RESEARCH

Evaluation of the School Achievement Award Scheme (SAAS)

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MORI Social Research Institute

department for
education and skills
creating opportunity, releasing potential, achieving excellence

Research Report RR427

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Introduction

This report presents the findings of a study to evaluate the School Achievement Award Scheme (SAAS), conducted by MORI Social Research Institute on behalf of the Department for Education and Skills (DfES).

The School Achievement Award Scheme (SAAS) was introduced in Autumn 2000 as a policy designed to recognise the contribution of the entire school workforce in raising pupil attainment. Awards are distributed to schools where pupil performance shows significant improvement over time, typically a four year period, or where in any specific year, pupil performance is demonstrably better than most similar schools. Awards are also given to schools leaving special measures within a specific school year.

Most schools are selected for an award based on Key Stage tests or GSCE/ GNVQ results - however, for schools without test or exam results (nursery schools), or where aggregated results do not provide sufficiently reliable performance indicators (special schools, pupil referral units, primary schools with 10 or fewer pupils in the relevant year group), awards are based on nominations against specified standards. For these schools, Chief Education Officers (CEOs) at each LEA are invited to make nominations. Headteachers may nominate their own school if the CEO does not intend to nominate it directly. Nominations will be assessed by panels with expert knowledge of the particular type of school.

The funds are distributed to staff within award-winning schools as pay bonuses: *which* staff receive this, and how much, is at the discretion of the School's governing body but DfES issues guidance. The scheme is different from the other performance pay related measures for teachers because it offers bonuses to the whole school workforce, in recognition of the contribution non-teaching staff make towards school performance.

Aims of the research

The study set out to ascertain the impact of SAAS within schools that have and have not won the award so far, with a view to informing the development of the scheme. The primary objectives of the research were as follows:

- To evaluate the impact of the scheme on teaching and learning in award and non award-winning schools by publicly recognising the achievements of well-performing schools and giving all schools a further incentive to achieve good results. How far does the existence of the scheme in itself lead schools to aspire to being credited with the award?

- To evaluate the wider effects of the scheme – to what extent is it perceived as a boost to morale in award-winning schools across the entire school workforce; whether working practices have changed as a result of winning an award e.g. communication; what is the impact of being given the award in Year One but not in Year Two?

- To evaluate the degree to which being given the award (and undergoing the application process) enhances teamwork within schools. And what is the effect on all members of the school, including headteachers, teachers, teaching support staff and non-teaching support staff?

- To evaluate the awareness of the workings of the scheme, from initially finding out about the scheme to procedures for distributing the award money. To identify what works best re distribution of the award, and how distribution influences its impact.

- To identify if and how schools have used the SAAS award – as an endorsement of quality/in order to celebrate success/in recruitment advertisements/etc.

Telephone interviews were conducted with 1,225 school staff, governors, and LEA representatives between 29th November 2002 and 7th January 2003. A separate questionnaire was designed for each audience: however, key questions were retained for comparability on issues such as awareness of SAAS, information sources, understanding of the award criteria, and measures introduced to improve the schools' chances of winning an award in 2003. A full technical note and copies of the questionnaires used can be found in the Appendices to this report.

Altogether, 253 schools and 25 LEAs participated in the research. These included 203 award-winning schools (who had won the award either in Year One only, Year Two only, or both years), and 50 schools that have never won an award so far (non award-winning schools).

Structure of the report

Each section of the report follows a similar format: firstly there is an analysis and descriptive summary of the questionnaire's aggregate responses. Secondly, comments on differences in the results between different types of respondents are included where statistically significant.[1]

The main body of the report is structured as follows:

- Executive summary

- Overall satisfaction with SAAS

- Impact of winning an award

- Impact of not winning an award

- Awareness of SAAS

- Understanding of SAAS

- The nomination process

- Deciding the distribution process

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[1] See appendix A4 for a guide to statistical significance.

- Impact of the distribution process
- Future changes to the SAAS?

Presentation and interpretation of the data

When interpreting the findings it is important to remember that the results are based on a sample of staff in the school population, and not the entire population. Consequently, results are subject to sampling tolerances. In other words, not all differences between sub-groups are statistically significant and there is a calculated margin of error for all findings. A guide to statistical significance is included in the Appendices.

In tables where percentages do not add up to 100% this is due to multiple answers, to rounding, or to the exclusion of 'Don't know' or 'No response' categories. Throughout the tables an asterisk (*) denotes a value greater than zero, but less than 0.5%.

Acknowledgements

MORI would like to thank Kathy McTaggart, Andrea Boughey and Jason Tarsh at the DfES for their advice and assistance throughout the project and all of the school staff, governors, and LEA representatives who gave time to take part in the research.

Executive Summary

Satisfaction with the SAAS

The survey found that satisfaction was directly related to the perceived fairness of the scheme and success of the distribution process. Overall, the survey found that:

- three quarters of staff in award-winning schools are satisfied with the SAAS overall, with just one in ten dissatisfied;

- over two-thirds of staff in award-winning schools felt that the award distribution was very fair, mainly because it recognised the contribution made by *all staff*. Also, a similar proportion felt the award allocation (*how much* each member of staff received) was very fair, particularly Headteachers and non-teaching staff;

- the vast majority of school staff were personally satisfied with the way that the award was shared out in their school. Non-teaching staff were the most satisfied with how the award was distributed;

- the main reasons for the perceived fairness of the distribution are that everyone received an equal amount, or (among non-teaching support staff) they had received a share of the award when they had not expected to;

- almost nine in ten staff in award-winning schools would recommend their school use the same method of allocating the money, should it win an award again;

- overall, most staff at award-winning schools felt that the distribution of the SAAS money had not caused any problems at their school; and

- among the minority (10%) who did report problems, the main cause was that the decision process had caused divisiveness among staff.

Impact of the SAAS

A key finding is that for the majority of school staff, winning the *award* was perceived as more important than receiving the *money*, both personally and in terms of impact on staff morale. Even so, almost nine in ten staff agreed that the award was still worth having in monetary terms.

Staff were asked to consider how winning an award had impacted on their school in a number of ways. Their responses are summarised below:

- the vast majority of staff agreed that SAAS was welcome recognition for the hard work that they put in, and regarded it as a public celebration of the success of the school;

- opinions among Headteachers were fairly evenly divided between those who judged SAAS was 'just as important' as other awards and accreditations their schools had achieved, and those who thought it 'less important'

- the majority of schools had promoted winning the award in some way;

- just over two fifths of Heads and teachers in award-winning schools agreed that the SAAS was an extra incentive to improve pupil progress within the school;

- three quarters of those interviewed considered that the SAAS had a positive impact on the school's profile/status, followed by team spirit/staff relationships, and personal job satisfaction;

- teachers and support staff were more likely than Headteachers to consider that SAAS had impacted positively on their school;

- a quarter of Headteachers and teachers in award-winning schools said that SAAS had made a positive impact on the schools' exam/assessment results; although given the wording of the question, it is not possible to say clearly how far this relates to *a positive change in* schools' perceptions of their exam results *(having won an award)*, and how far they actually meant that the scheme prompted them to do even better next time;

- half the Headteachers surveyed judged that the SAAS had positively impacted on the school's relationship with the governing body, and around a third deemed that it had created a better relationship with the LEA (particularly in award-winning nomination schools);

- staff in schools which experienced problems with the distribution process were more likely to consider that SAAS has exerted a negative impact – particularly on team spirit/ staff relationships;

- the majority of staff in schools that have not so far won an award aspire to win one in Year Three, with two thirds considering that doing so is important for their school;

- among schools that have never won an award, three quarters of Headteachers claim to have introduced new working practices or initiatives aimed at improving pupil progress, that they feel will enhance their school's chances of winning an award in the future; and

- whilst any negative impact of not winning an award is small, and felt mostly on the status of the school, followed by team spirit/ staff relationships, around a third of the Headteachers in non award-winning schools feel that not winning an award via the SAAS has had a negative impact on their job satisfaction.

Awareness and understanding of the SAAS

Awareness and understanding of SAAS is patchy, with awareness increasing in schools once an award had been won. Level of awareness is also related to how well-informed staff feel about how the SAAS operates. Knowledge of the award criteria – how schools qualify for an award – is particularly low in schools that have not yet received one.

Not surprisingly, headteachers had the greatest awareness and understanding of SAAS.

The nomination process

Around half of Headteachers and teachers in award-winning nomination schools claim to know a great deal or a fair amount about the nomination criteria. A similar proportion feel informed about how the process operates.

In the vast majority of cases, the LEA nominated the school rather than the Headteacher. Although the majority think it is appropriate for LEA officers to have chief responsibility for completing nomination forms, in practice, most Headteachers completed their own school's form. With few exceptions, the Headteachers and LEAs who used DfES guidance on completing the form found it helpful.

Over half of Headteachers could not give an opinion as to whether or not they thought the assessment was a fair process and a similar proportion did not agree that the assessment was a transparent one. This suggests there is a need for more clarity about how this process works.

How the SAAS operates in practice – distribution of awards

Practically all of the Headteachers in award-winning schools consulted DfES guidance on distributing the award money and almost nine in ten found this useful. A similar proportion rated the level of guidance to be 'about right', with Headteachers in schools that experienced problems more likely than others to feel the guidance was 'not prescriptive enough'. The vast majority of Headteachers felt the allocation decision was a smooth one.

Those who reported problems with the distribution in their school were more likely than other staff to say that particular groups had been *excluded* – notably staff new to the school, long-term supply teachers, and absent teachers.

In most cases the award was allocated either pro-rata according to working hours, or shared out equally.

Just three in ten staff in award-winning schools perceived that support staff were consulted. However, there are divergences between the views of Heads and those of other staff, with Heads tending to have a more inclusive view.

Most staff received a bonus of between £100 and £300 via the SAAS. The distribution varied between staff groups: typically, teachers received less than Headteachers, but more than teaching and non-teaching support staff. Among the minority who felt the award money was not financially worthwhile, most felt that more than £400 would be.

There appears to be regional distinction in which staff received a share of the award. Staff in schools in the North are more likely than those in the other regions to report that non-teaching staff received a share of the award and that teaching support staff were included in the distribution.

The majority agreed that if they were to win an award again, given a choice, they would still use the money to spend on staff bonuses. Over a third of those who would *not* use the money for staff bonuses had difficulties over the allocation decision.

Future changes to the SAAS?

Just over half the staff in award-winning schools said they would change how SAAS operates, typically suggesting: allocating a larger pool of money to each school; more widespread publicity for the SAAS; basing the award criteria on value-added measures; and greater transparency (in particular for the nomination process).

Among staff in schools that have not so far won an award, more publicity for SAAS, more information about how the scheme operates, and basing award criteria on value-added measures, were the most popular recommendations.

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1. Satisfaction with the SAAS

In this chapter we explore overall satisfaction with the SAAS.

Overall satisfaction with SAAS

Almost three-quarters (72%) of staff in award-winning schools are satisfied with SAAS, while only 11% are dissatisfied.

Satisfaction with SAAS overall

Q   *Based on your experience at this school, how satisfied or dissatisfied are you with the School Achievement Award Scheme overall?*

Don't know

Very dissatisfied

Fairly dissatisfied

6% 2%

5%

Very satisfied

Neither satisfied
nor dissatisfied

15%

28%

44%

Fairly satisfied
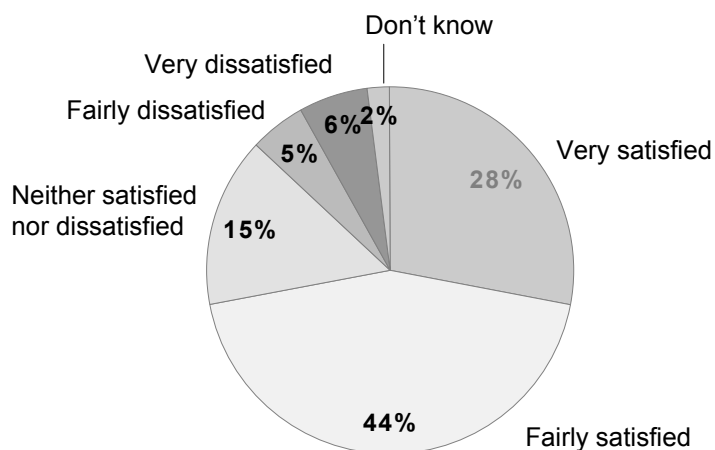
Base: Staff in award winning schools (951)

Source: MORI

Satisfaction varies by school and staff type. Nomination schools are significantly more positive than secondary and primary schools (81% compared to 73% and 66% respectively). Notably, support staff are more positive than Headteachers and teachers (83% and 81% compared to 69% and 67%).

H1. Based on your experience at this school, how satisfied or dissatisfied are you with the School Achievement Award Scheme overall?

	Heads	Teachers	Teaching support	Non-teaching support
Base: All staff in award-winning schools (951)	*(203)* %	*(428)* %	*(156)* %	*(168)* %
Very satisfied	21	22	34	48
Fairly satisfied	48	45	47	36
Neither satisfied nor dissatisfied	3	23	15	8
Fairly dissatisfied	13	4	-	4
Very dissatisfied	12	5	3	4
Total satisfied	**69**	**67**	**81**	**83**
Total dissatisfied	**25**	**9**	**3**	**8**

Source: MORI

It is also noteworthy, that four-fifths of governors in award-winning schools are satisfied with SAAS.

2. The impact of winning an award

In this chapter we explore the impact of SAAS on individuals and schools as a whole. Specifically, we examine the perceived 'value' of the award and whether, in monetary terms, it is viewed as worthwhile. We then look at the award in its wider context – what has been the impact on individuals, on relationships within the school, and on the wider working environment?

How much money did staff receive?

Just under a third of staff received between £201-£300, with almost as many receiving between £101-£200. One in ten staff received between £301-£400 (12%).

Amount received by individuals

Q Approximately how much did you personally receive?

£50 or less	2%
£51 - £100	7%
£101 - £200	27%
£201 - £300	31%
£301 - £400	12%
£401 - £500	2%
More than £500	*%
Would rather not say	1%
None	3%
Don't know	14%
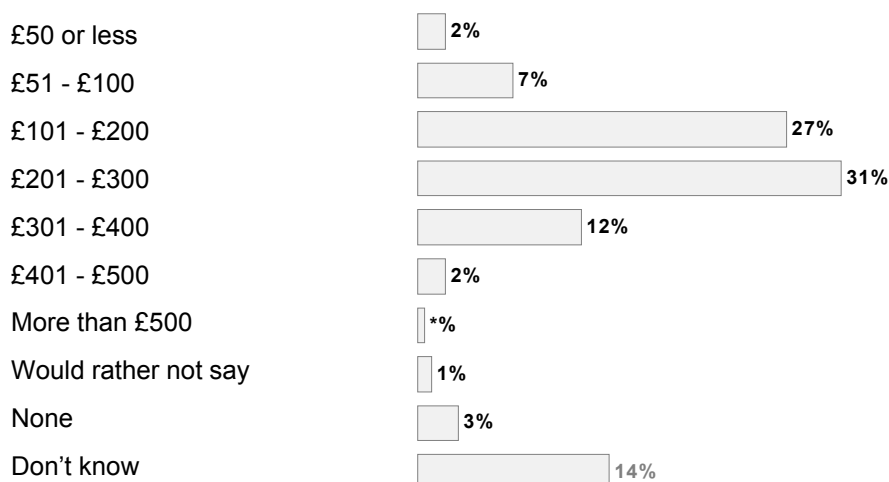
Base: Staff in award winning schools (951)   Source: MORI

The distribution of the award varied substantially according to staff group. Typically, teachers received less than Headteachers, but more than teaching support staff and non-teaching support staff. Headteachers tended to receive the most on average. However, one in twenty Heads reported that they did not receive any share of their school's award (6%). Almost a fifth of teachers and teaching support staff did not know how much they received.

E1. Approximately how much did you personally receive?

	Heads	Teachers	Teaching support	Non-teaching support
Base: All staff in award-winning schools (951)	*(203)* %	*(428)* %	*(156)* %	*(168)* %
£50 or less	1	2	3	4
£51- £100	2	5	**16**	**11**
£101- £200	24	23	**36**	31
£201- £300	**34**	**34**	21	29
£301- £400	**20**	14	1	10
£401- £500	**6**	2	3	-
More than £500	*	*	-	1
Would rather not say	1	1	1	2
None	6	2	3	2
Don't know	6	**19**	**17**	10

Source: MORI

Although most staff were satisfied with the award distribution *regardless* of how much money they received, those who received £50 or less were more likely to express dissatisfaction than all other groups. Thus implying that receiving a small amount of money affects people's overall satisfaction with the SAAS.

Is the amount 'worthwhile'?

All staff were asked whether the award they received was worth having, in terms of its monetary value. The overwhelming majority – almost nine in ten (86%) – believed that it was. However, staff in primary schools were twice as likely as others to feel that the award was *not* worth having (20%).

Interestingly, there were no significant differences between staff in different regions about whether the award was worth having or not.

In general, perceptions of whether the amount was worthwhile or not do not appear to be influenced by how much money was received by an individual. However, when we compare the findings for this question by staff group, it is the higher earning groups who are more likely to feel that the amount was *not* financially worthwhile. Thereby suggesting that whether people view the amount they receive as worthwhile or not, is relative to their own income.

E2. Did you feel the award was worth having in terms of its monetary value?

	Heads	Teachers	Teaching support	Non-teaching support
Base: All staff in award-winning schools (951)	*(203) %*	*(428) %*	*(156) %*	*(168) %*
Yes	70	87	**96**	**96**
No	**30**	13	4	4

Source: MORI

Perceptions of the *relative value* of the award influenced satisfaction with the distribution process and with SAAS overall – with just over a third of those who were dissatisfied reporting that the award was not worth having in monetary terms.

Among staff who felt the award was not worthwhile (14%), the majority (63%) felt that a worthwhile sum would be £400 or more. Two-fifths (43%) of Headteachers reported that between £500 and £1,000 would be a worthwhile amount.

What is more important – the award or the money?

Winning the *award* was felt to be more important than receiving the *money* in terms of the impact on respondents personally, staff morale, and in particular for the school as a whole.

E5 - E7. In your view, what is more important in terms of impact on staff morale/ the school as a whole/ you – winning the award or getting the extra money?

	Award	Money	Neither
Base: All staff in award-winning schools (951)	*%*	*%*	*%*
Individual	**60**	32	7
Staff morale	**53**	38	9
School as a whole	**81**	11	8

Source: MORI

In comparison to teachers and Headteachers, non-teaching support staff are more likely to feel that the *award* had a more important impact than the *money* in terms of both the school as a whole and staff morale.

However, compared with Headteachers, teachers and support staff are more likely to consider the money as being important to them personally.

E7. And from your personal point of view, what is more important to *you* - winning the award or getting the extra money?	**Heads**	**Teachers**	**Teaching support**	**Non-teaching support**
Base: All staff in award-winning schools (951)	*(203)* *%*	*(428)* *%*	*(156)* *%*	*(168)* *%*
Award	**84**	52	55	60
Money	6	**41**	**39**	**34**
Neither	9	7	6	6
				Source: MORI

Perceptions about the impact of SAAS: an overview

All staff were asked to consider the impact that SAAS had made in different areas of the school. The most positive impact was on the **school's profile/ status**, with around three quarters of those surveyed judging that being given an award had a positive impact (74%).

Around seven in ten staff surveyed thought the award had had a positive impact on **team spirit/ staff relationships** (68%), while six in ten felt that it had a positive impact on their own **personal job satisfaction** (59%).

The governors' survey supports these findings – almost eight in ten of the governors felt that SAAS had positively influenced the school's status (78%), and almost seven in ten felt that it had improved team spirit/ staff relationships (68%).

E4. I am going to read out a list of different areas. Can you tell me whether you feel that the School Achievement Award Scheme has had an impact on any of these on a scale of one to five, where one means a very positive impact, five means a very negative impact, and three means no impact at all.

	Positive impact	No impact	Negative impact	Don't know
Base: All staff in award-winning schools (951) unless specified otherwise	%	%	%	%
The profile/ status of the school	74	22	2	1
Team spirit/ staff relationships	68	26	5	1
Your personal job satisfaction	59	36	4	1
Relationship with the governing body[2]	50	44	5	*
The school environment as a whole	48	46	5	1
Relationship with the LEA[3]	34	60	5	1
Recruitment of pupils[4]	30	59	5	6
The school's exam/assessment results[5]	25	64	6	4
Recruitment of staff[6]	19	74	4	3
Level of staff turnover[7]	8	82	7	2

Source: MORI

Impact on working at the school

Staff in nomination schools consistently held a more positive view of the impact of SAAS on their school than those in primaries and secondaries. In particular, they were more likely than staff in other schools to feel that SAAS had exerted a positive impact on staff relationships/ team spirit, and on the school environment as a whole.

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[2] All Headteachers in award-winning schools (203)
[3] All Headteachers in award-winning schools (203)
[4] All Headteachers and teachers in award-winning schools (631)
[5] All Headteachers and teachers in award-winning schools (631)
[6] All Headteachers in award-winning schools (203)
[7] All Headteachers in award-winning schools (203)

E4. I am going to read out a list of different areas. Can you tell me whether you feel that the School Achievement Award Scheme has had an impact on any of these on a scale of one to five, where one means a very positive impact, five means a very negative impact, and three means no impact at all.

Percentage saying 'positive' impact.

	Primary	Secondary	Nomination
Base: All staff in award-winning schools (951)	*(348)* %	*(362)* %	*(241)* %
The profile/ status of the school	68	**75**	**83**
Team spirit/ staff relationships	61	67	**80**
Your personal job satisfaction	53	57	**69**
The school environment as a whole	44	42	**64**

Source: MORI

Teachers and teaching support staff were more likely than Headteachers overall to consider that SAAS had impacted positively on their school. The most consistently positive staff group were the non-teaching support staff, who were particularly likely to rate SAAS as having a beneficial impact on team spirit/relationships, compared to others. Support staff were twice as likely as teachers and Headteachers to judge that SAAS had made a 'very positive' impact on their personal job satisfaction. Moreover, they were almost three times as likely as teachers to feel that it had had a 'very positive' impact on the school environment as a whole.

E4. I am going to read out a list of different areas. Can you tell me whether you feel that the School Achievement Award Scheme has had an impact on any of these on a scale of one to five, where one means a very positive impact, five means a very negative impact, and three means no impact at all.

Percentage saying 'very positive' impact.

	Heads	Teachers	Teaching support	Non-teaching support
Base: All staff in award-winning schools (951)	*(203)* %	*(428)* %	*(156)* %	*(168)* %
The profile/ status of the school	23	39	**49**	**55**
Team spirit/ staff relationships	29	29	**42**	**47**
Your personal job satisfaction	19	21	**43**	**46**
The school environment as a whole	10	14	**38**	**37**

Source: MORI

In schools where problems were experienced during the distribution process, perceptions of the impact of SAAS are more likely to be negative. It should be noted, however, that only a small minority of schools (10%) experienced problems with the distribution process which is discussed in further detail in chapter eight.

Impact on pupil attainment and recruitment

A quarter of Headteachers and teachers surveyed felt that SAAS had made a positive impact on school assessment/ exam results. This was less apparent in nomination category schools, as might be expected, and there was no difference between the views of staff in primary and secondary schools. Teachers were more likely than Heads to hold this view (29% compared with 17%). Staff who felt the award criteria were fair were more likely to consider that SAAS had exerted a positive influence on assessment/ exam results (36% in contrast to those who judged the award criteria as unfair 10%)

Three in ten Heads and teachers felt that SAAS had positively impacted on the recruitment of pupils, with staff in secondary schools the most likely to think so (38%). Again, teachers held a more positive view of the impact of SAAS than Heads (36% vs. 17%).

Impact on staff recruitment and retention

Headteachers were asked whether they felt SAAS had impacted on staff recruitment and the level of employee turnover within the school: the vast majority considered that it had not. However, one in three secondary school Headteachers felt that it had exerted a positive influence on staff recruitment (33%, compared with just 5% of primary school Heads), and one in seven (15%) felt that it had impacted positively on staff turnover.

Impact on relationships with the governing body and the LEA

Half of the Headteachers surveyed judged that SAAS had played a positive role in enhancing the schools' relationship with the governing body. Headteachers in primary schools were more likely than those in secondary schools to consider that SAAS had exerted a *negative* influence on this relationship (10% vs. 1%). Problems over the distribution of the award appear to have been the major cause of this, with one in seven Headteachers in schools that experienced problems, considering that SAAS had a negative influence on the relationship (16%, compared with just 3% in schools that did not encounter problems).

Heads in nomination schools were more likely than others to feel that SAAS had made a positive impact on their relationship with the LEA (almost half (48%) compared with around three in ten Headteachers in other schools).

Promoting the award

Four-fifths (79%) of schools promoted winning the award in some way. The most popular way of promoting the award is displaying the logo on school stationery (65%), followed by displaying the award certificate on noticeboards

(33%) and publicising the award in the school newsletter (32%). Around a quarter of award-winning schools had been mentioned in a local press article or had sent out a letter to parents advising them that the school had won an award.

D2. How do you do this?

	%
Base: Headteachers who have promoted winning the award (160)	
Logo displayed on school stationery	65
Display of Award certificate on noticeboards/entrance to school	33
School newsletter	32
Article in local press	27
Letter to parents	23
School prospectus	15
Job advertisements	4
School website	3

Source: MORI

'Status' of SAAS compared with other awards and accreditations

Headteachers were asked what other awards or accreditations their school possessed, if any. Two-thirds said their school did have other awards, the most common being Investors in People, held by just over a third of the schools surveyed (37%), and the Sport England Sportsmark (held by 20%). Around one in seven of the schools surveyed had been awarded Beacon Status (15%).

Other awards or accreditations

Q Which other awards or accreditations, if any, does your school have?

Award	Percentage
Investors in People	37%
Sport England Sportsmark	20%
Beacon status	15%
Healthy School Award	11%
Basic Skills Award	6%
Technology College Status	4%
Other	9%
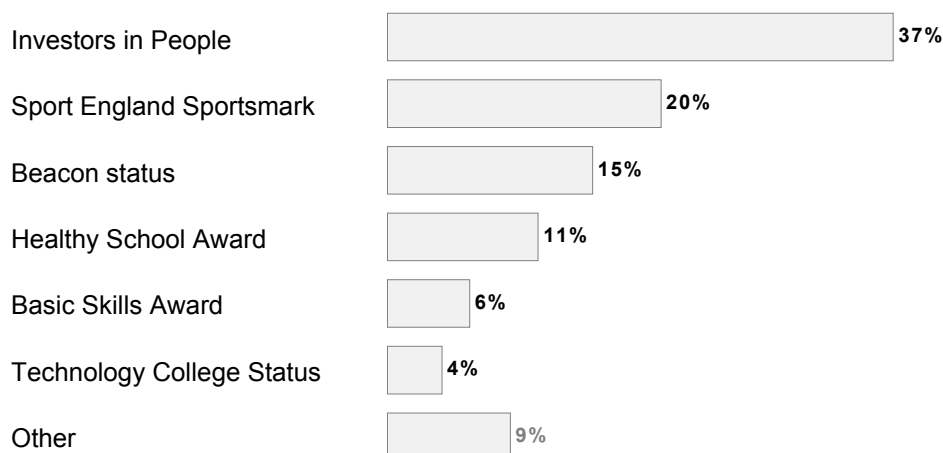
Base: Headteachers in award winning schools (203)　　　　　　Source: MORI

Secondary schools were more likely to hold other awards (84%) – compared with two-thirds of nomination schools (66%) and half of primary schools (51%).

Headteachers were then asked to reflect how important SAAS was compared with other awards that their school had obtained. Opinions were fairly evenly divided between those who thought SAAS was 'just as important' (46%) and those who thought it was 'less important' (43%).   Only one in ten Headteachers (11%) felt that SAAS was more important than other awards their school had achieved. The governors surveyed were more likely to hold SAAS in higher regard, with two-thirds (66%) considering it to be at least 'just as important' as other awards held by their school.

Notably, Headteachers who felt that SAAS was worth having in monetary terms were more likely to judge it as being 'just as important' as other awards and accreditations (56%).

Among the minority of Headteachers who were dissatisfied with SAAS overall (25%), eight in ten judged the award to be 'less important' than other awards held by their school.

Importance of SAAS versus other awards

Q   Thinking about other awards that your school has obtained, how important is the School Achievement Awards in comparison? Is it . . . .?

☐ % More important   ☐ % Just as important   ☐ % Less important   ☐ % Don't know

Satisfied with SAAS	13	60	27

Neither satisfied nor dissatisfied with SAAS	33	67

Dissatisfied with SAAS	10	6	81	3
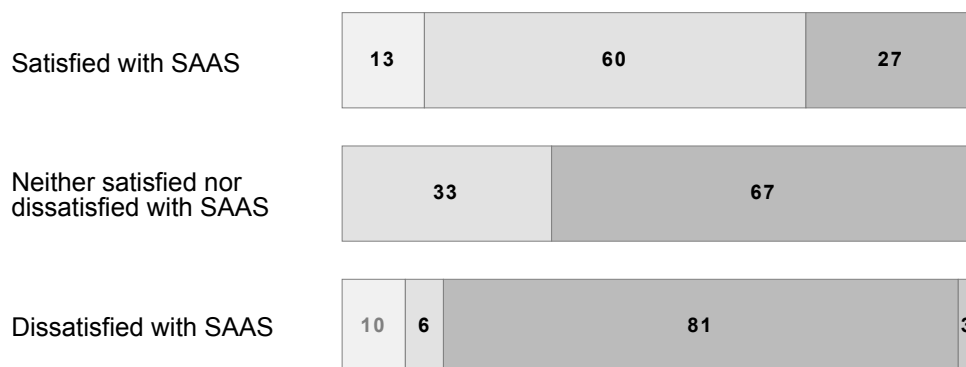
Base: Headteachers in schools with other awards or accreditations (136)   Source: MORI

Attitudes towards SAAS

Staff were asked how much they agreed or disagreed with a series of statements about SAAS. Overall, attitudes were again very positive. SAAS is regarded as **welcome recognition for hard work** that schools put in (92%) and as **a public celebration of the success of the school** (82%).

'I think any kind of recognition of what you have done is nice, especially when you feel you have worked hard and done something worthwhile. It is very good to have something externally recognised'

Headteacher, award-winning school

'You feel like you are part of something special here, a recognition that goes beyond the gates of the school. That is nice. We all like praise doing a very tough job'

Teacher, award-winning school

The one statement they were least likely to agree with is that the award should be given to fewer schools so that it is more select (18%) – a view echoed by the school governors.

'I would say give out more awards especially if evidence concludes that it is actually beneficial to the school and teachers' morale. The workload and the stress of the job is just so much, this does help prop you up. I don't want to be a member of an exclusive club…'

Teacher, award-winning school

Indeed, the views of the governors surveyed are almost identical to those of the school staff themselves. In particular, almost all of them agree that SAAS is welcome recognition for the hard work put in by members of staff at their school (96%).

A consistent pattern emerges in the responses across different types of school, with staff in secondary and nomination schools more likely than those in primaries to agree that the award is regarded as a public celebration of the school's success, that it is welcome recognition for the hard work that staff put in, and that the award has had a beneficial impact on staff morale. Staff in nomination schools are more likely than others to say they feel proud to be working in their school because it has achieved an award (83%, compared with 70% overall).

Again, we find that support staff consistently have more positive attitudes towards SAAS than teachers and Headteachers. In particular, compared to teaching staff and Heads they are more likely to feel proud to be working at the school because it has achieved the SAAS award, and to consider that the award has had a beneficial impact on staff morale. Furthermore, almost all of the support staff surveyed felt that the award was welcome recognition for the hard work that staff at the school put in.

E8. I am going to read out some statements. Please tell me how much you agree or disagree with each of them, on a scale of one to five where one means agree strongly, and five means disagree strongly.

Percentage agreeing.

	Heads	Teachers	Teaching support	Non-teaching support
Base: All/headteachers/teachers in award-winning schools (951)	*(203)* %	*(428)* %	*(156)* %	*(168)* %
The award is welcome recognition for the hard work that staff at this school put in.	89	91	**97**	**96**
The award is regarded as a public celebration of the success of the school.	75	80	**91**	**88**
The award has had a beneficial impact on staff morale.	68	74	**81**	**82**
I feel proud to be working at this school because it has achieved this award.	63	63	**83**	**86**
The award is regarded as an extra incentive to further improve pupil performance within the school.	33	48	-	-

Source: MORI

Staff who were satisfied with the distribution process[8] (90%) consistently expressed a more positive attitude towards any of the statements, whereas those who were dissatisfied with it were more likely to disagree that the award had a beneficial impact on staff morale (25% vs. 6%), and more likely to agree that it should be given to fewer schools so that it was more select (28% vs. 17%).

Unsurprisingly, staff who are satisfied with how SAAS operates as a whole were more likely to agree that the award was welcome recognition for their hard work (98%), that it was a public celebration of the success of the school (89%), and that it had made a beneficial impact on staff morale (85%).

Just over two-fifths of Headteachers and teachers agreed that the award was an extra incentive to improve pupil progress within the school (43%). Notably, Heads in nomination category schools were more likely than others to 'strongly agree' (23%, vs. 15% and 13% among primaries and secondaries respectively).

Those who felt the award criteria were unfair, or who were dissatisfied with how SAAS operates overall, were more likely to disagree with the 'award was an extra incentive to improve pupil progress within the school' statement than any of the other statements (62%).

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[8] The impact of the distribution process is discussed in Chapter 8

3. Impact of not winning an award

Here we examine the impact of *not* winning an award – to what extent do staff feel this has had a negative or positive impact, or no impact at all? We also explore whether schools aspire to win an award and to what extent they have introduced changes to improve their chances of winning an award in the future. This chapter focuses on schools who have never won an award, or only won an award once during the two years of operation.

What is the impact of *not* winning an award?

Staff in schools that have not *so far* won an award were asked to consider the impact of this in a range of specific areas. The overwhelming majority reported that not winning an award so far had **no impact at all**, particularly on staff recruitment and retention, recruitment of pupils, and the school's exam/ assessment results (see table C1 below).

C1. I am going to read out a list of different areas. Can you tell me whether you feel that NOT winning the award has had an impact on any of these, on a scale of one to five where one means a very positive impact, five means a very negative impact, and three means no impact at all?

	Positive impact	No impact	Negative impact	Don't know
Base: All/ Teachers and Headteachers/ Headteachers only in non award-winning schools (201)	*%*	*%*	*%*	*%*
Your personal job satisfaction	2	79	16	2
Team spirit/ staff relationships	3	72	19	6
The profile/ status of the school	3	66	23	7
The school environment as a whole	3	79	10	7
The school's exam/ assessment results	6	**85**	8	2
Recruitment of pupils	3	**85**	9	2
Level of staff turnover	2	**92**	6	-
Recruitment of staff	2	**86**	10	2
Relationship with the governing body	4	90	6	-
Relationship with the LEA	2	80	18	-

The greatest *negative* impact of not winning an award was perceived to be on the **status of the school** – almost a quarter of staff surveyed considered this to be the case (23%). Staff in primary and secondary schools were more likely to feel this had exerted a 'very negative' impact than others (10% and 8%, compared with none of the staff working in nomination schools).

Around a fifth (19%) felt that not winning an award had a negative effect on team spirit/ staff relationships. This view was more common among Headteachers than among other staff – two in five Headteachers in non award-winning schools felt that morale had suffered as a result (42%). Primary school staff were also more likely to feel that morale had been negatively affected than those in nomination schools (27% vs. 10%).

Around one in six (16%) conceded that not winning an award so far had a negative influence on job satisfaction: again, this was particularly the case among Headteachers (32%).

Do schools aspire to win an award under SAAS?

While not winning an award has only had a small impact on schools, receiving recognition through the SAAS is something that schools aspire to. Two-thirds of staff in non award-winning schools considering it 'very' or 'fairly' important to the school as a whole that they win an award in Year 3 (65%). Staff in secondary and nomination schools are particularly likely to consider this to be 'very important', compared to primary school staff.

'I think it would really give us a boost because in effect it's acknowledging the extra work that's going on. Just an acknowledgement of what we know is improvement, I know that things have got very much better so it would be nice in a way for someone else to mention it'

Headteacher, non award-winning school

D1. How important is it to the school as a whole that you win an award in Year 3?

	Primary	Secondary	Nomination
Base: All staff in non award-winning schools (201)	*(77)* %	*(73)* %	*(51)* %
Very important	25	**41**	**49**
Fairly important	32	26	25
Not very important	25	14	16
Not at all important	5	14	6
Don't know	13	5	4

Source: MORI

Staff in non award-winning schools were asked how important it was to them *personally* to win an award in Year 3: Again, three in five considered this to be 'very' or 'fairly' important (60%). Staff in nomination schools (72%) and teaching support staff (75%) were more likely than average to hold this opinion.

Teaching support staff are more likely than any other staff group to consider winning the SAAS award to be 'very important' to the school as a whole, particularly compared with Headteachers (58% vs. 26%). Those who feel 'very' or 'fairly' well informed about the scheme are also more likely than others to rate winning an award in Year Three as being 'very important'.

Has *not* winning an award influenced any changes in schools?

Headteachers in schools that have not won an award so far were asked whether they had introduced any new working practices or initiatives aimed at pupil progress, that they felt would improve their school's chances of winning an award in Year 3. Around three-quarters of those surveyed (N=36) had done so.

The most common changes introduced by Headteachers to improve their schools' chances of winning the SAAS award were:

- New measures to raise standards of pupil performance (N=19)

- More tracking of individual student progress (N=16)

- Improved performance management practices (N=13).

Schools that have never won the SAAS award are more likely to have instituted changes than those that have won an award in one year but not in another.

Headteachers in schools that won an award in Year 1 but not in Year 2 are more likely than those who won in Year 2 but not Year 1 to have introduced new working practices or initiatives in the following year (47% compared with 10%). This pattern may reflect a 'bedding down' process, not only of SAAS but of the increasing emphasis on performance management and monitoring of individual pupil progress within schools that is inherent in DfES policy.

Did you introduce any new working practices or initiatives aimed at improving pupil progress that you felt would improve your school's chances of winning an Award in Round 2?

Have you introduced any new working practices or initiatives aimed at improving pupil progress that you feel will improve your school's chances of winning an Award in Round 3?

	Won in Year 2 but not Year 1	Won in Year 1 but not Year 2	Never won so far
Base: Headteachers in award and non award winning schools	*(81)*	*(66)* *%*	*(50)* *%*
Yes	10	47	72
No	90	53	28
			Source: MORI

The most common change introduced in schools that have won the award in one year but not in another was **more tracking of individual student progress** (made in two-thirds of cases (N=26)), followed by **improved performance management practices** in two-fifths of cases(N=16).

Taken as a whole, these findings suggest that SAAS – *combined with* complementary initiatives introduced by DfES – is having some influence on developing performance management practices and improved monitoring of pupil progress within schools.

4. Awareness of SAAS

In this chapter we explore familiarity with SAAS before schools receive an award, how staff first find out about SAAS and how well informed they feel about how the scheme operates.

Familiarity with SAAS

Only around a third of staff (35%) in award-winning schools were familiar with SAAS before their school received an award – with 7% saying they were very familiar.

Familiarity with SAAS

Q   How familiar were you with the School Achievement Award Scheme before your school received an award/how familiar are you with the School Achievement Award Scheme?
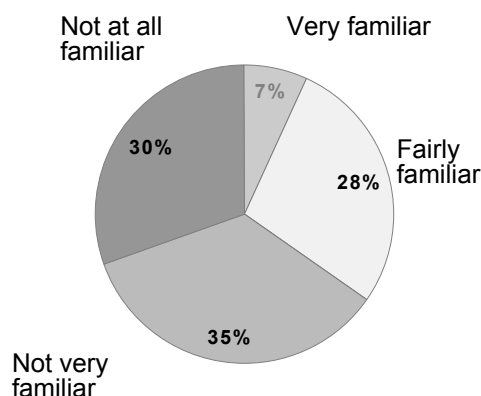
Award winning schools   **Non-award winning schools**
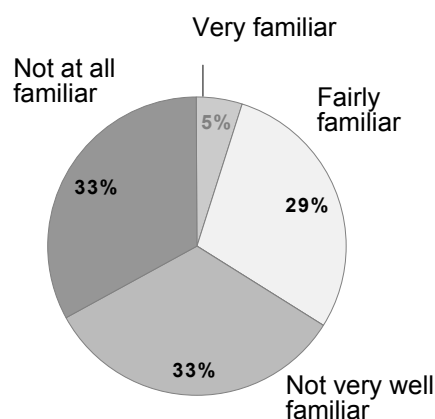
Base: Staff in award winning schools (951); non-award winning schools (201)   Source: MORI

However, familiarity varied significantly by staff type and region. Headteachers and governors were more familiar than teachers, teaching support staff and non teaching support staff (53% and 44%[9] compared to 31%, 30% and 26% respectively) and staff in the North of England were more familiar than staff in the South (39% and 30% respectively).

Familiarity with SAAS amongst staff in award and non award-winning schools is comparable: A third (34%) of staff in non award-winning schools are familiar with the scheme.

The general lack of awareness of SAAS among staff other than Headteachers highlights the importance of improving information provision to all staff types, especially teachers and support staff.

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[9] Small base size

Information sources

In award-winning schools, the most common information source was the Headteacher (45%), followed by information received when the school learned it had won an award (14%).

However, in non award-winning schools, word of mouth is the most frequently mentioned source of information (28%), followed by the Headteacher (24%) and magazine or press articles (14%).

Information Sources

Q   How did you FIRST find out about SAAS?

| ■ Award winning schools | □ Non-award winning schools |

Through the Headteacher	45% / 24%
When school learned it had won award	14% / n/a
Written notification of the scheme e.g. scheme leaflet	12% / 10%
Word of mouth	11% / 28%
Magazine or press article	10% / 14%
We were informed by LEA	2% / n/a
From the Chair of Governors	1% / n/a
Teachernet website	1% / 0%
Other website	*% / 1%
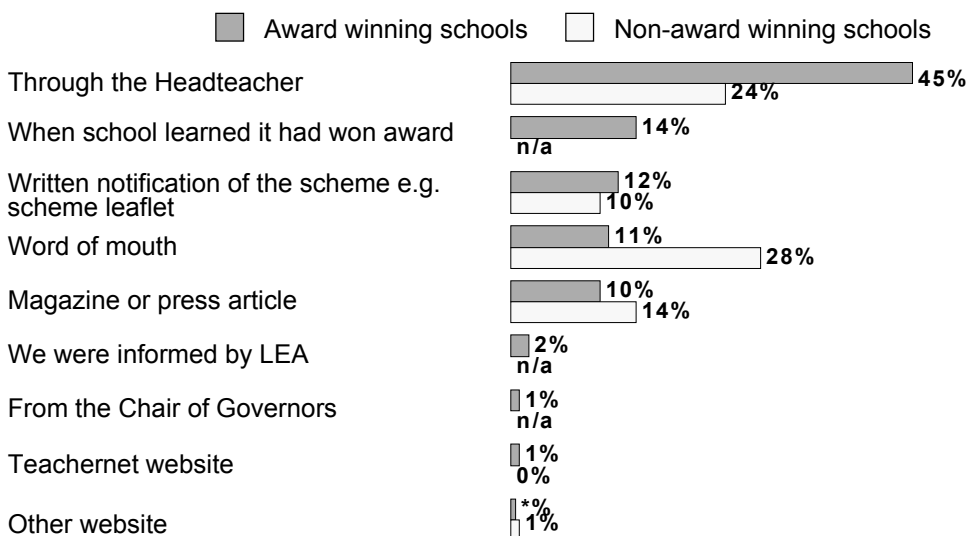
Base: Staff in award winning schools (951); non-award winning schools (201)   Source: MORI

Information about SAAS is not always filtered down via the Headteacher, thus more direct targeting of teachers and support staff may help raise the profile of SAAS among these groups.

There is also a difference between staff in award and non award-winning schools when it comes to having seen publicity about SAAS. Two in five (41%) staff in award-winning schools have seen publicity, compared to a quarter (26%) in non award-winning schools.

Magazines or press articles emerge as the top sources of publicity in both types of school (65% and 68% respectively).

B2c. What kind of publicity have you seen?

	Staff in award-winning schools	Staff in non award-winning schools
Base: All who have seen any publicity about SAAS	*(389)*	*(53)*
	%	*%*
Magazine or press article	65	68
Written notification of the scheme	39	40
Teachernet website	9	2
Other internet site	5	2

Source: MORI

Information provision

Half (52%) of staff in award-winning schools and governors feel informed about how the scheme operates - with Headteachers more likely to feel informed than other staff types (69% compared to 46%, 48% and 51% respectively).

However, there is a notable difference between award and non-winning schools. In non award-winning schools, only 17% of staff feel informed- with just 3% of non-teaching support staff feeling informed.

Information provision on SAAS

Q How well informed do you feel about how the scheme operates?

Award winning schools

Not at all informed — 11%
Very well informed — 9%
Fairly well informed — 43%
Not very well informed — 37%

Non-award winning schools

Very well informed — 1%
Not at all informed — 42%
Fairly well informed — 16%
Not very well informed — 41%
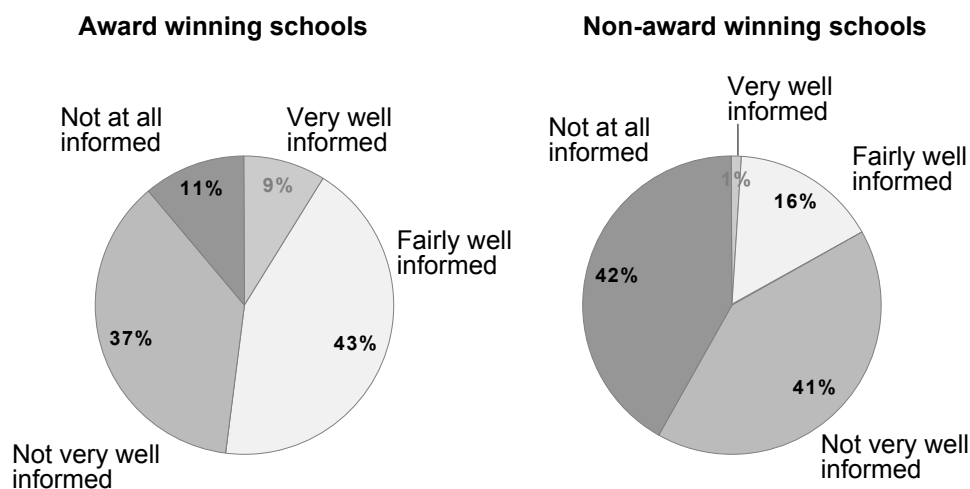
Base: Staff in award winning schools (951); non-award winning schools (201)   Source: MORI

The findings suggest that if staff in award-winning schools feel well informed about SAAS they are more likely to think that the criteria are fair, that the award is worth having and that the award is more important to them as an individual than the money: thereby emphasising the importance of information provision about SAAS.

Improving the school's chances of receiving an award via the SAAS

Only a fifth (20%) of Headteachers in award-winning schools had taken steps to increase the school's chances of being nominated or getting an award. The most frequently mentioned action was improved performance management practices (39%).

B12. What steps did you take?

	%
Base: Headteachers who took steps to increase the school's chances of being nominated/getting an award (41)	
Improved performance management practices	39
More tracking of individual student progress	17
We introduced new measures to raise standards of pupil performance	17
Discussed with the LEA	12
Extra training for teaching staff	10
Used the possibility of winning a bonus to motivate teachers	10
We asked the LEA to nominate us	5
We nominated ourselves for an award	5

Source: MORI

5. Understanding of SAAS

In this chapter we explore how knowledgeable staff are about the criteria for winning an award, how fair they think the award criteria are and how clear they are about why their school has or has not won an award so far.
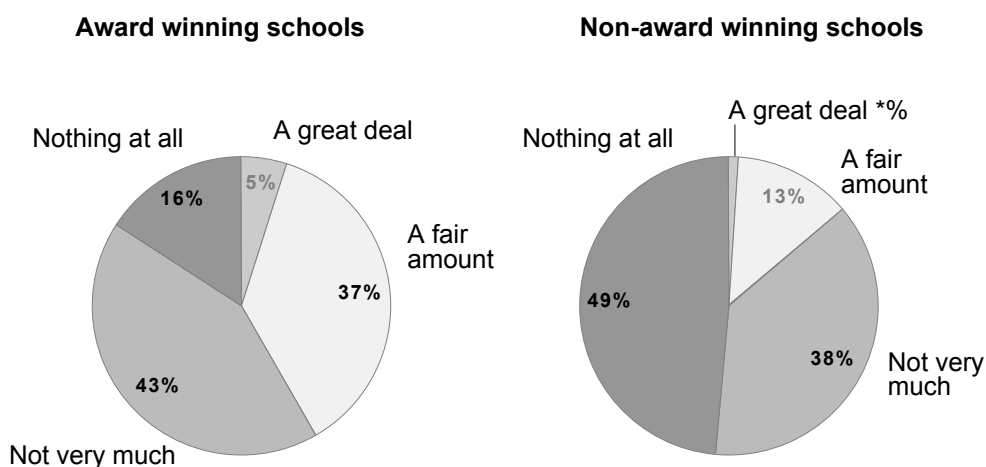
Knowledge of award criteria

There is a general lack of awareness in non award-winning schools about the award criteria. No staff say they know a great amount about it and only one in eight (13%) know a fair amount. This is consistent with the fact that staff in non award-winning schools are more likely to say they don't feel well informed about how the scheme operates.

In contrast, two-fifths (42%) of staff in award-winning schools, claim to know a great deal or a fair amount about the award criteria. Again Headteachers are more likely than other staff members to feel knowledgeable about the award.

Knowledge of criteria

Q   How much do you know about the criteria for winning an award?

Award winning schools

Nothing at all
A great deal
16%
5%
A fair amount
37%
43%
Not very much

Non-award winning schools

A great deal *%
Nothing at all
A fair amount
13%
49%
38%
Not very much

Base: Staff in award winning schools (951); non-award winning schools (201)   Source: MORI

This indicates the need for improved communications on the award criteria for all schools and staff types.

Fairness and understanding of award criteria

Staff in award-winning schools who say they understand the award criteria are significantly more likely to think they are fair (68%) than staff in non award-winning schools (26%).

B8. How fair do you think the award criteria are?

	Staff in award-winning schools	Staff in non award-winning schools
Base: All who know a great deal/fair amount about the criteria for winning an award	*(398)*	*(27)*
	%	*%*
Very fair	20	11
Quite fair	48	15
Neither	15	7
Quite unfair	12	48
Very unfair	5	15
Don't know	-	4

Source: MORI

Around one in four staff (23%) in non award-winning schools expected to win an award, while a similar proportion were unsure, which again suggests a lack of knowledge about the award criteria. In contrast, three-fifths (59%) of staff in award-winning schools expected to win an award - with only 5% unsure.

Staff in secondary and nomination schools had higher expectations of winning an award than those in primary schools (61% and 73% compared to 49% respectively)

While the overwhelming majority (83%) of staff in award-winning schools were clear about *why* their school had won an award/been nominated (98% for governors), over three-quarters of staff (76%) in non award-winning schools are unclear about why their school has *not* won an award so far.

Again, this reinforces the need for better information about SAAS as a whole and not only among those schools that win an award.

Clarity of reason for winning/not winning award

Award winning schools

Q How clear were you about why your school had been nominated/won an award?

Not at all clear
Not very clear
Very clear
6%
11%
37%
Fairly clear 46%
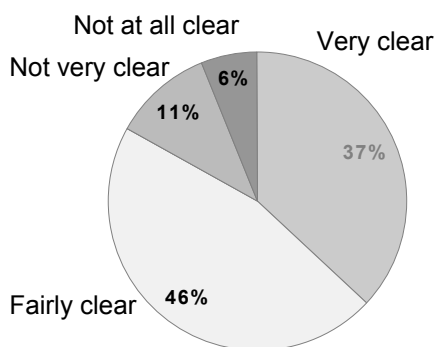
Non-award winning schools

Q How clear are you about why your school has NOT won an award so far?
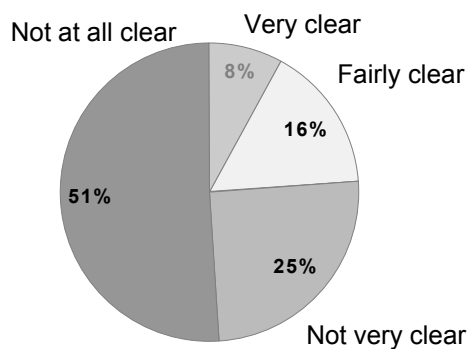
Not at all clear
Very clear
8%
Fairly clear
16%
51%
25%
Not very clear

Base: Staff in award winning schools (951); non-award winning schools (201)   Source: MORI

33

6. The nomination process

In this chapter we review the experience of the nomination process[10] among Headteachers in nomination schools and LEA officers. Specifically, we examine knowledge about the criteria for nomination, the process for nominations, completion of the nomination form, the helpfulness of DfES guidance, time taken to complete the nomination form, collaboration about preparing the nomination, supporting evidence and satisfaction with involvement in the process.

Throughout this chapter, award-winning and non award-winning schools refer only to those schools that are eligible for nomination.

Criteria for nomination

Just under half (48%) of Headteachers and teachers in award-winning schools know a great deal or a fair amount about the criteria for nomination.

Knowledge about criteria for nomination

Q   Your school falls into the category of schools eligible for nomination. How much do you know about the criteria for nomination?
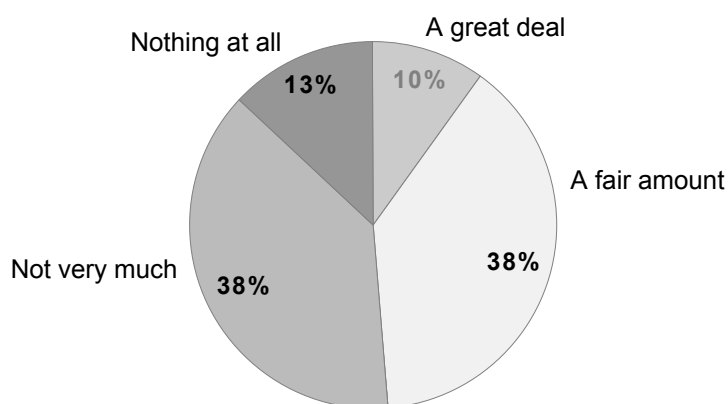
Base: Headteachers and teachers in nomination schools (143)   Source: MORI

In contrast, no Headteachers or teachers in non award-winning schools claim to know a great deal about the criteria and only around a quarter (27%) know a fair amount.

Similar proportions of staff feel informed about how the nomination process operates (46% in award-winning schools compared to 23% in non award-winning schools).

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[10] The nomination process and which schools it applies to is described in detail in the 'Introduction' chapter of the report

The nomination process is perceived as being fairer in award-winning schools (39% compared to 20% in non award-winning schools).

Process for nominations

In four in five cases (78%) the LEA nominated the award-winning school rather than the Headteacher. Just under three-quarters of Headteachers (74%) knew in advance that their school had been nominated: around three in ten (28%) asked the LEA to nominate the school.

The most common reason for approaching the LEA about nominating the school was to check that the school was included in this category (45%).

B16. Why did you approach the LEA about nominating the school?

	N
Base: Headteachers in nomination schools where they approached the LEA about nominating the school	(11)
I wanted to check that the school was included in this category	5
I did not feel confident that they would have nominated the school without my intervention	2
I did not feel confident in their understanding of the nomination criteria	1

Source: MORI

Where Headteachers decided to put in an independent nomination (N=11), the main reasons were not feeling confident that the LEA would nominate the school (36%), because they received a good OFSTED report (27%) or they did not feel confident in the LEAs understanding of the nomination criteria (9%).

Over half of the Headteachers who put in independent nominations consulted with members of the governing body and LEA (55% for both).

Completion of the nomination form

Of the 25 LEA representatives interviewed, 17 think it appropriate for LEA officers to have the chief responsibility for completing nomination forms, including submitting supporting evidence. Only six LEA representatives think it is fairly inappropriate - the main reason for this being that they think the Headteacher should have chief responsibility for submitting the nomination.

B14. Why do you think it is inappropriate?

	N
Base: LEA representatives who feel it is inappropriate for them to complete nomination forms	(6)
Headteachers should have chief responsibility for submitting the nomination	4
Headteachers will do a better job of making the nomination than the LEA	3
I feel unsure of what information is required on the form	1
The process is too time consuming for LEAs	1

Source: MORI

There is also more support than opposition among Headteachers for LEA officers having the chief responsibility for completing nomination forms. Four in ten (42%) favour LEAs having the responsibility compared to three in ten (32%) who oppose. In addition to this, four-fifths of the governors surveyed are in favour (N=8).

Support for LEA responsibilities

Q   LEAs have the chief responsibility for completing nomination forms, including submitting supporting evidence.   To what extent do you favour or oppose this?

Don't know 6%
Strongly favour 16%
Favour 26%
No opinion 20%
Oppose 24%
Strongly oppose 8%
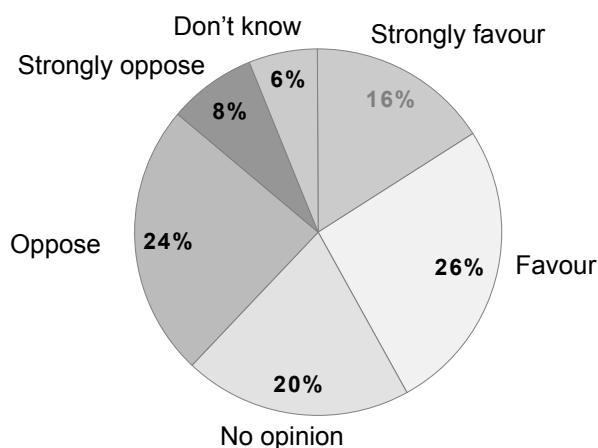
Base: Headteachers in nomination schools (50)   Source: MORI

The most common reason for opposition to the LEA completing the form is that Headteachers feel they have a more in-depth knowledge of the school (44%), followed by Headteachers being unsure of how well the LEA understands what information is required (38%).

B19b Why do you oppose it?

	N
Base: Headteachers in nomination schools who opposed LEAs having the chief responsibility for completing nomination forms	(16)
Headteachers have a more in-depth knowledge of the school	7
I am unsure of how well the LEA understand what information is required	6
Headteachers will do a better job of making the nomination than the LEA	4
Headteachers should have chief responsibility for submitting the nomination	2

Source: MORI

In spite of general support for LEAs completing the form, around three-fifths (62%) of Headteachers completed the form for their schools themselves.

Therefore, even though, the task of completing the nomination form rests with the LEA, the majority of Headteachers are taking on the responsibility for completing it.

Collaboration about preparing the nomination

There is a difference of opinion in the amount of collaboration between LEAs and schools when preparing the nomination form.

Only 2 out of the 25 LEA officers thought that they had not collaborated with schools very much or at all, whereas two-fifths of Headteachers (N=8) thought that there had not been much collaboration.

B24. & B2. To what extent, if at all, did your school and the LEA collaborate in preparing the nomination form?

	Headteachers in award-winning nomination schools	LEAs
Base: Headteacher in nomination schools and LEAs	N	N
	(19)	(25)
A great deal	8	18
A fair amount	3	5
Not very much	5	1
Not at all	3	1

Source: MORI

Supporting evidence

Of the 25 LEA representatives interviewed, 21 had received additional supporting evidence from schools. This mainly consisted of individual pupil progress data (18) and value-added data on pupils (12).

B4. What sorts of evidence did the schools provide you with?

	N
Base: LEAs	(21)
Individual pupil progress data	18
Value-added data on pupils	12
Contextual information for the school	9

Source: MORI

The majority of LEAs and Headteachers found it easy to assemble evidence (19 out of 25 LEAs and 11 out of 15 Headteachers).

Almost all of those surveyed (49 out of 50 of Heads and 24 out of 25 LEAs) were not aware of the national panels of experts.

Time taken to complete the nomination form

LEAs generally spent less time in completing the nomination form than Headteachers, with most taking between 1 and 3 hours, compared with 4 to 6 hours among Heads.

B23. & B6. Approximately how long did it take you to complete the form?

	Headteachers in award-winning nomination schools	LEAs
Base: *All who completed the nomination form*	N	N
	(31)	(25)
Less than an hour	1	4
1-3 hours	9	12
4-6 hours	10	5
One working day	7	3
More than one working day	3	1
Don't know	1	-

Source: MORI

Guidance

Over three-quarters of Headteachers (N=24) found the DfES guidance on completing the form helpful. A similar proportion (19 out of 25) of LEAs were of the same opinion.

Helpfulness of DfES guidance

Q   How helpful did you find the DfES guidance on completing the form?
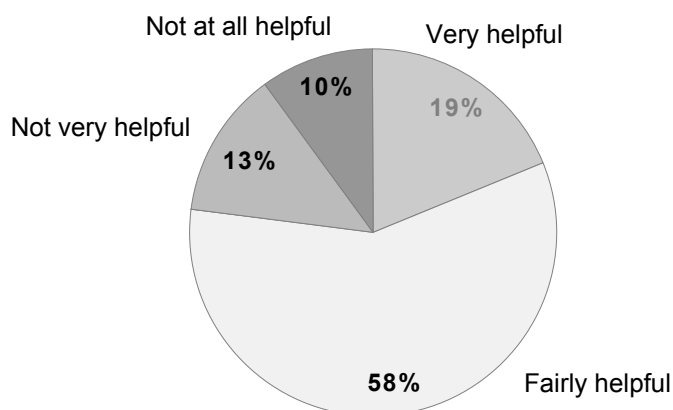
Base: Headteachers in nomination schools who completed the form for their school (31)   Source: MORI

When Headteachers were asked what improvements they would make to the guidance, three in ten (29%) mentioned simplifying the form.

B22. What improvements would you make?

	%
Base: Headteachers in nomination schools who completed the form for their school (31)	
Simplify the form/make the form clearer/ask fewer questions	29
Other grades of excellence should be considered for special schools	16
Increase the word limit/more space on the form	10
More clarity of criteria	10
Improve/clearer guidance materials	10
Ability to add attachments i.e. OFSTED reports	6
Consistency of form each year	3
Judgement cannot be made on exam results	3

Source: MORI

The assessment process

Just over a third (36%) of Headteachers thought the assessment was a fair process, but over half (54%) did not know or did not give an opinion either way. This supports a general lack of knowledge about the assessment process, which was mirrored in the LEA survey.

Fairness of assessment

Q   To what extent would you agree that the assessment was a fair process?
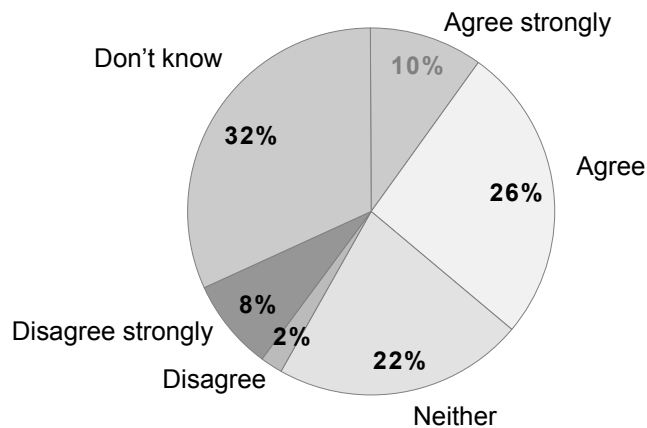
Base: Headteachers in nomination schools (50)   Source: MORI

LEAs and Headteachers were in agreement that there was a lack of transparency about the assessment process. Over half of Headteachers (27 out of 50) and 15 out of 25 LEAs did not feel that the assessment process was transparent. Evidently, there is a need for more clarity about how this process works.

Transparency of assessment

Q   To what extent would you agree that the assessment was a transparent process?

Agree strongly 2%

Agree 12%

Neither 10%

Disagree 32%

Disagree strongly 22%

Don't know 22%
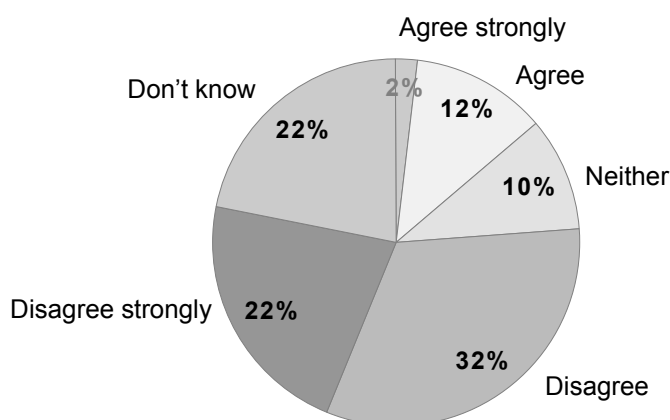
Base: Headteachers in nomination schools (50)

Source: MORI

Overall satisfaction with the nomination process

In spite of the general lack of transparency, the vast majority of Headteachers (42 out of 50) and LEAs (18 out of 25) were satisfied with their involvement in the nomination process overall.

Satisfaction with involvement in the nomination process

Q   Thinking about the nomination process overall, how satisfied or dissatisfied were you with the school's level of involvement in this?

Very dissatisfied 4%

Fairly dissatisfied 12%

Neither satisfied nor dissatisfied 0%

Very satisfied 30%

Fairly satisfied 54%
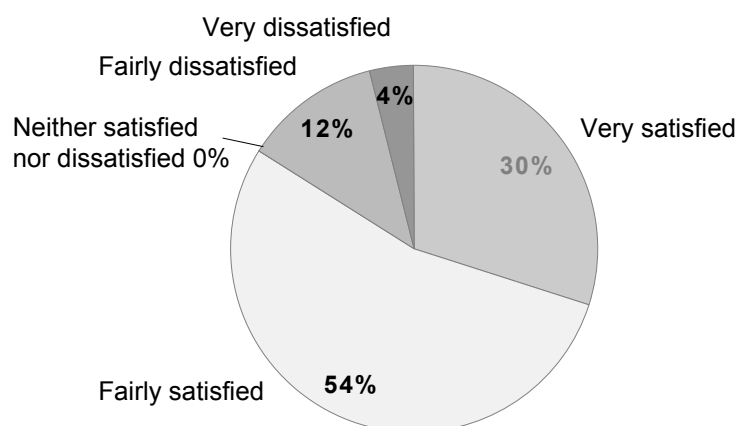
Base: Headteachers in nomination schools (50)

Source: MORI

Schools that were not completely satisfied with their level of involvement in the nomination process were asked what they would change about it. The most common factors were more collaboration between schools and the LEA

on completing the form (cited by 20%) and better guidance to the LEA on completing the nomination (14%)

Changing the level of involvement in nomination

Q What would you change about it?

More collaboration between schools and LEA completing the form	20%
Better guidance to LEA on completing the nomination	14%
Greater transparency throughout the nomination process	11%
More recognition of good results	11%
Simplify the form	9%
Headteachers should have the chief responsibility for nominating the school	6%
Scrap the scheme altogether	6%
Look at guidelines for special schools	6%

Base: Headteachers in nomination schools who would change
their level of involvement with the nomination process (35)

Source: MORI

7. Deciding the distribution process

In this chapter we explore which staff were involved in the distribution process, who got an award, what the final allocation of the award money was, and how this was calculated.

The extent of consultation

Headteachers (86%) and the governing body (80%) are most likely to have been involved in the decision about how to distribute the award. Among other staff groups, the most likely to be involved were senior teaching staff (59%), falling to around two in five who say that *all* teaching staff were involved (38%), and three in ten who say that teaching and non-teaching support staff were involved (30% and 29% respectively). The findings of the governors' survey are consistent with this.

Staff involved in decision on award distribution

Q Which of the following were involved in the decision about how the award was to be distributed?

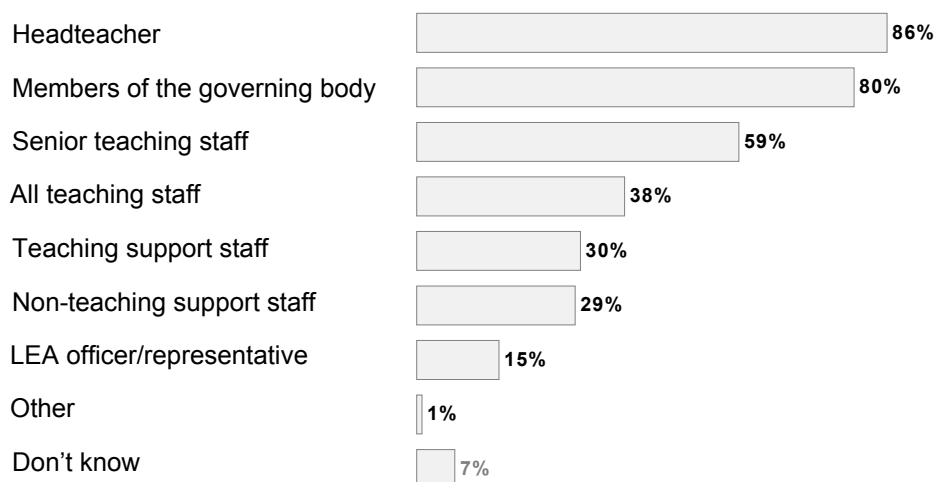|	
Headteacher	86%
Members of the governing body	80%
Senior teaching staff	59%
All teaching staff	38%
Teaching support staff	30%
Non-teaching support staff	29%
LEA officer/representative	15%
Other	1%
Don't know	7%

Base: Staff in award winning schools (951)   Source: MORI

However, the findings are influenced by differentials in awareness between different groups of staff. For instance, more than one in eight teaching and non-teaching support staff (16% and 13% respectively) say they *do not know* who was involved in the decision about how the award was to be distributed in their school.

The table overleaf shows a divergence between the Headteachers' views of who was consulted, and those of their staff, with Headteachers twice as likely to report that teaching and non-teaching support staff were involved in the decision process than those staff are themselves.

C2. Which of the following were involved in the decision about how the award was to be distributed?

	Heads	Teachers	Teaching support	Non-teaching support
Base: All staff in award-winning schools (951)	*(203)* %	*(428)* %	*(156)* %	*(168)* %
Headteacher	89	91	76	77
Members of the governing body	92	80	69	75
Senior teaching staff	68	64	49	43
All teaching staff	52	42	27	18
Teaching support staff	**45**	31	**23**	**17**
Non-teaching support staff	**43**	29	**21**	**20**
LEA officer/ representative	11	18	15	12
Other	2	1	1	1
Don't know	-	4	16	13

Source: MORI

Staff in primary and secondary schools are more likely to report that members of the governing body were involved in their schools' consultation, than those in the nomination category (86% and 81%, compared with 71%). Unsurprisingly, given the role of the LEA in the nomination process, staff in these schools are more likely to report that LEA representatives were consulted (20%, compared with 14% in primary and 13% in secondary schools).

Guidance on the distribution process

Practically all of the Headteachers surveyed consulted the DfES guidance notes on the distribution process (95%) and almost nine in ten of these found it very or fairly useful (87%). Seven in ten governors (N=35) also consulted the guidance notes, with a similar proportion finding them useful.

Three quarters of the Headteachers who reported problems with distributing the award in their school still found the guidance notes useful (76%).

C4. How useful did you find the guidance notes?

	Distribution problems	No distribution problems
Base: Headteachers who consulted DfES guidance notes (193)	*(29)* *%*	*(164)* *%*
Very useful	24	49
Fairly useful	52	40
Not very useful	24	9
Not at all useful	-	2

Source: MORI

Four in five Headteachers and nine in ten governors who used the DfES guidance notes feel that the level of guidance is 'about right' (79% and 89% respectively) – with marginally more Heads thinking it is 'not prescriptive enough' than those who think it is 'too prescriptive' (12% vs. 9%). Headteachers who have experienced problems with the distribution process in their school are more likely to hold the view that the guidance is not prescriptive enough than others (31%, compared with just 9% of those that did not encounter any distribution problems).

The main reason for feeling that the guidance is too prescriptive is that Headteachers would prefer to have the freedom to spend the money as they want (N=15). Among those who would prefer the guidance to be more prescriptive, the main reason is that they would prefer the DfES to tell them exactly how to distribute the money (N=14) and that the distribution has caused divisiveness among staff (N=9).

Only one in eight Headteachers said their school had a policy in place for how to distribute the award, before they first received it (12%). This was more common among nomination category schools than others (20%).

Who got a share of the award?

The overall findings indicate that of all staff, teachers were the most likely to have received a share of the award (98%), followed by teaching support staff (95%), non-teaching support staff (92%), senior management (89%), and the Headteacher (89%). Around three-quarters (72%) reported that teachers no longer working at the school, but who were employed there in the year the award was assessed, also received a share. The governors' survey reported similar proportions of teachers and support staff, but estimated a higher proportion of senior management (98%) and Headteachers (94%) as having received a share of the award.

Again, given the differential awareness of how the award was distributed among different groups of staff, it is interesting to compare the reports of the

Headteachers surveyed with those of others. Headteachers again have a more inclusive view and are more likely to report that teachers who left the school, non-teaching support staff and senior management received a share of the award than any other staff groups perceive to be the case.

C6. As far as you know, which of these staff received a share of the award?

TOP 6 MENTIONS

	Heads	Teachers	Teaching support	Non-teaching support
Base: All staff in award-winning schools (951)	*(203)* %	*(428)* %	*(156)* %	*(168)* %
Teachers	99	99	99	95
Teaching support staff	99	94	97	95
Non-teaching support staff	**98**	89	92	93
Headteachers	94	91	80	87
Senior management	**96**	90	86	81
Teaching staff no longer working at the school, but who were employed in the year the award was assessed	**79**	72	65	70

Source: MORI

Staff in primary schools are more likely to report that teachers who left before the award was received, but who were working there when it was assessed, received a share of the money (78%, compared with 70% of staff in secondary schools and 66% of those in the nomination category).

There does also appear to be a regional distinction in which staff received a share of the award. Staff in schools in the North are more likely than those in other regions to report that non-teaching staff received a share of the award (97%): those in London are less likely than in any other region to report this as the case (82%). Staff in Northern schools are also more likely than those in London to say that teaching support staff were included in the distribution (97%, compared with 91%).

Who didn't get a share of the award?

Looking at who did *not* receive a share of the award, the top mention is staff new to the school and who were not in post during the relevant period (reported by 58% of those interviewed). This was particularly likely in secondary schools (67%).

One in four thought that contractors such as catering and cleaning staff did not receive a share of the award (25%), followed by around one in seven who reported that long-term supply teachers were not included (15%). Those who

reported distribution problems in their school were more likely to say that particular groups had been excluded – notably, staff new to the school, long-term supply teachers, and absent teachers.

Staff not receiving award

Q   Did any of the following staff NOT receive a share of the award?
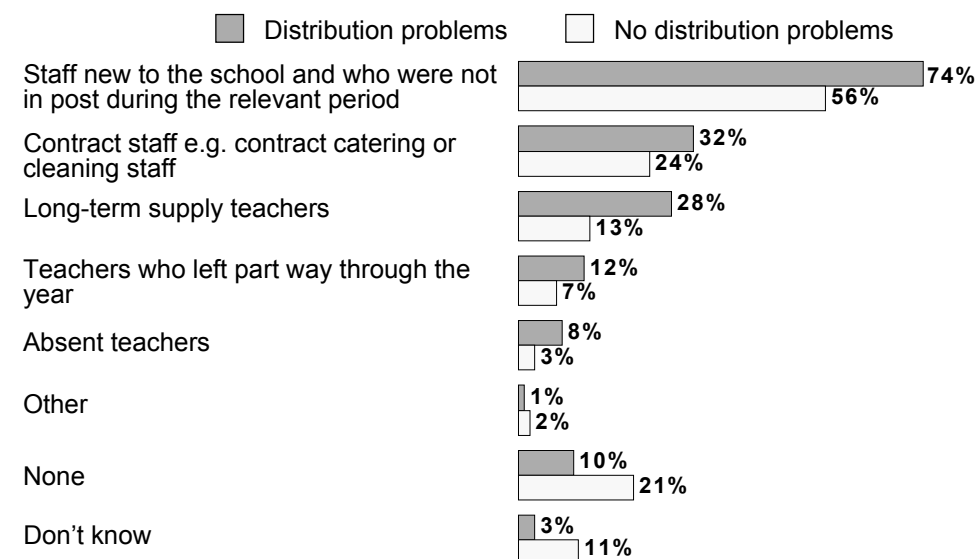
Base: Staff in award winning schools (951)   Source: MORI

How was each amount allocated?

Most of the staff interviewed said that the amount of each award was allocated pro-rata depending on working hours (36%) or that it was shared out equally (35%). The governors' survey findings support this. The key differences between schools were that the award was more likely to be allocated in terms of role and seniority in primary schools, whereas staff in secondary and nomination schools were more likely to report that everybody got the same amount.

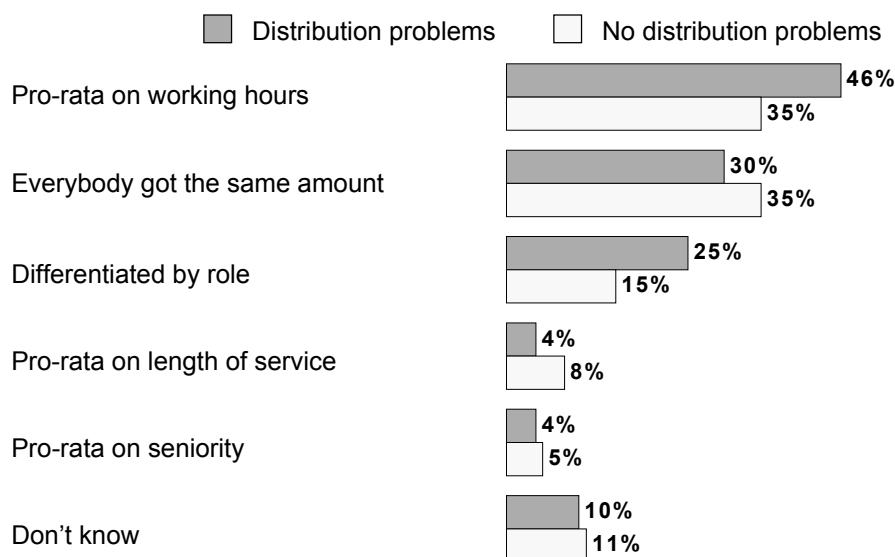| **C8. As far as you know, how was the amount of each award calculated?**			
	Primary	**Secondary**	**Nomination**
Base: All staff in award-winning schools (951)	*(348)* *%*	*(362)* *%*	*(241)* *%*
Pro-rata on working hours	36	37	33
Everybody got the same amount	26	**36**	**45**
Differentiated by role	**22**	13	10
Pro-rata on length of service	8	7	6
Pro-rata on seniority	**8**	4	2
Don't know	14	11	9

Source: MORI

Headteachers are more likely than other staff groups to report that the award was distributed according to working hours (48%) or that it was differentiated by staff role (22%). Overall, one in eight teachers, and around one in six teaching and non-teaching support staff, do not know how their award amount was calculated.

Those who are 'very or fairly satisfied' with the distribution overall are more likely than others to report their award was calculated on the basis of working hours (38%, compared with 20% of those who are dissatisfied or who hold no opinion).

How the award was calculated

Q   As far as you know, how was the amount of each award calculated?

Distribution problems   No distribution problems

	Distribution problems	No distribution problems
Pro-rata on working hours	46%	35%
Everybody got the same amount	30%	35%
Differentiated by role	25%	15%
Pro-rata on length of service	4%	8%
Pro-rata on seniority	4%	5%
Don't know	10%	11%

Base: Staff in award winning schools (951)   Source: MORI

Deciding how the award was allocated

Headteachers were asked how straightforward or not the allocation decision was, in terms of calculating *how much* each member of staff should receive. Half of them felt the decision was 'very straightforward' (51%) with a further third finding it 'fairly straightforward' (34%).   Four out of five governors surveyed agreed that the decision was straightforward (N=42).

There were differences between schools – with those in secondary and nomination schools more likely than primary Headteachers to have found the decision 'very straightforward' (59% and 62%, compared with 36%). Conversely, primary Headteachers were more likely to have found the decision 'not very straightforward' (14%, compared with 4% in secondary schools).   Headteachers in nomination schools appeared to have had the least difficulty in reaching a decision about the award allocation.

C9. How straightforward or not was the allocation decision? By this, I mean HOW MUCH each member of staff was to receive.

	Primary	Secondary	Nomination
Base: Headteachers in award-winning schools (203)	*(78)* %	*(75)* %	*(50)* %
Very straightforward	36	**59**	**62**
Fairly straightforward	**42**	27	32
Not very straightforward	**14**	4	-
Not at all straightforward	8	11	6
			Source: MORI

Among the minority who had difficulties with the allocation decision, over a quarter (28%) would not use the money to fund staff bonuses again, compared with just 11% of those who felt that the allocation was straightforward.

Method of allocation

The overwhelming majority of staff (87%) would recommend using the same method of allocation if their school wins another award.

However, the findings vary significantly by school and staff type. Staff in secondary schools are more likely to recommend the same method of allocation compared to staff in primary schools (89% and 84% respectively) and non-teaching support staff are more likely than any other staff types to prefer the same method (94% compared to 87%, 86% and 84%). This possibly reflects the fact that support staff are generally more satisfied with the amount they received than teachers and Heads.

The main changes cited by those who want to alter the method of allocation are dividing it into equal amounts (16%) and sharing it among *all* staff working at the school in the year of the award (16%).

H3. What specifically would you change about how the award was distributed?

	%
Base: All who would change the method of allocation (123)	
Divide it into equal amounts	16
Share it among all staff working at the school in the year of the award	16
Have more consultation among staff at the school	13
More money for staff who had an impact on the achievement	11
Pro rata on working hours	10
Use it for school facilities/projects	7
DfES should specify how the money is used	4
Review the method of allocation	3
Make it more public as to how much different staff received and why	3
Scrap the cash award/the money is not important	2
Only give it to teaching staff	2
Only give it to support staff	2

Source: MORI

Among governors who would prefer to change the method of allocation, having more consultation among staff at the school is their main priority.

Use of award money for individual staff bonuses

The vast majority (85%) of staff in award-winning schools would still use the award money to spend on individual staff bonuses if they were given the choice.

The main suggestion by the minority who would change the way the award money is spent is to pool the money together to spend on academic equipment and books (59%).

'I would use it for the staff and for the benefit of the whole school, for example, training courses and new equipment'

Member of staff, in award-winning school

'I would choose to allocate 75% to staff and 25% to be spent on the school. In that way everyone including the pupils could share in the recognition of winning the award and it would be a lasting tribute'

Member of staff, in award-winning school
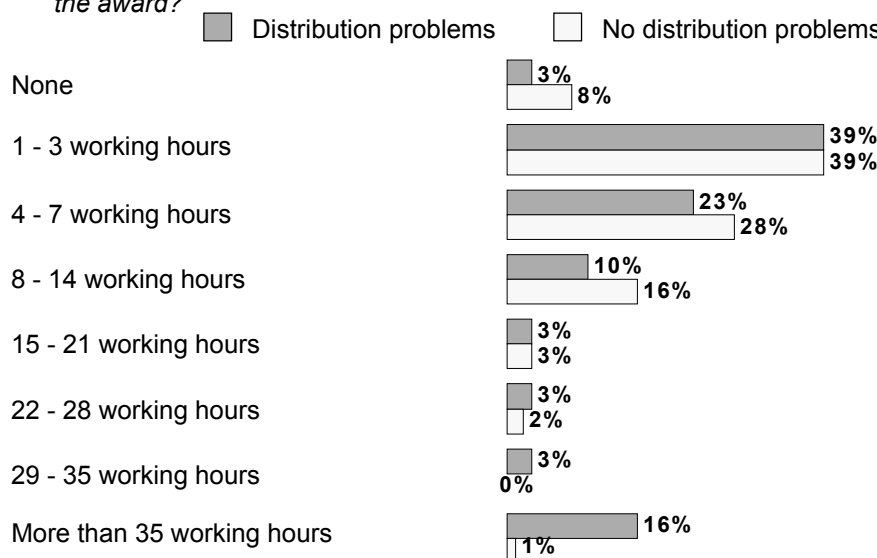
8. Impact of the distribution process

In this chapter we explore the impact of the distribution *process*, including whether and why the process caused contention within schools, and perceptions of fairness about the distribution itself – *who* got an award - and the allocation of the award amount - *how much* staff received.

Impact on workload

For the majority of Headteachers, organising the award distribution meant little extra workload, with around two in five spending between 1 and 3 working hours, and a further three in ten between 4 and 7 working hours. However, in a small minority of cases, specifically where there had been problems with the award distribution, Headteachers spent the equivalent to a full working week.

Time spent on distribution

Q How much time did you personally spend on organising the distribution of the award?

█ Distribution problems   ☐ No distribution problems

None	3% / 8%
1 - 3 working hours	39% / 39%
4 - 7 working hours	23% / 28%
8 - 14 working hours	10% / 16%
15 - 21 working hours	3% / 3%
22 - 28 working hours	3% / 2%
29 - 35 working hours	3% / 0%
More than 35 working hours	16% / 1%

Base: Headteachers in award winning schools (203)   Source: MORI

One in three governors did not spend any time on the award distribution (N=14), with around half spending between 1 and 3 working hours (27).

Perceptions of 'fairness'. . .

. . . of who got an award

All staff were asked how fair they thought the distribution of the award was in their school. The overwhelming majority felt that it was 'very fair' (68%), with staff in nomination schools and secondaries more likely to say this. Fewer

than one in ten staff (7%) deemed the distribution to be unfair. The governors' survey findings corroborated this.

C14a. How fair did you think the distribution of the award was? By distribution, I mean WHICH staff within the school received an award.

	Primary	Secondary	Nomination
Base: All staff in award-winning schools (951)	*(348)* *%*	*(362)* *%*	*(241)* *%*
Very fair	60	**69**	**79**
Quite fair	**23**	**20**	12
Neither fair nor unfair	6	5	5
Quite unfair	**7**	5	2
Very unfair	**4**	1	2

Source: MORI

As might be expected there is a strong link between perceptions about the fairness of the distribution and overall satisfaction with it. Nine in ten who were very or fairly satisfied with the distribution also felt that it was fair (93%). In comparison, less than half of those who were dissatisfied with the distribution process (45%) felt that the way in which the award was distributed was fair.

Reasons for saying the distribution was fair

The overwhelming reason why staff felt the decision on how to distribute the award was fair was that it recognised the contribution made by *all staff* at the school. Staff in secondary and nomination schools were more likely to report this than those in primaries.

Non-teaching support staff were more likely than other staff groups to feel the award distribution was fair specifically because they themselves had been included in it (17%, compared with 10% overall).

> *'We are a big team and I think it is only fair that we all get a share'*
>
> Member of staff, award-winning school

Reasons for saying the distribution was unfair

Given the small proportion of staff who felt the distribution was unfair, reasons for this were diverse, reflecting the particular circumstances in some schools (and possibly, individual 'gripes' with the award). The main reasons here were that only those with the most impact on pupils' attainment should have received a share of the award, and that various staff groups had been

excluded (namely teaching and non-teaching support staff, and long-term contract staff).

> *'I think it is unfair because of the difference in workload. Teachers have to do planning etc. whereas support staff don't'*
>
> Member of staff, award-winning school

> *'Because I spent more time with the pupils than the lunchtime supervisors'*
>
> Member of staff, award-winning school

. . . And how much staff received

All staff were asked how fair they thought the allocation of the award was in their school – this was defined as 'the amount of money that different staff received'. Again, the vast majority found this to be fair (83%) – with six in ten finding it 'very fair' and fewer than one in ten finding it unfair. Staff in nomination schools were more likely than others to find the allocation 'very fair'. Governors' findings again were consistent with those of the main survey.

Among staff groups, Headteachers (69%) and non-teaching support staff (65%) were also more likely than others overall to find the allocation 'very fair', as the table below shows.

C15a. How fair did you think the allocation of the award was?

TOP 6 MENTIONS

	Heads	Teachers	Teaching support	Non-teaching support
Base: All staff in award-winning schools (951)	*(203)* *%*	*(428)* *%*	*(156)* *%*	*(168)* *%*
Very fair	**69**	57	49	**65**
Quite fair	21	25	26	20
Neither fair not unfair	3	10	**17**	11
Quite unfair	4	5	6	2
Very unfair	2	3	2	2

Source: MORI

Reasons for saying that the allocation was fair

The main reason for judging the allocation of the award to be fair was that all staff received an equal amount. This was followed by a feeling that the distribution of the award had been fair, and recognition for working in a team.

> *'It was done in a way that made the whole school feel good about the achievement'*
>
> Member of staff in award-winning school

> *'We established clear criteria that governed how much each member of staff got'*
>
> Member of staff in award-winning school

Reasons for saying that the allocation was unfair

The main reasons for judging the award allocation to be unfair again centred on distinctions between different groups of staff. These included that teachers *deserved* more money than non-teaching staff, teachers *received* more money than non-teaching staff, and senior managers deserved more money than other staff.

> *'Only the people involved with the pupils should have received the award'*
>
> Member of staff, award-winning school

Feedback to Headteachers and governors

Just over three-quarters of Headteachers received some feedback from staff about how the award was distributed (77%).

Governors were less likely to receive feedback from staff than Headteachers, even so, six in ten of those surveyed said they had received some (N=30).

In the majority of cases, feedback was largely positive (85%). Governors reported a similar level of positive feedback (N=26 out of 30). Moreover, almost three-quarters of the governors surveyed judged that the award distribution had been 'very well received' (72%).

> *'Everybody was very pleased, I didn't have any negative feedback at all. And I also had several letters or cards from staff who had left the school thanking me for their share'*
>
> Headteacher, award-winning school

Among schools where the distribution decision caused problems, more than nine in ten (94%) of headteachers received feedback from their staff.

The nature of feedback does vary across school type, with Heads in nomination schools most likely to have received positive feedback (93%) and those in primary schools more likely to have received a degree of negative feedback (22%).

Did the distribution process cause any problems in schools?

All staff were asked whether the decision about the distribution process had caused any problems within their school or not, and how significant these problems were. In most schools, the distribution process was a smooth one, with nine in ten staff reporting that, as far as they were aware, it had not caused any problems (90%).

Staff in primary schools are twice as likely as those in nomination schools, and almost twice as likely as those in secondary schools, to report that their school encountered problems with the distribution process (14% compared with 7% and 8% respectively). However, it should be noted that even amongst primary schools, only a small minority experienced problems in deciding on how to distribute the award.

C16a. As far as you are aware, did the decision process on how to distribute the award cause any problems within your school or not?

	Primary	Secondary	Nomination
Base: All staff in award-winning schools (951)	*(348)* *%*	*(362)* *%*	*(241)* *%*
Yes	**14**	8	7
No	85	89	91
Don't know	1	3	2

Source: MORI

Of the small number of staff who reported problems in deciding on how to distribute the award, half (53%) considered them to be 'very' or 'fairly' significant. Staff in primary schools were particularly likely to deem problems as significant.
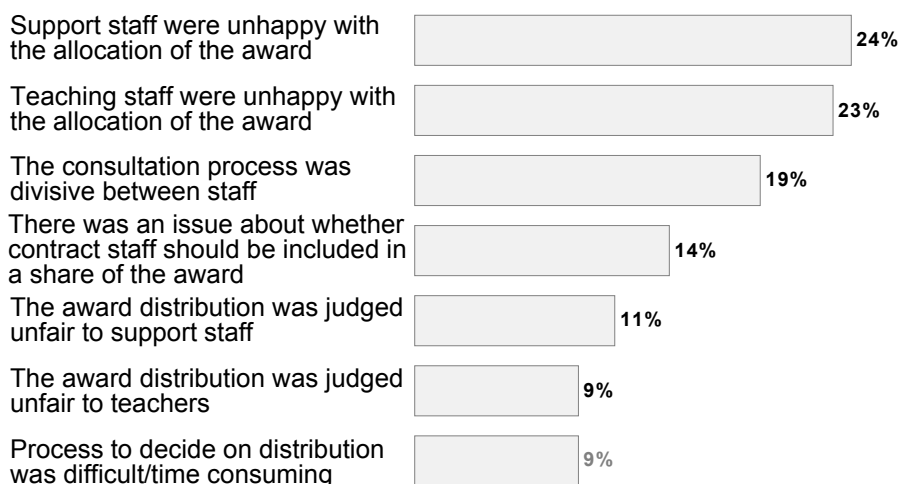
Overall, the findings from this survey do point to a strong link between difficulties over the distribution decision within schools and overall dissatisfaction with SAAS.

What were the main problems?

Staff who said that the distribution process caused problems in their school were asked to specify what problems they had encountered. The results show an even division between staff who say *support staff* were unhappy with the allocation of the award (24%) and those who say *teaching staff* were unhappy with the allocation of the award (23%). A further two fifths felt that the consultation process itself was divisive between staff at their school (19%).

Problems caused by award distribution

Q What problems did it cause?

Support staff were unhappy with the allocation of the award	24%
Teaching staff were unhappy with the allocation of the award	23%
The consultation process was divisive between staff	19%
There was an issue about whether contract staff should be included in a share of the award	14%
The award distribution was judged unfair to support staff	11%
The award distribution was judged unfair to teachers	9%
Process to decide on distribution was difficult/time consuming	9%

Base: All who had problems with the distribution of the award in their school (93)   Source: MORI

Those who were dissatisfied with SAAS overall are more likely to say that the consultation process was divisive between staff, compared to those who were satisfied with it (38% vs. 9%).

Satisfaction with the distribution of the award

All staff were asked how satisfied or dissatisfied they were *personally* with the distribution of the award.   Nine in ten said they were satisfied (90%) – including around two-thirds who were 'very satisfied' (67%).

Staff in secondary and nomination schools are more likely to report that they are 'very satisfied' with the distribution of the award than those in primaries (69% and 73% respectively, compared with 60%). Almost one in ten primary school staff were dissatisfied with the distribution of the award (9%).

C17a. Overall, how satisfied or dissatisfied were you personally with the distribution of the award?

	Primary	Secondary	Nomination
Base: All staff in award-winning schools (951)	*(348)* %	*(362)* %	*(241)* %
Very satisfied	60	**69**	**73**
Fairly satisfied	**28**	22	18
Neither satisfied nor dissatisfied	4	5	2
Fairly dissatisfied	**6**	2	3
Very dissatisfied	3	2	4

Source: MORI

The table below shows that non-teaching support staff were more likely than any other staff group to say they were 'very satisfied' with the distribution of the award, with three-quarters being 'very satisfied'. Headteachers were more likely than teachers to be satisfied with the distribution of the award overall, reflecting that they were also more likely to consider that the award distribution was fair.

C17a. Overall, how satisfied or dissatisfied were you personally with the distribution of the award?

	Heads	Teachers	Teaching support	Non-teaching support
Base: All staff in award-winning schools (951)	*(203)* %	*(428)* %	*(156)* %	*(168)* %
Very satisfied	67	67	58	**77**
Fairly satisfied	**27**	21	30	15
Neither satisfied nor dissatisfied	-	5	6	3
Fairly dissatisfied	4	4	4	2
Very dissatisfied	3	3	2	3

Source: MORI

Reasons for satisfaction with the distribution of the award

The overwhelming reason for satisfaction with the distribution of the award was that it was seen as fair and equal. Headteachers cited this in particular.

The majority of non-teaching support staff reported that the main reason they were satisfied was as a result of receiving a share of the award when they had not expected to.

> *'It was totally inclusive'*
>
> Member of staff, award-winning school

> *'It was the first time we received something like this so it was nice to be appreciated'*
>
> Member of staff, in award-winning school

On the other hand, teaching staff were more likely to cite getting more than they expected, as a reason for being satisfied with the distribution of the award, in comparison with non-teaching staff.

Staff who were very or fairly satisfied with SAAS overall were more likely than others to be positive about the distribution because they had received a share of the award when they had not expected to (28%, compared with 16% of

those who were dissatisfied with the scheme). They were also almost three times more likely to cite that the award was recognition for working in a team (16% compared with 6%).

Reasons for dissatisfaction with the distribution of the award

The main reasons why a minority of staff were dissatisfied with the award distribution centred on the view that some staff deserved to get more money than others. This view was more common among primary school staff and teachers, compared to other schools and staff groups.

> *'I'm uneasy with the whole principle. It has caused some divisions between the staff. Some teachers thought that teaching support staff should not get a share'*
>
> Member of staff, in award-winning school

The other main reason for dissatisfaction with the award was that the amount was less than expected.

> *'Once it is divided up among everyone and taxed, the amount given to a large school is paltry'*
>
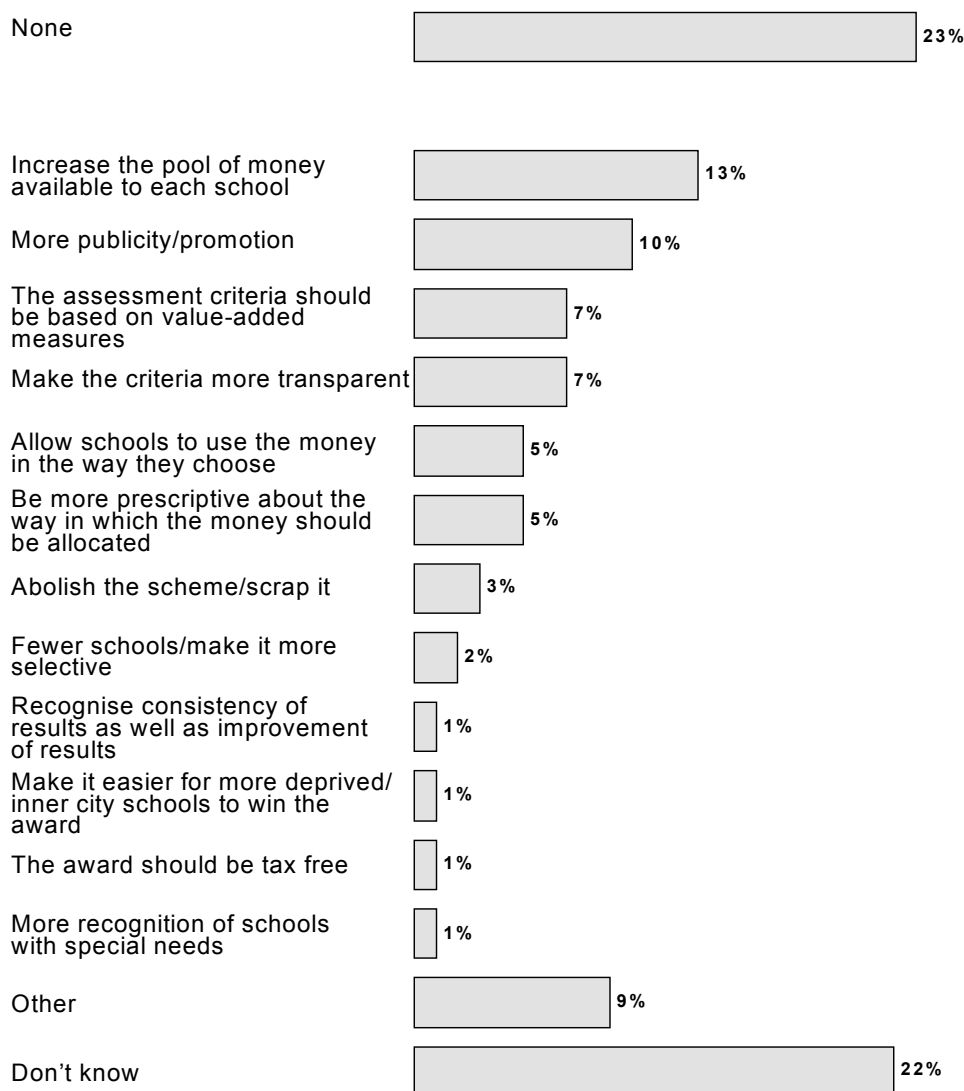> Member of staff, in award-winning school

9: Future changes to the SAAS?

In this chapter we explore what improvements staff would make to the award scheme, if any.

All four audiences were asked what changes, if any, they would make to SAAS if they were in charge of it. Around half (54%) of staff in award-winning schools would make changes, the most frequently cited being increasing the pool of money available to each school (13%) and more publicity/promotion (10%).

Suggested changes to the SAAS

Q	Finally, if you were in charge of the SAAS, what if any changes would you make?

Change	%
None	23%
Increase the pool of money available to each school	13%
More publicity/promotion	10%
The assessment criteria should be based on value-added measures	7%
Make the criteria more transparent	7%
Allow schools to use the money in the way they choose	5%
Be more prescriptive about the way in which the money should be allocated	5%
Abolish the scheme/scrap it	3%
Fewer schools/make it more selective	2%
Recognise consistency of results as well as improvement of results	1%
Make it easier for more deprived/inner city schools to win the award	1%
The award should be tax free	1%
More recognition of schools with special needs	1%
Other	9%
Don't know	22%

Base: Staff in award winning schools (951)   Source: MORI

'There should also be a set amount allocated by government for each staff member according to job title'

Member of staff, in award-winning school

'The award should be higher profile, for example, the MP or Director of Education presenting the award at the school. Make sure all staff are included not just the teaching staff'

Member of staff, in award-winning school

However, support staff were significantly less likely to suggest changes to the scheme (36% of teaching support staff and 38% of non-teaching support staff would make no changes compared to 18% of teachers and 13% of Heads). Headteachers and teachers were more likely to suggest increasing the pool of money available to each school (17% and 16% compared to 6% and 8% respectively) and basing the assessment criteria on value-added measures (15% and 9% compared to 1% and 1% respectively).

'The statistics based on continuous improvement can be misleading. Year on Year statistics do not compare the same children. This means a school could be working very hard with a difficult year and not get the recognition and vice versa'

Member of staff, in award-winning school

'It is wrong to give an award based on SATS as it does not truly represent the progress of children. To get a true impression of progress, SATS need to be compared with a baseline test when children arrive at the school. Some children will never achieve the national average but that does not mean they have not improved or that there has not been enough effort on the teachers part'

Member of staff, in award-winning school

Staff in non award-winning schools were more forthcoming with changes, although, sometimes their suggestions may have reflected a lack of awareness and understanding about the scheme. Their most frequently mentioned ideas for how to alter the scheme include more publicity/promotion (27%), providing more information to schools about SAAS (14%) and basing assessment criteria on value added measures (11%).

'The awards should not be completely tied-in to key stage or GCSE results. Staff and pupils make a community contribution to the school and we are focused on the development of the whole child. The award should therefore recognise extra-curricular activities'

Member of staff, in non award-winning school

A quarter of governors (26%) would make no changes to the award. However, their top three mentions included raising the awareness of the award/making it more transparent (8%), the award having a higher local/national profile with the press (8%) and the revision of the award distribution (8%).

The most frequently cited change by LEA representatives was more collaboration between schools and LEAs completing the form (three out of the 25).

Appendices