

Review of the Leadership Strategy – September 2009

The leadership strategy was further developed in October 2008, when an additional strand was added (Intellectual capital). The present review has looked at the consistency of the strands, the action plans and the impact against our Improving Standards Strategy.

Context:

- All schools good or better
- Leadership is a priority for the success of schools and other education and children's services settings
- Leadership development is a corporate activity utilising the resources of many services in the Learning Trust, co-ordinated with local and external partners
- The development needs of school leaders, potential leaders and leadership capacity at all levels in schools and settings requires clear identification of short term and long term approaches

The leadership strategy consists of 6 strands, some actions within each of the strands overlap. On reviewing the 6 strands it is clear that there is overlap and that the strategy would benefit from some reorganisation of where key leadership activities for groups of staff would sit best within the strategy.

One such example is leadership strand 2 – has deputy head, assistant head, middle leadership, bursars, school managers – who all need different input, thus making it difficult to co-ordinate an approach to this strand

The headteacher leadership and succession planning have been developed further and evidence from actions taken under these strands shows an impact on improved outcomes, such as more good schools (80% good or better primary schools in 2008/09). The programmes identified under the headteacher development are linked to an audit of strengths and weaknesses: such as data literacy, leadership of learning, self evaluation skills, developing shared and distributed leadership. There is also now some additional support for good to outstanding schools through identified programmes as well.

There needs to be further work to identify the leadership development of secondary and special school headteachers.

With succession planning, there has been success with the new headteacher recruitment process, a significant increase in the number of headship applications: the aspiring leaders programme now shows several of the participants taking up headship posts and heads of schools role. The critical weakness in succession planning is the variation between schools on the importance they place on developing and growing their workforce. The role of governors in succession planning, not just at the point of headteacher recruitment, needs further development as well.

Intellectual capital – this strand is developing well, however needs clarity about how it runs across all the other strands to make a greater impact.

The leadership of governance is under developed and now needs to be a key focus on our development of strategy in 2009/10.

The wider children's workforce is a sub level of a borough wide strategy – just incorporating the LT own workforce development, this is well defined but needs further work to measure impact of this work. E.g. Graduate Leaders programme in Early Years and HLTA s

Recommendations:

1. That the leadership strategy has three levels of accountability

- Overarching lead for the strategy
- Strand lead
- Actions with in the strands with a lead person

2. That some for the strands are reconfigured to enable better deliver and alignment

- Deputy Head/Assistant Heads and middle leadership to move under succession planning
- That the development of the children's workforce is extended to incorporate the bursar, school manager, extended services co-ordinators roles etc

3. The strategy is reduced to 5 strands – with a suggested owner for the action plan and reporting on impact

- Headteacher leadership – ?
- Wider children's workforce – ?
- Succession planning – ?
- Leadership through governance –?
- Developing intellectual capital – ?

That there is a termly reporting process put in place to look at impact of the strategy which is linked to the Improving Standards Strategy.