Table I: Rogue schools – a typology

<table>
<thead>
<tr>
<th>Management competence</th>
<th>Degree of intent to flout regulations</th>
</tr>
</thead>
<tbody>
<tr>
<td>High</td>
<td>A. Well-managed school that is ignorant of the rules</td>
</tr>
<tr>
<td></td>
<td>C. Poorly-managed school that is ignorant of the rules</td>
</tr>
<tr>
<td>Low</td>
<td><strong>High</strong></td>
</tr>
</tbody>
</table>
Table ii: A comparison of rogue schools’ compliance with induction regulations

<table>
<thead>
<tr>
<th></th>
<th>Alpha</th>
<th>Beta</th>
<th>Gamma</th>
<th>Delta</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>10% reduced timetable</strong></td>
<td>0% at first then 10%</td>
<td>Gives 5%</td>
<td>0% then 10% but frequently cancelled</td>
<td>0%</td>
</tr>
<tr>
<td><strong>Induction tutor</strong></td>
<td>Yes</td>
<td>Yes</td>
<td>Yes, eventually</td>
<td>No</td>
</tr>
<tr>
<td><strong>Job</strong></td>
<td>No</td>
<td>Yes</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td><strong>Objectives</strong></td>
<td>Yes</td>
<td>Yes</td>
<td>Yes, eventually</td>
<td>No</td>
</tr>
<tr>
<td><strong>Observations</strong></td>
<td>Yes</td>
<td>Yes</td>
<td>Yes, eventually</td>
<td>No</td>
</tr>
<tr>
<td><strong>Induction programme of activities</strong></td>
<td>Yes</td>
<td>Yes, but not allowed out of school</td>
<td>Yes, eventually</td>
<td>No</td>
</tr>
<tr>
<td><strong>Assessment meeting and reports</strong></td>
<td>Yes</td>
<td>Yes, but done a in a critical manner</td>
<td>Yes, but first done late</td>
<td>Yes, but a report only</td>
</tr>
<tr>
<td><strong>Procedures to air grievances</strong></td>
<td>Yes, through contacts at external programme</td>
<td>No, a climate of fear</td>
<td>Yes</td>
<td>No</td>
</tr>
</tbody>
</table>