Emerging patterns of school leadership: ECM perspectives

These case studies and DVD celebrate the ability of school leaders and their colleagues to find local solutions to collaboration and service design.

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This publication draws on the findings of a wider research report, Emerging Patterns of School Leadership 2, which will be published in autumn 2009 and available on [www.ncsl.org.uk/publications](http://www.ncsl.org.uk/publications).

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Introduction

This booklet and the accompanying DVD are a celebration of the ability of school leaders and their colleagues to find the local approach to collaboration and service design that offers their school its best possible grip on local opportunities and difficulties.

These materials introduce five examples, only a fraction of those available. Parts of these stories will resonate with some readers who might decide that elements of the solutions will translate quickly and directly to their own context. The examples will have worked better than that if they encourage school leaders, other leaders of children’s services and policymakers to find out more about the background to the case studies, to reflect on the learning and to adopt the underlying theme: local analysis of need leads to local solutions for organisation.

Making sure that every child really does matter brings school leaders face-to-face with ‘adaptive challenges’ which cannot be solved by direct reference to previous experience, authoritative sources or ‘standard operating procedures’\(^1\). These challenges have to be solved by experiment, discovery and adjustment across the system, explorative tactics that inevitably bring their own risks. The system is now beginning to reveal how relationships and structures are being reorganised inside schools as well as between schools and other organisations. The new approaches are a means to an end: the leaders involved believe innovative system design can improve the achievements of children and young people in meeting the five outcomes of Every Child Matters (ECM), and there is emerging evidence that they are right. What the evidence also suggests is that there is no prescription, no one-size-fits-all solution, for effective collaboration and service design except that local integrity – the match between context, need and service design – is fundamental.

- The tightly knit but informal arrangements in **Hailsham** (p6) suit the requirements of a medium-sized town in East Sussex with a single secondary school and a strong sense of locality.
- The soft federation (p4) between **Delaware** and Harrowbarrow primary schools with Callington secondary school in rural Devon just west of Plymouth offers the flexibility that local communities treasure alongside the critical mass to create provision locally.
- The charitable trust (p5) that embraces **Garforth** Community College and four primary schools on the eastern edge of Leeds provides or sponsors a range of associated services and includes as trustees not only the schools but also the primary care trust (PCT), further education (FE) college and local Learning and Skills Council (LSC).

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• The co-location of John Watson Special School in Wheatley, Oxfordshire (p8) benefits special and mainstream students equally, with younger pupils sharing a single site with a primary school, nursery school and children’s centre, while secondary pupils have their own building on the community secondary school campus a mile away.

• New Charter (p10) is an academy in Ashton-under-Lyne, Tameside formed from the amalgamation of two schools. It is determined to contribute to local regeneration and is linked with its community by the academy sponsors, a local housing association.

The final pages of this booklet include a reflection based on the research into emerging patterns of leadership commissioned by NCSL from Manchester University\textsuperscript{2,3}. The Manchester University team has interviewed people at more than 20 localities where reportedly new and perhaps unique relationships and structures are emerging. At all the schools, the Manchester team asked general questions about the implications for ECM-related activity and at eight of them the researchers made ECM a major focus for the interviews. Five of those eight schools also contributed to the DVD that accompanies this publication.


\textsuperscript{3} Chapman, C, Ainscow, M, Mongon, D, Muijs, D, and West, M with Gallannaugh, F, Bragg, J, and Armstrong, P, 2009, Emerging Patterns of School Leadership: A deeper understanding, NCSL Nottingham
Delaware and Callington

Soft federation

Jo Grail was convinced when she arrived as headteacher at Delaware Community Primary School in 2001 that the school could not serve its pupils well, still less its wider community, unless it built strong and productive links with other schools and agencies. So, at first as part of a larger networked learning community and more recently within a soft federation, Delaware has been working closely with another local primary school, Harrowbarrow, and the local secondary school, Callington Community College.

Delaware is a small school, with one class entry per year, and which could easily become a narrowly focused and isolated institution. It serves a rural community just inside Cornwall, close to the border with Devon. The area has a high percentage of professional parents working mainly in nearby Plymouth and a high percentage of low-income families who suffer from a lack of transport and facilities, a familiar story in areas once rich and self-sufficient on farming and mining.

Jo and her colleagues told us how determined they are to broaden horizons, raise aspiration and improve achievement for all their pupils. To do that, they needed to secure a place for education and for the school at the centre of community activity and also to promote a continuous curriculum experience which would support young people from the ages of 3 to 19. The population was too thinly spread across the locality for services to be easily replicated across the piece, and it was clear that the schools could take a lead.

The quality of pupils’ experience is at the core of what this soft federation has set out to achieve. Its connections have helped Delaware to create a curriculum offer for pupils, parts of which, Ofsted reports, are ‘exceptional’. In part that has been achieved by the effort of each school and in part by the kind of collaboration evidenced by, for example, a subject specialist from the secondary school introducing Mandarin Chinese to six- and seven-year-olds at Delaware. Continuity and managed transition are not the words that Year 7 pupils use in the DVD to describe their experience; however, their own sense of well-being speaks eloquently about moving from primary school to a familiar secondary.

The federation is also committed to using school buildings and facilities to provide education, to accommodate extended services and to nurture community cohesion across all ages and many interests – an approach which it hopes will have direct and indirect benefits for young people as well as the wider community. From the well-being of antenatal and toddler groups through to the communal excitement of rock climbing, the DVD hints at how well the local provision is working.

The schools have considered other models and turned down proposals for a hard federation or trust status. The governors and school leaders judge that for the time being at least, and in this rural context, the sense of local ownership of the local school allied to the premium of federated activity serve their communities best.
Garforth
School partnership trust

When Paul Hirst started his teaching career he did not expect to become a company secretary, so he is still a bit surprised, though very pleased, to be commissioner for the School Partnership Trust (the trust), an incorporated company and registered charity built around five schools serving the Garforth community in a former mining area on the eastern edge of Leeds. Garforth Community College, East Garforth Primary School, Strawberry Fields Primary School, Garforth Green Lane Primary School and Ninelands Primary School have become trust schools and, along with Leeds PCT, Leeds Trinity & All Saints FE College and the local LSC are the joint trustees. The trust’s objectives are to:

- enhance the development and education of people of all ages and without distinction
- advance the health and welfare of pupils and their families
- promote community cohesion
- provide or assist in providing facilities for recreation and leisure
- work with schools in challenging circumstances

Sir Paul Edwards, headteacher at Garforth Community College and chief executive of the trust says that collaboration and a determination to improve outcomes for young people now permeate its work. The schools act as hubs and through them the various health and social care agencies have been able to share information on vulnerable families and pupils. Together they identify and address areas of particular need – inside and outside school – to help all children and young people benefit. Local community nurses have also used this approach to address underlying factors behind issues such as teenage pregnancy and sexual health, informing pupils and monitoring these issues right across the trust.

Tammie Prince, headteacher at Garforth Green Lane Primary School, is delighted by the critical mass the trust has created across the primary schools. Collective resources and financial freedom can be deployed to great effect. Shared systems and planning for finance and ICT offer administrative efficiency while shared approaches to teaching and learning, staff recruitment and the curriculum are enhancing the classroom offer to pupils. One powerful illustration of how all this comes together is the shared system that now allows the progress of pupils to be both tracked and (even more importantly in the interests of early intervention) to be anticipated from school entry to school leaving. Opportunities are also now emerging to share planning, facilities and provision in ways that will guarantee the core extended services offer to families across the locality. This includes holiday programmes accessible to every child in the community and an integrated after-school programme within the trust’s structure.

The trust’s partners are combining their experience and expertise to expand the curriculum and personalised offer to secondary students. To take just one example, at the Habits Hair and Beauty Salon students can practise skills in a real commercial environment which the trust’s legal constitution as a not-for-profit charity has allowed it to fund.
Hailsham

Town partnership

Claire Atherton’s role as ECM manager for the Hailsham Partnership and the Local Partnership for Children provides not just a long title for Claire but also considerable impact for the young people of a small market town about 10 miles from the East Sussex coast. The surprise, for most outsiders, is that Claire can achieve so much (she would say help with so much) with so little formal power or authority.

Just a few years ago, Hailsham Community College, where Claire is also vice-principal, and four of the local primary schools realised that their traditional way of working with local support services created misunderstandings, provided a poor response to local needs and fostered uneconomical practices. In retrospect, local providers are inclined to describe that period as ‘a bit chaotic’.

Lesley Farmer, principal at Hailsham and colleagues such as Marion Lace, head of Grovelands Primary School, were determined to change that. Hailsham College is a pioneer full-service extended school and a sports college, and it was apparent to the senior leaders in the area that a potentially powerful synergy existed between the ECM outcomes, the sports college’s community targets and the local development of extended school activity. The five schools have used that synergy and the relative isolation of the town to create an informal but substantive and effective partnership across a range of services.

Lesley and Marion are ex-officio members of the executive board of the Hailsham Partnership, which includes headteachers from the five schools and representatives from a range of other agencies. The board has no statutory constitution or powers though it provides oversight, co-ordination and governance for operational groups which, across the town, embrace more than three dozen agencies with an interest in local children.

The board meets monthly and works through nine operational groups:

- transition group
- adult and family learning group
- Every Child Achieves group
- children and out-of-school group
- multi-agency group
- student group
- specialisms group
- parent group
- common assessment framework group (0–11 and 11–18 years)
The parent group, for example, has led on a community safety survey, a healthy eating initiative and a parent information pack. The student group has led on an early language development programme.

Claire works with the board and representatives of other agencies to develop operational plans, secure stakeholder support and monitor progress. Claire’s is one of several roles in the partnership which, because of the increasing collaboration across schools, are offering enhanced leadership opportunities to future leaders either in their own schools or in strategic roles with other partners.

The partnership now faces the interesting question of whether a sustainable future is best secured by continuing as a voluntary and mainly informal collaboration or whether a more formal and statutory constitution would serve the town’s families better in the long term.
John Watson and Wheatley

Co-location

Sally Withey is the headteacher of two schools, each with its own governing body. They share a campus with a third school and half the pupils from one of Sally’s schools study full time on the site of a fourth school about a mile away. Add to that the fact that one of her schools is a special school with necessarily strong connections across a range of community, health and social service agencies, and a key part of Sally’s role becomes the facilitation and co-ordination of a complex leadership network.

All four schools are in the large village of Wheatley which straddles the Old London Road about five miles east of Oxford. Sally is the headteacher of John Watson Special School and Wheatley Nursery School. With Wheatley C of E Primary School, these two share the site and buildings of the former secondary school just outside the village centre. The secondary school, Wheatley Park, is now a mile away on the edge of the village.

John Watson is an all-age special school for young people with severe and profound learning difficulties, some of whom also have autistic spectrum disorder or behavioural difficulties. Location has become a defining feature of the school’s offer to young people with or without special needs who in these shared locations can learn from one another some of the skills and considerations required in a complex world. Adults such as Michelle Gregory, one of the primary school’s teachers, are also quick to tell stories about what they can learn professionally and personally. Listening to Michelle, it seems unlikely to be a coincidence that Ofsted’s judgements of personal development and well-being are so good across all four schools.

Wheatley Nursery School, like the primary school, is literally attached to John Watson with easy corridor access between the three. Under Sally’s headship, the nursery school can offer fully inclusive provision for mainstream children alongside those with learning difficulties and disabilities. What Ofsted describes as a good school, one parent says is ‘a joy of a place, full of light, smiles and laughter’.

Co-location also makes it easy for the special school and primary school to collaborate and widen the curriculum offer for pupils from both. Children from each of the schools can access the teaching and learning skills of staff at the other, to the benefit, the pupils say, of everyone.

Secondary-age pupils on roll at John Watson have their own purpose-built accommodation on site at Wheatley Park. This means they can be offered a full curriculum on the secondary school site, alongside their peers in mainstream classes wherever possible, while the necessary speech therapy, physiotherapy and occupational therapy are also readily accessible.
The complexity of Sally’s role and the nuances of the collaboration between the three headteachers is only the tip of the leadership connections and development that make this network successful. Members of her own leadership teams based in the nursery, the special school and secondary school have increased responsibility and development opportunities created by her roving commitments.

A single senior management team operates across both the John Watson and Wheatley Nursery Schools and at Wheatley Park, Jacqui West, senior assistant head welcomes the professional breadth and opportunity which co-location offers to the SMT there. Kevin Heritage, the secondary school’s business manager, is working closely with the John Watson SMT, which has its own School Business Manager, to ensure that the next phase of building work for both schools on the secondary site offers integration in two vital senses of the word; the visible architectural design and the implicit educational provision.

Sally and her team are now beginning to look into extended services and to work out the best ways of deploying the wide range of therapists and outside agencies that are inevitably involved with a special school. In addition to the resources of the local authority’s SEN teams, they have to provide a lead role for the Health Authority’s therapy team including physiotherapists, speech and language therapists, and a Clinical Nurse specialist based in school. The school also works closely with children’s services for social and health care as well as other voluntary and charitable organisations and employs a private music therapist.

The senior professionals at these three schools know that if they continue to build on their shared commitments then there are still more advantages to be gained from their co-location for the students and the wider community.

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4 Chapman, C et al, 2009 (op cit)
New Charter

Academy and community

If Arati Patel-Misty ever had a career plan, it did not include being part of the senior leadership team of an academy until she was seconded to that role from the New Charter Housing Trust (NCHT), a housing association which ‘exists to build and support communities’ through social housing programmes. NCHT is the first housing association in the country to sponsor an academy. It believes that this will be a catalyst for increasing opportunities and raising achievement for young people across Ashton-under-Lyne where NCHT and the academy are based. NCHT believes that a successful academy will coincidentally make the deprived neighbourhoods it cares for safer, cleaner and happier places to live, whatever your age.

New Charter Academy opened in 2008 operating on two sites previously occupied by the two schools it replaced. It will move to a new, purpose-built campus to which NCHT is contributing £2 million in September 2010. NCHT directly nominates 4 of the 10 non-executive governors. The remainder include one local authority representative, one parent, one member of staff, one community representative and two independent governors.

Arati’s story personifies the emergence of the academy and its commitment to powerful community engagement that helps secure ECM outcomes for young people. Arati came to NCHT as its education development manager from a background in community and regeneration activities, which included management of employment, training and education centres mainly for the unemployed and disaffected young people. She became closely involved in planning the academy’s sponsorship and since April 2008 has been seconded to the academy’s executive team as community and regeneration director.

George Lloyd, executive director at New Charter, has clear views about the ambition represented by Arati’s work. The wider ECM agenda is deeply rooted in the ethos and activities of the academy he leads and he wants to ensure that it stays that way. The ECM themes and outcomes are seen as valuable in their own right and prerequisites to improving student achievement which would otherwise plateau in the kind of area the academy and NCHT serve. George does not expect Arati to work in isolation; on the contrary, he wants her activity to be inextricably woven into the physical and cultural fabric of the academy.

Arrangements between New Charter and NCHT create community and service connections which would not otherwise emerge and Arati’s role helps to maintain their serviceability. Examples include:

- developing wrap-around services for pupils who are experiencing difficulty at school and whose families are known to NCHT
- creation of work experience and apprenticeships in or around NCHT for students from the school
- liaison with the police over out-of-school incidents in the area

New approaches to internal and external processes, the SMT at New Charter believes, hold the promise of regeneration for the school and its surrounding community.
Emerging patterns of school leadership:
making every outcome matter

The patterns, observations and questions identified by the Manchester University research which was referenced in the introduction to this resource include a broad sweep across ECM arrangements, the emergence of Trusts and Academies, other collaborative approaches and the role of School Business Managers. The impact on a range of outcomes and the Manchester team’s conclusions can be read in full in their report published by NCSL.

Building on that report and some additional enquiry, this section describes six themes related to ECM and extended schools which have been identified for emphasis in this booklet and the DVD. They are:

1. Assimilated approaches
2. Collaboration
3. Internal and external motivation
4. Internal and external effort
5. Innovation at school- and system level
6. Leadership development for the future

1. Assimilated approaches

"Working together, a collaboration like this with schools and other partners, means you have to work out what you’re talking about. Your view of the children, I mean the work and the language you use, is very important but it’s not the only view."

School leader and ECM manager

New, emerging patterns are helping schools to assimilate their individual and sometimes collective approaches around the full range of ECM outcomes. The associated activities are not then a bolt-on to their core teaching and learning work; they are integral to it. School leadership, the report confirms, is critical to making this happen. The researchers found that for leaders of services for children and young people and other adults, including many in schools, a very wide range of meaning is being applied to the headline phrase ‘ECM agenda’. The range of meaning then becomes an obstacle to shared understanding and collegiate assimilation of the work that needs to be done. The Manchester team summarised the range of definitions broadly as shown in Table 1.

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4 Chapman, C et al, 2009 (op cit)
People, and to some degree institutions, can emphasise different interpretations from time to time and sometimes even with contrasting if not contradictory expectations. It appears that leaders such as those in the accompanying DVD create coherence within their own organisations and across the emerging pattern by being unambiguous about what meanings are in play at any given time and what the immediate priorities are.

### 2. Collaboration

"Without collaboration, our work would fall apart now. That attitude just permeates what we do, inside the school, across the Trust and with the community. It’s become obvious really."

**School leader**

Collaboration, the Manchester report concludes, is a key driver for change. It is the force behind many of the emerging patterns and, as the DVD confirms, is producing particular benefits for work related to ECM and extended schools. Most of the school leaders in the research and all of those in the DVD appear to have a disposition to promote collaboration within school and across service boundaries. Collaboration characterises the expectation they place on their own colleagues to tackle every kind of within-school variation in outcomes and to provide a full range of services at their schools. Collaboration also characterises the informal networks, formalised agreements and strategic partnerships that they sponsor with other schools, organisations from other sectors and the wider community. These leaders seem intuitively collaborationist.
3. Internal and external motivation

“While you have to focus on attainment, well-being and enjoyment are things which good schools should be doing without having to tick boxes. You don’t need to be told what to aim for, though you might need some help doing it”

Academy principal

The Manchester report draws attention to the difference between practice that feels imposed or additional, and practice that is deep rooted and self-generated. Emerging patterns of leadership are not an end in themselves and, for these school leaders, they are definitely not an external, reflex reaction to anyone else’s agenda. ECM practice and extended services provision are not additional work, bolted on to their core responsibility for teaching and learning. Instead, the innovative patterns of leadership become part of an iterative process where new structures promote the rethinking and reconceptualising of practice, which in turn provides the basis for reconsidering structures. Consistent improvement in outcomes for the young people is the well-thought-out aim driving that iterative process. In these circumstances, the well-being of children and young people becomes as much a part of the school’s DNA as the traditional attainment outcomes.

4. Internal and external effort

“I’ve had to learn not to deal with all the detail. I have a Head of School and a Manager for Extended Services to do that so my role is to work on the connections and the overview”

School leader

The focus that schools are bringing to their work and that in turn influences the design of their emerging patterns of leadership might be more or less internal or external. An internal focus will emphasise structures and processes within the school, while an external focus will emphasise connections with other agencies and groups. There are examples in the DVD and this booklet of both. Internal effort might include, for example, the reallocation of key responsibilities and accountability inside a school. It might also include the creation of new working practices and the redefinition of roles. External effort might include, for example, the financing of capacity, a post perhaps, to co-ordinate or manage a strategic partnership or a focused attempt to create strong alliances between people and agencies in the wider community.
5. Innovation at school- and system level

“I cannot imagine how we would meet the needs of our pupils and their families if we didn’t work the way we are doing, if we didn’t have the school federation and the community links…”

School leader

The unique quality of innovation rarely lasts long in an interconnected system and examples of the kind described in the DVD may already be familiar though not common outside the five localities. Theories of ‘education epidemic’ or ‘tipping points’ are important but partial explanations of the uneven and lumpy way that innovation and knowledge transfer across the system. The Manchester team’s hypothesis is that the impetus to explore innovative or adaptive solutions appears to vary according to particular features of a school’s context. Many of the schools that are experimenting and innovating radically appear to be in the most challenging and disadvantaged areas, often with a history of persistent educational failure and an implacable need to raise the game. The researchers conclude that in difficult circumstances, schools that are intrinsically motivated and are rethinking practice appear to sponsor school innovators and system innovators in their approach to local solutions. That suggestion is borne out by the schools’ stories told in this booklet and DVD. In contrast, the hypothesis runs, schools that experience the wider ECM agenda and emerging patterns as a bolt-on, tactical contribution to raising low levels of attainment will stay closer to traditional practice and mediate the impact on either structure or pedagogy.

6. Leadership development for the future

“She understands school systems, professional performance and student outcomes. I’d work in a school where she was headteacher”

Teacher describing SLT member without a teaching qualification

“I thought I’d always be happiest teaching but this is an unexpected revelation”

School leader and extended services manager

Emerging models of leadership provide the schools in the DVD with constant learning for the present as well as insight into models for the future. These school leaders are purposefully providing the opportunities for their senior colleagues to engage with the strategic leadership inside and outside school. This is the leadership and workforce development in action as the ECM and extended services agendas require and as central government proposes. Senior leaders in these schools are not corralled into the full-time maintenance of systems inside the school while the headteachers engage with other services and the wider community — a risk described in the 2008 Manchester report. Many of them are positioned to become system leaders of the future whose present role is a significant professional development opportunity. An apparently growing number of these senior leadership team members do not have a teaching qualification and their specialism in the leadership team does not call for one. A corollary is that people with a teaching qualification and therefore a ‘traditional’ school career are now being drawn into roles which do not depend on that particular background. This, as the Manchester research confirms more widely, is not simply the emergence of School Business Managers, it is the assimilation of new roles and responsibilities into school management teams.

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7 DCSF, 2008, 2020: Children and Young People’s Workforce Strategy, Nottingham, DCSF
8 Chapman, C, et al, 2008 (op cit)
Emerging models of leadership for ECM and extended schools

The Manchester research concludes that the emerging patterns of leadership tend to operate along two important dimensions:

- Along one dimension, leaders focus either on arrangements which are internal to the school or on those which are external. Along this dimension, the school’s leaders tend to prioritise either changes in the way things are done inside the organisation or changes in the organisation’s relationships with other agencies and the community it serves.

- Along the second dimension, the school’s leadership adapts to new work either through ‘additional practice’ or by ‘rethinking practice’. Leaders who regard the new work as ‘additional’ tend to squeeze it as far as possible into the mould of their existing current practices, often working in much the same way except at a more frenetic pace. Those who approach new work by ‘rethinking’ tend to reappraise and, where justified, create fit-for-purpose, distinct new models by redesigning their practice.

These ‘dimensions’ are, of course, not mutually exclusive and few, if any, school leaders operate along only one dimension or at the extreme of either for all of the time. The Manchester team tentatively suggests that the most powerful impact across a range of outcomes will be created by those leaders who can create a synergy between the internal school processes and the external connections by rethinking their working practices. The diagram above illustrates the hypothesis. X marks the point where, potentially, leaders who are prepared to rethink their practice can assimilate the internal and external activity with school based and systemic innovation to provide the greatest impact.

Summary

The stories told by school leaders and their colleagues in the case studies above and through the accompanying DVD are more than just imaginative professional anecdotes. The stories are, in their own right, interesting descriptions of innovative local patterns of leadership within schools, across schools and between agencies. Behind the description they reveal a more profound dimension. They are stories told by a very wide range of people in very different roles and circumstances who can take pleasure in knowing that they are good at their core work, clever at finding ways through the barriers and effective in improving the quality of more and more young people’s experiences. The elements and levers that are most likely to fulfil the potential of those local patterns across the range of ECM outcomes are in turn being unearthed and shared through the Manchester research. Emerging patterns of leadership seem likely to work well if they are rooted in the alignment of individual and institutional effort by schools and their partners. This alignment needs to encompass three important elements. First, there must be a shared sense of purpose focussed on raising the quality of outcomes for children and young people across the full range of attainment and well-being indicators, including descriptors in the School Inspection Framework from September 2009. Then there needs to be a sincere sense of the value which different people – adults and young people, specialists and generalists, professionals, volunteers and families – can contribute to the work. Finally, all of this will have to be permeated by a deep sense of empathy for the particular place or locality.

Put simply, the anecdotal and research evidence are both pointing towards the conclusion that there is no prescription, no one-size-fits-all solution, for effective collaboration and service design except that local integrity – the match between context, need and service design – is fundamental.
Publications and resources also available from NCSL:

NCSL programmes for school leaders at all levels. [www.ncsl.org.uk/programmes](http://www.ncsl.org.uk/programmes)

Publications and resources available to download and order. [www.ncsl.org.uk/publications](http://www.ncsl.org.uk/publications)

The Leadership Library is a free unique resource bringing together some of the best leadership and management thinking from around the world. [www.ncsl.org.uk/leadershiplibrary](http://www.ncsl.org.uk/leadershiplibrary)

The Learning Gateway is a single access point to all NCSL’s online learning tools and resources. It provides access to talk2learn, a vibrant online community of over 120,000 members. [www.ncsl.org.uk/learninggateway](http://www.ncsl.org.uk/learninggateway)

The Tomorrow’s Leaders Today campaign is about finding, developing and keeping great headteachers. [www.ncsl.org.uk/tomorrowsleaderstoday](http://www.ncsl.org.uk/tomorrowsleaderstoday)

ECM Leadership Direct is an online resource exploring the implications for Every Child Matters for schools and school leaders. [www.ncsl.org.uk/ecmleadershipdirect](http://www.ncsl.org.uk/ecmleadershipdirect)

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