Achievement for All

SCHOOLS

www.afa3as.org.uk

Charlotte Baker / 23 December 2013

BEDFORD BOROUGH IMPACT REPORT

Bedford Borough Achievement for All Programme Update September 2013

Background

The Achievement for All programme, supported by the Department for Education is a whole-school improvement framework that raises the aspirations, access and achievement of vulnerable and disadvantaged pupils, including those with special educational needs (SEN), looked-after children (LAC) and children on free school means (FSM), as supported through funding via the pupil premium.

The programme is delivered by Achievement for All 3As a not-for-profit charity, established in 2011, by Brian Lamb (Chair) OBE and Professor Sonia Blandford (CEO), working alongside experienced education leaders, special educational needs and school improvement experts.

Working in partnership with primary, secondary and special schools and pupil referral units, the programme is tailored to meet the needs of each individual school, their context and the pupils they wish to support. It is delivered through four interdependent elements via the charity's network of Achievement Coaches.

Element 1: Leadership of Achievement for All – to ensure schools maintain a focus on the aspirations, access and achievement of vulnerable and disadvantaged pupils;

Element 2: Teaching and Learning – leading to improved, and in many case accelerated progress for all pupils;

Element 3: Parent Carer Engagement – to improve parents' and carers' engagement with school and their child's learning;

Element 4: Wider Outcomes – to support participation, enjoyment and achievement of children in all elements of school life.

The programme has had a proven profound impact on pupils' learning[1]:

- delivering significant improvements in progress and attainment in reading, writing and maths

[1] Evidenced by Humphrey, N. and Squires, G. (2011) Achievement for All National Evaluation: Final Report, London: DfE and Achievement for All (2012) Summer 2012 Qualitative Analysis, Newbury: Achievement for All

- improving wider outcomes such as behaviour and attendance, reducing persistent absenteeism
- leading to whole-school impact with improved outcomes across the school
- helping to significantly improve school relationships with parents
- successfully closing the gap – pupils working with Achievement for All are progressing faster than the national average for those with SEN, FSM and LAC, with many progressing faster in English and mathematics than the national average for *all* pupils.

National picture for 2012-13

Research on the impact of the Achievement for All Schools' Programme has shown:

- the majority of vulnerable primary school pupils working with Achievement for All make better progress than national expectations for all pupils by 50%
- improvements in attendance with a decrease of just over 10% in persistent absenteeism
- better engagement with parents and teachers – with the percentage of schools reporting excellent relationships with parents rising from 12 to 48%
- a closing of the attainment gap evidenced by the range of APS change between the bottom and top performing schools, with top schools exceeding national targets by 300%

Pupil Progress (APS*` (May 2013)	Reading and Writing	Maths
Achievement for All Baseline to Term 3 *Source: PWC*	4.2 50% above national results for pupils with SEN	3.8 50% above national results for pupils with SEN
National SEN *Source: DfE*	2.8	2.5
National Non-SEN *Source: DfE*	3.2	3.0

**Average Point Score (APS) is the number used to indicate assessed progress within National Curriculum levels, national expectation is 4 within each school year.*

In addition Achievement for All helps support schools to:

- prepare for the Ofsted framework with a proven impact in the key inspection areas
- provide evidence for the new accountability measures highlighting the progress of the lowest attaining 20%
- provide evidence of the effective use of Pupil Premium
- address the requirements of the Children and Families Bill and forthcoming changes to the Code of Practice

Bedford schools' involvement with Achievement for All

The Head of School Improvement saw the benefit of the LA adopting Achievement for All as the spine for its school improvement strategy and also for the professional development of the school improvement team. Senior managers agreed to fund this strategic approach, and a specific training scheme was designed and delivered by Achievement for All 3As over five days to prepare the Improvement Advisers for their roles as Achievement Coaches. The LA and Achievement for All 3As have continued to work very closely over the development of the programme, and internally advisers acting as Achievement Coaches have used their capacity and intelligence to support their schools well.

Inputs at this stage

Coaches visit the schools on a regular basis. In the first term they work with the school champion and SLT to undertake the Achievement for All needs analysis, develop key actions to address the emerging priorities (which become part of the School's development plan); jointly deliver Inset training with the school champion to introduce staff to Achievement for All and gain their insight into issues relating to their vulnerable pupils, and train key teachers in the structured conversation; identify two target groups of vulnerable and SEND children; establish APS baselines for the target groups in reading, writing, maths, attendance and parental engagement; undertake a range of activities and actions in agreement with the school champion and SLT to address school priorities; review outcomes at the end of each term and revise next term's actions where necessary. This work is supported by a growing Community of Practice and by termly coach development and school network meetings.

Progress and impact at this stage

Schools and their coaches provide baseline data for their target groups of pupils in the first half of term one. They then provide progress data at the end of each term relating to reading, writing, maths, attendance and parental engagement. At the end of a full year it

is possible to use the data to assess impact and review actions and approaches.

Analysis of baseline to term three APS progress across primary and lower school target groups for whom we have complete data at this point shows an APS change of:

- 4.03 APS in reading
- 4.10 APS in writing
- 4.54 APS in maths

In reading, the distribution of average improvement shows that in 16 target groups the progress made was more than 3 APS. In some schools target groups made progress of 4 to 7.8 APS over three terms.

In writing, the distribution of average improvement shows that in 16 target groups the progress made was more than 3 APS. In some schools target groups made progress of 4 to 8.3 APS over three terms.

In maths, the distribution of average improvement shows that in 15 target groups the termly progress made was more than 3 APS. In some schools target groups made progress of 4 to 8.9 APS over three terms.

National curriculum year distribution of target groups across the schools is 8% in mixed Key Stage groups, 25% in KS3, 42% KS2, and 50% KS1, the largest year groups being years 4 and 5. All contain both girls and boys, with boys representing around 60%.

Analysis of baseline to term three APS progress across the middle and secondary school target groups for whom we have complete data at this point shows an average point score change of:

- 4.33 APS in reading
- 5.59 APS in writing
- 4.61 APS in maths

In reading, some school target groups made progress of 4 to 6.99 APS over three terms.

In writing, some school target groups made progress of 4 to 9.6 APS over three terms.

In maths, some school target groups made progress of 4 to 8.7 APS over three terms.

There was a fairly even spread of pupils across Key Stages and genders.

Whole School Impact

The Associate Director – Chief Education Officer in Bedford Borough said: "Working in partnership with Achievement for All across the Borough has enabled our schools and staff to build on sharing best practice and improving not only progress and outcomes in the schools, but also supporting additional CPD within the team. The bespoke nature of the programme has enabled the schools to focus on specific issues key to them but also identified common themes across our schools. Working together we have been able to drive a key priority for us - to ensure that our most vulnerable and lowest attaining students are supported to make accelerated progress. This has had a wider impact on all pupils in Achievement for All schools as the practice of the staff at those schools has improved as a result of their embracing the programme".

During the first year of the Achievement for All programme, the LA-wide picture of school performance has increased from **60%** of schools being good or outstanding in August 2012 to **72%** in August 2013. The primary schools in Bedford Borough have improved even further with **98.2%** at good or better in December 2013. The Head of School Improvement who initiated Achievement for All in Bedford Borough said: "I can confidently say the Achievement for All programme has been responsible for moving at least two schools from Requires Improvement to Good in an accelerated time frame".

When asked to describe the whole school impact of the Achievement for All programme, the schools described system and policy changes that were identified through working with their target groups, but have since been implemented whole school.

Some schools have implemented new teaching and learning policies together with interventions including numeracy policies, use of Numicon, Primary Matters, small intervention groups and peer support, differentiation, etc. Several schools have reviewed their structures around leadership of interventions and pupil progress meetings, and a number have also looked at developing wider outcomes at a whole school level, with the introduction of Saturday morning football clubs, coffee mornings, whole school attendance, adult learning and breakfast clubs.

The effect of the work carried out on parental engagement strategies has also widened with the development of the role of family workers, and an extension of the principles of structured conversations beyond the target groups. Strong leadership and a high profile of the Achievement for All programme and the work these schools have undertaken so far on the programme have contributed to the significant outcomes we have already seen in these schools after their first year with Achievement for All.

The story around the data: Cotton End Primary School

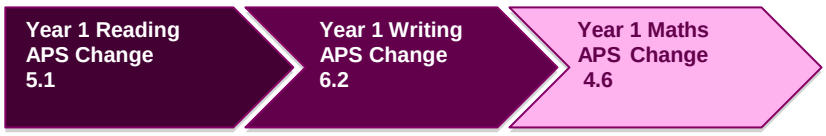
Context

Cotton End Primary School is a small village school on the outskirts of Bedford. The school has recently converted to a primary, taking pupils from nursery up to the age of 11. At September 2013 there were 46 pupils on the roll in mixed year classes nursery / reception; year 1 / 2 and year 3 / 4. Just over half of students are from minority ethnic backgrounds, with a large proportion of students who speak English as an additional language and a higher than average percentage of pupils on free school meals. There is a high incidence of high-mobility transient ethnic families.

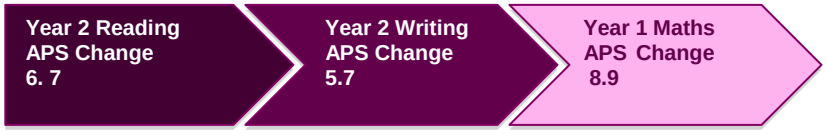
Approach

Cotton End Primary School joined the Achievement for All programme in September 2012. Target pupils were chosen from years 1 and 2. Year 1 pupils 'Eagles' were identified because they had experienced difficulty in accessing aspects of the foundation stage curriculum and the school wanted to give them early additional support. Year 2 pupils 'Owls' were identified because they had not made expected progress by the end of year 1. A variety of reasons were catalogued including attendance, lack of parental engagement and support in the home for learning.

Impact



Across the three terms of the Achievement for All programme so far, progress in reading and writing has been good, and very good in maths, particularly for the year 2 pupils. Attendance had been an issue for several pupils but through the structured conversations between staff and parents this has been addressed positively. Attendance has improved by 12.8% in the Year 1 group and by 16.8% in the Year 2 group with a consequent positive impact on pupil progress. Targeted small group work has supported pupil's understanding and allowed support staff to identify misconceptions, and adapt teaching accordingly.



Other benefits across the whole school have been seen, as a result of the work with Achievement for All.

- The school already had a good ethos around the promotion of close working relationships with parents, but has built on lessons learned from the structured conversations with parents of target pupils, and feel that the overall quality of opportunity for parental engagement with all parents has strengthened further.
- Transition arrangements internally and externally are now more tightly focused on the needs of the child at each stage of transition.
- There is even better staff cohesion and a relentless focus on high quality outcomes for every pupil, the sharing of good practice among staff during Achievement for All CPD sessions has contributed to this.
- The introduction of the Early Support principles as a framework to allow staff to share, review and evaluate practice has significantly contributed to staff skills development.

'The structured conversation has really helped us to secure parental engagement.'

Head teacher, Cotton End School

Next Steps

Cotton End will continue to build on its practice and successes during the coming year. Particular priorities will be the further development of Element Four: Wider Outcomes; the roll out of structured conversation training so that all staff are able to conduct these confidently and successfully; and establishment of target groups for all year groups.

'Achievement for All has made an enormous difference to some pupil's attendance and the positive things parents are saying.'

Office Manager, Cotton End School

The story around the data: Priory Lower School

Context

Priory Lower School is a small primary school in the centre of Bedford. A large majority of pupils are from minority ethnic groups and the predominant group is Bangladeshi. The percentage of pupils who speak English as an additional language is well above average and a small minority of pupils are in the early stages of learning English. The percentage of pupils with special educational needs and/or disabilities is well above average, as is the proportion of pupils eligible for free school meals. There is high mobility and many pupils join and leave other than at the usual times. The Early Years Foundation Stage provision is in a Nursery unit and a Reception class. Nine languages are spoken in the Nursery and a very small minority speaks English as their first language.

Approach

Priory Lower School has been working with Achievement for all since May 2012. Two initial target groups were identified each of five pupils, one year 2 group and one year 3 group. Structured conversations were undertaken with all families to identify concerns, issues and targets and to highlight any barriers to learning. English as an additional language within the groups is 86% and there were significant housing problems for one family within the target group.

In order to ensure that action could be taken throughout the school, target groups were then identified in each year group with a key focus on parental engagement in the Reception Class to ensure better understanding of and support for learning at the Foundation Stage.

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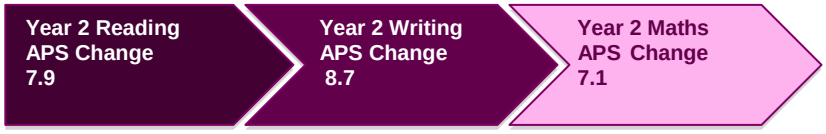


Progress in reading, writing and maths for the target pupils in both year groups has been outstanding.

For the Early Years a series of successful afternoon activity sessions have been delivered

for parents and carers where they are encouraged to join in with their children's learning through play, games, creative and story based activities with an emphasis on literacy. Teachers modelled to parents how to share a book with a child; children showed parents how to play phonics games. Many parents attended and were able to comment on how their children had gained confidence and independence.

The Head teacher and Deputy Head teacher have become Achievement for All coaches working with other schools to build capacity and share practice.

Next Steps

Further structured conversation training and work to support planning of activities to support and improve parental engagement will continue. Maths games have been identified as a need for a firmer foundation for numeracy. Priory Lower will also be working on Element One: Leadership, and Element Four: Wider Outcomes.

One parent's story.

'Parent Y had attended Priory Lower school herself, and her daughter now attends. The child was identified as part of the target group through concerns over her emotional well-being and social skills. The mother was very young and had extremely low confidence and self-esteem. The Reception teacher worked to build a relationship with the mother, and through those conversations recognised that she had aspirations and encouraged her to join in a number of joint learning activities between parents and children hosted by the school. The school also put her in touch with the Family Support Worker. The confidence of the mother has grown to such an extent that not only is she able to support her child's learning but she is also now applying for jobs, it's a real transformation.'

The story around the data: Mark Rutherford School

Context

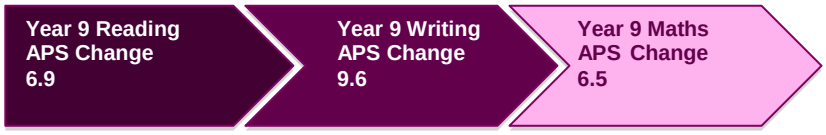
Mark Rutherford School is a larger-than-average secondary school in Bedford. Students enter at year 7 from a single feeder primary school and at year 9 from a number of feeder middle schools. The school has specially resourced provision for students with special educational needs in the form of a specialist unit for around 10 students with ASD. The majority of students are White British, and the proportion of students eligible for pupil premium, supported through school action or at school action plus or with a statement of SEN are below national averages.

Approach

The school uses a system called I Factor to identify the vulnerability of all students; measures include identification of SEN, attendance below 85%, low APS, Pupil Premium, as well as many others. During the year the school tracked students and used interventions to support identified students. A large group of potential target pupils was identified and then target groups selected from year 7/8, Year 9 and Year 10 to take part in structured conversations. The school refers to all these students as its Achievement for All students but it has selected a smaller group with multiple barriers to be its Achievement for All cohort. All the I Factor students were involved in deepening a whole school approach to identifying vulnerability.

Alongside this the school implements a Whole School Language for Learning policy, has a highly proactive and joined-up approach across departments, a focused Teaching and Learning group, and a regular literacy focus.

Impact



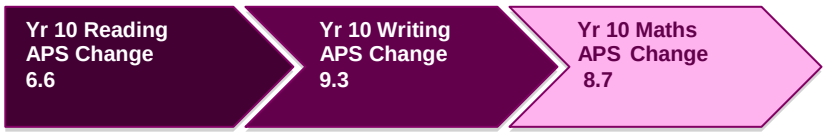
Across the three terms of the Achievement for All programme so far, progress in reading writing and maths has been good, particularly for the year 9 and 10 students.

The I Factor approach has been introduced across all departments and provision maps set

up across the inclusion and department teams.

A Raising Achievement Centre was set up in May 2013 to support identified students with in-house alternative and personalised learning taking place focused on students achieving their expected progress feedback to date has been positive.

Feedback from Key Teachers has identified changes for the new cohort, greater input into pastoral conversations, and more time required to support students and their families.



Next Steps

Mark Rutherford recently received a Good report from Ofsted and is aiming to become Outstanding across all areas. There is a strong focus on target setting and feedback, Language for Learning, developing students independent learning skills and ensuring that all students are clear about their next steps.

Some areas of CPD for staff have also be identified through the school's work including the development of provision mapping school-wide, introduction of layered objectives for staff, and CPD for departments to understand how best to support vulnerable students that do not always attend.

A group of year 11 students with more than three barriers to learning identified through I Factor will be the Achievement for All cohort for 2013/14. There will also be a focus on improving participation levels for pupil premium and I Factor students.

'Teachers are very good at planning lessons to meet the individual needs of all students … as a result students make good progress in most lessons.'

Ofsted Inspection Report, December 2012

The story around the data: Beauchamp Middle School

Context

Beauchamp Middle is an average size middle school with 439 pupils on roll coming from lower schools across Bedford. Almost half the pupils are from minority ethnic backgrounds, and pupils who speak English as an additional language is twice the national norm. Pupils in receipt of pupil premium and those identified with special educational needs are just above average. An above average number of pupils join or leave the school during the year.

Approach

The Head teacher joined the school in September 2011, restructured, and implemented new strategies and recruited nine new staff including a new SENCo and an Achievement for All champion. The SLT and middle management team were restructured with clear lines of accountability.

Twenty-four Achievement for All pupils were identified from years 5 and 6 through a thorough scrutiny and analysis of data. The School Champion has invested time in building positive relationships with each of the target pupils and to ensure that an ethos of trust and sense of belonging is felt throughout the school. The School Champion is available for 20 minutes every lunchtime for Achievement for All pupils; this has enabled the early identification of any anomalies in behaviour so that action can be taken before issues escalate.

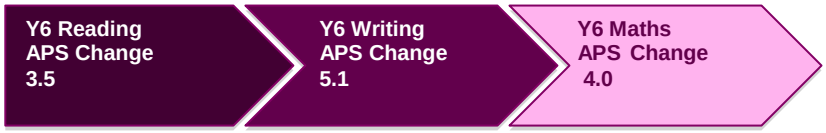
The school identified that there needed to be a broader range of extra-curricular clubs and to ensure that those lacking social skills had opportunities to build self-esteem and inclusion.

Building engagement with parents has been key, and having an ethnic minority School Champion has helped break down barriers and build empathy – structured conversations have been embedded successfully.

Impact

Attendance of the identified group has seen no significant changes; however the group has attendance that is broadly in line with the national average. There have however been individual pupil improvements: pupil A 68% to 84%; pupil B 86%-99%; pupil C 86%-94%.

The behaviour of the group has significantly improved, most notably five boys who have attended many extra-curricular clubs and have noticeably demonstrated a higher level of trust with staff.



In Year 6 SATS 11 out of 18 pupils gained Level 4 in reading, 4 out of 18 Level 4 in writing, 6 out of 11 Level 4 overall in English, 7 pupils have now caught up. In maths 9 out of 18 (50%) achieved Level 4.

Next Steps

Year 5 pupils will continue in the target groups into year 6, and year 6 pupils into year 7.

The story around the data: St Joseph's RC Lower School

Context

St Joseph's RC Lower School is a larger than the average-sized primary school and converted to Academy status in January 2013. The proportions of pupils from minority ethnic backgrounds and those who speak English as an additional language are well above average. The proportion of pupils known to be eligible for free school meals is above average. The proportion of pupils supported at school action plus or with a statement of special educational needs is above average, and most of this group have behavioural, emotional and social difficulties.

Approach

The school targeted FSM and EAL pupils from across the school in years 1 through to 4 – this formed a total target group of eighteen pupils (ten vulnerable pupil premium and eight EAL). Parent/carer engagement has been a focus. Vulnerable pupils have wider social issues which impact significantly on their progress and engagement, and this is complicated by the involvement of other agencies where families have issues with these agencies.

All staff have been engaged and involved, have undertaken a Key Teacher role and conducted structured conversations with families. The school ran a Family Craft Days programme which has been well received by parents. Over 75% of target families have been taking part and although targeted initially at Achievement for All pupils, it has also attracted other parents over time.

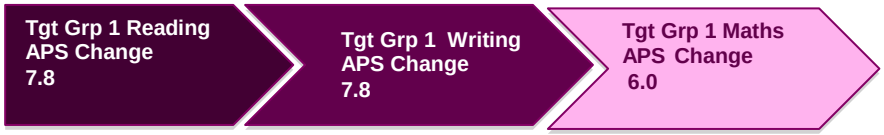
The structured conversation journey.

Second structured conversation
Mum of child X: ''*I never really have time to do activities after school and X doesn't seem to enjoy making things.'*
Child X: *'I really like making things at school, but we haven't got lots of things at home to make things with.'*

The family was invited to the Milton Keynes Play Association sessions in summer 2013.

Fourth structured conversation
'The booklets are really good and we have made loads of stuff at home in the holidays. Are they coming again?'

Impact



Progress data is good and has been enhanced by support from families and other school interventions including those initiated through Achievement for All. Attendance and behaviour has notably improved and there is an increased whole school awareness of all vulnerable children through the Achievement for All staff room noticeboard and the interventions and strategies employed around these children.

In year 2 (2013-14) two students moved from year 4 to year 5 at St Gregory's Middle School and are continuing their Achievement for All programme. St Joseph's have successfully supported this transition into middle school.

Next Steps

St Joseph's will be focusing on new target groups from Early Years and Year 1, and continuing the work on a successful transition of students to St. Gregory's Middle School.

The story around the data: Livingstone Lower School

Context

Livingstone Lower School is a smaller than average-sized primary school. It has a broad ethnic mix with around 25 languages spoken and the proportion who speak English as an additional language is well above average. The proportion of pupils who qualify for pupil premium is above average, and the proportion of disabled pupils, those on school action is above average.

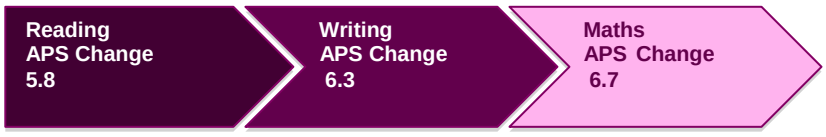
Approach

Livingstone chose 10 pupils each from year 3 and year 4 for their target groups, all of who were underachieving students at all levels. SEN was already covered by multiple interventions. The staff conducted a re-evaluation of the target groups, questioning the effectiveness of existing practices. This approach enabled whole school improvement when dealing with these issues.

There is a high mobility at the school and there were particular issues with a group of EAL pupils in year 2. As late starters, these pupils lacked confidence, self-esteem and resilience. Social and language issues were barriers to learning. The school used therapeutic writing, emotional literacy and specific support from TAs, which impacted enormously on the progress of these pupils to integrate more fully and engage more in their learning.

There has been a strong focus on parent/carer engagement and skills in structured conversations have been developed among staff.

Impact



Progress has been very good. There has been a significant reduction in EAL/SEN/social barriers to learning and progress. Social integration has been better and self-confidence and resilience has been more evident in all target pupils. Attendance has improved by 5.6% from 88.3% to 93.9%. One example is a girl with a very high absence level and lack of social engagement. The school paid for her to attend breakfast club, this has led her to develop socially with friendship groups, better self-esteem and confidence, and she now has a 100% attendance record.

Next Steps

The objective is to stretch the more able students in the target groups. There will be further use of 'Golden Time' where students move around enriching activities such as environmental studies, art, cookery, music, and board games to further develop socialisation, team-working and so on.

'The Achievement for All framework encompasses every aspect of everything we do, using all of our resources to the full.'

Livingstone Lower School

The story around the data: Hastingsbury Business and Enterprise College

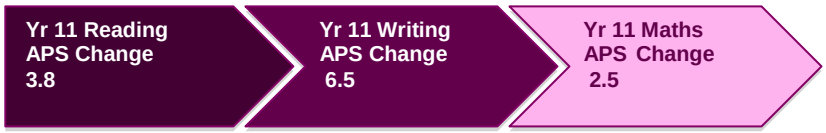
Context

Hastingsbury is a smaller-than-average secondary college which serves students in Kempston and the area around Bedford. Over half the students are of White British heritage and the proportions from minority ethnic groups and those for whom English is an additional language are above the national average. The numbers of students supported by college action and those eligible for Pupil Premium are above national averages. The college is in a sixth form consortium with Wootton Upper school which means students from both colleges may take courses at either and some students in Key Stage 4 take work-related courses at Bedford College.

Approach

Hastingsbury chose to focus on underachieving Pupil Premium students. Developing communications with parents in general and better relationships with hard-to-reach parents in particular was a priority alongside improving progress in maths and literacy, and working on attendance. Staff volunteered to be Key Teachers and mentors to students on the programme and have been highly proactive and motivated. Key Teachers meet one-to-one with students each week to chat about progress and keep the student on board. All staff are aware of the Achievement for All students and the cohort have been set as a category to be commented upon in exam analysis by Heads of Faculties and teachers.

Impact



Progress in maths and literacy was good and although not all students made three levels of progress, the progress that was made was higher than predicted for some students. Parental engagement has improved and the school has been able to facilitate support for families who were struggling and students have become more willing to take part in school life. Attendance has improved for the Achievement for All students with the Year 10 group improved by 7.5% and the Year 11 group improved by 16.3%.

Next Steps

Further steps are being taken to ensure that teachers are aware of all Achievement for All students by identifying them on class seating plans. A staff handbook has been created to raise whole school awareness of the programme. Further focus is being given to improve attendance further, ensure all students make 3 levels of progress and to narrow the gap between these Pupil Premium students and the whole year group.

'The programme is exceptionally well led at the school and the school champion leads by example. The aspirations of many participants have been raised and I am confident that many in the year 11 cohort will choose to stay in education or training'

Achievement Coach Hastingsbury Business and Enterprise College

Examples of strategies used by Bedford schools working with Achievement for All 3As

Reading

- Reading partner LSA/peer-buddy for 2-3 times a week for 20 minutes
- Daily rapid reading
- Bug club and target FSM bug club at lunch times
- Use of non-LSA's for small group work
- Supported differentiation but with high expectations
- Read Write Inc: phonics programme; 1:1 phonic support; designated library time; reading dog

Writing

- Read Write Inc phonics and writing programme across whole school
- Talk for writing
- 1:2:1 English support and literacy co-ordinator
- SPAG marks on actual work and exams
- Achievement for All target group identified on weekly literacy planning.
- Target group support 3 times per week with additional TA support
- Extra support with acting on feedback from marking
- Home to school writing journal/learning journal

Maths

- Quality first teaching with high quality training
- Strong leadership – SMT and subject teachers e.g. book scrutiny, planning scrutiny and learning walks
- High quality, well-tracked intervention e.g. IEP work/springboard/parent involvement
- Focus on Mental Maths
- Numicon interventions

Attendance

- Parental engagement – whole school policy e.g. locking of gates
- School budget support and breakfast club, sports clubs, lunchtime clubs
- Bringing up attendance at structured conversations
- Explaining to EAL parents that pupils need to be in school every day
- Reward systems
- More robust tracking and monitoring of persistent absentees
- Staff accountability when monitoring data
- Pupil mentors, encouraging students to be in school

Summary

As illustrated above, the Bedford Borough Achievement for All schools are not only evidencing very promising progress among their target groups of SEND and vulnerable pupils in reading, writing and maths, but the impact of their work with these target groups is now being seen whole school.

Schools are also seeing very strong impact in terms of pupil participation, attendance and behaviour. Implementing structured conversations with parents and the adoption of the Early Support principles has led to better parent / carer engagement and in some cases, positive impacts on the whole family.

Through strong leadership and whole school implementation of the framework, staff are adopting high quality inclusive practices, with a particular focus in some schools on improving the provision for EAL students. All this progress to date resonates strongly with the original motivation for engaging these schools with Achievement for All, as the spine for the school improvement strategy in the Borough and for the CPD of the local authority staff.

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