

Ending the cycle of 'forever failures'



1 in 5 children born in 2000 are at risk
of becoming NEET

(Impetus- PEF, 2014)

Achievement for All 3As: who are we?

Vision

A world in which all vulnerable and disadvantaged children and young people can develop their skills, interests and capabilities to achieve.

Mission

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

**“Enabling every child to be the best
they can be regardless of
background, challenge or need”**



***‘Achievement for All’s work proves ALL children can make progress
with the right approach’***

The Achievement for All Schools Programme was born out of the 2009 Lamb Inquiry.

Lamb's key concerns were:

The progress of children with special educational needs

The importance of the involvement of parents

The importance of social inclusion and participation

Why Achievement for All?

- Engaging parents and carers – too many are not involved in their child's learning and development.
- Moral purpose – too many students are not fulfilling their potential and are unhappy at school.
- Independence and fulfilling adulthood – too many special educational need students continue to be dependent on the State.

Achievement for All central to Government SEND Reform

- **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)
- **2014:** *“Many aspects of this whole school approach have been piloted by **Achievement for All**’ (6.4). And: ‘Many aspects of the approach set out in Chapter 6 draw on learning from the piloting and subsequent work of **Achievement for All**. (**SEND Code of Practice, 0-25, 2014**)*

SEND Reform is about.....

- A system that encourages aspiration and provides children with the support to achieve better outcomes, helping them strive to be the best they can be.
- A system that welcomes parents as valued partners in improving outcomes for their children.
- A system that values children with SEND, ensuring that they are welcome and happy members of their school community.

(Blandford and Knowles, 2013)

Code of Practice Guidance, schools will be most effective when they have:

- Structured approaches to engaging parents and children
- Systems to track and measure progress
- Staff with good levels of knowledge of SEND (CPD)
- Suitable teaching approaches (Quality Teaching and Learning)
- Differentiated teaching to meet individual needs
- Appropriate interventions

Education, Health and Care Plan: Parent Carer Engagement

*‘Effective engagement with parents and carers is crucial in the development of an Education, Health and Care Plan. Structured conversations between parents, carers and teachers were tested as part of developing the overall **Achievement for All** approach, which was shown to work well, as evidenced by the University of Manchester evaluation of the **Achievement for All** pilot’*

(SEND Pathfinder Information Packs (2013) 0-25 Coordinated Assessment Process and Education, Health and Care Plan (EHC) Plan: DfE/DOH)

- To extend this way of working into the world of early years settings and schools as an integral part of SEND reform.
- To model it for children with different levels of additional support need at different ages as the mechanism to:
 - improve the quality of engagement between schools and families
 - achieve Education Health and Care plans that are holistic and reflect the priorities and perspectives of both professionals and families (make family and person-centred planning the norm in schools)
 - identify and agree next steps and solutions.

Charles Desforges:

Pupil Age	Parent Effects	School Effects
7	0.29	0.05
11	0.27	0.21
16	0.14	0.51

The best programmes train academic and parenting skills:

Best effects:	Effect size
Parents helped to read to child	0.18
Parents helped to listen to child read	0.51
Parents helped to teach specific reading skills	1.15

Parents as Partners: What does it take?



**ARE WE
READY?**

Engaging with Parents and Carers

Purpose:

- To improve engagement with Parents and Carers
- To embed DfE policy changes in place in schools by September 2014
- Delivery in schools, LAs, CCGs and carers

Next steps

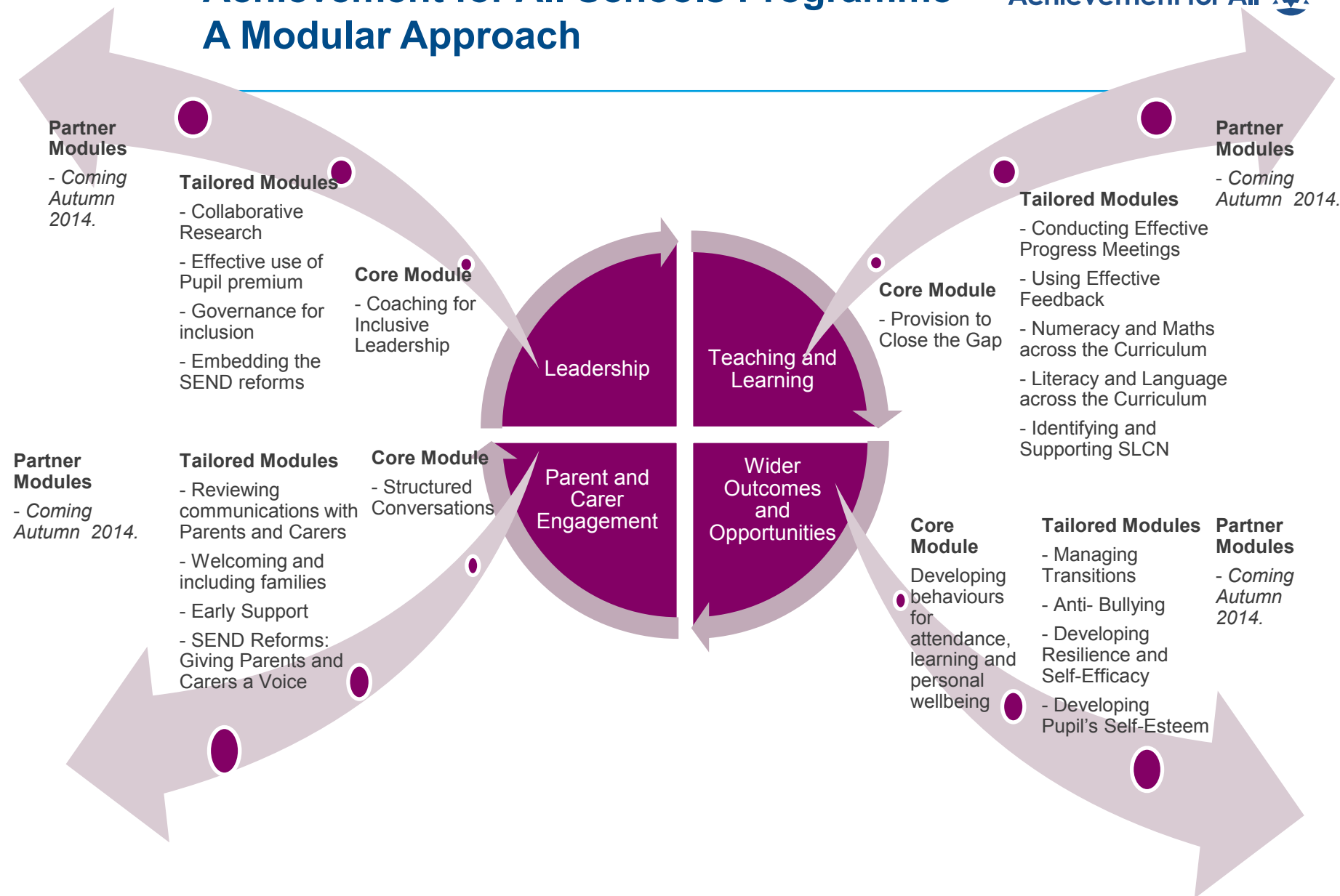
- Schools and LAs to read our website and complete the self-audit – FREE
- Training (on-line) is available on our website

- www.afa3as.org.uk/areweready

Achievement for All Schools Programme

A Modular Approach

Achievement for All 



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.

- Opened in 2009
- Smaller than average secondary school at the edge of a large housing estate.
- Students in lower years enter with average attainment; those in years 10 and 11 who came into the school have lower than average scores
- Consequently, the school was challenged to achieve floor targets in English and maths
- Other challenges- parent lack of education (few had further or higher education)

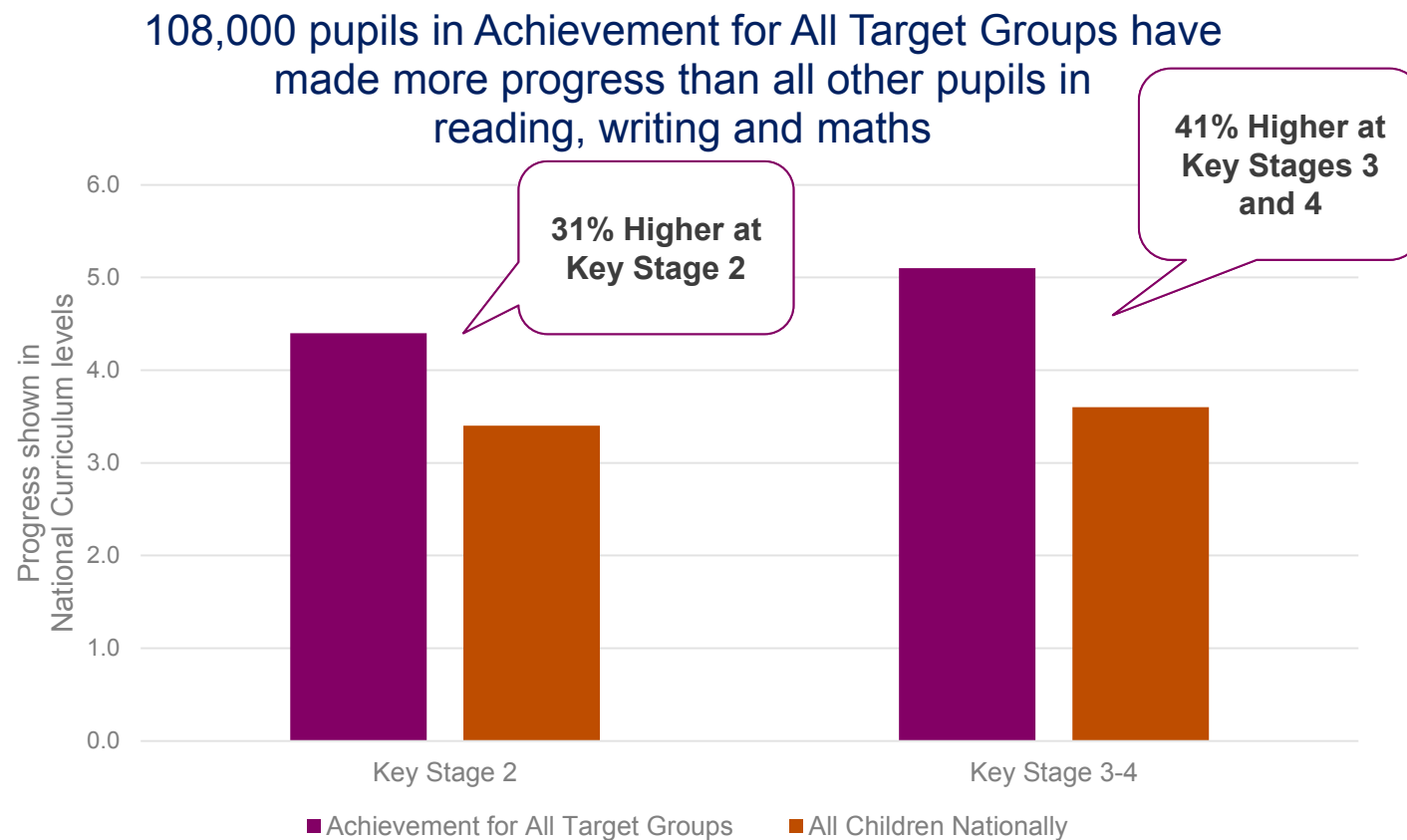
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- Highly pupil-focused -Progress for each student with a barrier to learning is reviewed at a weekly meeting
 - Mentoring programme introduced-secured 25% commitment from staff through volunteering (pupils accurately matched with what mentors could offer; staff had a number of mentees)
 - Structured conversations and focussed, managed meetings between parents and teachers
 - Workshops for parents- on managing home learning

'I am stunned by my son's results (GCSEs) and I can't thank you and the teachers enough'. (Parent: her son now has a place at college).

(In 2014, 46% of the Achievement for All cohort achieved 5A* - C GCSEs including English and Maths)

Achievement for All is working in partnership with c. 3500 schools throughout the country:

primary, secondary, special schools
and pupil referral units



“What we have found with Achievement for All is that although it has really helped us target particular groups, students across the school have benefited as well.”

Jacques Szemalikowski, Head teacher
Hampstead Secondary School, London
Achievement for All Ambassador

“In terms of progress the children supported by the programme are making faster progress than children who are not, and better than their peers nationally. It has encouraged us to think about how we can apply the approaches to all of our children.”

Justine Roberts, Head teacher

Normanton on Soar Primary, Nottinghamshire

Achievement for All Ambassador

92%

**Percentage of teachers who believe that the
Achievement for All programme represents
value for money**

83%

**Percentage of teachers who said they found
Achievement for All training to be of benefit
to them in their role**

Pupil perceptions: Learning and achieving

- **75% of pupils say that they like learning and enjoy lessons more now.**
- **71% of pupils say it is now easier to ask their teacher questions, and that their teachers listen to them more now**

- **77% of pupils feel that they listen and behave better in lessons now**

- **As a result of Achievement for All, Pupils feel that their peers don't pick on them like they used to and fewer parents are concerned that their child is being bullied**

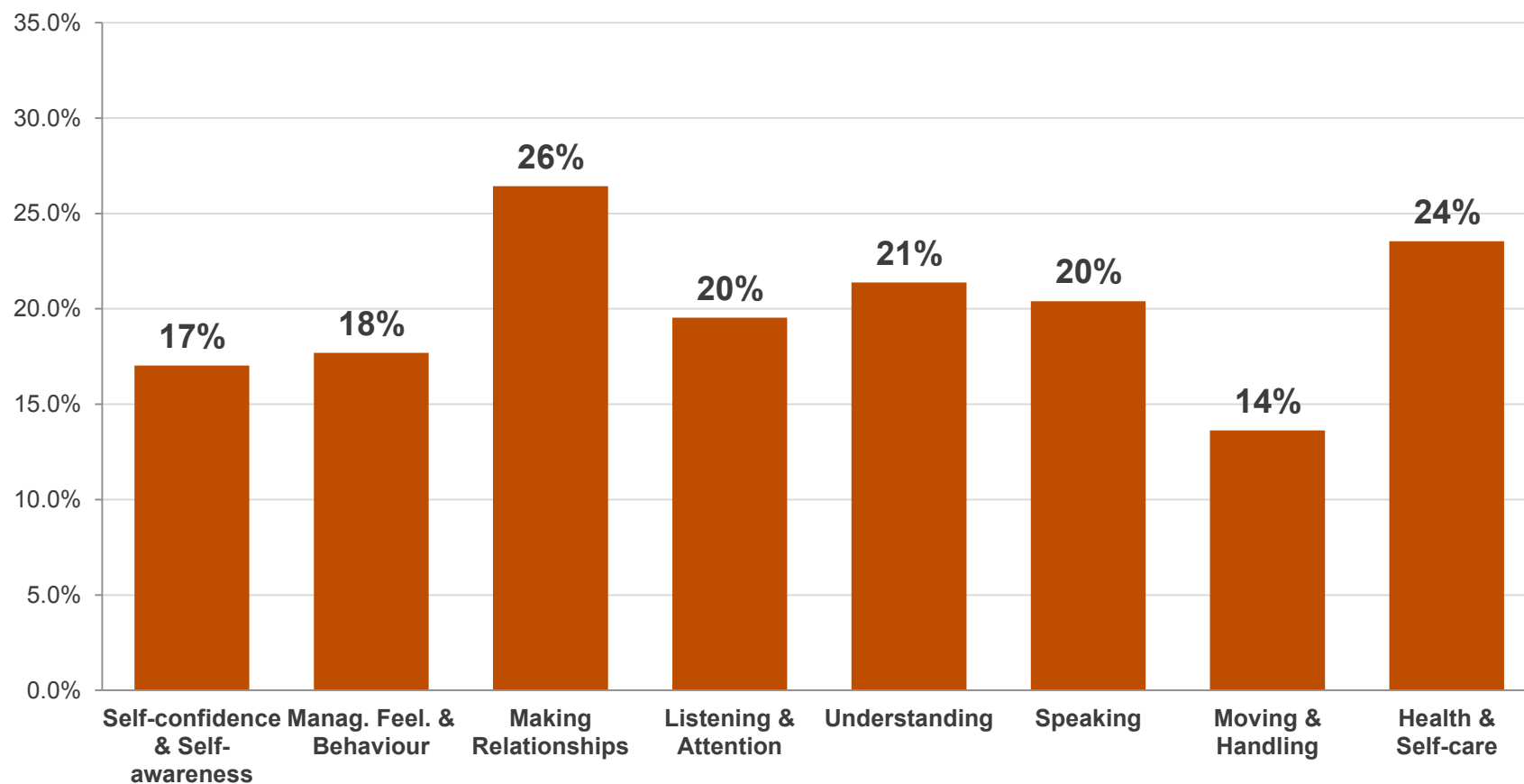
**11% improvement in attendance
for target pupils**

73%

Percentage of parents who now believe that
their child will do well in school compared to
48% prior to their involvement with
Achievement for All

- **84% of parents stated that they now have the means to support their child's learning.**
- **68 % of parents feel that their child talks with excitement about school following their involvement in Achievement for All, compared to 44% who had that view prior to Achievement for All.**
- **75% of parents say that their child is now confident**

Impact for Children in Achieving Early Target Groups showing the gains in the number of children meeting age expected attainment



Achieving Further:

- 5 colleges involved in the 6 month feasibility study funded by DfE and ETF
- 22 colleges involved in a foundation funded pilot beginning September 2014
- 97% of college staff surveyed reported this programme would be beneficial to the sector
- “The process has helped to trigger an early review involving professionals and family members and has resulted in an improvement in home to college communication.”
- “We are now finding that learners from the target groups are better behaved and more engaged. This has been put down to the fact that the staff are more aware of the issues that the learners face outside of the classroom. The conversations have enabled learners to tell staff about their lives.”



Through our work we are changing perceptions, raising aspirations, and ensuring all children and young people are given the right to be the best they can be