (2009), is particularly unclear about what is different about management and leadership in maintained schools and academies. One of the few main differences is described thus:

> one feature of the management approach of academies, which may distinguish them from the majority of schools, is their use of performance management tools (p7).

Although this is also a legal prerequisite for all maintained and academy schools it begs the question why this should be highlighted within the findings of the Arete publication? Curtis et al (2009) in a report for The Sutton Trust comments that Lord Adonis in stressing the importance of leadership within academy schools:

> outlined four aspects that are at the heart of the academy movement: ethos, leadership, teaching, and talent development (p26).

While leadership was clearly deemed to hold a vital position for the success of academies Curtis et al (2009) indicated that:

> the freedom available to Academy principals has led to instances of visionary leadership in terms of innovation and pedagogy (p6).

However, there would appear in literature to be little detail about the entrepreneurial nature of leadership of academies which provides such visionary leadership and overwhelming evidence for outcomes for students. With the arrival of 'converter' academies, it might be possible to imagine that there could be a significant change in the philosophy behind the academy movement. Although it is potentially the case, Lord Adonis (2011) and Lord Hill (2011), clearly reaffirm the basic philosophy behind academies:

the core of the academy proposition is underperforming schools in challenging areas thinking about transformational change by bringing essentially a whole new approach to governance and leadership in these schools.

To date following Carter's (2009) findings, possibly the most significant and contemporary research into academy leadership is that published by The National College for School Leadership in 2011, (on which I sat as a member of the research advisory steering group). Not surprisingly many of the findings reflect Leithwood's et al (2004) view that:

as far as we are aware, there is not a single documented case of a school successfully turning around its pupil achievement trajectory in the absence of talented leadership. One explanation for this is that leadership serves as a catalyst for unleashing the potential capacities that already exist in the organisation (p6).

The NCSL research concentrated on formulating views about three particular aspects of leadership in academies: strategic leadership; organisational leadership; and operational leadership. Strategic leadership appears to be strongly influenced by the starting point and reasons for wishing to become an academy. In the case of organisational leadership the role of sponsors was highlighted especially in bringing to bear a more 'business - like' approach to leadership and management, while in 'converter academies' organisational leadership is more traditional and less directive. In terms of operational leadership, the NCSL research suggests that there is an increased excitement (on the part of Senior Leaders) by autonomy (reflecting the Vecchio's et al (2003) 'Big 5')' and freedom and this appears to be an important leadership attribute. It also evinces significant agreement about four

of the top five skills that were more apparently important in an academy context. These included: financial management/budgeting skills; political/diplomatic skills; dealing with accountability; and change management skills.

However, there would seem to be little in this research which separates the effective adventurous Senior Leader in a maintained school from that of someone holding a similar role in an academy, possibly with the exception of the preparedness and increased ability to be a risk - taker, which as Vecchio et al (2003) suggest is an essential characteristic of the entrepreneur. Indeed the NCSL (2011) report merely mentions entrepreneurism as a skill possessed by some Senior Leaders and appears to be unclear about the uptake of academy freedoms by SLs.

2.17 Academy 'freedoms' to be 'entrepreneurial'

Some may argue that academies are an example of 'Robinhoodism', in that their establishment 'robs' other maintained schools of resources and students. Beckett (2008) takes a strong anti - academy stance:

> The state – that is, you and I – provide the money, and the churches and such successful business people as wish to do so take the decisions. That is one of the reasons why the success of city academies matters so much to the government that they are prepared to throw money at them at every opportunity, and to load the dice in their favour whenever possible. They are pioneers of an attempt to put the clock back to the days before the state involved itself in education (p7).

The extent to which this may be described as 'Robinhoodism or 'social dys - entrepreneurism' is difficult to evaluate without research. Within an on - going debate about the efficacy and fairness of the development of the academy movement there are inaccuracies being promulgated by both proponents of the movement and its detractors. Both of which to a degree impede an honest and unbiased understanding of the actual impact and value of this educational provision development. The Anti - Academy Alliance (2011) states clearly that:

> Academies are not covered by education law. The rights of parents over admissions, SEN etc. are therefore restricted (p1).

and by implication academies might 'entrepreneurially' exclude students which they would possibly prefer not to admit. This however is 'balanced' by for example, by suggestions made by Harper (2010) that:

> our objective is, I hope, quite clear, which is to raise standards of education in some of the toughest, most difficult areas in the country - areas which have been overlooked…Members of Parliament should be congratulated on putting resources into the sort of areas that we visited, the sort of schools we've been into, which - most of them - have been an absolute disgrace. …They are schools where generations of people have not expected education and they haven't received it, and there's been a low standard in them.

This premise is in particular criticised by The Anti - Academy Alliance (2011) which points out that if schools becoming academies are already 'outstanding' what possible contribution can they make to the raising of achievement agenda? Thus far the discussions have mainly centred on politics: the philosophy of state versus private control and direction. An equally important aspect of consideration must be one of the 'products' delivered to the clients of academies, which is the curriculum.

Titcombe (2008) following research compiled in association with The Times Educational Supplement (TES) comments strongly on the practice of the 'most rapidly improving schools' to retreat from conventional GCSEs and offer a wider range of vocational (and therefore perceived easier courses) in order to improve the percentage of 5 A* - C Grades. The Anti - Academy Alliance (2011) commented that there was evidence that:

> examples are given of worryingly degraded curriculum opportunities in a number of academies for which data has been indirectly obtained, giving rise to concerns that some or even all pupils in some of these schools are being denied a right to a broad and balanced educational experience appropriate to full participatory citizenship in a modern European democracy (p1).

What failed to be stated was the number of other maintained schools which were using the same or similar tactics to 'inflate' the Key Stage 4 results in the League Tables for Key Stage 4 GCSE results in England and Wales. If this is considered to be entrepreneurial, then it can be said to feature in both maintained and academy schools.

If this was the Anti - Academy Alliance's major objection, then it has been swept away hardly without comment by the introduction of the EBac by the Coalition Government of 2010. From a 'curriculum entitlement' which had been based on the principle of 'breadth, balance and relevance' during the lifetime of several parliaments of both Labour and Conservative persuasions, an unannounced 'volte face' was ushered in. Within the EBac, the prescriptive hand of government now dictates what students must study as a basic minimum. This, applies to both

maintained and academy schools and therefore has curbed earlier entrepreneurial freedoms of both maintained academy schools to be creative in terms of he curriculum .

2.18 Academies: As examples of publicly funded policy based entrepreneurism

If entrepreneurism is about 'risk - taking', then it could be suggested that the Labour Government of 2001 showed significant entrepreneurial spirit. Could they (academies) in fact be seen to be as Blair said (Gorard 2005), 'the future of education (p 37)', involving real improvements emanating from the policy itself i.e. the innovative use of resources, management and entrepreneurial opportunities, or was their impact simply an example of:

> a combination of extra funding combined with ensuing subtle changes in the nature of their intake - the usual technique of sleight - of - hand school 'improvement' (p371).

The first three academies showed a variation in impact on a range of issues and outcomes. None showed a major improvement in outputs such as results in the early years. Initially dealing with very challenging students arriving from communities with major underachievement records, their impact on their communities was minimal overall and the degree to which they used their 'freedoms' according to Gorard (2005) was limited. He continues to suggest that changes over time relating to such matters as intake and social desirability, are a natural consequence of institutionally based solutions to social matters. He is very

clear that academies are an example of policy based evidence rather than evidence based policy and comments that:

> to point this out is not to make a criticism of the individuals involved or their practice, but of the way in which policy is being made on the basis of little useful evidence, and is seldom allowed to be seen to fail for electoral reasons (p375).

Gunter (2005), is supportive of the view taken by Gorard in that she suggests that the reforms which have been witnessed during the period up to 2005 are based upon a 'rational - instrumental policy (p10)', which is, as she explains very different from change which is 'Educational development'. The practice of prescriptive policy can be seen in a range of educational 'reforms' such as: the remodelling of the education workforce; school leadership practices and, of course, the introduction of the academy movement itself. Gunter (2005) is clear that school leadership as promoted by the National College for School Leadership and Childrens' Services is 'constructed, endorsed and funded (p10)' by a government which has 'a preferred model of leadership (p10)'. She supports her contention by citing a review of the literature published by the National College about which, she remarks 'is promoting a very narrow view of who leaders are, what leading is and how leadership is understood and might be practised (p4)'. There is an implication in her writing that it is government policy rather than evidence which promotes 'what works' rather than practices which have been fully evidenced by in - depth and detailed research.

There is little in the literature currently which provides a basis for beginning to develop axiomatic statements about the success of the entrepreneurial advantages, opportunities, or outcomes of the special nature of academies as compared to other styles of maintained schools. Whity (2006), in considering the origins of academies, comments that evidence policy development:

> became a particular issue for New Labour with its proclaimed commitment to evidence - informed policy and its emphasis on finding out and disseminating 'what works' (p159).

The House of Commons Select Committee (Hansard, 2005), was clear that despite the articulated commitment of New Labour to evidence based policy:

> ..the government's proclaimed attachment to evidence - based policy, expensive schemes seem to be rolled out before being adequately tested and evaluated compared to other less expensive alternatives (p17).

The controversy between the relationship of educational research and policy making was put firmly in context by Mannheim (1951) when as Whitty (2011) reminds us that:

> educational theories and policies that took no account of wider social forces were not only blind but positively harmful (p173).

More recently Shahjahan (2011) describes the tension which evidence based policy creates both in the UK and other parts of the English speaking educational world. He comments, that basing policy principally on numerical evidence such as that derived from testing is not just overly simplistic, but attempts to systematise in a unifying manner educational provision for the many rather than for the individual.

In arguing against it, he seemingly takes an opposing stance to the House of Commons Select Committee which seems to imply that all initiatives should be properly researched and evidenced before decisions are made about radical changes in provision. In fact he describes those who are wedded to evidence based educational policy making as:

> in other words, they are unknowingly striving to control and 'tame' education through evidence - based education (p192).

In the case of the current academy movement, its development has been largely based on retrospective evidence gained since the development of the precursors of academies, The City Technology Colleges and the early academies. In the introduction to the Government's White Paper (DfE, 2011), the Prime and Deputy Prime Ministers wrote that:

> in this country we have seen the success over the past two decades of the City Technology Colleges (CTCs) and then the Academies programme. CTCs and former CTCs are now some of the best schools in the country and children on free school meals who attend them do twice as well as the national average. Academies improved at GCSE level twice as fast as other schools in 2008 and 2009. This week's Ofsted Annual Report confirms their success – explaining that their freedoms allow them to innovate and ensure that educationalists can concentrate on education (p2).

They also add a further dimension to the 'market' concept by the introduction of the ability of groups to establish a 'Free School' in response to an identifiable demand. This White Paper (and others before it) raises a significant question to be considered as to whether they and public institutions in general can be viewed as entrepreneurial and the degree to which it is a paradox or a possibility. As Dees (2001) commenting on the work of Drucker (1985) suggests:

for Drucker, starting a business is neither necessary nor sufficient for entrepreneurship. He explicitly comments, Not every new small business is entrepreneurial or represents entrepreneurship…The same would be true of new not - for profit organizations. Not every new organization would be entrepreneurial. Drucker also makes it clear that entrepreneurship does not require a profit motive (p2).

2.19 Entrepreneurial leadership in the English public sector: the potential paradox of markets in public services.

Currie et al (2008) raises some important and seemingly unaddressed issues relating to the nature of entrepreneurial leadership in England within the public sector. In their research they comment on major overarching national and local organisations such as the Heath Service, Schools and Further Education Colleges. They contend that:

> public sector entrepreneurship is characterized by the combination of three distinct agencies: ' stakeholder' , ' entrepreneurial ' and ' political' (p987).

They suggest that initially the entrepreneurs in the public sector in a manner similar to their counterparts in the private sector focus on locating and identifying 'market' opportunities. In this respect there is little to distinguish the 'intentionality' (IRBE, Katz,1998) of the work of entrepreneurs in both sectors. The first significant difference resides in the process and outcomes (or exchange). They contend that unlike the private sector, public sector entrepreneurism seeks to optimise the impact of innovation. Secondly, whereas in the private sector, it is the shareholders who voluntarily bear the outcomes of risk - taking (preferably a profit), in the public sector the risk - taking is firmly located in the understanding, responsibilities and 'stewardship' of limited public resources.

The introduction of academies as potential 'entrepreneurial' public service organisations, suggests that entrepreneurship in the public sector is a relatively new development, however it can be traced, through publications, by: Lewis (1980); Kingdon (1984); Doig et al (1987); and Brooker (2005). According to Currie et al (2008):

> government policy in England has encouraged more dynamic leadership, encompassing both a transformational dimension, notably, vision and charisma, and an entrepreneurial dimension involving innovation, risk - taking and pro - activity (p987).

While Daniels (1994) commented that:

> the effects of the 1988 Education Reform Act have created tremendous changes within the organisation and administration of education, at National, Local and School levels. Indeed the full ramifications are as yet to be revealed and will no doubt require considerable further time to become apparent (p29).

While this work is some sixteen years old, it is salutary to observe the development of 'self - managing schools' in their various guises, and the more recent 'acceleration' of autonomy policies by the current Coalition Government, from 2010 onwards. Some would argue equally, that the evolution of academies has led to a reintroduction of 'markets' into educational provision through the extension of academy status to include former independent schools. Although the actual admissions criteria for many academies preclude selection and therefore the 'marketisation' of provision is limited.

Support for 'marketisation' derives from the beliefs of such neoclassic economists as Hayek (1976) and Friedman (1980) that a decentralised market maximises entrepreneurship through the drive for profit and that freedom of choice can only be fully achieved in the market place and not with the coercion of monopolistic organisations. As Bowe (1993) suggests:

> entrepreneurism is seen to follow as part of the new management culture of the school as an enterprise, that is a releasing of the entrepreneurial skills of individuals within the organisation (p45).

This new found entrepreneurial approach might be expected to display enterprise by taking risks and modelling itself on the commercial world. As Bowe (1993) suggests:

> wrapped up in the government's appeal for greater self - determination is the image of the macho self - made man: the individual whose drive, flair and initiative seizes the present and builds on the future (p54).

Inherent in this suggestion is the potential implication that schools as enterprises might display more of the characteristics of entrepreneurial activity as defined by Liebenstein (1968) in which the entrepreneur acts more as an agent of awareness for developing opportunities within the organisation. The concept that schools can freely trade a range of 'products' on the open market is difficult to substantiate and there are indeed some severe limitations, the baseline being that all children have to attend a school. Therefore the 'exit' market option is for many not a true option.

There may indeed be scope for innovative individual entrepreneurs in the Schumpeter mould, who 'mix' entrepreneurial activity in terms of curricular and financial developments. However, the true scope for developing considerable financial independence is limited unless by some quirk of history, situation or accident a real business opportunity is revealed, which again casts doubt on the ability of schools to become potential revenue earners as suggested by the DFE (1994), thus reducing their financial dependency upon the state.

So what of the concepts of market within the educational world of 2011 and beyond and their relationship with the increasingly rapid development of academies? Have conditions for quasi - educational markets changed and if so to what effect? Glennerster (1991) was very clear in establishing that the move towards 'markets' in education fell short of the full market solution for a number of reasons. He argued that four factors militate against the 'market' ideal: the inability of money to escape to the private sector; the lack of free entry to new providers; the lack of parental choice as to what constitutes a good education as provided by the National Curriculum; and the maintenance of centrally controlled teachers' salaries, but even these are currently at risk of being changed.

Indeed it could be argued that a logical step would be to cut all schools free from LEA responsibility and allow failing schools to go bankrupt and new entrants to take up the challenge, a policy not dissimilar to that of the Coalition elected in

2010. A rather different view is put forwards by Ball (1990), in discussing the interrelationships between schools and the LA, in which he suggests that:

> the introduction of national tests alongside the provision of the education market, provides parents with a simple and crude and yet direct point of comparison between schools. Given that schools are required to provide a fixed National Curriculum, it is tempting to refine the business model slightly and see the education markets as a system of franchises (p42).

Whilst the concept of schools existing as educational franchises poses some interesting questions, it does bring firmly into the arena for discussion the rationale supporting the existence of LAs in the emergent 'market environment'. Hence it is appropriate to examine the ramifications for LA operation and indeed survival in the post - Reform period up to and including the 2010 Education Act.

Under the 2010 Education Act, the duties of LEAs (LAs) are very different from those recorded in earlier discourses about quasi - markets in educations (see Appendix 8). Adnett et al (2003) comment that:

> Co - opetition, competing in some markets and co - operating in others, is the dominant strategy in the business sector, but policy - makers have been slow to recognize the need to promote such behaviour in education (p393).

While Governments and LAs are beginning to espouse this process as a way forwards, there is some evidence as Tinkler (2011) suggests that 'co - opetition' is more problematic than may be anticipated at face value.

2.20 Literature Summary

If one accepts the exhortation of McMullen (2009), that all Academy Principals have a 'duty' to be entrepreneurial then this review has attempted to consider a wide range of issues relating to the exhortation in order to provide an understanding of the: nature of entrepreneurship; of entrepreneurs as leaders; possible modelling of entrepreneurial academies; and the 'market' scenario in which they operate. In assembling the many matters relating to academies and their entrepreneurism the three research questions which emerged, broadly focus on the contemporary knowledge and understanding of Senior Leaders about the world of the entrepreneur, their characteristics and how entrepreneurism is manifested.

In assimilating and understanding the literature from a number of different fields, I have been assisted by the experience of the completion of an MBA which assisted me in being able to not only fuse together the range of literature but also to be aware of some of the issues involved in cross - pollinating literature and research from different fields.

Apart from the considerations above, the review raises a number of complex and potentially significant issues for the future such as for example:

1. the future for Local Authorities and the growth of academy chains; and

2. the types of entrepreneurism in which academies engage.

In developing the original Woods et al (2007) model the revised model (Fig 4, Pg39) will underpin aspects of the analysis in Chapter 5. Finally it is interesting to note that according to Benze (2009), being an entrepreneur is rewarding:

because it provides individuals with non - monetary satisfaction, greater opportunities to use their skills and abilities and the chance to be creative in pursuing their own ideas,(p42).

CHAPTER 3

RESEARCH DESIGN

3.0 Introduction

This chapter will establish the justification for the research strategy, methodology and method based on locating the research within the wider frameworks and by establishing my philosophical stance to perceived knowledge and its acquisition, within an ontological and epistemological context. In expanding my research methodology and research method, which is a combination of both deductive and inductive approaches, details of how the project was managed in practice, will be discussed and will include: data collection and analysis. Due regard to issues such as: ethics; validity (reflexivity); comparability; access and reliability; generalizability; anonymity, confidentiality and archiving and use of personal data and information; and my personal position and interviewer influence will be given.

The three Research Questions arose and developed as a result of: personal interest in academies (as an ex - Principal); working with academies as an educational consultant; a review of current literature and was further prompted by the exhortation by McMullen (2009) to understand what was actually happening 'on the ground' in terms of the 'entrepreneurialness' of academies.

This study was approached via a small - scale empirical survey (SSS) supported by a literature review (LR). In considering each of the three research questions, an indication is given using the abbreviations, 'LR' or 'SSS' as to which or both of these approaches have contributed to addressing the individual questions.

Research Questions:

1. What do academy senior leaders understand by the term entrepreneurism in academy schools? (Principally via SSS, supported by LR)

2. To what extent and how do we know from literature, that academies are demonstrating entrepreneurial characteristics? (LR)

3. What can be learned from academy practice about the inter - relationship between: innovation; entrepreneurism; Intrapreneurism and exopreneurism and to what extent can they be modelled? (LR and SSS)

3.1 The purpose of educational research: Paradigms and Wider frameworks

Key to effective research is a clear understanding of the nature and purpose of per se and in particular the nature of educational research, to facilitate the positioning of this study within the wider paradigms and frameworks, thus arriving at a research design which is fit for purpose.

Bassey (1999) describes research as:

> systematic, critical and self - critical enquiry which aims to contribute towards the advancement of knowledge and wisdom (p38).

Coleman (2002) takes this further by suggesting that:

> research will make known, or at least make known in terms of a new or different, location, or context, that which was not known before (p5).

In describing educational research as 'exhilarating' and 'challenging',(p8)', Coleman (2002) reviews the particular nature of educational research and draws to our attention the distinctions between educational research which is action based, with an intended end result of impacting on practice and that which is described as 'discipline' research which as Bassey (1999) suggests:

> aims to critically inform understanding of phenomena, pertinent to the discipline in educational settings (p39).

In attempting to place this study within the past and present paradigms of educational research and hence develop a defensible research strategy and design, one must recognise changes that have taken place over the last forty or so years in approaches to the study of educational leadership. Guba et al (1994) points out that paradigms:

> as sets of beliefs, are not open to proof in any conventional sense: there is no way to elevate one above the other on the basis of ultimate foundational criteria (p108).

From the early 1950s the promise of a scientific knowledge base was desired by some, but as Heck et al (2005) reflect, this was 'however, not easily achieved, (p230)'. They go on to suggest that more recently the field of educational research has been 'in a state of flux (p232)' in which:

> researchers employing different conceptual and methodological approaches often seem to pass each other blindly in the night. (p232).

While they may or may not 'pass in the night', I would argue that as Oakley (2000) suggests, this debate has diminished in terms of the paradigm 'wars' and that

researchers have become more accepting of the application of a range of methods, reflecting the stance of Kincheloe et al (2004) and the emergence of the 'Bricoleur' in which, having located the research questions within the wider framework, the researcher approaches the methodology and research methods seeking to use the most appropriate tools for the job. Indeed, while the history of the use of the bricolage concept has grown within the social entrepreneurial sector, di Domenico et al (2010) suggest that it could be developed in that 'other types of…(entrepreneurial) organisations…could benefit from this kind of analysis (p700)'.

Heck et al (2005) comment on one typology of knowledge put forward by Ribbins et al (2002) which provides a continuum ranging from 'scientific and evaluative to humanist and critical (p236)'. This conceptual model can be broken down beyond the five domains of: Conceptual; Critical; Humanistic; Evaluative; and Instrumental, into seven 'main groupings of work (p373)'. Of the five, the Humanistic Domain appears to reflect closely the focus of this study in that as Ribbins et al (2002) state:

> humanistic research seeks to gather and theorize from the experiences and biographies of those who are leaders and those who are led (p375).

and will essentially be focused on discovery, observing listening and ultimately interpreting the 'voice' of others and their agency in creating and leading 'entrepreneurial' academies.

There are some indications that together with the 'humanistic' descriptor, there may be equally a substantial link with the Wallace et al (2003) 'six intellectual projects' framework. In arguing that this work sits within the Interpretivist paradigm it is useful to test out an opposing position to provide reassurance that a balanced argument offered. If we were to consider a normative paradigm within which to develop the research then as Douglas (1973), suggests, we would expect that human behaviour is rule driven and that it should be investigated by scientific methods (Cohen et al, 2003, p22). That this paradigm is inappropriate may be further supported by the nature of this research in which perforce of the non - homogenous nature of academies as indicated in Chapter 2, scientific, controlled research would present many challenges and would potentially exclude as Cohen et al (2003) suggest, the acquisition of data which:

> begins with individuals and…(helps them)…understand their interpretation of the world around them (p23)'.

Thus in taking an Interpretivist approach, it is apposite to consider in which of three broad qualitative approaches (phenomenology, ethnomethodology and symbolic interaction) the study might be located.

I would suggest that, 'Symbolic interaction' is not a natural location for this study in that one pre - requisite, which is that there should be no 'a priori' assumptions about what is going on in the institution, is difficult to meet. I would argue that the exhortation by McMullen (2009) and governmental expectations about entrepreneurism in academies creates an a priori assumption that precludes the

work from this 'tradition'. While one could be persuaded that this work is situated with the phenomenological tradition, some aspects would suggest that it straddles both this and the ethnomethodolgical tradition. Several factors support this argument in that it is suited to empirical study with a focus on fieldwork and the stress placed on the uniqueness and importance of the situation and practitioner, (Cohen et al, 2003, p35).

Thus far, I have concentrated on reflecting on paradigms specifically relating to the field of educational research. There is a second and potentially important factor involved in this study in that it crosses the 'divide' between the fields of education and that of entrepreneurism. Is it sufficient to assume that educational research paradigms and frameworks can provide all that is necessary and are sympathetic to entrepreneurial paradigms or is there an argument for developing a hybridised paradigm, for researching the perceptions of Senior Leaders about 'entrepreneurial academies'?

It is not unreasonable to anticipate that entrepreneurism (profit making and taking) is grounded in what some might assume to be a 'positivist' paradigm. Surprisingly, understanding the nature of entrepreneurs and how they come to be and work can be located in a context which bears a clear resemblance to a humanistic, Interpretivist approach. For example, Robinson (2006), in reviewing the literature of entrepreneurship, comments that:

> the domain of business leadership as a management discipline has been
> well - researched in the past. Kofman et al (1993) - the 'systems thinkers',

suggest that an innate tendency toward the quick - fix approach to life may have blinded some managers to the bigger picture (p7).

In commenting on his earlier work Robinson (2006) firmly presents a humanistic Interpretivist perspective insight into entrepreneurs' personal and corporate journeys in which interaction and critical self - awareness are essential aspects of their journey to entrepreneurship. During which they 'develop capacity for autonomy and personal freedom (p5)' through their understanding of their environment and the importance of individual experiences. This is further supported by Sarason et al (2010) who argue that both 'critical realism (epistemologically positivist) and 'structuration' (epistemologically Interpretivist) have their place and operate 'on a different slice of the nexus of the entrepreneur and entrepreneurial opportunity (p242)'. Thus, I would argue that the Interpretivist paradigm is robust enough to deal with the focus of the study and that there is therefore no urgent need to consider at this stage, a 'hybridisation' of paradigms for educational research into Senior Leaders' 'entrepreneurial' perceptions of academies.

3.2 Philosophical approach

The development of knowledge topology has a variegated history and as Penrose (1959) commented:

> the whole subject of knowledge is so "slippery" that it is impossible to get a firm grip of it (p177).

Cohen et al (2003) comment that within the Humanistic knowledge domain acquisition and the development of knowledge and understanding, is exemplified by 'hermeneutic and interpretive (p29)' methodologies, and consequently provides a basis for clearer understanding and the exposition of my ontological and epistemological positions and how these will impact on any assumptions I might make about methodological issues.

Epistemology rests upon and simultaneously resides within ontology. Ontology focuses on the being or fundamental structure of things. It consists of claims or assumptions about the nature and basic elements of the world around us and how these elements interact. Where research is concerned, ontology refers to the character of the world - however that is defined - which is under investigation as Coleman (2002) states:

> ontology and epistemology affects the methodology of a researcher's work (p11).

Habermas (1972) defines knowledge around three cognitive interests viz: 'technical, practical and emancipatory'. Working within two of these 'interests' (practical and emancipatory) may be problematic in the Kuhnian (1962) defined 'normal science' and may according to Kincheloe et al (2004):

> weaken the resolve of the researcher to bring to the surface tacit methodological and ontological assumptions (p58).

They go on to suggest that not only are there 'cracks' in the ontological positioning, but that normal science:

> subverts the researcher's interest in examining the role of the researcher in the act of inquiry (p18).

They further argue that were the researcher to 'jump in' subjecting his/herself to the subjectivity of the scene at hand, then by absorbing the richness of knowledge gathering and formation through differences in subjugated knowledge, counter paradigms etc., the bricoleur's ability:

> to move beyond the norm, to engage in unprecedented forms of knowledge production (p59).

would be greatly enhanced.

Central though to the dimension of the bricolage is symbiotic hermeneutics. Kincheloe et al (2004) explain that:

> symbiotic hermeneutics describes the process of interpretation and meaning making is directly tied to exposure of relationships (p62).

How then does the concern with both symbiotic hermeneutics and multiple perspectives impact on this study? In brief, the relational ontology assists a better understanding of the way human beings find their identity, not by maintaining their isolation, but through their relationship to and with others. As Kincheloe et al (2004) point out:

the ontological principle at work here involves not only the cultivation of human subjectivity but also the production of all living beings and inanimate objects (p63).

and,

consist of constructions about which there is a consensus…and...multiple "knowledges" can coexist when equally competent (or trusted) interpreters disagree, and/or depending on social political, cultural, economic, ethnic and gender factors that differentiate the interpreters (p113).

If as Habermas (1988) suggests, hermeneutics is about understanding and recapturing issues within the social context, then it is appropriate to spare a moment to consider the nature of communication. How do we do it? How are the ground rules established and how do we therefore locate qualitative research within a common understanding and vocabulary? This is a study in its own right however, a brief overarching comment about this by Ruhl (2004) taken from Burkart (1998), warns that:

ein Communicative Perfekionanspruch wie die Habermas'sche verstandigung kan kein "Konstantes Zeil" der Kommunikation sein (p178).

Loosely translated, this suggests that the ability to transcend areas of research using a common language cannot be regarded as a matter of constancy. Hence, in describing topologies of knowledge, one must be aware of their transitory interpretation and applicability over time. I argue that the standpoint I am taking is interpretive, in that the views of all participants are valued although as Kinchloe et al (2004) suggests the 'noise of multiple variables, voices (p125)' might create differences in the understanding and perceptions of situation and events,

3.3 Research strategy

As suggested earlier, knowledge is to be gained directly from practitioners and the interpretation of their interviews. This provides a useful indicator for a discussion about, the selection of and justification for appropriate research strategy, methodology and methods for this study. As a 'bricoleur', I locate the research firmly within the phenomenological approach and as Denscombe (2008) states:

> a phenomenon is a thing that is known to us through our senses…..and stands in the need for explanation (p7).

Thus, this approach opens up the potential for the possibility of people 'seeing things differently leading to 'multiple realities' as indicated previously. Key to this strategy Denscombe (2008) suggests is the requirement for the research to provide a description of experiences while advocating:

> a need to do so with a minimum reliance on the researcher's own beliefs, expectations and predispositions about the phenomenon under investigation (p81).

It would be inaccurate to suggest that a phenomenological approach is singular in nature. In broadly distinguishing two main schools of thought about phenomenology, Denscombe (2008) expresses the 'European' version as arising more out of a philosophical background and is concerned with investigating the essence of human experience. On the other hand, he suggests that the styled 'North American' approach is more concerned with the 'ways people interpret social phenomena' (p84). With reference to the nature of this study, it would appear

difficult to separate out the two approaches and this is borne out by Denscombe (2008), as he points out that:

> ideas from one being borrowed from the other, not always reflecting the other very faithfully (p84).

However on balance I would argue that this work owes more to the North American rather than European tradition.

3.4 Research Methodology

Creswell (2009) suggests that there are six strategies to choose from in designing a research programme, although some such as Wolcott (2001) have identified as many as nineteen. In an earlier part of this thesis, I argued that it would be apposite to consider work from traditionally unrelated fields: those of Business (Entrepreneurship) and Education. Maintaining this standpoint, I reviewed qualitative research methodologies from both the Business and Education fields.

Bairstow (2012) provides a useful analysis of potential qualitative methods (See Appendix 9). There are aspects of a number of Bairstow's methods which potentially could have been applied to this research. Although surveys, projective techniques Mixed Methods (MMR) are not specifically mentioned by Bairstow (2012), they are commonly used within the field of qualitative research. MMR poses particular challenges for the qualitative researcher wishing to observe the Brannen (2005) 5 Ps rule of MMR as shown in Fig 8.
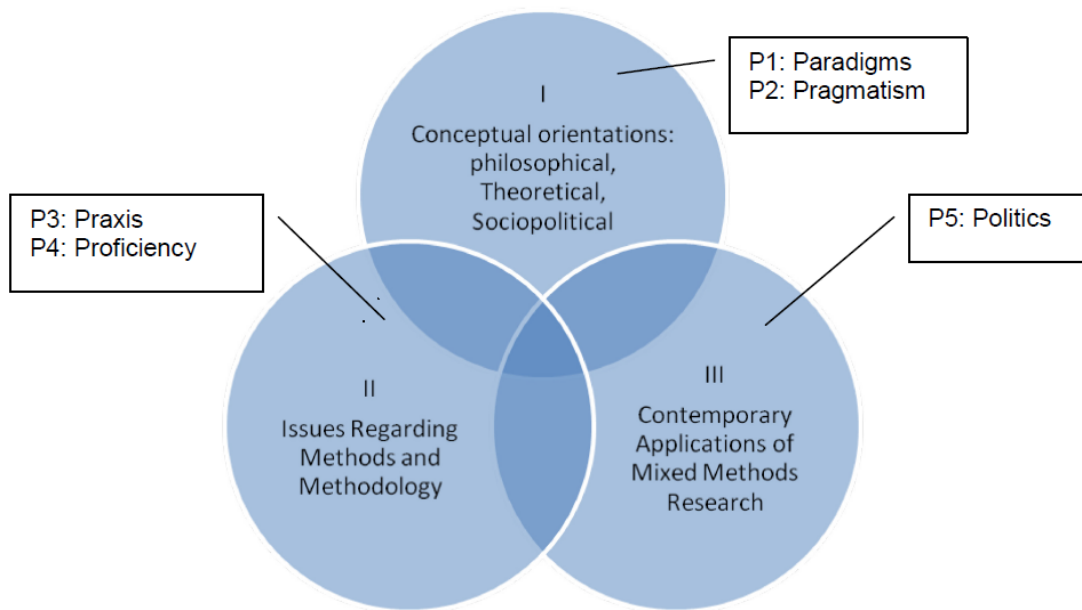
Fig. 8 Aligning the five Ps with the map of MMR (Source: Adapted from Teddlie and Tashakkori (2010: 3))

Creswell et al (2009) define MMR as follows:

> Mixed methods research is a research design with philosophical assumptions as well as methods of inquiry. …Its central premise is that the use of quantitative and qualitative approaches in combination provides a better understanding of research problems that either approach alone (p5).

While there might have been a temptation to investigate using a MMR approach, I was persuade by the comments of McMillan (2006) who raises three specific disadvantages of MMR: the need for ICT competency; wide ranging resources; and possible superficiality.

It was the second disadvantage which assisted me to rule out MMR. The small scale nature of this research precluded the acquisition of significant amount of both

qualitative and quantitative data, partly for practical reasons and at this early stage in researching the topic assumptions and decisions would have to be taken based on little knowledge of entrepreneurism in academies beyond the Woods et al (2007) model.

With reference to Bairstow (2012), case studies which in general focus upon one organisation or group with a view to gaining an in - depth understanding provides the potential to gain 'thick descriptions' of the essence of the organisation. 'Thick' descriptions is a term from anthropology and means the complete literal description of the incident or entity being investigated (Merriam, 1988). If the purpose of this study is to obtain an insight into the perceived nature of entrepreneurism in academies than a case study although rich in 'thick' description would be unable to provide the information needed across a range of academies.

Participant observation suffers from similar limitations associated with case studies, but in particular it is the limitation on being able to garner sufficient breadth of data across a number of organisations which render such methodologies as being inappropriate for this study. Similar arguments may be put forward for the use of Projection Techniques, as they too focus on the individual organisation and specific people within the organisation.

Thus I turned to one of the methodologies which does by its nature encompass more than one organisation, the survey. In justifying the use of a survey rather than one of the other strategies Bryman (1984) suggests that:

surveys are seen as instruments for the elucidation of research (p77).

Denscombe (2008) provides additional support for the suitability of a survey in this particular study:

the word 'survey' means to view comprehensively and in detail (p7).

and provides a suitable approach for an initial study in which there is a need to gain a breadth of perceptions. Although Cohen et al (2003) suggests that in using surveys 'a researcher will…be seeking to gather large scale data (p171)', Denscombe (2008) countering this points out that:

In the case of qualitative research...a small sample is quite in keeping with the nature of qualitative data (p28).

3.5 Research method

There are a number of methods and tools available to the researcher wishing to engage in qualitative survey research Stemming from the overview presented by Bairstow (2012) the use of an interview method appeared to be most appropriate. It could be argued that this method might have been integrated into a wider questionnaire supported by a Case Study and Participant Observation, but in turning to MMR (and earlier expressed concerns, Section 3.4) the complexity of

coding the data, and then analysing it was inappropriate for an initial study. This does not however preclude the application of some of Bairstow's 'methods' in support of the interview method. For example, elements of, logical analysis, quasi - statistic, inductive and deductive processes and thematic analysis will be found in the research method.

Guba et al (1994) suggest a number of reasons in support of interviewing as a research method to obtain a range of data revealing information about: feelings; events; and a range of other 'life experiences'. In particular, as Cohen et al (2003) suggests, the semi - structured interview allows:

respondees to project their own ways of defining the world (p147).

According to Guba (1994), interviews per se could lead to a research nightmare if the reason for interviewing is not clear from the outset. Cohen et al (2003) provide six examples of the purpose of interviews. Applicable to this study are the need to:

gather data as in surveys or experimental situation…and to test or develop hypotheses (p268).

and as Cohen et al (2003) quoting from Tuckman (1972) states interviews:

provide access to what is inside a person's head…makes it possible to measure what a person knows (p268).

In recognising that there are essentially three types of face - to - face interviews, Wragg (2002), expands on Guba et al (1994) by pointing out that structured interviewing is useful when a large number of questions are to be asked but may

suffer the disadvantage of 'irritating interviewees' (p148), if restricted to single or 'closed' answers. Wragg (2002) is equally clear about the dangers of unstructured interviews that may 'roam freely and require great skill (p149)'. In commenting that interviews of a semi structured type allows for interviewees to express themselves 'but offers enough shape to prevent aimless rambling (p 149)', he (Wragg) provides a good rationale for the style of interviewing which was used in this research.

From within Barstow's(2012) list of methods are areas which provide ways in which to review the nature of the interview responses in terms of accuracy. While it is not the purpose of this section to deal with accuracy per se, some comment on triangulation is appropriate. Triangulation can be conducted through for example: a review of documentation which as Patton (2001) suggests:

> Strengthens a study by combining methods. This can mean using several kinds of methods or data, including using both quantitative and qualitative approaches (p247).

This returns to the debate about MMR and in particular Barbour (1998), who suggests that:

> Mixing paradigms can be possible but mixing methods within one paradigm, such a qualitative research is problematic since each method within the qualitative paradigm has its own assumption in 'terms of theoretical framework we bring to bear (p 247).

A possible solution to this concern is put forward by Basit (2003), who looks not towards mixed methods for triangulation but toward supplementary interview groups who might have an influence on the direction and 'entrepreneurialness' of

academies. In considering this approach, I identified a range of 'influential' groups which included: governors; students; parents; and staff.

Within the confines of a small scale study, I decided that on balance although triangulation would be highly desirable, it must remain within the domain of a much deeper, broader and better resourced study primarily because of difficulties in gaining access to these groups..

3.5.1 Sample

In determining the sample of Senior Leaders to be interviewed, the task facing me was much more complex that that faced by Macaulay (2008a). In her study, the total number of academies open was 27, at the time of this study; this had risen to over 800 with a confusion introduced by the opening of a new category of 'outstanding' school academies. These in general had none of the indices of student deprivation, urban intellectual and physical impoverishment and in many cases are long established schools, some of which are selective by student intake.

Coleman (2002) identifies some ten types of sampling, broadly divisible into probability and non - probability sampling. She argues that if a probability frame is available (a list of all open academies for example) then it and one of the probability sampling methods from: random; systematic; stratified; cluster; or

staged, should be used. Alternatively, in the absence of a probability frame one of: convenience; purposive; quota; dimensional; and snowball might be appropriate.

In terms of sample size Marshall (1996) provided a useful basis for assisting with this decision through his comment that:

> An appropriate sample size for a qualitative study is one that adequately answers the research question (p523).

The final interview sample could be described as being a 'cross' between a stratified sample and that of one based on a quota concept, and reflected a broadly equal proportion of the types 1 and 2 academies. Secondary factors included a desire to reflect a gender balance, geographical location and experience of the Senior Leaders. The latter variables in reality were more difficult to control, for example, the number of female Senior Leaders does not reflect the number of male leaders and is an issue beyond the control of this study. The characteristics of the final composition of the sample are shown in Appendix 4.

Of the interviewees, the representation of women in the sample is higher than that for female headteachers of secondary schools. In this sample the ratio is 2:1 Male / Female, whereas the English national ratio is approximately 7:3. Of the three Senior Leaders who had experience beyond the educational world, one had experience of the financial world in the City of London, one in Educational

equipment provision and design and the third in selling educational material. (For further sample details, (see Appendix 4).

3.5.2 Trialling the Interview questions and designing the final interview schedule

In trialling the interview questions a 'purposive' sample of five schools and their Senior Leaders was arranged based on my professional experience to represent schools which were **not** academies, i.e. Maintained Schools. This was based on the assumption that they might have less awareness of issues related to entrepreneurism and would therefore **'question'** the questions more deeply. This exercise proved to be a very positive and a useful indicator of where assumptions had been made by me as the interviewer about the breadth and depth of knowledge in general on the part of Senior Leaders, about entrepreneurism and its related terminology. The initial and final semi - structured questions are shown in Appendices 2 and 3 the difference between which indicates the significant contribution made by the trial group.

During the trial an observation was made by several Senior Leaders that the interview schedule seemed to present the picture of a series of unrelated questions. Four of the five suggested that while they had some understanding of the specific language of entrepreneurism in general, they found some difficulty in locating the meaning of words and concepts in school practice. This presented to

me as the researcher a significant challenge which could have ramifications with respect to further issues of rigour, generalizability, reflexivity and bias.

Following discussion with two of the initial Senior Leaders Trial Group, the McKinsey 7 - S model (Waterman et al, 1980) of organisational change was adapted and used as a prompt for Senior Leaders to focus upon, but not to limit their responses and was amended as appropriate to reflect activities within their academies in general (see Sections 2.10 and Appendix 2).

The use of this variant on the McKinsey 7 - S model proved to be of value to over 50% of interviewees through informal evaluative feedback, while others used it as a limited 'launch pad' for the interview schedule. About 25% preferred to ignore it favouring their own approach to responding to the interview questions.

With respect to the development of the interview questions and relationship to Research Questions 1 and 3 in particular, the trialled version proved the need to provide some additional information and to expand on the content of some questions. For example, the variation in knowledge and understanding of entrepreneurial terminology and concepts between Senior Leaders with a commercial/entrepreneurial background was very evident, hence the need to enquire about this aspect in question 2 of the revised interview schedule. Similarly, as some Senior Leaders saw entrepreneurship in terms of teaching and the

creation of learning opportunities question 5 was introduced and is reflected in the interview transcripts by a number of direct references to the matter. Interview question 4, 7 and 8 also required some adjustment to assist Senior Leaders to expresses their understanding and knowledge in relation to their own academy and experience.

3.6 Management of the research

This study was based on semi - structured interviews with Senior Leaders of a sample of 22 academies of Type 1 and 2. Two Type 3 academies were included not as 'core' members of the research sample, but to provide a potential contrast of what entrepreneurism might look like in Type 3 'converter' academies with a view to formulating further research. The reformatted interview schedule with explanatory notes was sent in advance to participants. The interviews were planned to be concentrated into a period of between 45 minutes to one hour and consequently this had a controlling influence in terms of the number of semi - structured questions which could be reasonably dealt within the interview.

3.6.1 Ethics, confidentially and trust

The nature of the study cuts across a significant number of sensitivities and potential ethical issues and was guided by the guidelines in 'BERA' (2004). In reviewing the issue of ethics across a range of fields of research the distribution of issues and individual significance of each varied according to the field. Orb et al (2000) suggests that according to Ramos (1989,) there are three types of problems

that may affect qualitative studies when conducting the research and data gathering:

> the researcher/participant relationship, the researcher's subjective interpretations of data, and the design itself (p94).

In terms of my researcher/participant relationship, I was most aware of the continuum within which the possible interchanges might reside, from deception to total openness and lack of tact / confidentiality. I was initially surprised by the number of senior leaders who wished to know which academies were involved in the sample, how well they were doing and was I able to bring any interesting ideas to the interview to exchange 'good practice' being undertaken in other academies.

According to Orb et al (2000) Kvale (1996) considered an interview to be:

> a moral endeavour, claiming that the participant's response is affected by the interview, and that the knowledge gained through the interview affects our understanding of the human experience (p94).

In keeping with Kvale's 'moral endeavour' I refrained from being drawn into such discussions as they may have interfered with the purpose of the interview and the researcher/ participant relationship.

Orb et al (2000) comment on the possible experiences of participants:

> Although qualitative research methods make it difficult to predict how data will be collected through interviews or observation (Streubert & Carpenter,

1999), researchers have the obligation to anticipate the possible outcomes of an interview and to weigh both benefits and potential harm (p94).

This raised a potential ethical matter regarding the participants. From personal professional knowledge some Senior Leaders have not always enjoyed a good experience in establishing their academy, while some have been incredibly successful. As such I was aware that this situation could open up additional risk to both me as the researcher and the participant. I therefore anticipated that I might need to make an ethical decision as to whether I discontinued the interview or persevered, however such a situation did not arise during the interviews.

Beyond the situation mentioned above there were no particularly 'sensitive or vulnerable' groups or individuals involved in this study, however particular attention was given to the issues of detriment, confidentiality and intellectual copyright. Where there were potentially sensitive and politically difficult issues identified, then as part of the statement of mutual trust and accord, such issues were discussed and either agreed to be included or removed from the research if they were contestable. One example was that of a Senior Leader who was in negotiation to sponsor a further academy, but was at a very early stage and requested that this information should remain unidentifiable.

The status, nature and legal establishment of academies presented additional considerations that needed to be ethically taken into account. The prime issues related to the ethics of this study therefore relate to matters of: the privacy of

individual participants; the anonymity of individual and organisations; and preservation of intellectual capital and knowledge, while at the same time wishing to use data gleaned from the study to advance knowledge of the field. For the sake of this study, the use of the words ethics and morals may be used interchangeably except where I refer to a particular act (Robson, 2002).

For many Senior Leaders, because of the significant anti - academy press over a number of years, there was some sensitivity in dealing with some questions such as those related to finance, staffing and operational issues. There appears to be a divergence of opinion in the literature as to the best ways to deal with this issue. One method would be to have a tightly constructed interview schedule ensuring that the words used are consistent throughout. Scheurich (1995), though suggests that this might limit the complexity of social interaction, and the control of wording provides little guarantee of controlling the interview, consequently the interviews were not tightly managed.

From time to time in social research there may arise an opportunity for an individual or an organisation to be praised or recognised for some outstanding act or activity. Great caution has been taken to preserve the anonymity of the individual or organisation.

In conclusion, the primary principles of ethical qualitative research were adhered to fully, those of: Autonomy, Beneficence and Justice and a commitment to differentiating between 'emic' and 'etic' responses in interpreting data. (For further discussion of 'My role as a researcher' - see Section 3.7).

3.6.2. Recording and coding of data

Full interviews were recorded and transcribed by a person with some experience of education. This proved to be beneficial in situations where the recordings were less than clear and consequently she was able to seek clarification from a knowledge of jargon and education specific language. Amassing the transcribed data is the straight forward part of the process, but as Robson (2002) reminds us quoting Kvale's (1996, Ch.10) '1000 Page Question':

How shall I find a way to analyse 1,000 pages of interview transcript (p290)?

He was clear that defining the coding after the event is too late; consequently I implemented an iterative process in which key categories began to emerge throughout the research based upon the two research questions which required empirical data.

Basit (2003) commenting on the work of Miles et al (1994) suggests that there are two ways of approaching coding. The first is used by those who do not want to pre - code until the work is completed. The second approach and the one used by me, is to create some coding before and then during the fieldwork. Such 'open' coding

came from conceptual frameworks or models (such as the Woods et al (2007) model), the research questions, the literature review, and professional knowledge which I as the researcher bring to the research. The later does of course have implications for potential bias, rigour and validly, dealt with in later sections. The process was similar to that represented by Boaduo (2006) in Fig 9 as an iterative spiral, (Reprinted in Boaduo, 2011,p145).
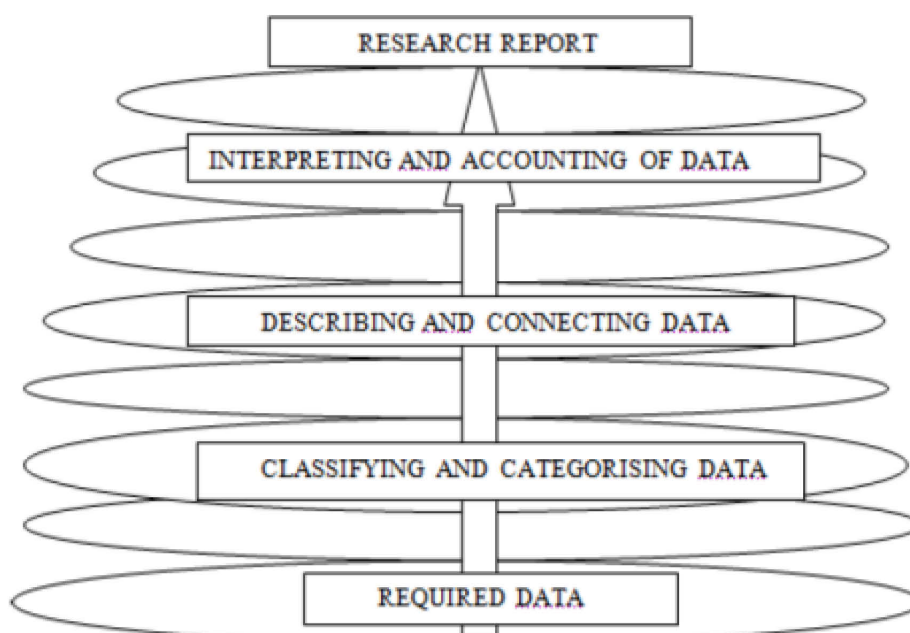
Fig. 9 An Iterative approach to data collection and analysis, Boaduo (2006)

In most cases, qualitative analysis aims to provide 'thick' descriptions of the collected data which through the intermixing of context, intention and process becomes an iterative spiral from data collection to: classifying; describing; and

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eventually connecting to an understanding and conceptualisation of what the data has revealed. By doing this, as Boaduo (2006) suggests:

> the context of the data, intention and process of the research study and the complete classification of the data have been given the attention they need for the explicit interpretation of the collected data.

In following this overall perspective I effectively reflected the classic process established by Miles et al (1994) completing the spiral by:

> Gradually elaborating a small set of generalizations that cover the consistencies discerned in the database, and finally confronting those generalizations with a formalized body of knowledge in the form of constructs or theories.

At the practical level Appendix10 provides a diagrammatic represent of the the actions taken in working with the data and the stages followed.

The revised inductive Daniels (2011) (p39) model forms the basis for the empirical field work data collection leading to interrogation of the data, with the capacity to deductively amend the model or otherwise. I was aware that within the empirical data other concepts and models may arise relating not only to the prime focus of the research but to subsidiary or co - existing issues within the wider 'entrepreneurial academy' world. Thus the categories and subsequent coding, out of necessity, had to be appropriate to ensure that findings and potential future research were not truncated because of coding limitations. In addition there is a significant pitfall to be avoided which is a potential conflict in working within both inductive and deductive research. Working within a mixed inductive and deductive

research environment requires considerable care in the categorising and coding of data to ensure that analysis and finding do not become circular and self - supporting. Ali et al (1998) do not see these issues as being mutually exclusive with the proviso that:

> that the most critical issue is how respondents are asked questions and how their answers are analysed. It is at this stage that we have said that researchers need to be "atheoretical" (p5).

In other words they do not favour one model against another. This required me to be highly critically when analysing the data to ensure impartiality towards the original and my revised model (p39). Concomitantly with a consideration of categories and coding, I considered in advance of commencing the analysis, how best to deal with the analysis. The choice is between manual analytical methods (tally charts etc.) or using computer software or a composition of both.

Before moving towards 'axial' or hierarchical coding I took the decision to examine the use of computer assisted analysis software because even at this early stage, the significant amount of data presented a daunting prospect to handle manually. Three examples of manually analysed phrases or themed quotations are provided in Appendix11.

While powerful software for analysing quantitative research data has a long history, that for working with qualitative data is much more recent. I considered a range of

potential software (eg. Excel, Weft QDA , Atlas and Nud*ist and more recently Nud*ist Nvivo,), O'Flaherty (2004) in quoting Weitzman et al (1995) provided a steer:

> What's the best program? There's no answer in the abstract (p3).

Discounting Excel, despite support for it from Meyer et al (2009)

> The ability to 'house information' and secondly its 'crunching' ability which is not limited to numerical calculations.. its logical functions can provide significant aid in qualitative analysis (p110).

which although capable of performing some aspects of the work, required much manual data keyboard preparation to create a format with which it could work.

Weft QDA is an open access qualitative data software package which handles text and through its query facilities assists in developing hierarchical and axial relationships. It does not unlike Nud*ist and its more recent counterpart Nvivo, claim to offer the ability to create assumptions leading to data generalisation. Apart from its cost free recommendation, its benefit to the casual user, rather than full time researcher is its lack of complexity in use and transparency in setting up inter - relationship assisting the research to be aware of emerging themes, teasing out more complex findings and through the use of iterative queries, prompting lines of enquiry. For examples 'screen dumps' of the encoding and search facilities, see Appendix 12.

3.7 My role as the researcher - Reflexivity

As Macbeth suggests:

> reflexivity is a deconstructive exercise for locating the intersections of author, other, text, and world, and for penetrating the representational exercise itself (p35).

This is further clarified by Cohen et al (2003) who states that:

> the researcher is the research instrument, the effective interviewer is not only knowledgeable about the subject matter but is also an expert in interaction and communication (p279).

As Cohen et al (2003) suggest, this seems to be particularly the case where subject matter is potentially very sensitive such as in the case of race, religion and sexual orientation for example. Strategically there are some pitfalls attached to an understanding that the researcher is 'within' and not outside the research about which one needs to make a decision before commencing. Out of a rightful spirit of impartiality, the researcher may be concerned about creating closure from the outset by imposing structures on the research. Miles et al (1994) do not see this as an issue and indeed makes a case for:

> a tight pre - structural qualitative design…as well as for ...loose emergent ones (p17).

In establishing the need to consider the impact of the researcher on that and those being researched, Macbeth (2001) in reviewing contemporary 'reflexivity' literature

introduces what he describes as positional reflexivity and textual reflexivity.

Positional reflexivity, as a self - referential analytic exercise:

> takes up the analysts' (uncertain) position and positioning in the world he or she studies and is often expressed with a vigilance for unseen, privileged, or, worse, exploitative relationships between analyst and the world (cf. Anderson, 1989; Denzin, 1994; Lather, 1986; Lincoln & Guba, 1990) (p38).

On the other hand Macbeth suggests that textual reflexivity:

> has been a critical and productive theme in the literature, remarking on the disembodied voice of the modern analytic text and wondering how the analyst manages to "portray the cultural realities of other peoples without placing [his] own . . . at risk" (Clifford, 1988, p. 41).(p42).

Macbeth argues that the distinction between positional and textual reflexivity is in many cases blurred, as virtually all texts are by their nature positional, 'insofar as authors are unavoidably implicated in the representational exercise (p42).

In developing a 'vigilance for the unseen' at the functional research level, Jenkins (1992) provided a valuable insight, he:

> observed how Bourdieu provided another helpful way of thinking about reflexivity in research process …taking two steps back from the subject of the research. …This is akin to the first step posing the "What do I know?" question and the second step asking the "How do I know?" question.

Positionally, I identified two factors: my own knowledge of academies and secondly the leadership of a successful Type 1 academy which could impact on the research and analysis. While essentially a qualitative study in which textual analysis predominates (interview transcripts), I followed the advice of Miles et al (1994) in that:

words can be broken into semiotic segments. They can be organised to permit the research to compare and contrast, analyse and bestow patterns upon them (p7).

Within the 'commonsensical' approach proposed by Miles et al (1994), I used the research process to learn from, modify as appropriate and sharpen my ability to gather data, reducing the impact of 'noise' arising from the banal aspects of everyday lives (although what is noise to some is music to others) and be watchful for emerging themes which have a pertinent impact on the research questions and hence the outcomes of the study

3.8 Validity, reliability, rigour and bias

Much has been written about reliability in qualitative research and in particular Cohen et al (2003) reminds us that LeCompte et al (1993) suggest that the:

cannons of reliability for quantitative research may be simply unworkable for qualitative research (p119).

Pyett (2003) in quoting Patton (1990) comments on the lack of 'straightforward test for' reliability' and 'validity' in qualitative research but additionally she indicates that Patton (1990) makes it clear that:

this does not mean that there are no guidelines (p372).

She points out that not only Patton but others have developed extensive criteria for demonstrating the rigor, legitimacy, and trustworthiness of qualitative research

(Denzin & Lincoln, 1994; Guba et al, 1989; Lincoln et al, 1985). Guba's qualitative

constructs correspond to the criteria employed by the positivist investigator:

a) credibility (in preference to internal validity);

b) transferability (in preference to external validity/generalisability);

c) dependability (in preference to reliability);

d) confirmability (in preference to objectivity).

On the other hand, Morse et al (2002) suggest that within the conduct of inquiry

itself, verification strategies that ensure both reliability and validity of data are

activities such as: ensuring methodological coherence, sampling sufficiency,

developing a dynamic relationship between sampling, data collection and analysis,

thinking theoretically, and theory development.

In the case of the first of Morses' verification and reliability stages, I gave full

consideration to ensure that the method matched the questions to ensure that the

data facilitates the analytical procedure. Secondly, I was mindful of the need to

secure an appropriate sample. As discussed earlier (Section 3.5.1) this was of

primary importance to ensure that representation of academies was broad bearing

in mind the small scale nature of the research.

Thirdly collecting and analysing data concurrently formed a mutual interaction

between what is known and what one needs to know. In addition this iterative

process between data and analysis assisted significantly in the quest for reliability

and validity. The fourth stage is concerned with thinking theoretically. During the

research, ideas emerged from the data which I confirmed from existing data and also by reviewing new data at each stage. Lastly, in terms of theory development I moved sequentially between micro perspectives of the data to a macro conceptual/theoretical understanding of my revised model (p39). In this way, developments in the conceptual model evolved and additionally arrived at further amended conceptual model against which further researchers may be able to view academy entrepreneurism. Although not the main focus, additional model conceptualisations evolved viewing academy entrepreneurism from other points of view.

The potential for bias has been introduced at various stages in this thesis, and is diagrammatically and textually represented by Onwuegbuzie et al (2006) in Appendix 13. Many of the forms of bias are beyond (or not relevant) to this particular study. However in concluding the inter - related issues of ethics, validity, reliability etc., I will comment briefly on a few relevant issues.

Design selection and Gender bias have been touched on already, however cultural and outcome bias have received little recognition. While the academies represented a wide range of cultural background in terms of the students which they serve, little was known about some of the Senior Leaders of the sample. On completion of the field research, in only one academy was the Senior Leader a member of an Ethic Minority. Consequently the findings and analysis are based on a mainly homogenous cultural sample composition.

Onwuegbuzie et al (2006) reviews the threats overall to validity by stressing the importance of ''confirmation' or 'confirmatory' bias. (see Appendix 13). The potential to stress what I might have wanted to hear in terms of the original Woods et al (2009) model and in support of my modified model and giving less credence to interview data which might have appeared to be less supportive or illuminative, was ever present.   To counteract this potential bias, throughout the stages of: reading interview transcripts; coding the transcript data; analysing the data and drawing conclusion, I posed myself three simple but essential questions.

What does the interviewee appear to be saying, what alternative interpretations and hence coding might be possible and have I actively interrogated my interpretation to avoid bias? This exhaustive process reflects the importance of limiting 'confirmation' bias. The respondents, represented a wide range of experience, expertise and educational and working backgrounds. It would therefore be difficult to argue that they brought a collective bias to the research, although individual bias may be reflected in the transcripts of their interviews. It is within the skill of the researcher to elucidate and recognise and work with bias within the analysis.

3.9 Limitations, generalizability

Small - scale studies present inherent limitations as do studies that in principle have a singular means of obtaining data. Further to this the disparate geographical locations of academies meant that interview data collection methods, were 'one - shot' events and repeat visits were both unwelcome and expensive.

As an interpretative humanistic study, there are particular questions to be asked in terms of the reproducibility and applicability of the findings of this study. As Cohen et al (2003) suggest:

> the attractions of a survey lie in its appeal to generalizability or universality within given parameters (p171).

Although the small and specific size and nature of the sample chosen does not lend itself naturally to wider interpretation and application, I would argue that the 'real life' nature of this study will provide findings that at least should be given full consideration, in that they have significance in the situations within the academies that form the sample constituents. Arguably, there will be situations in whole or part, which are reproduced in other academies.

Possibly the most appropriate way to describe the generalisability of this work is to use what Myers (2000) calls 'Naturalistic' generalisability. Stake (1980) proposed the concept of naturalistic generalisation which is described as a partially intuitive

process arrived at by recognizing 'the similarities of objects and issues in and out of context, p69'. She points out that however 'Naturalistic' generalisations have not yet, passed the empirical and logical tests that characterise formal scientific generalisations.

Its applicability to this research stems as Myers (2000) suggests that 'Naturalistic' generalisation ensues more commonly from a single study to one that is similar than from a single study to a population. Consequently, she states:

> it is essential that the research report is properly descriptive because as readers recognize essential similarities to cases of interest to them, they establish the basis for naturalistic generalization (p4).

3.10 Access

As one of the original Principals of the first group of thirty academies, I was well known within the academy sector. Through the Independent Academy Association it was relatively straightforward to enable contact with other senior leaders on a personal and professional basis.

The interview sessions and visits to academies were designed to be as naturalistic as possible and were organised and designed as Denscombe (2008) comments to ensure that:

> things in their natural state were as undisturbed by the intrusion of research
> tools (p70).

and had to fit around the availability of Senior Leaders.

The very independence of academies meant that there were relatively few 'gatekeepers' (Senior Leaders' Personal Assistants for example) as the majority of invitations to participate were made directly to those concerned.

3.11 Archiving and use of personal data

Participants were reassured that all matters of personal data, transcription of interviews and analytical documentation, would be kept in a secured lockable store. Furthermore, because of the political, organisational sensitivities and independent nature of academies, assurances were given that no data / information would be distributed beyond the needs of this confidential small - scale research.

3.12 Summary

In summary, I have sought to consider the scope and research topology within which to establish this study with regard to the ontological and epistemological positions. The case for applying a survey approach to the study has been made based on a review of qualitative research methodologies and I have examined the potential for bias and personal impact on coding and interpretation of data. In

addition I have touched on the issues related to generalising findings from this study and conclude that because of the very individual nature and status of every academy wide generalisation may be problematic.

CHAPTER 4

FINDINGS

4. INTRODUCTION

The transcripts of the interviews contain the responses of the 24 Senior Leaders (SL) to eight semi - structured questions together with an invitation to the interviewee to add further comments / information if they felt it to be appropriate. A detailed review of the transcripts yielded a number of common themes permeating participants' responses, which facilitated the grouping of responses. The definition of SLs includes: Executive Principals; Principals; or the most SL in the academy, in order to accommodate the varying styles of leadership and organisation across the sampled academies. To avoid complication throughout, the term SL will be used to cover all interviewees who perform the role of 'Principal' within their own organisation.

The interview questions, a brief explanation of the specialist 'entrepreneurial' technical terms and relevant background information were circulated to interviewees in advance of the interview. All of the SLs had consented to be interviewed and had a clear understanding of the code of practice under which the interview would take place. The interviews in all cases were kept within the agreed length (1 hour maximum) and in some cases were supplemented by a tour around the academy and in a rare case a full Power Point Presentation was given about

the academy. The data used in the findings was taken only from the recorded interviews.

The final sample included broadly similar numbers of academies from Type 1 and 2 (10 and 12 respectively) and also reflects the sudden change in governmental criteria for achieving academy status, to include two high performing Type 3 academies. As this development is in its infancy it would be unwise to include them with any significant justification in the findings except that they may provide indicators for the future development of entrepreneurship in academies and ideas for further research opportunities.

The transcribed interview text was sent to the SLs for comment on accuracy only, one change only was requested. Throughout the findings and analysis chapters, academies will be referred to by number according to the list in Appendix 4 to maintain anonymity. SLs were very clear that this would be an essential requirement, to enable them to be open and direct with their responses. As one SL commented:

> our sponsors are very, very good but you bring the name into disrepute and you are out the door. (Academy 11)

In presenting the findings (and the subsequent analysis in Chapter 5), the following descriptors (Table 3) will be used to express the number of SLs who subscribed to

or reflected an opinion about a particular aspect of a theme. The divisions are based upon a sampling of the data from a 'tally chart', and provide an understanding of the relative frequency of codified responses. Where more precise illumination may be relevant the specific numbers of academies may be quoted.

Table 3: Key response descriptors

Very few	1 - 3
Few	4 - 7
Some	8 - 10
Many	11 - 14 **
Most	15 - 19
Majority	20 - 24

** Special Note: For this category, where appropriate, a greater distinction may be made as it includes the possibility of there being equal numbers of two potential and differing opinions. The findings will be presented according to the order of the Research Questions leading to the identification of emerging issues for later analysis.

4.1 Research Question 1: What do academy senior leaders understand by the term entrepreneurism in academies?

In particular interview questions 1 and 2 formed the basis for researching this question although aspects of question 3 contributed to a lesser degree. From the transcripts it was clear that some SLs provided a clear 'definition' of entrepreneurial academies but many preferred to respond by talking about what 'entrepreneurial'

academies do or do not do, referring specifically to their own academies. To enable the reader to understand the position of SLs, I have grouped the responses according to a thematic approach that developed naturally from a tally of their responses, some of which are interrelated and some independent of each other. The themes are:

1. The meaning of 'entrepreneurship' in academies

2. A 'duty' to be entrepreneurial.

3. The purpose of entrepreneurial academies?

4. Entrepreneurial academies: Not for profit or profit orientated?

5. Entrepreneurial academies: Opportunities for change?

6. Entrepreneurial Academies: Controlling destiny.

7. Entrepreneurial academies: Social entrepreneurs.

4.1.1 Theme 1: The meaning of 'entrepreneurship' in academies

Some (n=8) SLs were able to provide a 'definition' of what 'entrepreneurship in academies is. One academy which had a significant history of independence before being awarded academy status was clear that:

> entrepreneurism is seeing opportunity, eye for the main chance, exploiting niches. That's my take on it. So I come from that view of entrepreneurs… people just made something happen and usually make money out of doing it. (Academy 10)

This concept resonates throughout a number of academies (n=3) in particular in which making money fails to be of major significance (which links to the findings in Theme 4). Academy 19, takes a somewhat differing view in that it links entrepreneurism with leadership and organisational structure:

> it's a fairly traditional structure, to start with I think what's interesting is how we set up because we looked at lots of different models of setting up and what we did is we started with a very small senior team…and all the resources were put into middle leaders. (Academy 19)

A few academies posed rhetorical questions about the meaning of entrepreneurism in academies, for example:

> At the end of the day the sponsor (my chain) has a philosophy and an ethos of a rationale, 'the best for everyone'…That doesn't mean, it's back to this definition, by entrepreneur, everybody should be an entrepreneur, does that mean that you maximise the profits, i.e. the profits being the grades the kids go out with... If you are not explicit about what you mean, right, you get what we have got now which is one hundred and one interpretations of what an entrepreneurial head is or principal. (Academy 3)

The one hundred and one definitions of what an entrepreneurial SL is not a part of the problem of understanding the meaning of entrepreneurism in academies, one might argue that it is possibly the root of the problem itself.

Alternatively, a few interviewees view entrepreneurism in academies to be fundamentally linked to collaboration and extending the opportunities for its students. Academy 20 is very much of the view that collaboration is a significant factor in opening the 'doors' to success, especially by focussing on the future rather than the present:

> I think it's about looking at life with a different pair of eyes really, you know, it's like we have just designed a school for the twenty - first century… yes there is collaboration, yes there is, you know, the entrepreneurship we've talked about, you know, it's all in there. (Academy 20)

This is echoed by Academy 14,

> So it's lots of small doorways that we can open up through collaborations like that of course… (with)… the university… enabling force that allows us to make these connections and it can be seen to be of mutual advantage. (Academy 14)

A few see innovation as a description of entrepreneurism in academies. Academy 24 suggests that:

> I think the innovation part of it is about context and impact and I think one of the things that we need to work harder at in this profession is the impact of a good idea…Making it really stick and have a really big impact in the classroom I think we are less good at. (Academy 24)

Of these, some have taken quite radical approaches to curriculum development, organisational systems and employment, while others have challenged only some or few of the expected norms of school organisation.

4.1.2 Theme 2: A 'duty' to be entrepreneurial

In describing an understanding of entrepreneurism in academies, the majority of SLs in the sample were familiar with the position taken by McMullen (2009) in which she states that it is the duty of all academy SLs to be 'entrepreneurial'. It would appear that very few hold such clear views as Academy 22:

But it depends what she means by entrepreneurial. It's not just going out there and getting money for the school… It's entrepreneurial in a sense of creating success, doing things outside the box, which brings success in terms of the curriculum and organisation and the way we deploy staff. (Academy 22)

Academy 22, led by a highly successful principal and former headteacher of a nationally recognised high performing secondary school takes a more pragmatic view in that he states:

I don't like duty, but I think one of the consequences of schools becoming more autonomous independent institutions is that headteachers are forced to think more laterally, entrepreneurially, about their role…and I think headteachers who want to become Senior Leaders of academies have to, 'per se', become more entrepreneurial…it is difficult to propose that this can be proscribed…cannot be defined as a duty or indeed as being a necessary requirement. (Academy 22)

While McMullen (2009) talks about the 'duty' to be entrepreneurial, the SL of Academy 19 raises an interesting issue suggesting that there may be a considerable risk in constantly wishing to be entrepreneurial. The SL's comments are based on the experience of working with the academy sponsor before opening the academy:

What I think entrepreneurial should mean really, should be about seeing good opportunities, weighing them up and then making sure that you harness them to the benefits of your particular organisation. And I am sort of struck by the sponsor's culture… much more risk averse…Their computer systems are always, as a strategy, one level behind the current system, so for their platforms are always one level behind because they are so dependent on their systems working. (Academy 19)

4.1.3 Theme 3: The purpose of entrepreneurial academies

Many SLs described their understanding of entrepreneurism and entrepreneurial academies in terms of the original 'raison d'être' for their establishment by the Blair New Labour Government from 2000 onwards.

For a few (n=4) SLs, academy status was seen to be a way of introducing new ways of working but most importantly, the majority (with the exception of the two Types 3 academies) saw it as a way in which to deal with issues linked to the perceived failure of some maintained schools in certain areas in which educational standards were not improving.

Academy 1, situated in a very deprived area, was very clear that the academy had a primary function to focus on basic skills to ensure that all students can access the advantages of their secondary school experience:

> And the children of our present year 7…sixty eight of them had a reading age of eight or less, thirty of them …of six or less when they came into the school. (Academy 1)

In addition to focussing on basics, some SLs take the view that in historically low achieving areas, entrepreneurial developments should be linked to providing what the clients (the students and local employers) really want:

> In order to do that we had to develop partnerships and that included big…(firms)…like Toyota with whom we worked to develop a 14 - 16 pre -

apprenticeship offer for motor vehicle technologies… It ultimately led to a huge centre… which has gone on to do tremendous work for hundreds and thousands of young people. (Academy 13)

Out of necessity the SL goes on to describe incidental developments of desirable collaboration with other school and providers:

That also led at the time to certain elements of common timetabling and, you know, some of our provision that we have here at our 14 - 19 centre, has been available to hundreds of youngsters from across the conurbation for many years and over time we have focused on our specialisms, ICT in particular, beauty therapy and hairdressing, creative and media and that kind of thing but we have continued to play a full part in the partnerships more broadly as well. (Academy 13)

This poses an important question: is this development a prerogative of schools which have become academies, or could it have been successfully conducted by Maintained schools and in addition, are they able to be described as entrepreneurial?

The Principal of Academy 6 is very clear that standards have a much wider connotation than that usually described by Governments in terms of the number of students achieving 5 'Good' grades A* - C (including English and Maths) at GCSE Level:

What I want to do is to be able to get to the stage where actually we can do more than just simply bang on about academic results… you can set up your own charitable ventures, you can spend time with, you know, city businesses, you can really aspire. I don't want my kids going to work experience and going to stack shelves at Tesco. They need to be in law firms. So I think that's one area that we are looking at and developing. (Academy 6)

A few academies have interpreted the purpose of entrepreneurship in academies to include rethinking the structure of leadership to address maximisation of impact on learning and results. Academy 17 in concert with a few others has taken a non - conventional approach to leadership in an 'all - through setting':

> So each of the vice - Senior Leaders has a strategic responsibility, all based on learning, so mine's about learning and well - being, teaching and learning all through, and one of my colleagues does curriculum and pathways and 14 - 19 another one is raising achievement, that's basically it. (Academy 17)

While this pertains to one particular academy, changes in leadership more widely than one academy can be demonstrated in the 'fusing' of leadership structures to improve collaboration, as Academy 4 explains that for both them and Academy 5:

> So we have mirrored our school leadership team, and what we are trying to do now is develop a language across both the schools that allows us to talk together with the roles much more closely affiliated so that those people can talk together, and we hope eventually that we can almost interchange the two leadership teams. (Academy 4 and 5)

While this arrangement approximates to a distribution of leadership across two academies a rather different picture is seen in a few academies which have converted as designated 'failing schools':

> At the moment it's very top down and there are very clear structures of you report to this person, you report to this person because that's what we need, …we are working towards much more distributive leadership model with a flatter structure... people are used to being told what to do and when to do it …it's moving away from that to encourage them to be innovative and be risk takers. (Academy 2)

To an extent, in opposition to the concept of increasing distributive leadership, is the model described by Academy 19, whose Principal had been the headteacher of a successful school in challenging circumstance:

> So we don't want ever to have a large senior team, and we want to put our investment into the middle leader team. There is a wide span of control if you like for the senior team, but it is a traditional hierarchy. (Academy 19)

The picture concerning entrepreneurial activity, spirit and outcomes is somewhat confusing. The differences between academies commencing at very different starting points are characterised significantly by influencing factors such as: the history of the academy; the impact of sponsors; the particular nature of the environment in which an academy is placed; and possibly to a lesser extent the experience of the SL, very few of whom in the interview sample had experience(s) outside the educational world. Academy 18 provides an interesting insight into intrapreneurship and leadership development based on the information provided to participants.

> We are constantly bringing new people into the organisation so I am not sure that in an organisation as dynamic as this, that you are not constantly looking up, …evaluating in terms of how effective they might be next year, but also we are thinking, well how effective, what potential does that person have maybe for three years' time or beyond. (Academy 18)

4.1.4 Theme 4: Entrepreneurial Academies - Not for profit or profit orientated?

In explaining their understanding of entrepreneurism in academies, SLs in the sample were almost unanimously of the opinion that while academies may be or

should be 'business like', their key focus should not be directed to the acquisition of financial wealth. Opinions ranged from on the one hand few (n=3) Senior Leaders who were less interested in innovation for the sake of it, to a few (n=4) who identified commercial market opportunities (principally in the educational sphere). Academy 6 posed a rhetorical question when considering this issue: 'so how would you define an entrepreneurial school in an educational setting as opposed to Alan Sugar starting up a new business'? In response to his own question he remarked:

> …entrepreneurial to me, I guess, is looking at the institution as a whole and really being honest about it, if it's not broken don't throw it out because there were some things that worked really well here when I took over, and actually needed to be retained. (Academy 6)

This is to a degree supported by Academy 1 who comments that:

> You probably say, compared to some of my colleagues, we haven't been as entrepreneurial as them…In terms of buildings, the way we changed things around, we have been quite entrepreneurial…Ernst & Young are our big partners as a local business…All of those kinds of things, you know, you could say entrepreneurial because what we are doing, and it comes back to my previous point now, about the moral purpose that it is our duty, whatever we do, it is our duty to make sure that those young people are successful. So that's probably somewhat confused. (Academy 1)

A much stronger rebuttal that academies are 'businesses' and should adopt business practices and succumb to the need to constantly innovate to ensure continuing development is provided by Academy 22 who reminds us of the prime purpose behind establishing academies which was to:

> …bring success where previously it had been failure. Do it through innovation, do it through thinking outside the box… We have innovated in the sense we have a longer teaching day. We have innovated in our pay structure. We have innovated in terms of the bonus, bonuses that we

award… with a commitment to children we know will fail if they leave at the normal times. (Academy 22)

An SL with a prominent role in a large chain goes on to state that although:

>…sponsored by wealthy financiers I have not been conscious that they have taken their…(*academy*)… model from the world of business. I mean I think the key criteria for Chain 'X' and I suppose for all the other chains is, are they successful? Are they bringing about change and improvement? If they are not then there is no point of them being there and therefore it's going to be very interesting over the next few years to compare the performance that was in the chains. (Academy 22)

On the other hand while also having a clear view of the prime purpose of improving student success, for academies 24, 11 and 12 the concept of producing a financial surplus through business related activities was not only a comfortable idea but was seen to be able to help them focus on the academy's 'core purpose' even better through increased financial resourcing.

Academy 24 makes the following comment concerning its business surplus:

>It's a sizeable one, yes …the MBA was the best…(*experience*)…I'd ever had because whilst it was educational leadership focus, it opened my eyes to the whole concept of how entrepreneurial one could be if you had a vision for it. (Academy 24)

While Academy 11 and 12 have also been effective in producing a commercial surplus, they also present a clear business - like approach to running the academies:

>I do believe I moved from a school based education into a business based education where there had to be outcomes and those outcomes, you know,

everything is centred around those outcomes for young people. (Academies 11 and 12)

4.1.5 Theme 5: Entrepreneurial Academies - opportunities for change

Most (n=15) SLs describe their understanding of entrepreneurism in academies as an opportunity for change. A few (n=4) reflected on the ability of totally new academies to start with a 'blank sheet of paper' describing what entrepreneurism meant to them. Others which grew out of failing schools, which in order to achieve academy status had to accept stringent TUPE agreements for the terms and conditions of transfer of staff.

The majority of academies faced and some continue to face, major obstacles in re - inventing themselves from the predecessor school. Academy 16 has a very clear view on its difficulties created by for example the 'Tupeing' of staff from the predecessor school:

> They all Tuped as a matter of right which was a mistake and I said it was a mistake at the time.... And actually over the first three years I shifted forty staff and I replaced those forty staff with twenty five, some of whom were largely better, I'm probably left with one or two people that I could cheerfully do without and when you have got stability with that then the work that you can do with other partners is enhanced. (Academy 16)

This approach varies significantly to the management of staff in Academy 24 which has always kept broadly within the national conditions of service for teachers:

We have always Tuped staff over on national pay and conditions. I don't have a cash sponsor so my budget is whatever I get from central government, so the possibility and the potential of paying more would probably be driving us down the route of massive restructure. We still have to go through restructuring like many schools but not on the scale we might have had if we were paying over the odds, so pay and conditions are what we expect them to be. (Academy 24)

Consideration of the working arrangements of staff in academies and the apparent lack of preparedness of some governing bodies and principals to 'rock the boat' is strongly refuted by the Principal of Academy 15:

Well I wasn't putting up with the national terms and conditions of service. (Academy 15).

*I was told it's not worth the fight (**interviewer**)*

Rubbish it is certainly worth the fight because it is one fight and then it's done and it's done before you open. Not worth the fight! You see these people shouldn't be getting principal jobs. (Academy 15)

While a wide range of approaches to conditions of service are represented in the sample, there is evidence that despite a few academies 'rocking the boat' in terms of the pay and conditions of staff in their academies some take the middle ground by varying or tweaking conditions of service such as those indicated by Academy 24 and 11 respectively:

No I will regularly pay honoraria to staff for one off pieces of work. So for example I have got a guy… he manages all my press, PR media outlets, but he also provides press and PR for about fifteen schools… Whatever that brings in, he gets 10 per cent of that. (Academy 24)

However of the sample, most did not step outside the national pay and conditions for teachers (TEPAC):

> We have got national pay scales. We couldn't afford not to.. Nobody in their right mind would try to pay less but this is inner London, you know, you couldn't pay more. (Academy 9)

Academy 19 reflects the more general attitude to pay and conditions for academies in the sample:

> I did pay national pay and conditions as I felt (a) it was a pretty good system and (b) it was a disservice to my staff to take them out of something where they were thinking about the future and career progression. (Academy 19)

The picture is therefore not straightforward in terms of SL's understanding of entrepreneurism in academies and the desire or ability to create opportunities for change.

4.1.6   Theme 6: Entrepreneurism in academies - controlling destiny

Some SLs such as Academy 7, see entrepreneurism in academies as providing an opportunity to put right the ills of Local Authority (LA) poor administration by being freed from LA control:

> Local Authorities often do not have the people with sufficient vision or creativity or expertise or experience in post. So I am not going to cry over the demise of the local authority. (Academy 6)

Academy 20 extends this view beyond a specific Local Authority, based on a wide experience of having worked in a number of authorities and also having been a Local Authority Officer:

> I have dropped out from a number of things in the past because I just thought well I can't be doing with it,…It's not just this local authority, it's any local authority. They just don't have the people power to be able to do it now. And that will get worse and worse, won't it? (Academy 20)

Not all academies have such a specific negative view of local authorities, Indeed Academy 18 stated that 'when I became a head twelve years ago the school had just emerged from a very acrimonious 'divorce' from the local authority' and despite being entrepreneurially independent the SL actively sought ways for:

> the school to integrate itself in the ethos of working together…I chaired the Finance Forum for the past four years. One of my deputies …, chaired the Admissions Panel and we had very close links and genuinely close friendships forged, so we have a very good relationship and when we became an academy they were encouraging. (Academy 18)

The rapid increase in the number of 'chain' academies under the direction of organisations such as ULT(The United Learning Trust), ARK (Absolute Return for Kids) to name but two of many, raises two particular issues in relations to academies entrepreneurially managing their own destiny. Academy 24 is very clear about the nature of the group of academies which it leads:

> I am very clear in my mind that if we tried to clone our schools they would fail. So what I have tried to create over the last three or four years is a brand, if you like, that the 'X' Federation stands for, which would be some pillars around personal tutoring, personalising learning, 80 per cent of lessons good or better, no exclusions, some real, they are not even quality standards, they're aspirational targets about how we do our job. (Academy 24)

This form of loose coupling is not however reflected in all academies which belong to a 'chain', Academy 16 seems to suggest that there is a middle ground although

with several aspects of a strongly controlled centralised direction from the organisation:

> But our curriculum is delivered from the Trust. It's our job to make it work, but I enjoy a degree of autonomy that some academy SLs don't enjoy. (Academy 16)

This academy in concert with a number of 'chains', centralises many of the basic administrative functions such as payroll, personnel, curriculum overview and basic policies.

Academy 22 which has links with one of the large chains explains the relationship between the Chain Foundation and individual academies and their capacity for entrepreneurship through autonomy, in the following way:

> It's interesting if you look at …the chain I have links with… it's appointed very powerful people to be their headteachers. They value their independence, their autonomy; they are left alone to get on with it…make it a success, but remember you are part of the network and therefore you are appointed not only to the headship of this academy, but also to the network as a whole, because we believe in certain principles, philosophies and values. (Academy 22)

Moving to a consideration of 'single entity' academies of which there are 6 in the sample (which is a significantly higher proportion than in the total number of academies in England), their views are aptly expressed by Academy 22:

> There is this tension isn't there between autonomy and independence and also reaching out to other organisations for help and support. Now if you are a great believer in independence as I am, you have to be careful that you don't suddenly or gradually become part of an LEA type network, I don't think that will happen. (Academy 22)

Although some academies do collaborate they do so on a 'needs' basis feeling that this provides greater freedom and better use of time:

> I mean you will know certainly how much academy principals use the Academy Principals' Forum online, and they ring each other up and they go out and look for help and expertise, and they are getting, you get much more support, expertise and goodwill there than you would from one local authority. (Academy 9)

4.1.7 Theme 7: Entrepreneurship in academies - Social entrepreneurship

Many academies in the sample have very clear views concerning the meaning of entrepreneurism within their academy, focusing principally on the Social Capital/Social Entrepreneurship aspects of their goals rather than on making additional funds or participating in financial deals. Academy 16 makes this very clear and focuses on the investment in people:

> We are on the social capital spectrum, but I don't think we are far enough along the journey yet …but in terms of really feeding back into the community and starting to change the social spectrums, starting to change people's life options, we are on that journey but we are a way off it. (Academy 16)

Academy 14 provides a somewhat more political view which is apparently derived from the political climate of the Local Authority, and the historical political views of the council:

> I mean it's complicated by the politics around here. It's much easier when you focus just on the kids and as you said, the social enterprise then nobody has any issues. The moment we start talking money there is going to be some questions around it. (Academy 14)

A small number express their understanding of entrepreneurism as the focus on delivering social change through curricular innovations specific to the needs of their academy community. Academy 10 shares this view with many other academies:

> We are about to embark on something about white local girls and their underperformance, which again fits with your definition... When we came it was 85 per cent white and now the community has shifted and the white community has got smaller or left. (Academy 10)

Possibly one of the most striking examples of Social Entrepreneurism demonstrating the potential entrepreneurial nature of academies was noted in Academy 15. Here the SL perceiving a particular problem is developing a combined social and financial entrepreneurial innovation to deal with the needs of a specific group of students:

> I've had homeless sixth formers living with staff, every year … So we then started talking to one of the third sector, the housing association, and they were saying there was a possibility that we could with them buy a terraced house. (Academy 15)

A similar idea but on a larger scale is being considered by Academy 20:

> The other bit I haven't mentioned about academies that I am working towards is our next stage was that it has always been built to have a boarding wing. So I'd got permission in principle to have a boarding wing because if you look at where we are coming from, how many of our children are NEET's (Not in education, employment or training). Clearly when the real issues arise I find is 15, 16, 17 *(year olds)* at risk. (Academy 20)

Some academies are pursuing the social entrepreneurial concept by federating with primary schools or simply opening 'all through' 3 to 19 academies. As Academy 9 explains:

> We have got a primary, you know,... in the sense of the word, we haven't thought about being entrepreneurial, we have thought about our students developing entrepreneurial attitudes and skills, and also for that to happen it has a knock on effect with staff. (Academy 9)

However as can be inferred from above, not all academies perceive their actions to be entrepreneurial.

Academy 1 expresses the concern of a few academies:

> I think it is easy to get carried away with being entrepreneurial in things that you might want to do…There are some of my colleagues who like to talk about how they go out there and a bit of a maverick and things, that's great if the kids benefit that's wonderful, but they don't always.
>
> Because it all seems good but you have to bring… *(entrepreneurial staff…)* back. So *(they can be)*… too entrepreneurial actually in many ways, which is not a bad thing, just depends how much gets past me. (Academy 1)

4.1.8 Research Question 1: Brief Summary

SLs present a complex picture when describing their understanding of entrepreneurism in academies. While a small number engage in activities which provide a financial profit to support the 'core' work of the academy, the majority see entrepreneurism as supporting their social mission or 'moral purpose', which for Type 1 and 2 academies are perceived to be their raison d'être for their work. This would appear to challenge my amended Woods et al (2007) model as expressed in

Fig 4 (p39). A limited number of academies appear to use their freedom to offer different conditions of service for staff and not infrequently those academies which developed from predecessor schools, stress that the need to stabilise as new organisations, provides a more significant focus than that of being entrepreneurial per se.

4.2.1 Research Question 2. To what extent and how do we know from literature that academies are demonstrating entrepreneurial characteristics?

The literature concerning 'entrepreneurism' in academies is limited, but provides an initial conceptual model based on the work of Woods et al (2007). This led to the introduction of my adaptation of the Woods et al (2007) model, in which I conceptualise Entrepreneurism in academies to be divisible into Social, Financial (similar to the Woods model) and to also include two different descriptors: Robinhoodism and Dys - entrepreneurism, the former concerned with entrepreneurial re - distribution of resources, the latter recognising what wouold seem to be for the first time, the existence of entrepreneurial activity which may be not just entrepreneurial 'failure' but distinctly against 'the public good'.

From the literature on entrepreneurism, it would appear that there are close parallels to the approach in this thesis in the means by which researchers inquire into, develop theories about and understand entrepreneurism. While some entrepreneurial research is rooted firmly in the positivistic approach, there is a significant body of research concerning entrepreneurism, which takes the

humanistic Interpretivist approach, which consequently does not seem to create a major discontinuity between the two sectors, at least at this early stage of investigation.

In considering the rise of the academy movement (and the entrepreneurial focus of this study) the literature provides some evidence to place the rise of academies within the wider 'social educational entrepreneurial' tradition in the UK, together with similarities to the emergence of educational entrepreneurial developments in the US such as Charter Schools.

The links between creativity and entrepreneurism and the various styles which SLs may appear to replicate are established by Bruyat et al (2000) providing a useful basis against which to examine the views of SLs against Vecchio et al (2003) 'Big 5' of entrepreneurism. The work of Gibbs (2009) and Currie (2008) in particular provides an opportunity to examine entrepreneurial activity from a leadership perspective (as opposed to individual traits or characteristics) with a specific slant toward 'quasi - public' sector organisation such as academies. These and others, reviewed in Chapter 2, will ensure that models of entrepreneurial academies may be interrogated, and in Chapter 5, analysed, revised or re - conceptualised as appropriate.

4.2.2 Research Question 2: Summary

Five key authors underpin this research with a wide range of supporting and contributing research drawn from both the educational and entrepreneurial sectors. An initial model of academy entrepreneurism (Woods et al, 2007) provides the 'entre' into the research. Literature then provides a polarity of views about the nature of entrepreneurism and entrepreneurs. One view supported by Vecchio (2003) and Bruyat (2000) described the characteristics, traits and needs of entrepreneurs, while an alternative view as exposed by Gibbs (2009) and Currie (2008) describes entrepreneurship in terms of leadership models.

4.3 Research Question 3: What can be learned from academy practice about the inter - relationship between: innovation; entrepreneurism; Intrapreneurism and exopreneurism and to what extent can they be modelled?

From the transcripts three themes emerge expressing the participants' responses.

These are:

1. Linearity to 'squishiness': the inter - relationship between Entrepreneurism, innovation, exopreneurism and intrapreneurism - SL's perceptions.
2. The emerging dominance of Social Entrepreneurism: In search of the OCDs.
3. Entrepreneurial academies: A 'leadership' model for EExII.

The findings within the three themes are supported principally by transcripted data from questions: 2; 3; 4; 5; 7; and 8, with support from Questions 1 and 6.

4.3.1 Theme 1. Linearity to 'Squishiness': the inter - relationship between Entrepreneurism, innovation, exopreneurism and intrapreneurism (EExII) - Perceptions of SLs.

The majority of SLs interviewed displayed a variety of understanding both of the actual words used, their inter - relationship and how they may be conceptually described and structurally linked within their academy. There was no sense of integration of these four elements and a common factor for most Senior Leaders was a description of an Intrapreneurial rather than Entrepreneurial Culture within their academy.

The Principal of Academy 1 was very focused on developing the skills and future abilities for his own academy intrapreneurially and also more altruistically to contribute to developing the academy (and school) leaders of the future:

> I wrote down lists of staff …essentially what I was thinking was, who will lead schools in the future? And I wrote down my talented staff so I have one column which was called T, you know of which there are about 20 really talented people, who I think will rise up very quickly. And then I wrote down a list which had H which were the ones that I thought would be headteachers, you know. (Academy 1)

This statement was amplified by the same principal who when considering external leadership development courses stated:

> I would be honest with you. It's what is the best way, to develop these people who will be headteachers? I know they will, because I can tell. If you met them you would know as well. (Academy 1)

While some linked innovation to the start of entrepreneurial activity there appeared to be no specific conceptual model binding them together. Various diagrammatic representations of EExII arose in discussions with SLs ranging from a linear construct indicated in Fig 7 below to the dynamic 'resonating' model (Fig 8).

Fig 10. The interrelationship between entrepreneurism, intrapreneurism, exopreneurism and innovation.
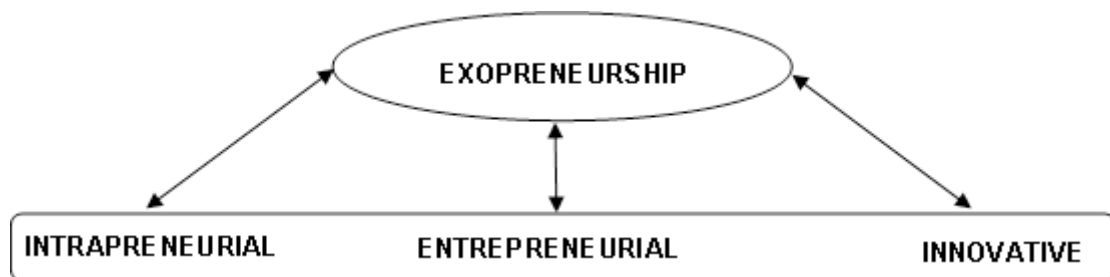
Such representations also included a dynamic 'resonating' model as shown in Fig 8.

Fig 11 The resonating environment of EExII.
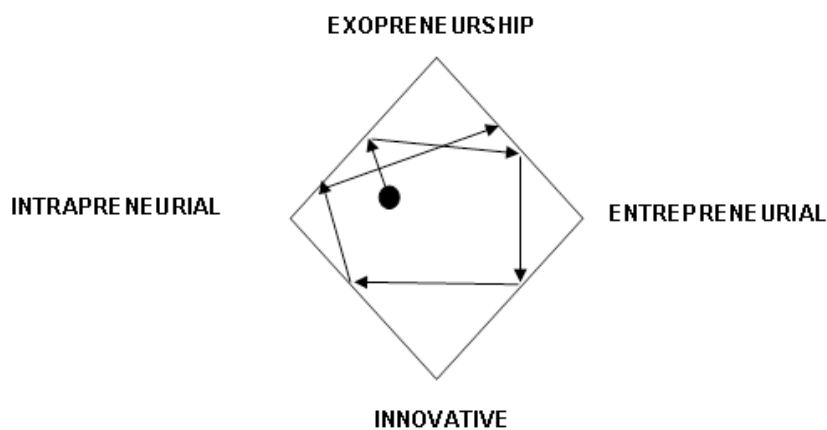
Academy 14, together with some of the other academies, dismissed the linear model as being over simplistic, with one academy suggesting the inter - relationships were better described by Fig 8 in which a ball (representing progress and change) was constantly moving within a constraining environment (representing the physical, cultural and political environments for each academy). Furthermore Academy 14 went on to provide a distinctive approach to modelling EExII. This SL was uncomfortable with two aspects of the triangular model; firstly, he didn't wish to feel constrained and wished to reflect a more entrepreneurial spirit within his academy thus:

> But I mean I think in terms of the model question, I'd agree we are not in one place. I suppose I would never see myself confined in a triangle. I mean I'm much more, I like the Graves (1974) work on spiral dynamics and I'd see much more, I don't personally don't believe that academies are any different per se in organisational behaviour as any other place. I believe that what an academy does is because of its unique relationship that it can form, it isn't as constrained. (Academy 14)

Secondly deriving from his own doctoral work, he had developed an interest in the development of theories concerning organisational and personal development as developed by Robinson (2009) and others emanating from Graves' (1974) Spiral Dynamics (1974), in which the SL argues that 'squishiness' or amoebic design and inter - relationship are more pertinent to describing the developing needs of all aspects of academy life, including in particular innovation, entrepreneurism, intrapreneurism and exopreneurism.

4.3.2 Theme 2. The emerging dominance of Social Entrepreneurism in academies - in search of the OCDs.

There would appear to be significant evidence (RQ1) that Social Entrepreneurship plays a prominent role in the ethos, practices and philosophy of the majority of academies. For example, Academy 10 has sought to go beyond the direct influence of the academy on its students to provide a clear case of social entrepreneurism on a wider community basis:

> now for the second or third year… (*we*)… are sending a whole group of families away on holiday, people that don't have holidays, you know, that kind of thing **. (Academy 10).

**(*paid for by the academy Trust from private funds*)

Academy 8 also takes a similar view that in addition to the moral imperative to improve the academic chances for its hitherto disadvantaged students, it needs to have a high public and community presence.

> Well it ends up as a self - financing community organisation that is a catalyst for community engagement. So…for example,..(the academy's Trust has)… now taken over the Town's Lights… a Christmas event that has happened for years and years, and years, valued by the community… the Town river project that used to run, it can't any longer… so (the) Trust now runs that, and other things. So really what is flagged up by community, this academy's trust addresses or brings people together to address that, so I would want to see it as a self - sustainable. (Academy 8)

Only 3 academies in the sample are involved in commercial sized entrepreneurial activity, one in particular does point out that:

> … we have got a model of we have taken the Apps model from I - phone, similar model to that, and have a teaching and learning website where you can download an App for £4.99 that will give you a tip on managing your difficult Year 9 class, things like that.

> Our international work is very lucrative … the money always goes back into the schools (in the federation) so that £200,000 surplus last year, I kept half of it to fund my AST's so that's how the academies get that for free and the £100,000 went back into the academies on a per student basis. (Academy 24)

Almost all the international work was done by one academy and yet all three shared in the re - distribution of wealth. Academies 11 and 12 also created learning materials which rendered a significant profit to the Foundation. As the Executive SL comments:

> …interestingly enough the first entrepreneurial event that we attempted as a new management team… was to develop at nursery here, and it is an entrepreneurial event that ran into the sands, having made, having spent quite a lot of our profit from the training company, they ran into the sands because of some significant complexities about Trust law which was not predicted or understood by our local legal representative. and yet from our industrial sponsors there was nothing but praise. (Academies 11 and 12)

Summarising the findings of the last two 'OCDs' is more challenging however based on the discussion in Chapter 2 (Section 2.9), there are a few examples wherein Robinhoodism may be recognisable through collaboration between successful and 'challenged' schools aiming to develop a re - distribution of success 'upwards' in that all partners are equally successful, rather than a levelling downwards of success to the least common denominator. This is clearly stated by the SLs of Academy 4 and 5:

> I think we have got the green roots of something now that isn't a dependency a partnership based around dependency, I think it's becoming increasingly clear that Academy 5 can offer an experience that would benefit Academy 4, the Academy 5 community both staff and students and we would want to grow with that I think, but I imagine the reverse will be true as well. (Academy 5)

In Department for Education terminology, this would be expressed as 'collaboration', which has a variable history of success. However Academies 4 and 5 appear to provide the ideal basis for this form of Robinhoodism as Tinkler (2011) suggests:

> Many respondents emphasised that they feel that collaboration (*Robinhoodism?*) or partnership needed to be mutually beneficial although that benefit would not always be equal or easily measured (p109).

The concept of re - distribution and (Robinhoodism) works well according to Academy 17, in which academies working together have gone beyond the typical 'Hard to place' protocol. This protocol seeks the placement of challenging students in a school through the means of a panel usually of headteachers and guarantees an automatic place, thus by the redistribution of students the impact:

> has resulted in no child in Southern 'X' being permanently excluded from any school. (Academy 17)

In the literature review, Dys - entrepreneurism was portrayed in a sinister manner as the 'abuse' of innovative / entrepreneurial or risk taking activities for personal or corporate greed, which may be lawful or unlawful and is in principle against the public good. There are concerns expressed by some academies that the rise of large chains of academies could be contrary to what the initial mandate of academies was based upon. The Principal of Academy 22 is very clear that:

> Yes, yes, I mean they would argue that there is economy of scale; if you do it this way then you would save money. One HR person, one finance director, etc., etc., but there has to be a good balance I think between

autonomy and independence for the head and allowing the freedom of the head to find their own way in gaining success and saying, 'Well okay, but within certain parameters'. (Academy 22)

Others such as Academy 14, are concerned that the development of large chains will be contrary to the previous situations which existed within local education authority control:

So when the local authority said you can't do that I was able to, and particularly as an outsider of the academy, say they are actually talking rubbish, you can do it. It's whether you want the will to do it until you find, you know, can you find the thing to do. (Academy 14)

While it is difficult to visualise 'chains' of academies deliberately abusing their position and using academy 'freedoms' for personal gain, however real concern is expressed by Gerard et al (2002) that:

The wolves of the for - profit sector are lurking in the background waiting for the opportunity to enter the schools sector in England… the Education Act 2002…opened up the possibility of governing bodies investing in other companies…and packing school governing bodies with business executives…trying to bounce schools into federations run for profit (p 2).

There is a strong argument to support the suggestion that legal Dys - entrepreneurism has begun to be encountered as Shepherd (2011) suggests:

Charities that run chains of academy schools are using public funds to pay senior staff six - figure salaries, with some on £240,000 or more– awarded already high - earning staff performance - related bonuses, or increased their pension, salary and bonus packages from the previous year…described as "staggeringly high amounts" to those at the top, and that they (academies) were underpaying some junior staff because they were

exempt from the pay and condition rules of other state schools…in a time of very limited resources, disproportionate amounts of money were being spent on a small number of people… This will take important funds away from the classroom.

Northern (2011) continues this vein by reporting that according to one major teachers' union:

Millions of pounds of public money are pouring into private education companies and the inflated salaries of executive principals with no evidence this is leading to rising standards.

4.3.3 Theme 3. Entrepreneurial academies: Towards a 'leadership' model for EExII

In establishing 'entrepreneurial' academies, it is not unreasonable to anticipate that SLs would use the opportunity to put in place the most effective 'top' leadership teams available. The transcripts reveal that the extent to which this possibility has been realised appears to have been dependent largely on three main factors:

1. the pre - history of the academy;

2. the impact of the TUPE regulations;

3. and the influence of Sponsors.

4.3.3.1 Academy pre - history:

Of the twenty four academies in the survey, four only had unrestricted ability to establish a 'virgin' leadership structure and therefore their ability to take on board radical or very different leadership structures and to assess the suitability of participants as team players and their perceptions of the challenges for leadership in academies.

Academy 14 takes a different view, although an academy with a predecessor school:

> I mean Charles Handy's work I have always found very interesting ...When someone leaves what needs to be done?

The SL puts it this way:

> Blimey we have got to replace those bricks with similar size bricks. Yes we need to make sure that those jobs are done, but that might be done by shifting the lines of responsibility or coaching so that it becomes exciting and it sometimes enables you to do things that you thought you couldn't do. (Academy 14)

This SL's approach suggests a degree of risk taking and entrepreneurial approach to leadership recruitment from the point of view of 'Top Teams' and the ability to consider the concept of 'mental models'. Conversely Academy 19, in establishing itself with no predecessor school, takes a more traditional approach based on a clear hierarchy, but with an emphasis on Middle Leaders:

And then the drivers of schools, I always think, are middle leaders anyway, they are the ones that, getting them on early meant we had experienced teachers, getting them onboard early meant that they were involved in the design of systems and they have responsibility and ownership of the school as a whole. (Academy 19).

Academy 23, formed by the amalgamation of a failing and a successful school raises a question around stability and continuity:

I think you place yourself in some danger in the way that predecessor schools and academies seem to have a very different leadership, they don't want you to go ahead with the leaders that were there previously. I think there is a disconnection that for a period of time produces instability, and I think that's dangerous and certainly with the amount of change that we brought in through these Academies. The first year was a difficult year, truly difficult. (Academy 23)

In addition the Senior Leader of this academy commented that within a 'matrix' leadership process:

…philosophically I really believe in system leadership and that leadership, you know, whose system is this? Is it the Government's system? Does it belong to the parents? Who does it belong to? (Academy 23)

In response to the question concerning the extent to which Academy 20 took into account concepts related to 'Top Teams' and 'Mental Models' the SL takes a pragmatic view in forming the new leadership team. With respect to senior staff that were to transfer to the new academy, the SL was very clear that, 'they have either got to shape up or shift out' (Academy 20).

Furthermore, there was a clear leadership plan involving working with a very heterogeneous group of leaders:

> And what I have done is looked at a pretty much a collaborative style of leadership whereby I realised that I had two halves of a coin, really, before and after, and it's very difficult very, very different people as well and what became obvious to me in terms of, it really is collaborative but distributive at the same time, but I need to know what's going on, so I really do have, you know, from my point of view the finger on the pulse. (Academy 20).

4.3.3.2 The impact of TUPE Regulations

In transferring to academy status, the impact of TUPE on SL's ability to create desired leadership teams with an open mind about team composition and complementary skills is generally seen to be a significant barrier. While it offers individuals security of tenure for an agreed period of time, it was not always possible to introduce a degree of selectivity in the appointment process. The SL of Academies 11 and 12 suggests that the TUPE mechanism's ponderous nature can have a helpful effect:

> but to be fair we were well served by the slowness of TUPE. It took over a year to do it. (Academies 11 and 12)

which allowed sufficient time for creativity and a better understanding by staff that things were going to change. In developing different leadership styles and structure, battles were inevitable, but as the Principal of Academy 13 stated:

> And yet if you don't have a battle, if you are here for the children you are actually failing them at day one because you are 'Tuping' over staff and so on that, well, you know the situation. Would you agree that that is a sign of a lack of entrepreneurial spirit or is it just pragmatism or a mixture of both maybe? (Academy13)

4.3.3.3 The influence of Sponsors

The third factor reported by SLs to impact on the formation of Senior Leadership Teams was that of the Sponsors influence on Senior Leaders' ability to manage the development of teams. Within the history of the academy movement the role played by Sponsors has been variable depending on the degree to which Sponsors wished to be directly involved in the day to day activities of their academy(ies). Academy 14 comments that one of their sponsors, a University, is not interested in the detail of running the academy and that 'the only thing they are really interested in doing is the process behind it (Academy 14)'.

Academy 2 compares the impact of the sponsors with that of a local authority:

> I think it's about the encouragement and supported challenge of the sponsors to exploit the freedoms, not the local authority restricting freedoms to what they think it should be…So you can break the mould, you can do things differently. (Academy 2)

Some academies express great appreciation for the role of their sponsors. Academy 15 is possibly the most clear about the positive role that sponsors can provide:

> But I think what they do do, I mean they are fantastic sponsors. The sponsor has been absolutely outstanding really because what it does is it takes…the view of wishing to have a structure suited to the 21st Century...I should think it takes a really mature approach actually to running schools, in the sense that the mission and the ethos and the direction and all of that sort of stuff they were very hands on with, as they were with my recruitment. They trust me! (Academy 15)

This high degree of openness enabling the SL to design a Senior Leadership Team appropriate to the needs of the 21st Century conflicts significantly with the situation of .Academy 2, which has several sponsors one of whom has a political perspective. The Senior Leader believes that this has impacted significantly on the:

> ability to attract and retain staff that we want to, by offering enhanced pay or better terms in being, but also we miss out on a lot through things like well I will only do one meeting a week, we are not working then it's not directed time, those are the holidays and we are sticking them. (Academy 2).

This sponsor:

> went very firmly down the line of we will follow the, it's called the… (and) locally, is the terms and agreements for teachers and non - teaching staff. (Academy 2)

Although the Senior Leader indicates that by being creative:

> I sort of got around that… (local conditions)…a little bit by the sort of tier of management underneath SLT that is in charge of the houses (Pastoral Support Organisation). (Academy 2)

which resulted in an attempt to introduce a more appropriate Leadership Team which has been partially successful.

4.3.3.4 Research Question 3 - Summary

In seeking to bring together the inter - relationship of EExII and modelling entrepreneurship in academies based on the sample, the findings indicate that it is apparent that there is little commonality of understanding by SLs about the inter -

relationship between, Entrepreneurism, Exo - preneurism, Innovation and Intrapreneurism.

The views of SLs about the predominance of Social Entrepreneurism, strongly challenges the model in Fig.4 (p37), which suggests that, social, dys and financial entrepreneurism together with Robinhoodism occupy equal status within academies.

4.4 Overall Summary

Although some SLs were able to offer a definition of entrepreneurism in academies which uses some of the language and general concepts of entrepreneurism from the fields of business and commerce, most SLs were more comfortable in expressing their understanding of entrepreneurism in academies by describing what it means to them in their own academy, by providing examples of what they do or do not do entrepreneurially.

The findings from Research Questions 1 may be addressed in a number of ways collectively. In Chapter 5, I will justify why the following three aggregated themes from Findings 4.1.1 to 4.1.7 will form a sound basis for analysing SLs understanding of entrepreneurism in academies which suggest that their understanding is that:

1. Social entrepreneurism is generally by far of greater importance than financial entrepreneurism and is closely linked to the 'moral purpose' of the academy movement;

2. Seizing opportunities and opening doors to improve students' life chances form is fundamental to the entrepreneurial nature of academies;

3. The freedom to create teams, leadership structures and control future destiny and the curriculum is a fundamental understanding of academy entrepreneurism but is highly variable in practice and outcomes across the wide range of academies.

The findings for Research Question 2, provides a bridge between the field of entrepreneurism and emerging field of academies. Through the literature review and interviews, they have generated important questions through Research Question 3 as to the interrelationship of EExII and have led to the conceptualisation of an interrelationship. In questioning the Revised Woods et al (2007) model they provide an opportunity to review it from the point of view of the perceived dominancy of Social Entrepreneurism in academies, over other forms of entrepreneurial OCDs.

In considering the future of entrepreneurial academies SLs raise serious philosophical, practical and professional issues relating to the future of the entrepreneurial identity originally perceive by the Blair Government in 2000. SLs are clearly concerned about the limitations enforced by TUPE, the possible degradation of the 'moral' purpose' of academies and the clear anxiety about the loss of autonomy as more and larger 'chains' develop or are formed. Furthermore

as leadership is a vital aspect for an organisation's success, there are real concerns relating to the development of leadership needs and whether entrepreneurism in academies is simply a matter of the relationship of EExII or should be better located within a 'leadership' paradigm.

The three themes within Research Question 3 yield a number of important findings involving the interrelationship between EExII.

Within Theme 1, there would appear to be a reluctance to accept a linear model for the inter - relationship of EEXII. While the 'resonating' model achieves a better 'fit' the introduction of the 'squashiness' concept implies a degree of apparent chaos, in that a more pragmatic, open ended approach and what is best at the time, may be the way forward.

Theme 2 challenges my re - stated Woods et al (2007) model (Fig.4,p39) and seems to suggest that there is a need to review my model in the light of the apparent ascendancy of Social Entrepreneurism in the sampled academies.

Theme 3 would seem to present a scenario of limited opportunities to develop 'top performing teams' and 'team mental models for a number of practical and legal reasons. Even in 'new start' academies with no history, the limited picture from the

sample is patchy with preponderance to adopt traditional leadership structures and styles. In addition it may open up a possible line of discussion as to whether academy entrepreneurism should be seen from an EExII inter - relationship perspective or that as Gibbs et al (2009) proposes from a 'leadership' perspective.

Chapter 5, will seek to analyse these findings in the light of the key authors identified in section 4.2, and seek to develop concepts and models as discussed in Chapter 2 to reflect how the reality of these are reflected in the wide range of Types 1,2 and 3 academies in the sample. Chapter 6 will clarify key issues from the research, postulate changes to earlier models and consider what contribution the research has made to the knowledge and understanding of 'entrepreneurial' academies leading to implications of the findings and potential avenues of further research.

CHAPTER 5

ANALYSIS

5. Introduction

This chapter will discuss each of the research questions in the context of the literature review and findings in Chapters 2 and 4 respectively, leading to conclusions being drawn in Chapter 6. To provide a logical basis for analysis, Research Question 2 will be addressed before Research Questions 1 and 3. The findings in Chapter 4 present Research Questions 1 and 3 thematically. The seven themes of Research Question 1 have been condensed into three main findings which express the understanding of SLs about the nature of academy entrepreneurism. The justification for this rests partly upon the nature and multi - focused nature of some transcript comments which could be allocated to more than one theme, providing relevant data for each.

For Research Question 3, the three themes of the findings are addressed individually, but as for Research Question 1 some overlap will be observed because the issues raised are not compartmentalised independent aspects of entrepreneurism. For the purpose of this analysis, the findings will be drawn together using some additional transcript quotations where appropriate, supported by the literature review, to build upon and emphasise interconnecting links and highlight the thesis' contribution to new knowledge about the entrepreneurial nature of academies.

The Chapter provides a further (second) revision of the original Woods et al (2007) model based upon the data collected from the field research and findings of Chapter 4. Although not the main focus of the work, the findings provide evidence for developing initial perspectives and embryonic models for a number of related concepts explored in the literature review. These include:

1. a initial assessment of New Value Creation within the sample;

2. a suggested model of the Vecchio et al 'Big 5' which from the data would seem to be evolving in the comparison of single academies with those belonging to chains;

3. an initial consideration of how the Gibb (2009) Leadership Model may be adapted to more appropriately represent entrepreneurial academies rather than entrepreneurial universities and thoughts on the Robinson (2009) model; and finally

4. the introduction of the concept of the 'para - entrepreneur' within the continuum of entrepreneurship.

5.1 Research Question 2. Literature Review: Entrepreneurial academies

In Chapter 1, I commented that by inter - relating two very different fields, that of educational leadership and entrepreneurism there is an inherent need for caution. By examining a number of paradigms of entrepreneurism as promulgated by Bruyat (2000), Vecchio (2003), Currie (2008), Gibb (2009) and Robinson (2006 and 2009) for example, this analysis finds some common ground between the two

fields and provides at least for this study a basis for discussion. In commenting on these authors, the work of those who focus on for example other aspects of this research such as Hansen (2004), Macaulay (2008), and Sheth (2010) amongst others, should not be considered to be of lesser importance in their contribution to the analysis. In conceptualising entrepreneurism in academies Woods et al (2007) suggests that:

> there is a kind of entrepreneur and entrepreneurial activity which is an identifiable characteristic of some public sector personnel… though its appropriateness to public sector organisation and practice is a matter for debate (p241).

Woods et al (2007) in their 'lens' model introduce, business, social and public entrepreneurism which are familiar in literature on organisational innovation, together with a fourth (cultural entrepreneurism) which is more to do with a specific style of entrepreneurial organisation and leadership. Implicit in the Woods et al (2007) model is an understanding that financial entrepreneurism which fails, is an acceptable aspect of entrepreneurial risk - taking. Katz et al (1998, p437) describes them as 'near misses', masking such results in a mantle of acceptability. In challenging the assumption that failed entrepreneurism can be viewed only as near misses, Sheth (2010) provides an alternative view in which a distinction is deliberately made between accidental near misses and entrepreneurial 'wrong doing' which is against the public good. In amending the Woods et al (2007) model (Fig.4, p39), I introduced the concept of OCDs (Output Characteristic Descriptors) in line with the goal oriented nature of the model. While the literature is significant with respect to Social and Financial OCDs, there is clearly a need to explore in

more depth the viability and usefulness of the terms, Dys - entrepreneurism and Robinhoodism applied to 'entrepreneurial academies'. Although the link may be obvious in relation to financial collapses, the potential for sinister entrepreneurism in academies should not be discounted.

One of the challenges in researching academies and their understanding of the inter - relationship of EExII in particular, is the vast difference in their background, organisation and vision. In searching the literature to address this issue, I would argue that literature's contribution to this study through the work of Aldrich et al (1979), Brush et al (2008), and McKelvey (1980) provides a unifying theme as 'emerging' organisations which encompasses all Type 1 and 2 academies. It is however at this stage unclear as to how Type 3 academies would fit into this framework.

In exploring the 'freedoms' of academies to 're - invent' themselves, Leithwood (2004) talks about the 'excitement' inherent in autonomy and controlling one's own destiny, and developing highly efficacious teams (Pitcher et al, 2000) . Employment Law (TUPE Regulations, 2006) again focuses on the challenges faced by academies wishing to 'do as they please' in the creation of new teams.

In focusing on entrepreneurial academies alone, there is a risk that they become deconceptualised, remote, and autonomous and separated from reality and a rational understanding of their potential for creating significant change and their record to date. Gorard (2005) and Gunter (2005) cast doubts about the

effectiveness of academies to make a significant difference. On the other hand there is clearly an opposing view by those such as Armstrong et al (2009).

Finally, literature through the work of Currie et al (2009) and Glennester (1991) for example has much to contribute to the concepts of the marketisation of education which are strongly repudiated by the publications of The Anti - Academy Alliance and in particular Beckett (2008). The later makes a strong case that education is a matter for local democracy and not entrepreneurial sponsors or Senior Leaders.

5.1.2 Summary

The literature identified in this section provides a platform to be able to analyse the three aggregated themes from Research Questions 1 mainly focused on SLs understanding of academy entrepreneurism and the three themes of Research Question 3, largely concerned with modelling and conceptualising entrepreneurism in academies.

It recalls literature which seeks to provide explanations for the perceptions of SLs mainly focussed on Social Entrepreneurism, the nature of creativity and opportunity creation for the entrepreneur and finally examines the need for SLs to want to control their own destiny. Modelling entrepreneurism in academies is at a relatively early stage and the invocation of the Woods et al (2007) model assist us to develop further amended versions and to conceptualise the inter - relationship between EExII using the Graves (1975) Helical Model and to begin to view the

nature of Vecchio's et al (2003) 'Big 5' . These will be linked to Bruyat et al (2000) and Gibbs (2008) to investigate entrepreneurship and individual needs.

5.2 Research Question 1. What do academy senior leaders understand by the term entrepreneurism in academies?

In addition to earlier justification for the contraction to three themes, it can be argued that the work of Vecchio et al (2003) provides further substance to take this approach. He argues that entrepreneurism needs to be defined with reference to a setting and the exploitation of opportunities. The seven themes and interview transcripts provide this context, which in assessing the responses using results from the Weft QDA interrogations provided guidance as to how to present the empirical data, resulting in the three main aggregated findings below which describes SL's understanding of academy entrepreneurism.

1.   Social entrepreneurism is generally of greater importance than other aspects of entrepreneurism and is closely linked to the 'moral purpose' of the academy movement;

2.   Seizing opportunities and collaboratively opening doors to improve students' life chances is fundamental to the entrepreneurial nature of academies;

3.   The freedom to create teams, leadership structures and control future destiny and the curriculum is understood by most.

Each of the aggregated findings will be discussed in turn.

5.2.1. Social entrepreneurism is generally of greater importance than other aspects of entrepreneurism and is closely linked to the 'moral purpose' of the academy movement

That social entrepreneurship is clearly identified by most SLs as describing one of the primary characteristics of academies is strongly established by the findings based upon the interview transcripts. Consequently it is useful at this point to consider why this might be the case rather than any other 'type' of entrepreneurism. Is social entrepreneurism as Reiss (1999) suggests:

> just the application of sound business practices to the operation of non - profit organizations as some seem to suggest, or is it a more radically different approach to the business of doing good (p4).

and if so, is it a specific feature of academies as SLs appear to suggest? Dees (2001) provides some assistance in considering this question. He describes elements of the social entrepreneur as people who:

> attack the underlying causes of problems, rather than simply treating symptoms (p4).

In addition he talks of social entrepreneurs as being bold, generating sustainable radical change, pioneers of new methods and creating social change which has the potential to go beyond the local area to become nationally global or even having an international impact. Thus far, Dees (2001) reflects some of the ideas and

sentiments recorded by SLs, but it could be argued that some of the socially entrepreneurial activities conducted by academy SLs might equally be within the grasp of Maintained Schools. For example the Senior Leader for Academy 15 states:

> The whole sort of pastoral set up here is based on a public school health system…So for instance our, we call them team leaders, but they are house parents, their day will begin with texting kids to get them out of bed maybe going to the houses and getting them up, making sure some of them are getting showered. Every child gets fed, so everybody has porridge and fruit juice in the morning. (Academy 15)

which, with financial support is a possibility for all schools not just academies. While Academy 15 may together with a few other academies represent the extreme end of the spectrum in terms of moral purpose and social entrepreneurship, many SLs are of the opinion that their work is not just about individual or group student achievement, but involves the whole community. To what extent do such SLs demonstrate an inherent or learned understanding of social entrepreneurism? Following Dees' (2001, p28) definition 'adopting a mission' is recognisable across all academies with the exception of the two Type 3 academies in the sample. The importance of social entrepreneurism is traced in support of the Woods et al (2007) (p38) and Daniels (2011) (p39) models through evidence obtained about the five main characteristics of social entrepreneurism. Of the remaining four characteristics: relentless pursuit of opportunities; continuous innovation; acting boldly; and heightened constituency accountability are recognisable to varying degrees, however the Type 3 academies in this sample incongruously, stand out as exceptions. As Academy 18 states:

> That's a really good question and one which people often ask, 'do you like being an academy?' It actually doesn't feel that different on a day to day basis now. (Academy 18)

Conversely it is valuable to consider a differing view of the social entrepreneur from the world of business. Peredo et al (2006) points out that according to Pomerantz (2003):

> The key to social enterprise, involves taking a business - like, innovative approach to the mission of delivering community services. Developing new social enterprise business ventures is only one facet of social entrepreneurship. Another facet is maximizing revenue generation from programs by applying principles from for - profit business without neglecting the core mission (p26).

This has a resonance with the position of Reiss (1999) and raises two immediate questions relating specifically to the work of academies as social business ventures and the issue of revenue generation. Again Academy 15 is vocal about the issues of income generation:

> I have people who do those things for me. I am not interested in the money side of it at all, it's very boring. It's evident that the social justice and the social entrepreneurism is really what academies are about. It's the social entrepreneurism. (Academy 15)

Some academies take the view that rather than income generation, income sharing is more in keeping with their social entrepreneurial mission, as Academy 1 states:

> but we use quite a lot of our business specialist schools money for the work we do in primary schools with other subjects. (Academy 1)

Views concerning the relationship between social entrepreneurism and income generation are very diverse. The purists tend to believe that any exchange in the form of goods or money is an aberration of the basic principles of social entrepreneurism, while at the other end of the spectrum, some writers such as Pomerantz (2006) find little difficulty in arguing the case that it may be an important aspect of social entrepreneurism, to 'oil the cogs' and support the mission of the social entrepreneur, as he states:

> Social entrepreneurship can be defined as the development of innovative, mission - supporting, earned income, job creating or licensing, ventures undertaken by individual social entrepreneurs, non - profit organizations, or non - profits in association with for profits (p 25).

Academy 24, is a clear reflection of this hybridisation of social entrepreneurism and the concept of 'not - for - profit':

> So it's a part of my performance management to bring an income into the Federation, but I couldn't make a quarter of a million on my own unless I did it full time and I don't have time to do that. So I have to develop that entrepreneurial spirit in most of my principals. (Academy 24)

In the case of this academy, the significant profits arising out of retailing educational merchandise and overseas consultancy are ploughed back to support internal developmental work which could not be afforded within the academy's annual revenue. Overall however, with the exception of the two academies (15 and 20) which have significant building or development plans to address specific needs of vulnerable Sixth Formers, there is limited evidence of concerted income generation. The majority are focused on the moral purpose of changing the life chances for both students and communities.

What then do the findings inform us about SLs understanding of either the actual or potential ability of academies to be socially entrepreneurial? While the practical implications for Maintained Schools operating under the Local Management of Schools Financial Delegation schemes, bestow upon them some freedoms (DfE, 2005), they do not enjoy for example the ability to raise loans to build boarding wings for students who are homeless or at risk, whereas academies with the approval of the Secretary of State for Education may do so. Within the interview sample, such plans appear to be at the extreme end of social entrepreneurism demonstrated.

In the majority of cases it can be argued, that most SLs (in academies) operate around the margins of the Academy/Maintained School freedoms. It is therefore not clear the extent to which SLs of academies, fully understand the meaning of social entrepreneurism or the extent to which they have a desire, will or skills to epitomise as Dees (2001, p4) suggests, ' Where others see problems, social entrepreneurs see opportunity'. Some socially entrepreneurial projects are large and challenging (e.g. Boarding houses), therefore there is a danger of viewing some SLs merely as administrators or at best 'para - entrepreneurs' as indicated in Fig.12. As Dees (2001) states:

> Entrepreneurs mobilize the resources of others to achieve their entrepreneurial objectives. Administrators allow their existing resources and their job descriptions to constrain their visions and actions (p2).
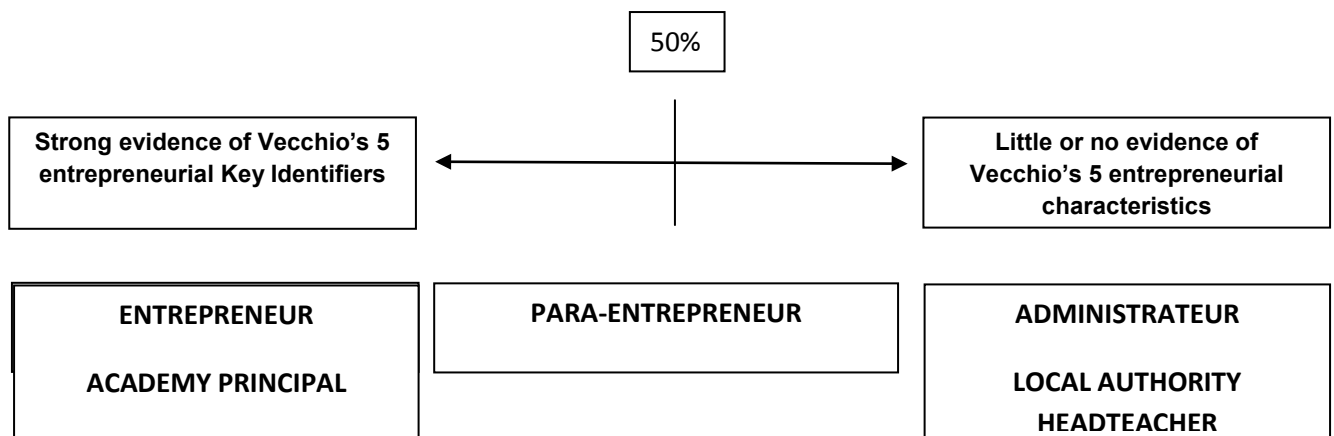
Fig. 12 A model of the continuum of Entrepreneurial behaviour: Administrateur to Entrepreneur.(Daniels, 2011)

Some may argue that Fig. 12 may be interpreted additionally as representing the continuum from Local Authority Headteacher to Academy Principal, based on the assumption that entrepreneurism is a feature specifically related to academies. That this is a doubtful concept was raised by Stokes (2002) in research conducted into the entrepreneurial activities of primary headteachers and in particular their effective self - acquired marketing abilities.

It could be that a number of SLs in Academies have indeed allowed constraints to limit their vision and they are therefore working administratively. Alternatively, there is a possibility that some or many of the things they do which would assist in identifying the extent to which they understand social entrepreneurism in academies, are considered to be too obvious *to them* to deserve a mention. What we do not see in abundance in the words of Robert Browning (1855) is that:

a man's reach should exceed his grasp - or what's a heaven for?

I would argue that a simplistic view of the continuum from administrateur to entrepreneur, offers a limited concept of SLs in academies and schools and therefore one might need to look more closely at the work of Gibb et al (2009), the revised Woods et al (2007) model and others to provide a firmer platform upon which to conceptualise and analyse entrepreneurism in academies.

5.2.2. Seizing opportunities and collaboratively opening doors to improve students' life chances is fundamental to the entrepreneurial nature of academies

Reference to SL's interpreting academy entrepreneurism as being symbolised by seizing opportunities is an finding from the transcripts and is apparent in many forms from large scale projects to small variations. I would argue that this resonates strongly with the original Woods et al (2007) model in which academy social entrepreneurism seeks to bring about 'change which has a social value, p242 '. It is also reflective of my adapted Woods et al (2007) (p39) model which shares a similar concept of social entrepreneurism based also upon the literature review. In some cases the opportunities presented originate from collaboration for example within academy chains, commercial organisations, and universities or more rarely through individuals recognising opportunities. Literature draws together some key words and concepts concerning the nature of opportunity creation, identification and seizure and the role collaboration can play to bring about

successful outcomes for students. Of these I will focus on the relevance of: creativity; the generation of 'New Value', academies as emerging organisations and the Vecchio's et al (2003) 'Big 5' as a basis for this analysis because of their perceived eminent position in the literature concerning entrepreneurism based on the frequently of citations.

For most academies of Types 1 and 2, there is a resonance with Savedra's (2008) explanation that opportunity creation is linked to dismantling (or destruction) and creating (building). As most academies (with the exception of new start academies) required the conversion of a 'failing school' into an academy, it is inherent in the process that many SLs would need to dismantle the old ethos, practices and expectations of the 'failing school' and to create a fresh ethos, set of practices and expectations rapidly, given the amount of pressure placed upon academies to prove their effectiveness.

Creativity can be detected in the work of many SLs both from individual, institutional and external points of view and to an extent are linked to the stage the academy is at as an 'emergent' organisation. McKelvey (1980) in his description of the four determinants which describe 'emerging' entrepreneurial organisations (IRBE, p46), could be interpreted through his 'myopic' focus as reflecting the desire of academies to improve the 'exchange' (exam results) for students. This is reflected clearly by the SL of Academy 19 when he states that the:

bottom line is exam results for these children…so if we don't generate good exam results and we are a poor school, we will be what has always been in this area, we will have no impact outside. We won't have the capacity to have impact outside because we won't have the, you know, well behaved focused students which allow us the time to do other things. (Academy 19)

The creativity underpinning this 'exchange' or increased aspiration is expressed by Academy 22, which creatively increased the length of its teaching day to improve the exposure time of students to positive learning experiences. This development is reflected in approximately 20 per cent of the academies in the sample, but excludes Type 3 of which neither in the sample have any intention of changing the working day.

In Chapter 2, Vecchio et al (2003) comments on the entrepreneurial need for the 'Big 5', to be demonstrably present either through direct observation or by inference in entrepreneurial organisations. This together with the work of Bruyat (2000) provides a useful framework against which to ascertain and analyse the understanding of SLs and to what extent are they relevant to the exploitation of opportunities and the degree to which they support my adapted Woods et al model (2007) (p39). Academy 21 provides a useful insight into SLs in relation to 'risk - taking' in considering the terminology involved in the field of entrepreneurship:

Intrapreneurial, I wouldn't know, entrepreneurial I would say risk taking in the widest sense, not just business but generally, taking risks in education, trying new things.

(Interviewer) 'Could you give us some examples of risk taking?

I need to think about that one. As a *(type of school)* we tried to do things that were different, we were one of the first schools to do SAT's …and we feel that has impacted on our results. That was a risk we felt we took but a risk worth taking…We did OCR Btec National science got 99 - 100 per cent which was fine until the white paper of course. (Academy 21)

On a larger scale Academy 19 is already thinking about risk - taking in a different form:

The entrepreneurship as I say is the things we are doing outside, possibly more to come as we mature I think we will be more outward looking, I think we will be bolder about expansion. We are looking; I'm looking, at careful expansion to create a successful chain of schools in disadvantaged areas. (Academy 19)

Within the concept of opportunity identification, and exploitation some might argue

that 'autonomy' is a key facet of entrepreneurially improving outcomes for students.

This is supported by Smithers (2007):

An unpalatable lesson for governments from OECD / PISA studies may be that schools are better off without their close attention. School autonomy may be the key to independent schools success (p34).

although Allen (2010) throws some doubt on this:

It is perfectly possible that the Academies programme is successful in raising standards through independence from local authority control since it is far more radical, though early impact evaluations suggest this has not been the case so far (p25).

Some academies such as Academy 22 would argue that autonomy 'requires' SLs

to become more entrepreneurial:

> one of the consequences of schools becoming more autonomous independent institutions is that headteachers are forced to think more laterally, entrepreneurially, about their role. (Academy 22)

While SLs may interpret autonomy as an essential aspect of entrepreneurial academies, it does raise an important issue concerning academy entrepreneurism and autonomy and 'New value creation'. If the findings of McKinsey (2007, 2010) are to be accepted then autonomy alone does not provide a sufficient platform for entrepreneurial academies to be successful in improving outcomes for students, thus creating 'new value'.

If SLs do not always vocalise exactly their understanding of academy entrepreneurism, it is helpful to use the work of Bruyat et al (2000) to provide a framework for further amplification. Although they (Bruyat et al, 2000) do not establish per se an hierarchical model for their entrepreneurial descriptions, I would suggest that there is arguably an implicit hierarchy in which the ultimate position is that of 'entrepreneurial venturer', of which Bruyat et al (2000) suggest there are few in number. In testing out this concept, I considered one aspect of 'new value creation' within the sample of academies as shown in Fig 9 that of improving examination results at the end of Key Stage 4, which is a key outcome implicit in the Woods et al (2007) and my adapted model (p39) that of creating social change.
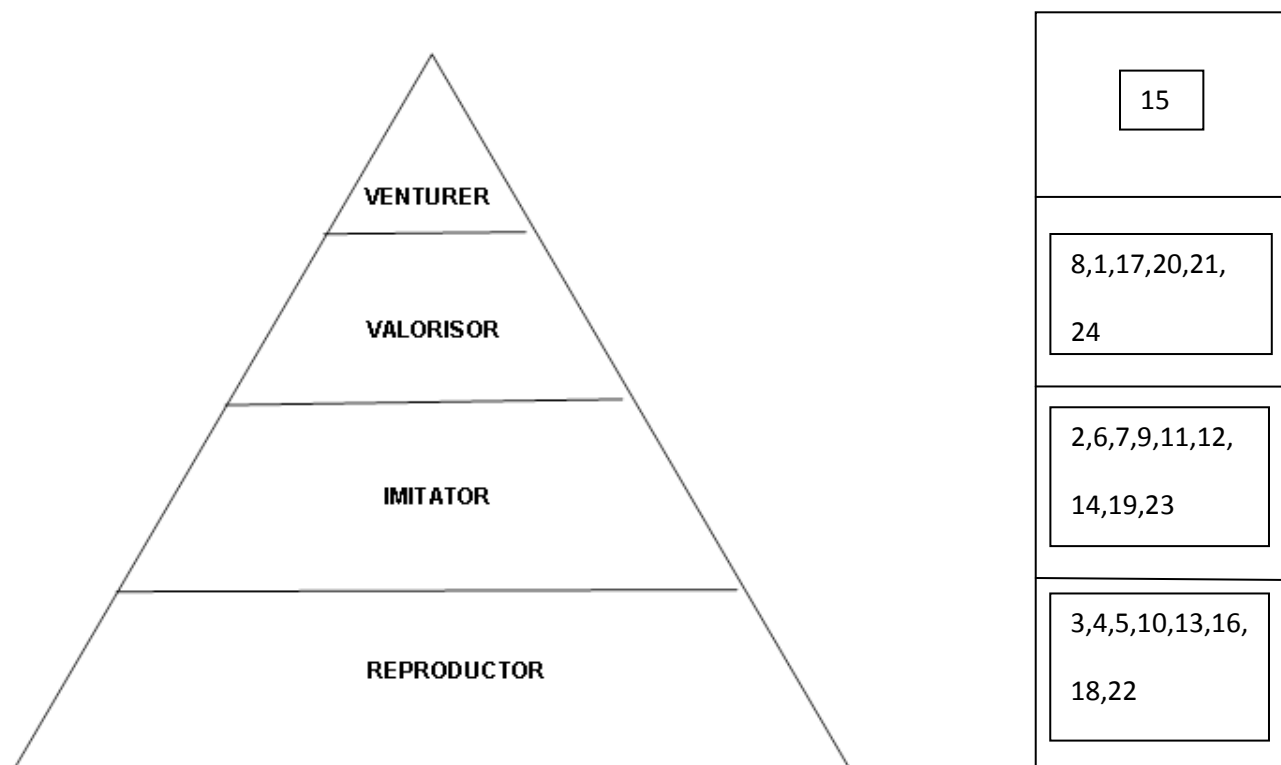
Fig 13 An assessment of New Value creation for academies in the sample based on Bruyat et al entrepreneurial descriptors. (RHS- tally of academies from Appendix 7)

This initial analysis of examination performance for the sample academies (one of the contributions to New Value Creation) shows that Academy 15 (Appendix 6) is at the lower end of attainment compared to national GCSE averages, but using the Bruyat et al (2000) descriptors (Appendix 7) exhibits the highest New Value Creation position because of the entrepreneurial characteristics it displays as discerned from the transcripts. A simple tally of factors attributed to the position of 'entrepreneurial venturer' places it at the top of an assessment of social entrepreneurism and begins to support a case for social entrepreneurism being the most significant aspect of the Daniels (2011) (p39) model. In addition it may

suggest the need to further adapt the Daniels (2011) model to reflect the possible importance of social entrepreneurism, once the remaining 'OCDs' have been examined.

The placement of academies in the various categories is taken from an assessment of a range of factors (Appendix 7) such as: experience as a SL, a constant search for opportunities; the ability to acquiesce when personal change is required; low 'risk - aversion, transferring expertise and success with little evidence of amending previous practice, which are all characteristics contained within the Bruyat et al (2000) model. Accepting that the analysis will be to a degree subjective because of the imprecise nature of the descriptors, the analysis does appear to agree broadly with his suggestion that the entrepreneurial 'venturer' is rare and provides possible avenues for further research. If then 'venturers' are so rare, what are the implications for the future of entrepreneurial academies?

Within the model (Fig 13), it is pertinent to note from the transcript data, the high level of collaboration displayed by the academies which appears to transcend through and across the category boundaries. Almost universally academies collaborate widely (with the exception of Academy 22) and provide substance to the Smith et al (2006) position (Fig 5, p43), that educational entrepreneurism is more about how change is created and less about the 'styles or types' of entrepreneurism. Of particular note is Academy 22 which although having one of

the best examination success records, appears to have achieved this by

reproducing the methods and practices of the SL in a previous similar role.

The collaborations are varied in style, depth and necessity. Collaboration with

primary schools is evident across the majority of academies and includes evidence

of unusual, if not unique practices such as that of Academy 16:

> X is an absolutely top drawer headteacher, and ..actually kept four students back from Year 6 moving up. Although they went to the primary school wearing the high school uniform (Academy 16 uniform), they actually stayed and did their work at the primary school and we drip fed them in bit by bit. (Academy 16)

While this displays a significantly entrepreneurial approach to dealing with a

particular challenge, Academy 6 is one of a growing band of 'all through'

academies (of which there are two in the sample) for ages 4 to 19 and according to

its SL:

> The main thing is you can set out your vision very early on…our students come in at the age of three and we don't have the traditional dip that other schools have at Year 7. (Academy 6)

While Academy 16 has been very innovative in finding a solution to slow student progress, the 'all through' academy offers an 'all - in - one solution' and according to Sidwell (2011) are some of the most rapidly improving academies. Many of the academies are engaged in collaboration with Higher Education and Business, but some doubt is raised in the case of academy chains:

> There is another academy…which is sponsored by one of these bigger groups and that particular principal …isn't allowed to go out other than on conferences sponsored by their sponsor. (Academy 16)

This appears be contrary to Glatter's (2003) view that:

Innovators (entrepreneurs) are often isolated within their own organisations…networking provides them with opportunities for exchange and empowerment as innovators (p53).

While some 'exchange' will be afforded by members within the chain, it does not resonate easily with the entrepreneurial expectations for academy SLs. In fact one is left to wonder whether such compulsion might as Wallace et al (2008) describes become a:

counter - policy directed against the unwelcome synergistic external policies introduced by the LEA and central government (p209).

In this case the unwelcome policies are internal to the chain, not the LA or central government.

5.2.3. The freedom to create teams, leadership structures, control future destiny and the curriculum.

This section continues to test the Daniels (2011) (p39) revised Woods et al (2007) model by examining further the influence of 'chains' of academies on not only the social entrepreneurial activities of academies but also introduces an initial model for considering how the key issues of: autonomy; control of each academy's own destiny etc; based on Vecchio et al (2003) 'Big 5' relates back to the Daniels' (2011) model. Hess (2006, 2008) recognises a number of factors which create opportunities for entrepreneurs to seize, in their quest to bring about significant change. He cites change in: expectations; market structure; availability of

resources; and emerging new knowledge, and Macauley (2008b) expands on this by including:

> the opportunity to capitalize on the wave of political debate surrounding Academies (which) mirrors that experienced more than ten years ago by the similarly publicly funded independent City Technology College (CTCs) which have proved themselves to be some of the most successful schools in the country today (p5).

In taking a radical stance covering a wide range of issues from curriculum to conditions of service for all staff they (CTCs) were able to be creatively innovative. Given the significant period of existence of CTCs, one might possibly question the fact that in the sample, there seems to be limited evidence that academy SLs had examined the development of CTCs and thereby overtly or inherently were reflecting the Lumpkin (2004) model of creativity. In particular Type 1 academies through the relatively longer developmental period compared to Type 2 and 3 academies could draw upon the 'incubation' and 'preparation' phase (Lumpkin, 2004) of CTCs providing a platform for the 'elaboration' phase.

The number of academies taking the 'opportunity' to innovate and move towards an entrepreneurial position to bring about radical changes to the way in which schooling in England is administered and what is provided, again appears to be limited as perceived by SLs, given the expectation that academies should be entrepreneurial. This reflects the views of some SLs who suggest that challenging the status quo was not 'worth the fight'. There is evidence though that some have made radical changes to for example, the conditions of service and the content and delivery of the curriculum. As the SL of Academy 23 comments:

So what we said to the staff at the time was, we said we are going to be building this plane in flight… we moved first of all to the 25 hours that we had been at… we moved to 28 hours and then they also in addition to the 28 hours, do Friday afternoon as staff training, and then we also run a 195 day year, pupil year, rather than a 190 and we also do Saturday mornings. So we pushed the hours well beyond. (Academy 23)

For those academies which chose to remain with National Conditions of Service, it might appear that they fail to demonstrate what as Dees (2001) suggests are characteristics of the social entrepreneur who:

has a…mission to create and sustain…relentlessly pursuing opportunities…(be involved in) constant innovation (p42).

While SLs may innovate in many areas of academy development, and provision, they may be accused of failing one of Dees (2001, p42) primary requirements for successful social entrepreneurship, that of 'acting boldly without being limited by resources currently in hand '. The NCSL (2011) review of academy leadership management and organisation suggests that:

Sponsored academy trusts that incorporate more than one school are also able to develop leaner senior leadership structures due to leadership responsibilities operating across the group or between phases, as is the case, for example, in all through academies (p56).

Given the range of structural (management and leadership) designs of academies it is difficult to describe a typology of structural design, and even more so to establish the relative success and effectiveness of individual organisational designs across the full spectrum. In some arrangements, (commonly called 'small schools'), Vecchio's et al (2003) 'self - efficacy' is distributed downwards to the SLs of each individual 'small school'. However, it would seem that as one moves from

this model (including 'singleton' academies) to the other extreme of large chains, the relative importance of the 'Big 5' may be modelled as I have shown in my initial representation in Fig. 14.

Fig. 14 Vecchio's et al (2003) 'Big 5' model for academies
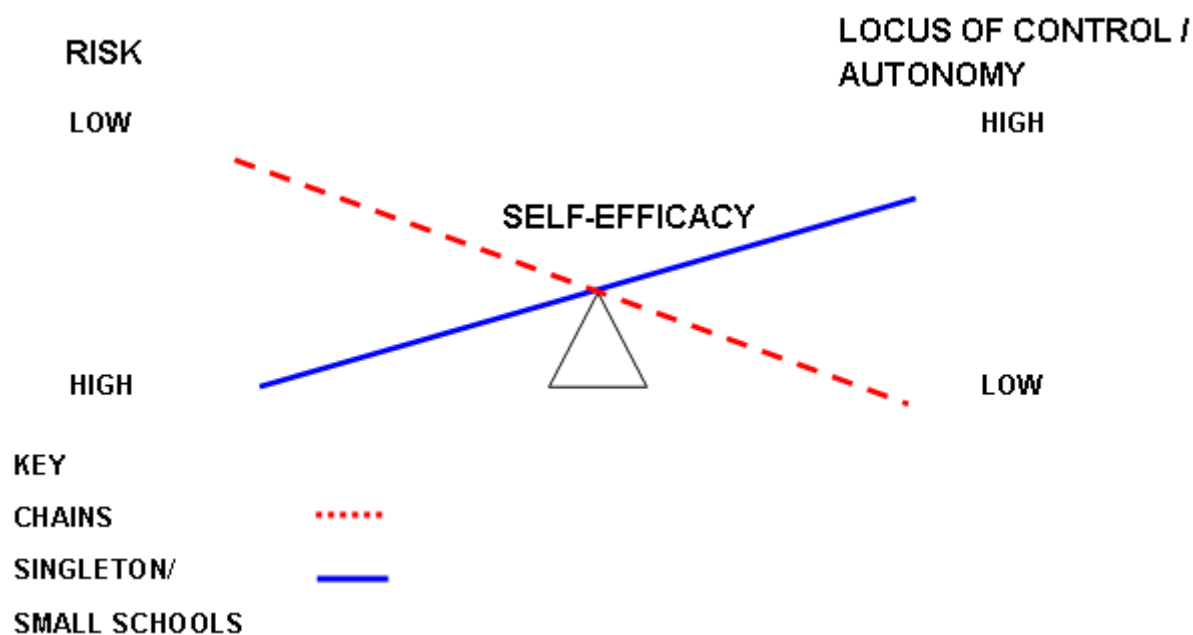
Suggested in the model is that the highest ability to control destiny, also brings about the highest risk, in this case for 'singletons' (stand - alone academies). I would argue that this is not a negative position and reflects in many ways the essential challenge of entrepreneurial activity whereas the 'comfort' of chain membership may be counter - productive to entrepreneurial opportunity. On the basis of a sample of 24 academies it would be premature to suggest that this model goes beyond the early conceptual stage and while it can be argued that self - efficacy may be a constant factor, the position of the 'need for achievement' is less clear, perhaps it may extends across all academy structures? One of the key

determinants and descriptors of entrepreneurial behaviours is the desire to have access to the locus of control of one's own destiny and that of the institution for which one is responsible. This is reflected clearly by Academy 23:

> I felt actually in the days of people like David Hopkins, the Government were actively promoting it and I found that Brown and co, were not actively promoting it. It was much more top down…my feeling is that if you don't feel a sense of ownership and engagement then it won't work nearly as well. (Academy 23)

This importance of being able to take decisions and remain true to them, even when faced with difficulties is echoed by Academy 11:

> So I think you have got to be fairly robust about that if you are determined what makes your motives and motives to do with student achievement and carry on with your motives. (Academy 11)

In the case of 'singleton' academies (not part of a chain) the opportunity for SLs to enjoy and develop autonomy is very real. However for academies which belong to a chain, Academy 22 makes it very clear that if they believe passionately in academies and they believe passionately in the principle of autonomy, then they have got to make sure that the chains are successful with autonomous heads being the drivers of that success.

The importance of autonomy and the ways in which it is exercised is not a new concept in education and according to Bennet et al (2004) was a prime issue for Local Authorities prior to the emergence of academies:

if you go into difficulties then we will provide a huge amount of support in order to get you out of difficulties quickly, if you are doing well we will celebrate that and share the good practice, but we are not going to get directly involved (p227).

This direct involvement was manifested in a number of ways for example as Leithwood (2004) commented, on the increased excitement of SLs (p138) when able to control a variety of functions, such as budgeting, financial control etc. As PricewaterhouseCoopers (2008) commented:

> The rationale was that freeing Academies from Local Authority oversight and some of the associated regulatory frameworks would give them the autonomy and flexibility to develop innovative approaches to school improvement. The intention was also that Academies would be more accountable than Local Authority - run schools in that they would directly meet the needs of their local communities, under the scrutiny of their sponsor(s) and governing body. This combination of autonomy, innovation and accountability was expected to drive improvement at a more rapid rate than hitherto. There was also an expectation that Academies would have a positive ripple effect upon the performance of their neighbouring schools (p57).

Evidence for the positive ripple effect has as yet not been the focus of published work, although there is early anecdotal evidence that where the critical mass of academies begins to exceed the number of Local Authority schools, there would appear to be an increase in rapidity of improvement in secondary school performance. For example in Hackney, East London nearly 50 per cent of secondary schools are now academies and the Borough is one of the most rapidly improving LAs in terms of GCSE outputs in England (Hackney Council 2006).

5.2.4 Summary

Following a justification for the aggregation of seven themes into three overall themes, the analysis for these three themes, provides a strong basis for accepting thus far that the predominant OCD of academy 'entrepreneurism' as being focussed on Social Entrepreneurism. This it would seem to be to the relative exclusion of other OCDs which would consequently have a potential impact on my adapted Woods et al (2007) (p39), which will be discussed in the analysis of the finding for Research Question 3 later in this chapter.

Secondly, there is strong evidence that SLs are committed to seizing opportunities to enhance the 'life chances' of their students through a wide range of collaborations, almost all of which are entered into freely and for mutual gain, rather than the enforced collaborations experienced by some academies (during their predecessor school existence), often designed and promulgated by the LA. The 'entrepreneurial' success of academies (and thus improvement in students' life chances) can at this stage be described by two criteria: examination success; and 'New Value Creation', resulting in my new triangular conceptualisation of the Bruyat (2000) characteristics based upon the data.

Thirdly, a consideration of issues relating to control of destiny, team and leadership results in my model conceptualisation of Vecchio's et al (2003) 'Big 5', in which by the development of a new model, I consider the position of 'singleton' academies compared to those belonging to 'chains'. This model seemingly suggests that there may be some significant implications in the future for 'chain' academies having the

capacity to be entrepreneurial as the locus of control for individual 'chain' academy SLs may be low and may lead to a consideration of the interrelationship between 'chains' and 'Robinhoodism and or Dys - entrepreneurism.

5.3   Research Question 3:   What can be learned from academy practice about the inter - relationship between: innovation; entrepreneurism; Intrapreneurism and exopreneurism and to what extent can they be modelled?

Research Question 3 addresses three themes:

Theme 1. Linearity to 'squishiness': the inter - relationship between EExII.

Theme 2. The emerging dominance of Social Entrepreneurism:

Theme 3. Entrepreneurial academies: A 'leadership' model for EExII**.**

5.3.1 Theme 1. Linearity to 'squishiness': the inter - relationship between EExII

Emerging from the literature review and interview transcripts is a complex view of the relationship between Entrepreneurism, Intrapreneurism, Innovation and Exopreneurism and how these contribute to the Daniels (2011) (p39) model. In analysing the findings, I would argue that any SL (or academy) can be characterised by two descriptors. The first descriptor locates the SL within the model in Figure 4 (Daniels 2011), for example 'Dys - entrepreneur'. Recognising the position of Druker (1985) and Ward (2004) that innovation is 'the tool of…

and… helps' the entrepreneur, the second descriptor locates the SL within what might be described as the entrepreneurial tools or methodology in use, i.e. EExII.

In Chapter 4, the SL of Academy 14, presented an insightful commentary on both the linear and oscillating resonating elasticated models rejecting both of them in favour of a different concept. While this represents a lone voice within the sample, it raises an interesting conceptual challenge:

> 'But I mean I think in terms of the model question, I'd agree we are not in one place. I suppose I would never see myself confined in a triangle. I mean I'm much more, I like the Clare Graves work on spiral dynamics and I'd see much more…don't believe that academies are any different per se in organisational behaviour as any other place. I believe that what an academy does is because of its unique relationship … it isn't as constrained. (Academy 14)

This SL almost suggests than in some situations (for example where an academy emerges from a dysfunctional predecessor school), there are two prerequisite stages;

> I mean if you look at Graves' stuff, Graves talks about organisations having to shift so, you know, yes we have been through a phase so we were very much, we inherited a tribal organisation.
>
> We had to then turn, … looking at ourselves … where we were and what the factors were. We are now going into an area(*time*) of order… following …from order is enterprise (Author's note: *in this interview enterprise was used interchangeably with entrepreneurism*). (Academy 14)

In a loose application of Graves' Spherical Theory (1981), the SL of Academy 14 comments further.

> Now I can see … an enterprise because like moving up any spiral staircase, different parts of the organisation are moving at different speeds, so there is some parts that we are needing to put in order …recognising that at any one point an organisation may need to change its activity and where being an academy helps is that it allows you the flexibility I think to react quicker than a normal school would do so that you can actually spot you're changing what you are doing. (Academy 14)

Is there any tangible link between Graves (1974) Spherical Double Helix Theory and what this SL is saying and what are the reasons why the linear / triangular resonating models should be relegated or indeed ignored when considering the inter - relationship between EExII?

It could be argued that the linear model represents an inflexible relationship and that although the 'resonating' model introduces some dynamism into the inter - relationship, neither represent the reality of human and organisational developments which Graves proposes. The fourteen propositions inherent in Graves' Theory, takes us well beyond the perspectives of this analysis, however in examining the inter - relationship of EExII, the two root premises of Graves' Theory provide an interesting perspective and create further questions. Graves proposes that individually and organisationally, developments are linked inextricably by a double helix of: environmental social determinants and neuropsychological disposition of individuals and organisations.

More fundamentally he suggests that this is a mix of an oscillating spiral helical process. In attempting to locate EExII within such a model, one might construe one strand of the helix as representing Intrapreneurship (neuropsychological) and the second Innovation (Environmental). In this argument the double helix is continuous and therefore the interconnecting strands might be taken to represent Hansen's (2004) 'creative opportunity recognition'. In musing about such a construct it offers some of the elements which SLs have commented upon. But what is the relationship of the helixes to entrepreneurism as a whole, exopreneurism and the Daniels (2011) model in particular? If in Fig. 15, the outer plane of the three dimensional figure (colour shown as green) represents the culture of entrepreneurism, then we can envisage

Fig 15. Double Helix Model of the inter - relationship of EExII.
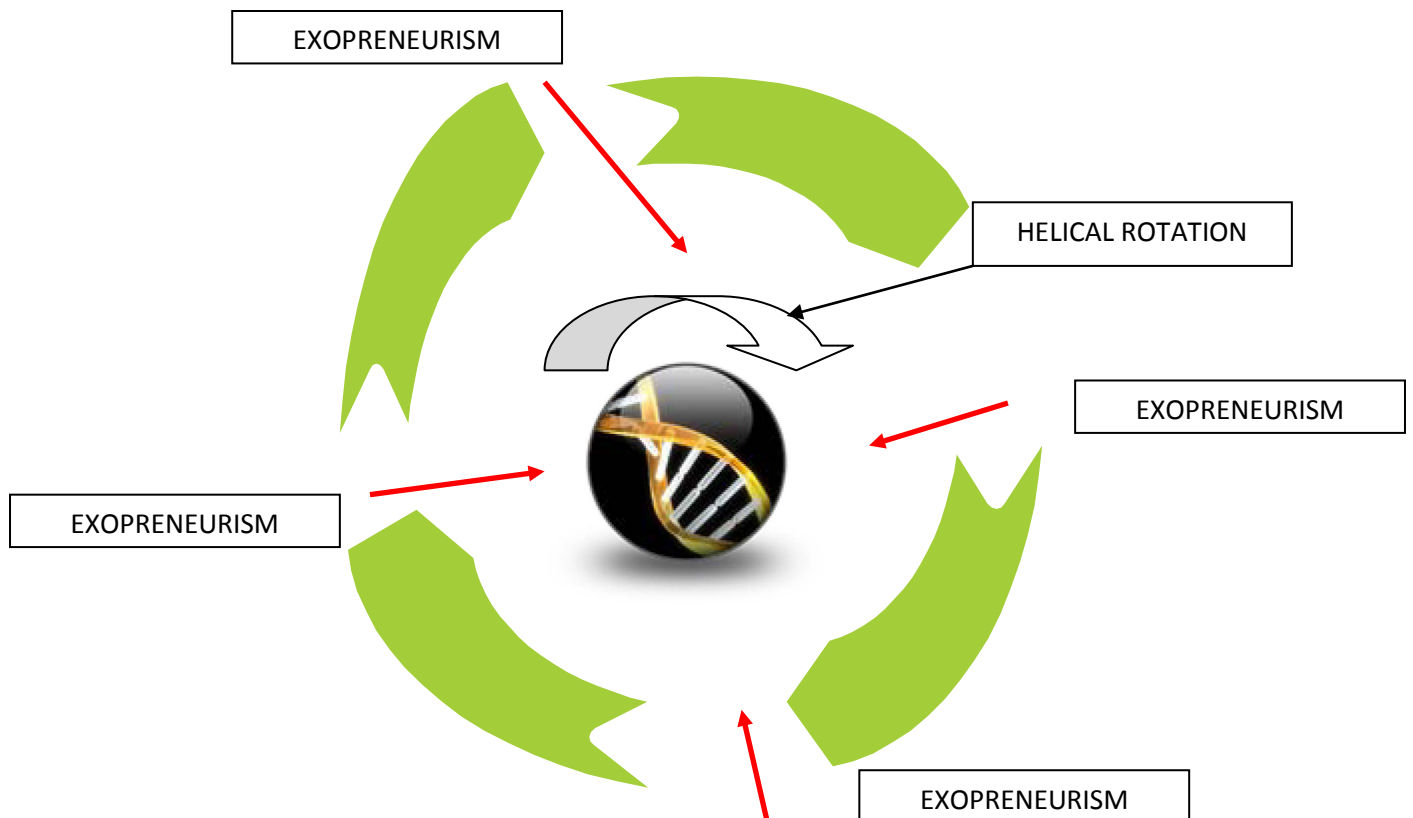
that Exopreneurism is external to the academy and surrounds its entrepreneurial state. The model suggests that exopreneurism may be random or planned. One might wish to consider, whether the direction of rotation of the Double Helix might have some significance? What did not emerge from the research was the idea that exopreneurism may be linked to the developmental state of an organisation or academy as Chang (2000) suggests (p30).

This description leads one into some tempting developmental thoughts about further conceptualising entrepreneurship in academies. One could envisage a third helical contribution related to political policy based rhetoric and the influence of external forces such as the influence of sponsors, the history and antecedents of the academy. What is clear from the research is that there is currently no consensus about the interrelationship between the elements of EExII or their specific links to the four OCDs of the Daniels (2011) model.

5.3.2 Theme 2. The emerging dominance of Social Entrepreneurism:

Figure 4 (p37) introduced my amended Woods et al (2077) model against which I have analysed the entrepreneurial status of academies based on a concept of four OCDs and a 'fuzziness' at their boundaries. Each of the OCDs may involve a mix of EExII, to varying degrees (but as stated previously the nature of the inter - relationships is at this stage unclear) however it would be difficult to visualise an OCD without any contribution from EExII. Within the above OCDs we need to take

cognisance of the work of Bruyat et al (2000) which offers a potential second level description of the field of entrepreneurism in an educational academy context. Thus while superficially working within, for example, the financial entrepreneurial OCD, SLs may be further described as Imitators, Reproducters, Valorisers or Venturers utilising a range of tools or methodology described within EExII.

With respect to the field of entrepreneurism, few academies would appear to be best described as financially entrepreneurial. In two cases only (Academies 11 and 24) had the SLs deliberately set out to establish 'trading arms' to market a particular product for which they had identified a niche in the educational market. In both cases, the product derived from work which had started 'in - house' for their own students, rather than the market gap being identified first and then the product being developed. Although in the case of both academies, significant income assisted them to pursue other educational needs and interests, it is debatable as to whether the role of the SLs could best be described as that of clear examples of entrepreneurial Venturers, although in one example (Academy 15), it is possibly very close if not accurately reflected by that description (Fig 13, p187).

5.3.2.1 Social Entrepreneurism

The majority of academies placed themselves firmly within the Social Entrepreneurial OCD and from descriptions of what they do, one would have little difficulty in accepting their self - analysis. This is consistent with the findings of Research Question 1, which promotes a strong view of academy SLs as social

entreneurs. However within these OCDs there is a wide disparity in terms of the nature of the social entrepreneurism and the quest for opportunities. Some very clearly see their role as having an important impact on the wider community and would place that as the raison d'être for their academy's existence. As Academy 19 states:

> My hypothesis is, that a school, a successful school generates a lot more than just a number of children in that school with good grades. It makes people who are successful want to stay here…make successful people move here, it might make people a bit more aspirational... It will ultimately hopefully train people, not just the students but parents and by doing adult courses to actually get jobs, get employment help the economic circumstances in this area … again it's a wider cost benefit analysis view of education, or an educational institution or any positive institution. (Academy 19)

Although Trevedi et al (2011) suggests that there is no clear agreement about what constitutes a social entrepreneur, there appears to be from the findings a strong consensus within the majority of academies, that they are social entrepreneurs. Many use the descriptors provided by Dees (2011) in Chapter 2, p40, such as promulgating for example: social value; relentless search for new opportunities; and unhindered by limited resources .

For some academies, opportunity is translated into curriculum opportunity, while for others it takes the form of academic advancement and opening doors. Academy 22, a very successful academy in terms of league tables, situated in a very deprived area places the importance on exposing its students to a wide range of motivational experiences:

> Our sixth form which is a very strong and … are constantly in touch with business and universities and there is regular dialogue with higher and further education, and the 14 - 19 programmes … business programmes, economic programmes particularly, require youngsters to go off into business and look and see what's happening there. We invite business in to support us. (Academy 22)

This reflects the many and varied curricular and extra - curricular opportunities to be found across the majority of academies. In trying to disaggregate the social entrepreneurs using the Bruyat et al (2000) definitions, based on interview evidence it could be argued that as the academy movement mushrooms in size, there is a decipherable change in the socially entrepreneurial views of SLs. The views of the SLs of the two Type 3 academies are however very different, and one might suggest lack focus and understanding about the nature of social entrepreneurism. For example Academy 18 dismisses the challenge that it may not be committed to social entrepreneurism by suggesting:

> People are misinformed about schools, there is too much generalisation. This school is average for England on the social deprivation scale and yet we put 95 per cent of our boys into Russell Group universities and, you know, it's that sort of thing. So it's that very strong moral purpose. (Academy 18)

However the context for all schools or academies is all important. This highly successful Type 3 converter academy is fully selective by examination, which represents the opposite end of the spectrum for the admission arrangements for the majority of academy schools in England (mainly based on distance) and may imply a significant shift in the commitment of Type 3 SLs to the concept of social entrepreneurism as demonstrated strongly in Types 1 and 2.

Learning on the job is exemplified by the SL of Academy 2 who took on the leadership of the academy despite no previous headship experience because that is:

> where my heart lay and that I wanted to work with the deprived children in the challenging schools and help there really and found that, I think, I've found that much more rewarding and found I had got skills in that area as well so that's really where I came from. (Academy 2)

A few of the social entrepreneurs admitted that having been successful SLs in one or more previous schools, they intended to transfer their experience, expertise and methods to the academy. As Academy 22 pointed out:

> I didn't succumb to the temptation of other principals at the time of doing silly whacky things with their curriculum, organisation that the demands and innovation meant and this variation came from sort of Central Government and the Department, you know, you had to innovate, and innovate, innovate and often silly things were done in the name of innovation. We didn't go down that route. (Academy 22)

Socially entrepreneurial academies display a wide range of 'tools' in the pursuit of entrepreneurial activity and outcome. There is an almost universal agreement that Intrapreneurism is valuable and in some cases essential to ensure consistency and continuity of staff and to provide opportunity for personal growth. In reflecting this the SL of Academy 15 has created ways to develop staff:

> We have very much tried to bring the staff on and that seems to have succeeded because there is a number of staff that perhaps didn't want to get engaged before the whole process and they didn't come over. (Academy 15)

5.3.2.2 Robinhoodism and Dys - entrepreneurism

Let us now turn to the newer OCDs. In Chapter 4, a number of examples of 'redistributions' were provided giving some credence to the concept that within 'entrepreneurial academies' there are elements which are different but possibly closely related to social entrepreneurism. To be sure that this can be a recognisable 'OCD' within the whole concept is important to examine in a little more detail, the concept of Robin Hoodism.

The banding together of early academies for mutual support might be interpreted as an indicator of Complex Adaptive Syndrome (Chapter. 2, p44) as described by Eoyang et al (1997), it is possibly more within the realms of ' diffusion' of innovation rather than in a Robin Hood form of 'redistribution' that we identify Robinhoodism. The acid test for the accolade of an organisation to be regarded as a Complex Adaptive System is the test of time asymmetry. As Rodgers et al (2006) state:

> If system - time is symmetric in both directions, then it is reversible, and it is not a CAS but a deterministic system. Complex adaptive systems are asymmetric in time, irreversible and nondeterministic. So, in a CAS one can neither predict nor "retrodict," even with infinite information on initial conditions, because the system "chooses" its forward path (p6).

In this sense one might suggest that Type 1 and 2 academies may be classed as Complex Adaptive Systems, there is however less certainty in the case of Type 3,

that time is irreversible. If this is the case for Type 1 and 2 then Dooley (1997) believes that complex adaptive systems:

> are capable of self - organization and learning, creating a holistic viewpoint for those who wish to analyse the organization or society to which they belong. Hence an organization engaging in Contiguous Entrepreneurial activities can be looked upon as a complex adaptive system (p4).

and the conditions are ripe for redistribution of innovation through 'diffusion' which is described by Rodgers et al (2006) as:

> the process through which an innovation spreads via communication channels over time among the members of a social system. This is a social sciences definition of diffusion, one that is not to be confused with the thermodynamic definition of diffusion (p31).

That such a redistribution or diffusion does occur is very clear from the findings. For example between Academies 4 and 5 and there is an indication from Academy 16, 11 and 12 that it potentially occurs within chains of academies. However, the extent to which Robinhoodism is a significant player within the model is unclear as indeed are the future implications for academies. On the other hand Ciulla (2004) moves away from the 'heroic' nature of Robin Hood style leadership and points out that:

> Stealing for a good cause looks better than stealing for a bad one, but stealing is still stealing. Robinhoodism is simply Machiavellianism for non - profits (p118).

While 'stealing' in the sense of picking up ideas between academies and redistributing ideas for success may be the norm, either with or without agreement / permission, the comparison with a form of Machiavellian Leadership style brings

Robinhoodism potentially into a similar sinister category as that of Dys - entrepreneurism.

The introduction of the second new OCD, that of Dys - entrepreneurism was described by Sheth (2010) as a special case of entrepreneurism. The use of this term, while an important potential aspect of entrepreneurism, has as far as a literature search revealed no antecedents and in that respect is an unproven concept (as is indeed that of Robinhoodism). Hitherto possibly viewed as the negative of good 'Financial Entrepreneurism' or failure, in this genesis it takes on a more sinister meaning, in which entrepreneurs deliberately disengage from doing what is in the 'public interest'. Shaw (2011) writing in the TES points out that:

> Mr Gove has encouraged academy chains to grow "at the fastest sustainable rate", with sponsors granted freedom to manage curriculums, budgets and staffing. Earlier this year, sponsor E - ACT announced its plan to run 250 schools, including academies and free schools, in the next five years.

The apparently deliberate scaling down of LA responsibility and control LAs by the introduction of the Academy Programme and more recently the introduction of Free Schools has a clear dissonance with the spirit of the 1944 Education Act, in which local control of education was guaranteed. The issue here is not about whether LAs have been effective, but rather how may we judge the potential rapid increase in independent 'chains' and to what extent they may be against the 'public' good and potentially dys - entrepreneurial.

Although not described as dys - entrepreneurism, two aspects (amongst a number) which are frequently raised as being 'not in the public good' are those concerning the loss of local public control of schooling and 'unfair ' admissions policies of academies. The Anti - Academy Alliance is strong in its condemnation of academies as Beckett (2008) states:

> Unfortunately, so far the most damaging idea –that sponsors should have complete control of the school, in perpetuity, and that it should be entirely outside the democratically controlled state education system – is still there (pg1).

In the second case, the potential for developing policies against the 'public' good arrives in the form of a concern over admissions for example for academies which were originally independent schools as Harker (2007) in a Press Release says:

> We are not against Academies but if we are not careful, we will end up with a system where schools are choosing parents, rather than parents choosing schools. The use of competition between schools sharpens the incentives for schools to 'cream skim' high attaining pupils as a way of boosting their league table results.

which follows on from an in depth review by The Institute for Public Policy review by Brooks at al (2007), in which he suggests that:

> The next step towards achieving a fair spread of ability across all secondary schools would be to require the use of fair banding by ability as an over - subscription criterion, and ultimately as an admissions criterion for all schools (p19).

Thus while it is possible to determine instances of dys - entrepreneurism, a greater clarity of its meaning will be needed to form a firmer opinion about its rightful place

as a 'special' case of entrepreneurism in academies or indeed whether it should have an independent place within a model of entrepreneurial academies.

From the analysis of the research and supporting literature, one is led to review the Daniels (2011) (p39) model from a different perspective beyond that which I put forward as an amendment to the original Woods et al (2007) model (p38). In Fig 4, there was an assumption that each of the OCDs should be accorded equality of representation. The research suggests that SLs almost overwhelmingly perceive Social Entrepreneurism as the dominant OCD of Fig 4.

5.3.2.3 Entrepreneurial Academies: the Daniels(2011) model re - visited

How then may we represent the remaining three OCDs and to what extent does the analysis of the Findings impact on the Daniels(2011) model. What appears to be clear from the research is that the 'financial' OCD is of relatively small importance (as predicted in Section 2.19), as it the evidence for Robinhoodism and Dys - entrepreneurism also very limited at this stage. Consequently, I propose a further variant on the Figure 4 (p39) model. This model places Social Entrepreneurism at the heart of 'academy entrepreneurism' and whilst maintaining the OCDs of Robinhoodism, Dys - entrepreneurism and financial entrepreneurism, does not place any relative weighting upon them. What then are the characteristics and implications of Fig 16, based upon the research evidence?

Fig 16. Towards a second revision of entrepreneurism in academies - (after Daniels 2011))

It would seem initially that Woods et al (2007) model bears little relationship to the perceptions of entrepreneurism in academies as reported in the interview transcripts. While this second revision of the original model maintains currently the concepts of Dys - entrepreneurism and Robinhoodism, there is little evidence available as yet to advance any theory about the future of these two latter OCDs except in the case of 'chains' of academies which could be perceived to be against the 'public good' especially in terms of the control they have over a number of factos and the payment of substantial Executive Leaders' salaries, which it is assumed is taken from the combined budgets of constituent members academies. The second revision of the Woods et al (2007) original model, still focuses on analysing 'entrepreneurial academies' on the basis of process and outcomes. It is therefore important to consider what other approaches from the research may be invoked to describe the 'entrepreneurial' nature of academies.

5.3.3 Theme 3. Entrepreneurial academies: A 'leadership' model for EExII.

The revised model (Fig.16) which focuses on social entrepreneurism may also be viewed against an alternative model proposed by Gibb et al (2009) which one could argue, might be a more useful developmental model for academies. In Chapter 2 Vecchio (2003) proposed that leadership and entrepreneurism present an interesting field for research, moving away from what entrepreneurs do, to the characteristics of those individuals and teams associated with entrepreneurial developments. This is most apposite given that many SLs describe entrepreneurship in terms of what they do and not necessarily as distinct forms of entrepreneurship.

Gibb et al (2009) in their work on entrepreneurism in Universities provide a useful model against which to view the leadership aspects of academy entrepreneurship.

I would argue that this model for many Type 1 and 2 academies is as yet a distant goal. Academy 2 would seem to agree and this is confirmed by a number of academies:

> It takes a while to change, people are used to being told what to do and when to do it and if you don't you're in trouble, and its moving away from that to encourage them to be innovative and risk takers and not fear that. (Academy 2)

Held together by shared values/mission not detailed control systems

Maximising autonomy and individual ownership of initiatives

Wide encouragement for staff to develop and 'own' external relationships

Incentives to innovate and learn from mistakes

Entrepreneurial leadership with widely shared commitment to innovation and management of interdependency with all stakeholders

Delegated responsibility to see things through

Providing wide opportunity for holistic project management

Allowing overlap and informal integration within and without the organisation

Reward systems geared to success with customers and stakeholder credibility

Flexible strategic thinking as opposed to highly formal planning

Encouraging and rewarding learning by doing and from stakeholders

Fiig. 17a The entrepreneurial University, Gibb et all (2009) - repeat

This prompted me to amend the Gibb (2000) model to take account of emerging academies. The model in Fig 17b, based upon an analysis of the findings, provides a snapshot of where a typical academy in the sample might appear to be currently.
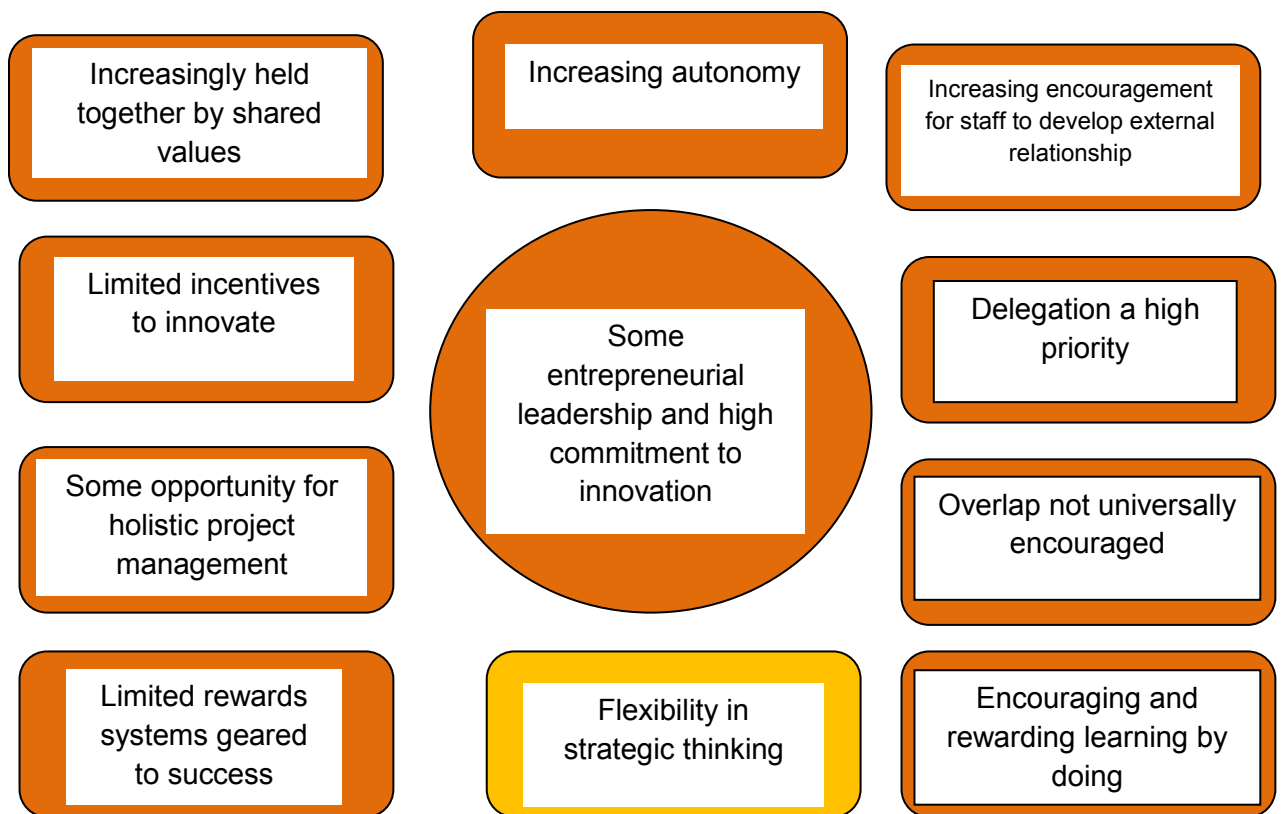
Fig 17b. A revised framework for entrepreneurism in academies - A 'Leadership' perspective. (Daniels,2011)

 Key: Background colour -

Yellow **Strong evidence of this element in the sample**

Orange **Limited or no evidence of this element in the sample**

This model has been trialled at the National College for School Leadership course for Aspirant Principals of Academies (January 2012) and was well received as an alternative to the earlier model of entrepreneurial academies. It has been adopted by a number of academies (n=10) but not in the sample, as a means to examine the leadership approach to the development of an entrepreneurial academy. It does however need greater exposure to examine it potentially for its ability to:

provide an analytical tool to examine the state of entrepreneurism in individual academies; and give importance to leadership rather than individual entrepreneurial needs and outcomes.

In addition it also has the capability of being inter - related to the Robinson (2009) 'Entrepreneurial organisation - a Leadership algorithm' concept which introduces a time related element for describing the state and stage of the development of an 'entrepreneurial' academy.

5.3.4 Research Question 3: Summary

The three themes of Research Question 3 not only suggest significant changes need to be made to my original (Fig. 4) adaptation of the Woods et al (2007) 'Lens' model, but following the SL's responses to Research Question 1 and linking to Research Question 3, results in a very different model (Fig 16). The research analysis emphasises the apparent predominance of Social Entrepreneurism in academies. A re - modelling of the inter - relationship of EExII based upon Graves (1975) Helical model, results in a more dynamic representation of EExII, but as yet does not adequately encompass Chang's (2000) conditions in which existing or developing organisations gravitate towards interpreneurism or exopreneurism or a mix of both, consequently further work will be required to bring about a more comprehensive model.

A variant of the Gibb (2009) model (applied to academies rather than universities) based upon leadership of entrepreneurism is considered, rather than one based on the personal needs and traits of entrepreneurs, as describes by Vecchio (2003)

and Bruyat, (2000). This is as yet at an early stage of development and is currently being trialled by a small number of academies, but provides a potentially fertile research area for moving away from describing academies on the basis of what they do, to a more dynamic approach based on leadership and how they go about the way of becoming 'entrepreneurial.

5.4 Overall Summary of Chapter 5

In Chapter 5, by analysing the findings based on field research, I have reviewed earlier models of academy entrepreneurism and introduce a number of possible conceptualisations of issues which relate directly or indirectly to my revision of the Woods et al (2007) Entrepreneurial Academies' model. In particular, the original Woods et al (2007) 'Lens' Model has undergone two revisions and additionally a potentially rival model based on entrepreneurism 'leadership' has been put forward for consideration.

In studying the inter - relationship between EExII, I have suggested a more dynamic potential model for their representation using an inaugural model based on Grave's (1975) Spherical Helix Model which has the potential to be linked to both the Gibb (2009) and Robinson (2009) Leadership approaches to understanding the entrepreneurial nature of academies.

What the research together with the new or revised models which seek to explain or define entrepreneurism in academies, have revealed, is the significant amount of

work is yet to be done. to gain sufficient knowledge and understanding of the impact of entrepreneurism in academies and their ability to raise standards.

CHAPTER 6

CONCLUSION

6. Introduction

This chapter will seek to bring together, concepts, models, working practices and findings and what has emerged from the analysis of the findings in relation to the perceptions of Senior Academy Leaders concerning the 'entrepreneurialness' of academies. The Chapter is organised into the following sections

6.1   Conclusions for Research Question 1

6.2   Conclusions for Research Question 2

6.3   Conclusions for Research Question 3

6.4   Implications of findings

6.5   Evaluation of the research design

6.6   Recommendations for differing audiences

6.7   New questions for theory, research, practice or policy

6.8   Summary of contribution to knowledge

6.1　Conclusions for Research Question 1

The DfE (2012a) provides fours reasons for considering academy status

- freedom from local authority control
- the ability to set their own pay and conditions for staff
- freedoms around the delivery of the curriculum
- the ability to change the lengths of terms and school days

In addition academies are expected to remove historical underachievement in disadvantaged areas by doing things differently (DfES, 2004a) and entrepreneurially. In arriving at conclusions for Research Question 1 and 3, it is valuable to put the research findings and analysis in the context of the above 'freedoms'.

Although a few SLs gave a 'quasi - academic' response to the questions, there was a strong consensus about a number of features that they believed signalled the 'entrepreneurialness' of their academy. Perhaps not surprisingly given the common factor linking most Type 1 and 2 academies (social deprivation and underachievement), **the moral purpose** linked to a high level of consciousness of **social entrepreneurism** receives almost unanimous priority status, with doubts being expressed that this may not continue for Type 3 academies, many of which operate in very different social environments. This is of major significance for the future as the number and varied background of academies increases in an academy environment in which the number of Type 3 academies (converters) now exceeds the original Type 1 and 2 collectively in a ratio in excess of 9:1.　A

significant number of Type 3 academies are situated in 'educational' geographic areas which cannot be described as 'disadvantaged' and are currently 'outstanding' or 'good' according to the Ofsted classification of inspection reports with in many cases high achieving examination results at GCSE.

Within the sample, for many, social entrepreneurism manifested itself in the **opening of doors**, hitherto closed or unidentified to ensure that students had the best opportunity to improve their life chances. In some cases, this consisted of looking at things through a **different pair of eyes** and **thinking out of the box** or alternatively or simultaneously working **collaboratively** with other schools both in primary and secondary phases. The development of 'All Through' academies is currently receiving high acclaim, but as yet there is little evidence (as with the introduction of the original academies) that this is the solution to underachievement.

Referencing the findings to the original Woods et al (2007) model and subsequently my two revisions of it, what is very clear is that the majority of SLs shun the concept that they are **financial entrepreneurs**, although the few who are strongly in support of this entrepreneurial activity as a way of supporting educational development in other spheres of the academy's work are very positive about its impact. More favoured by some is the sharing of income and resources with collaborating schools either on a **redistributive** basis or joint project work.

If academies were established to be autonomous state funded schools, freed from the limitations of maintained schools, then many sampled academies appear to have refrained from taking up their freedoms to for example, employ staff on different **terms and conditions**. While this is initially easier for 'Fresh Start' academies (of which there are four in the sample), not all of them have elected to use this freedom to create new organisational and administrative structures. For schools becoming academies, the constraints of **TUPE** are frequently quoted as the main inhibitor against being innovative in re – structuring.

Perhaps the most surprising outcome, concerns the varied response to the concept of **risk–taking** in academies. Even though this is one of the 'pillars' of entrepreneurial behaviours and practices (Vecchio, 2003), SL's understanding and application of risk - taking in their academy covers a wide spectrum. Some believe that risk - taking is more applicable to stable academies (of which a significant number in the sample may not as yet be considered to be stable), while others believe they should be constantly observant looking for **the main chance**. In modelling the 'Big 5' (Vecchio, 2003), in Fig 14 the question arises again concerning the impact, of the significant number of converter academies on the model. Although the inclusion of two converter academies in the sample is too insignificant to provide any conclusive data, if other converter academies are 'risk - averse', as these two are, then the model (Fig 14) may insufficiently reflect the applicability of the modelling of the 'Big 5' to converting academies.

Leadership organisation and styles were frequently linked to entrepreneurial **Human Resource** structures, although this would seem to run counter to the previous comments that TUPE inhibits creative and potentially entrepreneurial change. Linking to leadership is an extremely clear statement by most participants that there is neither a **duty** nor a pre - requisite for SLs to be entrepreneurial.

An analysis of the transcripts would suggest that only one academy (15) had significantly embraced the Bruyat (2000) characteristics (and the advantages promulgated by the DfE (2012a)) in a significant way. To represent the entrepreneurial positioning of the sample academies I constructed a model (Fig.12) arising from a comment by Dees (2001) which allows us to view entrepreneurism in academies differently from Bruyat (2000). This presents a continuum from 'administrateur', through 'para - entrepreneur' to 'entrepreneur' (Chapter 5, p181). Within this the majority of academies appear to be operating between 'para - entrepreneurship and 'administrateurship'. The principal but open ended conclusion is that within the sample, it could be argued that the majority of academies are doing little more than a shrewd headteacher of a maintained school (para - entrepreneur?) could and does already, although this research does not provide direct evidence of the entrepreneurism of Maintained Sector Schools.for comparison.

What may be evinced from the analysis is that rather than focusing on leadership actions and descriptions and issues for example relating to TUPE, a more useful

way of assessing and understanding academy 'entrepreneurialness' may be obtained using the Robinson (2009) and Gibb et al (2009) models. There may be an argument (as yet unproven through research) that the Robinson 'Values based leadership model' provides a way of understanding an academy's position on the journey to becoming entrepreneurial while the Gibb model provides an indication of leadership characteristics relevant to enabling an academy to be viewed as entrepreneurial.

In conclusion, it would appear that the majority of academies have not taken advantage of the DfE's (2012a) published potentially entrepreneurial advantages of becoming an academy as indicated in the SL's response to this research question.

6.2 Conclusions for Research Question 2

Starting from a limited base of literature directly concerned with entrepreneurism in academies (Macaulay, 200a and Woods et al, 2007), this research has been able to utilise a range of literature to provide an insight into the nature of entrepreneurism and consequently an understanding of the perceived entrepreneurial 'environment' within academies. Research Questions 3 takes forward aspects of the literature in terms of amended models which assist in our understanding of how entrepreneurial academies are and how we come to such opinions. The concept of entrepreneurism, although it has achieved an increasing level of interest in the last thirty years, can be traced historically to Say (1886, reprint 1971). Although having a degree of professional knowledge about

educational developments, I found the 'time - line' (Fig 18) I constructed, useful in developing a greater understanding of the significant events and literature involved in this study, especially those which chart the rise of what we now call 'The Academy Movement', from the early days of English schools' autonomy commencing with the Education Reform Act of 1988 and earlier.

While Vecchio (2003), Woods et al (2007) and Bruyat (2000) provide powerful models to aid our knowledge about perceptions entrepreneurialness of academies in the sample, in conclusion it is probably the model (currently being trialled in academies), that I have amended from Gibb (2009) which may prove to be both the most powerful way to understand entrepreneurial academies and provide a way forward for understanding future entrepreneurial development in academies (especially Type 3) from a leadership point of view. In addition the work of Robinson (2009) provides further opportunity to examine academy 'entrepreneurialness' as a dynamic journey along a pathway of 'readiness' to become an entrepreneurial organisation.

Fig. 18 Educational time - line pre 1990 to current times

TIME-LINE OF MAJOR EVENT AND PUBLICATION RELEVENT TO THIS RESEARCH

KEY:
RED TEXT Major literature relevant to the research
BLUE TEXT Major events pertinent to the research
BLACK TEXT Other publications
  Major literature relevant to the research
  Major events pertinent to the research

Acadeies Act 2000
Acadeies created

Chabg 2000
Intr-exoentrepreneuris

1999 Wells Charter Schools

Robinson Business Leadership

1998 Education Act GM schools abolished

1997 Eoyang Compulsive adaptive syndrome

1994 Wallace 'About Headship'

1991 Local Management of Schools

1988 Education Reform Act GM and CTCs introduced

1985 Drucker Innovation tool of entrepreneurs

Graves 1974 Helical Theory

1934 Schumpeter Entreprenerial study

1886 Say

2000
1999
1998
1997
1991
1988
1985
1974
1934
1886

Bruyant 2000 Entrepreneurial

Sirico 2000 Robinhood Social Morality

Dees 2001 Social Entrepreneurs

Hansen Creativity 2001

Vecchio 2003 The 'Big 5'

Lumpkin 2004 Linear creativity

Hansen 2004 Multi-dimensional creativity

2004 Wood et al Distributed Leadership

Gorrard 2005 3 Academy outcomes

DRBurrows 2005 1st Academy Review

2005 17 Academies open, 10 in pipeline

TUPE Regs. Revised 2006

Type 2 Academies Introduced 2007

Woods et al 2007 Typology of entrepreneurism in academies

McMullen 'Duty to be Entrepreneurial 2009

Armstrong 2009 5 Yr Academy Longitudunal study

Gibb 2009 Entrepreneurial universi-

Sheth 2010 Dysentrepreneurism

Tory / Lib-Dem coalition Gov. elected 2010

Type 3 Academies Introduced 2010

Armstrong 2009 5 Yr Academy Longitudunal study

Mossbourne Academy 2010 86% 5 A*-C

Gunter 2011 The State of Education

2000
2001
2003
2004
2006
2007
2009
2010
2011

225

6.3 Conclusions for Research Question 3

Research Question 3 is initially focused upon an investigation of the inter - relationship between EExII. It continues with a consideration of my amended Woods et al (2007) model of entrepreneurial academies (Daniels, 2011, Fig 16) which places 'social entrepreneurism as the main focus of academies in the sample. It also provides a basis for the introduction of a conceptual model for the relationship of Vecchio's et al (2003) key determinants of entrepreneurial activities which will be addressed under future implications.

From the research there is disenchantment with the linear and resonating EExII models (Fig. 10 and 11, p154) and although only one SL made the proposal, there is an interesting and provocative concept added to the debate from the research concerning the applicability of the rotating double helix (Fig.15, p200) to the presumably dynamic inter - relationship of EExII.

A very clear two part conclusion arises concerning SL's lack of knowledge of the concept of exopreneurism to which they gave little weight beyond comments related to In - Service Training. The first relates to the potential for 'chains' to look inwards for their external support mechanisms as indicated earlier. The second is linked to the Chang (2000) concept that there are conditions within which Intrapreneurship and exopreneurship may be mutually replaceable or more beneficial. Given the 'relative' youthfulness of some academies, it would be challenging to examine this contention at this point.

Moving towards a consideration of the original Woods et al (2007) model, my first amended version (Fig 4, p 39) introduces four OCDs. It would appear that the initial assumption that the four OCDs are 'equal' in status is not supported by this research. Although Robinhoodism appears in a limited manner in the form of redistribution of money and expertise, it is unclear to what extent Robinhoodism is to be found in the many and varied collaborative arrangements between academies and with schools which are not academies.

The OCD of Dys - entrepreneurism, appears to have limited substance as yet, except as a concern expressed by some SLs about admission arrangement and the 'abuse' of public money paying significantly large salaries to Chief Executives of large chains of academies, without any indication of the 'value for money' or impact for students of this practice.

The second revised model (Fig.16,p211) places social entrepreneurism at the heart of academy entrepreneurial modelling. The research suggests that the majority of academies are currently operating within the 'administrateur' / 'para - entrepreneur' sector with only one having possibly achieved full entrepreneurial 'venturer' status, yielding high 'new value creation'. While this new model (Fig.16, p211) provides a means by which an academy may locate itself in terms of entrepreneurial characteristics, it could be argued that the revised Gibb et al (2009) model (Fig.13, p197) as applied to academies may provide a clearer analytical tool for completing

the journey to 'venturer' for a number of audiences and introduces an interesting 'time' dimension against which to view the perceived state of entrepreneurism of academies drawing upon the work of Robinson (2009).

In conclusion, from the research sample there is little evidence, that academies have grasped without reservation, the four advantages published by the DfE (DfE,2012). While brand new academies without predecessor schools could have done so with relative ease, not all have them have used the 'freedoms' available. The one consistent theme throughout is that academies of Type 1 and 2 see their role chiefly as social entrepreneurs. However in the instance of Type 3, it is too early to predict how they will reflect Types 1 and 2 in this respect. Type 3 academies by definition are already 'good' or 'outstanding' and while some serve socially challenging areas, many do not. This poses a challenge to the final revision to the Woods et al (2007) model in which one might predict a reduction in the importance of social entrepreneurism and a potential for the increasing importance of Dys - entrepreneurism and Robinhoodism, especially in an educational environment in which the government is urging chains to grow' at the fastest sustainable rate, with the E - ACT chain declaring it wishes to manage 250 schools in the near future set within claims by some, of the mismanagement of academies (Burn, 2012) and DfE (2012).

Although Type 3 academies have in essence accepted a requirement to support less successful schools and academies, further questions are raised about the difference in their raison d'etre / moral purpose for becoming an academy.

6.4 Implications of the finding

If many academies in the sample reside on the continuum (Fig.12, p181) between the position of Para - entrepreneur and Administrateur, the further addition of 'Converter academies' may in future dilute the current conclusions. In particular, if the early indications have any perceived substance, which is that converters may feel little inclination to don the mantle of 'entrepreneurial' organisations, then there would seem to be an inherent challenge to the future of the 'entrepreneurial' Academy Movement as a whole.

As the number of converter schools now exceeds the number of original Type 1 and 2 academies a 'watershed' may have been reached. In January 2011 there were 400 plus academies, the majority of which were of Type 1 and 2. On the 1st January 2012 there were 1529 academies (DfE, 2012b) the majority of which are good or outstanding schools. Therefore one could envisage a situation in which the 'Administrateur' becomes the norm, with the concept of 'Entrepreneur' (Fig12 , p 181) potentially disappearing, because these schools are already highly successful and not always facing difficult 'odds' and therefore the concept of 'entrepreneurism' may seem to be remote, and also possibly unrelated to their on - going success.

The Gibb (2009) ' Entrepreneurial University' model which I have amended to reflect academies, potentially offers to SLs a means to move their academy

forwards away from the accolade of 'para - entrepreneurial' to being fully entrepreneurial with the possibility of achieving what Bruyat (2000) would consider to be the ultimate goal, that of 'Entrepreneurial Venturer'.

6.4   Evaluation of research design

A research field can only be built and win legitimacy if it is differentiated from neighbouring fields. It can only impose its presence in the long term if it is able to establish its boundaries with other fields, even if those boundaries are, to some extent, fuzzy. This process necessarily means that researchers must share in a given paradigm, in the sense given to the term by Kuhn (1970).

Given the paucity of specific research in the 'new' field of Entrepreneurial Academies, there were a number of options available to me as the researcher. In addressing the question, is the research design 'fit for purpose' I would argue that in a more stable educational environment, a pilot study would have been appropriate. However the rapidity of change and escalation of the number of academies already or in preparation for opening, suggested a need to capture the dynamic academy scene as a 'snap - shot' in time. The initial research questions were trialled with both Maintained Secondary School Headteachers and indicated some important amendements to be made to focus th research more distinctly on the research questions (Appendices 1 and 2).

What became apparent in the initial group of interviews (approximately the first six) was the tendency for Senior Leaders to use specific terminology such as 'moral purpose'. A phrase which it was seen subsequently could have minimal or significant differences in meaning across the range of academies. Therefore steps were taken in the later interviews to ensure that I, as the researcher, did not introduce bias in terms of paying more regard to early responses and using them as a way of leading later subsequent interviews In that the design has been able to yield a clear predominant perception from this initial study, concerning the almost exclusive importance of Social Entrepreneurism (amongst other findings) one may concluded that the design is 'fit for purpose' subject to the limitations of generalisability and reliability discussed in Sections 3.8 and 3.9.

6.6   Recommendations for differing audiences

Very few academy SLs have actual experience of leading schools in the formal 'Independent Sector' or indeed any experience of it in any role which allows them to bring a knowledge and understanding of competition and market forces to an environment in which 'the buck stops here'. There is no specific evidence that this pre - experience is essential but compared to other SLs from the Maintained Sector, without this experience there may be an impact (positive or otherwise) on the leadership of a 'state' funded independent school which is the essence of an academy.

As 'entrepreneurism' continues to play little formal role in the National Qualification for Headship (NPQH) and within the course for aspirant academy leaders (for which I am a coach) there is a significant need to prepare well in advance for the anticipated continuing increasing number of Senior Academy Leaders required, by ensuring that Training Providers are able to provide the necessary support such as that described in the work by Macauley (2008a). She suggests that in the early day of academies, head - hunters were able to select charismatic Senior Leaders, who possibly without training had the necessary drive and perhaps 'natural' entrepreneurial skills. However the need to develop such skills is approaching what one might describe as a crisis point. This is particularly the case for Type 3 academies for which in general there are no sponsors and therefore will not access the entrepreneurial skills and expertise of sponsors as expressed in the NCSL Report (2011). This issue is in need of urgent consideration by Government, NCSL and others involved in training to support the rapid expansion of academies.

For policy - makers, there still remains a major contention, that at a time when the number of academies is escalating almost exponentially, there is still relatively limited evidence about the overall efficacy of the Academy programme and this research also suggests that contrary to original governmental expectations, the entrepreneurial nature and uptake of 'freedoms' of academies appears to be limited according to the perceptions of SLs.

6.7   New questions for theory, research, practice or policy

This research was formulated, at a time when the development of academies had temporarily stalled from the early times when there had been a steady increase in the number of opening academies. In response to this, the rules of sponsorship were changed significantly. In the case of earlier academies, £2 million had to be provided or promised by the sponsor in advance. The reducing willingness of sponsors to come forward under these conditions, led to a rethink on the part of the Government resulting in the evolution of Type 2 academies for which sponsors were not required to contribute financially. This difficulty has manifested itself in a different way as according to the House of Commons Audit Commission Report on academies (2011):

> We were also concerned that some existing sponsors had failed to fulfil the financial contributions they originally pledged to their academies. The status of some of these debts is unclear and, especially as sponsors of new academies are no longer 'required to make a financial contribution, there is a risk they will never be paid.

Nevertheless, although the NCSL (2011) research partially addresses some of the issues related to leadership and sponsorship, there is still a significant need to follow up on the work of for example of Hatcher (2006), looking longitudinally at the impact of Type 1 and 2 academies from the perspective of how their 'freedoms' and potential for entrepreneurial activity has over time contributed to improvement in students' outputs.

A second and equally import avenue of further research, is connected with the rapid emergence of Type 3 Converter academies. For Type 3, there is an assumption that: they will spread their success to other schools / academies by various processes ranging from take - overs to osmosis reflecting the 'moral purpose' of Types 1 and 2 academies; and play a significant part in raising the international ranking of England's apparently slipping world position in key educational areas because of the autonomy afforded to academies. As Gove (2011) states:

> 'The PISA and McKinsey reports clearly show that the greater the amount of autonomy at school level, with headteachers and principals free to determine how pupils are taught and how budgets are spent, the greater the potential there has been for all - round improvement and the greater the opportunity too for the system to move from good to great.

However, it would appear that there is limited evidence to support this claim and the significant gap currently, is that of independent research to move academies away from a policy based development towards a research based policy position.

While Macaulay (2008a), provides a wide range of projected research topics, some of which have received attention by researchers such as Woods et al (2007) and by contributors to Gunter's (2011) review of arguments for and the impact of academies there is still much to be done especially in terms of developing a framework for academy research which will afford some comparability for future studies.

Under current legislation an LA holds responsibility for the standards and examination results for the schools situated within their boundaries. However, there is an interesting dichotomy herein: if nearly all secondary schools have become academies, how will the LA practically and realistically discharge this legal duty? A case in point is that of Local Authority 'X' which has 11 secondary schools, 10 of which are or will be academies with the likelihood that all 11 will convert. This is now an increasingly a state of affairs across England. Losing the LA financial 'holdback' to administer schools will remove approximately £4 Million from the budget of LA 'X'. How will it and other LAs survive? If they do not survive some would suggest that a layer of current accountability and complaints procedures will be lost (AAA, 2012). For the researchers into all aspects of academies, there is immense scope for continuing research, principally created by the sheer rapidity of change which one could argue is unique to the history of education in England since the 1944 Education Act. Specifically, with reference to the findings of this research and the list of foregoing questions, there is a need to consider the following:

1. How will LAs cope with statutory duties on a greatly reduced Central Government Grant?

2. How will Central Government via the Education Funding Agency (EFA - previously YPLA) cope with administering the sheer volume of schools converting to academies?

3. How will standards and financial administration be monitored and supported.

4. Who will provide support for academies in need together with the professional development of academy staff?

5. Will Academy Chains simply become the new LAs and how will the potential for 'dys - entrepreneurial' activity be monitored? What will be the control mechanisms?

6. Based upon this first study of entrepreneurism in academies, will the supposition that academies are expected to continue to be entrepreneurial be relevant, if so, how will it differ from the findings of this research?

7. Further verify the entrepreneurial nature of academies as compared with maintained schools to establish whether academies are more entrepreneurial than the most successful 'business oriented' Maintained headteacher.

8. Re - examine the second revision (Fig. 12) of the Woods et al (2007) 'Lens' model further to interrogated the validity of the OCDs.

9. Consider further the development of the 'Double Helical' model describing the inter - relationship of EExII.

10. Examine the Bruyat (2000) Model of Entrepreneurial Characteristics, with a view to refining the categories specifically with academies in mind.

11. Consider alternative models to describe the entrepreneurialness of academies especially in view of the rapid expansion of Type 3 academies.

These questions are important to a range of audiences and for a number of reasons. The Chart (Table 4) provides a brief analysis of the research areas and potential interested parties. It should be noted however, that some of these areas spread beyond the suggested spheres of interest and will at times be subject to a 'clouding' of boundaries.

Table 4 Potential further research and relevant audiences

AREAS OF FURTHER RESEARCH	ACADEMIES	GOVERNMENT	RESEARCH COMMUNITY	POLICY MAKERS
LAs and statutory responsibilities	√	√	√	√
DfE management of academies		√		√
Monitoring of standards and financial probity	√	√	√	√
Impact of 'Chains': The new LAs?	√	√	√	√
The entrepreneurial future of academies	√		√	
Educational and professional support for academies	√		√	
Developing the Woods et al (2007) / Daniels (2012) typology model further	√		√	
Developing EExII further to include newer concepts such as: Coopertition and ecopreneuriship	√		√	
Further developing the Vecchio entrepreneurial descriptor to revel more of the entrepreneurial working of academies	√		√	

In this analysis, I make the assumption that while academe and academies are interested in almost all aspects of the potential future research, Governments may take a more pragmatic view and want to know about and understand 'output'

measures, such as examination results. However with the 2010 Academies Act, audiences may now extend to those in the Sixth Form Colleges, Special Education and related fields which are now encompassed by the Academies Act.

Readers may find the pre, current and post research positions represented in Fig 19 (p 239) helpful as a 'roadmap', indicating where the research commenced, what has evolved from the research in terms of findings and suggestions for taking this early research further.

Fig.16. A 'road' map of past, current and possible future research

ENTREPRENEURIAL ACADEMIES –ROADMAP

GIBB (2009) ENTREPRENEURIAL UNIVERSITY

MACAULEY (2009) LEADERSHIP IN ACADEMIES

WOOD'S TYPOLOGY OF ENTREPRENEURIAL ACADEMIES (2007)

BRUYAT 'VENTURER' (2000)

VECCHIO'S 'BIG 5' (2003)

ENTREPRENEURIAL ACADEMIES

DANIELS 2012 ENTREPRENEURIAL SPECTRUM

DANIELS 2012 SOCIAL ENTREPRENERIAL TYPOLOGY MODEL

DANIELS 2012 VECCHIO REMODELLED

FUTURE RESEARCH QUESTIONS

LAs ADMINISTERING ACADEMIES

EVIDENCE BASED POLICY

EExII CO-OPERTISM, ECOPRENEURISM

CHAINS: THE NEW LAs AND DYSENTREPRENEURISM

ACADEMY 'FREEDOM'S'

TYPE 3 ACADEMIES

ENTREPRENEURISM IN MAINTAINED SCHOOLS

Contribution to other work:

This work has contributed to two publications, one directly as the author of a chapter (Daniels in Gunter (2011) and secondly as a member of the Project Research Board for 'Academies: research into the leadership of sponsored and converting academies', NCSL (2011).

6.8   Summary of contribution to new knowledge

In summarising the contribution to new knowledge, Research Question 1 would seem to place 'entrepreneurial' academies and their SLs most firmly within the sphere of social entrepreneurism.

That the original expectation that academies would be entrepreneurial and 'do things differently' has not become apparent from this research. Research Question 2 in bringing together two different fields has helped to commence a dialogue that will enhance our understanding of the nature of entrepreneurism in academies and has developed a number of models to support this through Research Question 3

This research concludes that:

1. The opportunities for financial entrepreneurship are limited and where they occur it is not always a question of the entrepreneurial leaders seizing an opportunity, but equally may be offered by default as in the case of an

outstanding academy being requested to take over or support a failing school or academy.

2. Senior Leaders are almost unanimous that the predominant 'form' of entrepreneurism is social entrepreneurism and although Sponsors were not invited to participate, the emphasis was strongly about the work that Senior Leaders and staff in general do to promote significant if not radical change within the academy and beyond into the wider community.

3. There is some evidence for Robinhoodism where this concept is based on 'redistribution', when this is based on the transfer of expertise, knowledge and capability.

4. There is a concern that with the increasing size and political strength of Academy Chains, the potential for dys - entrepreneurship is real, given recent announcements that limits on chains are to be removed and financial monitoring excluded, the checks and balances mechanisms apart from Ofsted are for the future unclear.

5. The original Drucker (1985) concept that innovation is the tool of the entrepreneur, should be extended to include exopreneurism and interpreneurism with a consideration given to eco - preneurism and co - opertism.

6. A possible development in developing an understanding about the entrepreneurialness of academies may be to investigate a leadership model(s) which goes beyond providing a 'snap-shop' view (Woods et al "2007 and Daniels(2011) to view entrepreneurism in academies developing

against a leadership model introducing a time element and developmental analysis, (Gibb et al (2009) and Robinson(2009)

In commenting finally on the title 'Entrepreneurial Academies: the perceptions of Senior Leaders' although opinions are diverse in nature, Senior Leaders would appear to suggest that academies participating in the research have not seized the entrepreneurial 'opportunities' to the fullest, for reasons for which they provide justification. Governmental instructions and expectations (especially for new academies) such as the apparent requirement to use 'authorised' procurement routes, may nibble away at the autonomy of Senior Leaders with serious consequences. Finally while providing protection for employees, the requirement to apply TUPE when a school becomes an academy is seen to be one of the most substantial barriers to Senior Leaders being highly innovative and thus entrepreneurial and delays changes in staffing and organisation which are frequently identified as essential, for a significant period of time.

In summary, one might suggest that like the curate's egg, perceptions of entrepreneurism in academies, 'is good in parts'.

SEMI - STRUCTURED QUESTIONS

TRIAL VERSION

1. **Current post**

Could you please briefly describe your career history to date.

2. **Academy Status and entrepreneurism**

What is you understanding of the 'freedoms' which academies possess?

3. **Entrepreneurship, Intrapreneurship, Exopreneurism and Innovation - Your understanding of the concepts.**

What do you understand by 'entrepreneurship, intrapreneurship, exopreneurism and innovation and the relationship between them or the differences?

What practical evidence is there that your academy is entrepreneurial, intrapreneurial or innovative?

4. **Developing EExII**

How do you develop aspects of EExII in your academy?

5. **Staffing and conditions of service**

Please describe how you have used the 'freedoms' of academies with respect to employment arrangements etc.

6. **Chains of academies, collaboratives, contribution to supporting other educational organisations.**

What knowledge do you have of 'Chain' academies and what opinions do you have about them?

7. **Entrepreneurial Academies: Myth or reality**

Are there any other issues not covered previously which you feel could contribute to the findings for the focus of the research

APPENDIX 2

SEMI STRUCTURED INTERVIEW QUESTIONS
## ENTREPRENEURIAL ACADEMIES

MYTH OR REALITY

I have requested to interview you because you are a Senior Leader of an academy, of which much is spoken about their entrepreneurial nature and characteristics.

What is beginning to emerge from early discussions informally with academy principals through the Academy Principals Network, is that some academies may use the following words to describe their purpose and activities: entrepreneurial; intrapreneurial; exopreneurial; and innovative OR a hybridisation of two or more of these. For ease of reference these will be referred to in future as EExII aspects: see the end of this document for a brief explanation of terms.

The purpose of the research is to examine this simple model and if appropriate refine it or alternatively develop an alternative model. In addition by gaining an understanding of what is actually happening in academies, it is hoped to gather evidence to support the ways in which we view and model academies and ways in which future academies may wish to develop.

The research questions have been trialled and as a result of the recommendations of the trial the McKinsey '7s Model' of changing organisations may provide a helpful framework on which to base your answers.

McKinsey "7S" Model
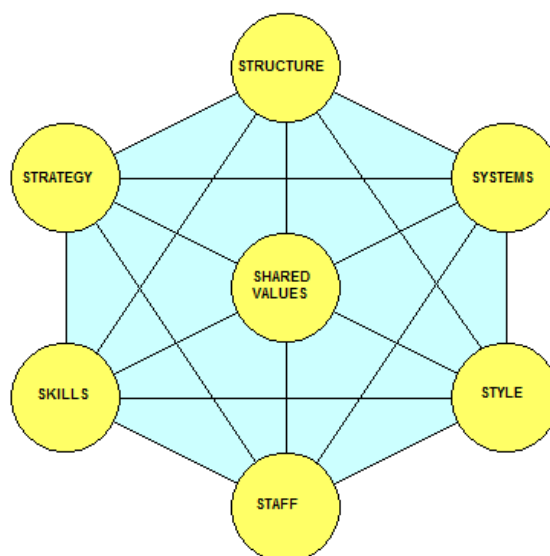
In trialling the questions with Senior Leaders in maintained schools and academies, some suggestions were made as to how these might equate to the academy scenario, however these suggestions (in italics) are by no means comprehensive and you are welcome to add your own interpretations to reflect your academy.

Strategy
Plans for the allocation of a firm's scarce resources, over time, to reach identified goals. Environment, competition, customers.

Academy: Academy business plan; mission statement; market analysis; SWOT analysis etc.

Structure
The way the organization's units relate to each other: centralized, functional divisions (top - down); decentralized (the trend in larger organizations); matrix, network, holding, etc.

Academy: 'Small schools' organisation; House Systems/Year Group Organisations, Chain academies, collaborations etc.

Systems
The procedures, processes and routines that characterize how important work is to be done: financial systems; hiring, promotion and performance appraisal systems; information systems.

Academy: Behaviour management; teaching arrangements, consultative arrangements; conditions of service and employment etc.

Skills
Distinctive capabilities of personnel or of the organization as a whole.

Academy: Recruitment policies; Continuing professional development and academy needs etc.

Staff
Numbers and types of personnel within the organization.

Academy: Staffing analysis; roles and responsibilities of teaching and support staff etc.

Style
Cultural style of the organization and how key managers behave in achieving the organization's goals.

Academy: Ethos; Dress codes (adults and students); Emphasis on health living relationships between adult and students etc.

Shared Values
What the organization stands for and what it believes in. Central beliefs and attitudes.

Academy: Moral Purpose; aspirations philosophy or faith (or both) etc.

SEMI - STRUCTURED INTERVIEW QUESTIONS

Current post

1. Could you please briefly describe your current role and where pertinent provide details such as length of tenure, whether you were the head / Principal of the previous school (if appropriate).

Background:

2. Could you tell me about your own history and experience with respect to the following: Personal education and training; Personal career profile; and entrepreneurial experience (in any organisation);

3.Academy Status and entrepreneurism

Describe how you believe the additional 'freedoms' of academies enable you to provide better entrepreneurial opportunities and outcomes for your students and staff

4.Entrepreneurship, Intrapreneurship, Exopreneurism and Innovation - Your understanding of the concepts.

  a. What do you understand by 'entrepreneurship, intrapreneurship, exopreneurism and innovation and the relationship between them or the differences?

  b. How do you think these concepts are reflected in the general organisation and day - to - day and longer term strategic planning and development of your academy? Does any single element dominate?

  c. What practical evidence is there that your academy is entrepreneurial, intrapreneurial or innovative? To what extent would describe your academy as a hybridisation of EII and why?

5.Entrepreneurial Impact on teaching and learning

In what way do you feel that EExII has impacted on teaching and   learning,?

6.Developing EExII

How do you develop aspects of EExII in your academy?

7.Staffing and conditions of service

Please describe the current staffing arrangements, their conditions of service and any ways in particular that you differ from the maintained sector and National Conditions od Service as laid down by the Teachers' Pay and Conditions (TEPAC) currently in force.

8.Chains of academies, collaboratives, contribution to supporting other educational organisations.

Please explain the set - up of your academy (single or part of a chain) and comment on the role of sponsors, chain Chief Executives or others in the running and freedoms of your academy to be entrepreneurial.

Entrepreneurial Academies: Myth or reality

Are there any other issues not covered previously which you feel could contribute to the findings for the focus of the research

Thank you for participating. No academy will be identified by name and interview notes and recordings will be kept securely stored following BERA Guidelines.

And finally, if there are any follow up questions once the analysis has commenced would you be prepared to receive a 'phone call to clarify an aspect of the information obtained during the interview?

If yes, which number should be used?

Land line (ext)

Mobile:

Fax:

Email:

ExIIE - Brief explanations

Entreneurship: involves, identification of opportunity, risk - taking and in general (but not always) the creation of 'added value' as an end result

Intrapreneurship: similar to entrepreneurship, but with an emphasis on the entrepreneurial activity arising from within the organisation.

Exopreneurship: Entrepreneurial development arising from the impact of external forces, such as consultants.

Innovation: Significant change within an organisation, not necessarily requiring financial support, but something which makes a difference.

APPENDIX 3

DETAILS OF PARTICIPATING ACADEMIES

Academy Number	Opened (as academy)	Type	Sponsor status	Predecess - or school	Gender	Approx. service as SL** (in years)
1	1994	1	Ch	N	M	10M,2A
2	2010	2	LA /U/FE	Y	F	1A
3	2009	2	Ec	N	M	1A,5S
4	2010	2	Ch	Y	F	8M,1A
5	1950 +	3	CO	Y	M	8M,1A
6	2009	2	Ch	Y	M	3A
7	2099	2	Ch	Y	M	4A
8	2006	1	Ch	Y	M	3M,3A
9	2008	1	Ec	Y	F	18M,5A
10	1998	2	Ec	Y	M	10M,5A
11	1998	1	Ch	N	F	3A
12	2008	2	Ch	N	M	3A
13	1998	1	F	N	M	5A
14	2010	2	Ch	Y	M	8M,2A
15	2006	1	Ec	N	F	15M,6A
16	2009	2	Ch	Y	M	10M,2A
17	2009	2	F	N	F	4A
18	Pre 1950	3	CO/ F	YC	M	18M,1A
19	2009	2	Ch	N	M	8M,2A
20	2010	2	CO / Ch	Y	F	15M,1A
21	1998	1		N	F	3A
22	2005	1	F	N	M	15M,7A
23	2010	2	F	Y	M	15M,2A
24	1998	1	Ch	Y	M	10M,5A

** This includes experience in all schools, Maintained, Special, Primary and Academy. For example; (2M, 5A) translates to, 2 years in Maintained Schools and 5 years in an academy.

Sponsor Key:

Ec	Ecclesiastical/Faith
Ch	Chain
F	Free standing
LA	Local Authority
Uni	University
O	Other
CO	Convertor
FE	Further Education

APPENDIX 4

Analysis of the participants in the interviewee group

CRITERION	MALE			FEMALE		
GENDER	66.6%			33.3%		
AGE RANGE (% of Total interviewees)	40+ 12%	50+ 32%	60+ 20%	40+ 16%	50+ 12%	60+ 8%
COMMERCIAL EXPERIENCE	8%			4%		
SPECIFIC ENTREPRENEURIAL/BUSINESS TRAINING OR EDUCATION	0%			0%		
PREVIOUS HEADSHIP EXPERIENCE	28%			12%		

APPENDIX 5

THE STRUCTURE OF THE LITERATURE REVIEW

THEME A THE RISE OF ACADEMIES	THEME B UNDERSTANDING ENTREPRENEURISM – CONCEPTUALISING ENTREPRENEURIAL ACADEMIES	THEME C ENTREPRENEURISM, ACADEMEIS AND LEADERSHIP	THEME D ENTREPRENEURISM, ACADEMIES, POLICY AND FREEDOMS
2.2 From Charter Schools to academies 2.3 The failing schools agenda: Entrepreneurial Academies to the rescue 2.4 The purpose of academies and their variegated nature 2.5 Academy Status - local authority control to 'market forces', 1990 - 2011	2.6 Defining entrepreneurism and associated descriptors 2.7 Social entrepreneurism 2.8 Modelling entrepreneurial academies 2.9 Reflections on the reconceptualised model and academy entrepreneurship 2.10 Emerging Organisations, Academies and strategic development of Entrepreneurism	2.11 Reflections on Leadership in Education 2.12 Distributed to entrepreneurial leadership 2.13 Entrepreneurship and leadership: a partnership or unrelated fields? 2.14 The entrepreneurial organisation - Conceptualising a Leadership approach 2.15 Academies: opening and building team 2.16 Current and future aspects of Academy Leadership	2.17 Academy freedoms to be entrepreneurial 2.18 Academies: As examples of publicly funded policy based entrepreneurism 2.19 Entrepreneurial leadership in the English public sector: the potential paradox of markets in public services 2.20 Literature Review - Summary

Analysis of examination attainment of the academies in the sample (Contribution to New Value Creation)

Academy	Opened (as academy)	5 A*-C Grades			LA Average 2010	Maintained Schools average 2010	National Average 2010	% Change per annum over 3 years	Difference between academy and national attainment 2010	Difference between academy 2010 and LA results	Type
		2010	2009	2008							
1	2004	49.00%	38.00%	41.00%	56.10%	55.20	53.50%	-10.83%	-4.50%	-7.10%	1
2	2010	36.00%	36.00%	36.00%	52.10%	55.20	53.50%	-17.50%	-17.50%	-16.1%	2
3	2009	49.00%	34.00%	31.00%	49.80%	55.20	53.50%	-15.50%	-4.50%	-0.8%	2
4	2010	92.00%	84.00%	86.00%	60.10%	55.20	53.50%	33.83%	38.50%	31.9%	2
5	2010	0.00%	0.00%	0.00%	60.10%	55.20	53.50%	-53.50%	-53.50%	-60.10%	3
6	2009	42.00%	35.00%	35.00%	56.10%	55.20	53.50%	-16.17%	-11.50%	-14.10%	2
7	2009	59.00%	45.00%	35.00%	56.10%	55.20	53.50%	-7.17%	5.50%	2.90%	2
8	2006	42.00%	31.00%	17.00%	56.80%	55.20	53.50%	-23.50%	-11.50%	-14.80%	1
9	2006	43.00%	23.00%	23.00%	48.00%	55.20	53.50%	-23.83%	-10.50%	-5.00%	1
10	1998	72.00%	53.00%	60.00%	56.10%	55.20	53.50%	8.17%	18.50%	15.90%	2
11	1998	85.00%	81.00%	81.00%	0.52	55.20	53.50%	28.83%	31.50%	33.10%	1
12	2008	36.00%	21.00%	21.00%	0.52	55.20	53.50%	-27.50%	-17.50%	-15.90%	2
13	1998	49.00%	38.00%	41.00%	0.44	55.20	53.50%	-10.83%	-4.50%	4.80%	1
14	2010	21.00%	21.00%	21.00%	44.20	55.20	53.50%	-32.50%	-32.50%	-23.200%	2
15	2006	31.00%	29.00%	32.00%	50.60	55.20	53.50%	-22.83%	-22.50%	-19.600%	1
16	2009	29.00%	29.00%	29.00%	50.60	55.20	53.50%	-24.50%	-24.50%	-21.600%	2
17	2009	24.00%	24.00%	18.00%	44.40	55.20	53.50%	-31.50%	-29.50%	-20.400%	2
18	Pre 1950	100.00%	100.00%	100.00%	67.30	55.20	53.50%	46.50%	46.50%	32.700%	3
19	2009	0.00%	0.00%	0.00%		55.20	53.50%	-53.50%	-53.50%	0.00%	2
20	2010	0.00%	0.00%	0.00%		55.20	53.50%	-53.50%	-53.50%	0.00%	2
21	1998	49.00%	42.00%	40.00%	56.80	55.20	53.50%	-9.83%	-4.50%	-7.800%	1
22	2005	82.00%	86.00%	83.00%	55.30	55.20	53.50%	30.17%	28.50%	26.700%	1
23	2010	31.00%	31.00%	31.00%	54.60	55.20	53.50%	-22.50%	-22.50%	-23.600%	2
24	1998	73.00%	63.00%	60.00%	56.00	55.20	53.50%	11.83%	19.50%	17.00%	1

Key:

Academies which yield results above the National Average by percentage difference.

Academies which have as yet not yielded any usable results and figures are based upon previous predecessor school or from an estimate of Key Stage 3 results.

ASSESSMENT OF ACADEMY AGAINST BRUYAT (2000) DESCRIPTORS

Acad No.	M/F	SL Service	Cond of service	Re-creation	Learning on job	High expertise	Creativity	NVC	Organisa-tion	Ent evidence	Open to change	Designation
1	M	10M,2A				√		√			√	Val
2	F	1A			√						√	Im
3	M	1A,5S		√						√		Rep
4	F	8M,1A	√					√			√	Rep
5	M	8M,1A		√				√			√	Rep
6	M	3A			√			√			√	Im
7	M	4A			√			√				Im
8	M	3M,3A				√		√			√	Val
9	F	18M,5A		√		√		√		√		Im
10	M	10M,5A		√		√						Rep
11	F	3A			√			√		√		Im
12	M	3A			√			√		√		Im
13	M	5A	√		√					√		Rep
14	M	8M,2A		√	√						√	Im
15	F	15M,6A	√			√	√	√	√	√	√	Ven
16	M	10M,2A		√		√					√	Rep
17	F	4A		√			√	√		√		Val
18	M	18M,1A		√		√						Rep
19	M	8M,2A			√			√		√		Im
20	F	15M,1A			√	√				√	√	Val
21	F	3A	√		√			√		√		Val
22	M	15M,7A		√		√		√				Rep
23	M	15M,2A		√		√		√		√		Im
24	M	10M,5A		√		√		√		√		Val

KEY:

Acad No.	Academy Reference Number	**Creativity**	Evidence of thinking out of the box
M/F	Gender of SL	**NVC**	Creates 'New Value' - beyond exam results
SL Service	SL experience in years and type	**Organisation**	Organisation non - conventional
Cond of service	Staff work under non - TEPAC conditions	**Ent. evidence**	Evidence of entrepreneurial activity
Recreation	SL recreates past success	**Open to change**	Creates' open ' environment
Learning on job	New to SL or Academy	**Designation**	Assessment according to Bruyat statements
High expertise	High success history		

APPENDIX 8

EDUCATION ACT 2010

NEW ACADEMY FREEDOMS

Changes brought about by the Education Act (The Academies Act) 2010 (DfE,2010) In terms of ensuring the relevancy of the research questions to the study, it may be helpful to provide the wide range of changes brought about by the 2010 Academies Act. These are in summary, to :

1. allow maintained schools to apply to become academies and permit the Secretary of State to issue an Academy Order requiring the local authority to cease to maintain the school

2. allow the Secretary of State to require schools that are eligible for intervention to convert into academies

3. provide for secondary, primary and special schools to become academies

4. ensure there is no change of religious character as a result of the conversion process

5. allow schools that apply to become academies to keep any surplus financial balance

6. require the governing bodies of maintained schools to consult with those persons whom they think appropriate before converting into an academy

7. ensure that for foundation and voluntary schools with a foundation, there is consent from that school's foundation (often a diocesan board of education) before the school can apply to become an academy

8. allow maintained schools that currently select to continue to do so as an academy

9. deem academy trusts to be charities

10. ensure that a converting school will continue, as an academy, to be able to occupy the land/buildings it had as a maintained school, and that the school's other assets may also transfer to the new academy for the benefit and use of the pupils of that school
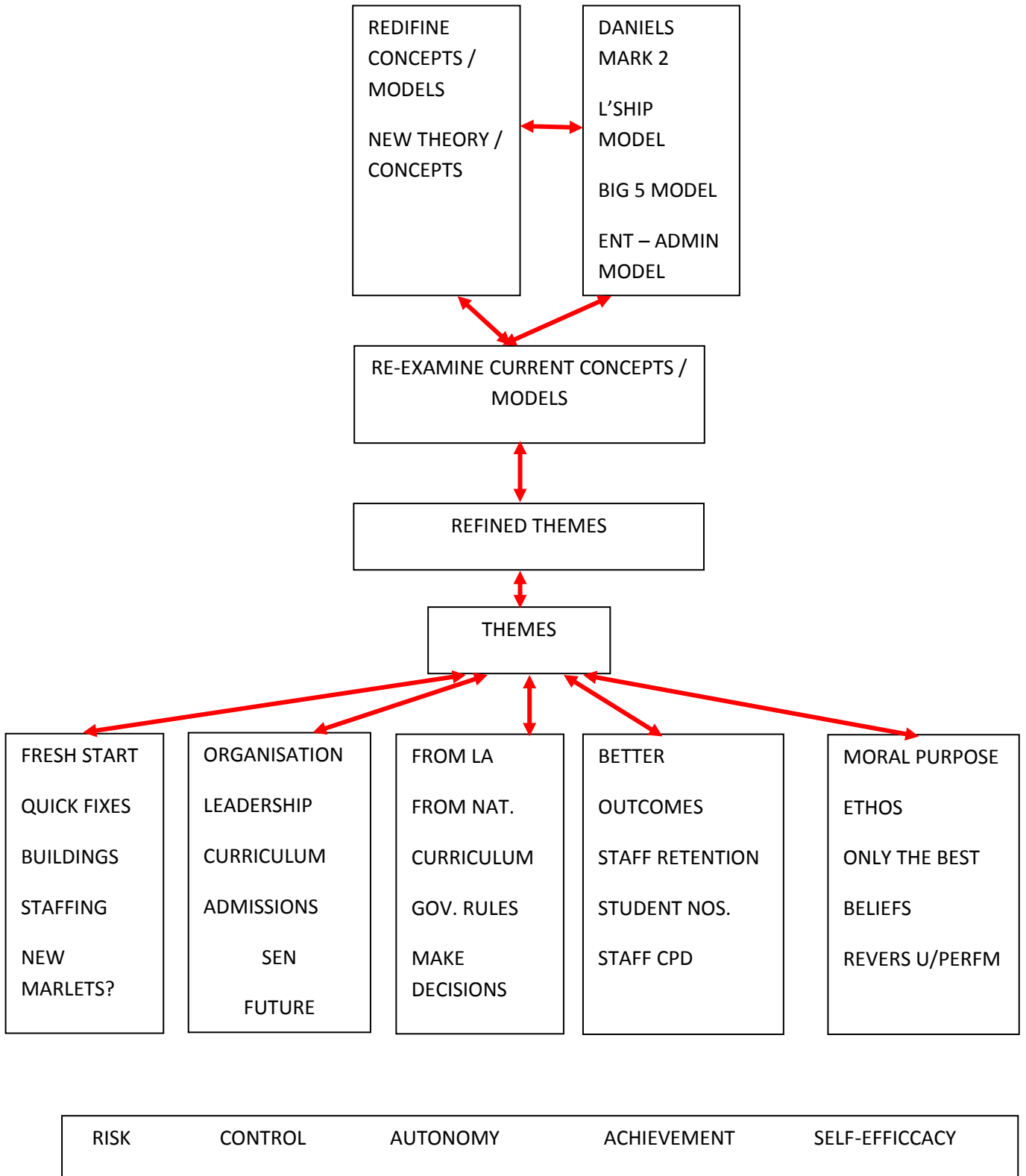
Bairstowe's 'Research Methods' in the field of Qualitative Business Research

Typology - observation/identification of trends	Metaphorical analysis - Use of Metaphors for cognitive understanding	Case Study–a research method (or design) focusing on the study of a single case
Grounded Theory - analytical Induction/Search for similarities	Hermeneutical Analysis– the study of meaning or of meaningful things	Constructivism - looks at the systems people create to interpret the world around them and their experiences
Logical analysis - resolution of disputes by clarification of language	Discourse Analysis –the way versions or the world, society, events and psyche are produced in the use of language and discourse.	Phenomenography - the subject investigates the differing ways in which people experience, perceive, apprehend, understand, and conceptualise various phenomena,
Quasi - statistics - simple count of occurrences	Semiotics - is the science of signs and symbols, such as body language	Ethnography - is a broad multi - qualitative method involving (participant observation, interviewing, discourse analyses of natural language, and personal documents)
Narrative event analysis - systematic tracking of events	Content Analysis - examines documents, speech and words to discover emerging themes	Biography - an approach to research which elicits and analyses a person's biography or life history
Domain analysis - Patterns in cultural behaviour	Analytic induction - is a way of building explanations in qualitative analysis by constructing and testing a set of causal links	Action research - is a methodology that combines 'action' and' research' together.
Taxonomic analysis - Organisation of cultural domains	Thematic analysis - patterns	Mood mapping - involves plotting how you feel against your energy levels, to determine your current mood

APPENDIX 10

DATA ANALYSIS TREE AND STAGES IN ANALYSIS

REDIFINE CONCEPTS / MODELS NEW THEORY / CONCEPTS	DANIELS MARK 2 L'SHIP MODEL BIG 5 MODEL ENT – ADMIN MODEL

RE-EXAMINE CURRENT CONCEPTS / MODELS

REFINED THEMES

THEMES

FRESH START	ORGANISATION	FROM LA	BETTER	MORAL PURPOSE
QUICK FIXES	LEADERSHIP	FROM NAT.	OUTCOMES	ETHOS
BUILDINGS	CURRICULUM	CURRICULUM	STAFF RETENTION	ONLY THE BEST
STAFFING	ADMISSIONS	GOV. RULES	STUDENT NOS.	BELIEFS
NEW MARLETS?	SEN FUTURE	MAKE DECISIONS	STAFF CPD	REVERS U/PERFM

RISK	CONTROL	AUTONOMY	ACHIEVEMENT	SELF-EFFICCACY

1. Data familiarisation: all interview read 5 times - assessed against the

   vecchio big 5 informally;

2. Data codification: using the keywords of the Vecchio 'big 5', abstract quotes

   copied to exemplify aspect of the 'big 5' and any aspects of the model (p38)

3. Theme identification: initially 7 themes identified on the basis of literature
   and review of interviews

4. Overlap: examination of overlap and reduction to three over - arching
   themes based on the 'big 5 but removing some of the repetitive nature of the
   data.

5. Testing of data: against the Daniels' (2011) model

6. Review of models :reformulation or introduction of new models:

7. Reconceptualisation: formulation of adaptations to the Daniels (2011) model
   and introduction of models to conceptualise new findings

APPENDIX 11

EXAMPLES OF VISUALS CHECKS FOR KEY WORDS/PHRASES BEFORE FULL ENCODING

Academy 10. Focus on natural of being entrepreneurial

==Entrepreneurial is seeing opportunity, eye for the main chan==ce, exploiting niches. That's my take on it. So I come from that view of entrepreneurs people just made something happen and usually make money out of doing it.

Academy 22. Focus on academy Chains and organisation.

Well ==Chain X== schools are small schools. They run a small school pastoral structure and they are pretty successful. I think all large or larger schools operating in the inner city in complex social environments need to be broken down in to manageable units, ==whether it's a curriculum small school model or a pastoral small school model doesn't really matter as long as it works and youngsters feel more secure in a smaller environment.==

Academy 24. Financial entrepreneurism and Robinhoodism

==Our international work is very lucrative== but I am very careful not to do too much of it because it's quite attractive to people to go and do a week in *(the Middle East*) but I want them in Town X. But nevertheless we do a bit of work and it's lucrative. The point to make about the money is, the money always goes back into the schools so that £200,000 surplus last year, ==I kept half of it to fund my AST's so that's how the academies get that for free and the £100,000 went back into the academies on a per student basis. Academy A and B (of Chain Z) got about £35,000 each. Academy C probably got around about £25,000.==

Key words and phrases were then used to design the codification for the computerisation of searches to provide data for analysis, See Appendix 8

Appendix 12

Screen Dump of a part of the codification tree
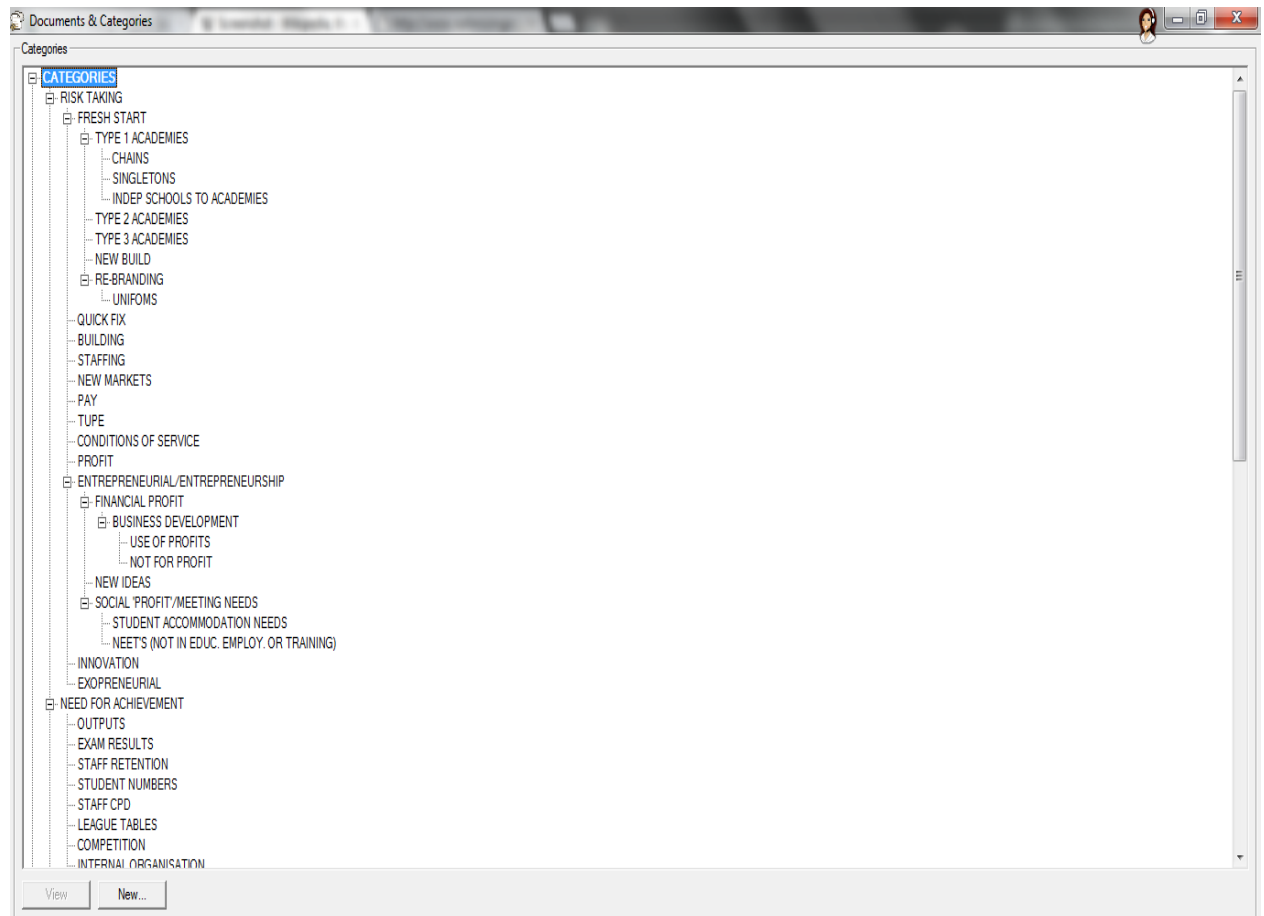
Screen dumps of some queries used to create tally charts and examine inter - relationships between themes

Appendix 12 Continued

APPENDIX 13

VALIDITY AND BIAS

Onwuegbuzie (2006, p 50), **'**Threats to Internal and External Validity'

APPENDIX 13

A TOPOLOGY OF BIAS

1. **Cognitive bias**: Confirmation bias, Negative bias, **Gender bias**, Anchoring bias, Memory bias, Overconfidence effect, Positive outcome bias, Optimism bias, Attentional bias.

2. **Social bias:** Actor - observer bias, hindsight bias, Egocentric bias, Notational bias, Outgroup homogeneity bias, Projection bias, Self - serving bias, Trait ascription bias, **cultural bias**, correspondence bias.

3. Research bias: Social desirability bias, Measurement bias, Experimental bias, **Design bias**, **Interview research bias**, Quantitative research bias, Qualitative research bias, **Selection bias**, Systematic bias, Choice - supportive bias, **Confirmation bias,** Congruence bias, Distinction bias, Information bias, Omission bias, **Outcome bias**, Status quo bias, Unit bias, Zero - risk bias, Subject bias

SAMPLE INTERVIEW TRANSCRIPTION

ACADEMY 14

Key:

Bold Comments	**Interviewee responses**
Non - bold comments	Interviewer questions
Italicised comments	Inserted by interviewer for clarity or confidentiality reasons

Just to give you a bit of background, I think you may already know, until August I was the principal of Petchey Academy, founded it from a white sheet of paper six years ago nothing there.

.
D
A and I are both also doing doctorates at the moment.

D
I am only one year so I am alright.

And where is that, in University X?

Yes.

Just to say formally because it's being taped, I am recording this. It will be transcribed, I will e - mail you the transcript so that you can see that you are happy with what you have said and the nuances of what you have said. Nobody will be identified in the eventual writing of the dissertations.

Just to put the thing in context I have got a very few quick answer questions, Can I ask first of all how long you have been the principal in this authority?

D

Well I was the principal of the academy, I was appointed first of all as Designate a year and a half before it opened and then this is our second year of opening. So the academy has only existed since September 2009 so I have been the principal of the academy for a year and a term and before that it was a year and a half as Principal Designate.

For the record we know D's name, sorry I didn't catch yours.

Response removed (Confidentiality)

Fine, and can I just ask as part of it, in terms of your own career progression would you consider it as or describe it as traditional in the sense of teacher classroom, head of department, then on to senior management then on to whatever, or has there been a twist somewhere on the way, commercial experience?

D
Yours is traditional

A
Mine is completely traditional.

D
Mine is slightly less traditional in as much as my role before this was to form an All Through school and I did that by amalgamating an infant, a junior and a secondary. So I did that and I write on that and speak nationally on that, and that is a concept that is very much where my heart is. We haven't got it here yet, but that will be for the future.

Excellent, thank you.

Is there a mechanism here for all secondary heads to meet together regularly?

D
Yes, and we play a key part in that because the University particularly are very keen that we were the kind of academy that works with local schools not as some have set up almost in opposition to, and so I am one of the key players in that. I am also on the Strategic Board which meets to co - ordinate that work. So yes, we have a very good relationship with the other schools.

And that Strategic Board co - ordinates?

D
Yes we are actually appointing, we have set up a company, we had a governors' meeting last night to do with setting up a company between all of the schools in the area, and once we get the Articles signed on the 20^{th,} then we will then be able to work hopefully a bit more innovatively with particularly the wandering Year 11's and also an alternative provision.

Could you talk a little bit about how you actually got to that point of the agreement amongst that group to form a company, because that's a legal commitment, possibly a financial commitment?

D
Potentially, I mean the documents are here; do you want to carry on because this is my Chair of Governors?

Chair of Governors arrived to discuss school temporary closure because of loss of water supply, then left the room.

A
But the governors are very keen that we don't close ever under any circumstances.

Who is your Chair of Governors?

A
Response removed (confidentiality)

And is he university based?

A
No, he is from the Commercial sponsor side of the operation. In terms of background principles with regard to collaboration, because of our special relationship with the university, they were very keen that although their name is above the door we shouldn't be the sole school seen to be being helped by them because, of course, they have a relationship with schools all across 'town X' and the county and the country for that matter. Consequently we are perceived as a gateway through which other schools can access university facilities and a test bed, and those things are lying behind that impulse, one of which you are just about to explore, in terms of the set up of the Virtual PRU. Now I wasn't in on that set up.

I will come back to that.

But that whole process of having the unique selling point of being the academy with strong links to *University Y* is something we want to hold on to because it's bringing us families, all sorts of things are happening there, but we mustn't, everything we do must be replicable otherwise we then are seen to be drawing university resources away from other schools in that the way people, you will remember the way people first reacted to academies and even to the CTCs before that. They were seen as a drain on resource.

Could you just comment on the management structure here? Principal, one vice principal, you need to presumably have a few AVP's on the ground doing the day to day things. What is the structure here?

A

There are four assistant principals and then four directors. Now again D will always speak better on this than I will, but the way the directors are conceived is to have the potential to go cross - phase so they are non - traditional. There is a Director of Student Voice, a Director of Specialism, a Director of Innovation, a Director of Lifeskills and a Director of eLearning. The typical titles that one would expect at that level of leadership are not present. The Director of Specialism you would expect in an academy, but they are designed so that when, if and when, the All - Through gets set up then most people can continue their work without re - designation. But I think it's fair to say that in conception the management structure is fluent and designed to both accommodate change and cause change. So my immediate colleagues often slip into the language of line management only to be chastised by D, because it is a structure which is actively non - hierarchical but everyone perceives the hierarchy because that's how we feel comfortable and that's what we have grown up with in our careers. So one of the consequences of that, for instance, is that our subject leaders are on TLR2 which means that, you know, every once in a while we face a recruitment problem because a head of English, head of maths is going to be looking at a TLR1 in most schools and so we need to address that in imaginative ways so our current head of maths is also Director of E - learning.

So you top up in other ways.

A

Yes.

I mean one thing, I was up in Nottingham yesterday at the National College, on the board there for research for looking at a number of issues and they talked yesterday about the three to four year syndrome with any new academy, but in particular when you are starting almost from scratch, that by the time they get to year three your people will want to take flight and move on and do other things (a) because they have been up - skilled and they are very marketable people, but also sometimes they want a school with a longer predicate in terms of their own performance and where they are then moving on to. Have you thought about that here?

D

I mean I have actually actively encouraged a little bit of movement, I mean we have got the opposite problem to a certain extent I think, you know, it's nice that staff really took to what we have tried to do. We have very much tried to bring the staff on and that seems to have succeeded because there is a number of staff that perhaps didn't want to get engaged before the whole process and they didn't come over. But of all those that came, staff are generally very positive and we didn't have a single member of staff leave last September which is certainly unique in my own career, and you know, again because people, well alright, they were moving into this building but they

were excited about for many they had worked and wanted it, so they are excited.

Now inevitably we need to start shifting the curriculum to meet the needs of the future and the kids, and we also need I think to keep a bit of a turnover. So I'm not worried about that at all, I think it brings in fresh ideas and fresh chances and I think my beliefs and leadership are not, I mean Charles Handy's work I have always found very interesting and Charles Handy refers to box jobs are virtues, doughnut jobs he calls them, but you know, and very much if you have a structure which is built like an old fashioned pyramid the scenario you mention is a problem because what you eventually, actually do is you then say, 'Blimey we have got to replace those bricks with similar size bricks'. When you have a more squishy kind of amoeba process that we have got, what you are saying is, 'Yes we need to make sure that those jobs are done', but that might be done by shifting the lines of responsibility or coaching so that it becomes exciting and it is sometimes enables you to do things that you thought you couldn't do. It's amazing how many times we have already done, we had somebody move last month working in a support level who was leading the sort enrichment area, and what we have done is use the chance of him going to advertise, it's actually a slightly lower paid job, but that wasn't the reason for doing it but actually different, placed it in a different part with different things which is actually I think going to be a lot more powerful for us, and so I see that moving as a relatively positive thing as long as it's not too many.

I want to come back to the company but if I just put in for the moment, obviously in terms of doing this dissertation you have to have put in definitions and all of that kind of stuff in the dissertation and I have looked at a lot of definitions in the literature around collaboration. What are your views?

D
I mean I came into the group as a newcomer because I was part of, my last school was in 'Xshire' so I had nothing to do with *Town X* because it was right at the edges of 'Xshire', so I came in as a complete outsider but a relatively experienced head, and was somewhat surprised by some of the archaic activities particularly around Fair Access Panel and also surprised by the enormous battle that was going on between schools and the local authority. What I was able to do was bring a fresh perspective to that and so I then ended up sitting on the steering committee and I knew somebody, because the heads were frustrated because it was going around in circles and the circles seemed to be, you know, we want to help the kids but we don't want these Year 11s put on our roll because it affects our results and the local authority is saying there is nothing we can do about it so here's the kids. And that circle just kept going with everybody just getting crosser and crosser and standing their ground. Whereas I knew that across the country in different areas you can get quite innovative answers. So when the local authority said you can't do that I was able to, and particularly as an outsider of the academy, say they are actually talking rubbish, you can do it. It's

whether you want the will to do it until you find, you know, can you find the thing to do.

So what I did was I pulled in somebody who works for the DfE or what was the DFCS then or whatever they were at that particular point, DCFS, where it was *'Z'* who is a *person* I worked with because I have done a lot in All Through education, *'Z'* helped me a lot. *'Z'* worked for the Innovation Unit and because *'Z'* was really good, and used to work in a behaviour setting and I knew that *'Z'* had worked around the country in trying to promote this kind of activity. So we got *'K'* in, the heads had got a little bit of money which they had got from the school forum to try and grasp this. The local authority to be honest were also keen for heads to grasp it, that it's a hot potato they wanted to get rid of, and they were more than happy to take this aggravation out if we could do it. So it was out of that *'K'* then did the work at DfE that was needed, we have got *'Y'* who are some of the top educational lawyers involved and we've worked with the heads and we are at the process where we hope everything will get signed off next week.

So you will then have a provision, an alternative provision, for Year 11 pupils that any school can access.

D
Any school can access, but again we are providing, we are doing it in stages. The first stage is to get the Year 11's that are floating on to a roll and something being done with them, but getting on to the realm of this Virtual PRU, but using the facilities of the real PRU and of the schools and the idea is not that schools wash their hands of them but that schools actually very much engage with the kids and the parents and try and do something, but their figures actually go onto the Virtual roll. But then at the next stage after that we are looking at setting up, looking at the company then actually possibly starting being a provider of alternative provision. We are looking to employ a worker who will just *do that*, we are just interviewing at the moment, who will be the person who does all of that pulling together of that group of twenty or so Year 11s that we are looking at initially, but the idea is that they will then also start with this group and then we will be commissioning quality provision because there is a lack of it in some areas around *'Town X'*.

In a way we could describe that as social entrepreneurism because you are actually creating a way of solving what is an ongoing problem nationwide. Do you foresee this company then moving perhaps into the other side of entrepreneurial activity which is actually creating money in a sense of trading services, training, other activities within the group and beyond the group?

D
I think there is a possibility of that. I mean it's complicated by the politics around *'Town X'*. It's much easier when you focus just on the kids and as you said, the social enterprise then nobody has any issues. The moment we

start talking money there is going to be some questions around it and we have a really interesting position. We are an academy that wants to work within the local community and working within those schools with the School of Education as a major partner. We have no choice really – not that we want one - because the School of Education needs to have excellent relationships with every school.

Right okay, fine.

I wonder if I could explore please from either of you any other examples you have of collaboration and ways in which you are working either with other academies or within *'Town X'* on particular projects, and its how you get to the point of it actually being effective is what interests me.

D
It might be interesting for A, because I mean I took the collaboration with the university. Alright it's a sponsor but I think this is where it is actually extraordinary if you take the whole process and the reason why I want you to talk to A because I think it's worth *it*.

A
I think there are three territories where we are active. One is as a research organisation: that was the first phrase that struck me when I was applying for the post, and this is all in relation to collaborating with the university and through the university with other organisations. In the first instance we tackle each problem as it comes up in a research way, so our dominant mode of addressing issues from the simplest thing like where should we hold the morning briefing all the way through to the most complex issues like how do we shift the inertial force of literacy shortfall in this community. We are addressing in a research fashion and where the simple answers are, well we'll try both venues for the briefing and see who likes what the most, all the way through to establishing a think tank at *'this academy'* which is addressing the questions of literacy, looking at family literacy, looking at community literacy, looking at what we call the sprint and the middle distance and the marathon. This refers to how we change things for our current Year 11's who mostly come through the predecessor school? How do we change things for our Year 7's who have come through the primary system and then how can we make this problem not come up again?

Sorry, can I interrupt you, beg your pardon. In that kind of aspect would you have access to people at the School of Education to bring their understanding from academic studies into that research into what works?

A
Yes. The think tank consists of our key players in terms of this organisation, three professors, one of law, two professors one of English one of education. 'W' from *'Town X'* who is still engaged with us so that there is the *'Town X'* collaboration as well, because it is important that the other *'Town X'* schools

know what's going on in that conversation and *'W'* is the conduit that allows that to happen together with two, three other professionals from the School of Ed and all of those people have a remit to look after other people outside of the room so to speak. But they are all bringing in, I mean *'R'* is one who is professor of English there, *'C'* is another who is now emeritus professor at the School of Ed, but those two between them bring an astonishing array of expertise, experience and skill to bear on that single focused question.

The other big ways that the collaboration is in operation is, one is through CPD for our staff so we now have twenty one colleagues doing masters degrees, with varying degrees of panic and all the different things that come with that, but that really does influence an awful lot of conversations and the more of the reading that people are doing the more intense the understanding people bring to bear is enriching the level of conversation in the staff room.

Do you support those financially?

A
We have been creative in our, no that sounds as though we have cheated, we haven't. Because we appointed all of our middle leaders since September 2009 they all qualified for TDA funding for the MTL. So our NQT's and our middle leaders, that's heads of house and subject leaders, all qualify for funding, but we have got some people who wanted to engage outside that and we fund that.

We are also funding a masters' programme for the whole senior team which I am absolutely certain I will write a book about in due course. It is quite astonishing because we have weekends away because we simply can't fit the masters' work in to our daily work and so we go away to a nearby hotel on a Friday. There is a meal and a drink as a kind of recompense but we work through two masters sessions Friday evening, Saturday morning, and then have lunch and go and try and reconcile ourselves with our families. But the spin offs from that are remarkable because we've drawn this thing together. The four assistant principals were all deputies and assistant heads in the predecessor school. The four directors who were also engaged with this programme, two are from the predecessor school, two are new and obviously *'D'* and I are both new and we are both doing the masters' programme in spite of the fact being on our PhD's because in terms of team building it is astonishingly good to work as a cohort through this MA process.

There are also smaller scale research projects going on, so when somebody wants to try something out then we structure it as a research project and the data capture and all the rest of it is done in quite a formal way. All of that then influences what we are doing in regard to making day to day decisions, making the big strategic decisions as we go through the process.

The other territory of course is that we are the subject of research so, and from that we will take all the Hawthorne effects we can grab thanks very much. For instance someone is researching workplace mathematics and so we become a test bed for that work and that means we get spin offs for our students in terms of their vocational work and so on.

There are a good five or six external research projects, we are a health academy and there are a couple of health projects running. All of that means that we are finding ways to activate those relationships because a relationship with a university is almost an impossible thing to have because it is too big, there are too many people. But we are the size of a middling university school. We are smaller than the School of Ed but we are bigger than the School of Social Science.

So that's incredibly useful to us, *'this academy'* fits into, the university schools in a site relationship. We are now getting bookings so yesterday the School of Ed's ITE team came to us for an away day so they were having their discussions up here and we were literally just hosting them. There was no interaction there. They were on their own in our conference room. But starting to be seen ourselves, the number is a bit uncertain, we are calling ourselves the ninth campus, at the moment, of the University of 'P' because they have some *campuses 'abroad'* and all over the place there. It's a moot point but what that is starting to allow is that the open learning materials that the university put up on line are becoming accessible to us. Because we have so many masters students the university libraries are now accessible by our staff and of course there are spin offs for colleagues who aren't on the masters programmes in that regard because we are downloading stuff hand over fist. But the Information Services Team at the university are now starting to think of us as members of staff so that if our staff members can start to have access to university resources then we are cooking with gas.

So it changes the culture within this organisation significantly doesn't it, than that you might find in other academies or certainly in other maintained schools that academic, for want of a better word, reflected view of what education is all about and how to solve some of the challenges is certainly enhanced by, significantly enhanced by, the university.

You talked about the fact that the university, both of you have said that, the university works with all schools, so if we think about the project you described at the beginning on literacy and no doubt you are not the only institution where literacy and white working class restricted code is the issue, do you see or have you already begun the work coming out of that think tank of being disseminated to other institutions within *'Town X'*?

A
'Town X' has set up a think tank of its own upon which two of the members *'W'* and *'D'* who is one of our governors also sit, and so the work is being reflected across both groups, and of course, 'the town' one is working out

into all schools. But the other way that that dissemination is going on is laterally so that for instance *'the Post 16 College'*, which sits just above us on the hill, is a national class ASA2 sixth form college with whom we cannot, wouldn't, compete as a *'town'* school with a new sixth form, a tiny sixth form, at the moment. So that's led us down a vocational route post - 16 and of course, you know, you were talking about 14 - 19, 16 - 19 collaboration is (a) hugely encouraged and (b) hugely fraught, not least because of the emergence and collapse of things like the Diplomas. With the result that *'town'* collaborations, 16 - 19, has been very, very shaky and we caught just the tail end of it as it was imploding really, and people are moving away from Diplomas and into BTECs and so on, but because of, I will say because, at least in part because of our geographical proximity and partly because of our relation with the university, the *'Post 16'* College and us share sixth form students and there is an entrepreneurial angle to that because it allows them to have more students than they can have on their books so to speak, but we pay them for the provision that they provide. But what it means is that where we have a shaky or what could be a shaky Creative and Media Diploma, because they can offer additional specialist learning in photography, media studies, film studies which we couldn't in a million years offer, then we can offer our students a broader choice. Many of our students are intensely parochial, none of whom would under normal circumstances attend *'The Post 16'* College, their carbon footprint is huge, they draw in from *'Lshire'*, all over *'Mshire.* But almost no children from these estates attend *'The Post 16'* College which is a terrible, terrible shame.

Because that's far too aspirational?

A
It's ASA2 and they have an incredibly good reputation and they have very stringent entry requirements net result being that when we started to build this place the kids who were at *'W'* school, the predecessor school, said, 'Who's that for then?' No idea that this sort of palace that was rising up behind the old 1950's school was in any sense for them. But now what we can do is we can continue the kind of wrap around pastoral care that the youngsters from this estate need if they are going to keep being coached up the calibrations of achievement whilst releasing them into *'The Post 16 College'* with a safety net and they can do their ASA2 studies and meet some of the kids that they think are posh and discover that they are not and so a little bit more interaction.

So it's lots of small doorways that we can open up through collaborations like that of course because of the university our other sister academies across the north west of *'The Town'* are also keen to work with us and our neighbouring schools, *'A' and 'B'.* *'B'* is in *'Town F'* which is one of those situations where a single road divides the wealthiest area of *'Town X'* from one of the most poverty stricken. They serve that community, the *'B'* community, its CB designation use to be Dallas back in the *old* days. But we are talking with them about other collaborations. It's one of those things that

the university is a kind of lubricant to all of that and it's an enabling force that allows us to make these connections and it can be seen to be of mutual advantage.

One of the other territories we are working on, for instance, is school to sixth form to university transition and university teachers are telling us, you know, 'What are you spending, what on earth are you spending your time doing? Why aren't these children ready for undergraduate study when we get them?' Of course that's a big challenge to the *'Post 16 Providers'* but it's a challenge for us now too until equivalences are done away with. But what we are therefore doing is working with the professional development team at the university and with *'The Post 16 College'* to host a sequence of conferences about preparation for undergraduate work and in the spirit of All Throughness, we are now starting to talk about 4 - 21 and starting to say what kinds of induction do universities need? What kinds of teaching do university teachers need to think about if they are going to successfully widen participation and start to get youngsters who are qualified to attend university, but whose qualifications are a bit precarious in the sense of not having been built up in a sound grammar school kind of way, to I am now ready for undergraduate study but they are standing on a kind of teetering pile of qualifications which may or may not make them ready. So there is that kind of thing just pulls in laterally at sixth form level all sorts of other people.

I suppose thinking back what we have heard so far, as a really comparatively new academy with a predecessor school where young people did not have high aspirations of what they could do, issues around attainment perhaps in the predecessor school, it's perhaps very early days for you as an institution to have formed a lot of different collaborations where your people are going out because you needed to concentrate and get it right here, in terms of your ethos, ways of working young people's hopes and aspirations where you go. Do you see things developing over time, have you got, aspirations of where you feel the academy could take these young people, sorts of things that you want to do that would be best served through increased collaboration either different things with the university or with other schools or the college?

A
That's a huge question.

A
If we are a successful school what we will generate is a kind of social economic churn because what we will succeed in doing is empowering children to migrate from this area. As long as the housing stock is as it is, this isn't about to become a leafy community and so we will always be working with families who are in some kind of distress. We will always be working with chaotic lives. I think that is going to be one of our givens.

The other half of that equation is that if *'this academy'* **were a recruiting strategy for the university it would quickly be seen as being a very, very bad one. If what we were doing was scouting and grooming the academic youngsters who might miss the net because they are in this community, then there is always going to be a relatively small percentage. At the moment it's zero but we hope to change that. But what we are looking to do is to discover if the university engagement with Higher Ed in general will permit those youngsters who are going to reach their academic peak at level 2 and level 3, also to benefit. And those are the places where lateral collaborations are going to be more useful. So we are already transferring youngsters to** *'College H'* **where they have a strong sport interest and that their Diplomas and BTECs are all structured around sport and that's their specialism and that's what they're exceptionally good at doing. But that's when no one from this estate used to go because they were** *'Post Code O'* **and over there is** *'Post Code M'* **and the twain shall never meet. But minibuses are now shuttling back and forth between those areas.**

How did you get children to agree to do that? When I have been going round talking, a number of academies, a number of schools, have said children will not move, so we don't do that kind of collaboration because children will not move, and you have said exactly the same thing in a sense that, you know, the children would never have considered it. So how did you break that down?

A
Child by child. *'Student Y'* **in last year's Year 11 just missed a range of C's in his/her GCSEs, is one of ten kids who kept the percentage down etc. Had a series of conversations with the PE staff, with me, with D to reach a point where he thought that's where I need to go. It will always be kid by kid, family by family, but the pattern that the research we commissioned before we started showed us, was of youngsters launching themselves into something a bit more remote, with hope in their eyes and then dropping out after a term or so. The way we are attempting to offset that element is by keeping the pastoral availability to those youngsters, so** *'Student Y'***, even though he is not on our books, we still see him here and he still has a kind of drop - in facility.**

The *'Post 16 College'* **collaboration, they are on our books and they have a pastoral base here. So it's about maintaining the care, maintaining the communication and the contact in spite of the fact that we have no legal or we have a moral responsibility to them but they are not nuisance students anymore, and what had tended to happen in the past was that they left** *'our predecessor'***, if they left it at all, and they either became NEET** *(Not in education employment or training)* **or they went somewhere. A couple went to** *'The Post 16 College - S'***, dropped out immediately, or went more frequently across to the other colleges in the city and they just dropped out of the courses because there they turn up, don't turn up.**

Nobody worries.

You mentioned College 'S, which means?

A
I always want to call it *'College Q'*, that's why I hesitated before I said it. It's the 'Town College'. While I was out I was in the county for lots of years during my *'Pshire'* career. It became known as 'S' because it is 'S College' *'in the Town'*. It's a sixth form amalgamation of several places*, 'E and F'*

Oh *'S'* is right in the centre?

But mainly around the university.

We are now moving on.

And now focusing on entrepreneurial academies and in a way you touched on some things already today.

A
I'm surprised I because I would think this would be the place we need D.

A lot of people think in terms of entrepreneurial activity as being strictly financial. Emerging from the research more and more is the concept of social entrepreneurship and the conversation you have been having is very much linked with that and how you move children on, their social capital and so on, you have described some of the ways in which you have done that. If I could just get a little model up here. If we talk in terms of academies or any school for that matter, we are focusing on academies, in terms of three descriptions, innovation, intrepreneurism in other words doing things from within using the skills and your MA's and all that sort of thing, and then entrepreneurial which is strictly actually looking at the world and saying we will take a risk, because we need to take a risk if you like. If you think about a triangle there, where would you kind of formulate this academy within that triangle? Is it more to one side or the other or a mixture or are things moving around there?

A
I think that changes from day to day, let's bring D into that model because it ties up with some of the stuff we have been talking about social capital on our away weekends, about linking capitals, and so on. Would you mind just

D
I apologise I may have to go out again. It's all about fighting the builders.

Fully understand, Okay.

I just started off by saying if we are describing academies using three descriptions, innovators, intrapreneurs and entrepreneurs and I am kind of now coming towards away from the linear model which I started and I am now coming to a kind of

triangle because nothing ever fits right does it, and you bounce around and I have a kind of mental picture of a ball inside this triangle just bouncing off the different walls at different stages and I think the question I was posing is, where do you see yourself fitting in that triangle, if at all? Maybe you have got a different concept, I don't know?

A
I can see the relationship between intre and entre but innovation seems to be potentially engaged with both so an innovation could enter an entrepreneurial setting or, you know, our, in some senses, financial capital model of TDA funding for master's courses and so on. So I'm pretty certain that we are bouncing around and what I'd said initially was that it would vary from day to day and you will actually place a strategic emphasis on innovation. D's done that across the course of this last month. Innovations in teaching and learning and that's been what you are defining as intrepreneurial within the organisation. It doesn't mean that it will stay that way because if we are successful with those innovations, our research edict is going to take them into an entrepreneurial at least in terms of knowledge capital.   That's why it says "Research, Development and Knowledge Transfer" in my job title.

That in a sense is a kind of entrepreneurial stance. It's not one I have come across in other academies and clearly it's your brain child collectively. It's using up quite a bit of your financial capital in a sense you are investing in the role that you have got.   In the sense of day to day are you hands on here?

D
Yes he supports the realms of literacy, teaches actually Year 11s, but I don't think it's tying up the capital because when you actually look at having a partner like the University of 'X' which nobody else probably has such a committed partner as we do in terms of numbers. I mean I have heard of some universities that sort of have a half hearted look, half hearted is probably judgemental, but having less committed response and would usually be with the School of Ed. We have a relationship with the whole of the university. We should have the chancellor coming this afternoon, not just the vice - chancellor but the chancellor who is coming from 'Country T', he is not going to come because again the university believes the buildings, the kids, you know, the school, the academy is built for the kids and not for the building. But if you take 6,000 members of staff, 30,000 students, to pay the wage of, or part of the wage of, a vice - principal towards making something of that because it's absolutely clear you cannot leave that kind of relationship to chance, it would just be impossible. You have to have somebody whose role it is to see those two worlds because they are very different worlds and two worlds have proved such richness to each other, but I don't have an issue at all with placing a large amount of resources there.

But I mean I think in terms of the model question, I'd agree we are not in one place. I suppose I would never see myself confined in a triangle. I mean I'm much more, I like the Clare Graves work on spiral dynamics and I'd see much more, I don't personally don't believe that academies are any different per se in organisational behaviour as any other place. I believe that what an academy does is because of its unique relationship that it can form it isn't as constrained. So it is more able to act as a good organisation, but I believe that schools can also act as very good organisations as can, you know, the model itself doesn't dictate the outcome, it's the people inside it. What the academy model does is make it easier for people to sometimes perhaps form that. So for me I see it in much more as a spiral than a confine and we have to change our behaviour. I mean if you look at Graves' stuff, Graves talks about organisations having to shift so, you know, yes we have been through a phase so we were very much, we inherited a tribal organisation. We had to then turn, start looking at ourselves to find out where we were and what the factors were. We are now going into an area or order. The following area from order is enterprise. Now I can see parts of us stretching an enterprise because like moving up any spiral staircase, different parts of the organisation are moving at different speeds, so there is some parts that we are needing to put an order in that we didn't in the first place and we didn't put the order in in the first place because we were very aware that we needed to get the people buying in and where we were and where we were moving, and it's about recognising that at any one point an organisation may need to change its activity and where being an academy helps is that it allows you the flexibility I think to react quicker than a normal school would do so that you can actually spot you're changing what you are doing.

We have both been heads in maintained schools and now academies and I had a grant maintained first of all. I would argue perhaps that actually for the maverick head in a local authority, the degrees of freedom are not that less because you ignore the LEA.

D
Yes and that's what I used to do at *'School G'*. I was seventy miles away from the local, from the LEA central office, so consequently they never came up very much and they just let you get on if you are confident enough on what you were doing. So yes I would agree with you but still there is an element of looking over your shoulder a bit, but I think yes, it gives you license perhaps an academy does to do more of that, but I don't think, you're right, there is good heads are good heads.

That's certainly contention that is coming through in the research I am doing, it is only the dependency valued heads who turn to the LEA and say, 'What are you going to do for me?' that actually are restricted. The rest simply just go off and do their own thing, what was the word, phrase we heard yesterday, and 'do the parents later'.

Part of my kind of questioning is linked to the McKinzie 7S model. Now I don't know if you are familiar with that, but if I just leave it in front of you as you can see it from where you are. With those major areas whether it be what you deliver here is a product, your staffing, organisation and so on, what would you pick out as being the difference here compared with other academies or other schools? What are you doing differently which we might regard as entrepreneurial or maybe we haven't even discussed it that way? The staffing arrangements, national conditions?

D
I mean virtually all of those, I mean, if you work round clockwise, style, the uniform is very much, you know, it's quite a snazzy uniform kids really like it, I personally don't put uniforms on their own deliver anything but I think the change sometimes can and it can be signified, like most things I personally believe where a number of academies go wrong, and certainly some of the larger organisational ones, is that they always believe that there is a mechanism of change which is just a repeatable recipe and, yes we do this and we do that, and I think there are some recipes to make some short term gains but I really worry that they actually might have long term detriment, but I think the uniform.

Sometimes chains do that it can be the same wherever you are.

D
And I think that misses some really important points because I've been to some successful schools that have no uniform, uniform per se does not do it but the symbol it brings can do it, you know.

There are two 'X' academies aren't there?

D
Three *chain* 'X' academies, we have very little communication between each other.

That's interesting because the ones that we have been talking to are

Not i*n chain* 'X'.

Other chains

Are highly centralised organisations

D
This is very much not, I personally wouldn't have been prepared to be a principal of a centrally organised one and, you know, I chose this because the sponsor (S) is a retired philanthropist, he owns a number of companies, but his view is we pay you to run this D, get on and do it, and the major part was the university as far as he is concerned, he has put the money but the

university are the key players. Now the other two 'X' academies are faith academies. Consequently they have a very different feel. I have very little empathy. They are physically situated, one's down in *'H'*, the other is up in *'L'*, nice guys and I don't have any issues and it's not that I have personally have no, the only reason I would want to work with them is to keep 'S', who has been lovely with us, happy. But in terms of anything else, 'S's response to where we do, all he does is he comes in once or twice a year, he goes and speaks straight to the kitchen staff, straight to the caretakers and checks if they are there, because he believes his …. motto for all his business is *(removed – confidentiality)* . Always fascinating because managing that kind of relationship is quite easy. *'A'* technically also manages that relationship but it really is pretty straightforward. You know, if we are looking at….

A
What S says is 'Treat your people well' and then he goes away.

D
And whereas the university, if you ask the university to stand to say its ethos in three letters and it would roll around laughing for an hour and then present you a three million page dissertation as to why that was a very stupid question, and the fact that it can't, which is then why you then realise that you can't, so in terms of style and uniform they are actually slightly opposed to uniform, I would say the university in general, but they, like me, would accept that its part of a process and to where it is. But the last thing they would do is because if the university sponsors another academy which would be an interesting one, the only thing they are really interested in doing is the process behind it. They are not at all interested in whether it should have a uniform or what it was because they would want that to evolve from the first principals to make that a successful relationship.

It sounds very similar to, my sponsor was 'R, a business man and he was very much of the same opinion, I pay you, you do the job, if you don't do your job we get rid of you, simple as that. You are kind of going round.

D
Taking that very much definitely, yes we have done that, and we are there, but I think you just have to be careful not to read too much into those things, ethos is deadly important but the ethos for us is being about changing aspirations, so, I mean*, 'A'* came up, do you want to go through your CCA?

A
Oh yes well that was an attempt to summarise because *'S'* kept saying what's the simple message, so we have said *(removed - confidentiality)*. So you have got the one which is an energising force, one which is an ordering force and one which is a lift off.

D
The university have been happy with that as well.

A

We have been able to summarise the ethos and the mission statements into that and chart it, so that they're words which are big enough to do the job, and I would tend to agree entirely with the shared values being in the centre of that. The metaphor I have been using of late is the tug boats metaphor so we have a huge inertial force which is the social economic deprivation that we are dealing with. It expresses itself most powerfully in the literacy but it's more than that. It is attitudinal and the uniform was a tug boat, gave a bit of impetus in an aspirational direction. Getting kids round this, you know, public school style piping on the blazers, such as you get in academies and stuff. I would categorise each of those things around the centre of shared values, as tug boats were, my prime one would be staff and I think if I was, I think that's where we have done most of our work in the first year was in getting people on side.

D

But not by doing what their terms and conditions are as being the opposite of a standard academy approach was that we came out and said we are not changing terms and conditions and that again is part through the university, because the university is dealing in how can it hold its head up, I'm working with other schools its own "changes terms and conditions". The Commercial sponsor push would have been much more, you know, 'Let's fight the unions, let's do this, that and the other' and there have been more difficulties and that's why there isn't a close relationship with the Commercial sponsor because that is very much different to us to the other Commercially sponsored academies, because our view and the university's view is you change the people, you change the attitudes of the people and you are changing the characteristics of the way they work, you aren't doing that, you are doing that by internal change not by external, you are going to work here on a Saturday morning or you will be in bother. We do have staff here working on a Saturday morning. We've had staff working in the evening and all sorts but they are all doing it because they want to do it, and that's very much the kind of angle that has been prominent in the viewpoints that you make. You bring about change by trying to bring on everybody and encouraging everybody and I think, in my view, where some academies go wrong is that they assume that's going to be difficult so they go to the legal viewpoint, whereas we would say that actually it usually works and for the one or two people who are still going to play it awkward and not do, they probably wouldn't have bought into that system anyway and, you know, do we design a system for the one or two who are going to be difficult about, you know, working in different ways, or are we going to encourage those that really get it, and I think that a large number of our staff really get what we are trying to do and they've emotionally bought into it. They are working their socks off, they are tired out but they are doing it, they are doing their very best. This time in a brand new building not just for the problems we have got today but any day it creates issues.

Your product in terms of curriculum, how would you describe it in broad terms?

D
Has some innovative parts but it is fairly traditional.

A
It's largely traditional. It's going to be impacted by the English Bac because at Key Stage 4 we haven't got one foreign language. We have got history but not geography so there are things that are going to impact on that five subject core that will be coming in, so the best we can say I think is that we are agile on that.

Would it be fair to say that's a stage that this academy is at having to make up for the gaps that might have happened

No I agree

in the predecessor school before you can do the innovation?

D
I mean we have got an innovative, I mean we have got a competency curriculum which I think is going in a very good way, I mean I did quite a lot of work with 'J', so we follow a lot of the model that 'J' used, you know, learn to learn, ten periods so third of the week for Year 7's and Year 8's. It's interesting because even though we have still got a long way to go when you look at data we are looking at the Year 8 reading results, they are quite interesting that they have gone up quite a lot because our kids come in quite a long way below chronological age and the Year 8's really in spite, and I'm sure that part of that is due to the competency curriculum. So, you know, there is some interesting and of course we have flexible days, once every month we, you know, abandon the normal curriculum and 'A' leads that don't you.

A
So there are bits of innovation in there, we anticipate that there will be a bit less flexibility for that as we move forward with the new curriculum.

Anything else around there, point out as being?

D
Having systems that, well we have vertical tutor groups, which again we are very pleased with and that seems to have gone well. Trying to get a research approach to most things is definitely a different kind of system that we are, you know, even silly things like laptops. We didn't specify that all staff had to have the same laptop, we actually gave choices, and we said if you are doing this you review it and similar kind of view to homework and things that

we are putting a line as to what we expect, but the method by which you get to what you expect we're not specifying, so there tends to be a more

So what you dock them a cash amount to

D
We have always said, you know, well we had a range, but we gave them effectively a catalogue, these are what you can have, you can have, this, this, this, you change and this is what you have got. Some have bought, some have had theirs and now wanting to swap them back because they've realised they had made the wrong choice, but they made the choice and not us.

We are doing some early entries, so strategies let's say, yes we have got some quite, I mean we had poor exam results with our first Year 11. Well actually we didn't, did we, parts of them were very good it's just the headline bit, including English and maths, it wasn't so we are having to do some of the strategy stuff to try to make sure that we show an improvement is actually almost against what the university wants us to do and everyone else because again what people don't want us to do is to "cheat" for want of a better word. They want us to make real change and they can see that our strategy long term is going to make a massive change in the area, but we all realise that unless we show some movement that it's going to be very hard convincing people to give us the time to do that.

You have to get the intense scrutiny off your back don't you to be able to do it.

D
So we are doing a number of things to try and make sure that we do see change, and even from, you know, we have got early entry maths, we have got nearly, we reckon we have well over 40% in that which will be excellent. What we are doing is the kids who are then freed by that, are then having extra lessons in literacy with 'A' and with another teacher and so we are doing all that kind of stuff to try and make sure that we don't end up being stuck.

What was the other things, structure, yes extended days we have already mentioned, you know, we have changed and done that and skills and training day, we have got, I mean obviously with, how many of the staff, a third of the staff involved in masters, so again we work very much involved with skilling.

I can see longer term the way you have been describing the research approach amongst staff, I can see that rubbing off on young people in to much more independent learning and, you know, aspirational things because it's just the norm around here is that that's what you do and I can see that longer term can be really exciting, very exciting atmosphere.

I think certainly from my point of view we have covered a lot of ground there actually. I mean the research basically as you say we haven't come across before, and I dare say that's probably why, you know, it's what you want to do. But actually I can see a lot of social entrepreneurism going on and that's really why I am now moving towards in the research away from the financial side which is what I think the Government thinks academies are about, that somehow we use the vast empires, you know, the commercial interest and we somehow use it to our benefit. We may do but actually that's not the prime job.

D
No, and I think that's where, I mean the university link has been fascinating and I think this is, I mean I have picked up Jim Knight *(Minister of State for Schools - 2006 - 9)* last year and everything was very excited about what *'Town X'* are doing with us, but when I spoke to him or others you got the feeling that what they thought was the School of Education knows what to do and therefore is going to tell you Mr Principal how to run this and the reality I think couldn't be further from the truth. Actually the university's concept of the whole thing is much more as you have just described it, it's about social change and it's about, you know, how do the university really involve itself when it's been working in the area three or four years prior to us taking over. It commissioned a top playwright to write community theatre. They did three plays; the last one was at the opening ceremony here. Again people coming to those would find them really odd, but the university has a much broader view of change and that's not surprising when you think this is where the learning is because they know that community change is not just done by putting kids in a uniform and making them come to work on a Saturday or whatever else. The change is about how you change the communities and the university get that so they are investing in the weirdest of things from, you know, as we said from plays to fairs to reading groups because what they are wanting to do is get excitement. The Pro - Vice - Chancellor (PVC) one of the top universities is now kept, because it was a tenure for only four or five years, *the PVC* oversaw it, stayed part *(of it), is a* governor, is *(a senior member of the university)* but… is actually employed now direct to the VC to manage the academy's programme. But *(the PVC)* doesn't just, *but is* here as much as I am. *The PVC* was on the phone a few minutes ago on to this and that, *is* part of the singing club that meets on a Tuesday night, *and* throws him/herself in to being part of it and that's very much in the relationship is about the people. The bonuses are about the fact that the people who were forming relationships just happen to be the top literacy expert in the country or the, you know, but the fact that our masters is being and PhD's are being run by Professor *'R'* has done loads of work such direct to government. So the Professor was saying to us 'I have just written this paper on effective leadership' and our leadership team are seeing that before it goes out.

'R' gave me a very hard time on one of my assignments, a very hard time.

You probably deserved it.

Thank you.

D

'Z' is the other one 'Z' gives everyone a terribly hard time on everything. 'Z' is a national, well international, expert on particularly citizenship and impetus social change. So again we are not, it's not as if you have got, you know, people who you can't respect we have got, and what they do is challenge us by asking us the questions. They never, ever say, 'Well this is how you should do it 'D'', but they make us ask, they facilitate us asking each other the question and going, 'Well we haven't got that right have we' because we don't like the look of it.

A

One of the most interesting things while I have been in this post I have come into contact with the commercial world much more strongly and the thing that has astonished me more than anything else has been how much that world operates on social capital. The financial capital follows it but it's the networks and communication, I don't just mean old school tie things, it's actually running on social capital in so far as I understand it and the money just pursues those connections.

It's what you were saying the Commercial sponsor approach, you know, *(Sponsor's Ethos statement removed - confidentiality)*

D

And that was interesting actually seeing that at the *sponsor's business*, that does all the 'Y' for large supermarkets really they do a lot of, but going and talking to the worker *who is preparing items for the super* markets ….and doing everything there because they actually still do have lines, but actually you can go and you could ask them *what is the company ethos* and they could tell you. They were cheerful and chatty and having a laugh about things and all the rest of it.

It reaches those people and it's gone all the way through the organisation.

But it's not rocket science is it? It's been around for a long time.

D

So that's why 'S' the first thing he does is go and ask, because he knows that if he went to ask 'A' …*(in the academy)…* or somebody else 'S' might just get a copy of what I have said, but ….knows if … goes to the person who is the receptionist, 'S' actually does …leans over to them and says what's it like, how are you feeling and what's good, and that's his temperature measure, as you say 'S' has gone that far and they are doing something. And we know that we are getting somewhere. It's a shame you couldn't see the kids and the people used to know the old school. It was a horrible place to be. It's not

a horrible place now, you know, it's a nice place, the kids are doing well. I mean we have still got some severe issues as you would expect.

But I think it's a change, I mean you said about that they didn't think the building, one of you said they didn't think the building was for them. The experience I had in my role in a very deprived community, two failing schools which were closed and we built a new building turned, it into an academy and they just said well nobody will, before it was built, well you won't do it for us. Nobody does anything for us it won't ever happen for us and the difference in their approach and wearing the uniform but wearing it, I'm proud I feel that I have got some value, is really very important.

When I went into that school as a supporting principal when I was in LA 'H' and it was like a jungle.

We were there a few weeks ago it was well, a world apart.

Can I thank both of you for your time? I do appreciate, but it's very good of you to give up the time. I recall when I was principal I was inundated with, you know, by people like me wanting an hour of my time, and I gave some of it, but I always felt it useful because it allowed me to reflect a bit.

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