



ACHIEVEMENT FOR ALL

Achievement for All

Headstart School is pleased to work with AfA.

This bespoke school improvement programme focuses on improving outcomes for children and young people. The framework is structured around four interdependent and interrelated elements.

Four Elements

1. Leadership of AfA: consolidating, supporting and developing a culture of distributed, inclusive and effective leadership throughout the school community.
2. High Quality Teaching and Learning: closing the attainment gap, by developing more effective teaching for all children in their classroom and more effective, holistic provision mapping.
3. Parent and Carer Engagement - raising aspiration and achievement, and removing barriers to learning by developing positive and constructive relationships between parents and carers and schools.
4. Wider Outcomes and Opportunities - securing children's engagement across the curriculum and wider provision, developing behaviours for learning, attendance and well-being, and supporting pupils' personal resilience.

Intended Outcomes

To raise the aspirations, access and achievement of vulnerable and disadvantaged pupils.

Aspiration- ensuring school leaders, teachers and other professionals, parents, carers, children and young people have high expectations about what can and will be achieved

Access- enabling the removal of the barriers that can prevent some children from accessing learning and the wider opportunities the school offers

Achievement- increasing educational success or attainment that extends beyond exams to social, artistic, musical, sporting and leadership endeavours.

Headstart's Role

Headstart School is registered on the programme and is working towards gaining the Achievement for All Quality Mark for successfully improving outcomes for vulnerable and disadvantaged children.

Working with colleagues across the school community John Pritchard, as Achievement Coach, works with the school's nominated School Champion to develop an action plan that supports the implementation of the above four elements through high-impact and evidence based core interventions, supported by a series of tailored school driven activities.

Examples of coaching activities to date have included:

- Structured Conversation training
- Data tracking and analysis
- Differentiation

- Developing Case Studies
- Effective Deployment of Support Workers including observation schedule
- Monitoring and evaluating the effectiveness of intervention programmes
- Support workers Appraisal

- Focussed research groups
- Behaviour Learning Walks
- Staff and student questionnaires

For further information www.afa3as.org.uk or please contact
Caroline Belchem, School Champion/ Head Teacher



We are delighted to announce that having worked with Achievement for All for two years we had our verification visit this week (January 2017) and have secured the Achievement for All Quality Mark.

Achievement for All feedback from the external verifier:

I am pleased to confirm that I am happy to recommend Headstart for the Achievement for All **Quality Mark [QM] Award** and that you will soon be receiving a formal communication with the QM logo and press release template. Congratulations to you and **all** of your staff. Kris Wodehouse is the Regional Lead for the East so I have copied her in here. [Tracy Wilkinson will manage your electronic logo etc]

To capture some of the **key features of excellence of your provision** highlighted in my feedback to you, I would like to commend you on your:

- Distributive leadership: It is clear that you have three Assistant Head Teacher's that work collaboratively as a team with you (head Teacher) to great effect. All evidence requests were seamlessly provided during the verification visit which demonstrates their professional expertise and effectiveness with regards use of data management systems. All four of you work 'together' with the unified vision to achieving best outcomes for your pupils.
- Financial investment into data management systems that best suit your needs - Monitoring and review of these, enabling effective delivery of needs led provision for your pupils.
- Embedding of Achievement for All principles via a whole school approach, and in particular your delivery of Structured Conversations for all families. The Common room provides a welcoming space for parents and pupils alike [and, of course, was a result of a request from School Council demonstrating effective pupil voice!].
- The parent [AP] and young person [LP], I met were full of praise. . Quotes to share with you:
 - "He wouldn't have had a future with anyone *[any other school]* else"
 - "Mainstream schools just focused on what he couldn't do. Here they focus on what he can!"
 - "Not just an educational place - It's more like a family"
 - "Such an amazing school - They pick up on things immediately"
 - "More than amazing!" [Pupil]
 - LP enjoyed the extended day activities and articulated his clear intention and positive determination to build on his GCSE 'E' grades and to achieve 'C' grades " I wont get the job I want without them"
- The Carer I met [LC] was also extremely complimentary on your school, its staff and its provision. What was clear is that a long term partnership has been established working and supporting parents of your pupils
 - " I pick up the phone and know I won't be judged".
- Your staff's willingness to go the extra mile:

- Alex driving car behind LP as a means of supporting him to walk a short distance on his own
 - Driving to a pupil's home at short notice in order to be able to bring him safely to school
 - Home visits to carry out the structured conversations where this is needed
- Your school advisor explained how she works 'hands on' with SLT and the general operational functionality of the school to ensure perpetual school improvement.