GETTING AHEAD LONDON

Evaluation of the pilot *Getting Ahead London* (GAL) programme (2016-2017) for the Greater London Authority

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The authors

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Executive summary

The Greater London Authority (GLA) commissioned this evaluation of its pilot *Getting Ahead London* (GAL) programme which aimed to increase the supply of headteachers for London schools. The programme was run jointly by Challenge Partners, PwC and the GLA, ('the consortium'), and ran for the first time in the 2016-17 school year. It was aimed at senior leaders who aspired to headship or were considering whether they were capable of leading a London school.

The report is based on a thorough formative evaluation of evidence collected throughout the year, combined with data from pre- and post-programme surveys of participants and data from headteachers and leadership coaches.

The value of the GAL programme became evident during the year as strongly positive feedback was received throughout from participants and coaches. On the basis of this formative evaluation evidence, the GLA made a commitment to extending the programme for a new cohort of 48 participants in 2017-18.

This report provides a comprehensive summative evaluation of the pilot GAL programme. The evidence points to a very well-conceived and delivered programme which is making a difference to motivating and helping prepare senior leaders for headship. The efficacy of the programme is apparent not only from the data but also from the fact that a quarter of participants had applied for - and gained - headships by the end of the year, and several more had achieved further promotion.

The evaluation focuses first on the inputs to the programme, finding that the consortium took a range of measures to attract talented participants, particularly senior leaders who had the potential for school leadership roles, and implemented a rigorous application and selection process. Equal care was taken with the appointment and training of leadership coaches from the cadre of experienced, often system-leading London headteachers. The design of the programme responded closely to findings of the GLA's 2015 research into building a pool of prospective school leaders.

Secondly, the report analyses the quality of the programme, particularly the key processes of coaching, shadowing and networking, finding high levels of satisfaction by participants and skill in those delivering or facilitating the different strands.

Thirdly, the evaluation of impact presents extensive evidence of positive changes in the knowledge, skills and attitudes of participants that is reasonable to associate with their engagement in the programme. The research looks for evidence related to characteristics that contribute to what could be described as a London leadership ethos, reflected in strong and shared values, moral purpose and a determination to make London schools places where everyone can succeed. The findings provide a retrospective endorsement of the

GLA's decision to extend the initiative based on unequivocal evidence of the high quality of the programme and its undoubted potential in fuelling the London leadership pipeline.

The report concludes with reflections on how this innovative approach to leadership development could be extended to support a wider culture of talent management in London and beyond.

Key findings

- The design of the GAL programme closely reflected the findings of earlier research and a gap analysis[1] on the types of support London leaders stated they would most welcome in considering aiming for headship.

- Rigorous and systematic selection procedures ensured that the great majority of those accepted onto the programme would be likely to benefit from the opportunity and the investment made in them.

- Selection of leadership coaches was equally rigorous and impartial, although applicants were sought through networks available to the GLA/PwC/Challenge Partners collaborative.

- Efforts made to encourage a diverse group of participants and coaches resulted in a majority of females in both categories but a smaller proportion of Black and Minority Ethnic participants than is represented in the London teaching force.

- The leadership coaches had an indispensable role in the process and with very few exceptions provided coaching, professional guidance and support of exceptionally high quality for relatively modest stipend. The reflection and planning sessions for coaches were very well received and offered many ideas that were absorbed into the coaching meetings with participants. The investment in the development of coaches was at least equal to provision for the participants and made a strong contribution to building coaching capacity in London.

- Participants were overwhelmingly positive about the main programme elements of leadership coaching, shadowing and opportunities for networking. They valued the expertise, generosity and humility of the coaches, many of the contributions from speakers and the experience of working with their peers in coaching trios, especially when meetings were held in different schools. Coaches readily extended the shadowing opportunity to encompass other leaders such as the school business manager.

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[1] Trethewey, A. and Kempton, J. (2015) *Building the Leadership Pool in London Schools,* LKMco, Kempton Consulting and Challenge Partners for the Mayor of London, Greater London Authority
https://www.london.gov.uk/sites/default/files/slideshow_building_the_leadership_pool_2.pdf

Participants benefited from sharing their experiences, reflections and at times insecurities and for many, headship emerged as doable rather than daunting.

- The impact of the programme was measurable not only in the proportion of participants that have already progressed to headship but also in the significant positive changes in their knowledge and understanding of what it means to be the head of a London school and their personal attributes, attitudes and values. The programme, therefore, has proved very motivational.

- The GAL programme complements other approaches to headteacher training and preparation such as NPQH. The programme de-mystifies the role, helps participants develop and reflect on their approach to headship and strengthens those characteristics which are of greatest importance in leading a school. It provides access to excellent role models in the leadership coaches and gives participants the opportunity to fill gaps in their knowledge and understanding of the school leadership role. Essentially it prepares participants for the realities, opportunities and rewards of being a London headteacher.

- This evaluation confirms that the GAL programme has met the 'core outcome' specified in the GLA tender by successfully establishing 'a new personalised and tailored approach to talent management and leadership development that better encourages and prepares teachers to become headteachers in London, and to develop a sustainable model for so doing'. In view of the low equivalent cost per participant and demonstrable benefits of this year-long, high-contact pilot programme, it has achieved exceptional value for money.

Recommendations

a. Marketing of the programme should be reviewed to ensure that it: reaches more senior leaders directly to reduce their dependency on their headteachers passing on information; gives sufficient time for reflection, encouragement, and persuasion of potential applicants - particularly those capable leaders that hesitate to progress to headship, and provides links to a wider range of promotional material including, for example, case studies and video material. (Section 1.1)

b. The project should also consider what more could be done to encourage senior BME leaders to apply, although the first cohort included 25% BME participants. (1.1)

c. Ensure programme events are built into coach and participant calendars at an early stage in the academic year. (1.2)

d. The programme should do more to stimulate participants to read, discuss and reflect on research that is most pertinent to leadership and the school's core functions related to

curriculum, teaching, learning and assessment, and the well-being of children and young people. (1.3)

e. In looking ahead, the programme should develop a strategy for retaining some of the existing coaches and bringing in new expertise, knowledge and ideas to the programme. (1.4)

f. Leadership coaches should be accredited with a recognised body and their practice should continue to be monitored and quality assured. (1.5)

g. Future programmes should retain opportunities to bring coaches together periodically for reflection, exchange of ideas and issues, and planning since this adds to the value the coaches can provide to participants and to the motivation and development of coaches. (2.1)

h. Coaching sessions should encompass visits to and take place in different schools where possible. (2.2)

i. Review the timing, location and content of networking events so as to facilitate their attendance by participants and optimise the time spent by participants and the quality of the experience. Events confined to the evening are not ideal. (2.3)

j. Participants should be nurtured as 'graduates' and alumni of the programme and they and their coaches should be encouraged to maintain their link until the participant is established in his or her first headship. (3.3)

k. The project should consider how the most capable participants could be developed as leadership coaches to middle leaders and other potential senior leaders. (3.3)

l. Extend evaluation of the impact of the programme by measures which could include:
   - tracking the leadership progression of the first and subsequent cohorts of participants for one or, preferably, two years after their involvement
   - undertaking some illustrative case studies of a sample of participants. (3.3)

m. Build capacity and 'road test' the approach in another urban conurbation to see how well it can be replicated elsewhere. (4.3)

Introduction

This report provides an objective evaluation of the effectiveness of the *Getting Ahead London* programme ('the GAL programme') in building a pool of leaders for London schools.

Getting Ahead London, was commissioned by the Greater London Authority (GLA) and first undertaken in the 2016/17 school year. The GAL programme was designed and delivered by Challenge Partners and PwC. It targeted 60 aspiring headteachers from senior leaders across London schools. This initiative stemmed from a key recommendation of the 2015 report, *Building the Leadership Pool in London Schools[2]* that to address the challenge of meeting the demand for school leaders, London's schools would need a talent pipeline to ensure that schools attract and retain good leaders. The evaluation took account of three key aims specified for the programme. These were to: identify potential, encourage existing leaders and change the culture of talent management in education. The GLA's vision for the programme was:

> **To establish a world class system for identifying and nurturing future headteachers in order to ensure London has a strong supply of outstanding school leaders.**

Challenge Partners established a Programme Development team (PDT) as a collaborative planning group for the pilot programme. They team included the Challenge Partners project lead, supported by the Head of Programmes, three experienced lead practitioner headteachers and an internal evaluator. This group assumed responsibility for the oversight, monitoring, planning and delivery of the programme, using their expertise in leadership development, coaching and networking. They worked effectively with representatives from the GLA and colleagues from PwC, reporting to the GLA Education Advisory Group on the development of the programme. This facilitation of cross sector learning provided an added dimension to the programme, enabling both participants and coaches to engage with a wider field of leadership expertise.

The 'GAL programme' began with the recruitment of participants and leadership coaches in the summer of 2016. Much rested on the coaches, who were key to providing the support and opportunities desired by London leaders who are considering or aspiring to headship.

The programme has been evaluated from the outset. Data and feedback from discrete events has been complemented by end of programme surveys of coaches and the heads of participants' schools, and a pre-and post-survey of participants which has provided substantial evidence of the impact of the programme.

This evaluation report comprises four sections:-

Section 1 is concerned with inputs, including: the identification, recruitment and selection of participants; the recruitment and preparation of coaches, and the design of the programme. The one-year development programme consisted of three elements:

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[2] See reference 1.

i. coaching sessions for groups of three participants with a leadership coach

ii. shadowing the coach in his/her own school, with the opportunity for individual coaching

iii. whole cohort events for participants and leadership coaches jointly, with presentations and opportunities for networking.

Section 2 evaluates delivery: the processes and experiences provided for participants. This section considers the main supportive components of coaching, shadowing and networking.

Section 3 is concerned with evidence of impact. Fundamentally this is about whether participants have enhanced skills and leadership characteristics as a result of the programme.

Section 4 considers the wider benefits of the programme in terms of its effectiveness in developing a cadre of leadership coaches – through termly 'reflection and planning events'- equipped to power the talent pipeline. We consider the potential for embedding the process in London and replicating it elsewhere. The report includes recommendations stemming from the evaluation.

Evaluation methodology

This evaluation was commissioned by the GLA. Rita Bugler collected formative evidence throughout the year through sampling interviews, videos and data collection. Peter Matthews independently designed and analysed the four surveys and assessed the significance of the findings. The evaluators gratefully acknowledge support from Lottie Hayes, project lead at Challenge Partners, and helpful advice from Professor Qing Gu[3].

To determine how well the programme met its aims this report seeks to answer the following research questions:

1. **How well has the programme identified talented educators with school leadership potential?** How were leadership coaches recruited and how well were they developed? How well was the programme designed?
2. **How well was the programme implemented?** What were its strengths and how could it be improved?
3. **What was the impact of the programme on participants and the system?** How well do participants understand the skills and knowledge required to be a headteacher in a London school? How well equipped are they to undertake this role?
4. **What are the implications for replication, scaling up and sustainability of the programme?**

The evaluation framework is represented by a pyramidal model – building from inputs to outcomes – reflecting the main components of the GAL programme (figure 1). The mixed-methods research approach combined internal, largely process-based, qualitative evaluation with external, largely impact-based quantitative evaluation. Formative evaluation involved collecting evidence of

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[3] Professor of Education, University of Nottingham.

strengths, weaknesses and impact at each event and – through visits to coaching sessions and telephone interviews – in between core events. The evidence included perspectives on the recruitment of participants, their suitability and selection – gained from interviews with colleagues in PwC, Leadership Development Brokers (LDBs)[4] and Programme Leads in Challenge Partners (CP), and the GLA. Observational, interview and questionnaire evidence, discussions and videos were accumulated in the period from April 2016 to June 2017 and used to inform and strengthen the programme. The formative evaluation was subsumed into the overall evaluation reported here.

Evaluation of the overall programme and its impact was undertaken through a series of detailed questionnaires which supplemented and complemented the formative evaluation evidence. These instruments included pre- and post-programme surveys of participants which contained a core of common questions. Leadership coaches and the headteachers of participants' schools were also surveyed. Response rates were high for participants. The initial survey was completed by 59 of the cohort of 60, and 40 matched post-programme questionnaires were completed. End of programme survey returns included those from 17 of the 20 coaches and a sample of 15 responses from the teachers of participants' home schools.

This research informed the evaluation on school and system benefits and future programme design. There was regular engagement with PwC, GLA, LDBs and colleagues within CP.
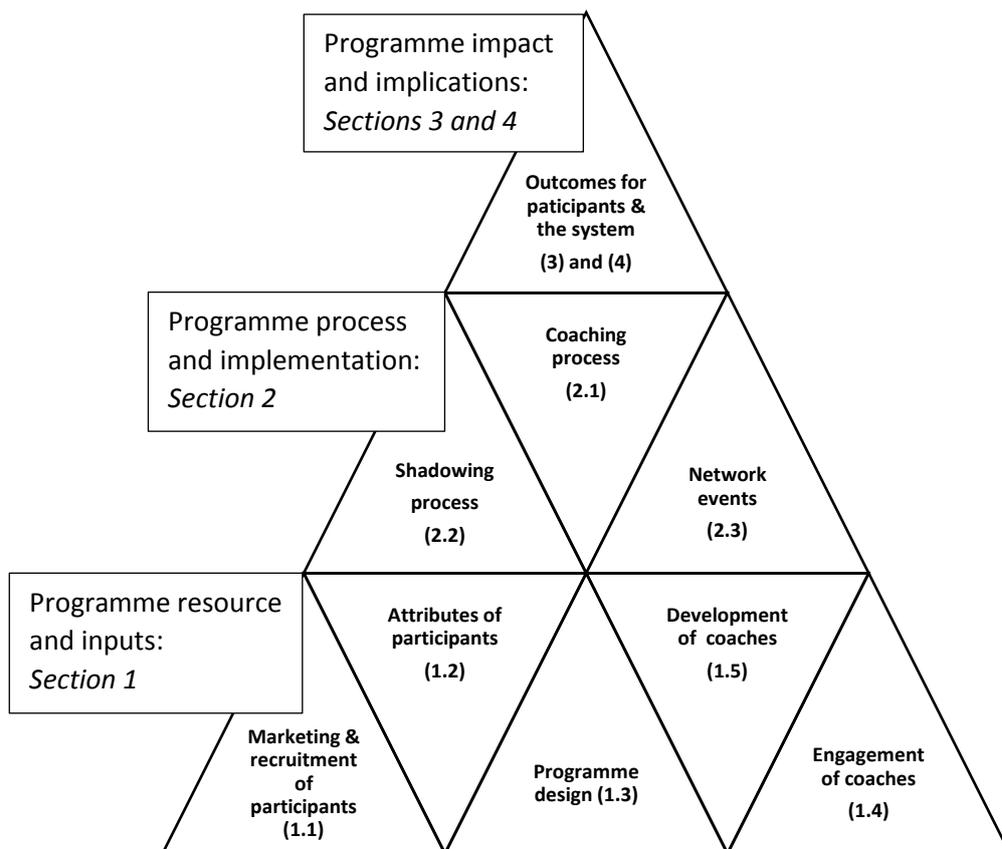
Figure 1. Framework for evaluation

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[4] These are a group of senior partners, i.e. the leaders of Challenge Partners' outstanding 'hub' schools.

1. Recruitment of leaders, programme design and selection and training of coaches

1.1. How well did the programme identify talented educators with headship potential?

The GAL programme was charged with "profiling and encouraging those talented people in the London education system who have the potential for school leadership roles."[5] The Mayor of London's offer was that the GAL programme would give participants "prestigious, bespoke training and support to help them on their journey to becoming a headteacher in the capital."[6] The recruitment process needed to attract and enrol potential headteachers through effective targeting, marketing and selection. We consider each of these elements in turn before summarising the characteristics of those leaders accepted onto the programme. The next section (1.2) profiles the characteristics of those selected based on their own assessment of how they score against relevant attributes for headship.

Targeting: who was the programme aimed at?
The 2015 report (p59) identified six target groups that would benefit from training and support. These were:

- keen middle and senior leaders
- hesitant middle and senior leaders
- keen deputy heads
- hesitant deputy heads
- new heads
- headteachers interested in system leadership.

For the first cohort, following the recommendations of the expert advisory group[7], the recruitment focused on senior rather than middle leaders, particularly 'keen deputy heads'. The GLA encouraged applications from leaders holding 'the post of associate, deputy or assistant headteacher in a primary or secondary school who showed the potential to lead a London school with the right support and nurturing'.[8] During the recruitment phase of the programme, the GLA, PwC and Challenge Partners made extensive efforts to attract a diverse group of participants and coaches (especially from BAME and women). This involved targeting communications at specific minority groups to ensure a diverse talent pool, and anonymous monitoring of numbers of applicants and those successful against equalities criteria. The success of these efforts was particularly notable in attracting female applicants, who outnumbered males.[9]

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[5] GLA project specification.
[6] *Getting Ahead London, E-guide,* (2016) published by City Hall in the name of the Mayor of London.
[7] Advisers met termly and were serving headteachers and directors of children's services, LB heads of school improvement, and representatives of multi-academy trusts, headteacher associations and other educational interests.
[8] Mayor of London (2016) *Getting Ahead London, E-guide*
[9] In the second year of the programme, Challenge Partners linked directly with WomenEd and BAMEEd during the recruitment phase to ensure this aim was central to the recruitment strategy.

Recruitment information sought to attract not only ambitious leaders but also those who were less confident about their capacity to undertake headship.

Marketing: how was the opportunity communicated and what was the response?
The programme was advertised and cascaded through a range of existing network channels of GLA, PwC and Challenge Partners including London Education Group, Heads of School Improvement (London Boroughs) and contacts made via GLA programmes such as the London Curriculum, London Ambitions and London Schools Excellence Fund. Given the tight timescales it was decided not to use social media.

Applicants reported that they heard about the programme from the sources shown in table 1. The majority of applicants were informed about the opportunity by their headteacher probably owing to the headteacher being a member of one of the networks listed above.

Source	Percentage
From own headteacher	66%
From a peer	14%
Direct, by email	11%
Other (including the local authority, school cluster meetings, chairs of governing body briefings, the teaching schools network, and other headteachers).	10%

Table 1. How applicants learned of the GAL programme opportunity.

GLA representatives anticipated there would be 170-200 applications. In the event, there were 128 applicants; below the estimated number but more than double the number needed for the 60 places available. In practice:

- applications were received from 29 London boroughs, with 2 applicants applying from beyond London (Annex 5)
- the highest number of applications came from Hillingdon (13), Lambeth (11), and Tower Hamlets (10). No applications were received from City of London, Havering, Islington or Richmond.

How rigorous was the selection process?
To join *Getting Ahead London*, applicants were required:

- to have 2+ years' experience and a strong track record as a senior school leader
- have the potential to progress to headship with the right development opportunities
- be committed to the continued success of London schools
- have the support of three referees, including the headteacher or line manager.

An on-line application form was augmented by on-line 360° returns from the applicant's headteacher and two additional referees. These instruments were designed and analysed by PwC specialists in providing recruitment advice on the selection of business leaders, taking account of input from Challenge Partner Leadership Development Brokers. Self-assessment and the 360°

returns probed four key areas: i) commitment to improving outcomes across London; ii) resilience; iii) willingness to learn, and iv) desire to lead.[10]

The criteria were strictly applied so as to place the applicants in rank order. Moderation was used to ensure the bar of acceptance was set neither too high nor too low. An extra requirement, suggested by the GLA, was to ensure that the pool included some participants with NPQH. In the event, 14 such applicants were in the top 60 accepted. Their references confirmed that they had headship potential and were suitable candidates for the programme. The profile and proportional balance of selected applicants in different groups was as follows (proportion of total applicants given in brackets).

Characteristic	Data	Comment
Phase	47% (52% of applicants) primary; 52% (45%) secondary; 2% (2%) all-age.	Good primary-secondary balance.
Post	60% (54%) were deputy headteachers; the rest were acting or associate headteachers and assistant headteachers.	This fulfilled the intention for the majority of first cohort participants to be deputy headteachers.
Experience	30% (25%) had at least two years' experience of senior leadership	This might be regarded as a low threshold of experience.
Qualification	23% (11%) had achieved NPQH	Relatively few given the high proportion of deputy heads.
Gender	30% declared male (31% applied), 57% female (56% applied), 13% (13%) did not say.	Female leaders strongly out-numbered males (by abut 2:1).
Ethnicity	25% (28%) identify as being non-white.	This is unrepresentative of the BME proportion of the London teaching force (40.4% in Inner London and 33.5% in Outer London), although the proportions of BME senior leaders may be lower.

Table 2. Compositions of applicant and participant cohorts.

Comments: The receipt of applications from schools in about 90% of London boroughs suggests that there was good marketing coverage, but the uneven response suggests that recruitment was dominated by the strength of communication networks in Hillingdon, Lambeth and Tower Hamlets. There are several possible reasons why the rate of application was not higher, largely associated with this being the first cycle of the programme. For example:

- the timing was tight for applicants and their referees owing to half-term and restricted communications ('purdah') during the Mayoral elections
- *Getting Ahead London* (GAL) was a completely new programme. Some teachers may have viewed this with uncertainty and hesitated to apply.

It is **recommended** that marketing should be reviewed to ensure that it: reaches more senior leaders directly to reduce their dependency on their headteachers passing on information; gives sufficient time for reflection, encouragement, and persuasion of potential applicants - particularly those capable leaders that hesitate to progress to headship, and provides links to a wider range of

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[10] Participant application form and 360° feedback form completed by referees.

promotional material including, for example, case studies and video material. If the gender imbalance is repeated in 2017-18 applicants, the project team should consider reasons, such as whether this is due to a preponderance of female senior leaders in primary schools or whether any particular aspects of marketing or the nature of the programme could deter some male applicants. The project should also consider what more could be done to encourage senior BME leaders to apply, although the first cohort included 25% BME participants. There is good evidence that the selection process was rigorous, thorough, and fair. Further enquiry found that the strong parallels between the composition of the successful group and that of the total field of applicants were coincidental.

1.2. How strongly did participants demonstrate attributes of effective leadership?

The test of whether the programme recruited talented educators with school leadership potential is, ultimately, whether the participants subsequently climb to the next step of the leadership ladder and make a success of it (see section 3 of this report).

We undertook a further independent analysis to indicate the headship potential of the 60 participants accepted onto the programme. The initial participants' questionnaire included questions designed to find out participants' own assessment of their potential for headship, which can be linked to some key headship characteristics.

First we looked at motivation, based on participants responses to questions about their determination to lead a school together with preferences for the type of challenge it would present. In terms of determination, all but five of a sample of the 59 respondents to the questionnaire scored 8/10 or more, with 49 (83%) scoring their degree of determination 9 or 10 (figure 2). Beyond that, whether the school for their first headship was similar to their own or a challenging school (which could also describe their own school) made little difference to the majority of participants. The data suggest that very few of the participants could be classed as 'hesitant' leaders.

Figure 2. Participants' initial headship aspirations
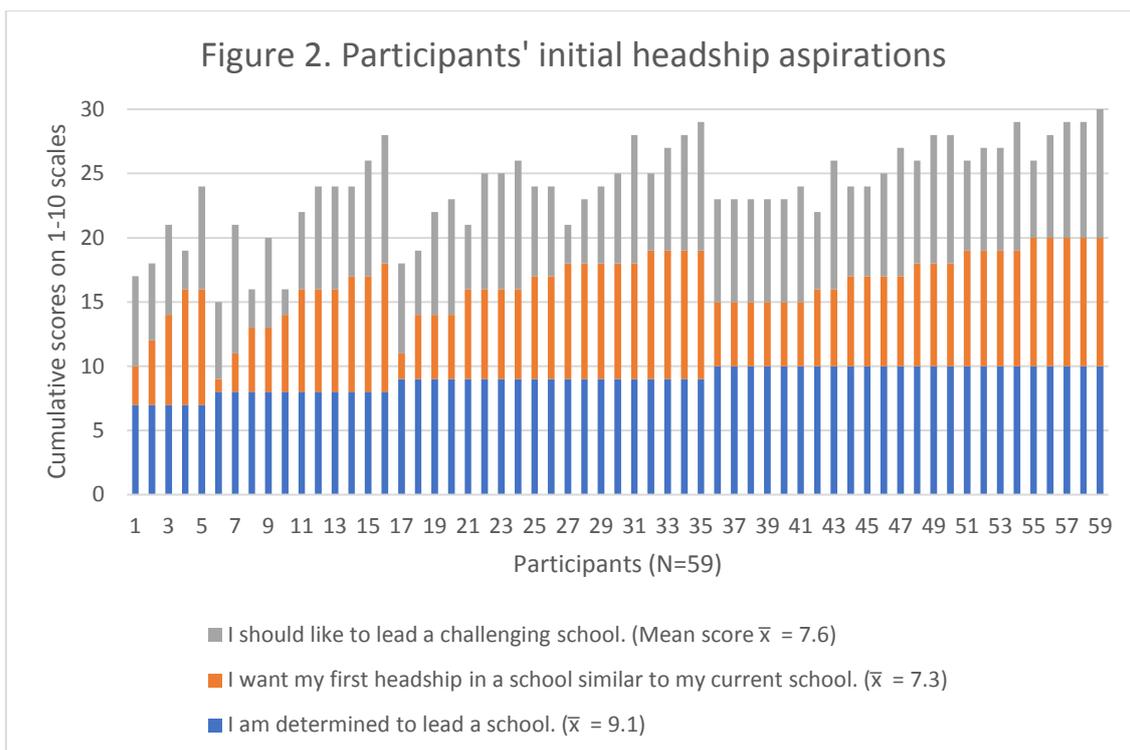
We then looked at responses to a raft of questions that related to some important characteristics of effective headship adapted to reflect attributes of aspiring headteachers and the demands of urban school leadership. The characteristics are commonly reflected in a range of research and other evidence of core leadership attributes[11].

Some necessary headship characteristics	Self-assessment statements	Agreement scores (N=59)	
		Mean	Median
Courage & motivation ($\bar{x}$ = 8.33)	I want to put my knowledge and experience into practice in a new environment	8.3	9
	I am determined to lead a school.	9.1	9
	I should like to lead a challenging school	7.6	8
Knowledge & understanding ($\bar{x}$ = 7.55)	I understand what makes a school successful.	8.2	8
	I know how to secure and sustain improvements to teaching, learning and assessment.	7.8	8
	I am expert in curriculum design, planning, implementation and evaluation.	6.7	7
	I keep abreast of educational research.	7.5	8

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[11] See, for example, 'A model of school leadership in challenging urban environments' (NCSL, 2005) http://dera.ioe.ac.uk/5276/7/download_id%3D17300%26filename%3Dmodel-of-school-leadership-in-challenging-urban-environments_Redacted.pdf, Ofsted publications on the leadership of outstanding schools in challenging circumstances, e.g. http://dera.ioe.ac.uk/11232/2/Twelve.pdf and Day, C., Sammons, P., Leithwood, K., Hopkins, D., Gu, Q., Brown, E. and Ahtaridou, E. (2011) *Successful School Leadership,* Open University Press, McGraw-Hill Education, Maidenhead UK, and research into outstanding primary leadership undertaken for the DfE by Matthews, P., Rea, S., Hill, R. and Gu, Q. (2014) *Freedom to Lead: a study of outstanding primary school leadership in England*, DfE, Isos Partnership. https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/363794/RR374A_-_Outstanding_primaries_final_report.pdf

Leading teaching and learning ($\bar{x}$ = 8.30)	I am expert in monitoring the progress of groups of pupils and acting to ensure that none fall behind.	8.0	8
	As head, I know how I would lead learning.	8.0	8
	I believe that the head of a school should be an excellent teacher.	8.9	10
Moral purpose ($\bar{x}$ = 8.63)	I feel a high degree of personal responsibility and commitment to my school's goals.	9.3	9
	I am prepared to be seconded as temporary head of an inadequate school.	7.6	8
	I am seen by colleagues as having very high expectations for achievement and behaviour.	8.7	9
People ($\bar{x}$ = 8.17)	I encourage and empower people to take responsibility.	8.3	8
	Leadership should be open and consultative.	7.9	8
	I actively seek and value pupils' views of the school.	8.3	8
Vision ($\bar{x}$ = 7.80)	I am confident that I can communicate a school's vision to staff, parents and pupils.	8.3	8
	My values and vision are clear to others.	8.4	8
	I have a clear view of what approach I would adopt in taking up the headship of a different school.	6.7	7
	Mean aggregate score	8.06	

Table 3. Profile of self-assessed characteristics of the first cohort of participants.

The mean of the aggregated initial self-assessment scores of participants in terms of agreement with the 19 statements in table 3 ranged from 6.2 to 9.5 (S.D. σ = 0.77). Ten participants rated themselves more than one standard deviation below the mean (i.e < 7.3), of which seven (12% of the total) averaged fewer than 7.0. On the basis of their own self-assessment, the first cohort included a small proportion of participants that did not rate their own readiness for headship very highly, whether through modesty, hesitancy or lack of capacity. Conversely, we infer that the great majority of the recruits selected had good headship potential and justified their selection. The distribution of mean self-assessment scores is shown in figure 3.

Figure 3. Initial self-assessment of headship attributes
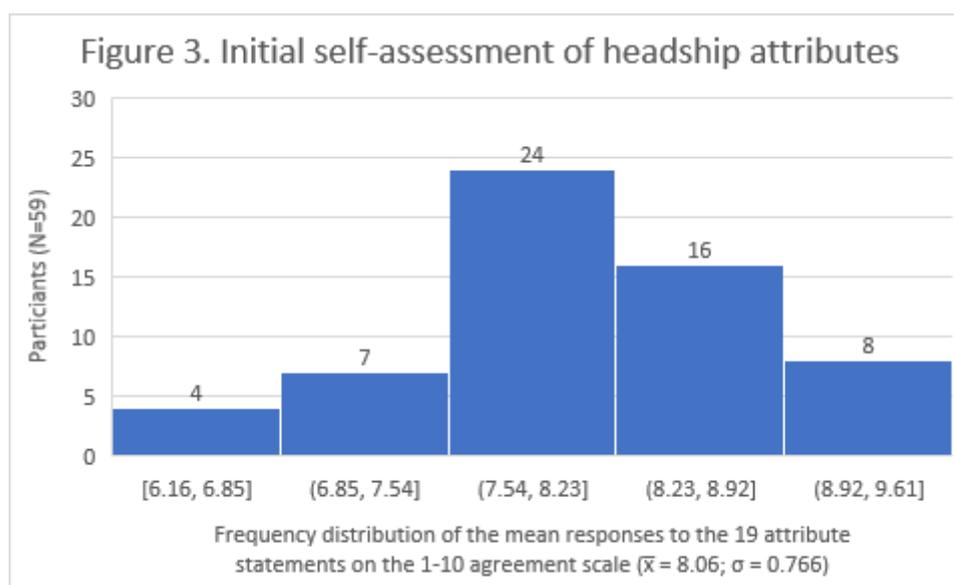
The initial analysis of participants' attributes (table 3) showed strength and/or self confidence in their moral purpose and commitment, motivation, and pedagogical leadership. The survey indicated

that participants were less secure in formulating the approach they would take to headship and some aspects of knowledge and understanding, of which curriculum planning and (from our other evidence) governance, timetabling and financial management were cited.

The realities of what could be achieved in such a programme were recognised by participants at an early stage who felt they were:

> *". . . enhancing my knowledge and application of different leadership styles . . ."*

> *". . . gaining a much better perception of what headship is really like. . ."*

> *". . . more focused on what your vision should be, the accountability and how to develop your confidence, rather than particular knowledge or skills. That is why I was drawn to the programme. My coach has stressed that you will never be able to tick every box before becoming a head – reassuring."*

Comments: Results from the initial questionnaire, undertaken without knowledge of the selection instruments and just after the participants had started the programme, suggest that the great majority of those selected reflected strong personal qualities, professional knowledge and the potential for headship, providing a measure of validation of the selection process and corroboration of its outcomes. A small proportion of participants rated themselves less highly, for what could be different reasons. We revisit this issue when analysing outcomes in section 3 when before and after changes in dispositions are compared.

1.3. How well did the programme meet its design brief?

The 2015 report (p61-64) surveyed deputy headteachers and middle and senior leaders who either wanted - or were unsure about whether they wanted - to be a head. Members of these four groups indicated the support they would like to receive. Figure 4 shows the support requested by groups of London school middle and senior leaders and deputies in terms of wanting to become a headteacher (adapted from Trethewey and Kempton[12]).

As shown in figure 1, all groups showed a strong interest in mentoring and coaching, visits to other schools and having a network of fellow leaders in other schools. Over 70% of those who were strongly motivated to become a headteacher also favoured a chance to shadow other leader(s) and secondment to another school.

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[12] See reference 1.

Figure 4. Support requested by aspiring London headteachers
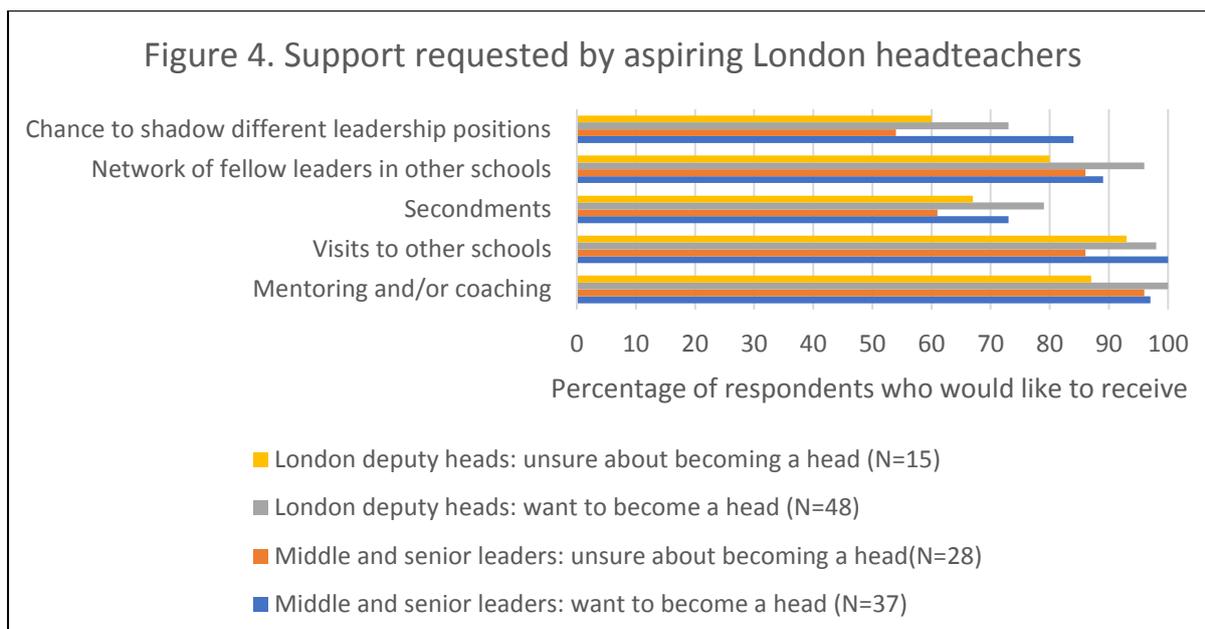
The GAL programme responded closely to this evidence of the support desired by potential headteachers, as reflected in the findings of the 2015 report. Gap analysis of support received and desired by target group leaders indicated overall they would like to receive the following support from a London-wide initiative in order of degree of interest:

i.   mentoring and/or coaching
ii.   visits to other schools
iii.   network of fellow leaders in other schools
iv.   a chance to shadow/experience different leadership positions
v.   secondments.

The GAL programme responded closely to themes i. to iv. above, but did not organise secondments (v) (table 4). These are expensive unless organised as reciprocal exchanges and already feature in NPQH programmes.

	Elements of the GAL programme		
Types of support desired by prospective London headteachers	**Trio coaching by leadership brokers,** (6 times a year)	**Individual coaching and shadowing,** (whole day at the coach's school)	**Whole cohort networking events** (one per term)
i. Mentoring & coaching	Yes	Yes	-
ii. Visits to other schools	Yes	Yes	-
iii. Network of fellow leaders in other schools	Yes	-	Yes
iv. Shadowing different leadership positions	-	Yes	-
v. Secondments	-	-	-

Table 4. The match between the GAL programme and London research findings on leadership development.

The programme comprised three main elements for participants, supplemented by the progressive and sustained development of 20 leadership coaches.

i. <u>Coaching in trios</u> (see section 2.1): coaching sessions in trios, at least once every half term, led by carefully selected and trained leadership coaches who were senior London headteachers. These sessions gave further opportunities for networking, which were enhanced when they took place in the different schools of the participants.

> *"I am finding the programme really useful. It is great to spend time in small groups with our coach. It means we all get a chance to talk through things and listen and learn from others. For me the most valuable thing about the course is that without the set coaching sessions I don't find time to stop and reflect on my own practice and journey. Having the sessions is invaluable for this."*

ii. <u>Individual shadowing and coaching</u> (see section 2.2): which took place in the coach's school in the first half of the programme. Shadowing was tailored to the needs of individual participants and provided opportunities not only to follow the head at work but also have sessions with other senior leaders such as the school business manager.

> *"Shadowing let me see how the coach runs the school: difficult conversations, feedback etc. She structured the day around what I wanted and needed. Great to see this in a different context and close up."*

iii. <u>Whole cohort events</u> (see section 2.3): termly events for participants which included presentations, master-classes, discussions and opportunities for networking. A particular and valuable feature was presentations by successful practising headteachers and executive heads which provided narratives of their leadership journeys. A typical formative comment is:

> *"I have really enjoyed the networking events and getting a chance to share my experiences with my peers. The speakers are always inspirational and reinvigorate my passion for teaching and learning in London."*

Considerable value was added to the programme through the regular top-up training of leadership coaches through (iv.) termly 'reflection and planning' meetings, each lasting half a day, which progressively developed coaching skills, facilitated the sharing of coaching practice and experiences, and provided mutual support and knowledge-exchange.

The programme team was assiduous in collecting formative feedback from participants and coaches as the programme progressed, providing a continuing feedback loop for further enhancement of the programme. At the end of the programme, participants identified what worked well for them and gave suggestions for improvement (table 5).

	What worked well	What could be better
Coaching	- reflection opportunities and encouragement - the value of group coaching sessions in trios, networking and hearing other points of view - the quality of headteacher-coaches: "inspirational", "excellent, authentic, and honest", "experienced", "accessible", "enthusiastic" etc. - coaching sessions in each other's schools	- a more structured plan at beginning of year with dates of coaching sessions pre-arranged - actions and reading to undertake between meetings - more individual coaching
Shadowing	- shadowing a head; a headteacher and other senior colleagues, based on preferences - seeing another headteacher at work - mentor head's responsive organisation of shadowing activities relating to, for example, finance, governance and HR.	- more time in other schools - support for headship applications and interviews
Whole cohort events	- getting ideas to take back and implement; understanding others' vision - highlights, including: facilitated PwC session on leadership styles (Myers-Briggs inventory); inspirational speakers - inputs from headteachers; networking opportunities	- learning modules on specifics such as financial planning, governance etc. - greater link with educational research and theory - fewer motivational speakers - working blogs between participants
Other	- clear and regular communication with programme team - effect on confidence-building, motivation and de-mystifying headship.	- catch up days at City Hall - some more relevant speakers - day events rather than afternoons/evenings - easier logistics (e.g. travel time) - follow-up next year

Table 5. Strengths and suggestions for improvement of the GAL programme

Comment: The GAL programme responded faithfully and innovatively to the needs expressed by London leaders and the GLA specification. Driven by an effective three-way partnership between the GLA, PwC and Challenge Partners, the programme left most participants wanting more: a measure of its success. Some wanted training in specific responsibilities of school leaders, such as finance, that could be provided relatively easily, not least by their own schools or NPQH programmes. Other recommendations from the participants relate to organisational details as shown in table 5. What comes through most strongly is the quality of the programme, and contributions by all players which, in the case of most leadership coaches, was exceptional.

A strength of the programme is its focus on envisaging and preparing the leader for headship rather than providing training in all the main elements of this role, which other programmes such as NPQH cover. We feel that there is merit in the views of some participants that they would welcome some commitment to continue their learning in between meetings with their coaches, whether through projects, suggested reading or research. It is incumbent on school leaders to ensure that the work of their schools is evidence-informed.

It is recommended that the programme - whether through coaches, plenary sessions or both – does as much as possible to stimulate participants to read, discuss and reflect on research that is most pertinent to leadership and the school's core functions related to curriculum, teaching, learning and assessment, the progress of disadvantaged and SEND pupils, and the well-being of children and young people.

1.4. How were leadership coaches recruited and what was their quality?

The leadership coaches were key to the GLA programme. They plainly needed to be experienced and successful headteachers who were also effective coaches and ready to share their practice with aspiring headteachers. Their role was to undertake coaching of trios of participants, possibly with backgrounds in different phases, allow themselves and their senior colleagues to be shadowed and provide individual leadership coaching.

Challenge Partners (CP) was responsible for the recruitment of coaches. The opportunity was promoted across the range of CP and GLA networks. Applicants applied on-line using a Google-forms questionnaire. Criteria included[13]:

Eligibility (essentials)	Suitability
- Designation as a national (NLE) or local (LLE) leader of education - Currently serving as headteacher (HT) or executive head (EHT) - Over three years experience as HT or EHT - School rated 'good' or 'outstanding' by Ofsted' - Availability, as specified. - Coaching qualification (desirable)	- Ability to demonstrate success as a senior leader - Ability to demonstrate succession planning capability - Ability to demonstrate coaching and support of a colleague who has gone on to a major leadership role in another school - Ability to demonstrate leadership of professional collaboration.

Table 6. GAL leadership coach criteria.

Those who satisfied the criteria had telephone interviews with the Leadership Development Brokers (senior, system-leading London headteachers). The GLA were consulted on decisions and actions but apart from this, worked at arm's length distance, trusting CP's expertise and the proportionate interview and selection process. They did seek the recruitment of a diverse cohort of coaches, so far as possible, which was partially met. It was beneficial for the GLA to know of the headteachers who were interested in taking part and to be part of due diligence on the representativeness of the coaches selected prior to appointment, in terms of phase, geographical location, gender and ethnicity.

Despite the short time frame and some concern within Challenge Partners about the small stipend that was offered for a substantial commitment, there were 29 applicants for 20 leadership coach positions. A striking feature of the coaches who were successful was their strong moral commitment to giving back to the system. Quality assurance was rigorous. One coach who was unable to commit to training sessions was released; another was stood down for other reasons.

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[13] Leadership coach application form.

Comments: The recruitment period would have benefited from a more extended timescale, but the (on-line) application and selection procedures worked well. The interviewing of applicants added to the rigour of the process. The limited stipend offered to coaches in the first cycle was compensated by induction and preparation sessions that preceded the programme, the 'reflection and planning' sessions that featured periodically throughout the year and a 'leadership development day' led by PwC (see next section 1.5). The coaches expressed general appreciation of these sessions. **It is recommended** that, in looking ahead, the programme develops a strategy for retaining some of the existing coaches and bringing in new expertise, knowledge and ideas to the programme. The experience of those coaches who do not continue in the GAL role would be valuable in mentoring or acting as leadership consultants to new heads, and should not be lost to the system.

1.5. How well did the GAL programme develop the skills of coaches?

The programme placed great emphasis on the initial and ongoing training and development of coaches. Three initial 'coach induction and preparation' sessions, one day and two half-day day, were mounted at the beginning of the programme. These were evaluated after the third session when coaches indicated what worked well and 'even better if' (table 7).

Comments on induction and preparation sessions for leadership coaches	
What went well	**Even better if**
Coaching • Useful opportunity to revisit coaching models and skills • Interactive and with great opportunities for discussion, questions and clarification • Supportive and engaging resources • Well-structured programme with excellent facilitation • Useful models for use in own school • Great opportunities to take time out and reflect on leadership. **Opportunity to work with other heads** • Opportunity for busy people to take time to learn new skills and share ideas. • Useful to explore issues with other headteachers • Fantastic to have time to build relationships with the pan-London coach team • Working with inspirational coaches. • Opportunity to meet/share ideas. • Participating in a growing and supportive network of heads. **Organisation** • Excellent administration and organisation of sessions • Strong communication about the aims and objectives of the programme. • Very well organised programme.	**Coaching** • Less prescription and greater recognition of the fluidity of coaching. • Some more time on coaching. • A little more walk through and 'how to do it' – modelling, possibly sharing DVD footage for observation and analysis of a coaching session • More time for discussion/practical opportunities to coach within sessions through questioning and pooling ideas. **Organisation** • Timing – at the end of academic year and start of the next – tricky to be out. • Clearer recognition of the different starting points of participants. • To clarify (home school) headteacher role in supporting the coaches. • An opportunity for the participants, heads and the coaches to meet before the first formal session.

Table 7. Coaches' comments on the induction and development sessions.

The training for selected coaches began in summer 2016. The attention given to the training of coaches was important to the success of the programme, which centred on the quality of the leadership coaches. The initial training was supplemented by 'reflection and planning' sessions for coaches throughout the year. These sessions built on the initial training, presented new models to use when coaching, reviewed the progress of coaching trios, dealt with issues emerging, and gave coaches practice in co-coaching.

The training did not advocate any single model of coaching, such as the 'GROW' model[14] but covered three fundamental elements of coaching development in detail, aiming to ensure advanced knowledge of coaching principles as well as developing a high degree of quality practice. The essential elements included: understanding of coaching theory, the development of the skills and qualities needed by effective coaches, and knowledge and understanding of some key models and processes, all supported by practice in coaching. The intention was that coaches would develop their own coaching models and feed back to each other in the reflection sessions.

> "Participants will be required to develop their own understanding of coaching by developing their own coaching model for use in practical sessions as well as being in a position of presenting that model to the group."[15]

The initial preparation was followed by three termly meetings, all of which received very positive evaluations. An additional Leadership Development Day was attended by 19 of the 20 coaches, all of whom contributed to the evaluation. The two Masterclass sessions were extremely well received (table 8). Coaches commented on the opportunities provided for self-reflection and personal development as well as developing the group as a whole. The panel discussion and PwC skills session were less favourably received by some. A suggested improvement was for the information to be shared via case studies and hot seating.

When asked what they had learnt from the event that they could implement in practice 68% of the coaches said they would be using the influencing skills model at a personal level, with others suggesting they would be using this to develop leadership programmes within their own schools.

Coaches indicating that the session was most useful in developing their knowledge and skills:		
Course session	Number of responses	Percentage
Masterclass 1. Influencing skills	17	89%
Masterclass 2. Change, power and politics	18	95%
Panel discussion on PwC approach to talent management, diversity, leadership and development	11	58%
Introduction to virtual reality and how this might impact education	17	89%
What big businesses see as skills for the future: view from PwC leaders and apprentices	15	79%

Table 8. Coaches' responses to the sessions in a training day.

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[14] Whitmore, J. (1992) Coaching for Performance, Nicholas Brealey.
[15] Lockyer, R. (2016) *Getting Ahead London* Coaching Training: briefing paper.

Asked whether there were *too few* training and reflection sessions, the majority of coaches disagreed (mean score = 3.2), suggesting that the provision had been sufficient (figure 5).

Figure 5. Coaches' responses to the proposition: "there were too few training and reflection sessions" (n=16)
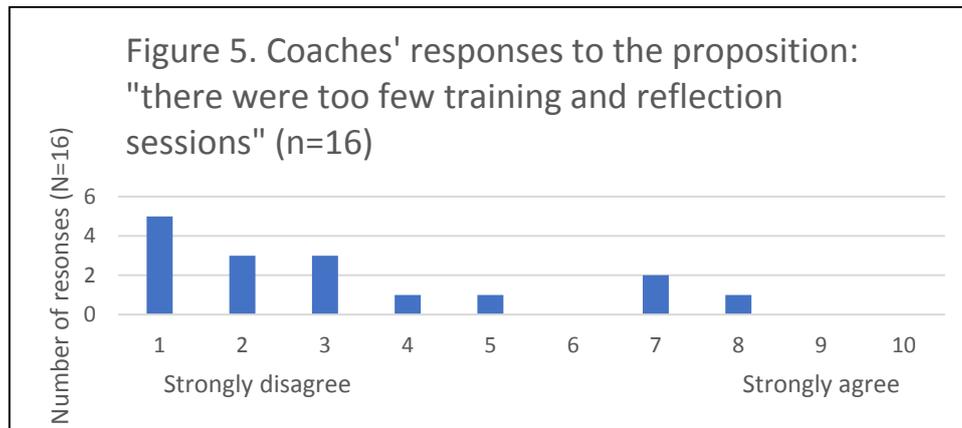
The preparation of coaches received strong endorsement when coaches were surveyed about it retrospectively at the end of the programme. The training was exceptionally strong. Coaches felt relatively less well prepared for the – for many – unfamiliar territory of coaching a group.

Figure 6. Coaches' views of their training
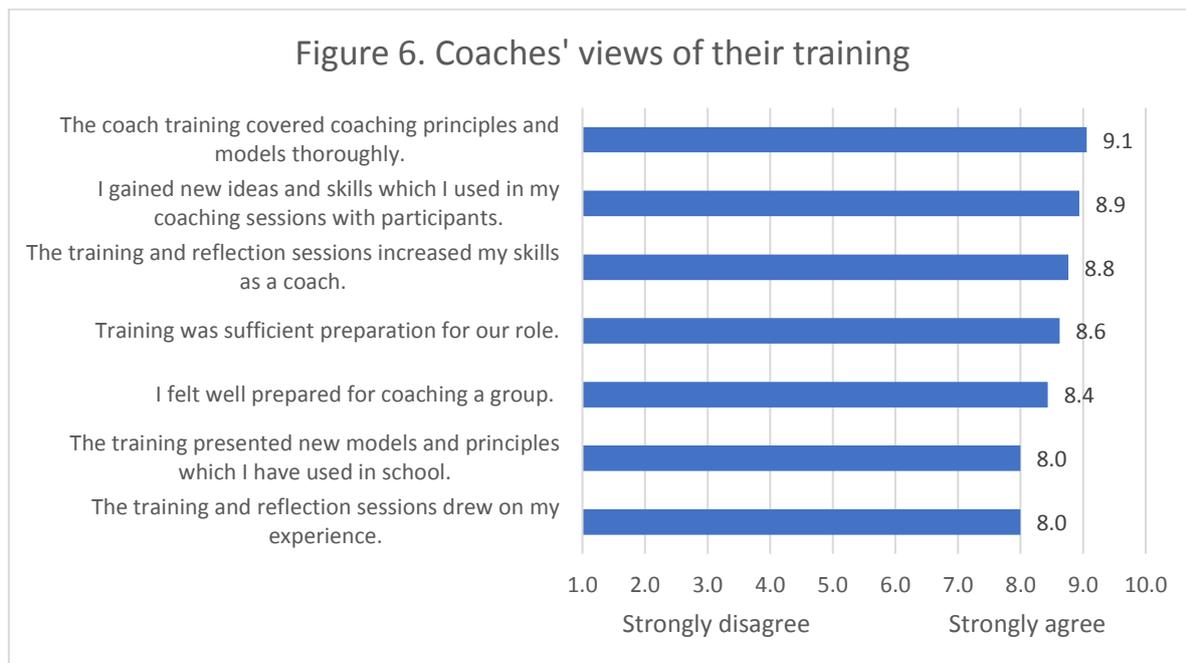
Comments: The arrangements for coaching and high calibre of the leadership coaches were crucial to the success of the GAL programme. Coaches were very positive about the training and development provided for them and any apprehension about coaching trios rather than individuals was quickly dissipated. Coaches acknowledged what they had learned from (as well as contributed to) the participants, and how this experience had contributed to their work in school.

It is recommended that leadership coaches are accredited with a recognised body and that the practice of the leadership coaches continues to be monitored and quality assured.

2. Strengths and areas for improvement of the programme

The GAL programme had several distinct elements: networking, coaching and shadowing. In the initial networking events, participants attended presentations, met their leadership coaches and undertook a Myers-Briggs personal skills inventory, which many found useful. The coaching programme was organised so that each group of three participants met regularly with their coach who was a successful London headteacher. They were also able to spend a day shadowing the coach – and anyone else they chose – in the coach's school. In addition to networking with their peers through coaching, the participants also came together for events at which there were additional inputs from speakers and opportunities for networking. We sought evidence from participants and coaches so as to evaluate the programme, focusing on its main elements.

2.1. How was coaching rated?

Coaching approaches

Although coaching did not rest on a particular model we surveyed coaches on what they considered to be the main elements of their trio coaching, using the approaches defined by Bloom et al. (2005).[16] Their responses were classified as:

- *Facilitative*: building on the coachee's existing skills, interpretations and beliefs and helps the coachee construct new skills, knowledge, interpretations and beliefs that will form the basis for future actions (ibid. 60)
- *Instructional*: the coach shares his or her experience and craft wisdom with the coachee by using traditional teaching strategies. These may include modelling, providing resources and direct instruction (ibid. 68)
- *Collaborative*: this strategy falls between the core strategies of instruction and facilitation because the coach is constantly in both modes (ibid. 75)
- *Consultative*: the coach-as-consultant possesses resources or expertise that will benefit the coachee and his/her school (ibid. 80)
- *Transformational*: 'we gain new knowledge, skills or ways of acting in incremental steps. As we experience success with these new ways of doing things, we begin to change our way of thinking. As our new knowledge becomes intergral to who we are. . . we are transformed.' (ibid. 85).

Our hypothesis was that there would be least emphasis on instructional coaching but more on facilitative and collaborative approaches, both because of the nature and aims of the programme (to build confidence, understanding and capacity) and because an important part of the coaching resource was the trio of peer leaders working with the coach. Responses from coaches bore out this expectation (figure 7); they also believed their coaching was transformational – and responses from many participants supported this.

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[16] Bloom, G., Castagna, C., Moir, E., and Warren, B. (2005) *Blended Coaching; Skills and Strategies to Support Principal Development,* Corwin Press, Thousand Oaks, CA.

Figure 7. Coaches' estimates of the balance of coaching approaches used (n=17)
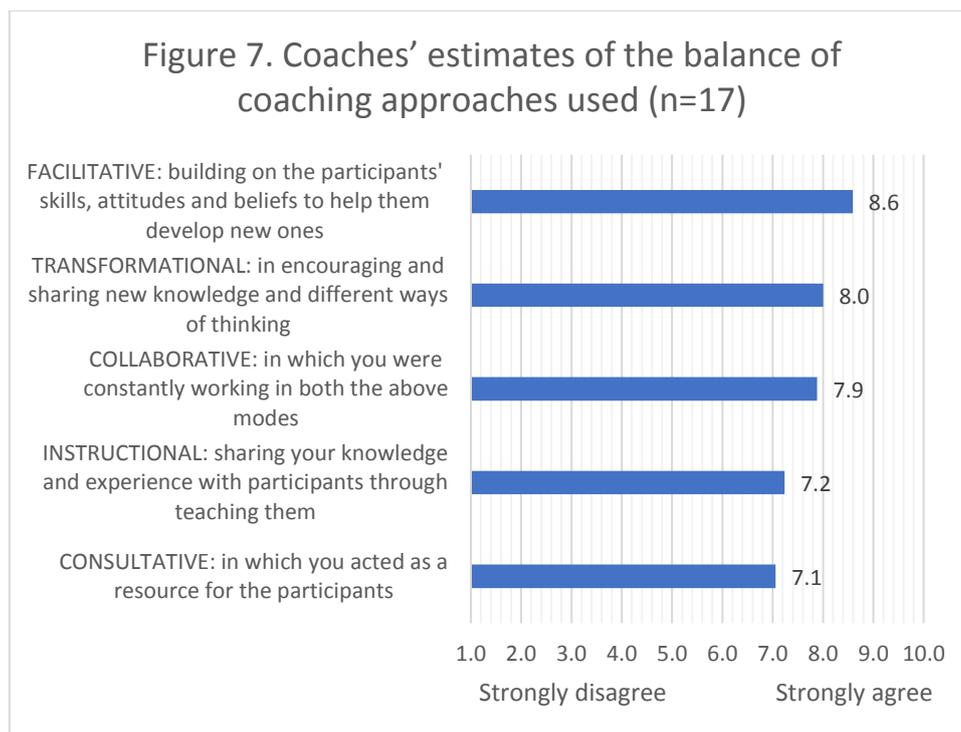
How skilled and effective were the coaches?

We used the post-programme survey of participants to give their perception of the competence and effectiveness of their coaches. Participants had to respond on a scale of 0 (strongly disagree) to 10 (strongly agree) to the proposition: 'My coach was highly skilled in coaching techniques'. A very high proportion (90%) scored the coaches' skills highly (8, 9 or 10).

	My coach was highly skilled in coaching techniques (mean score 9.03)									
	Strongly disagree								Strongly agree	
Score	1	2	3	4	5	6	7	8	9	10
Responses (N=40)	0	0	0	0	1	0	3	7	11	18
Percentage	0	0	0	0	2.5%	0	7.5%	17.5%	27.5%	45%

Table 9. Participants' views of their coaches' effectiveness.
To gauge effectiveness, we combined each participant's scores from 'My coach was highly skilled in coaching techniques' with the scores from two other propositions:

- My coach was good at identifying my greatest needs and helping me progress. (Mean score 8.8)
- My coach helped me to feel more positive about headship. (Mean score 8.75)

The average of the combined scores given by each participant was compared with the competence score (figure 8), giving a very strong and unsurprising correlation of σ = 0.89.

Since each coach worked with a group of three participants, and responses were anonymous and only covered two-thirds of participants, we can safely infer that the great majority of coaches were highly competent and very effective.

Figure 8. Correlation between the competence and effectiveness of coaches: coachees' views
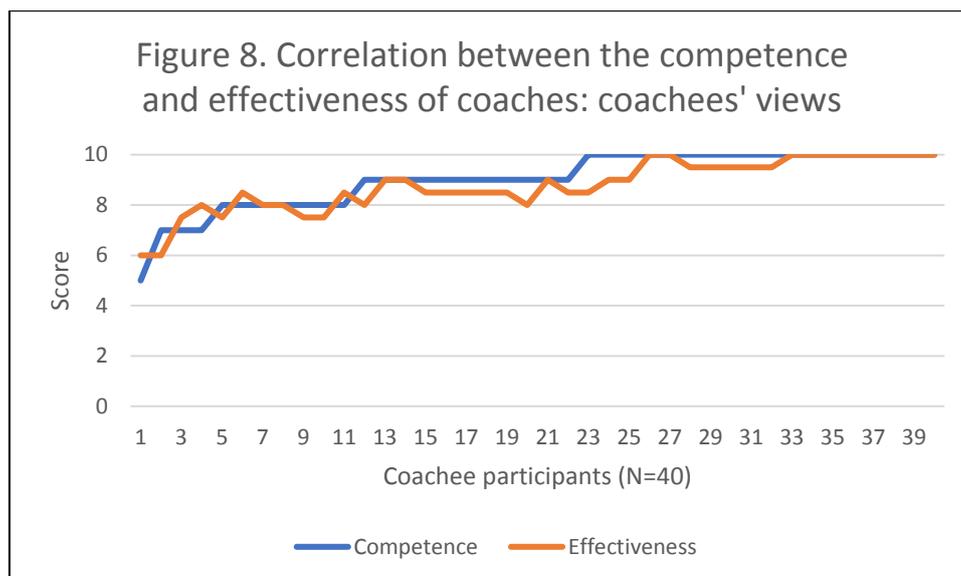
Comments by participants included the following:-

> *"Coaching has had the biggest impact. Group coaching was surprisingly beneficial; I really valued this. Consideration of ethics and values was really stimulating."*

> *"The coach is brilliant. She has raised my confidence and refocused me – made me think about how I see myself and portray myself to others."*

> *"I've made progress because the coaching sessions have really made me think about becoming a head. I thought I might begin to look for headships next year. I have come back from coaching sessions keen to move forward. 'A' continually reiterates that 'It's the best job in the world!' It has given me the confidence to move forward."*

The reservations expressed by a minority of participants related to structural arrangements rather than the quality and value of coaching. Two expressed a preference for trios being composed of leaders from the same phase; several would have liked more coaching sessions; a few found the geographical dispersion of the coaching groups tiresome.

Participants' views of the quality of coaching
Almost all the participating leaders felt they had highly skilled coaches (figure 9). Their positivity about headship was a clear strength and reflected the London headteacher ethos.

Figue 9. End of programme perceptions of coaching by participants (n=40)

My coach was highly skilled in coaching techniques	9.0
My coach helped me feel more positive about headship.	8.8
I would recommend this programme to a colleague	8.7

1.0 2.0 3.0 4.0 5.0 6.0 7.0 8.0 9.0 10.0
Strongly disagree   Strongly agree

The coaching trios found favour with the majority of participants and coaches, who tended to feel they gained as much or more from each other as from the coach (figure 10). This was probably also an indication of how well the coach facilitated the involvement of all participants and the ensuing dialogues. A small minority of participants would have preferred the coaching trios to be phase-specific.

Figure 10. Participants' responses: "I learned as much from other participants as from my coach"
(Mean_7.1; mode and median = 7; σ = 1.95)

Number of responses (n=40)

Score	1	2	3	4	5	6	7	8	9	10
Responses	0	0	3	2	3	4	11	9	3	5

Strongly disagree   Strongly agree
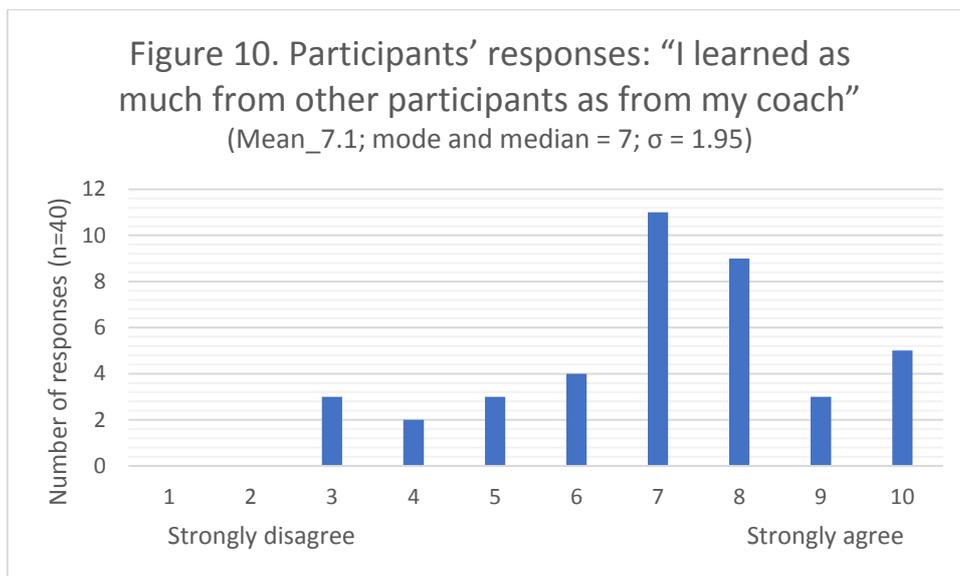
The comments of some participants give a further insight into the coaching:-

"The coaching sessions have provided the quality time to talk, think, listen and reflect as part of a trio. This has enabled us to explore difficult issues and share solutions. At first I was sceptical that the trios would work but knowing you are not the only one who has these feelings is really reassuring."
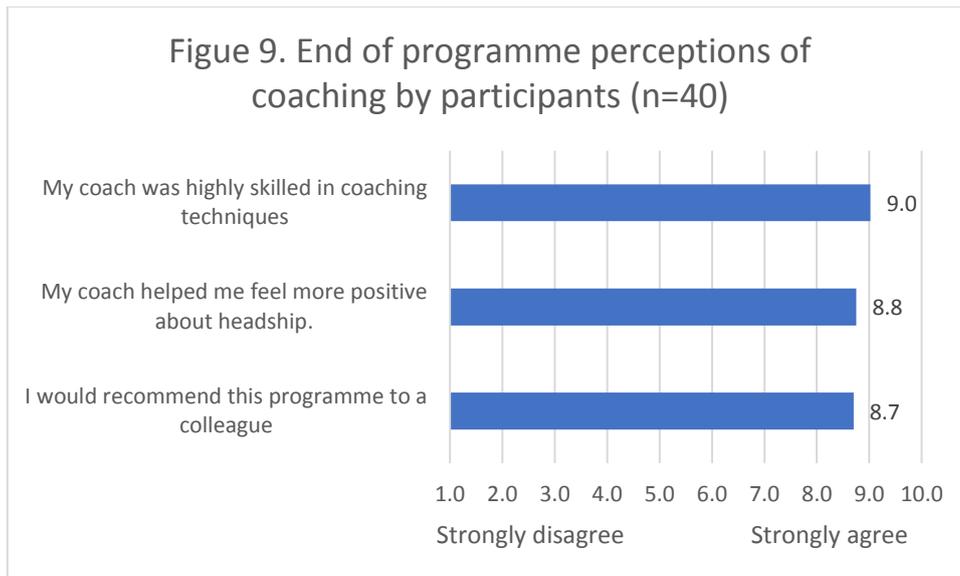
"The coach is brilliant. She has raised my confidence and refocused me. Made me think about how I see myself and portray myself to others."

There was no contact or communication between the majority of coaches and the headteachers of participants. Fourteen of the 19 headteachers surveyed had no contact with their colleague's coach and about half of these felt there should have been. Headteachers' comments suggested it would be even better if there had been, for example:-

> "liaison with the coach. . ."
> "feedback from the coach to the participant's headteacher"
> "some interaction between the coach and the home school"
> "some contact with the coach."

It was possible to distinguish in some headteachers' responses an element of feeling excluded, but in others a genuine desire to complement the coach's support for the participant; for example:-

> "greater feedback to me as employer during the experience and awareness of the programme so we could dovetail."

The coaching relationship is different to that of line management. We stop short of advocating a particular approach. There may be occasions when dialogue between the home headteacher and coach would be helpful to the participant, but the latter should be the judge of that. If coaching groups meet in each of the schools of participants, the coaches and headteachers could at least be introduced to each other.

Comments: The findings indicate not only the quality of coaching but the dynamic of the coaching trios in which there is plainly a great deal of two-way learning rather than transmissive teaching. This is likely to reflect both on the quality of the coach training and on the receptiveness of coaches. Although a small number of participants indicated a preference for single rather than cross-phase trios and more individual coaching, the evidence supports the way that coaching groups were organised in the first cycle of the GAL programme.

Several participants expressed the need for help in making applications for headship, raising the question of how far coaches can or should go in preparing participants to make headship applications and giving them interview practice. We consider it would be reasonable for participants to raise with their coaches their thoughts about drafting applications and inviting feedback. Equally, it would be unfortunate if participants could not turn to their own headteachers for such expertise.

It is recommended that future programmes retain opportunities to bring coaches together periodically for reflection, exchange of ideas and issues, and planning since this adds to the value the coaches can provide to participants and to the motivation and development of coaches.
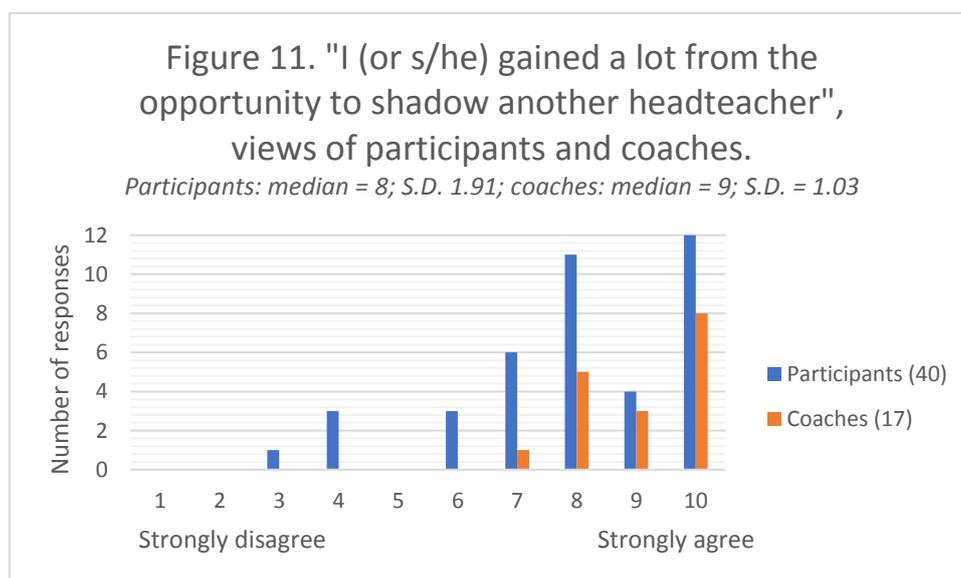
2.2. How was shadowing rated?

London leaders aspiring to headship asked for the opportunity (2015 report) to shadow other leaders as one of the areas of support they would value. The GAL programme included this shadowing opportunity. Most participants strongly appreciated the opportunity to shadow their coach in the coach's school. Often the shadowing was extended to other members of staff at the participant's request. Three of the 40 participants who responded tended to disagree that shadowing was valuable. It is not known whether they shared the same coach. Coaches agreed, most of them strongly, that participants had benefited from the shadowing experience (figure 11).

"The shadowing day was full on. Our coach took time to discover what we wanted, needed to explore and so really valuable."

"The coach has been excellent. Time has been manageable. The shadowing day was very interesting - tailored to what I wanted to see. For example, I met with the Business Manager as I had requested this; observed a middle leadership meeting and then reviewed and reflected on what I had seen. Excellent."

"Shadowing - seeing how the coach runs the school - difficult conversations, feedback etc. She structured the day around what I wanted and needed. Great to see this in a different context and close up."

Figure 11. "I (or s/he) gained a lot from the opportunity to shadow another headteacher", views of participants and coaches.
Participants: median = 8; S.D. 1.91; coaches: median = 9; S.D. = 1.03

Comments: It was apparent that coaches had gone to some lengths to ascertain the needs of their coachees and ensure as far as possible that the day visiting their school and shadowing their work incorporated any specific priorities or interests. Shadowing was a useful and purposeful event for the great majority of participants (figure 13) but three of a sample of 40 clearly disagreed. Their negative responses did not reveal a pattern although travel distance was a disincentive for one. Several would have liked more time in other schools.
It is recommended that coaching sessions encompass visits to and take place in different schools where possible.

2.3. How was networking rated?

Networking was a third area of support requested by aspiring headteachers. The opportunities for networking were two-fold; working in coaching trios, particularly where the coaching sessions were held in the different schools of the participants, and attending network meetings for the whole cohort. Feedback comments by participants include the following:

> *"Leaders in our trio include one secondary, one primary and one from an academy. This has opened all our eyes to the variety of schools in London and made me think of alternatives beyond my experience. Great network and seeing how they are overcoming their barriers. Openness, honesty and trust – we are building long term partnerships."*

> *"I really value hearing about different school contexts. I have no desire to be the head of my current school but now believe I could be a head elsewhere. The programme has enabled me to consider the sort of school I would like to lead."*

An example of formative response and feedback from participants and coaches relating to a networking day half-way through the programme is shown below (figure 12 and table 10) .

Figure 12. Please rate how useful you found the networking day.
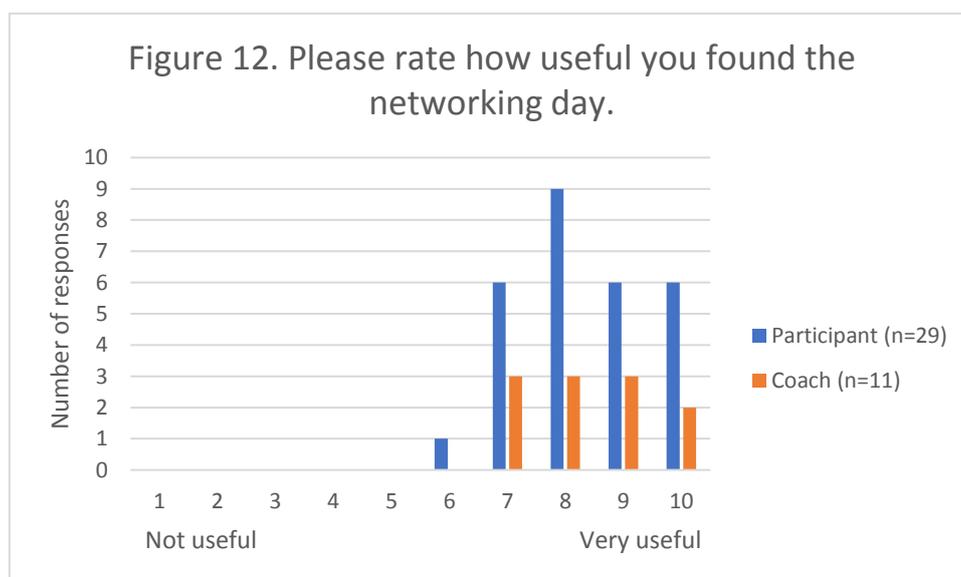
The 40 participants were invited to comment on the strengths and weaknesses of the day. The main comments are shown in rank order of frequency below.

	What worked well (39 responses)		Even better if . . . (28 responses)
1.	Interesting and inspiring speakers	1.	More time.
2.	Being able to talk with other participants, coaches and speakers informally	2.	More focused discussion of the impact of the
		3.	GAL programme.
	Networking and sharing experiences	4.	Better timing and hence more participants.
3.	Stories of different leadership journeys		Better food and heating
4.	Case study interviews of coach and three participants	5.	
5.	Programme feels special; great venue		

Table 10. Evaluation of a networking event: participants' responses.

"Getting the chance to talk more informally to other participants and other coaches. Hearing inspirational speakers, which motivates you to continue with your journey. Lovely venue, with good transport links."

"The feedback from tables picked up some important issues, including the next step for sustaining the leadership network once the participants are in headship. The speakers were inspirational and instructive in terms of making the move to headship."

The 'even better if' responses included suggestions, such as: inviting participants' headteachers; networking with potential employers who are looking to recruit; and not holding the event in an evening just before half term.

Overall the networking events were very successful. They were held in iconic London venues and the events earned positive feedback and high evaluation scores. The programme culminated at City Hall, where completion certificates were presented to participants and letters of thanks provided for the coaches.

Comments: The programme was successful in promoting networking between participants both within and beyond their coaching groups and between participants, leadership coaches and programme leaders. Networking is highly valued by participants, providing opportunities to link with peers at a similar stage in their careers, learning from each other and taking back ideas to their schools. Coaches and headteachers also strongly favoured the networking opportunities provided for participants.

It is recommended that the timing, location and content of networking events are reviewed so as to facilitate their attendance by participants and optimise the time spent by participants and the quality of the experience. Events confined to the evening are not ideal.

3. Outcomes: the impact of the programme on participants

It was intended that participation in the *Getting Ahead London* programme would enable participants to gain a better understanding of themselves and their leadership capacity, a clearer sense of their ambitions and the motivation to lead a London school, together with a sense of the culture, ethics and moral purpose expected of London headteachers.

A key part of this evaluation is the pre- and post-programme survey of participants undertaken at an interval of 10 months. Forty matched pairs of responses were obtained from the 59 completions of the pre-programme questionnaire. We also conducted end of programme surveys of the 20 coaches (17 responses) and the headteachers of participants' home schools (11 responses).

3.1. Had any participants been interviewed or promoted by the end of the programme?

Of the 60 leaders participating in the programme, one third (33.3%) had been appointed to promoted posts by the end: 15 (25%) to headships – all but one in London - and 5 (8.3%) to other promoted posts. This is approximately double the promotions achieved by the 57 unsuccessful applicants we have been able to trace. There is likely to be an association between these differential successes and participation in the programme. One participant, who is taking the first step into school leadership, commented:

> "I thought I wanted to be a head, but this programme has affirmed my enthusiasm and desire to become a headteacher. It has made me believe I can be who I really am and still be a headteacher. I will be acting headteacher three days a week from next term and I now feel confident to do that; before I would have been panicking. Now I'm thinking 'bring it on!' There are also two jobs coming up that I am going to apply for and I have already been approached about one of them. I feel much more confident and empowered."

The number of participants actively applying for headships more than doubled between the beginning and completion of the programme, from 12 (20%) at the beginning to 27 (45%) by the end. Participants' comments about the effect of the programme include the following:

> "I definitely feel more confident about applying for headship."

> "Made headship more tangible and more of a realistic goal for me."

> "I was already applying but the programme has galvanised my thoughts about the type of school I am applying to lead."

> "Definitely motivated me to become a headteacher."

> "It made me reflect that even if now is not the right time to be a headteacher, given family circumstances, there will be a time and I will be ready."

3.2. Understanding of the skills, knowledge and values required of a London head?

There is a culture about school leadership in London, generated originally through London Challenge that is about more than being competent at leading an urban school. It is about a shared concern and feeling of responsibility for London teachers, children and families as well as the children and families of one's own school. The leaders and coaches on the programmes are strong representatives of what could be described as a London ethos, with shared principles, moral purpose and a determination to make London schools places where everyone can succeed. Successful London headteachers share a vision of being part of something bigger, contributing to an aspiration for London to provide a world class education. The GAL programme has not only shared the expectations of London headship but communicated that the role is possible.

> *"Working with other London colleagues and the coach has broken down myths and barriers about what it means to be a London head. Previously, I thought it was neither possible nor sustainable for me; this has shifted my thinking."*

We asked participants, coaches and the headteachers about participants' understanding of the skills and knowledge required to be a London headteacher.

Figure 13. Participants' views for the effect of the programme in preparing them for a London headship.
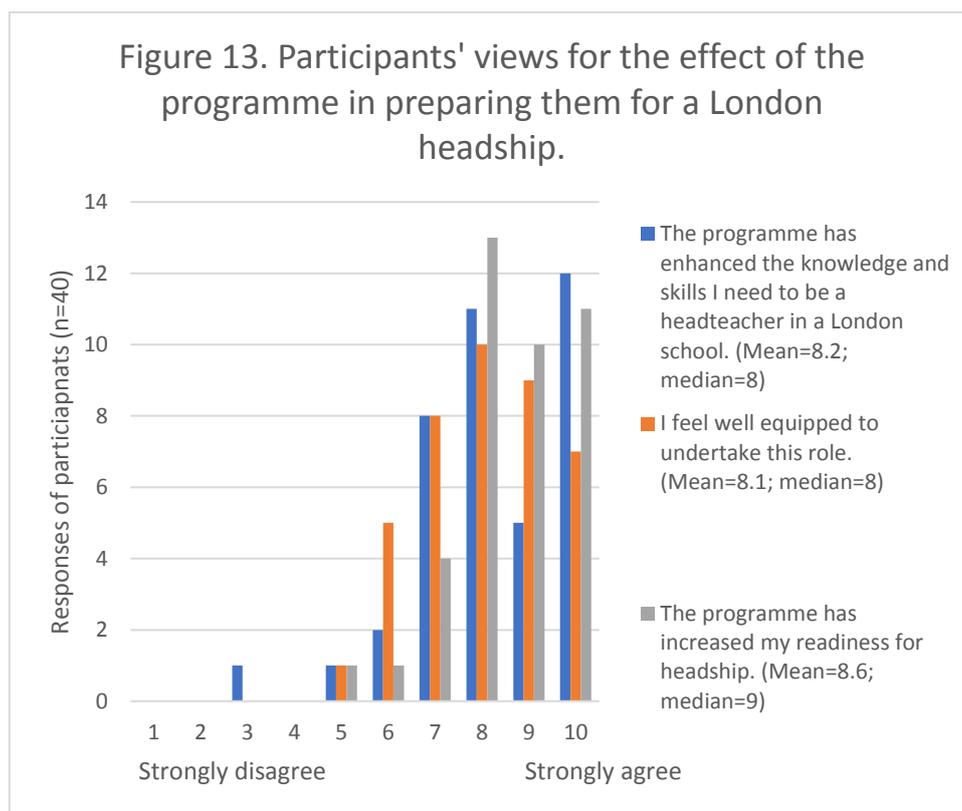
Notably, of the sample of 40 returns from 60 participants, only two were negative about any of the three aspects highlighted in figure 13.

We also surveyed participants' self-assessment of their knowledge and understanding of several key aspects of school leadership at the beginning and end of the programme (figure 14). The skills are

applicable but not of course exclusive to the leadership of London schools. Although the programme was not designed to focus on specific aspects, such as curriculum planning or governance, the coaching and shadowing provided opportunities to participants to gain a deeper understanding of areas in which they were less knowledgeable or confident. A small minority cited financial management as one such area, and a few participants spent time with another school business manager as part of the shadowing day.

Figure 14. Participants' capability in aspects of the headteacher's role (n=40)
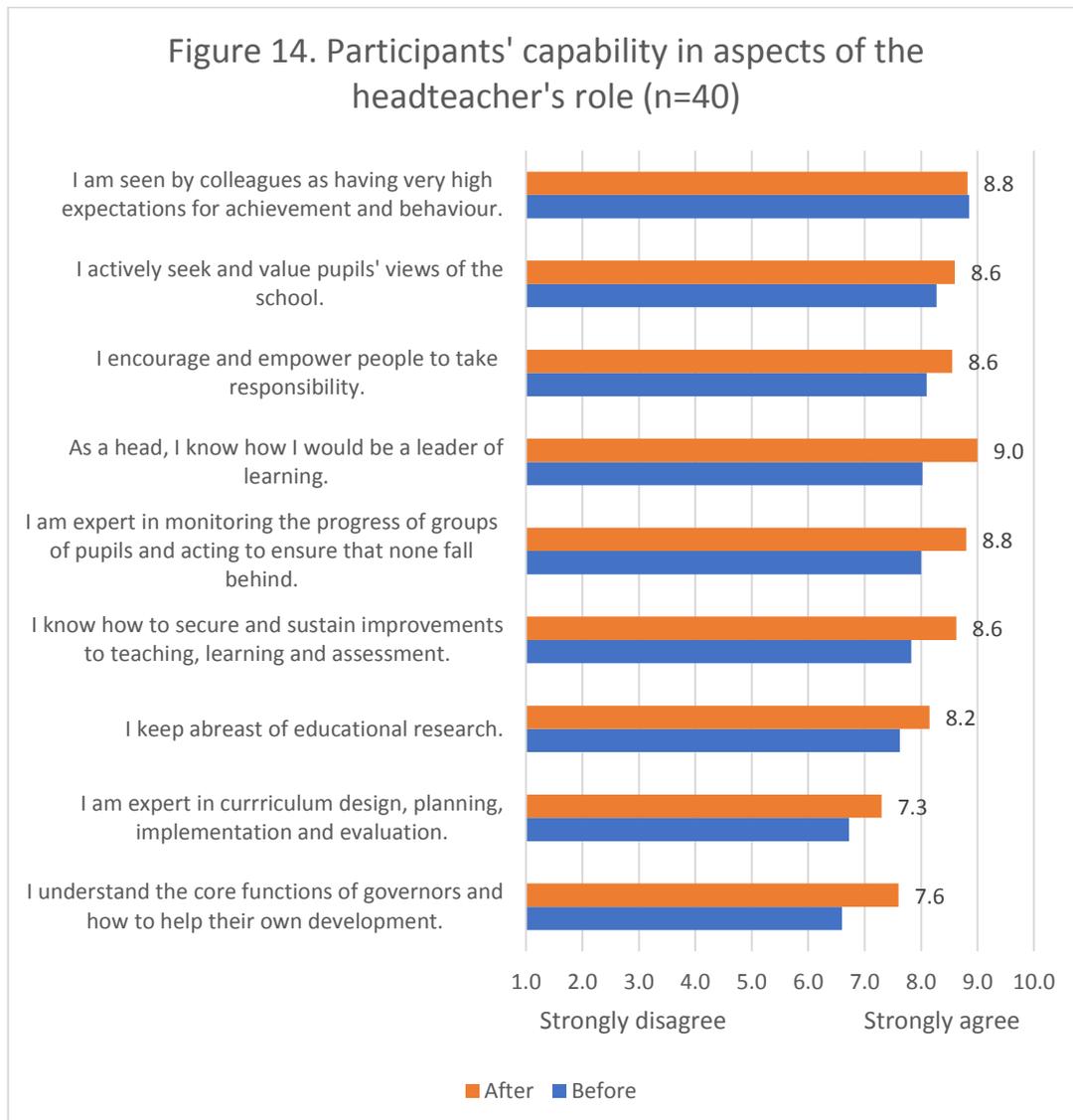
Many of the responses reported earlier touch on the important theme of values. Ethics and moral purpose, courage and conviction are all central to the London school leadership culture. A few of the survey questions are indicative of attitudes and beliefs. As shown in the annexes, several differences were significant at the 95% probability level.

Comment: It is important that the leadership coaches of future GAL programmes share the London leadership attributes cited earlier. This may be assured best if the leadership coaches are London system leaders or headteachers within London-centred organisations such as multi-academy trusts which subscribe to the London ethos.

3.3. How has the programme impacted on participants' motivation and attitudes?

We used the pre- and post-programmme surveys to explore effects that could be associated with participation in the programme. Two possible barriers to applying for headship relate to metaphysical factors such as self-esteem and self-efficacy, which along with neuroticism and locus of control are among four personality dimensions found in self-evaluations. Self-esteem is a core aspect of self-evaluation because it is how one feels about oneself as a person (Judge et al. 1998).[17] Self-efficacy is a belief in oneself to succeed (Bandura, 1994).[18] Both concepts, along with interpersonal communication skills may be considered important in making the step into headship.

Self-esteem	Self-efficacy
• I feel a strong sense of self-worth. • I feel I have a lot to offer. • I feel good about myself. • Colleagues probably perceive me as a potential headteacher.	• I expect to do well on most things I try. • I believe that I motivate the people I lead. • I know my strengths and weaknesses well. • I motivate staff through the example I set. • I have a clear view of what approach I would adopt in taking up the headship of a different school. • My values and vision are clear to others. • I encourage and empower people to take responsibility.

Table 11. Some propositions associated with self-esteem and self-efficacy

Participants' responses indicate that they gained in confidence and self-esteem during the duration of the programme. The biggest change – colleagues' perceptions of the participant as a potential headteacher – could be more to do with the participant's success in being accepted onto the programme than the programme itself.

Responses to the questions associated with self-efficacy also showed positive gains in all aspects. One can infer that the programme has been particularly influential in promoting reflection about what the participant would do on taking up a headship and what their vision and values would be. Participants commented:-

> *"I have learned to be clear about having a vision of what we want in a school and how to get there."*

---

[17] Judge, T. A.; Locke, E. A.; Durham, C. C.; Kluger, A. N. (1998). "Dispositional effects on job and life satisfaction: The role of core evaluations". *Journal of Applied Psychology*. **83** (1): 17–34.

[18] Bandura, A. (1994). Self efficacy. In V.S. Ramachaudran(ed.) *Encyclopedia of human behaviour* (Vol. 4, pp.71-81). New York: Academic Press. (Reprinted in H. Friedman (ed.) *Encyclopedia of mental health*. San Diego: Academic Press, 1998.

"It has made me reflect on my identity as a leader and the sort of school that would be the best match for me. It has encouraged me to think about my vision as a leader and the qualities I will bring as head."

Figure 15. Changes in self-esteem (n=40)
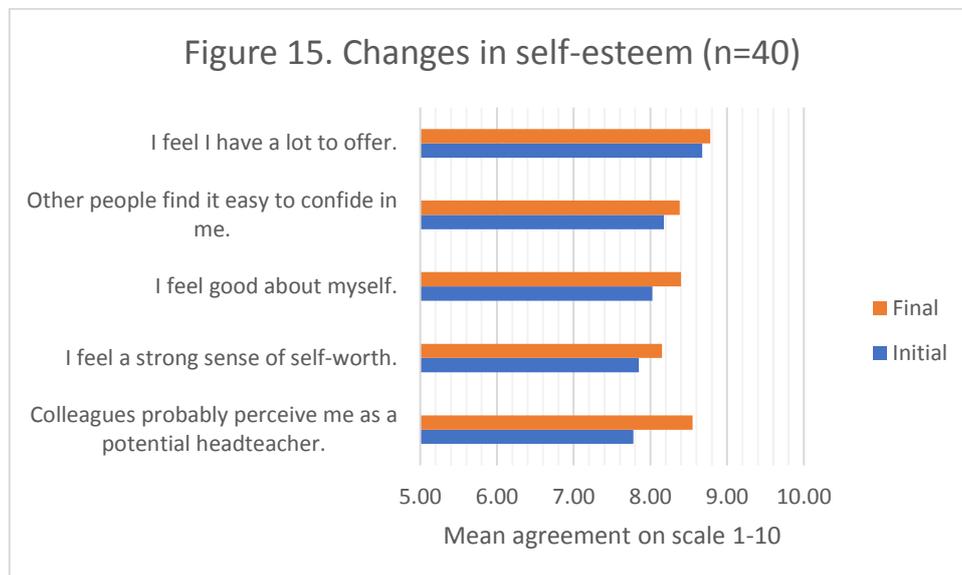
The responses to these propositions were all more positive at the end of the programme than the beginning. The increase in perceptions of the participant being a potential headteacher is statistically significant (≥95% level), but this is likely to have something to do with the prestige attached to their inclusion in the GAL programme.

Figure 16. Changes in self-efficacy (n=40)
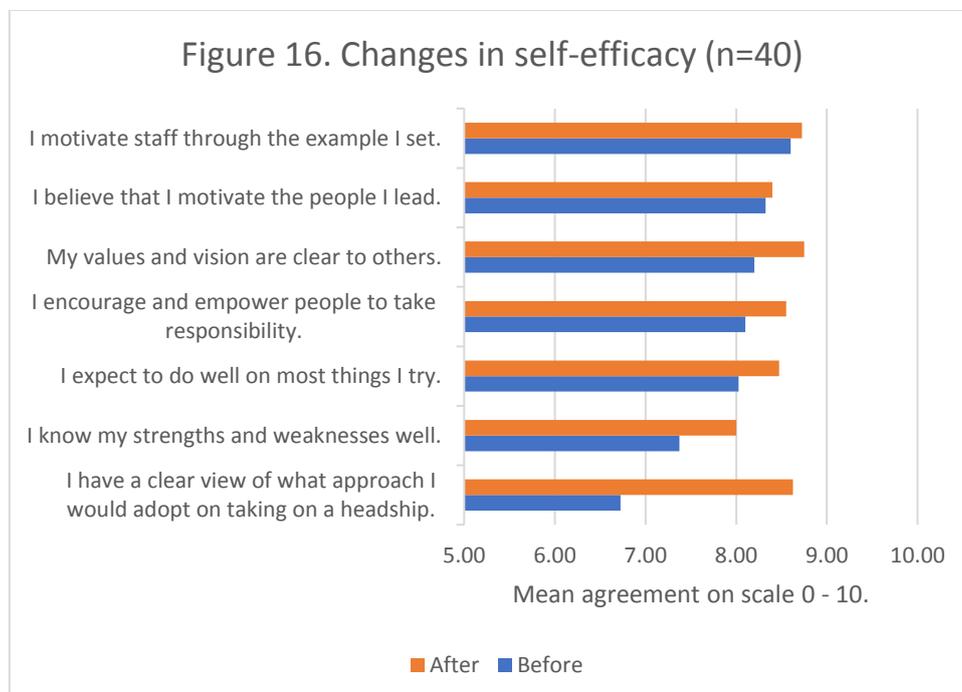
Changes in participants' perceptions of their self-efficacy are all positive and the majority of the changes are statistically significant (≥95% level) (see annexes 2 and 3). A strong association can be inferred between participation in the programme and strengthening the attributes needed for headship.

The same pattern of positive change is present in terms of inter-personal and communication skills, where participants record gains after engagement in the programme (table 12).

Interpersonal and communication skills (n=40 participants)	Mean scores Scale 1-10			
	Pre-	Post-	Diff.	Significance ≥95%
• Other people find it easy to confide in me.	8.18	8.38	0.20	No
• I am friendly and approachable.	8.65	8.70	0.05	No
• I take people's needs and feelings into consideration.	8.18	8.55	0.37	Yes
• I find it difficult to discuss my inner feelings.	4.85	4.58	-0.27	No
• I am open and honest in my communication.	8.83	9.10	0.27	Yes
• I don't find it hard to talk to strangers.	7.75	7.75	0.00	No
• I like working with others.	8.88	8.95	0.07	No
• I am open to being challenged.	8.58	8.55	0.03	No
• I am receptive and open to feedback.	8.75	8.90	0.15	Yes
• I will seek clarification if I am unclear about something.	8.75	9.05	0.30	Yes

Table 12. Average changes in interpersonal and communication skills perceived by 40 participants.

These gains were also reflected in coaches' perceptions of the averaged benefits to their coachees during the period of the programme (figure 17). The greater gains relate to key attributes for a London headteacher.

Figure 17. Coaches' assessment of changes in their coachees' attributes
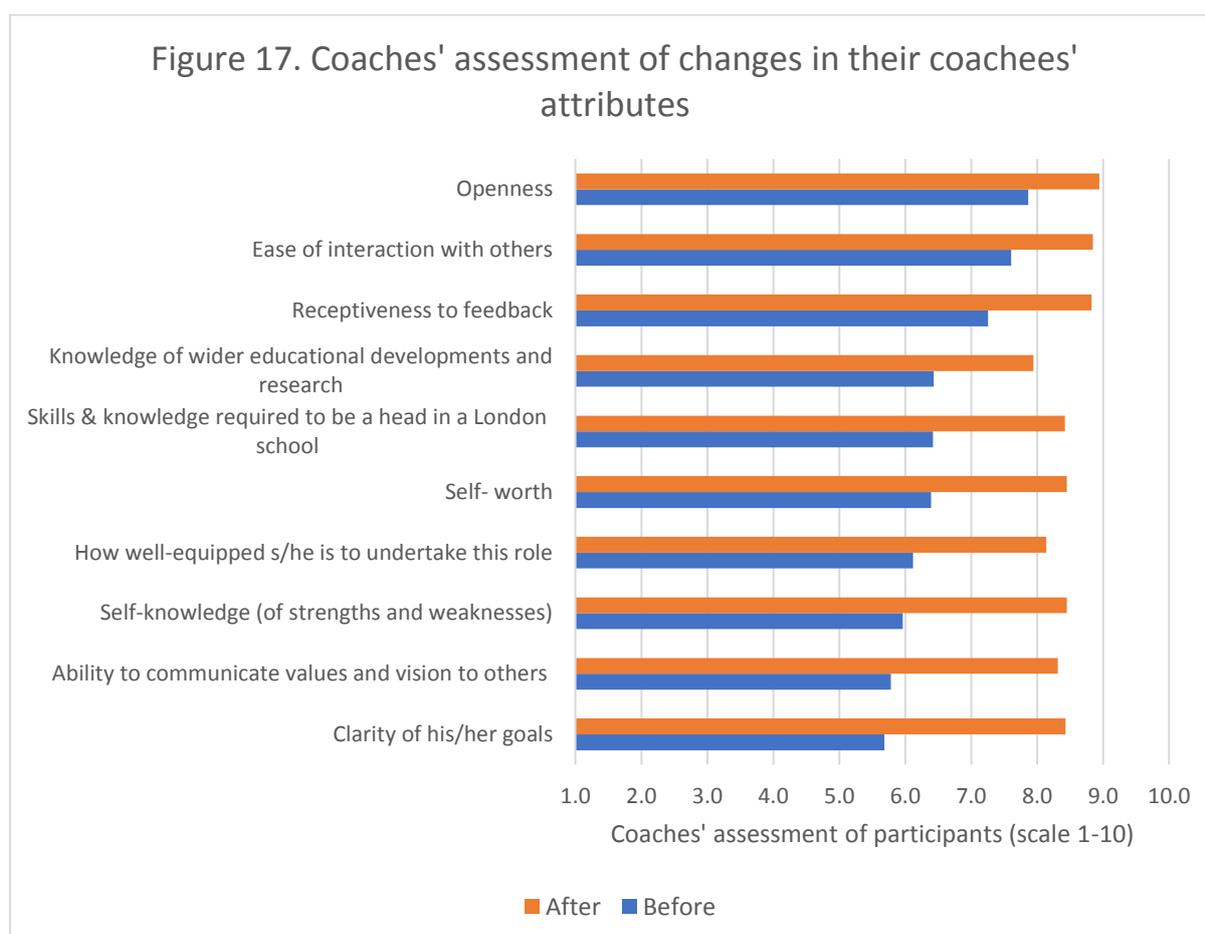
Seventeen headteachers of participants' home schools participated in an on-line survey of their colleagues' readiness for headship and other characteristics. Again the results were positive, but applied to only a 30% subset of the participants (figure 18).

Figure 18. Headteachers' assessments of their participant colleagues after the programme (n=17)

Statement	Score
S/he understands the skills and knowledge required to be a head in a London school	8.22
Participation was of benefit to my colleague	8.21
S/he is well-equipped to undertake this role	8.18
S/he is better prepared for headship	7.89
S/he has greater knowledge of wider educational developments and research	7.59
They have greater self-worth & confidence	7.42
S/he is more motivated towards headship	7.42
They have enthused about the programme to their leadership colleagues	7.37
They are better at communicating their values and vision to others	7.32
They have better knowledge of their strengths and weaknesses	7.32
Their goals are clearer	6.79

Scale: 1 (Strongly disagree) to 10 (Strongly agree)

Comments: In addition to 15 participants who became headteachers during the programme, the experience proved particularly effective in strengthening personal attributes that are important for success in the role of headteacher, viewed from the perspectives of the participants, their coaches and a sample of their headteachers. While all the evidence points to the increased quality of the pool of potential headteachers across London, there is little evidence that it has increased the pool itself, since most participants had headship in their sights. **It is recommended** that the participants are nurtured as 'graduates' and alumni of the programme and that they and their coaches are encouraged to maintain their link until the participant is established in his or her first headship. In the meantime, participants have had the benefit of an invaluable professional development experience which equips them well to coach less experienced leaders in their schools, especially middle leaders. We recommend that the project capitalises on this head-start and develops these leaders as coaches. 'Graduates' of the programme should also be its ambassadors into the future. **It is further recommended** that evaluation of the impact of the programme is extended by measures which could include:

- tracking the leadership progression of the first and subsequent cohorts of participants for one or, preferably, two years after their involvement
- undertaking some illustrative case studies of a sample of participants.

4. Implications for sustainability, scaling up and replication

Our evidence shows that the success of the GAL programme can be attributed to an effective partnership between:

> i. civic commitment, through the Mayor of London and education staff of the GLA supported by an expert advisory group
>
> ii. business leadership and recruitment acumen, provided by PwC
>
> iii. school and system leadership expertise in the London context provided through key directors and senior partners of Challenge Partners and the leadership coaches drawn from the headteachers of effective London schools.

This collaboration has planned and delivered every facet of the GAL programme, with coaching training facilitated by Olevi.

The *Getting Ahead London* model works, in the sense that participants are more motivated, better prepared and more highly skilled to take on the leadership of a school having thought about what they would bring to the role and how they would go about it. The programme has demonstrated its efficacy in supporting and encouraging aspiring school leaders to prepare and apply for headship. Participants have worked closely with excellent role models (the leadership coaches) who have gone out of their way to tailor their contributions to the needs of participants, help them make sense of the complex task of being a London headteacher, and raise their confidence and motivation. The model is distinctive from other training for headship, such as NPQH, in focusing more on overcoming pre-conceptions that can form barriers to applying for headship, and developing the affective aspects of headship, for example, of self-confidence, self-awareness, self-efficacy and emotional intelligence, than on the mechanics of the role as set out in standards for headteachers.

4.1. Sustainability?

The first GAL programme has primed the pump of the leadership pipeline. The year's development programme, sponsored by the GLA, has cost little more than £2,000 per participant. Costs have been minimal owing to the readiness of the leadership coaches to give their time at token cost, the ability of the GLA to facilitate prestigious venues and the experienced project management of Challenge Partners. Schools cover the release and expense of participants. Real costs could be at least twice the cost of the pilot.

If the programme is sustainable anywhere, it can be done in London, owing to the wealth of social and professional capital that accrued from London Challenge and the culture of being a London teacher and school leader. When combined with the Mayor of London and GLA's ambition for education, the programme has access to the human and other resources and goodwill that should enable it to flourish. Other partners, including commercial sponsors, multi-academy trusts and individual schools can be shown that the GAL programme is an efficacious form of leadership development which is worth investing in.

Certain factors are crucial to sustaining and developing this pan-London, school leadership programme. Political leadership is a key factor, despite the accomplishments of London schools and

school partnerships in striving to improve education in London. The involvement of PwC was central in formulating the response to the invitation to tender, providing business leadership and subsequently overseeing recruitment processes. The London networks were key to the dissemination and marketing of the programme and the recruitment of high quality leadership coaches. The spirit of partnership, together with the well-established London school and system leadership culture, provided a context in which the pilot could flourish.

Challenge Partners provided the central professional vision, drive and leadership needed to deliver an innovative and powerful programme. The Programme Development Team (PDT) (see introduction) had a central role in providing the organisational capital to steer the programme during the pilot year and to secure the continuation of the programme in to its second year. Working together, the PDT guided coaches and participants through the curriculum content but also ensured regular opportunities were provided to co-construct the shape of the programme through:

- face to face catch up sessions with coaches
- participant and coach phone calls
- evaluation visits to coaching trios
- regular communication through email updates.

The team met four times before the start of the programme and took responsibility for the final shortlisting of applicants, the selection of coaches and also reviewed the composition of coaching trios. Throughout the course of the pilot the PDT met regularly to plan the set piece training/networking events and to review the emerging internal evaluation data and feedback from the coach reflection sessions. Members also exercised a degree of quality assurance by conducting randomised telephone interviews with a third of the participants and observing the coaching trios in action.

The infrastructure which was created by the PDT, through the frequency and structure of meetings, was driven by shared commitment and belief in the programme, evident to the evaluators. This enhanced the mutual respect for the complementary skills of individuals. This collaboration was important for the coherence of the programme and its intention of modelling the collective social and moral capital which has contributed to transforming schools in London. This is worthy of note in terms of replicating the model in other regions.

4.2. Scaling up?

The GLA's vision for its school leadership pipeline includes the three aspirations of:

- identifying leadership talent and potential
- equipping and inspiring middle as well as senior leaders to become headteachers in London
- supporting a wider culture of talent management in London and beyond.

The pilot programme focused its recruitment primarily on deputy headteachers. Many schools and school networks have substantial experience of implementing leadership pathways. These may start with recently qualified teachers, who are given progressively challenging, developmental leadership opportunities and training until they reach senior leadership positions in their own or other

schools[19]. There is substantial expertise in identifying leadership talent and testing potential, although great variation in the extent to which this is embedded in different schools. It would be a straightforward matter to formulate criteria that talented middle leaders, for example, would need to meet to have access to a leadership development programme of the *Getting Ahead London* type.

The pilot programme has shown the efficacy of coaching by trained leadership coaches from other schools in preparing leaders for the next step, i.e. greater responsibility. Could this be a possible role of graduates of the GAL programme that have not yet attained headship? As senior leaders, they should all have considerable knowledge of how middle leaders can be coached, firstly to excel in their job and then to develop some of the knowledge, attributes and skills needed for a more senior role.

The vision of a wider culture of talent management in London will depend on factors such as buy-in from the increasing proliferation of academies, multi-academy trusts, community schools, leadership development organisations and employers. This will be aided if the benefits of GAL programmes can be demonstrated not only through data and evidence of successful promotion but also through case studies that show the benefits of the programme. Coaching makes intensive demands of human resources, but is seen as indispensable in many organisations and enterprises beyond education.

4.3. Replication?

In order for the programme to be successfully implemented elsewhere in the country, consideration should be given to a number of factors. London has the advantage of scale and a wealth of talent not available to individual local authorities (LAs). The programme is likely to work best in an urban conurbation, perhaps including at least three local authorities which are disposed to close partnership working. In terms of priorities, there is a case for considering opportunity areas, combined with neighbouring LAs. Difficulty in recruiting headteachers is typically a challenge for such areas. The chosen geographical location will need to encompass a variety of school settings and be large enough for there to be cross-fertilisation of experience and impartiality of the leadership coaches.

It would be an advantage for an experienced team from London to provide strategic expertise in the design and implementation of the programme to enable effective replication. This would need to be incorporated into the programme costs. Adequate investment would be required to support replication. This would include sufficient funding for the pilot year of the programme to cover aspects such as appropriate payment to the leadership coaches for their role.

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[19] Matthews, P., Higham, R., Stoll, L., Brennan, J. and Riley, K. (2011) *Prepared to lead: How schools, federations and chains develop education leaders,* DfE, NCSL.
www.gov.uk/government/publications/prepared-to-lead-how-schools-federations-and-chains-develop-education-leaders

ANNEXES

ANNEX 1. RESPONSES OF PARTICIPANTS AT THE BEGINNING OF THE GAL PROGRAMME (N=59)	Responses on a scale of 1 (strongly disagree) to 10 (strongly agree)				
	Mean	**Mode**	**Median**	**SD**	**Skew**
Survey items:	x̄			Σ	
1. I am determined to lead a school.	9.05	10	9	0.97	-0.69
11. I feel a strong sense of belonging to my current organisation.	8.71	10	9	1.33	-0.77
6. I want to put my knowledge and experience into practice in a new environment	8.31	9	9	1.47	-0.72
13. My current head is an excellent role model.	8.29	10	9	2.04	-1.51
2. I understand what makes a school successful.	8.20	8	8	1.03	-0.03
5. I want to manage a larger team.	7.93	9	8	1.63	-0.76
9. I should like to lead a challenging school.	7.58	8	8	1.94	-0.88
4. I understand how to lead a school to greater success.	7.56	7	7	1.25	-0.25
7. I want my first headship in a school similar to my current school.	7.31	9	8	2.23	-0.73
8. I want more money.	5.83	5	6	2.24	-0.20
14. I don't feel I can achieve much more in my current school.	5.07	8	5	2.63	-0.02
12. I am unsure about my next step.	4.56	1	5	2.65	0.10
10. I want to be deputy or VP in a larger school as my next step.	3.59	1	3	2.63	0.85
15. I have applied for one or more principal posts.	2.75	1	1	3.51	1.55
3. When faced with a challenge I give up because I think I will fail.	1.86	1	1	1.91	3.26

ANNEX 2. PRE- AND POST-PROGRAMME SURVEY OF PARTICIPANTS (n=40)	Mean aggregate scores (1-10), n=40.				Significance ≥ 95% (α ≤ 0.05) in bold
PERSONAL CHARACTERISTICS	**Pre-** $\overline{x}_1$	**Post-** $\overline{x}_2$	**Diff.**	**σ**	**T**
27. Colleagues probably perceive me as a potential headteacher.	7.78	8.55	0.77	1.48	**0.0003**
29. I know my strengths and weaknesses well.	7.38	8.00	0.62	1.28	**0.0002**
19. I expect to do well on most things I try.	8.03	8.48	0.45	1.28	**0.0401**
18. I feel good about myself.	8.03	8.40	0.37	1.50	0.0897
32. I take people's needs and feelings into consideration.	8.18	8.55	0.37	0.90	**0.0059**
34. I allow others to finish their sentences.	7.28	7.63	0.35	1.33	0.1064
16. I feel a strong sense of self-worth.	7.85	8.15	0.30	1.64	0.1634
20. I never scrutinize myself.	1.95	2.25	0.30	1.26	0.1353
35. I am receptive and open to feedback.	8.40	8.70	0.30	1.24	**0.0316**
22. Other people find it easy to confide in me.	8.18	8.38	0.20	1.25	0.1107
21. I have control over my emotions.	7.45	7.63	0.18	1.29	0.2065
26. I try to avoid colleagues I don't get on with.	3.88	4.03	0.15	2.41	0.3293
17. I feel I have a lot to offer.	8.68	8.78	0.10	1.07	0.2963
24. I believe that I motivate the people I lead.	8.33	8.40	0.07	1.03	0.3091
33. I like working with others.	8.88	8.95	0.07	0.85	0.2776
31. I am friendly and approachable.	8.65	8.70	0.05	1.02	0.4189
23. I find it difficult to discuss my inner feelings.	4.85	4.58	-0.27	2.45	0.2637
25. I am always right	3.08	2.70	-0.38	1.77	0.1239
30. It is dificult for me to understand why people feel the way they do.	3.03	2.65	-0.38	1.64	0.1660
28. My head has supported me and invested in my development as a potential headteacher.	8.85	8.43	-0.42	2.70	0.1127

ANNEX 3. PRE- AND POST-PROGRAMME SURVEY OF PARTICIPANTS (n=40)	Mean aggregate scores (1-10), n=40.				Significance ≥ 95% (α ≤ 0.05) in bold
HEADSHIP KNOWLEDGE AND SKILLS	Pre- $\bar{x}_1$	Post- $\bar{x}_2$	Diff.	σ	T
50. I understand the core functions of governors and how to help their own development.	6.60	7.60	1.0	1.57	**1.1E-04**
52. As a head, I know how I would be a leader of learning.	8.03	9.00	1.0	0.78	**1.3E-05**
40. I know how to secure and sustain improvements to teaching, learning and assessment.	7.83	8.63	0.8	1.08	**1.7E-04**
43. I am expert in monitoring the progress of groups of pupils and acting to ensure that none fall behind.	8.00	8.80	0.8	1.02	**1.1E-04**
55. I am prepared to be seconded as temporary head of an inadequate school.	7.43	8.05	0.7	2.14	**3.8E-02**
36. I am confident that I can communicate a school's vision to staff, parents and pupils.	8.08	8.68	0.6	0.89	**1.7E-03**
47. My values and vision are clear to others.	8.20	8.75	0.6	1.03	**4.1E-04**
51. Leadership should be open and consultative.	7.75	8.38	0.6	1.10	**6.8E-03**
53. I keep abreast of educational research.	7.63	8.15	0.6	1.39	**4.3E-03**
39. I am expert in curriculum design, planning, implementation and evaluation.	6.73	7.30	0.6	1.81	**1.6E-02**
45. I am calm in a crisis.	8.15	8.70	0.6	1.20	**3.4E-03**
48. I encourage and empower people to take responsibility.	8.10	8.55	0.5	1.04	**2.5E-02**
54. I actively seek and value pupils' views of the school.	8.28	8.60	0.3	1.17	**3.1E-02**
56. I am open to being challenged.	8.58	8.85	0.3	0.98	1.0E-01
44. I believe that the head of a school should be an excellent teacher.	9.08	9.25	0.2	1.21	1.9E-01
46. I feel a high degree of personal responsibility and commitment to my school's goals.	9.20	9.35	0.2	0.70	1.6E-01
41. I motivate staff through the example I set.	8.60	8.73	0.1	1.01	2.2E-01
49. A good headteacher delegates everything.	3.63	3.63	0.0	2.57	5.0E-01
38. I am seen by colleagues as having very high expectations for achievement and behaviour.	8.85	8.83	0.0	1.08	4.4E-01
37. I lack confidence in dealing with dissatisfied parents or under-performing staff.	3.50	2.63	-0.9	1.90	**2.2E-02**

ANNEX 4. PRE- AND POST-PROGRAMME SURVEY OF PARTICIPANTS (n=40)	Mean aggregate scores (1-10), n=40.				Significance ≥ 95% (α ≤ 0.05) in bold
COMMUNICATIONS AND CANDOUR	Pre-$\overline{x}_1$	Post-$\overline{x}_2$	Diff.	σ	T
57. I am enthusiastic about the coaching process.	8.83	9.28	0.50	0.82	**0.023**
58. I am open and honest in my communication.	8.83	9.10	0.30	0.81	**0.027**
60. I will seek clarification if I am unclear about something.	8.75	9.05	0.30	1.06	**0.025**
59. I am receptive and open to feedback.	8.75	8.90	0.10	1.15	0.197
61. I don't find it hard to talk to strangers.	7.75	7.75	0.00	2.39	0.500

ANNEX 5. APPLICATIONS FROM LONDON BOROUGHS

Applications were received from 29 London boroughs; the highest numbers of successful applicants came from Greenwich, Hillingdon, Lambeth and Tower Hamlets

Borough	Number of Successful Applicants	Number of Applicants	Borough	Number of Successful Applicants	Number of Applicants
Greenwich	5	6	Merton	2	6
Hillingdon	5	13	Barking and Dagenham	1	1
Lambeth	5	11	Barnet	1	1
Tower Hamlets	5	10	Bromley	1	2
Newham	4	7	Camden	1	2
Brent	3	3	Harrow	1	1
Redbridge	3	3	Kensington and Chelsea	1	2
Southwark	3	6	Sutton	1	4
Westminster	3	5	Waltham Forest	1	4
Bexley	2	2	Wandsworth	1	2
Croydon	2	4	Ealing	0	2
Enfield	2	2	Essex	0	1
Hackney	2	3	Hammersmith & Fulham	0	4
Haringey	2	8	Romford	0	1
Lewisham	2	3			