

The Achievement for All Schools Programme

Achievement for All 



Achievement for All:

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What is the Achievement for All Programme?

A framework for whole school improvement that focuses on students who are vulnerable and disadvantaged, including children identified with SEN (special educational needs), Looked After Children and those receiving Free School Meals



From the Lamb Inquiry 2009 to the Children and Families Act (2014)

“There needs to be a much clearer focus on both attainment and wider outcomes for disabled children and children with SEN (special educational need) at every level of the system.”

(Brian Lamb, OBE, 8 December 2008)

- 2012: *“to ensure schools have access to what works well the government has funded the national roll out of Achievement for All to all schools in England”*. (SEN Green Paper Response: DfE)
- 2013: *“As the committee notes in its report, we are enabling all schools to benefit from the highly successful Achievement for All approach....and we will reflect the key features of that approach in the Code of Practice.”*
(Children and Families Bill, contextual information and responses to pre-legislative scrutiny)

- Working with over 2000 schools across the UK
- More than one million pupils have had access to the Achievement for All Programme
- The Average Point Score gain in reading, writing and maths is **4.4** across the 650 schools completing the first year of the programme, compared with 3 for all children across England
- Improved parental and carer engagement
- Improved pupil attendance and behaviour
- Teachers reporting increased confidence in tailoring their teaching to meet the specific needs of pupils in their classes

The Achievement for All Schools Programme

Impact evidence

Average progress² made by Achievement for All target pupil groups to December 2013

Primary

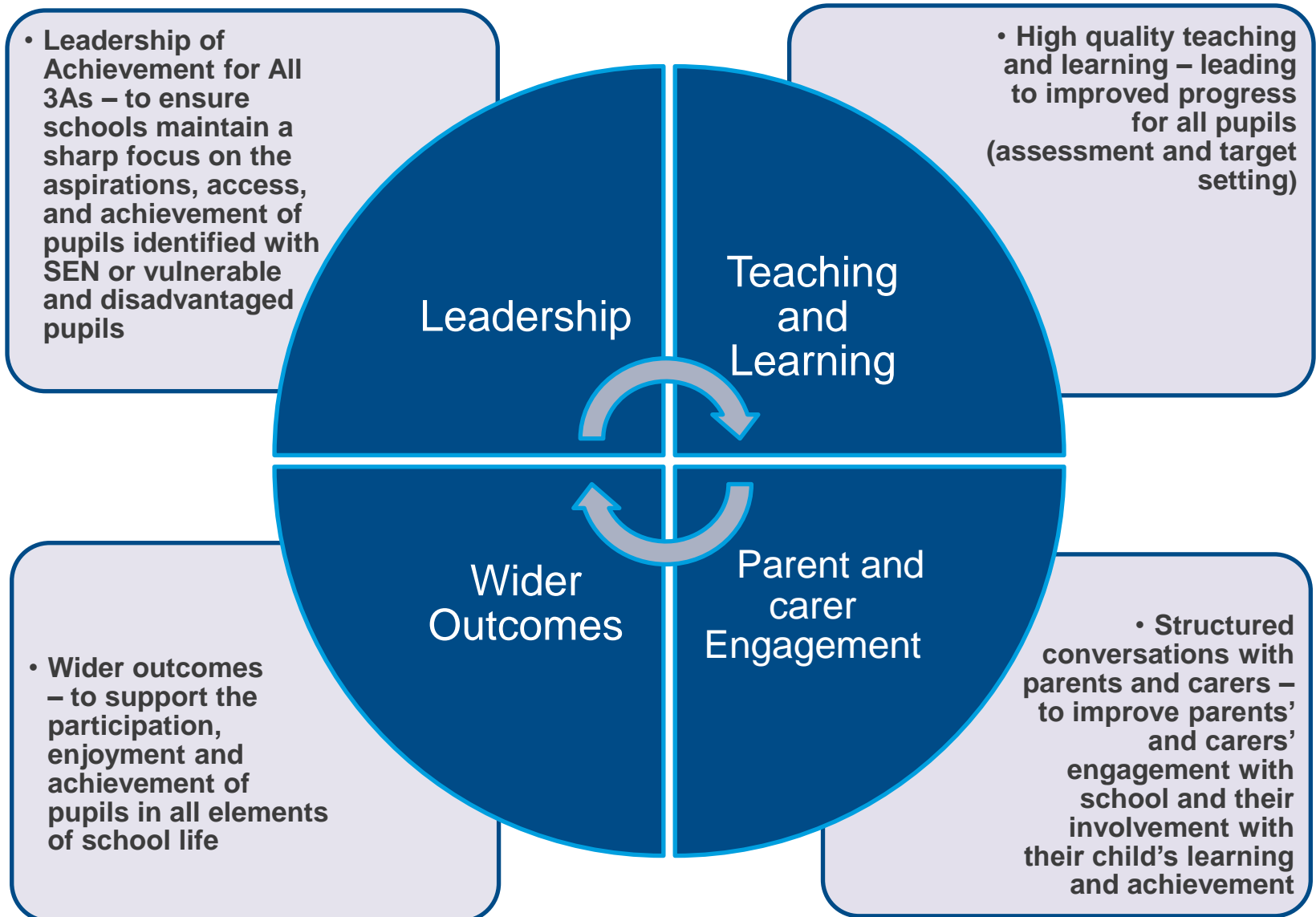


Secondary



²Methodology and analysis validated by PwC April 2014 based on a sample of 617 Achievement for All schools over three terms

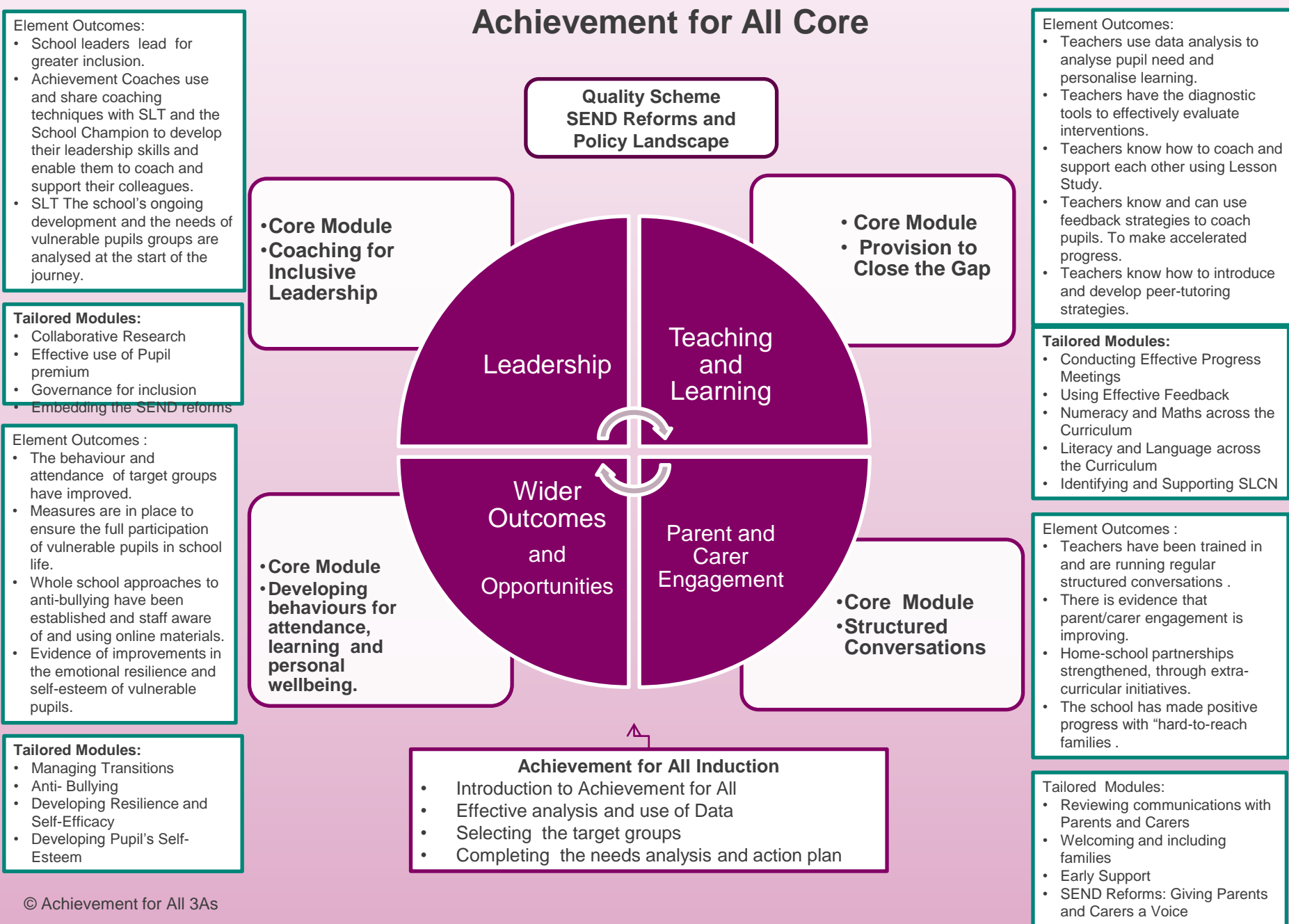
The Four Elements



The Schools Programme has recently been enhanced with content and materials refined offering

- Core elements
- Module elements
- Other bespoke elements

Achievement for All Core



Leadership

Core module:

Coaching for Inclusive Leadership

Tailored modules

Effective use of pupil premium
Governance for Inclusion
Collaborative Research
Embedding SEND reforms

High Quality Teaching and Learning

Core module:

Provision to Close the Gap

Tailored Modules:

Conducting effective progress meetings
Using Effective Feedback
Speech, Language and Communication
Numeracy and Maths across the Curriculum
Literacy and Language across the curriculum

Wider Outcomes and Opportunities

Core Module:

Developing behaviours for attendance, learning and personal well-being

Tailored Modules:

Managing Transitions
Anti-Bullying
Developing resilience and self-efficacy

Parental Engagement (birth and foster parents)

Core Module:

Structured Conversations

Tailored Modules:

Reviewing communications with parent and carers
Welcoming and including families
Early Support
SEND reforms: giving parents and carers a voice

The work and approach of the Achievement for All Schools Programme is referenced in Chapter 6 (guidance for schools) of the **SEND Code of Practice** (DfE, 2014).

The Schools Programme will support you in **implementing the requirements** of the new Code.

- Schools identify a School Champion to lead the programme
- An Achievement Coach is assigned and visits regularly
- Achievement for All materials & access to Community of Practice
- Network meetings to share good practice

The process

- Identify target pupils
- Undertake a needs analysis
- Whole school introduction to Achievement for All
- Training in structured conversations for key teachers
- School improvement activities
- Baseline data and termly reporting

Parental engagement and the Structured Conversation

- Structured conversations are a vehicle for **changing the dynamic of school-parent relationships**.
- **Parents and carers are listened to and given a voice**. They contribute to planning and target-setting
- Structured conversations are **purposeful**
- Active **partnerships** are forged between school and home
- **Key Teachers** are trained to use the structure (*Explore, Focus, Plan, Review*) and skills of
 - ✓ active listening
 - ✓ paraphrasing and reflecting back
 - ✓ summarising
 - ✓ choice points

Achievement for All provides a system of measurement and accountability that will support **Ofsted** inspections and effective use of **Pupil Premium**, enabling you to demonstrate improved rates of progress for vulnerable and disadvantaged pupils.

Pupil Premium funding can be used to fund The Achievement for All Schools Programme.

The Achievement for All Schools Programme is **part-funded by the DfE** and delivered by Achievement for All 3As, an independent education charity.

The charity draws from a number of grants and pricing bands reflect feedback from schools to ensure it is **accessible to schools of any size**.

The Achievement for All Schools Programme Pricing

School Price Band	Annual price (exc. VAT)	Number of FSM Pupil Premium Payments to cover fees
Very small schools (100 pupils or less)	£2,000	2
101-220 pupils	£6,800	5-7
221-440 pupils	£7,150	6-8
440+ pupils	£7,500	6-8

All prices shown are the annual fees for each year of the initial two-year Schools Programme and are exclusive of VAT

“It’s about whole school change. You know this is happening by listening to the type of conversations that teachers have now. When the language changes – that’s when you know that a programme has had a fundamental impact.”

Julia Hunt, Head teacher
Brightlingsea Infant School, Essex
Achievement for All Ambassador

AfA at St. Mary's

Leadership & Management

- Raised the profile of using APS for monitoring progress
- Engaging with AfA governor who now has a good understanding of priorities

Impact

- A developing awareness amongst staff of movement within a sublevel
- An embedded ethos of improving outcomes for vulnerable learners

AfA at St. Mary's

High Quality Teaching & Learning

- Specificity of target setting
- written feedback based on APP

Impact

- Highly specific targets given in SC with clear evidence of these targets being met. A year 5 student moved from 1A-2C+ in three weeks
- Increasing consistency of written feedback with student dialogue becoming evident

AfA at St. Mary's

Structured Conversation

- Extensive work with class teachers on maximising the role of the SC including supporting parents with materials to enable the child to achieve the targets

Impact

- Several *hard to reach* parents now engaged
- Clear evidence of targets being met
- Several students making 3APS progress within weeks of the SC

AfA at St. Mary's

Wider Outcomes

- Focus groups with children in AfA cohorts
- Development of a sewing club based on interests that have emerged from SC

Impact

- AfA specific activities for the cohorts
- Children very keen to meet again to discuss their progress with their teacher and SENCo

QUALITY FRAMEWORK

School Status

presented to all schools on joining Achievement for All to recognise their engagement with the programme and their membership of the Achievement for All community

Quality Mark

for schools engaged in Achievement for All during the two-year programme that can demonstrate positive outcomes against each of the four elements

Quality Lead

for schools engaged in Achievement for All during the two-year programme that can demonstrate exceptional progress and significant leadership against each of the four elements

ACHIEVEMENT FOR ALL 3As

Transforming the lives of vulnerable children,
young people and their families by raising
educational aspirations, access and achievement.

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