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Introduction

In 2017 we launched our Manifesto for Children. Its aims were to ensure that all children could reach their full potential. Every child deserves to achieve regardless of their background, challenge or need. This Impact Report covers the last three years of Achievement for All’s activity in working to secure those goals.

It has been a period of continuing change and challenge for the Education system and especially disadvantaged children and those with Special Educational Needs and Disability (SEND). At least one in five children are still struggling to reach their potential and we have a system that still does not have high enough aspirations for all of our children with SEND. The impact of the COVID-19 pandemic is also casting a shadow on the future prospects of disadvantaged children who are in danger of falling further behind.

Education can be the engine of Social Mobility and inclusion. Our schools and settings have the power to address disadvantage and set higher aspirations for children with SEND, ensuring that every child is included. But they need support. In response, we have helped schools, early years settings and colleges to achieve, aspire, and ensure access for all.

Working with partners in the Education System remains more relevant than ever. We need to work with everyone across the school’s system and beyond to continue to bring about real change in the lives of some of our most disadvantaged children. I hope that you will support our goals and join us on that journey.

Brian Lamb
Chair Achievement for All 2011-2020
Trustees

Chair - Dr Kulvarn Atwal
Andrew Foster
Paul Green
Charlotte Warner
Elpida Ahtaridou
John Cope
John Harding
Stephen Kingdom
Tanya Popeau

Please go to our trustees webpage

Ambassadors

David Gandy, Katie Grey, Joffre White, Henry Winkler OBE &
Founding Patron - Brian Lamb OBE

Please go to our ambassadors webpage

CEO

Professor Sonia Blandford
“We have been delighted with the progress that the children on the AfA programme have made. Our AfA champion has ensured that actions have been completed and that we have delivered on our aims. During the programme staff have developed their ability to be able to lead learning conversations and the inclusion of the child in this process has been transformational. These are taking place successfully across the school now. Looking closely at barriers to learning with the child has allowed them to try and overcome issues themselves, with the support of their parents and professionals.

Our AfA champion has worked alongside the Coach, governors and our academy to ensure that the impact of this programme has been shared beyond the school.

Outcomes are measured on progress made statistically but we have not only been pleased with the progress in reading, writing and mathematics but we are also delighted to see improvement in the children’s confidence, participation in class and enjoyment of learning.”

Headteacher from a Primary school in Surrey.
Objectives and Values

Achievement for All is an award-winning charity working with schools, early years and post-16 settings to enable all children and young people from 2-19, to have the best possible start in life regardless of background, challenge or need, so that they can thrive emotionally, socially and academically.

We achieve this by ensuring schools, early years and further education settings are effectively equipped and skilled to enable every child and young person to be the best they can be.

The Charity’s vision is:
A world in which all children and young people can achieve regardless of their background, challenge or need.

The Charity’s mission is:
To transform lives through improved educational opportunities and outcomes for children and young people vulnerable to underachievement.

The main objects of the Charity are:
The advancement of education for the public benefit in particular, but without limitation, for learners with special education needs and/or disabilities and/or from disadvantaged backgrounds and/or vulnerable learners and providing advice, information and support to their parents or carers.

To help young people by providing support and activities which develop their skills, capacities, and capabilities to enable them to participate in society as mature and responsible individuals.
The Charity’s values:
Our values underpin and shape our culture and behaviour and guide how we make decisions and deliver on our work.

**Aspiration**
- High expectations for all, including ourselves.
- Setting ambitious goals and striving for excellence.
- Be passionate in everything we do.

**Access**
- Honesty and openness, with respect for all.
- Ensuring opportunities for sharing, growth, and development for everybody.
- Excellent communication and collaboration.

**Achievement**
- Celebrate the success of others and ourselves.
- Work in partnership to achieve common goal.
- High quality, high impact.
- As a charity we continue to improve outcomes for children and young people by working in partnership to help schools, settings, and further education colleges. This is delivered by our coaches who operate throughout England and Wales. We are fortunate to have a team of staff and coaches who positively respond and their passion for our work makes a real difference in supporting children, young people, and families.
Programmes

 Achieving Early (AE): Achieving Early programmes enable more children in Early Years settings (2-5 years old and transitioning into Key Stage 1) to achieve expected attainment using Development Matters and end of EYFS national data as a guide.

 Achieving Schools (AS): Achieving Schools programmes enable more children and young people to achieve accelerated progress in reading, writing and maths across key stages 1 to 4 across England and Wales.

 Achieving Further (AF): Achieving Further Programmes enable more young people to achieve improved outcomes in reading, writing, maths and independent living/employability skill.

 Achieving More (AM): enables settings to sustain continuous improvement through improving outcomes for children and young people by continuing a coach delivery model after the 2 year AS programme.

 Achieving Wellbeing (AW): offers education settings strategies and approaches to unlock academic achievement and accelerate progress by improving the emotional wellbeing and mental health. Achieving Wellbeing can include Core Strength.

 Achieving Well Being Children Looked After (AWCLA): Specifically targets the improved attainment and wellbeing of looked after and previously looked after children through delivery of the programme working across virtual schools. This also includes LiFT modules.
Counterpoint: offers independent and state schools the strategies and approaches to work together to provide joint opportunities for children and young people.

**Emotion Coaching (EC):** Developed with the support of Emotion Coaching UK this programme targets improved attainment by raising the awareness of the link between emotion, behaviour, and attainment throughout the whole school community.

**Youth Justice**

A number of YOTs have commissioned Emotion Coaching/Achieving Wellbeing programme. A Quality Mark certificate also recognises the quality of the LA work in this area.

**Pupil Premium Practice (PPP) reviews** are designed to investigate and evaluate current pupil premium spend and impact in schools. Reviews culminate in a presentation of the final report and include areas of strength alongside suggestions of improvement.

**Anti-Bullying Training**

Achievement for All, in partnership with the Anti-Bullying Alliance, the Council for Disabled Children and Contact a Family, delivered an innovative and sustainable programme of work to safeguard children with SEND from bullying in schools.

**SEND Review:** Based on SEND Review project and the Oldham Early Years project.
Achievement for All Consultancy and Bespoke Training Offer: Enabling a new income stream by promoting the collective training and professional development capability of our staff and Coach network, brokered through Achievement for All- supporting MATs, Teaching School and individual Wholes School INSET, Faculty or Department development packages, Governor and Executive Leadership Consultancy. The charity is also delivering regional workshops in partnership with NASEN. These include Digital Literacy, Early Years and Positive Behaviour management.

“The introduction of structured conversations has enabled staff to have a greater understanding of the children’s needs and how to assist them further. It has also led to a higher percentage of parents engaging in school events and with staff.”

Headteacher from a primary school in Slough.
School and Setting Engagement

Our programmes are really popular with schools.

From March 2018 to March 2020 66 schools started on the new Achieving Wellbeing programme.

From March 2019 to March 2020 34 schools started the new Emotion Coaching programme.

From March 2019 to March 2020 19 Pupil Premium Reviews were commissioned an increase from 14 from 2018-2019.

70% schools and settings stay with us after their initial programme.

In 2019, the Welsh Government commissioned AfA to support a Welsh LAC Toolkit for a second year.

March 2018 to March 2019 Achievement for All worked with 1123 schools and settings across all phases, impacting on 28,574 children and young people.

Staff at all levels have successfully used different aspects of the Achievement for All programme, whether it be through structured conversations with parents, training programmes with our achievement coach, diagnostic learning walks, or simply dipping into the bubble. It has helped us maintain a real focus on our most vulnerable pupils ensuring their progress and life chances are the best they can be. Our most recent SATs results show that we have achieved success in this area and that all children at our school make excellent progress.

Headteacher from a primary school in Peterborough
March 2019 to March 2020 Achievement for All engagement increased to 1879 schools and settings across all phases.

This included 30,000 target group children and indirectly thousands more:
Evidence: Supporting Children and Young People and their Families

Achievement for All is an evidence-based organisation, all programmes are subject to deep dive evaluations. These are illustrated through previous impact reports and case studies.

Please visit our impact report Library

Example 1: Cheshire LA

As part of a SSIF bid Achievement for All worked with Cheshire LA to support maths and parental engagement across their disadvantaged groups in 37 schools. After 1 year their progress in maths (42% at Exceeding) from baseline (31%).

Maths Attainment After 1 Year

- BLW: 7%
- WTS: 13%
- EXS: 38%
- GDS: 42%
Example 2: National Freemasons funded programmes

2017 – 2019 Freemasons funded 32 schools to join the Achieving Schools programme across the country. Great progress was made in these schools as demonstrated below, with 94% target children exceeding average progress from baseline.

Example 3: Achieving Wellbeing for Children Looked After (AWCLA)

In 2017 Virtual Schools across Croydon, Greenwich, Ealing, Brent, Towerham, Lewisham, Islington, Redbridge, and Ealing commissioned a small group of schools to start on the AWCLA programme.

From 2018 Northumberland Virtual School funded 6 AWCLA programmes and 4 Emotion Coaching programmes, Royal Borough of Windsor and Maidenhead funded 9 AWCLA programmes and will continue to extend this work from 2019 onwards. Barnet Virtual School funded 1 AWCLA programme, Gloucestershire funded 7 AWCLA programmes with 4 schools then moving to Emotion Coaching programmes. Sutton Virtual School and Barking and Dagenham funded 2 AWCLA programmes each and Newham schools took advantage of funding from Marks and Spencer’s to embark on AWCLA.
Croydon Virtual School began AWCLA in 2017 and have continued to partner with AfA.

The Croydon virtual school commissioned Achieving Wellbeing CLA programme in 4 settings 2018/19:

- 29 children looked after by the London Borough of Croydon benefited directly from the programme
- 10% of the children were working at expected standard in English and maths at baseline.
- 70% were working at or above the expected standard in English and 63% were working at or above the expected standard in maths after one year
- All four of the Designated Teachers we worked with felt that as a result of the programme, staff are more aware of the distinction between emotional wellbeing and mental health, the link to academic achievement and what they can do, individually and collectively, to transform the culture and climate of their setting
- All Designated Teachers had a more detailed understanding of their statutory role and better understood the role of the virtual school
- They agreed that the majority of children in the target cohort had developed particularly within the areas of engagement in learning, emotional regulation, and friendships.
- The virtual school is funding the programme to continue 2019/20 in three of the settings, impact report expected September 2020
Achievement for All Quality Scheme

Achievement for All encourages settings to remain part of our community in the long term, offering access to Achieving More and new annual programmes like Emotion Coaching after the two-year Achieving Schools programme.

We take pleasure in recognizing excellence through our Quality Mark and Quality Lead awards.

Please click here to see a Case Study – St Johns C of E Primary – Headteacher Juliette Moxham

140 schools and settings were awarded Quality Mark or Quality Lead last academic year (2019 – 2020).

Youth Offending teams and Virtual Schools have also received Quality Mark status for their partnership with Achievement for All and our schools.
Our Coaches

Since September 2017 Achievement for All has trained 85 coaches to deliver our award-winning refreshed programme in settings across England and Wales.

All our coaches are qualified teachers and have senior leadership experience. They work with staff to identify the areas the school wish to focus on.

Our coaches forge strong partnerships with the nominated lead within each setting known as the School Champion.

Please visit our Team webpage

Every school should aspire to the principles of ‘Achievement for All’. This has been such an important two years in our development at our school. With the support of our Achievement Coach and the opportunity that this programme has afforded us to reflect on and improve our practice, we have been able to make great advances in our understanding of how best to support some of our ‘hard to reach’ families. The Bubble’s resources have been excellent for our staff CPD and we will continue to make use of these as we move forward. All stakeholders have provided positive feedback or have asked questions that continue to challenge our thinking around the issues facing our vulnerable learners, which is exactly as it should be. We can never stand still when adapting our practice to meet the needs of every child in our care. We will continue to identify vulnerable children in a similar way and to use the strategies we have developed over the past two years to ensure that their progress is at least good or better.

Headteacher from a primary school in Lingfield
Early Years

Achievement for All works in partnership with Early Years providers to enable all children to have the best possible start they can. Delivery of our pilot programme in 60 settings concluded in August 2015, and early results show a positive impact.

Example 1: Tracking for success

Following a successful pilot of Achievement for All’s early years programme - Achieving Early (2013 -2015), Esmee Fairbairn agreed to fund another project with us, starting in 2017. The aim of this project was to support a cohort of children who were in receipt of two-year-old funding and track their progress and attainment through to the end of the EYFS to see if the gap could be closed between these children and their better off peers. In 2019 the gap between children eligible for free school meals (FSM)** and all others was 17.8 % with 57% of FSM children reaching a good level of development compared with 74% of all others.

We have worked in 58 settings across 6 local authority areas and have been supporting the practice and provision for over 1200 vulnerable children. One of the key performance indicators was to look at children’s speaking skills, as this is a strong indication of their future academic and social success.
Impact: Attainment in speaking for 2-year-old funded children

Data indicates that the percentage of children at or above age-related expectations is rapidly increasing. Already, still with one year to go 51% of children are on track to reach a good level of development so it is predicted that they will be broadly in line for the national average for all children by the end of the project.

** children funded at two are broadly the same target group as those eligible for FSM at 5.

“I am more confident in my leadership and management skills. Supervisions are more focused around the development of children and monitoring is more organised”

Linda Cramp, Hope Nursery, Coventry

<table>
<thead>
<tr>
<th>Percentage of children at or above age related expectations (rounded figures)</th>
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<tbody>
<tr>
<td>Baseline</td>
</tr>
<tr>
<td>End of Year 1</td>
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<td>End of Year 2</td>
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Example 2: Achieving Early SEND

In 2019 we were commissioned by Oldham Council to deliver a project to increase the knowledge and confidence of practitioners to offer more places in their settings to children with special educational needs or disabilities (SEND). To deliver this we designed a brand-new programme – Achieving Early SEND, with a completely new delivery style, a mixture of whole cohort training, hub workshops and individual coaching sessions. This project was due to finish in July 2020 will now run until December 2020.

Three early years coaches are working with 39 settings on all aspects of SEND policy and provision and the feedback has been positive.

“The staff really benefitted from the staff meeting you provided for us. They now use their fidget toys, the bubbles and also the mouth movements. We have extended on this in our baby room and now use mirrors for the babies to complete their ‘oral gymnastics’ session both in the morning and in the afternoon. I am looking forward to you coming in February to support the staff further on their teaching and learning”.

Manager. Village nursery, Lees
Our online programme for childminders, developed in partnership with Pacey, focuses on how to support children with additional needs. In 2019 Lincolnshire County Council purchased 50 programmes from us as part of their ongoing support for the childminders in their area.

“I have identified a number of changes that I intend to introduce to my setting, specifically targeting parental involvement even more than now”
Debbie Bowring, Childminder

Please visit our Early Years programme webpage

“It has been rewarding to work alongside Achievement for All and watch the impact of the program across the school, helping us to fulfil the vision that we started with of creating a school where every child is valued, every child will achieve and every staff member realises the crucial role they can play in terms of developing our pupils along their own particular journey.”

Headteacher from a primary school in London
Post 16

Education and Training Foundation (ETF) and Achievement for All’s (AfA) Outstanding Teaching Learning and Assessment, Learner Progress Project

OUTSTANDING TEACHING, LEARNING & ASSESSMENT: PROJECT OUTLINE Overview

Throughout the 2018/19 academic year, the Education and Training Foundation (ETF) and Achievement for All (AfA) supported 10 project teams whose organisations offer vocational and technical qualifications and support for learners retaking maths and English or adults taking them for the first time. The project welcomed a mix of post-16 and adult providers - particularly those smaller training and education providers who may wish to build capacity and network with other.

WHAT DIFFERENCE DID THE PROJECT MAKE?

Overall, the project was responsible for raising the profile of English and maths in participating colleges, where a total of 43 staff and 488 learners took part.

It had a clearly positive, measurable impact on attendance and achievement, where we saw overall improvements across all participating learners, both in Current Working Grades (CWG’s) and attendance for those learners who were below the college benchmark of 85%:
➢ 12.5% increase in attendance for all three providers
➢ 14.35% increase for those whose attendance was below the 85% benchmark
➢ CWG’s improved by 42% over the three providers on average
➢ Average of 26.4% improvement for those whose attendance was below the 85% benchmark for CWG.

All participating staff agreed that the projects were successful in raising the profile of the central importance of English and maths in their vocational area. In all cases, participating colleagues have agreed to drive forward the strategies they undertook and management buy-in has been key to this, with time for regular informal face-to-face breakfast and lunch meetings between vocational and E&M staff added to the year planner for the coming academic year.

Projects also provided measurable evidence of the impact of closer monitoring of targeted learners, enabling early intervention and referrals to support learners, which saw improved differentiation and personalised learning opportunities for those involved.

CONCLUSIONS

The 11-month project, which supported a range of different approaches to engage learners with English and Maths, demonstrated a clear impact on staff and learners, but also engaged employers and parents.
Projects

STREETGAMES

**Fit and Fed-Core Strength:** In 2018 we began partnership working with the sports charity StreetGames.

Street Games' mission is to harness the power of sport to create positive change in the lives of disadvantaged young people right across the UK. StreetGames' work helps to make young people and their communities healthier, safer and more successful. They won a DfE contract to run summer activity sessions (with hot meals) in some of the most deprived areas in England (the "Fit and Fed" Programme) and decided to partner with Achievement for All and our Core Strength programme in order to secure tangible learning outcomes alongside the activity and the meals. Pilot activity in 2018 was followed by a larger deployment in Newcastle and Tyneside in 2019, and will be repeated again in the summer of 2020, albeit with a radically different delivery model to compensate for Covid-19 restrictions.

Please click here for a link to the Brentford 2018 evaluation.

**Safer Sport Partnerships:** This project with StreetGames is a development stemming from our work in the youth justice sector. We have combined our expertise to create a programme that explores the possibilities, the practice, and the partnership working imperatives that need to be considered when youth justice professionals and community sports providers work together around identified children and young people. We hope to activate this resource in the West Midlands Combined Authority in the near future.
WHOLE SCHOOL SEND REGIONAL WORKSHOPS

We have been working in partnership with Whole School SEND to run regional workshops across the country aimed at securing better outcomes for children and young people with SEND in mainstream and specialist provision.

Topics have included Early Years Provision, Digital Inclusion, Leading Behaviour, Introduction to Emotion Coaching and implementation of the SEND Review process, a tool first conceived and written by Achievement for All.

Online webinars will be replacing face-to-face events for the foreseeable future.

YOUTH JUSTICE Quality Mark / Quality Lead

Following on from a very successful two-year contract awarded by DfE and MoJ (Ministry of Justice), Achievement for All has remained very active in partnership with AYM (Association of Youth Offending Team Managers). Quality Mark status was created to recognise the development of relationships, networks, protocols, policy and practice to support children and young people with SEND in the youth justice system while Quality Lead status was created to recognise widespread embedded and sustained practice supported by innovative ideas that can be shared with other partnerships to stimulate creative thinking and improvement.

To date, over 50 Local Area Teams from across the country have actively participated in the programme. Re-designation will begin next year.

YOUTH JUSTICE Emotion Coaching

Building on the success of our Emotion Coaching programme for schools, Achievement for All began a pilot project in six Youth Offending Teams across the country to trial resources specially tailored to the unique issues facing youth people within the youth justice system.

Further, a three-year grant was awarded by the Fishmongers’ Company’s Philanthropic Grants Trust to extend Emotion Coaching work into central London Youth Offending Teams. Despite the Covid-19 upheavals, training has continued. Year 2 begins in July 2020.

“AfA has been beneficial in engaging parents to support the learning of their children alongside school. It has made positive partnerships between teachers and parents and given parents an opportunity to have a supportive conversation about how to support their child. It has helped to give teachers an insight into children’s life outside of the classroom and the barriers they may face to learning. A positive initiative which has seen many success stories throughout the school.”

Headteacher from a primary school in Kent.
International Projects

*The world is both big and small depending on where you have been and where you are going.*

*we all have a responsibility to encourage learning and to find the greatness that exists in everyone.*

*(BLANDFORD, 2015)*

Government policy across nation states, although aimed at helping educators and other stakeholders to identify and assess SEND, often lacks the clarity or depth needed for practice; this leads to confusion as to how it should be developed in schools (Gibson and Blandford, 2005). This is further impacted by inconsistencies in terminology across countries around the definition of SEND and its assessment, leaving it much open to interpretation at the local level. In part, interpretations of SEND explain the relatively large differences in the proportion of pupils identified with SEND across countries, as determined by legislation and provision. As a result, many question the inconsistency in views and attitudes towards the meaning of inclusion, which may explain, in part, the nurturing of what some researchers and practitioners consider to be non-inclusive practices (O’Gorman and Drudy, 2010; Pujol, 2010). Recognizing effective links between policy and practice for the implementation of inclusion (Blandford, 2006) has strong implications for practice.

**Latvia: Developing education**

Since 2012, AfA has supported Mission Possible students, higher education teacher educators and policy leaders from the Latvian ministry of education. Each project has focused on the 3A principles – Aspiration, Access, and Achievement. Inclusion is a global phenomenon, one that applies to all countries regardless of culture. Leaders have the power to include teachers, parents and carers have the capacity to educate children and young people to be inclusive.
Lithuania: Developing Leadership for SEND

School leadership is one of the main topics of European Union school modernization policy. Leadership development projects have been popular in the world for solving management problems. The Time for Leaders study was important for policy makers and practitioners alike in terms of seeing how one country had approached changing policy that will impact on school leaders: their development and support and subsequent intended change in learning for students and pupils. Funded through European Union Structural Fund, the project was first supported by Achievement for All in 2009.

Norway: Oslo Schools Project

The Norway Schools Project started in June 2013, introducing a framework to improve teaching and learning based around the four Achievement for All elements, adapted for the Norwegian context:

- Element 1 – Leadership for inclusion
- Element 2 – Teaching and Learning
- Element 3 – Parent and Carer Engagement
- Element 4 – Wider Outcomes and Opportunities.

The Teaching and Learning for All project aimed to create an infrastructure and develop practices and procedures to promote improvements to the school’s outcomes. Oslo Municipal Department of Education (UDE) commissioned Achievement for All to work with two schools in Oslo: the Lindeberg School and Høyenhall School. Both schools were underperforming against Oslo targets. An integral component of the programme is the existence of an Achievement for All coach, an experienced school leader with evidence of improving outcomes for children and young people identified with SEND. The coach in this project had sixteen years’ secondary school leadership experience in a challenging London school.
Norway: Parent Carer Project

Since 2011, AfA has supported Teach First Norway in providing support and training in engaging with disadvantaged students and their parents. Each year a group of trainees (candidates) have been trained in the ‘structured conversation’ methodology, the impact on practice has been transformational.

United States: Engaging the Parents of Pupils Identified with SEND

The most accurate predictor of a student’s achievement in school is not income or social status, but the extent to which that student’s family is able to create a home environment that encourages learning; communicate high, yet reasonable, expectations for their children’s achievement and future careers and become involved in their children’s education at school and in the community.

(SCHARGEL AND SMINK, 2001)

The Parent Engagement Partnership Program (PEPP) was a collaboration between the UK charity, Achievement for All and GEMS USA, designed to support schools in providing the best opportunities to ensure that all students make accelerated progress. The programme began as a pilot in spring 2013 with schools in New York City. The particular model identified high-needs students as the priority group of students, but all programme elements were applicable to the whole-school population. The programme provided schools with support and resources from which they developed sustainable local solutions to meet the needs of this group of students and the diverse range of families. The programme aimed to establish effective partnerships between teachers and families of students with high needs (the model identifies high-needs students as the priority group of students, but all programme elements were applicable to the whole-school population); foster development of positive relationships between students with high needs, their families, teachers and other professionals; provide development of parent engagement in a collaborative way that includes CPD; create an environment where all students are listened to and their opinions valued; implement effective and lasting engagement routines with families; create a welcoming school environment.
South Korea: Development of Senior and Middle Leaders
Acclaimed for having one of the best education systems in the world and credited with transforming the country and growing the economy over the past sixty years, South Korea’s success reflects a culture in which teachers and schools are highly respected. In 2011, Dwight School Seoul, a not for profit, international school was built with support from the Korean government; 30 per cent of the students are funded by the state. All spaces within the school are created for learning, focused on developing thinking skills, encouraging innovation and imparting knowledge. In 2016, following an international school inspection (CIS) visit report, the senior leadership team wanted to take the school to a ‘higher’ level, by training teachers to be leaders. Supported by Achievement for All, the school achieved triple accreditation status in 2019.

ICAM
We have recently joined partners in five European countries to successfully bid for European funding aimed at improving outcomes for children and young people affected by migration.

At the heart of the ICAM Programme is the concept of ‘Convivencia’ – a Spanish word meaning ‘living together in harmony’ and the knowledge that children do not learn well if they are unhappy, insecure, or frightened.

The purpose of the ICAM Programme is to increase the inclusion, and to improve the learning capacity, of children affected by migration (CAM) by enhancing the climate of Convivencia in schools and at home, by raising awareness about children’s rights and the law protecting them, and by providing additional support in school and in the family for their social and emotional learning and general wellbeing.

Two projects are underway.

ICAMnet develops models across four European countries to evaluate the most effective methods to engage with large numbers of primary and secondary schools within existing geographical partnerships (counties, Local Authorities, MATs, etc.). Work has begun in Coventry, a city of refuge with a deep commitment to support migrant families.
BeCSR (Be Safe and Secure online) focuses on CAM aged 8-13 at a critical age for learning to use the internet. The project develops their Social and Emotional Learning (SEL), and increases their on-line media literacy so that they have the ability to protect themselves and other children and to make safe and responsible decisions when they are on-line; including in particular their avoidance of, and response to, cyberbullying, radicalization and grooming - as victims or as bystanders.

https://afaeducation.org/about-us/achievement-for-all-international/icamnet/

https://afaeducation.org/about-us/achievement-for-all-international/becsr/

MICROSOFT

Achievement for All has worked in close partnership with Microsoft on UK and global education initiatives over the past five years.

Achievement for All provided all the material for a complete learning pathway to be made available to educators around the world, focusing on the need to be “digitally inclusive”: demand has exceeded expectations, with over 200,000 course completions over the past three years!

Many of our Achievement Coaches have been trained to MIE standards (Microsoft Innovator in Education), we have participated in field trials of Microsoft product developments such as Immersive Reader, and we have led professional development sessions for NASEN and Whole School SEND networks on the importance of being digitally inclusive.

Some of our latest activity is focused on how assistive and social technologies can transform education outcomes for marginalised and vulnerable children and young people, such as new migrants and children with SEND. In a post-Covid world, these tools and ideas become more and more relevant to schools looking to reach out to their learners through digital technologies.

https://afaeducation.org/about-us/achievement-for-all-international/microsoft-partnership-work/
The Bubble

“The Bubble adds another level of high quality CPD for schools.”
Claire O’Keefe, Achievement Coach.

The Bubble is the central online hub for access to knowledge, information and tools on core modules as well as providing further information on the full range of tailored and Partner modules offered by Achievement for All. It is open to all settings and provides a vast array of learning opportunities both for CPD and to enhance all of our programmes.

The Bubble is home to 11 Headline Programmes, 96 Modules, 201 Module Units of Learning, 437 Knowledge Documents, 369 Tools and Templates, 1156 Organisations with Access, 1563 Active Users.

Please click on the image to learn more about The Bubble.
Conferences and Media

Successful Every Child Included conference held in February 2020:

➢ Social Mobility Chance or Choice? a unique CPD to enhance understanding and skills, influencing and developing practice across all phases of education

➢ 40 workshops delivered to over 250 participants

➢ 17 exhibitions
Media Activity

1. Continued engagement with the sector as part of Every Child Included in Education campaign and associated manifesto, including support from over 30 organisations and individuals encompassing further events at the House of Lords. Further engagement with the sector as a founding member of the Fair Education Alliance, member of their steering committee and working groups; a coalition of over 150 organisations focused on reducing educational inequality.

2. Media reach increased with over 200 media pieces including high profile TV, radio, national regional and trade coverage including 99% positive mentions for the charity.

3. Profile raised with new followers including increases of 966 on Twitter, 185 on Facebook and 61 on LinkedIn.

4. Bespoke engagement in Wales developed to support CLA work funded by the Welsh government.


6. Successful development of March of Pounds fundraising campaign across online and digital channels, resulting in 50 individual donations and corporate support from Marks and Spencer.

7. Continued engagement across the sector through a range of activities including social media, newsletters, bespoke emails, partnerships, influencer engagement, promotion of best practice, award entries and recognition as well as event attendance, amongst others.
Campaigns

We continue to build the profile and reputation of our charity, through publications, campaigns, and recruitment, growing the life changing impact Achievement for All has on the lives of children and young people vulnerable to underachievement.

*Every Child Included Manifesto*

Continued engagement with the sector as part of Every Child Included in Education campaign and associated manifesto, including support from over 30 organisations and individuals supporting three events at the House of Lords.

*200 Million Minutes Reading Challenge* involving over 480,000 children and young people. In total over 140 million minutes were read in thousands of schools, settings, libraries, community groups, businesses, and organisations across the UK as well as in France, Italy, America, Canada, India, and Australia. The Challenge saw engagement and partnerships with multiple organisations across the sector.

*Publications*

Achievement-for-all has helped us open up lines of communication with some parents that can be reluctant to enter into a dialogue with the school. It has given teachers a chance to have longer conversations with these parents and discover more about the children. For example, it was discovered that one child was keen drummer outside of school and this was used to help promote a sense of confidence and self-belief through encouraging the child to join the school band.

Another benefit has been, through the training, to gain a greater understanding of how a child’s home life, and the emotional situation outside of school, can impact upon a child’s ability to learn when they arrive at school. This understanding has allowed us to respond better to pupil’s emotional needs and better prepare them for the school day.

In March 2019 the school had a successful Section 5 Ofsted inspection achieving Good in all areas. They commented on ‘Leadership has been strengthened by staff working in partnership with other schools and by effective support from the school improvement adviser. Leaders understand the importance of collaborative work at all levels and have developed new partnerships to extend this work still further.’ This refers to our AFA project which they were very keen to see how we support parents and how we are working with other schools.

Headteacher from a primary school in Faversham
Awards

Please click on the image to view our awards.
**Ambassadors**

**David Gandy** – Britain’s leading male model and fashion designer began promoting our work in July 2015. David is passionate believer in using education to give every child the best possible start in life.

“I believe we all have a responsibility to ensure every child grows up with the highest aspirations for themselves. I am proud to support the work Achievement for All is doing to enable children from all walks of life to be the best that they can be.”

**Henry Winkler OBE** – Best known for his Hollywood role as The Fonz, and more latterly as Mr Rock in the hit CBBC series which he co-writes Hank Zipzer, Henry has been an Ambassador for Achievement for All since 2012.
Kate Grey lost her left hand at 2 years old following a freak accident. At the age of 4 her parents encouraged her to learn to swim; it was a daunting task for Kate who was afraid of deep water and struggled to balance with one hand but she persevered and went on to swim regularly at her local club.

Kate never let her disability hold her back, and alongside club swimming she also pursued a number of other sports including netball, athletics, tennis, and horse riding. At the age of 10 she was offered the chance to compete in her first disability swimming competition.

In 2002, aged just 13, Kate was earmarked as a potential Paralympian and she has been representing Great Britain for almost 10 years.

Kate has been representing Achievement for All as an ambassador since 2014, she says:

"Working with Children and Young people to help them achieve their full potential has always been a passion of mine. So, it is a pleasure and privilege to support Achievement for All, because like me this charity believes that every child matters."

Joffre White – National Patron for Reading, Author
Our Partners

Policy Partners:
➢ Fair Education Alliance
➢ Read On. Get On. / Save the Children
➢ The Prince’s Trust
➢ Whole School SEND / SEND Gateway

Programme Partners:
➢ Anti-Bullying Alliance
➢ Best Practice Network
➢ Boogie Mites
➢ Cheshire East LA
➢ Cheshire West LA
➢ Disability Matters
➢ Dyslexia SpLD
➢ Fostering Network
➢ HeadStart
➢ I Can
➢ Kinderly
➢ Microsoft
➢ Place 2 Be
➢ Skills
➢ Skoolbo
➢ StreetGames
➢ Tute
➢ Wandsworth LA
➢ Youth Sport Trust
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<td>Expansion of the Achieving Further programme into colleges in the Northern Powerhouse areas</td>
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<td>Ongoing partnerships- via LA partners</td>
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<td>Beanstalk</td>
<td>Partnership work</td>
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<td>British &amp; Foreign School Society</td>
<td>Deliver and evaluate the impact of the Emotion Coaching programme in 10 schools</td>
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<td>British Council (Erasmus)</td>
<td>ICAM Extension project to develop the secondary school version of the ICAM programme, developing a ‘whole school and family’ training programme</td>
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<td>Central South Consortium and Education Achievement Services Training</td>
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<td>Chancery Bar Association</td>
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<tr>
<td>City of London Corporation</td>
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<td>Comic Relief Children Survive and Thrive</td>
<td>Early years project (focusing on the delivery of Achieving Early) focusing on closing the gap between disadvantaged children and their peers</td>
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<td>Organization</td>
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<tr>
<td>Department for Education</td>
<td>Delivery of 10 Anti-bullying programme</td>
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<td>Education Endowment Foundation (Stage 1)</td>
<td>Trialling the impact of Achieving Early</td>
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<td>Education Training Foundation</td>
<td>Outstanding Teaching Learning and Assessment project: supporting 240 staff from up to 60 providers to directly improve the experience and outcomes of over 800 learners in English and maths</td>
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<tr>
<td>Education Training Foundation</td>
<td>Extension of Outstanding Teaching Learning and Assessment projects</td>
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<td>Education Training Foundation</td>
<td>Improving Level 2 outcomes for 16-18-year olds in English and Mathematics</td>
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<td>Esmee Fairbairn Foundation</td>
<td>Tracking for Success project which extends the Achieving Early programme to work with disadvantaged two-year olds in 60 settings to close the attainment gap between these children and their peers by the time the children reach school</td>
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<td>Explore Learning</td>
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<td>Home Office Funding to Local Authorities</td>
<td>Manchester Supporting Families and Youth Crime. AfA coaches working alongside frontline staff and managers to develop engagement and delivery work with key workers leading on preventative work with families.</td>
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<td>Development of Early Years SEND review framework and training of Early Years professionals to use the review</td>
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<td>Development of materials to ensure Senior Leaders are full engaged with strategic planning around SEND</td>
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<td>Nasen / Whole School Send</td>
<td>Whole School SEND (WSS) SEND Review. Testing the application of the SEND Review at foundation stage and 6th form across 6 settings</td>
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<td>SSIF Cheshire</td>
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<td>Fit and Fed Newcastle - Delivery and monitoring of the AfA core strength programme, alongside Street games delivery of Fit and Fed projects, to support young people during outside school hours.</td>
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<td>Bolton LA</td>
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<td>Department of Health and Social Care / Public Health England</td>
<td>Expansion of the Achieving Wellbeing programme and Emotion coaching</td>
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<td>Securing better education and life outcomes for Children and Young People affected by migration</td>
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<tr>
<td>The Prince’s Trust</td>
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<tr>
<td>StreetGames</td>
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<td>StreetGames Holiday Activity Fund</td>
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<td>StreetGames Police and DfE Fit and Fed</td>
<td>Proposal submitted - Supporting long-established integration and mentoring programme to deliver in primary schools with coach capacity and back office support</td>
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<tr>
<td>Teach First Norway</td>
<td>Parental Engagement course planning</td>
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<td>University of Bolton</td>
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<td>Various (donations)</td>
<td>Trusts/Foundations</td>
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<tr>
<td>Various (fees)</td>
<td>AfA validated International Master’s Degree programme</td>
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Achievement for All 3As also provided school improvement and back-office functions to the Achievement for All Education Trust.

**Donors making targeted donations in 2017-2020 included:**

- Blagrave Trust
- Bolton University
- Chancery Bar Association
- Donnington Valley Hotel and Spa
- Fishmongers’ Company Charitable Trust
- Freshfields LLB
- ICAP
- KPMG
- Marks and Spencer
- Northampton University
- Northumberland Freemasons
- Old Possums Practical Trust
- Orsted Barrow
- Pan McMillan
- Peters Books and Furniture
- Porticus
- Prospero World
- Sovereign Housing
- Warburtons Bolton
Every penny donated to Achievement for All is spent delivering our programmes and allows us to reach more disadvantaged and vulnerable children and young people. Our registered charity number is 1142154.

Help us make a difference - www.afaeducation.org.uk/donate

Or contact our Fundraising team 01635 279499 or email us at fundraising@afa3as.org.uk
Corporate and Community Support

We welcome support from businesses or local employers and individuals. We have a number of exciting and innovative ways that you, your staff and the wider community can get involved and directly benefit the schools, settings and children within your community and beyond. Achievement for All will happily support you in being able to show the impact of your involvement on the children and young people we work with.

Make Achievement for All part of your corporate social responsibility agenda. Funding received goes directly to delivering Achievement for All programmes within your community, enabling every child to be the best that they can be.