

Investigating the impact of NPQs on leadership and pupil outcomes

Stephanie Bingham
Prof René Koglbauer-Franklin

stephanie.bingham@ncl.ac.uk
@stephbingham2

rene.koglbauer@ncl.ac.uk
@Rene_Koglbauer

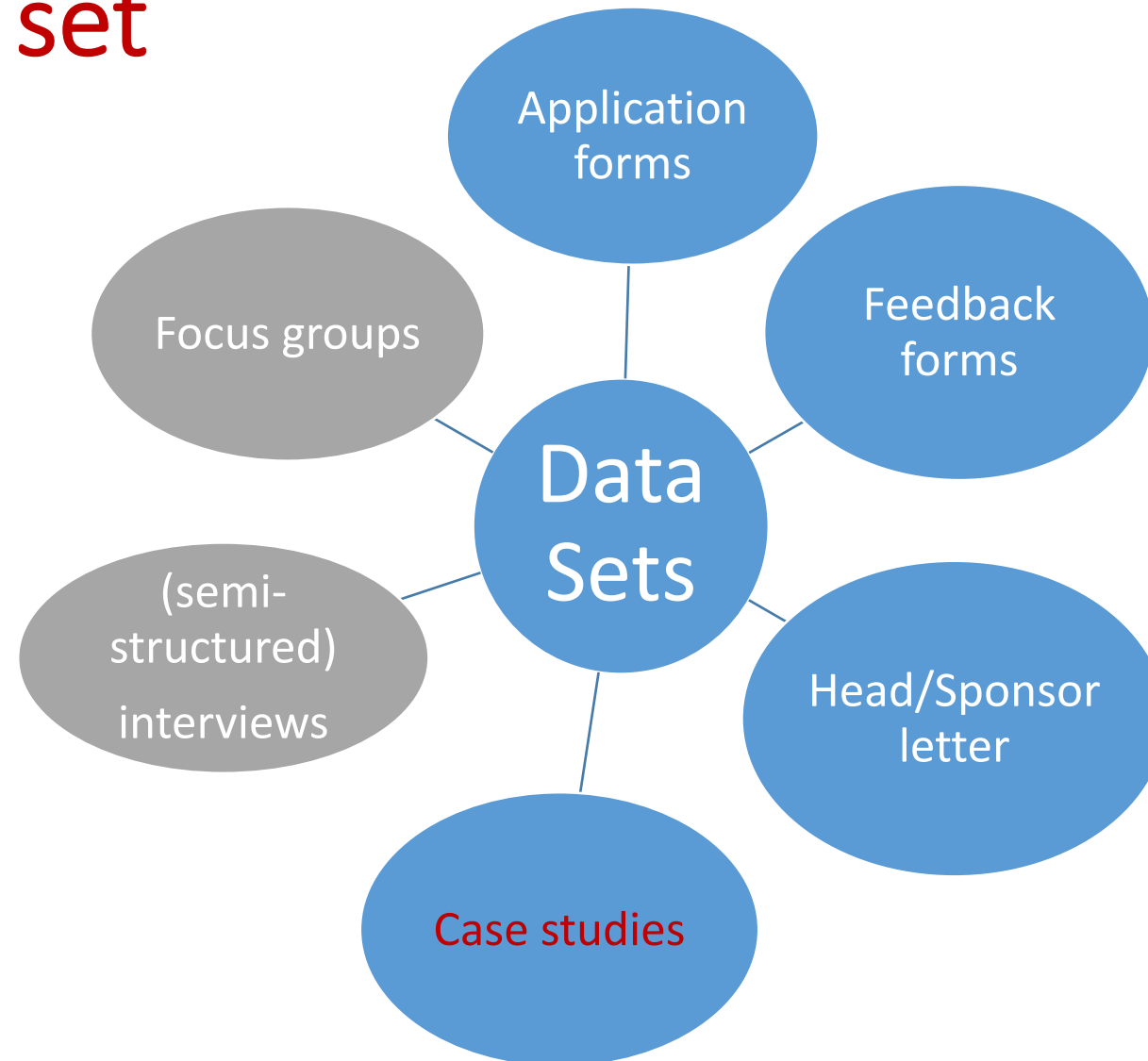
Purpose of the study

- To assess what impact NPQs have on leadership and pupil outcomes
- To share the learning and achievements of participants with a wider audience, including potential participants and their schools
- To learn from the research outcomes to influence future programmes

National Professional Qualifications

- Three programmes: Middle Leadership, Senior Leadership, Headship
- We have 4 face to face days covering 6 content areas, induction and assessment support:
 - Teaching and Curriculum Excellence, Leading with Impact, Managing Risks and Resources, Strategy and Improvement, Increasing Capability
- All programmes require a school initiative which must have a demonstrable impact on pupil outcomes
- Level 7 assessment portfolio, to include some required supporting evidence and explicit analysis and evaluation of research

Our data set



The case studies

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NPQ Case Study template



Name

School

Project title

NPQ level (ML, SL, H)

Your case study should provide readers with an understanding of your project and its impact. You should:

- *Provide a brief outline of the context of your school*
- *Describe your project and the impact it had on pupil outcomes*
- *Outline the impact the programme had on you as a leader*
- *Write in continuous prose*

Feel free to include:

- *Quotes from students or staff*
- *Pictures (submitted as a separate file for publishing purposes) /diagrams/infographs*
- *Relevant materials from the project*

Please do not submit data spreadsheets

If you would like your case study to be anonymous, we can remove your name and school before publishing. Please let us know.

Please be GDPR compliant, especially with respect to pupil information.

The word limit is 1,000 words. You should delete these instructions before submitting the case study!

Choosing the case studies

- Assessors asked to identify potential studies, based on impact on leadership and impact on pupils
- Other high scoring scripts considered
- Quality of project and its impact
- Quality of writing
- Variety of settings and project focus

Identified NPQ programme features

- 360° assessment
- Coaching (in-school coaches or NPQH external coach)
- Specific modules, specifically Leading with Impact
- Planning, implementation and evaluation of an in-school change project (scale is programme determined)
- NPQH: engagement with governors
- Course literature (research papers/think pieces)

Discussion with my in-school coach helped to address this as we identified ways that we could employ meaningful data to monitor impact. (NPQSL 1)

[...] After reading the 'How to Build Trust' document by Browning (2014) on the Leading with Impact face-to-face day, I was particularly keen to embed these strategies into my day-to-day practice. The strategies I found to be most effective [...] (NPQSL 2)

Initial reflections and findings

- All identified an impact on leadership capability
- All identified an impact on pupil outcomes, although the extent varied
- All referred to personal learning
- Almost all refer to a growth in leadership confidence
- In general, the level of reflection increased from ML to H
- ML case studies tended to be more descriptive of the initiative and the participant's learning

Emerging themes

- Role of curriculum expertise
- Leadership confidence
- Leadership skills & expertise
 - managing change (with impact on pupil outcome)
 - influencing people
 - 'technical' skills
- Developing the team's expertise
- Impact on career, particularly at SL and H

The NPQH helped me make considered choices around how to implement, organise, monitor and evaluate my initiative, testing methods I hadn't previously attempted as well as developing me as a leader. (NPQH 2)

I am now conducting my own action research project into how children's general vocabulary can be broadened by the discrete teaching of a new word every day, and in my new role as a senior leader [...] (NPQSL 4)

Role of curriculum expertise

- Subject/curriculum expertise
- Developing expertise around focus of in-school project
- Contextual expertise
- In-depth analysis of context and data on in-school project focus

[...] as this is my area of responsibility and specialism. (NPQSL 4)

I rigorously evaluated current practice, which included a forensic analysis of triangulated data. Having previously explored the most effective ways to evaluate pupil attainment and teaching and learning, as part of the NPQH, I felt confident in my ability to carry out this analysis. (NPQH 1)

I looked analytically at our data and established an area that would make a significant difference to the learning and ultimately to the life chances of the children. (NPQH 2)

Leadership Confidence

Personally, the programme **completely changed** my view of school leadership and of myself as a leader.

Prior to this I had had a varied (and **not confident**) experience of leadership in several job roles [...] From applying my new knowledge gained through reading, leading by example and ensuring that at all times my initiative was manageable for colleagues [...], my second staff survey showed that colleagues were much more likely to **think of me in a leadership role**, and were **overwhelmingly positive** about the impact the initiative had had on their teaching. (NPQSL 4)

Through producing these documents/presentations I was able to keep all stakeholders in the school up to date with my initiative and **I definitely became more confident in presenting**, an aspect of the leadership role which had previously filled me with fear. (NPQML 2)

The 360 diagnostic and sessions with my coach have built on my experience and practical knowledge of learning theories and pedagogy and this has helped me **feel confident to intervene and challenge underperformance**. (NPQH 2)

Initial conclusions

- Approaches to the case studies and to leadership are progressive from ML-H: this in part seems to be affected by ability to reflect on leadership
- NPQs appear to have a positive impact on participants' leadership confidence
- Improved confidence appears to help ensure the project has a positive impact on pupil outcomes
- Almost all case studies refer to developing the capability & expertise of team members
- The case studies suggest NPQs have an impact on career progression, particularly at SL and H.

Points for discussion

- Maximising the cases studies as a data collection tool
- Our challenge: multi-purpose use of the data set
- Maximising the range of data sources (for different research foci)

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Case study Template

Accredited NPQ provider



NPQ Case Study template

NETSP
North East Teaching
Schools Partnership

Name

School

Project title

NPQ level (ML, SL, H)

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