	# Final Report
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Project	**New Models of Leadership in Kent Schools**
Contractor	**Canterbury Christ Church University**
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1. Executive Summary

Leadership in a modern organisation is highly complex and it is increasingly difficult – sometimes impossible - to find the traits in a single person…in the future we will see leadership in groups rather than individual leaders. (Crainer and Dearlove 2005)

The overall aim of this commissioned project, led by Professor Vivienne Griffiths and Dr Andrew Lambirth at Canterbury Christ Church University, is to identify new models of leadership in Kent schools, their characteristics, benefits and challenges to schools. It builds on recent initiatives in Kent schools as set out by the Advisory Service for Kent (2009), responding to an analysis and identification of school leadership needs (ASK 2008). We were particularly asked to look at:

- what schools have learnt from introducing new models of leadership
- how they prepared for change
- their professional needs in the run up to and during the change process
- the barriers to change
- the enablers.

1.1 Summary of work undertaken
The study involved:
a) scrutiny of available data on new models of leadership in Kent schools;
b) analysis of the literature and consultation material;
c) questionnaires to headteachers;
d) interviews with headteachers.

The interim report presented a description and analysis of the questionnaire responses, which dealt in particular with preparation for change and professional needs during this period of development. In this final report, analysis of the interview data is presented, together with analysis of relevant literature on new models of school leadership.

1.2 Key findings
- Origins of federations often focus on the need for a link between stronger and less successful schools, as well as community needs.
- Clear vision and aims are expressed, particularly by executive heads.
- Federation and community school aims are usually linked to community development.
- Federations are usually but not always in deprived communities.

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- Many federation aims included new buildings and/or a joint federation site.
- All federations had joint governing bodies or were moving towards this.

Benefits of federations:
- Greater support for headteachers
- Distributed leadership to senior and middle management
- Shared curriculum, within or cross-phase
- Sharing of good practice, teaching and pastoral approaches
- Shared resources
- Joint or semi-joint timetabling
- Wider offer of subjects, especially at A-level
- Joint CPD, including training for teaching assistants and trainee teachers
- Improved standards, attendance and behaviour
- Range of benefits to the community

Challenges:
- Resistance by staff, parents and governors
- Heavy workload, especially for executive heads
- Need to change school cultures, especially between selective and non-selective schools
- Financial pressures; not necessarily savings
- Pressures to raise standards
- Federations not generally recognised by Ofsted, so separate inspections

1.3 Recommendations
- Case studies and of successful federations and other new leadership models to be collected.
- Dissemination of good practice at headteacher conferences and other events.
- Training for executive heads, senior and middle management.
- Support groups, 'buddying' and mentoring for executive heads and headteachers.
- Training for governors, parents and other staff.
- Improved communication of aims to staff, governors, parents and pupils.
- Further research into the development of federations and other new models of leadership.

2. Introduction and background

In the last decade, the traditional model of school leadership with a single headteacher of one school has come under fire nationally and a range of alternatives have begun to be implemented (Harris, 2008). Federations, academies, trusts and chains of schools are all relatively recent additions to the educational landscape which, it is claimed, offer opportunities for new and innovative forms of educational leadership (National College, 2010).

The Education Act (Parliament of the UK 2002) provides that two or more maintained schools may federate under a single governing body, and sets out different possible models (see Appendix 1). Hard federations consist of more than one school but have a single governing body. This form of collective leadership practice can include primary or secondary schools, or both in the case of an all-through hard federation. A contrasting form of collaborative working is the soft federation within which schools join forces but retain separate governing bodies.

Both hard and soft federations exist in Kent, including those between selective schools and selective with non-selective intakes. Executive headteachers with responsibility for more than one school are commonplace within this local system where multi-agency working (DfES, 2004) and a schools-within-schools philosophy (see Fielding, 2004) are also characteristic (Speller, 2010). These and other models of leadership are analysed in this project with reference to a sample of Kent federations and schools.

Since the project started, there has been a general election and change of government. Current and very recent changes to government policy - for example, cancellation of many Building Schools for the Future (BSF) projects and limits to the numbers of new academies - may therefore impact on some of the project findings and reference will be made to this where relevant.

3. Aims and objectives of project

Aim 1: To analyse the nature of new leadership roles and configurations in Kent schools

Objectives
- To identify the rationales for new approaches to school management and leadership, the problems new approaches are to solve and the solutions they bring.

- To place an understanding of these new developments in leadership in schools within the wider context of the development of community and extended schools, linkages with other services and the operation of school partnerships and consortia.
- To portray the variety of forms new leadership models can take and the extent to which they are tailored to local conditions.

Aim 2: To examine the challenges and benefits of implementing new models of leadership

Objectives
- To evaluate the challenges and benefits of the new leadership models in operation from a variety of perspectives: those carrying out the new roles, school staff in other roles, staff outside schools, governors, students, families and community members affected by the new roles and structures.
- To explore any barriers to be overcome to implement effectively new organisational structures and roles.
- To explore the matrix of responsibilities, their coverage, interlocking and change (and intended change) over time.

3.1 Activities undertaken to meet the aims
- A literature search for articles and reports on school leadership yielded 250 books, articles and reports.
- Questionnaires were sent to 21 Kent schools and federations. There were 14 responses, representing a spread of primary, secondary and cross-phase federations, plus two community schools. Analysis of responses was presented in the interim report.
- 15 interviews with 16 headteachers were carried out; one was with two headteachers together. These were at 13 of the 14 schools or federations who replied to the questionnaire (one declined to be interviewed), plus a further three headteachers in two federations who had not previously replied but later expressed interest in taking part.

4. Literature on new models of school leadership

A large-scale longitudinal study in Canada by Leithwood et al (2006a, 2006b) has found that school leadership is the second most influential factor, behind classroom instruction in improving learning. This study suggests that around one quarter of all of the variation in school results could be attributable to leadership i.e. between 5 and 7 per cent of the

difference between learning by pupils amongst schools. In England, case study research by Penlington et al (2008) also examined the relationship between school leaders and student outcomes across 10 primary and 10 secondary schools. The results underlined the central role of the headteacher in creating and then disseminating a strategic vision through the use of distributed forms of leadership; a theme also identified by Murphy et al (2010) in their latest research.

4.1 Challenges facing school leadership

In 2006, the National College for School Leadership reported that 59 per cent of serving full-time headteachers were over the age of 50 (NCSL, 2006). Although it has been argued that the retirement time-bomb has been temporarily delayed as a result of the credit crunch, the problem of training a future generation of school leaders remains (Maddern, 2009). This is compounded by the reluctance of many middle and senior leaders to become a headteacher. In England, 43 per cent of deputies and 70 per cent of middle leaders have stated that they do not want headship (Harris, 2008). These issues are even more acute in areas of high poverty where headteacher vacancies are more difficult to fill. When positions are advertised there are often few applicants and consequently a large number of headteachers in these schools are in their first such post. Staff turnover in these schools is high, with many headteachers leaving within five years of being appointed (NCSL, 2006).

A government report published in 2007 noted that school leaders were uncomfortable with their workloads and the strategic role that was expected of them (DfES, 2007). It was found that school heads were frustrated and wanted to spend more time within their classrooms where they felt that they could have the biggest impact on teaching and learning. The emphasis on the accountability of a single change-agent, such as a headteacher, for performance outcomes has not led to success in English schools (Harris, 2008). Indeed English schools were found at the bottom of the UNICEF league table of 'Children's well-being' (UNICEF, 2007), suggesting that new approaches are required which are focussed on collective, collaborative, community leadership (Drath and Palus, 1994). It is claimed that failing schools would be better helped by forming partnerships with schools that have established and successful track records rather than using a revolving door policy for those deemed to be failing leaders (Murphy and Meyers, 2008). There has been recognition that this needs to be coupled with increased investment leadership development by schools (DfES, 2007) and greater emphasis on succession planning to identify leaders of the future (Fink et al, 2006; Penlington et al, 2008).

4.2 A distributed perspective on leadership

Over recent years, leadership writers have noted that the research agenda has changed from simply focussing on the role of the headteacher or principal to that of middle leaders, school teachers and other forms of change agents (Weiss and Cambone, 1994; West-Burnham, 2004). Network patterns of control are an emergent theme of this work, within which the activities of senior leaders are distributed amongst numerous personnel, each with their own distinct role and target (Rowan, 1990; Hart, 1995; Heller and Firestone, 1995; Johnson, 1997). The new perspective on school leadership places value on the collaborative working of many within schools (Fletcher, 2002) where individuals may or may not be working independently (Anderson and Shirley, 1995). It is posited that every individual within such a network should be able to contribute to organisation-wide changes (Harris, 2008) and therefore leadership should be viewed as a group activity (Spillane and Diamond, 2007).

The label 'distributed leadership' has been frequently used to encapsulate the change in leadership approach now being championed in many English schools. Even though traditional posts such as headteacher or principal exist in these settings, it is suggested that there is increased emphasis on expert rather than formal authority of leaders (Leithwood et al, 2008). An important characteristic of these schools is that organisational goals are disaggregated to individuals and groups, including through the use of student leadership (Spillane and Zoltners Sherer, 2004). Mistakenly it might be assumed that this form of model infers that everybody should lead. Distributed leadership requires an order to who is given (or allowed to take) responsibility for particular elements of school improvement. Roles might be gifted to those with particular skills or experience that suit a position. It is consequently not the case that every person can exert authority and control, as influence needs to be exerted in a particular way if objectives are to be met (Harris, 2008; Hargreaves and Fink, 2006).

4.3 Benefits of new leadership approaches

Claims have been made that distributed forms of leadership can be instrumental in bringing about school improvement (Little, 1990; Hopkins, 2001; MacNeil et al, 2003; MacBeath, 1998; Murphy, 2005). The body of evidence supporting these claims is growing (see Leithwood et al, 2006a, 2006b) but researchers are quick to avoid defining this type of leadership in terms of improved outcomes (Spillane, 2006). This suggests that schools with exceptional leadership practices cannot be discovered simply by referring to league tables. After all, school Self Evaluation Forms (SEFs) in England place weight upon schools working

in unison with external stakeholders as well as improving student development and well-being; these are not aspects of school leadership that are evident through results alone.

Transformational improvement has been particularly associated with this kind of group leadership practice (Spillane, Halverson & Diamond, 2001; Smylie, Conley and Marks, 2002; Wallace, 2002). Since distributed leadership is viewed as an emergent property (Gronn, 2000) it is therefore a dynamic model that has the advantage that it can be utilised within a range of differing school environments. A common feature across all contexts is that direction setting can be influenced by individuals at all levels within the network (Fletcher and Kaufer, 2003) through what Harris (2008) describes as conjoint agency.

4.4 Problems with new leadership models

Many of these new leadership models have been criticised on both a theoretical and practical basis. One issue is the lack of a substantive evidence base drawn from empirical research in schools (Bennett, 2003; Levin, 2006). Accusations of faddism have therefore been levelled at those writers promoting this new paradigm (Youngs, 2007). Changes in organisational structure such as federation may be necessary to support sustained collaboration between agents within schools, yet there may be reluctance to fully commit to such radical transformation. Conversely, schools might adopt the new structures promoted by policy makers without fully committing to empowering stakeholders and including them in the school improvement process. Implicit in the literature is the belief that leadership structures support the leadership philosophy instead of the reverse being true (Hargreaves, 2008; Harris et al, 2007).

External pressures on headteachers may mean that they are reluctant to distribute leadership, particularly when they are held accountable for the performance of their schools (Wrigley, 2003). It could be viewed as difficult to reconcile improving standards with the desire to trial new leadership methodologies. Other inhibiting factors that have been highlighted by researchers examining collaborative forms of leadership include financial constraints, the ability of staff to lead and the problem of geographical dispersion (Kiefer and Senge, 1999; Burns, 1985; Harris, 2008).

5. Interviews with headteachers

An interview schedule was drawn up to include the areas specified in the project brief and to follow up issues that had arisen in the analysis of questionnaire responses (see Appendix 2). All headteachers who had expressed interest in being interviewed as a follow up to the

questionnaire survey were contacted by telephone in advance by one of the research team to confirm their willingness to take part and arrange a visit date. Headteachers in two federations who had not returned questionnaires but expressed interest by phone in taking part were also interviewed.

The sample included 12 primary, secondary and cross-phase (all through) federations, including one special school federation, as well as two community schools (see Table 1).

Table 1 Interviews with headteachers by phase and federation/school type

Federation/School	Primary Headteacher	Secondary Headteacher	Cross-phase Headteacher	Executive Head / Princ.	TOTAL
Primary federations	2 (jt interview)	-	-	2	4
Secondary federations	-	2	-	3	5
Cross-phase federations (incl. special schools)	2	1	2	-	5
Community schools	1	1	-	-	2
TOTAL	5	4	2	5	16

Five executive headteachers of primary or secondary federations were interviewed; no cross-phase executive headteachers were interviewed. In five other federations, one of the headteachers was interviewed rather than the executive headteacher. Headteachers were also interviewed in two community schools and two other federations which did not have an executive headteacher. In one of the latter, two headteachers were interviewed together and in another, both headteachers were interviewed separately.

Table 2 shows the breakdown of the headteacher interviewees by gender, role and phase in which they worked, rather than the type of federation. For example, a primary school headteacher may have led a primary school within a cross-phase federation.

Table 2 Interviews by gender, role and phase

Headteacher/ Executive Head	Primary	Secondary	Cross-phase	TOTAL
Female Head T	5	0	0	5
Female Exec HT	1	1	0	2
Male Head T	0	4	2	6
Male Exec HT	1	2	0	3
TOTAL	6 female) 7 1 male)	1 female) 7 6 male)	2 male	16

It can be seen that traditional gender distinctions were in operation, with all but one of the female headteachers and executive heads leading a primary school or primary federation, and all but one of the male headteachers and executive heads leading a secondary school or secondary federation. There was one more male than female executive headteachers in our interview sample; we heard about four further male executive heads of federations involved in our research who were not interviewed, suggesting a tendency for these positions to be held by men. A breakdown of total headships and executive headships in Kent would be needed in order to draw further conclusions about women's promotional opportunities relative to men's.

5.1 Origins of federations

Eight of the 12 federations in our study were formed because one or more of the schools in the federation had declining or unsatisfactory standards of attainment; several were in special measures, had falling rolls and were threatened with closure. As one secondary headteacher put it: 'Basically the driver for the federation being formed was the perceived strong school helping out a weaker one.' The move towards a federation between stronger and weaker schools was therefore aimed to pull up the standards of the failing schools and help to prevent school closure.

In one primary federation, the decision to federate had been pragmatic, because the closure of the weaker school was perceived to have a potentially adverse knock-on effect on the stronger school and the community. In the three cross-phase federations, the primary schools in each case were the weaker partner at the outset. However, closure was seen as the last resort because, in one primary headteacher's words, 'it would just rip the heart out of this community.' As this headteacher went on to explain:

> This particular primary school was the worst primary school in the country. It had bad SATs results in Key Stage 2. The school was under threat of closure from the local authority. The local authority had poured resources and money into the school over a number of years to no effect. Closure seemed at the time to be the only option. There were many unqualified staff and numbers were falling.

Although perhaps an extreme case, these factors had been shared to some degree by many schools prior to federation. In most cases, the local authority had provided the impetus towards federation.

In the two secondary federations where a grammar school federated with an academy, the academy, perhaps unsurprisingly, was the weaker partner academically at the outset. For instance, in one case, problems had been evident for over four years: the leadership had been judged poor in successive inspections, so a federation was seen as the only solution. In the other, the need for strong leadership was also a trigger, as well as the importance of a 'high achieving grammar school to partner a school with challenging circumstances', as the executive head made clear.

A common feature of these federations, as well as the community schools in our sample, was severe deprivation in the local community; therefore, the needs of the community, as well as the schools themselves, were paramount. As the executive head of a primary federation described,

> The federation came about because the schools were at that time the second and third most deprived schools in Kent...The deprivation levels are huge....The biggest challenge is the depth of language and cultural deprivation within a white community.

In this and other similar cases, the federation had set out, not just to raise academic standards, but to 'raise children's expectations and aspirations' and be a 'community leader.' We shall see that a similar aim was at the heart of many of the headteachers' visions for their school or federation.

In the remaining four federations, there was a mixture of reasons behind the move to a federated model. For example, in one primary federation, three strong schools had come together for mutual support and development, in order to share expertise across the schools. In the grammar school federation, the two schools needed to reduce size because of demographic changes and were planning to move on to one site. The special school federation had come about after reorganisation of special education provision in order to avoid amalgamation. As one headteacher said, 'Federation gave us the opportunity to remain as two schools in their own right.'

The development of the federation was often a staged process over several years. Frequently a 'hard' federation (i.e. overall executive head and single governing body) had been a further development from an initial 'soft' federation (usually separate governing bodies), with possibly amalgamation of two schools as a further step before that. For example, within an academies' federation, one of the academies was already an amalgamation of two secondary schools; the academies then came together in order to pool

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resources and 'share good practice', as the headteacher of the larger academy explained. Financial factors were often another important factor behind a move to federations.

Importantly, what started as an initial driver towards federation often changed as the federation evolved and other benefits started to emerge. This was often evident in the differing perspectives of headteachers, depending on which school they led. For example, the primary headteacher of a cross-phase federation explained:

> Initially it was that the high school could come and sort out a failing primary school on the back of their success and move the school forward....I think what nobody anticipated was that the primary school would impact on the high school which has happened...The impact that we had on changing the curriculum at secondary school was quite significant.

Later in the report we will describe such unintended consequences as well as planned benefits of federation in more detail. However, the executive headteacher of a secondary federation stressed, 'The aims of the federation were always that standards should rise in both schools. That is the basis that both governing bodies bought into it.'

An interesting contrast was provided by the headteacher of the secondary community school, who was firmly against the school moving to federation status. He described federations as being 'born from failure' and was determined not to give his school a negative image, as he emphasised:

> One school is seen as not to be succeeding so you place it with a more successful school. I am not willing to go down that line as I am not willing to allow my school to fail, which is why I am not interested in federations.

The fact that he associated federations with failure was completely opposite to the federation heads who saw them as providing the basis for success. As a primary headteacher said about other heads in her local area, this kind of reaction possibly represented 'a lack of understanding' about federations which were then perceived as a threat.

5.2 Headship vision and aims

As already indicated, many of the federations and both community schools were in areas of deprivation and poverty. Indeed, the federations were often formed in response to the challenges of schooling in such environments. A vision of community was often raised by

those headteachers with whom we talked. For example, the executive head of a primary federation talked about community at two levels: firstly, his vision was to create 'a community of learners with high aspirations and expectations.' A second related aim was 'to change the community for the better' by extending what the schools had to offer through a range of adult education and wider school provision, including a children's centre. This head's ultimate vision was to 'change the culture' of both schools in the federation as well as the wider community, an aim shared by many of the other headteachers.

The extended school model at the heart of the community was cited as a key aim by primary and secondary headteachers of all the primary and cross-phase federations in our sample, as well as some of the secondary federation heads. The school leaders were positive about the impact of the change to federation status in terms of the wider benefits to the community that might result. For instance, in a cross-phase federation, one of the primary headteachers described how the change had improved the ability of the primary school to enhance its 'extended school' service. Social workers, now renamed 'child and parent support managers', were being utilised to improve attendance and develop positive relationships with the parents and families. She explained that 'it is very much about how we are working with families'. Each school had a cafe and parents' area, with medical and dental services, as well as classes in basic skills, parenting, arts and photography. Similar provision existed in other primary schools in or outside federations.

In five of the federations (three secondary and two cross-phase), the headteacher or executive heads' aims focused on moving to a new building or site in order to consolidate changes in culture and provide 'a model of excellence for the community', as one headteacher put it. This created its own difficulties, not the least being the 'physical move...a challenge in itself', as the headteacher of a secondary federation emphasised. Schools were aiming to use Building Schools for the Future funding to support these moves, which they saw as central to the implementation of shared curricula and resources. With the grammar school federation, the challenge was more to do with keeping the identity of both single-sex schools on one site in order 'to reassure parents'. In one case, the new buildings were nearly complete; whereas in other cases, the aim was an ideal for the future, such as the headteacher in a cross-phase federation who saw the possibility of 0-19 education on the same site in five years' time. Clearly, with recent government cancellation of BSF projects due to the economic recession, the funding for some of these plans might be jeopardised.

In the case of the two community schools we visited, each headteacher highlighted the importance of a vision that, not surprisingly, had community change at its heart. As both

schools were in challenging areas of severe deprivation and poverty, the application of this vision by all the staff was rigorously monitored as it was deemed to be essential to the setting and raising of standards. Fundamental to the schools' objectives was how schools could compensate for poverty and hardship and offer strong levels of support.

For example, the secondary community school headteacher described the school's mission: 'We see it as our responsibility to actually help regenerate this very deprived community.' Similarly, the headteacher of the primary community school saw one of the school's main aims as providing a 'package of support' to vulnerable families in the area: 'Families come as all sorts of shapes and sizes of all ages, so we set the school up with that aim in mind, so it would always be there to support whoever needed support.' The family community manager was central to this process, working in close collaboration with other professionals such as community midwives and family support workers. The story of one pupil, who was supported to stay in school while the multi-agency team helped her parents stay together, reflected the positive, rather traditional, view of family life that the school upheld and the strong values that the school represented by its actions.

5.3 Leadership structures

From the interviews, we learned a considerable amount about the role of the headteachers and executive heads and the overall leadership structures of schools and federations. In most federations, the management structure was typically similar to the model shown in Fig. 1 below.
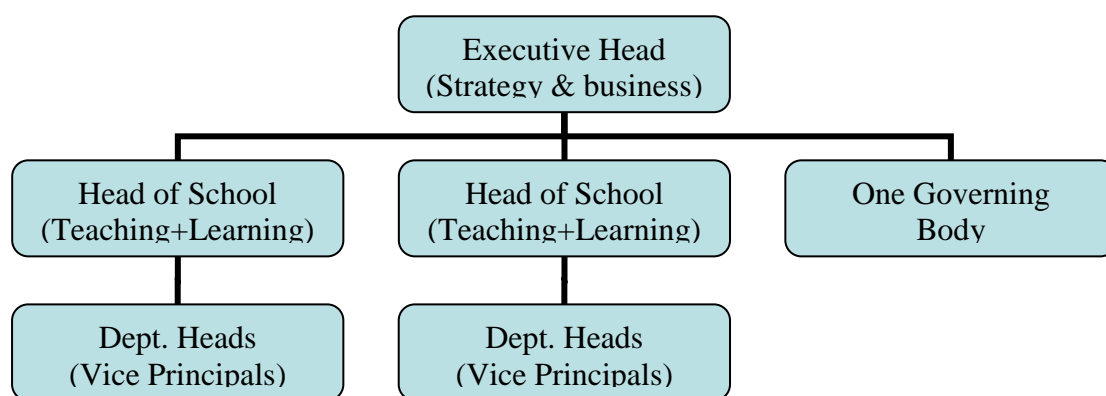

Fig. 1 A typical federation leadership model

The executive head would have overall authority over the federation and would line manage headteachers of the individual federated schools. The roles of executive head or principal of

the federation and headteachers of schools were distinguished by the nature of the responsibility they held. In all cases, the executive heads took charge of business and strategy for the development of the federation; heads of school were therefore freed up to focus on the teaching, learning and pastoral aspects of school management.

The federations were also characterised by quite complex senior and middle management structures. For example, in one secondary federation, as well as the executive head and a headteacher for each school, there were four vice-principals with cross-federation responsibilities such as assessment, standards and teaching and learning. These formed the federation performance team, known as the 'transformation team', designed to take the federation forward in a strategically planned way. In addition, other vice-principals had specific school responsibilities for faculties and pastoral support. The executive head acknowledged that this had actually added three senior managers and was therefore not a saving financially; he was already planning to make reductions. This kind of structure was quite common, particularly in the secondary federations; primary federation models were generally simpler. In times of financial stringency and cuts, the possible addition of a further level of senior management in some federations needs careful consideration, unless this can be offset by savings elsewhere.

Community schools were, in the two cases we saw, individual schools that contained a managed model or distributed management structure. For instance, in the secondary community college, the executive team, consisting of deputy and assistant heads, worked 'with' the principal (headteacher). The principal was passionate about how he saw the role of a school leader and declared that he gave his executive team 'trust and belief to carry out their own decisions and I will always back their decisions'. Yet at the same time, he was convinced that the head or principal should have a distinctive leadership role: 'Leadership to me has to be where you are leading by example and walking the talk'; and was determined that what he called 'collaborative' models were not the form of management found in his school. Harris (2008) argues that, even within a distributed leadership model, influence still needs to be exerted by leaders in a particular way if objectives are to be met (Hargreaves and Fink, 2006).

As one would expect, the executive heads and in most cases the headteachers had a leading role in creating the new management structures. For federations, executive heads were often selected by governors after being seen operating in other roles. In at least three cases, the executive head had previously been headteacher of one of the schools in the federation. For example, one executive head had been a successful headteacher of both

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schools before federation and was therefore asked by the governors to lead the new development. Another headteacher was 'asked' to work in a failing secondary school which he described as 'falling apart'. The governors of that school were pleased with his work and asked him to form a federation with a more successful school in the area. In the third case this caused some tension, as the executive head was seen from the perspective of his successor to favour his old school more than the other and to 'interfere' in the running of the school at times. We know from the research literature that resentment and struggles for power can result (Storey, 2004) which could cause a reduction in trust between stakeholders – a factor which is crucial for distributed leadership to work (Bryk and Schneider, 2007).

Many executive heads had been headteachers in deprived areas before taking on a federation; one said her new role gave her a 'new exciting challenge,' while another said she enjoyed working in schools in 'challenging circumstances.' The word 'challenge' was used in many of the interviews and illustrated the fact that creating a federation was not an easy job. Almost all the executive heads described the 'steep learning curve' that they had gone through at first. In a primary federation, for instance, the challenge was exacerbated initially by the speed of change required by the local authority in order to avoid closure of one of the schools. The executive head describes how he 'sort of made it up as I went along…I looked at a sort of business model that secondary schools tend to use'. He was very open about the problems he had faced and mistakes he thought he had made: 'Having two schools is more work and I have to question sometimes my capacity to cope with that.' Another executive head of a primary federation described how she 'ran myself ragged' by trying to run both schools herself at first, while the executive head of a grammar school and academy federation acknowledged: 'To begin with I was a fool thinking I could be a headteacher in both schools.'

Some problems were caused by the 'old' senior management team opposing the changes that were being brought in. For instance, the executive head of one secondary federation described some staff in both schools as not willing to compromise 'because they know their school better than I do and I can respect that, at the same time finding it frustrating.' He hoped in time to persuade them of the benefits of federation 'through sheer logic and leadership' and by showing them respect for their views. Some redundancies had resulted as a result of senior staff having to reapply for their positions in the new structure. Redundancies were also threatened in two other federations, not because of opposition but because of forthcoming reductions in the size of the schools. Questionnaire responses showed that contractual problems were a feature of five federations' early experiences.

Interestingly, another difficult case was illustrated by the headteacher of the secondary community college, where redundancies had had to be made in order to strengthen the quality of teaching; as he explained, 'I cannot afford my students to be taught by incompetent teachers.' The headteachers concerned in the above examples were anticipating some difficult management approaches in order to maintain staff morale. Resistance to change by some governors and parents was also described, as we shall now see.

5.4 Governing bodies

In 'hard' federations, changes in management structures meant the establishment of one governing body for the federation. However, in 'soft' federations, often those in the early stages, there were still separate governing bodies. This was the case, for instance, in a cross-phase federation, where one of the headteachers expressed the view that 'the governing body is on a learning curve' as the schools moved towards hard federation. In a secondary federation where a grammar school had federated with an academy, two governing bodies still existed, but a joint committee had been set up to provide a link between them. As with the federations themselves, governing bodies were in a state of 'constant evolution', as one headteacher described it.

Governing bodies were given mixed reviews by the leaders whom we interviewed. Questionnaire responses showed that, although most governors were involved in planning changes to federated models, there was resistance to restructuring in five of the federations. Interview responses illustrated a more complex picture: transition to new structures was both impeded by some school governing bodies or strongly supported and even instigated by others. For instance, in the federation of an academy and grammar school, the executive head reported that some governors were seen to be 'forward thinking' and supportive of the change, while others:

> 'were apprehensive for elitist reasons, thinking that people may think that (the grammar) school was now run by a comprehensive head. There was some resistance: would I be taking all the best teachers and moving them to (the other school) and would it be undermining selection in any way?'

Similarly, the headteacher of a secondary community school federated with a grammar school reported 'heated governors' meetings' at the planning stage. The executive head of the grammar school federation reported that governors associated themselves with one

school more than another to begin with. Other leaders reported that some governors' initial resistance to change quickly dissolved and was replaced with a strong sense of belonging within a new single federation. For instance, a headteacher in a cross-phase federation described how original concerns that secondary governors would take over had diminished as the new governing body started to gel together. In another case, the executive head described the enthusiasm of new members for joining the governing body of the new federation.

Resistance to change was not restricted to federations. In the primary community school, for instance, the headteacher reported some disagreement among the governors concerning the values and vision for the school. The reconciliation of these matters continued to be a challenge and the headteacher described debates and 'frank discussions' over these issues.

5.5 Parents

As with governors, interviewees reported some resistance from parents as new federations got underway. This was especially the case where selective and non-selective schools were federated. Questionnaire responses had indicated that parents in selective schools were concerned about the loss of school identity and standards, and this was confirmed by the interviews. For example, the executive head of the grammar and academy federation told us that the grammar school parental perceptions were one of the biggest challenges:

> It wasn't easy explaining a new type of school leadership as they are not really interested, they are bothered about their kid and their school and getting a good deal. They just wanted to know, 'What's in it for my child?'

Very similarly, the headteacher of a community school federated with a grammar school considered that the culture clash between the two schools was the biggest challenge:

> We waited three years before we started to push it and it will be a challenge because the question the parent will ask is, 'What's in it for me?' ...Unless you can get the hearts and minds of staff and parents you haven't got a chance.

However, parental loyalty to a school was not exclusive to the selective schools. For instance, the executive head of a primary federation also talked about the challenge of 'winning hearts and minds about a federation', because parents as well as staff were reluctant to lose the 'comfort' of the smaller primary school and 'suddenly felt everything was going to change.'

Parental challenges of a different kind were also described, often related to community deprivation. For example, the headteacher of a cross-phase federation described how, before federation, behaviour had been very poor, with children 'running riot' and parents fighting each other and staff. After federation, she explained:

> The first thing we did was put a great six foot high fence around the school and secured it and we just had a really rigid behaviour management policy of zero tolerance. We banned eight sets of parents within the first couple of days of the federation forming. The message very quickly went around the estate: 'Don't mess with them'…We got the police to them and we would press charges if we felt that was necessary.

A very different approach was taken by the primary community school where, as previously described, a community outreach approach sought to support families 'of all sorts of shapes and sizes...whoever needed support.'

We have already seen that a central aim of many schools and federations was to provide a resource for the community through extended school provision, with parents in some cases attending classes themselves. Through this and improved communication with families, parents gradually became more involved in the federations, as a secondary headteacher in a cross-phase faith-based federation explained: 'We have had a lot of events for parents as well as the students over the last twelve months that have allowed parents to get more involved in both schools.' This enabled parents to see what was going on in both the primary and secondary schools and strengthened transition arrangements. The executive head of a primary federation noted that one of the most important successes of the process had been the development of a parent who had moved from a position of hostility and antagonism towards the school, to becoming a valued member of the wider teaching force and 'one of the most ardent supporters of the school.' In both large and smaller ways then, the schools and federations were winning hearts and minds in their communities.

5.6 Curriculum developments

It was notable that there was less direct reference in either questionnaire or interview responses to the perceived or actual impact of new models of school leadership on the school curriculum and pupils' learning than the research team had expected. It may be that the questions asked insufficiently probed this aspect of school life. Conversely, it is possible that wider and deeper responses could have been elicited by interviewing colleagues with a

more direct role in the development and implementation of curriculum initiatives. Nevertheless, on further scrutiny of interview transcripts, considerable benefits to the curriculum were in fact reported by headteachers, especially in cross-phase federations.

Almost all the headteachers (in 11 out of 12 federations) reported that the development of the federated systems had allowed for the development of joint timetables or organisational rearrangement to support a range of curriculum initiatives. The ability to timetable across two institutions was also noted by some, to be coupled with the school leaders' central role in making more effective use of staffing expertise across previously separate institutions. For instance, in a secondary federation, the school's joint director of e-learning had been able to carry out a 'paperless project' with all year 7 pupils. The effectiveness of the project was enhanced both by pupils carrying the same task simultaneously, but more importantly, by the task being carried out by pupils across two geographical locations. This 'umbrella role', as it was described by the primary headteacher in a cross-phase federation, could allow for a refocussing on issues of transition between key stages and feeder primary schools by the development of joint tracking systems. This school leader reported that the approaches to teaching and learning at key stage two were seen as positively impacting on the key stage three practices of the cross-phase federation. On the other hand, shared curriculum provision was seen as a possible source of friction in one school where the executive head of a federation was viewed by one of the school heads as, 'being tempted to get involved in individual school operational issues'.

Creative approaches to the curriculum were cited by many school leaders as being more possible within a federated structure, especially at primary level. In one primary federation, for example, a 'newly devised creative curriculum' offered languages, sports and technology to be developed across both schools. The executive head of another primary federation described the introduction of a federation approach to music ('one of my biggest joys'), modern languages, art and sport - aspects of the curriculum which he described as aspirational elements. There remained tensions, however, with outside agencies such as Ofsted who, he felt, measured academic achievement with simpler, data-driven techniques. In another example, the leader of a secondary level federation placed great emphasis on developing, in addition to the academic aspects of the curriculum, the softer skills of persistence, collaborative working, independence and the capacity to mentor younger students. In all these cases, developments in the curriculum were largely driven by the nature of the community and pupils' needs.

At upper secondary level it was also apparent that the joint working was allowing some federations as a whole to widen their curriculum offer to pupils. In the grammar school federation, this was accomplished by the federation moving towards the international baccalaureate (IB) qualification at post-16 level as well as the middle years programme (MYB) being offered lower down the school. In the grammar and academy federation, the small numbers of higher-achieving pupils in the previously less successful school were now able to join with other academically able pupils for joint A-level courses. The small numbers had meant that this had not been a previously economically feasible proposition. This arrangement was seen as important both at an individual pupil level but also at an instututional level, where it acted to enhance academic standards; as we saw earlier, this was a key factor in the formation of federations between previously more and less academically successful schools. In two other schools where the federation between more and less successful schools had been driven externally, the integration of work at sixth-form level and the sharing of good practice was seen to enhance this aspect of the federation's provision, but was not yet being seen to influence school provision more widely.

School leaders also remarked on their new found ability to share subject expertise and more widely resources across the federation. This process of supporting individual schools was coupled with the ability to block timetables and use staff resources at a federation level. Such use of expertise took a number of forms including: direct teaching across sites, joint planning sessions, moderation of work across key stages, cross-phase teaching to support transition activities, teaching observations and the sharing of joint resources via the federation's learning platform.

The importance of sharing expertise within or across phases was noted by school leaders in each federation. Whilst headteachers remarked positively on this, possible tensions were also noted. For instance, the widening of the staff resource base in terms of numbers and subject expertise was noted by the executive head of a primary federation, as leading directly to staff feeling sufficiently confident to 'take more risks.' Whilst this was seen as a positive advantage, it was also noted by the head that the process had the potential to raise tensions with and between parents in the newly federated schools where curriculum initiatives were not carried out on both sites. This pressure to keep 'an equitable educational experience' led in the short-term to the schools 'making sure that what we offer is more or less the same,' although the executive head remarked further that, 'It is never going to be identical because people are individuals and children are individual.'

A similar approach to the use of previously school-level expertise and resources was seen in the soft federation of two special schools. The development of the federation was having a clearly positive impact on practice in which staff expertise could be used directly with pupils and more widely as part of continuing professional development (CPD) activities with the staff. This was seen as particularly important in the context of those pupils with multiple needs who required a range of provision not previously available. The needs of the pupils in the previously separate provision differed in emphasis but some clear cross-over was noted. This 'softening of the boundaries' between schools was seen as a first important step to the longer goal of establishing a multi-purpose, flexible provision offer for pupils with increasingly complex needs.

5.7 Continuing professional development

Almost all the interviewees reported positively on the effects of the current status of their schools on CPD and training. This was particularly evident in federations where all but one offered at least some joint CPD across the federation. For instance, in an academy federation, one headteacher described the 'menu of training' offered to staff, including a compulsory core plus optional training which staff could pick according to what was 'actually relevant to them'.

One third of the school leaders thought that the federation had enabled the schools to offer more choice for staff and more opportunities to meet individual staff needs. They talked about the advantages of sharing good practice when staff from the different schools were given time to discuss, visit each other's schools and work together in various ways including curriculum development and building projects. For instance, the executive head of a grammar and academy federation demonstrated how combining teachers from the two schools helped the teachers from the grammar school re-assess the quality of the teaching in the academy and increase the mutual respect between them, as well as enabling new teaching approaches to be introduced in both schools. A headteacher in a cross-phase federation mentioned that one benefit of shared CPD was a greater ability to monitor its impact later; as she explained, 'We all get the same message and are working in one particular way.' Headteachers also mentioned the financial benefits of working with at least one other school for CPD, meaning that schools could share the cost of buying in expensive speakers or trainers for the benefit of a greater number of people or pay for a joint away day.

In many of the schools CPD was seen to be important for all staff at all levels. Three of the interviewees (two federations and one community school) mentioned specific training for leadership and middle managers, including members of staff working on headship

qualifications. This had been cited as important in five of the questionnaire responses (see interim report, question 8). An executive head pointed out one of the benefits of her primary federation in terms of development from middle to senior management level:

> We love to move people on, our aim is to get one of my leaders of learning to a headship. She could skip the deputy head role now because of the experience she has had.

The executive head had paid for someone from the Leadership College to work with senior staff, which was 'really powerful for us.' This trainer had commented on 'how far we had come and what we had achieved.' A headteacher in a secondary federation was particularly proud of his staff team and the way members worked - and socialised - together. There had been much investment in building the staff team, developing middle managers through senior management internships, and in giving members of the team a chance to lead on various projects according to their individual strengths, such as a member of the PE department leading a whole school assessment project. Two interviewees highlighted the training of teaching assistants (TAs) as well as teachers; for instance, in one primary federation, TAs were supported in studying for foundation degrees. Several mentioned a commitment to adult education, where education and training was offered to parents and the local community as well as school staff, through extended school facilities.

Training new teachers was mentioned by four federations and the community college. All these were working with trainee teachers on the Graduate Teacher Programme, which enabled them to develop their own teachers. The grammar school federation valued the long-standing connection that one of the schools had with a local university, and expressed the desire to continue and expand this work across the federation. In the future, the executive head was interested in training school status too: 'It will keep everybody fresh; the more they have to do in mentoring young professionals, the more it makes them think what they do themselves.' A primary headteacher in a large cross-phase federation saw it as a strength that GTP trainees could do placements in more than one primary school, as well as gaining experience in the secondary school. This was also cited as a benefit by headteachers in a secondary federation. The community college headteacher explained his approach:

> We have trained 40 teachers over the last five years to QTS and that is our philosophy...to find the right staff and train them, for them to get degrees if that is required and then take them through the GTP programme. Nearly half of our staff

have in effect been trained by ourselves. That is deliberate, where we feel they understand and take on the ethos and values of this college and therefore they become very good teachers in this college and also you end up with retention, loyalty and commitment. That is a deliberate policy.

The primary community school headteacher had a similar approach to staff recruitment and training. Indeed, the ethos and values of both community schools were often strictly applied to the staff. In the primary school, the leadership had developed what they called 'acute messages' to the teaching staff about the need to see themselves as custodians of the ethos of the school: 'We don't recruit people who only want to, for example, be a Year 5 teacher as it is not the place for you.' All new members of staff were required to undertake 'in house' induction' and as the headteacher stated, 'You have to get with it or you have to get out'. Indeed, during the change to community school status, seven members of staff left for other schools, 'as they don't want to be involved in that kind of philosophy'.

A third of the interviewees mentioned difficulties with co-operation over CPD; apart from the above primary school, these were all federations of, or including, secondary schools. Difficulties cited included relationships between staff from the different schools; one example was a federation between a selective and a non-selective school, where the teachers tended to gravitate to their own school staff during joint training. However, the executive head saw it as a good opportunity and a 'very positive opening of eyes' for staff from the grammar school. Other difficulties mentioned were around practical issues, where thinking about CPD was further down the agenda.

5.8 Evaluating success
We have seen that most of the school leaders whom we interviewed shared a vision of community support and held high ideals for the influence of their school or federation culture. Strong values were often perceived to be at the centre of any success the school was thought to have achieved.

In all the interviews, the headteachers and executive heads were asked about what they saw as the benefits of their management strategies, especially the move to federations. There were differing views about the overall success of the changes that the school leaders and their staff had worked so hard to achieve, depending on how far the federation process had developed. All headteachers were able to point to clear advantages of their model, providing examples that demonstrated improvements in various ways. For example, one headteacher

in a federation described it as, 'Not the only way to do it, but it's a good way'. Another executive head believed that, 'The benefits of federation still outweigh the negatives'.

For many headteachers, exam results were still considered the most important measure of the leadership strategy's success: 'Outcomes of both schools, it's as simple as that', as one headteacher put it. Some interviewees provided evidence that their schools were already being positively affected by the systems newly in place. For example, the executive head of an academy federated with a grammar school reported improved results in both schools:

> In terms of raw results, this summer they [grammar school] got the best ever A level results they have ever had....At the academy the transformation is more radical. We went from [X]% grade A-C to [Y]% which shows an upward trend [of over 11%].

A headteacher in another secondary federation also put the schools' exam successes down to the federated model: 'I don't think either [school] would have improved so quickly if we had not been part of a federation.' The most dramatic success in raising standards was reported in a large cross-phase federation, as the headteacher of one of the primary schools explained:

> If I said to you this school....last year was designated seventh most improved in the country, I think that speaks for itself...[C] Junior....came out of category within nine months of joining the federation. It was designated by Ofsted as a good school with many outstanding features. A year later we had an inspection on the impact of leadership and management and we were graded as outstanding. The same with [D]. In its previous Ofsted it just scraped satisfactory and again within a year of being in the federation it was graded as outstanding.

For many of the leaders in the study, however, the achievement of better exam grades was still what they were working to achieve. For instance, the executive heads of two secondary federations aimed to achieve outstanding Ofsted inspections in both schools in five years' time; the grammar school federation head stressed that 'anything less will be a failure.' One unforeseen effect of federating was that, in some cases, the perceived 'strong' school made less progress than the originally less successful school. For example, the executive head of a primary federation told us:

> The travel for [F] school has been very positive indeed and it is still positively rising up. [G] sunk back a little as a result of the federation. It is now rising up again, but

unfortunately that backward travel has caused it to be flagged up by Ofsted and is causing us some considerable anguish at the moment.

The executive head put this down to what he considered the 'wrong' model of management, because he had put an experienced headteacher into the failing school, and a less experienced one into the initially stronger school. Further research had indicated to him that 'you strengthen your management resource within the strong school because it is that stronger school that pulls back.'

The impact of the socio-economic background of most of the schools was still one of the main challenges they needed to face. The primary headteacher in a cross-phase federation elaborated on this issue:

> This school hasn't moved on as quickly as it should have done under the federation. Maybe we naively thought that by federating and having lots of money and staff that we would sort out all the underlying problems that exist. And a lot of the problems exist around the social economic situation that these children come from...What we have realised is that it has not filled the gap that we thought it would fill.

What the school intended to do in order to move the school on was to engage parents more fully through extended school provision, so 'we can help the community to start learning at an early point.' In contrast, in a secondary federation, the executive head described how problems connected with deprivation could be addressed by drawing on the resources of both schools. She gave the example of a student in one school who was at the centre of much disruptive behaviour; by working together with social services, the schools were able to 'avoid permanent exclusion.'

Many of the respondents saw the 'sharing of good practice' as a measure of success. In cross-phase federations, for example, teachers could now see the academic and pastoral trajectories of all the children and could analyse in detail the reasons for success or failure. In addition, this kind of structure enabled styles of teaching to be shared, so, for example, primary school teaching styles were now being used in key stage 3 classes. Teamwork as a whole federation was celebrated by many in our sample: teachers were learning from each other as they worked to provide the best learning environment possible across more than one school. In the academy and grammar school federation, for instance, the executive head explained that, because of federation, teachers from the grammar school could now be

drafted into the academy to provide specialist subject input into a project-based form of teaching.

Some of our interviewed leaders measured success by levels of attendance, which several said had improved significantly since changes to federation had been put in place. This often went together with other successes, as the headteacher of a secondary federation stressed:

> We also measure success in terms of our attendance percentages, behaviour percentages, a whole variety of things. We take into account public perception of the school, parents' views and also you get a sense if you have a happy staff doing their job...a positive atmosphere.

He proudly described a particular example of his staff going the extra mile to provide breakfast for students before an exam so that they could give some 'last minute cramming.' In a cross-phase federation, a primary headteacher saw order in the classrooms and the playground as one of the most important measures of success, whilst in the primary community school, improved attendance and other successes had occurred because of what the headteacher described as having the 'absolute finger on the pulse of most things that are going on in families and the community.'

A further measure of success was 'headteacher well being,' as a headteacher in a primary federation put it. She explained that the federation had helped to improve headteacher morale, which had been very low in the regional cluster: 'We see this as a very supportive network and we are very protective of each other.' Similarly, in a cross-phase federation, a headteacher reported that the headship role had become less lonely as a result of federation, with a strong sense of teamwork and equality, huge collaboration and altogether 'a different way of working.' This headteacher cited a range of ways in which she measured the success of the federation:

> Children are much happier, they want to learn, they are eager to learn and standards are going up and attendance has shot up as well. Their aspirations have changed, we have had children talking about going to university and going to employment, so the impact is tremendous.

For this and many of the other federations, the impact of the change to new ways of working was clear and positive; for others, as we have seen, such impact was yet to become clear.

To use the words of an executive head:

> If you use the analogy of dropping a pebble into a pond, it ripples and goes out and changes things for the better. Well the federation is a pebble and you get the ripples and therefore you can change the community for the better in a broader way.

6. Summary of findings

In conclusion, we will summarise the main benefits and challenges of moving to new models of leadership, especially federated models, and make some recommendations for the future. As we have shown, the changes originated from a variety of reasons, including the need to link less successful with more successful schools, as well as provide headteachers with greater support. The aims and visions of the school leaders were strong, focused and in most cases linked to the desire to make improvements to deprived communities by raising pupil aspirations and directly providing extended services to local families. Headteachers and executive heads were aware that this involved effecting cultural change in the schools and their communities.

6.1 Benefits of change

As illustrated in the previous sections, the school leaders whom we interviewed could cite numerous benefits arising from the change to federated or managed models of leadership. The main ones involved the sharing of good practice at all levels across the schools, including shared leadership, joint governance, curriculum developments and CPD, including shared training of new teachers. Altogether, the benefits of developing a shared vision for the federation or community school were widely stressed, as we also found from the questionnaire responses (see interim report, question 9). As a result, many heads could cite positive impacts, such as improved standards and attendance, enhanced teacher morale and better support for staff and school leaders. In some cases, positive impact on the community was also stressed, such as greater parental involvement. In cross-phase federations, greater coherence and closer transition between primary and secondary phases were noted, as well as some interchange of good practice. For selective and non-selective school federations, the broadening of experience and teaching approaches for teachers in both schools were emphasised.

6.2 Challenges

Some of the same areas that were noted as benefits also gave rise to the greatest challenges. For example, bringing together different phases or types of school involved the need for openness to change and readiness to shift often long-established school cultures.

School leaders talked about the frequent resistance to change expressed by school governors, staff and parents, involving great skill on the headteachers' part in moving people forwards and changing attitudes. In a few cases, school leaders thought that changes would be effected more easily or highlighted more clearly by bringing together schools on to one site. The recent cancellation of many Building Schools for the Future projects may impact negatively on some of these plans, although in other cases they were already moving towards completion. Financially, new leadership models were expensive to implement and, even when established, federated models did not necessarily lead to financial savings. Ofsted did not generally recognise the benefits of federations; separate inspections did not allow for a recognition of benefits.

6.3 Recommendations

From the interviews, a number of recommendations were expressed by school leaders, which might improve their own situation or make future changes easier for other schools. Firstly, the need to provide schools who wish to federate with successful models of federation was considered vital, as some executive heads told us that they had virtually had to experiment with new models of leadership as they went along, as models were not available to them. This was especially the case in early federations, whereas more recent ones were already benefiting from existing examples. A related recommendation was the importance of collating and disseminating examples of good practice in federations and other new leadership models, through headteacher conferences and other events.

Secondly, training for executive heads was also considered essential, in order to prepare them for a role that is radically different from that of an individual headteacher. We heard of cases where executive heads had struggled to run more than one school before realising that they needed to work in different ways, delegate operational duties more widely and focus on strategic issues. Strong leadership is imperative if new models such as federations are to succeed. Suggested ways of delivering such training include support groups, 'buddying' of headteachers in similar situations or mentoring of a new executive head by a more experienced one.

In addition, we would suggest that training for governing bodies, headteachers and staff is crucial, in order to anticipate resistance and pre-empt some of the problems that were mentioned by interviewees. This includes an emphasis on training for middle managers, which we found was already prevalent in the federations.

A further recommendation that emerged from the interview data was the need for clear communication to parents and pupils of plans to federate or other changes. This would help to explain reasons for change and reassure them that, even if there is a period of upheaval and adjustment, perceived losses will be more than balanced by improvements.

Finally, we would recommend that further research is necessary in order to follow the developments of existing or new federations and other models of leadership, to collect survey and in-depth case study data and contextualise findings within wider policy frameworks. This is particularly important in the light of recent and forthcoming government changes to education policy.

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Appendix 1: Models of Leadership definitions (National College of School Leadership)

Single schools
This is the original universal model with one head, one school, one governing body. Even in a single school there are now emerging different leadership models. This could be a job share, with an even or uneven split. There are cases where a single school appears to have two headteachers. This is unlikely to be two full-time heads but one leader contracted as head, and the second on pay and conditions other than schoolteachers' pay and conditions.

Hard federations
This is where two or more schools are governed collectively under a single governing body. The single governing body may have more headteachers than there are schools, equal heads to number of schools, or fewer heads than there are schools in the federation. The choice is made locally and according to need and circumstance.

Soft federations with regulations
Each school maintains its own governing body but sets up a strategic governing body committee. It is possible for a head to be head of two schools or more which are part of a soft federation; there does not need to be a hard federation in place for such a sharing of leadership.

Mixed hard/soft federations
This is a partnership with a mix of schools which are part of a hard federation and also part of a wider but soft federation. Leadership of such federations is unlikely to be vested in a single headteacher but may have a variety of combinations of leadership models.

Partnerships
Groups of schools with a formal written agreement to work together to raise standards, with specified targets, evidence of a coherent management and coordination structure across the federation. This may possibly lead to more formal arrangements over time.

Trusts
Schools can set up a trust in a collaborative group whereby the schools acquire foundation status and adopt the same trust. The aim of trust schools is to use the experience, energy and expertise from other schools and professions as a lever to raise standards. Leadership may be as varied as in any other collaborative model.

Academies
Academies are publicly funded independent schools. The government expects academies to have "innovative approaches to management, governance, teaching and learning". Such status offers opportunities for great flexibility in models of leadership. It is not uncommon for an academy to have a principal as well as a chief executive.

Local authority initiatives
Local authorities are increasingly working in partnership with schools to raise standards through collaborative models of leadership. They can support schools in trying out different models of leadership.

Canterbury
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Leadership in Kent Schools: Interview schedule

This follows up the initial questionnaires sent to Head teachers, focusing on particular aspects of new models of leadership and how they are implemented in schools in more detail.

 1. Name.. 2. School(s)..

3. How would you define your new model of leadership? (e.g. collaboration, federation etc.)

4. What influenced the move to this model of leadership?

5. Can you explain what your role is in this model?

6. What roles do the others in the senior management team take? (i.e. the other Head, Executive Head if not the interviewee, other senior managers etc.)

7. How does the model work in practice in relation to:
a) The curriculum/ teaching and learning
b) Pastoral issues
c) Induction, training and CPD
d) Finances
e) Governing body/bodies
f) School development – e.g. SEFs
g) Other policies/ issues

8. What are the main benefits of the new model? (Follow up questionnaire answer)

9. What are the biggest challenges? (Follow up questionnaire answer)

10. What do you hope to have achieved in five years time as a result of this new model of leadership and how will this be measured (i.e. success criteria)?

11. Please add any other comments on the new model and how it works.

12. Would it be possible to return on another occasion to interview the Chair of governors/ other Head/s (if relevant) / other senior managers?

Thank you very much for your time. A transcript of the interview will be sent to you.