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LEADERSHIP OF ACADEMY SCHOOLS IN ENGLAND: SPONSORS AND THE REALISATION OF THE ETHOS AND VISION

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Introduction

This project centred around several early academy schools, Sponsored or Type 1 Academies. The focus was on their initial vision generation and ethos development. It sought to explore the motivations of Sponsors and leadership roles of both Principals and Sponsors in vision and ethos creation and realisation.

Sponsored Academy schools in England are independent state-funded schools that are a controversial element of the post 1997 Labour Governments. They have often been created in inner city areas where there is low achievement and often replace existing schools. Academies are “established and managed by sponsors from a wide range of backgrounds” (PriceWaterhouseCoopers, 2008 p.22 (PwC)). Academies are unique in English schools in that their governance is controlled by external Sponsors.

There has been a change in the academies programme from the Conservative-Liberal Coalition Government with the Academies Act 2010. In this Act all schools rated as Outstanding by Ofsted can now apply to become an Academy, including primary schools. Academies, originally, were typically those that were underperforming as judged by Ofsted; this is a significant change. This research is concerned with pre-2010 Act Academies, i.e. Sponsored Academies as opposed to Converted Academies.

There is mixed information on leadership in academies. PwC cite Ofsted inspections to conclude that leadership is generally good however, there is a paradox in the Report whereby it also points out that “leadership ...was the most frequent ‘worst academy feature’ identified by staff” (PriceWaterhouseCoopers, 2008 p.14) and that “there is a high turn-over of principals in several of the early academies ..” (p.125). No discussion is held on these seemingly incongruent findings. Early writings on Academies centred around concerns such as that original academies are part of the inclusion of private business in state education (Chitty, 2008), that they give too much power to private interests (Benn, 2008) and that Academies pose a real threat to state education in that their governance is undemocratic (Chitty, 2009). Early concerns also challenged the claim of the Academies Programme to improve academic outcomes (Gorard, 2005; 2009). Titcombe (2008) argues, with evidence, that academies have replaced mainstream subjects in their curriculum with vocational counterparts. These have “disproportionate and unjustifiable” equivalence to GCSE (Titcombe, 2008 p.49) and that this technique has been used to massage outcomes in performance tables. A thorough discussion of academic outcomes was undertaken by the National Audit Office (Bisset, Clark, Hands and Mackay, 2010).

The major critical work on academies though is in Gunter's (2011) terms, 'Socially Critical'. The notion of private providers entering the state-funded education system has been further developed by Hatcher (2006). Here the sponsors of academies are new agents and are part of the re-agenting of the school system. This has led to a marketisation of the school system in England. Some of the major socially critical writings are from Ball (2007; 2008; Ball, 2009b; a). Ball coins the term Education Services Industry (ESI) and documents at length the areas of private sector involvement in state education. For Ball, "more and more areas of education...are now subject to business practices and financial logics, de-socialised and bought and sold as assets and made part of investment portfolios or generic services empires" (Ball, 2007 p.84). Privatisation is not simply a technical change, it brings with it a different value,

"it involves changes in the meaning and experience of education,... It changes who we are and our relation to what we entering into all aspects of our everyday practices and thinking.... This is not just a process of reform; it is a process of social transformation, (Ball, 2007 p.84)

The terms High Achieving, High Performing and Successful Schools are often used interchangeably (for example see PwC (2008 p.102-3)) when referring to sponsorship of academies. Successful Schools are usually independent (Curtis, Exley, Sasia, Tough and Whitty, 2008 p.51). This generates issues on a macro scale, about the role of private and state education in England. For Seldon (2008) "no other country has such a glaring gap between a well funded independent school system that dominates places at top universities and national life, and a state school system that, however much it improves, is unable to catch up" (Seldon, 2008 p.64). Here we are talking of schools that are elitist in that they are fee paying and/or entry is based on performance in an examination. The concept is that such schools can assist school improvement of inner-city schools by becoming their sponsor when they transfer to academy status.

In recent months the debate surrounding such school sponsorship has centred around the charitable status of independent schools. Under charitable status, independent schools can pay lower business rates and avoid tax on trading surpluses and they can also use gift aid to reclaim tax on donations (Hough, 2012).

One of the justifications of the original Academy Programme was to increase choice and diversity in schools in England. Woods et al (2005) report on a type of European-based schooling that existed in England in the private sector only in 2005. Its philosophy is significantly different to the maintained sector and the Academies programme could be used to introduce its teaching methods into the state sector. This type of schooling has a fundamentally different approach to leadership and management. There is no formal hierarchy amongst teachers and that responsibility lies with the college of teachers. No such role as the Headteacher exists.

Figure 1 pulls together a variety of leadership aspects: strategic; organisational and operational. They overlap and draw on and are influenced by a whole host of external factors such as finance, buildings, the pupil profile and relationships with the community. This model contrasts with a more simple one in Day *et al.*'s (Day, Sammonds, Hopkins, Harris, Leithwood, Gu and Brown, 2010) on successful school leadership. Such facets as restructuring the organisation are peripheral; academies are seemingly more complex institutions to lead.

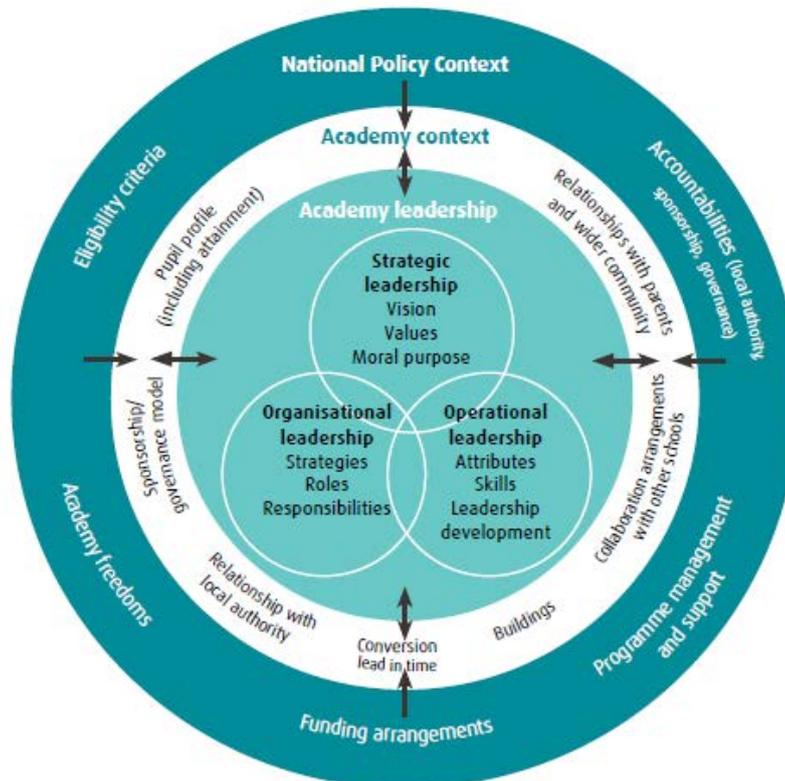


Figure 1 Analytical Model of Academy Leadership (National College, 2011 p.4)

Sponsors

Academies are created by the sponsor. Sponsorship is a “key element of the Academies model for school improvement” and they have “the legal right to determine the vision and ethos of the Academy” (PriceWaterhouseCoopers, 2008 p.98). The power of an academy sponsor is considerable. This includes the right to appoint the majority of the governing body and having ownership of the estate (Curtis et al., 2008 p.6).

Academies are non-homogeneous; there is a typology of sponsors. Sponsorship can be classified into philanthropic sponsorship, high achieving school sponsorship, multiple academy sponsorship and group sponsorship (PriceWaterhouseCoopers, 2008). Most of the Philanthropic sponsors were in early academies, with the initial requirement being for a £2 million endowment placed into a trust fund. In recent years there has been an increasing focus within the academies programme on engaging high performing schools from the public and private sector as academy sponsors. Increasingly chains have developed that run several academies across England.

Leadership, Ethos and Vision

There are a variety of definitions of school leadership. Bush and Glover (2003) define school leadership:

“Leadership is a process of influence leading to the achievement of desired purposes. Successful leaders develop a vision for their schools based on their personal and professional values. They articulate this vision at every opportunity and influence their staff and other stakeholders to share the vision. The philosophy,

structures and activities of the school are geared towards the achievement of this shared vision” (p.5).

Vision then is key to leadership. Vision is often linked with values, ethos, culture generation and maintenance and mission. These terms are sometimes seen as synonymous and are often not clearly defined in the literature (Hallinger and Heck, 2002; Solvason, 2005; Glover and Coleman, 2005).

All successful schools are built around a clear sense of vision and purpose; vision is the starting point for a successful school (Holmes, 1993). For the school leader, “vision is, at its simplest, the mental image of the kind of school you are trying to build for the future” (Holmes, 1993 p.16). To work it needs to be expressed in simple terms, it is a reference point for others. At its best, argues Holmes (1993), “a school’s vision gives everyone connected with the school a reason for wanting to do things well and for feeling real pride in what the school is achieving” (Holmes, 1993 p.16). All successful leaders then can relate the vision to regular tasks and challenges they face in school leadership. Building vision and setting directions is one of four sets of leadership qualities (Leithwood, Day, Sammonds, Harris and Hopkins, 2006) that are part of the common repertoire across all successful leaders.

The literature on the issues of school ethos and culture refer to its importance in school effectiveness. Hopkins (1994) believes that school culture is the vital, yet neglected dimension, in the improvement process, blaming the failure of school improvement initiatives on ignoring the culture of the school in favour of concentrating on discrete projects with measurable outcomes. There is a value in understanding a school’s ethos because it isolates the factors which are likely to foster school effectiveness (Donnelly, 2000).

The studies of school ethos and culture are blighted by a lack of definition of terms, this is compounded by several different terms used in the literature. The terms ethos, culture, and climate are all frequently used, as Solvason puts it, “the terms ethos, spirit, climate, ambience and culture are often used interchangeably, or without appropriate definition” (Solvason, 2005 p.85). The notion of ethos is “notoriously difficult” to focus upon in schools and perceive its effect upon teaching and learning (McLaughlin, 2005 p.306). Despite this McLaughlin attempts a worthwhile definition:

“an ethos can be regarded as the prevalent or characteristic tone, spirit or sentiment informing an identifiable entity involving human life and interaction (a ‘human environment’ in the broadest sense) such as a nation, a community, an age, a literature, an institution, an event and so forth. An ethos is evaluative in some sense and is manifested in many aspects of the entity in question and via many modes of pervasive influence. The influence of an ethos is seen in the shaping of human perceptions, attitudes, beliefs” (McLaughlin, 2005 p.311).

It appears that ethos is felt rather than described. It is to do with the interaction of people; it is to do with interpersonal relationships.

More recently Bell and Kent (2010) propose a significantly improved model of school culture one which “recognizes the dynamic and the importance of both external and internal organizational forces in shaping the culture of schools” (Bell and Kent, 2010 p.12). The model consists of five key elements that makes this model sophisticated and can be applied to different situations.

Bell and Kent propose a jigsaw puzzle model which they believe challenges the assumptions of the ‘school improvement movement’ that leaders have the ability to transform the culture of schools. Their research “shows that the relationship between leaders and transformation is

much more problematic than writers...appear to assume” (Bell and Kent, 2010 p.30). Analysis based on the jigsaw puzzle model shows that a complex relationship exists between leaders and transformation. “The ability of leaders to transform culture is limited” (Bell and Kent, 2010 p.31).

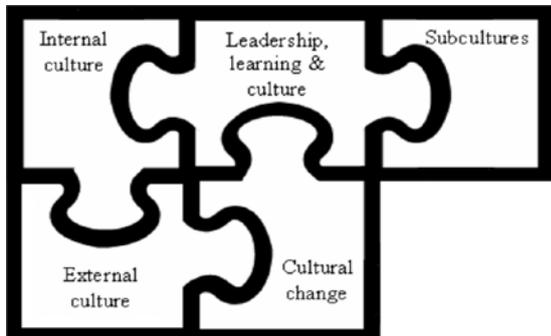


Figure 2 The Jigsaw-puzzle model of school culture (Bell and Kent, 2010 p.13)

Research Questions/ Objectives

This literature review developed the following research questions:

1. What motivates Academy Sponsors?
2. What are the leadership roles of the Sponsor and the Principal in an Academy?
3. How are the Ethos and Vision realised in Academies?

Methods

Thomas (2011) refers to a specific example of multiple case studies as “nested case studies” (Thomas, 2011 p.152). Here each case is subunit nested in the unit as a whole. The researcher interest then becomes about the subunits, the whole unit and their inter-relationship. Nested case studies differ from multiple case studies in that in multiple case studies data can be compared between and among the cases but in a nested case study the “breakdown is *within* the principal unit of analysis” and “a nested case studygains its integrity, its wholeness, from the wider case” (Thomas, 2011 p.153). This study is a nested case study. In this study the individual cases, the subunits, are each academy, whilst they are nested in the academy programme as a whole. All academy schools are a different case to maintained schools and although non-homogeneous, are distinct enough to be a case.

The method of this project is the semi-structured interview. It is a qualitative study. There were 11 hour long interviews, six of academy sponsors and five of academy principals. The interviews were a pair from the same academy, although interviewed independently.

The interviews were transcribed and then analysed using a Constant Comparative method of analysis (Thomas, 2009). Themes emerged through the respondents responses. A comparison of the themes across different interviewees was undertaken to seek answers to the research questions.

McMurdo (2010) uses Venn diagrams as a means of adding clarity to complex leadership issues. This technique is an additional analysis tool here.

The sample

The Academies are all in the West Midlands geographically, although a range of academy types has been used. There are 5 cases in this nested case study.

- Case 1: An Academy in Birmingham where the Sponsor is an Academy Chain based in London which was founded by a philanthropic businessman. Two interviews held, one with the Principal and the other with a Sponsor representative.
- Case 2: An Academy in a West Midlands city sponsored by FE College/University. It is the lowest achieving school in the City. Two interviews held, one with the Principal and the other with a Sponsor representative..
- Case 3: An Academy in a new town on the edge of West Midlands. It has Co-sponsorship of a Good school and an Overarching organisation –Livery Company-that runs selective schools both private and state including a state boarding school. The Livery Company is based in London. Three interviews were held, one with the Academy Principal, another with the Headmaster of the Good School and the other with a Sponsor representative.
- Case 4: An Academy in Birmingham where the Sponsor is an Academy Chain based in London which was founded by a group of philanthropic businessmen with roots in US Charter Schools. Two interviews held, one with the Principal and the other with a Sponsor representative.
- Case 5: An Academy in a rural town on edge of West Midlands. It is a very small through school 3-16yrs. The Sponsors are an International schooling organisation with 37 Independent schools in UK but the Academy is the only state school. It was previously an independent school of the same nature on the same site. It became an academy under diversity/innovation. Two interviews held, one with the Principal and the other with a Sponsor representative.

All but one of the Sponsor interviewees were very senior staff.

Discussion

Table 1 indicates some of the responses to sponsor motivation, a range from philanthropy to specific request from national government. Within this sample there is no coherent theme except for the motivation to improve life chances for inner city children and communities. The ethos of the academy is initially clearly set out by the sponsor along with the vision. Table 2 sets out responses from the interviewees. The principal's all believe that they buy into the vision, otherwise they could not take on the role. They become, initially, a conduit for the sponsors vision with the staff, pupils and community. Table 3 shows some of strategies that have been used in order to create the ethos and vision of the academy.

There are differences in the academies in their vision and ethos and the extent to which these are part of the leadership focus of the school. Some of the academies place a large emphasis on vision and ethos. Case 1 and 2 place a greater emphasis on academic outcomes, seemingly as a sole product of the new school. Case 4, whilst placing a primary purpose on academic outcomes, has a clear ethos as part of a national chain with six key principles or pillars. The ethos and vision surrounding cases 3 and 5 are significantly different than the others in the sample. In case 3 the academy has clearly bought the brand of the sponsoring successful school, even to the extent of copying the uniform. The international schooling organisation in Case 5 is unique and presents us with a rather different view of academy leadership. The organisation does not recognise the role of headteacher in its schools, however to become a state funded academy it was mandatory. The principal here is essentially a sponsor, the ethos and vision can only be from the sponsors otherwise it ceases to be a school of this organisation.

The Importance of Principal Induction

If the academy ethos and vision genesis is with the sponsor then critical moments are the appointments of principals and their induction. Great emphasis was placed by the sponsors in the importance of appointing the new principal, interestingly although nationally advertised in two cases the headteacher of the predecessor school was appointed to be the principal of the new academy. Few people could be appointed to be the principal of Case 5, the successful candidate was already working in the field delivering a university training programme on the philosophy and methods of this type of schooling, in effect he was from within.

In the two cases whereby the incumbent headteacher of the predecessor school was appointed as the academy principal designate there was a similarity of induction process. Both were in London based chains (Cases 1 and 4) and spent time away from their Birmingham school learning what was required of them by the sponsors. The time varied from three to six months. Case 4 Sponsors background delineates from the Charter Schools in the USA. The principal was taken to various American cities, notably Chicago, to observe the effect that such schooling programmes can have. Field notes from the interview with the sponsors representative in London showed an organisation providing a specific programme of induction including such activities as fielding press concerns by undertaking a simulated tv interview.

The Academy Journey

We can model the academy journey of ethos and vision through a stacked Venn Diagram as shown in figure 3.

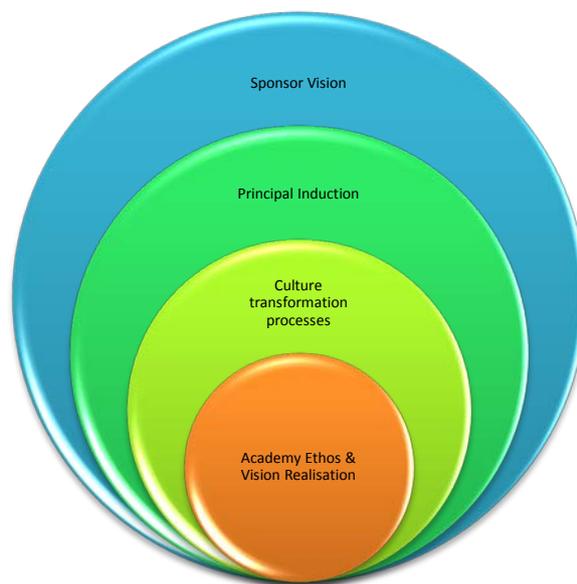


Figure 3 The Academy Journey of Ethos and Vision Realisation

Here the overarching Sponsor's vision becomes funnelled through a process of culture transformation following the principal's induction. This can be perceived as an upward spiral where critical moments may require a return to earlier points on the spiral.

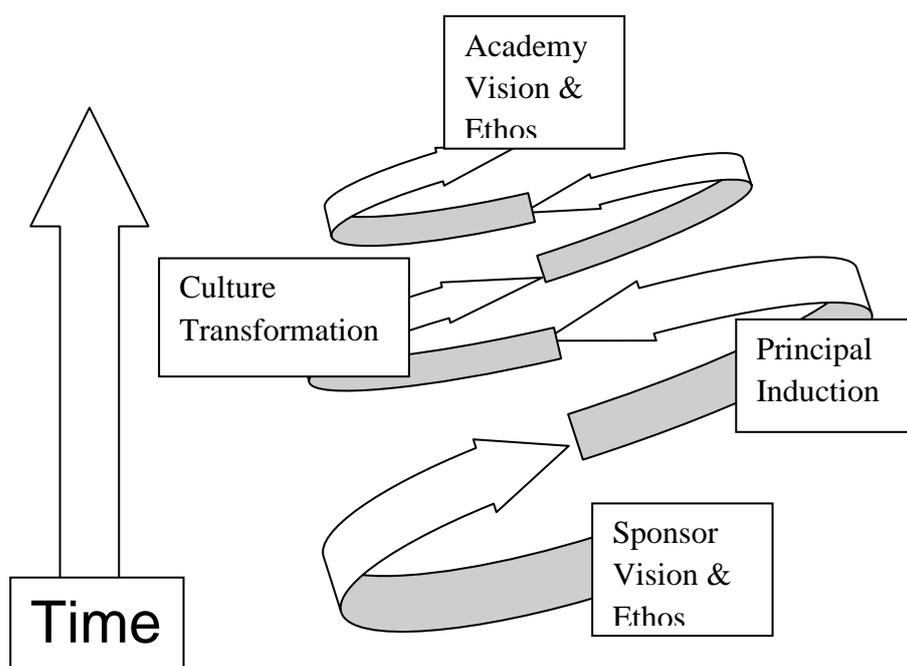


Figure 4 The Academy Journey Time Line

Cultural Transformation

Bell and Kent's (2010) jigsaw model of school culture (figure 2) can be used to explore the data achieved here. The five key elements which they propose to constitute school culture are interlinked. However this data shows these elements to be more dynamic and in a state of flux; sometimes competing or conflicting. McMurdo's (2010) use of Venn diagrams as a pictorial model of change becomes a useful analytical tool to explore the changes required in cultural transformation.



Figure 5 Venn diagram of initial academy culture using Bell and Kent's key elements



Figure 6 Venn diagram of leadership change of school culture

Bell and Kent's (2010) model allows us to isolate key elements and to see how leaders can successfully change school culture, whilst the application of McMurdo's use of Venn Diagram's can be a useful tool to explore stages of Ethos and Vision Development. In the Venn Diagrams above the leadership of the school only has a small affect on the ethos and culture of the academy. The second diagram indicates a tighter affect, though not total, on the cultural change. Various parts of the Venn diagram can be moved at different stages.

Relationships between Sponsor and Principal

The relationship between the sponsor and the principal varies, in some of the cases it is autocratic, a chain with a clear focus of the ethos within the school and the expectations of the principal. In other cases there is a more lezzaire-faire approach with the emphasis being upon academic outcomes. Case 3 provides an interesting outlier in these relationships. A complexity is that the headmaster of the grammar school sponsoring the academy believes he, and the school, are gaining assistance from the academy; the relationship is symbiotic. "This is my first Headship. I've only ever taught in two schools and this was one of them....[the Academy Principal] has been a very valuable set of ears for me in difficult times....I have learned from [his] systems different ways of trying to engage the Departments" Good School sponsor (Headmaster) Case 3.

The curriculum and its planning is the main arena where tensions between the principal and sponsors are played. At the heart of these discussions are differences in vision of schooling for the academy and who has its control. In England recent discussions have been held on the nature of a worthwhile curriculum. The Coalition government has introduced an English Baccalaureate (EBacc) which focuses on a more tradition academic curriculum rather than a vocational one. This difference is highlighted in one case where the sponsor believes that "...the next stage from getting your results up and looking good in the leagues tables, is actually then start moving your students and recognising, that you know, that having Hairdressing is not necessarily the best GCSE to have. I quote that as a generalisation but you know what I mean?" Sponsor Livery Company Case 3 but the Principal states "Now I passionately believe ...and this is no lack of aspiration, but I passionately believe that the traditional Ebacc curriculum is not what

those children need I don't go and ask permission from governors to do things, I go and tell governors what I'm doing." Principal Case 3.

Conclusion

Leadership of academy schools in England is complex, the analysis shows that there are differences across the range of academies. Leadership roles of Sponsors and Principals are non-homogenous across the sample. The initial motivation for creating an academy varies and there is small scale evidence that more experienced principals may have greater autonomy. The vision for individual academy schools is the responsibility of the sponsor, but principals believe that it is important that they share it.

Principal Induction is a key issue. All 5 principals had an induction programme with Sponsors whilst being Principal Designate (Varied from 7 weeks to two terms). In the cases of the two who were Headteachers of the predecessor schools, they were taken from Birmingham to London for 1 or 2 terms.

In terms of an analytical tool, Venn Diagrams could have a productive use of different stages of leadership of a school. This analysis could be explored further.

Implications for Theory and Policy

Meso Level

There are key responsibilities of the Local Authority that are now undertaken by the sponsor and further work needs to be undertaken that explores the different ways these have been implemented. In the case of chains the local becomes national, in the case of sponsors with single academies the authority becomes singular. This is new era with new players, how does this, often very small scale, 'authority' operate?

Macro

The cases reveal information of significant political actors and the work of national government in manipulating the market of school sponsorship. There are ethical issues here of the state purse being involved in supporting private school providers.

The data reveals that the Building Schools for the Future programme was dictated not by need, but by allegiance to national government policy of increasing the number of academies.

There is also a case of an international educational provider now operating in the English state sector. How do they change the national and international educational landscape?

We know that successful schools have their own clear ethos and vision, the role of such aspects of leadership differ in this sample. The emphasis on some academies, two clearly in this sample, on the importance of academic outcomes as a matter of urgency is unsustainable; sustained success is built upon clear ethos.

Conference Papers and Publications arising from this Study

1. *Leadership of Academy Schools in England: Sponsors and the realisation of the Ethos and Vision*. Paper presented at BELMAS national conference July 21st 2012, Manchester.
2. Gibson, M. T. (2011) 'Leadership of Academy Schools in England: Sponsors and the realisation of the Ethos and Vision'. In Ecclestone, K. & Curran, S. (Eds.) *Curiosity-driven or improving policy and practice. What's the point of university research in an age of austerity?* Papers from the School of Education Research Conference 19th November 2011. University of Birmingham.
3. Gibson, M. T. (forthcoming 2013) 'European-based Education Providers as Sponsors of Academy Schools in England'. *European Studies in Educational Management*.
4. Article in NAHT's magazine, Leadership Focus (September 2012) on the research (p.50) http://issuu.com/redactive/docs/leadership_focus_sept_oct_2012_naht?mode=embed&layout=http%3A%2F%2Fskin.issuu.com%2Fv%2Flight%2Flayout.xml&showFlipBtn=true

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Appendix 1

Table 1

What motivates an Academy Sponsor?

Emergent Theme	Evidence
Philanthropy	<p>He made his money in East Africa in industry...at... started to do a lot of charitable type work in this country, particularly working with people who...erm.. didn't have much educational opportunity...err ... for example groups of women who may have come to the country and because they didn't speak English, for example, missed out on opportunities. <i>Sponsor Case 1</i></p>
Asked by National /Local Government	<p>But then we were approached by the Department directly. They actually came and said, 'look the relaxations have come in, we have started to profile colleges that they felt had a role to play in their communities..had a profile that fitted... <i>Sponsor Case 2</i></p> <p>we were approached by both the government and ...local government to consider sponsoring an academy. We attended events which were run both by the Department for Education and by Birmingham <i>Sponsor Case 4</i></p>
Financial (BSF)	<p>There was a lot of pressure around, you know, Academies being part of the whole package. Without Academies I've seen in other parts of our sub-region, where there has been examples where they have not got Building Schools for the Future (BSF). <i>Sponsor Case 2</i></p> <p>The local Council knew they needed to have an academy target as part of their BSF programme, <i>Principal Case 3</i></p>
Perception of Sponsors present role in education in the community	<p>.., but I do think we are attempting to be, as best we can, an organisation that's driven by some very simple core values and much of those centre around the fact that we really believe that there is a coming together of both the economic issues and drive and ambition of an institution, but that without the social mission is pointless. And we said actually, our role in working the Academies, as a sponsor, might add further value, across the city, to that whole coming together of ..yes we want further economic development but we want social mobility, social justice as part of that as well. So that's why we are so committed <i>Sponsor Case 2</i></p> <p>I think that the Principal of the college who is the lead sponsor has a varied and holistic vision of the city and had a desire to impact across the whole community and felt that the college played a role across the whole city.. ... as a mission if you like to do that, to bring about regeneration to the areas. So, through a sort of social ambition to improve the life chances of students <i>Principal Case 2</i></p>

	<p>the charitable object of the Foundation, is to educate the children of Birmingham). So, sponsoring an academy clearly,...in Birmingham, clearly falls within the charitable objects of the Foundation. Turning the clock back <i>Sponsor Case 4</i></p>
Historical roots /	<p>I mean livery companies go back hundreds of years.. people have left money and what's happened over the centuries is that investments have err have been made and lots of trust funds and so on and so forth... so that your modern day [livery company] are more about... erm....managing the facilities that they have <i>Principal Case 3</i></p>

Appendix 2

Table 2 How do the Sponsor and the Principal see their roles in the realisation of the Ethos and Vision?

Temporary Construct / Emergent Theme	Evidence
Principal Induction	And I had 7 weeks over here getting ready... it was [the sponsor's] job to immerse me and trying to get me to understand about....and [he] just oozed ethos <i>Principal Case 3</i>
Sponsor Vision Creation	...with our sponsors, setting the bigger vision of the academy was definitely there and was certainly something that was already in place when I applied for the job. <i>Principal Case 2</i>
Principal as communicator of Sponsor's vision/ Conduit	That was my job. My job was to be able to communicate the changing culture, the changing expectations, the changing aspirations to staff and student <i>Principal Case 3</i>
Principal as instigator in implementing ethos & vision	The challenge to make sure that what we are doing delivers the vision <i>Principal Case 2</i>
Principal Vision Creation	So I went away with the job of putting into a statement and I gave it to another group and this is what emerged. So, what we've got here is a ...an amalgamation of what the TA's feel, the kids feel, b so it is a <i>whole</i> academy vision that people have brought in... MG: It was created by the staff here? Principal: Yeah. MG: Not by the sponsors? Principal: No. Not by the sponsors. By the staff here <i>Principal Case 1</i> I had to write a vision document <i>Principal Case 3</i>
Principal 'buying into' the sponsors vision	but the reason I applied for the job was that the vision sat very comfortably with my own educational values and vision for the school <i>Principal Case 2</i>
Conflict/ Conflict Resolution	until the Trust had actually got structures in place I think the tension came because me having to approach three separate sponsors whenever I needed an answer to a question or whenever I needed to gain a decision on something or if I needed to get something passed. <i>Principal Case 2</i> So I made it very clear to the chair of that committee that I wouldn't be going asking for permission. I'd be doing what I thought was right and then would stand or fall by the decision I'd made. <i>Principal Case 3</i>

Appendix 3

Table 3 How are the Ethos and Vision realised in an Academy?

Temporary Construct / Emergent Theme	Evidence
Branding	<p>You have to have a brand that has some value and some status locally <i>Principal 3</i></p> <p>It's unashamedly traditional, Ok...it's about....it's about ethosit's about culture, it's about aspiration, it's about, it's about expectation, it's about participation. And the thing that we have tried to do here is take those elements of the culture that makes [the sponsor school] an outstanding school and introduce them into a comprehensive setting ,and that, if you like, was the none negotiable <i>Principal 3</i></p>
BSF/ Re-build /Re-naming	<p>And so we gave ownership to the children and staff to design the name. So, they chose the name. We had a vote on it. It was parents...they elected it. <i>Principal 1</i></p>
Uniform	<p>we said to the kids, 'What would you want from a new school?' You know, 'What would be your vision?' So, they wanted a name change. They wanted a different uniform. <i>Principal 1</i></p>