

Evaluation of Success For All

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

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

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

Primary study design
Interventional

Study design
Cluster randomised controlled trial

Study type(s)

Other

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(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

All

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
Study website	Study website	11/11/2025	11/11/2025	No	Yes