

# Evaluation of Success For All

<b>Submission date</b> 18/05/2016	<b>Recruitment status</b> No longer recruiting	<input type="checkbox"/> Prospectively registered <input type="checkbox"/> Protocol
<b>Registration date</b> 21/06/2016	<b>Overall study status</b> Completed	<input type="checkbox"/> Statistical analysis plan <input checked="" type="checkbox"/> Results
<b>Last Edited</b> 02/03/2022	<b>Condition category</b> Other	<input type="checkbox"/> Individual participant data

## 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 through 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

**Study website**

<https://educationendowmentfoundation.org.uk/evaluation/projects/success-for-all/>

## Contact information

**Type(s)**

Scientific

**Contact name**

Dr Andy Biggart

**Contact details**

School of Education

Queen's University Belfast

69-71 University Street

Belfast

United Kingdom

BT7 1HL

+44 (0)289 097 5946

a.biggart@qub.ac.uk

## Additional identifiers

EudraCT/CTIS number

IRAS number

ClinicalTrials.gov number

Secondary identifying numbers

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

**Secondary study design**

Cluster randomised trial

**Study setting(s)**

School

**Study type(s)**

Other

**Participant information sheet**

Not available in web format, please use the contact details below to request a patient information sheet

**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 through literacy tests administered with all pupils at the end of Reception and Year 1.

**Intervention Type**

Behavioural

**Primary outcome measure**

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)

**Secondary outcome measures**

Key Stage 1 Phonics Check (End of Year 1)

**Overall study start date**

01/01/2013

**Completion date**

31/12/2016

## **Eligibility**

**Key inclusion criteria**

Reception class pupils in participating state primary schools

**Participant type(s)**

Other

**Age group**

Child

**Sex**

Both

**Target number of participants**

1250 pupils in Reception class in 50 primary schools (approx 25 pupils per cluster)

**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**

Northern Ireland

United Kingdom

**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)

## Sponsor details

University Road  
Belfast  
Northern Ireland  
United Kingdom  
BT7 1NN

## Sponsor type

University/education

## ROR

<https://ror.org/00hswnk62>

# Funder(s)

## Funder type

Charity

## Funder Name

Education Endowment Foundation (UK)

# Results and Publications

## Publication and dissemination plan

The final report will be openly available on the funders website  
([educationendowmentfoundation.org.uk/evaluation/projects/success-for-all/](http://educationendowmentfoundation.org.uk/evaluation/projects/success-for-all/)) in early 2017

## Intention to publish date

31/03/2017

## 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?
<a href="#">Funder report results</a>		01/07/2017	02/03/2022	No	No