UNIVERSITY OF WINCHESTER

A case study research enquiry into staff perceptions of changes to the organisational culture of a school that has extended its age range.

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This Thesis has been completed as a requirement for a postgraduate research degree of the University of Winchester

Declaration

No portion of the work referred to in the Thesis has been submitted in support of an application for another degree or qualification of this or any other university or other institute of learning.

I confirm that this Thesis is entirely my own work.

I confirm that no work previously submitted for credit has been reused verbatim. Any previously submitted work has been revised, developed and recontextualised relevant to the thesis.

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Abstract

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A case study research enquiry into staff perceptions of changes to the organisational culture of a school that has extended its age range

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Abstract:

The importance of school culture is well established as a significant influence on teaching, learning, staff motivation and pupil outcomes. In more general terms, organisational culture is regularly ranked as the most, or one of the most, important elements in understanding organisations and managing change. In the case of schools in particular, research has established organisational culture as highly significant in areas such as successful change and promoting excellence. School cultures that are sympathetic and supportive have been shown to be crucial to the development of staff well-being. This research enquiry is a case study of the perceived change, or lack of change, to the organisational culture of an independent school that has expanded its age range from Year 8 to Year 11 (GCSE) and doubled in pupil numbers over a six-year period. Data for the research is collected through the elicited descriptions and opinions of school staff. The theoretical lens of the research is the three-tier paradigm of organisational culture developed by Edgar Schein (1985) which is modelled using the three categories of artefacts, espoused beliefs and values, and basic underlying assumptions. The research adopts a mixed methods approach using a three-stage research design: a World Café event, online survey, and semi-structured interviews. The research contributes a case study example to the limited literature relating to changes in organisational culture in schools and sets out an example of a school's basic underlying assumptions, the layer at which, according to Schein, the true organisational culture resides.

Key words: organisational culture, school culture, managing change, Edgar Schein, artefacts, underlying assumptions

Contents

List of Figures

Chapter 2: Literature Review

Chapter 3: Methodology

Chapter 4: Presentation of Data

Chapter 5: Analysis of Data

Chapter 6: Conclusions

Chapter 1: Introduction

1.1 Background and Research Context

This study focuses on changes to the organisational culture of an independent[1] school that, over a period of years, has extended its upper age range from age 13 to age 16 (GCSE[2]) and increased its pupil numbers from 240 to 550. The school is a charitable trust with a board of governors who act as the trustees to the charity. The school is co-educational, and pupils may be admitted from the age of 2 into Nursery, although many join later and particularly, following expansion, at 11+ into Year 7. The researcher is the headteacher of the school and I have been in post during the expansion, an initiative of which I was a principal instigator.

Although far from common, expansion of age range, or contemplation thereof, is increasing in independent schools. The Incorporated Association of Preparatory School (IAPS) is the largest membership group of prep schools, representing over 660 schools that take pupils up to age 11 or age 13. The number of such schools who have expanded to take pupils up to age 16 is small but it has grown steadily with fifteen of the schools on the IAPS 16+ distribution list having started that process of change to their age range over the past decade. No literature has been found relating to the phenomenon of 11+ or 13+ schools expanding to 16+ although there is recent literature on other situations of changing school culture, e.g. academisation (Morris, 2017; Thornton, 2018) and free schools[3] (Hurd, 2016). In informal discussions, headteachers of several independent 13+ preparatory schools expressed concerns to me of a likely erosion of school culture should a school expand to include more senior year groups. Since beginning the journey of taking the school to 16+, I have been approached by senior managers at more than thirty schools seeking information on the experiences of such an expansion. During the writing-up phase of this thesis, I spoke to senior managers from five schools who are considering whether such an expansion might be suitable for their schools and, in Chapter 6, I reflect on the ways in which my research may provide some helpful guidance to others.

[1] In the UK, independent schools charge fees for pupils to attend and are typically charitable trusts governed by a board of trustees although a small minority of independent schools are privately owned. As the name implies, the schools are independent of some of the regulations that apply to state-funded schools. Children in independent schools represent around 7% of the total school pupil population for the UK.

[2] General Certificate of Secondary Education is a multi-subject certification programme in use in the UK (with the exception of Scotland) and is part of the National Curriculum normally taught to pupils aged 14 to 16.

[3] Free schools were introduced in legislation in the 2010 Academies Act and are funded by the government but not run by the local authority. Control is decentralised to groups such as teachers, parents, charities, and faith groups.

The first research event, World Café, took place in January 2020, some three months before the introduction of restrictions on schools in England due to the COVID-19[4] pandemic. The survey and interviews took place in February and June 2021 respectively, under the pandemic restrictions at that time in force.

1.2 Why Organisational Culture?

Organisational culture in schools is held as important in key areas such as teaching, learning and pupil outcomes (Kruse & Seashore, 2009; Muhammad, 2009; Waters, Marzano & McNulty, 2004). Similarly, research has established organisational culture in schools as highly significant in areas such as successful change (Kleinsasser, 2013; Tschannen-Moran, 2014), promoting excellence (Kruger et al, 2007), and staff motivation (Fullan, 2011).

The lens through which the school culture is analysed is the paradigm of organisational culture set out by Professor Edgar Schein in his seminal work "Organizational Culture and Leadership" first published in 1985 and now in its 5th edition (2017). Schein's three-tier paradigm consists of artefacts, espoused values and beliefs, and basic underlying assumptions (BUA). Artefacts are the visible indicators of an organisation's culture and include stories, rituals, metalanguage, dress code, rewards, physical plant and layout, organisational structure, complaint resolution process, and the ways in which matters are arranged. Espoused values are evidenced by the statements received by asking members of organisation why they are doing what they are doing. At the deepest level of organisational culture sit the underlying assumptions which are, for Schein, the actual organisational values. Unlike artefacts the underlying assumptions are not visible but are the unconscious, taken for granted beliefs that determine behaviour and feeling within the organisation.

1.3 Research Framework

The research design is of a single case study and data is gathered from school staff in three sequential phases: a World Café event (Brown & Isaacs, 1998), online Questionnaire (McLafferty, 2010), and Semi-structured interviews (Mitchell & Jolley, 2012). The three-phase design broadly maps onto the three-tier paradigm of Schein's organisational culture. Thus, some artefacts and espoused values and beliefs changeare proposed from survey statements derived from the data gathered at the World Café event. Those statements are examined further using quantitative data from the survey to either confirm or reject and a critical evaluation of the confirmed statements leads to the proposal of espoused values and beliefs. At the third stage, qualitative data from the

[4] An acronym for COronaVIrus Disease 2019 - an acute disease in humans caused by a coronavirus originally identified in China in 2019, the spread of which led to the declaration of a pandemic in 2020.

survey and interviews is explored and funnelled to derive the basic underlying assumptions that Schein (2017) holds are the true culture of the organisation. The final stage is a critical analysis of the basic underlying assumptions against data relating to change to examine how the school's culture has changed as a result of the expansion.

The three-phase design allows the questions to be refined at each phase in the light of the data so that detailed understanding and explanation may be sought (Creswell, 2003; Kroll & Neri, 2009). The case-study research design is mixed methods and initially follows the 'exploratory' sequence described by Creswell and Plano Clark (2011) and then moves to the 'explanatory' sequence. The justification for using a case study method when researching changes to a setting (Cohen et al, 2017) is set out in Chapter 3 and the intention is to evince a rich and detailed description of a singular example (Baxter & Jack, 2008; Flick, 2009; Gerring, 2004; Yin, 2013). However, it is recognised that a single case study restricts the suitability for generalising (Gorard, 2013). Whilst the enquiry targets an area in which no published research has been found, it sits within the field of organisational culture in schools about which a wide range of literature exists (Aeltermann et al, 2007; Deal & Peterson, 1994; Waters, Marzano & McNulty, 2004). It is intended, therefore, that the findings will add to the body of knowledge and contribute to greater understanding of the way in which organisational culture is affected when schools expand their age range.

1.4 Research Questions and Scope of Enquiry

The primary research question is

1. In what ways does the organisational culture of a 2-13 school change when the school expands its age range to 16+?

Secondary research questions are

2. What issues arise when a school expands its age range?
3. What conclusions may be drawn from the case study either to provide guidance for school managers or to contribute to future research?

The scope of the research was limited to staff perceptions and elicited descriptions of phenomena were initially utilised to propose artefacts. Under Schein's paradigm, artefacts may be identified under several categorisations, including the observation of physical objects, but this general approach was not adopted and the justification for the focus on staff perceptions is explained in the Literature Review of Chapter 2.

1.5 Practitioner Research and the Professional Doctorate

This thesis is submitted in part fulfilment of the degree of Doctor of Education, a professional doctorate where practitioner research is often a central element (Costley, 2013) and in which the focus is regularly identified as the original contribution to professional practice (Kumar & Dawson, 2013; Taylor, 2008). In this sense, the professional doctorate contributes not only to knowledge but also to what is going on within the researcher's own organisation (Lester & Costley, 2010; Maxwell, 2003). Lee, Green and Brennan (2000) suggest that researcher practitioners work at that point where the workplace, university, and profession overlap to produce knowledge within the context of application and my decision to pursue an EdD[5] rather than a PhD[6] reflects, in part, that distinction. Returning to a postgraduate environment after a gap of eighteen years, in which to raise three children, there was also the attraction of what Giddens (1991) calls the ontological security of the cohort aspect of the EdD and the arguably gentler reintroduction to research methods and research compared to the "loneliness of the long-distance PhD jogger" (Loxley & Seery, 2012:12). In that same research based in Ireland, Loxley and Seery found that researchers undertaking professional doctorates were often reasonably mature, "an important factor … may lie in the median age and average number of grey hairs" (2012:11), and at a point in their careers where they were less concerned with the challenges facing PhD researchers who often were fighting for academic recognition as part of future career enhancement. In my case, at the original interview to be admitted to the EdD programme, I was asked what I intended to do once I had completed the doctorate to which I replied "retire." Whilst retirement may not yet be quite the reality, the six year doctoral journey for someone in his fifties reflects the sentiments expressed in the research by Loxley and Seery (2012) that professional doctorate researchers mostly do not pursue research for career development but rather to become original contributors to knowledge in the development of a professional practice (Costley, 2013).

Other motivators for the pursuit of professional doctorates include increasing expertise and skills (Loxley & Seery, 2012); improving current practice; and an intrinsic desire to learn (Lester & Costley, 2010). I was motivated on the one hand, selfishly, to re-engage intellectually at an academically demanding level and on the other hand, altruistically, to investigate a phenomenon previously unresearched and to contribute knowledge to professional practice in an area of potential interest to my and other schools. As the current and long serving headteacher at the school in which the

[5] EdD is the abbreviation for the degree of Doctor of Education, a professional research doctorate in education, often based in practice.

[6] PhD is the abbreviation for the degree of Doctor of Philosophy, the most common academic research degree at doctoral level which can be awarded in many different subjects.

research is based, I am central to the initiative to expand the school and the various caveats and advantages of insider research are considered in detail in Chapter 3.

1.6 Structure of the Thesis

The thesis is separated into six chapters of which this is the first. A brief summary follows of the contents of the following chapters.

Chapter 2: Literature Review

The published literature relating to Organisational Culture is discussed and current arguments examined as to how best to differentiate culture, climate, and ethos in organisations. Schein's paradigm (1985) is compared and contrasted to other models and justification established for its selection as the research lens for this enquiry.

Chapter 3: Methodology

The use of a case study approach is considered and the suitability of the three research events is elaborated. The researcher's ontological and epistemological positions are established, and ethical considerations highlighted. The mixed methods paradigm is set out and explored, with discussion of recent arguments on the distinguishability of quantitative and qualitative data.

Chapter 4: Presentation of Data

The data from the three research events is presented, intermixed, and categorised.

Chapter 5: Analysis of Findings

In this chapter the data is analysed to produce the main elements of Schein's (1985) three-tier paradigm. In each section the results from the analysis are linked to the literature. The basic underlying assumptions are derived, representing the culture of the school, and are assessed against the data relating to change.

Chapter 6: Conclusions

In the final chapter the main implications are put forward relating to the changes in school culture, as implied through the analysis of basic underlying assumptions. Limitations that affected the research enquiry are outlined and areas identified where it is claimed that the research has contributed to knowledge. The chapter includes suggestions to utilise the single case study as the basis for further research and indications as to how the research design might be expanded in a new study.

Chapter 2: Literature Review

2.1 Introduction

Organisational culture is often held to be the most, or one of the most, important elements in understanding organisations and managing change (Mannion et al, 2005; Tschannen-Moran, 2014). In the case of schools, culture is recognised as having a significant influence on teaching (Kruse & Seashore, 2009), learning (Muhammad, 2009), staff motivation (Fullan, 2011) and pupil outcomes (Waters, Marzano & McNulty, 2004). My interest in organisational culture sprang from my studies for a master's degree in the late 1990s when I became drawn to organisational culture as a relevant topic for the research of the management of organisational change (Walliker, 1999). Since 2000, I have been in post as a school headteacher and, as such, have been an originator of significant change in my school's operation and a figure central to its planning and implementation.

Organisational culture is a topic that has received much attention in management literature and this chapter must necessarily be limited to an overview of the key elements that pertain to an analysis of school culture. The origins of organisational culture in management theory are old and the subject attracted particular interest in the 1980s and 1990s. In this chapter elements of the leading literature of this earlier period are examined before, as the review develops, introducing more recent literature to locate the various elements within a contemporary context. The structure of this literature review commences with establishing the justification for a focus on the concept of organisational culture in schools (Deal & Petersen, 2016) before offering a brief insight into the difficulties of defining and modelling organisational culture (Jung et al, 2008). The longstanding and ongoing debate about the relative positioning of climate, culture and ethos is explored and epistemological issues particular to organisational culture identified. Edgar Schein's paradigm of three tiers of culture (1985) is examined and compared with alternative models and objections to Schein are considered. Finally, the various strands are drawn together to establish the justification for utilising Schein's model (1985) in my research.

As Schein's three tier paradigm is the lens through which I have decided to view my research, it is helpful to set out the main details in advance of a more thorough consideration later. Schein's model contains three tiers denominated: artefacts; espoused beliefs and values; and basic underlying assumptions (Schein, 1985). Artefacts are what someone new would experience when visiting or first spending time within an organisation – the visible indicators of an organisation's culture. Espoused values are the statements members of an organisation make when asked why they are doing what they are doing. Basic underlying assumptions are the unconscious, taken for granted beliefs that, for Schein, are the actual organisational values. This model of culture has sometimes been depicted as an iceberg (Figure 2.1 below) where culture sits in layers with artefacts

being the shallow visible section above the water line, espoused values hovering around the water line, and basic underlying assumptions lurking at the deepest and least visible level.

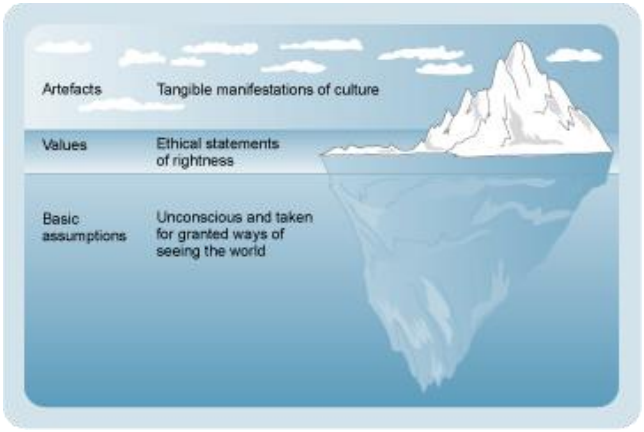


Figure 2.1: Schein's Model as an Iceberg (Irwin & St Pierre, 2014)

2.2 Why Organisational Culture?

There has been significant debate as to what constitutes the distinguishing characteristics of organisational culture within schools and varying conceptions have been advanced over the years (Deal & Peterson, 2016). Waller (1932) notes the long history of the idea of distinctive school cultures, and it is common for individual schools to lay claim to elements that make them special or different. In the latter part of the twentieth century, interest in organisational culture was strong and a range of articulations was attempted. Bower (1966) promoted one of the simplest ideas which was to define culture as the way things were done within an individual organisation. Others suggested a more complex rendering with Deal & Kennedy (1982) and Handy (1993) expounding a view that culture was the knitting together of communities through shared values and beliefs, whereas Geertz (1973) and Johnson & Scholes (1993) saw culture as a web of significance in which we are all suspended. In advance of examining in detail the definition and analysis of school culture, I consider below the rationale for a focus on organisational culture.

In his seminal work “Organizational Culture and Leadership”, Edgar Schein (1985:2) states that "that the only thing of real importance that leaders do is create and manage culture and that the unique talent of leaders is their ability to work with culture." For Schein, the most important area on which managers should focus is the culture of an organisation. The 1980s and 1990s were a period in which research established a strong correlation between the high standards achieved by a school and that school’s organisational culture (Davis, 1989; Deal & Peterson, 1994; Purkey & Smith, 1983). In a similar vein, there was increasing recognition of the important part played by organisational culture as an influence on performance and, thereby, improvement (Fullan, 2001; Heskett, 1992;

Levene & Lezotte, 1990; Smylie, 2009; Tschannen-Moran, 2014). With specific reference to schools, subsequent research found that several important areas were significantly influenced by organisational culture including teaching (Kruse & Seashore, 2009), staff motivation (Fullan, 2011), promoting excellence (Kruger et al, 2007), and successful change (Kleinsasser, 2013; Tschannen-Moran, 2014). Aeltermann et al (2007) put forward research suggesting that sympathetic and supportive school cultures are of great importance to staff well-being, whilst other areas such as learning (Muhammed, 2009) and pupil outcomes (Waters, Marzano, & McNulty, 2004) are established in the literature as having a strong correlation to positive organisational culture.

In their influential book "Shaping School Culture" Deal & Peterson (2016) contend that school culture is a major factor in improving schools in six particular areas:

i. Motivation and commitment – through institutional customs and practices school culture strengthens commitment and motivation (Dee et al, 2006; Fullan, 2011; Schein, 1985)
ii. Improvement and innovation (Goldring, 2002; Smylie, 2009; Waters, Marzano & McNulty, 2004)
iii. Focus on things of value and importance – cultural norms and conventions influence the behaviour of members and help them to centre on areas of greatest benefit to the organisation (Fullan, 2011; Schein, 1985; Scrimshaw, 2004).
iv. Energy, vitality, and trust – a culture that has a positive social influence promotes and helps to establish a positive, productive, and optimistic attitude amongst members of the organisation (Maslowski, 2006; Tschannen-Moran, 2014)
v. Effectiveness and productivity – by concentrating on productivity, performance, and improvement school culture helps to motivate staff (Engels et al, 2008; Leithwood, Louis & Wahlstrom, 2004; Lok & Crawford, 1999)
vi. Problem-solving, collegiality, and communication (Deal & Petersen, 1999; Fullan, 2011)

2.3 Definitions of Organisational Culture

It is not surprising to find that the origins of organisational culture are contested with some suggesting that its roots may be found as early as the Spartan War of 430 BCE where Pericles' use of strength, unification and teamwork may first have brought identification to the concept (Fisher, 2000). Research into organisational culture from an anthropological approach gained traction in the 1930s with research methods focusing on observation and interviews (Ostroff et al, 2013) whilst Gardner (1945) investigated organisations using the perspective of culture. According to Diamond (1991) the following two decades saw the development of organisational culture research at

institutions such as the Tavistock Institute in the UK and Harvard University in the US. Pettigrew (1979) is often credited as being the prime mover of the term organisational culture (Bellot, 2011; Hofstede et al, 1990; Jung et al, 2008; Schneider et al, 2017) although it had previously been used by Katz and Kahn (1966) without their formulating a significant theory from it. It was from the 1980s that organisational culture rose to prominence with culture becoming a regular element to be considered when examining organisational operations (Block, 2003; Fey & Denison, 2003; Mannion et al, 2005; Zammuto et al, 1992).

There have been many attempts to define organisational culture. Verbeke, Volgering & Hessels, (2002) wrote in the Journal of Management Studies that they had found 32 definitions of organisational climate and 54 definitions of organisational culture in a search of the period 1960 to 1993. Similar research by van der Post (1997) yielded more than one hundred dimensions of organisational culture whilst Ott (1989) set out 74 elements of organisational culture. Anticipating more modern thinking Pettigrew (1979) suggested that culture should be construed as a concept that links to a group of related concepts - symbol, language, ideology, rituals, myths, and beliefs. However, this would be open to the objection that the related concepts in Pettigrew's taxonomy, with the exception of symbol, could themselves be considered sub-sets of symbol (Jung et al, 2008). Indeed, as Cohen (1974) suggests, the idea of symbol in Pettigrew's analysis is drawn from the anthropological perspective where symbols may be one or more of a range of phenomena (such as objects, language, acts, relationships) that may imply a range of meanings and interpretations.

2.4 Culture, ethos, and climate

One of the challenges in defining culture has been a tendency over the years for the word to be used almost interchangeably with others such as climate and ethos (Brundrett & Rhodes, 2011). Superficially, there can be the assumption that these separate concepts have common phenomena (Prosser, 1999). Whilst they may have facets of close resemblance with each other, it is argued that they are not the same. Over the past decade or so there has been considerable enquiry into the culture/climate debate. It is germane to my choice of research enquiry paradigm (Ostroff et al, 2013) and so I consider the main points below.

2.4.1 Ethos

It is a government requirement that schools' websites include a statement of the school's ethos and values (Department for Education, 2021). Guidance as to what constitutes a school's ethos was previously included in the application details for free schools (Department for Education, 2015) but had been removed by the 2019 iteration (Department for Education, 2019). The 2015 guidance

focused on religious and faith schools and talked of ethos as "The distinctive vision, values and principles that inform the way a school is run" (Department for Education, 2015:43).

McLaughlin (2005) considered issues of school ethos from a faith perspective. He criticised the brief and superficial ethos statements issued by some schools and went on to posit a potential tension in faith organisations between the intended ethos and the experienced ethos, arguing for a broader and deeper examination of the evaluative aspects of school ethos. Rather than commit to a narrow definition, he preferred to leave room for the term ethos to contain a plethora of elements linked to the particular atmosphere or climate of an individual organisation:

> "There is no question of searching for a single 'correct' meaning to which appeal can be made, but rather a task of attempting to embrace, in as full a way as possible, a range of meanings of the term which can yield a persuasive definition with practical uses and benefits in its application to educational influence." (McLaughlin, 2005:311).

In education research, the term ethos has settled around less objective elements such as the values and principles referred to in the DfE guidance (Department for Education, 2015) which are the foundation for the school's policies and practices (Glover & Coleman, 2005). Ethos is brought about by the individual members of the school interacting with the school culture (Hurd, 2016). Under this definition, ethos has similarity with terms such as climate, atmosphere, ambience, mood, and ethical environment and the elements of ethos are seen as products of the school's culture (Brundrett & Rhodes, 2011; Solvasen, 2005). With its emphasis on values and principles, ethos appears to fit within Schein's intermediate tier of organisational culture: espoused beliefs and values (1985).

2.4.2 Climate

Earlier castings of organisational climate saw it situated within organisational culture, for example as how things were perceived on a day-to-day basis (Heck & Marcoulides, 1996). In relation to schools it was concerned primarily with factors that affected student outcomes (Brand et al, 2003; Sachs & Groundwater, 1999). More broadly, Hoy et al (1991) saw climate as being viewed mostly from a psychological perspective in contrast to the anthropological viewpoint favoured for culture. Glover and Coleman (2005) make the point that climate is used to describe the situation when objective data are involved (Poore, 2005), as opposed to ethos which is brought into focus with subjective descriptors. Schoen and Teddlie (2008) draw further distinctions: first, climate definitions tend towards precision whereas definitions of culture tend towards generality, and second, that climate research is mostly quantitative where culture research is more likely to be qualitative.

In contrast to earlier research, Van Houtte (2007) offers a challenge to the mixing of culture and climate with the conclusion that climate merits a much broader definition. For Van Houtte (2007), climate is the descriptor of the whole environment of an organisation and, thus, has a plurality of dimensions within which culture is subsumed. Thus, culture is relegated to the status of being a component of climate. Such a view, whilst by no means uncontroversial, has stimulated a more careful consideration and definition of terms. In response, there has been the strong suggestion that elements to be studied under a climate paradigm might be analysed equally successfully under the paradigm of culture (Brundrett & Rhodes, 2014; Hurd, 2016; Schneider et al, 2017; Schoen & Teddlie, 2008). For instance, Schoen and Teddlie (2008) give the example of academic futility which is considered as a climate variable by Teddlie and Stringfield (1993) but could, they contend, also form part of a shared beliefs' analysis under the culture model of Deal and Peterson (1999). They also note the "considerable overlap in the definitions of school climate and school culture among different researchers, even within the same tradition" (Schoen & Teddlie, 2008:135).

What is clear is that organisational culture and climate are normally characterised as perspectives on the same entity – what Schneider et al (2017) describe as different ways of viewing the same elephant. For the purpose of this thesis, I have chosen to use Schein's (2017) three tier analysis of organisational culture as the paradigm against which to analyse changes to the school culture over time within my organisation. It is necessary, therefore, to consider whether climate and ethos can be adequately represented within that paradigm. Whilst van Houtte (2007) offers a definition of climate as holistic, and therefore incorporating culture, there are others who see climate as an objective rendering of cultural elements (Brundrett & Rhodes, 2011; Glover & Coleman, 2005; Hurd, 2016). In an analysis of literature on school climate, Schoen and Teddlie (2008) draw a parallel between descriptions of climate and Schein's (1985) explanation of espoused beliefs and values. In Schein's paradigm, the second tier is espoused beliefs and values which are the views, attitudes, and perceptions of the members of the organisation. Such views are observable, measurable and, thus, quantifiable. On the common analysis of objectivity and observability, climate may be seen as fitting within the second tier of Schein's paradigm: espoused beliefs and values. Interestingly, Schein (2017) sees climate as a product of underlying assumptions and a manifestation of culture, thus an artefact rather than espoused value.

I argue above that both climate and ethos may be viewed as a part of culture. Climate is the discernible day to day form of culture and, under Schein's three level paradigm, it appears that climate fits best into the description of espoused beliefs and values which are the articulated values that tell us why people in an organisation are doing what they are doing (Schein, 1985). Ethos has been shown to be a conceptually similar construct to climate in its focus on values and principles.

Ethos is manifested in atmosphere or ambiance and, as such, fits within that same intermediate level of Schein's paradigm. Adapting models from Schoen and Teddlie (2008), this may be graphically represented as follows.

Conceptually Similar Constructs	Levels of School Culture	**Schein's Paradigm of Organisational Culture**	Associated Social Science Disciplines	Appropriate Research Methods
Symbolic Representations	Symbols of Culture	**Artefacts**	Anthropology	Observation, Interviews
Organisational Climate	School Climate School Ethos	**Espoused Values & Beliefs**	Psychology, Sociology, Anthropology	Surveys, Structured Interviews
Organisational Culture	School Culture	**Basic Underlying Assumptions**	Anthropology	Observations, Non-Structured Interviews

Figure 2.2: Culture Levels and Associations

2.5 Epistemology and Organisational Culture

One issue that has divided opinion on organisational culture is how it should be perceived from an epistemological perspective (Alvesson, 2013; Seng et al, 2010). The two dominant camps have, as with other epistemological considerations, set out their tents within either subjective or objective boundaries (Malphurs, 2006). Objectivists view organisational culture as an element within the organisation that may be categorised alongside other elements such as the organisation's structure or environment (Senior, 2002). As an objective element, organisational culture may be susceptible to modification and transformation by management as might be any element within the organisation (Alvesson, 2013). By contrast, the subjectivist view holds that organisational culture is not an element within the organisation but rather a metaphor for the concept of the organisation (Senior, 2002). On this reading the culture of an organisation is not something an organisation possesses, but something that may describe and identify the organisation (Jung et al, 2008).

The tension arises from a clash between the main foundational aspects of organisational culture: anthropological and sociological. The anthropological tradition sees culture as a dependent variable that has grown over time (Fincham & Rhodes, 2005) through the relations of the members of the organisation. As such, management influence over culture as a dependent variable is far from straightforward. Under this subjectivist paradigm, the culture of an organisation is revealed through an examination of the organisation's history and the social interactions that were part of that culture building process (Knights & Willmott, 2010). However, understanding culture as a metaphor

suggests that precise examination of present-day conditions is unlikely to be possible (Schneider et al, 2017) despite a potential focus on the initial creation and history of the way in which the culture has developed (Senior, 2002). Senior (ibid) suggests that the difficulty of analysing culture as a metaphor is actually an advantage as it requires one to focus more closely on a deeper analysis of culture.

In the alternative, the sociological foundation sees culture as an independent variable within the objectivist paradigm. Culture is an element within the organisation that may be measured and manipulated (Fincham & Rhodes, 2005). According to Cameron and Quinn (2006) it is the sociological view that has come to dominate, not least as a strong understanding of culture is seen to be necessary for organisational change to take place effectively (By, 2005). The attraction of a more empirical approach to the analysis of organisational culture appeals to me for the purposes of my research, focusing as I am on the opinions of staff to chart what changes have taken place to a school's organisational culture. The sociological view is also in line with the paradigm developed by Edgar Schein (1985), of which more below, whose definition of organisational culture comes from the perspective of social psychology – the subject in which he took his doctorate.

In a similar vein, models of organisational culture are often classified under objectivist and interpretivist paradigms (Lim, 1995). In the case of the former, typology-based frameworks are used to discover the culture of an organisation and help the researcher to consider how that culture may be adjusted. Examples below include quadrant models such as the Competing Values Framework developed by Cameron and Quinn (2006) and Trompenaar's Four Diversity Cultures (2003). Whilst such objectivity may appear appealing, there is some concern as to whether the complexity of organisational culture can be compacted to fit so simply into such a framework (Hofstede, 2005; Kirkman et al, 2006; McSweeney, 2002; Senior, 2002). The alternative classification under interpretivist influence is termed the process-orientated method where there is no favoured typology, and the analysis of culture is guided by a process rather than forced into a structure. Examples below are Schein's three tier paradigm (1985), the Onion Model from Hofstede (2010) and the Cultural Web model of Johnson and Scholes (1999). Objections include that a process-orientated approach may make it difficult to compare different organisations (Brown, 1998) and that such a model may be less suitable for organisations where culture is inconsistent (Mannion et al, 2005, Martin, 1992).

2.6 Schein's Model

In Schein's influential book on organisational culture published in 1985 (now in its fifth edition, 2017) he employed a social psychological perspective in his approach to a definition of

organisational culture. For Schein, the culture of an organisation rested in a set of specific assumptions that stemmed from experiences of members within the organisation which had become the accepted mindset for the organisation, and which were communicated to new members as the correct ways to think. Schein's focus on assumptions was supported by other commentators, particularly for acknowledging the often hidden and unchallenged attitudes within organisations (Mullins, 2005; Senior, 2002).

Recent definitions of organisational culture have focused around the shared assumptions and values that offer insight and explanation into the behaviour of the members of an organisation (Alvesson, 2013; Cameron & Quinn, 2006; Erhart et al, 2014; Hofstede, 2005; Schein, 2017). The paradigm set out by Schein in 1985 was to see organisational culture as comprising of three levels: artefacts, espoused values, and underlying assumptions.

2.6.1 Artefacts

Schein's first tier of organisational culture is artefacts (2017) which are the observable pointers to an organisation's culture. The artefacts are the visible manifestations that might be experienced by a new visitor to, or joiner of, an organisation and, as such, they may be plentiful and representative of what normally happens within the organisation. The artefacts are the tangible indicators of culture and can often be found by looking around the organisation, what Buch and Wetzel (2001:41) refer to as "walkies." Artefacts enable workers to understand the organisation's expectations (Meyer, 1995) and artefacts which are rituals or stories may represent allegorically the organisational values and customs (Higgins & McAllister, 2002). Other artefacts include features such as rewards, structures, complaint resolution process, dress code, metalanguage, buildings and layout, and generally the arrangements made within the organisation.

Examples of physical artefacts include buildings, signs, offices, furniture, printed material, dress codes, and physical environment. As you drive into a school the greetings signs, the well-tended flower bed, and the clean parking area (Buch & Wetzel, 2001) are each physical artefacts of the school's culture. In this case, the common high standards of the artefacts may suggest that the values of the school include taking pride in its environment. However, Schein (2017) cautions that the meaning of artefacts may be difficult to interpret. Entering the grounds at my school, one is greeted by a friendly security guard manning a control gate. One might conclude that these artefacts suggest that the school values the security of its pupils and staff, which it does. However, the introduction of the checkpoint was initially as a response to the regular theft of car number plates in a newly installed staff car park. As an observable symbol of the school's culture the meaning of the increased security artefact is not so easily interpreted and, importantly, its meaning

and place within the culture structure may change over time. Schein (2017:18) gives the example of the Egyptian and Mayan cultures: each built highly visible pyramids, but the meaning varied between the two cultures; in the former the pyramids were tombs, in the latter the pyramids were temples and tombs.

As well as visible artefacts, other artefacts include what you would hear and feel when you experienced an organisation (Schein, 2017). Thus, observed behaviour and processes are artefacts as are the rituals, ceremonies, stories, and myths of the organisation. Mohan (1993) categorises the first pair, rituals and ceremonies, as behavioural artefacts and the second pair, stories and myths, as verbal artefacts. Similar lists are offered by later writers (Brown, 1998; Knights & Willmott, 2010; Van de Westhuizen et al, 2005) with the addition of elements such as technology, architecture, heroes and heroines, and traditions. Whilst there has been some attempt in the literature to emphasise the 'observable' nature of artefacts as objects (Buch & Wetzel, 2001), it is important to note that this does not preclude the expression of personal views. Schein (2017) considers that artefacts are revealed by talking to members of an organisation to find out what their experiences were like. This applies to both newcomers experiencing the organisation for the first time and to longer-serving members of staff who have experience of the organisation such that it allows them to identify and explain artefacts that may not be otherwise easy to interpret. As part of the process of assessing organisational culture, Schein (2017:304) specifically recommends that researchers talk to employees to establish artefacts, through what he terms the "elicit descriptions of the artefacts."

In the case of my research enquiry, due to the limits of time, space, and convenience, I chose to narrow the scope of the derivation of artefacts to an examination of the statements and opinions of staff, i.e. Schein's "elicit descriptions" (2017). Therefore, the artefacts represent only a subset of the categories from which artefacts are drawn in the literature. The artefacts may be broadly associated with three areas in which support may be found. Artefacts relating to the school's approach and values, for example the child-centred attitude, may be linked to Shrivastava's description of the sub-section of artefacts which values systems derived from cultural products (1985). Artefacts that relate to the provision of facilities, for example teaching and learning spaces, link to the description of artefacts of physical evidence (Higgins & McAllaster, 2003) which include items such as equipment, facilities, design, and decoration. The remaining artefacts may be sorted under the analysis provided by Brown (1998) who put forward a non-exhaustive list of seven categories of artefact. In the case of this research, the relevant elements of Brown's taxonomy are Technology, Behaviour, Symbols, and Rules and Systems which offer sub-categories in which to place the remaining artefacts.

Questions were tabled in the survey questionnaire about some of the potential artefacts that were described by staff in the earlier World Café discussions: traditions, pupil behaviour, staff attitudes, workload, gender balance, architecture, school vision, and technology. However, one aspect often considered of great importance in the creation of organisational culture, heroes and heroines, was not included (Bush & Middlewood, 2013; Hofstede et al, 1990; Ishimaru, 2013). Much research on organisational culture comes from the perspective of wishing to understand culture in order to manage change or initiate culture (Hurd, 2016; Ovenden-Hope & Passy, 2015; Thornton, 2018). Unusually, my focus is a consideration of the way organisational culture has already changed following a school expansion and a consideration of artefacts described by staff is one part of that investigation.

Schein (2017:18) writes of "visible and feelable structures and processes" being artefacts. Again, he cautions that one must not expect to be able to interpret artefacts accurately until one has developed a better understanding of the organisation and listened to explanations as to why people behave the way they do. In particular, he warns that the observer's own cultural background may cause bias in interpreting artefacts from a different organisation. The quickest way to derive accurate interpretations, in Schein's view, is to ask the people within the organisation why they are doing what they are doing, and their responses are part of the second tier of analysis: espoused beliefs and values.

2.6.2 Espoused Beliefs and Values

If artefacts are the "walkies" then espoused beliefs and values are the "talkies" (Buch & Wetzel, 2001:41). As the word talkies suggests, for Buch and Wetzel the espoused beliefs and values are identified by speaking to employees within an organisation, preferably employees with differing lengths of service, to discuss how they interpret the organisation's artefacts. Schein's view is similar although not quite so straightforward. Whilst Buch and Wetzel's ‘walkies for artefacts, talkies for espoused values’ model has a simplistic appeal, it suggests that dialogue with members of an organisation is reserved for espoused values. In fact, as described above, Schein (2017) recommends talking to new members of the organisation to find out how it felt to join and what was most noticeable, and Schein holds that those answers reveal artefacts. Similarly, Schein (2017:304) tells researchers to talk to longer-serving employees to identify artefacts such as dress codes, rewards and punishments, and desired modes of behaviour.

To identify espoused beliefs and values, Schein (2017:19) suggests that researchers ask the question "why are you doing what you are doing?" and that the answers to that question will be espoused values. It is noteworthy that Schein places espoused values as an intermediate tier rather

than consider values as residing at the deepest level of organisational culture, in opposition to other writers such as Brundrett and Rhodes (2011), Bush and Middlewood (2013), and Hofstede (1991). Part of Schein's reasoning concerns the possibility that espoused values may not be reliable. In other words, just because an employee espouses a value, or the organisation frequently states a value to be espoused, it doesn't necessarily follow that the value is actually one of the organisation's values. It might be that an espoused value is, as yet, aspirational or that an espoused value is a misstatement of the true organisational values that exist within the organisation.

Adapting an example of an espoused value from the table provided by Buch and Wetzel (2001:43) let us consider the statement from a middle manager to a new teacher "well, of course sport isn't really a proper academic department." In order to consider whether this statement represents a true organisational value for a school, one would have to delve deeper into the artefacts relating to sport and consider other related espoused values. That investigation might reveal the existence of academic snobbishness within the organisation, or it might find that the individual's espoused value was at odds with the way in which teachers would normally view inter academic relations between colleagues and departments, i.e. that the espoused value was counter cultural.

In the case of this research enquiry, the espoused values are derived from the views of members of staff in survey comments and in interviews. The data are gathered under four categories and referenced to value items recorded in previous research literature relating to organisational culture (Kalliath et al, 1999; McDonald & Gandz, 1991; O'Reilly et al, 1991; Ostroff et al, 2005). The four categories of analysis are adapted from Bourne et al (2019) where the emphases of mapping organisational values are: Capability, Character, Interpersonal, and Community. For Schein, the way to demonstrate that an espoused value is actually one of the organisation's deeper values is to look for consistency and congruence between the espoused value and the relevant artefacts (Schein, 2017:21). Establishing those deeper values brings us to the third tier of analysis, the place where Schein believes the organisation's true culture resides: the basic underlying assumptions.

2.6.3 Basic Underlying Assumptions

The final tier of Schein's paradigm is where he contends that one finds the deepest level of organisational culture. Here sit the underlying assumptions which are, for Schein, the actual organisational values. Unlike artefacts the underlying assumptions are not visible but are the unconscious, taken for granted beliefs that determine behaviour and feeling within the organisation. Schein stresses the deeper levels of organisational culture and criticises those who articulate organisational culture in terms of the shallower measures of shared norms and value content.

Schein gives an enlightening example of the way in which a basic underlying assumption may be developed in a young company. In the scenario of a decline in sales, a manager says, "We must increase advertising" (Schein, 2017:19). As the situation is new, the manager's belief in advertising is open for debate and challenge. If the group takes the advice and is successful then the belief may become transformed into a shared, and espoused, value. If the approach continues to work over time that espoused value may become a shared assumption. Over more time, the shared assumption that advertising is good may become a taken-for-granted basic underlying assumption.

Some basic assumptions are so fundamental that it would be inconceivable for the organisation not to have them. Schein gives several examples, such as in engineering it is a basic assumption that things should be designed to be safe, or in manufacturing it is a basic assumption that a product must function (Schein, 2017:22). Other assumptions affect the organisation at a more practical level. For example, if the organisation's assumption is that people are essentially lazy then that will impact on the organisation's attitude towards employees working from home (Bailyn, 1992). Conversely, if the organisation's assumption is that people are highly motivated then a request to work from home will be seen as a positive and productive step. Schein talks about the basic assumptions of culture within an organisation as deriving from the group experience of resolving organisational issues and challenges which then go on to define for its members how to react and behave in response to the various new or similar challenges and situations which they face in the future (2017).

According to Schein's paradigm (1985), an organisation's culture is located in the third tier of basic underlying assumptions, the values of which manifest themselves in first tier artefacts and second tier espoused beliefs and values. Through a thorough examination of first and second tier elements, the true culture of the organisation can be identified in the third tier by the researcher. Schein developed the model in the early 1980s but later considered the iceberg analogy, detailed above, a poor metaphor as it suggested that culture was something rigid and unchangeable. Schein went on to prefer the representation of a Lily Pond (Figure 2.3 below) which is the only depiction of his model that is included in the 5th edition of his book (Schein, 2017). In the Lily Pad metaphor, the blossoms and leaves on the surface are the artefacts, whereas the statements of the farmer are the espoused beliefs and values that identify his hopes and expectations. However, the actual outcome is governed by the underlying assumptions which include the root system, the water quality, the fertilizers, and the seeds. If the farmer's statements are not an accurate representation of what blooms in the lily pond, then an examination will be required of the less visible systems operating below the water level. To change the outcome, e.g. the colour of the blooms, Schein advises that

the focus will have to be on "the invisible DNA of the pond" (2017:27), the tacit cultural assumptions that are the basic underlying assumptions of his original model.

Figure 2.3: Schein's Lily Pad metaphor (Schein, 2017)

2.7 Perspectives of Organisational Culture

As a structure for analysing culture, Schein's three tier paradigm was popular and influential in the increased inclusion of the consideration of organisational culture within attempts to manage organisational change (Hatch, 1993). Some criticism of Schein's model focused on its predisposition towards organisations where the culture is harmonious and without discord, termed an 'integration perspective' (Martin, 1992). A model of the integration perspective emphasises the success of an organisation through adoption of stable cultural norms (Martin & Frost, 1996) with Ouchi (1981) stressing the production of control and consistency in the culture. The integration model attracts criticism for an inability to account for variance and disagreement within an organisation and an assumption of consistency within the culture (Mannion et al, 2005). Similarly, Malphurs (2006) criticises the integration model for its failure to account adequately for an espoused belief that is aspirational rather than existent whilst Schabracq (2007) claims that the perspective is not suitable to account for the complexity of organisational life where:

> All cultural manifestations mentioned are interpreted as consistently reinforcing the same themes, all members … are said to share in an organisation-wide consensus, and the culture is described as a realm where all is clear. Ambiguity is excluded. (Martin, 1992:12).

Martin (1992) went on to set out three alternatives to the integration model, outlining from organisational culture in social sciences three prevailing perspectives: differentiation, fragmentation, and a three three-perspectives view.

a) A differentiation perspective. Alvesson (2002) states that a differentiation perspective acknowledges dissent and disagreement within cultures and suggests that cultural cohesion is best considered at the level of subcultures rather than applied to the culture of the entire organisation. This is supported by Frost et al (1991) who view culture as essentially inconstant but where constancy may be found in pockets of sub-cultures. The objection from Martin (1992) using the differentiation perspective is that Schein's theory contends that there is the expectation that a culture that extends across the whole organisation can be identified. Interestingly, Schein (2017:293) is critical of those taking an integration perspective, "an approach that emphasizes the dimensions on which there is a high degree of consensus." Schein (2017) goes on to acknowledge the reality of many organisations with differentiated or fragmented perspectives and recognises the difficulties when dealing with organisations with such cultural make-ups.
b) A fragmentation perspective. Dube and Robey (1999) identify culture as essentially impermanent, reflecting the constantly evolving and varying nature of organisational reality. In this fragmented perspective, concord and discord co-exist as complex elements within the culture of an organisation. Perhaps unsurprisingly, the fragmentation perspective has been employed when researching organisations that are undergoing significant changes (Alvesson, 2002; Hatch, 1999) and where the culture may be unclear, with a lack of consensus of the cultural norms both at macro and micro level (Frost et al, 1991).
c) A three-perspectives view. Martin and Frost (1996) articulate a view from the interpretivist tradition where the possibility of achieving objectivist truth about organisational culture is rejected. The three perspectives of integration, differentiation, and fragmentation are valued and recognised as founded in the quest for objective truth about organisational culture, whilst a subjectivist approach is retained to answering questions about an organisation's culture.

2.8 Alternative Models

Before adopting Schein's theory of organisational culture, it is relevant to consider some alternative models. The statistician George Box famously wrote that "essentially all models are wrong, but some are useful" (Box & Draper, 1987:22). Contemporary models of organisational culture often mirror the quadrant models in management modelling, for example Goffee & Jones' (2001) Organizational Archetypes of Fragmented, Mercenary, Communal and Networked, and

Collins' (2001) Great Matrix of Creative Discipline. In the field of organisational culture I have selected several prominent models for further examination as alternatives to Schein's paradigm.

2.8.1 The Competing Values Framework

The Competing Values Framework is a quadrant model developed by Cameron & Quinn (2006) to assess organisational culture profiles and it has become the dominant model in organisational culture research (Zhu, 2015). The framework plots two factors to construct the four-quadrant model. Along the x axis runs the continuum of internal versus external, along the y axis the continuum of flexibility versus stability. The four quadrants are denominated Clan (collaboration), Adhocracy (creativity), Hierarchy (control) and Market (competition). The model is predicated on the notion that cultural assumptions may be opposing or inconsistent (Cameron & Quinn, 2006) and that a mixture of components should be expected when analysing organisational culture. The essential lack of consistency amongst the types of culture echoes the differentiation and fragmentation perspectives, above. Due to the dominance of the competing values framework, and its impact on later models, it is worth considering the model in detail.

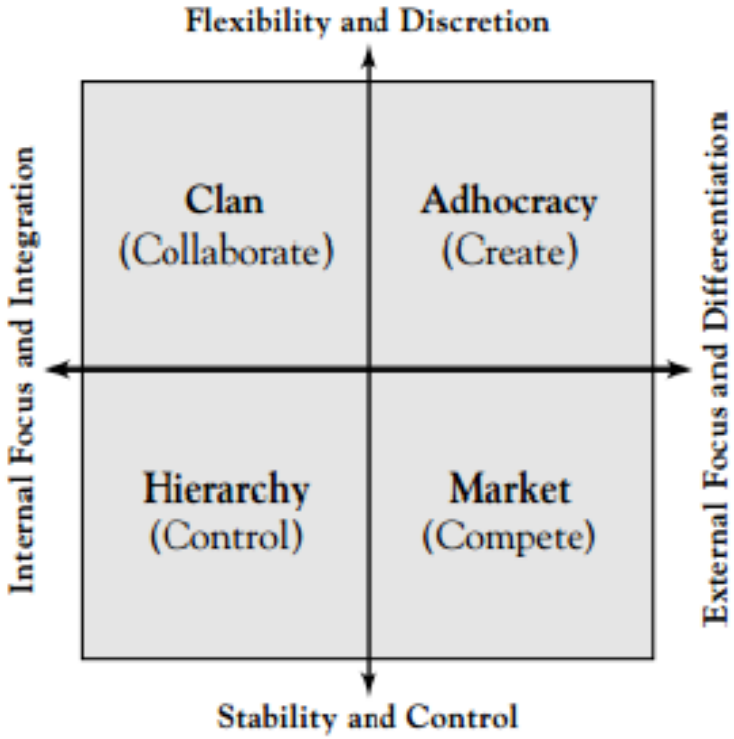


Figure 2.4: The Competing Values Framework (Cameron & Quinn, 2006)

Initially, the competing values framework derived from work by Quinn and Rohrbaugh (1983) to identify ways of measuring and analysing organisational effectiveness. The framework is based on the supposition that all organisations are characterised by tensions or competing values. Each axis represents a continuum, internal against external focus for the x axis and flexibility against stability

for the y axis. These two sets of competing values were held in the literature of the time to be significant challenges in the management of organisations (Cameron & Ettington, 1988; Quinn & Rohrbaugh, 1983; Yeung, Brockbank & Ulrich, 1991).

The competing values framework model integrates elements relating to opposing ideas (Cameron et al, 2014) and the conflict and compromise between those elements is at the heart of the value of the model (Quinn, Kahn & Mandl, 1994). In that same vein, the efficacy of the model is augmented by the simultaneous deployment of elements of each of the four competing quadrants (Quinn et al, 2010). These four culture types are also held to relate to stages of organisational development.

Cameron and Quinn (2006) went on to use the competing values framework to develop a model for assessing organisational culture. The Organizational Culture Assessment Instrument (OCAI) is an interesting survey tool that has become the standard for quantitative research into organisational culture (Kwan & Walker, 2004). The survey has six sections: dominant characteristics; organizational leadership; management of employees; organization glue; strategic emphasis; and criteria of success. Each section offers four choices, with each choice relating to a culture thus: A Clan, B Adhocracy, C Market, and D Hierarchy (Figure 2.5 below). Rather than a simple selection, for each section participants are asked to divide 100 points across the four choices. This is further refined by offering two columns, current and ideal, to allow respondents to comment on the existing state of the organisation and what it should strive to become.

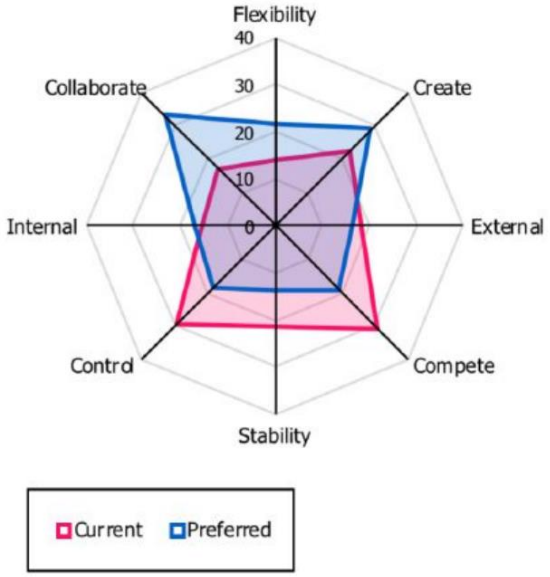
The Organizational Culture Assessment Instrument

1. Dominant Characteristics		Current	Ideal
A	The organization is a very personal place. It is like an extended family. People seem to share a lot of themselves.		
B	The organization is a very dynamic entrepreneurial place. People are willing to stick their necks out and take risks.		
C	The organization is very results oriented. A major concern is with getting the job done. People are very competitive and achievement oriented.		
D	The organization is a very controlled and structured place. Formal procedures generally govern what people do.		
	Total		

Figure 2.5: Extract from the Organisational Culture Assessment Instrument (OCAI) (Cameron and Quinn, 2006)

The six results for each culture section are divided by six and can then be plotted on the original competing values framework, Figure 2.6 below. Thus quadrilaterals for current and ideal may be plotted and compared. More than 100,000 people within organisations have undertaken

assessments using the competing values framework resources (Cameron & Quinn, 2011) and the process has been subject to extensive psychometric testing.



	current	preferred
Clan	17.08	33.10
Adhocracy	22.70	29.01
Market	30.96	19.32
Hierarchy	29.26	18.57
Total	100	100

Figure 2.6: An example using the framework for plotting OCAI results

Whilst the competing values framework has broad appeal in its ability to identify emphasised elements in an organisation's culture, it does not set out to explore organisational culture in the round (Yu & Wu, 2009). The emphasis on tension (competing values) and organisational effectiveness is some way removed from my writing above on ethos and climate. The competing values framework is particularly relevant as a guide to managers wishing to change organisational culture (Cameron et al, 2014) but it has less relevance to my enquiry into the ways in which school culture has already changed during a process of expansion. The OCAI survey may be a neat and scalable aid to analysis but lacks the breadth and finesse of Schein's three tier paradigm. Similarly, whilst Quinn and Rohrbaugh (1983) may have identified the two competing variables from management literature, there is no evidence to suggest that comparison using such variables is able to paint an accurate or holistic picture when analysing the culture of a school.

2.8.2 The Four Diversity Cultures Model

A different perspective is adopted by Trompenaars & Woolliams (2003) who constructed a model using the excitingly named quadrants Incubator, Guided Missile, Family and Eiffel Tower, Figure 2.7 below. Following that same order, each quadrant had an orientation: fulfilment, project, power, and role respectively. Within the model are four competing cultures that are taken from the two

dimensions of high or low formalisation (task or person) and high or low centralisation (hierarchical or egalitarian).

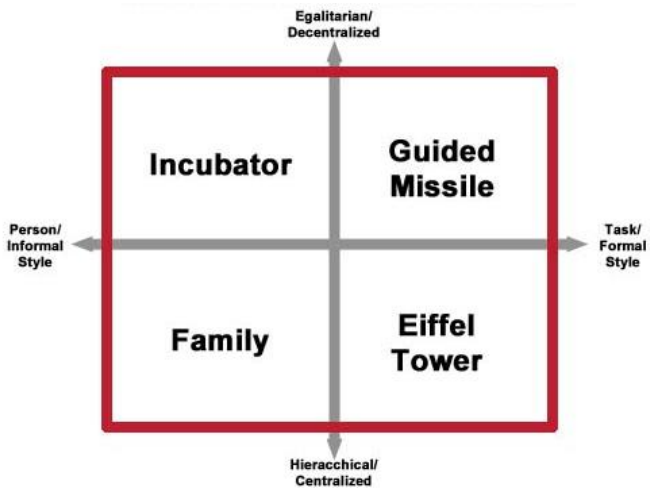


Figure 2.7: Trompenaar's Four Diversity Cultures (Trompenaars & Woolliams, 2003)

The Incubator quadrant is entirely person oriented and "exists only to serve the needs of its members" (Trompenaars & Woolliams, 2003:365). The Incubator culture has low formalisation and low centralisation with the organisational goals targeted entirely at the benefit for its members. In the Guided Missile culture the centralisation remains low, but the formalisation is high with the focus, therefore, on the accomplishments of tasks. The goal drives the organisation and goal accomplishment is of greater importance than structures and procedures. In the Family culture the centralisation is high and the formalisation low. Power is vested in an autocracy with proximity to the central power source a key feature. Finally, the Eiffel Tower culture has high formalisation and centralisation with the focus very firmly on roles and formality. The representation of the quadrant as the Eiffel Tower emphasises the steep hierarchy where members are "continuously subordinated to universally applicable rules and procedures" (Trompenaars & Woolliams, 2003:366).

Objections to the cultural model of Trompenaars and Woolliams (2003), and indeed to similar constructions, have often centred on the difficulty of utilising the frameworks in a rigorous and meaningful way leading to variation in the quality of research and analysis using such paradigms (Kirkman et al, 2006; McSweeney, 2002). Similarly, criticism has been directed (Detert et al, 2000; Lamond, 2003) towards a confusion between cultural dimensions and conceptual categories and what, in Trompenaars' case, Hofstede (1996:198) refers to as "a fast-food approach to intercultural diversity and communication." In terms of my enquiry into potential changes to school culture following expansion, the quadrant modelling is not targeted towards recording and enlightening

change but rather on determining the current cultural typology and then offering insight as to how that culture might be changed in the future.

2.8.3 Hofstede's Onion Model

An alternative to Schein's paradigm is provided by the Dutch social psychologist Geert Hofstede who produced his original writings about organisational culture in the 1980s and 1990s. Hofstede designed a model called the "Onion", Figure 2.8 below, using the four terms that he believed were sufficient to cover the total concept of culture: values, rituals, heroes, and symbols (2010:7). In the onion diagram the centre place is taken by values and it is here, at the heart of the onion, that the deepest manifestations of culture reside. As one moves from the centre out through the skins of the onion, the manifestations of culture become increasingly shallow until, at the outer layer, one arrives at symbols which represent the most superficial manifestations of culture. For Hofstede, the outer three skins are incorporated under the term practices and, thus, are visible to observers but "their cultural meaning … is invisible and lies precisely and only in the way these practices are interpreted by insiders" (Hofstede, 2010:9).

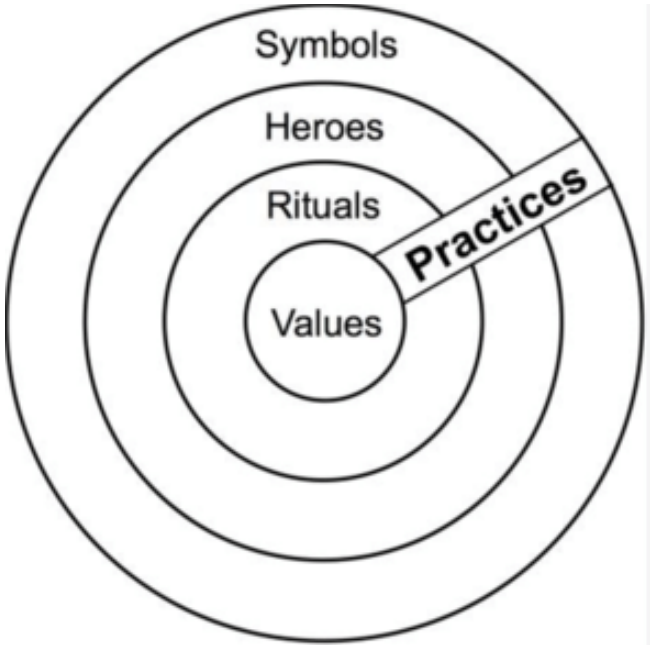


Figure 2.8: The "Onion": Manifestation of Culture at Different Levels of Depth (Hofstede, 2010)

The model Hofstede has constructed has similarities with Schein's paradigm. The visible manifestations of culture in each model require interpretation and cannot be relied upon as precise indicators of culture. The models each incorporate layers of depth with the true organisational culture residing at the deepest level. However, the deepest levels of culture, Hofstede's values and

Schein's assumptions, are quite different. Whereas Schein holds that basic underlying assumptions, at least those that are not fundamental as described above, are derived from shared experience and refinement, Hofstede describes values as "broad tendencies to prefer certain states of affairs over others" (2010:9). Hofstede goes on to talk about values as feelings that are acquired early in our lives and which have a positive and negative scale, as opposed to practices which are associated with our later adult life. According to Hofstede, it follows that the values acquired early in life then influence the enquiry at adult corporate level where issues relating to organisational culture are found in practices rather than values (Jones, 2007).

It is apparent that both Hofstede's values and Schein's assumptions can be seen as psychological predispositions but that does not make them equivalent. The focus on values is mirrored in Schein's paradigm but at the intermediate second level of espoused beliefs and values. In comparison with Schein's three tier model, Hofstede's four tier model looks superficially to be more complex as it has an extra level. However, I believe that the opposite is the case and that the three outer manifestations of Hofstede's onion model, symbols, heroes, and rituals, are equivalent to and may be subsumed within Schein's single first tier of artefacts. Whilst Hofstede suggests that his three manifestations are differentiated by depth, they might equally be viewed as three categories of artefacts having varied weighting within Schein's single tier rather than as three distinct categories of culture.

More importantly, however, I believe that Hofstede's omission of assumptions weakens his model and that his description of the way in which organisational values are constructed is less appealing. Hofstede does not set out a coherent process for understanding the way the elements of his model work together to identify or generate culture. His focus on symbols, heroes, and rituals – which I equate to artefacts – is a focus on what Vos et al (2012) suggest is the tangible component of culture. It is also noted by Guldenmund (2010:21) that Hofstede's research is into national cultures and, therefore, that "the norms and values that distinguish national cultures are far more substantial" than Schein's basic underlying assumptions. For these reasons I believe that the three-tier model put forward by Schein, with the inclusion of assumptions and a rationale for their exploration, offers a better structure for my research considering the tangible and the intangible aspects that influence organisational culture.

2.8.4 The Cultural Web Model

In an analysis of the emerging culture of a new academy, Morris (2017) selects the cultural web model as the most appropriate for his research. The model was originally set out by Johnson and Scholes (1999) and is represented visually as a set of six interconnected elements around a central

core (Figure 2.9 below). The model is supported as an aid to identifying organisational culture as well as providing a process for managing change (Alvesson, 2013; Morris 2017; Mullins, 2005). The process of using the cultural web is to take each element and assess it against the organisation's current operations. Having completed those assessments, one aims to identify the common set of assumptions and taken for granted beliefs that exist within the organisation (Morris, 2017).

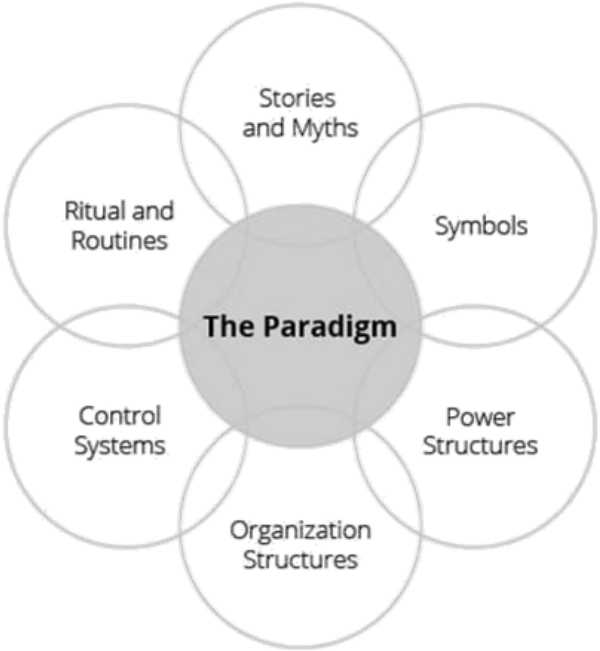


Figure 2.9: The Cultural Web (Johnson & Scholes, 1999)

As mentioned above, the Cultural Web is a process-orientated model and shares obvious similarities with Schein's three tier paradigm (1985) and Hofstede's Onion model (2010). Schein (1985) uses artefacts and espoused values to identify basic underlying assumptions and the elements in the six outer circles of Johnson and Scholes' model (1999) are all contained in the examples of artefacts given earlier in an analysis of Schein's paradigm. Similarly, the language used by Morris (2017:215) to articulate the paradigm at the centre of the model – "…. the set of assumptions, which are held in common and taken for granted, in the Academy" – uses the same language as Schein's basic underlying beliefs, the third tier where Schein tells us that the true culture of an organisation resides (1985). Thus, the similarities of the Cultural Web model to Schein's paradigm make it a model worthy of consideration for my research. My selection of Schein's paradigm reflects in part the restricted nature of the enquiry, focusing as it does on the elicited descriptions of staff perceptions. It is also relevant to note that Morris (2017) rejects Schein's model for two reasons: first, due to the possibility that the phases of the cultural life cycle may be too long (Schein suggests the life cycle could be a number of years) and second, because the source of change

is top down. Such objections may be germane to Morris' research into a newly founded academy. However, they are not relevant to my enquiry as, in the first instance, the period of cultural change under examination extends over a period of years and the emphasis is on an examination of past change rather than a guide to future change. In the second, the change has already taken place and it is acknowledged that the source of change was top down, i.e. initiated by the governors and senior management. To that extent, my enquiry is retrospective, and the open structure of Schein's paradigm offers the flexibility to incorporate the changes that have taken place over an extended time frame.

2.9 Objections to Schein

Schein recognises the value of typologies in "that they simplify and provide useful categories for sorting out the complexities" of organisations (2017:293). However, Schein also points out the weaknesses where culture typologies may over-simplify those complexities in order to sort them, "the edges of square pegs are rounded just enough to fit into the roundish hole, but there are important nuances left in the sawdust on the floor" (2017:272), and where the categorisation may in itself be flawed and deliver categories that have limited relevance to the research enquiry. Ironically, despite Schein's (2017) highlighting over-simplification as a deficiency of cultural typology approaches, the very same criticism is often applied to Schein's work (Armstrong, 2012; Schultz, 1994). Yet, unlike the four-part groups above, it is interesting that Schein does not use two elements of his analysis to construct the axes of a four-part quadrant model. Instead, it may be argued that Schein leaves open an unlimited set of combinations of cultural types and thus retains the capacity for complexity in the diagnosis of organisational culture.

There remain other objections of Schein's theory beyond those of the integration perspective and charges of over-simplification. One objection reaches to the heart of the three-tier model of Schein's paradigm where Schein (1982) asserts that the true culture of an organisation is only to be found at the deepest level, the third tier of basic underlying assumptions. The objection contends that the logical inference to such a claim is that the first two levels, artefacts and espoused values, must therefore be in some way superficial. Martin (1992) argues that the three tiers of the model intermix and gives the example of the possibility of meanings drawn from stories, tier one artefacts, representing the underlying assumptions of tier three. Guldenmund (2010:123) offers a defence for Schein stating:

> Making a distinction between artefacts and espoused values on the one hand and basic assumptions on the other is not to say that these always differ. According to Schein, these aspects can be either congruent or incongruent.

Coming from a slightly different viewpoint, Alvesson (2013:28) criticises Schein for a "sacred cow metaphor" for organisational culture. Alvesson's objection is that Schein gives undue emphasis to the importance of values (see also Parker, 2000) and neglects the more important elements of symbols and meanings. The objection rather flies in the face of traditional theories of organisational culture which tended to construe organisational culture as referring to organisational values with enquiries often focused upon how best to recognise and convey those values (Hatch, 1993; Homburg & Pflesser, 2000; Mumford et al, 2002; Tellis et al, 2009). Alvesson (2013) does not dismiss values in understanding culture but contends that the explanation of regulations and symbols are more important in that analysis. In Schein's defence are the arguments from cultural theorists who hold that the central pillars of organisational culture are the values of an organisation and that all other parts rest on those supports (Driskill & Brenton, 2011).

The final objection is implied in the comments above regarding the three-perspectives view where Schein may be criticised for implying that organisational culture may be revealed and understood within a positivist objectivist paradigm (Martin and Frost, 1996; Cummings, 2002). In practical terms, Schein does not concern himself with such ontological issues although a fundamental claim of his work is that understanding organisational culture offers genuine comprehension of organisational behaviours and is a key element to managing change (Schein, 1985). Perhaps the most effective response to this objection is to reiterate the openness of the model in Schein's paradigm (1982) such that culture may be analysed with the least restriction of all organisational models. In the 5th edition of his book, Schein (2017) tackles the issue of typologies, recognising that they may have value in simplifying thinking and allowing easier categorisation of complex organisational issues. However, he criticises the bias towards integration that comes from using typologies:

> Clearly the effort to classify a given organization into a single typological category … presumes not only integration around two dimensions but the assumption that those dimensions can be measured well enough to determine the degree of consensus. … The main issue is whether individual responses on a survey can get at the deeper levels of shared tacit assumptions that may reveal themselves only in actual group interaction (Schein, 2017:294).

2.10 Drawing it all together

This literature review establishes the justification for concentrating on organisational culture as a key element in understanding organisations (Mannion et al, 2005; Tschannen-Moran, 2014) and sets out the strong relationship between school culture and the attainment of high standards in schools (Deal & Peterson, 1994; Purkey & Smith, 1983). In terms of the ongoing debate between climate and culture, essentially one has to pick a side. Under Schein's paradigm, climate can be

accommodated within the artefacts or espoused values tiers and, although not uncontested (Van Houtte, 2007), there is support in the literature for subsuming organisational climate within a paradigm of organisational culture (Brundrett & Rhodes, 2014; Hurd, 2016; Schneider et al, 2017; Schoen & Teddlie, 2008). I note that Schein (2017) considers climate to be a manifestation of culture, an artefact. I have argued above that ethos is a conceptually similar construct to climate and, therefore, may be similarly accommodated within Schein's model.

From the perspective of a social psychologist, Schein (1985) supports culture being viewed as an independent variable whereby it is susceptible to manipulation and assessment (Fincham & Rhodes, 2005). My focus on staff opinions to determine cultural change at school is consonant with an empirical approach to an enquiry into organisational culture. By way of cultural modelling, the process orientated approach allows me to avoid the limiting structure of typologies, for example the Competing Values Framework (Cameron & Quinn, 2006), and to concentrate on allowing my enquiry to be guided by a process. The fact that my enquiry is restricted to a single case study is also a significant factor in rejecting a typology approach, as Schein suggests: “typologies can be useful if we are trying to compare many organisations but can be quite useless if we are trying to understand the nuances of one particular organisation” (2017:273). Of the three process-orientated examples considered, I have argued that Hofstede's Onion (2010) and Johnson and Scholes' Cultural Web (1999) may be viewed as fundamentally similar to Schein's paradigm (1985).

It is clear from the assessment of a range of organisational culture models that culture is a complicated and multi-faceted concept (Schabracq, 2007). The three-tier model of artefacts, espoused values and beliefs, and basic underlying beliefs advocated by Schein (1985) to identify organisational culture defeats the objections of over-simplification (Armstrong, 2012; Schultz, 1994) by remaining open to a wide range of possible examinations and analyses. These are challenges that Schein (2017) identifies as issues for cultural typology models and the latitude of Schein’s model similarly allows it to avoid the criticism of ‘consistency’ that besets those who favour the approach of an integration perspective. Schein recognises that organisational culture may well include disagreement and that there may be “no single overarching set of shared assumptions” (2017:294). This stance appears to be an appropriate basis from which to consider the changes in my school where the journey of expansion may be reflected in significant changes to the organisational culture. In its focus on artefacts (elicited descriptions of phenomena) and espoused values (statements by members of staff relating to artefacts) the approach has the benefits of being intelligible to staff and applicable to a research enquiry. Not only am I reassured of Schein's model on its own merits, through contemplation of other models I have also concluded that there is no preferable alternative model.

Whilst initially the primary focus of Schein's model was for its use as a method to promote cultural change within large corporations, such as DEC and Ciba-Geigy (Schein, 1985), over the decades its use has become less dominated by the external consultant coming in from outside to help manage a corporate entity. In recent examples, at an American university Bolinger and Burch noted the use of organisational culture exercises to "leverage students' status as insiders … to help students identify observable artefacts" (2020:352) using Schein's paradigm, whilst proposing a different exercise for undergraduates to diagnose organisational culture as outsiders. This was operationalised as evaluation of "written clues" (Bolinger & Burch, 2020:354) of artefacts and espoused values by group discussion to postulate basic assumptions. This has strong similarities to the World Café event which I used as the first research event in my study with my "clues", statements derived from the World Café data, subsequently examined in the survey and interview research phases. Makumbe and Washaya used "the multi-layered Schein Model to test the relationship between organisational culture and innovation" (2022:1) at a university in Zimbabwe and the research of members of the institution was conducted using the five point Likert scale online survey adopted by Hogan and Coote (2014). The second phase of my research design takes the same approach with an online survey for staff at the school with the refinement that allows the collection of both quantitative data, using Likert scales, and qualitative data using a comment option. Finally, Hurd (2016) adopts the Schein paradigm when engaging in a multiple case study research enquiry into the establishment of free schools with the United Kingdom. Her enquiry uses semi-structured interviews, the third research stage of my own enquiry, and the assumptions that she proposes under Schein's third tier are compared in Chapter 6 below with the outcomes of this enquiry.

In the case of the research enquiry at my school, I have attempted to carry out a sophisticated analysis of culture from the perspective of members of staff rather than the simpler labelling exercise that is more likely to result from some of the other models considered. Whilst an uncontentious definition of culture may still prove elusive, I have provided detailed justification for a working model that is suitable for my enquiry.

Chapter 3: Methodology

3.1 Introduction

It is recognised that the researcher's view of the world will have a direct impact on their research approach and that the methodology and methods selected for the research will reflect those beliefs (Brundrett & Rhodes, 2014). My research enquiry into the organisational culture of my school is, therefore, affected by my subjective and interpretivist worldview (Poni, 2014; Brundett & Rhodes, 2014). The research design that I have chosen is that of a single case study (Gerring, 2004; Yin, 2013) using three sequential stages of collecting both qualitative and quantitative data. Under the mixed methods paradigm, the sequence is first exploratory and then explanatory and in the following paragraphs I seek to explain and justify my choices for the research.

3.2 Ontology & Epistemology

Ontology and epistemology are major influences on the research approach, and it is appropriate to consider each as I set out my research design (Wellington et al, 2005). Ontological questions centre on the nature of existence, reality, and truth (Brundett & Rhodes, 2014) and a researcher's ontology reveals whether social reality is considered as internal or external and how knowledge exists. The fundamental ontological question for the researcher relates to how one is to understand the social reality that is being researched (Hay, 2002). Traditionally, ontology is seen as having two extremes: objectivism and subjectivism. At the extremes, objectivists hold that a single reality exists independent of the observer, whilst subjectivists believe that multiple realities exist contingent on the perceptions of individuals (Thomas, 2017).

Epistemological questions focus on how knowledge is constructed and are closely linked to ontology. Similar to ontology, epistemology is viewed as having two extremes: positivism and interpretivism. The positivist sees the world as containing objective truths which can be discovered (Mertens, 2005), whereas the interpretivist views knowledge as socially constructed and to be explored and explained (Cohen & Manion, 1994).

The paradigm for my research is subjective and interpretative with the approach centred on the perceptions of individuals (Poni, 2014; Brundett & Rhodes, 2014). This is in line with Habermas (2015) whose practical interest typology places the focus on the exploration of the interaction between individuals and the knowledge that they construct together. With respect to my investigation into school culture, this view allows that there may be multiple realities dependent on the perceptions of multiple individuals (Pring, 2004). The understanding of school culture is derived from members of the organisation, and it must be allowed that their individual perceptions of that culture may differ significantly and that each perspective may be valuable (Cohen et al, 2018).

Fundamentally, the interpretivist paradigm recognises the reality that is socially constructed and holds that there is no absolute truth but rather the perceptions of the individuals concerned. For my research, I seek to explore and understand the changes to the school's culture by considering the statements of the staff who have experienced the changes. Bryman (2008) promotes a constructivist stance as complementary to the interpretivist where the culture of an organisation is continually in a state of flux as it is refined and moulded by the perceptions of the organisation's members. Thus, each analysis of an organisation's culture is a snapshot of conditions at that time. This scenario fits well with my research focus on changes to organisational culture over time.

3.3 Positionality

Positionality in research refers to the attitudes and predispositions the researcher may bring to the enquiry (Maynes, Pierce & Laslett, 2008) and it is considered good practice for researchers to recognise and consider their positionality through an autobiographical lens (Brookfield, 1995). By articulating and contemplating my personal and professional history I have attempted to recognise the influences that may have shaped the views that I bring to my research (Brockmeier, 2012; Rosenberg, 2010). Such an endeavour is not without its complications (Denzin, 2014) and I have made use of a strategy from Chang (2008) who utilises culture-grams as a method to draw into focus the influences from our complicated and multi-faceted lives. My personal culture-gram is shown in Appendix D and through my application of critical reflection I aim to acknowledge my positionality and give additional credibility to my research (Godfrey, 2003). Thus I recognise a range of elements that contribute to the unique individual that I am, including elements such as gender, ethnicity, race, work, and education (Oetzel, 2009). I am also shaped by my interests, skill sets, and experiences (Bradbury-Jones, 2007; Padgett, 2008) which are also represented in my culture-gram. In recognising what goes to make me the person I am, I am able to understand my differences from others and the ways in which I may be differentiated from them (Yep, 1998; Jenkins, 2014).

My research design requires the collection and interpretation of both quantitative and qualitative data and I acknowledge my capacity to bring with me a mixture of potential bias and prejudice (Brunt, 2001; Peshkin, 2001). Such prejudice or bias might impact on areas such as my conduct of interviews and the construction of surveys (Chenail, 2011; Guest, Bunce, & Johnson, 2006; Lietz et al, 2006; Mehra, 2002). Following Cook (2009) I engage in critical self-questioning to avoid partiality and attempt to ensure that I account fully for my predispositions (Janesick, 2000; Poggenpoel & Myburgh, 2003). My approach is to centre myself within the research, what Tesch (1990) calls a naturalistic approach, and recognise my subjectivity as an additional and authentic contribution to the knowledge of the research object (Lietz et al, 2006; Merriam, 2009; Steier, 1991). From the

perspective of an interpretivist epistemology, my individual response as a researcher contributes to constructing knowledge when joined to the individual responses of the research cohort (Cohen & Manion, 1994; Creswell, 2003; Mertens, 2005; Silverman, 2000; Steier, 1991).

3.4 Insider Research

As an insider researcher I bring with me twenty-two years of service to the school. Anderson & Jones (2000) set out three principal benefits of insider research, each of which is directly relevant to my position. The first is the ease of access and as the headteacher of the school and one of the instigators of the phenomenon to be researched I am well placed. The second is the understanding of and sensitivity to the respondents and their responses. Finally, the third advantage is the knowledge of the research topic within the context of the organisation. In that respect, having been in post as headteacher during the years in which the expansion has taken place, I have a particular insight and knowledge of the phenomena to be investigated.

It is hoped that my positioning as an insider and my commitment to the school will allow me to extract thicker data (Chavez, 2008) and this is supported by Bonner & Tollhurst's (2002) comments of my likely deeper engagement and Smyth & Holian's (2008) expectations that I will have an understanding of the organisational subtleties. Similarly, my long service may help to encourage staff to participate in the research (De Tona, 2006) and promote staff confidence in my credibility as a researcher (Dwyer & Buckle, 2009).

My familiarity with the school and ease of access reduce the potential for disturbance of the school during the research events (Aguilar, 1981). Likewise, I have a strong understanding of the school's traditions, metalanguage and other elements that might not be understood by an outsider, and this may allow my research to be more intelligible to school staff and facilitate deeper insight in their responses (Bell, 2005). Of course, after such a long period of service at the school I recognise that I may be responsible for some or much of that metalanguage and traditions. Equally, that understanding of the school should aid me in accurately analysing both the quantitative and the qualitative data. Pillow (2003) suggests that without sharing the experiences of the participants, it may not be possible to understand and accurately reflect those experiences through reflexivity alone.

3.5 Power Relations

As the headteacher of the school in which my research is taking place, the effect of my positionality goes beyond that of a mere insider and my seniority carries with it the additional risk of an effect on the research (Hawkins, 1990). On the one hand, as a colleague I am not in competition

with my staff (Chaudhry, 2000), on the other hand my seniority may cause some staff to feel a pressure when deciding whether and how to participate in the research (Delgado Bernal, 1998; Villenas, 1996). BERA (2018) and Berger (2013) recognise the potential for explicit tensions to become apparent due to the dual role of leader and colleague and the impact of existing or developing tensions within the staff group are matters for consideration (Ahmed Dunya et al, 2011; Herr & Anderson, 2005).

To limit those potential negative effects I have focused on setting and maintaining high standards of ethics such that staff are well informed of the care I am taking to ensure that my research does not have a negative impact on them (Floyd & Linet, 2010; Pillow, 2003). However, the power relations relating to the dual aspects of my positionality raise the issue that participants in the research may change the way in which they behave and, thus, the data generated by them (Roulet et al, 2017). Bulmer (1982) also raises the possibility that those power relations may cause participants to display secretiveness, thereby affecting the data. Whether or not it will be possible to recognise such behaviours and, if so, the effect on the data is difficult to determine when constructing the research design and a sensitivity to and awareness of such issues is my response (McCambridge et al, 2014).

During interviews, I have the greatest opportunity to investigate any issues of positionality that have arisen during the research. I am mindful, however, that my partiality may be a greater influence in interpreting qualitative rather than quantitative data (Bryman & Bell, 2015) and that participants at interview may be reluctant to engage in perceived criticism of me and my research. One option would have been to conduct the interviews using an external interviewer, but my preference was to conduct those interviews myself whilst acknowledging the issues relating to my positionality (Drake, 2010). More information and comment on the use of semi-structured interviews appears below at section 3.8.3.

A copy of the invitation to participate and the briefing note for staff are given in Appendix C and these were constructed with a view to ensuring that staff are fully briefed as to the nature of the research and that their participation is entirely optional. Details are listed of contacts at my school and at the university should staff have any concerns or complaints relating to the research. By detailing and explaining the research I aim to gain credibility and trust with participants (Alvesson & Sköldberg, 2000; Horsburgh, 2003) and I acknowledge my positionality in order to secure the best outcomes and quality for my research (Brown, 2010).

3.6 Research Design

3.6.1 Case Study

Baxter and Jack (2008:544) describe the case study approach as one that "facilitates exploration of a phenomenon within its context using a variety of data sources" and the support for the use of the case study approach when researching within a real-life context is well established (Denscombe, 1998; Gerring, 2004; Yin, 2013). The methodology of my research uses a case study design (Merriam & Tisdell 2015; Rule & John, 2011; Tetnowski 2015) based on the experience within my own school. The use of the case study as an approach for providing exploration and rich description of real-life situations is well established (Flick, 2009; Stake, 1995). As the intention of my research is to consider changes to the organisational culture in my school, the case study approach of exploration and description fits well. Cohen et al (2017) suggest that the case study approach helps the researcher to identify what has occurred and develop a theory to assist in understanding the phenomena. Thomas (2017) identifies a case study approach that is 'evaluative' and seeks to gauge the situation before and after a change. This resembles closely the remit of my research where the focus is on the changes to organisational culture in a school that has expanded its age range. In a similar vein, Denscombe (1998) holds that the case study approach is useful as an 'exploratory' approach when considering an area where little is known and allows a more detailed analysis of a single situation than would be possible where a larger sample was being studied.

The case study approach is not without its critics. Issues such as the small sample size, possibility of researcher bias, and lack of suitability for generalising are each raised regularly as objections (Gorard, 2013; Yin, 2013). However, the intention of my research is primarily to spotlight the experience of a phenomenon on which little, if any, literature exists. Whilst the results may not be confidently generalisable to other organisations undertaking a similar process, at least a detailed description of one example has been added to the canon of literature.

3.6.2 Reliability and validity

The reliability of a research method is determined by the replicability of the results and their generalisability to other settings (Merriam, 1995). In a positivist objectivist paradigm this may make perfect sense but reliability, in that sense, has little relevance to the subjectivist interpretivist paradigm of a case study enquiry at a school (Thomas, 2017). However, that should not be treated as an excuse for sloppy research, and I have endeavoured to conduct my research in a way that is as rigorous as possible whilst reflecting carefully on the issues raised by the nature of the research. The use of three distinct phases of data collection strengthens the reliability of the enquiry although, in a single case study, it is accepted that wholescale generalisability may not be appropriate. That does

not mean that the research may not be helpful to other organisations and the imperative remains for the research to be of high quality.

Validity refers to the success or otherwise of the research accurately exploring and evaluating the research object (Bush, 2007). There is a number of measures which I have used to promote the validity of my research including reflexivity, trialling research methods, triangulation, and careful analysis of data.

Data was gathered sequentially in three distinct phases: World Café event, Questionnaire, and Semi-Structured Interviews. The intention was for the sequential three-phase design to allow detailed data to be gathered and then refined in each subsequent phase. At each stage, I took great care to examine the data critically and present it openly so that conclusions drawn are properly triangulated and justified by the data independent of my own bias (Drake, 2010). In order to distance myself from such bias, I introduced a consistent structure to the presentation and analysis of data. As an example, survey statement S14: Staff feel valued at school was derived from data collected from staff at the World Café event, data which were all positive (4.2.2 below). At the next stage, the survey quantitative data showed results which I characterise as negative of 75% strongly agree/agree, 34% changed for the worse, and 18% changed for the better (figure 4.2 below). Staff comments from the survey were mixed but mostly negative (4.4.3 below) whilst comments at interview were mostly positive (4.5.3 below). In summary, the entirely positive data from the World Café was followed by broadly negative responses in the two survey categories which were then followed by a mostly positive response in interviews. The data set for each research element was clearly presented, as referenced above, and then considered carefully in the analysis (5.2.2 below). As a result of that analysis the statement was rejected with the conclusion that Espoused Value & Belief 9: Valuing and Inclusion was not successfully enacted in the school in respect of that statement. This in turn affected the analysis of the relevant basic underlying assumption (BUA 8: We are a community of people not a profit organisation) causing that assumption to be categorised as having changed negatively for staff (figure 6.1 below).

The tracking of the example of statement, S14: Staff feel valued, demonstrates how, by clearly recording and presenting each stage of the data collected, I have attempted to remove my potential bias from the analysis of that data and also ensure that all opinions are recorded, including dissidence. By fully disclosing the data to the reader they can judge for themselves, to some extent, whether the analysis reflects any bias on my part. Moreover, by collecting data through multiple stages and with different participants, I have attempted to strengthen the reliability of my enquiry. It is interesting to note that the three research stages, World Café; Survey; Interview, regularly see an individual statement characterised differently at each stage. In the case of statement S14, a

simple characterisation of the journey may be given as Word Café – positive, Survey Quantitative – Negative, Survey Qualitative – Negative, Interview – Positive. In another example, the journey of statement V12, Pupil Behaviour, was World Café – Mixed, Survey Quantitative – Positive, Survey Qualitative – Mixed, Interview – Mixed. As in the previous example, a careful consideration of the varied data relating to statement V12 led to the analysis of basic underlying assumption BUA 4 reflecting the conflicting views of respondents.

It is appropriate to comment briefly on the weighting given to data from each research stage. In the World Café phase it is impossible to gauge how many participants are represented by an individual comment written on the tablecloth. The format records individually penned comments as well as comments penned by a scribe informally representing a number of people within the table group. Furthermore, an individual participant may write the same comment at three separate tables but that comment may only represent the view of that individual rather than a view which is supported by two others. It is for this reason that the data from the World Café are used to inform the statements in the second phase: survey. In the survey, the quantitative data of agreement represent the individual responses from participants and are weighted equally among each participant. Similarly, the qualitative data from survey comments are weighted equally amongst those who choose to comment. The survey phase had the highest number of participants, 56, compared to 30 in the World Café event and 6 at interview. More details of the protocols for each research phase are given below in sections 3.8.1 to 3.8.3.

3.6.3 World Café

The World Café event took place in January 2020 and supported two related but distinct research enquiries. One of those enquiries was the first stage of a research design to collect data of elicited descriptions from staff of their perceptions of cultural artefacts to support the production of this thesis. The other enquiry was to collect data from a short survey into the use of the World Café as an event for staff consultation. In the case of the latter, the data was used for the Pilot Study and that data does not form any part of this thesis. It had been intended to hold a further World Café event for staff but, as previously described, the events of the global pandemic meant that it was not possible. Therefore, the original World Café gathering served as the process for the collection of separate data for both the Pilot Study and this thesis. Thus the event for each research enquiry contained elements that were strongly similar or identical and that unavoidable overlap is hereby acknowledged. Data collection methods and comment relating solely to the Pilot Study enquiry are not included in the analysis below.

The World Café paradigm sets out to facilitate group dialogical exchange in a relaxed café style atmosphere. It aims to allows the group to engage socially, create knowledge through the exchange of ideas, and to prioritise and record the voice of the individual. The seven guiding principles of the World Café design are: clarifying the context; creating hospitable space; exploring questions that matter; encouraging everyone's contribution; connecting diverse perspectives; listening together; and sharing collective discoveries (Brown, 2005). There is an emphasis on the informal friendliness of a café setting where the most important parts of the encounter are the conversations that take place (Thompson, Steier & Ostrenko, 2014). In this environment a topic is discussed by several groups which are then separated out, moved to a new table, and intermingled in several phases. The contributions and enhancements of each group are written on tablecloths with the thoughts of individuals and groups recorded at each table and an accumulating record kept. By the end of a thorough mixing, and the contemplation and expansion of the notes left by previous groups at each table, the aim is that the group wisdom helps to reveal greater insight than might otherwise be available by alternative strategies (Steier, Brown, & Da Silva, 2015). Through the power of these conversations thoughts are exchanged, and insights generated to inform potential solutions to the questions under consideration (Estacio & Karic, 2016). Data collected in this phase is via open-ended exploratory enquiry and, thus, is qualitative in nature. This approach allowed me to place data on the scale of the three tiers of organisational culture espoused by Edgar Schein (2017): Artefacts, Espoused Values, and Underlying Assumptions. Two of the more common alternative strategies are the Delphi Technique and the Nominal Group Technique. The Delphi Technique takes opinions from experts on statements over several rounds of remote surveys to refine and arrive at conclusions (although some free text responses are often included) (Hirschhorn, 2019) whilst the Nominal Group Technique requires team members to debate face to face which options to pursue before voting for the most popular option which is taken as the conclusion (McMillan, King & Tully, 2016). Unlike the Delphi or Nominal Group techniques the World Café approach does not require consensus and all views are recorded and presented as data. It posits the constructionist view that the knowledge resides within the group, aided by the 'magic in the middle' of the moving group dynamics (Brown & Isaacs, 1998). As a first stage of my research enquiry, the breadth of opinion recorded and the lack of a requirement for consensus offer the opportunity to record the widest range of staff opinions and to use that unrefined data to derive potential artefacts of the school's culture.

3.6.4 Questionnaire

Using the data collected from the World Café an online survey was constructed for staff to explore people's views on the school's culture pre and post expansion. The questionnaire route is

well established as a means of gathering original data about people's attitudes and experiences (McLafferty 2010). The format is ubiquitous and familiar to participants, promoting the gathering of individual subjective opinions. Quantitative data was collected through a series of closed questions using a Likert scale (Likert, 1932). The Likert scale format has the advantage that it makes completing the questionnaire relatively easy for the respondent (Wolff et al, 2016) and it is generally held that this promotes a higher rate of response. A higher response rate, in turn, generates a greater amount of data which, given the larger sample, is likely to promote a more reliable interpretation. In the case of the quantitative data generated from a Likert scale, computer programmes offer powerful and complex evaluation and analysis options, but a criticism of such data is that it may not be suitable for indicating issues of emotion or behaviour (Ackroyd, 1992). The limitation of choosing a single point on a scale as an answer is restrictive and respondents have little opportunity to express views that may be more nuanced. Therefore, in this research, the questionnaire also provided regular opportunities for respondents to comment and this qualitative data forms part of the data set (of which more below). The third and final phase allows more complex views to be examined in response to both types of data.

3.6.5 Semi-structured Interviews

The data generated from the questionnaires was investigated further through interviews with a representative sample of staff. Interviews are considered particularly appropriate for exploring people's attitudes and beliefs and interviews allow participants to express freely their thoughts on the area of research (Cohen et al, 2013). Open-ended enquiry may lead to deeper insight of participant's experiences and richer explanations of phenomena (McNamara, 2022). Kvale (2007) suggests that research interviews may cover both a factual and a meaning level and the interpretivist paradigm favours methods which aim to discover knowledge through the feelings and perceptions of human experiences (Guba & Lincoln, 1994).

Qualitative interviews fall broadly into three categories: structured, semi-structured, and unstructured (DiCicco-Bloom & Crabtree, 2006). Semi-structured interviews are where each interviewee is asked the same key questions, but flexibility is retained so that the interviewer may add additional questions on an ad hoc basis to explore any particular areas identified by an individual participant (Punch & Oancea, 2014). In this way it is hoped to develop a deeper understanding of the underlying beliefs of the participant towards the research topic (Mitchell & Jolley, 2012). One of the advantages of semi-structured interviews is that it ensures that each interview is kept on topic and focuses within the parameters of the study (DiCicco-Bloom & Crabtree, 2006). In respect of organisational culture, Brown (1998) suggests that the semi-

structured approach may prove more successful in assisting participants to disclose information regarding culture than a structured interview.

One potential difficulty facing interviewers is that of 'double attention' described by Wengraf (2001) as having to listen to and evaluate the interviewee's response whilst simultaneously making notes of the interview and managing the timing and allocation of questions. The difficulty was removed, with the consent of participants, by recording interviews using an audio recorder.

3.7 Mixed Methods

This combination of research events sits within the paradigm of Mixed Methods research. Where the sequence starts with Qualitative enquiry followed by Quantitative enquiry it is often described as 'exploratory' (Creswell & Plano Clark, 2011) and 'explanatory' where the order is reversed. In an exploratory design the aim is to use quantitative data to deepen the understanding of the qualitative data. The inductive inference and interpretation of the qualitative data will be reinforced by an analysis of the deductive quantitative data. My three-phase design allows a further step to consider the quantitative data and elicit qualitative responses to elements of the data set (Bryman, 2012), thus extending the research design from an initial exploratory design to a subsequent explanatory design as shown in Figure 3.1 below. However, it should be noted that both quantitative and qualitative data were generated in the second phase, survey questionnaire.

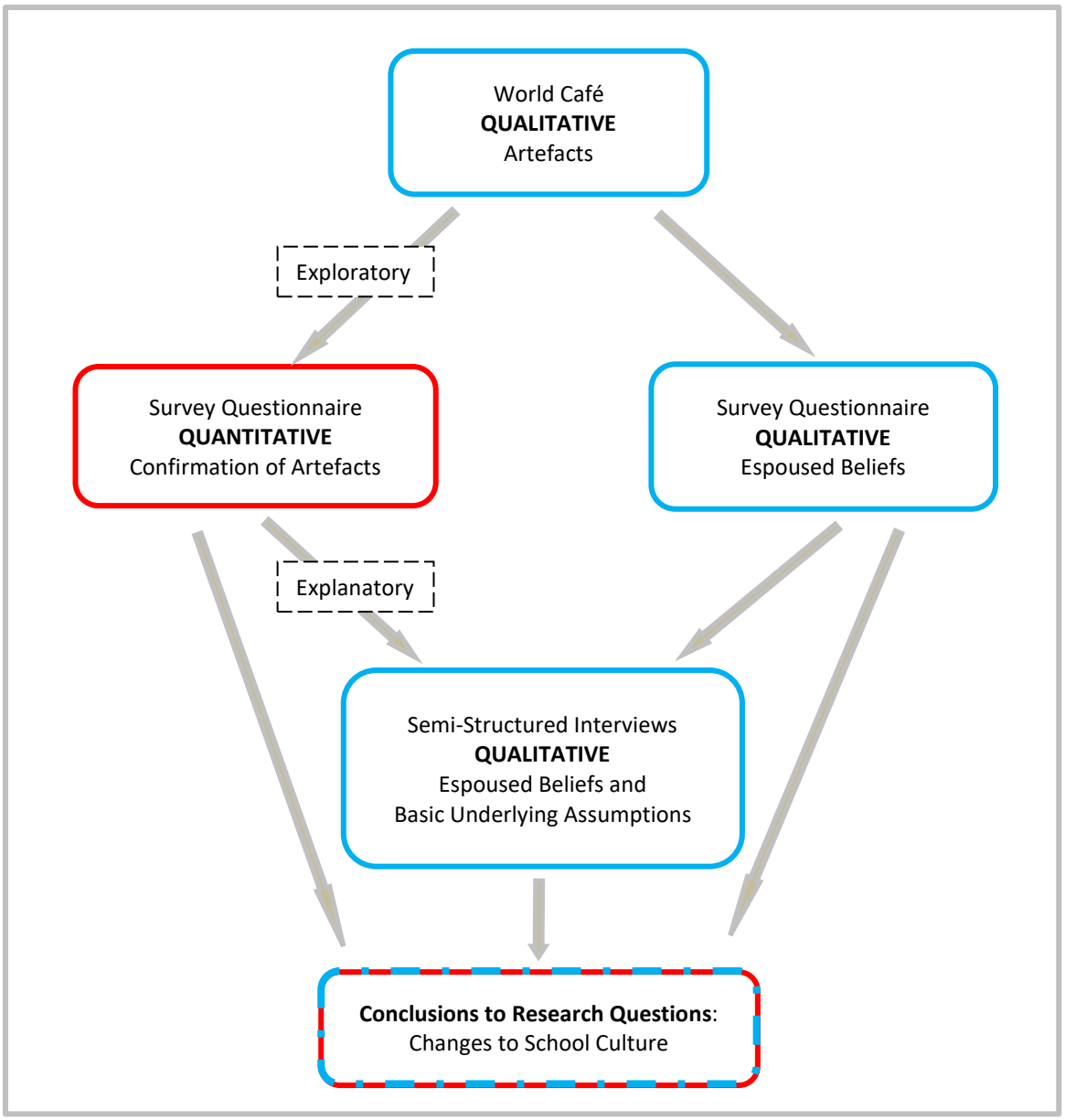


Figure 3.1: Diagram to show how the methods were mixed in this research design

Mixed methods research is well-established and popular in the world of education (Alise & Teddlie, 2010) and it is an approach that aims to combine the gathering of quantitative and qualitative data so as to yield greater results than could be achieved through the use of a single approach (Morse & Niehaus, 2009). The use of more than one method is intended to allow triangulation where results are supported and corroborated, or not, by different data or approaches and Greene et al (1989) posit triangulation as a major part of the rationale for adopting the mixed methods paradigm.

The question as to what constitutes "good and worthwhile research" (Biesta, 2017:186) has been much debated over many years and claims by some that the 'paradigm wars' are over (Bryman,

2008) are often seen as optimistic. The issue of how 'qualitative' and 'quantitative' approaches are to be understood is not uncontroversial nor is there agreement as to how such approaches may be incorporated and combined into a mixed methods paradigm. The quantitative paradigm, often associated with scientific enquiry, supposes that phenomena have an existence and reality independent of perception - thus knowledge is objective. In comparison, the qualitative paradigm sees phenomena as essentially socially constructed and dependent on perception, with no independent reality. In this paradigm the perceptions of the people involved in the research construct knowledge. 'The 1 + 1 = 3 Integration Challenge' (Fetters and Freshwater, 2015) was introduced to help consider the core concepts of mixed methods research. In this analysis each 1 signifies either the quantitative or qualitative research methodology and the 3 signifies that the answer amounts to a total greater than the sum of its parts. Fetters subsequently posits a further five equations to "help conceptualize some of the compelling issues in the field of mixed methods" (2018:363), the details of which are shown in Figure 3.2 below.

1) The equation "1 + 1 = 1" suggests the individual methodologies combine to create a third new methodology.

2) The equation "1 + 1 = 2" indicates the failure of the researcher to integrate the qualitative and quantitative methodologies with the result that two independent studies result.

3) The equation "1 + 1 = 3" is the original equation from Fetters and Freshwater (2015) where the third methodology, mixed methods research, offers greater breadth and connects the constructivist and positivist pillars.

4) The equation "1 + 1 = 4" indicates the four potential publishing opportunities: mixed methods empirical; qualitative empirical; empirical quantitative; and mixed methodology.

5) The equation "1 + 1 = 5" symbolises the benefit of working in mixed methods teams, where the 5 could be replaced by any number. This equation is less precise but reflects the supporting literature on the importance of teams in MMR.

6) The equation "1 + 1 = ∞" suggests the infinite possibilities of combinations of research methodologies.

Figure 3.2: Five Integration Equations of Mixed Methods (adapted from Fetters, 2018)

Five of the six equations offered by Fetters (2018) imply positive outcomes, but I suggest that two further equations may be constructed that have a more negative cast:

7) "1 + 1 = 0" implying that nothing meaningful can be ascribed to such a combination of methodologies, and

8) “1 + 1 = - 1" implying that the integration has been unsuccessful and also that the attempt to integrate has left us with less than that with which we started. Sandelowski opines "I think mixed methods research's contribution is to serve as an incentive for dropping … the QUAL-QUANT binary" (2016:261).

Fetters (and my) use of numbers as terms within the equations may appeal at a simple level but he does not intend that his use of the number 1 implies an equivalence between quantitative and qualitative research methodologies, i.e. 1 ≠ 1. On that basis, it is appropriate to recast the variables algebraically to consider how best to understand the use of the number 1 and what it represents:

9) "a + a" implying that each methodology is identical and rejected by Fetters above (in mathematics “x” indicates a single multiple of “x” and the terminology "1x" is not used), or

10) "a + b" implying two separate methodologies

From 10) we may draw

11) "a + b = a + b" the apparent tautology indicates that the two methodologies have not integrated, as set out in equation 2), which may be better rendered as "1 + 1 = 1 + 1", or

12) "a + b = x" in this equation the two methodologies have integrated to produce something different. It could be that the outcome is a new methodology, as suggested in equation 1) above, or the outcome may be a whole that is greater than its parts, a + b *+ c*, as suggested by equation 3) above. Melzi & Caspe claim "there is a growing need to … integrate both quantitative and qualitative approaches in order to gain a more complete understanding" (2010:157) and Tashakkori & Teddlie advance mixed methods research as "the third methodological movement" (2003:72).

The purpose of restating equations of the "1 + 1 = " variety as equations using algebra, "a + b = ", is to attempt to make clear a distinction between quantitative and qualitative methodologies. However, that distinction is far from uncontroversial with the intermixing of qualitative and quantitative methods remaining a significant point of contention (Onwuegbuzie, Johnson & Collins, 2009). At one extreme, Sandelowski states her view that she does not "think there are any such things as qualitative and quantitative (research) questions" (2016:3). Morgan identifies what he calls the "Indistinguishability Thesis", which he does not support, that suggests that "there are no meaningful distinctions between QUAL and QUANT research" (2018a:256) and that variances between those two research methodologies have been overstated. In a subsequent article (Morgan 2018b) goes on to identify writers whose work he claims supports the Indistinguishability Thesis including Hammersley (1996) and Sandelowski (2014). Hammersley rejects Morgan’s suggestion but

does claim that "the quantitative-qualitative distinction is too crude and potentially misleading" and that the mixed methods movement has "effectively institutionalized the old distinction" (2018:258).

For the purposes of my research design, I recognise that there are clear issues about how one might draw the line between quantitative and qualitative. However, it is equally clear that at a common-sense level it is relatively straightforward to distinguish between the types of data that I have generated in my research design. In my three-phase design, each phase has a distinct focus on the data type(s) it looks to gather, and the discrete analysis of each data set is achieved by a combining and, in part, reconsideration of the data to evince a deeper and richer understanding of the research question. This is the paradigm of Mixed Methods research (Doyle, Brady & Byrne, 2009).

3.8 Protocols

The data was collected using three linked research methods: World Café; online survey questionnaire; and semi-structured interviews. The sampling methodology for the collection of data was non-probability sampling which is appropriate for case study enquiries where one or more specific phenomena are being investigated and where there is no intention to infer statistically to wider populations (Yin, 2013). The sampling method is opportunity, or convenience, sampling which is utilised to select participants from the target group, in this case school staff, who are conveniently available for the research enquiry (Taherdost, 2016). In the following section I set out a step-by-step guide of the exact procedures undertaken, and the tools used to collect data.

3.8.1 World Café

Juanita Brown (2002) sets out a guiding principle that a World Café event should be held in an atmosphere and environment that is fun, welcoming, and engaging. The first invitation to staff to attend a World Café event was announced in a weekly staff meeting and the offer of an interesting and worthwhile event plus the promise of coffee and cake aimed to set the informal tone of the gathering. The issue of possible coercion through the offer of tea and cakes is acknowledged although the café style environment is a normal feature of the World Café. As it happened, the event took place at a time during which similar refreshments were available for staff in the staff room and there was no evidence to suggest that staff attendance was unduly influenced by the catering offer. The event took place in the school's examination hall, and care was taken to create a café ambiance using round tables with polka dot tablecloths and decorated with menu cards and table numbers. Cake and drinks were served as participants came into the hall and gentle music played in the background. Written invitations were sent out in November 2019 with the date for the

gathering set for the third of three INSET[7] days in January 2020. In the literature on how to host a World Café event (Brown, 2002), the round café tables are depicted as holding four participants. For this research event it was hoped that sixteen participants could be attracted, i.e. four tables of four, but initial response totalled a larger than expected nineteen volunteers. A reminder after Christmas prompted additional take-up and in the end a total of 32 participants subscribed. Of the thirty-two respondents, two were approached to help with the organisation of the event as they had previously volunteered to assist if needed. That left thirty participants to accommodate on five tables, each holding six participants. As the event was timetabled during INSET it was unavoidable that some other members of staff were unavailable as they were required for compulsory compliance training or other activities. Of the invited staff who were available to attend it is calculated that 77% attended and an analysis of the thirty participants reveals the distribution was: 22 female staff; 8 male staff; 3 senior managers (one non-academic); 10 middle managers; and 5 non-academic staff. The staff group that attended was a representative sample of the whole staff.

The practical set-up of the event required planning. The school did not possess suitable round tables so five were purchased. Café style tablecloths were purchased, and printed materials commissioned including menu leaflets, survey cards (for the Pilot Study), and table number cards. Refreshments of coffee, tea and cakes were arranged to help generate a café style atmosphere and these were much appreciated by participants.

One refinement to the usual World Café protocols was the use of a place card which was drawn from a hat by each participant as they entered the hall. On each card were three numbers which indicated for that participant the table at which they would sit for each round. For example, a card reading 3, 1, 5, indicated that the participant would sit at Table 3 for Round 1, Table 1 for Round 2, and Table 5 for Round 3. The random drawing of cards from the hat demonstrated to participants that the initial and subsequent table groupings were genuinely random and avoided tables being constructed by friendship groups or by order of arrival. It also had the benefit of allowing the organiser to promote the maximum mixing of participants across tables and to limit the number of times two participants would sit on the same table. In an ideal scenario, one would wish to distribute participants so that no two participants met at a table more than once. Unfortunately, over three rounds it is mathematically impossible to distribute evenly a group of thirty participants across five tables without occasions where some participants will sit with participants with whom they have previously shared a table.

In the guidance to hosting World Café events, the movement and mixing of participants is anticipated as a central part of the café process but, in practice, this is not always evident at events.

[7] Training programme for school staff – an acronym for IN-SErvice Training

McLoughlin et al (2016) give the example of an event relating to palliative care where groups of participants remained at the same table for the entire event to promote greater depth and ease of conversation around an emotionally challenging topic. However, at this school research event, the movement and mixing of participants was emphasised and the shuffling between rounds was successful, although there was one missed move between rounds two and three resulting in one table of seven and another of five. It was not clear why this error had occurred, but it was simply resolved when a participant offered to switch tables.

The fact that only five round tables had been procured for the event meant that it was impossible to promote the perfect social mixing. Other tables were available, such as the normal rectangular school tables, but it was felt that their use would detract from the café ambiance created by circular tables adorned with tablecloths. It is also of note that circular tables are egalitarian by design with no positions of priority, thus according each participant equal status and promoting easy dialogue and listening.

On arrival at the table for the first round, each participant was given a menu leaflet, a survey card (for the Pilot Study), and a consent form. The design of the menu leaflet and survey card was informal and executed in coffee colour hues. The menu leaflet explained the World Café philosophy and etiquette using graphics from the World Café website (www.theworldcafe.com). It described how participants could contribute by doodling, drawing, and writing their individual or group thoughts on the tablecloths (actually a large sheet of plain art paper placed over the polka dot tablecloth). The questions to be contemplated in each round were listed and participants were thanked for their involvement.

The consent forms (Appendix C) had been circulated with the written invitation to participate but only two consent forms had been returned in advance. Before the first round took place participants were reminded of the invitation and the requirement to complete and sign consent forms if they wished to participate. The remaining twenty-eight participants completed and handed in their consent forms.

Several refinements to the usual World Café protocols were trialled at this event:

a) At each table, coloured pens were placed at the centre and participants were asked to retain their pen as they circulated for subsequent rounds. The colour of the six pens (one for each participant) on each table differed from the other tables. Table 1 participants had blue pens, Table 2 participants had green, and so on. This meant that it was possible to distinguish on each completed tablecloth the comments that were written in the first round. From the second round, the participants at each table held pens of differing colours so there was no

further opportunity for interpretation of the development of the data based on colour-coding in rounds two and three. This refinement also had the aesthetic advantage of making the completed tablecloths multi-coloured. An example of a section of a completed tablecloth is given in Appendix B.

b) Music was played during the rounds not only to encourage the café atmosphere but to prevent comments being heard from one table to another. The café music was intended to enhance the sense of privacy on each table and promote a warm feeling of confidentiality within the group.

c) As outlined above, a numbered card was selected randomly by participants on entry to the hall which told them which table to go to for each round. It is common at World Café events for each table to have assigned a designated scribe or facilitator to record the conversations that take place at the table and then to explain comments to the new participants arriving at that table for the next round. At this event no facilitators or scribes were used at the tables, but participants were encouraged to write, draw, and doodle on the tablecloths to record their individual or group contributions, and to try to ensure that their contributions on the tablecloths were intelligible to the group that would follow. Encouraging many individual and group contributions was part of the strategy to promote the actual voices of the participants, without interpretation or filtering by another, and to encourage each participant to record his or her individual thoughts whether or not other members of the group supported those individual opinions.

d) The provision of a pen which was retained by each participant ensured that everyone was equipped to record their contribution, and this encouraged an egalitarian approach to contributing. In that respect, the refinement intended to empower each participant to be a scribe.

During the event, observations by the researcher and the two helpers were recorded in writing and participants were observed to arrive on time or early, collect their card, take advantage of the drink and cake offerings, and move without prompting to their first table. As they arrived at their first table, participants were observed to engage with the printed material and with the other members of staff at their table.

The INSET session was scheduled to run from 1000 to 1100 and the timetable for the event was:

1000-1005	Arrive, coffee and cake
1005-1010	Welcome and introduction to event by host
1010-1025	Round 1 "What are the strengths and weaknesses of the school?"
1025-1040	Round 2 "Have the strengths and weaknesses changed over recent years?"
1040-1055	Round 3 "Has going to 16+ influenced strengths and weaknesses?"
1055-1100	Questionnaire completion (for Pilot Study) and display of tablecloths

The questions for each round were explained by the researcher who set out the research interest relating to the school's culture and whether that culture had changed during the period of expansion to GCSE. Staff were invited to reflect on all and any elements of the school and its culture that they felt may have been affected by the school's expansion. The linear approach of taking a new question, or the refinement of a previous question, in each round is common but not prescribed by World Café. An example of another method is given by Estacio & Karic (2016) where different topics are discussed at different tables and, whilst the mixing and moving of participants continues, the discussion topic endures at an individual table

The event ran smoothly, and participants were observed as very engaged, displaying good levels of concentration and involvement. Movement between tables for each round took place without intervention, participants were attentive to the question for the next round and engaged in discussion with the new group without hesitation. It should be remembered that all participants were volunteers. The noise levels in the room for the first two rounds were those of a busy café and it was observed that participants at all tables were engaged positively in discussion. In the final round the noise level diminished significantly, although it was still far from quiet, and it is speculated that the final question relating to the effect of the expansion to 16+ may have given greater pause for thought. At circular tables it appeared that no individuals were dominating, and a broad spread of positive engagement and contribution was observed across all participants.

It was possible to discern that some conversations at tables during the event appeared to have the tone of encouraging consensus, which is not an aim of the World Café method. Comments such as "So do we think that?" and "Do we agree?" were observed and recorded. It was not always clear how the scribing at each table operated; on some occasions it appeared to rest in the hands of one or two participants, at others it seemed as if more of the participants were adding their individual contributions. This is supported by scrutiny of the completed tablecloths where it is possible to identify hand-written comments about issues that appear to relate to individual participants. Comments were heard and noted such as "Well, that's not what I think" and "I don't agree." At the end of the event the tablecloths were removed from the tables, displayed alongside each other, and

participants invited to view them. Of the thirty participants, seven viewed the tablecloths although it should be noted that the event was followed immediately by another school commitment.

3.8.2 Questionnaire

The data from the World Café tablecloths were analysed to form the questions for the online survey. At a staff meeting the research topic was introduced and staff members were invited to participate using a link to the survey sent to them by email. The staff meeting was predominantly attended by teachers rather than non-teaching staff and many questions in the survey were more relevant to teaching staff than others. The response rate from teaching staff was high (83%) whereas the response rate from non-teaching staff was considerably lower (28%).

The questionnaire was divided into five pages with the first page containing only three questions which were compulsory, the remaining questions in the survey were optional. The first question required the participant to give acknowledgement of, and agreement to, the consent form previously circulated. The next two questions were demographic and identified teaching/ non-teaching staff and length of service. Having completed the compulsory questions, participants could then move on to the four pages of research topic questions titled respectively Childhood, Values, Staff, Resources & Change.

In total, there were 84 questions and, excluding the three introductory questions on page one, these were collected in threes, i.e. 27 groups of three questions (Figure 3.3). Each three questions covered a specific area of enquiry, and this is referred to hereafter as the "three-question grouping". In each grouping, the first two questions used a Likert scale format (Likert, 1932) with the first question relating to the present "Now" and the second relating to the change over the preceding six years. Finally, the third question provided a blank box in which the respondent was invited to add a comment.

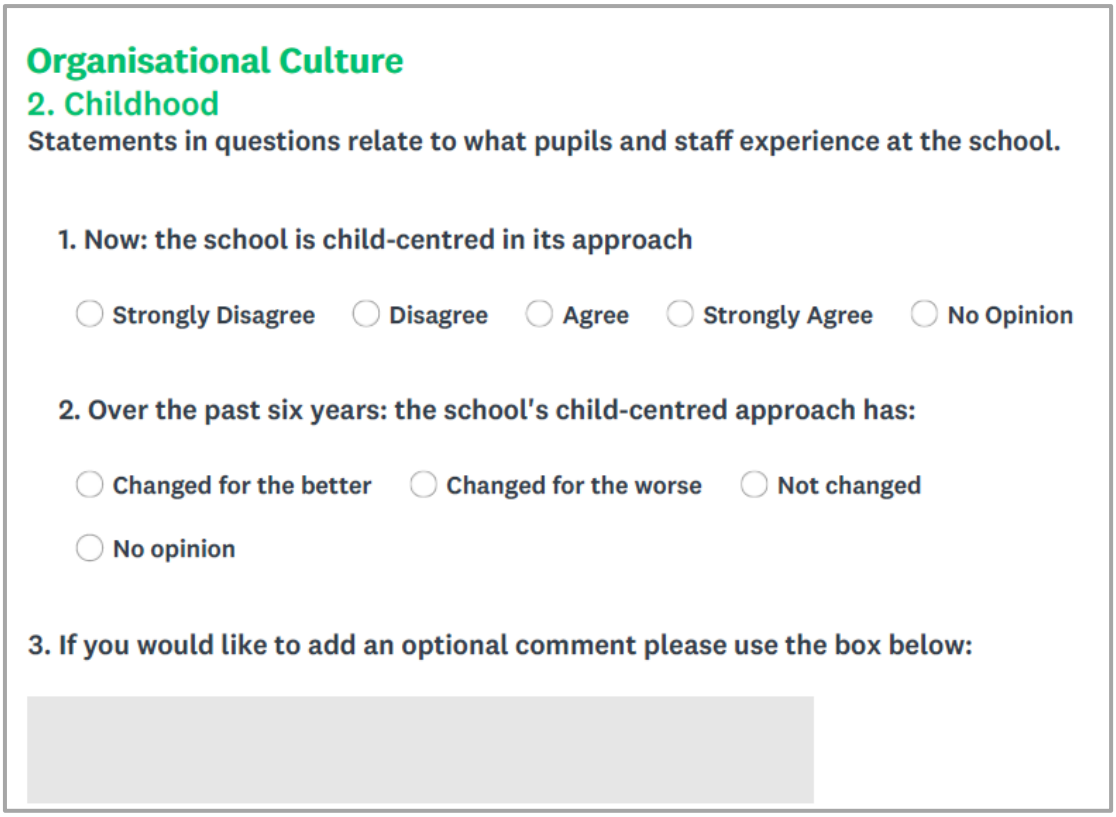


Figure 3.3: The three-question grouping

The questionnaire was trialled by two members of staff and was also offered for feedback to three members of staff at other schools. In response to the feedback several adjustments were made. First, the time period to which each question related was made clearer. The first question was prefaced with "Now" and the second question prefaced with "Over the past six years". Second, questions were re-examined for consistency of tone, e.g. all first questions of each group were adapted to require a judgment against a positive statement. For example, the statement "Now: staff workload is high" was recast as "Now: staff workload is manageable." It was felt that a common tone would promote greater accuracy and completion of responses but the re-casting of the first element of the three-question groupings as positive statements brought a subsequent issue of analysis when deriving basic underlying assumptions. A discussion of this aspect follows in Chapter 5 below. Third, the rating options for questions one and two were changed to be distinctly different in several ways. Whereas question one started negatively (Strongly Disagree), the rating options for question two started positively (Changed for the better). As well as a change to the order of answer options, the number of options was changed from five to four. Finally, the wording of the Likert answers was altered to reflect the focus on 'change' in the second question. These adjustments were designed, in part, to minimise the possibility of 'satisficing', which is where respondents choose the easiest route to complete the task at hand. The easiest route may be the quickest and closed

questions offer the opportunity for reasonable answers to be selected where respondents pick an easy credible answer instead of processing the question optimally and answering truthfully (Jäckle & Eckman, 2016; Knowles & Condon, 1999). Clearly this is highly undesirable and only strengthens the incentive to ensure that the questionnaire design promotes thoughtful and genuine responses and the issue is considered further in the data analysis in Chapter 5. Fourth, the main part of the survey was split into four themed pages titled Childhood, Values, Staff, Resources & Change. It was considered that a clearer focus on the different areas and the notion of a 'break' between sets of questions would promote participant concentration and engagement.

The Likert scale format is commonly used to generate written responses in surveys. One of its advantages is the relative ease of completion for participants (Wolff et al, 2016). This ease of response is, in turn, likely to lead to a higher response rate and data from a wider range of respondents are generally held to be more reliable (Baruch & Holtom, 2008). One criticism of using scales, however, is that the format may not allow the sensitivity to explore subtle issues of emotion and/or behaviour (Ackroyd, 1992).

During the analysis of a questionnaire used in the pilot study, it became apparent that the survey design had restricted the generation of a full range of qualitative data. Whilst quantitative data had been generated that could be analysed 'by Question' and 'by Participant', the survey design meant that qualitative data could only be properly analysed 'by Participant'. The deficiency in the survey design was in the placing of the comment section at the end of the five closed questions. It was suggested from the Pilot Study that a refinement to the survey might be to introduce a comment section underneath, or to the side of, every question thereby seeking to generate qualitative data about each question individually. This refinement was applied to the online questionnaire in this current study through the addition of space for comments being placed as the third question in each grouping. A potential disadvantage to this approach might have been that the survey became too onerous and that the re-design might have discouraged feedback rather than encouraged additional feedback. However, the provision of the opportunity to comment on every question topic allowed respondents to say when they had an issue with a question and to articulate their views with greater richness than could be achieved with a simple closed question ranking. Similarly, the unrestricted answer format allowed respondents flexibility to express complex views and emotions.

In relation to the use of a Likert scale, a common question is whether one should a scale with an odd or even number of points. An even number of points requires the participant to select an answer tending towards one side or the other as a middle or neutral option is unavailable. One design adds an option to the side of a scale with an even number of points where respondents may choose a neutral or opt out answer. In the case of this research enquiry, the Likert scale used for the

first question in the survey had a five-point scale with the first four points ranging from "Strongly Disagree" to "Strongly Agree" and with a "No Opinion" option placed at the far right of the scale. This allowed the option for a neutral response to be given and recorded. As Tymms (2017:225) points out, "if they (respondents) sit on the fence then the researcher should know that!"

The second question used a four-point Likert scale that was deliberately different from question one. The four points were "Changed for the Better", "Changed for the Worse", "No Change", and "No Opinion." This order was markedly different from the first question in order to require the participant to consider how best to rank the answer. In feedback from colleagues at other schools it was discussed whether to have an option "Changed with Neutral Effect." It was decided that omitting this option might provide motivation for respondents who wished to have such an option to comment using the space provided by the third question.

There is a balance to be struck between making the questionnaire easy to use and generating sufficient thought in the respondent to elicit worthwhile data. The three-question grouping required respondents to consider every topic twice, each time from a slightly different perspective. The opportunity was then given for participants to comment. This focus was aimed to promote depth of response. As the primary research question relates to how organisational culture changes at the school, the questions were designed to focus on this change as a key element.

Babbie (2013) stresses the importance of ensuring that respondents a) understand the questions, and b) have the knowledge to answer usefully. With the exception of the final set, the questions had been derived from the data collected at the World Café event and the language used was taken directly from the tablecloth data. The final set of three questions asked for opinion about the culture at the school. No explanation had previously been given as to what was meant by the school's culture and the question was deliberate.

Krosnick (2000) suggests three ways to promote positive respondent engagement: motivate (e.g. explain the significance of the research); simplify (e.g. use fewer and easily intelligible words in the questions); structure (e.g. balance the order of responses and avoid over simplistic binary options: yes/no, true/false). In the case of this study the questionnaire design addressed these three recommendations in the following ways.

i) Motivate – to motivate respondents a detailed pre-research brief was circulated detailing a) why the research was being undertaken, b) that the study had the potential to shed light on an area relatively under-researched in schools, and c) that the results from the research might be of interest and practical value to the school and staff.

ii) Simplify – the questions were simplified in terms of length with questions containing on average eight words and ranging between four to thirteen words. Lumsden (2005) suggests

that the language of survey questions should be pitched at the reading age of an 11-year-old child in order to ensure that the questions are easily intelligible. In this way it is hoped that the questions will be clearly and consistently understood, and that the data generated will be of good quality and of good quantity due to the consequent promotion of a high response rate. However, in this study the language was derived in the World Café event directly from school staff and, therefore, that same language was considered appropriate for the intended readers, being themselves members of school staff. In closed question responses there is little opportunity to discern variations in the interpretations of a question (McGuirk & O'Neill, 2016) and it is highly desirable that all questions should promote a common interpretation by respondents. By contrast, open questions allow greater insight into the way in which researchers have understood a question. An interesting example is given by De Vaus (2014:96) who suggests that responses to the question "How often have you been a victim of crime …?" may be contingent on the interpretation ascribed by respondents to the word "crime." In the case of this survey, the questions were trialled in advance with two members of staff who were asked to explain their interpretation of each question. The responses were consistent with each other (and the researcher's intention), and minor revisions were made as a result of suggestions. Even so, it is noted below that one of the questions provoked a comment disagreeing with the use of a word in the question; a word which had been taken directly from the World Café data.

iii) Structure – Likert scales were used for two of the questions in each three-question grouping and participants were asked to consider the 'before' and 'after' for each topic. After the introductory section, the survey was balanced into four evenly sized sections. Each section was composed of topics using the three-question grouping outlined above.

Although not strictly an open question, the space for comment that concluded each three-question grouping gave the opportunity for participants to offer richer descriptions and opinions (Harlacher, 2016). This use of a space for comment within each three-question grouping was a refinement based on the experience of conducting a smaller survey in the Pilot Study, where it was felt that introducing regular comment spaces would enhance the survey by generating qualitative data relating to each question. The respondent was allowed to shape the response untrammelled by the constrictions of the researcher. A disadvantage may be the greater complexity of analysing the data generated in this way. The neutrality of the analyser becomes of significance with greater opportunity for partiality to influence the interpretation of qualitative data compared to quantitative data (Bryman & Bell, 2015). Alternatively, there is also the possibility that respondents may not wish to give the time and effort required to construct open responses and that, in turn, might have a

negative effect on response rates. In the case of this survey, every question which offered space for comment attracted a minimum of two and a maximum of twenty-two comments, with an average of eleven comments recorded per question.

There is a number of factors that are likely to promote the best response rates to a questionnaire. Delgado Bernal (1998) suggests that teachers may be reluctant to participate in research conducted by a senior manager where they have concerns for potential consequences to their career or, if they do participate, there may be issues as to the truthfulness of their responses. During the first two phases of this research, data is collected anonymously, and the questionnaire allows respondents to reply openly and honestly, secure in the knowledge that their responses cannot be linked to them (Lumsden, 2005) unless they so choose by writing a comment that identifies them. Of course, the anonymity of response brings with it the possibility of deliberate sabotage (Stopa & Walters, 2005) and the closed questions which make up the first two questions of each three-question grouping allow little insight into the mood or mind-set of the respondent. The issue of potential sabotage is considered in the data analysis of Chapter 5 below.

Response rates are also influenced by the length and engagement of a questionnaire (Coombe & Davidson, 2015) and a loss of engagement risks respondents failing to complete the questionnaire or a decline in the quality of answers. The mixed question format and the topic sections were two design elements employed to maintain respondent interest. In addition, the questionnaire in this study was deliberately short with the intention that it could be completed within ten minutes (Edwards et al, 2002). In the event, the survey analysis software recorded the average completion time as 8 minutes 58 seconds. Fan and Yan (2010) reviewed responses rates for conventional and electronic surveys and concluded that, in the case of electronic surveys, the sending both before and after the research event of emails containing information for potential participants, enhanced response rates. In this case, a verbal invitation and informational email were circulated prior to the survey opening and a further verbal and email update and reminder were given mid-survey (Bryman, 2012; Fan & Yan, 2010). The survey was launched on a Friday, was open for eleven days and closed on a Monday. The days of highest response were the two Saturdays (37%), the two Sundays (37%), and the final Friday (14%). This may reflect the busy school working week. A total of 56 respondents completed the survey. Despite the design elements detailed above to maximise response rates, it was noted that the number of answers reduced by 5% over the length of the questionnaire. Average number of responses per section were Childhood 56.0 (100%); Values 55.67 (99%); Staff 53.71 (96%); Resources & Change 53.0 (95%).

In summary, the survey was targeted towards teaching staff of whom 83% responded. Non-teaching staff were also invited and 28% participated. The average response rate was 60%, skewed

by the low response rate from non-teaching staff. A total of 283 individual comments were written within the survey representing an average of eleven comments, or 20% of respondents, per three question grouping.

3.8.3 Semi-structured interviews

The data generated from the World Café and questionnaire stages were investigated further through interviews. All staff were offered the opportunity to volunteer as candidates for interview and six put themselves forward. It transpired that the staff who volunteered were a representative sample of teaching and non-teaching; length of service; gender; and management and non-management. It was the original intention to interview five members of staff and, therefore, no additional volunteers were required and reminders about the interview opportunity were not issued.

Question 1: Over the past six years, has Childhood changed at the school? Ancillary Questions: *Do you think that has changed since we've gone senior over the last six years?* *How much do you think that is the increased size of year 8 (triple the size) and how much is the structure where most of them stay to year 9?* *What do you think that childhood is like for those older children in years 7 to 11?* *How do we communicate those values to a new member of staff?*
Question 2: Over the past six years, have Standards and Values changed at the school? Ancillary Questions: *Do you feel that the size of the school has affected Values & Standards?* *How do new staff learn about those standards and values?*
Question 3: Over the past six years, have Staff changed at the school? Ancillary Questions: *Do you think the structural change to 16 has played any part in that?* *Do you think the increased number of staff has had an effect, positive or negative, on the staff body?* *Do you feel the expanded number of staff has changed the school?*
Question 4: Over the past six years, have Resources changed at the school? Ancillary Question: *Are there any other areas of change that you have observed over the past few years or so?*
Question 5: Over the past six years, have the basic underlying assumptions, the school's culture, changed at the school? Ancillary Questions: *Do you feel that underlying culture of kindness has changed over the past six years?* *How much is impacted by different factors in your opinion?* *And if we were thinking about less structural and more philosophical?*

Figure 3.4: Primary and ancillary interview questions

The wording of the questions was considered carefully and referred to my supervisors. The questions were trialled to colleagues at other schools to ensure that the questions were worded ethically and would be similarly understood by each interviewee. The content of the questions considered data from the earlier research events against the paradigm of Edgar Schein's three tier model of organisational management (Schein, 2017) and were focused on the issue of changes to the school and its culture. A simple script was used with a common question format to introduce each area of interest. Ancillary questions were asked for clarification, additional explanation or to help move the interview along. Figure 3.4 sets out the five interview questions and lists the ancillary questions used.

The interviews took place in an informal setting: five were set by a fireplace with two sofas and a coffee table with tea, coffee, and cake on offer; the other interview took place over lunch at a private table. The interviews were scheduled to last for 30 minutes and were conducted over a period of two weeks. This allowed some time for reflection between each interview. Feedback from the pilot study had suggested that a variety of views would be expressed, some conflicting with others, and this was borne out by the data from the World Café and questionnaire phases of research. At the beginning of each interview, the consent form was collected, and participants reminded of their right to withdraw. Participants were asked for permission for the interview to be audio recorded and details of the treatment of that recorded data was explained. All participants agreed to audio recording.

It is when interpreting qualitative data that the matter of subjectivity may become a more acute issue and there are several aspects suggested in the literature on which to reflect:

i) Data may be affected by the ways in which I interact with the interviewee (Burnham et al, 2004; De Tona, 2006).
ii) My positionality, worldview, and background (Kacen & Chaitin, 2006)
iii) Primary interpretations that take place during the interview (Dean, 2018)
iv) Secondary interpretations that take place at some point after the interview (Dean, 2018)
v) My influence as a researcher on the production of knowledge (Berger, 2013)

The use of an outsider to review and scrutinise the interview transcripts risks omitting the strong element of interpretation that relies on the interactional and behavioural clues that are only available to the interviewer at the time of interview and in subsequent reflection (Berger, 2013). I chose not to use a critical friend to review those transcripts as I recognised that such a process would be unlikely to reveal such interactional dynamics and how they might have affected the data (Burnham et al, 2004). From my own careful scrutiny of the transcripts and the notes I made at the

time of interviews I felt confident that I had insight into the interview dynamics which were positive and, I believe, without tension. However, as a subjective individual, I recognise that I bring my predispositions to the enquiry and that there was a consequent risk of partiality in my interpretations (Alvesson & Sköldberg, 2000) but through careful reflection I have sought to minimise such an effect.

Other strategies deployed to minimise the power relations in interviews included the way in which questions were used and how answers were received. In the case of questions, I made a conscious decision not to engage in a dialogue with interviewees and, after asking the broad opening question for each section, only posed one or more ancillary questions if clarification was required or, in one case, where the response had become stuck on a topic not relevant to the enquiry. In this way, by yielding power to the interviewee I aimed to deploy the "strategy of maximizing" answers (Vahasantanen et al, 2013:500) where interviewees are allowed to speak at length and are not interrupted by the interviewer. This strategy inevitably impacts on the way in which answers from interviewees are received and I was careful to follow the advice from Mercer (2007) to restrict my own contributions during the interviews. I also took pains to maintain positive and encouraging physical responses to interviewee comments, listening attentively and nodding gently, although my intention was more neutral than Mercer's claim that "if I waited long enough and smiled encouragingly enough, people most often completed their sentences with the very phrases I had been itching to supply during the intervening pause" (2007:20). In my case, I was not looking to extract particular opinions nor to lead interviewees in any direction other than that which they freely chose. However, in an approach that attempted to limit bias by restricting interviewer participation, there was the risk that the exploration of some areas during interview was limited to the extent to which the interviewee chose to comment and that pressure from the interviewer to reach deeper significance was not applied.

There remains a separate issue that where the interviewer is in a position of organisational power, interviewees may choose to amend their opinions to deliver what they believe the interviewer would like to hear. Unlike the two other research methods where data is collected anonymously, the interview is an inter-person event, and the lack of anonymity may be a factor in how interviewees express their views. Although interviewees had been reassured of the ethical protections in place to ensure that they would not suffer as a result of participation, one can imagine a different dynamic at play when giving an account in interview to one's senior manager. A further element of potential skew is that only six members of staff were interviewed and, albeit those six appeared to be a fair representation of the whole staff body, only those six had volunteered. One may conjecture that some staff may have felt uncomfortable being interviewed by the headteacher,

especially if they had negative opinions to convey. Inevitably, such issues are a limitation to insider practitioner research by senior members of an organisation but there is at least the contention that it has benefit in increasing the researcher's understanding (Lomax, 2007). In mitigation, the approaches set out in the preceding sections were employed and there were no instances during the research that prompted a concern along those lines. As mentioned earlier, the use of an external interviewer was considered and rejected for the reasons given but such a strategy remains a valid alternative if unease arises where power relations within insider research merit particular consideration.

Reflecting on the data generated in intervews, it appeared that those data were more positive than data collected in the survey and World Café event. As discussed, this may reflect the lack of anonymity, the small number of interviewees, and a potential reluctance for those with negative views to put themselves forward for interview. In the case of the latter, it would help to explain why the interview data were generally more positive and also why there was no indication during interviews of any hesitancy to comment frankly. Ultimately, it is perhaps unachievable to find certainty in this regard and in the interpretation of qualitative data generally, so, as outlined above, I embrace my insider status in this research, recognising that an epistemological desire for certainty is unattainable and that phenomena necessarily exceed our capacity to know them (Law, 2004). Schein himself recognises the difficulty and suggests that it may even be "undesirable to present cultural analysis with total objectivity" (2017:49).

3.9 Ethical Considerations

Participation in all stages of the research was voluntary and results were anonymised so that participant identities might not be inferred. Staff were given the opportunity to discuss the research with me. If they preferred, another member of staff was made available to whom members of staff could talk about the research or any concerns they might have. Alternatively, if they had a question, they could contact my supervisor or if they felt that there was something wrong about the study, they could contact the Chair of the University RKE Ethics Committee. Contact details for each were given on the Project Information sheet included in Appendix C (BERA, 2018, paragraphs 8 & 9; University of Winchester Ethics Policy, 2019:5).

The project was first introduced to staff at the Pilot Study stage in 2019 and the Project Information Sheet was emailed to all staff. Both in the meeting and in the information sheet it was stressed that participation in this research was entirely voluntary and that participants would be free to withdraw at any time without giving any reason and without penalty. The information was provided to staff prior to an invitation to participate in order that staff might carefully consider their

response and raise any questions or concerns in advance. It was stressed that results from the study would be confidential, and no member of staff would be identifiable should the work be published. Also, any contributions that could identify individual members of staff would be redacted.

The research design was such that it was impossible to identify contributions from individual members of staff in the first two phases (World Café and Questionnaire Survey) as comments were recorded anonymously. In the third phase (Semi-Structured Interviews) participants were able to withdraw within 2 weeks of the data being collected and have their individual contribution removed (BERA, 2018, paragraph 31; University of Winchester Ethics Policy, 2019:5)

The research followed and was compliant with the BERA (2018) guidelines and the University of Winchester regulations. Informed consent was taken, and anonymity of participants was preserved. Data have been stored securely and will be destroyed 6 months after award of the degree. The data will form part of the published thesis and may be used in future academic articles and publications (BERA, 2018, paragraphs 8, 40 & 50; University of Winchester Ethics Policy, 2019:5 & 6).

Data has been held in accordance with the seven GDPR principles of Lawfulness, Fairness, and transparency; Purpose limitation; Data minimisation; Accuracy; Storage limitation; Integrity and confidentiality (security); Accountability. Research data were stored confidentially either in a locked cupboard at my home or, if electronic, on a password protected computer. The research did not seek information on sensitive issues, but provisions were put in place should a participant disclose sensitive material. In the event, no sensitive material was disclosed. For interviews, the phase of the COVID pandemic was such that face-to-face meetings were allowed. As members of school staff, all involved in the interviews were part of twice weekly lateral flow testing and were in normal attendance at school. Therefore, it was considered that meeting face-to-face was acceptable. Social distancing and ventilation protocols were adopted to mitigate any risk. Participants gave consent in advance for audio recordings to be made using a handheld recorder. Recordings were transcribed by the researcher, transferred to a password protected computer and the originals deleted from the handheld recorder.

Chapter 4: Presentation of Data

4.1 Introduction

In this chapter the data are presented of the three research events: World Café meeting, online survey, and semi-structured interviews. Data from the World Café event are used to derive survey statements as the first tier of Schein's (1985) paradigm, which are then used as a framework within which to present data from the survey and the semi-structured interviews. In the next chapter, Analysis of Data, those survey statements are considered against emerging espoused beliefs and values, the second tier of Schein's paradigm, and used to identify elements in the third tier of the paradigm, basic underlying assumptions. It is at this third level that Schein (1985) holds that the culture of an organisation resides. Establishing the culture of the school being researched then permits an examination of the primary research question: the ways in which that culture changes during the school's expansion to GCSE.

Three data collection methods were used. In January 2020 (prior to the COVID-19 pandemic which first affected the school in March 2020), a World Café event was held. In February 2021, an online survey was conducted, and in June 2021 a series of semi-structured interviews took place. It had been the intention to host a further World Café event prior to conducting the online survey but the restrictions of the pandemic made this impossible. At the World Café event, the comments from staff written on the tablecloths were used to develop a set of 27 positive statements about the school, which were broadly sorted into four sections: Childhood; Values; Staff; and Resources and Change. The positive statements are considered under Schein's three tier paradigm (1985) as potential artefacts to be explored. For the purposes of that exploration, the data from each research method are categorised against the statements of the 27 potential artefacts.

4.2 World Café Event

At the World Café event, there were 30 participants of whom 22 were female staff, 8 male staff, 25 teaching staff and 5 non-teaching staff. Due to the way in which data is collected in the World Café format, it is not possible to identify the contributions of individual, or groups of, participants as comments are written on paper tablecloths. Thus, a comment may be the collected opinion of all participants at that table written down as a single comment by one participant acting as a scribe. Alternatively, a comment may be the opinion of a single participant who has chosen to write it down. Whilst this format encourages all opinions to be aired, it does make it very difficult to 'weigh' the support for a comment. The fact that a comment may be repeated at more than one table takes us no further forward as it is possible that a single participant, moving from table to table, may have

recorded their individual opinion. Similarly, a comment repeated at several tables may represent the view of several or many participants – it is impossible to tell.

For the purposes of presentation, the 27 statements subsequently constructed as potential artefacts are set out below followed by the World Café data that were used to construct them. The World Café data was all in the form of comments written on paper tablecloths. There were 289 comments recorded and an example of a section of a tablecloth is given in Appendix B. Where two or more data are identical, the repetition is shown in brackets, e.g. the data "Pastorally strong" and "Pastorally strong" are recorded as "Pastorally Strong (x2)". Construction of the survey statements was not conditional on positive or negative opinions being expressed in the World Café data. The survey statements were only subsequently shaped so as to present a set of positive, and therefore consistent, statements for use in the online survey. Thus, a positive survey statement may, in fact, have been generated from mostly, or all, negative comments in the World Café event.

4.2.1 Childhood

C1 The school is child-centred in its approach

Data from tablecloth used to derive survey *statement:* Child-centred (x2); Child-focused,

C2 Children have a happy childhood at the school

Data from tablecloth used to derive survey *statement:* Happy + excited children; Happy childhood; Caring safe fun; Wonderland; Children are children *(drawn inside heart)*.

C3 The school is good at recognising and accepting the individuality of children

Data from tablecloth used to derive survey *statement:* Get to know each child as an individual, what makes them tick, and encourage/ enable them to be the best they can be with no sense of interests or abilities being inferior/ superior; Every child matters – no pupil comparison; Recognising individual child + knowing them; USPs Individuality; Good at recognising strengths and individuality; Acceptance of individuality.

C4 The school is a good place for 'quirky' children

Data from tablecloth used to derive survey *statement:* A place for 'quirky' children; Good for 'quirky' kids

C5 The school's ethos helps children to remain children for longer

Data from tablecloth used to derive survey *statement:* USPs Allowed to be kids; Keeping students as children and being able to be children; Children stay children (x2); Easier for some children to stay as children for longer; Kids are allowed to remain kid-like – prep school.

C6 The education at school is a good preparation for life

Data from tablecloth used to derive survey *statement:* Old fashioned values – need to retain – can make a pupil stand out in outside world; Children learn social skills + acceptance; Good at education for life – not just academic but people skills, building self-motivation etc.

4.2.2 Values

V7 The school has good traditions and positive old-fashioned values

Data from tablecloth used to derive survey *statement:* Traditions of the school – brilliant not to be lost; Long established history; Old fashioned values – need to retain – can make a pupil stand out in outside world.

V8 The school has the positive attributes of a small school

Data from tablecloth used to derive survey *statement:* Size of school – small; Comparative small class size (to other schools); Small school – getting too big?; Small school – is it really?; Are we still small? Relative. Not the small school some existing parents signed up for.

V9 The pastoral care at the school is strong

Data from tablecloth used to derive survey *statement:* Pastorally strong (x2); Pastoral; Caring safe fun; Lack of pastoral contact with tutors.

V10 The school is a welcoming and supportive community

Data from tablecloth used to derive survey *statement:* Sense of community teachers/ parents/ children all-inclusive; Family environment; Friendly not cliquey; Community; Welcoming and supportive staff.

V11 The school has a strong fun factor for the children

Data from tablecloth used to derive survey *statement:* USPs Fun factor; Fun (x2); Caring safe fun; Working to make school fun.

V12 The behaviour of pupils is good

Data from tablecloth used to derive survey *statement:* Behaviour (x3); Behaviour generally very good; Good classroom behaviour; Bigger drive on uniform – manners; Need – clearer behaviour and sanction policy; a lack of etiquette creeping in.

4.2.3 Staff

S13 Staff attitudes are positive and supportive

Data from tablecloth used to derive survey *statement:* Welcoming and supportive staff; Good will of individual teachers; Amazing staff (x2); colleagues will always 'have your back'; Attitudes, teamwork; support from all staff is very positive; Great Common Room attitude; Staff body we get on really well.

S14 Staff feel valued at school

Data from tablecloth used to derive survey *statement:* Staff feel valued; Freedom to adapt/teach what you want; Feel valued; Not micro-managed as staff- trusted to be outstanding; TRUSTED; Management trust teaching staff to do their job.

S15 Staff workload is manageable

Data from tablecloth used to derive survey *statement:* Workload; Over-reporting; Staff are overstretched; Increasingly extra load on teachers; Reduce reporting; Too much reporting; bigger classes/tutor groups no extra time to do extra marking/reporting.

S16 The school has an appropriate gender balance of staff

Data from tablecloth used to derive survey *statement:* more women in senior roles – women not 2nd class citizens; Not gender balanced at the top of school.

S17 The school acts consistently and in a transparent manner over staff conditions

Data from tablecloth used to derive survey *statement:* Consistency, transparency (pensions, pay, accommodation); Consistency with duties; Transparency of pay scale; Contract T&Cs should be fair open; Lack of transparent pay scale.

S18 The increased number of staff is positive

Data from tablecloth used to derive survey *statement:* New staff; Good new addition to leadership.

S19 Staff have a good level of subject or Key Stage specialism

Data from tablecloth used to derive survey *statement:* Increased staff specialism; Strengths since growing: more specialist staff; More subject specialisms.

4.2.4 Resources & Change

R20 Teaching and learning spaces at school are of a good standard

Data from tablecloth used to derive survey *statement:* Improved facilities; Arts & Drama; New buildings; *(new classroom)* building.

R21 ICT[8] resources are good

Data from tablecloth used to derive survey *statement:* ICT; We look forward to the ICT provision being increased/ improved; Technology in school. Are we behind the times?; Insufficient IT Support; Need increased ICT support; More IT training for staff needed.

R22 Non-teaching facilities at school are good

Data from tablecloth used to derive survey *statement:* Improved facilities; Surgery; New buildings; Lack of a gym for pupils; Dining area; Reprographics; Bigger Common Room needed; More toilets needed for pupils.

R23 The process of change at school is positive

Data from tablecloth used to derive survey *statement:* Slow process of change; Keeping up with the rate of change; Too many things going on – need to refine; Resistance to change (entrenched views of SMT[9]); Change process slow; Systems lagging behind as we have grown too fast.

R24 The reputation of the school is good

Data from tablecloth used to derive survey *statement:* Reputation; St Ed's reputation has improved.

[8] Information and Communication Technology is one of various terms used in schools for the curriculum subject relating to the use of computers and technology and the supporting structure of technology for other subjects. In some schools referred to as IT, Computing, and Computer Science.

[9] SMT is an acronym for Senior, or School, Management Team (in some schools SLT – Senior, or School, Leadership Team) which is a committee of executive officers typically comprising the Headteacher, Deputy Headteachers and senior Finance Officer, with other members included according to the size, nature and preferences of the individual school.

R25 The school has a positive and strong vision

Data from tablecloth used to derive survey *statement:* 16+ focus – stronger school – secured future; Vision; More vision needed.

R26 The senior section contributes positively to the whole school

Data from tablecloth used to derive survey *statement:* 16+ - growth mindset of Prep teachers; Senior school has evolved for the better; St Ed's reputation has improved. Feedback from staff at other schools. A lot of this due to the senior school; Growth has resulted in wider pool of experience to draw from.

R27 The culture of the school is positive

Data from tablecloth used to derive survey *statement:* This survey statement was included as germane to the research enquiry but there was no data relevant to it generated in the World Café event.

4.3 Survey Questionnaire

Response rates are given below in Figure 4.1. A total of 65 responses to the online survey were received of which 77% were from teaching staff and 23% from non-teaching staff. Nine responses contained no data other than answers to the compulsory demographic questions. It is assumed that those respondents were previewing the survey and may, or may not, have gone on to complete the survey. The response rate from teaching staff was high (83%) whereas the response rate from non-teaching staff was considerably lower (28%). The lower response rate for non-teaching staff is noted and may limit the validity of comparisons between the two groups. However, acknowledgment of the skewed sample distribution provides mitigation, and, with caution, findings may be presented and discussed (Denscombe, 1998). Around half (46%) of staff had worked at the school for more than 6 years, 21% for between 3 to 6 years, and 32% for between 0 and 3 years.

	No. of Staff	Teaching	Non-teaching
0 to 3 Years' Teaching	22	19	3
No data returns	*(4)*	*(3)*	*(1)*
0 to 3 Years' Teaching Totals	**18**	**16**	**2**
3 to 6 Years' Teaching	15	12	3
No data returns	*(3)*	*(2)*	*(1)*
3 to 6 Years' Teaching Totals	**12**	**10**	**2**
6 or more Years' Teaching	28	19	9
No data returns	*(2)*	*(2)*	*0*
6 or more Years' Teaching Totals	**26**	**17**	**9**
Total Responses	**56**	**43 (77%)**	**13 (23%)**

Figure 4.1: Response Rate to Survey

It was noted that the number of answers reduced by 5% over the length of the questionnaire. Average number of responses per section were Childhood 56.0 (100%); Values 55.67 (99%); Staff 53.71 (96%); Resources & Change 53.0 (95%).

The survey used a "three question grouping" where the 84 questions were gathered in threes, i.e. 27 groups. Each group of three consisted of:

a) a positive statement regarding the current position at the school to which agreement was measured on a five-point Likert scale
b) a question asking how the aspect of the first question had changed over the previous six years using a four-point Likert scale, and
c) an invitation to add an optional comment in a box

In parts a) and b), the Likert scales allowed respondents to select a No Opinion option. In the case of part a) on average only one respondent per question chose the No Opinion option representing 2% of responses. In the case of part b) on average the No Opinion option was selected by 30% of respondents. Part b) questions focused on change over the preceding six years. The percentage of respondents selecting No Opinion reflects the distribution of length of staff service at the school, with 32% having worked at the school for between 0 and 3 years. For the purposes of this analysis, the No Opinion returns are noted but they are not included in the analysis and the statistics are recast without them. For example, if the responses were 60% agree, 20% disagree, and 20% no opinion, the results would be recast as 75% agree (60/80) and 25% disagree (20/80).

For the purposes of describing the results that are expressed as percentages in the data, the following terminology is used:

i.	Almost all	81-100%
ii.	Most	61-80%
iii.	Around half	41-60%
iv.	Some	21-40%
v.	Few	0-20%

When commenting on Likert scale responses of agreement the term 'agree' is used to indicate that participants responded choosing either "agree" or "strongly agree" and the term 'disagree' to indicate that participants responded choosing either "disagree" or "strongly disagree". The survey statements to which participants were responding were positive statements about the school. Therefore, a participant who 'agrees', i.e. choosing either Agree or Strongly Agree, is held to be expressing a positive opinion about that element of the school. By contrast, a participant who 'disagrees', i.e. choosing Disagree or Strongly Disagree, is expressing a negative opinion about that element of the school.

4.3.1 Survey Questionnaire – Quantitative Data

Table A (Figure 4.2 below) shows a summary of the sets of quantitative data from the first two questions of each 'group of three'. The first two columns show the percentage of respondents who either 'agree' (Strongly Agree and Agree) or 'disagree' (Strongly Disagree and Disagree) with each survey statement. The third column shows the average rating for each survey statement using the four-point Likert scale. This represents the full distribution of responses cast over all four points on the Likert scale, as opposed to the combined scores in the first two columns. A slightly different analysis is produced using this method. For example, the highest rated survey statement under this measure is Statement 10 (welcoming and supportive community), whereas analysed by the groupings 'agree' and 'disagree' (columns one and two) the statement is ranked only 6th. On the 1 to 4 Likert scale calculation, the mean average score is 3.21, the range is 1.12, with a low of 2.50 (Statement 17) and high of 3.62 (Statement 10).

The analysis of Table A shows that, on average across all questions, almost all respondents (88%) responded positively to the survey statements about the current situation at the school. In relation to the changes over the previous six years, around half (47%) felt that things had changed for the better with a similar percentage (41%) stating that things had not changed in that period. In terms of opinions to the contrary, few (12%) disagreed with the survey statements relating to the current position of the school and the same percentage (12%) felt that things had changed for the worse.

	Statements of Artefacts derived from World Café event	Strongly Disagree & Disagree	Strongly Agree & Agree	Average Rating 1 to 4	Changed for the worse	Not changed	Changed for the better
childhood	1. The school has a child-centred approach	2%	98%	3.57	6%	46%	46%
	2. Children have a happy childhood	5%	95%	3.55	5%	56%	39%
	3. Recognising and accepting individuality	7%	93%	3.42	7%	53%	40%
	4. Good place for 'quirky' children	9%	91%	3.37	10%	57%	33%
	5. Children remain children for longer	7%	93%	3.35	11%	68%	21%
	6. School is a good preparation for life	7%	93%	3.13	3%	41%	56%
	Section Average	**6%**	**94%**	**3.40**	**7%**	**54%**	**39%**
values	7. Good traditions and old-fashioned values	11%	89%	3.19	26%	60%	14%
	8. Small school attributes	11%	89%	3.24	26%	37%	37%
	9. Pastoral care is strong	7%	93%	3.38	14%	23%	63%
	10. Welcoming and supportive community	4%	96%	3.62	7%	67%	26%
	11. School has a strong fun factor for children	2%	98%	3.52	11%	62%	27%
	12. Pupil behaviour Is good	5%	95%	3.23	17%	39%	44%
	Section Average	**7%**	**93%**	**3.36**	**17%**	**48%**	**35%**
staff	13. Staff attitudes are positive and supportive	11%	89%	3.07	31%	54%	15%
	14. Staff feel valued at school	25%	75%	2.60	34%	47%	18%
	15. Staff workload is manageable	30%	70%	2.72	46%	46%	8%
	16. Appropriate gender balance of staff	25%	75%	2.82	9%	51%	39%
	17. Consistent and transparent staff conditions	46%	54%	2.50	14%	65%	21%
	18. Increased number of staff is positive	2%	98%	3.28	8%	15%	77%
	19. Staff subject or Key Stage specialism is good	2%	98%	3.48	3%	21%	76%
	Section Average	**20%**	**80%**	**2.92**	**21%**	**43%**	**36%**
resources & change	20. Teaching and learning spaces are good	12%	88%	3.24	8%	3%	89%
	21. ICT resources are good	33%	67%	2.75	5%	23%	72%
	22. Non-teaching facilities are good	16%	84%	3.00	10%	15%	75%
	23. Process of change at school is good	10%	90%	3.15	-	-	-
	24. Reputation of school is good	2%	98%	3.53	0%	16%	84%
	25. The school has a strong and positive vision	10%	90%	3.28	0%	35%	65%
	26. Senior section contributes positively to school	4%	96%	3.31	3%	8%	89%
	27. The culture of school is positive	8%	92%	3.26	5%	49%	46%
	Section Average	**12%**	**88%**	**3.19**	**5%**	**21%**	**74%**
	Overall Average	**12%**	**88%**	**3.21**	**12%**	**41%**	**47%**

Figure 4.2 Table A: Combined Quantitative Data from Survey

The survey statements were divided into four sections: Childhood, Values, Staff, and Resources and Change. Figure 4.3 below shows the levels of agreement with the survey statements in the survey. Regarding the current position of the school, in three of the four sections: Childhood, Values, and Resources & Change, almost all respondents agreed with survey statements. In fact, only two survey statements drew less than 85% support (Statements 21 and 22). In the section on Staff, on average most respondents (80%) agreed with the survey statements but, significantly, four of the seven statements received negative responses from 25% or more of respondents (Questions 14, 15, 16 and 17). Although on average few respondents disagreed with the survey statements (20%) the individual peaks of disagreement are considered further below.

Figure 4.3 - Staff Levels of Agreement with statements about the current state of the school

The survey statements were further considered in relation to how staff felt things had changed over the previous six years (Figure 4.4 below). In the first three sections (Childhood, Values, and Staff) around half of respondents (43 to 54%) felt that things had not changed, some felt that change had taken place for the better (35 to 39%), and few felt that there had been negative change (7 to 21%). In the Resources and Change section, most (74%) felt that things had changed for the better with few (5%) believing things had changed for the worse. As with the responses to survey statements about the current state of the school, the Staff section saw the highest individual ratings of Change for the Worse with Statements 13, 14 and 15 polling 31%, 34% and 46% respectively.

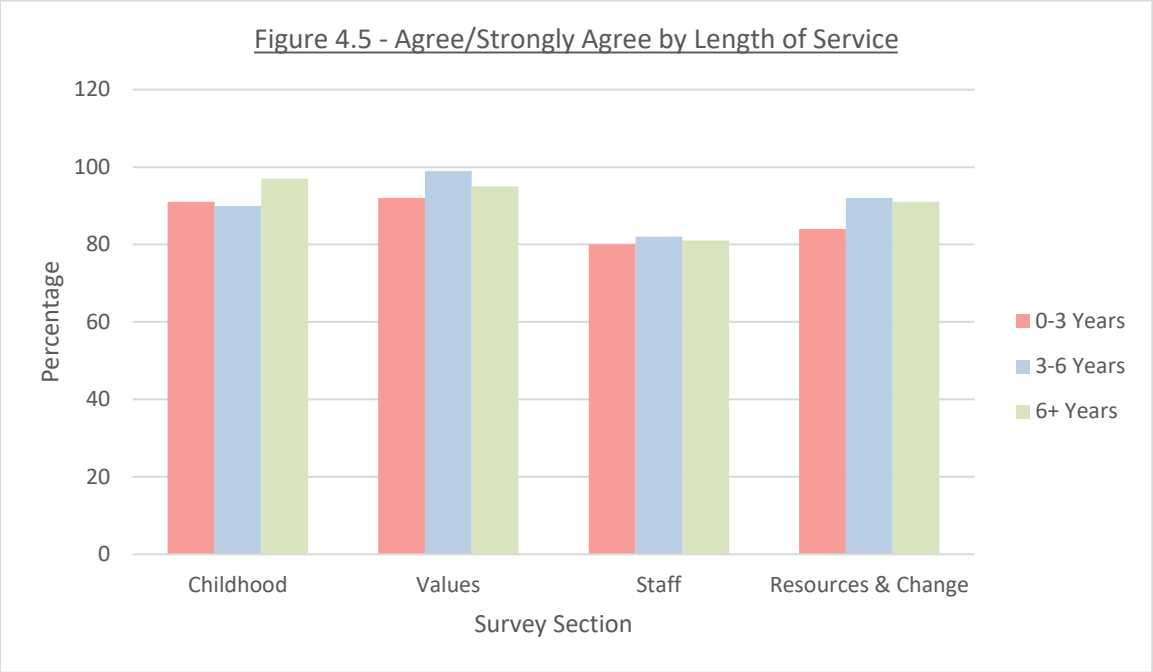
Figure 4.4 - Staff Opinions of Change over the Previous 6 Years

In Appendix A, Tables B and C show the survey data further analysed by Staff Length of Service and between Teaching and Non-Teaching Staff. In the case of length of service, the cohort was analysed as staff of 0 to 3 years' service (32%), staff of 3 to 6 years' service (21%), and staff of more than 6 years' service (46%). In response to survey statements about the current state of the school (Table B), almost all staff responded positively. Table C sets out the data for staff responses to statements about how the school has changed over the preceding six years. It is constructed to offer insight into opinions of positive and negative change, i.e. Changed for the Better/Worse, but it also includes opinions where respondents consider that the situation has Not Changed. The results are consistent with, and comparable to, Table A where Not Changed is included in the analysis. The response of Not Changed is a positive choice that expresses a considered opinion. By contrast, a response of No Opinion is more difficult, perhaps impossible, to understand and is, therefore, omitted from the analysis.

Staff Length of Service

In the two longer service cohort groups (3-6 and 6+ years' service) the average rate of 'agreement' was very similar (90% and 91%), slightly higher than that of staff with 0 to 3 years' service of whom 86% responded positively. Around half of staff who had been at the school for up to 6 years (the first two categories) felt that the school had, on average, changed for the better (58% and 49%). The percentage was lower for staff at the school for 6 or more years where some (40%) felt that things had changed for the better but more felt that things had not changed (44%). Few respondents felt that things had changed for the worse with similar ratings across staff length of

service categories (13%, 10% and 15%). Some staff with 6 or more years' service felt that the school had changed for the worse in the sections on Values and Staff (22% and 24% respectively), a marked contrast to the responses for the two sections on Childhood (8%) and Resources & Change (8%) where significantly fewer expressed a negative opinion. In general terms, staff of shorter service responded that more had changed for the better than their longer serving colleagues.



Teaching and Non-Teaching Staff

The responses of Teaching and Non-Teaching staff were almost all positive at 88% and 94% respectively. The analysis of teaching and non-teaching staff showed that, on average, few felt things had changed for the worse (15% and 9% respectively). More teaching than non-teaching staff responded that things had changed for the better (47% to 40%) and around half of non-teaching staff felt that things had not changed (51% compared to 38% for teaching staff). Teaching and Non-Teaching staff felt the change over the preceding 6 years had been least positive in the Staff section (24% and 13% respectively). The lowest approval ratings by Teaching/Non-Teaching were to the survey statements in the Staff section where positive agreement was 80% to 84% respectively. In the Values section, 21% of Teaching staff felt the change had been negative compared to only 7% of Non-Teaching staff.

Figure 4.6 - Agree/Strongly Agree by Non-teaching/Teaching

4.3.2 Survey Questionnaire – Qualitative Data

Part c) of the 'group of three' statements offered participants the opportunity to write a comment. Each survey statement attracted no fewer than two comments and no more than 22 comments. A total of 283 comments (19%) was recorded out of a possible total return of 1512 (56 respondents multiplied by 27 statements). A sample of the comments returned in the survey is included in Appendix B. Each comment was coded as positive, negative, or neutral. Of the 283 comments, 114 were negative (40%), 97 were positive (34%), and 72 were neutral (25%). Coding individual comments was mostly straightforward. For example, responses to survey statements on the school's child-centred approach included "we have still kept the child at the core of what happens in school" which is clearly positive, whereas "there is less of a personal child-centred feel now" is clearly negative. More challenging is the comment "it has been more difficult to retain the same level of child-centred approach" which could be taken to mean either that the school has not retained that same level or that the school has retained the same level but has found it more difficult so to do. Sometimes the context is helpful, as in this case where the comment was coded as negative.

Where there was significant doubt as to the correct coding, or where the comment did not apply to the statement, then the comment was coded as neutral. For example, still in the child-centred approach category, the following comment is not clear: "It is very important to have the child's opinion and listen to what they say. However, it can have too much judgment on a teacher and whether the child likes the teacher". In this case, the comment was coded as neutral. Several

comments were of the form “I am not saying it has got worse but …” and each comment was considered on its individual merits before being coded. Other examples of comments that were coded as neutral include responses such as advice, suggestions, balanced judgments, solecisms, and areas where no substantive opinion was expressed.

Table D in Appendix A sets out the number of positive, negative, and neutral comments received for each survey statement. Figure 4.7 below sets out the totals for each survey section. The greatest number of positive comments was given to Statements 20 and 26 which each attracted 7 positive comments, i.e. 13% of respondents to the survey. Statement 16 received the highest number of negative comments, 12, i.e. 21% of respondents to the survey.

Figure 4.7 - Survey Comments

In total, excluding neutral responses, the percentage of negative comments was slightly higher (54%) than that of positive comments (46%). It is worth restating that only 19% of opportunities to comment were taken and one might hypothesise that those with negative opinions were more motivated to comment than those who agreed with the statements. This is examined further in the interview responses below. It should also be noted, as discussed in the Methodology chapter above, that writing a comment in a survey requires much greater effort on the part of a respondent than selecting a multiple-choice response.

The section of survey statements on Childhood received the highest percentage of positive comments (58%) which was more than double the number of negative comments (26%). The section on Resources & Change was similarly well supported in the comments with 41% positive and 21% negative. However, as with the quantitative data above, the survey statements in the section on Staff were perceived the most negatively and attracted the highest percentage of negative

comments (58%). Interestingly, the section on Values, which had received the second lowest disagreement rating (7%) received the second highest percentage of negative comments (50%). As we shall see later, responses to survey statements in the Values section has particular relevance to Schein's second tier of Espoused Beliefs and Values. Table E in Appendix A sets out the distribution of positive and negative comments amongst staff by length of service and between Teaching and Non-Teaching staff.

4.4 Survey Comments

In selecting for inclusion comments from the survey, the aim was to represent the tenor of all comments that expressed an opinion relevant to the enquiry. Comments are presented below against the survey statement for which they were entered and where several comments took a similar line, a representative example is given. In some cases, comments are repeated within the chapter where they contribute to the analysis of aspects of different artefacts and, in the following chapter, where they are relevant to the espoused values or basic underlying assumptions.

4.4.1 Childhood

C1 The school is child-centred in its approach

Survey responses were mostly positive with comments such as "This year has been challenging (*COVID)* … but we have still kept the child at the core of what happens in school" and "the school has continued to try and put the child … at the heart of all things." Three comments raised the issue of the increased size of the school suggesting that "As the school has got bigger, it has been more difficult to retain the same level of child centred approach".

C2 Children have a happy childhood at the school

Only four comments were made in this section in the survey with the only negative comment suggesting an "Inevitable down grade due to teenagers being present!" This was countered by "Particular credit to the developments and constant improvement for the senior pastoral team. A calmer school is a happier school."

C3 The school is good at recognising and accepting the individuality of children

Evidence from the survey supports this survey statement with comments including "Still a very strong side of School and a part that makes it a very special school" and "We are open to children having their own identity and diversity is accepted well". One comment from the survey was negative, relating to the school's dress code which it was felt "Makes the environment very

challenging for gender fluid, non-binary, transgender or non-traditional approaches to gender stereotypes".

C4 The school is a good place for 'quirky' children

In the survey, the two negative comments focused on academic weakness and old-fashioned standards: "quirky is OK but sometimes I think we have pupils who are too weak academically" and "Even hair below the shoulder in the male population would be deemed as extortionately quirky and would be openly, negatively challenged by teaching staff." Positive responses focused on the improved academic support and the huge difference "Through education and therefore pastoral has made … for a select group of children". More generally, points included "I disagree with the word 'quirky'" and "Let's face it, we are all a bit strange!"

C5 The school's ethos helps children to remain children for longer

In the survey there was a suggestion that a change had taken place due to the size of the school: "The seniors have had an effect on the younger children. Not bad but it has made some grow up quicker." Positive comments suggested a "'younger' feel than many alternate senior schools setting" and that children remained children for longer "In a positive way, not too cotton wool!"

C6 The education at school is a good preparation for life

Opinions in the survey were mixed. Negative thoughts included "we over-support the children and could be doing more to increase their resilience" and "We are not always preparing the children as well as we could." By contrast, positive opinions were "The children are well prepared for 6th Form", "More relevant PSHE[10] which is better managed", and "Skills are excellent. Additional options and activities are helping develop."

Artefacts that staff have seen, heard, felt or sensed (Schein, 1999) and identified in survey comments under the Childhood section included: pupil behaviour; the Growth Mindset programme; vertical integration of pupils; activity evenings (photos); the public speaking programme; the Careers programme; class and pastoral group sizes; sick bay and nurses; school uniform options; inspection reports; the School Creed.

[10] PSHE is an acronym for Personal, Social and Health Education which is a non-statutory subject that English schools are expected to use to build on statutory content relating to drug education, financial education, sex and relationship education, and the importance of physical activity and diet for a healthy lifestyle as well as tailoring the subject programme to meet the needs of the schools' pupils.

4.4.2 Values

V7 The school has good traditions and positive old-fashioned values

Negative comments from the survey were positioned on both sides of the argument regarding tradition. Views such as "Losing too many of those traditional values" and "It feels as if we have moved away from some of the traditions ... a shame as they have real value in a modern world that struggles with high standards" oppose contrary views such as "the school is far too-old fashioned and hasn't kept pace with modernity and developments" and "I feel that whilst traditions and positive old-fashioned values are important, these can often hinder the progress of the school". Positive comments were also balanced on the issue of traditions, e.g. "Important not to dilute those traditions in favour of modern fashions … part of what makes School great" contrasting with "Some more 'embedded' traditions have been dropped and senior management seem more open to change than they were". The reduction in Chapel time was bemoaned as was a lack of assembly[11] time and a neutral comment cautioned that the school "Must not become a secondary modern!"

V8 The school has the positive attributes of a small school

The two negative comments were "Class sizes too big" and "It hasn't changed but should somewhat to come in line with the school changes." Several neutral comments remarked that the school simply was not small anymore but without expressing an opinion as to whether this was positive or negative, e.g. "A tricky question to answer, in that I feel that the ethos hasn't changed, but the operation as a small school has changed due to the increasing number of students, which inevitably changes things (class sizes for instance)" and "Difficult – swings and roundabouts." Positive responses took a different line: "Still small but much improved quality" and "You may teach in school of 480ish, but most will teach a lot in a specific section of less than 200."

V9 The pastoral care at the school is strong

Survey comments drew a distinction between the quality of pastoral leadership in different sections of the school, with best practices ascribed to the senior age groups, e.g. "This *(pastoral care)* varies depending on which part of the school a child is in", "Particularly in the seniors. Prep pastoral can be mixed" and "The seniors seems to have moved forward strongly after staff changes while the prep has gone backwards" and "I feel the pastoral care in the Prep School is somewhat disjunct." More generally there was praise for "More staff focus and more pastoral staff, especially

[11] A school assembly is typically a gathering of some or all pupils and teachers, the purpose of which may include elements such as communication of information, instruction of pupils, performance by pupils, and acts of communal expression or worship.

DSLs[12]" but concern about time pressures: "Staff are more stretched as more pupils to be responsible for" and "Staff are a lot busier and do not have the amount of time they had six years ago."

V10 The school is a welcoming and supportive community

Only two comments were written in the survey, the first positive: "it is most certainly a welcoming community" and the second negative: "for various reasons, not as welcoming and supportive as it should be."

V11 The school has a strong fun factor for the children

In the survey one positive comment claimed that the fun factor was "One of the brilliant aspects of School" whereas several respondents felt that the fun factor was diminishing, e.g. "Not as much time given over to fun as there used to be."

V12 The behaviour of pupils is good

Comments in the survey were divided on the issue of pupil behaviour. On the positive side, it was felt that behaviour was better now that the senior section was more established, e.g. "The senior school has 'settled' with more homegrown children", "Behaviour dipped with the first senior intake, however the behaviour across the school is excellent", and "The initial few years of senior teaching were 'testing'. Thankfully this is now a distant memory." Negative comments fell into two categories. The first area of concern was the top of the prep school: "Prep behaviour in years 7/8 needs looking at" and "worried about those coming through from Year 8!" The second was manners: "Manners could be improved" and "certain things that need to be tightened in the school – manners is one of them."

One respondent held that a dip in behaviour was not connected to the school's senior growth, stating that "The behaviour is still good but has changed for the worse … I believe this is not due to the senior school being added."

Artefacts that staff have seen, heard, felt or sensed (Schein, 1999) and identified in survey comments under the Values section included: tutor system; pupil behaviour; vertical integration of

[12] The role of DSL (Designated Safeguarding Lead) was specified in the Children Act 2004, stating that every organisation that works with children should have a role dedicated to safeguarding, in a school usually a person(s) appointed to make sure that the school adheres to its safeguarding policies.

pupils; activity evenings; chapel, assemblies and house meetings; alumni events; pupil support for others; school creed; staff welfare support.

4.4.3 Staff

S13 Staff attitudes are positive and supportive

Survey responses were mixed. Positively, several comments praised the staff body, e.g. "Staff are extremely supportive and I love the community at *(School)*", "Really good set of colleagues and friends", "The common room is superb – *(School)* has a strong body of teachers and support staff" and "The *(School)* common room is the most supportive that I have ever come across. Staff are amazing." Some comments about staff were more difficult to categorise: "New colleagues have diluted some of the older pessimists" and "even the few who moan are fine really, they just like to moan a bit." Some respondents saw negative aspects to staff: "More 9 to 5 staff who don't really 'get' what a *(School)* type school is" and "too many of the newer staff have never taught at a really good school before." Staff morale and leadership were raised as concerns: "Due to various appointments, staff morale has fallen considerably", "However, they *(staff)* are not so positive at the moment. Not just because of coronavirus" and "Leadership has fallen off in the prep school."

S14 Staff feel valued at school

In the survey several comments related to differences in how valued staff felt they were: "some staff have not felt valued and their significance in the school has diminished", "the steady drift to prep end teachers and senior end teachers can cause the value of staff to feel different, even if that is not case in reality" and "I'm not sure that there is a clear general picture. Some staff clearly do feel valued, but others not." One comment stated that it was "Very rare for senior leaders to … pop into lessons and make positive comments. Very rare for individual thanks to be given. Very rare for staff opinion to be asked" whilst another respondent wrote "I think there has been a steep decline in staff feeling valued over the past six years." In contrast, one respondent wrote "It is getting better."

Other positive comments included: "*(School)* is very good really at a time when many schools are tightening up. Easy to take things for granted, even little things like free coffee, lunch, snacks, etc"; "There is immense job satisfaction from working at *(School)*; "Some who will never be happy but most appreciate how lucky they are"; and "We have a good quality of life and great colleagues."

S15 Staff workload is manageable

The issue of Staff Workload prompted the second highest number (20) of written comments in the survey, half of which were negative. The general content of negative comments was that staff

were much busier than before, that the workload was not well managed, and that larger pupil groups meant additional marking, report writing and parents' evenings. Some staff suggested that the pandemic had played a part, e.g. "due to COVID restrictions, many found the work load unmanageable … However, these are not normal circumstances" and "the faculty system hasn't had time to bed in. It is certainly much more stressful for teachers to have to constantly move around classrooms."

Two respondents recognised pending improvements: "I particularly welcome the changes to reporting expectations that have now been introduced and believe that this will make a significant difference to workload moving forward" and "the proposed changes in reporting structure should help with this but it is not in place yet." Other opinions included: "It's definitely busy but people forget how short the terms are compared to many schools"; "On balance I think the workload is very fair. Still some colleagues who think they should never have to do any work in the evenings or sometimes at weekends"; and "Same amount of moaning as before but life is good compared to where I came from."

S16 The school has an appropriate gender balance of staff

In the survey, opinions were divided across: not enough male teachers (four comments), not enough female managers (seven comments), and not really an issue (three comments). Two respondents noted the importance of the quality of the individual: "Please, just the best person for the job" and "Making progress and would like to see more women in SMT but only if they are good enough."

S17 The school acts consistently and in a transparent manner over staff conditions

In the survey responses eight of the thirteen responses referred to a lack of transparency in pay and workload. Other points suggested improving communication relating to staff conditions and better use of the Staff Welfare committee.

S18 The increased number of staff is positive

Comments from the survey were mixed. On the positive side, the benefits of fresh ideas and "Each member of staff brings something wonderful to the school" were expressed along with the feeling of "working with a family - the Head has an excellent eye for colleagues who will 'fit'". The three negative comments ranged across leadership issues, negativity amongst some staff members, and the possibility of standards slipping with the arrival of new staff.

S19 Staff have a good level of subject or Key Stage specialism

In the survey four comments criticised staff teaching outside their subject or Key Stage specialisms although one respondent wrote that it was “Great to have opportunities to expand experience across different age groups.”

Artefacts that staff have seen, heard, felt or sensed (Schein, 1999) and identified in survey comments under the Staff section included: curriculum planning; Key Stage specialism; staff induction; teaching standards; GCSE results; staff welfare support; consultation with staff.

4.4.4 Resources and Change

R20 Teaching and learning spaces at school are of a good standard

The seven positive comments in the survey all related to the improvements due to new buildings and the creation of additional spaces. Other comments identified areas for improvement to bring everywhere up to the standards of the best spaces as well as suggesting additional facilities to be developed. Once again, it was noted that the pandemic was having a negative influence as the “temporary 'bubble' situation appears difficult for teachers - will be preferable for them to have a proper classroom base again.”

R21 ICT resources are good

In the survey, this question attracted the highest number (22) of written responses. The four positive comments focused on the improvements made and noted that there was room for further progress. Of the five negative comments, the main thrust was three comments pointing out the difficulty of booking an ICT suite, and two criticising a failure to keep up with other schools. Neutral comments praised progress and/or suggested operational improvements such as the introduction of tablets, non-teaching technicians, and remote access to a shared drive.

R22 Non-teaching facilities at school are good

Negative comments in the survey criticised a lack of space in the playground, dining halls, car parks, and staff common room. Positive comments highlighted the new staff workrooms, additional parking, new toilets, the new surgery, and the new sports hall. The planned dining hall and additional Astroturf pitch were eagerly awaited.

R23 The process of change at school is positive

Positive comments regarding change highlighted the success of the school: “Great time to be at the school - so much good going on”; “Lots of good things going on and a sense of really driving forward - yay!” and “It has been hugely successful and the school will make changes where required.” The process of change received support: “It has been a positive process to be a part of and one of my favourite things to have been a part of since joining” and “Well managed from the top. Strong leadership and excellent timing.” On the negative side there was criticism of the reduction of green spaces so as to permit new buildings and other spaces. More generally appreciation was expressed for “a lot of staff-focused changes which is greatly appreciated” and that “in any change things will be lost but the changes have guaranteed the future of the school.”

R24 The reputation of the school is good

The five positive comments included elements of “the school has provided an outstanding provision during the current lockdown”, “doing things first (nursery visits to the elderly, bike trail) and different to other schools”, “Numbers are the healthiest they have ever been” and “more confidence within the school generally.” The impact of the senior section attracted comment: “The reputation of the school is the highest it has ever been. A large part of this success is down to the success of the senior school and external examination results” and “More confidence due to success and super GCSE results.” One comment explored the potential issue of being seen as a ‘through school’.

R25 The school has a positive and strong vision

Regarding the school’s vision, survey comments concentrated either on a lack of knowledge of the future vision or on a desire to be included as that future vision was determined.

R26 The senior section contributes positively to the whole school

There was a strong positive response in the survey to the contribution of the senior section of the school: “The senior school is excellent”, “A fantastic balance - lovely for the younger students to see their next steps”, “The most noticeable improvement in *(School)* has been in the senior section”, and “Very strong leadership in the senior school makes a positive impact.” Suggestions were made as to how the senior section could develop greater links with younger year groups and the only negative comment talked of “bad behaviour/language being witnessed by little people and time of teachers being prioritised to the seniors.”

R27 The culture of the school is positive

The four comments in the survey were all positive: “School is a magical place to work at”, “We are more proud of the school and it shows in everything we do”, “Swings and roundabouts but overall the culture has improved”, and “Success has brought investment and confidence.”

Artefacts that staff have seen, heard, felt or sensed (Schein, 1999) and identified in survey comments under the Resources and Change section included: teaching and learning facilities; inspection reports; GCSE results; non-teaching facilities, ICT provision.

4.5 Interviews

Interviews were conducted with six volunteers of whom five were members of Teaching staff and one a member of Non-Teaching staff. Participants were given the undertaking that the comments they made in the interviews would be confidential and represented in this research in such a way that it would not be possible to infer their identity. It subsequently became apparent that at least two of the interviewees disclosed to others that they were interviewed and, of course, there is no prohibition on their so doing. However, it does pose a potential issue of protecting the identity of individuals when presenting comments from interviews. Comments used within the analysis of this, and the following, chapter will, as far as possible, be anonymised. Similarly, for the protection of identity, the analysis of interview comments will not give details of the Teaching/Non-Teaching split. This is to protect the one member of Non-Teaching staff whose confidential comments might be more easily ascribed to the individual if captioned as coming from a member of Non-Teaching staff.

The interviews were semi-structured, and all interviewees confirmed that they had previously taken part in the survey so were aware of the four sections in the survey. The format of each interview comprised a single question repeated five times. At each repetition a new area of interest was introduced, the first four being the sections of the survey and the final area that of underlying assumptions. Figure 3.4 above sets out the full list of primary and ancillary questions.

Question: “Over the past six years, has/have INSERT changed at the school?”:

1. Childhood
2. Standards and Values
3. Staff
4. Resources and Change
5. Basic Underlying Assumptions, the school’s Culture

The final question uses the terminology of Schein's (1985) three tier structure of organisational culture, but the interviewees were not familiar with the technical definition used by Schein. For each question, staff were given the opportunity to speak freely, and supplementary questions were used sparingly for clarification or to focus on an area of interest.

From the six interviews, approximately three hours of data were recorded and transcribed. For the purposes of analysis, the data were carefully reviewed and allocated to the survey statements of the survey. Whilst survey comments were written by respondents in response to each three-question group, interview responses were given in the broader context of survey section headings. Even then, there is inevitable cross-over where comments made in response to a question about one section have a relevance to another. The extraction of qualitative data from interviews and their placing against each survey statement is, inevitably, a subjective exercise by the researcher. An extract from a transcript of one of the six interviews is given in Appendix B.

4.5.1 Childhood

C1 The school is child-centred in its approach

Responses at interview were positive about the school's child-centred approach with comments including "the school puts the children first", "I think our learning, our teaching, our pastoral input is all very child focused", and "There are lots of things in place to try and counter any distraction from being able to keep the children at the heart of it."

C2 Children have a happy childhood at the school

Feedback at interview was unanimously positive about the happy and fun childhood at school and included comments such as "Childhood wise though they still have a lot of fun, they still enjoy it" and "So I think childhood here is childhood. It is actually what childhood should be about."

C3 The school is good at recognising and accepting the individuality of children

The interview responses were very positive about the school's and teachers' attitudes towards pupil individuality. Comments such as "There's a real tolerance", "the school is really good at respecting individuals and their strengths", and "There's a real focus on valuing the individual" typify the tenor of interviewees' responses.

C4 The school is a good place for 'quirky' children

Two interviewees talked positively about 'quirkiness': "That space where you're allowed to be yourself is … why some of the quirky children have such a happy childhood – it is something very special" and "one of the things that initially attracted us to School as parents was kind of the more

old fashioned quirky good experiences about childhood were really valued and promoted here." One concern was expressed at interview that in the change to become a larger school the risk might be that "perhaps the slightly quirkier children will stay together and not be necessarily accepted as much as the rest of them."

C5 The school's ethos helps children to remain children for longer

In interviews there was positive support: "the children remain children here for just a bit longer than they would do if perhaps they were in some other schools" and "It is one of the most wonderful things … that our children are allowed to stay children and be children for as long as we can possibly sustain that until, you know, teenage angst sets it, but no I don't think that's changed."

C6 The education at school is a good preparation for life

Interview comments about the school providing a good preparation for life were positive: "I think a more balanced childhood and a better preparation for life there is what we manage to achieve", "we're giving the children the tools for the future which they need … parents haven't got the time and we at school are having to input and fill in the gaps for them", and "There's a real focus on … enabling them to achieve personally and develop in community which is what you need for life."

Artefacts that staff have seen, heard, felt or sensed (Schein, 1999) and identified in interview comments under the Childhood section included: pupil behaviour; integration of pupils; activity evenings; positions of responsibility for pupils; staff meetings discuss pupils; class and pastoral group sizes; school creed; new staff experience; chapel, assemblies and house meetings; sick bay and nurses; inspection reports; GCSE results.

4.5.2 Values

V7 The school has good traditions and positive old-fashioned values

Interview responses touched on the positive impact of: Chapel - "Chapel is still somewhere special in the school and that sense of history … really makes the children feel part of that whole School community"; moral values - "the values of your basic good and bad are intrinsically fermented into the school"; and role models - "very strong role models from the staff about how to dress, talk to people, value individuals, and just generally how to conduct yourself." Concern was expressed in interviews about an erosion of the house system due to COVID: "the whole House system I think has broken down … it doesn't really exist anymore"; "a House leader … would actually go out of their way at House meetings to look after the little ones in their House"; and "Things like

heads of school, prefects and heads of houses in the seniors have not really had the chance to do their jobs ... they haven't been able to meet because of the bubbles and during that time the school has got a lot bigger."

V8 The school has the positive attributes of a small school

Interview responses recognised the increased size of the school (from 200 to 500 pupils) and commented on the small school attributes, e.g. "Of course, we're bigger numerically although sometimes you walk around and you look at the size classes and you wouldn't think it", and "Even though the school is bigger it still feels like a small school because it really cares." One negative aspect was "Because of the success of the school numbers are obviously a lot bigger. Therefore, the odd case does slip through the net pastorally and academically."

V9 The pastoral care at the school is strong

At interview pastoral care was well supported: "our pastoral input is all very child focused", "Pastorally I think there's been a big input", and "the way that things are fed into staff meetings about individual children so that everybody's aware. I think that kind of regular checking in of how's that child doing … counter any distraction from being able to keep the children from the heart of it". One cautionary note was sounded, as in V8 above, "numbers are obviously a lot bigger. Therefore, the odd case does slip through the net pastorally and academically."

V10 The school is a welcoming and supportive community

The support and welcome for staff were strongly supported at interview: "you see people pull together and support each other", "you've got a strong team who are supporting, so that's my experience", "I think people are very welcomed into the school", and "my department was very supportive and other colleagues, everyone wants to help here." Induction and mentoring were appreciated: "The staff induction has improved a lot" and "having a mentor when you join even if you're not an NQT[13], is really important and really valuable." The welcome and support for children also attracted positive comment: "There's a good feeling even those who come into the senior school, they slot in, and I think what we do very well is to welcome even those higher up the school" and "The school is really supportive to new children, like making them feel welcome and not to worry about things, and just being the best they can be."

[13] In England, NQT is an acronym for Newly Qualified Teacher and refers to someone who has completed their initial teacher training and gained Qualified Teacher Status (QTS) but has not yet completed their statutory 12-month induction programme. In 2021 the NQT designation was changed to ECT (Early Careers Teacher) and the induction period extended to 24 months.

V11 The school has a strong fun factor for the children

Whilst this area attracted comment in C2 Happy Childhood above, only one short interview comment specifically related to the fun factor stating, “the fun factor is still there.”

V12 The behaviour of pupils is good

There was a mixed response in interview comments regarding pupil behaviour. On the plus side, “Children are children, but they do know how to behave, and they do behave very well.” The influence of the senior section was cast as a negative factor, “years 5 and 6s who are part of the main school they can be influenced more by the seniors, they will hear on the odd occasion the odd bit of bad language which is inevitable … they will witness things which perhaps they didn't witness before.” Another concern was a lack of staff time to police behaviour, “staff are busier … We don't have the time: can you tuck your shirt, can you pick that sweet wrapper up, can you do this can you do that please. So, the policing is less, the children are getting away with more.” By contrast another interviewee felt that little had changed, “We’re forever making sure they tuck in shirts, not roll up their dresses, all the usual things for the older ones but in the prep, I don’t think that standards and expectations have changed at all.” One interviewee suggested that the issue was more societal, “Behaviourally it's harder now because it's parents' expectations that we are up against because even if we set a standard, it's not what children are getting at home.” One opinion held that with a smaller school environment “the children we have within the school we keep quite a tight rein on, and they understand what's right and what's wrong and good and bad, and what's acceptable and what isn't, so that’s how they behave” compared to when they “go off into their senior school … because there isn't the same level of control or environment.”

Artefacts that staff have seen, heard, felt or sensed (Schein, 1999) and identified in interview comments under the Values section included: tutors and pastoral heads of year; pupil behaviour; vertical integration of pupils; class and pastoral group sizes; school creed; chapel; alumni; consultation with staff; staff feel valued.

4.5.3 Staff

S13 Staff attitudes are positive and supportive

The issue of staff attitudes attracted much comment with every interviewee taking time to praise the experience of being a member of staff at the school, e.g. “What's it like to be a member of teaching staff – brilliant”, “We all get on and it works brilliantly”, and “I think it's wonderful to be a

part of the teaching staff here." Criticism was expressed of some members of staff: "there can be a disconnect sometimes between teachers who've been here a long time and worked in the prep school not quite buying in to us as we are now", "those who've been at School longer haven't really liked the changes and have been quite moany but they're only a handful if that and probably only one or two of them are actually that unhappy but there are some others, not many just one or two, who agree a bit like sheep" and "Harking back to the good old days, people always do that, and you're not going to change that culture, it's always there." More generally, "I think if people aren't happy, it's because some people are quite set in their ways and would prefer things not to change" and "Some of the people who moan don't come *(to the Staff Forum)* but they just like to moan."

Two interviewees commented about the change in professional standards. "I do think it's changed. As we've become more a senior school there's a certain element of a more academic approach … I feel that I'm stimulated socially, I'm stimulated professionally, and both of these things work really well. There is a different level of professionalism now" and "it's the first time I've not been worried about any books not having been marked properly, the right comments, the right feedback." The experiences of new staff were also related: "When new staff arrive, they always say what a special place it is to work" and "there's been a couple of times when *(supply teacher)* said you've got no idea how good things are here."

S14 Staff feel valued at school

Positive responses in interview of staff feeling valued included "a real sense of team where everybody wanted everybody else to succeed"; "it's not just your colleagues that care but the school really cares and tries really hard to look after everyone and be fair to everyone"; "I love that the school isn't about money but it is about quality of life and still bothers about that for staff"; "you feel part of a community that cares"; and "having a mentor when you join even if you're not an NQT, is really important and really valuable." To the contrary, one response stated, "We're not looked after by the middle area of management at all but we look after each other."

S15 Staff workload is manageable

The issue of workload was mentioned in general terms in four interviews: "you're also given the freedom to just teach … it's not too restrictive, and that makes the busyness manageable", "I am aware that people do find it very busy", "staff are busier with cross over between junior and senior", and "I really enjoy it, it is very full on and very absorbing and sometimes the juggle feels slightly on the edge."

S16 The school has an appropriate gender balance of staff

Three comments in interviews related to gender: “You've got this group of women all going for these girls' jobs at the moment and I think I mentioned that there's no falling out, there's no nastiness, people are all saying they'll pick the personalities that work”, “I think it has changed. From a female perspective I think we're better”, and “I think we've got better at that. The culture of that is better, I don't think we're quite there yet, but I think it's getting better.”

S17 The school acts consistently and in a transparent manner over staff conditions

In the interviews, one comment related to fairness: “the school really cares and tries really hard to look after everyone and be fair to everyone.”

S18 The increased number of staff is positive

Interview responses were almost entirely positive about new staff and the increased staff body: “the reason we get those quality applicants, is because of the reputation”; “one of the things I love is the way that you've sort of recruited … this amazing group of adults in the staffroom who all get on”; and “You really notice the additional support staff, you know technicians and admin staff … they make such a difference.” One concern was raised that “not all the new staff have that same mentality *(as staff who have been at the school when it was smaller)* but we're trying to uphold that.” The impact on professional standards was also mentioned: “The new teaching staff … have really boosted the professional standards” and “As we've become more a senior school there's a certain element of a more academic approach and … there is a different level of professionalism now.” Similarly, one comment suggested a change in approach: “that idea that this is how it's always been done – and that's gone which is lovely, it's been picked up and it's become much better … and I think that is due to the changes to staff in a good way.”

S19 Staff have a good level of subject or Key Stage specialism

The introduction of the senior teaching programme attracted positive comment (S18 above) with one interviewee observing that the impact at the senior end of “new teaching staff has really filtered down to colleagues further down in a very positive way although maybe some of the weaker teachers have found that challenging.”

Artefacts that staff have seen, heard, felt or sensed (Schein, 1999) and identified in interview comments under the Staff section included: teaching standards; staff induction; inspection reports; GCSE results; new staff experience; staff welfare support; consultation with staff; staff feel valued.

4.5.4 Resources and Change

R20 Teaching and learning spaces at school are of a good standard

Interview comments mainly focused on new facilities: "I think the big resources, such as the sports hall, have really benefited" and "I think the facilities around the school have improved immeasurably, much better teaching facilities, the multi-purpose sports hall." There were also positive comments about improvements within existing buildings: "the facilities for staff have really improved in the classroom with digital screens and much much nicer classrooms to work in" and "people see the new buildings and yes that's lovely … but what I think people forget is the changes to the buildings that were already there like the staff work rooms, like the new science labs in the *(Building)*, they are amazing."

R21 ICT resources are good

Interview responses recognised the improvements that had been made - "four new ICT suites and then we have the laptop banks" and "ICT we've definitely got better, the ICT rooms we've got dedicated, there's more of them." Ongoing issues were identified - "I know it's been expanded but still insufficient … the problem is the bigger we've got the more classes we have, and everybody wants access … too often at the same time." Planned additions to resources were eagerly anticipated – "The new tablets would be amazing and would make a massive difference" and "I think it is that blended learning approach that we are moving towards as well with *(Name)* and the exciting new digital learning strategy."

R22 Non-teaching facilities at school are good

In interviews, comments regarding non-teaching facilities concentrated exclusively on the staff common room and work rooms. On the one hand "the new staff work rooms are much better" and "The staff workroom has changed over the last two years for the better"; on the other "the common room is a bit small" and "we might develop … more staff room space where we could get a communal hub where I think at the moment it's truncated with people in different areas."

R23 The process of change at school is positive

The process of change attracted few comments. Interviewees recognised some of the challenges: "I certainly think that for a school that's going to go through what we've done you're in that strange damned if you do damned if you don't … it's a gamble which could ruin the school unless you do it the way we did it which I think was the safer way of get the numbers up and then put the hardware in afterwards" and "The challenges for the existing management for the prep school as the prep school changed was the first point, they would have to change with it. And for the senior school those who are brought in need to be good as well so it's almost as if you've got a pincer movement happening on you." There was praise for preparation work – "I think that lots of these changes have been really clever and well-managed without people noticing almost but they have all been essential or we couldn't have coped as we grew bigger" and for the success of the process – "It's amazing really and the senior management have made those changes and they've done a remarkable job really." The success of introducing GCSEs also drew comment: "that process of setting up GCSEs and taking the staff and children through it was really well led, I think, and the planning started years before anyone sat an exam" and "the senior team are building all the time trying to get these young people ready for … colleges … and that hasn't changed."

R24 The reputation of the school is good

The one comment from interview held that "GCSE results have given lots of confidence because we didn't do any proper external exams and I think some people thought we couldn't do it, but we've not only done it but done it really well, and now we've done it for many years. So, I think those changes have changed attitudes inside the school and also those outside, like parents looking to join us can see what a really good set of results your child can get at School.

R25 The school has a positive and strong vision

The only comment of relevance in interviews was "the school goes out of its way to take on some children who might not really have a happy time at school and then help them to really enjoy life at School."

R26 The senior section contributes positively to the whole school

Interview comments focused positively on areas of change after the senior section was introduced. The areas identified were academic standards, resources, support staff, and school culture. Academic standards: "new teaching staff at the senior end have really boosted the professional standards and this has really filtered down to colleagues in a very positive way" and "as

we've become more a senior school there's a certain element of a more academic approach and … I think it has changed a little bit as we've started teaching further up the education ladder ... there is a different level of professionalism now." Resources: "big resources, such as the sports hall, and … Food Tech, have really benefited, and having those on site for the children to be able to use even if they're not in the senior school is great." Support staff: "the sports staff are also great taking the younger children, coaching them for movement and coordination skills" and "someone like *(technician)* to have her expertise to support in some of our classes is great and her resources, I definitely feel that there is crossover in staff expertise with the senior end and the younger children."

R27 The culture of the school is positive

In interviews the quality of kindness was very strongly supported as a key element in the school's culture: "I would say people are just kind to each other … and I don't think that *(kindness)* has changed if anything that's expanded"; "Kind would be something if I had a single word that would for me sum up the school's culture"; "No I think it *(kindness)* has developed, well changed by getting even better"; "The children are really kind to each other and particularly with those who are a bit different or not so good at some things – that hasn't changed"; "the culture of the school is very kind and supportive and caring and that hasn't changed, in fact I think it has got even better"; "I think as a school I remember kindness was the buzzword when I first came here and we do that brilliantly"; "That element of maintaining kindness and working towards kindness so that the children understand it"; and "we work very hard to instil in our children what kindness is."

Tolerance and support for the individual within the school culture was another positive element that was raised in interviews: "you have children and staff being hugely empathetic and I think that's what I've seen develop and I think people are really good with children that are perhaps not as functional for whatever reason than other children, there's a real tolerance" and "the children are very accepting of other people and always find the best in the individual." Similar to tolerance was the school culture of support: "I think there is a lot of emphasis on being part of the community and looking after each other"; "I still think there is a real focus on getting to know every child as an individual and trying to do all that you can to support … I don't think that has changed"; "I think it's a nurturing environment that gets the best out of these children and that's what *(School)* does well, whether it's building up their confidence or even getting them exam results"; and "Other schools whether they be state or private would be giving up on these children and I think that is the secret of the success of *(School)* that we give these children confidence, raise their self-esteem." One opposing voice suggested that the acceptance of individuality, whilst still a value held by the

majority of the pupils, was “being watered down through no fault of our own … it’s just the general size of the school.”

Exam culture attracted balancing opinions with one respondent stating that the introduction of GCSE examinations was filtering back down the school as a negative “exam culture” influence. To the contrary, another respondent felt that the school had resisted such pressures and that “School is really something special and that other schools are not like *(School)* because they’re so focused on results and taking the children who are going to do the best in everything.”

Two other ingredients ascribed to the school’s culture were faith – “I think it's believing in them *(children)* and that hasn't changed” and honesty – “Honesty I would put really high up – I think we're very honest about the way we work.”

Artefacts that staff have seen, heard, felt or sensed (Schein, 1999) and identified in interview comments under the Resources and Change section included: departmental and faculty organisation; pastoral management arrangements; Key Stage specialism; inspection reports; GCSE results; teaching and learning facilities; non-teaching resources; ICT provision.

4.6 Change

The research enquiry focuses on changes to organisational culture in a school that has extended its age range. Having presented the data collected from the three research events, I have extracted data that is directly relevant to change. Figure 4.8 below shows the quantitative survey data relating to change over the past six years, the second element of the three-part question groupings.

Qualitative data relating to change from survey comments and interviews is presented below. I have selected comments that relate directly to change, or the lack of it, that resulted from the school’s expansion. The impact of the COVID pandemic as a sole instrument of change is not included in this change analysis. For elements of change where both the pandemic and the school’s expansion have been influential, the presentation of that data is included. I have chosen to focus on actual change, or lack of it, rather than expressions of aspirational or cautionary change in the data.

4.6.1 Childhood

Survey: Change over past 6 years: Better 39%, Not Changed 54%, Worse 7%.

		Over the past 6 years			
		A. Change for worse	**B.** Not changed	**C.** Change for better	Total Change **A.+ C.**
childhood	C1 The school has a child-centred approach	6%	46%	46%	54%
	C2 Children have a happy childhood	5%	56%	39%	44%
	C3 Recognising and accepting individuality	7%	53%	40%	47%
	C4 Good place for 'quirky' children	10%	57%	33%	43%
	C5 Children remain children for longer	11%	68%	21%	33%
	C6 School is a good preparation for life	3%	41%	56%	59%
	Section Average	**7%**	**54%**	**39%**	**46%**
values	V7 Good traditions and old-fashioned values	26%	60%	14%	40%
	V8 Small school attributes	26%	37%	37%	63%
	V9 Pastoral care is strong	14%	23%	63%	77%
	V10 Welcoming and supportive community	7%	67%	26%	33%
	V11 School has a strong fun factor for children	11%	62%	27%	38%
	V12 Pupil behaviour Is good	17%	39%	44%	61%
	Section Average	**17%**	**48%**	**35%**	**52%**
staff	S13 Staff attitudes are positive and supportive	31%	54%	15%	46%
	S14 Staff feel valued at school	34%	47%	18%	53%
	S15 Staff workload is manageable	46%	46%	8%	54%
	S16 Appropriate gender balance of staff	9%	51%	39%	48%
	S17 Consistency and transparency of staff conditions	14%	65%	21%	35%
	S18 Increased number of staff is positive	8%	15%	77%	85%
	S19 Staff subject or Key Stage specialism is good	3%	21%	76%	79%
	Section Average	**21%**	**43%**	**36%**	**57%**
resources & change	R20 Teaching and learning spaces are good	8%	3%	89%	97%
	R21 ICT resources are good	5%	23%	72%	77%
	R22 Non-teaching facilities are good	10%	15%	75%	85%
	R23 Process of change at school is good	-	-	-	-
	R24 Reputation of school is good	0%	16%	84%	84%
	R25 The school has a strong and positive vision	0%	35%	65%	65%
	R26 Senior section contributes positively to school	3%	8%	89%	92%
	R27 The culture of school is positive	5%	49%	46%	51%
	Section Average	**5%**	**21%**	**74%**	**79%**
	Overall Average	**12%**	**41%**	**47%**	**59%**

Figure 4.8: Quantitative Data relating to Change from the Survey

C1 The school is child-centred in its approach

Change over past 6 years: Better 46%, Not Changed 46%, Worse 6%.

Responses at interview:

Interview opinions were mostly that the child-centred approach had not changed: “I don't think it has changed”; “That hasn't changed, there is that positivity amongst senior staff with the older children and I'm thinking of some of those who find it difficult but I'm looking at them and thinking yes you can knuckle down and do it and get something, maybe foundation stage but you can do it”; and “Some of them don't have the time with their parents and I think this is where staff here make time and it's all helping them along their way. And that hasn't changed.”

Survey responses:

In surveys positive changes were noted: “Changes to the senior program have created more and more opportunities but these have filtered down to the prep school over time”; and “The addition of new facilities has helped. Also, the pastoral provision is better (in the senior school)”.

One respondent suggested a cautionary no change: “I don't think the approach and principal position has changed, though as the school has got bigger it has become harder to give the same level of support as it used to, to those with academic support needs”.

C2 Children have a happy childhood at the school

Change over past 6 years: Better 39%, Not Changed 56%, Worse 5%.

Responses at interview: None relating to change.

Survey responses:

Two comments linked improvements due to the expansion of the age range: “Again, linked to the work done in the senior school to improve pastoral care” and “Particular credit to the developments and constant improvement for the senior pastoral team. A calmer school is a happier school.”

One commentator took a more pessimistic view: “Inevitable downgrade due to teenagers being present!”

C3 The school is good at recognising and accepting the individuality of children

Change over past 6 years: Better 40%, Not Changed 53%, Worse 7%.

Responses at interview:

Interviewees held that the school’s attitude towards individuality had remained broadly unchanged: “Children and staff being hugely empathetic because of the nature of who we are, and I think that's what I've seen change, not change, develop and I think people are really good with children that are perhaps not as functional for whatever reason than other children”; “The children

are really kind to each other and particularly with those who are a bit different or not so good at some things – that hasn't changed"; and "I still think there is a real focus on getting to know every child as an individual and trying to do all that you can to support them to develop to their full potential in every area. I don't think that has changed."

Survey responses:

A similarly positive set of comments from the survey talked of continuing strengths regarding individuality: "Still a very strong side of School and a part that makes it a very special school" and "School is still small enough to look after individuals and this has let some go through to senior level with that same care. This is something special about School." A positive change was expressed claiming "Much improved SEND[14] provision".

C4 The school is a good place for 'quirky' children

Change over past 6 years: Better 33%, Not Changed 57%, Worse 10%.

Responses at interview: None relating to change.

Survey responses: None relating to change.

C5 The school's ethos helps children to remain children for longer

Change over past 6 years: Better 21%, Not Changed 68%, Worse 11%.

Responses at interview:

In interviews there was no change suggested to the aspect of children remaining children: "It is one of the most wonderful things … that our children are allowed to stay children and be children for as long as we can possibly sustain that until, you know, teenage angst sets it, but no I don't think that's changed".

Survey responses:

One survey comment was difficult to code suggesting an unspecified effect had taken place: "The seniors have had an effect on the younger children. Not bad but it has made some grow up quicker."

C6 The education at school is a good preparation for life

Change over past 6 years: Better 56%, Not Changed 41%, Worse 3%.

Responses at interview:

One interview suggested an improvement over time: "So I think a more balanced childhood and a better preparation for life there is what we manage to achieve."

[14] SEND is an acronym for Special Educational Needs and Disability which is the term used to encapsulate the range of issues that may affect a child's ability in areas such as learning, behaviour, socialising, understanding, concentration, and physical ability.

Survey responses:

Similarly support for positive change was found in two survey comments: “More relevant PSHE which is better managed” and “I think more can be done to encourage independent learning skills from Form 7 upwards, but there have definitely been positive improvements in the development of the senior school to improve this.”

4.6.2 Values

Survey: Change over past 6 years: Better 35%, Not Changed 48%, Worse 17%.

V7 The school has good traditions and positive old-fashioned values

Change over past 6 years: Better 14%, Not Changed 60%, Worse 26%.

Responses at interview:

A mixed brace of comments came out at interview. On the one hand: “I think the values in many ways have got better and I think that is because obviously yourself and all the staff if they are a mirror image of the values that we want I think that is very important and again I think that is borne out by the recent inspection.” To the contrary: “Yes, I think they have changed, not necessarily for the better to be honest, because there are more of them and staff are busier with cross over between junior and senior.”

Survey responses:

The tenor of survey comments implied that positive change had taken place to move away from previous old-fashioned values: “The growth of the school has managed to squash some other old-fashioned ideals and the change to co-ed and the opening of the senior school has made *(School)* more modern”; “Some more 'embedded' traditions have been dropped and senior management seem more open to change than they were”; and “I would not say they have changed for the worse as such, but some things have had to be forgotten and not able to continue as they can’t be fitted into the timetable and logistics of a normal term.” On respondent urged grater change: “They need to change! We still operate as we did when we were a small prep school. More change is needed.”

V8 The school has the positive attributes of a small school

Change over past 6 years: Better 37%, Not Changed 37%, Worse 26%.

Responses at interview:

The retention of small classes attracted positive comment in interviews suggesting no change: “Of course we're bigger numerically although sometimes you walk around, and you look at the size

of the classes and you wouldn't think it" and "If there was a change, I don't know the names of all the children now and there was a time when I did, part of that is because of the pandemic, part of that is because of the bubbling system, so you haven't got that same rapport because of the conditions imposed on by rules regulations and law (COVID related) but I still go back to those classes are not big."

The continued feeling of being a small school was mentioned, again implying no change: "Even though the school is bigger it still feels like a small school because it really cares, and it's broken down into sorts of sections and there are different people with responsibility for different parts of each section so even if you teach across more than one area you know who to go to if you have a problem with one bit or another" and "I feel that the ethos hasn't changed, but the operation as a small school has changed."

One interviewee held that the increased size caused an occasional negative effect: "Because of the success of the school numbers are obviously a lot bigger. Therefore the odd case does slip through the net pastorally and academically."

Survey responses:

Comments in the survey suggested no change in some aspects but change in others: "A tricky question to answer, in that I feel that the ethos hasn't changed, but the operation as a small school has changed due to the increasing number of students, which inevitably changes things (class sizes for instance)"; "It hasn't changed but should somewhat to come in line with the school changes"; and "Still small but much improved quality".

V9 The pastoral care at the school is strong

Change over past 6 years: Better 63%, Not Changed 23%, Worse 14%.

Responses at interview: None relating to change.

Survey responses:

One comment suggested divergence between parts of the school: "The seniors seems to have moved forward strongly after staff changes while the prep has gone backwards." Another comment recognised improved pastoral provision: "More staff focus and more pastoral staff, especially DSLs." Other comments touched negatively on the effect of workload: "Staff are more stretched as more pupils to be responsible for" and "Staff are a lot busier and do not have the amount of time they had six years ago".

V10 The school is a welcoming and supportive community

Change over past 6 years: Better 26%, Not Changed 67%, Worse 7%.

Responses at interview:

Induction for staff was mentioned as a positive change: "The staff induction has improved a lot" and "The staff induction has improved a lot and my department was very supportive and other colleagues, everyone wants to help here." No change was apparent to the kind and supportive community feeling which had been retained: "I would say people are just kind to each other. You know you can't quantify that – it's too difficult and I don't think that (kindness) has changed if anything that's expanded and that comes down to role models" and "And the school is really good at that, and it means that the culture of the school is very kind and supportive and caring and that hasn't changed."

Survey responses: None relating to change.

V11 The school has a strong fun factor for the children

Change over past 6 years: Better 27%, Not Changed 67%, Worse 11%.

Responses at interview:

"The fun factor is still there."

Survey responses:

On the positive side, although perhaps no change: "One of the brilliant aspects of School," whilst negative change suggested by: "Not as much time given over to fun as there used to be."

V12 The behaviour of pupils is good

Change over past 6 years: Better 44%, Not Changed 39%, Worse 17%.

Responses at interview:

Some interview comments suggested no change to pupil behaviour: "We're forever making sure they tuck in shirts, not roll up their dresses, all the usual things for the older ones but in the prep, I don't think that standards and expectations have changed at all" and "Children are children, but they do know how to behave, and they do behave very well, and the seniors haven't really changed that." One commentator saw a negative change due to the influence of older children: "Years 5 and 6s who are part of the main school they can be influenced more by the seniors; they will hear on the odd occasion the odd bit of bad language which is inevitable … they will witness things which perhaps they didn't witness before."

Survey responses:

Comments in the survey were mixed with every respondent finding some negative element upon which to comment: “Behaviour dipped with the first senior intake, however the behaviour across the school is excellent”; “A difficult question this as I would say the behaviour has improved dramatically in the senior school over the past few years, but I think the behaviour in the Prep school has declined”; “With more students to look after, it has become more difficult to track specific students with challenging behaviour”; “The initial few years of senior teaching were 'testing'. Thankfully this is now a distant memory”; and “The behaviour is still good but has changed for the worse … I believe this is not due to the senior school being added.”

4.6.3 Staff

Survey: Change over past 6 years: Better 36%, Not Changed 43%, Worse 21%.

S13 Staff attitudes are positive and supportive

Change over past 6 years: Better 15%, Not Changed 54%, Worse 31%.

Responses at interview:

At interview several comments suggested there was a minority of staff who were less positive and supportive: “Those who’ve been at *(School)* longer haven’t really liked the changes and have been quite moany but they’re only a handful if that and probably only one or two of them are actually that unhappy but there are some others, not many just one or two, who agree a bit like sheep”; “Harking back to the good old days, people always do that, and you're not going to change that culture, it's always there”; and “I think if people aren’t happy, it's because some people are quite set in their ways and would prefer things not to change.”

Positive change of staff attitudes was also articulated: “I do think it's changed. As we've become more a senior school there's a certain element of a more academic approach … I feel that I'm stimulated socially, I'm stimulated professionally, and both of things work really well. There is a different level of professionalism now” and “It's the first time I've not been worried about any books not having been marked properly, the right comments, the right feedback.”

Survey responses:

Changes to staff brought mixed comments in the survey: “New colleagues have diluted some of the older pessimists”; “More 9 to 5 staff who don’t really ‘get’ what a *(School)* type school is”; and “Too many of the newer staff have never taught at a really good school before.” A general comment

suggested a decline in attitudes due to changes: “However, they *(staff)* are not so positive at the moment. Not just because of coronavirus.”

S14 Staff feel valued at school

Change over past 6 years: Better 18%, Not Changed 47%, Worse 34%.

Responses at interview:

One comment focused on positive change to staff feeling valued: “I think it's wonderful to be a part of the teaching staff here and yes, actually, I do think it's changed. As we've become more a senior school there's a certain element of a more academic approach and that doesn't mean that prep schoolteachers aren't academic, I don't mean that at all. I just mean that I feel that I'm stimulated socially, I'm stimulated professionally, and both of things work really well. So yes, I think it has changed a little bit as we've started teaching further up the education ladder.”

Survey responses:

By contrast, survey opinions focused broadly on negative change: “Some staff have not felt valued and their significance in the school has diminished”; “I think there has been a steep decline in staff feeling valued over the past six years”; “It is getting better. There is still not enough done to support new teachers (the buddy system is flaky)”; and “The steady drift to prep end teachers and senior end teachers can cause the value of staff to feel different, even if that is not the case in reality.”

S15 Staff workload is manageable

Change over past 6 years: Better 8%, Not Changed 46%, Worse 46%.

Responses at interview:

One interviewee offered “Staff are busier with cross over between junior and senior.”

Survey responses:

In survey comments opinion was mostly around positive and no change: “I particularly welcome the changes to reporting expectations that have now been introduced and believe that this will make a significant difference to workload moving forward”; Not to say it has 'changed for the worse' but it is a whole lot busier!!”; “The proposed changes in reporting structure should help with this but it is not in place yet”; and “Same amount of moaning as before but life is good compared to where I came from.” One negative comment held that “Each member of staff is far busier than previously.”

S16 The school has an appropriate gender balance of staff

Change over past 6 years: Better 39%, Not Changed 59%, Worse 9%.

Responses at interview:

Positive change was the feedback at interview: "I think it has changed. From a female perspective I think we're better"; and "I think we've got better at that *(gender balance)*. The culture of that is better, I don't think we're quite there yet, but I think it's getting better."

Survey responses:

Similarly, survey comments suggested positive change: "Making progress and would like to see more women in SMT but only if they are good enough" and "A big influx of women in teaching roles have improved the balance. In time it would be hoped this would balance more in leadership."

S17 The school acts consistently and in a transparent manner over staff conditions

Change over past 6 years: Better 21%, Not Changed 65%, Worse 14%.

Responses at interview: None relating to change.

Survey responses:

Although many survey comments were negative about this topic (Section 4.5 above), only one comment related to the aspect of change: "Paperwork and policies have improved. Timetable and duties seem more evenly allocated."

S18 The increased number of staff is positive

Change over past 6 years: Better 77%, Not Changed 15%, Worse 8%.

Responses at interview:

At interview respondents related positive change due to the increased number of staff: "One of the things I love is the way that you've sort of recruited … this amazing group of adults in the staffroom who all get on"; "The new teaching staff … have really boosted the professional standards"; "As we've become more a senior school there's a certain element of a more academic approach and … there is a different level of professionalism now"; "That idea that this is how it's always been done – and that's gone which is lovely, it's been picked up and it's become much better, and I think that is due to the changes to staff in a good way"; "So I think in that way it's better because when we were smaller, you're not struggling but you're far more on your own and your views have to count"; and "You really notice the additional support staff, you know technicians and admin staff and the registry is four people when it used to be one, and they make such a difference and make the operation much more professional and maybe confident."

Survey responses:

Comments from the survey were more cautionary: “However, with the number of new staff coming in, standards can slip” and “As the size of the school has grown I do feel a need for the reintroduction of 'cover' support (cover supervisor as we previously had) when school fully re-opens - the pressure of cover on teaching staff appears to be a lot at times.”

S19 Staff have a good level of subject or Key Stage specialism

Change over past 6 years: Better 76%, Not Changed 21%, Worse 3%.

Responses at interview:

The value of more specialist teaching attracted positive comment in interviews: “New teaching staff have really filtered down to colleagues further down in a very positive way although maybe some of the weaker teachers have found that challenging” and “We've got the GCSEs which is an external exam and we've never faced an external exam before. That's changed our attitude somewhat and that's filtering lower down the school.”

Survey responses:

The single survey comment was unequivocal: “Great to have opportunities to expand experience across different age groups.”

4.6.4 Resources and Change

Survey: Change over past 6 years: Better 74%, Not Changed 21%, Worse 5%.

R20 Teaching and learning spaces at school are of a good standard

Change over past 6 years: Better 89%, Not Changed 3%, Worse 8%.

Responses at interview:

Interview comments relating to teaching and learning spaces told of positive changes: “I think the facilities around the school have improved immeasurably, much better teaching facilities, the new hall”; “The classrooms are much better. The idea of having the departments together has been a plus point, having us near each other when we can, obviously this year with the pandemic it's been difficult”; “People see the new buildings and yes that’s lovely … but what I think people forget is the changes to the buildings that were already there like the staff work rooms, like the new science labs in the (Name) Building, they are amazing”; “Also as the school has got bigger the facilities for staff have really improved in the classroom with digital screens and much much nicer classrooms to work in, and although the common room is a bit small the new staff work rooms are much better and

when you walk around there is that feeling of investment and everything looking smarter and more cared for."

Some interviewees reported mixed change: "There are areas that have improved such as ICT and others where classes are too small, and movement is cramped"; "A difficult question to answer as a general statement. Clearly with the addition of new buildings and refurbishments there have been some excellent changes (science, early years, building X). But things have been made more difficult for other areas (music, *Name* rooms, academic support). I think things need to settle down a bit more in non-Covid conditions to see fully how things have changed - sport has also been very stretched, particularly as, frustratingly, the new pitches seem to suffer from water logging, though the new hall may change an element of this problem;" and "Better provision of specialist areas e.g. art, ICT. I do feel the need for a senior library / suitable study space, temporary 'bubble' situation appears difficult for teachers - will be preferable for them to have a proper classroom base again."

Survey responses:

Several comments talked of positive change: "Better quality buildings - a big improvement"; "Lots of new building and great new spaces"; "Some super new rooms for science, art, ict, drama and the new sports hall"; "So much better!"; and "The school has made good progress in creating departmental spaces and room spaces. There is still some progress to be made till completely perfect, but much improved over the last few years."

R21 ICT resources are good

Change over past 6 years: Better 72%, Not Changed 23%, Worse 5%.

Responses at interview:

Recognition was given in interviews to the positive changes to ICT resources: "Four new ICT suites and then we have the laptop banks"; "ICT we've definitely got better, the ICT rooms we've got dedicated, there's more of them"; and "I think it is that blended learning approach that we are moving towards as well with *(Name)* and the exciting new digital learning strategy."

Concern was expressed that not enough change had taken place: "I know it's been expanded but still insufficient … the problem is the bigger we've got the more classes we have, and everybody wants access … too often at the same time."

Survey responses:

Positive change was acknowledged in survey comments: "Obviously they have changed, but only in line with the increased number of students" but concern remained regarding the rate of change: "The lockdowns have shown that ICT is an area we all feel there need to be improvements in as education is constantly evolving - we need to stay ahead of these changes"; "Has been a steady

improvement but still significantly behind other schools"; and "Four new ict rooms but still room for progress with laptops or tablets."

R22 Non-teaching facilities at school are good

Change over past 6 years: Better 75%, Not Changed 15%, Worse 10%.

Responses at interview:

At interview positive change was mentioned: "The new staff work rooms are much better"; "The staff workroom has changed over the last two years for the better"; and "Resources have definitely changed."

Survey responses:

Several survey comments noted positive change in non-teaching facilities: "Lovely new surgery and staff work spaces improved"; "New staff workrooms are good"; and "Sports hall is a big tick. New Astro will make us very market strong."

Other comments were less positive: "Mixed - improvements in toilet facilities, car parking and provision of extra workroom"; "Some office spaces still very limited"; "Dining area (under normal circumstances) limited but plans in place"; and "Staff Room still cramped but work rooms improved."

R23 The process of change at school is positive

Number of Survey Comments: Negative 5, Positive 6, Neutral 2.

Responses at interview:

Positive comments about the change process were recorded at interview: "I think that lots of these changes have been really clever and well-managed without people noticing almost but they have all been essential or we couldn't have coped as we grew bigger"; "It's amazing really and the senior management have made those changes and they've done a remarkable job really. It's good to have continuity but change is important"; and "The senior team are building all the time trying to get these young people ready for … colleges … and that hasn't changed."

Survey responses:

Similarly positive responses were received in the survey: "The school has changed hugely in all aspects in the time I have been here. It has been hugely successful and the school will make changes where required. It has been a positive process to be a part of and one of my favourite things to have been a part of since joining"; "This seems to have happened just lately - a lot of staff-focused

changes which is greatly appreciated"; and "In any change things will be lost but the changes have guaranteed the future of the school."

R24 The reputation of the school is good

Change over past 6 years: Better 84%, Not Changed 16%, Worse 0%.

Responses at interview:

Comments at interview suggested positive change to the school's reputation: "GCSE results have given lots of confidence because we didn't do any proper external exams and I think some people thought we couldn't do it, but we've not only done it but done it really well, and now we've done it for many years" and "So, I think those changes have changed attitudes inside the school and also those outside, like parents looking to join us can see what a really good set of results your child can get at *(School)*."

Survey responses:

The comments in the survey took a similarly positive view as in interviews: "The reputation of the school is the highest it has ever been. A large part of this success is down to the success of the senior school and external examination results" and "More confidence due to success and super GCSE results."

R25 The school has a positive and strong vision

Change over past 6 years: Better 65%, Not Changed 35%, Worse 0%.

Responses at interview: None relating to change.

Survey responses: None related to change

R26 The senior section contributes positively to the whole school

Change over past 6 years: Better 89%, Not Changed 8%, Worse 3%.

Responses at interview:

Positive changes were expressed in several areas: "New teaching staff at the senior end have really boosted the professional standards and this has really filtered down to colleagues in a very positive way"; "As we've become more a senior school there's a certain element of a more academic approach and … I think it has changed a little bit as we've started teaching further up the education ladder ... there is a different level of professionalism now"; "Big resources, such as the new hall, and … Food Tech, have really benefited, and having those on site for the children to be able to use even if they're not in the senior school is great"; and "Someone like *(technician)* to have her expertise to

support in some of our classes is great and her resources, I definitely feel that there is crossover in staff expertise with the senior end and the younger children."

One view of negative change was recorded: "The smaller children so the years 5 and 6s who are part of the main school they can be influenced more by the seniors; they will hear on the odd occasion the odd bit of bad language which is inevitable."

Survey responses:

Survey comments recorded positive changes to the school due to the introduction of the senior section: "A fantastic balance - lovely for the younger students to see their next steps"; "The most noticeable improvement in *(School)* has been in the senior section"; "Improving all the time"; and "Proactive pastoral leaders are making huge inroads into welfare and morale."

R27 The culture of the school is positive

Change over past 6 years: Better 46%, Not Changed 45%, Worse 5%.

Responses at interview:

For the most part interviewees felt that the school's positive culture had not changed: "The children are really kind to each other and particularly with those who are a bit different or not so good at some things – that hasn't changed"; "I still think there is a real focus on getting to know every child as an individual and trying to do all that you can to support … I don't think that has changed"; "I think it's believing in them *(children)* and that hasn't changed"; and "the school is really good at that, and it means that the culture of the school is very kind and supportive and caring and that hasn't changed."

Several interview comments added a positive change rider to an original assessment of no change: "The culture of the school is very kind and supportive and caring and that hasn't changed, in fact I think it has got even better"; "I would say people are just kind to each other … and I don't think that *(kindness)* has changed if anything that's expanded"; and "No I think it *(kindness)* has developed, well changed by getting even better."

Survey responses:

Survey comments were focused on positive change: "We are more proud of the school and it shows in everything we do"; "Swings and roundabouts but overall the culture has improved"; and "Success has brought investment and confidence."

Chapter 5: Analysis of Data

5.1. Introduction

> Fundamentally what it *(data analysis)* is about is an intellectual struggle with an enormous amount of raw data in order to produce a meaningful and trustworthy conclusion which is supported by a concise account of how it was reached.
>
> Bassey (1999, pp 83/84)

This chapter sets out an analysis of the data generated by the three research events and links the data to the three tiers of organisational culture in Schein's paradigm (1985): artefacts, espoused beliefs and values, and basic underlying assumptions. In the first section, the 27 potential Survey Statements taken from the World Café data are tested against the quantitative data of agreement in the survey to establish artefacts that are supported by the quantitative data. This research strategy follows Schein's guidance (2017:277) that "it is important to follow up the cultural deciphering with other methods and not assume that a given profile is 'the culture'."

The second section takes those survey statements and artefacts to postulate espoused beliefs and values supported by the qualitative data comments from the survey and interviews. The derived espoused beliefs and values are compared to examples from the literature. In the third section, the derived espoused beliefs and values are considered with the artefacts, interview data and survey comments to hypothesise basic underlying assumptions. The fourth and final element is to examine those assumptions in the light of change over the six-year period to answer the primary research question as to the ways in which the school's culture has changed during its expansion of pupil age and Key Stage range.

At this point it is worth re-stating that the research methodology is mixed methods and, as such, the contemplation of both qualitative and quantitative data means that caution must be observed in drawing conclusions. Analysis of data in this research paradigm does not support the assertion of empirical statements of fact. This matter is considered in greater detail, along with implications of the case study approach, in the introduction to Chapter 6: Conclusions.

5.2. Artefacts

As discussed previously, the artefacts are derived from the elicited descriptions of staff (Schein, 2017) and, as such, are not always such as may be identified by a researcher of physical artefacts as observable objects (Buch & Wetzel, 2001). Whilst I do not consider it would be helpful to attempt a detailed linking of each artefact to the literature, the artefacts may be broadly associated to three

areas in which support may be found. Shrivastava's description of the sub-section of artefacts which are cultural products as values systems (1985) links to artefacts describing the school's approach and values, for example promoting a welcoming and supportive community. Higgins & McAllaster (2003) list artefacts of physical evidence such as facilities and equipment and these link to the school's described artefacts such as buildings and ICT facilities. As outlined earlier, other artefacts may be placed within the non-exhaustive list of seven categories of artefact of Brown (1998) with areas such as Behaviour, Rules, Systems, and Symbols appearing of particular relevance.

Artefacts *(what staff "see, hear and feel" Schein, 1999:15 and/or the "visible and feelable structures and processes" Schein, 2017:18)*	**World Café**	**Survey Comments**	**Interview Comments**
a) Departmental & Faculty Organisation (Academic)			✓
b) Tutors & Heads of Year (Pastoral)		✓	
c) Teaching and learning facilities	✓	✓	✓
d) Curriculum planning		✓	
e) Key Stage specialisms		✓	✓
f) Induction and teaching standards		✓	✓
g) Inspection Reports			✓
h) GCSE results		✓	✓
i) Pupil behaviour	✓	✓	✓
j) Growth Mindset programme	✓		
k) Vertical integration of pupils		✓	✓
l) Activity evenings (photos)	✓	✓	✓
m) Public Speaking programme		✓	
n) Pupil positions of responsibility			✓
o) Staff Meetings discuss pupils			✓
p) Careers programme		✓	
q) Class Sizes	✓	✓	✓
r) Pastoral group sizes	✓	✓	✓
s) Pupil support for others	✓	✓	
t) School Creed		✓	
u) New Staff Induction & Experience		✓	✓
v) Chapel, assemblies, house meetings, alumni		✓	✓
w) Sick Bay and Nurses		✓	✓
x) Staff Welfare support	✓	✓	✓
y) Consultation with staff		✓	✓
z) Staff feel valued	✓	✓	✓
aa) School uniform options		✓	
bb) Inspection Reports		✓	✓
cc) School Creed		✓	

Figure 5.1: Artefacts and their derivation

A schedule of the artefacts that were seen, heard, felt or sensed and noted in the World Café, survey, or interviews is set out in Figure 5.1 above which idenitifies whence each artefact derives. In addition, for the purposes of analysis, in this section the elicited descriptions of potential artefacts and espoused values and beliefs derived from the data collected at the World Café event are examined against data collected in the survey. Of the two data sources in the survey, I concluded that the quantitative data of 'agreement' give a better indicator of the value of a proposed artefact for three reasons. First, the quantitative 'agreement' data are derived from almost all respondents (53 to 56 respondents to each question) thereby reflecting a whole group attitude towards the survey statements. By contrast, there was a much smaller number of responses (2 to 22) of qualitative comment to each three-question grouping. Second, the qualitative data from the survey is in response to an open invitation in each three-question grouping, yielding comments which vary in terms of relevance to establishing the value of the survey statements. As previously stated, of the 283 comments recorded 72 (25%) were neutral. The third reason is a potential disconnect between the two sets of data. For example, in relation to the first statement "the school is child-centred in its approach" only one respondent (2%) replied Disagree or Strongly Disagree, yet the statement received negative comments from three individuals (6%). This may indicate that whilst some respondents broadly agreed with the survey statement, they wished to bring to the school's attention elements for further consideration or improvement. In this case, the comments related to the impact of the increased size of the school and correlated directly with the results (6%) of "changed for the worse".

At this stage, establishing the value of the survey statements does not require an examination of the effect of change over time although the information may be supportive of other data. In a similar vein, 98% of respondents Agreed or Strongly Agreed with the statement yet only six positive comments were recorded. Clearly, in this example the rate and positivity/negativity of comment is not in line with the levels of agreement recorded in the quantitative data from the survey. In general, an average of 49 respondents "agreed" with each survey statement but on average only 3.59 positive comments were made per three-question grouping. By contrast, despite a much lower average of only 7 respondents who "disagreed" with each survey statement there was on average 4.22 negative comments made per three-question grouping.

It is also relevant to comment on the possibilities of satisficing and sabotage in the survey data relating to levels of agreement. From the perspective of identifying satisficing, where participants choose answers without actually engaging significantly with the question (Jäckle & Eckman, 2016), the inclusion of the third part of the three-question grouping allowed focus to be brought to respondents who declined to make any comments. Likewise, the adjustments mentioned in Chapter

3 above to counter satisficing, varying the order and number of answer options to the closed questions, allowed the pattern of individual responses to be considered. From scrutiny of the data no significant string of repeated answers was observed, and no evidence of satisficing was found.

The question of potential sabotage (Stopa & Walters, 2005) due to the anonymity of response and two closed questions in each grouping was more difficult to determine. To gauge the possibility of sabotage it is appropriate to consider where levels of agreement are at their most negative and, in this respect, the returns of two participants were notable. Participant A returned opinions of 15 'strongly disagree', 1 'disagree', and 11 'agree'. Participant A accounted for the only rating of disagreement against survey statements C1, V11, S18, and R24. Participant B returned opinions of 16 'strongly disagree', 3 'disagree', 5 'agree', 1 'strongly agree', and 2 'no opinion'. Participant B accounted for the only rating of disagreement against survey statement S19. In combination, Participants A & B accounted for both of the ratings of disagreement against survey statement V10 and were responsible for 31 out of 45 of all ratings of 'strongly disagree' (69%). Of the five survey statements in Table 5.1 below that are rated 'Likely' to be confirmed, four received negative ratings from Participants A and B without which the four statements would be analysed as 'Confirmed'. A close examination of the data returns from Participants A and B, and in particular the qualitative data from their comments, is indicative of strongly held negative views but there is no evidence to support a charge of deliberate sabotage.

Whilst there is no set tariff by which data of "agreement" may be used to value propositions, Palisano et al (2008) define agreement with a question as greater than or equal to 80% and, from the author's experience, the Independent Schools Inspectorate have informally used parental agreement levels of below 90% as the point at which further investigation is required. For the purposes of constructing a framework for the analysis of data, reflection led me to adopt three distinct bands of agreement, and these are labelled as follows.

a) Agreement greater than or equal to 90% (≥90%) the survey statement is Confirmed by the survey quantitative data.
b) Agreement of between 80% to 89% (80-89%) the survey statement may be Likely to be confirmed by the survey quantitative data in conjunction with other data.
c) Agreement of less than 80% (<80%) the survey statement is Unconfirmed and is not adequately supported by the survey quantitative data. It is postulated that the survey statement as written may not represent a genuine artefact or espoused value and belief.

Figure 5.2 below sets out the Survey Statements and codes them according to the level of "agreement" in the quantitative data of the survey. As is evident from Figure 5.2 below, 17 of the 27

survey statements are Confirmed, 5 are rated Likely to be confirmed, and 5 are Unconfirmed and, therefore, considered unlikely to represent a genuine artefact or espoused value. It is significant that the Likert ratings for those 5 Unconfirmed survey statements are the only scores below 3.0 (Table A in Appendix A). The range is from 2.50 to 2.82 and across the five survey statements there were 12 responses of Strongly Disagree and 69 responses of Disagree. The first two sections, Childhood (94%) and Values (93%), rank strongly on average as Confirmed whereas the final two sections, Staff (80%) and Resources & Change (88%), fall on average into the Likely category. The Staff section average ranking is on the borderline between Likely and Unconfirmed.

In the cases of individual statements which are not confirmed, it is appropriate to examine what other evidence may be used to support the statement or whether the statement should be treated as identifying a different interpretation of the potential artefact or espoused value. Under the mixed methods paradigm the process is often referred to as integrating data through analysis and, in this case, the primary process is that of combination (Bazeley, 2010; Teddlie & Tashakkori, 2009). Details of the survey and interview comments used for the analysis are given in the previous chapter. The use of a survey with both closed and open questions is a common method for deriving mixed data (Bryman, 2007). In the case of the survey in this enquiry, each question had three parts with the first two deriving quantitative data relating to 'agreement' and 'change' respectively (Figure 3.3 above). The third part was an invitation for participants to write a comment and more details of responses is given in the previous chapter. The comments are qualitative data and, by virtue of their placement within each three-question grouping, are pre-categorised for their combination with the quantitative data. Likewise, questions in the semi-structured interviews were categorised as discussed above so that the qualitative data from survey and interviews can be utilised to enrich the contemplation of the quantitative data scores for the statements categorised as 'Likely' and 'Unconfirmed' so that the status of those artefacts or espoused values and beliefs may be established (Onwuegbuzie & Teddlie, 2003). In a similar fashion, frequencies may be generated from qualitative data, what Sandelowski refers to as the "numbered nature and meaning of events and experiences" (2001:231), which can provide an additional insight into the interpretation of the status of the statements and counting is recognised as being "essential to ensuring descriptive, interpretive, and/or theoretical validity" (Sandelowski, 2001:234).

	Survey Statements derived from World Café event	Strongly Agree & Agree	Survey statement agreement rating ≥90% ⇒ Confirmed 80-89% ⇒ Likely <80% ⇒ Unconfirmed
Childhood	1. The school is child-centred in its approach	98%	Confirmed
	2. Children have a happy childhood at the school	95%	Confirmed
	3. The school is good at recognising and accepting the individuality of children	93%	Confirmed
	4. The school is a good place for 'quirky' children	91%	Confirmed
	5. The school's ethos helps children to remain children for longer	93%	Confirmed
	6. The education at school is a good preparation for life	93%	Confirmed
	Section Average	**94%**	
values	7. The school has good traditions and positive old-fashioned values	89%	Likely
	8. The school has the positive attributes of a small school	89%	Likely
	9. The pastoral care at the school is strong	93%	Confirmed
	10. The school is a welcoming and supportive community	96%	Confirmed
	11. The school has a strong fun factor for the children	98%	Confirmed
	12. The behaviour of pupils is good	95%	Confirmed
	Section Average	**93%**	
staff	13. Staff attitudes are positive and supportive	89%	Likely
	14. Staff feel valued at school	75%	Unconfirmed
	15. Staff workload is manageable	70%	Unconfirmed
	16. The school has an appropriate gender balance of staff	75%	Unconfirmed
	17. The school acts consistently and in a transparent manner over staff conditions	54%	Unconfirmed
	18. The increased number of staff is positive	98%	Confirmed
	19. Staff have a good level of subject or Key Stage specialism	98%	Confirmed
	Section Average	**80%**	
resources & change	20. Teaching and learning spaces at school are of a good standard	88%	Likely
	21. ICT resources are good	67%	Unconfirmed
	22. Non-teaching facilities at school are good	84%	Likely
	23. The process of change at school is good	90%	Confirmed
	24. The reputation of the school is good	98%	Confirmed
	25. The school has a positive and strong vision	90%	Confirmed
	26. The senior section contributes positively to the whole school	96%	Confirmed
	27. The culture of school is positive	92%	Confirmed
	Section Average	**88%**	
	Overall Average	**88%**	

Figure 5.2: Assessment of Survey Statements against Survey Quantitative Data

5.2.1 Survey Statements "Likely" to be confirmed

V7 The school has good traditions and positive old-fashioned values

Quantitative Data from Survey: Strongly + Agree 89%, Strongly + Disagree 11%.

Change over past 6 years: Better 14%, Not Changed 60%, Worse 26%.

This survey statement falls at the very margin of being confirmed by the quantitative data of agreement, therefore one might expect that little supporting data is required to help it over the line. The number of negative comments in the survey was 11 (out of 20), significantly more than the six participants who disagreed with the survey statement. An examination of the detail of the survey and interview comments, set out in the previous chapter, revealed mixed support for this survey statement. Survey comments, whilst balanced, were mostly negative with some bemoaning a reduction of traditions and others criticising the retention of such values. Interview comments were positive about traditions but critical of changes to the House system, although the pandemic was recognised as a significant factor.

> Things like heads of school, prefects, and heads of houses in the seniors have not really had the chance to do their jobs ... they haven't been able to meet because of the bubbles and during that time the school has got a lot bigger. (Interview)

Despite the 89% agreement rating for this survey statement, there is not sufficient additional support for the statement to be confirmed, so it is rejected.

V8 The school has the positive attributes of a small school

Quantitative Data from Survey: Strongly + Agree 89%, Strongly + Disagree 11%.

Change over past 6 years: Better 37%, Not Changed 37%, Worse 26%.

The tenor of comments from interviews was supportive with almost all the respondents suggesting that the increased numbers had little impact on the feel of the school as a small school.

> Of course, we're bigger numerically although sometimes you walk around, and you look at the class sizes and you wouldn't think it. Even though the school is bigger it still feels like a small school because it really cares. (Interview)

Survey comments were balanced and, interestingly, the two negative comments represented 3.6% of respondents – significantly lower than the 11% rate of disagreement. Given the agreement rating of 89%, two supportive comments in the survey, and the support from all bar one of the interview comments, there is sufficient evidence to conclude that the statement is confirmed.

S13 Staff attitudes are positive and supportive

Quantitative Data from Survey: Strongly + Agree 89%, Strongly + Disagree 11%.

Change over past 6 years: Better 15%, Not Changed 54%, Worse 31%.

Interview comments were mixed as to staff attitudes and included some significant criticism. Whilst every interviewee had praise for the experience of being a member of staff, there was criticism of staff who were negative.

> Those who've been at School longer haven't really liked the changes and have been quite moany but they're only a handful if that and probably only one or two of them are actually that unhappy but there are some others, not many just one or two, who agree a bit like sheep. (Interview)

Changes to professional expectations and standards were cited as a positive as was the supportive team spirit within the staff body. Negative comments dominated in the survey (8/54 or 15%) and represented a slightly higher figure than the number of respondents who disagreed with the statement (6/54 or 11%). Several comments praised the staff body but some comments detailed negative staff attitudes, and it was claimed that this was due in part to management changes. The "changed for the worse" rating of 31% was the third highest and the combination of additional data is insufficient to support the acceptance of the survey statement which, therefore, is rejected.

R20 Teaching and learning spaces at school are of a good standard

Quantitative Data from Survey: Strongly + Agree 88%, Strongly + Disagree 12%.

Change over past 6 years: Better 89%, Not Changed 3%, Worse 8%.

The interview and survey comments were strongly positive about this statement with negative comments relating mainly to the effect of the pandemic. The very high rating for "changed for the better" (89%) is also supportive of accepting this statement as representing a genuine artefact and it is, therefore, confirmed.

R22 Non-teaching facilities at school are good

Quantitative Data from Survey: Strongly + Agree 84%, Strongly + Disagree 16%.

Change over past 6 years: Better 75%, Not Changed 15%, Worse 10%.

Despite the high rating for "changed for the better" (75%), the comments from interviews focused on the staff common room (negative) and the staff work rooms (positive). Survey comments criticised lack of space in several areas but highlighted positive additional spaces that had been created.

> Mixed - improvements in toilet facilities, car parking and provision of extra workroom. Some office spaces still very limited. Dining area (under normal circumstances) limited but plans in place. (Survey Comment)

Although planned additional facilities were eagerly anticipated, there was insufficient support for the survey statement to be classified as representing a genuine artefact and so it is rejected.

5.2.2 Survey Statements that are Unconfirmed and may not represent a genuine artefact

S14 Staff feel valued at school

Quantitative Data from Survey: Strongly + Agree 75%, Strongly + Disagree 25%.

Likert Scale average: 2.60

Change over past 6 years: Better 18%, Not Changed 47%, Worse 34%.

Number of Survey Comments: Negative 7, Positive 4, Neutral 5.

Comments in interview were strongly in support of this potential artefact with only one comment against. However, in the survey the reaction was more mixed with negative comments received from 13% of respondents (the fifth highest negative response). Criticism focused on the changes due to the school's growth causing teachers of younger pupils to feel less valued "The steady drift to prep end teachers and senior end teachers can cause the value of staff to feel different, even if that is not case in reality" with one commentator suggesting that there had been a steep decline.

Management was criticised for restricted visibility. In contrast, positive comments suggested that the school had been very good during a difficult period, i.e. the pandemic, and that things were getting better: "School is very good really at a time when many schools are tightening up. Easy to take things for granted, even little things like free coffee, lunch, snacks, etc."

The mixed nature of the combined data does not offer justification for confirming the survey statement which, therefore, is rejected.

S15 Staff workload is manageable

Quantitative Data from Survey: Strongly + Agree 70%, Strongly + Disagree 30%.

Likert Scale average: 2.72

Change over past 6 years: Better 8%, Not Changed 46%, Worse 46%.

Number of Survey Comments: Negative 10, Positive 5, Neutral 5.

This survey statement provoked the second highest number of survey comments. Twenty comments were received of which ten were negative, the second highest number of negative comments representing 19% of respondents. Most negative comments related to increased workload due to the increased size of school, e.g. "As the school has increased in size, the workload

and expectations have grown and the time given to complete those tasks have gotten smaller, with greater cover, duties and year group sizes." There was also recognition that COVID restrictions had added to the burden and made it difficult to assess how much the negative change was due to exceptional pandemic circumstances rather than a new normal post expansion.

> Under current circumstances this is difficult to comment on. In the Michaelmas term, due to COVID restrictions, many found the workload unmanageable with some on the point of going to a GP to be signed off for stress. However, these are not normal circumstances, also the faculty system hasn't had time to bed in. It is certainly much more stressful for teachers to have to constantly move around classrooms. (Survey Comment)

On the positive side, credit was expressed for the school's actions and proposals to help manage workload. At interview, opinions were mild, recognising the increased busyness but without condemning it. The level and nature of comments in interviews and the survey do not support the confirmation of the survey statement which, therefore, is rejected.

S16 The school has an appropriate gender balance of staff

Quantitative Data from Survey: Strongly + Agree 75%, Strongly + Disagree 25%.

Likert Scale average: 2.82

Change over past 6 years: Better 39%, Not Changed 59%, Worse 9%.

Number of Survey Comments: Negative 12, Positive 3, Neutral 2.

In interviews the responses were positive about the progress that had been made and was being made, with the reservation that the school had not yet arrived at the right balance. In the survey, opinion divided sharply as to whether the school required more male teachers (four comments) or more female teachers (seven comments). Some negative comment suggested a lack of female senior managers, but the school was credited with improving its gender balance: "Making progress and would like to see more women in SMT but only if they are good enough." The figures for Change over the past six years confirmed that progress with 39% voting Changed for the Better as opposed to only 9% voting Changed for the Worse. Even so, the data do not support adoption of the survey statement, so it is rejected.

S17 The school acts consistently and in a transparent manner over staff conditions

Quantitative Data from Survey: Strongly + Agree 54%, Strongly + Disagree 46%.

Likert Scale average: 2.50

Change over past 6 years: Better 21%, Not Changed 65%, Worse 14%.

Number of Survey Comments: Negative 9, Positive 1, Neutral 3.

It is clear from the survey comments that lack of transparency in pay and workload, combined with insufficient communication on these items, are significant causes for staff dissatisfaction.

> I feel that communication from SLT with regard to staff conditions and the development of the school could be developed. For example, a staff welfare survey was completed during the first lockdown, but there was no formal response or acknowledgement of the results of the survey. While it may be a misconception, lack of communication means it sometimes feels like they are not always aware of the issues staff may be facing. (Survey Comment)

The issue did not surface in interviews other than a positive comment about the school's efforts to be fair to everyone. The slightly higher Changed for the Better rating (21%) against 14% for Changed for the Worse is not enough to counter the negative comments and the survey statement is rejected.

R21 ICT resources are good

Quantitative Data from Survey: Strongly + Agree 67%, Strongly + Disagree 33%.

Likert Scale average: 2.75

Change over past 6 years: Better 72%, Not Changed 23%, Worse 5%.

Number of Survey Comments: Negative 5, Positive 4, Neutral 13.

In the survey, this survey statement attracted the highest number of comments (22). Thirteen of the comments were neutral and focused on positive progress whilst suggesting measures for further improvement. Negative comments concentrated on the difficulty of accessing facilities and a failure to keep up with other schools: "They are more adequate than good for the size of school. There are still lots of clashes between staff and classes needing to use the ICT suites at the same time." Positive comments mentioned the considerable improvements that had been made. Interview responses were broadly similar with excitement expressed about the new arrangements due to unfold. Despite much positivity about progress and the future of ICT at the school, it is clear that the survey statement was not supported and, therefore, it is rejected.

In conclusion, a new table of confirmed survey statements may be constructed:

	Confirmed Survey Statements	Status
Childhood	1. The school is child-centred in its approach	Confirmed
	2. Children have a happy childhood at the school	Confirmed
	3. The school is good at recognising and accepting the individuality of children	Confirmed
	4. The school is a good place for 'quirky' children	Confirmed
	5. The school's ethos helps children to remain children for longer	Confirmed
	6. The education at school is a good preparation for life	Confirmed
	Section Average	
values	~~7. The school has good traditions and positive old-fashioned values~~	Rejected
	8. The school has the positive attributes of a small school	Confirmed
	9. The pastoral care at the school is strong	Confirmed
	10. The school is a welcoming and supportive community	Confirmed
	11. The school has a strong fun factor for the children	Confirmed
	12. The behaviour of pupils is good	Confirmed
	Section Average	
staff	~~13. Staff attitudes are positive and supportive~~	Rejected
	~~14. Staff feel valued at school~~	Rejected
	~~15. Staff workload is manageable~~	Rejected
	~~16. The school has an appropriate gender balance of staff~~	Rejected
	~~17. The school acts consistently and in a transparent manner over staff conditions~~	Rejected
	18. The increased number of staff is positive	Confirmed
	19. Staff have a good level of subject or Key Stage specialism	Confirmed
	Section Average	
resources & change	20. Teaching and learning spaces at school are of a good standard	Confirmed
	~~21. ICT resources are good~~	Rejected
	~~22. Non-teaching facilities at school are good~~	Rejected
	23. The process of change at school is good	Confirmed
	24. The reputation of the school is good	Confirmed
	25. The school has a positive and strong vision	Confirmed
	26. The senior section contributes positively to the whole school	Confirmed
	27. The culture of school is positive	Confirmed
	Section Average	

Figure 5.3: Confirmed and Rejected Statements

At this stage, it is helpful to analyse further the eight rejected statements to see whether it is the positive casting of the statement that is rejected or the underlying artefact or espoused value. For example, the World Café recorded six comments relating to ICT and, therefore, ICT was taken forward as an area to investigate. The comments mostly related to improving provision of resources and training. Without further analysis it is difficult to interpret the artefact and Schein (1985) cautions against such interpretation without considering the espoused beliefs and values. For the

purpose of consistency of question in the survey, and after feedback from the survey trial, all statements were recast as positive, i.e. R21 “ICT resources are good”. The question remains whether when R21 is rejected it is because staff do not agree that ICT resources are of sufficient standard to be classified as good and that, therefore, the artefact should be dismissed completely. This links to the criticism expressed by Malphurs (2006) that a lack of integrity may exist where a belief is espoused that is aspirational rather than actual. It is clear from the survey comments that staff believe that ICT resources should be good and that this is an appropriate goal for the school to pursue. Importantly, staff believe that ICT resources should be good is a suitable value for staff to hold and this is relevant to the later analysis of espoused values and underlying basic assumptions.

Of the remaining seven rejected survey statements, five relate to Staff (S13 to S17 above). In all seven cases, whilst the positive casting of the survey statement is rejected as not representing the reality at the school, the survey statements are all supported, at least in part, as values to be espoused. Thus, for example, S15 “Staff workload is manageable” is rejected as not supported due to the reality of current working conditions but is supported as a value to be espoused. Similarly, the final remaining rejected survey statement R22 “Non-teaching resources are good” is supported by staff as a goal that has not yet been reached. Therefore, I consider that the remaining rejected survey statements are suitable for further consideration under the later analysis of values and assumptions.

5.3 Espoused Beliefs and Values

The espoused values of an organisation are often taken to be the organisation’s public pronouncements, e.g. from documents, website, etc., but this is not an exclusive definition. Schein (1985) holds that espoused values are the answers provided by employees to the question why they are doing the things they do within the organisation. In the case of this research, the espoused values are those expressed by the members of staff in survey comments and in interview. The data are gathered under four categories and, where possible, referenced to value items recorded in previous research literature relating to organisational culture. The data are utilised to derive espoused values which, in the following section, are combined with artefacts to produce the basic underlying assumptions. The four categories of analysis are adapted from Bourne et al (2019) where the emphases of mapping organisational values are re-ordered thus: Capability, Character, Community, and Interpersonal.

5.3.1 Capability

The capability section covers a range of value items associated with operational quality. Matters relating to staff quality fell into three distinct areas in interviews and the survey: attitudes, standards, and number. Attitudes attracted much comment in interviews with every interviewee expressing a positive view of the experience of being a member of staff at the school. However, some went on to express criticism of staff who had not adapted to change. In the survey, a similar mix of praise and criticism was apparent with additional criticism of falling morale and decline in leadership in the prep school. Staff specialism was considered to have improved where the impact at the senior end of "new teaching staff has really filtered down to colleagues further down in a very positive way." O'Reilly et al (1991) and Fikret Pasa et al (2001) include professionalism and doing the job well on their lists of items on their respective value scales. In interviews several comments concerned the improvement in professional standards: "The new teaching staff … have really boosted the professional standards" and "there is a different level of professionalism now". The increased number of staff was a matter of positive comment in interviews. In the survey, the benefits of fresh ideas were highlighted although the possibility of standards slipping due to new staff arrivals was also mooted.

Derived espoused value: **Quality.** Staff believe that the value that should underpin their work is the provision of the best possible Quality of educational experience.

Resources are placed in the Capability category. They have relevance to the high expectations and continuous improvements sub-sections of the item scale from Ostroff et al (2005) and the "providing newest products" from Kalliath et al (1999:150), both of which are considered by Bourne et al (2019) to be analogous to the capability emphasis in their analysis. Interview and survey comments relating to resources centred on teaching and learning spaces, ICT resources, and non-teaching facilities. There was strong support in interviews and survey comments for the quality of spaces for teaching and learning with particular praise for recent improvements within classrooms and new buildings such as the sports hall and science laboratories. Suggestions for improvements were made in survey comments and there was a clear expectation amongst staff that facilities for teaching and learning should be of a high standard. In relation to ICT, improvements and additional provision were recognised but "I know it's been expanded but still insufficient" (interview). Survey comments were similarly balanced and there was clear demand from respondents that ICT should be provided of high quality and sufficient to cope with demand. Non-teaching facilities received mixed reviews in the survey with additional facilities praised but lack of space identified in several areas. At

interview, only staff social and work rooms were mentioned with a mixed response again recognising improvements but also identifying lack of space.

Derived espoused value: **Excellence.** Staff believe that the value that should underpin their work is the provision of Excellence in facilities and organisation.

The final elements of this section relate to the process of change, the school's vision, and the school's reputation. The process of change attracted praise in interview for the planning and preparation: "these changes have been really clever and well-managed" and, in relation to the introduction of GCSEs, "the planning started years before anyone sat an exam." The school's leadership was praised both in interviews "the senior management have made those changes and they've done a remarkable job really" and in survey comments "Well managed from the top. Strong leadership and excellent timing." O'Reilly et al (1991:516) include "having a clear guiding philosophy" within their organizational culture profile item set but the school's vision attracted few comments. Most focused on a lack of communication of the vision and a wish to be included as the future vision was constructed and this has relevance to Kabanoff and Daly's (2002) participation and consultation typology. There were no negative comments relating to the reputation of the school with the introduction of GCSEs seen as a significant contributor: "GCSE results have given lots of confidence" from interviews and "More confidence due to success and super GCSE results" and "this success is down to the success of the senior school and external examination results" from survey comments. Reaction to the pandemic was considered positively "the school has provided an outstanding provision during the current lockdown", as was innovation "doing things first (nursery visits to the elderly, bike trail) and different to other schools." The value of the organisation's reputation is included in several of the lists of cultural values (Bourne et al, 2019; O'Reilly et al, 1991; Ostroff et al, 2015)

Derived espoused value: **High Expectations.** Staff believe that the value that should underpin their work is the provision of High Expectations in the educational outcomes and management.

5.3.2 Character

The interviews provided strong support for the promotion of elements relating to the development of character within the children at school. The emphasis on "enabling them *(children)* to achieve personally and develop in community which is what you need for life" was praised as was the clear focus of the school to help children to manage "a more balanced childhood." This has a relevance to the goal of realising one's potential included as an item in Robert & Wasti's organisational individualism scale (2002:544). Providing children with the tools to be successful in

the future was considered of particular importance given a perceived lack of parental time to attend to this aspect. Survey comments were more mixed with calls for the development of greater resilience tempered by suggestions that the children were well prepared and developed excellent skills. Resilience is an espoused value label in Bourne et al (2019) that is included under the sub-heading Ambition and high expectations for performance feature in the cultural values table of Ostroff et al (2005:601).

Derived espoused value: **Personal Growth.** Staff believe that the value that should underpin their work is the promotion of the Personal Growth of pupils.

Another element under the heading of character is pupil behaviour. This attracted mixed views although, as detailed above, the survey statement "The behaviour of pupils is good" was confirmed without the need for contemplation of survey and interview comments. Despite this strong support, the issue attracted many remarks at interview and in the survey with expectations (e.g. shirts tucked in), regulations (e.g. uniform), and manners (e.g. holding doors open) being the primary foci. These observations mirror the value item scales of Kalliath et al (1999) where order, rules and regulations are internal processes associated with stability and continuity. Similarly, Fikret Pasa et al (2001:573) include discipline, work rules and clothing regulations as significant value items in their "Uncertainty Avoidance" category.

Derived espoused value: **Self-Discipline.** Staff believe that the value that should underpin their work is the promotion of Self-Discipline amongst pupils.

The school's success in providing children with a happy and sustained childhood was a factor of character that came out in interviews and the survey. A focus on fun was welcomed and resonates with the inclusion of "fun" in the espoused values analysis of Bourne et al (2019:143) and the "humour" in McDonald and Gandz's list of values (1991:227). Survey comments noted the positive effect of "children remaining children for longer" although one respondent felt that the seniors had had an effect which, whilst not bad, "has made some grow up quicker." Of note is that the negative comment was offered as a mild criticism indicating that, in fact, the espoused value held by the respondent was that children should be allowed to remain children for longer. In respect to the children's happiness, survey comments mentioned the negative impact of the pandemic but were positive that "the school has worked hard to mitigate this."

The element of customer service in Bourne et al (2019) and the similar client service value in Ostroff et al (2005) are represented by the school's child-centred approach and this was strongly supported in interviews "the school puts the children first" and in survey comments "the school has

continued to try and put the child … at the heart of all things." Despite the challenges posed by the pandemic the school's efforts were recognised: "There are lots of things in place to try and counter any distraction from being able to keep the children from the heart of it" (interview) and "This year has been challenging *(COVID)* … but we have still kept the child at the core of what happens in school" (survey comment).

Derived espoused value: **Child-Centred.** Staff believe that the value that should underpin their work is putting children at the centre of educational planning and provision.

5.3.3 Community

The issue of traditions and old-fashioned values is relevant to this section. In industry, there is a parallel with value items such as "maintaining existing systems and structures" (Kalliath, 1991:150) and formality (McDonald & Gandz, 1991). Whilst the positive survey statement was not supported, it was clear in interviews that respondents bemoaned the lack of Chapel and some of the old-fashioned existing structures of house competitions. Some survey comments agreed that the school had moved away, disappointingly, from some traditions that "have real value in a modern world that struggles with high standards." Others felt that those same standards "can often hinder the progress of the school."

Derived espoused value: **Traditionalism.** Staff believe that the value that should underpin their work is the maintenance and respect for appropriate traditions of the school.

The increased size of the school is relevant to the community emphasis due to its potential impact on the stability of the community (O'Reilly et al, 1991). Interview comments focused positively on the sense that the school still felt small despite its increased size although one respondent felt that "the odd case does slip through the net pastorally and academically." Survey comments tended to recognise the feeling of a bigger school but characterised the change as positive: "I feel that the ethos hasn't changed, but the operation as a small school has changed" and "Still small but much improved quality." On the negative side, class sizes were felt to be too big by one respondent (despite an average class size of 15) and another suggested that insufficient changes had been made to keep up with the change in numbers.

The community support and welcome for staff and children were unanimously praised at interview: "I think people are very welcomed into the school" and "my department was very supportive and other colleagues; everyone wants to help here." Improved provision for newly qualified teachers and staff mentoring were recognised as was the school's support for the relatively few senior children who joined the school in higher year groups. There was only one negative

comment which felt that the community was not as welcoming or supportive as it could be but did not specify any reasons for that view. McDonald and Gandz (1991:230) recognise "being supportive" in their list of values and Fikret Pasa et al (2001:573) list "helping each other" and "teamwork" as reported organisational values. In terms of the contribution made by the senior school to the community, the survey comments were strongly positive with respondents articulating the benefits for younger students and requesting more links between the senior and junior ends of the school. Interviews identified improvements to academic standards, resources, and the availability of support staff with particular praise for the backwash of technician support into younger year groups.

Derived espoused value: **Caring.** Staff believe that the value that should underpin their work is an attitude of caring for all members of the school community.

5.3.4 Interpersonal

The values of recognising and accepting individuality were strongly commended: "the school is really good at respecting individuals and their strengths", "There's a real focus on valuing the individual" (interviews) and "We are open to children having their own identity and diversity is accepted well" (survey comment). O'Reilly et al (1991) set out both "respect for the individual's right" and "being distinctive-different from others" in their profile item set whilst England (1967) includes individuality as a value item. The inclusion of a survey question about "quirky" children brought forth almost entirely positive responses such as, in interview, "That space where you're allowed to be yourself is … why some of the quirky children have such a happy childhood – it is something very special" and from the survey, the huge difference "education and therefore pastoral has made … for a select group of children." Where comments were less supportive, the tenor was regretting less respect or time for individuality, values which were clearly supported.

Derived espoused value: **Respect and Fairness.** Staff believe that the value that should underpin their work is respect and fairness towards all members of the school community.

Pastoral care received positive comment in interviews and the child-focused attention was acclaimed, especially the increase in pastoral staff (survey comments). Time concerns were raised as was the increased size of the school, each demonstrating a strong expectation from staff that strong pastoral care was an important value. The related issue of staff feeling valued received strong support in interviews: "it's not just your colleagues that care but the school really cares", "you feel part of a community that cares", and ""I love that the school isn't about money, but it is about quality of life and still bothers about that for staff." In the survey, comments were more mixed. On

the one hand, differences were suggested amongst different groups of staff: “some staff have not felt valued”, “*(the steady drift to older pupils)* can cause the value of staff to feel different, even if that is not case in reality”, and “Some staff clearly do feel valued, but others not.” On the other hand, there were several very positive comments: “*(School)* is very good really at a time when many schools are tightening up”, “There is immense job satisfaction from working at *(School)*”, and “We have a good quality of life and great colleagues.” Value items of support are referenced in section 5.3.3 above and human relations values are also used by Quinn and Spreitzer (1991) as a dimension in their competing values model.

Derived espoused value: **Valuing and Inclusion.** Staff believe that the value that should underpin their work is the valuing and inclusion of all members of the school community.

Comments relating to staff feeling valued are set out above in the Respect and Fairness espoused value and belief and are also relevant to this espoused value and belief.

The issue of gender balance amongst staff attracted a range of views. In interview, the opinions were positive with support for the perceived improvement in appropriate gender balance although with room remaining for improvement. In the survey, comments divided across not enough male teachers (four comments), not enough female managers (seven comments), and not really an issue (three comments). Two respondents emphasised the importance of appointing the best person for any job. The literature supports the inclusion of a relevant value with Bourne et al (2019:144) listing “equality” and “diversity” as value labels and McDonald and Gandz (1991:226) proposing values of “fairness” and “social equality.”

Derived espoused value: **Equality.** Staff believe that the value that should underpin their work is that all people should be treated equally.

The issue of gender balance amongst staff attracted a range of views. In interview, the opinions were positive with support for the perceived improvement in appropriate gender balance although with room remaining for improvement. In the survey, comments divided across not enough male teachers (four comments), not enough female managers (seven comments), and not really an issue (three comments). Two respondents emphasised the importance of appointing the best person for any job. The literature supports the inclusion of a relevant value with Bourne et al (2019:144) listing “equality” and “diversity” as value labels and McDonald and Gandz (1991:226) proposing values of “fairness” and “social equality.”

From the data presented above, the Espoused Values and Beliefs of the staff are evident as follows:

CAPABILITY

1. **Quality.** Staff believe that the best possible quality of educational experience should be provided.
2. **Excellence.** Staff believe that the provision of facilities and organisation should be excellent.
3. **High Expectations.** Staff believe that high expectations should be engendered in educational outcomes and management.

CHARACTER

4. **Personal Growth.** Staff believe that the personal growth of pupils should be promoted.
5. **Self-Discipline.** Staff believe that self-discipline should be developed by pupils.
6. **Child-Centred.** Staff believe that their work is putting children at the centre of educational planning and provision.

COMMUNITY

7. **Traditionalism.** Staff believe that the maintenance and respect for appropriate traditions of the school should be encouraged.
8. **Caring.** Staff believe that an attitude of caring for all members of the school community should underpin their work.

INTER-PERSONAL

9. **Respect and Fairness.** Staff believe that respect and fairness should be shown towards all members of the school community.
10. **Valuing and Inclusion.** Staff believe that valuing and including of all members of the school community is important.
11. **Equality.** Staff believe that all people should be treated equally.

Figure 5.4: Espoused Values and Beliefs

5.4 Basic Underlying Assumptions

In interviews, the fifth and final question used the terminology of Schein's (1985) paradigm to enquire of the interviewee "Over the past six years, have the basic underlying assumptions, the school's culture, changed at the school?" Despite an apparent, and understandable, lack of familiarity with the paradigm, interviewees responded at length and a selection of their comments is set out in the previous chapter. From analysis of the interviews, their answers may be grouped into the following areas: community; caring; individuality; broad education; and school expansion.

Responses relating to community emphasised a whole school culture that "encompasses children, staff, ancillary staff, the groundsmen, the kitchen staff, … including the bus drivers … the children and staff, all those people I've just mentioned." One respondent made the link to the school's status as a charity, commenting "The school never forgets that it is a charity and I love that the school isn't about money, but it is about putting the children first and quality of life and still bothers about that for staff." Another interviewee commented "I think there is a lot of emphasis on being part of the community and looking after each other." Closely connected to community is the area of caring and this was evidenced in interview suggestions that the word "kindness" characterised the school's culture, exemplified in the comments "Kind would be something if I had a single word that would for me sum up the school's culture" and "the culture of the school is very kind and supportive and caring". As well as kindness, there was an emphasis on the "nurturing environment." One example was given where the interviewee recounted:

> I watched a girl in year 7 who has social issues and I watched two other girls who always make the effort, never been prompted, to include her to get her to be part, nobody has ever said that to them, it's just something that's done and that's just part of the school's culture.

The third area was the support for and acceptance of individuality. Children were considered to be "very accepting of other people and … always find the best in the individual" and "really kind to each other and particularly with those who are a bit different or not so good at some things." One lone voice at interview felt that the children's acceptance of others had been watered down a little by the school's expansion. At school level "I think the school goes out of its way to take on some children who might not really have a happy time at school and then help them to really enjoy life at *(School)*", and set out with a slightly different emphasis by another interviewee who thought that:

> Other schools whether they be state or private would be giving up on these children and I think we have a lot of children that we get through who otherwise maybe wouldn't and I think that is the secret of the success of *School* that we do that well and give these children confidence, raise their self-esteem as much as we can and make them ready

> after their exams for the next step ... I think that's where the senior team are building all the time.

The previous quote links to the next area, broad education. The success in formal GCSE examinations is a matter of public record and the six-year pass rate average across all subjects at the time of this research stood at 97%, compared to a national average of 73% for the same period. This relatively high level of performance did attract comment in interviews andit was acknowledged that "getting them GCSEs … is the end goal." However, comments about "giving them tools for life", making "sure they are well rounded individuals", and "building up their self-esteem" point to the importance of education beyond the strict academic confines of the classroom. One interviewee saw a role for teachers as surrogate parents where "some of them don't have the time with their parents and I think this is where staff here make time and it's all helping them along their way."

The final area was the expansion of the school with several interviewees commenting on the continued small teaching groups and class sizes. One linked this explicitly with pastoral benefits for the community where "We've still got that small school environment and when you take that nature and nurture, I think that filters through and has a profound effect on the children and they in turn evoke those qualities down the line." Another interviewee linked the expansion to an improvement in the school culture where "the culture of the school … has got even better because we have had to think really carefully about the children we take for GCSE and making sure that we really look after them because those years as a teenager can be really tough."

Turning to the analysis of artefacts and espoused values and beliefs, Meijer (1999:123) suggests that to arrive at basic underlying assumptions the data should be poured through a funnel "producing assumptions at the other end." Similarly, Schein (2017:21) states that some of an organisation's deeper values may be revealed through an examination of the consistency and congruence between espoused values and related artefacts. In that spirit, Figure 5.5 below sets out the espoused values derived from staff survey comments and interviews and links them to the relevant artefacts. It is a matter of judgment whether an artefact is analysed against more than one espoused value and I have attempted to demonstrate a balance of support for each set of values with some artefacts appearing in more than one row.

Espoused Values and Beliefs (linked survey statements referenced in brackets)	**Artefacts** *(what staff "see, hear and feel" Schein, 1999:15 and/or the "visible and feelable structures and processes" Schein, 2017:18)*
1. **Quality.** Staff believe that the best possible quality of educational experience should be provided. (V9, R20, R21, R22, R27) 2. **Excellence.** Staff believe that the provision of facilities and organisation should be excellent. (S18, S19, R20, R21, R22, R24) 3. **High Expectations.** Staff believe that high expectations should be engendered in educational outcomes and management. (S13, S19, R24, R25, R26)	a) Departmental & Faculty Organisation (Academic) b) Tutors & Heads of Year (Pastoral) c) Teaching and learning facilities d) Curriculum planning e) Key Stage specialisms f) Induction and teaching standards g) Inspection Reports h) GCSE results
4. **Personal Growth.** Staff believe that the personal growth of pupils should be promoted. (C3, C4, C6) 5. **Self-Discipline.** Staff believe that self-discipline should be developed by pupils. (V7, V8, V9, V12) 6. **Child-Centred.** Staff believe that their work is putting children at the centre of educational planning and provision. (C1, C2, C3, C5, V11)	i) Pupil behaviour j) Growth Mindset programme k) Vertical integration of pupils l) Activity evenings (photos) m) Public Speaking programme n) Pupil positions of responsibility o) Staff Meetings discuss pupils p) Careers programme
7. **Traditionalism.** Staff believe that the maintenance and respect for appropriate traditions of the school should be encouraged. (V7, V8) 8. **Caring.** Staff believe that an attitude of caring for all members of the school community should underpin their work. (C3, C4, V8, V9, V10)	q) Class Sizes r) Pastoral group sizes s) Pupil support for others t) School Creed u) New Staff Induction & Experience v) Chapel, assemblies, house meetings, alumni w) Sick Bay and Nurses
9. **Respect and Fairness.** Staff believe that respect and fairness should be shown towards all members of the school community. (C3, S14, S17) 10. **Valuing and Inclusion.** Staff believe that valuing and including of all members of the school community is important. (C3, C4, V10) 11. **Equality.** Staff believe that all people should be treated equally. (C3, S16, S17)	x) Staff Welfare support y) Consultation with staff z) Staff feel valued aa) School uniform options bb) Inspection Reports cc) School Creed

Figure 5.5: Espoused Values & Beliefs and Artefacts

5.4.1 Identifying Basic Underlying Assumptions

The final stage of funnelling is to consider the artefacts and espoused values & beliefs along with the data analysed and produce a set of basic underlying assumptions. Schein (2017:29) describes basic underlying assumptions as the elements of organisational culture "that ultimately drive the observed behaviour." The groups of interview questions relating to basic underlying assumptions are also directly relevant and the areas of community; caring; individuality; broad education; and school expansion and their constituent analyses have been included in deriving the basic underlying assumptions. At this stage, it is interesting to set out a list of basic underlying assumptions for the school. Figure 5.6 below shows the putative basic underlying assumptions and their connection to the elements of previous analysis.

It is very difficult to find examples of the basic underlying assumptions of a school's culture in the literature. However, links may be drawn to basic underlying assumptions from other organisations. The strong commitment to pupils that is evidenced in BUA 1, 3, 4, 5, 6, 8, and 9resonates with the Student Centric element of organisational culture research within an academy[15] where Morris (2017) uses the Cultural Web eight-sphere paradigm which, as noted in chapter three, has strong links to Schein's (1985) three-tier paradigm. In Morris' conclusion, the central sphere, representing the equivalent of Schein's basic underlying assumptions, holds three key elements, one of which is the Student Centric element of the academy's culture (Morris, 2017:182). Similarly, in an independent school pupils may be viewed as customers, perhaps primary customers where fee-paying parents are secondary customers, and the school's commitment to pupils may be seen as a customer-oriented attitude. This has parallels to basic underlying assumptions in other sectors. For example, a similar moral commitment to the customer is evidenced in the case of the Digital Equipment Corporation (Schein, 2017:39). Likewise, in academic research the ideal of service to clients and stakeholders is held to be a basic underlying assumption for research administrators (Lehman, 2017; Derrick & Nickson, 2014). The idealism of BUA 6, 8 & 9 is supported in the family approach of Ciba-Geigy (Schein, 2017:53) and the acceptance and valuing of individuality in BUA 11 and 12 find resonance with the assumption at the Apple corporation of the rights of individuals "to be fully themselves at work, to express their own personality and uniqueness, to be different" (Schein, 2017:309).

[15] Academies are schools that are state-funded schools but are not controlled by local authorities and have greater flexibility to decide on their own curriculums and other school organisation arrangements. Academies were first introduced in the early 2000s and became more widespread with the passing of the Academies Act in 2010.

Basic Underlying Assumptions	Espoused Values & Beliefs	Artefacts
BUA 1 High standards produce the best results **BUA 2** Structures and organisation are important	1. **Quality** (V9, R20, R21, R22, R27) 2. **Excellence** (S18, S19, R20, R21, R22, R24) 3. **High Expectations** (S13, S19, R24, R25, R26)	a) Departmental & Faculty Organisation (Academic) b) Tutors & Heads of Year (Pastoral) c) Teaching and learning facilities d) Curriculum planning e) Key Stage specialisms f) Induction and teaching standards g) Inspection Reports h) GCSE results
BUA 3 Pupils are at the heart of our decisions **BUA 4** We prepare children for school and the world beyond **BUA 5** School should be fun	4. **Personal Growth** (C3, C4, C6) 5. **Self-discipline** (V7, V8, V9, V12) 6. **Child-centred** (C1, C2, C3, C5, V11)	i) Pupil behaviour j) Growth Mindset programme k) Vertical integration of pupils l) Activity evenings (photos) m) Public Speaking programme n) Pupil positions of responsibility o) Staff Meetings discuss pupils p) Careers programme
BUA 6 Kindness is at the heart of our community **BUA 7** Traditions and small school attributes are important to us	7. **Traditionalism** (V7, V8) 8. **Caring** (C3, C4, V8, V9, V10)	q) Class Sizes r) Pastoral group sizes s) Pupil support for others t) School Creed u) New Staff Induction & Experience v) Chapel, assemblies, house meetings, alumni w) Sick Bay and Nurses
BUA 8 We are a community of people not a profit organisation **BUA 9** Our people are important to us as individuals	9. **Respect and Fairness** (C3, S14, S17) 10. **Valuing and Inclusion** (C3, C4, V10, S14) 11. **Equality** (C3, S16, S17)	x) Staff Welfare support y) Consultation with staff z) Staff feel valued aa) School uniform options bb) Inspection Reports cc) School Creed

Figure 5.6: Basic Underlying Assumptions

From the perspective of a comparison of the culture in free schools, Hurd (2016) identifies two common traits of free school culture that resonate with the set of basic underlying assumptions above. First, Hurd recognises "moral purpose" that may be linked to BUA 1, 4 and 9 and she then goes on to include "high expectations" that are implied in BUA 1, 4 and 6 (2016:117). Later in her

conclusion, Hurd goes on to offer two further cultural themes that were congruent within the free schools and that may be associated with the basic underlying themes of this research: "respect for others" relates to BUA 6, 8 and 9 and "doing the right thing" picks up the "moral purpose" category above and may be connected to the school's charitable status in BUA 8 (2016:143). Although Hurd (2016) espouses Schein's three-tier paradigm (1985) her research focus is on a comparison of the emerging cultures of new free schools and the overlap with this research enquiry is, therefore, limited. For example, a significant element of her enquiry is to show how founders of schools aim to set the organisational culture.

One basic underlying assumption that I considered and included in the analysis related to the school's status as a charitable trust. Although there is no particular section in the survey that is directly relevant to this assumption, from my scrutiny of the data I detected an underlying theme of the expectation of staff that the school should be run with kindness and charitable principles, rather than business criteria, at the forefront of the philosophy. Kindness as a basic underlying assumption is explored below. The artefacts and espoused values relating to aspects such as the child-centred approach, valuing individuality, and developing community, suggest the type of softer guiding principle that characterises the approach of many educational establishments. One interviewee touched directly on the issue, stating "The school never forgets that it is a charity and I love that the school isn't about money, but it is about putting the children first and quality of life and still bothers about that for staff." The putative basic underlying assumption is derived from the impression that I gained scrutinising the whole data set rather than specific data elements.

In respect of the list of basic underlying assumptions given in Figure 5.6 above, there are several points of note. First, the inclusion of an individual assumption does not guarantee that the element of that assumption is successfully enacted in reality. For example, the assumption that High Standards produce the best results (BUA 1) may be an underlying guiding principle and qualify as a basic underlying assumption, whilst the reality at the school is that high standards in some areas have not yet been achieved, as is suggested in the case of the ICT provision referred to above. Second, assumptions are often similar to espoused values. In the case of an assumption that has been fully integrated into practice, the relevant espoused value, and potentially some of the artefacts, will directly reflect the assumption. For example, the assumption that Pupils are at the heart of our decisions (BUA 3) is strongly supported by the Espoused value 6: "Staff believe that their work is putting children at the centre of educational planning and provision" and the 98% agreement rating for survey statement C1 "The school has a child-centred approach." Of course, it is no surprise that, in the nature of funnelling from the data of artefacts and espoused values, some of the derived assumptions are very close to the artefacts and espoused values. Third, the primary

research question requires judgment on the ways in which the culture of the school has changed. To the extent that the focus is on that change, it is not imperative in making such judgment that the basic underlying assumptions or espoused values are perfectly articulated if such is indeed even possible. It is enough that the elements of the school's culture are sufficiently identified for their change, or lack of it, to be assessed which brings us neatly to the final section of this chapter: Change.

5.5 Change

From the summary total of quantitative data from the survey given in Figure 4.2 in the previous chapter, it is apparent that respondents felt that over the previous six years some change, either for better or worse, had occurred more frequently (59%) than no change (41%). It is worth re-stating that the percentages are re-cast without results for survey option 4, "No Opinion", which is omitted from this analysis for the reasons previously stated. The actual number of respondents to an individual survey question relating to the basic underlying assumptions shown in Figure 5.7 below ranges from 31 to 50 (out of a potential 56) with a mean average of 39 respondents per question. For actual numbers of respondents giving negative responses the conversion is typically 3% = 1 respondent, 5% = 2, 7/8% = 3, 10% = 4.

Where change was thought to have taken place, respondents selected change for the better (80%) four times more frequently than change for the worse (20%). Where change had not occurred (41%) there is no information in the quantitative data to explain whether that lack of change was positive or negative. In general, the quantitative data paint a picture where staff perceptions of the change taking place within the school during the period of transition are mostly positive (47%), perceptions of no change are almost of the same quantity (41%), and those of negative change are small (12%).

Qualitative data from survey comments and interviews help to enhance the picture of the change within the school and offer insight into the specifics of some of the suggested basic underlying assumptions. For example, the quantitative data state that 46% of respondents held that S15: Staff Workload had changed for the worse, the highest negative change rating in the survey. However, the quantitative data cannot explain how much of that negative rating is due to the effect of the pandemic and how much is due to the effect of the school's expansion. The qualitative data from survey comments and interviews may offer deeper understanding of the responses to such questions and, in the mixed methods paradigm of this research, enrich our interpretation of the data. To allow such further examination, those assumptions are set out below with the quantitative

data pertaining to change in related survey categories followed by the qualitative data from interviews and survey comments.

As previously outlined, there is a lack of literature relating specifically to schools and organisational culture. Thus, it is unsurprising to find a similar want of material relating to culture change in schools that have experienced expansion. Schein (2017:211) sets out several points as to how growth may challenge the culture of an organisation such that "a common culture is harder to maintain." Where these points are relevant to the basic underlying assumptions below, they are linked to the literature.

Basic Underlying Assumption	Changed for worse	Not Changed	Changed for better	Related Survey Statements
BUA 1 High standards produce the best results **BUA 2** Structures and organisation are important	14%	23%	63%	V9 Pastoral care
	31%	54%	15%	S13 Staff attitudes
	8%	15%	77%	S18 Increased number of staff
	3%	21%	76%	S19 Staff subject/Key Stage specialism
	8%	3%	89%	R20 Teaching/learning spaces
	5%	23%	72%	R21 ICT resources
	10%	15%	75%	R22 Non-teaching facilities
	3%	8%	89%	R26 Senior section contribution
Section Average	**10%**	**20%**	**70%**	
BUA 3 Pupils are at the heart of our decisions **BUA 4** We prepare children for school and the world beyond **BUA 5** School should be fun	6%	46%	46%	C1 Child-centred approach
	5%	56%	39%	C2 Children's childhood
	7%	53%	40%	C3 Recognising/accepting individuality
	10%	57%	33%	C4 School as a place for 'quirky' children
	11%	68%	21%	C5 Children remain children
	3%	41%	56%	C6 School as preparation for life
	14%	23%	63%	V9 Pastoral care
	11%	62%	27%	V11 Fun factor for children
	17%	39%	44%	V12 Pupil behaviour
Section Average	**9%**	**49%**	**41%**	
BUA 6 Kindness is at the heart of our community **BUA 7** Traditions and small school attributes are important to us	7%	53%	40%	C3 Recognising/accepting individuality
	10%	57%	33%	C4 School as a place for 'quirky' children
	26%	60%	14%	V7 Traditions and values
	26%	37%	37%	V8 Small school positive attributes
	14%	23%	63%	V9 Pastoral care
	7%	67%	26%	V10 Welcoming/supportive community
	5%	45%	46%	R27 The culture of the school
Section Average	**14%**	**49%**	**37%**	
BUA 8 We are a community of people not a profit organisation **BUA 9** Our people are important to us as individuals	7%	53%	40%	C3 Recognising/accepting individuality
	10%	57%	33%	C4 School as a place for 'quirky' children
	7%	67%	26%	V10 Welcoming/supportive community
	34%	47%	18%	S14 Staff feel valued at school
	9%	51%	39%	S16 Gender balance of staff
	14%	65%	21%	S17 Staff conditions
Section Average	**14%**	**57%**	**30%**	

Figure 5.7: Basic Underlying Assumptions and Quantitative Data of Change from the Survey

5.6 Basic Underlying Assumptions and Change

BUA 1 High standards produce the best results

BUA 2 Structures and organisation are important

The related categories in the survey statements in Figure 5.7 above show a section average of 10% Changed for the Worse, 20% Not Changed, and 70% Changed for the Better. The highest ratings (89%) of changed for the better was achieved in R20 Teaching and Learning Spaces and R26 Senior Section Contribution.

Interview responses were almost entirely positive about the changes to the facilities with both the quality and quantity of improvements receiving praise. New buildings and re-worked space were viewed positively as were improved provision of classroom facilities such as digital screens. One comment cautioned that despite the improvements to ICT the provision was "still insufficient … the problem is the bigger we've got the more classes we have, and everybody wants access … too often at the same time." Similarly, comments relating to the new faculty arrangements and the increased number of staff support the assumptions.

Survey comments acknowledged the progress made with new facilities with many positive points but were generally more critical of the work still to do. The reason for the changes to facilities was clearly articulated as the school's increasing number of pupils although one comment acknowledged the difficulty of the pandemic where "I think things need to settle down a bit more in non-Covid conditions to see fully how things have changed." Changes to ICT facilities were recognised whilst advising that there remained plenty of room for further progress. Schein (2017) notes that expansion can lead to controversy over central functions and services where tension can exist as to how new and existing resources are allocated to organisational units that now face greater internal competition for resources.

The provision of improved and additional facilities at the school is straightforward for staff to recognise and understand. The effect of the pandemic in this respect is mentioned once in survey comments but in other survey comments and in interviews the main stimulus for change is the expansion of the school. Providing the best facilities for pupils and staff is posited as a basic underlying assumption and this is supported in the qualitative data by comments that, whilst applauding improvements, exhort further progress. The quantitative data aligns with the qualitative to indicate that the actual provision of facilities has improved.

Interview comments also indicated that there had been strong and positive changes to professional standards. The two main reasons given were that new staff had boosted professional

standards and that the inclusion of a senior curriculum which included the external GCSE exams had engendered a more academic approach. Opinions regarding staff attitudes were mixed with respondents expressing the improvements in attitudes of most staff whilst recognising that a few others had not welcomed the changes and preferred "harking back to the good old days." One respondent speculated that some of the weaker teachers had found the changes challenging.

On the positive side, new colleagues were held to have diluted "older pessimists", whereas contrary views suggested increased staff numbers could cause standards to slip. Concern was also expressed that new staff had not previously experienced working at as good a school.

Almost a third of survey votes were that staff attitudes had changed for the worse with less than half that number claiming that attitudes had changed for the better. This is a significant negative result and is corroborated by several comments in interviews and the survey. The reasons given for the negative change centred on old-fashioned attitudes and the challenge faced by weaker teachers. By contrast, professional standards were held to have changed for the better with interviewees proposing that the reasons behind this positive change were the influx of additional teachers and the introduction of the senior curriculum. Changes relating to the basic underlying assumption are endorsed as positive by the data for professional standards but are characterised as negative by the data for staff attitudes.

BUA 3 Pupils are at the heart of our decisions

BUA 4 We prepare children for school and the world beyond

BUA 5 School should be fun

The related categories in the survey statements in Figure 5.7 above show a section average of 9% Changed for the Worse, 49% Not Changed, and 41% Changed for the Better. The highest rating (63%) of changed for the better was achieved in V9 Pastoral Care.

At interview most comments were that the school's approach had not changed regarding putting pupils at the heart of its decisions and that the lack of change was positive as it meant that the school was continuing with a previously strong feature of its operation. One interviewee argued that childhood must necessarily change due to the increased age range and that different age children would have different experiences. In the prep school year groups (National Curriculum Years 3 to 8) that same member of staff contended that childhood had improved for those children, not least as the school's facilities had improved so much due to the expansion.

Survey responses took a similar line with one comment stating that "I don't think the approach and principal position has changed" although recognising that the increased size had a mixed effect.

On the one hand, maintaining levels of support to a greater number of children was more difficult; on the other, facilities and opportunities filtering down from the senior programme had enhanced the childhood of younger pupils.

The changed for worse score in survey statement C1 Child-centred Approach reflected the votes of only two members of staff (6%). Interview and survey comments linked the expansion to benefits and disadvantages for younger year groups, but most responses were that the implementation of BUA 3 was broadly unchanged.

In relaton to BUA 4, at interview there was one comment averring that the school was helping children to achieve a more balanced childhood and better preparation for life. The two survey comments praised better managed and more relevant PSHE and improvements in encouraging independent learning skills.

The basic underlying assumption is reinforced by the positive comments in interview and survey which are themselves corroborated by the positive 'changed for the better' rating in the survey.

There were only two remarks at interview relating to fun at school, BUA 5, and they held that the fun factor and the children remaining children were elements that had not changed at the school. In survey responses, two members of staff commended the improvements to pastoral care with consequent improvement to childhood. Two responses explored the effect on younger children of the introduction of teenagers in the school – both commenting negatively. The only other survey comment relating to change in this section asserted that there was "not as much time given over to fun as there used to be."

The qualitative data were mixed regarding changes related to the basic underlying assumption. 'No change' was the prevalent opinion in interviews whereas survey comments offered opinions of positive and negative changes. The relatively even balance of quantitative and qualitative data might indicate that support for the basic underlying assumption is moderate. Alternatively, one may speculate from the broader data that the strong quantitative scores for 'no change' may imply the continuance of a basic underlying assumption that was already firmly established and enacted.

In interviews, it was acknowledged that younger pupils could be influenced by senior pupils and witness behaviour that they didn't witness before. High personal standards for senior pupils were expected and enforced, uniform being a cited example, but in the younger years it was felt that standards and expectation had not changed. One respondent asserted "Children are children, but they do know how to behave, and they do behave very well, and the seniors haven't really changed that."

Survey comments included praise for greater independent learning skills but were mixed in relation to pupil behaviour. Opinion ranged from behaviour: being excellent across the school, declined in the prep school, improved in the senior section, and good but changed for the worse.

The changed for the worse rating of 17% for pupil behaviour is the sixth highest and is reinforced by some of the qualitative data from interviews and survey responses. However, the qualitative data relating to pupil behaviour is mixed and, whatever the opinion expressed, the increased size of the school is seen as a factor. There are significantly fewer data relating to other personal standards although interviewees spoke about the enforcement of such standards on senior pupils and the maintaining of such standards with prep age pupils. In relation to the basic underlying assumption the qualitative data suggest that changes are mostly positive but with a significant negative element when it comes to pupil behaviour.

BUA 6 Kindness is at the heart of our community

BUA 7 Traditions and small school attributes are important to us

The related categories in the survey statements in Figure 5.7 above show a section average of 14% Changed for the Worse, 49% Not Changed, and 37% Changed for the Better. The highest rating (63%) of changed for the better was achieved in V9 Pastoral Care.

In interviews positive comments included that the class sizes had not changed despite the total increase in pupil numbers. Two interviewees talked of the continuing high standards of care and small school ethos. Another opinion was how the way in which the school was broken into sections was effective in continuing the sense of a small school. All respondents acknowledged the increased size with the only negative comment relating to the possibility of the occasional pastoral or academic issue slipping through unnoticed due to the larger numbers.

Survey comments were mixed as to the changes due to the size of the school. Increased class sizes received neutral or negative mention and several commentators recognised the inevitability of change due to increased numbers. Positive responses focused on improved general quality within the school and the retention of relatively small classes.

The changed for the worse ratings in the survey of 26% for V7 Traditions and Values and V8 Small school positive attributes are the fourth highest but they receive relatively little support in survey comments. No change and changed for the better each received 74% combined ratings and the interview responses are strongly positive about the small school attributes. Only one comment in the survey suggested that the school needed to move away from its small school attitudes with the

remainder supporting the retention of small school arrangements, class sizes for example, and ethos. Despite the quantitative data of positive change, there is little evidence in interviews or survey comments of any positive change that relates directly to the small school attributes. 4

In interviews, the importance of kindness and a supportive school culture were emphasised by all participating members of staff who maintained either that those attributes had not changed from a high starting point or had expanded even further in a positive way: "I think it *(kindness)* has developed, well, changed by getting even better". The support of colleagues was valued with staff induction considered to have "improved a lot." Survey comments relating to change in this category observed that the school culture had improved, staff were prouder of the school, and success had brought greater investment and inspired confidence.

The very positive feedback from interviews and survey comments endorses the positive quantitative data in the survey. These data suggest that the welcoming and supportive community has continued and, for some, improved. There was no qualitative data to the contrary which is interesting as Schein (2017:211) suggests that expansion may bring a loss of the family feeling and that "with growth it becomes clear that most of the others *(people in the organisation)* are "strangers" with whom it is difficult to identify."

BUA 8 We are a community of people not a profit organisation

BUA 9 Our people are important to us as individuals

The related categories in the survey statements in Figure 5.7 above show a section average of 14% Changed for the Worse, 57% Not Changed, and 21% Changed for the Better. The highest rating (40%) of changed for the better was achieved in C3 Recognisinf/accepting Individuality and the highest ranking of changed for the worse (34%) was in S14 Staff feel valued at school.

In interviews, three areas attracted comment. First, the emphasis on allowing children to remain children for longer was held not to have changed. Second, one respondent declared that professional life had become more stimulating and that it was "wonderful to be a part of the teaching staff here." Third, it was suggested that staff had become busier with the cross over between junior and senior children.

Survey comments touched on the improved pastoral care for the children, but several raised the issue of increased staff workload as the school grew. Four members of staff mentioned changes to staff feeling valued. Two suggested a decline in staff feeling valued, one claimed it had improved, and the final response offered a nuanced view that "The steady drift to prep end teachers and senior end teachers can cause the value of staff to feel different, even if that is not the case in reality." In

terms of staff workload, the proposed changes to reporting were welcomed in the context of a general feeling that staff were far busier than previously. The cause for staff being busier was not always clear and where the cause was identified it was ascribed either to the school's expansion or the pandemic.

The responses at interview and in survey comments made clear that BUA 9 is an important part of the culture of the school. Comments relating to the increasingly busy life for staff chime with the quantitative data where staff workload was held to have changed for the worse by 45% of respondents, the highest negative rating of change in the survey. It is difficult to unravel quite how much influence the pandemic had on this result but it also clear that the school's expansion was held accountable by some respondents for the negative change. Interestingly, despite the high negative rating of change, the issue attracted no strongly negative comments, simply expressions that life had become busier. It is of note that the qualitative data are not more strongly negative to reflect the high negative score in the quantitative data. In respect of staff feeling valued, the second highest negative rating of change (34% changed for worse) was supported by one survey comment that "there has been a steep decline in staff feeling valued over the past six years." Other related categories attracted more positive feedback but there was a mix of views as to how this basic underlying assumption had changed since the expansion. On balance, the qualitative data indicate mostly positive change for pupils but negative change for staff.

Regarding BUA 9 only three responses at interview touched on change in this area. Two felt that the already high standards of supporting individuals and being kind to them had not changed. One interviewee commented stated that the huge empathy of children and staff at school had developed as the school had expanded and that "people are really good with children that are perhaps not as functional for whatever reason than other children."

Survey comments felt that this was still a very strong side of the school and that the expansion had brought much improved SEND provision. One comment praised the opportunity for pupils to go through at senior level with the same care as they had previously experienced. The positive observations from interviews and survey chime with the changed for better ratings in the quantitative data. The elements associated with this basic underlying assumption have either not changed or improved.

In interview, the two comments related to gender balance both described positive change with one suggesting that, whilst better, the journey was not complete. In the survey, the two comments also noted the progress in balancing gender across staff with both respondents hoping that this better balance would be reflected in time in leadership. Changes relating to the gender balance of

staff are commended in interview and survey comments but tempered by exhortations to push forward with even greater progress.

The next chapter draws together the analysis to put forward conclusions relating to the research questions and to make suggestions for further investigation.

Chapter 6: Conclusions

This research enquiry has provided a detailed account, from the perspectives of members of staff, of the changes to the organisational culture of a school during a period of expansion. The sequential nature of the study and the use of three separate research events allowed individual members of staff to have their voices heard, generating a great deal of data and adding to the reliability of the research findings. Before setting out the broader conclusions and suggesting areas for further research, it is appropriate to acknowledge the several ways in which the research was limited.

6.1 Potential Limitations of the Research

6.1.1 Pandemic

The COVID 19 pandemic caused the initial lockdown of English schools in April 2020. The first research event of this study, the World Café, took place in early January 2020, i.e. a few months before the pandemic arrived in England. The subsequent online Survey Questionnaire and Semi-Structured interviews took place in February and June 2021 respectively at which times elements of restrictions due to the pandemic were in place at the school and among the general populace. During the research some participants identified the difficulty of separating the research question relating to change at the school due to its expansion from the change at the school due to the pandemic: “I think things need to settle down a bit more in non-Covid conditions to see fully how things have changed” (Survey comment). Whilst the initial data generated from the World Café event was unaffected by the pandemic, it was impossible to weigh the effect that the pandemic may have had on staff responses generating the quantitative data in the survey. The qualitative data from the survey comments was almost as impenetrable in this respect except where the comment explicitly mentioned the pandemic. In interviews it was possible to explore the interviewees’ opinions as to the effect of the pandemic on their responses and comments confirmed the difficulties staff faced in separating the two influences.

Recent publications confirm anecdotal judgments regarding the negative effect of the pandemic on school staff with several acknowledging the significant toll taken on educators (Beames et al, 2021; Kim et al, 2022; Robinson et al, 2022). According to Hamilton and Gross (2021) a survey in late 2020 found that reports of job-related stress for teachers at 78% were almost double the average of 40% whilst claims of depression at 27% were almost triple the average of 10%. It is worth noting that for the school which is the subject of this thesis, most of the structural changes to facilities, school timetable, and academic delivery had taken place prior to the pandemic and that, by the time

of the pandemic, the school had already posted several years of GCSE results. However, the two main research events, online questionnaire and interviews, took place when pandemic restrictions were arguably at their most challenging for staff with most but not all pupils back in school and pupils not allowed to travel to different department teaching rooms for their lessons. In addition, for senior pupils the GCSE exams in summer 2021 were replaced with Teacher Assessed Grades (TAGs) resulting in significantly increased workloads to teachers and managers. It is easy to imagine that staff perceptions were, therefore, influenced by the pandemic and it is contended that responses in the survey and interview to areas such as staff attitudes, workload and feeling valued (rejected survey statements S13, 14, & 15) were affected negatively. Support of that contention may be drawn from recent research by Beames et al (2021:421) who highlight the "relentless and challenging working conditions" that teachers had to face during the pandemic along with having to "take on new roles and responsibilities, and embrace new ways of working." In similar vein, Robinson et al (2022:3) report that "Teachers felt overburdened by the expectations of school leadership … to constantly adopt new safety guidelines while expected to provide the same level of instruction." Research suggests a significant decline in mental health and wellbeing for school staff during the pandemic (Hamilton & Gross, 2021; Kim et al, 2022) and the additional burden of working within an establishment which was growing, with the consequent timetable and structural changes every year, provided an unwelcome pressure for staff and consequent challenges for management.

6.1.2 Case Study Approach

The justification for using a case study method is set out in Chapter 3 and there is strong support for the approach when exploring and providing a rich description of a phenomenon within a real-life context (Baxter & Jack, 2008; Flick, 2009; Gerring, 2004; Yin, 2013). The suitability of the case study approach is further supported when researching changes to a situation (Cohen et al, 2017; Thomas, 2017) and this fits well with the primary research question of this enquiry. However, a single case study may attract objections relating to the lack of suitability for generalising (Gorard, 2013; Yin, 2013).

6.1.3 Mixed Methods Research Design

Under the mixed methods paradigm, the gathering of both qualitative and quantitative data raises issues as to how much can be claimed from the data. The rationale for the combination of qualitative and quantitative data is to generate deeper insight (Morse & Niehaus, 2009) and allow triangulation (Green et al, 1989). The example which stands out from the research is that of staff perceptions of the behaviour of pupils. V12 "The behaviour of pupils is good" is confirmed as an

artefact by the quantitative 95% agreement rating in the survey. The survey quantitative rating relating to change of 83%, combining the 'not changed' and 'changed for the better' ratings, similarly support the artefact. However, the qualitative data in interviews and survey comments indicate mixed views. For example, in the survey every comment in this section contained at least one negative element. In interviews opinions were balanced in each category of change to behaviour. Without the qualitative data, the strong quantitative scores would dominate, and this is an example of the power of the mixed methods approach to offer a more nuanced analysis. In consequence, Figure 6.1 below recognises the mixed data from the quantitative and qualitative enquiries and shows pupil behaviour in both the Negative and Positive change categories for BUA 4 "We prepare children for school and the world beyond".

Some of the issues relating to the mixed methods paradigm and the distinction between qualitative and quantitative data are explored in detail in Chapter 3, but it must be acknowledged that disputes continue in these areas (Biesta, 2017; Bryman, 2007; Hammersley, 2018). At its simplest, the qualitative paradigm is dependent on perception and eschews an independent reality, whilst the quantitative paradigm holds knowledge as independent of perception. The combination of the two paradigms is disputed with some claiming incompatibility (Howe, 1988; Onwuegbuzie, Johnson & Collins, 2009; Mertens, 2012) and others claiming indistinguishability (Sandelowski, 2014; Hammersley, 1996). Therefore, the collection of data under the mixed methods paradigm is unsuitable to support the assertion of empirical claims. Rather, it is appropriate that the tenor of claims derived from the research should be one of implication and suggestion.

6.1.4 Uncommon Context

Although far from common, expansion of age range is increasing in independent schools. In informal discussions, colleagues at more than thirty independent preparatory schools (where pupils leave either at age 11+ or 13+) have expressed interest in expanding their age range to 16+ (GCSE) and sought advice as to the experience at my school. Fifteen schools from the Incorporated Association of Preparatory Schools (IAPS), the largest national association for this age range representing 660+ schools, have made this transition over the past ten years. Whilst the number is small there appears to be a growing interest as, anecdotally, schools face increasing competition for younger pupils from senior schools that are lowering their age of intake. Thus, the research relates to one of a small number of independent schools who have made this transition and, as a sector, pupils within all independent schools represent only 7% of the total number of school pupils in the United Kingdom. It is in these respects that the context of this particular case study may be described as small and, therefore, uncommon.

6.1.5 Sample Size and Composition

The number of staff participating in the research events reflects the single case study of a school of circa 500 pupils. Thirty staff attended the World Café event, 56 staff completed online surveys, and six staff were interviewed. It is also relevant to highlight that the scope of the research was limited to staff perceptions of changes to the school's organisational culture. Perceptions of other groups associated with the school, such as pupils, parents, and governors, were not part of the research design. In addition, Schein's paradigm (2017) allows for a more wide-ranging approach to diagnosing organisational culture using categories of physical and non-physical artefacts, as discussed in the Literature Review of Chapter 2, and these approaches were not included in the research design.

6.1.6 Researcher Bias

I acknowledge and articulate my potential bias as a researcher both as an insider within the school and as a person of power by virtue of my position as headteacher (Chenail, 2011; Guest, Bunce, & Johnson, 2006; Lietz et al, 2006; Mehra, 2002). On the positive side, my strong commitment to the school (Bonner & Tollhurst, 2002) and understanding of the organisational subtleties have given me the opportunity to extract thicker data (Chavez, 2008), for example when teasing out at interview some of the views relating to staff attitudes. Using a personal culture-gram (Appendix D) I recognise the influences in my past and present life, and I have reflected on my potential bias, factoring it into my approach (Letherby, 2014; Steier, 1991) and using critical self-questioning to avoid researcher bias (Cook, 2009). The construction of the survey and the questions asked at interviews were trialled in advance with teachers at other schools and I actively considered my potential bias in the reformulating of the elements of the research. I respect my inherent subjectivity (Tesch, 1990) and I have taken great care to examine the data critically and present it openly so that conclusions drawn are properly triangulated and justified by the data independent of my own bias (Drake, 2010). My unique perspective as an insider within my research has allowed me to gain deeper insight into the workplace and I acknowledge my influence as a co-constructor of knowledge with the research participants (Arthur, 2010).

The invitation to participate and briefing note for staff gave details of the care taken to ensure a strong ethical position. I have actively acknowledged my effect on the research (Horsburgh, 2003) in order to secure credibility and trustworthiness with the participants (Alvesson & Sköldberg, 2000) and I believe that the acknowledgement of my positioning has been the best way to generate the highest quality in my research (Brown, 2010).

6.2 Contribution to Knowledge

The research was a case study enquiry into the perceptions of staff of changes in organisational culture in a school which has extended its age range to GCSE. The three-tier paradigm of organisational culture expounded by Schein (2017) was the lens through which the research was conducted. Whilst the single case study approach is not sufficiently reliable for generalisability, there are areas in which a contribution to knowledge is claimed.

6.2.1 The World Café as a Research Method in a School

There is little in the literature regarding the use of the World Café approach when researching in schools. Due to the pandemic, it was possible to run only a single World Café research event and within that one event separate data gathering took place for the pilot study and this research enquiry. At the event, variations to the standard format were trialled. The variations were the use of survey cards; coloured pens; music; pre-numbered cards to indicate table progression; no table facilitators or scribes; and pens for every participant to promote individual scribing. This research enquiry and the pilot study contribute to the body of knowledge relating to the use of World Café and suggest innovations that may be suitable for some research contexts and future research. Details are reported in Chapter 3 above and in the Pilot Study.

6.2.2 School Culture and Basic Underlying Assumptions

As previously discussed, school culture is held to be an important factor in the successful operation of a school, with writers acknowledging its influence on pupil outcomes, teaching, learning, and staff motivation (Fullan, 2011; Kruse & Seashore, 2009; Muhammad, 2009; Waters, Marzano & McNulty, 2004). Schein (1985) asserts that the real organisational culture is found only at the third level of his model, the basic underlying assumptions. In Chapter 5 above, nine basic underlying assumptions of the school are proposed drawing from the artefacts and espoused values and beliefs and triangulated using the data from the three research events. The basic underlying assumptions are compared to and supported by examples in the literature on organisational culture and change although it is noted that few examples were found in the literature that related to education and only two that related to schools specifically. Given the lack of literature relating to the organisational culture of schools, and school culture as revealed using Schein's (1985) paradigm in particular, this research enquiry makes a contribution to knowledge in this area through a detailed consideration of the organisational culture of a single case study school as seen through the

perceptions of its staff. Thus, the second contribution to knowledge is the articulation of a set of the school's basic underlying assumptions.

6.2.3 Changes to School Culture due to Expansion

The third contribution refers to the primary research question which is to consider how the school's culture has changed as result of a period of expansion when the school increased its age range to 16+ (GCSE). In the previous chapter, a detailed analysis is given of the data relating to the staff perceptions of changes that have taken place to the school's basic underlying assumptions. That analysis considers each basic underlying assumption and suggests what type of change has occurred during the period when the school expanded. The results are set out in Figure 6.1 below with change summarised as Negative Change, No Change, and Positive Change.

In the table below, five of the basic underlying assumptions are categorised into a single change column and the remaining four assumptions are categorised into two change columns. From the total of thirteen entries in the table, three suggest Negative Change (23%), four No Change (31%), and six Positive Change (46%). In the case of the four basic underlying assumptions (BUA 1, 4, 8 and 9) which appear in two change category columns, the analysis in the previous chapter suggested that the categorisation should be split due to perceptions of different elements of the basic underlying assumption and a brief note of the two elements is given in the relevant cell for each assumption. So, in the case of BUA 1 staff perceptions were that the element of the assumption relating to staff attitudes had changed negatively whereas the element relating to staff professional standards had changed positively. In the case of BUA 4 it is interesting to note that data showed that staff perceptions of the element of pupil behaviour were sufficiently mixed for changes to be characterised as positive and negative.

The analysis of data implies that the school's culture, as expressed by the basic underlying assumptions, has experienced change, positive or negative, in nine of the thirteen cells of Figure 6.1. (69%) with no change suggested in only four cells. Staff perceptions are that positive change is centred around resources; professional standards; character education; pupil behaviour; community; individuality; and equality. As noted above, pupil behaviour is analysed as having experienced positive change and negative change due to a significant number of staff expressing opinions on either side. The balance of quantitative data from staff is indicative of pupil behaviour experiencing positive change (44%) or no change (39%), but qualitative data offers an alternative interpretation with a small but significant reporting of negative change. Such differing opinions do not cancel each other out and it would be inappropriate to categorise the data as implying no

change overall. Rather an analysis in both categories is intended to reflect the competing opinions of staff in this area.

From the data, the areas where no significant change is indicated are childhood; the school's small school attributes; care and support; and the child-focused approach. These areas are supported in the data as having been of a positive standard prior to the school's expansion and it is inferred from the data suggesting no change that those high standards have continued. As an example, the survey statements that relate to childhood (C2, C5, V11) each attracted high 'agreement' levels in the original survey (95%, 93% and 98% respectively). Therefore, it seems reasonable to posit that an indication of no change in the case of such basic underlying assumptions implies the continuance of an already positive element of the school's culture.

Basic Underlying Assumption	Negative Change	No Change	Positive Change
BUA 1 High standards produce the best results	✓ (staff attitudes)		✓ (prof standards)
BUA 2 Structures and organisation are important			✓
BUA 3 Pupils are at the heart of our decisions		✓	
BUA 4 We prepare children for school and the world beyond	✓ (pupil behaviour)		✓ (pupil behaviour)
BUA 5 School should be fun		✓	
BUA 6 Kindness is at the heart of our community			✓
BUA 7 Traditions and small school attributes are important to us		✓	
BUA 8 We are a community of people not a profit organisation	✓ (staff)		✓ (pupils)
BUA 9 Our people are important to us as individuals		✓ (care and support)	✓ (SEND provision)

Figure 6.1: Summary of Changes to Basic Underlying Assumptions

The three areas where the data imply negative change to the school's culture are staff attitudes; pupil behaviour; and staff welfare. Pupil behaviour receives comment above. The perceptions of negative change to staff attitudes and staff welfare are significant and received the highest negative ratings during the research enquiry. Comments from the survey suggested that negativity relating to staff attitudes centred on two main factors: the challenges faced by weaker teachers and old-fashioned attitudes of staff who harked back to the days prior to change. Staff workload and staff feeling valued are issues that arose in a negative context within the questionnaire and the suggestion that these areas have changed negatively within the school's culture is significant. Within that context, the effect of the pandemic is an unusual external factor, and it is clear that it had a negative effect on working practices when teachers returned to school. In interviews and survey, mention was made of the negative aspect of working within COVID 'bubbles', where groups of pupils remained in single locations and teachers were required to travel with resources to pupils rather than work from their usual classrooms. Even so, the implied negative change to the school's culture in terms of the experience of staff is noteworthy.

In respect of the experiences of pupils, with the exception of the mixed views of pupil behaviour, the data implies that all elements of the school's culture have changed positively or have not changed (having previously been positive). Prior to the enquiry, informal opinion in conversation with fellow prep school heads suggested the hypothesis that the increased size and age range might bring negative change to the pupil experience. In this single case study research, that hypothesis is not endorsed by the data from the perceptions of staff.

6.3 Future Research

The third research question asks, "What conclusions may be drawn from the case study either to provide guidance for school managers or to contribute to future research?" At several points during the research I wished that I could have gone back in time and conducted a longitudinal study from the starting point of the school's journey of expansion. This would have facilitated an examination of the school's culture at the start and end points, and perhaps some mid-points, of the phenomenon of expansion rather than rely on staff using their memories to articulate their perceptions of change. It would also have allowed staff who left the school during the period of expansion to express their views. One might hypothesise that the school's expansion and subsequent changes were drivers for some staff leaving the school and perhaps therefore part of a negative perception that has not been recorded from that section of staff.

Along the journey of expansion it would have been interesting to supplement the analysis under Schein's paradigm (1985) by using the quantitative survey of the Organizational Culture Assessment Instrument (OCAI) to plot and compare the resulting quadrilaterals (Figure 2.6 above). Although not an open model in the sense of Schein's paradigm, as a recognised and well-used standard for quantitative research into organisational culture (Kwan & Walker, 2004) the OCAI approach would allow the comparison with the cultures of other organisations as well as allowing staff the opportunity to record their thoughts on the current and ideal characteristics of the school. Any changes to the shapes of the quadrilaterals over the time period may be examined for correlation to the unfolding deeper analysis using Schein's paradigm (1985).

Building on this current research enquiry, it might be illuminating to use the data to inform a multi case study of schools which are currently expanding, or have already expanded, in this way. As more research is undertaken into the phenomenon it is to be hoped that the conclusions will become generalisable and, thus, of help to schools who are considering making the same or similar journey. The research could be broadened to include more of the school constituency: pupils, parents, governors, and the research design could be expanded to include physical artefacts such as the school literature, website, and physical environment.

During the research the effect of the pandemic was an element that was significant but difficult to quantify. My supervisors and I talked about how the pandemic had caused a shift in working patterns and arrangements at my school. The irony that those conversations took place during doctoral supervisions using a virtual meeting format did not escape us. The relationship between an organisation's basic underlying assumptions and the wider culture of work, where the pandemic has heralded a shift in attitudes and practical arrangements, is an area that is suggested as suitable for future research.

6.4 Practitioner Research: Impact on the Researcher

Reflecting on the journey as a practitioner researcher, it is appropriate to consider the impact that it has had in two areas: first, what I have learnt and become as an individual, and second, the impact of the research on my school. In terms of the impact of the research journey on me as an individual there are several areas that can be identified. The primary, and most memorable, impact has been the interactions with students and staff at the Faculty of Education at Winchester. During my time I have been introduced to a range of areas that were new to me including the World Café method, quadrant analysis, mixed methods research, critical theory, Edgar Schein, and Jürgen Habermas to name but a few. Those introductions came in many forms: conversations in cafés, seminars, academic posters, and in supervisions. Some resonated and became part of my research,

others offer interesting diversions along different paths that may be pursued in the future. As a headteacher, the opportunity to speak regularly with fellow educators is a very positive experience and many ideas and examples of good practice have been shared and implemented, particularly with regard to teaching and learning. The elements of my learning journey have been eclectic. At its simplest, I recall waiting outside a supervisor's office, reading a poster on giving feedback to students that stated that any piece of negative feedback should, if possible, be accompanied by at least three pieces of positive feedback – a formula that I adopted and took back to school for use within the appraisal system. At its most complex, it has been enlightening to reflect on my own identity and also thought-provoking to listen to the narratives of fellow students recognising and constructing their personal identities, and exploring issues of race, gender and equality. Whatever the topic, I have enjoyed the company and the intellectual challenge of trying to develop an understanding of complex concepts and paradigms. As a result, I was inspired to undertake a great deal of reading and even to re-examine some of the topics of my undergraduate degree in philosophy, such as ethics and epistemology.

Another impact of the research on me as an individual is the development of greater understanding of staff perceptions of the school. As the most senior manager within the school, the research has given me significant additional insight into the views of staff and the issues with which they have to contend, for example comments on the transparency of pay and conditions. Given the challenges of the school's expansion and the interference of the pandemic, I am surprised at the relatively low levels of negative feedback in the data. In the survey, average agreement levels with the proposed statements are high at 88% whilst an average 'changed for the worse' rating of 12% is lower than I expected. The thought and care of the qualitative responses from staff in the three research phases are a welcome reminder to me of the quality, commitment, and professionalism of the staff – it is easy sometimes to take such things for granted. Therefore, the rejection of five of the seven statements relating to Staff (Figure 5.3 above) is a cause for concern and is discussed below.

6.5 Practitioner Research: Impact on the School

Whether the stimuli for staff perceptions were the school's expansion or the pandemic, the research exposed those perceptions and allowed greater light to be brought to issues that might otherwise have remained in relative shadow. The areas of concerns fell broadly into the two categories of staff workload and staff welfare. As the data from the research was being collected mostly during the pandemic, it is not always straightforward to state how much of the school's response was as a result of the feedback from staff in the data and how much of that response might have occurred even if the research had not taken place. To some extent the point is moot as the

claim is that the research data was a factor that influenced the school's response, not that the research data was the only influence and, indeed, staff feedback independent of the research continued to be a regular feature during that period.

In response to feedback on staff workload the school management commissioned a comparison to five similar schools in the independent sector for the purposes of benchmarking. The comparison revealed that staff workload was within normal parameters and, interestingly, feedback from other schools was that their staff were also feeling under considerable pressure of workload, a phenomenon described by multiple writers in section 6.1.1 above (Beames et al, 2021; Hamilton & Gross, 2021; Kim et al, 2022; Robinson et al, 2022). Acknowledging the data from the research for this thesis, to ease staff workload the school introduced reductions to the frequency of written reports and parents' meeting, continuing with virtual parents' meetings even after pandemic restrictions had been removed. Greater transparency was added to standard job descriptions to address perceived imbalances of workload and to clarify expectations as some dissatisfaction appeared to arise due to misunderstandings of the basis on which other staff members were employed. An increase in cover staff was introduced to reduce the use of teaching staff to cover absent colleagues, a particular challenge when the school was in session during relatively high levels of pandemic infections with consequent staff absence.

In relation to staff welfare, the school increased the availability of external counselling for staff members and offered full funding for up to six sessions and, thereafter, further support subject to review. The service has been used by a small number of staff, both teaching and non-teaching, and has the wider and welcome effect of helping teachers to remain working in school rather than being off work, thus lessening the need for other members of staff to assist with covering absence. Informal feedback from staff who use the counselling service has been positive and appreciative. Another service that the school put in place is a scheme for staff to receive a free eye test and a free pair of prescription glasses from a high street optician. This is partly in recognition of the increase in the use of computer screens when delivering the curriculum and also as a gesture of good will and support. The take-up from staff remains high and the provision has attracted positive feedback. The data from staff relating to pay and conditions were noted, and the issue referred to the governors. Although there was little that could be achieved immediately, the pay award for the following year was more than double the average of the preceding years, funded by the improved financial model that expansion had brought – an increase that was considered generous until the issues of high inflation in 2022 became apparent. The school confirmed its intention to remain in the Teachers' Pension Scheme (TPS), a concern raised by staff in the World Café event, despite a substantial increase in scheme costs and news of the withdrawal of more than 250 independent schools

(Golding, 2021) from the scheme. Similarly, the school re-stated its commitment to high levels of fee remissions for the children of staff who attended the school. One minor change that was well received was to change the traditional Christmas gift to staff, often wine or a piece of school branded clothing, to an Amazon voucher which allowed staff to purchase something according to their individual tastes. Although each of the changes might appear small in itself, they were thoughtful and directed responses to the perceptions that came to light in the research which had also heightened sensitivity levels amongst senior managers as to how staff were experiencing a challenging period of time.

More generally, there were further areas in which the research impacted on the school. The sharing of data with governors gave valuable insight into staff perceptions and helped to inform discussions at board level. The articulation of a set of Basic Underlying Assumptions, under Schein's paradigm (1985), to represent the school's culture was informative for governors and staff and feedback from the research is currently contributing to the school's development plan and future strategy. Similarly, the introduction and success of the World Café discussions gave rise to a further World Café event being held for staff in September 2022, attendance compulsory this time as not part of a university research project, which explored staff views on how the school should compose its strategic vision for the next five, ten and fifteen years. Once again, the consultation in that format was much enjoyed and a large amount of data was generated on the tablecloths with that data then circulated unedited to management and governors for consideration as they developed an emerging strategy document for further consultation with staff. Comments in the survey and interview data had also noted an unwelcome reduction in some arrangements where it was not clear to staff whether the changes were pandemic or expansion related, for example the lack of house meetings and the use of the chapel. In response to those concerns the school reinstated the previous arrangements at the earliest opportunity. Finally, looking ahead, planning has started to introduce the Organisational Culture Assessment Instrument approach to measuring current culture and positing ideal culture as part of a regular consultation with staff.

6.6 Reflections and Advice

I regularly speak to headteachers, senior managers and governors from other schools who are interested in considering an expansion to 16+ and I have addressed conferences on that topic. Those discussions often deal with idiosyncratic elements relating to the school with whom I am at that time in conversation, but there are matters that have more general applicability and I have set these out below as reflections of my experience and as areas for contemplation.

1. Audit

At my own school, newer members of staff sometimes assume that the successful ten-year journey to 16+ was an obvious and uncontentious route to follow, whereas the truth is that the strategic decision was far from straightforward, and success was in no way guaranteed. At the time, the decision cost the school two governors whilst some fellow headteachers were concerned abut the viability of the school in the wake of such changes. Two individual sets of external consultants counselled against the move, primarily because they did not believe that there would be any new demand for the product. They were correct to a point but, with our intimate knowledge of the local area, our strategy was to attract market share from competitors. So my first point of advice to a school looking to expand is to pay close attention to the local market and understand how the revised school offer would compete in that arena. One helpful constituency is existing parents and at my school we asked questions about expansion in three consecutive biennial parent questionnaires leading up to taking the decision. Of course, when considering such data one must be mindful that the respondents did not join the school with an expanded model in mind and, therefore, are unlikely to have plans for their child's future education that involve your school. In addition I recommend that an audit is taken of local schools so that detailed consideration may be given to understanding how the expanded school will sit within that local offering.

2. Effects of expansion

The second area is to consider how the school will change as a result of expansion. One of my concerns at the outset, and a concern expressed by other headteachers, was whether the strengths and unique selling points of the school would be compromised. Lacking any published research in the matter, I would have been reassured by the findings of this enquiry where it is clear that the experience for the pupils has been positive. Areas that were considered of high standard before the expansion, such as care and support, child-focused approach, and the small school attributes, have not changed and the school has maintained those high standards. Areas such as resources, professional standards, equality, inclusion, and community have improved as a result of the expansion, and these have had definite and obvious benefits on the pupil experience.

3. Inspections and feedback

A third area of advice is to prepare for inspections. Over the ten years of expansion the school has been inspected six times, with three additional inspections for material changes: adding a new Key Stage and increasing the registered capacity of the school. Interestingly, inspection reports were mentioned as artefacts in the survey and in interviews but only as indicators of the positive progress

and high standards at the school. The fact that the school and staff had to undergo those additional inspections did not attract comment during this study, although my direct experience was that a considerable increase in work and potential stress occurred at each point. It is also worth noting that the inspection process normally involves questionnaire surveys to parents and pupils as well as interviews with pupils at the school. Although the inspections did not bring to light any significant issues relating to the expansion this may be partially explained by the format of the school's biennial parent survey which used the standard inspection questionnaire format followed by other questions of interest to the school. In this way, not only were parents 'rehearsed' in the inspection survey content and format, but the school also received data as to how parents might respond to an inspection survey. The parent feedback had the additional benefit of alerting the school to any developing issues so that action could be taken in advance of the next inspection. A slightly different approach was taken to extracting feedback from pupils who were already well versed in completing a termly personal report commenting on a wide range of matters relating to their school experiences. The scope of the personal reports was expanded to take the views of pupils on the school's expansion and regular conversations took place between focus groups of pupils and senior managers to explore perceptions relating to the changes at the school. As part of the advice to prepare for inspection, I also counsel that systems are developed or adapted to generate relevant feedback from parents and pupils.

4. Staff

This study focuses on staff perceptions, and it is perhaps inevitable that staff-related issues are significant in the results. The lowest scores in the survey were all registered against statements relating to staff and those results were significantly lower than in other categories. In terms of the school's culture, negative change was associated with staff attitudes and with staff welfare. As discussed above, the issues with attitudes appeared to relate predominantly to the challenges faced by weaker teachers and longer serving staff in adapting to the changes. My perception some two years after the research data were collected is that those matters relating to staff attitudes have eased, partly through the provision of additional support and partly through growing acceptance of the benefits of and need for change. In the negative change relating to staff welfare, the school responded with a number of elements, set out in 6.5 above, to improve the situation. I recognise the valid criticism implied by the low rankings of staff related survey statements and associated comments and this is an area to which, on reflection, I would have liked to have given earlier and more attention as the expansion took place. Whilst not intended as an excuse, the impact of the COVID pandemic was a highly significant factor during the study and its effect on staff, and

management, was considerable. The fourth area of advice, therefore, is to develop a programme to maximise staff engagement and consultation both before and during the expansion. My suggestion is that much of that engagement should be discursive, and that potential issues revealed in this study should be included as discussion points.

5. Structure

On the positive side, an expanded school brings increased opportunities for staff and the recruitment of additional staff becomes a bigger operation. At my school, a deputy head was tasked with coordinating the programme for the recruitment of teaching staff and protocols upgraded to manage the much-increased volume of recruitment as the school expanded. That larger pool of teaching staff brought the opportunity to develop a stronger organisation of departments and faculties with the consequent availability of additional academic middle management positions. Likewise, the growing school was organised into pastoral and administrative sections which required further positions of middle and senior management, and a more obvious structure of progression was established for staff looking to further their careers within the school. The fifth area of advice is to try to imagine in detail what the expanded school would look like in terms of structure: how many teachers, pupils, new buildings, for example. Getting others to buy in to the vision is important and a clear vision is essential to help 'sell the dream', especially in those years when one is working towards the goal with little available by way of results. Talking to other schools, it came as little surprise to them that in the early days there is an inevitable focus on GCSE results. For 13+ prep schools, there are no externally moderated examinations and, therefore, comparison on academic statistics is impossible. Engaging in the public examinations of GCSE allows parents to make a very direct comparison with local competitors as well as with the national cohort. As part of 'selling the dream' one has to consider carefully what you want your success criteria to be, not just for parents but for all constituencies. The pupils at my school have consistently posted excellent GSCE results, but the value-added scores are the success criteria that matter most to me as they speak not only of the personal growth of the individual pupil but also of the depth of care and support offered by their teachers. I believe that this study makes a powerful contribution in helping to imagine what the dream might look like and how it may be realised.

6.7 A Framework for Managing Expansion to 16+

The third research question includes a focus on guidance for school managers and thus the question arises, if one decides to expand to 16+, how might one frame the programme to plan for

and manage that journey. The following structure is proposed based on my experiences and the data gathered in this enquiry. At the heart of the model is the use of consultation with staff as their perceptions have been the focus of my research. However, I believe that the model may be applied to other constituencies within a school, such as governors, pupils and parents. Two distinct lines of enquiry are proposed: on the one hand, the mixed methods research using Schein's paradigm (1985) to evince basic underlying assumptions as identifiers of culture; on the other, the Organisational Culture Assessment Instrument (OCAI) is suggested as a means to establish perceptions of the current and ideal characteristics of the school. This two-pronged approach offers the opportunity to take snapshots of the situation whilst also contributing data that will allow a longitudinal survey of changes over time.

I acknowledge that the OCAI approach was not trialled during this research, but the literature review sets out the basis on which it operates, and reflection leads me to consider that, as a second and different research method, the OCAI research tool would add interest and reliability to the enquiry. The OCAI approach has a particular focus on establishing views of the current state of the organisation and allowing participants to identify what they would ideally like the organisation to strive to become. This research implies that staff rather than pupils are most affected negatively by expansion and, therefore, the recommendation is that engagement of staff at an early stage should be undertaken to allow the school to respond in a timely fashion to any feelings amongst staff of negativity or additional workload due to the expansion of the school. The research suggests that a focus on the school culture at an initial World Café event is likely to prove a positive way to introduce the staff consultation and set up constructive expectations of future consultation events. If the results from this research enquiry can be applied to other situations, the contention is that most aspects of a school's culture will be improved or left unchanged as a result of expansion.

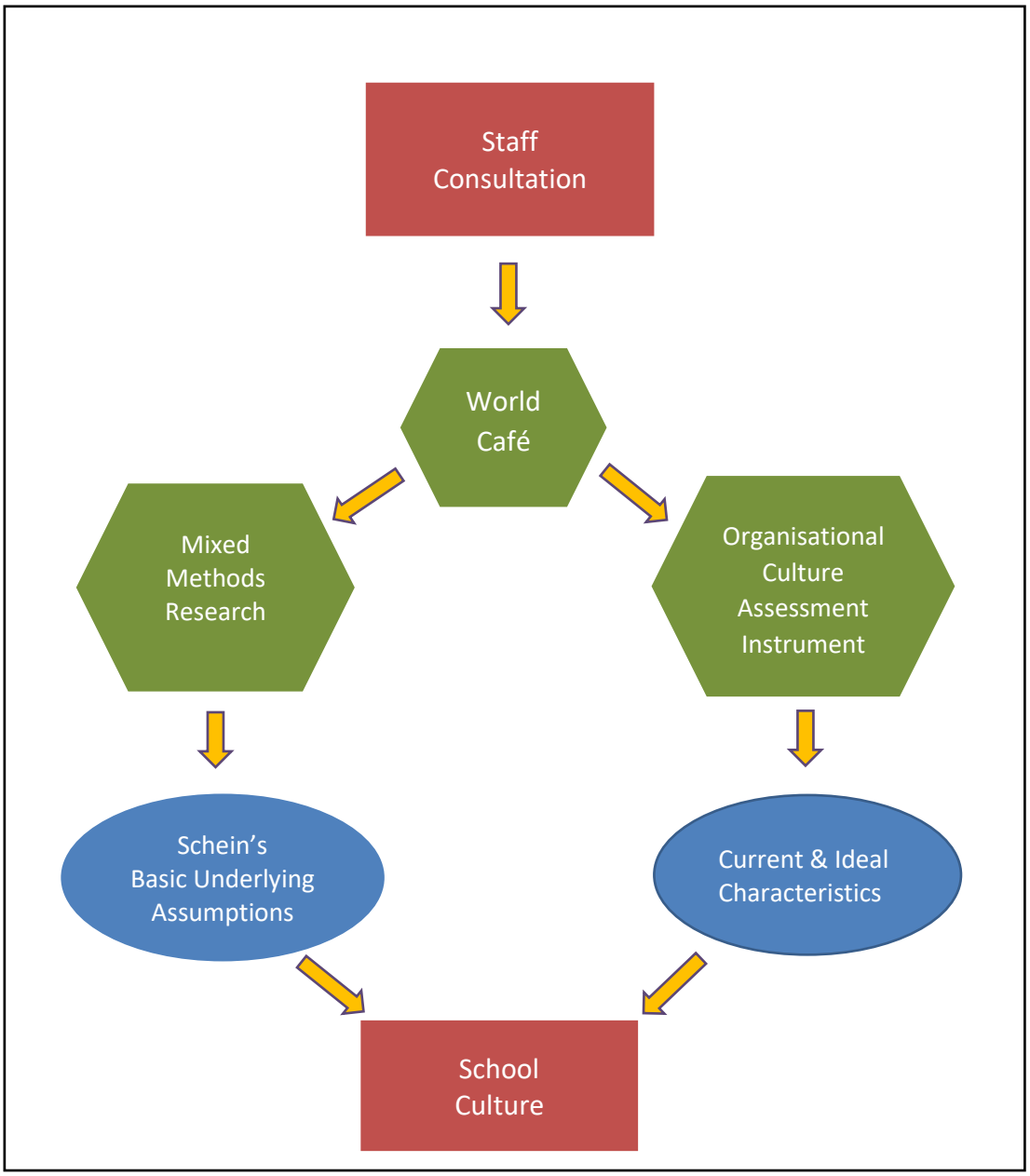


Figure 6.2: A New Framework for Staff Consultation

Finally, whilst acknowledging bias as an insider researcher and recognising the risks for such insider research to result in success stories (Fleming, 2018; Workman, 2007), the following quotation from one of the interviews resonated strongly with the personal experience of the researcher:

> The culture of the school is very kind and supportive and caring and that hasn't changed, in fact it has got even better because we have had to think carefully about the children we take for GCSE and make sure that we really look after them because those years as a teenager can be tough.

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APPENDIX A: DATA TABLES

Table A (and Figure 4.2): Combined Quantitative Data from Survey

		Now			Over the past 6 years		
		Strongly Disagree & Disagree	Strongly Agree & Agree	Average rating 1 to 4	Changed for the worse	Not changed	Changed for the better
childhood	1 The school has a child-centred approach	2%	98%	3.57	6%	46%	46%
	2 Children have a happy childhood	5%	95%	3.55	5%	56%	39%
	3 Recognising and accepting individuality	7%	93%	3.42	7%	53%	40%
	4 Good place for 'quirky' children	9%	91%	3.37	10%	57%	33%
	5 Children remain children for longer	7%	93%	3.35	11%	68%	21%
	6 School is a good preparation for life	7%	93%	3.13	3%	41%	56%
	Section Average	**6%**	**94%**	**3.40**	**7%**	**54%**	**39%**
values	7 Good traditions and old-fashioned values	11%	89%	3.19	26%	60%	14%
	8 Small school attributes	11%	89%	3.24	26%	37%	37%
	9 Pastoral care is strong	7%	93%	3.38	14%	23%	63%
	10 Welcoming and supportive community	4%	96%	3.62	7%	67%	26%
	11 School has a strong fun factor for children	2%	98%	3.52	11%	62%	27%
	12 Pupil behaviour Is good	5%	95%	3.23	17%	39%	44%
	Section Average	**7%**	**93%**	**3.36**	**17%**	**48%**	**35%**

staff	13 Staff attitudes are positive and supportive	11%	89%	3.07	31%	54%	15%
	14 Staff feel valued at school	25%	75%	2.60	34%	47%	18%
	15 Staff workload is manageable	30%	70%	2.72	46%	46%	8%
	16 Appropriate gender balance of staff	25%	75%	2.82	9%	51%	39%
	17 Consistency and transparency of staff conditions	46%	54%	2.50	14%	65%	21%
	18 Increased number of staff is positive	2%	98%	3.28	8%	15%	77%
	19 Staff subject or Key Stage specialism is good	2%	98%	3.48	3%	21%	76%
	Section Average	**20%**	**80%**	**2.92**	**21%**	**43%**	**36%**
resources & change	20 Teaching and learning spaces are good	12%	88%	3.24	8%	3%	89%
	21 ICT resources are good	33%	67%	2.75	5%	23%	72%
	22 Non-teaching facilities are good	16%	84%	3.00	10%	15%	75%
	23 Process of change at school is good	10%	90%	3.15	-	-	-
	24 Reputation of school is good	2%	98%	3.53	0%	16%	84%
	25 The school has a strong and positive vision	10%	90%	3.28	0%	35%	65%
	26 Senior section contributes positively to school	4%	96%	3.31	3%	8%	89%
	27 The culture of school is positive	8%	92%	3.26	5%	49%	46%
	Section Average	**12%**	**88%**	**3.19**	**5%**	**21%**	**74%**
	Overall Average	**12%**	**88%**	**3.21**	**12%**	**41%**	**47%**

Table B: Quantitative Survey Data by Length of Service and Teaching Status – current position

Length of Service	childhood		values		staff		resources & change		totals	
The school as it is Now	Strongly Disagree & Disagree	Strongly Agree & Agree	Strongly Disagree & Disagree	Strongly Agree & Agree	Strongly Disagree & Disagree	Strongly Agree & Agree	Strongly Disagree & Disagree	Strongly Agree & Agree	Strongly Disagree & Disagree	Strongly Agree & Agree
0-3 years' service Non-Teaching	0	12	0	12	0	14	1	15	1	53
0-3 years' service Teaching	10	86	9	87	25	87	22	106	66	366
32%	**10 (9%)**	**98 (91%)**	**9 (8%)**	**99 (92%)**	**25 (20%)**	**101 (80%)**	**23 (16%)**	**121 (84%)**	**67 (14%)**	**419 (86%)**
3-6 years' service Non-Teaching	0	12	0	12	3	10	1	6	4	40
3-6 years' service Teaching	7	51	1	58	12	57	6	72	26	238
21%	**7 (10%)**	**63 (90%)**	**1 (1%)**	**70 (99%)**	**15 (18%)**	**67 (82%)**	**7 (8%)**	**78 (92%)**	**30 (10%)**	**278 (90%)**
6+ years' service Non-Teaching	0	54	3	51	10	46	0	56	13	207
6+ years' service Teaching	4	98	5	96	21	90	17	111	47	395
46%	**4 (3%)**	**152 (97%)**	**8 (5%)**	**147 (95%)**	**31 (19%)**	**136 (81%)**	**17 (9%)**	**167 (91%)**	**60 (9%)**	**602 (91%)**
Non-Teaching and Teaching	Childhood		values		staff		resources & change		totals	
The school as it is Now	Strongly Disagree & Disagree	Strongly Agree & Agree	Strongly Disagree & Disagree	Strongly Agree & Agree	Strongly Disagree & Disagree	Strongly Agree & Agree	Strongly Disagree & Disagree	Strongly Agree & Agree	Strongly Disagree & Disagree	Strongly Agree & Agree
Non-Teaching (23%)										
0-3 years' service Non-Teaching	0	12	0	12	0	14	1	15	1	53
3-6 years' service Non-Teaching	0	12	0	12	3	10	1	6	4	40
6+ years' service Non-Teaching	0	54	3	51	10	46	0	56	13	207
	0 (0%)	**78 (100%)**	**3 (4%)**	**75 (96%)**	**13 (16%)**	**70 (84%)**	**2 (3%)**	**77 (97%)**	**18 (6%)**	**300 (94%)**
Teaching Staff (77%)										
0-3 years' service Teaching	10	86	9	87	25	87	22	106	66	366
3-6 years' service Teaching	7	51	1	58	12	57	6	72	26	238
6+ years' service Teaching	4	98	5	96	21	90	17	111	47	395
	21 (8%)	**235 (92%)**	**15 (6%)**	**241 (94%)**	**58 (20%)**	**234 (80%)**	**45 (13%)**	**289 (87%)**	**139 (12%)**	**999 (88%)**

Table C: Quantitative Survey Data by Length of Service and Teaching Status – over previous 6 years

Length of Service	childhood			values		
Change at the school over the Previous 6 Years	Changed for the Worse	Not Changed	Changed for the Better	Changed for the Worse	Not Changed	Changed for the Better
0-3 years' service Non-Teaching	0	6	6	0	6	6
0-3 years' service Teaching	2	1	10	6	8	9
32%	**2 (8%)**	**7 (28%)**	**16 (64%)**	**6 (17%)**	**14 (40%)**	**15 (43%)**
3-6 years' service Non-Teaching	0	7	2	0	8	1
3-6 years' service Teaching	3	19	30	3	27	23
21%	**3 (5%)**	**26 (43%)**	**32 (52%)**	**3 (5%)**	**35 (56%)**	**24 (39%)**
6+ years' service Non-Teaching	0	36	17	5	36	11
6+ years' service Teaching	12	59	29	28	35	36
46%	**12 (8%)**	**95 (62%)**	**46 (30%)**	**33 (22%)**	**71 (47%)**	**47 (31%)**
Non-Teaching and Teaching	childhood			values		
Change at the school over the Previous 6 Years	Changed for the Worse	Not Changed	Changed for the Better	Changed for the Worse	Not Changed	Changed for the Better
Non-Teaching (23%)						
0-3 years' service Non-Teaching	0	6	6	0	6	6
3-6 years' service Non-Teaching	0	7	2	0	8	1
6+ years' service Non-Teaching	0	36	17	5	36	11
	0 (0%)	**49 (66%)**	**25 (34%)**	**5 (7%)**	**50 (68%)**	**18 (25%)**
Teaching Staff (77%)						
0-3 years' service Teaching	2	1	10	6	8	9
3-6 years' service Teaching	3	19	30	3	27	23
6+ years' service Teaching	12	59	29	28	35	36
	17 (10%)	**79 (48%)**	**69 (42%)**	**37 (21%)**	**70 (40%)**	**68 (39%)**

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Table C continued

Length of Service	staff			resources & change			totals		
Change at the school over the Previous 6 Years	Changed for the Worse	Not Changed	Changed for the Better	Changed for the Worse	Not Changed	Changed for the Better	Changed for the Worse	Not Changed	Changed for the Better
0-3 years' service Non-Teaching	0	4	7	0	2	12	0	18	31
0-3 years' service Teaching	8	8	9	2	6	21	18	23	49
32%	**8 (22%)**	**12 (33%)**	**16 (44%)**	**2 (5%)**	**8 (19%)**	**33 (78%)**	**18 (13%)**	**41 (29%)**	**80 (58%)**
3-6 years' service Non-Teaching	2	6	1	14	4	10	16	25	14
3-6 years' service Teaching	8	26	27	0	21	46	14	93	126
21%	**10 (14%)**	**32 (46%)**	**28 (40%)**	**14 (15%)**	**25 (26%)**	**56 (59%)**	**30 (10%)**	**118 (41%)**	**140 (49%)**
6+ years' service Non-Teaching	7	30	12	0	10	37	12	112	77
6+ years' service Teaching	29	38	35	13	30	73	82	162	173
46%	**36 (24%)**	**68 (45%)**	**47 (31%)**	**13 (8%)**	**40 (25%)**	**110 (67%)**	**94 (15%)**	**274 (44%)**	**250 (40%)**
Non-Teaching and Teaching	staff			resources & change			Totals		
Change at the school over the Previous 6 Years	Changed for the Worse	Not Changed	Changed for the Better	Changed for the Worse	Not Changed	Changed for the Better	Changed for the Worse	Not Changed	Changed for the Better
Non-Teaching (23%)									
0-3 years' service Non-Teaching	0	4	7	0	2	12	0	18	31
3-6 years' service Non-Teaching	2	6	1	14	4	10	16	25	14
6+ years' service Non-Teaching	7	30	12	0	10	37	12	112	77
	9 (13%)	**40 (58%)**	**20 (29%)**	**14 (16%)**	**16 (18%)**	**59 (66%)**	28 (9%)	**155 (51%)**	**122 (40%)**
Teaching Staff (77%)									
0-3 years' service Teaching	8	8	9	2	6	21	18	23	49
3-6 years' service Teaching	8	26	27	0	21	46	14	93	126
6+ years' service Teaching	29	38	35	13	30	73	82	162	173
	45 (24%)	**72 (38%)**	**71 (38%)**	**15 (7%)**	**57 (27%)**	**140 (66%)**	**114 (15%)**	**278 (38%)**	**348 (47%)**

Table D: Qualitative Survey Data – Frequency of Comments by Question (+ Agree/Disagree Results)

Childhood	Negative Comments	Positive Comments	Neutral Comments	*Strongly + Disagree*	*Strongly + Agree*
1) the school is child-centred in its approach	3	6	1	*2%*	*98%*
2) children have a happy childhood at the school	1	3	0	*5%*	*95%*
3) the school is good at recognising and accepting the individuality of children	1	5	0	*7%*	*93%*
4) the school is a good place for 'quirky' children	2	2	2	*9%*	*91%*
5) The school's ethos helps children to remain children for longer	0	2	2	*7%*	*93%*
6) the education at school is a good preparation for life	3	4	1	*7%*	*93%*
	10 (26%)	**22 (58%)**	**6 (16%)**	***6%***	***94%***
Values					
7) the school has good traditions and positive old-fashioned values	11	3	3	*11%*	*89%*
8) the school has the positive attributes of a small school	2	2	6	*11%*	*89%*
9) the pastoral care at the school is strong	7	3	5	*7%*	*93%*
10) the school is a welcoming and supportive community	1	1	0	*4%*	*96%*
11) the school has a strong fun factor for the children	4	1	1	*2%*	*98%*
12) The behaviour of pupils is good	7	5	2	*5%*	*95%*
	32 (50%)	**15 (23%)**	**17 (27%)**	***7%***	***93%***
Staff					
13) staff attitudes are positive and supportive	8	4	1	*11%*	*89%*
14) staff feel valued at school	7	4	1	*25%*	*75%*
15) staff workload is manageable	10	5	5	*30%*	*70%*
16) the school has an appropriate gender balance of staff	12	3	2	*25%*	*75%*
17) the school acts consistently and in a transparent manner over staff conditions	9	1	3	*46%*	*54%*
18) the increased number of staff is positive	3	3	3	*2%*	*98%*
19) staff have a good level of subject or Key Stage specialism	4	3	0	*2%*	*98%*
	53 (58%)	**23 (25%)**	**15 (16%)**	***20%***	***80%***
Resources and Change					
20) teaching and learning spaces at school are of a good standard	4	7	4	*12%*	*88%*
21) ICT resources are good	5	4	13	*33%*	*67%*
22) non-teaching facilities at school are good	4	4	1	*16%*	*84%*
23) the process of change at school is positive	5	6	2	*10%*	*90%*
24) the reputation of the school is good	0	5	1	*2%*	*98%*

25) the school has a positive and strong vision	0	0	9	*10%*	*90%*
26) the senior section contributes positively to the whole school	1	7	4	*4%*	*96%*
27) the culture of the school is positive	0	4	0	*8%*	*92%*
	19 (21%)	**37 (41%)**	**34 (38%)**	***12%***	***88%***
Total	**114 (40%)**	**97 (34%)**	**72 (25%)**	***12%***	***88%***

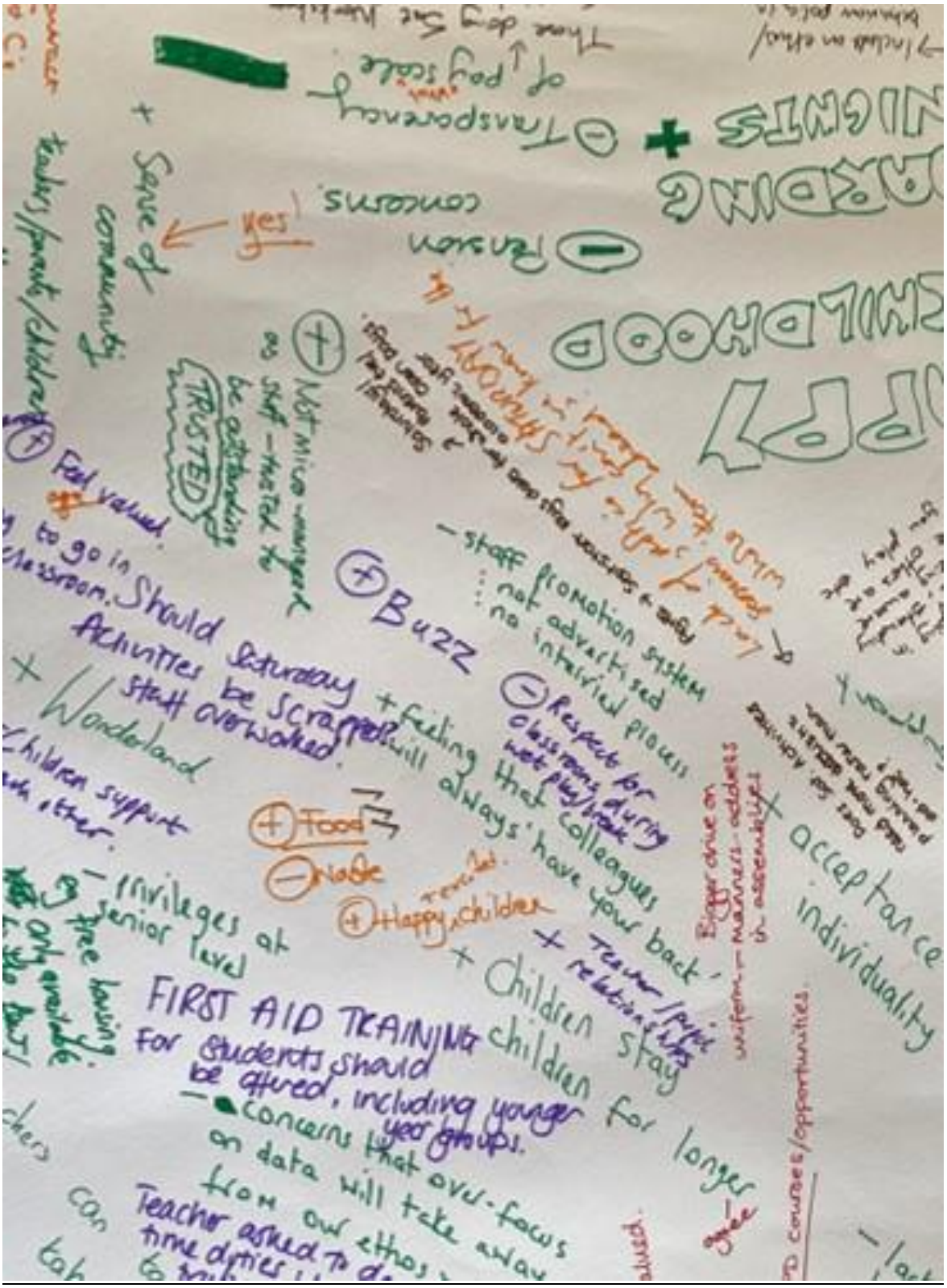
Table E: Qualitative Survey Data – Comments by Length of Service and Teaching Status

	childhood		values		staff		resources & change		totals		
Qualitative Data Comments	Negative Comment	Positive Comment	Negative Comment	Positive Comment	Negative Comment	Positive Comment	Negative Comment	Positive Comment	Negative Comment	Positive Comment	Net +ve/-ve
0-3 years' service (18 no. – 32%)	3	5	7	2	15	7	7	4	**32 (28%)** 1.8 p/pers	**18 (19%)** 1.0 p/pers	**-14**
3-6 years' service (12 no. – 21%)	0	10	6	5	9	5	2	12	**17 (15%)** 1.4 p/pers	**32 (33%)** 2.7 p/pers	**+15**
6+ years' service (26 no. – 46%)	7	7	19	8	29	11	10	21	**65 (57%)** 2.5 p/pers	**47 (48%)** 1.8 p/pers	**-18**
	10 (31%)	**22 (69%)**	**32 (68%)**	**15 (32%)**	**53 (70%)**	**23 (30%)**	**19 (34%)**	**37 (66%)**	**114 (54%)**	**97 (46%)**	**-17**

	Negative Comment	Positive Comment	Total
Non-Teaching Staff (13 no. – 23%)	**13 (11%)** 1.0 p/person	**5 (5%)** 0.4 p/person	18 (9%)
Teaching Staff (43 no. – 77%)	**101 (89%)** 2.3 p/person	**92 (95%)** 2.1 p/person	193 (91%)
Total	**114 (54%)**	**97 (46%)**	**211**

APPENDIX B: SAMPLES OF DATA EXTRACTS

1. Sample of Tablecloth from World Café event



2. Sample of Comments from Survey.

Red colouring indicates the comment has been coded as negative, blue neutral, and green positive.

R23 Process of change at school is good Now: Strongly+Disagree 10%, Strongly+Agree 90%, Change over 6 years: Positive 90%, Negative 10%		
6+ years	Teaching	There is very little way to creatively feed ideas up and into the process.
0-3 years	Teaching	CPD and curriculum development is poor. Staff communication and collaboration is also poor.
6+ years	Teaching	This question isn't clear. Change of what? There are so many variables which would elicit different responses.
3-6 years	Teaching	Great time to be at the school - so much good going on.
6+ years	Teaching	Lots of good things going on and a sense of really driving forward - yay!
6+ years	Teaching	I strongly feel that a senior school specialist with experience of senior management should have been employed to set up the senior school. We are just about coming out of the other end although things could have gone a lot smoother.
3-6 years	Teaching	This seems to have happened just lately - a lot of staff-focused changes which is greatly appreciated.
6+ years	Teaching	The school has changed hugely in all aspects in the time i have been here. It has been hugely successful and the school will make changes where required. It has been a positive process to be apart of and one of my favorite things to have been apart of since joining.
6+ years	Teaching	Removal of all the tress should not have been done to make space for buildings or pitches
3-6 years	Non-Teach	The continual growth of the school buildings, to accommodate the ever increasing pupil population, has eaten into a lot of the wooded areas on site, reducing the green spaces available to the kids.
3-6 years	Teaching	In any change things will be lost but the changes have guaranteed the future of the school.
0-3 years	Teaching	I agree, as long as we consolidate at some point and don't get too big. REDACTED (other school named) is now too big. Classes of 22. People don't necessarily like that and it has the 'glorified state school' reputation. I think it would be sad if School went that way. Our new buildings have small classrooms. We need to ensure what we do is really good and not compromise on quality as a result of over packing classrooms and bringing in teaching staff who aren't up to scratch.
6+ years	Teaching	Well managed from the top. Strong leadership and excellent timing

3. Sample section of Interview Transcript

Question 1: Over the past six years, has Childhood changed at the school? So I think childhood here is childhood. It is actually what childhood should be about. It is one of the most wonderful things about it that our children are allowed to stay children and be children for as long as we can possibly sustain that until, you know, teenage angst sets it, but no I don't think that's changed. I think that's been the same since I got here, I think it's the same now. I think we've worked hard with everything we've got with the senior school it could have been easy to lose maybe Wednesday activities or the sport aspect of it because we have so much academic coming in and I don't think we've done that. I think that it feels that we've deliberately kept that part of our curriculum so that children can stay children.

What do you think that childhood is like for those older children in years 7 to 11? I was never here when we were only a prep school, the first year I was here was the first year we had year REDACTED. I think the older children are allowed to grow, I would say, you do see that, having just lost my favourite form 11s, as you know, I had them since year 6 and to have that experience of watching those children grow and leave us as these wonderful little adults going out into the world, I think is marvellous.

Question 2: Over the past six years, have Standards and Values changed at the school? I think as a school I remember kindness was the buzzword when I first came here, and we do that brilliantly. That element of maintaining kindness and working towards kindness so that the children understand it. And it's not just a buzzword, I feel that quite strongly, that we work very hard to instil in our children what kindness is. And when they perhaps haven't been kind to explain to them why and maybe the way they should have handled it better, I think is wonderful. So I think that's hugely high up on the list of our values. Honesty I would put really high up – I think we're very honest about the way we work and also one of the things I love is the way that you've sort of recruited. There's this amazing group of adults in the staffroom who all get on. You've got this group of women all going for these girls' jobs at the moment and I think I mentioned that there's no falling out, there's no nastiness, people are all saying they'll pick the personalities that work. That's just lovely so our values aren't just to do with our children they're also to do with staff as well. We all get on and it works brilliantly. I don't think I've ever worked anywhere where I've had such fun with my work colleagues.

How do new staff learn about those standards and values? Osmosis, I think. We're not brilliant still at these brand-new staff coming in and there's still a lot that falls in between the cracks and they have to pick it up. But that's where again, because of the staff body we have, people will always help. You that you can ask anyone, and they will help.

Question 3: Over the past six years, have Staff changed at the school? I think it's wonderful to be a part of the teaching staff here and yes, actually, I do think it's changed. As we've become more a senior school there's a certain element of a more academic approach and that doesn't mean that prep schoolteachers aren't academic, I don't mean that at all. I just mean that I feel that I'm stimulated socially, I'm stimulated professionally, and both of things work really well. So yes, I think it has changed a little bit as we've started teaching further up the education ladder. There is a different level of professionalism now. One of the things that sticks in my mind is when we did REDACTED, and it was very early on, and it was in the days when NAME and NAME was doing REDACTED in the way it had obviously been done for many years and I thought this isn't quite right. REDACTED. And it's so lovely that that element has gone, that idea that this is how it's always been done – and that's gone which is lovely, it's been picked up and it's become much better in the way that it's organised. And I think that is due to the changes to staff in a good way

APPENDIX C: INFORMATION TO PARTICIPANTS

4. Project Information Sheet

Study Title: A case study enquiry into changes in organisational culture in a school which has extended its age range.

Background and Aims

I am studying at the University of Winchester following the Doctor of Education programme. This research project is for my thesis which is the final part of my university programme. The governing body at the school has given permission for me to carry out this research project. I am inviting you to take part in this project called "a case study enquiry into changes in organisational culture in a school which has extended its age range".

The study seeks to explore the nature and extent of changes to the organisational culture at a school when it extends its age range. The research is intended to benefit *School* by helping to identify ways in which the school's organisational culture has changed over the past six years and to carry out analysis that will inform measures that may be appropriate for the school to take. The research may also benefit other schools planning to extend their age range.

What will happen in the study?

Before you decide to participate, it is important that you understand what the project involves and what you will have to do. So, please take the time to read the following information. If anything is unclear, please ask.

There are three distinct phases to the research. All staff will be invited to participate voluntarily in phases i) and ii). For phase iii) a small number of volunteers will be interviewed.

i) World Café – in the World Café staff will be asked to work in groups to put forward elements from their experience of the school and record them on the 'tablecloth' of their workgroup's table. Each group of staff then moves to another table and reflects on the previous groups' work, enhancing it with their own ideas.
   Please note that it may not be safe to host a World Café event due to the current pandemic, in which case this phase of the research will be omitted.
ii) Questionnaire – using the data collected from the World Café an online survey will be constructed for staff to allow deeper examination of people's views on the school's culture pre and post expansion.
iii) Semi-structured Interviews – the data generated from the Questionnaire will be explored further through semi-structured interviews with a representative sample of staff. In semi-structured interviews each interviewee is asked the same key questions, but flexibility is retained in how the questions are asked and followed up. Semi-structured interviews are considered particularly appropriate for exploring people's attitudes and beliefs.

Data from participants is collected anonymously in phases i) and ii). In phase iii) data is not collected anonymously by virtue of the interview process. In the research project thesis all data and information that might lead to the inference of the identity of a participant will be anonymised.

Do I have to participate?

Participation in this research for the University of Winchester is entirely voluntary and you are free to withdraw at any time without giving any reason and without penalty. Results from the study will be confidential and no member of staff will be identifiable should the work be published.

What will happen to the data?

Research data will be stored confidentially either in a locked cupboard at my home or, if electronic, on a password protected computer. Data will be collected anonymously and any personal or sensitive data that is given will be stored confidentially and redacted so that it does not appear in the final data. The research will contribute to my thesis and may be published in the University archives, as open access material, and in academic or other journals and publications.

Concerns or complaints

The research has been reviewed and approved by the Institute of Education Ethics Sub-Committee at the University of Winchester. If you would like any further information about the study, then please let me know. Alternatively if you have a question, you may contact my supervisor, REDACTED. If you feel that there is something wrong about the study, you can contact me directly or the Chair of the University RKE Ethics Committee at: REDACTED or the University Data Protection Officer: REDACTED.

Should you wish to discuss any concerns with a member of *SCHOOL* staff other than me, REDACTED has agreed to be available. REDACTED will be able to represent your concerns anonymously to me, to the governing body or to the university as appropriate.

Adam Walliker REDACTED

PARTICIPANT CONSENT FORM

Phase i) WORLD CAFÉ EVENT,
Phase ii) SURVEY QUESTIOMNNAIRE,
Phase iii) SEMI-STRUCTURED INTERVIEW

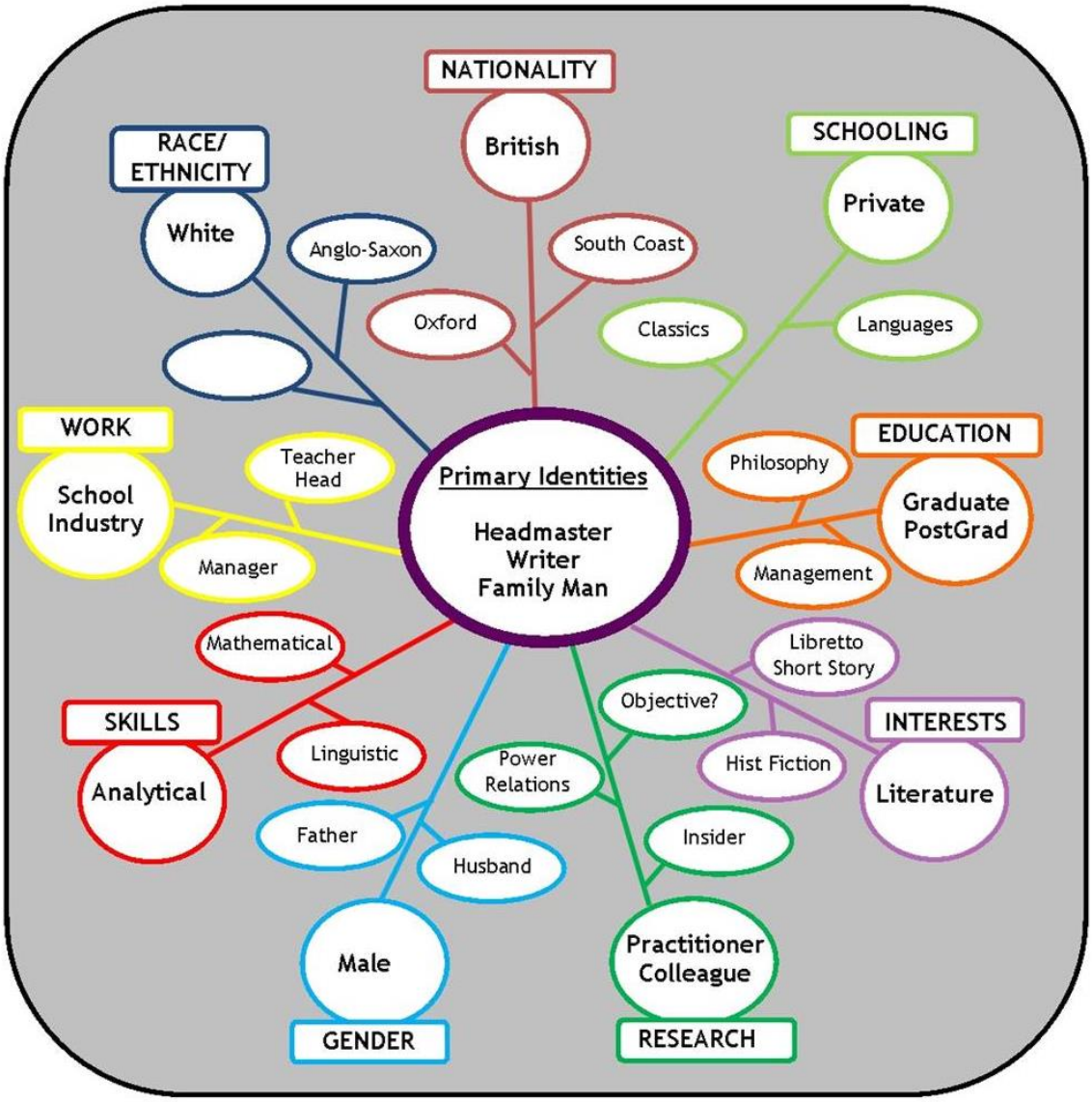
A case study enquiry into changes in organisational culture
in a school which has extended its age range.

The study seeks to explore the nature and extent of changes to the organisational culture at a school when it extends its age range The research is intended to benefit *SCHOOL* by helping to identify ways in which the school's organisational culture has changed over the past six years and to identify issues and consider measures that may be appropriate for the school to take. The research may also benefit other schools planning to extend their age range.

1. I confirm that I have read and understand the information sheet. I have had the opportunity to consider the information, ask questions and have had these answered satisfactorily. ☐
2. I understand that my participation is voluntary and that I am free to withdraw at any time, without giving any reason, and without any adverse consequences or academic penalty and that I may withdraw my data from the research within two weeks after the data is collected. ☐
3. I understand that this project has been reviewed by, and received ethics clearance through, the University of Winchester RKE Ethics Sub Committee. ☐
4. I agree to take part in the above study and for my data to be used as explained in the Project Information Sheet. ☐
5. I understand how to raise a concern or make a complaint. ☐

Name of Participant	Date	Signature

APPENDIX D: METHODOLOGY



The culture-gram, based on Chang (2008), is intended to display a wide range of my life experiences and influences.