

Leading with Confidence 2017-18

When asked to rank the different aspects of the programme according to how useful they were, participants gave the highest scores on scale of 1 (highly useful) to 10 (not at all useful) to the coaching sessions (1.7) and the residential (1.9). All other aspects of the programme were rated as 2.6 or above, except for the induction day which scored only 3.1. However, one participant did state that: *'The induction session made me realise I was ready to take the next step and apply for NPQH.'* Another said: *'I found the induction session was very powerful as it give us the opportunity to network with Heads who had been on a similar journey.'*

In terms of the themed twilights, the most useful session was perceived to be the session on understanding the 360, rated at 2.1, followed by the session on flexible working and parenthood at 2.4. However, one person did comment on the latter session, saying that: *'I personally would've benefited from the optional session about leadership and parenthood if there was a full time working mum discussing/giving advice to full time working mums as not everybody has the option to flexible hours due to financial reasons.'* Other twilight sessions were all rated at 3.1 or above. One person commented that: *'All of these sessions were so useful, I found myself really looking forward to each session and coming back to school with both practical and strategic actions to take.'*

Despite the fact that half the participants were matched with a senior leader or Headteacher to shadow, only three of those who responded to the final evaluation survey actually did the shadowing, citing workload and difficulties making contact to agree a date as reasons for this not happening. However, those who did manage to shadow, found it invaluable, giving this aspect of the project the highest rating possible in terms of usefulness:

'I was linked with a secondary Headteacher who was very open and helped me reflect on the positive impact I can have on transitions to Key Stage 3.'

'C was such a fantastic and open role model. The opportunity to see a different SLT was invaluable to my reflection of my on practice.'

'Within an hour the HT had boosted my confidence more than any element of the course by saying that I was 'a catch' for any school at a DHT level!'

This suggests that more effort should be made to broker these visits and make sure they take place.

In response to the degree to which the programme met its aims, namely:

- Sharpen your leadership skills
- Offer insights and inspiration from female headteachers, including shadowing opportunities
- Provide mentoring and coaching from successful female leaders
- Create a powerful network of like-minded female leaders

all received a score of between 2.1 and 2.6 out of 10 (1 being strongest impact).

In response to questions about impact (again scored 1-10, with 1 being strongest impact):

- I have a clear understanding of how to apply what I have learned on this programme: average score 2
- What I have learned on this programme will improve my leadership: average score 1.9
- What I have learned on this programme will help me progress in my career: average score 2.1

9/20 participants stated that they had secured a promotion since joining the programme and a further 2 had applied for a promotion. 9 had taken on additional responsibilities. 17 now felt they understood what their next steps were to progress as a senior leader and move towards headship, and 17 felt more motivated to progress in their careers. In terms of career progression, the following responses were given:

	0-12 months	12-24 months	24-36 months	3-5 years	Not sure
When do you expect to apply for next stage promotion?	35%	40%	0%	10%	15%
When do you expect to apply for headship?	0%	10%	30%	20%	40%
Do you envisage taking up NPQH?	20%	30%	15%	10%	25%

16/20 felt more optimistic about supporting staff in their school to balance work and parenthood without having a detrimental impact on pupils, and 10 felt more optimistic about achieving this themselves.

Others mentioned applying for further leadership development programmes, e.g. Getting Ahead London and NPQH. However, one person stated that:

'I've chosen to leave school leadership to undertake consultancy for a while. The course was extremely useful in helping to bring clarity to what I wanted to do next.'

When asked what else could be done to support delegates in moving towards headship, two mentioned that they would like further coaching, and five mentioned that they would like to continue to sustain the network of colleagues they formed on the programme:

'We have made some great professional relationships.'

'What a fantastic group of women, who are very supportive!'

Finally, there were several unsolicited final comments praising the programme:

'The best course I have attended in my entire career. It has changed the way I lead and had an extremely positive impact on my school.'

'This has been the best course I have been on in years and made me super reflective.'

'Excellent programme and it has enabled me to become much more confident as a female leader ensuring women from all walks of life have a fair and equal chance in the work place.'

'Absolutely fantastic course that has reminded me why I got into education and reinvigorated my passion for making positive change in education.'

'By far the most inspiring and useful training I have been on. After each session, I found I could go back into school and apply something that I had picked up during the session. It has been a brilliant experience and huge thanks to everyone involved in it.'

Particular praise was offered to the programme facilitators:

'Nicola was awesome and helped me personally become 10% braver!'

'The program was really good especially the people who presented the sessions. I think Nicola is excellent advocate for women in leadership. She is very inspirational'

NB There were 20 respondees for this programme evaluation out of a possible 31.

Leadership Beyond One School 2017-18

When asked to rank the different aspects of the programme according to how useful they were, participants gave the highest scores on scale of 1 (highly useful) to 10 (not at all useful) to 'Developing your network' (1.9) and the shadowing opportunity (2.1). All the participants were matched with an executive headteacher or CEO to shadow, and only two participants did not carry out the shadowing, both citing challenges with securing dates. Those who did shadow, did so for between one and two days each.

All other core aspects of the programme were rated as 2.7 or above, except for the executive coaching sessions which scored only 3.1.

In response to the degree to which the programme met its aims, namely:

- Provide insights and inspiration from executive leaders in the education sector and beyond, including shadowing opportunities
- Focus on the key skills and attributes needed to succeed
- Create a powerful network of like-minded female leaders

all received an average score of between 1 and 2 (1 being the strongest possible impact).

In response to questions about impact, again scored 1-10, with 1 being strongest impact:

- I have a clear understanding of how to apply what I have learned on this programme: average score 1.8
- What I have learned on this programme will improve my leadership: average score 1.5
- What I have learned on this programme will help me progress in my career: average score 3.0

None of the participants stated that they had either secured or applied for a promotion since joining the programme and 6 stated this was not relevant for them (presumably as they are already in executive headship roles). 4 had taken on additional responsibilities. All 8 now felt they understood what their next steps were to progress as executive headteachers, and 7 felt more motivated to progress in their careers. In terms of career progression, the following responses were given:

	0-12 months	12-24 months	24-36 months	3-5 years	Not sure
When do you expect to apply for next stage promotion?	3	3	1	0	1
Do you envisage taking up NPQEL?	4	1	0	0	3

4 participants felt more optimistic about supporting staff in their school to balance work and parenthood without having a detrimental impact on pupils, and half also felt more optimistic about achieving this themselves.

When asked what else could be done to support delegates in moving forwards with their careers, one mentioned that they would like support with application writing and interview techniques.

Finally, there were several unsolicited final comments praising the programme:

'I feel empowered and privileged to have been a part of LBOS prog.'

'This programme was great for creating a network of very strong and influential female leaders - the opportunities to reflect and discuss together has really pushed/challenged my thinking and learning. The sessions with Eve Warren and Alison Oliver were particularly helpful for my own growth as a leader.'

'The programme was so valuable to build networks and learn from colleagues about different ways of working. It opened up discussion and debate on the wide variety of opportunities available. The material and content were well thought out and were both relevant and challenging.'

'A powerful training opportunity to empower women leaders.'

NB There were 8 respondees for this programme evaluation out of a possible 11.