

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

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

Primary

Ofsted expectation: 3 APS per year



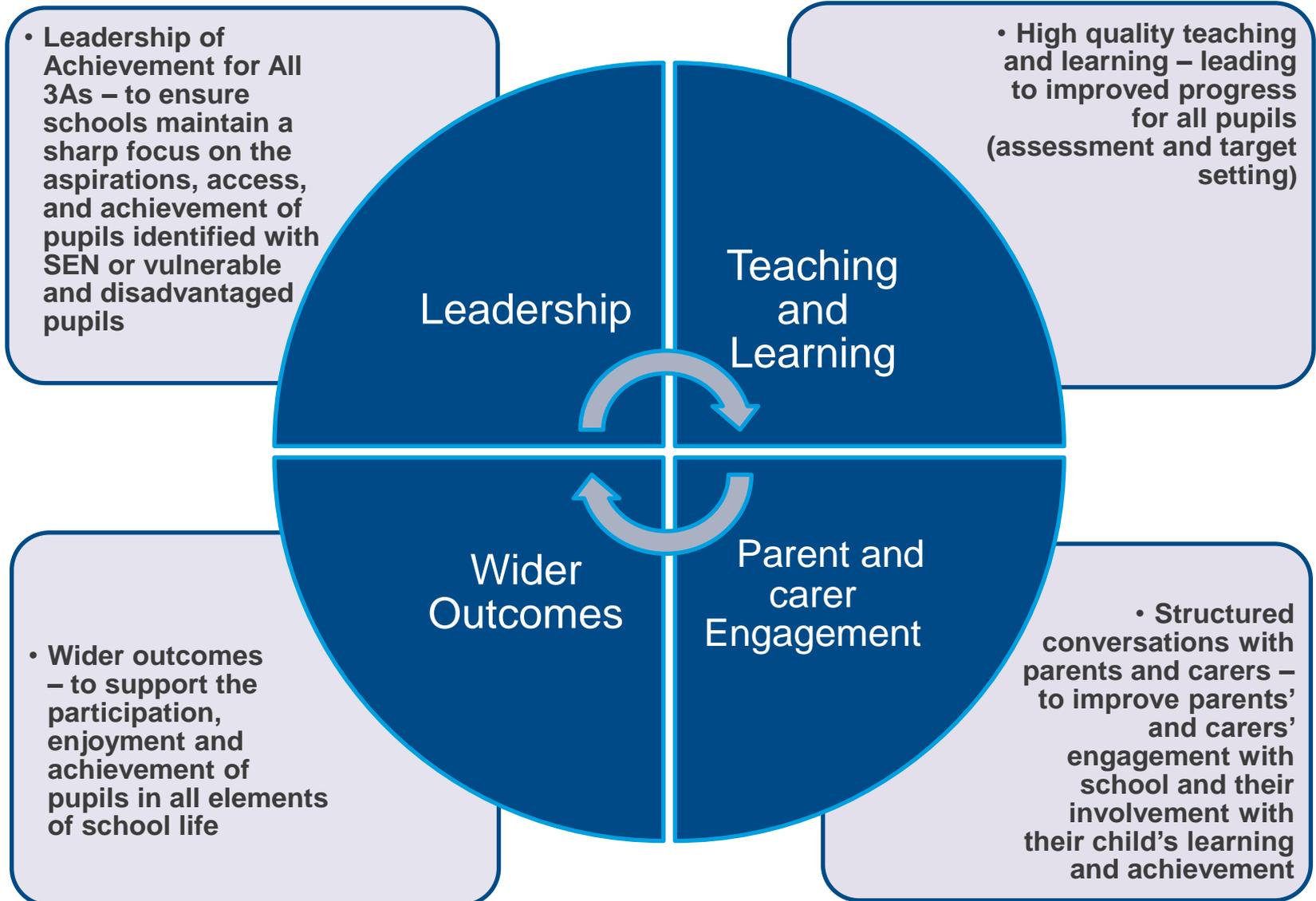
Secondary

Ofsted expectation: 4 APS per year



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

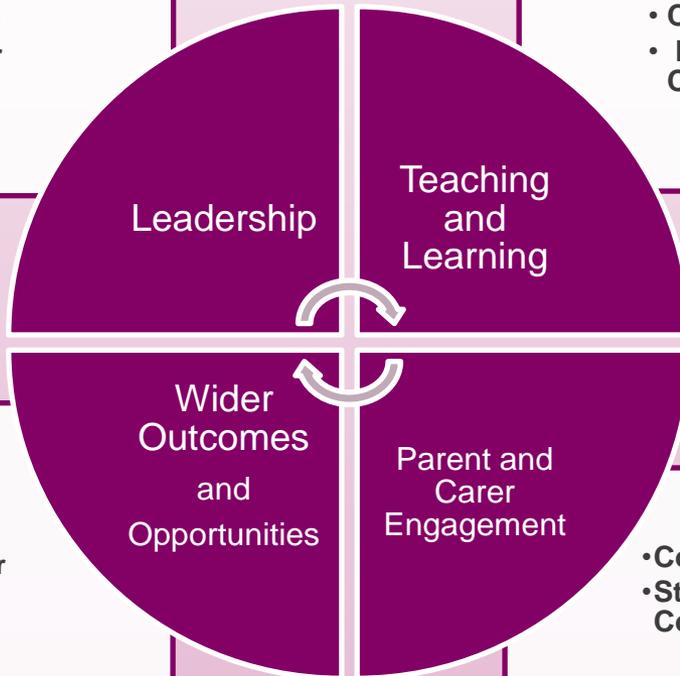
- Core elements
- Module elements
- Other bespoke elements

Achievement for All Core

**Quality Scheme
SEND Reforms and
Policy Landscape**

**•Core Module
•Coaching for
Inclusive
Leadership**

**• Core Module
• Provision to
Close the Gap**



**•Core Module
•Developing
behaviours for
attendance,
learning and
personal
wellbeing.**

**•Core Module
•Structured
Conversations**

Achievement for All Induction

- Introduction to Achievement for All
- Effective analysis and use of Data
- Selecting the target groups
- Completing the needs analysis and action plan

Element Outcomes:

- School leaders lead for greater inclusion.
- Achievement Coaches use and share coaching techniques with SLT and the School Champion to develop their leadership skills and enable them to coach and support their colleagues.
- SLT The school's ongoing development and the needs of vulnerable pupils groups are analysed at the start of the journey.

Tailored Modules:

- Collaborative Research
- Effective use of Pupil premium
- Governance for inclusion
- Embedding the SEND reforms

Element Outcomes :

- The behaviour and attendance of target groups have improved.
- Measures are in place to ensure the full participation of vulnerable pupils in school life.
- Whole school approaches to anti-bullying have been established and staff aware of and using online materials.
- Evidence of improvements in the emotional resilience and self-esteem of vulnerable pupils.

Tailored Modules:

- Managing Transitions
- Anti- Bullying
- Developing Resilience and Self-Efficacy
- Developing Pupil's Self-Esteem

Element Outcomes:

- Teachers use data analysis to analyse pupil need and personalise learning.
- Teachers have the diagnostic tools to effectively evaluate interventions.
- Teachers know how to coach and support each other using Lesson Study.
- Teachers know and can use feedback strategies to coach pupils. To make accelerated progress.
- Teachers know how to introduce and develop peer-tutoring strategies.

Tailored Modules:

- Conducting Effective Progress Meetings
- Using Effective Feedback
- Numeracy and Maths across the Curriculum
- Literacy and Language across the Curriculum
- Identifying and Supporting SLCN

Element Outcomes :

- Teachers have been trained in and are running regular structured conversations .
- There is evidence that parent/carer engagement is improving.
- Home-school partnerships strengthened, through extra-curricular initiatives.
- The school has made positive progress with "hard-to-reach families .

Tailored Modules:

- Reviewing communications with Parents and Carers
- Welcoming and including families
- Early Support
- SEND Reforms: Giving Parents and Carers a Voice

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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