

Table i: Rogue schools – a typology

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High

<i>Management competence</i>	A. Well-managed school that is ignorant of the rules	B. Well-managed school that deliberately flouts regulations
	C. Poorly-managed school that is ignorant of the rules	D. Poorly-managed school that deliberately flouts regulations
<i>Degree of intent to flout regulations</i>		

Low



High

Table ii: A comparison of rogue schools' compliance with induction regulations

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