

Solution Oriented School Improvement Programme: Does it do what it says on the tin?

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Psychology**

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Doctorate in Applied Educational and Child Psychology

Declaration

This work has not previously been accepted for any degree and it is not being concurrently submitted for any degree.

This research is being submitted in partial fulfilment of the requirements of the Doctorate in Applied Educational and Child Psychology.

This dissertation is the result of my own work and investigation, except where otherwise stated. Other sources are acknowledged by explicit references in the text. A full reference list is appended.

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ABSTRACT

The effectiveness of school improvement programmes has been investigated primarily with a focus on children's academic attainments. Research on school improvement programmes acknowledges the importance of stakeholder inclusion in organisational change. The views and experience of school personnel were sought in order to triangulate this information with improvement indicators of school performance. The Solution Oriented Schools (SOS) Programme is a strengths-based school improvement programme which builds on school capacity and inclusive practices. The outcomes of the SOS Programme's improvement criteria were monitored in 26 schools over one year using a mixed methodology design. Data on improvement indicators such as pupil and staff attendance, fixed-term exclusions and staff turnover was used. Average rates before and after SOS implementation were compared to identify and investigate any improvement in these indicators in line with SOS programme claims. Using a Friedman test, decreases in fixed-term exclusion reached significance. ($p < 0.001$). The rate of authorised pupil absences, staff absences and turnover decreased but not significantly and unauthorised pupil absences significantly increased ($p < 0.05$). The self-esteem of 316 pupils aged between 4 and 11 was measured using the LAWSEQ scale before and after SOS programme implementation and a significant increase was found ($p < 0.001$). Staff self-esteem, measured using the Rosenberg scale also increased significantly ($p < 0.05$) and provided a significant indicator of Programme sustainability ($p < 0.05$).

Thematic analysis of seventeen interviews undertaken with staff led to a proposed model of school improvement. This model demonstrated that the extent of the effectiveness of school improvement programmes rested on the preparation of staff in terms of capacity, perceptions of change and stability of the school before implementation of the programme. Goal Attainment Scales were significantly correlated with fidelity of Programme participation ($p < 0.05$). The SOS Programme was useful in enabling schools to achieve these goals. Feedback on the process of change necessary for the success of the SOS programme indicated that there was more to school improvement programmes than simply buying one 'off the shelf'.

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TABLE OF ABBREVIATIONS USED

Abbreviation	Definition
BPS	British Psychological Society
CPD	Continuing Professional Development
CPP	Core Professional Purpose (Mission Statement)
DENI	Department of Educational, Northern Ireland
DLP	Do not like the SOS Programme
EP	Educational Psychologist
ESTYN	Office of her Majesty's Inspectorate for Education and Training in Wales
FINE PRODUCT	Acronym for 10 SOS principles
FTE	Full time equivalent
GAS	Goal Attainment Scale
HMI	Her Majesty's Inspectorate of Education (Scotland)
HPC	Health Professionals Council
HT	Head Teacher
HPC	Health Professionals Council
ICT	Information and Communication Technology
ISERP	The International School Effectiveness Research Project 2002
ISIP	The International School Improvement Project 1985
KS1	Key Stage 1
KS2	Key Stage 2
LA	Local Authority

LAWSEQ	Lawrence Self-Esteem Questionnaire (1982)
LSA	Learning Support Assistant
LOP	Levels of Participation
L2B+, L3, L4+ L5	KS1 descriptors of ability, L2B+ (average), L3 (high). KS2 descriptors of ability L4+ (average) and L5 (high)
MDA	Mid-day Assistant
NQT	Newly Qualified Teacher
Ofsted	The Office for Standards in Education, Children's Services and Skills
PDF	Portable Document Format
QCA	Qualifications and Curriculum Authority
RE	Religious education
RQ	Research question
SAT	Standard Attainment Tests
SEF	Self Evaluation Framework
SEN	Special Educational Needs
SFBT	Solution Focused Brief Therapy
SIP	School Improvement Programmes/Partner
SMART	Specific, Measurable, Achievable, Relevant and Time related
SMT	Senior Management Team
SO	Solution Oriented
SOL	Solution Oriented Levels (tiers)
SOS	Solution Oriented School

Abbreviation	Definition
SPSS	Statistical Package for the Social Sciences
SYCOL	The company who owns the copyright of SOS
Tier 1, Tier 2	SOS level1, 2, see Appendix 2
T/O	Turnover
UEL	University of East London
U K	United Kingdom
US	United States
ZEBO	Dutch acronym for self-evaluation in primary schools

CHAPTER ONE: Introduction

1. Overview of the chapter

“It is not the strongest species that survive, nor the most intelligent, but the ones who are most responsive to change”.

This quote has been attributed to the famous nineteenth century English naturalist, Charles Darwin, although some such as the Cambridge historian Van Wyhe (2002) have cast doubts about the provenance of this quote. The claims about change and survival are particularly applicable to the field of education in these current times of world recession and budgetary constraints. Research supports claims about the ability to adapt for change. This is in marked contrast to the paucity of research for similar claims made by the Solution Oriented Schools Programme (SOS) which too is concerned with the ability to adapt to change.

School improvement is a topic which engages governments internationally. The concept of what constitutes improvement and how it can be measured varies not only between countries but also across Local Authorities in the United Kingdom. Some Local Authorities allow schools to choose programmes suited to their individual needs while others impose schemes upon schools, particularly if they have failed a formal school inspection. Therefore research which informs the reader about the actual process and experience of achieving school

improvement can provide Local Authorities and educationalists with insights into what is feasible.

The school improvement programme chosen for evaluation in this research is the Solution Oriented Schools Programme (SOS). The Solution Oriented School Improvement Programme was chosen because Essex LA was running the Programme in several schools and was keen for it to be evaluated. The researcher used solution focused approaches in her everyday work with individual children and was intrigued to find out how a whole school staff could become facilitators of this approach to problem solving. The researcher was also interested to see whether school staff felt the approach was effective. Therefore the Solution Oriented Improvement Programme was chosen as a focus for research into the process of school improvement. The researcher was interested in the topic of school improvement because she felt Educational Psychologists had the complex skill set necessary to facilitate school improvement. The researcher also appreciated how difficult it was to implement systemic changes in busy organisations where the staff often feel overwhelmed with work and often lacked the capacity to adopt large-scale changes in practice.

The chapter begins by describing the context of the research within the international drive for school improvement. A description of the SOS Programme and the aims of the research and the research questions are stated along with the associated hypotheses. These are justified in terms of the evaluation of the

SOS Programme claims. The distinct contributions of this research to the educational knowledge on school improvement are discussed. The epistemological position of the researcher and the importance given to reflexivity is addressed at some length.

1.1 Context of the study

In the course of her career, the researcher had observed that some schools were more engaged in the process of change than others. This appeared to be very dependent on staff and pupil ethos in relation to the school and the motivation to accept advice. It was this observation which sparked interest in this research topic. In the light of a plethora of school improvement programmes, the researcher was interested in explaining whether it was the programme or the programme implementers that brought about school improvement. In other words, was it the actual ability to engage in the process which indicates school improvement as well as the outcomes?

This study was undertaken in the County of Essex. The County covers a very large geographical area within the United Kingdom, with a mixture of urban and rural areas and economic and social diversity reflected within its population.

Local authorities regularly set priority targets and in 2008, the Essex Joint Area Review (Self-Assessment) stipulated the reduction of exclusions as a key priority for the Behaviour and Attendance Partnerships. In response, a school

improvement programme which encompassed an improvement in pupil well-being, decreased exclusions and improved attendance was sought by Essex Schools, Families and Children Directorate to address several priorities at once. The programme chosen was 'The Solution Oriented Schools Programme' (SOS).

All Essex Primary schools were invited to hear about the details of SOS in May 2008. Head teachers were asked to consider applying for a licence for SOS which would necessitate 3 days of training for designated staff. The funds were used to train school staff once they had purchased the licence. It was decided that the SOS Programme would need to be evaluated in terms of its impact for children in Essex. This presented an opportunity for the researcher to explore school improvement with support from the Local Authority.

1.2.Origins and genesis of the study

School Improvement has been a UK Governmental priority for all political parties, and between 1988 and 1997 the UK Government introduced legislation to set schools up as separate units which were largely self-governing. The School Inspections Act 1996, set out how inspection was to be undertaken and that the duty of a registered inspector was to inspect the quality of education provided by the school and the standards achieved.

The educational standards are measured by assessments undertaken nationally at the end of the National Curriculum Key Stages 1 and 2 for primary school aged children, and Key Stage 3 and beyond for secondary school aged children.

There are also inspection criteria which encompass how financial resources are managed as well as the spiritual, moral, social and cultural development of pupils. Accountability was also, and still is assured through a National Curriculum and regular inspections by Ofsted (Office for Standards in Educational, Children's Services and Skills) with league tables of test and examination results. Therefore, schools are judged to be successful if these nationally recognised measures of success are met and exceeded (i.e. Key Stage results) and these are published each year in league tables (see Appendix 3).

The Education and Inspections Act (2006) established a duty upon schools to promote the well-being of pupils, and indicators were published as additional criteria of school inspection. The current process of self-evaluation of schools plays an important part in inspections and all schools are provided with an interactive online self-evaluation form (SEF). Therefore, school improvement is the goal of all schools.

1.3 A description of the SOS Programme and its introduction within a Local Authority

In 2005, Ioan Rees the director of SYCOL¹ Ltd. (established 1999) and designer of the Solution Oriented Schools Programme (copyright 2007) was invited by the Principal Educational Psychologist of the Local Authority to train all the Educational Psychologists in the Authority on the principles of SOS.

¹ SYCOL is not an acronym

The Solution Oriented School Programme provides the framework as set out in Figure 1.3.1 below. The programme progresses through three tiers over three years which are described in Appendix 2c

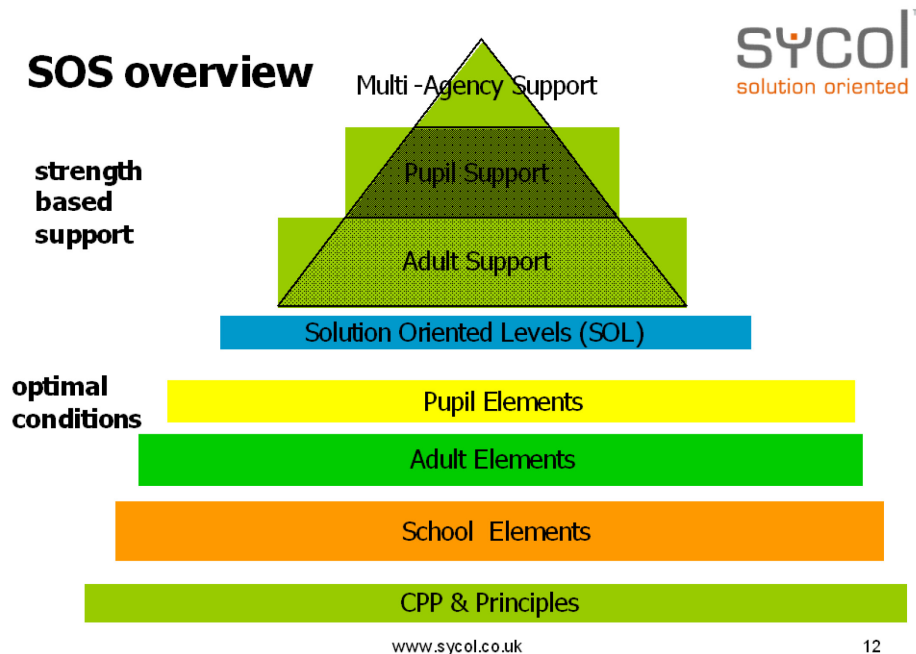


Figure 1.3.1: SOS Programme Overview

The foundation of the 'pyramid is based on the Core Professional Purpose and Principles. The next stages describe the optimal conditions and the top layer illustrates the types of support needed to find solutions to difficulties. These layers progress from teacher coaching through to a multi-agency approach. SOS innovation areas which map on to Ofsted inspections were explicitly stated as being: 'ethos', 'behaviour', 'teaching' and 'leadership' and therefore schools which are not solely concerned with improving their academic results would be best suited to the SOS Programme.

A school that chooses to adopt SOS would need to redesign the 'Mission Statement' and call it the 'Core Professional Purpose' (CPP). This statement might include a reference to being a 'fully inclusive school'. The school would then need to illustrate the meaning of the CPP by devising the principles which underpin the statement. These might include a principle of 'all areas of the school can be accessed by every pupil'. A school would need to make all staff aware of the components of the optimal conditions which fall into three categories. These provide guiding points for all staff so they can ensure these are occurring within school when the staff are putting their Core Professional Purpose and operating principles into practice. The second purpose they provide is that of an auditing tool to monitor current practice and for building on the strengths, skills and resources within the school. Checklists are provided and detailed records must be kept.

A model of SOS implementation would involve several stages. The first would be the presentation and launch of SOS to the governors and parents. The key message would be the focus on the culture and ethos of the school, the Core Professional Purpose and operating principles. Then a discussion about the CPP, principles and optimal conditions with all school staff, Governors and stakeholders, which would encourage a solution based way of working to reduce difficulties within school. The CPP and Operating Principles should permeate through the school and be reflected in all the school systems. The trained facilitators enable this to happen by scaffolding the learning process of other

members of school staff. Therefore, ideally the school staff would need to be made aware of the manual supplied to schools which gives eighteen step by step guides to formulating the CPP, principles and optimal conditions. The facilitators plan the implementation of the programme. The SOS school should display the CPP and principles in the reception area.

The next stage for model implementation of SOS would include the disseminating of the procedures for bringing difficulties to the attention of the school managements, and would need to be fully understood by all school staff. Three stages of intervention are described by the Programme and these take place sequentially, and at each stage the difficulty and proposed solution are reviewed. These stages are called SOL1-SOL3.

SOL1-SOL3 incorporates twenty-six steps. These steps at SOL1 level include the initial request from the teacher for support, filling in a formal request, pupil competency-profiling and finishing with an action plan. The steps at SOL2 and SOL3 include a meeting, action plan, interventions and plan review, finishing with a further plan. The review may indicate the case needs to progress from SOL2 to SOL3. At SOL3 new action plans are formulated and reviewed until the difficulty is resolved. Schematic diagrams are included at each SOL. For each SOL there are facilitator checklists and planners and other prompts from which the facilitator can maintain consistency when using the skill techniques suggested.

The model implementation of the SOS Programme would require the use of strategies to provide 'Strength based support'. One element of this support would take the form of teacher to teacher coaching. An SOS school would need to provide a course of continuing professional development for staff and ideally given to families. Another technique SO schools would need to roll-out would be Solution oriented meetings. These are used as a means of looking for solutions to the expected and unexpected multiple issues that arise within school life. The meetings follow a structure that begins with voiced concerns and are followed by the exploration of actions based on the strengths of the participants.

Throughout the three day training of school facilitators, (which preferably includes at least one member of the Senior Management team), the introduction and demonstration of key skills (hearing the story, goaling, competency-profiling and constructive feedback) take place. The SOS facilitators should introduce these skills to the rest of the school staff. These skills are then rehearsed and are applied routinely when engaged in the process of adult and pupil coaching, and solution oriented meetings.

A model of SOS implementation would involve the activities which are advocated by the Solution Oriented Approach:

- focusing on the core professional purpose and vision
- developing solutions
- reframing problems

- running solution orientated meetings
- solution orientated intervention strategies
- coaching techniques
- effective solution oriented multi-disciplinary work

These activities are delivered by SOS Programme schools by using Solution Oriented Brief Therapy. (SOBT); reflective teams; development of solution oriented teacher practice; solution oriented classrooms and playgrounds and working closely with parent partnerships.

SOS schools need to promote the philosophy of the SOS Programme. This is that the major resource with any school is the staff, and therefore there must be a focus on staff training. The SOS philosophy suggests that by developing staff and pupil competencies and skills, schools can utilise these strengths to bring about positive change for their pupils and for themselves as effective practitioners. This approach supports staff in identifying their own skills, strengths and resources, which builds capacity within the school to manage without resorting to outside agencies.

The supplied materials are comprehensive and describe the Sycol School Tier System which was devised in order for schools to monitor progress and set new goals at a pace which they can manage.

The Tier System intends to:

1. Acknowledge school achievement and engender growth

2. Guarantee Solution Oriented School Programme sustainability
3. Provide clear progress targets for the whole school community
4. Provide networking opportunities between SOS schools that are working toward similar targets
5. Guarantee quality control.

In 2009 an updated list of techniques, applications and strategies was supplied by Sycol which included some further advice with attractive diagrams. These materials described the Facilitator (F) teams, suggested innovation categories and system audit and planning sheets.

SOS schools need to make time available to the Facilitator teams. The members of the teams are volunteers and work autonomously in most SOS schools. Budgets are set where necessary and given to the Head teacher. In an ideal scenario the F-teams would meet and decide which areas of the school would benefit from improvement strategies. These are devised and planned by the F-teams who review progress regularly. The Programme designers do not stipulate how this should be achieved but encourage schools to be solution oriented in order to achieve this requirement. Examples of the innovation areas included teaching and learning, behaviour, leadership, environment and well-being. The tier system time frame suggested a time frame of three years to complete these areas.

The researcher's interest and enthusiasm for Solution Oriented practice began with this training. The Local Authority implemented the programme in 2007. Participating schools were selected on the basis of those 'causing concern'. However, after one year of SOS, several schools had withdrawn and the remaining schools were not progressing through the tiered structure of the Programme. This situation was in stark contrast to the results in Scotland where the schools had continued with SOS, with external support.

The researcher sought to explore the effect of staff self-esteem as a contributory factor to the successful completion of the programme. Self-esteem was chosen as a measure because there is a strong link between self-esteem, stress and absence from the workplace. Research carried out by Clarke and Cooper (2003) found teaching to be one of the most stressful jobs in Britain. Adler and Matthews (1994) consider stress and high self-esteem determinants of mental health. Wilson (2002) suggested that staff absenteeism is a proxy measure of stress. Deci (1982) found that when teachers were being more controlling in the classroom rather than allowing autonomy amongst their students, the students displayed lowered self-esteem. McCormick (1997) argues that higher stress perceptions can result in avoidance and withdrawal. Bowers and McIver (2000) found teachers who believed that their contributions were valued and that the organisation cared about their well-being tended to be absent less than others. Baumeister (2011) states that people with high self-esteem are more able to act on their beliefs and risk new undertakings. High self-esteem feels good and

operates like a treasury of positive emotions which support a sense of well-being. This feel good factor can boost confidence and serve as a means of managing and coping with misfortune. Therefore as self-esteem is associated with self-appraisal of motivation and self-efficacy, self-esteem was used as an indicator of wellbeing both for staff and pupils and as a measure of its impact on attendance and Programme engagement.

It was decided to obtain a baseline measure of the self-esteem of the school staff and pupils from the schools who had enrolled on the training programme. The levels of self-esteem pre and post-programme intervention could then be compared and also any effects of staff self-esteem on the chosen improvement criteria outcomes.

1.4 The aims of the research

The main aim of the research was to evaluate the Solution Oriented School Programme (SOS) in terms of positive outcomes. An additional research aim was to go beyond that which was already known about the Programme by using qualitative enquiry (Bryman, 1988). All aims would be accomplished by including recommendations for improvement or adaptation of the Programme from the view point of participating schools. Robson (2000) describes this type of evaluative study as being summative because it is like an end-of-term report. The overarching enquiry was concerned with whether this programme delivered

what it claimed, and what mechanisms drove the process for the resulting changes.

Successive Governments have used improvement of standard school attainment results at KS1 and KS2 as an indicator of improvement in learning. Since these indicators are published, it was decided that these would be a valid criteria to use for this research.

An extensive literature search revealed that morale is a cognitive, emotional and motivational concept which is usually discussed in terms of groups with a common purpose. People with low morale tend to see obstacles as potential chances to fail whereas those with high morale see the same difficulties as challenges (Ramsey, 2000). Verdugo, Greenberg, Henderson, Uribe and Schneider, (1997, p 55) state that, “the closer schools come to developing a community, the greater will be teachers’ job satisfaction”. Hicks (2003) reports that new teachers often look for a change of direction after three to five years and experienced teachers with low morale are retiring early or leaving the profession. In schools, Young (2000) suggested that teacher morale is maintained by role clarity, recognition, decision making, work load, effective disciplinary policies, successful students, a coherent curriculum and professional growth opportunities. They suggest that there must be some existing level of high morale for group-level interventions to succeed. Self-esteem can be defined as ‘a person’s positive or negative affective self-evaluation which is tied to

perception of self-worth or value' (Leary, 1999a, 1999b; Mruk, 1995; Bednar, Wells & Peterson, 1989). Therefore, the level of self-esteem is the result of self-evaluative affective processes. This means that when people perceive that they are succeeding they feel good about themselves. Deal and Peterson (1999) suggest terms such as ethos and climate are used interchangeably, but that the term culture refers most accurately to the school's unwritten rules, norms and expectations, and that culture is the foundation upon which day to day school life is built. Therefore, there is a strong link between culture, ethos, morale and self-esteem, staff retention and absences.

Self-esteem was chosen as one outward indicator of improved ethos and morale, and so significant differences pre and post- programme intervention would be sought. Other pre and post differences selected for investigation were mapped on to the Programme success criteria and included; staff turnover, pupil and staff attendance and pupil exclusion rates. Research also suggests that these contribute to the culture and ethos of the school. (Fullan, 1991, 1996; Standaerd, 2000; Reezigt, 2001; Ehren & Visscher, 2008).

The questions in this sequential study are listed above the proposed hypotheses. The first three questions address the outcomes of the intervention using stated criteria. The remaining four questions explore the benefits of participating in the programme as reported by school staff. The claims of the Programme were grouped into two categories for the experimental hypotheses. Measurable

criteria were divided into those which should increase or decrease according to programme claims. The seven research questions (RQ) and accompanying hypotheses are provided below:

RQ1: Do exclusion rates, staff absence, staff turnover and pupil absences decrease after SOS Programme participation?

H₁ - Schools participating in the SOS Programme will record a significant decrease in all of the following after one year's experience:

- Exclusions
- Pupil absenteeism
- reported days lost through staff sickness
- staff turnover

RQ2: Are SATs levels affected after participation in the SOS programme?

RQ3: Does the self-esteem of pupils and staff significantly improve after one year's completion of the SOS Programme?

H₂ - Schools participating in the SOS Programme will record a significant increase in all of the following after one year's experience:

- Academic attainments
- Pupil and staff self-esteem

- The attainment of all goals set by the Head Teachers which would contribute to school improvement.

The researcher wished to explore any perceived benefit by school staff from participation in the SOS Programme. The following research questions were used to explore this further:

RQ4: What do participating schools want to gain from participation in the SOS Programme?

RQ5: How successful are the schools in meeting these aims after one year?

RQ6: How could the SOS Programme be improved to increase the range of benefits to the school?

RQ7: Are there any additional benefits not anticipated at the beginning of the SOS Programme and how could these be measured?

1.5 Premise of the study

The SOS Programme is not evidence based as there is no published research to date which validates the claims made by the Programme designers. There is also no evidence of exploration of the process undertaken by the schools who have been involved in the Programme.

Research evidence to date shows that the success of improvement programmes when measured by positive outcomes is a direct result of the

commitment by school staff to the Programme (Reezigt, 2001). Research also shows that staff members need to feel they are valued and able to cope, in order to commit to organisational change (Harding, 2004). Adherence to the SOS Programme requires the solution-oriented philosophy to be adopted by all staff and this requires training, monitoring and reviewing. SOS requires that staff work 'on their school' and not just 'in their school'. In order to provide a visual representation encapsulating the ten core principles of the SOS Programme, the researcher devised an acronym, FINE PrODUCT (see Appendix 2a).

Research to date demonstrates that traditional school improvement evaluation criteria are usually based on academic achievements by pupils. Rutter, Maughan, Mortimer and Ouston, (1979) suggested that good behaviour and attendance levels are correlated to academic levels. Therefore, a school improvement programme which claims to not only improve academic achievement but pupil attendance levels and behaviour, thereby positively affecting school staff self-esteem, consistency and attendance, would be valued by schools which are underperforming in a range of areas. Research which measured all these factors and compared pre and post-programme intervention would make a unique contribution to the existing body of literature concerning school improvement programme outcomes. The claims of the SOS Programme are wide ranging and the researcher was interested in exploring whether all these claims could be met at once or whether some were met due to different

contributory factors within differing school contexts. The next section describes the origins and nature of the SOS Programme.

1.5.1. The origins and nature of Solution Oriented Schools Programme

The SOS Programme is based on theory and research which are recognised in other models of school improvement. Hopkins (2001) identified principles of authentic school improvement which included empowering staff through aspiration, being context specific and being capacity building in nature. SOS can best be summed up as a strengths-based school improvement programme which builds on school capacity and inclusive practice. It helps schools to think about how to develop systems and deliver the vision of the school. The Programme operates throughout the school facilitated by a small number of staff who receive in-depth training. It claims to support schools in their development, particularly when facing challenging situations. It requires agents to provide clear, coherent and consistent messages that are delivered via a unified work philosophy. Adopting the Solution Oriented Principles to administer effective support services to pupils, staff and parents encourages inclusion, emotional well-being and as a consequence brings about school improvement.

The programme was developed during 2003 by members of the SOS team at Moray Council (Bruce, Cavalcante, Mackintosh & Rees), three of whom were practising educational psychologists. SOS was designed as a whole school

intervention programme to target the types of behaviour in schools which cause teachers the most concern. The Programme consists of staged interventions, underpinned by the core principles of Solution Oriented theory. (O'Hanlon & Weiner-Davis, 1989) and was launched as a pilot in April 2004. Moray Council consequently promoted the introduction of SOS to seventeen authorities which they advertised on their website as 'Innovative Approach for Improving Educational Attainment and Behaviour'. The following endorsement was advertised on Moray Council website:

'The SOS programme has already attracted interest beyond Scotland and the UK among leading educationalists. Professor John Murphy, University of Central Arkansas, visited Moray recently to learn about the programme and was impressed by the progress made so far. He commented that the programme "provides a powerful set of principles and strategies that can transform schools into places of possibility with vision, compassion and success for pupils and school personnel alike. The SOS programme provides user-friendly, step-by-step guidelines for creating respectful and effective learning environments". (Moray Council 2004)

A more recent testimonial to the effectiveness of the programme published in the Times Educational Supplement, noted that:

'John Paul Academy, in the north of the city, which has seen a 95 per cent cut in the number of exclusion incidents over the past year, has used the

Solution Oriented Schools programme to improve school relations' (Buie, 2009, p 1).

1.5.2. Content and Claims of the Solution Oriented Schools Programme (SOS)

The SOS designers describe the Programme as a 'system and strengths programme to raise standards across whole schools'. It does this by:

- *Improving the quality of learning*
- *Improving the quality of teaching*
- *Improving inclusion*
- *Reducing exclusions*
- *Improve attendance*
- *Galvanising staff (capacity building)*
- *Enhancing wellbeing (pupil and staff)*
- *Improving relations & ethos*
- *Improving behaviour (pupil and staff)* (Rees, 2005)

The Programme takes the school through three Solution Oriented Levels (SOL1,2 and 3). Following the SOS three day training of three school staff members, the SOS Programme needs to be launched because all school staff and governors need to be made aware of the SOS principles and practices. The key skills which are taught during the training need to include; 'pocketing exceptions', the use of scaling, 'hearing the pain', competency profiling and

effective goaling (see Appendix 2b). By using these techniques the focus should shift from problems to solutions. In addition the positive ethos and positive learning environment and staff collaborative skills should be enhanced. This will then support the school with self-evaluation requirements.

The generation of a new Core Professional Purpose (CPP) with accompanying operating principles underpinning the CPP requires contributions from school staff. Therefore the approach and status of Continuing Professional Development (CPD) affects the ability of staff to lead school improvement (Ofsted, 2006; Bubb & Earley, 2009). Caprara, Barbaranelli, Borgogni, Steca and Malone (2006) suggest that teachers' self-efficacy beliefs play a pivotal role in their commitment to school and therefore their satisfaction with their employment.

The next part of the SOS Programme is for the SOS facilitators to form '*F-Teams*' to work **on** the school to contribute to the provision of optimal conditions (i.e. the prevention of potential difficulties by creating systems for providing strength based support for staff and pupils). Solution Oriented meeting format is recommended and goals are set and their success monitored using the principle 'if it works do more of it'. The SOS manual takes the schools through a series of check lists (see Appendix 2c) after which Level certificates and plaques can be acquired.

1.6 Distinctive Contribution and Relevance to Professional Practice

To date no substantive research has been undertaken to identify the claims of the Programme in terms of significant changes to rates of exclusion and absences (staff and pupils), academic achievements or self-esteem of pupils and staff. The Local Authority commissioned this research in order to explore whether there had been measurable school improvement after one year of Programme participation. Interviews revealed other positive benefits of Programme participation which were not officially recorded by schools or the individual indicators schools set for improvement. Patterns of responses and themes would assist with informing future participants and help them to decide whether to invest in the Programme. The implications of the findings for educational psychology practice will be that understanding the SOS Programme in its current or modified form, could provide a valuable contribution to the nature of school capacity building both locally and nationally. The research would identify refinements to the Programme which could prolong the duration of successful involvement, and enhance the existing identified improvements in schools by broadening the range of these benefits.

Recent research into 'school improvement/development' has used academic attainment as the outcome measure (Creemers, 1994; Creemers & Kyriakides, 2006; Kyriakides & Creemers, 2008). A limitation of using academic achievement in England as an outcome measure, is that it is too narrow a measure and does not fit well with the Ofsted criteria used to judge the

effectiveness of schools. Some school improvement research has highlighted the effect of culture on school improvement which is defined as:

" The set of shared meanings, collective norms and views on interaction and collaboration. As such, culture is considered of great importance in providing the normative glue that holds the organisation together".

(Scheerens & Bosker,1997, p 17)

The SOS programme delivers a set of shared meanings by suggesting that school staff collectively promote a 'vision' which is stated in their 'Core Professional Purpose'. This is clarified by the use of operating principles and the creation of systems which produce the 'vision' which should be reflected throughout the school and delivered by pupils, staff and governors. Other school improvement programmes have been reviewed but no published evaluation has been located which includes first hand reports on the process of change, or the effect of staff self-esteem on school improvement criteria.

Ofsted inspection requirements include the assessment of emotional well-being and this has therefore acquired great importance in schools within England. Wales, Northern Ireland and Scotland have completely different systems which will not be discussed. However, their inspection systems ESTYN, DENI and HMI are accessible online. Psychological research suggests that when people are content they are more motivated to do tasks not of their own choosing, and that

organisational changes can only occur effectively if key members of staff are included in the decision making process which gives them a sense of ownership (Schein, 1999). Motivation and resilience are both key to school morale. There is no published evaluation of the SOS Programme but there are a number of endorsements published by the designers of SOS and Moray Council in the SOS Programme manual suggesting the programme is successful in its aims.

“Ioan Rees and his colleagues have created a practical and empowering program in S.O.S. It is both simple to implement and profound in its effects on schools. There is a wave that is washing over education towards collaboration, accountability and competence. S.O.S. provides a clear way to get out in front of the wave and become a leader and model in the educational field”.

(O’Hanlon, 2009, p1)

However, this research sought to include opinions which may suggest limitations and improvements to the programme. This study investigated the view that by increasing staff self-esteem it is more likely that effective systems can be developed within schools and improvement can be sustained through the systems which become less reliant on personalities. Before change, learning needs to take place and so it is also useful to look at organisational change theories. Morgan (1998) uses several metaphors in order to describe different organisational behaviour. He talks about some organisations as organisms.

This image uses an evolutionary approach which is useful because it emphasises the need for organisations to adapt and survive in a changing environment. Since learning needs to take place before change, the SOS staff training programme encompasses organisational change theories.

In summary, the main contribution of this research was to substantiate the claims made by the designers of the SOS programme by measuring and comparing a range of measures before and after Programme participation. In addition, views of staff were elicited about the benefits and drawbacks of Programme involvement. This would assist with providing some insights into Programme improvement and the necessary factors to bring about Programme completion. All these aspects will contribute further to the field of school improvement effectiveness. The next section addresses the epistemological basis of this study.

1.7 Epistemological position

Realism is the ontological position which postulates that realities exist outside of the mind. Reality for the purpose of this research takes two forms; that which can be measured and that which has an individual meaning. The researcher took the view that reality of school improvement can also be constructed and guided by the language used, and based on human perception to describe it. Thus the subjective opinions of participants were collected and their goals were recorded at the beginning of the programme. For the purpose of evaluation, the

interpretation of subjective data was deemed to be of equal importance to measured data and would add a rich dimension giving this research a unique and relevant contribution. The research took the philosophical position of critical realism using a mixed methods approach.

This epistemological position does not rely on cause and effect but instead tries to understand ongoing processes that have a relationship which is not necessarily falsifiable. Critical realists believe that there are many mechanisms which take place unperceived, or are not activated at a particular time, and that not being able to observe them through the senses does not mean they do not exist. Critical realism works on the premise that the human world needs to be studied using different methods from studying the physical world. It is the nature of the human world to change more rapidly and frequently than the physical world. This epistemology does not rely on discrete independent variables to cause the same change in dependent variables. The critical realist approach takes the view that any changes after an intervention are worth documenting.

Critical realism allows for human agency which with the ability to reflect, can change actions and may depend on certain social structures being in place. Using a mixed method design allowed the adoption of a critical realist epistemology with assumptions and different forms of data collection and analysis. The theoretical underpinnings of the study draw upon theories about organisational change, (Morgan, 1998; Schein, 2004) school improvement,

(Kyriakides & Creemers, 2008) and espousing the solution oriented model (O'Hanlon & Weiner-Davis, 1989). The view adopted in this study was that the theoretical framework and methods matched what the researcher wanted to know and that these were the most important decisions.

1.8 Reflexive thinking

Reflexive thinking refers to the process of analysing thoughts or actions and making judgements about what has already happened. Reflexive thinking is an active process that takes into account the researcher's own perceptions and possible biases and prejudices, and tries to address these when conducting research. This process is vital when collecting data and reporting on its interpretation. Reflexive thinking was required throughout the research process when it was necessary to understand what was already known and to decide what was still required to be learned. At every stage of the design a reflective approach was necessary.

Studying the social world is complex. Information changes and reflexive thinking allow the researcher to alter direction in response to these changes and problem-solve in a different way. 'Rethinking' a strategy to get to an accurate interpretation of interview data can enable the researcher to continue even when data collected was not as predicted. Reflexive thinking is sometimes known as 'meta cognition' (knowing what one knows) which is a 'higher-order' thinking skill. Researchers need to relate new knowledge to their previous understanding and

contextualise their own opinions. It was necessary to put these aside in order to get to the essence of the meaning of the situation to the participants, rather than foist a meaning on to the data. Morgan (1997) suggested that reflective researchers invest time and consider many alternatives, working through the problems that present systematically, in contrast to searching for immediate answers.

When formulating the semi-structured interview questions, it was important not to use leading questions which reflected the researcher's own expectations. Questions were not value-laden and accurately addressed the requirements of the research questions. In order to be reflexive during the semi-structured interviews, a reflective log was kept in which notes about personal bias and expectation from respondents were recorded. Headings suggested by Silverman (2005) formed an integral part of the study from the design stage to the discussion.

Silverman (2005) suggests keeping a research diary so the researcher can remain reflective throughout the research process. The first of the six headings suggested contained the research activities and dates. This was detailed in the research proposal and updated at each annual review undertaken by the research committee of the graduate school during the duration of the research. It was important to keep to the time span envisaged and plan around important personal events in the researcher's life. It was also important to plan some extra

time each month to allow for other unforeseen events. The researcher's previous experience of research led to setting timescales that were realistic. The researcher found it helpful to have a list of priorities each month and to substitute the second for the first on the list when deadlines could not be met due the schedules of others involved in the research.

Another heading used to support a reflective approach was related to the selection and appraisal of the literature. A table was created with the name of the resource and its location and date. Notes were made about the main tenets of the argument and the reflections of the researcher. These reflections included personal views about the trustworthiness of the findings and whether the general approach by the author was in agreement or at odds with the experiences of the researcher. These notes revealed many assumptions made by the researcher and these were also used to support a reflexive approach. This stage of reflection guided the literature which was chosen for the literature review. The researcher learned a great deal about herself as a researcher and a great deal about the complexities of school improvement.

'Reflections on data collection' was another heading suggested by Silverman and used to support a reflexive approach. The researcher reflected on the meaning of 'exclusions' and whether these were useful data measures. Different schools would have different thresholds for exclusion and some schools might feel they had more challenging children than others. However, it was decided

that these figures were in the public domain and the SOS Programme did not provide caveats when making the claims. Other reflections included whether staff data should be included in the analysis. However, strict confidentiality was felt to be important in anonymising information provided by staff so as not to be identified by the school. The researcher had to reflect on how to protect against 'Demand Characteristics' (Orne 1962) where participants guess what the purpose of the task may be. There was also the 'experimenter effect' (Rosenthal 1966) where participants might choose a response rather than give their own. Reflections on the possible effects and measures to counteract these led to the use of 'Survey Monkey' and short questionnaires. Other reflexive approaches involved choosing of presentation style and not 'power dressing'. These reflections were about how the process of research can shape the outcomes, particularly for the schools. The researcher also reflected on her role as an EP and her previous experience of SOS training and how that might bias her approach or alter the way the schools responded to her continued interest in them.

In order to carry out thematic analysis on the interview data it was important to reflect on personal interpretation of the language used by the interviewee and not to substitute the researcher's own thoughts. Consideration was given to how personal experiences, such as the researcher's professional, personal and cultural experiences could influence interpretation or produce bias.

By including interviews in the design the participants were given a voice. The researcher also reflected on the impact of power relations: between the researcher being seen as a 'professional researcher' and any implication this might have on the knowledge that was shared. This was addressed by making the researcher's role very clear during the training sessions and during the interview process. Towards the end of the research period, the researcher needed to explain that she no longer worked for the Local Authority but was still continuing with the evaluation. This could have been perceived as either an advantage or disadvantage by the interviewees in terms of potential bias. It was necessary to reflect on whether the interviewees would be more or less comfortable with sharing information with someone who was external to the Local Authority.

There could have been difficulties for the participants feeling bold enough to give candid answers about their experience of being involved in SOS. However, the reflections about collecting information from schools not known to the researcher seemed to facilitate some candid observations of both the Programme and the way it was being implemented. Any concerns the participants might have in relation to how their views might affect their career prospects while working within the Local Authority were acknowledged at the start of the interviews. Consideration was given to anonymising professional and institutional identities to reassure participants and protect confidentiality, thereby ensuring that participants would not be compromised in any way for sharing their honest views.

1.9 Summary of chapter

This study focused on evaluating the SOS Programme in terms of positive outcomes and not only on the claims of the Programme but also whether these meet the client's stated objectives. The study is topical and highly relevant with regard to evaluating school improvement and effectiveness within both the national and international field of research on school improvement and effectiveness. The study investigates how effective systems can be developed within schools, and improvement can be sustained through the systems.

This chapter has outlined the context and rationale for this research, the premise of the study and its distinctive contribution. It has also described the SOS Programme, aims of the research and listed the research questions and hypotheses. The epistemological position and the reflexive thinking employed in undertaking the study have also been addressed. The next chapter provides a critical review of the relevant literature.

CHAPTER TWO: Literature review on School Improvement Effectiveness and Evaluation of School Programmes

2.1 Overview of the chapter

This chapter addresses the first of a two-part literature review based on two of the three areas of research pertinent to this study, namely school improvement, effectiveness and evaluation of school programmes. Chapter three addresses the second part of the literature review on the use of solution-focused working in schools.

Section 2.3 provides the context of the concept of school improvement and effectiveness. The work of Creemers (1994) (which is seminal to this particular area of research) is reviewed through subsequent research that has been compared and contrasted to the work he began, and to recent research on school improvement.

Section 2.5 provides a critique of the literature on the evaluation of school programmes and the different ways which this can be attempted, while addressing the limitations about the quality of previous research on school evaluation.

The justification for including these three areas in the literature review was that all these areas were pertinent to this field of educational research and were used

to inform and design the present research. As knowledge can only be known imperfectly there are many restrictions when undertaking action research in schools with limited opportunities and choices. It is therefore important that the basis of the many presumptions made through the reflexive process of the researcher is clarified. The purpose of this literature review is therefore not only to critique existing research with a view to informing this study and future research, but also to provide a logical rationale for the choices adopted in this research undertaken in the naturalistic setting of schools.

The review highlighted that research on evaluation of school improvement has employed rigorous statistical measurement of improvement indicators such as pupil attainment with models which purport to have generalisability. No research was located that combined this type of analysis with pupil and staff absences and self-esteem, or the process of change by documenting the views of school staff involved in the necessary changes.

2.2 Search procedure

Two literature searches were undertaken. The first looked for articles on school improvement and evaluation while the second entailed a search on the use of solution-focused brief therapy in schools. An electronic search was performed through 'Athens'. Databases selected were: Academic Search Complete, Education Research Complete, psyARTICLES, psyINFO and ERIC. No pertinent research was located using the key words 'solution oriented'. Solution Oriented

has evolved from solution-focused and shares many of its attributes, so a search using 'solution-focused brief therapy plus schools' was chosen which produced twenty-one results. The search was limited to the last ten years (2000-2010) to take into account specificity and relevancy. Articles based on research as opposed to descriptive accounts of the use of a solution-focused approach were selected. Fink (2005) devised check lists for reviewing research studies. The inclusion criteria applied for the selection of the studies are listed in Table 2.2 using an adapted version of this checklist.

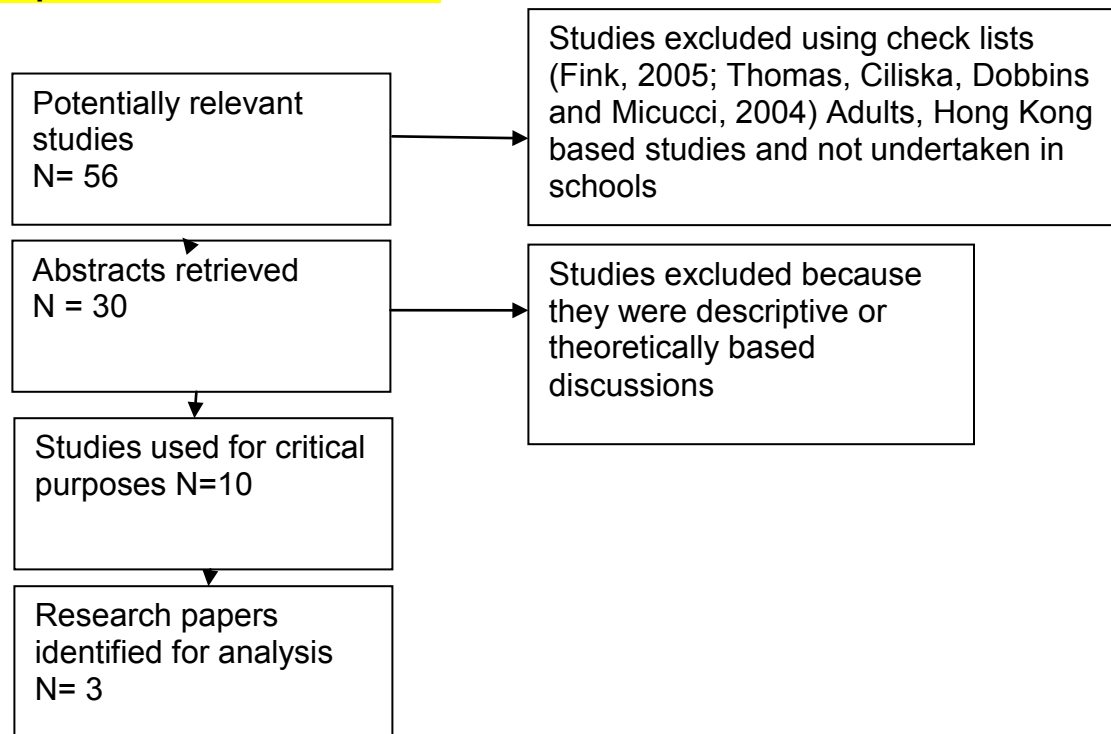
Table 2.2 Literature review criteria adapted from checklists by Fink (2005)

Language	English
Journal type	Educational not health
Setting	School
Participants	Pupils
Programme	Targeted specific groups such as young offenders or drug users
Research design	Exclusion of single case studies
Sampling	School based but not necessarily randomised
Date of publication	Post 1999 unless seminal to research area
Data collection	Pre and post data collection
Content	Focus on general school improvement criteria and not health issues

Several articles prior to 2000 provided ideas about the application of Solution Oriented working (Durrant, 1995; Kral, 1994; Metcalf, 1995; Murphy, 1996). A search through the British Library located an article on Solution Oriented (SO) work in classrooms.

The selected articles detailed solution-focused practice which took place in primary schools in the UK between 1995-2010. The articles chosen included both quantitative and qualitative methodology. Two literature searches were performed because the key words 'evaluation solution oriented school improvement programme' elicited no results. Therefore the search was divided into two sections: 'School improvement' in the title with evaluation as a subject term' and 'Solution-focused school'. Having chosen the inclusion criteria a QUORAM flowchart (Table 2.2.1) was used to illustrate the inclusion process for articles on both school improvement and school evaluation (Petticrew & Roberts, 2006).

Table 2.2.1 QUORAM flowchart for research literature selection for school improvement and evaluation.



The three studies chosen for evaluation used large sample sizes and were conducted over a period exceeding three months. The methodology employed an experimental paradigm where results were statistically analysed and the findings generalised. Studies identified, referred to and cited within these three studies were also retrieved and are also referred to in this chapter. Studies which provided suggestions for future evaluative work in schools were also included. The review of these studies includes a critique of the complexity of the models and their usefulness to educational practitioners.

Twenty-five references between 2000-2010 on solution-focused brief therapy (SFBT) were retrieved. Fourteen abstracts were excluded as they referred to

counselling, articles of limited relevance in books, guidelines for use of SFBT, or single case studies. Eleven studies met the inclusion criteria. Three of these were studies that documented the research into solution-focused work in schools in terms of effect size. All the selected studies were based on a quasi-experimental model and in line with the current research study generalisations were not an expected outcome. The critique of these focused on the sample sizes, design and methodology and the theoretical base for the hypothesised outcomes and are addressed in Chapter three.

2.3 Introduction to school improvement and effectiveness

Before undertaking a study on the evaluation of a school improvement programme, it is essential to understand what is accepted as constituting school improvement. Existing literature reveals many definitions and perceptions of school improvement with differing emphases on the importance or relevance of different aspects. Some researchers focus on pupil attainments while others on the educational processes and management of change (Stoll & Fink, 1996).

It appears that school improvement is seen as an ongoing process over time whilst school effectiveness is understood as a succession of snapshots based on published academic results. The International School Improvement Project (ISIP) goes further with its definition of school improvement as:

A systemic, sustained change in learning conditions and other related internal conditions in one or more schools, with the ultimate aim of accomplishing educational goals more effectively (Van Velzen, Miles, Ekholm, Hameyer & Robin, 1985, p 48)

The school improvement tradition began in the 1960s when curriculum materials were designed by academics. It was during the 1980s that large scale school effectiveness studies emerged. It was after this period that two distinct schools of thought emerged.

In more recent times, the distinction between the two concepts has become less apparent because of the emergence in the 1990s, of a 'merged paradigm' as reported by Sammons (2007). The almost interchangeable use of the words 'improvement' and 'effectiveness' is made apparent by Gray, Hopkins, Reynolds, Wilcox, Farrell & Jesson, (1999), who address school improvement as being school effectiveness measured by year on year improvements of pupil outcomes.

UK based research on school effectiveness has relied on pupil academic outcomes (as a success indicator) and been criticised for being too reductionist whilst ignoring the importance of school context, values and adopting too simplistic a view of school goals. (Elliott, 1996; Thrupp, 2001; Wrigley, 2004).

Teddlie and Reynolds (2000) looked at improving the *quality* of schools whilst using quantitative methods of data collection based on pupil outcomes. Consequently, school effectiveness research began to broaden out and look at the contextual influences on these quantitative measures. In the Netherlands, Muijs (2007) evaluated a selection of school improvement programmes and

found some common factors in all of them that influenced pupil outcomes. These included school procedures and roles of staff.

The researcher's view is not dissimilar to that of most educators, in that using pupil attainment provides a very narrow focus of effective education. Even the originator of the Comprehensive Model of Educational Effectiveness (Creemers, 1994), who stated that pupil outcomes were an essential measure of school effectiveness, later acknowledged that school effectiveness should be broadened out to include a range of measures. Kyriakides and Creemers (2008) suggested that for improvement to be successful the school culture should not be ignored and that schools ready for change needed to adopt an 'ownership mentality'. Kyriakides and Creemers argued that if the structure changed and the culture did not, then changes may become superficial and temporary. Thus, over the last forty years, the idea that 'good' schools should be assessed through academic results has metamorphosed into a spectrum of factors.

Researchers have attempted to demonstrate the theory that in order to bring about ongoing school improvement, there needs to be a set of contextual influences which can be created and sustained by adopting a positive school culture which is underpinned by staff ownership of change. However, it is not that simplistic as demonstrated by Gray, Goldstein, and Thomas (2003), since in practice, school improvement cannot become a permanent quest. An optimal point of good performance must be achieved whereby maintenance of

established standards is in fact still 'school improvement' although not measurable.

2.4 The theoretical link between school improvement and school culture

Ideas of ownership of change and cultural adaptability in an organisation were postulated by Schein (1992) who defined organisational culture as:

'A pattern of shared basic assumptions that the group learned as it solved its problems of external adaptation and internal integration that has worked well enough to be considered valid and, therefore, to be taught to new members as the correct way to perceive, think, and feel in relation to those problems'. (Schein, 1992, p 12)

Rosenholtz (1989) applies organisational change theory to schools when she suggests that culture makes the difference between a 'learning enriched' and 'learning impoverished' school. It would seem that the culture of the school is supported and maintained by the people who share that culture. Fullan (1991) supports the notion that it is the change in school culture which will facilitate change. In order to change beliefs, 'normal practices' and existing values, the proposed change needs to be individually meaningful to teachers at a personal level, so that they can understand how change might impact positively on their own practice.

Fullan (1996) found that change is often attempted in schools by typically involving only five percent of school staff and he argues that the 'critical mass' for working toward changes in schools needs to involve at least thirty percent of teachers. This would logically suggest that supportive conditions for educational change and school improvement include stability of the organisation and commitment and satisfaction of staff, as well as adaptability. These factors lie at the centre of collaboration for change (Morgan & Morgan, 1992). Therefore teacher collaboration needs to be fostered and underpinned by a sharing school culture rather than a competitive one. It follows that a programme which empowers teachers to make decisions about their school operation could enhance school improvement.

Bubb and Earley (2009) suggest that 'winning hearts and minds' is a vital precursor to introduction of sustainable school improvement programmes. They also suggest that part of the launch process would need to include convincing staff that the changes were necessary, possible and beneficial. They also agree that sustaining school morale would be a necessary factor. Therefore it follows that looking at the level of well-being of the school staff would be a useful indicator of the likelihood of sustainable change. The next section addresses the search procedure undertaken for this literature review.

2.5 Discussion and Critical Review of the Studies

The critique is addressed in four sections. Section 2.5.1 reviews research studies which focus on different aspects of school improvement, effectiveness and evaluation. The literature review critiques research findings into teacher influences on school improvement and effectiveness which do not contribute to the body of knowledge already held by schools. Sections 2.5.2 and 2.5.3 critique complex quantitative research undertaken in Europe which is based on constructing a universal model of school effectiveness. Section 2.5.4 critiques research studies which address school evaluation through inspection and self-evaluation. Section 2.5.5 includes a meta-analysis of recent school evaluation studies and an article which is critiqued in relation to the criteria selected for indicators of success, and how it has informed the design of this current research study.

2.5 1. Teacher/school influences identified to support school improvement and effectiveness

The International School Effectiveness Research Project (ISERP) looked at factors that influence pupil attainment across a large range of European countries (Reynolds, Creemers, Stringfield, Teddlie & Schaffer, 2002). The project aimed to identify some universal effects as well as country specific effects. The universal positive factors were identified and highlighted the influence of good teaching strategies on student progress.

It is worth noting that because the identified factors are in common practice, the researchers were unlikely to identify some original and creative initiatives being employed as generating statistically significant results. This is because the parameters of the factors being measured were chosen in advance of the classroom observations. This is a drawback in all the research located of this type; researchers set up a design where there is a forced choice between finding what they are looking for (and measuring it) or not finding it.

Hofman, Dijkstra and Hofman (2009) identified and described three theoretical approaches to school improvement and took the view that the way in which school improvement is viewed by schools determines the influences on it. Therefore the school view of change is a factor in itself. There are three approaches that have been adopted to school improvement research. The first is that the school is a 'high-reliability' organisation that focuses on pupil attainments. These schools are identified by strength of staff training and frequent monitoring of all aspects of school development using rich data to continually improve. This is a very empirical and positivist approach to improvement. Although not using statistical analysis *per se*, this view believes in cause and effect being a linear relationship.

The second is to view the school as a learning organisation with a continuous emphasis on aims. Leithwood, Jantzi and Steinbach (1995) suggest that this is an adaptive model where schools shape themselves collectively with a common

vision underpinned by school culture, structure, strategies and policy. This would be the direction encouraged by the Solution Oriented approach to school improvement. The third approach is viewing the school as being stimulated by the external community. Reezigt (2001) calls this the 'external pressure'. These schools are guided by policy changes and issues which are prioritised by the local community. Whilst the second view is proactive and empowers the staff to 'work **on** the school' as well as **in** the school, this third view is a reactive model and therefore it is hard to envisage the staff taking ownership of the changes which all literature on sustainable organisational change emphasises as necessary. An element of external pressure comes from external inspections. Ehren and Visscher (2008) take the view that the attitude towards school improvement can be associated with the culture of the school and its capacity to change.

Standaerd (2000) goes one stage further than Fullan (1996) and takes the view that genuine school improvement will only take place if the *entire* school staff is willing to participate in the change process. This view is supported by Reezigt (2001) who adds that it is the school's ability to reflect on change coupled with teacher co-operation working toward a shared vision, which will meet the requirements necessary for school improvement.

Talking about the ability of a *school* to reflect, or the degree of *external influences*, is to dehumanise or depersonalise the actuality of the situation. It is

people who design and implement and sustain change not 'things'. This research looks at schools as cultural bodies of people with corporate needs and foci, which means looking at school improvement through a different lens from existing research.

2.5.2 Research into school effectiveness models in Europe

Most papers on school improvement included a reference to Creemers (1994) comprehensive model of school effectiveness. It seemed appropriate to include recent research into the validity of the original model which subsequently evolved into the dynamic model of school effectiveness (Kyriakides & Creemers, 2008). The models use academic attainment as the dependent variable and identify a large number of factors which might contribute to the outcome measure. These factors were identified through previous research and measured by class observation and questionnaires. Most of these studies used quantitative methodology with multi-level statistical analysis.

Kyriakides (2008) reviewed six studies which tested the validity of the Creemers (1994) comprehensive model of educational effectiveness. Three of the studies took place in the Netherlands (Reezigt, Guldemon, & Creemers, 1999; Driessen & Sleegers, 2000; De Jong, Westerhof, & Kryter, 2004) and three follow-up studies in Cyprus (Kyriakides, Campbell & Gagatsis, 2000; Kyriakides, 2005; Kyriakides & Tsangaridou, 2008). This model is considered to be a very influential theoretical construct (Teddle & Reynolds, 2000). Kyriakides (2008)

suggests that many theories become obscure, not due to lack of merit but because there is no evidence supporting the ideas included in the theory. The design and results of the studies are tabulated in Appendix 4d.

There were many good methodological aspects of this piece of research. All six studies were longitudinal and used a large representative sample of students. As an experimental study, it was indeed comprehensive and exhaustive in terms of rigorous statistical analysis and explanation. However, it is unclear whether the intended audience was in fact the people who were in a position to bring about change, or an academic exercise which might influence policy makers.

A limitation of all studies was that the criterion measure of mathematical achievement was taken as the sole indicator of school improvement in the Netherlands studies, with the addition of PE or language studies achievement becoming the outcome measures in Cyprus. As stated before many researchers including Creemers (Creemers & Kyriakides, 2006) himself would now deem these to be a very limited range of criteria, which would fail to satisfy external auditors of school improvement, such as Ofsted.

All studies used a repeated measures design with no controls, and all data was analysed using multilevel analysis. No baseline measures were taken and data collection was described as irregular. There were no standardised methods of measuring achievement and no comments were reported about what would

compromise any 'consistency' such as some outcome measures being estimated by a range of teachers. The finding that quality of instruction did not significantly affect mathematical achievement was an outcome worthy of further investigation and counter-intuitive. The incorporation of qualitative data collection could have thrown light on the interpretation of the results and the basis for teacher estimation. To address some of the limitations of this model the dynamic model of school effectiveness (Kyriakides & Creemers, 2008) evolved from the comprehensive model, and included some more affective measures such as pupil attitude. The new model was evaluated using fifty-two Greek Cypriot schools and the outcome measure was based on pupil achievement in mathematics, Greek language and religious education (RE). In addition, pupil attitude to RE was measured at the beginning and end of the year. Many explanatory variables were measured by class observation of teacher behaviour. A regression analysis was performed using eight effectiveness factors.

Although the research findings were comprehensive, this model was complex and there were too many levels of factors which made it impossible to prioritise areas which require improvement. The output of this type of effectiveness model would not be accessible to most teachers. However, the model does indicate which factors are most influential on pupil attainment, and this type of analysis does provide some quantitative support to anecdotal evidence from teachers about what works best for students, and the amount of influence good quality teaching has on pupil attainment. Producing these complex models can tell the

educator what works well, but the drawback is the lack of guidance on processes needed to get there. An evaluation should be more accessible to those who are the practitioners rather than employing multi-level modelling. This view is corroborated by Kelly (1995, p 13):

“Multi-level modelling is the province of the statistician: it is complex, and by taking a large number of factors into account it appears to give an accurate answer, although over-complexity can lead to ‘over-fitting’ data, which in turn produces spurious results. This can have the effect of deskilling practitioners. The problem with multi-level modelling is that since few practitioners can understand it, they are hesitant about questioning its results”.

Reezigt (2001) suggests that external pressures may influence school improvement, so it is also necessary to look at research into the influence of school inspections. In other words, do schools need to participate in school improvement programmes or do external inspections like Ofsted reports do the job just by imposing the inspection process on to schools?

2.5.3 Research into the influence of external inspections on school improvement

On an international level, governments appear to believe that school inspection brings about positive change to school effectiveness/improvement; otherwise

they would not invest in it so heavily. Some schools view the inspection process as more about accountability than development. (Dean, 1995). There has been a body of research into the experience of Ofsted inspections by school staff (Coopers & Lybrand, 1994; Learmonth, 2000; Chapman, 2001; Chapman, 2002). Ouston and Davies (1998) reported that those teachers who were proactive were able to report benefits from an Ofsted inspection. Saunders (1999) suggested that school improvements made as a direct response to external inspection could be 'cosmetic' in nature. National Curriculum Key Stage attainments are still the published criteria for measuring school and pupil achievement. (DfE, 2010).

Chapman (2001) suggested that school culture might be an explanatory factor for the differences of teacher experiences and any subsequent benefits to schools from inspections. He suggested that schools which were open to new ideas, could cope with being challenged and were able to self-reflect made the most of the inspection process.

Therefore, in order for improvement to be achieved through openness and reflexivity, schools need to learn new ways of operating. Hargreaves (2003) takes the idea of 'learning organisations' from the business world and applies the theory to schools. He says that if schools are to become 'nimble' in terms of being able to keep up with constantly changing demands made on them, then self-evaluation should be embedded. For this to occur, structure and processes need to be in place to support the learning and responses required. The

theoretical approach which views the school as a learning organisation focuses on school staff rather than pupil attainments. This presents a shift from the school effectiveness models used in Europe. Leithwood and Aitkin (1995) suggest that the definition of 'school staff' for this approach should be a group of people who have shared aims as well as individual ones which they need to adapt when necessary. Therefore, school self-evaluation would seem a logical solution which would answer the criticisms of the Ofsted system because the goals for change can be set by the school and a reflective process can be put into place as progress towards the attainment of these goals for monitored school improvement. So this begs the question; does school self-evaluation impact on school improvement?

As stated in Chapter one, the UK Government introduced school self-evaluation into the Ofsted inspection process in 2005 (Ofsted, 2005c). At the centre of the inspection framework is a comprehensive document 'The Self Assessment Framework' (SEF). This document is used by Ofsted to evaluate the school's capacity to improve. This initiative adds a new dimension to the idea that inspection contributes to improvement (Ofsted, 2004b) and means that through decentralisation, more decision making has been delegated to the schools and this instrument is a way of evaluating some of those decisions. This practice is now common-place across Europe and therefore the preparation for school inspection is part of the development process as opposed to taking place as a result of the school inspection.

A piece of research into the experience of self-evaluation based in a UK school was undertaken by Plowright (2007). The methodology was based on a single school case and focused on the views of school staff on the self-evaluation process. The methods used were questionnaires and semi-structured interviews. Although no results were reported from the questionnaires (all staff) an integrative model was developed entitled 'School improvement through self-evaluation'. This model postulates that self-evaluation feeds into the identification of development needs, and this leads to professional development which, through becoming a learning organisation leads to raised standards. Although a single case study is not easily generalised to all schools, the reported conclusions make sense in terms of the influence of staff on the concept of the learning organisation, and raised standards rather than academic attainment alone.

2.5.4 Putting self-evaluation to the test in Europe

In contrast to the qualitative method used in the previous study, another piece of published research attempted to assess the effect of self-evaluation on school improvement which included both qualitative and quantitative measures. This study was interesting because it managed to combine the principles of school effectiveness as well as school improvement and therefore is included in this review. Schildkamp, Visscher and Luyten (2009) evaluated a self-evaluation tool (ZEBO) for quality of education using seventy-nine primary schools in the Netherlands, over five years. ZEBO is a Dutch acronym for Self-evaluation in

primary Schools. It is a collection of questionnaires for school management which gives twenty variables with computerised access. School achievement was assessed at six monthly intervals on mathematics and spelling. A repeated measures multilevel analysis was performed. No effect of ZEBO usage was found on pupil achievement but there was a positive effect on professional development of teachers. In addition to pupil achievement, three scales were used to question staff about the perceived effects of ZEBO as a process indicator (see Appendix 4e). Results showed the staff did not perceive that ZEBO usage could be attributed to the small changes found in the majority of process indicators chosen by the researchers. No significant effect of ZEBO usage was found on pupil achievement.

The strength of this research was the sample size of 2,431 pupils which addressed effect size requirements, and the incorporation of nine standardised data collection points. A mixed method design was used because in addition to the questionnaires, staff were asked questions which produced concrete examples of school requirements, perceptions of school improvement, and their own experience of using ZEBO. This meant the outcome measures were not just quantitative but some rich and individual qualitative data was also incorporated into the methodology which produced opinions about the stress caused by mass data entry requirements.

In conclusion, this section has looked at recent research papers on school improvement. No effect has been found on perceived school improvement by external inspections and in spite of studies which used large sample size, no effect on pupil achievement was found statistically through the use of school self-evaluation. Multi-level statistical procedures investigated factors which might contribute to pupil achievement in the absence of a formal school improvement programme approach, and concluded that school culture was a decisive factor. Research has also suggested that ownership of the change and personal advantage are key elements to providing sustained school improvement. Schools benefit from becoming learning organisations which are capable of reflection with good structural processes in place.

Creemers (1994) and Kyriakides (2005, 2008) have suggested that the outcome measure of pupil achievement produces results which are not always supported by previous psychological research. This suggests that pupil attainment is not a reliable dependent variable when measuring school effectiveness. So although there appears to be doubt about why pupil achievement is used in research into school effectiveness, it is difficult to find an outcome measure which can be compared across schools and countries. This is what makes trying to generalise research findings so difficult in educational research, because schools are individual entities and what works in one may not transfer into a neighbouring school. However, the idea suggested by Kyriakides and Creemers (2008) that altering school culture may be the way forward in school improvement evaluation

has been supported and discussed or alluded to in practically all research located on school improvement.

Solution-focused/oriented approaches claim to support culture change in school through staff development and training. Therefore, a programme which produces sustainable school cultural changes, enhanced staff and pupil self-esteem, which leads to improved pupil attainments and better attendance, is one worth evaluating. This is the reason why The SOS Programme was chosen. No research has been located on school improvement that has included a solution-focused or oriented view of school improvement and this will be addressed in Chapter three.

2.5.5 Research into school improvement evaluation

School evaluation which looks at the effect of a single programme on school improvement has been criticised. Thornton, Shepperson and Canavero (2007) argue that it is instead the effect on the organisation which can produce long term changes in terms of the ability of the organisation to learn.

'Unfortunately, most evaluations concentrate on specific programs, projects, or grants and fail to provide information at a systems level in order to facilitate organizational learning' (p 3).

They state that organisational learning takes place through an adaptive process based on the interaction between individuals (Argyris & Schon, 1978; Senge, 1990). For organisational learning to produce organisational change there needs to be a shared vision facilitated by effective leaders, as the alternative may lead to unsustainable changes emanating from a number of individual agendas which dissipate the focus on school improvement. To achieve this DuFour, (1999) suggests that leaders should set up quantifiable goals and these should be agreed by all, to contribute towards the shared vision (Goodstein, Nolan, & Pfeiffer, 1993; Hax, 1987; Kanter, 1983; Kaufman, Herman, & Watters, 1996; Peters, 1987). Senge (1990, p 9) defines shared vision as “the capacity to hold a shared picture of the future we seek to create.”

The SOS Programme answers many of these criticisms about single improvement programmes by taking the ‘shared vision and working towards a set goals’ approach advocated by Senge (1990). According to Senge, learning organisations are:

“Organizations where people continually expand their capacity to create the results they truly desire, where new and expansive patterns of thinking are nurtured, where collective aspiration is set free, and where people are continually learning to see the whole together” (Senge, 1990, p 3).

By framing organisational change in this manner, Senge also identifies the requirement for organisational learning to reflect in order to reinforce the change process. Senge stresses the importance of feedback as part of this cyclical process. So the self-evaluative process identified by Plowright (2007) fits well with the learning organisation theory in terms of sustaining organisational change and improvement. However, in isolation of teacher 'sign up' self-evaluation has been shown to not significantly improve pupil attainments.

2.6 Evaluating the evaluators

Research on school evaluation studies shows that there is still little consensus about what factors contribute to tangible school improvement in order to prove a causal relationship between the programme intervention and outcome measures. Crowley and Hauser (2007) investigated the available literature on the evaluation process when looking at the effectiveness of school improvement programmes. In 2003, the Comprehensive School Reform Quality Center was set up in the USA to create a framework for evaluating the scientific rigour of research studies that evaluate whole school improvement programmes. Their remit was to form a link between researchers and educational decision makers. The review of school improvement programmes would therefore facilitate schools to make informed choices about programme selection.

Crowley and Hauser state that there are published guides about how to evaluate whole school improvement programmes (Cicchinelli & Barley, 1999; Fashola,

2004; Zhang, Fashola, Floch, Aladjem, & Uekawa, 2000; Hansel, 2000; Herman Aladjem, McMahon, Masem, Mulligan & O'Malley, 1999; Ross, 2000; Slavin, 2003; Slavin & Fashola, 1998; Stringfield, 1998; Traub, 1999; Yap, Aldersebaes, Railsback, Shaughnessy & Speth, 2000). Crowley and Hauser suggest that much of the research that has taken place tends to lack methodological rigour and they point out that when evaluating effectiveness, raising the bar too high leads to insufficient acknowledgement of the benefits of many efficient programmes. Conversely lowering the bar too much leads to less effective programmes being found to be more effective than they actually are.

Crowley and Hauser focused mainly on the most critical threats to internal validity, the importance of a well planned research design, and data analysis whilst acknowledging which information was deemed necessary by educators when evaluating school improvement programme effectiveness. This is an important point Kyriakides and Creemers (2008) lost sight of in their quest to produce a model of effectiveness which could identify factors that contribute the most to school improvement effectiveness. Appendix 4f shows the research designs highlighted by Crowley and Hauser as lacking scientific rigour.

Crowley and Hauser's meta-analysis of school improvement studies reviewed forty-three studies. The inclusion criteria for the review were limited to a selection of methodological designs, and a quasi-experimental design which used repeated measures over time. Factors such as teacher attrition rates and

aims of the programmes were also studied; therefore pupil achievement alone was not deemed a broad enough measure to assess school improvement. Only standardised or State-designed assessment tools were accepted to contain sufficient face validity rather than teacher-designed assessment measures.

These adopted standards for the evaluation process supported the use of National Curriculum Key stage data (see Appendix 3) as a standardised measure of pupil attainment for this piece of research. It supported the notion that the evaluation of the SOS model of school improvement should include staff turnover and attendance. Other factors which were included in the review were fidelity of programme application. Borman and colleagues (2002) suggest the omission of information about programme implementation *“is one of the most important defects in the research literature on Comprehensive School Reform”* (p 45). The SOS tiered system was used in this piece of research to address this criticism. The check list used by the facilitators was a useful instrument to indicate the fidelity of programme implementation. However, the researchers did acknowledge that in educational research it is very difficult to attribute the effect to programme implementation and they set the standards as something for which to be aimed.

2.7 Improvement programmes: illusion or reality?

Coe (2009) takes a cynical view about research into school improvement. He says there are claims about the success of school improvement programmes but

where evaluations exist they tend to be of poor quality. He cites the perceptions of participants as a weak measure of programme effectiveness and that reporting can be selective without any criticism. He states that claims of school improvement may be illusory due to the lack of generalisation and the misattribution of causality, and doubts the validity of much research cited by policy makers.

The National Assessment of Educational Progress, undertaken in the USA (Perie Moran & Lutkus, 2005), stated that reading attainment has remained the same since 1971 for all age groups and that mathematical skill gains have not been significantly better. Coe also suggests that England has inadequate systems for measuring change in attainment and Tymms (2004) postulates that rises in Key stage attainments are in fact an exaggeration. Tymms and Merrell (2007) reinforced this opinion when they looked at reading and mathematical performance at the end of primary school and found that it had remained at a similar standard since the 1950s.

Coe argues that reporting is selective because one does not read in research about the Head teacher who reduced a successful school into one of failure, but that this situation must exist. He calls this publication bias. Coe also suggests that any evaluations which purport to be experimental or quasi-experimental in design are inappropriate. He explains this in terms of the tendency for schools to adapt programmes in a way in which the designers would not recognise the

'treatment' as being their programme. Therefore, it logically follows from this criticism that a programme which is tailor-made by the participants and guided by a particular philosophy with both measurable outcomes and preset goals would seem to counter this argument. Coe also states that deliberately setting out to have a control group which does not receive any treatment is both unethical and impractical.

It is for this reason the research design adopted in this research used published figures from all Local Authority primary schools, regional and National data as a comparison which satisfies the suggestions made by Coe, without manipulating the group directly. Coe makes the point that one cannot argue that all schools are unique and so generalisation of programme impact would be fruitless, whilst implying a 'one size fits all' strategy to the implementation of a specific programme would be successful. Again, this argument is addressed by the SOS Programme design which uses a tailor-made approach in terms of the 'vision' and goals set by schools themselves, and the evaluation of it using a combination of many types of data and triangulation of methodology. Coe recommends that improvement programmes should have a well defined approach; be feasible (in terms of adaptability, cost and appear attractive); and that the approach must have been evaluated in terms of its impact on a range of relevant contexts. This body of research is currently missing, which not only evaluates the benefits of the Solution Orientated School Programme but has also

been identified by Coe as not being undertaken before for any improvement programme.

2.8 Summary of chapter

This chapter has focused on research in Europe on what goes on in the classroom in terms of teaching and learning. Models produced have contained many factors that make the complete adoption of these unfeasible. Analysis has been specialised and aimed at a highly academic audience rather than primary educators with limited statistical knowledge. The literature review as outlined in this chapter has indicated that school culture is a vital component to bring about positive school outcomes. However, the research on school improvement does not take this into account. The literature review has also highlighted that external inspections and self-evaluation measures do not necessarily lead to permanent change. Research into the evaluation of school improvement programmes has also shown limitations in the methodology and a focus on programme fidelity rather than outcomes. The next chapter critically reviews the current research into solution-focused working in schools.

CHAPTER THREE: Literature Review on the use of a Solution-Focused approach in schools

3.1 Overview of chapter

The chapter constitutes the second part of the literature review on the use of solution-focused approaches in schools. The search procedure for this part of the review has been addressed in Chapter two, **Section 2.2**. This chapter addresses the origins of and differences between solution-focused and Solution Oriented practices and critiques the three systematic reviews employing Solution-Focused Brief Therapy (SFBT) with young people. These reviews contained additional references to studies which were also included in this review. Recent research into the impact of solution-focused work in schools and the use of it by educational psychologists (EPs) was also included. An evaluation of a study which detailed a Solution Oriented approach to classroom management was reviewed including a review of an existing unpublished evaluation of SOS Programme which took place in three schools in 2004. Appendix 4a gives a brief resumé of the papers used in the review for chapters 2 and 3 using a checklist designed by Thomas et al. (2004). The chapter concludes with a summary of the critique of the literature review and how it informed this research.

3.2 Solution Oriented or solution-focused?

There is a dearth of published research into Solution Oriented work in schools. However, even researchers (Corcoran, 1997; O'Hanlon, 2008) who look at effectiveness of therapeutic interventions in schools use both terms simultaneously to describe an approach which is not problem focused, psychodynamic, humanistic or rooted in any other therapeutic counselling approach.

Solution-Focused Brief Therapy began in the 1980s at the Brief Family Therapy Center in Milwaukee where it was originated by Steve de Shazer (1985, 1988), Insoo Kim Berg (1994), and others (Berg & De Jong, 1996; Berg & Miller, 1992; Cade & O'Hanlon, 1993; Lipchik, 2002; Murphy, 1996). It concentrates on process and changing behaviour. O'Hanlon based his approach on this type of therapy.

Solution Oriented therapy has been used on many types of people, both individuals and groups. These include: couples (Hudson & O'Hanlon, 1991; Wiener-Davis, 1992), sexual abuse victims (Dolan, 1991; Durrant & Kowalski, 1990), substance addicts (Berg & Miller, 1992), abusive parents (Berg, 1994) and school pupils "at-risk" of becoming persistent absentees (Corcoran, 1997).

The advantages of a Solution Oriented approach when consulting with populations who have complex difficulties, is that it takes a view of the clients

which can be likened to Carl Rogers' 'unconditional positive regard' (Rogers, 1951) which builds on a relationship of respect and co-operation. Due to its *present* focus on a situation, it means that clients do not need to discuss the past, which enables the facilitator to encourage clients into the process. Solution Oriented practitioners stress the need for what they term as "joining" for being the initial stage of engagement (Berg, 1994; O'Hanlon & Weiner-Davis, 1989). Often it is likely that by the time people are 'desperate' for advice the behaviours are so entrenched that change becomes more difficult. Frequently, people have not engaged initially and return to a practitioner at this stage, which can translate into a lost opportunity. Cade and O'Hanlon (1993) suggest that not only does an advice-giving approach not work but often actually makes the client defensive and intensifies the problem. Another advantage is the idea that small changes can bring about tangible changes fairly rapidly. Researchers (Franklin & Gerlach, 2007) have pointed out that many clients are not voluntary and so engagement in a short programme has additional benefits.

In both solution-focused and Solution Oriented models the emphasis is on agreed goals which can be achieved within a short time. Solution Oriented is not designed to 'unfix' relatively stable characteristics such as personalities (O'Hanlon & Weiner-Davis, 1989). Cade & O'Hanlon (1993) suggest when concrete targets are set, these are more achievable than hypothetical ones and change is more likely to be maximised. For example, tackling inappropriate, isolatable behaviours which can be counted are easier to change than removing

attention deficit disorder. Cade & O'Hanlon postulate that breaking down a diagnostic category into repeating personal and interpersonal behaviours which occur within a certain set of circumstances is more likely to be effectual.

Solution-focused and Solution Oriented approaches share many common attributes but the former are more widely researched. Both approaches encourage the empowerment of clients to draw on personal strengths to effect change. The tenet of both approaches is to work with a person's natural ability to find solutions to problems, and is forward thinking in contrast to other counselling approaches which focus on the origin of the problem.

Solution-focused counselling has gained popularity with professionals working with children and young adults (Newsome, 2004, 2005; Corcoran, 2006; Franklin, Streeter, Kim, & Tripodi, 2007; Kim, 2008; Kim & Franklin, 2009; Franklin, Moore & Hopson, 2008; Daki & Savage, 2010). Many have been drawn to this approach due to its apparent simplicity and practicality. However, this has also led to unreliability of application. The approaches differ in the extent to which the practitioner and the client need to identify the root of the problem. Korman (1997) suggests that problem-free talk will help the clients to diminish the extent of the problem in their own framing of it, and that therefore talking about change should not be preceded by questioning, which helps with the understanding of the nature of the problem. Bill O'Hanlon (2000) suggests that a solution-focused approach omits the validation of emotions and that 'rushing' to a solution can

minimise the problem and leave the client feeling that the problem is being rationalised away. This view that 'playing down' the problem is unwise is supported by others (Selekman, 1993; Lee, 1997; .Murphy & Duncan, 1997; Sklare, 1997; Rosenberg, 2000; Streat & Moore, 2001; Wilson, 2005). O' Hanlon also criticises a prescribed sequence of questioning as formulaic and this builds in a risk of infidelity of the solution-focused approach through too much reliance on rigidity of practice. The balance between the ability to replicate common characteristics of effectiveness and the use of a more flexible approach to remain 'where the client is coming from', by looking at opportunities and possibilities for change which can either be accepted or rejected, is one which is worthy of debate in itself.

3.3 Research into major reviews of solution-focused working with young people

Four major reviews have been undertaken on solution-focused working and these were reviewed for good methodological practice and to avoid repeating past limitations. Gingerich and Eisengart (2000) undertook a systematic review of available solution-focused research. This was updated with a quantitative review by Kim (2008) and therefore chosen for this literature review. Kim (2008) undertook a systematic review of the effectiveness of SFBT across a range of participants using a similar methodology to Gingerich and Eisengart's (2000). Kim looked at studies between 1988 and 2005 which used comparison groups employing other interventions. The inclusion criteria for the review included

randomisation of participants, standardised outcome measures, fidelity of treatment and samples of more than twenty-five. Kim (2008) used hierarchical linear modelling (a multilevel research analysis procedure) to analyse the variance at each level of intervention; i.e. individual, class or school (Raudenbush & Bryk, 2002). The studies are summarised with the SFBT core components in Appendix 4b.

Kim found the effect sizes of SFBT usage tended to be smaller in real-world settings than in clinical settings but this was not statistically significant. This could, in part, be due to the provision for optimal conditions such as practitioner training, fidelity to the model and selection of participants. In contrast, studies conducted in real-world settings were more likely to use participants on the basis of institution membership. Kim cautioned about generalisability of the results from this meta-analysis because of the limited numbers of studies available. Kim recommended that future research studies use standardised measures and use self-esteem or self-concept measures based on the premise that higher self-esteem would result in positive outcomes. Self-esteem is highly correlated with happiness but there is little evidence that improving self-esteem through therapeutic interventions improves academic performance (Baumeister, Campbell, Krueger & Vohs, 2003). Kim's recommendations were used for the current study to measure self-esteem.

The third review of SFBT work in schools was conducted by Kim and Franklin (2009). They reported an increase in the use of SFBT with children in schools over the last decade with increasing interest shown by school-based professionals and psychologists (Kelly, Kim & Franklin, 2008; Metcalfe, 2008). The use of SFBT covered a range of difficulties in school which included emotional and behavioural difficulties, low academic achievement, social skills and truancy (Franklin, Biever, Moore, Clemons & Scamardo, 2001; Franklin and Hopson, 2008; Franklin, Streeter, Kim & Tripodi, 2007). Kim and Franklin suggested that this was a practical intervention that could be sustained in a school setting (Franklin et al., 2001; Franklin & Gerlach, 2007; Kelly et al., 2008; Newsome, 2004).

Kim and Franklin (2009) discovered that studies looking at the outcome of SFBT have only been available since 1988 and most studies used self reporting measures. They selected studies which had been conducted in the USA. Of the fourteen studies published, only seven met the criteria used in Kim's study (2008). The sole study involving primary aged children was undertaken by Corcoran (2006) who investigated the effectiveness of SFBT on behaviour problems such as aggression and impulsivity using a large sample. A between group design was used and the control group used an unspecified cognitive behavioural technique. The outcome measure used was the Conners Parent Rating Scale (Conners, Sitarenios, Parker, & Epstein, 1998) but no significant

difference was found between groups. A brief description of the studies using SFBT in Schools from 2000-2008 is included in Appendix 4c.

The fourth comprehensive meta-review of research on solution-focused therapy was conducted by Corcoran and Pillai (2007). They screened hundreds of papers and disregarded those which were commentaries on theory. This reduced their selection to ten papers using a between group design and follow-up measures. They found a lack of research for their search criteria and they concluded that research which showed effects over time would be a useful research topic in the future. The conclusions drawn were that although a between group design might appear more rigorous, a pre-post design does control for variance due to group membership. They commented that although assignment to the groups was randomised in some studies, no group exceeded twenty-seven. In studies where the control group received no intervention, the results could only be interpreted as demonstrating that SFBT was slightly better than no intervention.

3.4 Additional research on solution-focused work undertaken in schools

The intervention used by Newsome (2004) was weekly over an eight week period and used SFBT techniques. Averaged academic grades and attendance were used as outcome measures. Newsome states there is limited empirical support for SFBT being an effective intervention with pupils at-risk of non-attendance and academic underachievement, so non-significant results were unsurprising.

Newsome cited the unsuitable participant group as a methodological flaw. Newsome did not elicit student views about the reason for grade decline.

Newsome (2005) investigated the impact of SFBT over three months, with at-risk junior high school students. This study used twenty-eight pupils between eleven and fourteen years old with below average academic performance and low attendance from the previous academic year. The rationale for using SFBT was that group members needed to understand that they were not alone in having issues associated with behavioural, social and academic failure and group members were able to share their thoughts regarding school success. In common with the previous study, this was an eight session intervention broadly along the lines of the previous study.

The three instruments used were reported to contain a psychometric validity, relevance to a theoretical approach, and appropriate to research in a school setting. All instruments were also chosen for ease of completion and time to complete them. Significant group differences were found from initial assessment to the end of intervention on both the social and behavioural rating scales. The homework checklist also emerged with significant differences from onset to completion of intervention.

The limitations of this study include the small sample size and associated limit to generalisation. Newsome did not use a comparison group on this occasion. The

strength of this research was that the researcher justified these measures in terms of making associations between the benefits of SFBT and positive outcomes. All measures were to do with motivation and other affective states of mind for which there is well documented evidence that SFBT is a suitable intervention (O'Hanlon & Weiner Davis, 1989).

Franklin, Streeter, Kim & Tripodi (2007) found the comparison group attendance and graduation rate became significantly higher than the SFBT group. The reason was given as the ability of the SFBT group to self-pace and thereby decrease their attendance. This was explained in terms of SFBT pupils being able to decrease SFBT sessions and enrol for the next year, so these measures became unsuitable.

Franklin, Moore and Hopson (2008) evaluated the effectiveness of SFBT with children who demonstrated behaviour problems in school. There were no significant findings in terms of difference between the SFBT and comparison group for 'internalised behaviours' such as anxiety. Teachers were trained as consultants and there were discrepancies between children and teachers' perceptions of the same criteria.

Daki and Savage (2010) used a randomised control trial study over three months in Canada to evaluate the effectiveness of solution-focused approach in addressing the academic and socio-emotional needs of a sample of fourteen

pupils (7-14 years old) with reading difficulties. For some pupils English was an additional language. This was a between group design and the intervention group received five sessions of solution-focused work. The results showed a large effect size in favour of the intervention group. A second research question explored whether SFBT addressed additional problems linked with reading difficulties such as self-esteem and emotional and behavioural difficulties. Children were asked to draw their world. They were then complimented and given homework tasks which were discussed in the following session. The format of the next five sessions consisted of exceptions, compliments and scaling questions. The sample of children rendered the parametric statistical analysis and presentation meaningless in terms of validity, as all statistical assumptions were violated.

The strengths of this research lay in its adoption of many good methodological practices including the random assignment of pupils to each group, the ordering of assessments, and questionnaires in order to engage the children in the four 45-minute assessments. The assessments took approximately 2/3rd as long as the intervention and one might suggest a practice effect should have been discussed. The control group literacy scores also improved significantly because the group had received some literacy improvement strategies in error, which invalidated the purpose of a comparison group. No accounting for degree of parental support was reported.

In summary, this piece of research did not answer the question about the effectiveness of SFBT as an intervention to improve literacy, motivation or self-esteem because there were confounding variables not accounted for, and the link to self-esteem appeared tenuous. However, one can conclude that five hours of SFBT on seven children did appear to provide short-term gains over seven other children who received support from a research assistant with their maths homework.

3.5 Educational psychologists (EPs) working in schools with SFBT

Stobie, Boyle and Woolfson (2005) used a small-scale computer mediated exploratory survey. They investigated how solution-focused practice is evaluated and contributes to EP knowledge and skill base. Stobie et al. repeat the theme that no British evaluations about the effectiveness of solution-focused practice by EPs had been published. 52% of the EPs surveyed did not evaluate the effectiveness of solution-focused practice. The most popular evaluative criterion was the raising of clients' feelings of competence for coping, with attainment of goals being a close second. Strangely, long-term outcomes ranked near the bottom of the evaluative process.

Stobie et al. used Goal Attainment Scaling technique in common with this research. They suggested that "GAS principles could usefully be employed by EPs in evaluating the outcomes of solution-focused work...it is for evaluating services where clients have individual goals that make evaluation against

standardised norms inappropriate or difficult” (p 22). They also suggested that GAS lends itself to the evaluation of solution-focused work, since a rating scale is used by both these approaches to help clients identify where they have come from and where they would like to go next. An alternative methodology could have incorporated a group of EPs using SFBT in a way that was standardised by the researchers, and using a longitudinal study to evaluate the identified changes. The researchers suggest that EPs in the UK use solution-focused practice due to its pragmatic value, its prescriptive methods and the short period of time necessary for change to occur.

Simm and Ingram (2008) undertook research at a whole school level, with two EPs working in the schools for two years. The aim was to develop the use of solution-focused approaches in four primary schools. The method of data collection was described as ‘realist interviews’ to identify mechanisms responsible for encouraging change in school practices. The intervention intended to build people’s competencies and resources. The methodology used incorporated EPs working with individual pupils and teachers, consultations, meetings, group work and training. A considerable limitation of the project was to exclude some school staff even though the researchers wanted all the staff to feel a sense of ownership of the project. The importance of ownership has already been cited as essential. (Fullan, 1991) No data was included from the EP’s work with children.

The interviews consisted of four questions which all began with 'we thought that' and ended with 'what do you think about this?' The claims of the research are overreaching for the sample size of five interviews which yielded 100 mechanisms for change. No justification was given for the final choice of mechanisms and some were generated through a single reference. The research included direct quotes from school staff but no formal method of analysis was mentioned. Any reference to negative comments or evaluative ideas or lack of them, was excluded. Further limitations included lack of evidence of any of the seven solution-focused techniques in terms of miracle questioning, scaling, finding exceptions or goal setting (Kim, 2008). There was also no mention of the Hawthorne Effect (Mayo, 1933) which might have been responsible for some of the changes. However, in terms of model fidelity and rigorous methodology this study reflects the criticisms of evaluative claims of solution-focused working in schools (Gingerich & Eisengart, 2000; Newsome, 2004; Kim, 2008; Kim & Franklin, 2009; Daki & Savage, 2010).

3.6 The use of Solution Oriented working in schools

Osenton and Chang (1999) undertook a study focusing on encouraging young pupils to become Solution Oriented, which appeared to be successful. The element which would appear to have made this initiative successful was the 'sign up' by teachers. The study listed six of the Solution Oriented practices. An SO classroom management plan was developed in a Grade one (age range 4-5 years old) classroom in a high-needs school. The outcome reported was that SO

principles in the educational context provided a positive and effective classroom environment for academic and social development. The programme used the Solution Oriented principles (O Hanlon & Weiner-Davis, 1989) listed in Appendix 2a.

De Shazer (1994) suggested that classroom problems are socially constructed. The assumption of solution-focused or oriented practice is that the meaning of emotion and behaviour are the product of the observer as well as being a characteristic of the person. Therefore, the approach looks to build on personal strengths. The approach suggests there is no 'right way' to view situations and does not seek a correct interpretation or meaning of human behaviour. When working in a school context, the practitioner develops interactions which develop solutions and general school goals, and works with a group of young individuals with individual behaviour patterns.

The programme described by Osenton and Chang was run over a year but disappointingly the report did not suggest that the programme would then become permanent practice. The teacher explained the Solution Oriented assumptions to the students because SO is not only a way of thinking, but a task driven approach. The miracle question (de Shazer, 1988) leads to clearly defined goals: 'a difference that makes a difference' (Nummally, de Shazer, Lipchik & Berg, 1986, p 90). The miracle chosen (the outcome) which would occur over night to produce 'the best classroom in the whole school', would be a

place where new knowledge and new friends would be gained. It would be safe and there would be fun to be had. The intervention included positive classroom rules positioned prominently in the class. These were about listening to the teacher, walking carefully, being kind and helpful to others. The pupils were asked how they would know they were maintaining the ideal classroom. Noting exceptions was an activity undertaken daily by all pupils and there was a feedback system at the end of the day. These exceptions would be when pupils had avoided undesired behaviours. Solution behaviour was rated using a scaling question (Berg & Miller, 1992). Linking exceptions to actions (O'Hanlon & Weiner-Davis, 1989) occurred through the encouragement of personal responsibility. Teachers asked 'how' questions such as 'how did you ignore that behaviour and kept on working?' Pupils then began to do this themselves. Acknowledgement of change (Metcalf, 1995) was undertaken through certificates and celebrations. At the end of the week a classroom discussion took place using the 5D model:

- An image of a goal is *developed*
- Ways in which a solution was already occurring were *discovered*;
- Small steps towards the goal was *determined*;
- Useful actions were *described*;
- A plan where teacher and pupils *did* things was devised to attain the goal (Kral, 1994).

Unacceptable behaviour was ignored by all staff and pupils. Focusing on appropriate behaviour was done through affirmation. Pupils followed suit by learning to ignore and to locate other pupils who were behaving well and complimenting them. Solution orientation is about personal agency, 'how did you do that?' rather than passive operant conditioning by positive reinforcement (Skinner, 1957). 'Positive blame' (Kral, 1994) was used to highlight and give approval of good behaviours, for instance in an exception situation which might have led to a consequence but was avoided.

The programme required no additional resources. However, it did require a shift of perspective from 'teacher as experts' to 'pupils having expertise of their own'. Therefore, solutions were generated by the pupils and maintenance required careful rules about attention and ignoring. The main tenet of the philosophy which was observed by this study was:

"If it does not work do something differently. Once you know it works do more of it". (de Shazer, 1988)

3.7 Pilot evaluation of the Solution Oriented School Programme

The SOS Pilot in Primary Schools (Lawson, 2006), describes SOS as a whole school approach with staged intervention, based on the principles of SFBT. The method of data collection used was questionnaires for the Senior School Management Team, facilitators and teaching staff, and facilitator's self-recorded diaries. These addressed seven areas of interest, including strategies to

overcome barriers, maintenance of the programme, external support needed and long-term school aims.

The results showed that staff felt that no external support would be needed to keep programme momentum high. They felt that raising the profile of SOS and retaining the regular facilitator meetings and posting information of the SOS notice board would continue. One day's training for all staff was also recommended. Graphs suggested that SOS had the least impact on multi-agency meetings and the greatest impact on the reduction of exclusions and improving pupil motivation.

Conclusions from the evaluation suggest that each school rolled out the programme in a different way, which suggests that there were difficulties with Programme fidelity. The key implication from the pilot study was that more time was needed for staff training, communication and Solution Oriented development. The suggested time scale for the programme to become established was about eighteen months.

3.8 Conclusion from literature review of the use of solution-focused approaches in schools

Results of the success of SFBT in schools are mixed and inconclusive due in part to some unreliable outcome measures and unforeseen differences between groups in terms of attendance rules. Results for academic improvement,

behaviour scales and self-esteem do not suggest that SFBT made a positive impact overall. Much of the research above was looking for the positive effect of SFBT on outcomes which have no research base as being correlated to SFBT. Unexpected outcomes were explained away in terms of factors not thought of in advance or investigated further post-research. The researchers did not fully acknowledge or address methodological limitations in previous studies.

Although a quasi-experimental approach was adopted there is no evidence of triangulation in any of the research where a single method of data collection dominates the methodology. Clients have not been asked to explain any ambiguities or anomalous results. The research vigour is elusive. Therefore there is the need to design an evaluation which not only looks at the effectiveness of solution-focused principles when adopted in schools, but how they contribute to school improvement at a whole school level. The emphasis of interventions focusing on children rather than staff would seem inappropriate, when the research into organisational change, school effectiveness and improvement indicate it is the school staff who can navigate change processes.

To date no published research in schools taking a whole school philosophical approach to bringing about a vision of the future has been located. This way of thinking demonstrates how SFBT has evolved into a Solution Oriented approach, which is congruent with the idea of organisational change being evolutionary in terms of becoming adaptable over time in order to survive (Morgan, 1998).

3.9 Summary of the critique

This chapter has reviewed the literature and research into solution-focused approaches in schools, and identified limitations in previous research into solution-focused impact on school improvement criteria, such as pupil behaviour, absences, grade attainment and self-esteem. The chapter also offers the explanation that there is no theoretical underpinning as to why a fixed number of therapy sessions should bring about such large cultural shifts. Research to date has not been explanatory and the theoretical basis of models and hypothesised outcomes have been tenuous. Any unfavourable or unexpected outcomes have been explained away by methodological flaws which could have been avoided.

The literature review has identified an area where no published research exists and therefore demonstrated that the evaluation of the SOS Programme is an original and necessary area of research that will be of use to educators interested in school improvement. The next section describes how the critique of existing literature has highlighted a number of gaps in existing research and informed the methodology employed in this research.

3.10 Implications for this study

The work in Europe on school improvement has been based on the positivist paradigm where data is presented as real, measurable and is statistically analysed to produce a general model. This is a very reductionist model and a nomothetic approach, and is not interested in the exploration of ideas,

experiences and their application. School improvement and effectiveness have been shown to take two directions, in terms of measurement of narrowly based tangible outcomes or reporting of change of structures, systems and processes.

The Solution Oriented model of school improvement is based on ten principles which focus on the human ability to bring about change. They incorporate the following cognitive processes: evaluation, planning, problem solving, attention and reasoning. Being future-focused and setting goals requires thoughtful planning of small steps (Simon, 1979) which are cognitive processes required for problem solving and transference of learning. Cognition is about how the mind perceives the world through the senses and interprets it. The main focus of this approach is on how people acquire, process and store information. One practical application is on how to improve decision making. Therefore the theoretical underpinnings of this study draw upon the fields of cognitive and organisational psychology, espousing a solution oriented model. The SOS Programme is about changing systems to bring about solutions, and setting goals which identify progress. The epistemological stance adopted in this research is one of critical realism.

The claims of the SOS Programme are that successful implementation will be demonstrated by the decreasing of unwanted factors such as absence of staff and pupils and the increase of factors such as academic attainment and self-esteem. The research questions all addressed these outward signs of school

improvement as detailed in the introduction. In addition this research focused on investigating how well the Programme facilitated the goals and what the perceived benefits of the Programme were for each school. Therefore, the gaps in the research into school improvement would be satisfied in terms of using systematic thematic analysis of first-hand interview data to produce a simplified and practical model of school improvement. The inclusion of quotations which illustrate the codes and core themes identified provides transparency about how the model was developed.

Chapter four provides an account of how the attributes of best research practice were incorporated into the methodology of this study. Although the sample of participants was not randomly allocated, the number of participants used in this research was large and the statistical analysis was set at an appropriate level in terms of not violating assumptions of the test. Several comparison groups were used, and two post data points were incorporated into the methodology as suggested by Crowley and Hauser (2007).

CHAPTER FOUR: Methodology

4.1 Introduction

The chapter begins by stating the research questions, the SOS Programme claims of effectiveness, and the corresponding criteria used by the research for the measurement of the claimed effectiveness. The subsequent sections discuss the type of evaluation and research paradigm chosen. The chapter concludes with an explanation about how the research questions were answered by the data collection and analysis which employed both qualitative and quantitative methods.

The design section of the chapter addresses the profile of the participant groups with the data collection points and a description of the measures which are described and justified. The coding and analysis of qualitative data is explained and justified together with a range of statistical analysis methods employed to test the null hypotheses, using quantitative data. This chapter **also considers** ethical issues and concludes with a summary of the chapter.

4.2 The research questions

The overarching research question explored whether the SOS Programme delivered the school improvements it claimed. The claims (regarding pupil absences, pupil exclusion rates, staff capacity building, school morale and pupil behaviour) that were evaluated fell into two categories:

- i) Identifiable factors that should decrease and
- ii) Identifiable factors which should increase.

The research methodology measured these factors before and after intervention. Essex Local Education Authority (LA), who commissioned the research, stated that certain criteria needed to be fulfilled in order to ascertain whether the SOS Programme was effective. If these criteria were met this would justify its use within the LA. Therefore the research questions asked whether the identifiable factors increased or decreased following the delivery of the programme. The seven research questions are listed below:

RQ1 Do exclusion rates, staff absence, staff turnover and pupil absences decrease after SOS Programme participation?

RQ2 Are SATs levels affected after participation in the SOS Programme?

RQ3 Does the self-esteem of pupils and staff significantly improve after one year's completion of the SOS Programme?

Research questions four to seven were answered by semi-structured interviews pre and post-Programme participation and the goals identified and attainment accessed after the second interview.

RQ4 What do participating schools want to gain from participation in the SOS Programme?

RQ5 How successful are the schools in meeting these aims after one year? This question was also answered through a correlation analysis with Level of Programme participation and goal scores attained.

RQ6 How could the SOS Programme be improved to increase the range of benefits to the school?

RQ7 Are there any additional benefits not anticipated at the beginning of the SOS Programme and how could these be measured?

4.3 Research Paradigm and Design

4.3.1 Ontological considerations

Crotty (1998) describes ontology as ‘what is being’ and that will determine the epistemological position of the researcher when deciding the theoretical perspective. The researcher’s ontology guides the way the world is looked at and acted upon which is known as a paradigm. The way the nature of knowledge is viewed and the language used to discuss it is known as epistemology. When studying phenomena from an objective viewpoint my ‘own being’ is of less value because the researcher attempts to remain detached from the collection of numerical data. However, the decision as to which data to collect is made by the researcher, or the researcher’s commissioners and so these decisions cannot be totally objective. Some of these decisions about data collection were made by the Local Authority but the researcher was free to choose the methodology. The researcher needed to reflect on her own

epistemological position by researching the subject prior to choosing the methods of data collection.

Post-positivism was chosen as the paradigm which reflected the world view of the researcher. The research took a top down approach. An assumption was made (based on increase or decrease of set criteria) which was generated from a theory, (solution-focused psychology principles) and therefore the hypotheses were chosen to be tested with a true/false outcome. The chosen paradigm of post-positivism is a philosophical approach which denies 'absolute truth' but shares principles from the positivist position, such as objectivity, realism and the aim to engage in value-free enquiry (Phillips, 1987, 1992, 2006). The role of the researcher when working within a positivist paradigm is detached and is looking in from the outside. However, as well as collecting quantitative data, the researcher wanted to interact with the SOS facilitators in order to explore what was happening from their point of view. A post-positivist goal would be value-free data collection, and typically qualitative methods of data collection such as interviews would be structured with pre-determined questions with responses recorded and analysed or counted (Miles & Huberman, 1994).

The theory which emerged from the qualitative part of the study complimented the Solution Oriented theoretical framework and served the purpose of explaining the process as well as the results (Leithwood, Jantzi & Steinbach, 1995). This type of knowledge is 'real' and independent of information gained through the

senses (Philips 1987,1992, 2006) and can be studied in a naturalistic setting. The researcher also believes that there are causal relationships between events, but it is not the intention to 'prove' a theory but to eliminate alternative explanations (Reichardt & Rallis,1994).

4.3.2 Variables and threats to validity

The variables used in this study were drawn from the literature about the SOS Programme and some data was converted into quantitative variables for statistical analysis in order to look at the relationship between them and its strength. The researcher effect (Rosenthal, 1966) was reduced by using on-line surveys which supported the objective stance of research within a post -positivist paradigm. There are many threats to external validity which affect the ability to generalise the findings of any research. Scoring standardised surveys and using data published by the LA decreased the possibility of researcher bias. All quantitative data was collected at 'arm's length' and large sample sizes were used where practical. However, the research aim was not to generalise the findings but to provide an explanation of the results of change and explore the process of change in schools, using first-hand accounts triangulated with quantitative data which was statistically analysed to test the probability of results being obtained by chance factors alone.

4.3.3 Comparison groups and threats to reliability

In this research a comparative control group could not be set up, which was a methodological flaw from an experimental approach and therefore provided no opportunity to prove cause and effect. Coe (2009) suggested that creating a control group which received no treatment at all was both ethically unacceptable and in practice hard to achieve. Schildkamp, Visscher & Luyten (2009) also pointed out that practically all schools implement improvement programmes, which are encouraged by the Local Authority and expected by the school inspectors. By taking pre and post-scores for all the quantitative data, a repeated measures design was achieved. Key Stage 1 and 2 data was compared with National, Eastern region and the rest of Essex Primary schools for comparative purposes. The researcher did not have the capacity in terms of funding or timescale to collect self-esteem data at these levels. The data on staff absences and turnover was also unavailable to the researcher.

Miles and Huberman (1994) suggest that there will be some stable relationships between types of data collected even when it is not under strict experimental conditions. Trends and patterns can suggest correlations between scores when there are a large number of participants, and by using a repeated measures design some of these difficulties are reduced in terms of importance. A quasi-scientific approach is more realistic in terms of not expecting to generalise the findings of this study but to attempt an explanatory approach.

Statistically, the measured results of a randomly chosen sample would group towards a 'normal' distribution and so the results would generalise to the wider population. However, this quasi-experimental research intended to evaluate a programme from the perspective of the users, utilising a small sample size. The research group was not randomly assigned because the schools had opted to be involved with the SOS Programme. These were a theoretical sample because some of the research questions required a richness of data which could only be collected from a purposeful sample. The selection of schools was deemed appropriate for this purpose, and the effect size was a valuable indicator in terms of the extent to which the significance was reliable. The theoretical sampling and non parametric tests chosen could impact negatively on reliability and validity in terms of being able to replicate the findings (Campbell & Stanley, 1963). The researcher looked for a 'better explanation' rather than an explanation that came closest to the researcher's values, (pragmatism) which was congruent with post-positivist epistemology and ontology (Tashakkori & Teddlie, 1998). Due to logistical and time restraints not all schools were interviewed. Twelve schools participated in eighteen recorded interviews which were transcribed, and seventeen schools were included in the qualitative analysis. The remaining nine schools were telephoned for their views and notes recorded and clarified with the respondent.

4.3.4 Critical Realism and Mixed Methodology

Critical realism takes the view that reality exists but not in a perfect form. This position does not set out to 'prove' anything but to suggest that alternative explanations for the phenomena found can be less probable. The conceptual framework of critical realism provides the third way between positivism and relativism and therefore a mixed methodology design was entirely appropriate. A mixed methodology allows the researcher to capture the data and reinvest it back into the literature reviewed thereby expanding the knowledge already known. In some cases this will be explanatory and in others exploratory, confirming or confounding existing knowledge. A mixed methodology allows the researcher to be systematic by slicing up the questions into different components. The data collected must allow the researcher to ask the questions from it. This means it must not only be relevant in order to provide internal validity but it should be able to provide the answers to why the event has happened, to what extent did it happen and whether there are relationships as well as differences. A mixed methods design requires some explanation of how the two paradigms were integrated.

The combination of post-positivism with a critical realist approach is that it enables the researcher to expand each approach. This permits the prediction of events as well as discovering human experience and the two paradigms can be thought of as both investigating and discovering common experiences as well as acknowledging variation. The researcher believes that if people are shaped by

similar experiences, then these actual experiences can be treated as real thus taking both an exploratory and explanatory stance. As stated previously, it is often not just the actual outcome which is of interest but the process behind that achievement or lack of it that is of interest for this researcher. Creswell (2004) suggests there is often a dilemma about which data lends more weight to the research because there can be conflict between the two epistemological positions regarding which data types might be more powerful. In simple terms it is possible to look at school improvement from 'different directions'.

In this research neither set of data played a smaller role. Although the outcomes of the quantitative and qualitative data did address specific questions, the knowledge gained answered the overarching evaluative question. "Does the Programme serve the purpose of its users?" So a sequential nested design was adopted because the qualitative data was used for quantitative purposes which were explanatory (Cresswell, 2004). Views about Programme involvement were used for exploratory purposes. In addition, common themes would enable subsequent participants to benefit from the Programme use by building on previous experience. Figure 4.3.4 illustrates the complete design of the research.

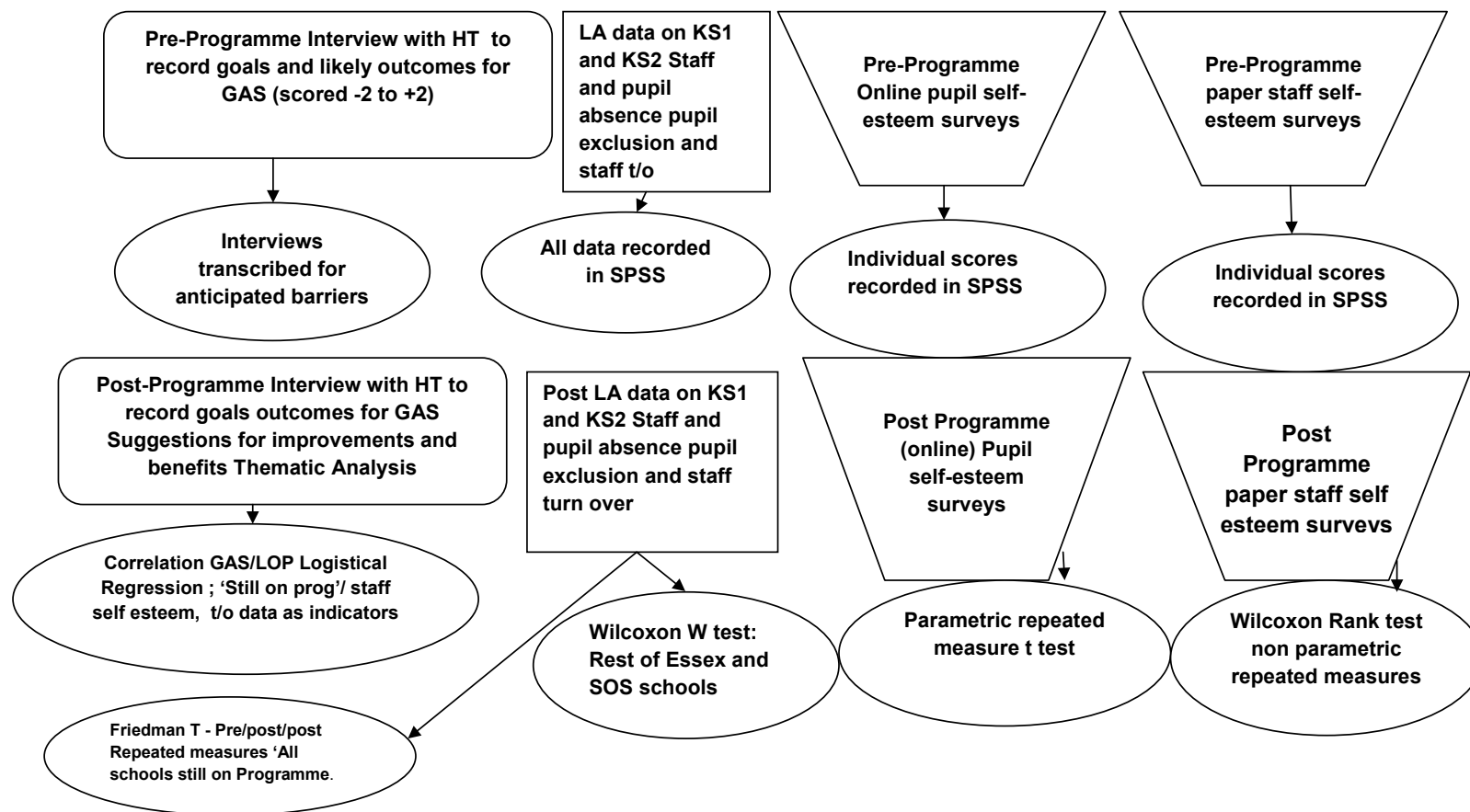


Figure 4.3.4 Data Collection and qualitative and quantitative analyses

4.3.5 Overcoming the complexity of Mixed Method data collection

Banister, Burman, Parker, Taylor and Tindall (1994) suggest single methods of data collection can be limiting and contain their own distortions and threats to validity. There are some limitations of the mixed method design. The researcher needed to have a broad range of skills and understanding because several data collection and analysis methods were involved and there could be contradictory results. However, in the design of this research any contradictory result between quantitative and qualitative data provided an interesting discussion about the nature of evaluation and evaluation criteria, and identified areas for future research.

The advantage of using both methods together was that in combination it was possible to confirm the stated outcomes of SOS participation or challenge them. The quantitative method performed this function statistically and the qualitative methods achieved this by providing insights about Programme participation, thus taking both explanatory and exploratory stances to inform future users.

The research was concerned with the generation of knowledge about school improvement and the particular experiences of implementing the SOS Improvement Programme. The knowledge required was not focused on the emotional feelings of participants but the actual numerical measurement of set criteria before and after a time scale set down by the research design. The time scale set was guided by Crowley and Hauser (2007) who suggested two data

collection points post-Programme commencement. The pre-data collection points were before autumn 2009 and post-data collection points chosen were end of the academic year 2009 and 2010 for all data except for the self-esteem data which was collected post training 2009 and twelve months later in 2010. However the researcher needed to acknowledge that not all the data collected could be recorded from a totally objective viewpoint.

Although the numerical data was collected objectively by the researcher, some data could be regarded as constructed by the school. For instance, the decision by school staff of when to exclude or record an authorised absence could be construed as subjective in nature. Support for this view is reported by Devalle (1996) who suggests that natural bias will prevent researchers from making objective judgments and that all reality is constructed through intra-personal factors which creates bias based on past and cultural experiences. These records would therefore be as a direct result of the senior management team's decisions in that particular school. This produced a philosophical paradox for the researcher's epistemology. After due consideration, the researcher decided that the measures recorded by the Local Authority are regarded by the Government as real and quantifiable, and this informs Ofsted inspection outcomes. The range of results gained from the school performance criteria measured pre and post, together with the views of the Head teachers are addressed in Chapters 5 and 6.

It was logical that the SOS Programme chose the same type of success criteria as the UK Government because schools would find it challenging to set separate criteria from Ofsted (Chapman, 2001). Therefore a comparison was needed which incorporated data collected prior to Programme intervention in order to set a baseline. All historical data held by the Local Authority was used in order to produce an average for KS results and fixed-term exclusions between the period 2004-2008, pupil absences between 2001-2008, staff data between 2007-2008 with those recorded for 2009 and 2010. It was decided the nature of self-esteem needed to be measured immediately prior to Programme implementation. Since the data can only be known in an imperfect way and because of the quasi-experimental nature of data collection, this piece of research sits within a post-positivist paradigm (Lincoln & Guba, 2000).

4.4 Evaluation design selected for the SOS Programme

Robson (2000) suggests that before undertaking evaluation research, it is important to look at both the claims of the programme and whether these claims meet the client needs. In the case of this research the needs were stated by the Local Authority and the participating schools. It was felt necessary to reflect the philosophy of goal setting by the client, in line with Solution Oriented philosophy, which has been modified from SFBT. Therefore, as a vital component of a solution-focused approach, the outcomes of the goals selected by the client should be measured as a matter of priority. Robson suggests that an evaluation could include some recommendations for improvement. It was decided that as

the Programme is already well established, the evaluation would be summative (Robson, 2000). Scriven (1967) suggested a formative evaluation would be utilised to shape a new programme, but this Programme was being judged for its effectiveness. (Weiss, 1998)

The type of evaluation chosen was an evaluation of outcomes since the overarching research question was whether there had been a change following the intervention. The success criteria required numerical measures of self-esteem, absences, exclusions, staff turnover and comparisons between past and present Key Stage academic results (SATs) (see Table 4.4). Therefore, the most appropriate methodology would involve quantitative methods of data collection and a statistical analysis of data.

Table 4.4 Criteria of SOS effectiveness as identified by the LA.

SOS Claim	Measures of effectiveness of SOS programme
Improving relations & ethos Enhanced wellbeing (pupil and staff)	Increased self-esteem of pupils and staff, and increased retention of staff
Attendance increases for staff and pupils	A reduction in pupil and staff absences
Improved behaviour	Reduction in fixed-term exclusions
Improvement in the quality of teaching and learning	Improved academic results measured by Key Stage 1&2 assessments
Improvements to staff capacity building	Attainment of school-set goals

Published Standard Attainment Tests at Key Stage 1 (KS1) and Key Stage 2 (KS2) from participating schools in English, Mathematics and Science were chosen to indicate improvements in teaching and learning because they were nationally standardised examination results and could be compared at several levels. (Crowley & Hauser, 2007) The comparison groups reflected KS1 and KS2 data from schools in the Eastern region, given their proximity to Essex. They also included Essex Primary schools not participating in the SOS Programme.

Improvement in school morale was measured through standardised self-esteem questionnaires (Lawrence, 1982 & Rosenberg, 1965) and capacity building of staff was measured through goal achievements as selected and evaluated by the SOS facilitator or Head teacher. Pupil absences and exclusions and staff turnover and absences were collected from records kept by Essex County Data Unit. Figure 4.4.1 illustrates criteria measured to indicate whether programme claims had been met or not.

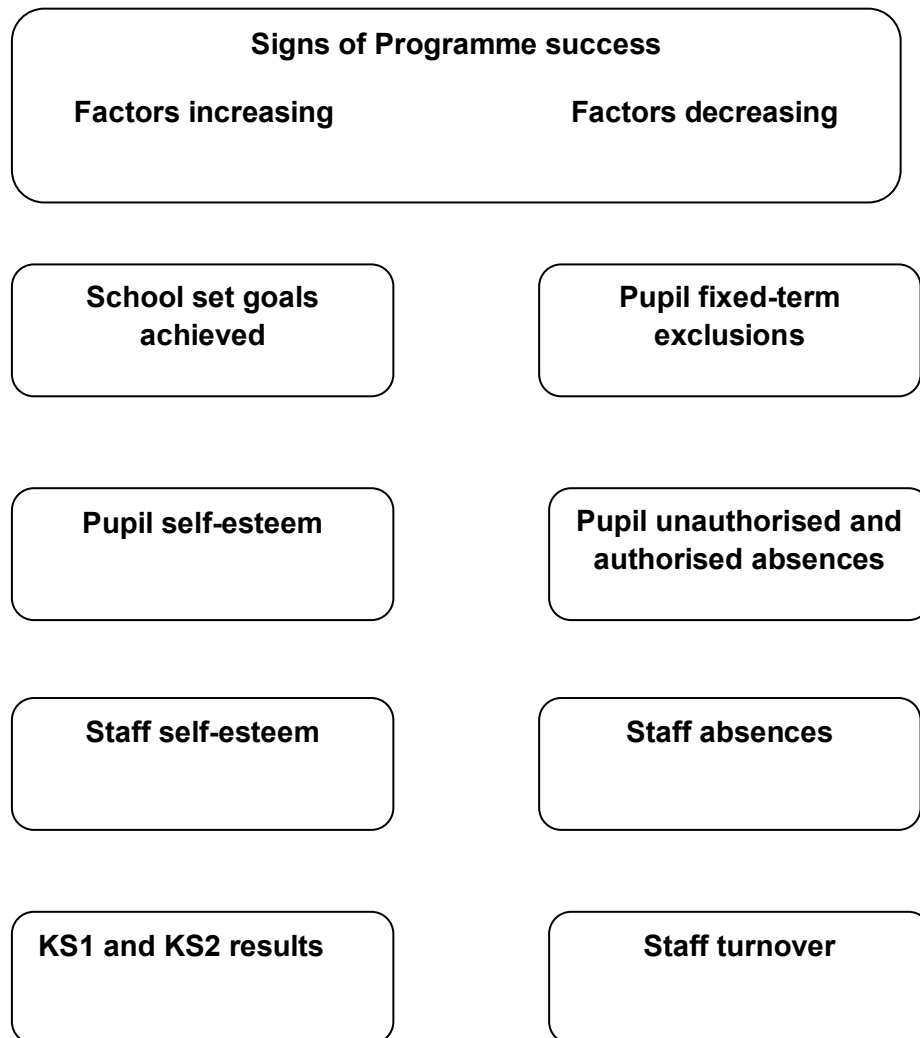


Figure 4.4.1 Criteria measured to indicate success of SOS Programme claims

The researcher also wanted the flexibility of qualitative enquiry in order to go beyond what was already known about SOS. The researcher decided that the external validity of the results obtained would benefit from clarification by school staff. Thus in addition to the quantitative data, qualitative data obtained through interviews with staff were included to provide a richness of data to address this missing element from previous research. Borman, Hewes, Overman and Brown (2002) suggest that the inclusion of information about programme implementation is a vital component which is often missing from school improvement literature. As discussed in Chapter three, deviating from the suggested implementation of the programme produced unreliable results (Kim, 2008).

By using different ways to study the same phenomena, the results would provide mutual confirmation which would increase the validity of the findings (Bryman,1988). The rationale was that meaning and measurement complemented each other and held equal weight in terms of knowledge and reality. Hence the rationale for using a repeated measures design within a mixed methods approach.

4.5 The research questions and their relationship to data collection and analysis

In line with the Solution Oriented principles, small changes can produce a large impact. Therefore the view was taken that as normal distribution of data was unlikely, some data could be represented in graphic form to produce instantly recognisable changes in trends or lack of them. By taking the mean over several years prior to Programme participation, and comparing it to the figures at the end of the first and second academic years of the programme, a difference could be identified.

Many of the Programme success criteria required 'yes' or 'no' answers. Therefore an analysis that supported this type of data, but which did not need to be normally distributed was located. The analysis which solved this potential problem was one that used binary logistical regression. This procedure is described in section 4.11.3. Data about the level of programme participation and school-set goals was gained through interviews and used for the quantitative analysis. In addition the interviews 'put flesh on the bones' and provided valuable insights into successes and difficulties in terms of the perceptions of the participants. For ease of reference Table 4.5 maps the method of data collection pre and post intervention on to the research questions and the type of analysis.

Table 4.5 Relationship between research questions, method of data collection and type of analysis

RQ No.	Research Question	Method of data collection pre and post intervention	Type of analysis	No of Particip-ants	Type of recording of results
1(i)	Do exclusion rates decrease during SOS Programme participation?	Data on f/t exclusion collected from LA records	Computation of the mean for exclusions between Sept 2003 and August 2008 and test for a significant difference in the exclusion rates for average 2003-2008, 2009 and 2010 using Freidman Test for SOS schools	18 schools	Graphs and descriptive statistics outcome of null hypothesis
1(ii)	Do staff absences and percentage of staff turnover decrease during participation in the SOS Programme?	Data on staff absence and turnover collected from LA records	Test for a significant difference in the staff absences and turnover rates 2008, 2009 and 2010 using Freidman Test for SOS participating schools.	18 schools	Graphs and descriptive statistics outcome of null hypothesis
1(iii)	Do pupil absences decrease during participation in the SOS Programme?	Data on pupil absence both authorised and unauthorised collected from LA records	Computation of the mean for pupil absences between September 2001 and August 2008 and test for a significant difference in the exclusion rates for average 2001-2008, 2009 and 2010 using Freidman Test for SOS participating schools	18 schools	Graphs and descriptive statistics outcome of null hypothesis
2	Are SATs levels affected during participation in the SOS Programme?	Data on KS1 and KS2 results collected from LA records	Computation of the mean of percentage passes for KS1Level 3 and KS2 Level5 attainments between August 2004 and August 2008 followed by the computation of the improvement by subtraction of this mean from the percentage passes gained in 2010 for all Primary schools. A test for a significant difference in improvement between SOS and non - SOS Essex schools using a Wilcoxon Ranked Sum W Test. Use of National, Eastern and Essex results as comparison groups.	23 SOS schools and 302'rest of Essex'	Graphs and descriptive statistics Outcome of null hypothesis

RQ No.	Research Question	Method of data collection pre and post intervention	Type of analysis	No of Participants	Type of recording of results
3(i)	Does the self-esteem of pupils significantly improve after one year's participation in the SOS Programme?	Standardised questionnaires (Lawseq 1982)	T scores analysis pre and post Programme implementation for SOS schools (n=316)	316 children	Graphs and significant difference statement
3(ii)	Does self-esteem of school staff improve significantly after one year's participation in the SOS Programme?	Standardised Questionnaires (Rosenberg 1965)	Wilcoxon Rank analysis pre and post Programme implementation (n=99)	99 staff	Graphs and significant difference statement
4	What do participating schools want to gain from participation in the SOS Programme?	Semi-structured interviews	Thematic analysis and goals identified and the outcome of the attainment of goals set by schools. (Qualitative analysis)	26 schools	Quotations from interviews
5	How successful are the schools in meeting these aims after one year?	Semi-structured interviews	Goals scored using standardised GAS scoring and correlation statistical procedure with levels of participation in Programme.	26 schools	Quotations from interviews level of significance
6	How could the SOS Programme be improved to increase the range of benefits to the school?	Semi-structured interviews	Thematic analysis (qualitative analysis)	26 schools	Quotations from interviews
7	Are there any additional benefits not anticipated at the beginning of the SOS Programme?	Semi-structured interviews	Thematic analysis (qualitative analysis)	26 schools	Quotations from interviews

4. 6 Context and Location for Study

The schools that participated in the SOS Programme would 'theoretically' typify the schools that opt onto a school improvement programme. None of the schools were identified as being in an 'Ofsted' category which means they all fell within the band of 'satisfactory' or above. Schools which fell into 'cause for concern' would be targeted for County intervention and have less freedom to choose their improvement strategy. The results of all data collected would not generalise to the whole school population because the sample was not randomly chosen. The descriptive statistics in relation to ethnicity of all pupils, number of free school meals, and pupils with special educational needs attending the school are provided in Table 4.6, which also contains the pupil profiles by research grouping to include National, Regional and Essex primary schools excluding SOS schools.

It was noted that the SOS group of schools had a similar profile in terms of FSM and EAL to the remaining primary schools in Essex who did not receive the training. However, in comparison with Eastern region (Bedford, Cambridge, Hertfordshire, Luton, Norfolk, Peterborough, Southend, Suffolk and Thurrock) and National context data the pupil collective profile differed in all aspects.

Table 4.6. The pupil profile figures recorded by Essex Local Authority in 2010

School by research grouping	Number of eligible pupils in KS1 cohort	% SEN	% FSM	%EAL	% Ethnic target	Number of Schools in OFSTED category Special Measure
SOS schools (n =25)	657	12.46	8.58	4.75	6.25	1
Rest of Essex Primary Schools (n=302)	9774	18.97	11.42	3.85	6.60	3
Eastern Region (n = 1808)	61256	21	14	10	12	29
National (n=15579)	551737	22	19	17	16	36
School by research group	No of eligible pupils in KS2 cohort	% SEN	% FSM	%EAL	% Ethnic target	Number of Schools in OFSTED category of Special Measures
SOS schools (n=25)	677	9	5	2	5	0
Rest of Essex Primary Schools (n=302)	9320	17	10	4	7	4
Eastern Region (n=1808)	63465	23.2	11.5	7.5	9.5	20
National (15579)	565105	25.00	16.4	13.2	13.00	36

Note: KS: Key Stage; EAL: English as an addition Language; SEN: Special educational needs; FSM: Free School Meals.

4. 7 Participants

For RQ1, the participants were the SOS schools still on Programme which included one junior school and one special school. The age range of all pupils was between four and eleven years. For RQ two the participants were 23 Primary

schools. For RQ three (i), the participants were individual school children and staff members attending the SOS group of schools. The children in the self-esteem survey numbered 316 and were from twelve SOS trained schools in National Curriculum year groups 1, 3 and 5 pre-Programme, so that when they were assessed one year later, they were still in the same Key stage and school. The schools were not able to provide information about the proportion of children and staff from each school who completed the surveys. No details were collected regarding the break-down of gender, ethnicity or special educational needs because the Programme claims to improve factors at whole school level and does not view these variables as impacting at whole school level. Collecting this data would have not only compromised confidentiality but would have added to any difficulties the young children might have had with the survey completion. However, this data was collected for the Key Stage data analysis for the SOS group, the rest of Essex, the Eastern Region and at national level. The total of school staff numbered 297 (64%) for the self-esteem data collected from all the SOS trained schools, and all these responses were used for the logistical regression on 'Still on Programme'. However, only 99 (53%) matched pre and post self-esteem surveys were received from the schools who had remained on the Programme. The staff were not categorised by gender or age because often in small country schools the sole male member of staff could be identified, and all data collected was anonymous to the researcher and to the rest of the school staff. It was felt that confidentiality would enhance reliability of data, therefore staff data was statistically analysed at a school level.

The comparison group of schools numbered 302 Primary schools in Essex who had not received any SOS training. The Eastern region schools numbered 1,808 (with available KS1 and KS2 data) and the national number of schools was 15,579 (with available KS1 and 2 data). The National and Eastern number of schools both include Essex schools, but the numbers were of sufficient magnitude to provide the general trend outside of Essex without being biased due to the Essex schools being included. Unlike the figures for 'the rest of Essex' the figures used for the two other comparison groups included infant and junior schools. A larger study with access to national school information could improve on this methodology.

4.8 Measures/Instrumentation used to collate quantitative and qualitative data

A range of data measures were chosen to represent and measure the SOS Programme success criteria. In addition, information about the process of Programme implementation needed different methods of assessment. The Interview method was chosen to collate qualitative data about schools' goals and individual school needs. Follow-up interviews were used to assess the progress towards reaching the goals initially set a year earlier. Once the interview schedules had been designed they were piloted to ensure the pupils of each year group would be able to access the on-line questionnaire with minimal staff assistance. Feedback was given about clarity and no amendments were made (see Appendix 6a).

Standardised self-esteem surveys were used in order to increase reliability and validity so that statistical tests could be meaningfully applied. These were the Lawseq (1982) (for the pupils) and Rosenberg Self-Esteem Scale (1965) for the school staff members as described in section 4.8.2. The data from the surveys and the progress of the goals were used to collate quantitative data. Pilots were trialled.

4.8.1 Qualitative method of data collection

Semi-structured interviews were used in order to elicit the personal and individual experience of SOS participation. By choosing this method, it was hoped that certain patterns of experience would emerge from thematic analysis. This study wanted to focus on the reality of the current situation and to identify the individual goals for the Programme. It was decided that existing research would play a part in this approach and facilitate the planning of questions.

Semi-structured interviews have the flexibility to gain information which is not solely prescribed by the researcher. This method of data collection allowed the research to go beyond finding out whether the Programme delivered its claims or not, by examining the experience of Programme involvement. A limitation of the interview technique was that they were time consuming and the reliability of the analysis can also be very subjective. There were also issues around the researcher and interviewee relationship in terms of power of the researcher producing data from the interviewee, which the participants might perceive that

the researcher wanted to hear. It was the responsibility of the interviewer to reflect, and these reflections were included with the rationale for themes within the data analysis and this is discussed in chapter six.

The interview schedule was designed by the researcher and piloted on a school which had not taken part in the SOS programme but which had participated in another school improvement programme. Very minor adjustments were made to the spoken phraseology, and interviews began in the summer of 2009; the second part of the interview was undertaken throughout the summer of 2010.

In order to ensure the interviewer asked the important key questions, a guide was planned which was used as a framework from which the interviewer could work (Lofland & Lofland, 1984). Once the guide had been devised, a list of probes and prompts were drawn up, incorporating detail oriented, elaboration and clarification probes. (Maykut & Morehouse, 1994) These were used to focus the interviewee on a particular aspect of a given statement. It was thought beneficial to include some open questions and to empathise with the interviewee by paraphrasing their answers, to reassure the interviewee and seek confirmation that what was summarised reflected their views. This was done so that interviewees felt they could trust the interviewer and possibly share more in-depth information. The qualitative issues of ethics, the role of background knowledge, and the awareness of framing the questions in such a way as to

avoid biased answers, were all addressed when constructing the interview guidelines.

From the qualitative data goals were identified with specific outcomes in order to assess effectiveness of the Programme in terms of goals achieved. A tool was required which converted categorical data into a standardised score in order to perform a statistical test. Goal Attainment Scaling (Kiresuk, Smith & Cardillo, 1994) was used to produce a standardised score for correlation between levels of Programme participation and goal scores achieved. This tool was designed to be used in situations where specific goals are set jointly between the professional and client as part of programme planning. It was necessary to identify the specific goals, to define what the expected outcome should be. A review of achievement towards each goal was set when the programme was completed, or at an agreed time in the future, and the goals scored (see Figure 4.8).

The advantage of being flexible to invite the participants to set their own success criteria is counter-balanced by the opinions about success of goals which are very subjective. Some goals with short term aims set by schools were more easily attainable than others which provided longer term objectives. Another factor that would negatively affect the internal validity could have been that the Head of the School may have a vested interest in reporting the success of the goals.

Level of expected outcome	Goal 1 Self-esteem
Review date:	1 Year from now
Much more than expected (+2)	Expresses realistic positive feelings about self
More than expected (+1)	Expresses more positive than negative feelings about self
Most likely outcome (0)	Expresses equally both positive and negative feelings about self
Less than expected outcome (-1)	Expresses more negative than positive feelings about self
Much less than expected (-2)	Expresses only negative feelings about self

Figure 4. 8 An example of Goal Attainment Scaling (Kiresuk, Smith & Cardillo, 1994)

4.8.2 Quantitative methods of data collection

Surveys were chosen as a way in which to collect a large quantity of data which could be measured empirically so that a statistical analysis could be performed to find any significant difference between pre and post-intervention self-esteem scores for both pupils and school staff. The disadvantage of surveys can be that participants might answer questions in a way which they feel the researcher wants. It can also be very time consuming to score survey data. These limitations were met by providing online surveys which could be completed

anonymously. These were scored electronically, thus increasing the accuracy of the data and building in capacity for hundreds of responses. The use of widely used published Standardised self-esteem surveys (Lawrence, 1982 and Rosenberg, 1965) increased the validity and reliability of the information given.

The Lawseq self-esteem questionnaire (1982) was chosen to measure pupil self-esteem because it was standardised using a UK population sample. The second reason for its choice was because it was short, and would therefore require less concentrated effort for the young children. In addition the language was very child-friendly and the questions were relevant to all the literature found on self-esteem regarding young participants.

The survey consisted of sixteen questions with a maximum score of twenty-four (see Appendix 5a). The electronically formatted version was piloted using a selection of children known to the psychology department who ranged from foundation through to year six. The children reported back that they did not have any difficulties. However this pilot demonstrated the need for a message to remind participants to complete all questions and to continue to highlight 'empty' response boxes until they had been answered. All children were required to place their initials in the first box and choose their year group from a drop down menu.

Rosenberg's (1989) work on self-esteem and self-concept is recognised internationally. Rosenberg deemed self-esteem to be an attitude towards oneself which constituted a self-evaluation of one's value. He suggested that schools provide a pattern of characteristic social forces which are interpreted by the pupil and that self-esteem is an output of this process. Blascovich and Tomaka (1993) explain that self-esteem tends to be a stable characteristic of adults and changes are not easily measurable under experimental conditions because it is developed over a lifetime of experience.

"Experimentally manipulated success or failure is unlikely to have any measurable impact when assessed against a lifetime of self-evaluative experiences" (p 117).

By measuring a large cohort and not having the expectation of needing to generalise using a tightly controlled experimental design, the results of this scale were deemed useful in providing an indication of any changes in feelings of well-being.

4.8.3 Validity and reliability of Rosenberg Scale and LAWSEQ

The Rosenberg self-esteem scale uses a Likert scale from strongly agree (3) to strongly disagree (0). The total score from ten items range from 0 to 30 (see Appendix 5b).

The scale is reported to have a high reliability and test-retest correlations are over the .8 range. Cronbach's α (1982) is reported to reach between .77 and .88 (Blascovich & Tomaka, 1993; Rosenberg, 1989). Cronbach's α is a statistical measure of the internal consistency which is based on the relationship between items on the same measuring instrument. Internal consistency range is between 0 and 1. A correlation of 0.6 to 0.7 indicates good reliability. High correlation (> 0.9) might indicate that two items are measuring the same thing so one item might be obsolete as it is necessary for each question to make a unique contribution. Internal consistency is also linked to reliability which is the extent to which a set of answers could be replicated. This is different from validity which describes the extent to which the scale is measuring something consistently.

The Lawseq questionnaire (1982) was standardised using 9 year old children (15,000). The mean was 19.00, with a standard deviation of 4.00. Test-retest correlations were significant.

4.9 Procedure for data collection and data collection points

Data was collected from LA records for Key Stage 1 and 2 results from 2004-2010. The pre-Programme data point was taken as an average in percentage gains at KS1 Level 3 between 2004 and 2008. The first post-Programme point was July 2009 and the second was July 2010.

Pre and post self-esteem data was collected in June 2009 and July 2010. The LA staff turnover and absence figures from 2007-2008 were the pre-Programme figures and compared to those of 2009 and 2010 for all the twenty-six schools on the SOS Programme.

Pupil exclusion and absence data was similarly averaged pre-Programme 2001/2003-2008 and compared to post programme 2009 and 2010.

Goals were set pre-Programme for all schools and monitored one year later. Twenty-six schools contributed to the qualitative data collection about the experiences of SOS participation. In order to remain completely objective the researcher did not become involved with the implementation of the Programme in any schools. This was overseen by Senior Educational Psychologists in Essex and the Programme designer of SOS.

4.9.1. LA recorded data

The data collection department for Essex LA was contacted through a formal data request. The Human Resources Department were asked to supply the researcher with details of staff absences and staff turnover and these were supplied for 2007-2010. All available data was used in the analysis.

The researcher was given access to details of school profiles (context) including the percentage of free school meals, English as an additional language, the breakdown of the genders, special educational needs, attendance and whether the school was in an Ofsted category. In addition, Key Stage 1 and 2 results were listed for all schools at National and Regional level; these were summarised from 2004 to 2010. For the purpose of the analysis it was necessary to identify all the Primary schools since the Programme is a whole school Programme. The evaluation was looking at whole school level progression. Thus, only Primary schools were used from the Essex LA analysis of this data. Following this decision the number of schools amounted to 325.

4.9.2. Pupil self-esteem data collection

Self-esteem surveys (Lawrence, 1982) were typed into Survey Monkey and a password and email link were given to the schools' Head teachers. The teachers were given a consent letter to read out to the pupils to inform them they did not have to complete the survey if they did not wish to, and they could change their mind even when they had started or completed the forms. Pupils for whom

parental consent had been obtained were taken into computer rooms in order to complete the questionnaires on line. An explanation of the reason for the survey data and how to complete it was read out and a chance for questions was given. The teachers used the provided password so the pupils could complete the surveys. The first survey served as a practice run which included three very simple questions with predictable answers and gave the pupils a chance to use all three options and to become comfortable with using the 'don't know' option. The teachers were there to provide further clarification at this stage. Once the pupils understood the task they were given access to the real survey. The research ensured all questions were completed by putting in a restriction when the finish button was clicked if there were questions unanswered. A list of pupils was kept by the schools for removal of data purposes and also to match the cohort for pre and post-intervention. The scores were calculated electronically using the standardised scoring key provided by the author and downloaded on to spreadsheets.

This process was repeated one year later and schools were reminded that the pupils needed to be the same, and from one year group above the previous year. All responses were scored and matched to the existing data collected. A total of 316 matched scores were identified from the original schools who submitted pupil self-esteem data. Children who had moved schools or were new to the school were omitted from the analysis.

4.9.3. Collection of Staff self-esteem

The staff were sent consent letters as approved by the Ethics Committee of the University of East London and attached to the self-esteem survey. A contact number was given if the respondent wanted to contact the researcher for any reason or for clarification. The participants involved in the pilot reported that they had no difficulty answering the questionnaire.

The Rosenberg (1965) surveys were completed in approximately five minutes and returned with the consent forms to County Hall and collated into schools and date-stamped. Surveys were scored using the survey key provided by Rosenberg which stated that a score between 15 and 25 indicated average self-esteem. Scores that fell below and above this range indicated low and high self-esteem respectively. No personal names were stored with the data, but the school identity was retained. One year later the process was repeated.

4.9.4 Semi-structured Interviews

The Interview schedule designed by the researcher was used to ascertain the schools' goals and to find out what difficulties the schools thought they might encounter post SOS training. The Head teachers or SOS facilitators were asked to participate in a recorded interview. Consent forms as approved by the University of East London (UEL) Ethics Committee were obtained prior to conducting the interviews. After several attempts to make an appointment at a mutually convenient time the interview schedules were sent by email to seven

schools who emailed or sent their goals by post, so that they could remain part of the evaluation. Interview time averaged between twenty and thirty minutes and was repeated one year later. Many follow up telephone calls took place in order to monitor progress on the programme and notes were made of the progress. All interviews were transcribed. Seventeen schools contributed to the qualitative analysis with eighteen transcribed interviews and five emailed responses. Eight schools stopped the Programme and some contributed reasons for this which were included in the analysis.

There are many different ways to analyse data collected through interviews. The method chosen was underpinned by the epistemological position of the researcher. The critical realist approach fit well with thematic analysis. Thematic analysis can be compared to grounded theory because both forms of analyses take a realist view by working through text to find units of meaning. These are subsequently integrated into themes through contextualisation. However, the researcher used semi-structured interviews and therefore focused on answers to specific questions in order to evaluate the benefit of the SOS Programme to the user. Grounded theory is better suited to less structured interviews where participants freely espouse their views on a topic. In this instance a researcher generates codes which are used to produce a theory grounded within the data. Therefore this method of analysis was not considered appropriate for this research.

Thematic analysis unlike content analysis is driven by meaning. Content analysis counts the frequency of unique categories which can be statistically analysed to support a hypothesis. The researcher was interested in looking for patterns of meaning in order to generate themes. This would extend current understanding about the successful process of school improvement and especially the process of implementation of the SOS Programme.

Common experiences were being sought rather than individualistic ones. Other methods were considered but these were not appropriate unless one adopted a more relativist approach. For instance, a researcher would use discourse analysis to analyse people's use of language to construct their individual version of their experiences. The underlying assumption of this approach is that individuals derive meaning from their language within their culture. This determines the manner in which they communicate in order to bring about an effect. In contrast Phenomenology/heuristic analysis is interested in how individuals experience the world, and emphasises the relevance of unique meaning to individuals rather than shared constructions. Hermeneutical analysis involves making sense of a text by not focusing on the objective meaning of the text, but the subjective meaning for people when in a cultural or time-specific situation, and the use of the participant's own language is key to this process. These techniques were considered unsuitable for the purpose of the interviews where patterns of experience were being sought across twenty-six schools.

In Thematic analysis the themes generated from the coding of the interview data were clusters of linked concepts of similar meaning, and were derived inductively which typifies qualitative methodology. The researcher worked through the data line by line, using micro-analysis of the data which facilitated open coding. This then allowed the researcher to de-contextualise embedded data and thereby generate new concepts within it. Thematic analysis involved both deduction and induction since inductive processes allowed the themes to emerge from the data and deductive processes validated the themes.

The themes were useful to elaborate on the quantitative results in terms of explaining the reasons for the ranges of experience between the levels of participation of the schools. This delineation became a vital component for the quantitative analysis. Without the information gained from the interviews, the quantitative analysis would not have given an accurate account of the outcomes of the quantitative measures, because not all schools continued with the Programme.

The first part of the process of analysis involved reading a section of text and assigning a code to it. A code is a short phrase symbolising an attribute from a portion of language (Saldano 2009). Saldano suggests there are several types of codes which can be generated by a researcher. These include descriptive codes and process codes which capture action. The units of data were given a unique code and were then scrutinised for repetitive patterning within the interview data.

These were then grouped together because of commonalities. Patterns were characterised by the following:

- Similarity – things which happen in the same way
- Difference – things which happen in predictably different ways
- Frequency – things that happen in a certain order
- Correspondence – things that happen relative to other events
- Causation – things that appear to cause each other.

Coding was the first step to reducing data into categories which were linked to concepts. Labels were changed and amended in order to fit the emerging storyline of the interview. This was done by making a large left hand margin and numbering each line. The first column was used for main categories, the second column for sub-categories. A dictionary of abbreviations was created.

In addition three Educational Psychologists (EPs) from Essex County Council completed Goal Attainment Sheets for the schools to add to the data for analysis purposes, and frequent meetings and correspondence took place to ascertain where schools were in terms of Programme implementation.

4.10 Ethical Considerations

The researcher wrote a detailed research proposal and applied for ethical consent in 2008. Both these were approved and the project begun with pilots for both the survey and interviews following the ethical consent from the Ethical Committee of the UEL. The researcher had attended a training course for SOS facilitators. Whilst this enabled the researcher to fully understand how to implement the Programme and provided valuable insights into its philosophy, the research reflected and acknowledged the ethical implications in terms of selection of themes in the final qualitative analysis. In addition, the researcher attended as an observer a second three day training programme for school facilitators, and introduced herself to the school SOS facilitators. At this training the researcher explained her research, and how to implement the on-line pupil self-esteem survey. The ethical principles were fully explained and confidentiality was assured and all consent letters required for the research shown to the Head or Deputy Head teachers. The procedure for sending out consent letters to all pupils participating in the SOS evaluation research was explained. The procedure for obtaining confidential staff self-esteem responses together with consent letters was also explained. The researcher visited several schools to see the effects of the Programme on the school and discussed the merits and drawbacks of the programme with Head teachers.

Ethical considerations are drawn from: 'The British Psychological Society ethical principles in conducting research with human participants' (2006), and the HPC guidelines (2008). Informed written consent of the parents and the schools was obtained before any questionnaire distribution to pupils took place. Anonymity was assured by not recording any individual names or referring to school names in this

report. Participants were informed what the outcome of the information gained would be. Letters which had been approved by the Ethical Committee of UEL were sent out to schools with a covering letter to be distributed by the Head teacher. Letters were individually sent out to all members of staff and attached for return to County Hall with the self-esteem surveys in a provided stamped addressed envelope. The researcher's contact details were sent to the participants in case they had any concerns about the survey content or wished to withdraw. The surveys were turned into PDF by administrative staff working for the Educational Psychology Service at County Hall and given to the researcher. The right to withdraw was preserved by asking all participants to initial the surveys. The researcher did not know the names of any of the pupils or staff working within the school and so complete anonymity was assured. By requesting the initials it would have been possible to identify an individual survey to be withdrawn from the data set without the necessity to withdraw all the surveys (see Appendix 1 for all consent letters).

It was necessary to explain that the interviews would be recorded, but these would not be played back to anyone other than the researcher and complete confidentiality would be preserved. The researcher made explicit that all participants had the right to withdraw and the tape recordings would be erased. A debriefing was offered as a matter of course. All transcribed data was stored electronically and pass word protected. No requests were made for the removal of data by the participating schools or individuals. All audio-tapes which had been stored in a secure safe were erased once the data had been transcribed and analysed in 2011.

The interview environment was safe and suitable and a clear debriefing was given after the end of the interview schedule, with an opportunity for questions by the participants. All data collected was stored securely in a coded safe and separately from any lists of schools. Each school was identified by the recorder number e.g. A01. The lists of pupil participants were kept by the schools to ensure the same participants gave two sets of responses. Data collected by the researcher was stored electronically with a unique password known only to the researcher. All data was erased and destroyed in 2011.

A completed University of Essex Ethics form with accompanying questionnaires, interview schedules and consent slips for consideration of the Ethics board of UEL, was submitted and agreed following approval of the research proposal in January 2009.

4.11 Data coding and analysis

4.11.1 Thematic Analysis

Thematic analysis was chosen as a way of analysing the interviews because the researcher was looking for common benefits and drawbacks to SOS programme participation. It became obvious from the data that many schools were finding very similar experiences whether they continued with the programme or not. The research was not looking to formulate a theory because the main purpose of the research was an evaluative one.

The justification for using thematic analysis was that it is an excellent analysis tool for qualitative research because it is flexible and comprises six phases (Braun &

Clarke 2006): familiarisation; generating codes; searching for themes; looking at themes again; naming themes and reporting. It is independent of theory and epistemology but framed mainly within the realist/experimental paradigm, and it is also compatible with constructionism (Aronson, 1994). By identifying recurring themes it provided rich data and patterns that could be identified within the data. Rather than forming a theory this method allows the researcher to interpret the data (Boyatzis, 1998).

There are two methods of pattern identification in thematic analysis. There is the inductive method (Frith & Gleeson, 2004) and a more theoretically driven method known as deductive (Boyatzis, 1998; Hayes, 1997). This researcher took a hybrid approach to coding because quite specific questions were asked which were directly related to Programme outcomes. Both inductive and a deductive approaches were used in analysing the qualitative data in terms of coding and theme development. The questions in the interview schedule were pre-specified questions based on the theoretical assumptions underpinning the Solution Orientated framework which require the user to set goals and devise ways of attaining them. This was therefore a deductive approach. In a deductive approach the conclusions are logically derived from the available facts or premises. In this research, the Head Teachers were asked to set goals before the SOS Programme and to determine how and to what extent they would judge these goals to have been achieved. Post SOS, the Head teachers were asked the outcomes of their goals and the barriers they found to implementation. The literature suggested that schools varied their ability to be innovative.

The data driven inductive aspect of the analysis involved an analysis of the specific comments and explanations provided by the SOS users of the processes and difficulties of implementing the SOS programme. The inductive approach lay in eliciting the school's point of view and coding these expressed perceptions inductively moving from the specific expressed perceptions to broader key themes and sub-themes

It was felt that thematic analysis was better suited to the evaluative nature of the research. The data set included tape-recorded interviews, minuted telephone conversations with SOS facilitators, reports from the Senior EPs and emails from Head teachers. Before starting a thematic analysis it is important to reflect what a theme might constitute. For this analysis a theme explains or illustrates information directly related to the research questions and its frequency across the whole data set. Themes do not have to occur in the majority of interviews to count as themes and the research acknowledged that a certain degree of judgement by the researcher can lead to bias. However, it was the pertinence of the information and the fact that repeated experience and observations were being related that was of interest. The firsthand experience of Programme participation by people, most of whom have not met each other, added to the body of evidence for evaluation of the SOS programme.

In the main, questions did not emerge from the coding process; but instead, spoken observations about school improvement factors resonated with previously studied research during the interviewing process, and on occasion the researcher sought more detail to facilitate the speaker to clarify the point being made. This used an

analytical approach which goes beyond description (Frith & Gleeson, 2004). However, the themes emerged taking an explicit approach which used the process of taking the meaning of what was being said at 'face value'. In line with the critical realist epistemological position of the researcher, no attempt was made to analyse the ideology of the speaker or what might have been the reason behind the observation being made. No attempt was made to explore the personal feelings as the level of analysis was used to lend explanation to results found in the quantitative part of the project.

The researcher began to make notes during and at the end of each interview to reflect on new ideas being voiced. By reflecting and going backward and forward through the data set, coding becomes a recursive process.

The process began with listening to the recorded interviews several times before and after transcription in order to familiarise oneself with the data (Riessman, 1993). The researcher wore two sets of headphones and used a microphone and 'Dragon' Software to talk the interviews back into a text document. This ensured perfect word for word transcription. The real names were removed and replaced with words such as 'school' and 'teacher' and a memo was kept with line numbers to identify the real names used. The text was then checked by a proof-reader and any typographical errors were removed. Sometimes a word was lost and so the sentence was replayed again to decide what that word could have been. The body of the text was placed into a table with two spare columns for line numbering and codes. Text was photocopied and often placed together in groups on the floor. The text was re-read through to look for any missed coding on the same type of theme. The next stage

used coding to identify interesting sentences and a code book was kept. The codes were then grouped together to formulate an overall theme. These were discussed with a colleague at University in research groups and some were collapsed into less codes and themes. The first draft contained sub-categories within the sub-themes and these were reduced by decontextualising and re-contextualising the data, and fellow students were asked to feedback to the researcher about the appropriateness of the new sub-themes.

The researcher originally identified 'Prerequisites to improvement' as three core themes but with discussion with another colleague it was jointly decided that two themes would suffice. These were divided into internal and external factors, 'perception of school improvement' and 'stability of the school'. It was decided that some themes were 'value-laden' and words such as 'fidelity', 'barriers' and 'positive gains' were felt to be imposed by the researcher. Therefore 'Fidelity of Programme' was relabelled 'Solution Oriented activity by schools (inputs)' and 'Barriers to sustaining SOS' was altered to 'Aspects affecting the sustainability of the Programme' and 'Barriers to SOS progression' was changed to 'Programme progression requisites' and 'positive gains attributed to SOS' to 'Solution Oriented activity by schools - outcomes'

4.11.2 Statistical analysis of self-esteem

The hypothesis that pupil self-esteem would increase after SOS implementation was tested. The pupil self-esteem scores were entered into SPSS and a paired sample t - test was performed. This test was selected to ascertain the changes in scores between pre and post SOS intervention. It was decided a parametric test could be

applied. Although a negative skewness was expected due to the unlikelihood of a normal distribution in self-esteem, according to Tabachnick and Fidell (2007) with large samples this is unlikely to make a substantive difference in the analysis. Kurtosis was also likely to cause an underestimate in variance due to the 'peakedness' of the distribution (0 indicates a normal distribution) but with samples of more than 200 the risk is reduced (Tabachnick and Fidell, 2007). The effect size sought would be medium which would represent 0.5 standard deviation units (Cohen, 1988, p 22). The power of the test was calculated using sample size, effect size (0.5) and alpha level. The level of significance was chosen at $p < 0.05$ as the group size was more than 100 (Stevens, 2002). The power was calculated at .95. By calculating the power the possibility of making a Type I or Type II error was reduced. Type I error occurs when the null hypothesis is rejected in error. By controlling for a Type I error, one increases the possibility of making a Type II error which means that no significant difference between the groups is found even though one exists. Type II error is made when the null hypothesis is retained in error. The 'Power' is the probability of making a correct decision.

For the analysis of staff self-esteem, a parametric test was not used because the sample size was not large enough to produce the required power of 95. The Wilcoxon signed ranks test was used. This is an appropriate method of analysis when participants are measured twice, as with pupil self-esteem; the staff self-esteem was a "repeated measures" design pre and post SOS Programme participation. Wilcoxon converts the scores to ranks. A medium effect size was taken as acceptable. The power of .95 was calculated to require a sample of more than 47. The number of matched participants was 99. The next section will report on

the analysis of the goals identified and the level of Programme participation that was drawn from the interviews.

4.11.3. Logistical regression using categorical data

Multiple regression is a technique that explores the impact of a set of predictors on a criterion variable or dependent variable. However in order to use this technique the usual assumptions about normality of distribution apply and data needs to be of a continuous nature. Using a test which accommodated categorical data would be more appropriate. The impact of staff turnover and self-esteem on schools continuing with the Programme was tested because some of the schools had given up the programme. The dependent variable of 'still on programme' was categorical and not continuous. Creemers and Reezigt (2005) suggest that satisfaction of staff is a factor of successful school improvement. A binary logistical regression was performed because the criterion variable contained two categories of 'on Programme' or 'not on Programme' (n=26). Therefore, the model tested staff self-esteem and turnover improvement as indicators of programme continuation. The entry method was chosen because it puts all the predictors into the model simultaneously, underpinned by previous research.

4.11.4. Statistical analysis using correlation between GAS and Levels of SOS participation

A correlation procedure was also performed on the goal scores using published T tables (Kiresuk, Smith & Cardillo, 1994) to test the null hypothesis that schools participating in the SOS Programme will not record a significant increase in attainment of all goals set by the head teachers after one year's experience. This

method was chosen to investigate a relationship between levels of SOS participation because cause and effect could not be extrapolated from the data due to many uncontrolled extraneous variables. Eight schools discontinued their participation in the Programme during the first year. One group found the Programme was not beneficial and the second group postponed Programme participation. A third group had tailor-made their own version of Programme intervention and groups four and five had progressed towards and beyond tier 1. This presented the researcher with the opportunity to correlate whether the usage of SOS was associated with the GAS. A Spearman's rho test of correlation ($n=26$) was used as a non-parametric test, since the data was ordinal and not normally distributed.

4.11.5 Statistical analysis and graphs of Key Stage 1 and 2 data

Graphs were created to illustrate Key Stage 1 and 2 data in order to compare several aspects of Key Stage data. The claim of the SOS Programme was that there would be an improvement in results. The average percentage pass rate prior to Programme participation between 2004-2008 for each KS1 and KS2 level was calculated; this represented the 'pre-KS 1 and KS2 attainment' data for all 325 Primary schools. The mean of the 2010 KS1 and KS2 percentage passes at each level represented the post-attainment data. Therefore the average percentage of passes at each level of the Key Stage was calculated for all the SOS schools trained in Programme intervention separately from 'the rest of Essex Primary schools'. The improvement figures were calculated by subtracting the pre-figures from the post-figures. The improvement figures for L3 were compared between the whole SOS group of Primary schools (23) and the improvement at L3 of the 302 Essex Primary schools who did not participate in SOS. A graph which displayed the improvement

by SOS level of participation illustrated the variation between the five SOS groupings. All subsequent graphs for KS1 and KS2 percentage passes were created using the means for the three remaining SOS groups of schools to compare with those of the rest of Essex, Eastern England and National results. This method was chosen because it was possible to use a continuous variable (yearly results) across different values of a categorical variable (group). The graphs chosen were simple bar graphs with summaries grouped by separate variables (each of Key stage data and subject). Data values were also displayed in a table for clarity.

The graphs showed that a statistical test for difference within groups would be of practical value for Level 3 improvement figures as these showed differing patterns between groups, which is the standard used by all Primary schools to gauge whole school improvement at KS 1. (SATs results for KS2 were not available due to school boycott). The Level 3 improvement figures (the difference between pre/post percentage passes), were used for a Wilcoxon Ranked Sum W test. This was used to test the null hypothesis that schools participating in the SOS programme would record a significant increase in academic attainment following one year's experience. This was chosen because it was non-parametric for a between unequal group situation, (SOS n=23, and rest of Essex n=302) and the data was ordinal and not normally distributed.

4.11.6 Statistical analysis and graphs for pupil absences, exclusion, staff absences and turnover.

All data for the graphs used percentage data for pupils and percentage full-time equivalent (FTE) for staff. This was because raw data could not be compared due to

the wide range of numbers of pupils and staff within the schools. Graphs were created to illustrate pupil absences from 2001-2010 in order to compare the means for the five SOS groups of schools.(n=26) The SOS Programme claims to impact positively on all these measures and so it was considered appropriate to compare each level of participation pre and post-intervention. This method was chosen because it was possible to use a continuous variable (yearly results) across different values of a categorical variable (group). The graphs chosen were bar graphs with summaries grouped by separate variables (each of Key stage data and subject). Data values were also displayed.

Friedman Tests were used to test the null hypothesis that SOS participation did not reduce any of the measures of pupil and staff absence, pupil exclusion and staff turnover. The participants were schools still on the SOS Programme (n=18). This test was used because it was non-parametric for use with ordinal data and was suitable for three data collection points. This meant that alpha (the probability of obtaining the result by chance) could remain at 0.05 as multiple comparisons would need the alpha level to be reduced.

4.12 Summary of chapter

The chapter restated the research question about whether the schools on the SOS Programme produced the outcomes the Programme claimed. The research questions (used to test the hypotheses) were mapped on to the measures of effectiveness of SOS. The research paradigm of post-positivism was described with justification of decisions made at the design stage. The role of the researcher in the process was addressed, as well as the way the instrumental measures were

employed. A discussion about the limitations of generalisation through lack of random sampling was addressed and the replacement of a control group with other non-SOS groups as comparison groups. These included Essex schools not on the Programme, and those SOS schools who were no longer on the Programme. National and regional groups were included for comparison for Key Stage 1 and 2 percentage passes. The logistical and practical difficulties of collecting all success criteria measures at these levels were acknowledged as a limitation, with the recommendation of a follow up study when looking at school improvement generally. Procedures both for data collection and analysis were explained and justified with ethical implications being addressed fully. The next chapter **presents the results** from the quantitative phase of the research in relation to the first three research questions.

CHAPTER FIVE: Quantitative results

5.1. Overview of chapter

The results in this chapter are consistent with the epistemological position of critical realism and the justification for using a mixed method approach to evaluate the improvement on several areas of school life. No universal laws were sought but the evaluation criteria identified in Chapter One indicated that quantitative methods of analysis would be necessary in order to measure improvement numerically. It was previously stated that both quantitative and qualitative data would be valued in equal measure in terms of extending the body of knowledge already known about school improvement and effectiveness as described in chapter two. The statistical Programme used for data analysis was SPSS version 18 (see Appendix 8c-8e for data).

The chapter begins with the justification of the selection of SOS participating schools, and a description of the 'rest of Essex' comparison group. The research questions and hypotheses regarding the measures predicted to decrease are reported in the first part of the chapter with a summary to conclude.

This next section uses identified individual goals which were recorded through semi-structured interviews with SOS facilitators, before Programme implementation. The post-programme interviews identified the level of participation of schools, as it was found that this could be categorised using the Goal Attainment Scaling explained in chapter four. The categories are described, together with the rationale used for allocation of schools to particular categories for the purposes of statistical analysis. The statistical analysis is reported showing a correlation between the participation

level of schools and goal attainment. Pupil and staff self-esteem are statistically analysed and the outcome reported in terms of the hypothesis prediction.

The Key Stage data collected is analysed showing increases or decreases in gains at Key Stage 1 and 2. All data is compared with the rest of Essex, Eastern region and National levels. Data collected from 2004 to 2010 is represented as graphs for the evaluation criteria for Key Stage 1 and 2 results. A statistical analysis between identified groups of SOS schools is reported together with a regression model which predicts the likelihood of remaining on the SOS Programme. The chapter concludes with a summary of the results found.

5.2 Context of participants in schools

In the final analysis twenty-six SOS schools were included. Only schools that had received the three day training and had decided to begin the Programme were included. These comprised one special school, one infant school, one junior school and twenty-three primary schools. Therefore, twenty-three SOS Primary schools were compared to three hundred and two primary schools in the data analysis for Key Stage pass comparisons. All infant, junior and special schools were excluded from the variable of 'rest of Essex' to match the SOS cohort for this analysis. The rationale for this was that the researcher concluded that progress could only be measured if the cohort of children attended the same school across groupings between pre and post- data points.

5.3 Levels of participation – information gained through semi-structured interviews and analysis of missing data

The post interviews revealed that five schools had stopped participating in the programme during the first year of implementation for a range of reasons, including staff changes and time difficulties as described in Chapter six (categorised as ‘stopped’). Some of these intended to start again. Three schools had stopped the SOS Programme permanently because they did not regard it as useful and suggested it was detrimental to their school improvement plans. These schools were labelled DLP (do not like the programme). The next category was labelled ‘on programme’ where four schools felt they were still ‘solution oriented’ philosophically but not following the programme in its intended form. The last two categories of fourteen schools were grouped in terms of having reached ‘tier 1’ or ‘tier 2’ (see Appendix 2c which includes the SOS tier levels).

5.4. Missing data for self-esteem analysis

All data available from the Local Authority was included in the final analysis for all variables. However due to the issue of fidelity of Programme implementation highlighted in Chapter two, all data was further categorised by level of participation for SOS schools. For the post self-esteem, schools which were no longer participating in the Programme declined to supply the data for post self-esteem measures. This resulted in the original cohort of Year 1 Year 3 and Year 5 pupils being reduced from 369 to 316.

Level 4 and Level 5 Key Stage two data was not available for 2010 due to schools boycotting Standardised Attainment Tests (SATs) across the UK. In Essex 25% of

schools did not take SATs. The KS2 results combined teacher-assessed levels and formal testing, so the KS2 results were not included in a statistical analysis. All data used in the analysis was reported through graphical representations. The 'exclude cases pairwise' option in SPSS was used, which includes all the cases, even where data is missing on some variables. Therefore, school scores were retained for each test where data is available. Not all schools had representatives for all levels of KS data as would be expected across a range of attainment levels in small schools.

Data for pupil fixed-term exclusions, absences, (authorised and unauthorised), staff absence and turnover was complete for all SOS schools. All schools were also interviewed and five schools that stopped or withdrew from the programme sent email replies in response to the questions in the interview schedule which were included in the thematic analysis. The next section addresses the results obtained through the analysis for each research question alongside the stated hypothesis.

5.5 Analysis of pupil fixed-term exclusions, absenteeism, staff sickness and turnover in SOS schools

To explore and address the first research question concerning whether exclusion rates, pupil absenteeism, reported days lost through staff sickness and staff turnover decreased after SOS Programme participation the following hypothesis was tested.

The hypothesis was that schools participating in the SOS Programme would record a significant decrease in all of the following after one year's experience: Exclusions; pupil absenteeism; reported days lost through staff sickness and staff turnover.

5.5.1 Pupil fixed-term exclusions

Fixed-term exclusions are those usually allocated to a pupil for behavioural reasons and are set for a fixed duration. Pupils may return to school after this time period. Fixed-term exclusions are an indication of the rate of serious breaches of the behaviour code for the school. Data supplied by the LA represented the percentage of pupils on roll who had been excluded. The percentage of pupils was used because the size of roll between schools varied and so using the actual number of pupils would produce a bias against larger schools. Pupil fixed-term exclusion data was collected for all available years.(2004-2010) The years prior to Programme participation were averaged in order to produce a pre-intervention score. In exploring the fixed-term exclusion data and the school's level of participation in the SOS programme, the figure below (Figure 5.5.1) shows a decrease in percentage of pupils with fixed-term exclusions was recorded for the SOS schools on Programme (n=4), tier 1 (n=9), and tier 2 (n=5) and an increase in pupils with fixed-term

exclusions for those schools who had stopped the Programme, identified in the categories 'SOS DLP' (n=3) and 'SOS Stopped'(n=5).

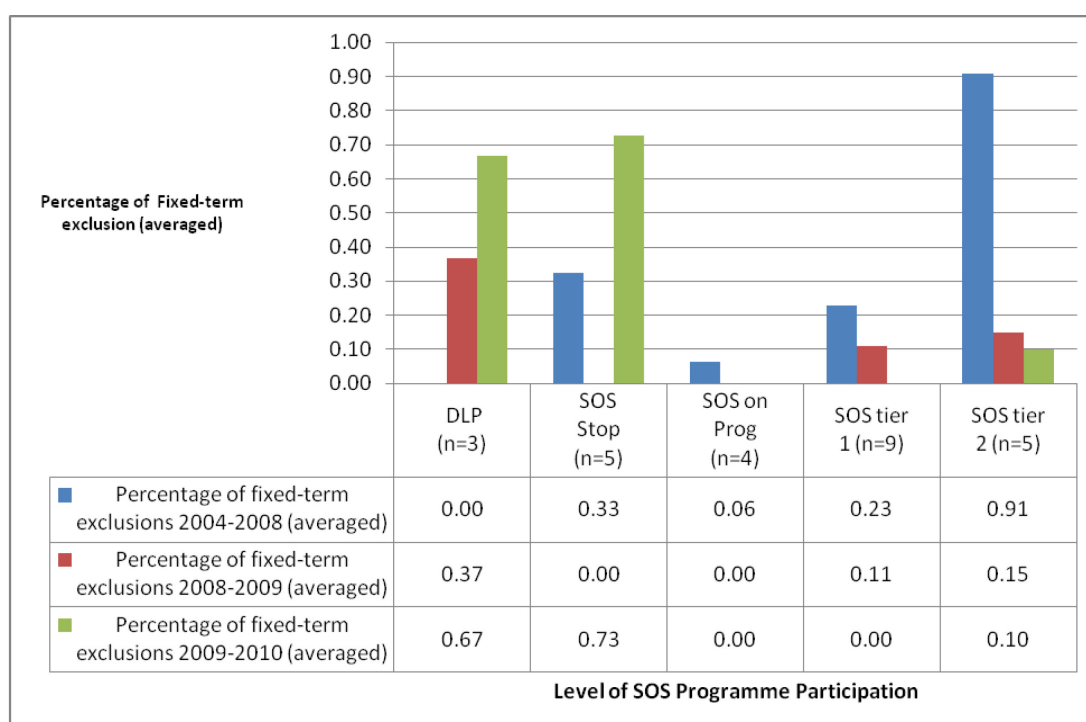


Figure 5.5.1 Fixed-term exclusion Comparison Pre and Post-Programme Intervention

The eighteen SOS schools which remained on Programme who did not stop participating in the Programme were grouped to test the hypothesis that fixed-term exclusions would decrease after one year's Programme participation.

Table 5.5.1 Descriptive statistics for fixed-term exclusions for schools remaining on the SOS Programme

	Number of schools	Mean for the Percentage of fixed-term exclusions	Std. Deviation	Minimum	Maximum
Percentage of fixed-term exclusions (averaged 2004-2008)	18	.927472	2.5155971	.0000	10.7700
Fixed-term exclusions (2008-2009)	18	.133333	.3143621	.0000	1.0000
Fixed-term exclusions (2009-2010)	18	.194444	.7312135	.0000	3.1000

For all schools still participating on the programme (n=18), (table 5.51), the Friedman test revealed a statistical difference in fixed-term pupil exclusions across the three data points (prior to starting the programme in 2008, 2009 and 2010), $\chi^2(2) = 17.07$, $p < 0.001$. Therefore, the null hypothesis that schools participating in the SOS Programme will not record a significant decrease in fixed-term exclusions was rejected. Post-hoc analysis using Wilcoxon signed-ranks tests revealed a significant reduction in fixed-term exclusions, $z = -2.02$ $p = 0.044$ with a small effect size of 0.23. This means that the magnitude of difference between the standard deviation units is small. Therefore there is a possibility that the null hypothesis is true.

5.5.2 Analysis of Pupil authorised absences

Authorised absences are those which are agreed to by the school. These are calculated as a percentage of possible sessions which is the number of pupils multiplied by the number of school days a year. Pupil authorised absence data was collected for all available years for the SOS group of schools. Years 2001-2008 were averaged in order to produce a pre-intervention score. Figure 5.5.2 highlights the recorded pupil absence for the different school group categories prior to intervention (2001-2008), during intervention (2008-2009) and post-intervention (2009-2010). The number of authorised pupil absences decreased after intervention had begun for all schools except those in the category of 'stopped' which increased in both 2008-2009 and in 2009-2010.

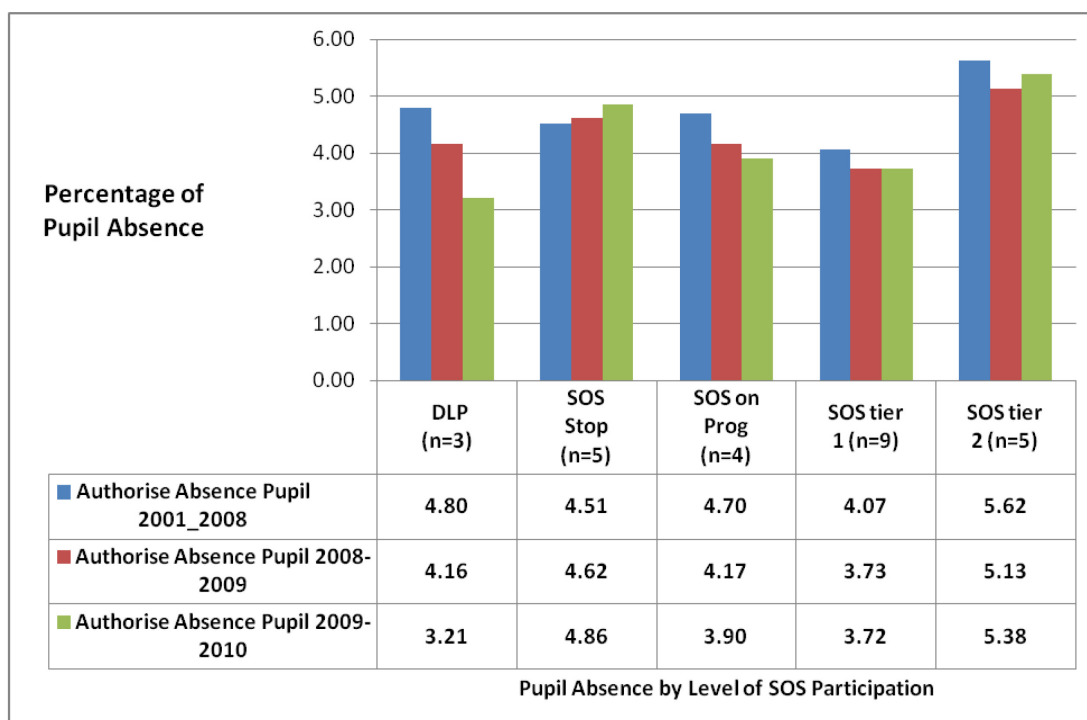


Figure 5.5.2 Pupil Authorised Absences comparison Pre, During and Post SOS Programme Intervention by Level of Participation.

In exploring the SOS group still participating on the programme as a whole (n=18), the table below (table 5.5.2) shows a slight decrease in the percentage of authorised pupil absences after the intervention began. No statistical difference was found, using the Friedman test, in authorised pupil absence across three data points for all schools still participating on the programme ($\chi^2(2) = 4.0, p = 0.135$). Therefore the null hypothesis that Schools participating in the SOS Programme will not record a significant decrease in pupil absenteeism was retained.

Table 5.5.2 Descriptive statistics for pupil authorised absences on the SOS Programme

	Number of schools	Mean Percentage of authorised pupil absences	Std. Deviation	Minimum	Maximum
Pupil Authorised Absence 2001-2008	18	4.6406	1.26001	3.56	8.67
Pupil Authorised Absence 2008-2009	18	4.2156	1.14187	2.23	7.45
Pupil Authorised Absence 2009-2010	18	4.2206	1.16596	2.80	7.56

5.5.3 Analysis of pupil unauthorised absences

Pupil unauthorised absences are those which are deemed by the school to be unnecessary and include pupil truancy. These are calculated by the same method as authorised absences. Pupil unauthorised absence data was collected for all available years. Years 2001-2008 were averaged in order to produce a pre-intervention score. Figure 5.5.3 below reveals the percentage of unauthorised absences by SOS level of participation prior to intervention, during intervention and post-intervention. Increases in unauthorised pupil absence were recorded for all schools after the intervention had begun except for those schools in the category of 'tier 2' where small decreases in the percentage of pupil unauthorised absences during the intervention (2008-2009) and post-intervention were noted.

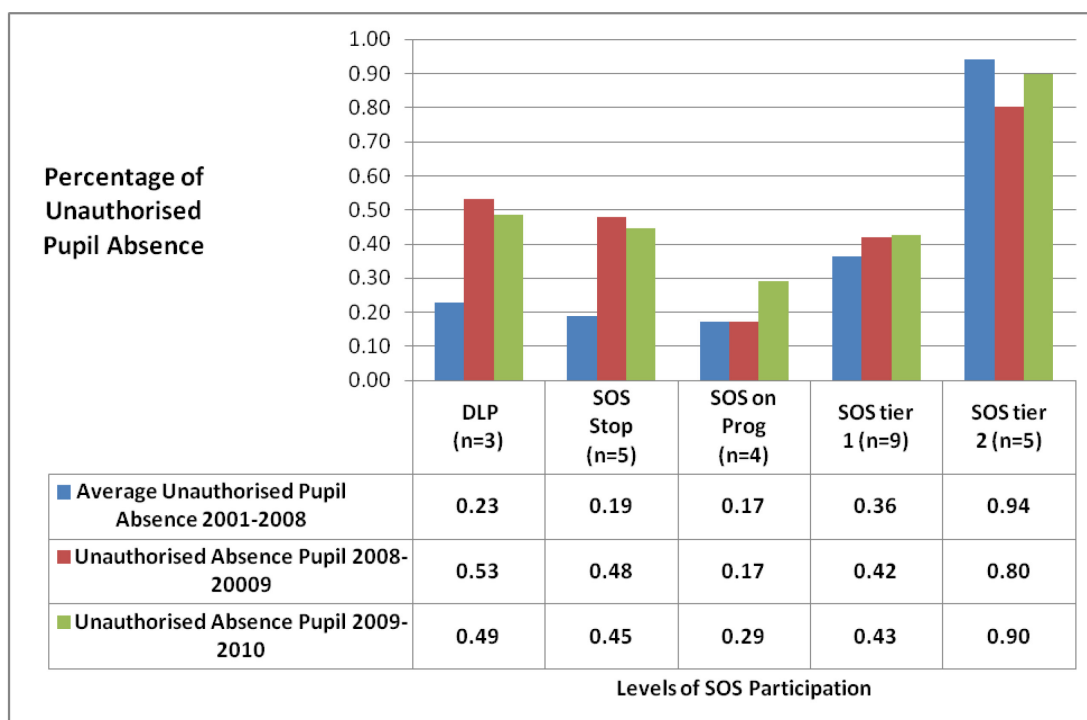


Figure 5.5.3 Pupil Unauthorised Absence by SOS Level of Participation

In looking at the pupil unauthorised absence data for all the schools still participating on the Programme the table below shows that the mean of unauthorised pupil absences increased after the Programme began.

Table 5.5.3 Descriptive statistics for pupil unauthorised absences

	Number of schools	Mean of Pupil Unauthorised Absence	Std. Deviation	Minimum	Maximum
Average Pupil Unauthorised Absence 2001-2008	18	.0.436211	.5270066	.0050	2.2600
Unauthorised Pupil Absence 2008-2009	18	.0.471111	.4229850	.0100	1.3200
Unauthorised Pupil Absence 2009-2010	18	.0.528333	.5067108	.0200	1.9800

A Friedman Test found a statistical difference in unauthorised pupil absence across three data points (pre, during, post) (table 5.5.3) for all schools still participating on the programme, $\chi^2(2) = 7.043$, $p < .05$. Post-hoc analysis using the Wilcoxon signed-rank test showed that there was a significant difference in the increase of unauthorised pupil absences following participation in the SOS Programme after one year. ($z = -1.97$, $p = 0.049$ with a small effect size 0.30). This finding is in the opposite direction to the hypothesis, since the unauthorised pupil absences increased and therefore the null hypothesis that schools participating in the SOS Programme will not record a significant decrease in pupil absenteeism was retained.

5.5.4 Analysis of Staff absences

Staff absence data was collected for all years which were available. The data for the academic year 2007-2008 represents pre-intervention data. A reduction in staff absences was recorded over the time-period of the intervention (September 2008 to July 2010) for all schools except those in the categories of 'stopped' and 'on

Programme’ The graph (figure 5.4.4) also shows a decrease in staff absences for all levels of SOS participation except for the category of schools in the ‘on Programme’ group. For the two groups of schools who implemented the Programme as directed by the programme designers (tier 1 and tier 2) there was a decrease in staff absence post-Programme participation and this decrease appeared greater for the SOS tier 2 group.

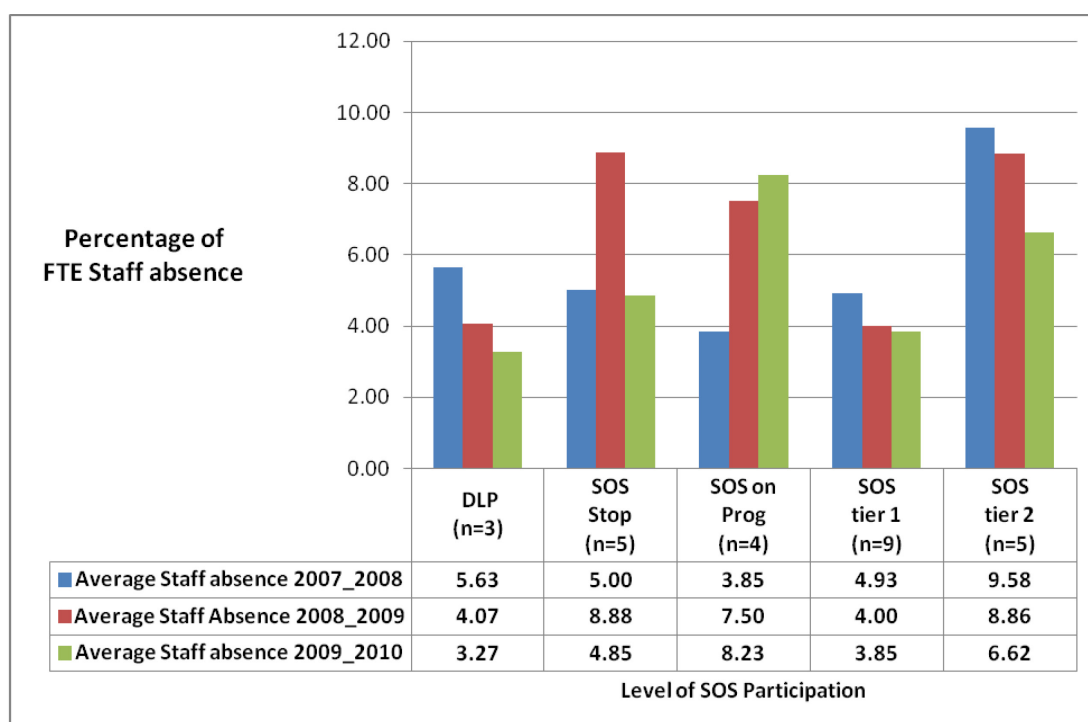


Figure 5.5.4 Comparison between Staff Full-time Equivalent Absence between 2007- 2010 by Level of SOS Participation

Table 5.5.4 below highlights how staff absences increased between the pre-Programme rate and the first data collection point but then decreased at the second collection point below the pre-programme rate.

Table 5.5.4 Descriptive statistics for three data points for Staff absence for three categories of Levels of Participation which are ‘still on Programme’

Staff attendance rates	Number of schools	Mean Rank of staff absence	Std. Deviation	Minimum	Maximum
Average Staff Absence 2007 - 008	18	5.9839	3.90881	1.00	13.20
Average Staff Absence 2008-2009	18	6.1267	5.08040	.60	20.50
Average Staff absence 2009-2010	18	5.5894	3.60455	1.40	12.38

A Friedman test was performed with the schools still on the SOS Programme as one group (n=18). No statistical difference in staff absence across three data points (Pre-Programme, Post-Programme 2009 and Post-Programme 2010) for the schools on the SOS Programme ($\chi^2(2) = 1.78, p = .412$). Therefore the null hypothesis that schools participating in the SOS Programme will not record a significant decrease in reported days lost through staff sickness was retained.

5.5.6 Analysis of Staff turnover

Staff turnover data was collected for all the years that were available. The data for the academic year 2007-2008 represents pre-intervention data. A reduction in staff turnover was recorded for all schools except those in the categories of ‘stopped’ and ‘on Programme’. The groups of schools participating in the SOS Programme as directed by the Programme designers (tier 1 and tier 2) all showed a decrease in staff turnover (see Figure 5.55).

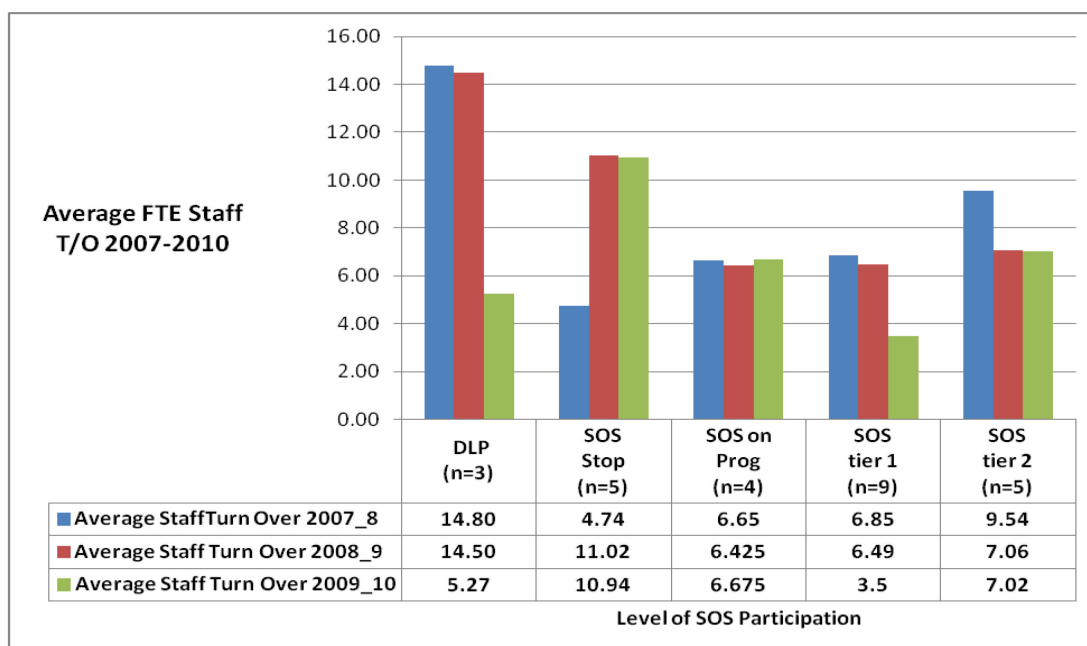


Figure 5.5.5 Comparison between Full-Time Equivalent Staff Turnover and SOS Level of Participation

The table below (table 5.5.5) highlights the reduction in staff turnover for schools participating in the SOS Programme (n=18) from pre-intervention to post-intervention data points. However, the Friedman test revealed that the staff turnover across three data points for those still participating in the programme (n=18) did not reach significance ($\chi^2(2) = 5.437$ $p = 0.066$).

Table 5.5.5 Descriptive statistics for staff turnover for SOS programme participating schools

Staff turnover by academic year	Number of schools	Mean Staff turnover	Std. Deviation	Minimum	Maximum
Average Staff Turnover 2007-2008	18	7.3444	3.50701	1.90	14.90
Average Staff Turnover 2008-2009	18	6.9222	3.11326	2.40	12.60
Average Staff Turnover 2009-2010	18	5.3111	3.24470	.00	11.40

Therefore the null hypothesis that schools participating in the SOS Programme will not record a significant decrease in reported staff turnover was retained.

5.5.7 Summary of findings

The results obtained to address the first research question concerning whether exclusion rates, pupil absenteeism, reported days lost through staff sickness and staff turnover decreased after SOS Programme participation are summarised and presented in table 5.5.7.below.

Table 5.5.7 Summary of findings

Data gathered	Descriptive summary for all school groups	Descriptive summary of participating SOS schools group	Statistical significance (using Friedman test)	Post hoc analysis (using Wilcoxon signed ranks test)
Fixed term exclusions	DLP – increased Stopped - increased On programme - decreased Tier 1 - decreased Tier 2 - decreased	Decreased	Significant	e.g. Pre sig diff to post
Authorised absences	DLP – decreased Stopped - increased On programme - decreased Tier 1 – decreased overall (decrease then same percentage) Tier 2 – decreased overall (decrease during then increase)	Small decrease	N.S.	-
Unauthorised absences	Increased	Increased	Significant	e.g. pre sig diff to post
Staff absences	Decreased – except stopped and on-programme	Decreased	N.S	-
Staff turnover	Decreased – except stopped and on-programme	Decreased	N.S.	-

To summarise, the results obtained in relation to the first research question, showed that fixed-term exclusions significantly decreased post-programme participation for the 18 schools still participating in the SOS Programme. A significant increase in unauthorised pupil absences was found post-Programme participation for the schools still participating in the SOS Programme as a group, although tier 2 schools decreased. No significant difference was found for pupil authorised absence rates or staff absences. Although staff turnover rates did not quite reach statistical significance a trend showing a clear decrease in turnover post-Programme participation was revealed.

The results obtained showed that there were no straight forward answers to this research question. A decrease in pupils authorised absences was achieved between pre and post-SOS Programme for the 18 remaining schools in 2010. Tier 2 schools were the only group who achieved a decrease in unauthorised pupil absences between pre-programme and 2010. Staff turnover decreased for four groups of SOS schools with the 'on Programme' group showing an increase staff absences.

The detailed analysis was useful in clarifying the significance of changes within the specified areas. The null hypothesis posed was that *all* factors would decrease significantly and this was not achieved for the SOS schools still participating in 2010. However, further analysis indicated that for tier 2 groups of SOS schools decreases in all factors were achieved between pre-Programme and after one full year on the Programme.

5.6 Analysis of SOS schools' goals, academic attainments and pupil and staff self-esteem

Hypothesis 2 was that schools participating in the SOS Programme would record a significant increase in all of the following after one year's experience:

- Academic attainments
- Pupil and staff self-esteem
- The attainment of all goals set by the Head Teachers which would contribute to school improvement.

Sections 5.6.1 to 5.6.7 detail the results obtained from the analysis of data obtained for research question 2,3, 4 and 5

RQ2 Are SATs levels affected after participation in the SOS Programme?

RQ3 (i) Does the self-esteem of pupils significantly improve after one year's completion of the SOS Programme?

RQ3(ii) Does self-esteem of school staff improve significantly after one year's completion of the SOS Programme?

RQ4 What do participating schools want to gain from participation in the SOS Programme? The goals set by the schools in the pre-Programme stage were scored using the GAS technique after one year, using the information from the interviews and records kept by Senior EPs in Essex.

RQ5 How successful are the schools in meeting these aims after one year? The answer to this question was statistically analysed to reveal whether the level of participation was correlated to GAS.

5.6.1 Identification of SOS Participating Schools Goal Attainment Scores

All Head Teachers of the schools initially participating in the SOS Programme identified three school improvement goals during an interview prior to the Programme starting. Attainments of these goals were identified from the post-Programme interviews with all the SOS schools and categorised (see chapter four), in line with the Goal Attainment Scaling (GAS) according to the follow-up guide (Kiresuk, Smith & Cardillo (1994). The attainment levels for all goals set were scored between -2 to +2 using a five point Likert-type scale and added together to produce an overall score to which a *T*-score could be allocated as devised by Kiresuk and Sherman (1968). Kiresuk and Sherman used the following formula to compute the GAS *T*-scores which were published in table format for quick reference:

$$T = 50 + 10 \sum w_i x_i / \sqrt{(1-p) \sum w_i^2 + p(\sum w_i)^2}$$

where x_i is the score for the scale;

w_i is the numerical weight assigned; and

p is the average inter-correlation of the scale scores.

The *T*-score is controversial because it uses idiographic data (individual goals targets) which are used nomothetically (for generalisation). The *T*-score enables different goals with individualised outcome expectations (categorical data) to be allocated a *T*-score which can be applied to all for a statistical analysis. The *T*-scores were treated as ordinal data and a non-parametric test was chosen due to the sample size, lack of normal distribution and random selection of schools to groups. The Levels of participation were allocated by the researcher to the same GAS scale, -2 to +2 in terms of expected outcome of those remaining with the Programme after one year, and the corresponding *T*-score applied. Remaining on Programme would

represent the 'achieved' category and therefore scored 0. Interrupting the Programme would be scored at -1 (less than expected after 1 year) and cancelling the Programme permanently (much less than expected) would be scored at -2. Attaining tier 1 would be scored at +1 and tier 2 at +2. Table 5.6.1 shows the scoring mechanism used to obtain goal attainment scores and corresponding *T*-scores in identifying schools levels of participation and achievement of the goals that schools set.

Table 5.6.1 Scoring mechanism for Goal Attainment Scaling

Goal attainment scaling score	-2	-1	0	+1	+2
<i>T</i>-Score	30	40	50	60	70
Qualitative description of goal attainment	Achieved much less than expected	Achieved less than expected	Achieved	Better than expected	Much better than expected
Level of Participation in following the programme	Do not want to do the programme at any time (DLP)	Stopped being on the Programme (Stopped)	On Programme but fidelity of implementation not reported (On Programme)	Reached Tier 1 as monitored by the Programme's external advisors (Tier 1)	Close to Tier 2 with F-teams up and running (Tier 2)
Level of participation category	-2	-1	0	+1	+2

Table 5.6.1.1 presents the level of participation score, *T*-score, goal attainment scores and corresponding *T*-scores for the participating SOS schools' three goals.

Table 5.6.1.1 Results of Goal Attainment by each school

School Identifier	Level of participation score	Level of participation T-score for one goal to remain on Programme	Goal attainment scores added together	T-Score conversion to Goal attainment scores from published table for 3 goals
19	-2	30	-3	36.31
24	-2	30	-2	40.87
25	-2	30	-3	36.31
2	-1	40	-3	36.31
3	-1	40	-3	36.31
5	-1	40	-3	36.31
6	-1	40	-2	40.87
23	-1	40	-3	36.31
1	0	50	-2	40.87
8	0	50	-3	36.31
9	0	50	-1	45.44
13	0	50	0	50
4	1	60	-2	40.87
7	1	60	0	50
10	1	60	0	50
15	1	60	0	50
17	1	60	1	54.56
18	1	60	1	54.56
20	1	60	0	50
21	1	60	-2	40.87
22	1	60	-3	36.31
11	2	70	6	77.38
12	2	70	2	59.13
14	2	70	6	77.38
16	2	70	5	72.82
26	2	70	3	63.69

Spearman's rank order correlation coefficients were carried out using the *T*-scores in order to look at the relationship between the 26 participating schools Level of Participation in the SOS Programme and the goals achieved (as measured by the

GAS). A moderate positive correlation between level of participation on the Programme and goal attainment was found, $r = .534$, $p < 0.005$. This suggests that the greater the involvement with the SOS programme (LOP) the greater the goal attainment score achieved.

Therefore the null hypothesis that schools participating in the SOS Programme will not record a significant increase in attainment of all goals set by the Head Teachers after one year's experience which would contribute to school improvement was rejected.

5. 6. 2 Analysis of pupils' self-esteem

The self-esteem of 316 pupils aged between 4 and 11 was measured using the LAWSEQ scale before and after SOS programme implementation. The data from pupils attending schools which had left the Programme were not included in the final analysis as these schools declined to provide the 'post self-esteem data' and as such there would be no post-data to compare against. The participating schools identified as the categories of 'on Programme' (0), 'tier 1' (1) and 'tier 2' (2) were collapsed and grouped together as 'Still on Programme'. Pupils' self-esteem data was then explored.

Table 5.6.2 presents the descriptive scores of pupils' self-esteem. A high score indicates high self-esteem (> 23). The average/Mean score for "primary version" is 19 pts. A low score indicates low self-esteem (< 15). The score range is 0-24.

Table 5.6.2 Descriptive statistics for pupil self-esteem pre and post- Programme participation

	Number of pupils	Minimum	Maximum	Mean	Std. Deviation
Pupil self-esteem score pre Programme	316	4.00	24.00	16.6424	4.87579
Pupil self-esteem score post Programme	316	4.00	25.00	18.3228	4.44975

Figure 5.6.2. shows the distribution of pupil self-esteem scores pre and post-SOS. 50% of the scores are contained within the box with the median score represented by the line across. The post-scores have increased with a single outlier for case 27.

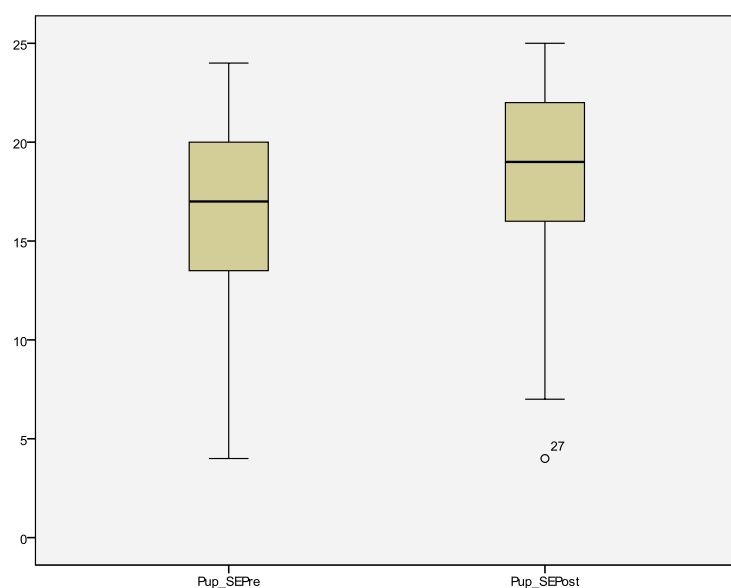


Figure 5.6 2.Box plots showing pre and post pupil self-esteem

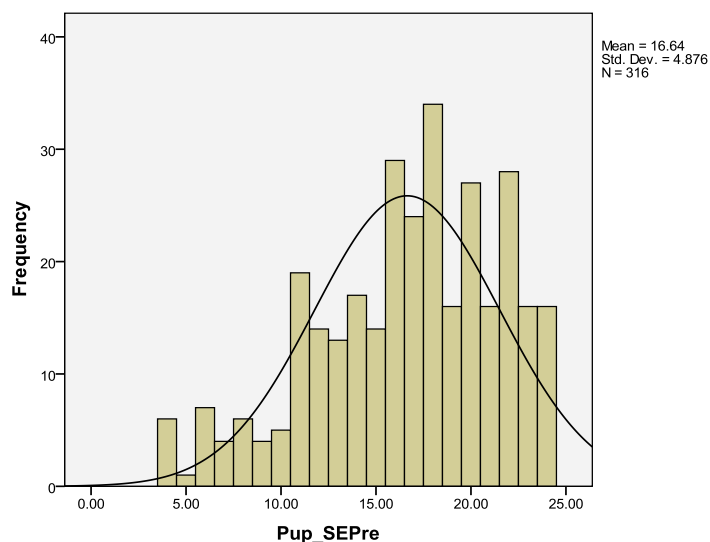


Figure 5.6.2.1 The pupil distribution curve for self-esteem before SOS involvement as measured by the LAWSEQ

The distribution of the pupil self-esteem scores was negatively skewed. (Figure 5.6.2.1). However the mean for the LAWSEQ has been standardized at 18, which is on a scale where the maximum score is 24, a skew in this direction would be expected from a typical cohort of school children. The means for both pre and post self-esteem were within the average score range, therefore this distribution was assessed to be close to those distributions of Lawrence (1982).

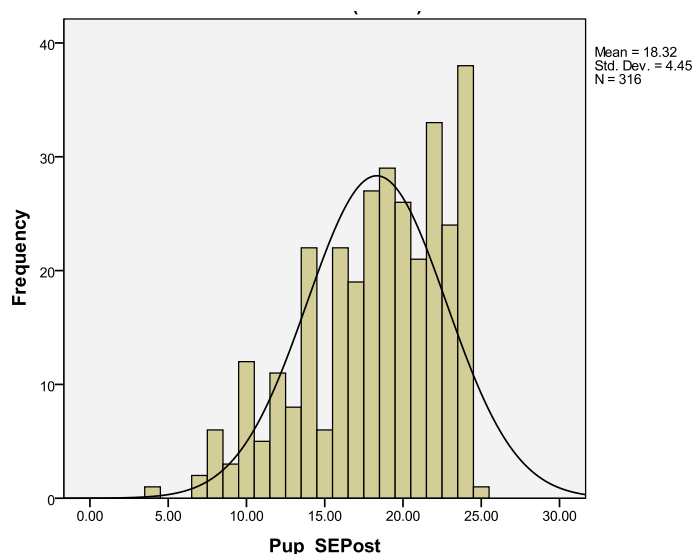


Figure 5.6.2.2 The pupil distribution curve for self-esteem after SOS involvement as measured by the LAWSEQ

The sample size of 316 was assumed to be sufficiently large to perform a parametric test (Stevens 2002). A Paired-samples *t*-test was performed to evaluate pupils' self-esteem in light of their corresponding school's participation in the SOS Programme. There was a significant increase in pupil self-esteem from pre-Programme intervention ($M = 16.64$, $SD = 4.88$) to post-Programme intervention ($M = 18.32$, $SD = 4.45$), $t(315) = -4.71$, $p > 0.001$ (two tailed). The mean increase of scores at a 95% confidence interval ranging from -2.38 to -.98. Cohen's *d* was calculated which indicated a medium effect size of 0.36. Therefore the null hypothesis that schools participating in the SOS Programme would not record a significant increase in pupil self-esteem was rejected.

5.6.3. Analysis of self-esteem measures of the staff

Staff self-esteem was measured using the Rosenberg scale. The self-esteem data for 99 staff members was explored across 18 out of the 26 participating schools. The data from the staff attending schools which had left the Programme were not included in the final analysis as these schools declined to provide the 'post self-esteem data' and as such there would be no post-data to compare against. The participating schools identified as the categories of 'on Programme' (0), 'tier 1' (1) and 'tier 2' (2) were collapsed and grouped together as 'on Programme'. Staff self-esteem data was then explored as one group with their corresponding schools identified as 'on Programme'.

The table below shows the differences in staff self-esteem (table 5.6.3). A score above 25 indicated high self-esteem. A score below 15 indicates low self-esteem. Score range is 0-30.

Table 5.6.3. Staff self-esteem descriptive data Pre and post-Programme participation

	N Statistic	Minimum Statistic	Maximum Statistic	Mean Statistic	Std. Deviation Statistic	Variance Statistic
Staff self-esteem pre Programme	99	14.00	30.00	22.8889	3.38631	11.467
Staff self-esteem post programme	99	15.00	30.00	23.3636	3.45364	5.918
Valid N (listwise)	99					

The box plots below in figure 5.6.3 show the distribution of staff self-esteem scores pre and post SOS. 50% of the scores are contained within the box with the median score represented by the line across. There are no extreme scores identified by SPSS. The post-distribution shows a decrease in the lowest scores.

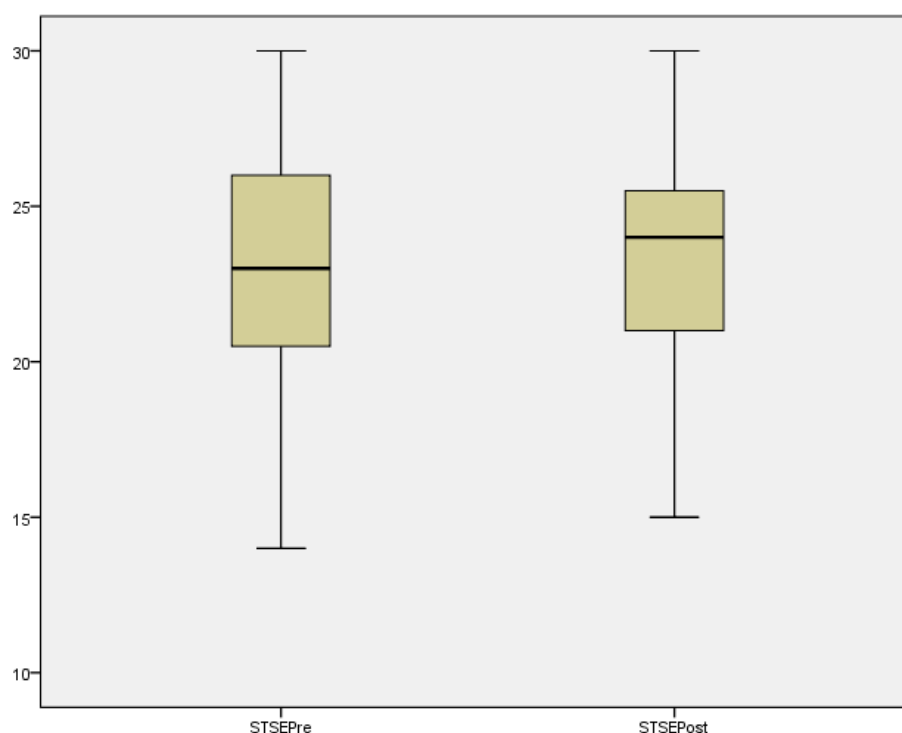


Figure 5.6.3 The distribution of staff self-esteem measures before and after SOS Programme participation

The scores for staff self-esteem did not form a normal distribution together with a non-randomly assigned sample of less than 100, therefore the assumptions of a parametric test were violated. The pre and post staff self-esteem scores were analysed using the non-parametric Wilcoxon signed rank test which converted the scores into ranks and these were compared at time 1 (pre-Programme) and time 2 (post-Programme). A significant difference in staff self-esteem following schools participation in the SOS Programme, $Z = -2.268$, $p < .05$ with an effect size ($d = 0.11$). Therefore the null hypothesis that schools participating in the SOS Programme will not record a significant increase in staff self-esteem after one year's experience was rejected.

5.6.4 Analysis of Standard Attainment Tests (SATs) Attainments at Key Stage 1 and 2

In order to explore whether pupils' SATs attainment levels were affected after participation in the SOS Programme a Wilcoxon Rank Sum test for unequal group-sizes was undertaken (see table 5.6.4). The test revealed no significant difference in the number of Key Stage 1 Level 3 passes gained in 2009 between SOS participating schools for reading ($Mdn = -.2$), maths ($Mdn = -.2$), science ($Mdn = -1.6$) and rest of Essex for reading ($Mdn = -1.00$), maths ($Mdn = -1.4$), and science ($Mdn = -1.8$). However, gains in level 3 writing in 2009 for the SOS participants ($Mdn = 14.80$) were found to be significantly greater than level 3 writing for the rest of Essex ($Mdn = -1.00$), $W_s = 46758$, $p < .001$, with a medium effect size $r = -.32$. Therefore the null hypothesis that schools participating in SOS Programmes will not record a significant increase in academic attainment after one year's experience was retained because not *all* attainments increased significantly.

Table 5.6.4 Rank Mean ranks for SOS participating schools and the rest of Essex Primary schools for pre and post data points

School Group				N	Mean Rank	Sum of Ranks
Difference pre post Level 3 Reading	SOS schools			23	159.87	3677.00
	rest of Essex			302	163.24	49298.00
	Total			325		
Difference pre post Level 3 Writing	SOS schools			23	270.28	6216.50
	rest of Essex			302	154.83	46758.50
	Total			325		
Difference pre post Level 3 Maths	SOS schools			23	170.07	3911.50
	rest of Essex			302	162.46	49063.50
	Total			325		
Difference pre post Level 3 Science	SOS schools			23	160.65	3695.00
	rest of Essex			302	163.18	49280.00
	Total			325		

Following further analysis Figure 5.6.4 shows that the SOS group of schools taken as a whole group did not show any improvement post SOS participation. An overall decrease in Level 3 percentage passes in the core subjects, with the exception of writing, was found and this was greater than the decrease in the rest of Essex over the same time period of two years from 2008-2010.

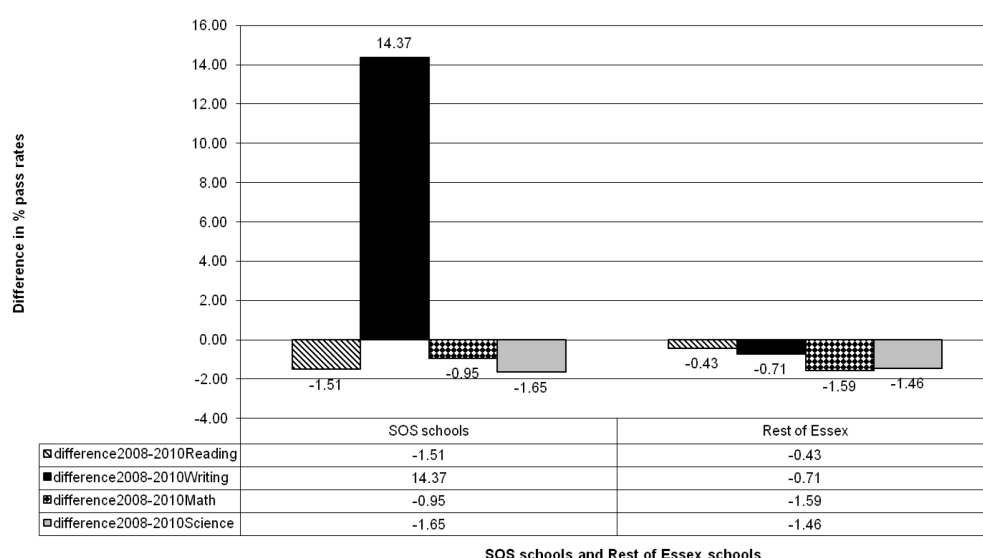


Figure 5.6.4 Comparison between SOS schools and non-SOS Essex Primary schools KS3 Level 3 percentage gains/losses between 2008 and 2010

In analysing the SOS groups as discreet groups in terms of level of participation, Figure 5.6.4.1 shows that the tier 1 and tier 2 groups increased their percentage of Key Stage 1 at Level 3 passes. Therefore the schools which followed the Programme as originally designed, improved their National Curriculum levels with pupils participating in the Programme attaining Level 3 in all subject areas.

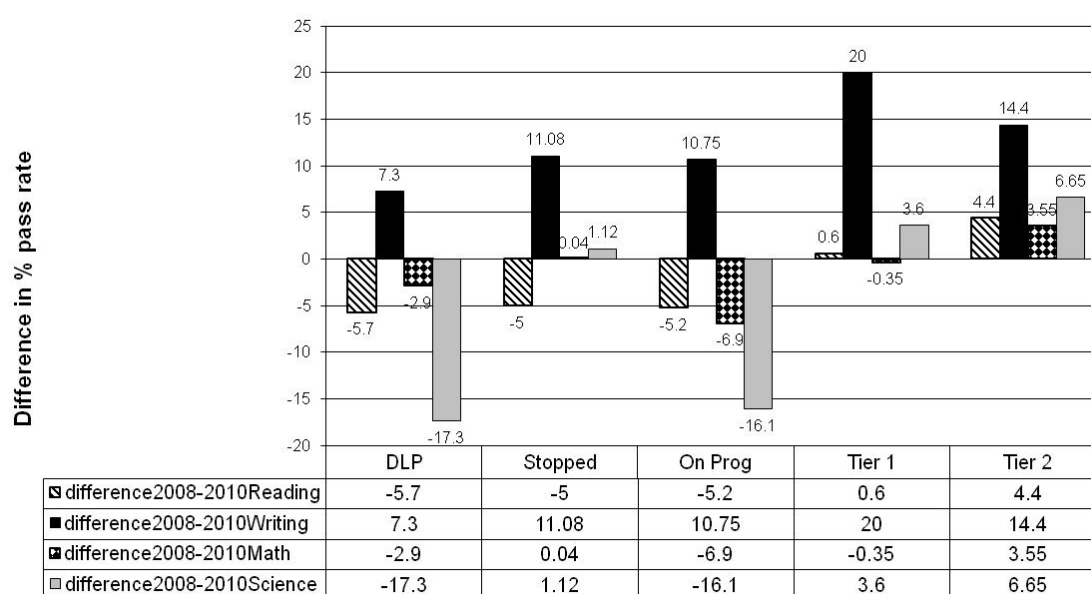


Figure 5.6.4.1 Comparison between KS1 Level 3 percentage gains/losses between 2008 and 2010 by SOS Level of Participation in SOS Programme

Figures 5.6.4.2 to 5.6.4.9 show the Key Stage 1 results for Levels 2B+ and Level 3. Due to the national boycott by teaching staff in relation to the administering of SATs, not all data was available for Key Stage 2 results. The SOS schools did not achieve the same level of success at Key Stage 2 as they did at Key Stage 1. For English attainments at Key Stage 2 the results showed a mixed profile at Level 4+ for the SOS schools in contrast to the rest of Essex where levels did not change. The Level 5 English results improved for the tier 1 and tier 2 SOS schools. In relation to attainments in maths at Key Stage 2, data showed that the tier 2 schools did not

improve their pass-rates at L4+ or L5. However the tier 1 group increased their pass-rates for L5 in contrast to all other groups (see Appendix 8b).

The KS1 results were further analysed by the use of graphs with all levels of SOS involvement being separated out for clarity. In relation to pupils' reading attainments in Key Stage 1, it is evident that all groups produced varying rates of average 2B+ reading before SOS intervention and that the tier schools reduced the percentage passes.

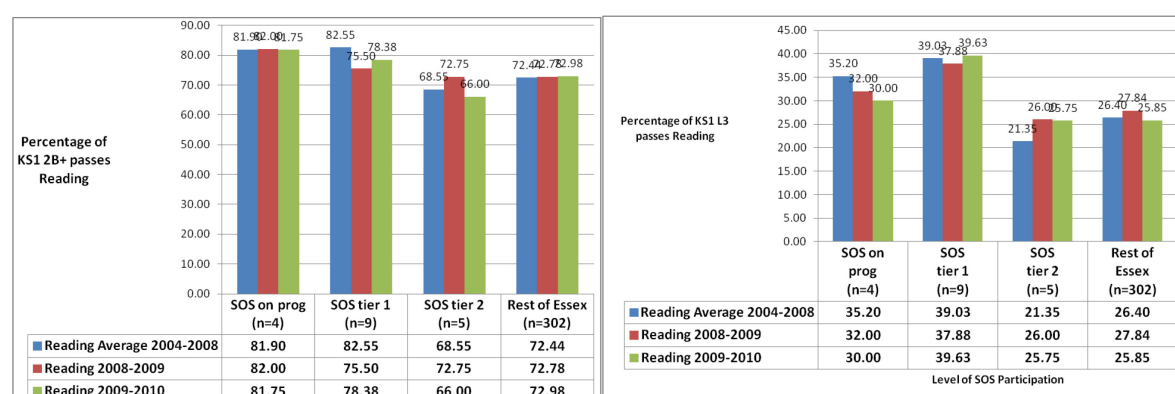


Figure 5.6.4.2 Pupil percentage passes in reading at Key Stage 1

a. Reading Level 2B+

b. Reading Level 3

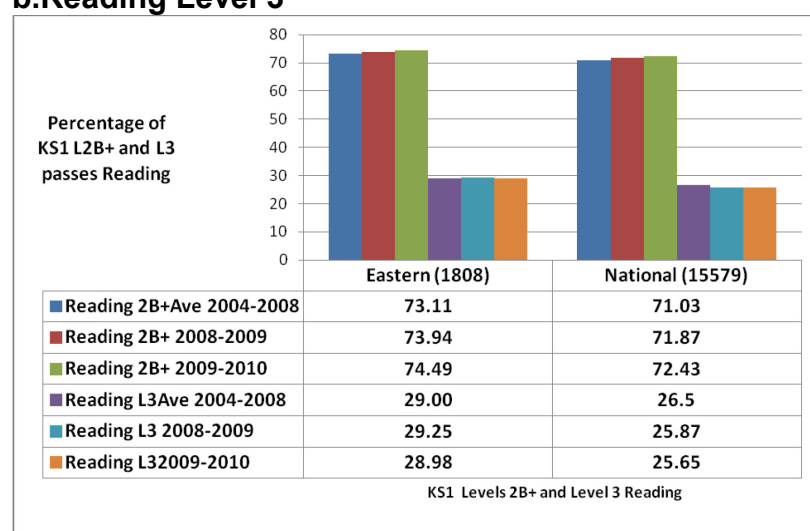


Figure 5.6.4.3 Key Stage 1 Attainments in reading at Level 2B+ and Level 3 at National and Eastern level

In looking at Key Stage 1 level 3 attainments for writing, the SOS tier groups increased their pass-rate in contrast with the rest of Essex. Eastern and National results did not alter, and so the SOS schools have shown more variation in attainment results for writing.

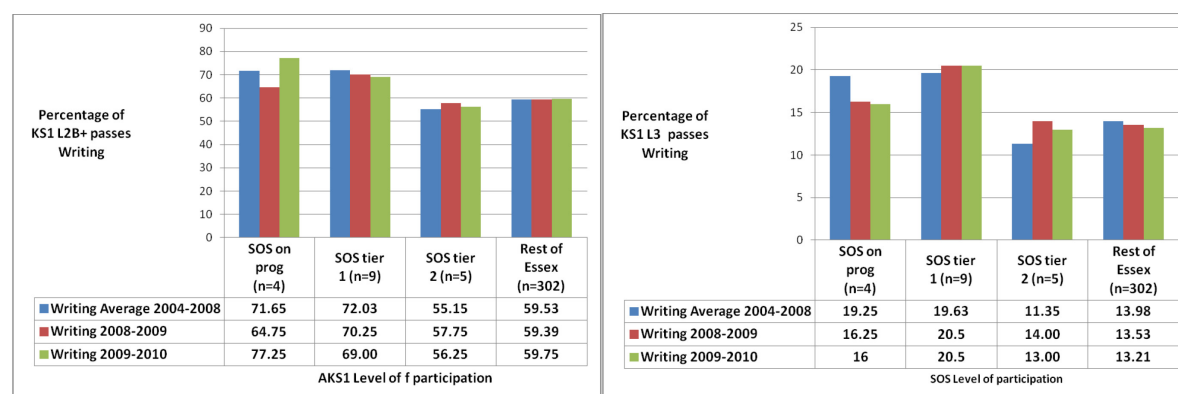


Figure 5.6.4.4 Pupil percentage passes in writing at Key Stage 1
a. Writing Level 2B+
b. Writing Level 3

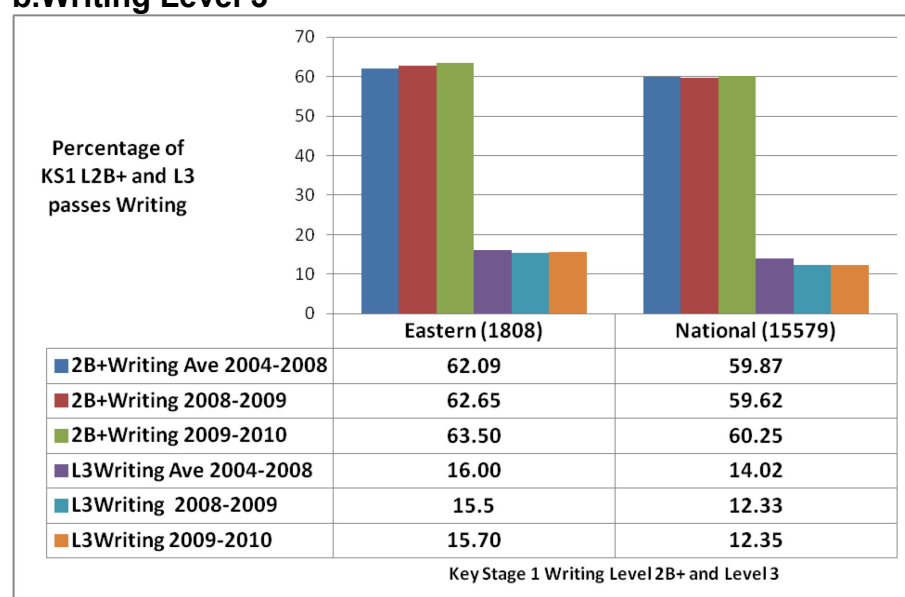


Figure 5.6.4.5 Key Stage 1 Attainments in writing at Level 2B+ and Level 3 at National and Eastern level

In exploring the maths attainment levels for Key Stage 1 at both Level 2B+ and Level 3, there appeared to be some increase in percentage pass-rates for the SOS tier

groups in contrast to Essex, Eastern region and National levels where the overall rates remained flat over the three data points.

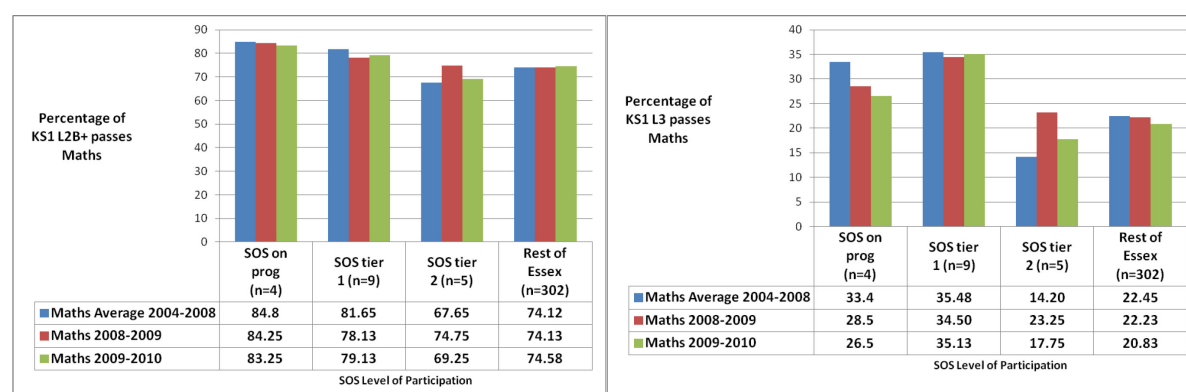


Figure 5.6.4.6 Pupil percentage passes in maths at Key Stage 1
a. Maths Level 2B+
b. Maths Level 3

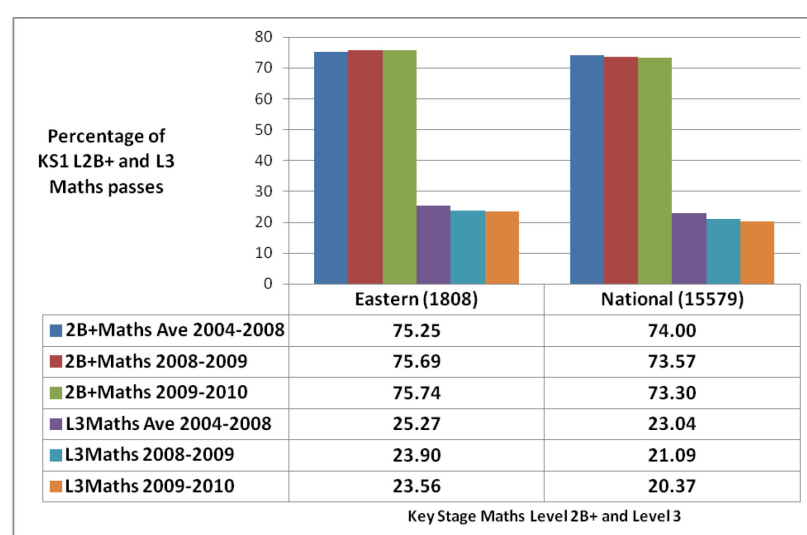


Figure 5.6.4.7 Key Stage 1 Attainments in maths at Level 2B+ and Level 3 at National and Eastern level

With regard to Key Stage 1 attainment levels in science, the SOS tiered schools decreased their percentage pass-rates for science at Level 2B but produced better results for Level 3 science. The Eastern and National percentage passes showed little change over the three data points.

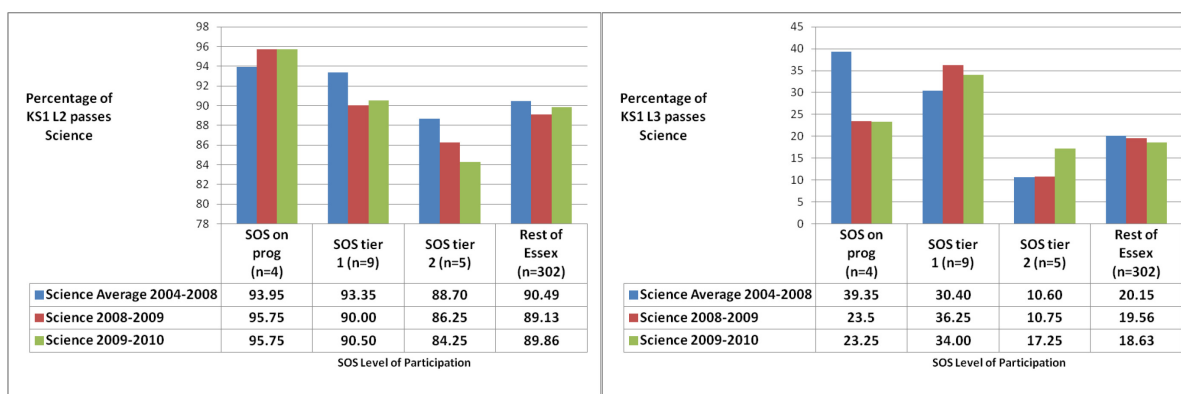


Figure 5.6.4.8 Pupil percentage passes in science at Key Stage 1

a. Science Level 2B

b. Science Level 3

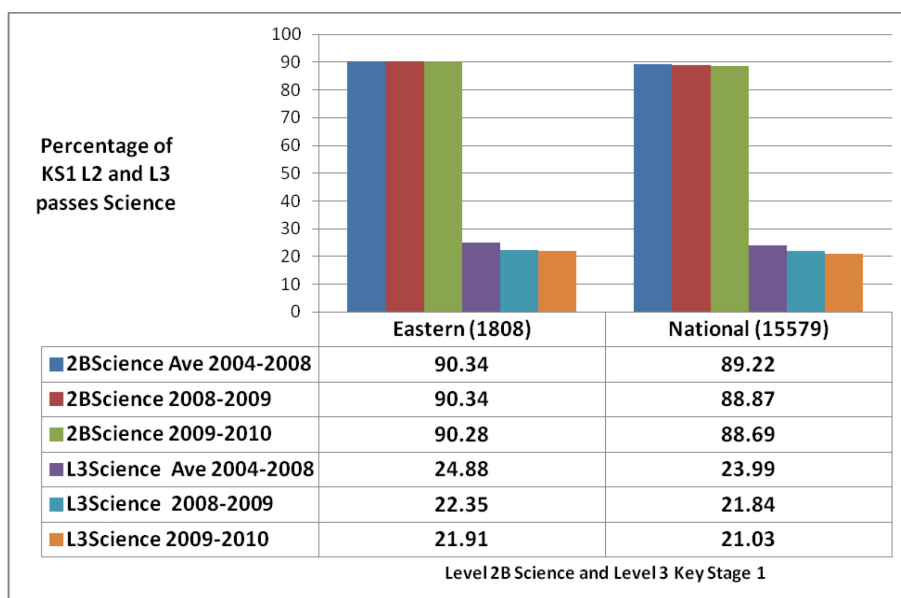


Figure 5.6.4.9 Key Stage 1 Attainments in science at Level 2B and Level 3 at National and Eastern level.

5.7 Summary of findings for pupil and teacher self-esteem and pupil attainment

In addressing the research question on whether levels of pupil and staff self-esteem increased post SOS Programme participation, it was found that both pupil and staff self-esteem increased post SOS. However, the power and effect size were low. The goal attainment correlated with the level of participation and so the research

suggests that the SOS Programme process may have facilitated goal attainment for this particular group of schools.

The research question exploring whether participating in the SOS programme would increase academic levels as measured by Key Stage National Curriculum results, was complicated by the trend in the rest of Essex which was downwards in terms of difference between average passes 2004-2008 and Level 3 gains at Key Stage 1 in 2010. One significant improvement in the percentage of passes for writing at level 3 in 2010 was found for pupils attending participating SOS schools when compared to the rest of Essex. Academic rates of improvement increased at Key Stage 1 Level 3 in all subject areas for the SOS tier 2 schools. Although Key Stage 1 Level 2B+ decreased for reading, for writing and maths at this Level the SOS tier 2 schools improved from their average attainments at both data points. Attainment at level 2B+ for science was found to have decreased and percentage of passes at level 3 was found to have increased. Therefore, for Key Stage 1, SOS schools showed some improvements post-Programme participation. At Key Stage 2 only English Level 5 attainments improved, as did the rest of Essex schools. The tier 1 group of schools made the best improvement at Key Stage 2 for both English and Maths.

5.8 A model to predict the likelihood of remaining on the Programme

Direct logistical regression was performed to assess the impact of self-esteem and staff turnover on the likelihood that schools would remain on the Programme. The model contained two independent variables (staff self-esteem and improvement in staff turnover). As shown in Table 5.8 the full model containing both predictors was statistically significant χ^2 (2, N= 26) = 14.73, $p < 0.001$ and only one of the

independent variables made a unique statistically significant contribution to the model (staff self-esteem). This indicates that using self-esteem as a predictor in the model significantly improves the ability to predict which schools remained on the Programme and those who did not. The model as a whole explained 43.3% (Cox & Snell R Square) and 61% (Nagelkerke R Square) of the variance in Programme participation and correctly identified 84.6% of cases. The odds ratio for staff self-esteem was recorded at 5.38 which indicated that schools remaining on Programme were 5 times more likely to score more highly on a self-esteem scale pre-Programme intervention than those who recorded a lower score for self-esteem, controlling for staff turnover.

Table 5.8 Model of predictors

	95% CI for exp b			
Included	B (SE)	Lower	exp b	Upper
Constant	-36.286		.000	
Staff self-esteem	1.683*	1.196	5.383	24.225
Staff turnover	-1.351	.023	.024	2.847

Note R^2 8.924 (Hosmer and Lemeshow),.433..(Cox and Snell), .610 (Nagelkerke).

Model χ^2 (1) = 14.73, $p < 0.001$ * $p < .05$

5.9 Overall Summary on the effect of the SOS programme

The overarching question was did the SOS programme have an effect? No cause and effect can be claimed by Programme participation. There were two post-data points with over eighteen months between pre and final post (Crowley and Hauser 2007). When the pre and post points are taken as before September 2008 and at

July 2010 the results are positive. They demonstrated that schools adhering to the delivery of the programme as it was originally intended to be delivered by the authors, (tier 1 and 2 schools) experienced a decrease in the areas of pupil exclusion, authorised absences, staff absences and turnover. The Key Stage 1 Level 3 passes increased for all tier 2 schools with tier 1 dropping maths by .35%. The situation for Level 2 passes and Key Stage 2 produced mixed rates of success. The comparison with Eastern, National, Essex and between data points showed how results fluctuate which reinforces the unreliability of KS data as indicators of improvement over a short term.

Staff self-esteem before the implementation of the Programme appeared to have been a significant factor, impacting on whether the schools remained on the Programme one year after the commencement of the Programme. The following chapter addresses the findings from the interviews which are discussed in relation to the research questions for the qualitative aspects of the study.

CHAPTER SIX: Qualitative results

6.1 Overview of the chapter

This chapter reports the findings from the exploratory, qualitative phase of the study. The data for analysis included eighteen recorded interviews, five electronic responses to the questions in the interview schedule, notes from telephone conversations with Head teachers and the information supplied by SOS facilitators. In order to focus on the process as opposed to the outcomes of participation in the SOS programme, the experiences and views of those involved in the programme were explored. The following research questions drove this stage of the study and are listed below together with the process of analysis.

RQ4 What do participating schools want to gain from participation in the SOS Programme?

RQ5 How successful are the schools in meeting these aims after one year?

RQ6 How could the SOS Programme be improved to increase the range of benefits to the school?

RQ7 Are there any additional benefits not anticipated at the beginning of the SOS Programme and how could these be measured?

The steps involved in the data analysis are described in some detail. This involves a description of the coding procedure and how the codes were used to generate core themes. Extracts from the interview data were used to illustrate the key themes. The chapter addresses the findings in relation to the research questions and a model of school improvement was produced by linking together the key themes. The chapter concludes with a summary of the findings.

6.2 Data Collection

There were two interview phases (pre-Programme and post-Programme implementation) undertaken with the Head teachers or SOS facilitators of twelve schools. The interview questions for both phases are provided in Appendix 6a. Twelve schools (46%) had either stopped participating in the Programme or had informed the researcher they had selected and implemented only parts of the Programme. Therefore, the question about suggestions for Programme improvement needed to incorporate a broader perspective that was not based on the assumption that schools had implemented the Programme successfully. The post-Programme interviews and follow up telephone calls and emails had identified that there appeared to be a range of reasons for schools opting not to progress through the SOS tier system (Appendix 2c).

A hybrid approach using both inductive and deductive approaches to data analysis was adopted as discussed in Chapter four. Themes six and seven were developed through the use of a deductive approach while themes one to five were developed using an inductive approach. The inductive approach to data analysis involved the coding of the data without trying to fit the data into any pre-existing coding frame or the researcher's own pre-conceptions. The researcher looked for reoccurring patterns in the data and units of meaning. Patterns occur when comments and observations are grouped together because they have something in common. (Saldana, 2009). Mostly these were about the stages of Programme implementation and specified barriers which included time resources. The concept of 'continuity of organisation in terms of stability' (Creemers and Reezigt 2005) had been located within the literature on school improvement but not defined. The grouping of the

codes into concepts and categories produced seven core themes with associated sub-themes.

The researcher was interested in gaining an insight into any potential barriers to Programme implementation that were identified before the start of the Programme. This would help to extend the body of knowledge about putting the theory of SO into practice. However, it was not anticipated that this would become a major issue for the schools on the SOS Programme. Two core themes regarding SOS implementation and SOS outcomes were generated from the SOS Programme implementation instructions in terms of application of standard SOS procedures and events which occurred as a direct result of the SOS Programme procedures. Hence, a deductive approach was adopted for the analysis here. Deductive analysis is based on a theory or model and moves from the general to the specific (Burns & Grove, 2005). Data was collected through pre and post-Programme interviews with twelve Head teachers or school employed SOS facilitators. Recorded interviews were conducted at the schools or by telephone. In addition the interview questions were emailed to the remaining fourteen Heads who were not able to schedule interviews and their responses were included in the analysis. The responses of a total of seventeen Head teachers or SOS facilitators pre-Programme and post-Programme implementation were included in the final thematic analysis.

6.3 Data Collection and Analysis Procedure

The following stages were used to analyse the data. These steps were not linear but interactive and the various stages were revisited frequently.

Stage 1

All pre-Programme and post-Programme interviews were recorded and transcribed verbatim. The five electronic responses to the questions in the interview schedule were included in the post-Programme data analysis. In addition notes from telephone conversations with Head teachers and the information supplied by SOS facilitators were included in this data set. The data set and analysis included the information provided by all respondents. The focus of the analysis was based on the responses to the interview questions pre and post-Programme. Therefore, the preparation of the data for analysis of the responses to the pre and post-Programme questions was similar. The responses to the same question from all interviews (pre and post) were collated and a means of identification using a number system was used. Schools were numbered one to twenty-six. The justification for undertaking the analysis based on all responses to each question was to look at how interviewees responded to each question and also to identify any consistencies and differences in responses across the participating schools. The data was therefore organised by responses to the questions across all interviewees (Taylor-Powell & Renner, 2003).

Stage 2

The researcher then read through the entire data set in order to derive a general impression of the information which included reflecting on the data's overall meaning. Initial ideas were jotted down in the margins of the text based on the underlying meaning of the text.

Stage 3

A list of names or code words was generated from the data set and similar codes were clustered together and abbreviated, and were put next to the appropriate sections of the text. This involved reorganising responses that were similar into categories. The codes were based solely on the information collected from the participants that emerged during the process of the data analysis. All interviewees had provided descriptions of their own difficulties with programme participation but most had not identified any programme modifications. Employing open coding, eighty-one initial codes were generated. Using an iterative approach similar codes were grouped together and redundant codes discarded resulting in sixty-four codes. Some codes were further aggregated, for example; 'inclusion of stakeholders' included three stakeholders identified in the data. These were: 'governors', 'parents' and 'pupils'. Some codes were grouped together into sub-themes, within a core theme. The final number of codes generated was seventy-two. The codes with links to core themes are included in Appendix 7.

Stage 4

The next step involved collating the codes into potential themes. The initial themes were named with a label which captured the concept the interviewee expressed. For example, in the theme, 'Fidelity to Programme', the term fidelity was located in the literature review (Kim, 2008). Therefore, all references to the improvement processes included in the SOS Programme training were coded and placed into this theme. The interview schedule contained the question about benefits of SOS participation. Those which were attributed to the SOS Programme were coded and together led to the development of the theme 'Positive gains of SOS'. The responses

to the interview schedule question about 'Barriers to Programme participation' were also coded into the 'Barriers to Programme participation'. However, these were then reassigned, because multiple reasons for the barriers were given or implied. There appeared to be an emphasis on school effectiveness rather than school improvement in the responses of some Head teachers, together with Heads focusing on staff attitudes to change and any reference to existing systems in terms of school improvement were coded as such. In addition there appeared to be a disassociation between Ofsted and LA views of school improvement and the SOS Programme, therefore a 'perception of school improvement' core theme was created (Appendix 7). Another barrier for SOS Programme implementation claimed by Head teachers was that of numerous staff changes, or structural changes imposed by the LA. This led to the development of the core theme 'stability of school'. These appeared to be prerequisites for school improvement to occur. The remaining barriers cited by Head teachers fell into three categories. These were 'barriers to implementation', 'barriers to Programme sustainability' and 'barriers to Programme progression'. These were therefore the core themes developed directly from the responses to the interview questions. The seven core themes contained sub-themes and both themes and sub-themes were illustrated by quotes and excerpts from the data.

Stage 5

The core themes and sub-themes (Appendix 7) were then presented as a narrative to convey the findings derived from the analysis of the data.

Stage 6

An interpretation of the findings was then undertaken, based on the themes. The resulting themes were not based on the research questions but developed from the whole data set. For instance, the sub-themes of 'satisfied with the programme' or 'disappointed with the Programme' were based on the language used by the respondents which expressed an opinion about the Programme, '*it was brilliant*' or '*we are sorry that....*' These sentiments were always connected with progression of the Programme. Staff attitudes to change were interpreted from Heads' views about their staff attitudes to change, and whether they could rely on their goodwill to attend meetings or whether the new ideas were accepted by staff. Some interpretation of meaning was based on the literature on SOS structures and principles.

Stage 7

Cross-checking was performed in order to limit researcher bias. The researcher made contemporaneous notes and summarised each interview to check that the interviewee was clear about the interpretation of the researcher.

Opposing views within a core theme and accompanying sub-themes were included in the narrative. The final analysis did not rely wholly on frequency of the responses, although some recurring patterns were identified in terms of their frequency and occurrence across every interview. Experiences which reflected on the theory of either the principles of SO practice or claims of the Programme were also included as part of the analysis and were therefore theoretically driven leading to the adoption of a deductive analysis. Theme one, 'Perception of school improvement' expressed the view of school improvement from the school staff point of view (Hofman, Dijkstra

and Hofman, 2009). Theme two, 'Stability of the school', expressed the main aspects which potentially caused disruption to the consistency of school procedures (Creemers & Reezigt, 2005).

Theme three, 'Adaptability to initiate SOS systemic changes' referred to the main school elements which needed to precede school change in terms of resources. Theme four, 'Aspects affecting the sustainability of the Programme', referred to the factors which were identified as necessary for sustaining changes. Theme five, 'Programme progression requisites' referred to the factors that were identified as necessary to enable Programme users to move on to the next level. Theme six, Solution Oriented activity by school (inputs), expressed the impact of SOS participation in terms of what the school 'put into' the Programme implementation such as the forming of teams, holding meetings and learning the SOS language and principles. Theme seven, Solution Oriented activity by school (outcomes) expressed the impact of SOS in terms of outcomes such as achieving goals set and capacity building of the staff.

Stage 8

In order to chart the different stages for school improvement through the SOS Programme which were reported by the Head teachers, thematic areas were created which would form the basis of a school improvement model. These fell into five stages; pre-Programme, Programme implementation, sustaining the Programme, Progression of Programme and SOS outcomes achieved. A model was developed from six main thematic areas. This is discussed in some detail in chapter seven.

6.4 Reliability

The rigour of the analysis was enhanced by adopting the 'threat to trustworthiness' model (Padgett, 1997),

<i>THREAT TO TRUSTWORTHINESS</i>			
<i>STRATEGY</i>	<i>Reactivity</i>	<i>Researcher Bias</i>	<i>Respondent Bias</i>
Prolonged Engagement	+	-	+
Triangulation	+	+	+
Peer Debriefing/Support	0	+	0
Member Checking	+	+	+
Negative Case Analysis	0	+	0
Audit Trail	0	+	0

+	Positive effect in reducing threat
-	Negative effect in reducing threat
0	No effect

Figure 6.4.1. 'Threat to trustworthiness' model (Padgett 1997)

The model included six stages:

- Prolonged engagement of the researcher. This was accomplished by an introduction at training stage and ongoing telephone contact over the period of research.
- Methodological triangulation (Denzin 1978). This was also employed using quantitative methods to provide more than one source to explore the outcome of SOS involvement.
- Peer debriefing/support. This was accomplished by consultation with fellow students by forming research groups where feedback, ideas and reading materials were exchanged.
- Member checking (Lincoln and Guba 1985). This involved the returning back to check the interpretations with respondents so as to reduce researcher bias.
- Negative Case Analysis. This was done by exploring and reflecting on any bias imposed by the researcher on her data analysis practices as discussed in Chapter seven.
- Audit Trail. This was the step by step reporting of data collection and analysis. This enhances reproducibility.

6.5 Findings

The data presented in the following sub-sections provides insight into the participants' understanding of how the SOS programme had or had not benefited the school and suggestions for improved programme implementation. The data therefore helped to extend understandings beyond *what* Schools hoped to accomplish through the programme and what had been accomplished, to *how* additional benefits could

be achieved from the programme. Each Core theme and any accompanying sub-themes are discussed in turn with examples. The relationship between the seven core themes, and accompanying sub-themes generated from the codes are shown in Figure 6.5

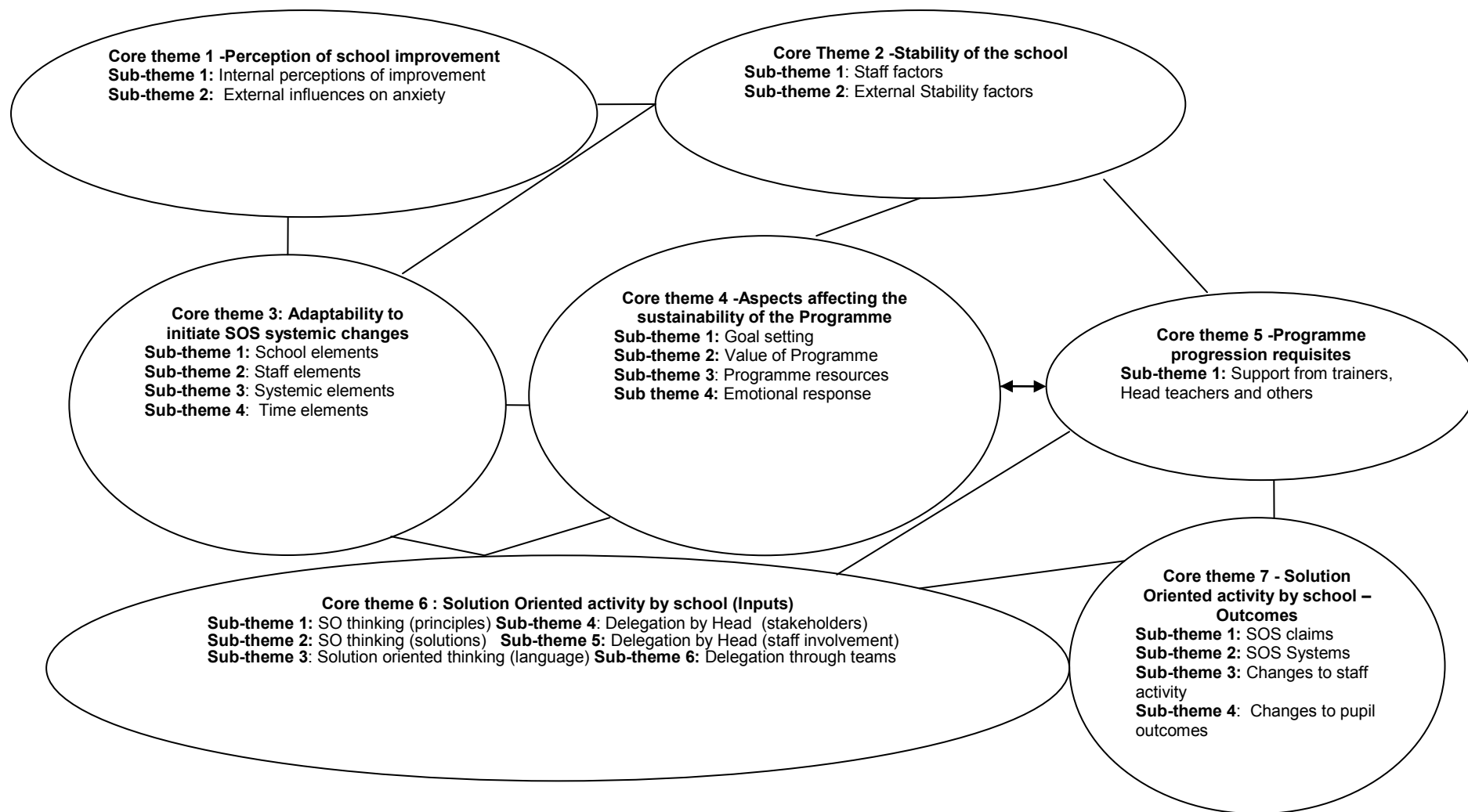


Figure 6.5. The relationship between the seven core themes and accompanying sub-themes

6.5.1 Core Theme One: Perception of school improvement

Perception of what constituted school improvement differed from school to school. As detailed in the literature, school improvement and its relationship with effectiveness (in terms of Ofsted criteria) appeared to be unclear to Head teachers. There were forty references made to school improvement, staff attitude to change and existing school system (Appendix 7b). There is a possibility that the actual claims of the SOS Programme were not made explicit on the training course. However, the Programme linked directly to the Self-Evaluation Form (SEF), a requirement, by Ofsted (see Appendix 7d).

This core theme encompassed differing views about the value of school improvement and its link to Ofsted or LA school requirements. Some Head teachers expressed the view that striving for school improvement could be perceived negatively by school outsiders.

They stopped (SOS) then they had an outstanding OFSTED, and they felt that taking on the school improvement programme was sending out the wrong messages (1.1).

This view contrasted with those of another Head teacher who saw the connection between school effectiveness and SOS.

Skill development underpins the improvement in literacy and other key areas. Effectiveness is about inclusion and that is the role SOS may have to play (1.6).

Others acknowledged that school improvement was synonymous with impact but that this impact was not solely about academic impact.

(talking about school improvement).....A school wide policy and practice which takes into account various abilities but results in improved impact. By impact I would say not solely academic; about learning and sharing with parents (1.2).

6.5.2 Sub-theme One - Internal perceptions of improvement

The first sub-theme, 'Internal perception of improvement' reflected three aspects of perception of improvement. The first referred to the Head teacher either linking or not linking SOS claims of improvement to QCA (Qualifications and Curriculum Authority) or Local Authority requirements. In cases of a perceived link, SOS was perceived as contributing to improvement.

Yes, as a school we do this and when I came on the (SOS) training I felt as a school we were very much along this way (1.3).

We are using the SOS approach with the curriculum areas with one of our SIP (school improvement plan) areas which is ICT (1.25).

When this was not the case, SOS was not seen as contributing to improvement and effectiveness.

Our core business is teaching and learning and these SOS things are not teaching and learning and so there are always issues to that (1.5).

The second aspect expressed within this sub-theme was that of staff attitude. Staff attitude and involvement were perceived and expressed as being important to improvement.

We then held a staff meeting for all the staff as we wanted full staff engagement and we went into small groups to come up with the principles. This all went down very well with our staff who felt part of the journey (1.17).

The third aspect referred to within this sub-theme made references to the challenge of implementing new systems in the face of existing systems.

My outlook on the way they are very entrenched in their ways of doing things here (1.10).

It appeared that Heads and staff in schools were not able to perceive that changes made to existing systems could reduce overall workload. When staff feel overloaded and do not share the vision of the Head, any additional meetings or system redesign can seem overwhelming. The staff who were prepared to 'sign up' managed to assimilate the necessary changes in their existing schema of school improvement and thereby accommodate the vision of direct benefits to working conditions. Those staff who could not share the vision were also very anxious about how they could justify the transition/change process to the LA, Ofsted or external stakeholders.

6.5.3 Sub-theme two: External influences on anxiety

The second sub-theme, 'External influences on anxiety' incorporated three different external aspects or agencies which could contribute to anxiety in relation to school improvement and effectiveness. The first of these related to what were perceived as external perceptions of improvement.

But it won't work when looking at maybe standards type issues. Raising issues and standards by using an F team type approach is not quite as straightforward like looking at literacy (1.20).

The second aspect expressed within this sub-theme was the perceived role of the LA in terms of support for the programme and how this could act as an external influence in generating anxiety around school improvement and effectiveness.

There is no way on this earth you can do something else that's not being measured because it is about nine or ten visits a term (1.28).

The third aspect addressed within this sub-theme was the perceived role of Ofsted by Head teachers as an external influence in generating anxiety around school improvement and effectiveness.

OFSTED will still come even if the head is there or not even if the SMT are out, they will still come and need the story of the school (1.35).

A school who stopped the SOS Programme suggested the quest for school improvement could be perceived negatively. Another school that stopped the Programme could not see the usefulness of monitoring attendance over a period of time, nor all the criteria used in the quantitative part of this study which related to SOS claims, and was therefore highly pertinent to school improvement. A school Head who withdrew from the Programme found her staff entrenched in existing practices which had only achieved a 'satisfactory' for most aspects of the SEF. In contrast, where the school Head and the staff perception of improvement saw the connection between SOS claims and school effectiveness as assessed by Ofsted, the schools all remained on the Programme. Some schools managed to integrate their SIP (school improvement plan) agenda from the LA with SOS goals.

6.6 Core Theme Two: Stability of the school

Heads made many references to the circumstances which would impact negatively on the introduction of the SOS Programme. These were grouped under the core theme entitled 'Stability of the school' and included both internal and external factors affecting school stability. The former included staff factors in terms of personnel changes and the latter included changes required by external inspections. Both were seen as destabilising factors. Low Ofsted ratings were frequently mentioned as a reason for not being able to take on any more change processes or systems.

You may be a school who is excellent but when we were in school causing concern for the authority we couldn't take on SOS then because we had the world changing our school (2.24).

6.6.1 Sub-theme One: Staff factors affecting stability

The first sub-theme within this core theme affecting school stability was expressed as factors relating to the staff deployment. Three Head teachers referred to the length of time they had been in post. Four suggested that if the SOS teams were successfully allocated then staff changes did not stop SOS implementation. However, for the schools who had stopped the Programme these were the main reasons given for not continuing with the programme. Even the schools who had successfully implemented the programme gave these as possible reasons for non-implementation as illustrated by the extracts below.

We discussed it with the staff that came back, and we found we had 80% staff changes so it's practically an entirely new staff (2.22). (This school stopped).

Differing visions in relation to the school by different Heads was cited as another factor affecting school stability in terms of the SOS Programme.

That is going to be difficult because of the head-teacher has the SOS visions. If the new Head Teacher comes in, it may not be the next Head teacher's vision and she doesn't know about it (2.1).

6.6.2 Sub-theme Two: External factors affecting stability

All schools who had successfully improved beyond the Ofsted category of 'unsatisfactory', referred to the difficulty of implementing SOS during this recovery phase. This again appeared to be a legacy situation which SOS training did not address and was therefore very pertinent to the research question about barriers to Programme implementation. These schools had achieved tier one status and commented on barriers which might affect SOS implementation generally.

Head teachers referred to the starting point of the school in relation to programme implementation.

We are not working from such a low base (Ofsted category) that this approach is a great evolutionary process, but it still wants a lot more from us (2.23).

Another cited factor was the changes imposed by the LA.

I am sorry that I cannot be more helpful but during this time of transition our actions have been somewhat limited (2.25). (This school stopped the Programme due to federation with another school).

All these aspects appeared to be prerequisites for successful school improvement.

6.7 Core theme three: Adaptability to initiate SOS systemic changes

The third core theme regarding the ability to initiate SOS was developed from codes which were associated with barriers to implement change and putting theory into practice. However, at least fourteen schools had resolved these difficulties. The core theme and accompanying four sub-themes are illustrated in Appendix 7c.

The most frequently mentioned barrier was that of time. Some schools felt the SOS Programme was not suitable for small schools in terms of the number of staff required to form the teams. Other drawbacks referred to were those to do with the staff's feeling of being overloaded and their ability to take something else on board, which was related to their belief in the worth of the Programme. This seemed to suggest they could be resistant to change. Government requirements were also cited as a major barrier to implementing changes.

Adaptability to initiate SOS systemic changes was linked to the ability to put theory into practice. Some schools had liked the theory but found the actual practice of it more difficult than they had anticipated. Other schools did not mention these difficulties.

They said they would get involved but in practice it hasn't happened; parents were not involved in the mission statement as much as we hoped they would be (3.43).

There were schools who felt the size or location prevented their implementation of the Programme. There was a feeling that the Programme required too high a staff resourcing which was difficult for smaller schools. However, the small schools did not talk about the involvement of non-teaching staff in the Programme.

6.7.1 Sub-theme one: School elements that affected initiating SOS

Size and location of the school was expressed as a factor in choosing whether or not to implement the programme.

We are a federation of two small schools. We had hoped that SOS would help us set up new systems. We created a federation of vision made by all the stakeholders including children. We chose our systems and then there were too many barriers to move forward (3.1).

Another factor cited was the Staff allocation requirement needed to implement the SOS Programme. Staff allocation was related to the size of school in terms of number of staff employed. This difficulty is illustrated by the following extract.

It is unfortunate that we have so many things to do, that next year we can build on it. We feel that we cannot implement this programme with such a small number of staff (3.11).

In contrast, one school had not only trained nine staff members but presumably could provide cover at school in order to do this.

Now have nine staff trained up; there have definitely been systems being put into place (3.10).

The final extract was provided by a school who had achieved tier 2. The improvement to initial training is discussed in Chapter seven.

We felt that it's a bit sledgehammer-ish. We felt three days for three of us was quite a long training - too much (3.7).

6.7.2 Sub-theme two: Staff elements that affected initiating SOS

The sub-theme reflected the strong feeling of staff having too much to cope with and was a sentiment conveyed across all schools. This sub-theme like sub-theme one which referred to staff elements, recurred several times. No positive views were identified for this sub-theme within the core theme of Adaptability to initiate SOS systemic changes which were generated by references to SOS. The Staff attitude category (which is also a prerequisite for school improvement to be initiated) is to do with staff cooperation generally, and what Heads feel they can ask staff to give.

Staff perception of existing work load was expressed as a decisive factor in whether to initiate the programme.

I am wondering where my staff will find the time to monitor the improvements as we are only a small school and everyone is overloaded with work. These might be the barriers I foresee (3.18).

You have to be conscious of people's time, I can see why teachers feel "I am exhausted" (3.24).

Staff perception to change/belief in Programme was expressed as another factor in deciding whether to initiate the programme. Some Head teachers reported the training and implementation of the programme as having made a big difference while others reported staff finding "it all too stressful".

We tried to implement the SOS Programme but staff just found it all too stressful so we have decided not to continue (3.32).

The above extract illustrates the perception that some school teaching staff are not able to take on any new aspects to their existing way of working in a school. All the schools appeared to take something away from the training. This was positive even if they were not able to implement the Programme to their school. Changes required by the LA or central government were also cited many times as factors which adversely affected the ability to change school systems in an individual way to suit the school itself.

6.7.3 Sub-theme three: Systemic Elements that affected initiating SOS

Central Government/LA directives were expressed by some Head teachers as not being conducive to implementing the SOS Programme.

The concept is perfect for our situation we need time to set it up. Too many government initiatives and not enough staff to do the job in a small school (3.59). (This school stopped the programme).

If you see it is useful you can justify the time to yourself. Someone who is bogged down in the present can't see the future. There's so many audits out there (3.56).

Within this sub-theme, schools that had variability in success or used the Programme like 'pick and mix' appeared more likely to leave the Programme as illustrated by these comments.

However, I think the SOS programme should be modified to fit in with school systems. It was not written for schools and needs to be adapted (3.48). (This school stopped being on the Programme).

6.7.4 Sub-theme Four: Time elements that affected initiating SOS

Only schools who remained on the Programme explicitly mentioned an evaluation process. Some schools were able to accommodate the time needed for meetings to discuss systems. Some were not able to make the changes to accommodate this new way of operating.

Looking at the quality of work being produced, we don't have those estimates yet. Staff have not yet received really good CPD opportunities. Their own evaluations could be different (3.74).

*Currently we have implemented to a limited degree a skills- led curriculum
We need expected outcome, we evaluate that and make some changes
like being too QCA reliant (3.75).*

The next selection of extracts demonstrated that some schools were not looking for 'quick fixes' and allowed for that in their plan when setting the goals.

and some take longer and will run for a couple of years really (3.71).

We have staff meetings every term on aspects of SOS and also, it's taken longer and we want to do it properly (3.71a.).

In contrast the following schools thought time scale was important.

I think then you can accomplish your goals in a short time. You need quick ways of engaging. Our goal was to achieve a goal by June. We then wanted on to the next goal and the next goal by the following June. (3.69).

It would appear that those Heads who were delegating work to the work-force generally were able to use their saved time to provide cover for staff to go to meetings.

SOS was expressed as a priority, in terms of allocation of time to evaluate SOS progress and goal achievement.

It didn't take much time and what we'll get back is great. Some people just, I don't know, some people just say it is too much (3.65).

With the Mid-days at the moment it is every fortnight. We have agreed that if it is important we will pay the extra time. We have a half hour meeting (3.62).

We have a staggered lunch and some Mid-days start at 11.30 am and some finish at 1.30 so we alternate (3.63).

The data from the interviews suggested that some of the schools had already gone through the process of change before which meant that the schools were already 'prepared for change' in terms of all the aspects shown in Appendix (7c) Therefore, the model of school improvement needed to put some systems into place *before* full Programme implementation and not afterwards.

6.8 Core theme four: Aspects affecting the sustainability of the Programme

The fourth core theme referred to the sustainability of the Programme and included both difficulty with sustaining programme and the versatility of programme. The first extract demonstrates how some schools 'gave up' because they could not perceive a more flexible way of using the SOS Programme. The second extract illustrates a completely opposite view where the versatility of the Programme was facilitated by a school going beyond original expectations.

We chose our systems and then there were too many barriers to move forward (4.3).

We've gone way beyond the goals we set; it skyrocketed and SOS teams started that. We went into teams and we shall maintain the teams, That's what has really helped (4.4).

This core theme contained four sub-themes which expressed the reasons Head teachers gave for barriers experienced before being able to move forward or sustain the Programme. All these sub-themes guided whether the schools maintained the Programme or abandoned it.

The level of goal difficulty appeared to be a recurring pattern, especially for the schools that either stopped being on the Programme or were trying to maintain momentum. Another result seemed to be connected to whether the schools were identifying the needs of the school or emulating the suggestions given as examples by the Programme. It was noticeable that one group of schools who were being monitored by SOS personnel chose to involve parents and stakeholders before they formed teams and the other group appeared to involve the staff before they broadened it out actively to involve parents.

6.8.1 Sub-theme one: Goal setting

The first sub-theme 'goal setting' referred to the type of goals set in terms of the F- team's ability to produce the desired outcomes.

We felt the first tier was easy - we set up two teams but it has been quite difficult to get all the stakeholders involved and parents involved. We had to kind of drag them off the street (4.7).

I feel that SOS would be more successful if it drove our SDP or they had had set smaller more achievable goals (4.2).

Many schools chose 'welcoming' for a goal and 'pupil coaching' as a technique to improve behaviour. These were examples given on the training day. However, the schools that identified their own unique difficulties appeared to have more success in sustaining the Programme. External goal setting or in-house goal setting were perceived either positively or, as the following extracts illustrate.

At school 3, 'GT' (the EP) did two visits there, and started children coaching but the Head struggled with the goals set (4.8).

With SOS it's so flexible. If it's sorting out a problem or all solutions and meetings everyone gets a voice and everyone talks about it and thinks about what's going well and you really work on. So it just adds to it really (4.10).

6.8.2 Sub-theme two: Value of Programme

The second sub-theme, 'Value of programme', identified another prerequisite for improvement to take place in schools. The perception of the value of the Programme in terms of Ofsted requirements and LA requirements in this case

was still an aspect of maintaining Programme involvement as opposed to getting the Programme up and running.

The value of the Programme from an external perspective was raised in several interviews at both initiation of Programme stage and at the stage of sustaining the Programme. The data revealed a tension between LA officials employed with school improvement and their targets, and the school's agendas for improvement.

We have been very successful in this but that doesn't seem to have been accepted by the school improvement partners (LA) (4.12).

Our staff are incredibly disappointed after school improvement people came in. The staff all came back in very upset because they've done many developments (4.13).

The perception that SOS claims did not fit in with criteria viewed positively by Ofsted appeared to be associated with schools that did not remain on the Programme. The Solution Oriented philosophy was taught on the training day as a method to change the culture and ethos of the school which would then produce a climate conducive to changes.

Unfortunately SOS isn't one of the things; to be measured by the government when you're measured by your targets, your SATS results; unfortunately that naturally takes priority (4.16).

6.8.3 Sub-theme three: Programme resources

The third sub-theme referred to Programme resources in terms of external support and SOS material availability. Programme resources were mentioned more frequently by schools that were not progressing independently through the Programme. Schools at both ends of the level of participation spectrum had not used the large guide supplied on the three day training. This contained a wealth of knowledge and techniques but was to be replaced by secure webpage access.

All schools thought that external support would be necessary and some were prepared to finance further training days as illustrated by these extracts.

We use the big manual. I must admit we haven't tried getting online yet (4.20).

We are still awaiting the training materials which should have been on the website in September. These would have been really useful to train all staff with in systematic way. SOS is costing us a lot of money but the support available is limited. (4.21).

External support was mentioned by several schools. These included both those that were sustaining the Programme and those that wished to progress. External support was viewed positively in terms of being useful, but it was found to be lacking in availability.

We would like to see SOS provide more ongoing training and support, and put the materials on the website as promised (4.22).

6.8.4 Sub-theme four: Emotional responses

The fourth sub-theme, 'emotional responses' referred to whether the SOS facilitator/Head was satisfied or disappointed with Programme itself. This sub-theme contained fifteen direct references to expressions of satisfaction.

SOS is going brilliantly we are doing it across our whole delivery group. Doing the SOS meetings. And it's just turned things around, they have a voice now (4.40).

However, there were some disappointments expressed although not explicitly stated.

We were promised a website with resources, but we don't think that's happened yet which is disappointing because we were looking forward to that (4.25).

The research question about whether there were any additional benefits not anticipated at the beginning of the SOS Programme and how could these be measured was answered through many of the extracts. These expressed school improvement to systems, as anticipated by SOS Programme designers. The following extracts concerning the satisfaction with the Programme suggest some unforeseen pleasing outcomes for school Heads.

I love the way it gives the ownership to everyone and gives structures to the meetings. It is brilliant because it empowers them with the correct sort of language. It's brilliant. I really like the structure (4.34).

For some teachers and staff it has absolutely changed how they do everything. It is remarkable (4.41).

6.9 Core theme five: Programme progression requisites

‘Programme progression requisites’ was the fifth core theme which referred to the fact that not all schools could sustain the Programme whilst going on to the next stage. Some schools suggested more support in the form of training, retraining, external support and printed or online material. However, the majority of successful schools just supported each other across schools and invested in more training for additional staff as well as doing in-house training. Therefore, the following extracts illustrate solutions offered for sustaining and progressing with the Programme.

All the schools who were participating in the Programme suggested that additional support was required to progress to the next level.

We are fairly clear about how to do the hard structures, but we need a bit more help with the softer ones (5.2).

A sub-theme ‘support’ was developed and referred to the reasons why progression had or had not taken place. These were expressed as the need for on-going training for existing trained staff or for new staff joining the school. Some schools would have liked additional support in the form of SOS materials.

Some would have liked a revision session on some of the more difficult procedures suggested by the Programme such as peer mentoring.

No schools interviewed felt the initial three day training was adequate to progress with the Programme. Some opted to train more staff and some decided not to continue the Programme. Therefore Programme progression and sustainability appeared to be parallel processes with a multidirectional relationship.

6.9.1 Sub-theme one: Support from trainers, Head teachers and others

The need for ongoing training was expressed in relation to programme progression and sustainability as illustrated by these examples:

...just bought the training a second time because of our delivery group we want to them (5.8).

I felt it was really rushed. We only saw it once. Everyone knows in learning, saying it once doesn't go in. We did it but not learned it (5.10).

The tier one schools were keen to support each other through to tier two. The tier two schools in another area thought that was a good idea too. A result of SOS was that schools still participating in SOS were networking with each other, in spite of geographical locations. A refresher session was organised in the summer term where schools from the North of England spoke to a group of SOS schools. This and the additional training from the Programme designer were highly valued. Examples of this follow:

*The other thing they did whatever it was, they seem to have term, a group of heads that get-together every term. They call it bring a brag. And they talk about something that is good, nothing is being set up.. I** –he did that group (5.19).*

We found the schools from up North somewhere very useful because that was a concrete example. Just hearing how they did it and how they approached it. “That's how you do it”, we thought... that's how you do it (5.9).

Some schools who had discontinued with the Programme had applied for initial training again in the hope of emulating their successful neighbours. Ongoing access to SOS materials for Programme progression was mentioned by several schools in terms of both progression and sustainability. However, some schools had not used the supplied materials.

We didn't use the manual, it was shown to us on our training, things are shown to you once again but you don't use it do you?(5.18).

Several schools suggested that the Head teacher's engagement was crucial to Programme progression. The level of enthusiasm for SOS from Head teachers seemed to be reflected by the success they felt they had gained from the Programme. However, those Heads who had planned to adapt their school to the Programme demands seemed to have been very enthusiastic about the Programme before it was implemented. None of the schools who had

progressed through the tier system reported changes to all key personnel. However, staff turnover was countered by the tier schools by financing some additional training. The following extracts illustrate the importance given to involvement from the Head teacher in terms of programme progression and sustainability.

Because the deputy head is so keen on it she is going to keep the communication one running. We will keep SOS running next year because we believe in it (5.28).

Otherwise the Heads do all the decision-making. Having people buying into it has to come from the Head; for it to work the Head really needs to give training in my opinion. The Head teacher was not at the training and I think that makes a difference (5.34).

6.10. Core theme six: Solution Oriented activity by school (inputs)

Solution Oriented activity was described by all Head teachers. This theme referred to the perception of the change needed to assist staff from being less problem-focused and more solution-focused. It required the adoption of the ten principles of the SOS Programme. Within the SOS framework it was vital the Head teacher was able to delegate decision making in order to build the capacity of the staff.

The benefits I think, the F teams groups - we like that way of working. It is not fixed who can take a group; anyone can take a group and be given a

budget and a remit to do something. I think that works well because it is whole school and it gives ownership to ideas (6.57).

The SOS ten principles were listed in Chapter one and the philosophy of the Solution Oriented/focused was described in detail in Chapter three. Six sub-themes were developed from the core theme of Solution Oriented activity by school. The extracts in the next section illustrated the main aspects of SO practice, both at a cognitive level and at a behavioural level, in other words ‘the thinking and the doing of the programme’.

6.10.1 Sub-theme one: Solution Oriented thinking focusing on SOS principles

Solution Oriented thinking reflected the philosophy of SOS in terms of reference to the SOS principles, focusing on solutions and the use of Solution Oriented language. These ten principles have been listed in chapter one. There was a clarity about these principles as shown by the following extract:

We had to make sure everyone was buying into it. Everyone went away very clear about what the SOS approach and the vision were (6.4).

6.10.2 Sub-theme two: Solution Oriented thinking focusing on the solution

Some schools became Solution Oriented by setting goals which directly related to difficulties the schools were experiencing. This is illustrated by the following extract:

The first meeting was setting goals. The behaviour goals were to have consistency in between MDAs, LSAs and teaching staff, particularly in terms of rules and rewards, and lining up procedures (6.24).

In contrast, other schools did not adopt the philosophy of SO although goals were set. A Head teacher (who had just mentioned an 80% staff turnover rate in the first interview) reported the whole staff were working as a team, rather than delegated into several teams. Another Head teacher reported people had been selected on to teams. Neither of these schools remained on the Programme.

We are hoping to develop a new emotional supporting programme. The staff here are committed and already work as a team. Staff are very solution focused at the moment and everyone is very happy and there isn't anyone moaning (6.30).

People have been selected on teams, and meetings will take place as and when they need them; I've got two teams going non-stop (6.29).

6.10.3 Sub-theme three: Solution Oriented thinking using SOS language

Sub-theme three, Solution Oriented thinking using SOS language reflected the importance of language in shaping people's thinking. This point was acknowledged by several schools and changes to mood in terms of staff 'moaning' was also a frequent observation by Heads. The word 'moaning' suggested weariness by Heads as a result of having to listen to low level

complaints. The aspect of the Programme which motivates staff to deliver a solution to a difficulty rather than living with it was entrenched into the ethos of successful schools.

We use Solution Oriented language when discussing problems (6.38).

It is brilliant because it empowers them with the correct sort of language.

We can solve problems whereas before moaning would have got out of hand (6.34).

Another important aspect of the SOS Programme is the delegation of school improvement into teams. There were 37 references to these activities and these are addressed in the next three sub-themes. Some schools were less successful with the inclusion of stakeholders and these schools did not refer to any children being involved in decision making.

6.10.4 Sub-theme four: Delegation by Head through inclusion of stakeholders

Solution Oriented delegation by the Head teacher needed the inclusion of stakeholders, whole staff involvement and the forming of F-teams to bring about school goals. Inclusion was expressed as involvement of stakeholders and delegation to governors, pupils and parents as illustrated by these quotes:

One of the things we did do arose from SOS. We had a non-pupil day with the governors as well; we asked everyone to select one of three teams and we've kept those teams (6.40).

The children fed back and created rules for the jungle gym and this was talked about at the midday meetings (6.44).

We've now got together the stakeholders and the governors, parents and children. We plan together, we learn to live with a decision, and we look to what we need to do and we learn from it. It's really helped us clarify our thinking (6.49).

6.10.5 Sub-theme five: Delegation through whole staff involvement

This sub-theme referred to delegation through ownership of SOS principles thereby facilitating staff engagement. This is illustrated below:

It is great at getting children's input and say kitchen assistants' input from a wider group. SOS gives the impetus to involve different types of people (6.57).

6.10.6 Sub-theme six: Delegation through F teams and Solution Oriented meetings

The following extracts provide the best illustration of the sub-theme of delegation into F teams and Solution Oriented meetings. They were selected to demonstrate reference to the SOS framework of SOS meetings (by the first schools who remained on the Programme) and those who used incorrect terminology such as 'working party' in contrast to F-team, and who did not continue. Although Heads referred to goals being met, most of the extracts which refer to team meetings, suggest these were ongoing which might have been for maintenance purposes.

We organised a governors' meeting at which we discussed the Core Professional purpose. This was an excellent way to really focus on what message the school was putting out and what we wanted for our pupils (6.69).

We have not been able to integrate the programme but we have tried to work using the working party philosophy and made changes to the lunchtime (6.75).

All the schools that remained with the SOS Programme, even those who used selected aspects of it, appeared to invest in team meetings. However, the references to 'whole staff involvement' were only made by those schools still on the Programme. The main outcome for all schools who had reported successful SOS Programme participation was the ability to cooperate with stakeholders at different levels and the empowerment that came with it. These were also schools where the Heads were successful with their delegation of work.

6.11 Core theme 7: Solution Oriented activity by school (outcomes)

This core theme reflected Solution Oriented activity by schools in terms of outcomes. Head teachers referred to the outcomes of SOS participation. The Heads identified areas which had 'gone beyond' the original intention and there was also satisfaction expressed about how staff members were able to address problems with solutions without referral to the Head.

We will have sharpened up our systems. What makes it different and unique, and the characteristics that it is. I love the way it gives the ownership to everyone and gives structures to the meetings (7.14).

This is what I love about it, it is not about more, it is not about expense. It's just about ways to organise (7.15).

Four sub-themes were developed from this core theme. The analysis highlighted the fact that very few of the Head teachers talked about the SOS school improvement claims. They were focused on their own agendas for school improvement and extracts used earlier have demonstrated the lack of connection made by Head teachers between SOS Programme claims and school effectiveness as determined by Ofsted. This seemed ironical as the Programme claims were identical to the criteria used by Ofsted for categorising schools in terms of effectiveness and improvement.

6.11.1 Sub-theme one: SOS claims in relation to reducing and increasing factors

Many extracts already quoted referred to school goals and systems. The tier two schools reported they had gone beyond their goals and it appeared the F-teams had taken on a self-perpetuating process in terms of change which had become specific and personnel independent. This is illustrated below:

Motivation of wanting to come to work as much as possible we ought to be able to win more of those borderline days. The long term absences and 50-50 days of “shall I or shouldn’t I” (7.1).

We are now above the national average in maths KS1; we’re so happy (7.2.).

6.11.2 Sub-theme two: SOS systems

This sub-theme referred to attainment of goals in relation to the programme.

We achieved our goals, We got all our system going. I think it is an approach that is wasn’t wildly different from what we were doing, but it gave a coherence and logic to everything and I think that was really important (7.22).

The schools who had reported barriers did not contribute to this sub-theme which was concerned about resource finding or saving. In the successful schools it appeared that changes were often quite minimal and reflected on the SOS principle that a small change can initiate a solution.

There was an acknowledgement that ways were found to conserve adult resourcing through careful organisation.

Linking to that, it’s not just time that is a barrier but there’s money as well.

Because you need to be realistic about what you can ask people to do.

We get round it by getting the teaching staff to go out for lunch, or

playground duty, and swapping with the MDA maybe 10 minutes early (7.11).

There were several references to staff feeling valued and its importance. The valuing of staff opinion or judgment was implicit in many extracts which referred to staff meetings, communication, staff capacity and team decisions. Many extracts referred to the inclusion of midday assistants and other staff who are not teaching staff. In many schools they would not usually have a 'voice' or have the capacity to manage decisions regarding outcomes of children.

6.11.3 Sub-theme three: Changes to staff activity

This sub-theme referred to staff feeling valued.

I suppose it's all about group responsibility and everyone would feel value (7.26).

It makes everyone feel valued sorting out an issue or a niggle (7.27).

There were many references to staff's positive response to the Programme and as well as directly stated this could also be inferred from the staff activity around goal setting and completion. References have been made previously that staff also attended meetings sometimes out of school hours, and some staff gave up their Learning Support Assistant time so meetings could take place. Many expressions of the positive results of participating in the programme were expressed as shown below:

Staff are more positive about problem solving. They are also more positive about behaviour management and use a solution oriented approach to this (7.32).

Staff members were reported to be communicating better not only with each other and across employment roles, but also with pupils, parents and governors. Staff members were reported to be asking children their opinions as shown by this extract:

What I like is getting feedback when I haven't asked for it and so many children have said and midday assistants... It has just been really good. When they do go to the children with a problem they know much more about the issue now. They don't just say they were naughty at lunchtime. They say this happened and then this, and so they have been talking to the children to find out (7.34).

The team building aspect of the Programme seemed to build better relations between staff. The teams included staff, governors, parents and non-teaching staff. There are many references to 'we' throughout the extracts.

And the real strength was in relationships; I think that's what we would be encouraged by here (7.39).

The tier schools all reported staff having a 'say' in the changes and systems being created. One Head talked about power shift.

With SOS it's so flexible. If it's sorting out a problem or all solutions and meetings everyone gets a voice and everyone talks about it and thinks about what's going well and you really work on. So it just adds to it really (7.43).

Heads seemed pleased that staff did not feel the need to report problems to them but had gained the capacity to deal with conflict by themselves. The term, 'more empowered' implies this had occurred since Programme involvement.

It was all about how the dinner ladies talked to the children and their perception they are naughty, they are not all naughty there is a handful, and I've put in systems where they can reward the children. And when raising their (MDAs) status and got the children involved with the good behaviour with the dinner ladies in making up the rules on the playground.. And this is seen as a partnership not just things being done to them (7.53). Staff are more empowered to find their own solutions to problems rather than bringing them to me to solve (7.54).

Tier schools were involving pupils in decision making on several issues and references to this involvement has been included in previous extracts. By involving the children their outcomes would necessarily change too, be it better meals, nicer environment or changes to dull lessons. It has been previously reported that children were asked to make up playground rules. Staff capacity building was an SOS Programme claim which was fulfilled in the 'tier' schools.

This was a valuable finding in terms of providing an evidence base to the Programme claim.

6.11.4 Sub-theme four: Changes to pupil outcomes

This sub-theme referred to pupils being given a ‘voice’ which led to some change in a particular aspect.

ICT can be very dull and we are looking at the cross-curricula use of ICT which the children are changing and looking at (7.55a).

We purchased the furniture but the children organised and arranged where it all went, the lamps and flower pots, where they wanted (7.56).

The words ‘enjoyment’, ‘positive experience’ as well as ethos were mentioned directly by tier schools. Ethos is one of the SOS claims for school improvement. It would make sense that the involvement and inclusion of all staff and stakeholders and the creation of systems that brought about tangible improvements should improve the ethos of the school. This will be discussed further in the chapter seven. The extracts below illustrate a reported change in school ethos by the tier schools.

Working with School and Class Councils to ensure that lunchtimes are effective and enjoyable for all (7.60).

The ethos of the school has changed because the senior staff had a clear vision (7.63).

Parents had been reported to be included in the change process and there were several references to parents' opinions being included in the consultation process.

We are more and more referring the parents to and what was interesting was that when they did the annual survey we got feedback (7.58).

By impact I would say not solely academic; about learning and sharing with parents (7.59).

All the sub-themes illustrate the success of the delegation of school improvement by Head teachers to the stakeholders. The Programme appeared to bring about a high degree of democracy in the Primary schools who remained on the Programme after one year. It was noticeable that the sub-themes contained in the core themes included solely positive comments for the outcomes of SOS participation. The only words of caution about SOS participation were to do with the need for ongoing support and the 'climate' of the school being prepared for change.

The additional benefits not anticipated at the beginning of the SOS Programme included the spawning of other projects as a direct result of SOS implementation. One school reported that staff got together regularly over a cup of tea with cakes. This became the format for new initiatives and staff voluntarily met after school. Other school Heads were delighted that their Midday Assistants, Learning Support Assistants or Newly Qualified Teachers had become more independent in their thinking. New systems had also given pupils a say in a range of areas

from how ICT curricula were to be delivered, to what the rules on the playground should be. Parents and Governors had worked together on several projects and staff who had additional skills such as webpage design had been identified and utilised. Schools who did not normally meet because they came from different parts of England or Essex started to correspond as partners in SOS. A follow-up piece of research would be necessary in order to measure the benefits. A new GAS analysis would provide quantitative results which could be assessed after a further year.

The school improvement model (see chapter seven) proposed through this research places the seven core themes in the order in which the barriers could be addressed at different stages of school Improvement.

6.12 Summary of chapter

This chapter has described in detail the generation of seven core themes and accompanying sub-themes. The schools identified several types of barriers at various stages as well as many benefits that were not envisaged at the start of the Programme. However, some schools were not successful in their implementation or sustainability of the Programme and possible prerequisites were identified. The schools that proceeded to tier levels already had the foundations laid for change in terms of staff preparation, and the profile and context of their school. The benefits cited went beyond those envisaged by the Programme designers. The findings from this analysis identified prerequisites for

Programme success and the barriers which precluded some schools from successful implementation of the programme. In the following chapter these findings and the quantitative results are discussed in greater detail in relation to the literature, methodology, limitations of the study and implications for practice.

CHAPTER SEVEN: Discussion, Conclusions and Recommendations

7.1 Overview of chapter

This chapter discusses the claims of the SOS Programme in relation to the research questions, related hypotheses, literature review and the possible implications of the findings. The definition of effective school improvement is discussed with reference to the management of change and how this relates to the theme of adaptability identified from thematic analysis.

Themes uncovered during the qualitative analysis and their relation to the SOS Programme claims are discussed in relation to research questions six and seven. Evidence from the literature is used to support the themes identified. A proposed model of school improvement is described and illustrated and the triangulation of data collection methods is discussed. The limitations of the study and future implications for theory and practice are outlined.

Suggestions for future research and implications for educational psychology practice are made. Conclusions regarding the proposed model of school improvement and the effects of this research are made. Finally, the ten SOS principles are used to suggest applications for future school inspection teams. The chapter concludes with a brief summary.

7.2 Research questions

Table 7.2 provides a recap of the research questions and hypotheses formulated for this study as well as the results claimed by participation in the SOS Programme (Rees, 2005).

Table 7.2 Recap of SOS Programme claims, research questions and research hypotheses.

Results claimed by Programme participation (Rees,2005)	Research Questions	Hypothesis
Reduced exclusions Improve attendance Improved behaviour (pupil and staff)	Research questions testing hypothesis ₁ RQ1 .Do exclusion rates, staff absences, staff turnover and pupil absences decrease after SOS Programme participation?	H ₁ - Schools participating in the SOS Programme will record a significant decrease in all of the following after one year's experience: <ul style="list-style-type: none"> • Exclusions • Pupil absenteeism, • reported days lost through staff sickness • staff turnover
Enhanced well-being (pupil and staff) Improved the quality of learning Improved the quality of teaching	Research questions testing hypothesis ₂ RQ3. Does the self-esteem of pupils and staff significantly improve after one year's completion of the SOS Programme? RQ2. Are SATs level attainments affected after participation in the SOS Programme? RQ4. What do participating schools want to gain from participation in the SOS Programme? RQ5. How successful are the schools in meeting these aims after one year?	H ₂ - Schools participating in the SOS Programme will record a significant increase in all of the following after one year's experience: <ul style="list-style-type: none"> • Pupil and staff self-esteem • Academic attainments • The attainment of all goals set by the Head Teachers which would contribute to school improvement.
Galvanising staff (capacity building) Improving relations & ethos Improving inclusion		No hypothesis - information gained through interviews

7.3 Summary of the findings

The next sub-sections discuss the results from the quantitative and qualitative sections, and themes uncovered during the analysis are then addressed and discussed.

7.3.1. Quantitative

The quantitative analysis of this research was based on Hypotheses 1 and Hypothesis 2 which did not reach significance. Both these hypotheses related to the increase and decrease of school performance measures whilst participating in the SOS Programme. However, an unexpected situation arose when the researcher discovered through the post-Programme interviews, telephone calls and emails that eight of the original twenty-six schools had discontinued their participation in the Programme. Therefore, it became necessary to report the results by level of participation because the results of the schools that had stopped following the Programme needed to be separated from those that were. The grouping became a vital part of the analysis as there were differences between groups which suggested that by simply attending the training for SOS these claims could not necessarily be met. It appeared from the results that the type of implementation in terms of fidelity to the Programme was a criteria for success itself.

The complication brought about by schools having different levels of participation made the analysis complex but the advantage was that it created an opportunity

for greater depth of analysis and provided a comparison group in addition to the national and regional comparison groups for Key stage pass rates. The five research groups were identified by level of participation and named: 'Do not like the Programme' (DLP), 'Stopped Programme', 'On Programme', 'Level/SOS Tier 1', Level 2/SOS Tier 2'. No cause and effect could be claimed. The data collected was represented graphically for all five groups as a means of comparison. The answers to Research questions one, two, three and five are discussed further in this section.

Research question one relating to the decrease in exclusions rates, staff turnover, staff absences was answered in the affirmative when looking at average rates before and after one complete year on the Programme for the Tier 1 and Tier 2 schools. At first it appears incongruous that there was a discrepancy between the results of authorised and unauthorised pupil absences. Unauthorised absences increased for all school groupings except for Tier 2. From time to time there is a special 'drive' from Attendance Officers' to persuade schools to make stricter decisions about whether attendance is actually authorised. Data for this was not collected during the time the research was undertaken but later checks were being made by the Local Authority. Attendance Officers look at both types of absences together when making judgements about pupil attendance figures. Therefore, the authorised absences are deemed a more reliable source of data to measure pupil attendance improvement. Staff turnover rates narrowly missed the pre-set value of the

probability that results were gained by chance set at five percent. Stevens (2002, p193) suggests that for small samples the probability level could be adjusted to improve power.

The two groups who were following the Programme with fidelity (tier1 and tier2) reduced all the outcome criteria in line with the hypothesis would accept these as signs of school improvement. This is because statistical significance would not be taken into account by school Head teachers who are looking for a trend or have reached their plateau. The problem of reaching statistical significance in educational research has been identified in the literature review (Kim, 2008) and therefore there is little empirical support to claim solution- focused approaches to be evidence based.

Research question two which asked whether SATs levels were affected after participation in the SOS Programme could only be answered with certain caveats. SATs percentage passes increased for some SOS groups and at specific levels and in specific subjects. Therefore the SOS claim that the quality of teaching and learning would improve (as measured by this research) through Key stage results assessed by teaching staff, produced mixed results. This claim might require a qualification by the SOS Programme designers in terms of length of time or by comparison with National levels. Improvement in learning maybe a by-product of other SOS claims but was not demonstrated using school effectiveness criteria using standardised tests.

At first it appeared that the SOS schools' pass rate had decreased. However, when compared against the rest of Essex primary schools that had not received SOS training, it was found that whilst the Eastern regions and National figures remained static, all the results for Essex had declined. In contrast the SOS schools that were following the Programme had increased their pass rate since beginning the Programme for Key stage 1 , National Curriculum level 3. The SOS schools' percentage passes were generally higher (except for tier 2 schools) pre-SOS Programme than the National and regional average. Gray, Goldstein, and Thomas (2003) would argue that maintenance is in itself an improvement because not going into decline is in itself an actual gain. An optimal level may occur which is difficult to sustain year on year.

The expected level to achieve at the end of Year 2 would be a safe Key stage 1, National curriculum Level 2B, so an increase in percentage passes at Level 3 would be deemed a success by the SOS schools. Outcomes for Key stage 2 were not statistically tested as the results were not comparing the identical assessment types due to the staff boycott on SATS invigilation. However, it is interesting to note that the 'tier 1' schools improved all their Key stage 2 results. This was termed by the researcher as the 'Hare and Tortoise' scenario. The tier 1 group of schools who had not made such good progress with their F-teams might have been more 'school effectiveness' focused with their goals as a first

step before changing other systems. Table 7.2.1 provides a summary of the findings.

The answer to research question three relating to the increase of staff and pupil self esteem was answered in the affirmative suggesting that neither pupil nor staff suffered during the Programme intervention. Pre-Programme staff self-esteem measures had been collected from all participating schools. These were found to be statistically significant as a predictor of whether the school was likely to remain on the Programme one year later. The self-esteem data was not supplied by the schools that stopped the Programme. This was an interesting finding which could suggest this might be a useful indicator prior to implementing systemic changes in schools.

The answer to research question five relating to how successful schools were in meeting their aims after one year was indicated by the GAS scores which correlated strongly with the fidelity of Programme. All the five groups were included for the GAS correlation indicating that for schools that implemented the programme as originally designed, better outcomes were achieved.

The results of this study have not been explained in terms of unforeseen extraneous variables such as comparison groups receiving treatment, or experimental groups not selected on valid criteria (Newsome 2004, 2005; Kim & Franklin 2007). Research question one was confidently answered with

agreement that exclusion rates, staff turnover, staff absences and pupil exclusions all decreased post SOS participation. Since pupil and staff self-esteem significantly improved after one year's completion of the SOS Programme, research question three was also answered affirmatively.

The four SOS claims that exclusions reduced, attendance improved and well-being for staff and pupils was enhanced were met. Improved behaviour was implied from the drop in exclusion rates and staff absence rates. The seventh SOS claim of 'improved relations & ethos' could be inferred through the drop in staff turnover rates, although the biggest decrease was produced by the schools who did not like the programme. Rates in these schools did not increase during the initial programme participation through 2008-2009, so it cannot be inferred that stopping the SOS programme might have caused the high turnover rates to drop in staff turnover rates in 2009-2010. It is more likely that the eighty-five percent of staff who remained did not leave during 2009-2010. Table 7.3.1 provides a summary of the findings.

Table 7.3.1 Summary of findings

Outcome measure	Do not like Programme	Stopped the Programme	Still on Programme	Tier 1	Tier 2	Significance
Pupil Fixed-term exclusion	Increased	Increased	Decreased	Decreased	Decreased	Yes
Pupil absences (authorised)	Decreased	Increased	Decreased	Decreased	Decreased	No
Pupil absences (Unauthorised)	Increased	Increased	Increased	Increased	Decreased	Yes (wrong direction)
Staff absences	Decreased	Decreased	Increased	Decreased	Decreased	No
Staff turn over	Decreased	Increased	Decreased	Decreased	Decreased	No (p=0.06)
KSL3 Reading Maths Science	All pass rates in all subjects decreased except writing	Reading decreased pass rate only	All subjects decreased pass rate except writing	All subjects increased pass rate except maths	All subjects increased pass rate	No but all the rest of Essex decreased pass rates in all subjects
KS L4+ and L5	English up Maths decreased pass rate	English decreased L5 Maths increased pass rate	Decreased pass rate except for Maths L4+	All Increased pass rate	All decreased pass rate	Rest of Essex up
Increase of self-esteem - pupils						Yes
Increase in self esteem self-esteem - staff						Yes
LOP/goals correlation						Yes
On Programme predicted by level of staff self-esteem						Yes

The definition of effective school improvement cited below was reflected by all schools who reached tier level.

‘Effective school improvement refers to planned educational change that enhances student learning outcomes as well as the school’s capacity for

managing change' (Hopkins, West, Ainscow, Beresford & Fielding, 1997, p 7)

The emphasis on “managing” provides a reminder of the importance of the processes that must be accomplished to bring about changes that lead to improvement. The two evaluative questions which therefore need to be discussed are:

- (i) Does the school achieve better student outcomes (effectiveness)?
- (ii) Does the school manage change (improvement)? (Hoeben, 1998)

This study addressed both those questions and found that where the SOS Programme was followed as originally designed there were some increased percentages in Key stage 1 results. However, the differing abilities of schools to manage change (level of participation) correlated with goals achieved. This finding was supported by the thematic analysis which showed the importance of adaptation *to* the Programme rather than *of* the Programme. This also reflected the SOS way of thinking about going to work *on* your school rather than *in* it.

7.3.2 Qualitative findings

The quantitative data was triangulated (table 7.3.2) by using thematic analysis and produced insights into some factors which might impact on the ability of a school to change and achieve goals. The quantitative stage of the study looked at the measured outcomes but the qualitative focus was on the process and about how some schools had achieved their goals, and why some had given up

with the SOS Programme. The SOS claims were mapped on to the outcomes to assist with understanding the relationship between claims and outcomes, and whether they had been achieved.

Table 7.3.2. SOS Claims and outcomes for schools following the Programme as designed

Claim	Stated outcome from interviews	Measured outcome by statistics
1, 2 3 - Improving the quality of learning and teaching & inclusion	Some pupil involvement in curriculum setting	Achieved at KS1 but not KS2
4 - Reducing exclusions	-	Achieved
5 - Improve attendance	-	Achieved – pupils and staff
6 - Galvanising staff (capacity building)	Achieved	Goals also met
7 - Enhancing well-being (pupil and staff)	Achieved	Achieved
8 - Improving relations & ethos	Achieved	-
9 - Improving behaviour (pupil and staff)	Achieved	Achieved – staff absences/TO – exclusions dropping

Suggested improvements became evident through interviews with all five groups of level of participation, and answered research question six on how the SOS Programme could be improved to increase the range of benefits to schools. Tier

1 and tier 2 groups of schools tended to supply the answers to research question seven about any additional benefits not anticipated at the beginning of the SOS Programme, and how these could be measured. The analysis of the interview data revealed that relations between staff and other stakeholders had improved in those schools who were implementing the Programme. In contrast, one school had stopped because the staff found it too stressful. The data provided by the tier schools satisfied the eighth claim of the SOS Programme concerning relations and ethos. Most of the schools that had stopped, reported it was because of a change of Head teacher or key staff. Some of these were planning to retrain new staff and begin again. Four schools had selected elements of the Programme they found useful such as the SO meetings. Two schools thought the Programme produced finite outcomes and so decided not to develop it any further. Therefore, the Programme should state that this is not an 'off the shelf' package which has a beginning and end. The majority of SOS claims were met by the tier schools within one year of Programme participation.

The main findings from the interviews were generated by thematic analysis and confirmed the theoretical elements of school improvement. The importance of these elements has already been discussed in the literature review. The main elements identified were: the stability of the school; the ability of organisations to learn; the culture of the school and the engagement of the majority of staff. This study went one stage further to link the literature which provides the theory for school improvement through these four different elements, and to show how they

are interdependent and not discreet elements and can combine to produce a model of school improvement.

7.3.3 Themes revisited and discussed in terms of previous literature

The seven themes which were generated from the interview data analysis were; 'Perception of school improvement'; 'Stability of school'; 'Adaptability to school improvement'; 'SOS input to school'; 'Sustaining Programme'; 'Progression of Programme' and 'SOS claims and goals achieved'. These were mapped into the two routes taken by different groups of level of Programme participation (Figure 7.3.2.1).

The tier schools appeared to have started from a stable position with a perception that school improvement was something to be viewed positively. Creemers and Reezigt (2005) suggest that there are three effectiveness criteria: adaptability to changes; organisational stability and commitment and satisfaction of the staff members. Theories of educational change and improvement also suggest these are supportive conditions (Fullan, 1991). Thematic analysis showed that schools who remained on the Programme produced commitment and satisfaction from staff members as well as the Head teacher. It also revealed that in some schools the delegation of the Head to improve specific areas of the school had 'taken off'. For instance, non-teaching staff were consulting the children and forming playground rules. This was clear evidence of the SOS Programme claim of galvanising staff (capacity building). All schools

implementing the Programme reported the inclusion of pupils in decision making, such as redesigning the IT curriculum. Parents were also involved and schools were asking for and valuing feedback from stakeholders. So this Programme claim was directly attributable to the SOS Programme.

The importance of ownership of the solution runs throughout organisational change literature (Schein, 1992). Ownership by the whole staff leads to organisational learning which leads to the adaptive process. Since organisational learning comes about through communication between individuals (Argyris & Schon 1978; Senge, 1990) it can be suggested that the three elements of organisational learning, staff satisfaction and engagement link to produce a new school culture. This new perception of school change through the new culture could lead to school stability in terms of staff turnover. At this point the school is prepared for an improvement programme that is likely to produce successful outcomes.

The three theoretical approaches to school improvement (Hofman, Dijkstra & Hofman, 2009) that suggest it is the school view of change that is a factor, has been supported through this study and can now claim to be evidence based. Tier 1 schools closely support the 'high reliability' organisation at this stage in their development. However, the Tier 2 schools conform more closely to the 'learning organisation' which is adaptive (Leithwood, Jantzi & Steinbach, 1995).

Reezigt's observation about the influence of 'external pressure' (2001) is illustrated by the school who stopped the Programme following an excellent Ofsted inspection; the need of an improvement programme sending out negative messages. These three levels of participation explain the link between school cultural perception of change, staff engagement as promoted by school culture and the ability of the 'school' to become a learning organisation promoted by the culture and ethos of the school. The school which was concerned about external pressures also lost their Head teacher during the SOS Process.

Those schools who had already planned for time to be allocated to the process in terms of prioritising Programme requirements, time for evaluation and time for goals to be achieved had demonstrated the ability to be 'nimble' to changes (Hargreaves, 2003). The forward planning by the Head teacher would make sustainability and progress of the Programme possible. The staff also appeared willing to work together to produce the 'vision' which can support the school to become a learning organisation (Leithwood, Jantzi & Steinbach, 1995). In contrast the schools which stopped were not stable in terms of key staff turnover and had not planned to devote the time necessary to implement a programme which changes the school at a systemic level. The schools who did not like the Programme had found it stressful or too complex to deliver. The tier schools started from a position of stability in terms of Ofsted, with staff ability to share a vision and a Head who was able to plan for change. These schools were able to

make an effect on their school in order to bring about organisational learning (Thornton, Shepperson & Canavero, 2007).

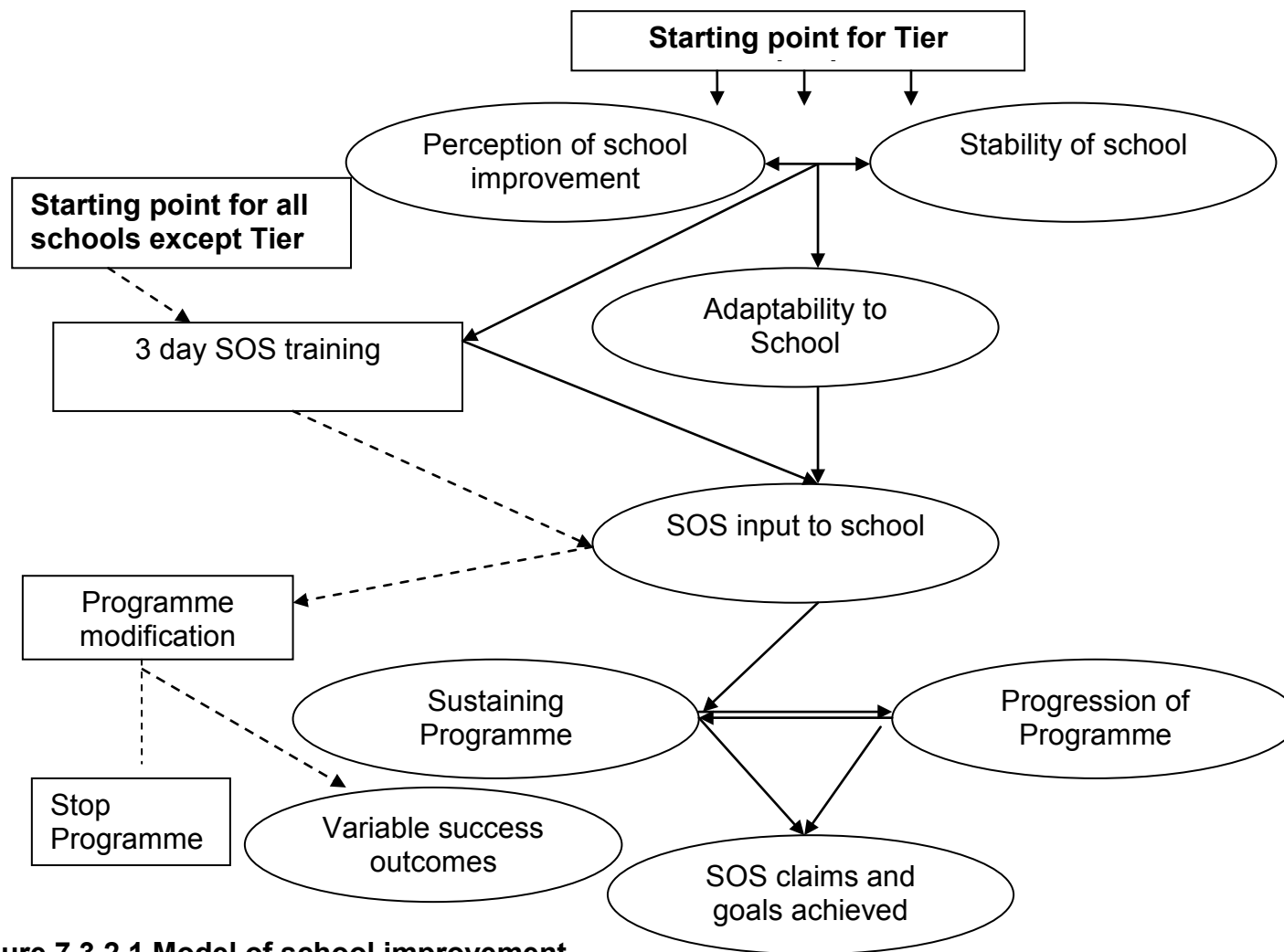


Figure 7.3.2.1 Model of school improvement

The model produced (Figure 7.3.2.1) based on the findings from this study informs future school improvement programme users of the processes that need to be in place *before* the programme is implemented. This study highlights the perception of school improvement as a key theme which assists in informing a school about how to make the cognitive association between the changes school improvement will bring, and gaining a better Ofsted category. Unless the programme users can attribute the continuing need to improve a school to a positive process rather than being necessary due to negative features of the school, the programme will not receive the high profile it requires. The importance of the stability of the school as suggested by Creemers and Reezigt (2005) was supported by this study and further developed through the thematic analysis.

School stability was found to consist of the rates of staff turnover, combined with the school's Ofsted category. The perception of school staff that the burden of work is crippling also needs to be addressed prior to additional duties being placed upon them. The question about whether Ofsted inspectors should take into account where schools are in terms of changing their systems, before imposing the stress of a formal inspection on them, should be raised at Governmental level. No schools seemed to view Ofsted as a positive contribution to school improvement. This concurred with the literature (Chapman, 2001) that Ofsted inspections do not impact positively on school achievements by themselves, but rather that it is the culture of the school which

promotes openness to the change process that can benefit from the inspection process. Even the self-assessment process of mass data entry has been found through research to be stress provoking (Schildkamp, Visscher & Luyten, 2009). Two theoretical elements to school improvement, stability and perception of change have been substantiated by this study.

The triangulation of data collection has highlighted the need to ask head teachers their perception of school improvement. The quantitative results at first glance looked disappointing in terms of Key stage 1 and 2 results, but the interviews showed that the very schools who had not improved their rate of passes had created many useful systems. This had occurred through the culture of inclusion and the feeling of being valued by staff which affected the motivation to change systems. This study further supported the view that school improvement is not simplistic and the school context or culture needs to be included in any type of analysis. The importance of the type of organisation culture or the inclusion of a 'critical mass of staff' has been theorised (Rosenholtz, 1989; Fullan, 1991, 1996; Morgan & Morgan, 1992; Standaerd, 2000; Chapman, 2001; Reezigt, 2001; Wrigley, 2004; Muijs, 2007; Kyriakides & Creemers, 2008; Ehren & Visscher, 2008) but not necessarily demonstrated by research done in the field. This study provided research evidence for culture being another element required for a school improvement programme to produce successful outcomes.

7.4 Limitations of the study

The possibility that schools would drop out of the Programme was not predicted so sample sizes were less than twenty-five which is smaller than Cohen (1988) would recommend in order for statistical analysis to have power to avoid a type 1 error, where the null hypothesis is rejected in error. Key stage results should be considered with caution as no Key stage two results were published in time to be included in the data set. A focus group was considered as a method for collecting experiences of SOS participation and to discuss improvements or difficulties encountered. However, the researcher required individualised school experiences in order to gain a variety of experience. It was felt that a group of competitive Head teachers who were running the Programme within close proximity may not have been quite so candid about the difficulties encountered. More experienced Head teachers could have been mentoring new Head teachers and it was felt there could be a conflict of interest when describing the successes or failures of Programme implementation. There was also the ethical issue considered by the researcher of how Head teachers who had struggled with the Programme may feel in terms of engendering a sense of failure following the focus group discussion. A focus group could have been used to discuss whether the teachers felt teaching and learning had improved as a result of SOS participation. This could have been facilitated using the levels of participation to choose the group membership.

In order to test the remaining claim about behaviour improvement, the researcher could have included a question in the interviews, as the incidents of behaviour difficulties were not recorded as originally envisaged. Future research into school improvement programmes could include a matched control group of schools which are not undertaking a specific improvement programme. Follow up questionnaires could have been used to investigate the increase in unauthorised absences and focus on any systemic changes which might have brought about any change in policy.

7.5 Implications for theory and practice

Solution-focused theory is described by Stobie, Boyle & Woolfson (2005) as being underpinned by constructivist social constructivism and systems theory. Based on Gestalt psychology, Stobie et al. refer to a system being more than the sum of its parts, and Piagetian thinking that adaptation is facilitated by the process of assimilation and accommodation. However, the most important factors of successful Programme implementation and maintenance are the ability of a Head to delegate and the ability of the staff to respond positively to that trust; also the adoption of the SO ways of thinking. Vygotsky (1978) asserted that thought was based on language. Being solution-focused instead of problem-focused is only possible if the whole staff change their language and therefore their way of thinking. This requires a cognitive shift and the cognitive restructuring (Beck, 1993) of a 'problem' into an exciting opportunity to be

creative. Therefore the SOS Programme can be viewed from a cognitive perspective.

One's appraisal of a situation can impact on emotions. People experience an event which they interpret in terms of their own goals and well-being. The process of interpretation is known as cognitive appraisal which includes the appraisal process, resulting in a belief. The consistent way in which people interpret events are known as attribution styles (Abramson, 1978). Attribution style will influence the way people view events as stressful. Research by Peterson and Seligman (1984) supports this theory. Therefore, a negative attribution to school improvement could spread around a whole staff community if the situation supported negative ways of thinking. Needing to improve is frequently thought of in terms of 'could do better'. Therefore, the leadership style and the trust the staff place in the Head teacher must be acknowledged as an important element which influences staff attitude to change. If successive Head teachers or key personnel leave the school or Ofsted rate the school into a low category of performance, it is logical that a negative attribution towards an 'improvement Programme' could become part of the school ethos.

The attribution style of school staff impacted on the success of the Programme implementation, and has been shown by this study. The level of staff self-esteem prior to Programme implementation was found to be a significant predictor of remaining on the Programme. The willingness of staff to engage in the process

was highlighted by the thematic analysis at most stages of the school improvement process and its continuation. Therefore school staff need to change their own attribution to school change if it is not seen as a positive. This view is supported by Cade and O'Hanlon (1993) who cited the negative effect 'advice giving' can generate. Again Head teachers referred to the quantities of LA personnel involved, many with conflicting advice, and the detrimental effects this would have on SOS Programme implementation. Therefore, the delegation of decisions by Head teachers, and the principle that people have unique ways of bringing about change, is supported by both cognitive psychologists and solution-focused principles.

The research question regarding how the SOS Programme could be improved to increase the range of benefits to schools was not answered by schools directly. However, an improvement to the three day training was an issue that was mentioned by several schools. With regard to winning the hearts and minds, and for staff (Bubb & Earley, 2009) to change their perception of school improvement and change, perhaps the initial session needed to be given to several whole schools at once. This would encourage school staff to see the 'big picture'. Another improvement suggested by this study is that focused training in terms of CPD for staff making crucial decisions about school systems, would not only give them an investment (ownership) in the project, but would boost the confidence of those who have never been in a position of responsibility before. The Programme designers would need to talk about the benefits to the schools rather

than Programme features. In the LA where the Programme took place, the SIPs should be informed and fully conversant with the Programme so that they understand that the desired outcomes also meet Ofsted inspection criteria, but maybe a by-product rather than a direct goal. In an ideal world, Ofsted should also be aware of the benefits of school improvement programmes and schools should be given the opportunity to adapt to programme requirements and priorities; thus an inspection could be delayed to take account of legitimate school improvement attempts.

It seemed that visiting and experienced SOS Head teachers who had been invited to address the prospective SO schools provided a 'cognitive restructuring point' for those Head teachers who attended. The SO schools who attended the presentation reported they had become 'stuck' and that afterwards they had been able to see an existing 'problem' as an opportunity to progress. Midday assistant training was one aspect which was incorporated into the SOS goals following an example provided by one of the visiting head teachers. Several mentioned this particular training opportunity as valuable. One Head teacher reported she was 'inspired' by the examples of good practice given by the visiting head teachers who had gained Tier 3 status. This situation provided an opportunity for best practice to be shared and for pitfalls to be avoided. A second issue that arose from the study was that schools wanted additional support once the Programme was running, for sustainability and progress to be made. These insights gained by this study could be put into practice.

7.6 Suggestions for future research

Running the evaluation for a longer period of time and analysing Key stage data after a second and third year might reveal new patterns. For instance the 'Hare and Tortoise' scenario might be crucial for gaining improvement in terms of all the success criteria. Schools identified into the three organisational types proposed by Hofman, Dijkstra and Hofman (2009) could be compared to test the theory put forward by this study, that some schools are prepared for Programme intervention and a cognitive shift of attitude by staff might produce different results. A brief training programme could be applied to a group of schools to assess whether attitudes to school improvement changed and how this affected the outcome measures. Future research might look at the order in which improvement is tackled and whether this produces different results. Another area for future exploration could be to investigate the longevity of school set goals and assess whether the goals set by external supporters are maintained as long as those devised by the schools in response to an identified need. The School Improvement model could be expanded to include the order of tasks and any other findings from these suggestions for future research. However, the model must not become so complicated that it lacks usefulness to the user.

7.7 Self-reflection: clear understanding of research position in relation to study

A postpositive paradigm requires objective data collection and for a quantitative design it is necessary for researchers to reflect about extraneous variables and

other issues which will influence the validity and reliability of data. Therefore when using a mixed methodology design, the quantitative controls must be planned for in advance. This will include sample size and randomness of participant selection. However, in a naturalistic research situation, such as educational research these cannot be enforced. A critical realist position which takes the view that there are several realities is able to combine mixed methodologies in order to look at a situation from different directions. Therefore reflection and transparency about how researcher choices were made were addressed throughout the thesis.

During each stage the researcher was engaged in self-reflection as discussed in Chapter One. The quantitative data was not collected by the researcher directly as it had already been collected by the Local Authority. However, it was important to ensure the qualitative data was discussed with other colleagues and checked with the providers of the interview data. Therefore the interpretation which agreed with the interviewee perspective could be treated as 'real' and not constructed by the researcher. For qualitative data collection the concepts of validity, reliability and objectivity can be applied. Validity is about creditability and transferability. Reliability is about how well the interpretation is auditable by transparency. Objectivity is about conformability. These were the principles employed by the researcher.

Bias can creep into research by three main methods; the selection of cases, selective data collection and selective reporting. The cases were a given to the researcher. A great deal of reflection took place about what measures would accurately reflect the claims of the SOS Programme. Some Programme claims were implied through other measures, for instance, the improvement of behaviour and staff capacity building.

Whilst the quantitative data was collected by an impartial third party the researcher was aware that the research questions were not specific enough. This meant in practice that answers to the questions could be interpreted differently by other researchers. The research made several assumptions which needed to be transparent and which could have altered the results. The researcher averaged all pre-Programme data and compared it at two data points. However, using four years averaged data in itself could have built in biased results. The reason for using averaged data was to establish a baseline from all previous data records available. The researcher decided not to attempt multiple statistical tests as the probability level would need to be divided by the number of additional tests. This could not have produced significant results. So the decision to use only one test could have produced a Type 1 error by the choice of the test. The sample sizes were too small to use parametric tests which have more power associated with their use than non-parametric ones. Much of the research cited in this study used parametric tests. So another bias was built in at the design stage. The researcher needed to reflect on what drove her choice of data

collection and statistical analysis. A background in using quantitative methodology both at an academic and professional level might have influenced these choices. In spite of these limitations the researcher felt confident that the numbers do have a story to tell.

The qualitative data analysis was more prone to researcher bias. The researcher reflected on what had guided her choice of themes. Was it already in the literature read long ago, and lurking in the subconscious? Was it personal conviction that schools need to be prepared for change? Was the interpretation based on personal experience of badly managed organisational changes that were abandoned just as the employees had found a way of coping?

All these aspects were probably true. However, a thorough search through all literature collected on school Programme implementation rendered no evidence that previous researchers had found the placement of the adapting process pre-Programme training. The interview extracts (see Appendix 7) contained the entire interviews and were checked for their interpretation. No researcher can guarantee another researcher will find exactly the same results. However, transparency helps with understanding the thought processes, and the reflection involved in arriving at the findings.

The EPs involved in setting the goals and supplying the GAS sheets would have an investment in gaining a pleasing result. The researcher knew none of the

schools or personnel personally which was helpful in not compromising the data. As Coe (2009) suggests, nobody reports school improvement programmes in terms of failure. This point was considered very carefully. The research was of course looking for positives as EPs are naturally solution-focused in their own everyday working. The reporting of the results needed some reflection in terms of selection bias.

The application of ethical guidelines included gaining consent of all involved, and the option not to be included. Several schools preferred to email their experiences of SOS participation rather than participate in an interview. The opportunity to withdraw data or information was not taken up by any participants. Anonymity was kept by numbering schools for the statistical analysis and no school names were referred to. The nature of the interviews did not invoke emotional responses and so all participants left the interviews in a similar emotional state as they began. Interviews were summarised from notes taken for clarification. Therefore, the British Psychological Society and UEL ethics were adhered to.

7.8 Application to Educational Psychology

The findings from this research provide an important role for EPs in the area of school improvement and school effectiveness. The area of school improvement in many Local Authorities to date has very much been seen as the prerogative of School Improvement Advisors. The researcher, however, views EPs as well

placed to look at the processes involved in school effectiveness needed to bring about change rather than simply view school effectiveness as a measure of pupil outcomes. In other words EPs can support schools in finding out not only *what* is to be changed in order to become effective but also *how* schools can change in order to improve. They can thus provide support and guidance to School Improvement Partners.

EPs have direct experience of what constitutes effective teaching and learning and, the effects of the classroom environment as well as school leadership and ethos. EPs can play a fourfold role in school improvement. Firstly as a practitioner EPs can design, plan and implement school improvement programmes. Secondly EPs as researchers can undertake research on effective school improvement. Thirdly EPs can inform and disseminate research based evidence on school improvement to policy makers. Finally EPs can develop links between school improvement and school effectiveness research within the context of an individual school's practice or that of a cluster of schools within the local community. In the current climate where greater autonomy is being given to schools, (The Education Act, 2011) EPs are well placed to work with schools in increasing their willingness and capacity to improve and become more effective. Most EPs are skilled practitioners in both using and delivering solution-focused techniques. The researcher believes that the general principles reported by this research in terms of the Proposed Model of School Improvement could be rolled out across EP Services so that EPs could assist schools with systematic changes

required in response to differing Government initiatives and priorities. EPs are in an excellent position to facilitate change. This research will be presented to a number of LAs and at EP regional conferences and handouts and literature will be given to a network of EPs to use in their LAs. It is also envisaged that the researcher will disseminate these findings in a peer reviewed journal and through a roll out of a general school improvement programme to groups of Head teachers initially within the researcher's Local Authority.

7.9 School improvement model: the future

The model produced in this study is 'user friendly' and can be justified by the triangulation of data methods. The model could be used for all schools who are contemplating a systemic school improvement programme. Other organisations could adapt it, as the principles of viability of the change will apply to commercial users too. This study has demonstrated that a snapshot approach to student academic attainments is meaningless unless compared with how schools are performing regionally or nationally. If all the neighbouring schools' results reduce through teacher assessments or examinations, there must be an explanation sought for that occurrence. It makes little sense for this to be investigated school by school in isolation. It may be the case that the SOS schools were already performing at an optimal rate compared to other comparison groups, which limits the scope for constant improvement (Gray, Goldstein & Thomas 2003). All schools mentioned the importance of academic attainments but none of them cited them as a focus for the SOS Programme.

Unlike the complex model proposed by Kyriakides and Creemers (2008) this model of school improvement takes into account the necessary processes to be put in place prior to the introduction of new ways of working. Without the mixed methods approach the richness of Programme experience would be lost from the model and the interpretation of the quantitative outcomes. The Dynamic Model of School Improvement (Kyriakides & Creemers, 2008), whilst comprehensive and rigorously researched, offers no explanation and could be seen as daunting for schools already overwhelmed by existing workloads.

7.10 Conclusion

The criticism by Thornton, Shepperson and Canavero (2007) that evaluations fail to provide information at a systems level was refuted by this study because the schools in this study demonstrated change at an organisational level. Head teachers reported that staff had learned to do things differently. It was also reported that personnel changes made less impact once the systems were up and running. Criticisms of school evaluation designs by Crowley and Hauser (2007) are addressed by this study. Although the original concept was a single group design with the 'Rest of Essex' as a comparison group, this would not have produced the school improvement model. The inclusion of the schools that discontinued the Programme provided a rich source of data for future Programme users. This aspect of the study was another pivotal finding. The retention of all school data (whether still on Programme or not) provided information about the actual implementation of the programme. This satisfied the criticism by Borman,

Hewes, Overman and Brown (2002) that most previous research omitted analysis of this type. This sentiment is in complete agreement with Coe (2009) who queried the quest for fidelity to any Programme that is researched.

Checklists were supplied and monitored by external supporters which enabled the researcher to subdivide the schools into 'Levels of Participation' (LOP). This was another unique contribution to the knowledge about school improvement because a direct comparison between LOP and success outcomes was possible. Coe (2009) criticises participants' opinions about effectiveness of a Programme, but without this rich data the limitations and strengths of the Programme could only be implied through the quantitative data analysis, which at face value contrasts with the enthusiasm by the schools who progressed to tier levels. The suggestion Coe made that improvement is an illusion due to lack of real academic improvement since 1950 (Tymms & Merrell, 2007) further reinforces the justification for qualitative data and a mixed methods approach. It also brings into question the tenet of the justification of Ofsted inspections. The assertion that evaluations only include successful implementations of Programme usage was not shown by the literature reviewed or indeed by this study. The suggestion by Coe that schools adapt Programmes has been found to be true by this study and fully accounted for by the LOP grouping.

The review of literature concluded that SFBT did not contribute positively to improvement of grade attainment, behaviour (as measured by exclusions) and

self-esteem. In contrast, this study suggested that by using standardised measures the Solution Oriented Programme contributed positively to the schools who remained on the Programme in contrast to those that did not.

Classrooms are busy places (Watkins & Wagner 2000). It was clear from the interviews that Ofsted inspections seem to instil anxiety and that schools need to 'perform to the test' just as teachers feel they 'teach to the test'. It is the perception of this researcher that Ofsted are not 'looking in the right places' for school improvement but instead are too focused on school effectiveness. This research has also highlighted that the schools interviewed felt 'hammered', 'overwhelmed' and in receipt of too many directives from LA School Improvement Partners. Although the two hypotheses did not reach significance after one year, the majority of the outcome measures showed an improvement. Schools are being told what to achieve and how they should bring changes about. This research has shown that SOS principles need to be understood by those who are judging school improvement. A message to the **Education Minister** would be:

1. Let schools be future-focused to enhance changes – not backward retrospective thinking.
2. Allow the schools to understand that possibilities are infinite not narrowly proscribed by external monitors who have little experience of the school 'machinery'.

3. Let schools sign up to their own democratically designed changes, or changes will be grudging and **n**o change will be sustainable (Saunders, 1998).
4. Permit the whole school staff, pupils, parents and other stakeholders to cooperate to **e**nhance proposed changes and have a voice.
5. Trust school staff (**p**eople) to use the **r**esources they can bring to the situation to make changes.
6. Accept that schools need to keep **o**ne foot in pain as well as one foot in possibility.
7. If it works, let the schools **d**o more of it. If it does not, let them decide what needs to be done differently.
8. Allow schools to use their own **u**nique ways of solving their difficulties.
9. Let schools make small **c**hanges gradually to sustain and progress improvement. Small changes can initiate a solution.
10. Permit schools to view **t**he problem as the systemic problem not the pupils.

These principles could be applied by all school inspectors irrespective of whether the school is implementing the SOS Programme or not. Solution-focused/oriented ways of thinking have been demonstrated by this piece of research both using nationally collected data and first-hand accounts to be successful to those who are successful users of it.

We're looking beyond improvement really; we're looking at making things better. It's a case of being able to see our way through. I have the opportunity to learn

from similar schools to us. (5.13). This extract is from a tier 2 SOS school and for them 'making things better' is a step beyond school improvement.

7.11 Summary of chapter

The findings from this study indicate SOS programme claims were mostly met in spite of the hypotheses not reaching significance. This study has added to the body of existing research and provided an evidence base for some of the theories about school improvement. The proposed model of school improvement was generated from the thematic analysis and interpreted within the body of existing literature. The separate strands which have been documented by many school improvement researchers were shown to be interrelated and therefore should all be included in any evaluation of a school improvement programme. The claim that Solution Oriented thinking is socially constructed was called into question, and the suggestion that by altering the attribution style of a whole school or organisation change can be affected. SOS Programme improvements were suggested to inform future application of the Programme.

The model produced could be adapted for other organisations following similar thematic analysis of interview data from staff involved in organisational change. Suggestions for future research have been included in the chapter and how EP practice could be influenced by this study. The findings from this study called into question the link between school improvement and Ofsted inspections and recommended these are postponed until an improvement programme has been

given the necessary time to produce positive tangible effects on the school. Perhaps the findings from this research can best be summed up with the words, 'Give change a chance and it will change you'.

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Appendix 1: Ethical consent letters

Appendix 1a: Consent letter to Head teachers

Appendix 1b: Consent letter for parents

Appendix 1c: Consent letter for school staff – for interview

Appendix 1d: Consent letter for school staff - survey

Appendix 1a: Consent letter to Head teachers

Educational Psychology Service
SENCAN
County Hall
CM2 6WN

June 2009

Dear Head teacher

I am writing to you following our discussion about my role as both an Educational Psychologist and a Doctorate Student at The University of East London at the Solution Oriented Schools training days. Firstly I would like to thank you for all the time and resources you have committed to the SOS programme and I would like to ask you formally for your permission for me to collect data in order to evaluate the effectiveness of this programme. The Educational Psychology Service is looking at the collective impact of SOS on your school and the other participating schools in Essex. The collective data will be used for my doctoral research and will be subjected to the vigorous standards of analysis required to fulfil the criteria of a doctoral thesis. The outcomes and conclusions recorded will be regarded as evidenced based research and will be used to inform Essex County Council about nature of the value that SOS brings.

We would like years 1,3and 5 to fill in the computerised survey as detailed to you by email. I have sent you letters to obtain consent from the parents/carers of participating pupils. Please could you make a list of the children whose parents have given consent and keep it safe so that we can identify the same cohort of children next year?

Please could the following be read out to each pupil before they fill in the self esteem survey to that the children also have the opportunity to withdraw from the study?

'Your parents have said they are happy for you to fill in this computer form. If you decide you do not want to do it you can close the programme at any time and the data will not be saved. Please ask your teacher to help you do this as you do not have to fill in this form if you do not want to.'

If you have any queries regarding the conduct of the research in which you are being asked to participate please contact the Secretary of the University Research Ethics Committee: Ms D Dada, Administrative Office for research,

Graduate School, University of East London, Romford Road, Stratford, London E15 4LZ. Telephone 0208 223 6247 e-mail Debbie Dada. d.dada@uel.ac.uk

I look forward to thanking you personally for your support in this project
Yours sincerely

Margaret Evans
Educational Psychologist
Out of hours telephone number 07789288200 or email
Margaret.evans@Essex.gov.uk
University of East London - Consent to Participate in a Research Programme
involving the Use of Human Participants.

I have read the information relating to SOS evaluation research and I have had the opportunity to discuss details and ask questions about this information. The procedures have been explained to me and I understand my involvement in this study.

I understand the information I give will be confidential and only the researchers involved will have access to it. It has been explained to me what will happen to the information once the experimental programme has been completed.

I fully and freely consent for my school to participate in the study which has been fully explained to me.

I understand I have the right to withdraw from the programme evaluation at any time without being obliged to give a reason.

Participant's name

.....

Participant's School

.....

Participant's signature and date

.....--/--/2009.....

Researcher's name: Margaret Evans (Educational Psychologist)

(Signed).....

Date

Please return this in the internal mail blue pouch system to:

Educational Psychology Service
SENCAN
County Hall
CM2 6WN

Appendix 1b: Consent letter for parents

Educational Psychology Department

SENCAN

County Hall
CM2 6WN
June 2009

Dear Parent/Carer

As part of The County's ongoing research into schools' performance and to help The Educational Psychology Service evaluate a new initiative we will be surveying the pupils' self-esteem in your school. I would be very grateful if you would agree to allow your child to contribute to the data I am collecting. The Solution Oriented Schools (known as SOS) Programme is a whole school development programme in which your school has agreed to participate. A wide range of information will be used for my doctoral research and will be subjected to the vigorous standards of analysis required to fulfil the criteria of a doctoral thesis. The outcomes and conclusions recorded will be regarded as evidenced based research and will be used to inform Essex County Council about nature of the value that SOS brings. The programme hopes to raise the self esteem of members of the school community. Individual responses will not be reported but I will look at the self-esteem of a class and the school as a whole considering changes over time. Obviously The Educational Psychology Service hope the changes will be positive.

Please indicate on the form below if you consent to your child completing a self esteem questionnaire (this year and also again next year) on which they will need to record their initials and year group. The questionnaires will be sent for analysis by researchers who will give information about the school's performance. If you agree now but change your mind at any time then the initials will enable us to request that your child's answers are removed from the data.

If you have any queries regarding the conduct of the research in which you are being asked to participate please contact the Secretary of the University Research Ethics Committee: Ms D Dada, Administrative Office for research, Graduate School, University of East London, Romford Road, Stratford, London E15 4LZ. Telephone 0208 223 6247 e-mail Debbie Dada. d.dada@uel.ac.uk

You are not obliged to give permission for you child to take part and your child is free to withdraw at any time during the research.

The Out of Hours contact number of the Researcher Margaret Evans (Educational Psychologist) is 07789 288200. Please contact if you have any

queries or should the need arise or alternatively email
Margaret.evans@Essex.gov.uk

Yours sincerely
Margaret Evans
Educational Psychologist

University of East London - Consent to Participate in a Research Programme involving the Use of Human Participants.

I have read the information relating to SOS evaluation research and I have had the opportunity to discuss details and ask questions about this information. The procedures have been explained to me and I understand my involvement in this study.

I understand the information my child will give will be confidential and only the researchers involved will have access to it. It has been explained to me what will happen to the information once the experimental programme has been completed.

I fully and freely consent for my child to participate in the study which has been fully explained to me.

I understand I have the right to withdraw my child from the programme evaluation at any time without being obliged to give a reason.

Child's name

.....

Child's School

.....

Parent's/Carer's signature with date

.....--/--/2009.....

Researcher's name: Margaret Evans (Educational Psychologist)

(Signed).....

Date

Please return this to your Head Teacher.

Appendix 1c: Consent letter to interview school staff

Educational Psychology Service

SENCAN

County Hall

CM2 6WN

June 2009

Dear Member of Staff

I am writing to you following our discussion about my role as both an Educational Psychologist and a Doctorate Student at The University of East London at the Solution Oriented Schools training days. Firstly I would like to thank you for the time you have committed to the SOS programme and for offering to participate in my research. I would like to ask you formally for your permission for me to collect your own views in order to evaluate the effectiveness of this programme. The Educational Psychology Service is looking at the collective impact of SOS on your school and the other participating schools in Essex. The collective data will be used for my doctoral research and will be subjected to the vigorous standards of analysis required to fulfil the criteria of a doctoral thesis. The outcomes and conclusions recorded will be regarded as evidenced based research and will be used to inform Essex County Council about nature of the value that SOS brings.

Please find attached a copy of a Goal Attainment sheet. Should you agree, I would very much like to interview you about the choice of five goals to be set by the school against which we can evaluate the SOS programme in one year's time. I will need to record our interview so that I can transcribe it later. This recording will be kept in safety and it will

not be identifiable in any way. Once the tape has been transcribed it will be wiped clean and thrown away. We are asking for this information to help us evaluate the impact of the Solution Oriented Schools Programme which your school is now involved with. This interview will be repeated in a year and it is hoped that as a school you and your colleagues will have felt some positive benefit from the programme which you could share with me in the interview. I can assure you that the information you give me will not be used for any other purpose. If at any point you wish to discuss or withdraw from the evaluation please contact Margaret.evans@Essex.gov.uk or telephone 07789 288200 out of hours should the need arise.

If you have any queries regarding the conduct of the research in which you are being asked to participate please contact the Secretary of the University Research Ethics Committee: Ms D Dada, Administrative Office for research, Graduate School, University of East London, Romford Road, Stratford, London E15 4LZ. Telephone 0208 223 6247 e-mail Debbie Dada. d.dada@uel.ac.uk. Please complete the attached consent form if you consent to participation in this way and return it in the envelope provided through the Essex blue pouch system to the address above. Many thank again and I look forward to sharing the outcome of this evaluation with you and your colleagues.

Yours sincerely

Margaret Evans

Educational Psychologist

You are not obliged to take part and are free to withdraw at any time during the research

University of East London - Consent to Participate in a Research Programme involving the Use of Human Participants.

I have read the information relating to SOS evaluation research and I have had the opportunity to discuss details and ask questions about this information. The procedures have been explained to me and I understand my involvement in this study.

I understand the information I give will be confidential and only the researchers involved will have access to it. It has been explained to me what will happen to the information once the experimental programme has been completed.

I fully and freely consent to participate in the study which has been fully explained to me.

I understand I have the right to withdraw from the programme evaluation at any time without being obliged to give a reason.

Participant's name

.....

Participant's School

.....

Participant's signature and date

.....--/--/2009.....

Researcher's name: Margaret Evans (Educational Psychologist)

(Signed).....

Date

Please return this in the internal mail blue pouch system to:

Educational Psychology Service

SENCAN

County Hall

CM2 6WN

Goal Area (Broad area to be worked on)		
Baseline Descriptor (Current level of performance)		
Level of expected outcomes		Outcome and Evidence
Much more than expected (+2)		
More than expected (+1)		
	291	

SCF employee:		Setting:		Date of consultation:
Most likely outcome (0)				
SOS Evaluation				Date of review:
Less than expected (-1)				
Much less than expected (-2)				

Appendix 1d: Consent letter for school staff – self-esteem questionnaire

Educational Psychology Service

SENCAN

County Hall

CM2 6WN

June 2009

Dear Member of Staff

The Educational Psychology Service is looking at the collective impact of SOS on your school and the other participating schools in Essex and they have asked me to collect a range of data as part of my doctoral thesis in order for the information collected and conclusions drawn from it to be subjected to the vigorous standards of study at doctorate level. The outcomes will be used to inform Essex about the value that SOS brings. I would therefore be very grateful if you would be willing to participate by completing the enclosed survey as your personal contribution would be of great value.

Please find attached a copy of a questionnaire which measures your self esteem and well-being. We are asking that this is completed to help us evaluate the impact of the Solution Oriented Schools Programme which your school is now involved with. This questionnaire will be repeated in a year and it is hoped that as a school you and your colleagues will have felt some positive benefit from the programme.

I only require the school name and your initials to ensure that the pre and post questionnaires can be collated to ensure that the school sample is taken from the same group of staff. We can assure you that the individual questionnaires will not be used for any other purpose and will remain confidential to the Essex researchers. If at any point you wish to discuss or withdraw from this survey please contact Margaret.evans@Essex.gov.uk or telephone 07789 288200 out of hours should the need arise.

If you have any queries regarding the conduct of the research in which you are being asked to participate please contact the Secretary of the University Research Ethics Committee: Ms D Dada, Administrative Office for research, Graduate School, University of East London, Romford Road, Stratford, London E15 4LZ. Telephone 0208 223 6247 e-mail Debbie Dada d.dada@uel.ac.uk

Please complete the attached questionnaire if you consent to its use in this way and return it in the envelope provided through the Essex blue pouch system to the address above.

Yours sincerely

Margaret Evans

Educational Psychologist

You are not obliged to take part and are free to withdraw at any time during the research

**University of East London - Consent to Participate in a Research
Programme involving the Use of Human Participants.**

I have read the information relating to SOS evaluation research and I have had the opportunity to discuss details and ask questions about this information. The procedures have been explained to me and I understand my involvement in this study.

I understand the information I give will be confidential and only the researchers involved will have access to it. It has been explained to me what will happen to the information once the experimental programme has been completed.

I fully and freely consent to participate in the study which has been fully explained to me.

I understand I have the right to withdraw from the programme evaluation at any time without being obliged to give a reason.

Participant's initials

.....

Participant's School

.....

Participant's signature and date

.....--/--/2009.....

Researcher's name: Margaret Evans (Educational Psychologist)

(Signed).....

Date

Please retain this consent and give it in an envelope to Margaret Evans personally when she visits the school to deliver the questionnaires. This consent will not be stored at County Hall with the completed questionnaires.

Appendix 2: Solution Oriented Programme materials and procedures

Appendix 2a: The ten underlying principles of SOS

Appendix 2b: A selection of skills required by SOS facilitators

Appendix 2c: The SOS Tier system in brief

Appendix 2a: The ten principles of SOS

If it works do more of it; if it doesn't work do something different

A small change in any aspect of the problem can initiate a solution

People have the necessary resources to make changes

A focus on future possibilities enhances change

No sign up no change

Co-operation enhances change

The problem is the problem not the person

Possibilities are infinite

People have unique ways of solving their problems

Keep one foot in pain and one foot in possibility

As a visual representation encapsulating the ten principles of the SOS Programme, the researcher devised an acronym, FINE PRODUCT. The first column is about *possibilities*; the second about *quantity*; the third is about people being active; the fourth is about change and the fifth is about people.

Table 1.5 (Appendix 2a) The ten principles of the SOS Programme

Focus on future <i>Possibilities</i> enhances change	Infinite possibilities	No sign up no change	Enhanced <i>change</i> by co- operation	<i>People</i> have the necessary Resources to make changes
One foot kept in pain and one in possibility	Do more of it if it works or if it doesn't, do something different	Unique ways of solving problems used by people	Changes in any aspect of a problem even small can initiate a solution	The problem is the problem not the <i>person</i>

Appendix 2b: A selection of skills required by SOS facilitators

Setting a mission statement - Core Professional Purpose (CPP)

Defining the operating principles which illustrate the CPP

Listening to the difficulty (the pain)/ the core message

Listening and 'pocketing' 'exceptions' (when the problem does not occur)

Facilitating the reframing of the problem to allow the possibility of change.

Use of scaling (asking where the current situation is and where it could be)

Facilitate goaling (setting targets)

Competency Profiling (giving feedback to include strengths)

Ongoing staff coaching to adopt SOS language and thinking

Solution Oriented structured meetings

Developing the optimal conditions through F-teams to promote learning and ethos.

Appendix 2c: SOS tier system

This helps each school to monitor its own progress in terms of goals achieved and the adoption of the SOS principles as well as their own CPP and operating principles. The purpose of the tiers is not only to provide benchmarks but to encourage networking with other schools participating in the SOS Programme.

There are published requirements for each tier. The basis for tiers 1 and 2 are listed below. However a comprehensive list must be obtained through SYCOL (copyright 2007)

Platform School - This is the starting level for all schools.

Tier 1 School

1. Staff members are trained as a SOS School
2. Senior Management Team know the purpose of the Programme
3. All school staff members know the purpose of the Programme and some addition staff have been trained as facilitator
4. Governors, parents and pupils are aware of the purpose of the Programme
3. That SOS Facilitators and SMT have agreed on a development plan around the Tier System, which includes:
 - I. Areas of development for the school
 - II. Implementation strategies of the SOS programme
 - III. Time Scales
 - IV. Resources required

Tier 2 School

As for Tier 1 status, and:

1. Additional staff have graduated as trained SOS Facilitators
2. The CPP and Principles have been developed
3. The School Development Plan included SOS
4. Systems within the school have been identified for development
5. Information systems have been developed to support the CPP and principles
6. That the School has established working links with another Tier 2 school, providing mutual support and encouragement

Tier 3 School

As for Tier 2 status, and:

1. That most staff have received at comprehensive training
2. Evidence of widespread impact of the School's CPP and Principles
3. All participants can converse well on the value of SOS
4. Innovation system exist.
5. That the School actively seeks to involve itself in the mentoring, encouraging and support of Platform, Tier 1 and 2 schools

The main criteria for the Tier system have been adapted from SOS training notes which are the copyright of SYCOL 2007. They have not been reproduced exactly but serve as a guide for future licensed users of the SOS Programme. All future users must purchase a licence from SYCOL in order to use this format for School Improvement

Appendix 3: Explanation of Key Stage 1 and 2 and SATs procedure

Appendix 3: Explanation of Key Stage 1 and 2 and SATs procedure

All maintained schools in England need to teach a range of subjects with targets set by the National Curriculum (NC). The NC covers the learning requirements for all children between the ages of 5-16. The targets allow teachers to assess the skill level attained by each young person. Each Key Stage (KS) is divided into three parts of a level and a child is expected to gain 2/3 of a level a year. Level 2b would be described as an average Level 2, whilst level 2a would be a high level 2. The dividing up of the levels is used by teachers in order to indicate to carers and other teachers where each child is in terms of each level. The KS results published report Level 2+ and Level 3+, Level 4+ and Level 5.

Key Stage 1 and 2 assessments are made after Year 2 and Year 6 respectively. Therefore Key Stage 1 children are aged between 5-7 years old and Key Stage 2 children are aged between 7-11 years old. These assessments are known as SATs (Standard Attainment Tests). After Key Stage 1 teachers assess all children in reading, writing, spelling and maths. The majority of children reach a Level 2 with some children reaching Level 3. Level 3 can be described as 'beyond expectation'.

At the end of Key Stage 2, all children in English maintained schools usually sit examinations in all core subjects of English, Maths and Science. The examination results are moderated at National level and the results are published

in league tables. The majority of children attain Level 4+ with Level 5 being described as beyond expectation.

During the summer of 2010 many schools (over 50% in some Local Authorities) boycotted the Key Stage 2 SATs because unlike Key Stage 1 and Key Stage 3 these are examination based and not teacher assessed. Therefore unlike Key Stage 1 teacher assessed results which are cross moderated by the Local Authority, Key Stage 2 results were not. The aim of the boycott by the National Union of Teachers and others was to highlight the fact that KS1 and KS3 results are based on teacher assessments which do not 'distort the curriculum' whilst KS2 results are externally tested.

The KS 1 results used for this study reported on the percentage of KS2 Level 2+ and Level 3 results gained, with Level 3 being used as an indicator of academic improvement. The KS2 Level 4 and Level 5 results were reported, but these could not be consistently compared as no cross moderation had taken place and some results were gained through teacher assessment and some by external examinations.

For more detail:

http://www.bbc.co.uk/schools/parents/national_curriculum_key_stages/

Appendix 4: Literature Review Research Tables

Appendix 4a: Table of analysed papers in Chapter 2 and 3.

Appendix 4b: Systematic review of the effectiveness of SFBT (Kim 2008)

Appendix 4c: SFBT studies in schools 2000-2008 (Kim and Franklin 2009)

Appendix 4d: Overview of the methods used in the six reviewed studies by Kyriakides (2008)

Appendix 4e: The conceptual and instrumental use of ZEBO

Appendix 4f: Research design deficits for evaluation Crowley and Hauser 2007

Appendix 4a: Table of analysed papers in chapters two and three.

Table 3.1 (Appendix 4a). Analysis based on: The Effective Public Health Practice Project Quality Assessment Tool for Quantitative Studies. Thomas, Ciliska, Dobbins, & Micucci (2004)

Paper	Selection bias (all pupils in school with parental consent)	Allocation bias	Confounders for reliability or generalisation/design limitations	Data collection methods (mostly standardised or factor analysed for validity, all published work)	Analysis
Kyriakides, 2008	Cyprus Y6 students, representative of Year 6 students from whole country Netherlands Grades 4,6,8, measured over 3 years. All studies selected year groups	Randomised – statistically tested for difference pre intervention Not randomised	Student estimation for time on task and time doing homework. Teacher ranking of student attention to task. Some data not collected for the model, different outcome measures	Cognitive achievements Maths and Greek Questionnaires Observations Personality Inventory Teacher observations Questionnaires Maths tests interviews	Pre and post 1 year apart. Chi-square Correlations MLwiN As above
Plowright, 2007	One school	All teaching staff	A model was developed but not obviously from the interview data	Questionnaire survey	Quotes, no analysis
Schildkamp, Visscher & Luyten, 2009	4 year study, convenience sample 79 schools	2 Cohorts of all children in grade 3 and 4	Data from schools prepared to continue with programme only	Electronic survey Pupil attainments pre/post	Multi level modelling
Crowley & Hauser, 2007 (Evaluation of whole school improvement programmes)	43 whole school improvement models	800 reports	Most evaluations were not processed for review if they had a non-equivalent comparison group.	A screen for achievement outcomes using a decision flow chart	Graphs and tables of criteria for inclusion for review by Comprehensive School Reform Quality Centre (CSRQ)

Kim, 2008	Primary outcome studies 1988-2005 22 studies	Not mentioned	No mention of random assignment, Fidelity of model an issue	SFBT varying session numbers.	Effect size and variance calculations using HLM.
Kim & Franklin, 2009	14 studies samples between 7-86 Not randomised (except 1 study)	Middle school age children, some elementary some High school	Limited sample sizes Limited power of stats testing.	Self-report measures	Effect sizes calculated
Franklin, Moore & Hopson, 2008,	67 pupils with behaviour difficulties	Not randomised grouping – 2 schools	Limited number of girls in the study Group administration may have caused experimenter expectation bias	Self report and teacher report for Child Behaviour Checklist.	MANOVA repeated measures pre-post
Daki & Savage, 2010	28 Children with reading difficulties – 3 month study	Randomised grouping	Control group also received extra literacy support which was the dependent variable Small groups of 7 to 8	Assessment and questionnaires pre/post sessions of 45 mins.	ANCOVA t-tests Mann-Whitney
Newsome, 2004	28 students Convenience sample	Participants chosen by school	Unreliable methodology in terms of sample selection and data collection	Grade point average Attendance	Univariate and multivariate analysis (ANCOVA)
Newsome, 2005	Ages 11-14 one school over 3 months only	Selected by school no randomisation	No comparison group No control over other interventions	Self reports HPC (homework checklist) Behavioural emotional rating scale. Social skills rating scale.	Univariate and multivariate analysis t-test
Franklin, Streeter, Kim & Tripodi, 2007	Convenience sample of 65 pupils	Two groups matched on 7 criteria	Results confounded by the different curricular options between the SF group and the comparison school. Unreliable data from district database and no control over motivation for joining the SF group	The outcome measures used were credits earned, attendance, and graduation rates.	t-tests ANOVA
Stobie, Boyle & Woolfson, 2005	31 EPs online (very small percentage take-up)	Those EPs who responded to the survey.	No control over fidelity of model usage	Questionnaires to EPs GAS	No formal analysis, frequency of data and individual views selected

Simm & Ingram, 2008	2 staff from 4 schools	No allocation mentioned	No negative comments were included in the analysis No limitations acknowledged	Interviews	Quotes and a type of thematic analysis which produced 15 mechanisms for change
Osenton & Chang, 1999	One school class – number unspecified	No allocation method mentioned	A plan was devised but no evaluation was supplied	Solution Oriented principles applied	Examples of improved child responses given.
J Lawton (unpublished), 2006	3 schools	No allocation mentioned	No analysis No limitations reported No recommendations	Questionnaires Interviews	Charts

Appendix 4b: Systematic review of the effectiveness of SFBT (Kim 2008)

Table:3.3a (Appendix 4b) Externalising Behaviour Outcome Results for studies which included young people solely as participants (adapted from Kim 2008)

Author	Number and type of participants	Number of sessions	Outcome measures
Franklin, Streeter, Kim, & Tripodi, 2007	85 Students	Not reported	Credits earned Sutter-Eyberg Student Behaviour Scale
Marinaccio, 2001	120 students and mothers	4-5	Behavioural Assessment System and teachers for Children: Conduct and Aggression subscale
Franklin, Moore & Hopson, 2008	59 students	5-8	Achenbach Behavioural Checklist Teacher and Student Externalising, Behaviour subscale
Newsome, 2004	52 Students	8	Grades and attendance
Triantafillou, 2002	30 children	4	Devereux Scales of Mental Disorder Externalising score and Critical Pathology score, Social Skills Rating System, total number of problem behaviours, total number of physical restraints

Table 3.3b (Appendix 4b) Internalising Behaviour Outcome Results for studies which included young people solely as participants (adapted from Kim 2008)

Author	Number and type of participants	Number of sessions	Outcome measures
Cook, 1998	68 students	6	Piers-Harris Children's Self-Concept Scale
Leggett, 2004	67 students	11	Coopersmith Self-Esteem Inventory
Marinaccio, 2001	48 students	4.5	Student Report of Personality, Behavioural Assessment System for Children: Adaptability, Anxiety, Social Skills subscales
Franklin, Moore & Hopson, 2008	59 students	5.8	Achenbach Behavioural Checklist
Springer, Lynch, & Rubin 2000	10 students	6	Hare Self-Esteem Scale
Sundstrom, (1993)	40 students	1	Beck Depression Inventory Depression Adjective Checklist
Triantafillou, 2002	30 children	4	Devereux Scales of Mental Disorder: Internalising score.
Villalba, 2002	59 students	6	Piers-Harris Children's .11 (-.41, .63) Self-Concept Scale

The use of core components of SFBT which Kim (2008) was looking for were:

1. the use of the miracle question
2. use of scaling questions
3. using a consulting break
4. beginning of work tasks
5. looking for strengths or solutions
6. the setting of goals
7. looking for exceptions to when the problem exists

Appendix 4c: SFBT studies in schools 2000-2008 (Kim and Franklin 2009)

Table 3.3.1 SFBT studies in schools 2000-2008 (Kim and Franklin 2009)

Study	Sample size	Population	Outcome measure	Reported results
Springer, Lynch & Rubin, 2000	10	Elementary students	Hare Self-Esteem Scale	Significant increase on the Hare Self-Esteem Scale for SFBT group but comparison group's scores remained the same from pre-test to post-test. No significant differences were found between the two groups at the end of the study on the self-esteem scale.
Franklin Biever, Moore, Clemons & Scarmardo, 2001	7	Middle school students	Conners' Teacher Rating Scale	Five of seven (71%) students improved based on teacher's report

Newsome, 2004	52	Middle school	Grades; Attendance	Statistically significant results with SFBT group increasing mean grade scores while the comparison group's grades decreased. No difference on attendance measure.
Corcoran, 2006	86	Students aged 5–17	Conners' Parent Rating Scale; Feelings, Attitudes, and Behaviors Scale for Children	While both the experimental and comparison groups improved at post-test, no significant differences were found between groups on both measures.
Franklin, Streeter, Kim, & Tripodi, 2007	85	At-risk high school students	Credit Earned; Attendance	SFBT sample had statistically significant higher average proportion of credits earned to credits attempted than the comparison sample. Both groups decreased in the attendance mean per

				semester. However, the comparison group showed a higher proportion of school days attended for the semester. Graduation rates also favoured
Froeschle, Smith & Richard, 2007	65	8th grade females	American Drug and Alcohol Survey; Substance Abuse Subtle Screening Inventory Adolescent-2; Knowledge exam on physical symptoms of drug use; Piers-Harris Children's Self-Concept Scale-2; Home & Community Social Behaviour Scales; School Social Behaviour Scales	Statistically significant differences were found favouring SFBT group on drug use, attitudes towards drugs, knowledge of physical symptoms of drug use, and competent behaviour scores as observed by both parents and teachers. No group differences were found on self-esteem, negative behaviours as measured by office referrals, and grade point averages.

			2nd ed; Referrals; Grade Point Average	
Franklin, Moore & Hopson, 2008	59	Middle school students	Child Behaviour Checklist (CBCL)-Youth Self Report Form-Internalising and CBCL Externalising; Teacher's Report Form- Internalising and Externalising Score	SFBT group declined below clinical level by post-test and remained there at follow-up while comparison group changed little for Internalising and Externalising scores for Teacher Report Form as well as Externalising score for Youth Self Report Form. No difference between the groups on Youth Self Report Form- Internalising score

Appendix 4d: Overview of the methods used in the six reviewed studies by Kyriakides (2008)

Kyriakides (2008) reviewed six studies which tested the validity of the Creemers (1994) comprehensive model of educational effectiveness. Table 2. 5.2. shows the methodology used. The first three studies took place in the Netherlands (Reezigt Guldemon & Creemers 1999; Driessen & Slegers, 2000; De Jong, Westerhof, & Kryter 2004) and the next three follow-up studies took place in Cyprus (Kyriakides, Campbell & Gagatsis 2000, Kyriakides 2005; Kyriakides & Tsangaridou 2008).

Table 2.5.2 (Appendix 4d) Testing the Comprehensive Model of Educational Effectiveness (Creemers 1994); Overview of the methods used in the six reviewed studies by Kyriakides (2008)

No of Schools	Outcome measure DV (Dependent Variable)	Factors included or controlled for	No of years	Methods of data collection	Analysis	Outcome reported
279	Mathematics scores Language scores	Control of prior learning and background factors	6 years	National tests 1988, 1990 and 1992	Multi-level* analysis	Most variance at student level. Not much evidence of Model validity.
447	Not specified PRIMA data	Control for socio-ethnicity	1 year	National tests and questionnaires	Multi-level analysis	Ditto, plus socio-ethnicity as main affect. 1 out of 15 aspects of teaching approach had an effect on

						language test score. Observations and interviews recommended for future studies.
28	Mathematics	'Motivation' and 'aptitude' gender and ethnicity	1 year	Motivation Questionnaire Teacher estimates of time on task Pupil homework completion	Multi-level analysis	Prior achievement effective influence on maths achievement scores and multilevel factors were described as effective. Ethnicity not significant. 30% out of 35% of the variance at student level remained unaccounted for.
30	2 Mathematics measures 1 by teacher assessment	Controlled for student factors both classroom and contextual (not specified)	1 year	Student questionnaires Mathematics assessment	Multi-level analysis	Multilevel influence on pupil achievement. Classroom factors effective in isolation of school and individual factors. Time spent and opportunity to learn were important main factors. 26% of variance at pupil level was not accounted for. More variables recommended
32	Mathematics and Language	Personality and thinking style added to the model	1 year	Questionnaires to students, teachers and head teachers. External and internal assessments. Attitudes and personality inventory	Multi-level analysis	13% of student level variance not accounted for. However personality styles of thinking increased the amount of achievement variation. These should be included in Creemers' model. Influences on student achievement both in cognitive and affective areas of schooling were multilevel. Creemers Model deemed generic.
23	PE assessment	Student efficacy	1 year	Test designed by	Multi-level	Factors associated with student achievement in

	Quality of teaching	beliefs included		researchers Questionnaires to students and staff. External observation	analysis	mathematics and language were associated with psychomotor skill outcomes
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***Note: Multi-level analysis is a statistical procedure**

Appendix 4e: The conceptual use of ZEBO (based on a theory by Weiss 1998) and the instrumental use.(Rossi, Freedman, Lipsey 1999)

Schildkamp, Visscher and Luyten (2009) evaluated a self-evaluation tool (ZEBO).

Table 2.5.4 provides a description of the response scales used for measuring the way in which ZEBO was used by school staff.

Table 2.5.4 (Appendix 4e) The response scales

Evaluation of ZEBO Conceptual use	1.Provided the user with new insights	2. Highlighted problems within school	3. Solution devised as a result of problem highlighting by school staff	4. The respondent devised solutions for the problems highlighted	
Evaluation of ZEBO Instrumental use of ZEBO	1. School staff studied ZEBO output	2. Measures were taken as a result of ZEBO output	3. Output of ZEBO discussed within school	4. School staff took measures to improve the quality of education on the basis of ZEBO output	The respondent took measures to improve the quality of education on the basis of ZEBO output

Appendix 4f: Research design deficits for evaluation (Crowley and Hauser 2007)

Design	Description
1. Non-equivalent group designs with post-test only	1 A design where there is a treatment and comparison group. However, groups have not been matched on important achievement or demographic characteristics and initial group differences have not been accounted for at the time of analysis.
2. Single-group pre-test and post-test designs	2 A design with one treatment group and no comparison group, where variables of interest are measured prior to and only once after implementation of programme.
3. Single-group post-test only designs	3 A design with one treatment group and no comparison group where variables of interest are measured only after programme implementation.
4. Other designs Review articles, qualitative case studies	4 Designs with no systematic presentation of data or outcomes.

Appendix 5: Questionnaires used

Appendix 5a: LAWSEQ questionnaire (Lawrence 1982)

Appendix 5b: Rosenberg questionnaire (1965)

Appendix 5a: LAWSEQ questionnaire

Primary school questionnaires: How's it going? (Pre SOS Programme) and How's it going now? (Post SOS Programme)

1. Please type your initials here

*

2. Do you think your parents usually like to hear about your ideas?

☐

Yes

☐

No

☐

Don't know

*

3. Do you often feel lonely at school?

☐

Yes

☐

No

☐

Don't know

*

4. Do other children often break friends or or fall out with you?

☐

Yes

☐

No

☐

Don't know

5. Do you like team games?

☐

Yes

☐

No

☐

Don't know

*

6. Do you think that other children often say nasty things about you?

☐

Yes

☐

No

☐

Don't know

*

7. When you have to say things in front of teachers, do you usually feel shy?

☐ Yes ☐ No ☐ Don't know

*

8. Do you like writing stories or doing creative writing?

☐ Yes ☐ No ☐ Don't know

*

9. Do you often feel sad because you have nobody to play with at school?

☐ Yes ☐ No ☐ Don't know

*

10. Are you good at mathematics?

☐ Yes ☐ No ☐ Don't know

*

11. Are there lots of things about yourself you would like to change?

☐ Yes ☐ No ☐ Don't know

*

12. When you have to say things in front of other children, do you usually feel silly?

☐ Yes ☐ No ☐ Don't know

*

13. Do you find it difficult to do things like painting or design and technology?

☐ Yes ☐ No ☐ Don't know

*

14. When you want to tell a teacher something, do you usually feel silly?

☐ Yes ☐ No ☐ Don't know

*

15. Do you often have to find new friends because your old friends are playing with someone else?

☐ Yes ☐ No ☐ Don't know

*

16. Do you usually feel silly when you talk to your parents?

☐ Yes ☐ No ☐ Don't know

*

17. Do other people often think that you tell lies?

☐ Yes ☐ No ☐ Don't know

18. Which year group are you in?

☒ Reception

☐ Y1

☐ Y2

☐ Y3

☐ Y4

☐ Y5

☐ Y6

Scoring Key:

Questions 4,7,9,12 are distracters and do not count.

Score +2 for all numbers answering 'no' except question 1 where +2 is scored for a 'yes' answer.

For all questions answering 'don't know' score +1.

The average/mean score for the Primary version is 19 points.

The author of this questionnaire is Denis Lawrence and the researcher is grateful for its free use for this project.

Appendix 5b: Rosenberg Self-Esteem Scale (1965)

School name:

Initials of staff member:

Rosenberg Self-Esteem Scale

Instructions: Below is a list of statements dealing with your general feelings about yourself. If you strongly agree, circle **SA**. If you agree with the statement, circle **A**. If you disagree, circle **D**. If you strongly disagree, circle **SD**.

Answer **ALL** questions with **ONLY** one response per question please

1.	On the whole, I am satisfied with myself.	SA	A	D	SD
2.	At times, I think I am no good at all.	SA	A	D	SD
3.	I feel that I have a number of good qualities.	SA	A	D	SD
4.	I am able to do things as well as most other people.	SA	A	D	SD
5.	I feel I do not have much to be proud of.	SA	A	D	SD
6.	I certainly feel useless at times.	SA	A	D	SD
7.	I feel that I'm a person of worth, at least on an equal plane with others.	SA	A	D	SD
8.	I wish I could have more respect for myself.	SA	A	D	SD
9.	All in all, I am inclined to feel that I am a failure.	SA	A	D	SD
10.	I take a positive attitude toward myself.	SA	A	D	SD

Scoring Key:

For items 1,2,4,6 and 7

Strongly agree =3

Agree = 2

Disagree = 1

Strongly disagree = 0

For items 3,5,8,9,and 10

Strongly agree =0

Agree = 1

Disagree = 2

Strongly disagree = 3

The scale ranges from 0-30. Scores between 15 -25 are within normal range, scores below 15 suggest low self-esteem.

The author is grateful to the Morris Rosenberg Foundation, Department of Sociology, University of Maryland, 2112 Art/Soc Building, College Park, MD 20742-1315

Appendix 6: Interview schedules

Appendix 6a: Interview schedules Pre SOS Programme participation

Appendix 6b: Interview schedule Post SOS Programme participation

Appendix 6a Interview schedules Pre SOS Programme participation

Interview schedule for SOS Head teachers and SOS facilitators June 2009

1 Tell me about the SOS Programme and the part you will play in it

1. Which 5 goals would you like to achieve in one year's time?

2. What criteria would you use to consider the outcome be better than expected

3. What criteria would you use to consider the outcome be much better than expected

4. What criteria would you use to consider the outcome be less than expected

5. What criteria would you use to consider the outcome be much less than expected

6. What do you think will be the benefits to your school from SOS Programme?

7. What barriers do you think you will encounter in delivering the SOS Programme?

8. Have you thought about any ways of getting around these by doing something differently?

NOTES for framework. All interviewees will be given a code. The number of the school and 1 for H/T and 2 for SOS facilitator.

The first interview will take place after an appointment has been made and a reminder about the process of setting goals which would have taken place at the initial training. The researcher will have already shown the trainees a Power Point presentation on the self-esteem surveys and GAS.

Appendix 6b: Interview schedule Post SOS Programme participation

The second (follow-up) interview schedule June 2010

1. goal 1: would you say this has been achieved? To what extent has it been achieved/to what extent has it not been achieved?
2. goal 2: would you say this has been achieved? To what extent has it been achieved/to what extent has it not been achieved?
3. goal 3: would you say this has been achieved? To what extent has it been achieved/to what extent has it not been achieved?
4. goal 4: would you say this has been achieved? To what extent has it been achieved/to what extent has it not been achieved?
5. goal 5: would you say this has been achieved? To what extent has it been achieved/to what extent has it not been achieved?
6. Have there been any additional benefits to your school from SOS Programme?
7. What barriers did you encounter in delivering the SOS Programme?

8. How do you consider the school has changed over the past year? (**Prompt – ethos, working conditions**)

9. Have you any ideas how the SOS Programme could be modified? (**prompt why**)

The second interview will take place after an appointment has been made and a reminder of the goals set.

The interviewer will read back the notes taken and debrief the interviewee. A follow up telephone call will check with the interviewees what was documented.

Appendix 7: Themes and transcriptions

Appendix 7a: Core themes and sub-themes with codes from which they were generated

Appendix 7b: Extracts from transcribed interviews/emails mapped on to Core themes and sub-themes

Appendix 7c: Diagrams of 7 Core themes with sub-themes and codes

Appendix 7d: The Ofsted Inspection Criteria (Ofsted, 2009)

Appendix 7a: Core themes and sub-themes with codes from which they were generated

Theme number	Thematic area	Themes	Sub-themes	Aspects of sub-themes
1	Prerequisites for school improvement	Perception of school improvement	Internal perceptions of improvement	No link made between SOS and Ofsted Staff attitude Existing systems External perception of improvement/image of the school Perception of L.A. role with regard to improvement/SOS Ofsted
2		Stability of the school	staff factors affecting stability External factors affecting stability	Changes of HT Key staff changes Starting point of school/Ofsted category Changes to school structure/systems by L.A.
6	SOS Programme impacts	Solution Oriented activity by school (inputs)	Solution Oriented thinking - Focusing on SOS principles -Future focusing on the solution	'FINE PrODUCT' Goal setting

7		Solution Oriented activity by school (outcomes)	-Using SO language	
			Delegation by Head through Inclusion of stakeholders	Inclusion of governors Inclusion of pupils Inclusion of parents
			Delegation through whole staff involvement,	Discussion about CPP Vision, Principles
			Delegation through F teams and SO meetings	Mention of meetings
			SOS Claims in relation to reducing and increasing factors	Reducing factors Increasing factors
			SOS Systems	Goal attainment Resource saving
			Changes to staff activity	Feeling valued Positive staff response Staff Communication Improved Relations Staff voice Staff capacity building
			Changes to pupil outcomes	Pupil voice Parent voice Ethos

Theme number	Theme title	Themes	Sub-themes	Sub-categories of themes
3	Barriers to SOS Adaptability	Adaptability to initiate SOS systemic changes	<p>School elements that affected initiating SOS</p> <p>Staff elements that affected initiating SOS</p> <p>Systemic elements that affected initiating SOS</p> <p>Time elements that affected initiating SOS</p>	<p>Size/location Staff allocation requirements</p> <p>Staff/Head perception of existing workload Staff perception of change/staff resistance/belief in Programme</p> <p>Government/LA directives Variability of success to outcomes/ modification of programme</p> <p>SOS as a time priority Allocation of time to complete goals Allocation of time to evaluate the Programme progress</p>
4	Barriers to SOS - sustaining	Aspects affecting the sustainability of the Programme	<p>Goal setting</p> <p>Value of programme</p> <p>Programme resources</p> <p>Emotional responses</p>	<p>Ambition level of goal Personnel setting the goals</p> <p>LA awareness of SOS value Clashes with Ofsted agenda</p> <p>SOS material availability External support from SOS trained personnel</p> <p>Disappointment Satisfaction</p>

5	Barriers to SOS - progression	Programme progression requisites	Support from trainers, Head Teachers and others	Ongoing training Support from other SOS schools Access to SOS direction/external support /materials Ongoing engagement of Head Teacher/SMT
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Key to initial codes

	Codes	The meaning	Theme
1	LGR	Link to LA/Gov requirement	Perception of school improvement Adaptability to initiate SOS systemic changes (also theme 3)
1	HLILO	Head links Improvement to Learning outcomes/environment/Ofsted	Perception of school improvement
1	StAt	Staff attitude	Perception of school improvement
1	IOS	Image of school	Perception of school improvement
1	OC	Ofsted concerns	Perception of school improvement
2	SPS	Stating point of school	Stability of the school
2	CHT	Changes of Head Teacher	Stability of the school
2	ES	Existing systems	Stability of the school
2	CP	Changes to Key Personnel	Stability of the school
2	TL	Transition Limitations	Stability of the school
3	VSO	Variable success outcome	Adaptability to initiate SOS systemic changes
3	TJ	Time justification	Adaptability to initiate SOS systemic changes
3	TAEP	Allocation of time to evaluative process	Adaptability to initiate SOS

			systemic changes
3	TSOSP	Time as a SOS Priority	Adaptability to initiate SOS systemic changes
3	TAG	Time allocation to goals	Adaptability to initiate SOS systemic changes
3	SS	School size/Location	Adaptability to initiate SOS systemic changes
3	BI	Barrier to implementation	Adaptability to initiate SOS systemic changes
3	SAR	Staff allocation requirement	Adaptability to initiate SOS systemic changes
3	MP	Modification of Programme	Adaptability to initiate SOS systemic changes
3	TintoP	Putting the theory into practice	Adaptability to initiate SOS systemic changes
3	BP	Belief in Programme	Adaptability to initiate SOS systemic changes
3	SSR	Staff resistance to change	Adaptability to initiate SOS systemic changes
3	OLS	Over-loaded school	Adaptability to initiate SOS systemic changes
3	ES	Existing stability	Adaptability to initiate SOS systemic changes
3	FPS	First person singular speech	Adaptability to initiate SOS systemic changes
6	IcS	Inclusion of Stakeholders	SO activity by school (in)
6	IC	Inclusion of children	SO activity by

			school (in)
6	FF	Future Focused/solution focused/SOS thinking	SO activity by school (in)
6	ESOSP	Evidence of SOS Principles	SO activity by school (in)
6	MR	Meeting reference	SO activity by school (in)
6	IP	Inclusion of parents	SO activity by school (in)
6	FPP	Talking in first person plural	SO activity by school (in)
6	V	Vision	SO activity by school (in)
6	CP	Core Professional Purpose	SO activity by school (in)
6	T	F teams	SO activity by school (in)
6	DH	Delegation to/from Head	SO activity by school (in)
6	IWS	Involvement of whole staff	SO activity by school (in)
6	CT	Clarify thinking	SO activity by school (in)
6	SOSL	SOS Language	SO activity by school (in)
6	GS	Goal Setting	SO activity by school (in)
4	DSP	Difficulty in sustaining Programme	Aspects affecting the sustainability of the Programme
4	OA	Over ambitious goals	Aspects affecting the sustainability of the Programme
4	ED	Expression of disappointment	Aspects affecting the sustainability of the Programme
4	ES	Expression of satisfaction	Aspects affecting the sustainability of the Programme
4	DSO	Difficulty sustaining outcome	Aspects affecting the sustainability of the Programme

4	IMP	Improvement needs more support – external/SOS	Aspects affecting the sustainability of the Programme Programme progression requisites (also theme 5)
4	SOSM	SOS materials support referred to	Aspects affecting the sustainability of the Programme
4	LGAS	Local Government awareness of SOS value	Aspects affecting the sustainability of the Programme Perception of school improvement (also theme 1)
4	TVP	The versatility of the Programme	Aspects affecting the sustainability of the Programme
4	PSG	Personnel setting goals	Aspects affecting the sustainability of the Programme
4	OC	Clash with Ofsted	Aspects affecting the sustainability of the Programme
5	EH	Engagement of Head Teacher (HT)	Programme progression requisites
5	ESMT	Engagement of Senior Management Team	Programme progression requisites
5	MTR	More training required for additional staff	Programme progression requisites

5	GS	Group support with other SOS schools	Programme progression requisites
5	LS	Lack of support from SOS/external	Programme progression requisites
5	IMT	Improvement progression needs more training	Programme progression requisites
7	PSR	Positive staff response	SO activity by school - outcomes
7	SOSCI	SOS Claim	SO activity by school - outcomes
7	SFV	Staff feel valued	SO activity by school - outcomes
7	RS	Reference to systems	SO activity by school - outcomes
7	CO	Outcomes for Children	SO activity by school - outcomes
7	LRR	Lack of resources resolved	SO activity by school - outcomes
7	SV	Staff voice	SO activity by school - outcomes
7	CV	Pupil voice	SO activity by school - outcomes
7	SCB	Staff capacity building	SO activity by school - outcomes
7	GA	Goal Attainment	SO activity by school - outcomes
7	IF	Increasing factors (evaluative)	SO activity by school - outcomes
7	RF	Reducing factors (evaluative)	SO activity by school - outcomes
7	PV	Parents' voice	SO activity by school - outcomes
7	StC	Staff Communication	SO activity by school - outcomes
7	IMR	Improved staff relations with others	SO activity by school - outcomes

Appendix 7b: Extracts from transcribed interviews/emails mapped on to Core themes and sub-themes

Core Theme 1	Sub-theme	Aspects of sub-theme	Extracts from interviews
Perception of school improvement	Internal perceptions of improvement	No link made between SOS and Ofsted	<p>They stopped then they had an outstanding OFSTED, and they felt that taking on the school improvement programme was sending out the wrong messages. 1.1</p> <p>A school wide policy and practice which takes into account various abilities but results in improved impact. By impact I would say not solely academic; about learning and sharing with parents. 1.2</p> <p>Yes, as a school we do this and when I came on the training I felt as a school we were very much along this way. 1.3</p> <p>We had to complete data sheets about attendance and how it has changed over the last three years. Too much data and could not see the benefit because SOS will not have an impact on attendance at all. So all that data collection was not helpful.1.4</p> <p>Our core business is teaching and learning and these SOS things are not teaching and learning and so there are always issues to that. 1.5</p> <p>Skill development underpins the improvement in literacy and other key areas. Effectiveness is about inclusion and that is the role SOS may have to play. 1.6</p>
Perception of school improvement	Internal perceptions of improvement	Staff attitude	<p>Because you need to be realistic about what you can ask people to do. You need to either rely on goodwill or find a budget and pay for people. There are some questions around that which obviously need to be addressed 1.11</p> <p>So, in addition to the training, we have come back and evaluated the Joint staff governor inset. That went down really well. We didn't meet any opposition although not to my face. People were open to it. 1.12</p> <p>The barriers were lack of time to plan, meet and implement change and staff support. 1.13</p>
Perception of school improvement	Internal perceptions of improvement	Staff attitude	<p>If you have a staff meeting that you have every week, it makes it very difficult to do as you are relying on the good will of people. 1.14</p> <p>I have a very forward thinking staff. 1.15</p> <p>LSAs don't want to stay after school anyway so we can manage for ½ an hour without</p>

			<p>them once a week. 1.16</p> <p>We then held a staff meeting for all the staff as we wanted full staff engagement and we went into small groups to come up with the principles. This all went down very well with our staff who felt part of the journey. 1.17</p> <p>I think all staff are on board 1.18</p>
Perception of school improvement	Internal perceptions of improvement	Existing systems	<p>We have what we call barriers to learning in our schools; we identify five children at risk of not making the target. Not just academic things but I try to know them etc. Know what they're good outside school. 1.7.</p> <p>We found the one thing that children got upset about their playtimes and lunchtimes and that's when things stopped their learning. 1.8</p> <p>I think it is an approach that is wasn't wildly different from what we were doing, but it gave a coherence and logic to everything and I think that was really important. 1.9</p> <p>My outlook on the way they are very entrenched in their ways of doing things here, and when we're offered support from County we accepted it. However we don't have the money or resources, which sometimes causes another challenge. We have not been able to integrate the programme.1.10</p>
Perception of school improvement	Internal perceptions of improvement	Existing systems	<p>And our systems are working well with occasional tweaking, or rather a majority of issues which are more relevant. Like behaviour for example; behaviour is working really well, we have clear behaviour codes of practice, inspections of things like that; so we don't feel the need to tackle that. We are not saying we have everything cracked. 1.19</p>
Perception of school improvement	External influences on anxiety	External perception of improvement/image of the school	<p>But it won't work when looking at maybe standards type issues. Raising issues and standards by using an F team type approach is not quite as straightforward. Like looking at literacy 1.20</p> <p>Too many government initiatives and not enough staff to do the job in a small school. 1.21</p>

			If you are a school that is not doing well and you feel threatened 1.22
Perception of school improvement	External influences on anxiety	External perception of improvement/image of the school	And you have to get your results up. Then it is just one thing too many. We are lucky, we are a school that is perceived as good, and we are confident in what we are doing. But if you are being hammered all the time because what you are doing is not good enough, then I think you go into your shell, and there are schools out there where there are so many things being bombarded at you, I think it is very difficult sometimes. 1.23
Perception of school improvement	External influences on anxiety	Perception of L.A. role with regard to improvement/SOS	<p>I feel that SOS would be more successful if it drove our SDP or we had smaller more achievable goals. 1.24</p> <p>We are using the SOS approach with the curriculum areas with one of our SIP areas which is ICT. 1.25</p> <p>Unfortunately SOS isn't one of the things; to be measured by the government when you're measured by your targets, your SATS results; unfortunately that naturally takes priority. 1.26</p> <p>– if you don't do what Essex say you are taking a risk. She said we are not doing ISP. 1.27</p> <p>I think what Essex would have to do to make SOS more effective - we know schools in that now and the number of people and number of visits they have a term is unimaginable. There is no way on this earth you can do something else that's not being measured because it is about nine or ten visits a term. 1.28</p> <p>if Essex is in there supporting them, do they know about SOS? If not I just can't see this can be very difficult to match. It's going to be very difficult to manage then. 1.29</p> <p>There wasn't the ISP programme but we were doing it. To be honest we had to sort out the teaching, the English and maths as they were dire. 1.30/31</p>
Perception of school improvement	External influences on anxiety	Ofsted	<p>Just satisfactory in terms of OFSTED criteria 1.32</p> <p>Become good against OFSTED criteria. Be able to measure the amount of impact regarding to pupil progress or whether observations see improvement of lessons</p> <p>Pupil progress various. KS2 is weaker. Year 4 and 5 are the weakest progress.</p> <p>Satisfactory would be 2 whole levels; OFSTED and DCFS use another one. OFSTED NC levels into 3rd and children must make 6/3rd of a level in a KS. DCFS saying 2 levels they have made 4/3rd of a level. DCSF is easier to hit than OFSTED. It builds in under-attainment. So they have to make a level every 2 years and ½ a level every year. You look at the progress last year and their progress this year. Year 3 is Nationally a key issue. Boys' writing is an issue. Expectations are wrong; the assumption that different genders will write as well at every age group in the subject is wrong statistically. All research shows difference between the sexes in their learning. 1.33</p>

			<p>Currently we have implemented to a limited degree a skills-led curriculum We need expected outcome, we evaluate that and make some changes like being too QCA reliant. 1.34</p> <p>OFSTED will still come even if the head is there or not even if the SMT are out, they will still come and need the story of the school. 1.35</p> <p>We would like to become a category three school and we are very able to be a category two school. 1.36/7</p> <p>How can you prove you're a good school with OFSTED being in for 24 hours? 1.38</p> <p>In all areas we want to be a category two school. We received two in the SEF for spiritual development behaviour and enjoyment safe practice. In 2006 self-development was 2 everything else is 3. 1.39</p>
Core Theme 2	Sub-theme	Aspects of sub-theme	
Stability of the school	Staff factors affecting stability	Changes of Head Teacher	<p>It's a long journey; I've been here six years. It will not work, if Head teachers keep changing. If their teachers are leaving - that's an issue as well in itself. That is going to be difficult because of the head-teacher has the SOS visions. If the new Head Teacher comes in, it may not be the next Head teacher's vision and she doesn't know about it 2.1</p> <p>We think if there is a new Head teacher it can cause a significant problem 2.2</p> <p>On an INSET day the deputy will get all the staff together and she will remind everyone of what we are doing here at *****. We want to keep it driving because I (<i>the Head Teacher</i>) am leaving as well in July. 2.3</p> <p>My role is Acting Deputy Head at the moment as the Head teacher left. I did the three day training with the then Head and a senior staff member and we each facilitated groups.2.4</p> <p>We are looking at the best way to maintain our website on an ongoing basis. But some of these things with a new Head starting in January - they are still in maintenance. There are some clear things for decisions for a new Head in January and we do not want to do it twice. 2.5</p> <p>At school 3 the deputy has left, the acting deputy then became the Head and then she left.2.6</p> <p>At sc * Catherine did two visits there, coaching children but the Head had retired 2.7</p> <p>As a Head I have been here for 20 years, and our systems are working well with occasional tweaking, rather than schools who have just had a new Head with a whole raft of problems they will need to tackle.2.8</p> <p>You need to take into account school context. We have a new Head with things to do.</p>

		Key staff changes	<p>2.9 but we have had 3 Head Teachers since 08 and this has meant that sustaining this approach has been very difficult. 2.10 There were too many barriers to move forward and key staff moved schools. 2.11 We also have two others who went on the training and they will be with us next year too, so that is a plus! And they will be with us the next year as well. 2.12 We have five new staff coming and that is when we will start it as it seems silly to start it now. So we will start that then. 2.13 No barriers at all – just some difficulties in changes of staff and our momentum at times. 2.14 I suppose I have to confess the year is incredibly difficult because last December my office manager left who was a trained facilitator, and my key stage one coordinator went on maternity leave. 2.15 Although people come and go and I have lost 2 facilitators but I will maintain the 3 teams 2.16 Also barriers to continuity; people who go on maternity leave; it is not passed on, depends on the more structured teams. We can train up some new people now that we have the structure. 2.17 It just suited us at that time and with a lot of new staff coming in, the actual going into teams was a good idea and the biggest impact here. 2.18 I went along to the training with my deputy and my manager and they have since left. My new deputy is doing quite a lot with SOS. I asked four teachers to each take one area and what is happening is that my current deputy is the one who really led the whole thing. 2.19 It's been the flux of staff changing this year and it is the year we tried to get started 2.20 The other thing was the system approach; things can kind of develop and grow but there needs to be clarity for everyone. There has been a lot of staff turnover recently and it has become apparent recently that these things just need writing down. 2.21 We discussed it with the staff that came back, and we found we had 80% staff changes so it's practically an entirely new staff. 2.22</p>
Stability of the school	External factors affecting stability	Starting point of school in terms of Ofsted categories	<p>We are not working from such a low base that this approach is a great evolutionary process, but it still wants a lot more from us. 2.23 You may be a school who is excellent but when we were in school causing concern for the authority we couldn't take on SOS then because we had the world changing our school. 2.24</p>
Stability of the school	External stability factors	Changes to school structure by LA	<p>I am sorry that I cannot be more helpful but during this time of transition our actions have been somewhat limited. 2.25</p>

			When we were in school causing concern for the authority we couldn't take on SOS then because we had the world changing our school, but where we were in our mindset I'm not so sure we could have done it. In a busy life you have to go back down to what you have to do.2.26
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Core theme 3	Sub-theme	Aspects of sub-theme	Extracts from interviews
Adaptability to initiate SOS systemic changes	School elements that affected initiating SOS	Size/location	<p>We are a federation of two small schools. We had hoped that SOS would help us set up new systems. We created a federation of vision made by all the stakeholders. including children. We chose our systems and then there were too many barriers to move forward.3.1</p> <p>Being a small school it is incredibly challenging to put practicability into.3.2</p> <p>We also had a new behaviour policy but that's been quite complicated and we think it's because we're a rural school.3.3</p> <p>We have also had a number of children join us under very challenging circumstances. There is a perception that small village schools can do things that larger schools cannot. Sometimes that is an advantage; we can take these children on and be role modelling. However we don't have the money or resources, which sometimes causes another challenge.3.4</p>
Adaptability to initiate SOS systemic changes	School elements that affected initiating SOS	Staff allocation requirement	<p>Too many government initiatives and not enough staff to do the job in a small school. 3.5</p> <p>The three of us are going to the next training day and our Head teacher is very interested in what we have been doing, so he is coming along too. 3.6</p> <p>We felt that it's a bit sledgehammer-ish. We felt three days for three of us was quite a long training - too much.3.7</p> <p>With only four teachers in the whole school, It is very difficult to get it up and running.3.8</p> <p>Personnel change and the people helping to run it. Perhaps I should have brought more people to the training. 3.9</p> <p>Now have nine staff trained up; there have definitely been systems being put into place.3.10</p> <p>It is unfortunate that we have so many things to do, that next year we can build on it. We feel that we cannot implement this programme with such a small number of staff. 3.11</p>
Adaptability to initiate SOS	Staff elements that	Staff perception of existing workload	The concept is perfect for our situation we need time to set it up. Too many government initiatives and not enough staff to do the job in a small school.3.12

systemic changes	affected initiating SOS	<p>It is worth flagging up that when you think about the work directives we are under, one needs to be aware that time is an issue, not as a negative way, but that is why time constraints make it so difficult. 3.13</p> <p>If you are a school that is not doing well and you feel threatened and you have to get your results up. Then it is just one thing too many. 3.14</p> <p>But if you are being hammered all the time because what you are doing is not good enough, then I think you go into your shell, and there are schools out there where there are so many things being bombarded at you, I think it is very difficult sometimes. 3.15</p> <p>But whether it was a difference in work-life balance, everyone thought they did have this; the office staff, the teachers obviously didn't! 3.16</p> <p>I'd heard about it the previous year; health and ESI Essex well-being programmes in schools. The well-being launch event for all staff, in partnership with "Work-life support Ltd" in response to the work life balance required for teachers tackling standards and workloads. 3.17</p> <p>I am wondering where my staff will find the time to monitor the improvements as we are only a small school and everyone is overloaded with work. These might be the barriers I foresee. 3.18</p> <p>The difficulties – the time is an issue. There is so much to do. 3.19</p> <p>I think you have to make your school improvement plan easy and manageable and you can say that, but then there is always another lump that lands on the desk that you have to deal with; just the nature of the game isn't it, and you have to do your prioritising. Sometimes something has to go, you start off with the best will in the world but something else more important crops up. 3.20</p> <p>When we were in school causing concern for the authority we couldn't take on SOS then because we had the world changing our school. But now it really feels right. I could see it working at the beginning of a journey but where we were in our mindset I'm not so sure we could have done it. 3.21</p> <p>In a busy life you have to go back down to what you have to do. There is no way on this earth you can do something else that's not being measured because it is about nine or ten visits a term. 3.22</p> <p>If you are a new Head you've got so many things you have to think about and to assimilate about the school. 3.23</p> <p>You have to be conscious of people's time. It is good will. I can see why teachers are exhausted and say to themselves "I just don't have any more time". 3.24</p> <p>You have to be conscious of people's time, I can see why teachers feel "I am exhausted". 3.25</p> <p>We were hoping to commence the self-esteem questionnaire but we had a very violent</p>
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			<p>child here and being the Head & SENCo, with everything else you have to do, it takes up time straight away. 3.26</p> <p>What I found difficult when I did the training was that we had no concrete examples from other schools; as well as everything else you get the theory of it, but actually because it was Educational Psychologists (and I'm not knocking it in any way) but they're not a school.3.27</p>
Adaptability to initiate SOS systemic changes	Staff elements that affected initiating SOS	Staff perception of change	<p>and trained facilitators came back to school a bit overwhelmed but I think I understand the principles of the programme.3.28</p> <p>And bluntly although we think it is very powerful and we haven't done, is when staff meetings and wanted to. It is a brave person if you are on ISP and you do a staff meeting. 3.29</p> <p>with best will in the world you cannot have a staff meeting on-Core Professional Purpose when the delivery of lessons in classes the children are having are not good.3.30</p> <p>They are very entrenched in their ways of doing things here, and when we're offered support from County we accepted it. However when we were offered Solution Oriented training I thought it would be a way to hit the ground running.3.30a</p> <p>When I first came we had challenging staff meetings and I hoped the Solution Oriented programme would help those but we all get along swimmingly now.3.31</p> <p>We tried to implement the SOS Programme but staff just found it all too stressful so we have decided not to continue. 3.32</p> <p>My predecessor was very keen on SOS but frankly the staff here have their own ways of doing things and I cannot interfere with that at the moment. I need to have a "happy ship" before I can ask them to change the way they all do things.3.33</p> <p>** has stopped because the Head struggled with it and now she has retired. 3.34</p> <p>We have good systems here already and the staff are ok with them. It would cause disruption to change them now. We enjoyed the training but decided to opt out of the Programme. 3.35</p>
Adaptability to initiate SOS systemic changes	Staff elements that affected initiating SOS	Resistance/belief in programme	<p>We were listening to I** for an hour-long presentation and what was said is making a huge amount of sense. In many ways it is not rocket science. 3.36</p> <p>Perhaps the Head didn't attend the training session. Or doesn't buy into the thing. 3.37</p> <p>Oh yes SOS has made a massive difference. 3.38</p>

			<p>I** was very inspiring and that really helped for us to put the theory into practical. 3.39</p> <p>It was only by hearing someone's idea on the practical way you can think ah.3.40</p> <p>SOS is going brilliantly we are doing it across our whole delivery group we've bought in the training because we were so impressed with it.3.41</p> <p>We achieved our goals. I'm not sure; it is difficult to implement what you want to; schools will say it's like a lot of things - it does sound so reasonable and sensible when you're on the training days, but that it's not quite as simple as it sounds when you get back into school; I think probably summing up the experiences of some of our schools. 3.42</p> <p>They said they would get involved but in practice it hasn't happened; parents were not involved in the mission statement as much as we hoped they would be. 3.43</p> <p>The Solution Oriented programme itself is exceptional. 3.45</p> <p>When it is just theory it is really hard to visualise and get your head around it. In a school situation you need to have seen it. 3.46</p>
Adaptability to initiate SOS systemic changes	Systemic elements that affected initiating SOS	Variability of success for outcomes/ Modification of Programme	<p>Several of our staff attended initial training and we set in motion several projects using the SOS model. Some were more successful than others and some are still incomplete. 3.47</p> <p>However I think the SOS programme should be modified to fit in with school systems. It was not written for schools and needs to be adapted. 3.48</p> <p>We went to the training and we were very interested in SOS generally as it seemed to fit the needs of our school. 3.49</p> <p>We heard other schools saying we just did this bit or that bit. 3.50</p> <p>With SOS because it is not set, in this day and age, you just want to buy something off the shelf, and SOS isn't something you buy off-the-shelf. It is a down to how much you put in you get out. Its not just here and get on with it. 3.51</p> <p>She came in, we really haven't done it but it is becoming part of the ethos. We base everything on that way of thinking. J. said you are doing well but it is not quite standard. 3.52</p> <p>We have not been part of the Programme for 2 years but found some aspects of it useful. We are no longer participating in the Programme. 3,53</p> <p>We are a healthy school now and we have incorporated some of SOS into our practice. 3.54</p> <p>We have modified the Programme around our own needs. We found some aspects of it a 'step too far'.3.54a</p>
Adaptability to initiate SOS systemic	Systemic elements that affected	Central Government/Local Government	<p>Too many government initiatives and not enough staff to do the job in a small school. 3.55</p> <p>If you see it is useful you can justify the time to yourself. Someone who is bogged down</p>

changes	initiating SOS	directives	<p>in the present can't see the future. There's so many audits out there. 3.56</p> <p>We know we are up for an inspection in November so going through the inspection judgements form and basically we were looking for the actual evidence to having it in hand and the actual list wherein our school have the evidence. 3.58</p>
Adaptability to initiate SOS systemic changes	Time elements that affected initiating SOS	Time for SOS as a priority	<p>The concept is perfect for our situation we need time to set it up. 3.59</p> <p>The barriers were lack of time to plan, meet and implement change and staff support. 3.60</p> <p>We set up a whole day's training and we went through with them what is going well and what isn't. 3.61</p> <p>With the Middays at the moment it is every fortnight. We have agreed that if it is important we will pay the extra time. We have a half hour meeting. 3.62</p> <p>We have a staggered lunch and some Middays start at 11,30 am and some finish at 1.30 so we alternate. What is interesting is that it is coming back now that unless there are major things, once a month will be enough. That has come from them. I do it with another teacher and I have to leave early because I have another meeting and she carried on and one of the Middays started to moan and I said was there a problem? I reminded her one can put something on the agenda for the next time. 3.63</p> <p>We have, but we find ways around it. We wanted our CCP before but it is just finding staff meeting time. You need time to do it properly and with all the other things we are in, it makes it really difficult to get it all in. So, we are making part of whole staff training as a priority before they all get allocated. I can genuinely say in a positive way 'TIME'. 3.64</p> <p>It didn't take much time and what we'll get back is great. Some people just, I don't know, some people just say it is too much. 3.65</p> <p>With our LSAs what we have is a meeting every Friday at ½ past 11. All support staff are there. We try to get them all together. 3.66</p> <p>The barrier I think will be that of time. It is really a problem. The LSAs are beginning to do it. I am looking at ways to schedule meetings so it does not inconvenience people too much. 3.67</p> <p>We have planned the SOS meetings into scheduled staff meetings. The F teams were meeting twice a term. 3.68</p>
Adaptability to initiate SOS systemic changes	Time elements that affected initiating SOS	Allocation of time to complete goals	<p>I think then you can accomplish your goals in a short time. You need quick ways of engaging. Our goal was to achieve, to achieve a goal by June. We then wanted on to the next goal and the next goal by the following June. 3.69</p> <p>It is not something that (say at the end of this term) you would see XY and Z. 3.70</p> <p>We thought we could do this over a term but listening to where they are it will take us</p>

			<p>about a year I reckon. Some are short quick fixes and some take longer and will run for a couple of years really. 3.71</p> <p>We have staff meetings every term on aspects of SOS and also, its taken longer and we want to do it properly. 3.71a</p> <p>With SOS because it is not set, in this day and age, you just want to buy something off the shelf, and SOS isn't something you buy off-the-shelf. It is a down to how much you put in you get out. Its not just here and get on with it.3.72</p>
Adaptability to initiate SOS systemic changes	Time elements that affected initiating SOS	Allocation of time to evaluate the Programme/progress	<p>We want good provision measure by evaluation of dining experience by SOS group.3.73</p> <p>Looking at the quality of work being produced, we don't have those estimates yet. Staff have not yet received really good CPD opportunities. Their own evaluations could be different. 3.74</p> <p>Currently we have implemented to a limited degree a skills-led curriculum We need expected outcome, we evaluate that and make some changes like being too QCA reliant. 3.75</p> <p>We have five new staff coming and that is when we will start it as it seems silly to start it now. So we will start that then with all the parents. 3.76</p> <p>We will evaluate SOS in the autumn term. 3.77</p> <p>I don't see any other barriers except the time and I will be monitoring the programme. 3.78</p> <p>We look to what we need to do and we learn from it. 3.79</p>

Core Theme 4	Sub-theme	Sub-category	Extracts from interviews
Aspects affecting the sustainability of the Programme	Goal setting	Ambition level of the goal set/ difficulty with sustaining the Programme	<p>So, some staff might set ambitious goals and some might not when it comes to the challenge as well as more support and some will find more CPD more challenging. They may not feel the same way. 4.1</p> <p>I feel that SOS would be more successful if it drove our SDP or they had had set smaller more achievable goals. 4.2</p> <p>We chose our systems and then there were too many barriers to move forward. 4.3</p> <p>We've gone way beyond the goals we set; it skyrocketed and SOS teams started that. We went into teams and we shall maintain the teams; that's what really has helped. 4.4</p> <p>Engagement of parents – It is difficult to get a cross section of parents involved because there are certain people who like to become involved and others that don't so you get a certain set of views and that can be an issue. 4.5</p> <p>It is perhaps a bit more difficult to engage schools at that next level, which is pairing up and monitoring a project in another School. The trouble is, well it's difficult to identify what really is down to SOS, it is big and loose. Schools will say it's like a lot of things - it</p>

			<p>does sound so reasonable and sensible when you're on the training days, but that it's not quite as simple as it sounds when you get back into school; I think probably summing up the experiences of some of our schools. 4.6</p> <p>We felt the first tier was easy - we set up two teams but it has been quite difficult to get all the stakeholders involved and parents involved. We had to kind of drag them off the street. We also had a new behaviour policy but that's been quite complicated and we think it's because we're a rural school; but we found that year six last year became apathetic about being involved, and the parents as well. 4.7</p> <p>We would like to focus more on coaching. This is an area where we have made little headway. 4.7a</p>
Aspects affecting the sustainability of the Programme	Goal setting	Personnel setting the goals	<p>At sch3 ** did two visits there, and started children coaching but the Head struggled with the goals set. 4.8</p> <p>I feel that SOS would be more successful if it drove our SDP, or they had set smaller more achievable goals. We set the goals with ** 4.9</p> <p>We found the SOS is a good continuation after E** because we have instructions in place. E** is how we run our schools. With SOS it's so flexible. If it's sorting out a problem or all solutions and meetings everyone gets a voice and everyone talks about it and thinks about what's going well and you really work on. So it just adds to it really. 4.10</p> <p>These two systems are running well .4.11</p>
Aspects affecting the sustainability of the Programme	Value of Programme	LA awareness of SOS value	<p>Teachers are working with other teachers from other schools in a different area. We have been very successful in this but that doesn't seem to have been accepted by the school improvement partners.(LA) 4.12</p> <p>Our staff are incredibly disappointed after school improvement people came in. The staff all came back in very upset because they've done many developments. She recognised that we had made huge progress. She was data driven. This is our issue; it is very difficult to quantify. I've no doubt that the way the teachers are working will show great improvement and hopefully we can work on data that wasn't collected accurately. 4.13</p> <p>If you don't do what Essex say you are taking a risk. She said we are not doing ISP. 4.14</p> <p>I think what Essex would have to do to make SOS more effective - we know schools in that now and the number of people and number of visits they have a term is unimaginable. There is no way on this earth you can do something else that's not being measured because it is about nine or ten visits a term. 4.15</p> <p>If Essex is in there supporting them, do they know about SOS? If not I just can't see this can be very difficult to match. It's going to be very difficult to manage the then. 4.15a</p>

Aspects affecting the sustainability of the Programme	Value of Programme	Perceived clash with Ofsted agenda for school improvement	<p>Unfortunately SOS isn't one of the things to be measured by the government when you're measured by your targets, your SATS results; unfortunately that naturally takes priority. 4.16</p> <p>If you are a school that is not doing well and you feel threatened and you have to get your results up. Then it is just one thing too many. 4.17</p> <p>But if you are being hammered all the time because what you are doing is not good enough, then I think you go into your shell, and there are schools out there where there are so many things being bombarded at you, I think it is very difficult sometimes. 4.18</p> <p>But it won't work when looking at maybe standards type issues. Raising issues and standards by using an F team type approach is not quite as straightforward. Like looking at literacy 4.19</p>
Aspects affecting the sustainability of the Programme	Programme resources	SOS materials availability	<p>We use the big manual. I must admit we haven't tried getting online yet. 4.20</p> <p>We are still awaiting the training materials which should have been on the website in September. These would have been really useful to train all staff with in systematic way. SOS is costing us a lot of money but the support available is limited. 4.21</p> <p>We would like to see SOS provide more ongoing training and support, and put the materials on the website as promised. 4.22</p>
Aspects affecting sustaining of the Programme	Programme resources	External support from SOS trained personnel	<p>C is now supporting a small group which are eight schools left in the LDG.4.23</p> <p>I** was very inspiring and also when the two Head teachers came down from Ch. That really helped for us to put the theory into practical. It really moved us on, because that is where we got the ideas for the MDAs. 4.24</p>
Aspects affecting the sustainability of the Programme	Emotional response to Programme	Disappointment	<p>We were promised a website with resources, but we don't think that's happened yet which is disappointing because we were looking forward to that. 4.25</p> <p>This is all about information communication in the school. It'll be very disappointing if these groups don't get off the ground. 4.26</p>
Aspects affecting the sustainability of the Programme	Emotional response to Programme	Satisfaction	<p>we are a team of people who are looking into that, involving children, parents, governors and staff; that is coming together in nicely. 4.27</p> <p>Like behaviour for example; behaviour is working really well. 4.28</p> <p>The working party approach worked well. 4.29</p> <p>The concept is perfect for our situation we need time to set it up. 4.30</p>

			<p>The children fed back and created rules for the jungle gym and this was talked about at the midday meetings and it is all coming together nicely. 4.31</p> <p>What I like is getting feedback when I haven't asked for it. It has just been really good. 4.32</p> <p>They say this happened and then this, and so they have been talking to the children to find out. So it is brilliant. 4.33</p> <p>. I love the way it gives the ownership to everyone and gives structures to the meetings. It is brilliant because it empowers them with the correct sort of language. We can solve problems whereas before moaning would have got out of hand. those that are quieter and more reflective are coming to the fore and speak in the meeting... it brilliant. This is what I love about it, it is not about more, it is not about expense. It's just about ways to organise. . I really like the structure. 4.34</p> <p>And the real strength was in relationships; I think that's what I would be encouraged by here. But I will maintain the 3 teams and for me that is the best that has come out of SOS as well as the structured meetings. 4.35</p> <p>We organised a governors' meeting at which we discussed the Core Professional purpose. This was an excellent way to really focus on what message the school putting out and what we wanted for our pupils. 4.36</p> <p>that lots of the principles are wonderful, like "do more of it if it works, do it more". We've done all the meeting and I think they were very good. The meetings give a way to getting things done. 4.37</p> <p>It was pulling all those things together so that it was very clear, and anyone could pick those things up and run with it. That has worked well. 4.38</p> <p>It is in its early stages, that one, but we like the SOS approach with lots of stakeholders involved. The benefits I think, the F teams groups - we like that way of working. It is not fixed who can take a group; anyone can take a group and be given a budget and a remit to do something. I think that works well because it is whole school and it gives ownership to ideas. It is great at getting children's input and say kitchen assistants' input from a wider group. 4.39</p> <p>SOS is going brilliantly we are doing it across our whole delivery group. Doing the SOS meetings. And it's just turned things around, they have a voice now. I remember hearing one of the teachers; they said it was difficult to start with but now their mid-days were going really well. And they said their mid-days didn't moan anymore and ours don't. 4.40</p> <p>For some teachers and staff it has absolutely changed how they do everything. It is remarkable. 4.41</p>
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Core Theme 5	Sub-theme	Aspects of sub-theme	Extracts from interviews
Programme progression requisites	Support from trainers, Head teachers and others	Ongoing training	<p>We then had some more training in the autumn. 5.1</p> <p>We are fairly clear about how to do the hard structures, but we need a bit more help with the softer ones. 5.2</p> <p>We were listening to I** for an hour-long presentation and what was said is making a huge amount of sense. 5.3</p> <p>We need whole school training or at least my new senior teachers need to be in the know is there some? 5.4</p> <p>We can train up some new people now that we have the structure. 5.5</p> <p>Perhaps I should have brought more people to the training. 5.6</p> <p>We've bought in the training because we were so impressed with it. 5.7</p> <p>just bought the training a second time because of our delivery group we want to them. We now have nine staff trained up; there have definitely been system being put into place. 5.8</p> <p>We found the schools from up North somewhere very useful because that was a concrete example. Just hearing how they did it and how they approached it and then we went on an SOS conference with I** and he gave us examples of how schools are creating their systems how they'd written down so because these were concrete. "That's how you do it", we thought... that's how you do it. 5.9</p> <p>I felt it was really rushed. A step too far. The children one was really good. Time -it was not their fault. We only saw the video once. It was things like that- we have done it but not learned it. We were told when you see it again you'll pick up something new. We only saw it once. Everyone knows in learning, saying it once doesn't go in. We did it but not learned it. 5.10</p> <p>We feel that you have to train at least two staff, and one of these should be the Head. 5.11</p>
Programme progression	Support from trainers, Head Teachers and others	Support from other SOS schools	<p>We then had some more training in the autumn and then we've had our group this term with four others. 5.12</p> <p>We're looking beyond improvement really; we're looking at making things better. It's a case of being able to see our way through. I have the opportunity to learn from similar schools to us. 5.13</p> <p>We're a group of schools that we decided will go this way with R we decided to join together and have benefited from this way of working. We were able to put meetings on. There will be some schools who can't follow it through and there will be different reasons for that. 5.14</p> <p>The three of us are going to the next training day and our Head teacher is very interested in what we have been doing, so he is coming along too. 5.15</p> <p>It is a culture shift, and also you have got to understand the Head, and the more schools you can see it's working. 5.15</p> <p>The type of things people are doing or you start with one little bit. 5.16</p> <p>We have now decided to get together with other schools in the area, and we are now going to mentor and monitor each other's projects together. 5.16a</p>

Programme progression requisites	Support from trainers, Head Teachers and others	Access to SOS direction/ materials	<p>We felt that it's a bit sledgehammer-ish. We felt three days for three of us was quite a long training - too much. Some was common sense; sometimes it is stuff you knew which you've forgotten. It's just a reminder of it and it came at the right time. We didn't use the big manual, we haven't even been back to it once. 5.17</p> <p>I don't very often look at that manual. We didn't use the manual, it was shown to us on our training; it was never flagged up and (you know how it is) things are shown to you once again but you don't use it do you? 5.18</p> <p>The other thing they did whatever it was, they seem to have term, a group of heads that get-together every term. They call it bring a brag. And they talk about something that is good, nothing is being set up.. I** -he did that group. 5.19</p> <p>A selection of schools joined together to get the tier 2 bit working. With the conference coming up on Friday, some schools are coming but not most. We were told by C and we are arranging to get together at the beginning of next term. We have a September date when we're going to be meeting and pushing on with tier two. 5.20</p> <p>T and L type approach is being used of pairing up 5.21</p>
Programme progression requisite	Support from trainers, Head teachers and others	Ongoing engagement from Head teacher/Senior Management Team	<p>It is the enthusiasm and the approach of the head that guides the whole thing within SOS; it will show more dramatic impact if the Head is on board and I think then you can accomplish your goals in a short time. 5.22</p> <p>We want tier 1 status which we will have. We want to have defined CPP and operating principles and ticked boxes we're looking at using an F team approach. We'll be looking at putting it through a wider context for tier 2. 5.23</p> <p>As Head I sit on the catering one. 5.23a</p> <p>(as head Teacher) - At the moment they need more support from me so although they are doing SOS team approach it still needs quite a lot of my support and time. 5.24</p> <p>I as DHT would like to re launch this approach but we would need to engage our new HT. 5.25</p> <p>The ethos of the school has changed because the senior staff had a clear vision. 5.26</p> <p>Our Head teacher is very interested in what we have been doing, so he is coming along too. 5.27</p> <p>Because the deputy head is so keen on it she is going to keep the communication one running. We will keep SOS running next year because we believe in it. 5.28</p> <p>I like the new ideas and fresh approach. I will be getting some feedback to see how meetings are going, and I will be monitoring the programme. 5.29</p> <p>My role is Acting Deputy Head at the moment as the Head teacher left. I did the three day training with the then Head and a senior staff member and we each facilitated groups. 5.30</p> <p>We are going to have two changes of management which may affect what's going on, do you know what I mean. 5.31</p> <p>You've got to have staff training on this; you can do that-we have staff do this and have them do</p>

			<p>that. I think that is the issue. If you want it to work you've either got to have a very strong Head that has that vision. 5.32</p> <p>If the new Head teacher comes in, it may not be the next Head teacher's vision and she doesn't know about it. 5.33</p> <p>Otherwise the Heads do all the decision-making. Having people buying into it has to come from the Head; for it to work the Head really needs to give training in my opinion. I know that two schools had dropped out because the Head teacher wasn't on board. The Head teacher was not at the training and I think that makes a difference. 5.34</p>
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Core theme 6	Sub-theme	Aspects of sub-themes	Extracts from interviews
Solution Oriented activity by school- inputs	Solution Oriented thinking – Focusing on SOS principles	FINE PrODUCT	<p>She came in we really haven't done it but it is becoming part of the ethos. We base everything on that way of thinking. 6.1</p> <p>The principles and practices of SOS are embedded in our school ethos. 6.2</p> <p>In many ways it is not rocket science; it is a way of thinking which makes it all hang together. It involves everyone. 6.3</p> <p>We had to make sure everyone was buying into it. Everyone went away very clear about the SOS approach and the visions were. 6.4</p> <p>We set in motion several projects using the SOS model. The working party approach worked well but we found finding time for working parties to meet and then actioning was challenging. 6.5</p> <p>We created a federation of vision made by all the stakeholders including children. We chose our systems and then there were too many barriers to move forward and key staff moved schools. 6.6</p> <p>We haven't done the principles but when we did the Midday training they (the principles) are so sensible you find we use them as staff. A little change can have a significant difference. The problem is the problem. They just make sense and already we were not intentionally following those principles but if you analyse it – it is. 6.7</p> <p>I feel that lots of the principles are wonderful, like “do more of it if it works, do it more” 6.8</p> <p>Although we haven't agreed our principles yet and its taken longer and we want to do it properly. But the (SOS) principles we all stick by religiously. The problem is a problem not the person its my favourite one. Its made a dramatic impact on how you view things. 6.9</p>
Solution Oriented activity by school -inputs	SO thinking - -Future focusing on the solution	Goal setting	<p>We are currently in the development of SOS now. We had training at the beginning of the year and actually and our goal was to achieve to achieve a goal by June. 6.10</p> <p>(goals set) One was environment, one was communication, and one was staff well-being. 6.11</p> <p>We've been looking at revamping the school website, and so we are a team of people who are looking into that, involving children, parents, governors and staff; that is coming together in nicely. 6.12</p> <p>We're looking beyond improvement really; we're looking at making things better. It's a case of being able to see our way through.6.13</p> <p>By the beginning of the Summer term we will be running it. (the catering) 6.14</p> <p>We are not clear about why we do home work and how is the best way to do it, so it is not having much impact. It is not appropriate time and effort. Most likely outcome – a school wide policy and practice which takes into account various abilities but results in improved impact. By impact I would say not solely academic; about learning and sharing with parents. 6.15</p>

			<p>The one we set was that we wanted to improve lunchtime playtime 6.16</p> <p>Mainly around skilling up the midday assistants. So that is where we were heading. 6.17</p> <p>We are doing the meetings and already talking through the goals with A**. 6.18</p> <p>This is what I love about it, it is not about more, it is not about expense. It's just about ways to organise. And when you think about the structure of the facilitating, having meetings and going off and solving things. 6.19</p> <p>I have a very forward thinking staff. I'm not consciously thinking this is SOS, but I'm thinking these structures 6.20</p> <p>We had hoped that SOS would help us set up new systems. We created a federation of vision made by all the stakeholders including children. We chose our systems and then there were too many barriers to move forward and key staff moved schools. 6.21</p> <p>The first target we set was 'welcoming' and we decided we wanted to display our vision and principles in the reception area. Our next target area was the play ground. We find that there are quite a lot of incidents and it was decided this needed to be sorted out or addressed. 6.22</p> <p>We had a group looking at behaviour in the playground; we had a group looking at the welcoming, and we had a group looking at communication with parents and looking at perspective websites. 6.23</p> <p>The first meeting was setting goals. The behaviour goals were to have consistency in between MDAs, LSAs and teaching staff, particularly in terms of rules and rewards, and lining up procedures. It was pulling all those things together so that it was very clear, and anyone could pick those things up and run with it. That has worked well. 6.24</p> <p>We are looking at developing e-folio as a link for some of our newsletters. We are looking at the best way to maintain our website on an ongoing basis. With the ICT curriculum – actual teaching and learning of ICT and developing it and making the curriculum more exciting and relevant and interesting. ICT can be very dull and we are looking at the cross-curricula use of ICT which the children are changing and looking at. We cannot assume all children have access at home, so we are looking at that. 6.25/6.26/6.27</p> <p>Where it's worked we have started the whole aspect of what they take out of positive values the children show. We have what we call barriers to learning in our schools; we identify five children at risk of not making the target. Not just academic things but I try to know them etc. Know what they're good outside school who notices it and saying you must be resilient, and one of the things we have introduced is we talk about pupils and team skills would draw principles and pupil strengths out .6.28</p> <p>People have been selected on teams, and meetings will take place as and when they need them; I've got two teams going non-stop. They're looking at transition; by the end of the year they'll have transition up and running. We're doing NQT training; the goal is that the NQTs will look at the policies and be able to understand the policies. The main goal will be that all NQTs will not need to</p>
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			<p>ask anything. Most of them will be able to go and feel confident in what they're doing. We decided that the staff surveys would be very useful for the SEF, so the goal will be that most staff will complete the surveys.6.29</p> <p>We are hoping to develop a new emotional supporting programme. The staff here are committed and already work as a team. Staff are very solution-focused at the moment and everyone is very happy and there isn't anyone moaning. So everyone is looking very much forward. Goal one will be the new emotional support programme and we are hoping to see more child-centred learning. We would like to have the silver award for eco-club. 6.30</p>
Solution Oriented activity by school - inputs	SO thinking - using SO language		<p>We wanted tier 1 status which we have. We'll be looking at putting it through a wider context for tier 2. 6.31</p> <p>We set up a whole day's training and we went through with them what is going well and what isn't. 6.32</p> <p>We want to develop our Core Professional Purpose now and get all the stakeholders involved in that. What SOS does is tweak and smartens up what we do. Makes it much more intentional. 6.33</p> <p>It is brilliant because it empowers them with the correct sort of language. We can solve problems where as before moaning would have got out of hand. 6.34</p> <p>We are looking for what works well now, and how we can improve it. 6.35</p> <p>We have definitely achieved level I, TL one. We have our core values and our set of principles; one of our goals is accessible websites which we've achieved fully.6.36</p> <p>We are now going to tackle tier 2. We have our principles up and everything all around the school. 6.37</p> <p>We use Solution oriented language when discussing problems 6.38</p>
Solution Oriented activity by school - inputs	Delegation by Head through Inclusion of stakeholders	Inclusion of governors, pupils and parents	<p>We've been looking at revamping the school website.... involving children, parents, governors and staff; 6.39</p> <p>One of the things we did do arose from SOS. We had a non-pupil day with the governors as well; we asked everyone to select one of three teams and we've kept those teams. 6.40</p> <p>So, in addition to the training, we have come back and evaluated the Joint staff governor inset. That went down really well.6.41</p> <p>We did our research and the audit. And consulted staff, governors, and children. 6.42</p> <p>By impact I would say not solely academic; about learning and sharing with parents. 6.43</p> <p>The children fed back and created rules for the jungle gym and this was talked about at the midday meetings. 6.44</p> <p>We had a group looking at communication with parents and looking at perspective websites. We are using the SOS approach with the curriculum areas with one of our SIP areas which is ICT. We have a group of stakeholders developing that area. 6. 45</p> <p>ICT can be very dull and we are looking at the cross-curricula use of ICT which the children are</p>

		<p>changing and looking at. 6.46</p> <p>We cannot assume all children have access at home, so we are looking at that. It is in its early stages, that one, but we like the SOS approach with lots of stakeholders involved. 6.47</p> <p>It is great at getting children's input. SOS gives the impetus to involve different types of people. 6.48</p> <p>We've now got together the stakeholders and the governors, parents and children. We plan together, we learn to live with a decision, and we look to what we need to do and we learn from it. It's really helped us clarify our thinking 6.49</p> <p>We have a very good website and parents are now fully involved with the school. We felt the first tier was easy - we set up two teams but it has been quite difficult to get all the stakeholders involved and parents involved. We looked at pupil voice and their input into the curriculum, which I'd get parents involved on the mission statement. We want to give the pupils a voice and other people a voice, all stakeholders. Otherwise the Heads do all the decision-making. Although the parents were keen at the start, it has been quite hard to get them fully involved. They said they would get involved but in practice it hasn't happened; parents were not involved in the mission statement as much as we hoped they would be. 6.50</p> <p>We look forward to governors and parents being supportive in a way they haven't been so up to now. 6.51</p>
Solution Oriented activity by school - inputs	Delegation by Head through whole staff involvement	<p>It involves everyone. 6.52</p> <p>When we set up the staff personal safety survey, every member of staff was there even the NQTs. 6.53</p> <p>so I'm starting a morning's conference to which we invite all members of staff as well as some governors, because at this point in the term over the summer I will set up or reaffirm our vision as first activity. It might be our vision about what sort of children we want to leave this school. To show them how their role contributes to the children; that not all staff have got the big picture. It is simple that everybody makes all the children have good manners. We forget not all staff have the big picture. That was the big outcome of the staff survey. 6.54</p> <p>On an INSET day the deputy will get all the staff together and she will remind everyone of what we are doing here at *****. With our LSAs what we have is a meeting every Friday at ½ past 11. All support staff are there. We try to get them all together. They were the staff who felt they were not communicating. I used to run those but now the Deputy Head goes and she goes with the diary and she shares the diary and all the information. These meetings are for about ½ an hour. We started these meetings after SOS. The SOS meeting structure is good 6.55</p> <p>We then held a staff meeting for all the staff as we wanted full staff engagement and we went into small groups to come up with the principles. 6.56</p> <p>The benefits I think, the F teams groups - we like that way of working. It is not fixed who can take a</p>

			<p>group; anyone can take a group and be given a budget and a remit to do something. I think that works well because it is whole school and it gives ownership to ideas. It is great at getting children's input and say kitchen assistants' input from a wider group. SOS gives the impetus to involve different types of people. 6.57</p> <p>We work very hard at school level - whole school level; we do everything the whole school level. We've got cracking teachers now. 6.58</p>
Solution Oriented activity by school - inputs	Delegation by Head – through F teams and Solution oriented meetings	Reference to Core Professional Purpose discussed, underlying principles, school vision, teams	<p>We want to have defined CPP and operating principles and ticked boxes we're looking at using an F team approach. 6.59/6.60</p> <p>We are a team of people who are looking into that, involving children, parents, governors and staff. 6.61</p> <p>We were able to put meetings on. We have meetings where you have to be quite disciplined I think. How to decide with the meetings what the purpose is going to be? One of the inputs we got from I** was the SOS structured meeting. Being clear that you know what the purpose of the meeting was; being able to keep to your task in hand. 6.62</p> <p>At the moment we are using a contractor but from next term we are going to use an in-house. That is the SOS team if you like. So although they are doing SOS team approach it still needs quite a lot of my support and time. As Head I sit on the catering one. 6.63</p> <p>SOS group will look at baseline and measure improvement. 6.64</p> <p>We have returned to the vision and this term and are planning our systems and teams for the future when we shall hard federate. 6.65</p> <p>We are doing the meetings and already talking through the goals with A**. The onus is totally on them, it is not me fixing it. 6.66</p> <p>My new deputy is doing quite a lot with SOS. I asked four teachers to each take one area and what is happening is that my current deputy is the one who really led the whole thing. 6.67</p> <p>With our LSAs what we have is a meeting every Friday at ½ past 11. All support staff are there. We try to get them all together. They were the staff who felt they were not communicating. I used to run those but now the Deputy Head goes and she goes with the diary and she shares the diary and all the information. These meetings are for about ½ an hour. 6.68</p> <p>We organised a governors' meeting at which we discussed the Core Professional purpose. This was an excellent way to really focus on what message the school was putting out and what we wanted for our pupils. 6.69</p> <p>We have to set up a small group to make some decisions about play ground management. 6.70</p> <p>We've done all the meeting and I think they were very good. The meetings give a way to getting things done. 6.71</p> <p>Head and a senior staff member and we each facilitated groups. We had a group looking at behaviour in the playground; we had a group looking at the welcoming, and we had a group looking at communication with parents and looking at perspective websites. Two of these groups have sort</p>

			<p>of completed their tasks and the third group is continuing. We are using the SOS approach with the curriculum areas with one of our SIP areas which is ICT. We have a group of stakeholders developing that area. The f-teams were meeting twice a term. 6.72</p> <p>We now have nine staff trained up; there have definitely been system being put into place. We've now got together the stakeholders in the governors, parents and children. We plan together, we learn to live with a decision, and we look to what we need to do and we learn from it. It's really helped us clarify our thinking 6.73</p> <p>We basically have staff meetings every term on aspects of SOS. 6.74</p> <p>We have not been able to integrate the programme but we have tried to work using the working party philosophy and made changes to the lunchtime. Because we've only landed up with the teachers with me driving, we decided to move away from it and leave it as it is. 6.75</p> <p>We organise our staff meetings using the SOS format. We produced our vision and core principles from SOS. 6.76</p>
Core theme 7	Sub-theme	Aspects of sub-themes	Extracts from interviews
Solution Oriented activity by school (outcomes)	SOS claims in relation to reducing and increasing factors	<p>Reducing factors</p> <p>Increasing factors</p>	<p>We expect to see exclusion drop and behaviour incidents. We would expect to see a general improvement in children absences and the staff would be interesting. Motivation of wanting to come to work as much as possible we ought to be able to win more of those borderline days. The long term absences and 50-50 days of "shall I or shouldn't I". 7.1</p> <p>We are using the SOS approach with the curriculum areas with one of our SIP areas which is ICT. We have a group of stakeholders developing that area. 7.2</p> <p>We are now above the national average in maths KS1; we're so happy. 7.2</p>
Solution Oriented activity by school (outcomes)	SOS systems	Goal attainment	<p>I visited the school and they had decided not to continue with SOS but they had made their pond a really good feature 7.4</p> <p>Yes, in the main we have attained our goals. We have achieved what we set out to achieve. 7.5</p> <p>Pupil coaching and pupil reading and all goals have been achieved. 7.6</p> <p>We're looking beyond improvement really; we're looking at making things better.7.7</p> <p>We've gone way beyond the goals we set; it skyrocketed and SOS teams started that. We went into teams and we shall maintain the teams; that's what really has helped. We can train up some new people now that we have the structure. 7.8</p> <p>We are fairly clear about how to do the hard structures, but we need a bit more help with the softer ones. Welcoming system for instance that's simple and easy to tackle when looking at maybe curriculum targets or things like that, but to look at how we benefit from the school's softer approaches.7.9</p> <p>Like behaviour for example; behaviour is working really well, we have clear behaviour codes of practice. 7.10</p>

		Resource saving	<p>Linking to that, it's not just time that is a barrier but there's money as well. Because you need to be realistic about what you can ask people to do. We get round it by getting the teaching staff to go out for lunch, or playground duty, and swapping with the MDA maybe 10 minutes early. 7.11 <i>(as a result of SOS goal not being achieved)</i> Look at three days or less; more than that the school starts paying for supply teachers. We have just beefed up our Middays; our LSA and attendance pretty good. 7.12</p> <p>So it is brilliant and they have acknowledged that we have developed a time-out session for lunchtime and that is really working and that is a good deterrent for the children.7.13</p> <p>We will have sharpened up our systems. What makes it different and unique, and the characteristics that it is. I love the way it gives the ownership to everyone and gives structures to the meetings. 7.14</p> <p>This is what I love about it, it is not about more, it is not about expense. It's just about ways to organise 7.15</p> <p>But what we've done is that each of the teams met, and they audited the environment; and we're going on a trip to IKEA and that's been really good, taking on board three different areas of the school and we've looked early years in key stage one. 7.16</p> <p>(SOS) We are not really acknowledging it now, we are just doing it. 7.17</p> <p>The first one was - Communication system. The second was - Welcoming system. These are the two which are really doing well and my deputy head because she is so keen on communication and driving it Personalities may not seem so important once the systems are up and running.7.18</p> <p>The behaviour area is finished and the welcoming group have finished what was possible there. It was pulling all those things together so that it was very clear, and anyone could pick those things up and run with it. That has worked well. 7.19</p> <p>Within the budget that they had, yes in terms of physically improving the environment, furniture and display areas, things like that - they achieved very practical things there. 7.20</p> <p>The other thing was the system approach; things can kind of develop and grow but there needs to be clarity for everyone. 7.21</p> <p>We achieved our goals, We got all our system going. I think it is an approach that is wasn't wildly different from what we were doing, but it gave a coherence and logic to everything and I think that was really important. 7.22</p> <p>We have definitely achieved level I, TL one. We have our core values and our set of principles; one of our goals is accessible websites which we've achieved fully. 7.23</p> <p>The children made pictures and these are all around the school, and so as soon as you walk in you know about solution oriented, and this is what we wanted to achieve. 7.24</p>
Solution oriented	Changes to staff activity	Staff feel valued	<p>Ensuring that our MDAs feel valued and listened to.7.25</p> <p>I suppose it's all about group responsibility and everyone would feel valued.7.26</p>

activity by school (outcomes)		Positive response	<p>It makes everyone feel valued sorting out an issue or a niggles.7.27</p> <p>For some teachers and staff it has absolutely changed how they do everything. It is remarkable. 7.28</p> <p>So, in addition to the training, we have come back and evaluated the Joint staff governor inset. That went down really well. 7.29</p> <p>This (whole school meetings) all went down very well with our staff who felt part of the journey. 7.30</p> <p>All anecdotal stuff is that it is being used in schools; you know the F team Solution Oriented approach in schools. 7.31</p> <p>Staff are more positive about problem solving. They are also more positive about behaviour management and use a solution oriented approach to this. 7.32</p>
Solution oriented activity by school (outcomes)	Changes to staff activity	Staff increased communication	<p>Our website in a way is relatively easy to do, like the welcoming and you can get things across quite well now.7.33</p> <p>What I like is getting feedback when I haven't asked for it and so many children have said and midday assistants... we have been trained how to speak to children but they have not been and they say: we have had the Bill Rogers way of doing things where you give the children that breathing space and that kind of thing. It has just been really good. When they do go to the children with a problem they know much more about the issue now. They don't just say they were naughty at lunchtime. They say this happened and then this, and so they have been talking to the children to find out. 7.34</p> <p>So, what I was putting together was a set inspection evidence file. So you go to there is a set on being safe even the NQTs would know where to find it. When we set up the staff personal safety survey, every member of staff was there even the NQTs. 7.35</p> <p>We've moved to publish the school newsletter up there, and putting the school prospectus up there, so not actually printing what we were doing. We are more and more referring the parents to and what was interesting was that when they did the annual survey we got feedback. We also joined parent-line which is a number which is always on all headed note-paper. It is where parents can go to see whether the school is open 7.36</p> <p>The Communications team put together a paper for parents saying "if you need to contact the school please use the contact" and that went out last year.7.37</p> <p>With our LSAs what we have is a meeting every Friday at ½ past 11. All support staff are there. We try to get them all together. They were the staff who felt they were not communicating. I used</p>

		Improved relationships	<p>to run those but now the Deputy Head goes and she goes with the diary and she shares the diary and all the information. 7.38</p> <p>And the real strength was in relationships; I think that's what we would be encouraged by here. 7.39</p> <p>Attention to detail from all staff and children – but we all have to work hard at it.7.40</p>
Solution oriented activity by school (outcomes)	Changes to staff activity	Staff voice	<p>When we did the training to all of our staff, the Head teacher came and they got the staff to take photos or write down any niggles in school. 7.41</p> <p>I do it with another teacher and I have to leave early because I have another meeting and she carried on and one of the Middays started to moan. I reminded her one can put something on the agenda for the next time. It is brilliant because it empowers them with the correct sort of language. We can solve problems where as before moaning would have got out of hand. What I found fascinating to observe was the shift in power. Those that were loud if you like had the power but now we have created that it is all about discussion and backing up and reviewing what you are doing, those that are quieter and more reflective are coming to the fore and speak in the meeting. 7.42</p> <p>With SOS it's so flexible. If it's sorting out a problem or all solutions and meetings everyone gets a voice and everyone talks about it and thinks about what's going well and you really work on. So it just adds to it really. 7.43</p> <p>We did a curriculum evening; we put out questionnaires and arising from that we are now moving in to an afternoon assembly for parents of targeted year groups. And an update on how to teach maths or what is particularly relevant to each class, that's what they were asking for. Although we did the numeracy evenings we talked with incremental stages of what is going on. They wanted to know what was going on about long division. I like chunking and decomposition.7.44</p> <p>In terms of systems, what's it's done is the biggest impact has been with our mid-day assistants. Doing the SOS meetings. And it's just turned things around, they have a voice now. I remember hearing one of the teachers; they said it was difficult to start with but now their mid-days were going really well. And they said their mid-days didn't moan anymore and ours don't. One of the really powerful things they said the children are doing blah blah. It was about recording when the children were doing things wrong and the mid-days said we haven't been writing it down. So therefore we haven't been consistent so it's like, it's really lovely that they we didn't come and say the same thing. I suppose it's all about group responsibility and everyone would feel valued.7.45</p> <p>The benefits I think, the F teams groups - we like that way of working. It is not fixed who can take a group; anyone can take a group and be given a budget and a remit to do something. I think that works well because it is whole school and it gives ownership to ideas. 7.46</p> <p><i>(after staff survey)</i> What came through was that they were unaware, how they contributed to</p>

		Staff capacity building	<p>things like the SEF schools self-evaluation. And I went into my group meeting and met with LSAs and MDAs and I could see the need for me to tell them how important it was that they understood the SEF. We forget not all staff have the big picture. That was the big outcome of the staff survey.7.47</p> <p>I will be getting some feedback to see how meetings are going. 7.48</p> <p>The teams build gradually and the staff and governors feel much more empowered. Greater knowledge of some things you have to think about. 7.49</p> <p>we have been trained how to speak to children but they have not been and they say: we have had the Bill Rogers way of doing things where you give the children that breathing space and that kind of thing. It has just been really good. When they do go to the children with a problem they know much more about the issue now. 7.50</p> <p>I love the way it gives the ownership to everyone.7.51</p> <p>It was pulling all those things together so that it was very clear, and anyone could pick those things up and run with it. 7.52</p> <p>It was all about how the dinner ladies talked to the children and their perception they are naughty, they are not all naughty there is a handful, and I've put in systems where they can reward the children. And when raising their (MDAs) status and got the children involved with the good behaviour with the dinner ladies in making up the rules on the playground.. And this is seen as a partnership not just things being done to them.7.53</p> <p>Staff are more empowered to find their own solutions to problems rather than bringing them to me to solve. □7.54</p>
Solution Oriented activity by school (outcomes)	Changes to pupil outcomes	<p>Pupil voice</p> <p>Parent voice</p>	<p>We want good provision measure by evaluation of dining experience by SOS group, we will ask the children. 7.55</p> <p>ICT can be very dull and we are looking at the cross-curricula use of ICT which the children are changing and looking at.7.55a</p> <p>We purchased the furniture but the children organised and arranged where it all went, the lamps and flower pots, where they wanted. 7.56</p> <p>We found the one thing that children got upset about their playtimes and lunchtimes and that's when things stopped their learning, so by working the MDAs and sorting out how they deal with the children and their profile, has helped children have a playtime and that helps the lessons. We got the children involved with the good behaviour with the dinner ladies in making up the rules on the playground. And this is seen as a partnership not just things being done to them. 7.57</p> <p>We are more and more referring the parents to and what was interesting was that when they did the annual survey we got feedback. 7.58</p> <p>By impact I would say not solely academic; about learning and sharing with parents. 7.59</p>
Solution	Changes to	Better outcomes	Working with School and Class Councils to ensure that lunchtimes are effective and enjoyable for

Oriented activity by school (outcomes)	pupil outcomes	including ethos	<p>all. 7.60</p> <p>Positive experiences for all visiting students to our school.7.61</p> <p>The benefits will be improved provision for the children.7.62</p> <p>The ethos of the school has changed because the senior staff had a clear vision. 7.63</p> <p>The outcome for the children has been more certainty and they know what expectations are really and they know how to succeed with that.7.64</p>
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Appendix 7c: Diagrams of 7 Core themes with sub-themes and codes

Core Theme 1 - Perception of school improvement

Core Theme 2 - Stability of the school

Core Theme 3 - Adaptability to initiate SOS systemic changes

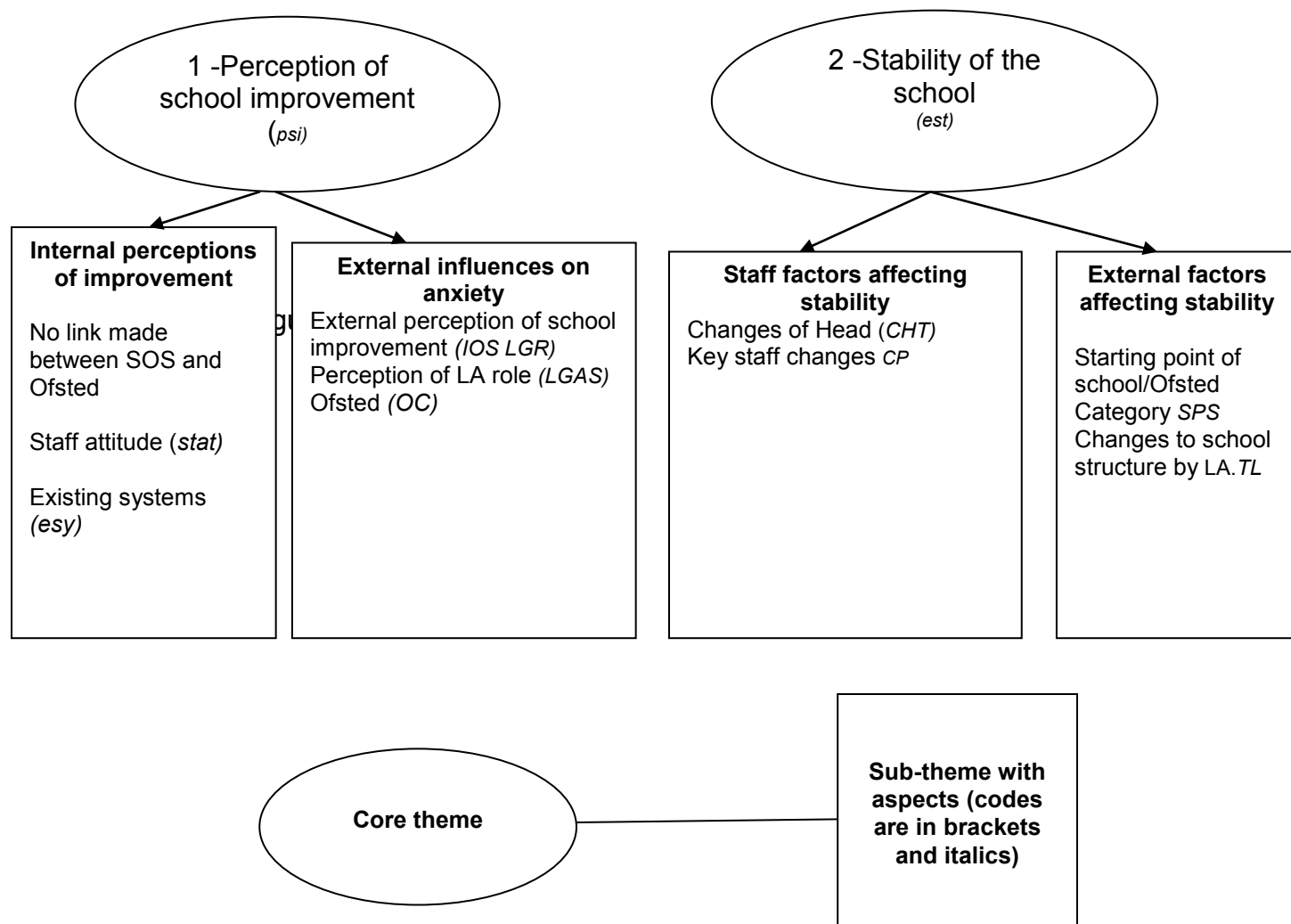
Core Theme 4 - Aspects affecting the sustainability of the Programme

Core Theme 5 - Programme progression requisites

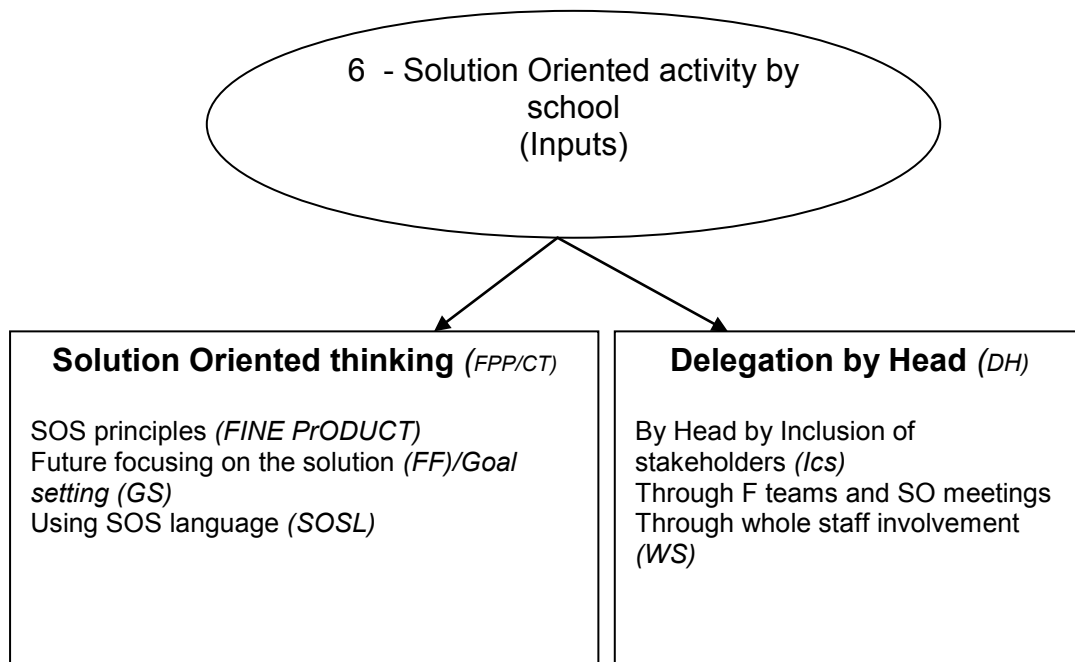
Core Theme 6 - Solution Oriented activity by school (inputs)

Core Theme 7 - Solution Oriented activity by school (outcomes)

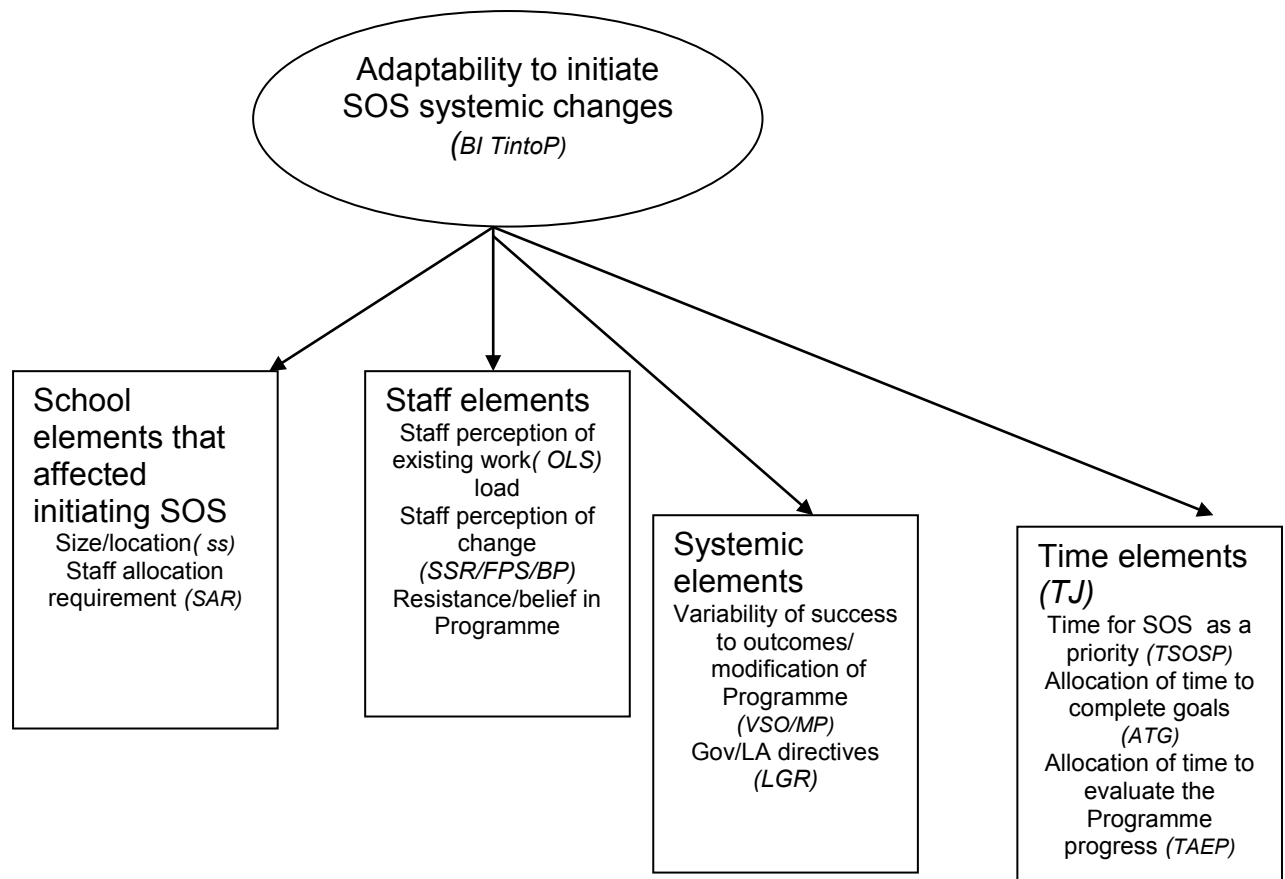
Appendix 7c: Prerequisites for improvement programme intervention – Core themes 1 and 2



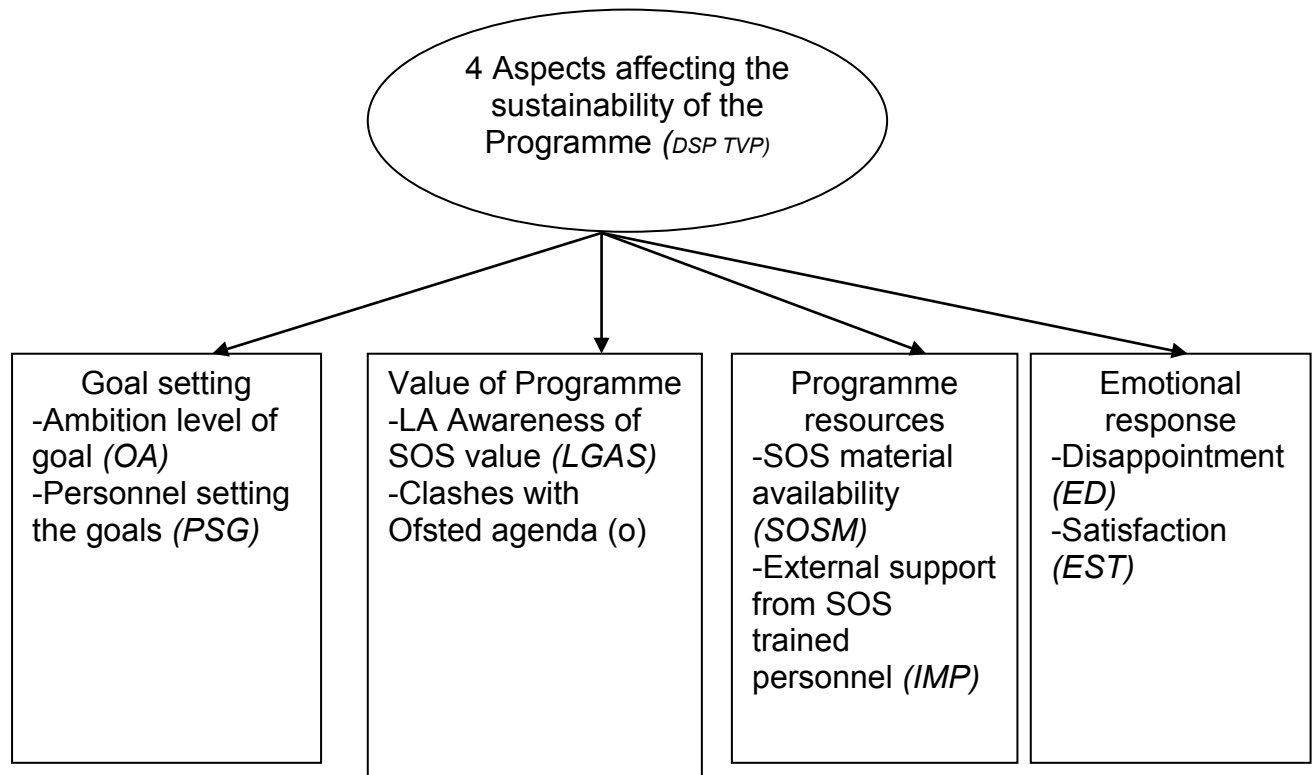
Appendix 7c: Core theme 6 Solution Oriented activity by school (inputs)



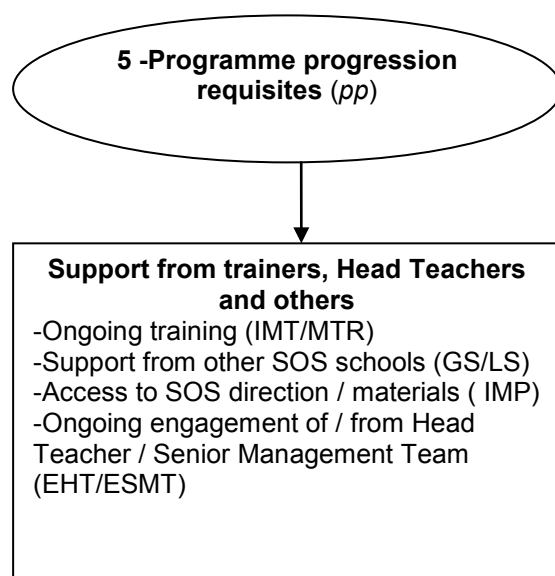
Appendix 7c: Barriers to SOS – Core theme 3 - Adaptability to initiate SOS systemic changes



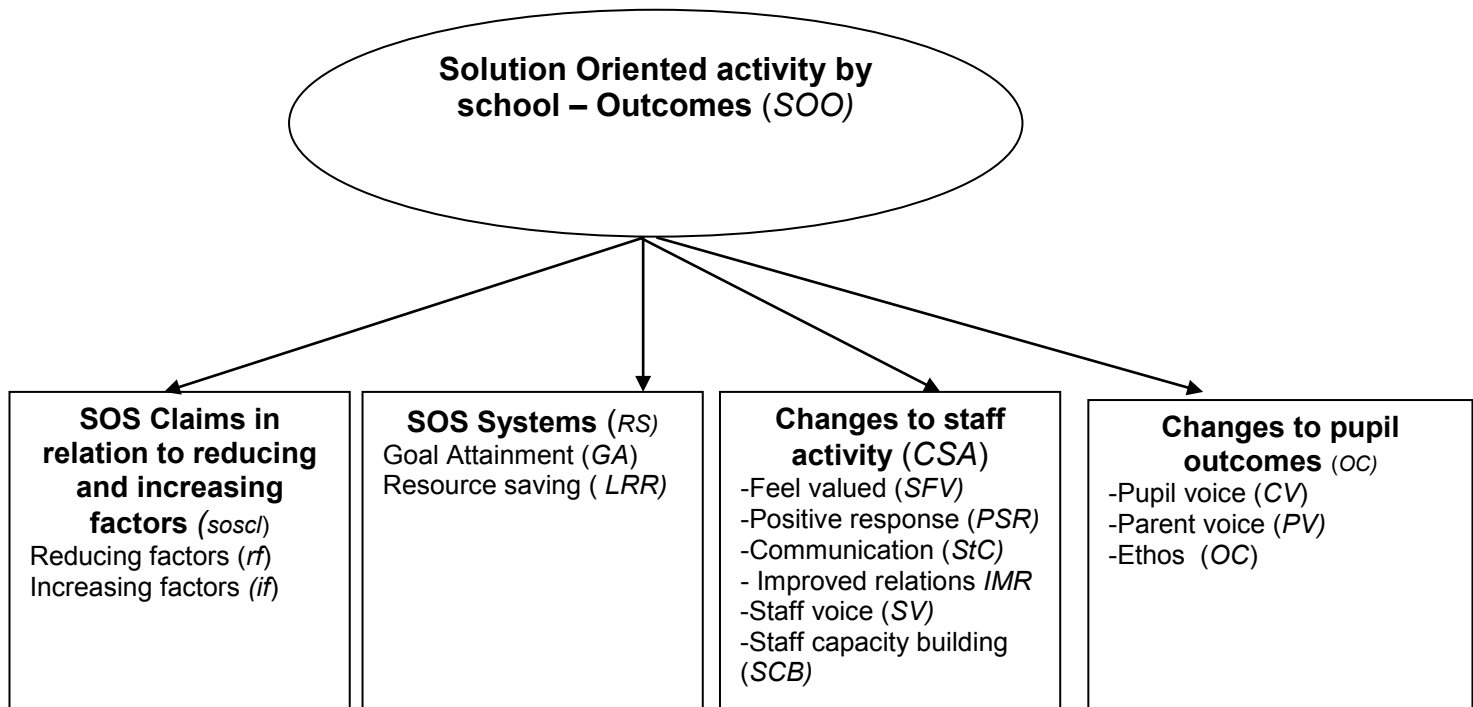
Appendix 7c: Barriers to SOS – Core theme 4 Aspects affecting the sustainability of the Programme



Appendix 7c: Barriers to SOS – Core theme 5 – Programme Progression requisites



Appendix 7c: Core theme 7 – Solution Oriented activity by school - outcomes



Appendix 7d: Ofsted Inspection Criteria (Ofsted, 2009)

Table 6.4.1. (Appendix 7d) The Ofsted inspection criteria (Ofsted, 2009) which mirror the SOS Programme improvement claims.

The following will be inspected by Ofsted:

Pupil attainment

Pupil behaviour

Pupil attendance

Spiritual, moral, social and cultural development

Quality of teaching and use of assessment to support learning

The effectiveness of the governing body

The effectiveness of engagement with parents and carers

The effectiveness of partnerships in promoting learning and wellbeing

The number of pupil exclusion

Staff turnover

Appendix 8: Data tables and Key Stage 2 graphs

Appendix 8a: Statistical tables for chapter 5

Appendix 8b: Key Stage 2 Level 4+ and Level 5 English and Maths

Appendix 8c: Research data for SOS schools

Appendix 8d: Data for Staff self-esteem

Appendix 8e: Pupil self-esteem Pre and Post SOS Programme

Appendix 8a: Statistical tables for chapter 5

Table 5.6.4 shows the statistics for the Mann-Whitney test for significant difference between Pre and Post-Programme reading, writing, maths and science at Key Stage 1 Level 3. The Wilcoxon W was used because the groups were different sizes.

Table 5.6.4 (Appendix 8a) Mann-Whitney results for 2 independent groups

	Difference pre post Level 3 Reading	Difference pre post Level 3 Writing	Difference pre post Level 3 Maths	Difference pre post Level 3 Science
Mann-Whitney U	3401.000	1005.500	3310.500	3419.000
Wilcoxon W	3677.000	46758.500	49063.500	3695.000
Z	-.166	-5.681	-.374	-.124
Asymp. Sig. (2-tailed)	.868	.000	.708	.901

Table 5.8 (Appendix 8a) Model prediction for staying on the SOS Programme

Classification Table

Observed		Predicted		
		Still_On_Programme		Percentage Correct
		no	yes	
Still_On_Programme	no	5	3	62.5
	yes	1	17	94.4
Overall Percentage				84.6

Table 5.8 shows the model which generated from the logistic regression for predicting the likelihood of staying on the SOS Programme

Appendix 8b: Key Stage 2 Level 4+ and Level 5 English and Maths

Key Stage 2 results are summarised in chapter 5 section 5.6.4. The results for Key Stage 2 show a mixed profile at L4+ for English for the SOS schools in contrast to the rest of Essex where levels have not changed. Figure 8.1 shows that Tier 1 schools increased their level of percentage passes. The L5 English results had improved for the tier SOS schools as shown by Figure 8.2.

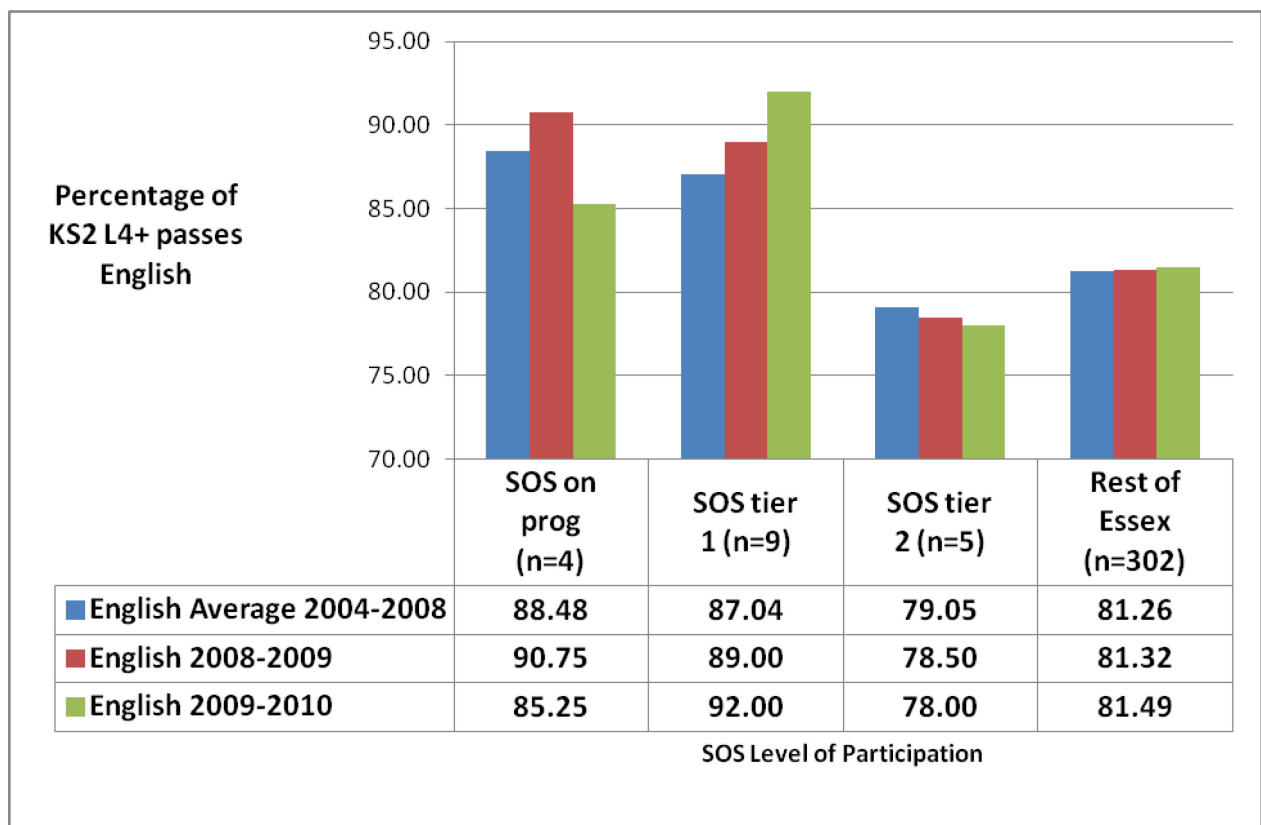


Figure 8.1 Key Stage 2 L4+English results for SOS schools by level of participation and the rest of Essex primary schools

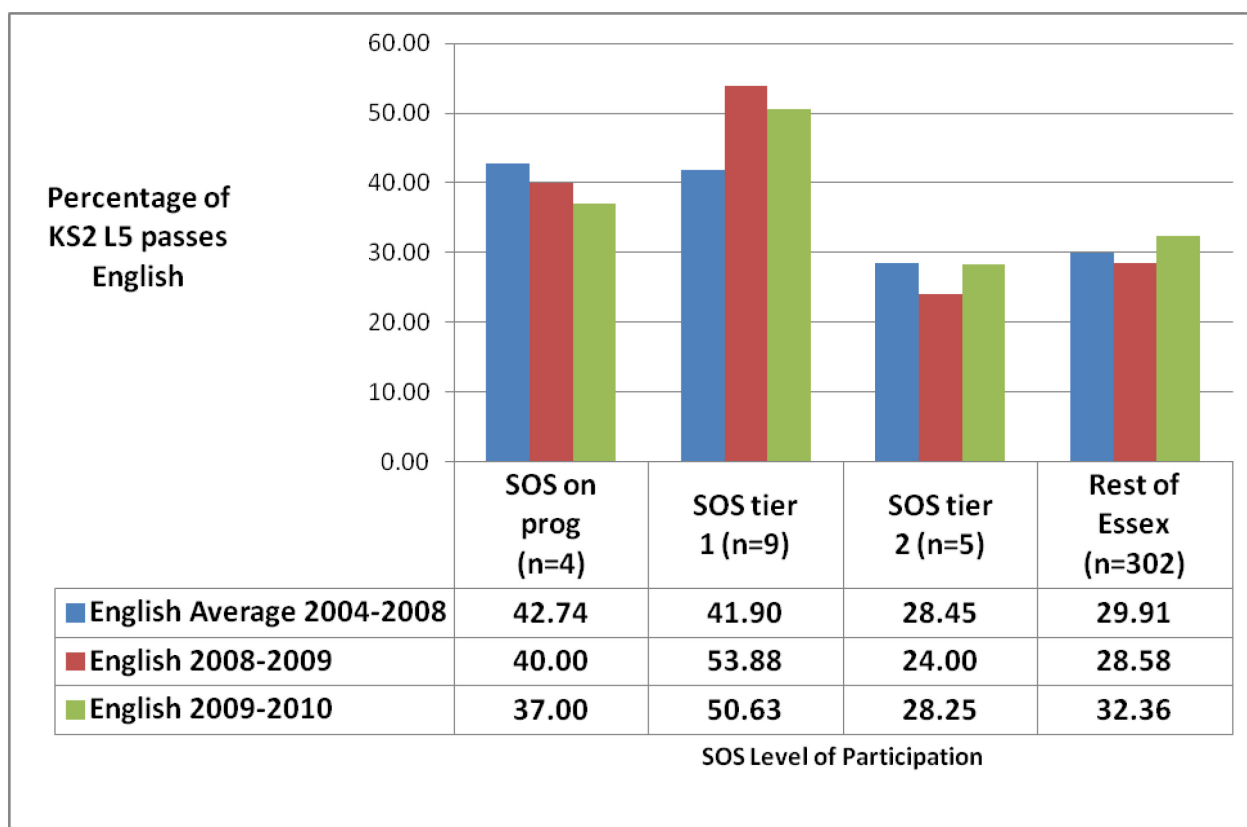


Figure 8.2 Key Stage L5 English results for SOS schools by level of participation and the rest of Essex primary schools

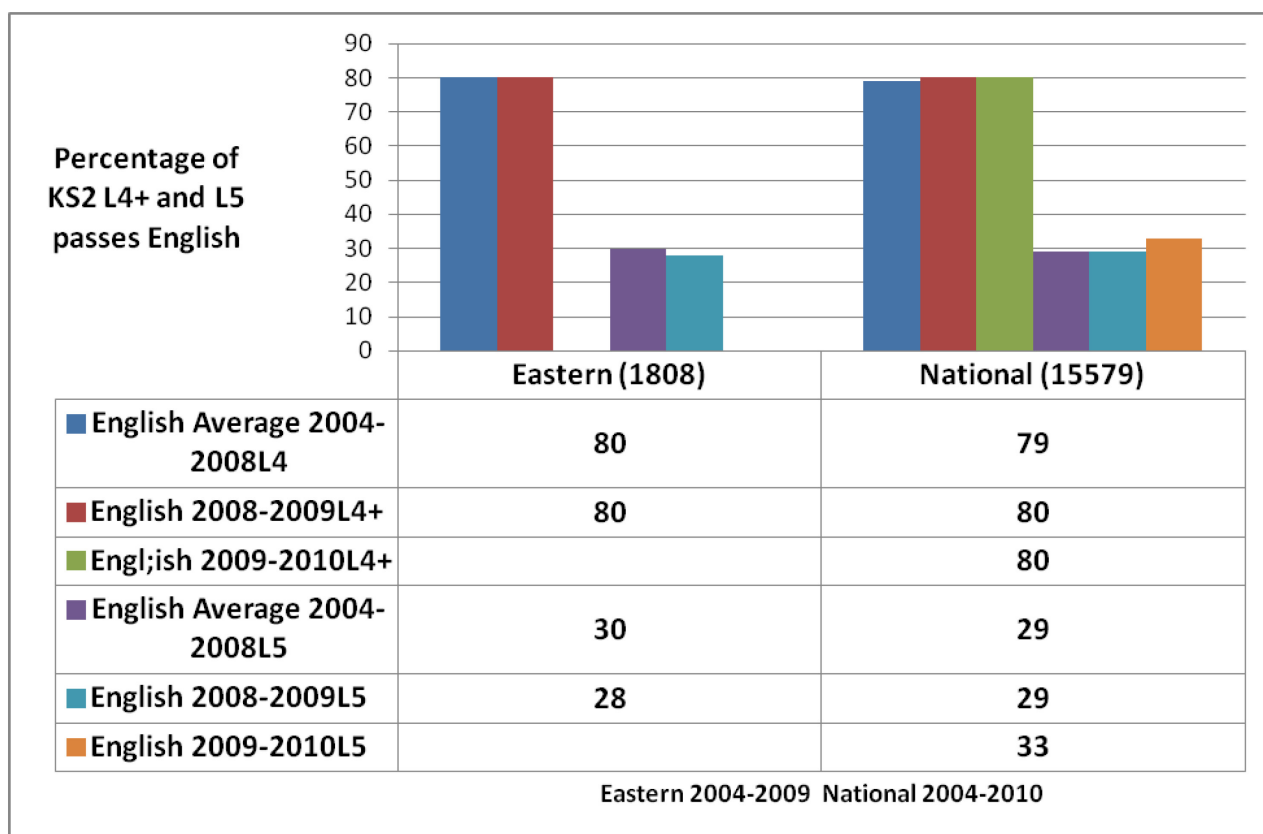


Figure 8.3 Eastern and National levels of Key Stage 2 results for English

Results as shown by Figure 8.3 for the Eastern region for KS2 Level 4+ and L5 results were not available but National figures improved at both levels.

For Key Stage 2 maths the tier 2 schools did not improve their pass rates at L4+ or L5, as shown by Figures 8.4.-5. However the tier 1 group increased their pass rates for L5 in contrast to all other groups. Figures 8.1 – 6 show the tier 1 group of schools made the best improvement at Key Stage 2 for both English and Maths.

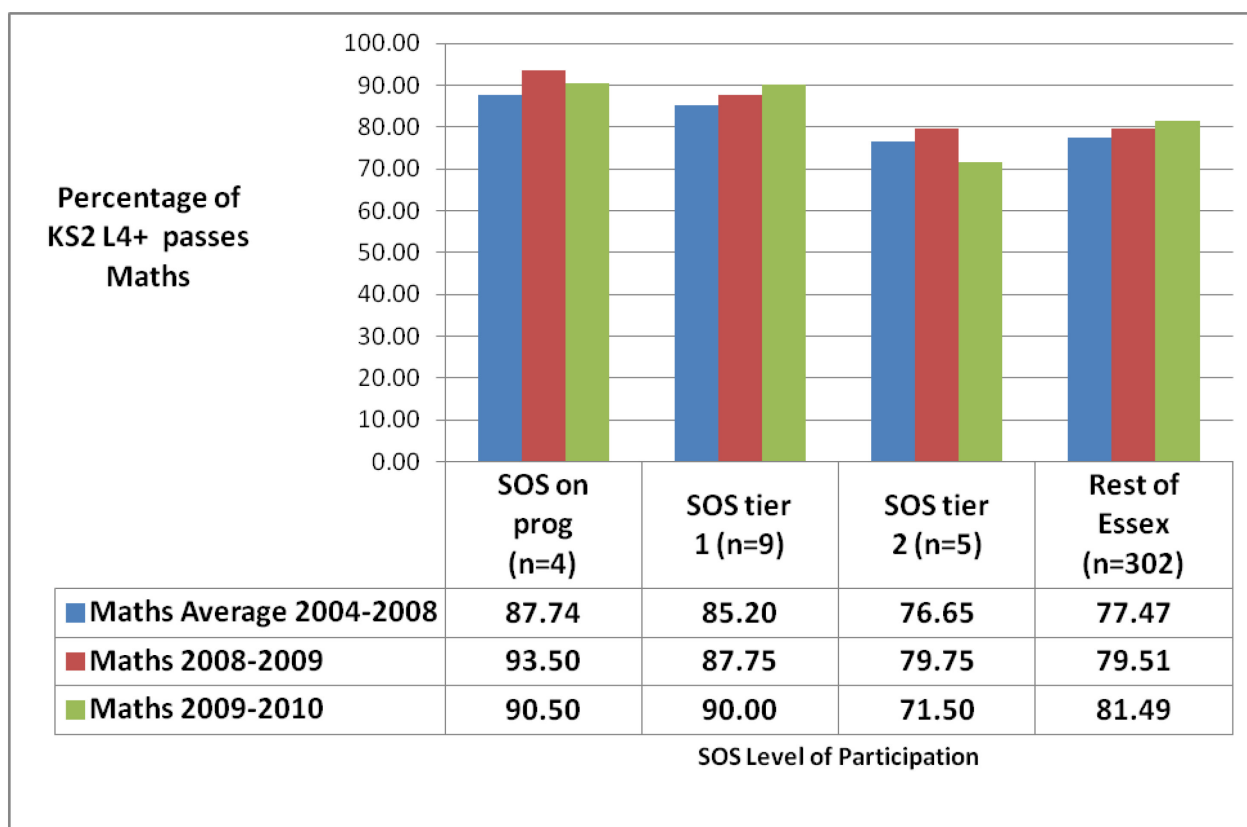


Figure 8.4 Key Stage 2 L4+ Maths results for SOS schools by level of participation and the rest of Essex primary schools

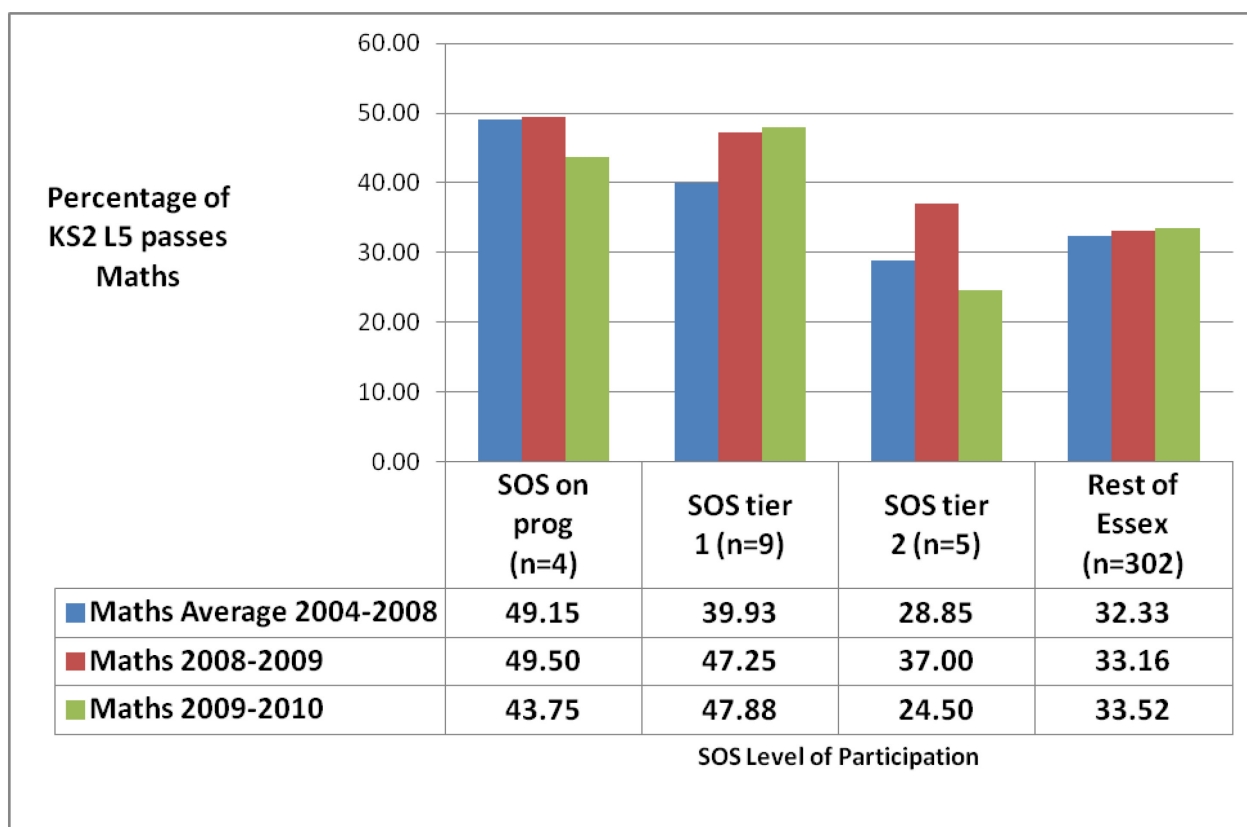


Figure 8.5 Key Stage L5 Maths results for SOS schools by level of participation and the rest of Essex primary schools

Figure 8.6 shows that Maths results for KS4+ and KS5 increased between 2008 and 2010 at National level.

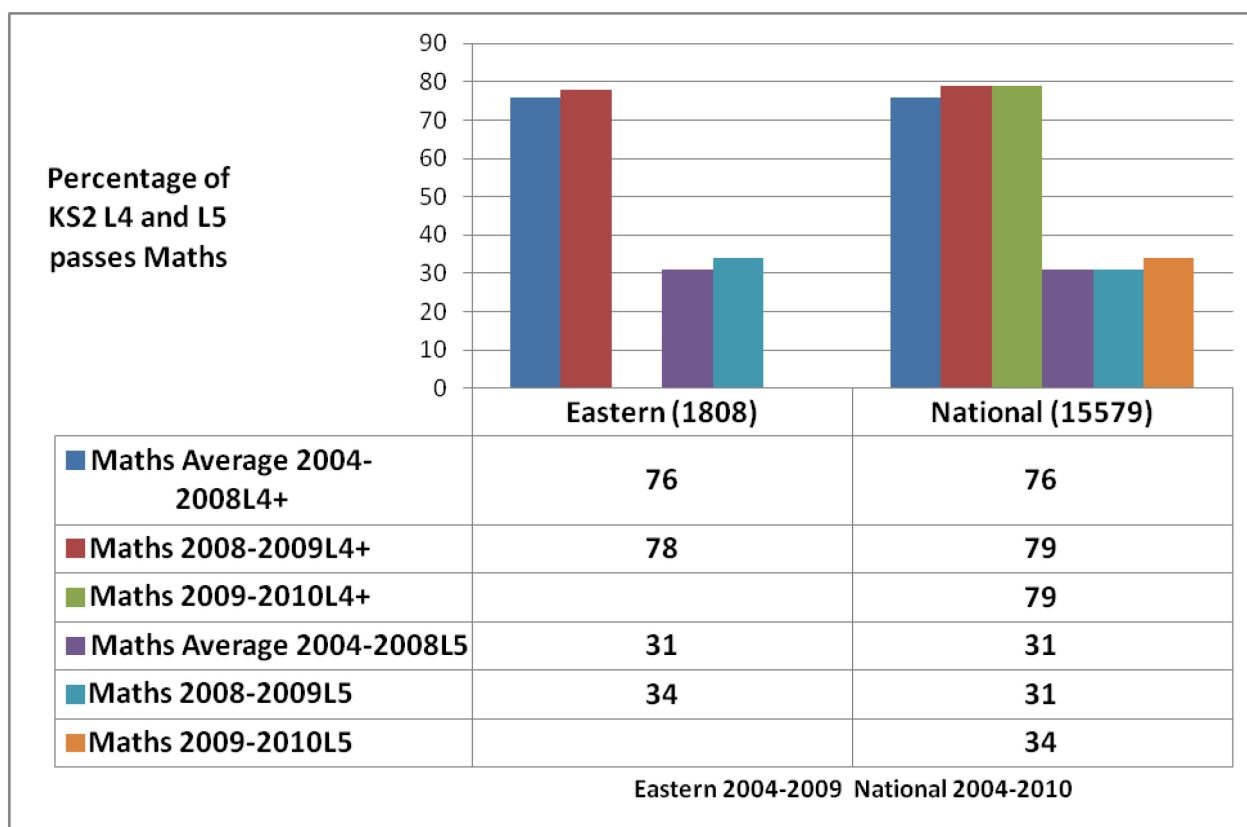


Figure 8.6 Eastern and National percentage pass rates for Key Stage 2 Levels 4+ and 5 Maths

Appendix 8c: Research data for SOS schools

Scho	Still on				Av St 07-		Av St 08-		Av St 09-		StaffT/O-	Av St Ab		Av St Ab 08-		Av St Ab 09-		Staff Ab-
ol	T_Score_LOP	Prog	LOP	Staff_SEpre	08	09	10	imp	07/08	09	10	imp						
1	50.00		1	2	23.01	5.20	6.40	6.30	1		7.10	12.70	11.50				1	
2	40.00		0	1	21.70	0.00	9.00	10.00	0		0.20	0.10	23.50				0	
3	40.00		0	1	21.86	12.10	15.80	20.50	0		3.10	17.10	9.70				1	
4	60.00		1	3	24.07	4.10	5.30	5.20	1		3.10	3.80	3.30				1	
5	40.00		0	1	21.33	2.30	18.40	15.50	1		13.90	14.20	8.20				1	
6	40.00		0	1	21.63	6.20	5.00	0.90	1		1.20	1.90	0.30				1	
7	60.00		1	3	22.20	1.90	12.50	4.10	1		5.00	6.90	4.50				1	
8	50.00		1	2	24.07	8.10	2.40	6.40	0		3.50	4.20	8.50				0	
9	50.00		1	2	24.63	6.40	12.60	5.70	1		3.80	10.90	2.20				1	
10	60.00		1	3	22.59	14.90	6.20	11.40	0		3.70	3.60	3.20				1	
11	70.00		1	4	23.36	5.80	6.10	3.50	1		12.60	2.90	2.90				1	
12	70.00		1	4	24.40	11.60	10.30	9.60	1		13.20	20.50	8.20				1	
13	50.00		1	2	22.56	6.90	4.30	8.30	0		1.00	2.20	10.70				0	
14	70.00		1	4	22.90	9.40	4.40	9.90	0		6.90	6.80	8.20				0	
15	60.00		1	3	28.17	9.40	2.40	2.30	1		3.00	2.10	5.30				0	
16	70.00		1	4	20.00	9.70	5.70	4.20	1		2.60	2.00	1.40				1	
17	60.00		1	3	25.37	7.00	7.00	0.80	1		1.00	0.60	7.30				0	

18	60.00	1	3	23.30	3.10	11.70	5.80	1	5.49	8.30	5.13	1
19	30.00	0	0	20.60	25.10	8.20	11.20	0	7.60	5.30	3.70	1
20	60.00	1	3	24.60	10.10	5.10	0.00	1	5.70	3.90	2.60	1
21	60.00	1	3	23.08	5.10	7.20	2.20	1	10.60	3.30	1.70	1
22	60.00	1	3	22.94	2.30	6.20	2.00	1	6.80	3.50	1.60	1
23	40.00	0	1	22.51	3.10	6.90	7.80	0	1.80	2.30	1.20	1
24	30.00	0	0	18.97	10.40	32.10	1.20	1	7.90	4.70	3.30	1
25	70.00	1	4	23.60	11.20	8.80	7.90	1	12.62	12.08	12.38	1
26	30.00	0	0	21.90	8.90	3.20	3.40	1	1.40	2.20	2.80	0

	Av PupAbs	Un AbsPup08-	UN AbsePup09-	UnAbs		Au AbsPup 08-	AuAbsPup09-	AuAbs	AvFixExPup04-
school	un01_08	09	10	Imp	AvAuAbsPup01_08	09	10	imp	08
1	0.0100	0.0200	0.0200	0	4.40	4.41	4.79	1	0.0500
2	0.0390	0.0400	0.7500	0	4.73	4.71	4.82	0	0.0500
3	0.4390	1.5600	1.1900	0	5.16	6.39	4.91	1	1.3000
4	0.1600	0.4200	0.2100	0	3.69	4.41	3.62	1	0.1000
5	0.0712	0.0500	0.1000	0	4.58	4.15	5.81	0	0.0000
6	0.2300	0.5900	0.0900	1	4.32	4.46	5.34	0	0.0000
7	0.0900	0.1900	0.5200	0	3.75	4.43	3.46	1	0.2000
8	0.3800	0.3200	0.3800	1	4.76	4.24	4.01	1	0.0000
9	0.3000	0.3400	0.4700	0	4.19	3.04	3.38	1	0.0000
10	0.2711	0.4200	0.3200	0	3.61	3.80	4.35	0	0.0000
11	0.0779	0.2300	0.0200	1	3.75	3.40	4.46	0	0.0000
12	0.7720	1.2700	1.4600	0	6.18	5.87	6.60	0	2.2370
13	0.0050	0.0100	0.2900	0	5.46	4.98	3.42	1	0.1938
14	0.7414	0.0500	0.0900	1	4.54	4.27	4.30	1	0.4400
15	0.5800	0.6200	0.5800	1	3.58	2.23	2.80	1	0.5000
16	0.8439	1.1400	0.9500	0	4.98	4.66	3.98	1	0.9537
17	0.3405	0.2600	0.2500	1	3.56	3.80	3.90	0	0.0000

18	0.0500	0.1600	0.1400	0	4.10	3.35	3.90	1	0.1000
19	0.4900	0.4400	0.1000	1	4.32	4.02	2.10	0	0.0000
20	0.5000	0.5600	0.5900	0	4.10	4.30	4.52	0	0.3300
21	0.3300	0.9400	0.7300	0	5.58	3.26	3.33	1	0.7000
22	0.1400	0.2100	0.5100	0	4.63	3.98	3.59	1	0.1200
23	0.1665	0.1500	0.1000	1	3.76	3.37	3.42	1	0.0000
24	0.0240	0.7000	0.5600	0	5.41	4.33	3.35	1	0.0000
25	2.2600	1.3200	1.9800	1	8.67	7.45	7.56	1	10.7700
26	0.1700	0.4500	0.8000	0	4.67	4.14	4.18	1	0.0000

Ex Pup										
school	Fixed_Ex_Pup_09	Fixed_Ex_Pup_10	Imp	GAS	KS1L2BPR8	AVE2004_20082BPR	Improved_Ave2BPR	KS1L2BPR9	BPR10	KS1L3R8
1	0.0000	0.0000	1	40.87	64.00	73.20	0	48.00	64.00	27.00
2	0.0000	0.0000	1	36.31	90.00	85.40	0	73.00	87.00	40.00
3	0.0000	0.0000	1	36.31	75.00	71.60	0	86.00	29.00	25.00
4	0.0000	0.0000	1	40.87	77.00	75.20	0	65.00	67.00	37.00
5	0.0000	0.0000	1	36.31	88.00	82.00	1	83.00	76.00	32.00
6	0.0000	2.9000	0	40.87	67.00	83.40	0	67.00	67.00	33.00
7	0.0000	0.0000	1	50.00	81.00	86.40	0	66.00	79.00	23.00
8	0.0000	0.0000	1	36.31	77.00	71.80	0	80.00	84.00	22.00
9	0.0000	0.0000	1	45.44	93.00	91.60	1	100.00	83.00	57.00
10	0.0000	0.0000	1	50.00	90.00	87.00	0	85.00	86.00	53.00
11	0.0000	0.0000	1	77.38	83.00	83.00	1	79.00	87.00	33.00
12	0.0000	0.0000	1	59.13	67.00	63.20	0	67.00	50.00	5.00
13	0.0000	0.0000	1	50.00	95.00	91.00	1	100.00	96.00	38.00
14	0.6000	0.0000	1	77.38	69.00	66.20	1	78.00	71.00	23.00
15	1.0000	0.0000	1	50.00	94.00	92.40	1	77.00	100.00	69.00
16	0.0000	0.4000	1	72.82	64.00	61.80	0	67.00	56.00	27.00
17	0.0000	0.0000	1	54.56	64.00	80.40	1	76.00	72.00	21.00
18	0.0000	0.0000	1	54.56						
19	0.0000	0.0000	1	36.31	80.00	79.20	1	92.00	100.00	45.00

20	0.0000	0.0000	1	50.00	75.00	73.40	0	60.00	73.00	50.00
21	0.0000	0.0000	1	40.87	82.00	84.20	0	100.00	76.00	0.00
22	0.0000	0.0000	1	36.31	90.00	81.40	0	75.00	74.00	43.00
23	0.0000	0.0000	1	36.31	79.00	86.20	0	77.00	85.00	38.00
24	1.1000	2.0000	0	40.87	84.00	70.20	0	57.00	80.00	42.00
25	0.8000	3.1000	1	36.31						
26	0.0000	0.0000	1	63.69						

school	Imp					Imp				
	AVE2004_2008L3R	KS1L3R9	AveL3R	L3R10	KS1L2BPW8	AVE2004_20082BPW	KS1L2BPW9	Ave2BPW	KS1L2W10	KS1L3W8
1	34.40	7.00	0	14.00	41.00	62.20	28.00	1	64.00	9.00
2	29.80	40.00	0	27.00	60.00	70.00	60.00	1	87.00	10.00
3	21.00	43.00	0	14.00	63.00	52.00	57.00	0	29.00	13.00
4	36.60	24.00	0	26.00	67.00	68.80	61.00	0	67.00	18.00
5	35.60	26.00	0	18.00	80.00	72.60	65.00	1	76.00	20.00
6	40.00	67.00	1	50.00	67.00	76.80	67.00	0	67.00	0.00
7	35.00	23.00	1	41.00	62.00	70.40	61.00	1	79.00	10.00
8	24.00	28.00	1	31.00	62.00	59.00	60.00	1	84.00	5.00
9	48.20	52.00	0	33.00	93.00	87.40	100.00	0	83.00	37.00
10	41.40	37.00	1	43.00	93.00	80.00	81.00	1	86.00	23.00
11	28.40	28.00	0	23.00	67.00	62.60	59.00	1	87.00	20.00
12	14.60	21.00	1	23.00	52.00	48.00	42.00	1	50.00	0.00
13	34.20	41.00	1	42.00	90.00	78.00	71.00	1	96.00	10.00
14	16.40	28.00	1	27.00	57.00	54.40	70.00	1	71.00	16.00
15	67.60	54.00	0	64.00	88.00	84.60	62.00	1	100.00	31.00
16	26.00	27.00	1	30.00	59.00	55.60	60.00	1	56.00	9.00
17	25.20	28.00	1	25.00	57.00	63.80	80.00	1	72.00	14.00
18										

19	28.40	42.00	1	36.00	85.00	76.60	67.00	1	100.00	40.00
20	39.00	30.00	0	33.00	81.00	70.80	55.00	1	73.00	38.00
21	39.20	64.00	1	52.00	82.00	69.00	91.00	1	76.00	9.00
22	28.20	43.00	1	33.00	57.00	68.80	71.00	1	74.00	19.00
23	39.60	26.00	0	32.00	62.00	80.00	68.00	1	85.00	7.00
24	39.00	20.00	0	20.00	84.00	66.80	36.00	1	80.00	26.00
25										
26										

		Imp				Imp				Av		
sch	AVE2004-8L3											
ool	W	KS1L3W9	L3W10	L3W	KS1L2BPM8	AVE2004_20082BM	KS1L2BPM9	2BPM	KS12BPM10	KS1L3M8	M	
1	16.00	0.00	14.00	0	59.00	81.60	59.00	0	64.00	9.00	30.00	
2	8.20	0.00	27.00	1	80.00	76.60	73.00	0	87.00	20.00	31.80	
3	9.20	14.00	14.00	1	75.00	69.40	86.00	0	29.00	13.00	18.20	
4	20.60	8.00	26.00	1	82.00	78.60	69.00	0	72.00	35.00	35.60	
5	21.80	9.00	18.00	0	76.00	80.40	74.00	1	82.00	32.00	32.60	
6	20.00	0.00	50.00	1	67.00	93.40	67.00	0	83.00	0.00	31.80	
7	15.80	14.00	41.00	1	81.00	85.60	73.00	0	82.00	21.00	27.80	
8	10.80	14.00	31.00	1	75.00	72.20	84.00	1	94.00	20.00	21.80	
9	32.40	39.00	33.00	1	90.00	92.20	100.00	1	87.00	40.00	46.40	
10	21.40	22.00	43.00	1	70.00	81.00	85.00	1	93.00	33.00	33.60	
11	16.40	21.00	23.00	1	77.00	75.60	69.00	1	80.00	30.00	17.60	
12	3.80	13.00	23.00	1	76.00	67.20	75.00	0	59.00	10.00	11.00	
13	17.80	12.00	42.00	1	100.00	93.20	94.00	0	88.00	33.00	35.40	
14	10.20	15.00	27.00	1	77.00	64.40	78.00	1	75.00	15.00	8.80	
15	36.00	23.00	64.00	1	94.00	93.80	77.00	1	93.00	63.00	56.60	
16	15.00	7.00	30.00	1	64.00	63.40	77.00	1	63.00	18.00	19.40	
17	11.80	24.00	25.00	1	71.00	80.60	84.00	1	81.00	21.00	17.40	

18											
19	26.00	33.00	36.00	1	95.00	83.60	83.00	0	82.00	40.00	26.20
20	20.80	25.00	33.00	1	81.00	75.00	55.00	1	67.00	56.00	37.00
21	12.40	27.00	52.00	1	100.00	85.80	100.00	0	71.00	45.00	48.20
22	18.20	21.00	33.00	1	90.00	72.80	82.00	1	74.00	43.00	27.60
23	26.40	13.00	32.00	1	79.00	88.80	77.00	0	82.00	24.00	36.40
24	15.40	0.00	20.00	0	89.00	77.80	71.00	0	73.00	37.00	28.60
25											

sch		Imp									
ool	KS1L3M9	AveL3M	KS1L3M10	KS1L2S8	AVE2004-8L2S	KS1L2S9	ImpAveL2S	KS1L2S10	KS1L3S8	AVE2004-8L3S	KS1L3S9
1	3.00	0	18.00	82.00	89.20	83.00	0	86.00	9.00	32.60	0.00
2	33.00	1	33.00	100.00	98.40	87.00	0	87.00	0.00	18.40	7.00
3	14.00	0	29.00	88.00	83.20	100.00	1	71.00	0.00	11.60	0.00
4	27.00	0	22.00	83.00	93.00	88.00	0	91.00	28.00	27.80	8.00
5	17.00	0	18.00	100.00	100.00	96.00	1	100.00	24.00	32.80	13.00
6	67.00	1	50.00	100.00	100.00	100.00	0	83.00	0.00	11.60	67.00
7	23.00	1	38.00	98.00	97.60	86.00	0	85.00	0.00	27.20	36.00
8	24.00	1	29.00	80.00	91.40	100.00	1	100.00	12.00	29.20	10.00
9	58.00	0	30.00	100.00	98.40	100.00	0	97.00	60.00	53.20	55.00
10	22.00	0	21.00	100.00	97.60	96.00	0	96.00	30.00	40.60	41.00
11	34.00	1	17.00	90.00	93.80	86.00	0	93.00	7.00	15.60	17.00
12	21.00	1	18.00	86.00	88.80	79.00	0	77.00	0.00	9.40	0.00
13	29.00	0	29.00	100.00	96.80	100.00	1	100.00	33.00	42.40	29.00
14	18.00	1	17.00	88.00	89.80	93.00	0	86.00	10.00	7.00	13.00
15	46.00	1	64.00	100.00	93.60	77.00	1	100.00	56.00	40.40	38.00
16	20.00	1	19.00	77.00	82.40	87.00	0	81.00	9.00	10.40	13.00
17	24.00	1	22.00	86.00	91.20	100.00	1	97.00	7.00	9.00	20.00
18											
19	33.00	1	36.00	100.00	97.00	92.00	1	100.00	45.00	33.20	0.00

20	15.00	1	40.00	88.00	87.60	80.00	0	87.00	25.00	39.40	40.00
21	73.00	1	48.00	100.00	95.60	100.00	0	90.00	0.00	36.20	82.00
22	46.00	0	26.00	90.00	90.60	93.00	0	78.00	5.00	22.60	25.00
23	19.00	0	21.00	83.00	93.60	96.00	0	91.00	41.00	40.00	34.00
24	7.00	0	13.00	100.00	97.00	86.00	1	100.00	32.00	19.40	0.00
25											

sch											
ool	ImpAveL3S	KS1L3S10	KS2L4PR8	AVE2004_2008L4PR	KS2L4PR9	ImpAveL4PR	KS2L5R8	AVE2004_2008L5R	KS2L5R9	ImpAveL5R	KS2L5R10
1	0	23.00	89.00	86.00	96.00	1	52.00	47.00	56.00	1	
2	1	20.00	100.00	94.00	71.00	0	36.00	49.00	43.00	0	
3	1	14.00	100.00	90.00	82.00	0	38.00	38.00	64.00	1	
4	0	21.00	88.00	87.00	98.00	1	38.00	50.00	76.00	1	
5	0	18.00	88.00	88.00	100.00	1	48.00	56.00	31.00	0	
6	1	33.00	67.00	88.00	100.00	1	0.00	46.00	100.00	1	
7	1	32.00	93.00	91.00	90.00	0	77.00	60.00	67.00	1	
8	0	14.00	87.00	86.00	93.00	1	55.00	53.00	64.00	1	
9	0	23.00	100.00	96.00	100.00	1	43.00	70.00	79.00	1	
10	0	39.00	100.00	96.00	95.00	0	50.00	65.00	65.00	0	
11	0	3.00	97.00	98.00	93.00	0	80.00	75.00	57.00	0	
12	1	36.00	84.00	79.00	80.00	1	53.00	40.00	56.00	1	
13	0	33.00	100.00	93.00	96.00	1	70.00	51.00	52.00	1	
14	1	15.00	92.00	86.00	90.00	1	51.00	41.00	46.00	1	
15	1	57.00	100.00	98.00	100.00	1	85.00	85.00	88.00	1	
16	1	15.00	85.00	74.00	82.00	1	40.00	31.00	45.00	1	
17	1	16.00	97.00	91.00	97.00	1	50.00	48.00	61.00	1	
18											
19	0	18.00	77.00	82.00	88.00	1	46.00	47.00	56.00	1.0	

20	1	33.00	87.00	82.00	87.00	1	48.00	40.00	73.00	1
21	1	48.00	89.00	86.00	100.00	1	53.00	46.00	100.00	1
22	1	26.00	96.00	87.00	86.00	0	54.00	52.00	49.00	0
23	0	35.00	100.00	95.00	94.00	0	91.00	70.00	62.00	
24	0	0.00	87.00	83.00	92.00	1	73.00	52.00	42.00	
25										

scho										
ol	KS2L4W8	AVE2004_2008L4PW	KS2L4W9	ImpAveL4PW	KS2L5W8	AVE2004_2008L5W	KS2L5W9	ImpAveL5W	KS2L5W10	KS2L4PE8
1	74.00	69.00	56.00	0	33.00	27.00	24.00	0		89.00
2	73.00	72.00	57.00	0	9.00	29.00	0.00	0		91.00
3	62.00	82.00	73.00	0	23.00	21.00	36.00	1		92.00
4	75.00	66.00	76.00	1	22.00	16.00	37.00	1		81.00
5	64.00	66.00	54.00	0	32.00	17.00	0.00	0		80.00
6	67.00	77.00	100.00	1	0.00	12.00	0.00	0		67.00
7	80.00	76.00	79.00	1	18.00	19.00	54.00	1		91.00
8	63.00	75.00	71.00	0	27.00	29.00	32.00	1		83.00
9	87.00	89.00	93.00	1	30.00	38.00	45.00	1		100.00
10	96.00	91.00	75.00	0	54.00	46.00	25.00	0		96.00
11	87.00	86.00	63.00	0	13.00	28.00	3.00	0		97.00
12	63.00	54.00	68.00	1	16.00	12.00	12.00	0		74.00
13	100.00	80.00	78.00	1	52.00	27.00	26.00	0		100.00
14	78.00	63.00	83.00	1	31.00	13.00	23.00	1		88.00
15	85.00	92.00	100.00	1	62.00	55.00	81.00	1		92.00
16	50.00	56.00	36.00	0	10.00	6.00	9.00	1		80.00
17	59.00	66.00	67.00	1	12.00	18.00	24.00	1		85.00
18										94.00

19	77.00	75.00	75.00	0.0	38.00	30.00	38.00	1.0	77.00
20	48.00	65.00	60.00	0	4.00	12.00	13.00	1	78.00
21	58.00	69.00	100.00	1	21.00	30.00	17.00	0	89.00
22	85.00	75.00	73.00	0	46.00	31.00	46.00	1	92.00
23	100.00	87.00	85.00	0	44.00	25.00	35.00	1	100.00
24	80.00	71.00	33.00	0	27.00	21.00	8.00	0	80.00
25									

school	ImpAve					Imp Ave				
	AVE2004-84PE	KS2L4PE9	L4PE	KS2L4PE10	KS2L5PE8	AVE2004-8L5E	KS2L5PE9	L5E	KS2L5PE10	KS2L4PM8
1	82.00	88.00	1	83.00	37.00	34.00	36.00	0	25.00	85.00
2	89.00	71.00	0	81.00	27.00	41.00	14.00	0	38.00	91.00
3	91.00	73.00	1	92.00	31.00	31.00	36.00	1	46.00	92.00
4	82.00	94.00	1	88.00	28.00	33.00	53.00	1	38.00	81.00
5	83.00	85.00	1	90.00	36.00	43.00	23.00	0	34.00	80.00
6	91.00	100.00	0	80.00	0.00	33.00	0.00	0	27.00	33.00
7	89.00	79.00	0	87.00	52.00	40.00	56.00	0	32.00	93.00
8	86.00	84.00	1	89.00	35.00	41.00	41.00	0	49.00	85.00
9	96.00	100.00	1	97.00	37.00	58.00	66.00	0	57.00	97.00
10	95.00	90.00	1	96.00	50.00	58.00	45.00	0	57.00	88.00
11	97.00	87.00	0	93.00	43.00	52.00	17.00	0	43.00	97.00
12	69.00	80.00	1	79.00	26.00	22.00	28.00	0	14.00	84.00
13	91.00	91.00	0	72.00	65.00	38.00	17.00	0	17.00	100.00
14	80.00	88.00	1	84.00	35.00	21.00	33.00	1	32.00	97.00
15	97.00	100.00	1	100.00	77.00	74.00	88.00	1	100.00	92.00
16	71.00	59.00	0	56.00	25.00	19.00	18.00	1	24.00	65.00
17	82.00	91.00	1	93.00	15.00	30.00	45.00	1	37.00	74.00
18	92.00	94.00	1	95.00	29.00	36.00	48.00	0	31.00	90.00

19	79.00	88.00	1	100.00	38.00	39.00	38.00	1	58.00	62.00
20	80.00	80.00	1	86.00	22.00	24.00	20.00	1	27.00	70.00
21	82.00	100.00	1	100.00	37.00	37.00	83.00	0	83.00	84.00
22	85.00	78.00	1	86.00	50.00	39.00	41.00	0	31.00	92.00
23	94.00	94.00	0	80.00	72.00	55.00	44.00	0	33.00	98.00
24	82.00	67.00	0	62.00	53.00	33.00	25.00	0	23.00	93.00
25										

	AVE2004-08	KS2L4P	ImpAve		KS2	AVE2004-08	KS2		KS2		Diff
school	L4PM	M9	L4PM	KS2L4PM10	L5M8	L5M	L5M9	ImpAveL5M	L5M10	Group_school	prepostL3R
1	79.00	92.00	1	79.00	37.00	40.00	44.00	0	29.00	1	-20.40
2	82.00	100.00	0	69.00	45.00	39.00	14.00	1	38.00	1	-2.80
3	81.00	82.00	0	77.00	31.00	42.00	27.00	0	38.00	1	-7.00
4	83.00	94.00	1	90.00	34.00	42.00	51.00	0	38.00	1	-10.60
5	88.00	92.00	0	79.00	32.00	30.00	38.00	1	38.00	1	-17.60
6	79.00	100.00	0	76.00	0.00	20.00	50.00	1	27.00	1	10.00
7	87.00	74.00	1	90.00	43.00	40.00	33.00	1	42.00	1	6.00
8	85.00	86.00	1	93.00	45.00	38.00	54.00	1	41.00	1	7.00
9	96.00	100.00	0	90.00	60.00	60.00	52.00	0	53.00	1	-15.20
10	91.00	75.00	1	96.00	46.00	48.00	30.00	0	46.00	1	1.60
11	89.00	83.00	1	89.00	53.00	51.00	33.00	1	32.00	1	-5.40
12	70.00	72.00	0	64.00	26.00	21.00	44.00	0	14.00	1	8.40
13	91.00	96.00	0	72.00	52.00	46.00	48.00	1	52.00	1	7.80
14	82.00	91.00	1	85.00	48.00	33.00	44.00	1	36.00	1	10.60
15	94.00	94.00	1	100.00	46.00	60.00	81.00	1	100.00	1	-3.60
16	65.00	73.00	0	48.00	15.00	11.00	27.00	1	16.00	1	4.00
17	84.00	91.00	1	98.00	24.00	36.00	39.00	1	54.00	1	-0.20
18	85.00	80.00	1	88.00	35.00	41.00	41.00	1	42.00	1	

19	75.00	88.00	1	83.00	8.00	22.00	25.00	1	25.00	1	7.60
20	78.00	93.00	0	73.00	30.00	25.00	47.00	1	32.00	1	-6.00
21	84.00	100.00	1	88.00	37.00	34.00	67.00	0	25.00	1	12.80
22	81.00	81.00	1	85.00	27.00	34.00	30.00	1	46.00	1	4.80
23	94.00	91.00	0	89.00	40.00	52.00	56.00	1	58.00	1	-7.60
24	89.00	58.00	0	38.00	27.00	45.00	8.00	0	31.00	1	-19.00
25										1	
										1	

school	Diff	Diff	Diff
	prepostL3W	prepostL3M	prepostL3Sc
1	-2.00	-12.00	-9.60
2	18.80	1.20	1.60
3	4.80	10.80	2.40
4	5.40	-13.60	-6.80
5	-3.80	-14.60	-14.80
6	30.00	18.20	21.40
7	25.20	10.20	4.80
8	20.20	7.20	-15.20
9	0.60	-16.40	-30.20
10	21.60	-12.60	-1.60
11	6.60	-0.60	-12.60
12	19.20	7.00	26.60
13	24.20	-6.40	-9.40
14	16.80	8.20	8.00
15	28.00	7.40	16.60
16	15.00	-0.40	4.60
17	13.20	4.60	7.00
18			

19	10.00	9.80	-15.20
20	12.20	3.00	-6.40
21	39.60	-0.20	11.80
22	14.80	-1.60	3.40
23	5.60	-15.40	-5.00
24	4.60	-15.60	-19.40
25			

Appendix 8d: Data for Staff self-esteem

Pre	Post	Pre	Post	Pre	Post
17	16	16	15	22	25
18	18	27	25	27	28
19	20	23	24	22	27
19	20	26	25	24	24
21	22	25	24	26	25
17	18	23	24	26	26
17	19	25	23	29	29
17	17	25	26	30	28
24	25	23	24	22	20
20	23	23	23	21	22
20	25	25	25	18	16
23	25	25	26	14	16
26	24	19	21	19	17
23	24	26	25	21	22
25	26	22	26	21	20
24	26	28	29	23	20
23	24	28	29	26	24
26	26	26	25	26	25
25	27	29	24	18	19
27	26	23	21	23	23
25	26	28	30	24	24
24	25	27	27	20	22

25	26	24	27	20	21
26	25	19	17	21	22
23	25	21	24	22	23
26	28	19	18	25	25
27	28	22	20	22	22
24	25	16	17	25	26
23	24	19	18	26	25
26	25	26	29	22	19
21	23	18	17	21	25
20	24	26	25	23	23
18	24	20	21	26	27

Appendix 8e: Pupil self-esteem Pre and Post SOS Programme

Case			Case			Case		
No.	Pre	Post	No.	Pre	Post	No.	Pre	Post
1	16	24	50	19	14	99	17	23
2	13	24	51	20	14	100	14	19
3	16	14	52	21	16	101	23	25
4	18	14	53	16	17	102	16	23
5	22	24	54	18	16	103	20	22
6	21	12	55	22	14	104	14	12
7	18	17	56	17	14	105	21	19
8	15	7	57	16	12	106	23	20
9	13	23	58	20	12	107	16	22
10	20	16	59	16	11	108	12	24
11	20	16	60	21	13	109	24	19
12	22	16	61	7	19	110	23	16
13	22	10	62	14	24	111	23	18
14	14	12	63	20	18	112	22	21
15	23	22	64	22	16	113	17	21
16	20	10	65	13	22	114	23	16
17	15	19	66	24	18	115	22	20
18	16	21	67	16	20	116	23	20
19	15	24	68	12	14	117	23	22
20	18	18	69	18	20	118	19	23

21	15	22	70	12	17	119	18	19
22	13	18	71	22	21	120	17	16
23	24	10	72	9	17	121	21	20
24	22	10	73	18	22	122	9	16
25	18	21	74	20	20	123	13	14
26	18	22	75	6	19	124	14	24
27	11	4	76	13	23	125	17	23
28	15	24	77	18	19	126	24	24
29	19	16	78	13	20	127	17	20
30	16	18	79	14	21	128	22	18
31	18	23	80	18	20	129	20	24
32	11	18	81	22	22	130	22	18
33	14	10	82	17	23	131	19	18
34	16	23	83	24	23	132	12	20
35	18	19	84	18	24	133	23	23
36	6	21	85	24	20	134	14	18
37	4	18	86	23	12	135	17	20
38	16	21	87	6	19	136	16	23
39	15	13	88	16	20	137	21	23
40	7	18	89	21	22	138	22	22
41	16	19	90	10	23	139	16	21

Case			Case			Case		
No.	Pre	Post	No.	Pre	Post	No.	Pre	Post
42	14	16	91	4	21	140	19	24
43	13	15	92	22	24	141	22	22
44	20	15	93	20	17	142	24	21
45	18	20	94	12	21	143	18	19
46	8	17	95	5	24	144	20	17
47	22	22	96	20	19	145	13	19
48	14	18	97	14	10	146	18	24
49	18	17	98	17	22	147	15	18
148	17	22	197	20	24	246	8	22
149	16	24	198	17	20	247	18	17
150	18	17	199	12	9	248	16	24
151	17	18	200	17	16	249	13	10
152	24	18	201	21	24	250	14	22
153	17	24	202	12	8	251	21	12
154	15	21	203	12	12	252	19	24
155	19	14	204	12	19	253	22	20
156	22	22	205	6	11	254	16	22
157	22	17	206	20	22	255	24	13
158	20	24	207	8	7	256	21	9
159	23	18	208	21	21	257	22	22
160	18	24	209	10	9	258	17	18
161	22	24	210	18	17	259	20	15

162	21	20	211	14	22	260	22	21
163	24	23	212	16	15	261	10	19
164	22	15	213	18	20	262	4	19
165	21	24	214	6	14	263	4	19
166	21	13	215	24	17	264	18	17
167	22	16	216	6	12	265	18	17
168	17	23	217	16	15	266	19	18
169	8	22	218	4	16	267	12	19
170	17	22	219	7	14	268	16	14
171	23	24	220	15	23	269	18	18
172	22	23	221	21	22	270	16	23
173	23	18	222	13	19	271	20	18
174	12	13	223	15	24	272	20	14
175	20	17	224	24	17	273	20	20
176	20	14	225	21	19	274	23	8
177	23	17	226	11	24	275	20	24
178	19	13	227	11	23	276	12	10

Case			Case			Case		
No.	Pre	Post	No.	Pre	Post	No.	Pre	Post
179	11	22	228	12	8	277	19	10
180	17	14	229	11	14	278	19	20
181	7	24	230	11	10	279	19	22
182	19	21	231	11	24	280	18	19
183	18	19	232	11	14	281	6	22
184	23	22	233	11	14	282	17	21
185	24	18	234	14	16	283	18	22
186	22	12	235	11	16	284	13	14
187	24	16	236	11	18	285	14	16
188	16	23	237	11	12	286	17	23
189	16	16	238	18	16	287	14	24
190	11	21	239	11	20	288	13	21
191	10	24	240	11	8	289	15	22
192	9	22	241	18	20	290	15	23
193	4	24	242	11	10	291	11	13
194	24	24	243	16	8	292	18	8
195	24	13	244	20	24	293	18	11
196	8	19	245	22	18	294	17	19
295	19	14						
296	22	10						
297	19	21						

298	18	14
299	16	18
300	15	14
301	20	21
302	20	20
303	8	19
304	9	23
305	14	19
306	17	24
307	11	16
308	16	17
309	10	19
310	16	11
311	17	20
312	15	19
313	19	22
314	12	11
315	17	24
316	20	20