# **Evaluation of Success For All**

Submission date	Recruitment status No longer recruiting	<ul><li>Prospectively registered</li></ul>			
18/05/2016		☐ Protocol			
Registration date	Overall study status	Statistical analysis plan			
21/06/2016	Completed	[X] Results			
Last Edited	Condition category	[] Individual participant data			
02/03/2022	Other				

### Plain English summary of protocol

Background and study aims

Success for All is a training and support package for primary schools that aims to help them to teach their pupils to read well. It was initially developed in the USA, where it is used by around 1,000 schools. It provides training in both approaches to teaching, such as cooperative learning and synthetic phonics, and school management. Data analysis is frequently undertaken to measure pupils' progress, and pupils are grouped (and regularly re-grouped) into classes based on their reading ability, not their age. Teachers are provided with structured daily lesson plans and teaching materials. Additional catch-up support, such as computer-assisted learning, is provided to pupils struggling to learn to read. While there is a substantial body of existing evidence of the effectiveness of Success for All both in the US and the UK, it has only been evaluated through one large scale study in the US. There is therefore a need for the conduct of a high-quality study to strengthen the evidence behind the programme and its implementation in the UK context.

Who can participate?

Year 7 pupils (11-12 year olds) in a state secondary school in England.

What does the study involve?

Schools are randomly allocated to either deliver the Success For All approach or continue as normal for two school years. The success of the programme is assessed though literacy tests administered with all pupils at the end of Reception and Year 1.

What are the possible benefits and risks of participating?

Anticipated benefits of taking part are improvements in literacy. There are no anticipated risks of participating.

Where is the study run from? Queen's University Belfast (UK)

When is the study starting and how long is it expected to run for? January 2013 to December 2016

Who is funding the study? Education Endowment Foundation (UK)

Who is the main contact? Dr Andy Biggart a.biggart@qub.ac.uk

## Contact information

### Type(s)

Scientific

#### Contact name

Dr Andy Biggart

#### Contact details

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## Additional identifiers

#### Protocol serial number

1

# Study information

#### Scientific Title

Cluster randomised controlled trial evaluation of Success For All

## **Study objectives**

What is the impact of Success For All on reading outcomes for participating pupils?

## Ethics approval required

Old ethics approval format

## Ethics approval(s)

- 1. School of Education Research Ethics Committee, Queen's University Belfast, March 2014
- 2. Ethics Committee of the Department of Education, University of York, 04/06/2013

## Study design

Cluster randomised controlled trial

## Primary study design

Interventional

## Study type(s)

#### Health condition(s) or problem(s) studied

Attainment in literacy

#### **Interventions**

Schools are randomly assigned to either deliver the Success For All approach (intervention), or continue as normal (control) for two school years.

Success for All is a training and support package for primary schools that aims to help them to teach their pupils to read well. It was initially developed in the USA. It provides training in both approaches to teaching, such as cooperative learning and synthetic phonics, and school management.

The success of the programme will be assessed though literacy tests administered with all pupils at the end of Reception and Year 1.

### Intervention Type

Behavioural

#### Primary outcome(s)

Reading - measured using the following subscales from the Woodcock Reading Mastery Test:

- 1. Letter Identification (measured at end of Reception Year)
- 2. Word Identification (measured at end of Reception Year)
- 3. Word Attack (measured at end of Reception Year)
- 4. Word Identification (measured at end of Year 1)
- 5. Word Attack (measured at end of Year 1)
- 6. Passage Comprehension (End of Year 1)

### Key secondary outcome(s))

Key Stage 1 Phonics Check (End of Year 1)

### Completion date

31/12/2016

# **Eligibility**

#### Key inclusion criteria

Reception class pupils in participating state primary schools

### Participant type(s)

Other

#### Healthy volunteers allowed

No

#### Age group

Child

#### Sex

## Key exclusion criteria

Not a Reception class pupil in a participating school

#### Date of first enrolment

01/03/2013

#### Date of final enrolment

30/06/2014

# **Locations**

#### Countries of recruitment

United Kingdom

Northern Ireland

## Study participating centre Queen's University Belfast

School of Education 69-71 University Street Belfast United Kingdom BT7 1HL

# Sponsor information

## Organisation

Queen's University Belfast (UK)

#### **ROR**

https://ror.org/00hswnk62

# Funder(s)

## Funder type

Charity

#### **Funder Name**

Education Endowment Foundation (UK)

# **Results and Publications**

# Individual participant data (IPD) sharing plan

Not provided at time of registration

## IPD sharing plan summary

Stored in repository

# **Study outputs**

Output type	Details	Date created	Date added	Peer reviewed?	Patient-facing?
Funder report results		01/07/2017	02/03/2022	No	No
Participant information sheet	Participant information sheet	11/11/2025	11/11/2025	No	Yes
Study website	Study website	11/11/2025	11/11/2025	No	Yes