



RIGHT TO
SUCCEED

Raising Rochdale Inclusion Programme

Annual Progress Report - Year One

1 September 2023—31 August 2024



Department
for Education



Garfield Weston
FOUNDATION

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ROCHDALE
BOROUGH COUNCIL

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About Raising Rochdale Inclusion Programme



In this report, we highlight the key activities and progress made in delivery year one.

Introduction

Raising Rochdale Inclusion Programme focuses on building a collaborative approach to Inclusion across the Town to enable success in Education for every young person. The primary partnership will centre on area secondary schools, including the Special School and Pupil Referral Unit, working together on the thematic area of Inclusion.

Programme Aims

The Programme focuses on three different workstreams, Inclusion, KS3 Literacy and KS2 Literacy.

Inclusion Aims

- Improved knowledge of and ability to match intervention to identified inclusion needs
- Improved ability to measure impact of inclusion intervention and support
- Targeted support and improved outcomes for specific cohort of students within each school, as determined by the Inclusion Deputy in each school, based on the needs of the selected students

KS3 Literacy Aims

- Improving reading capabilities of students
- Increased understanding and confidence in practitioners to identify and meet literacy needs of students
- Increased understanding of literacy curriculum and expectations between primary and secondary schools

KS2 Literacy Aims

- Increased confidence of staff identifying and meeting literacy needs of their pupils
- Increased prioritisation of literacy CPD within school
- Increased understanding of pupil literacy need

Governance

Within all Right to Succeed programmes, collective working to achieve shared ambitions is a core principle. In Rochdale, the programme is overseen by a Steering Group and there are Working Groups for each workstream - **Primary Literacy**, **Secondary Literacy** and **Secondary Inclusion**.

The Rochdale Steering Group is chaired by a CEO of a local Multi Academy Trust and the membership is made up of 9 representatives from the three working groups, 2 senior local authority officers, the Director of the Manchester Research School, Regional Lead from the Education Endowment Foundation and the Right to Succeed Rochdale programme team. The purpose of the group is to provide strategic oversight of the programme and feed into the Rochdale Inclusion Board.

The Rochdale Working Groups meet regularly to discuss and determine the operational activities for the programme. Each participating school has representation on the working groups. For the inclusion workstream, all 15 Inclusion Deputies are members of the group. For secondary literacy, the Literacy Lead from all 15 schools are represented, and for primary literacy, the group consists primarily of Head or Deputy Head teachers from all 22 schools.



Our Year in Numbers

4,563

Pupils assessed

37

Schools participating

67

Individual progress meetings

507

Responses to behaviour survey

74

Project leads

1,025

Pupils receiving targeted interventions

926

Responses to Literacy survey

259

Staff received indirect CPD

22

Hours of training received

1,819

Primary pupils supported with literacy

“Working with Right To Succeed has been instrumental in giving me hope for the future of our schools and hope for our children of Rochdale. The Right to Succeed meetings enable us to have time and space to think strategically, to share good practice and the team ensure these are always solution focussed! In addition, what has been really valuable has been the guest speakers and the evidenced informed research shared at the meetings.”

Louise Pottinger, Deputy Headteacher at Kingsway Park High School

EEF Partnership

The Education Endowment Foundation (EEF) partnered with Right to Succeed in April 2023, to support the Rochdale Secondary Programme. A key aim of this partnership was to pilot some of the content developed by the EEF for the Evidence Exploration Partnerships, which will be delivered with Research Schools to partners as part of the evidence mobilisation work of the EEF over the next 3 years.

The Evidence Exploration content is designed to be delivered across four full-day workshops with system leaders within a local authority or multi-academy trust. Within the Rochdale Partnership, **Manchester Communication Research School**, **Pinnacle Learning Research School** and the **EEF** worked with Right to Succeed and a mix of middle and senior school leaders with responsibility for literacy (Literacy Leads), delivering three 2-hour workshops from September to December.

Within the three workshops in Autumn 2023, the Literacy Leads were supported to determine the challenge they want to address for literacy in their school, their long-term aim, the desired behaviours they want to encourage in school, and the support needed to do this. This then allowed Right to Succeed to work with the Manchester Communication Research School to ensure the training delivered in Spring in Summer 2024, addressed the challenges the schools decided to focus on. The primary challenge identified across the schools was effectively embedding literacy across the curriculum and developing an internal CPD programme to support colleagues.

EEF Evaluation of Workshops

The EEF performed a short evaluation to determine how well the workshops met the identified aims. This was performed through surveys, qualitative feedback and a brief focus group. The following is an overview of some key findings from that evaluation:

- Literacy Leads reported an increase in evidence-use, with 90% of participants stating they were more confident in using evidence to improve literacy in their school as a result of the workshops.
- There was confidence in participants' understanding of the desired behaviours they want to see to improve literacy practice towards their identified aim (80% agree or strongly agree, 20% unsure). However, there was less clarity around how they could support that behaviour change to take place in their school (60% agree or strongly agree, 40% unsure). Based on this feedback a component of the training with MCRS was to focus on the process around CPD implementation for the schools.
- Literacy Leads had a positive experience of the Evidence Exploration Partnership with 90% of participants saying they would recommend the workshops to a colleague.



Research School Monitoring and Evaluation- Please see pg 19 for information



Part 1: Whole School Inclusion

Inclusion Aims

- Improved knowledge of, and ability to, match intervention to identified inclusion needs
- Improved ability to measure impact of inclusion intervention and support
- Targeted support and improved outcomes for specific cohort of students within each school, as determined by the Inclusion Deputy in each school, based on the needs of the selected students

Through the Discovery period with Rochdale secondary schools in 2022/23, there was a collective agreement that the delivery programme would include an Inclusion workstream. This decision was backed up by parent/carer, pupil and practitioner voice. There is a real desire amongst the schools to be truly inclusive settings, where every child feels a sense of belonging and support.

The issue of inclusion, particularly in regards to exclusions, suspensions and other behaviour issues, is certainly not an issue being faced by Rochdale alone. A 2024 Centre for Social Justice report entitled *Suspending Reality* states that:

“While exclusions dropped during lockdown as schools were forced to close, national data indicates an alarming trajectory since they reopened. Annual fixed-term exclusions (suspensions) were the highest on record, with over half a million recorded in 2021/2022, while permanent exclusions also appear to be again on the rise, with a total of 6,495.”¹



The Rochdale secondary schools are using this programme to work together to try to find sustainable solutions to support the needs of their pupils in the face of this national issue. In fact, Rochdale was highlighted in *Suspending Reality* as a place-based approach to inclusion:

¹ The Centre for Social Justice, (2024) *Suspending Reality* [SUSPENDING REALITY - Part 2: Exclusion rates and inclusive practice in multi-academy trusts](#)

Centre for Social Justice Case Study Rochdale: A place-based approach to reducing exclusions

Rochdale is a **Priority Education Investment Area (PEIA)** and a local authority area with, historically, a high rate of school exclusion. The borough is relatively large and has a diverse education system, with several different multi-academy trusts operating in Rochdale, alongside a number of local authority maintained schools and various other types of mainstream settings.

Local Authority leaders recognised there was a lack of quality alternative provision in Rochdale and, following the increase in exclusions, Pupil Referral Unit numbers escalated beyond capacity. The council decided to establish a task group to respond to this, including development of a borough-wide AP strategy and the placement of a bespoke lead AP role.

The strategy has sought to diversify access to AP providers to support mainstream schools into commissioning alternative provision for those with SEND and those at risk of exclusion, to alleviate the pressure on the PRU through a reduction in permanent exclusion.

The local authority are also working with place-based change charity Right to Succeed, in order to engage mainstream school leaders across the borough in driving inclusion. The Right to Succeed programme facilitates collaboration from education leaders to discuss the local issues, gaps in provision and share best practice to support inclusive educational practice. In Rochdale, they recognized that a key driver of exclusions was the below average literacy and oracy across KS2 & KS3 in many schools, and are currently working with all schools in the area to design a programme of targeted interventions.

The strategy has facilitated collaboration with the trusts that operate schools in the local authority area, including a MAT CEO group and MAT presence at key strategic local authority meetings. LA representatives voiced that they had strong and positive relationships with the MATs in the area, and that all schools are buying in to the area wide strategy. There has been work done with a number of primary schools who have set up internal inclusion and SEND teams, which the local authority plans to grow and roll out across the borough.¹



¹ The Centre for Social Justice, (2024) Suspending Reality [SUSPENDING REALITY - Part 2: Exclusion rates and inclusive practice in multi-academy trusts](#)

Year One Mobilisation

The Whole School Inclusive Practice workstream has three key elements:

- Community of practice meetings and training for Inclusion Deputies in each school
- Targeted intervention and support for students at future risk of exclusion or missing from education
- Training and CPD support for wider staff related to inclusion

Year 1 has focused primarily on the first two elements, with 6 collaborative meetings with deputy headteachers via the Inclusion Deputy working group. Additionally, each school has identified approximately 10 young people whom they feel would benefit from additional and targeted support.

These students are primarily in year 8; however, some schools did feel that there were year 9 students who would benefit from this intervention. The schools have provided a comprehensive data set for each identified pupil in order to determine progress on metrics individual to each child and encourage a holistic perspective of each young person.

High level overview of student needs and identified support

The cohort of young people identified by each school has a number of common behavioural concerns and support needs, including;

- Defiance
- Low level persistent disruptive behaviour
- Anger and lack of response to authority
- School avoidance and lesson truancy.

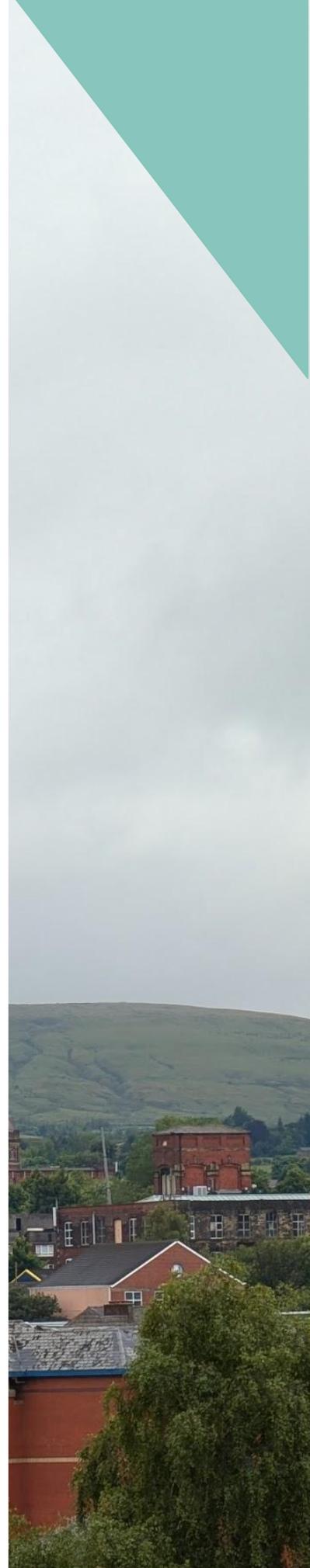
Anonymous data shared by 11 schools illustrated that 75% of the identified cohort had a reading age below their chronological age, and the average attendance of these pupils in year 7 was 87%.

To support this cohort, a number of targeted and tailored interventions have been made available, including 1:1 mentoring, as well as in small groups, sports activities and alternative provision.

Behaviour for Learning Survey

Although practitioner voice was gained through the Discovery Programme, teaching staff had not been asked their direct opinions on what further CPD and support they felt they would benefit from related to Behaviour for Learning. The programme then created a specific survey to distribute to all teachers and senior leaders in schools.

The survey was based on the Teaching Standards related to behaviour management, and was quality assured by the steering group and other education experts. This survey helps us to ensure that we are making plans for year 2 in line with what is most important to teachers and senior leaders.



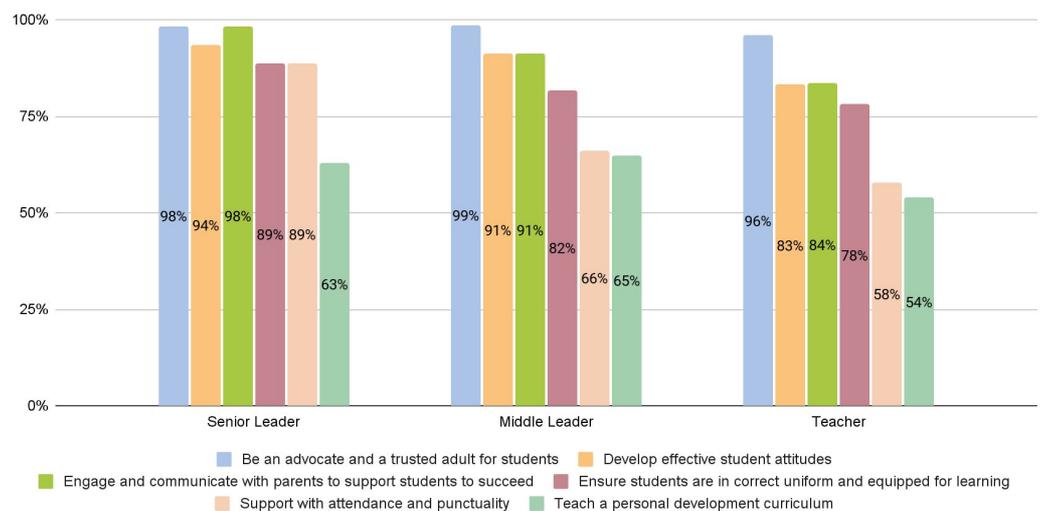


Perceived responsibilities were very similar between roles, but there is a general trend of leaders feeling they have more things within their influence and responsibility in comparison to teachers, notably Senior leaders are the most likely to feel teaching a personal development curriculum is within their influence and responsibility.

Key Findings

- Overall, staff agreed with **89% of the statements** in the behaviour management survey
- Members of the **senior leadership team were most likely to agree (95%)**
- **Teachers and newly/recently qualified teachers were least likely to agree (87%)**
- Statements relating to **own behaviour management practices** were the **most likely to be agreed with (97%)**
- Statements relating to **CPD** were **least likely to be agreed with (55%)**
- **Teachers thought more highly of their own practices** than leaders thought of their team's practices
- The need for **CPD around specific behaviour management strategies** highlighted in open responses

Which of the following do you feel is within your influence and responsibility in your role?



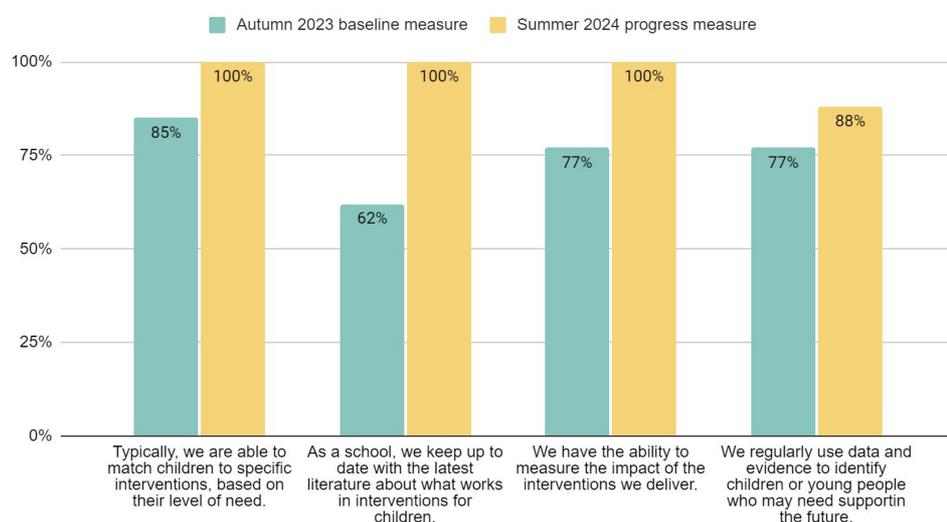
Base: 62, 148, 297

The primary take-away from the survey is that practitioners in schools agree with project leads that there is a need for additional support and training related to behaviour management. This data allows us to move forward with whole-school training for inclusive practice as we move into year 2.

Progress Against Objectives

The programme has a number of objectives, chiefly to improve knowledge of and ability to match intervention to identified inclusion needs through the use of current research and insights, improve ability to measure impact of inclusion intervention and support, and increase understanding of pupil level (early) indicators of need. To these ends, members of the Inclusion Deputies Working Group were asked a series of questions around their attitudes, practice and confidence around these objectives.

Autumn 2023 baseline measure and Summer 2024 progress measure



Positively, all attitudes and areas of practice received higher, or the same, levels of confidence amongst respondents. However, as this is a self-reported questionnaire, we remain cautious of the accuracy of this data. We will continue to commit to cementing this confidence with Inclusion Deputies over the course of the programme to ensure that practice around inclusion continues to be an area of strength and priority in schools.

What next?

As the programme moves into Year 2 the focus will be on the following activities:

- CPD opportunities for Inclusion Deputies - 4 sessions on Improving Behaviour 'Evidence into Action' through the Director of the EEF Manchester Research School
- Targeted interventions to support identified cohort- Continued support for 150 young people via direct intervention. Additional pupils can be added to cohorts where schools feel the original cohort may no longer need support
- Whole School and Leadership CPD - We are in the process of determining with schools which delivery partner/partners would be best suited to deliver this training. The aim is for training to be underway by Spring 2025
- Data collection - The programme will continue to collect both whole school data sets for the data tracker shared by all schools as well as the data for the targeted cohort within each school
- Continue to drive link between inclusion and literacy - joined up working in schools



Part 2: KS3 Literacy

KS3 Literacy Aims

- Improving reading capabilities of students
- Increased understanding and confidence in practitioners to identify and meet literacy needs of students
- Increased understanding of literacy curriculum and expectations between primary and secondary schools

Rochdale was identified as a priority investment area, in 2022, due to combined levels of performance and deprivation. Through the work of the PEIA,

Rochdale secondary schools signed up to a collaborative approach to working on improving literacy at KS3.

The delivery plan for Rochdale, starting in September 2023 focuses on working with all 15 area secondary schools on the alignment of the literacy curriculum with primary schools & assessment and intervention for pupils with identified need.

Continuing Professional Development

The primary focus for **Year 1** was to prioritise training in the following areas;

- Implementation training
- Theory of change
- Defining challenge and aim
- Improving vocabulary instruction
- Disciplinary reading
- Oracy and disciplinary talk
- NGRT interpretation and use of data
- Dr Jessie Ricketts on Reading needs and assessments

Schools literacy leads then disseminated the above training to staff within their schools, the below numbers represent the number of staff trained within Rochdale.

- Research School Implementation - **134**
- Research School Literacy training - **215**
- Dr Jessie Ricketts training - **43**
- GL Assessment/NGRT data training - **55**

Literacy Survey

All 15 schools re-distributed a staff literacy survey to all teaching and teaching support staff, which is intended to identify areas of strength and development for schools related to cross-curricular literacy. The survey is divided into three sections:

- Self-efficacy and beliefs
- School prioritisation
- Personal development and implementation

The baseline survey was completed in **Spring 2023** and the re-distributed survey was completed by all schools in **Spring 2024**, with **687 practitioners** sharing their responses.





NGRT Data

Pupils made expected progress in line with the national average SAS of 100

3% increase in number of pupils at Stanine 1 & 2

6% increase in the number of students in Stanines 8 & 9, 5% above the national average

Medium gender gap with girls outperforming boys. However, this does differ at individual school level, ranging from -4 to +9

11% more of pupils in Stanine 1 & 2 were able to access the Passage Comprehension section of the NGRT in the Summer compared to the Autumn

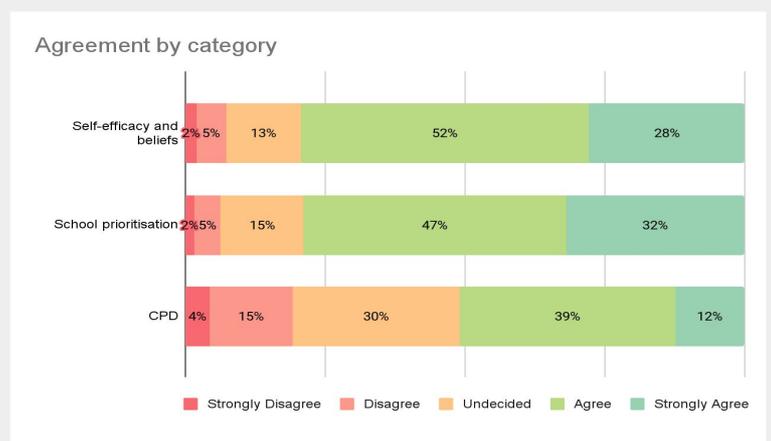
Medium FSM gap of 5 points

EAL students have made an increase of 1 SAS point, an inconsistent gap of -10 to +1

Reading profile data for this overall cohort identifies comprehension as the highest pupil need

80% of schools maintained or increased reading ability with Year 7 pupils

The schools use the findings from these surveys to help identify areas of support and CPD to support literacy across their schools. Data collected from 11 schools indicated that 356 members of staff had received CPD as a result of the training needs identified in the Literacy Survey.



Base: 687

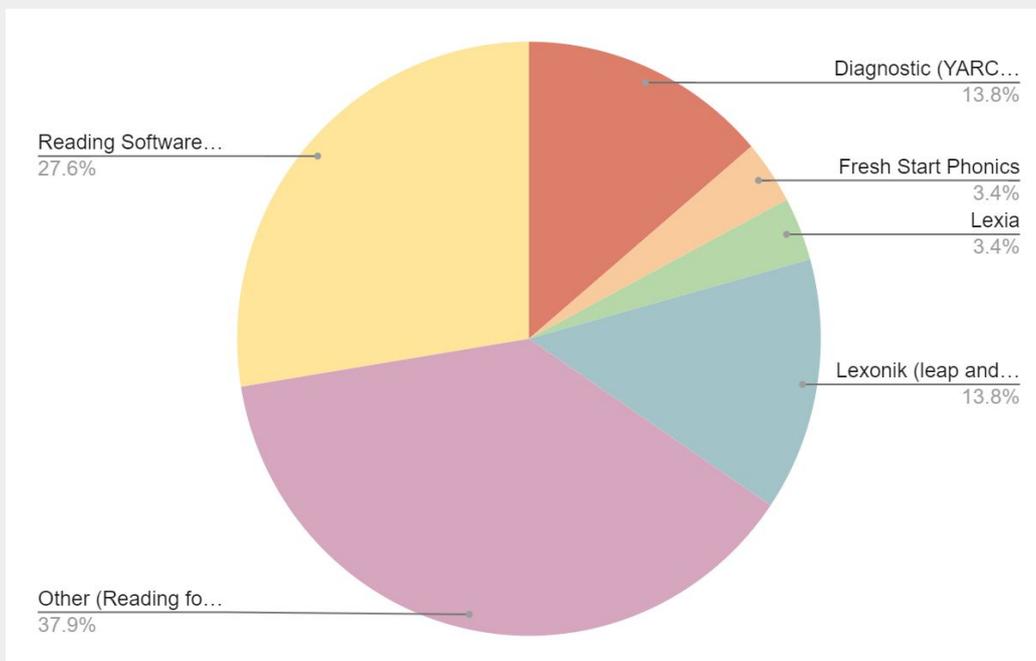
What this means for Year 2

Although overall from Year 1 there are some key positive takeaways in relation to Gender, FSM and EAL, there is an inconsistency at a school level and this will need to be looked at by schools on a deeper level.

There will be a clear focus for schools to ensure that interventions are appropriately matched to pupils with a focus on their needs.

Literacy Intervention

To support Literacy across the area, participating schools have received funding towards Literacy interventions, funding 19 different diagnostic tools, learning resources, methods of teaching and learning, and targeted interventions.* Interventions include but are not limited to; Lexia, Lexonik Leap and Advance, Rapid Reading and Sparx Reader. Over the course of the year, 259 staff have been trained to deliver these interventions, which have been accessed by 1025 of the lowest ability readers across the borough.



* Diagnostic (YARC, Salford Sentence Reading Comprehension & IDL), Fresh Start Phonics, Lexia Lexonik (leap and advance), Other (Reading for pleasure text, Twinkle licences, reading books), Reading Softwares (Bedrock, Boosting Reading, Rapid Plus, Rapid Reading, Reading Wise, Sparx Reader, That Reading Thing)

“Jessie Ricketts and Estelle Bellamy training was invaluable for myself and my literacy team. It lead to us creating a new intervention decision tree within our setting.” Asst. Head of English, Newhouse Academy (Rochdale)



A Glance at Intervention

Wardle Academy

School Background

Wardle Academy is an 11-16 academy in Wardle, Rochdale and is part of the Watergrove Trust. The school has nearly 1400 pupils, 27% of which are eligible for free school meals.

Intervention approach

Wardle Academy has used the YARC test, a reading fluency and a phonics test, to determine which intervention pathway a pupil should be on. Students with a phonics need are supported through the Lexonik Leap intervention.

The academy has used project funding to support both the YARC testing and Lexonik Leap. CPD and training has been implemented for both to allow the Literacy Intervention teacher to understand how to best support students using the programme.

Impact at end of Year 1

Out of 25 students on an intervention pathway, 24 students made progress according to the Single Word Reading Test.

The Literacy Intervention teacher stated that, "The YARC has allowed me to really drill into exactly which parts of a students' comprehension they are struggling with"



Newhouse Academy

School Background

Newhouse Academy is an 11-16 academy in Heywood, Rochdale and is part of the Hollingworth Learning Trust. The school has approximately 1000 pupils, 44% of which are eligible for free school meals.



Intervention Approach

- Intervention leads ran a reciprocal reading model using specially selected texts
- Newhouse Academy used project funding to source more age appropriate books via the Hi-lo selection from Barrington Stoke
- The program was run in 6-8 week blocks of 50 minute sessions with groups of up to 6 students
- Staff were trained to practise the strategies in a small group setting before running the sessions

Impact at end of Year 1

Of the 24 students in the intervention group, 20 made progress according to the summer NGRT testing. Across the intervention group, an average of +11 Standard Age Score Points, which is nearly the equivalent of nearly a whole GCSE grade. Most students stated that they felt more confident with their reading and were able to comprehend the texts they were looking at in class with more confidence.

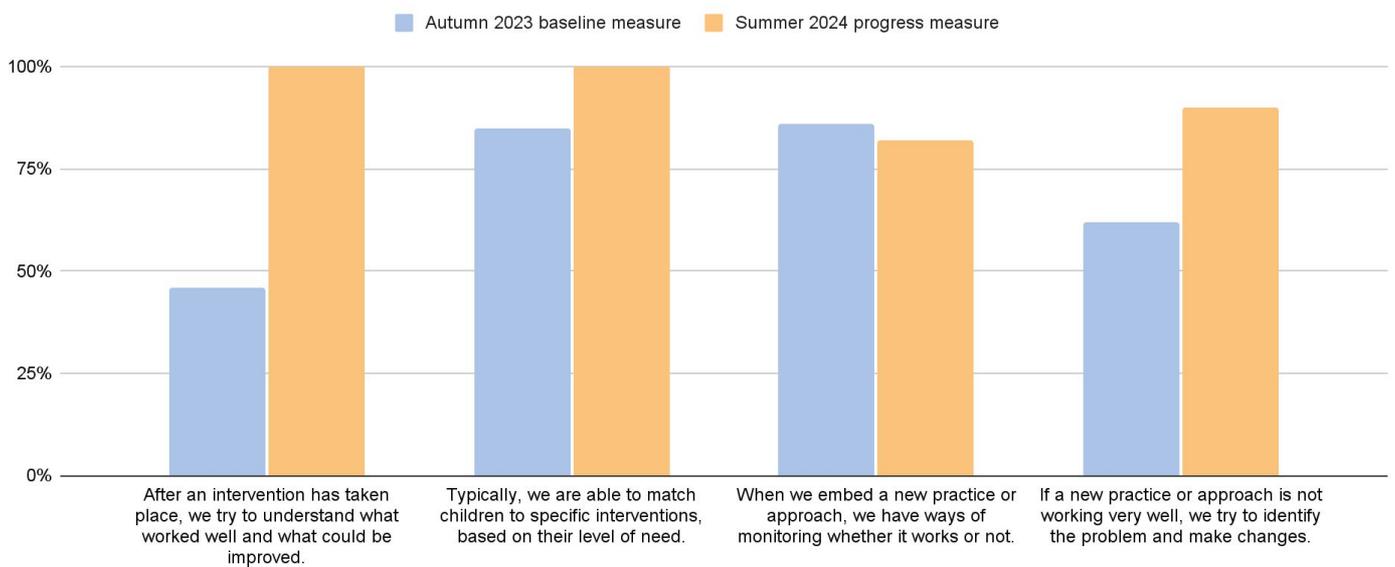
Progress Against Objectives

To achieve these aims, a number of smaller objectives and success criteria were outlined; chiefly, for staff to develop:

- Improved insight into approaches to intervention that are not currently working
- Improved ability for staff to effectively target interventions
- Increased confidence of staff identifying and meeting literacy needs of their pupils
- Increased understanding of pupil literacy needs

To these ends, staff from participating schools were asked a series of questions around their attitudes, practice and confidence around these objectives.

Rochdale Literacy - Year 1 Objectives



Respondents: 13, 10, 13, 10, 13, 10, 13, 10

Positively, the majority of attitudes and areas of practice received higher, or the same, levels of confidence amongst respondents. However, as this is a self-reported questionnaire, we acknowledge that this data may not provide insight into practice on the ground. We will continue to commit to cementing this confidence over the course of the programme to ensure that practice around literacy continues to be an area of strength and priority in schools.

One area has seen a small decrease, looking at methods of evaluating a new practice. As programmes learn more throughout the course of the year, and as a result of CPD opportunities provided, it is not uncommon to see a reduction in agreement around aspects of practice within schools, as practitioners develop a greater awareness and understanding of different ways of working.

Monitoring and Evaluation

As part of our partnership with the EEF, there was an agreed desire to conduct monitoring and evaluation visits with a purpose of gaining an awareness of the literacy approaches within the schools involved in the programme. A selection of schools hosted the Director of Pinnacle Learning Research School in the summer term of year 1, with the intention of re-visiting these schools in the summer of year 2. The visits involved; lesson observations across the school (cross-curricular), interviews with different members of staff including; SLT, Literacy Leads, Middle Leaders and Heads of Departments.

Summary of findings

- Schools have adopted multi-layered literacy strategies tailored to different student needs
- Professional development sessions focus on enhancing teachers' skills in vocabulary instruction, guided reading, and structured oracy activities
- Middle leaders are given the autonomy to implement literacy strategies within their departments while aligning with the whole-school vision
- Senior leaders play a pivotal role in promoting literacy and its quality assurance
- Some schools have revitalised their libraries and introduced various initiatives to promote a reading culture
- Regular guided reading sessions are conducted, particularly in English lessons and Form Time
- Students demonstrate increased curiosity about words, engage more confidently in reading and vocabulary activities, and show improved reading resilience

"I like that [the intervention] is interactive and you can listen to the work being read so you know what the vocabulary sounds like. I think that the fact it explains the meaning of tricky vocabulary is really good. I've learnt new vocabulary like anxiety, tangible, apprehensive and cordial. I am looking forward to using it more and improving my vocabulary."

Pupil, Kingsway Park Academy (Rochdale)



Recommendations for improving Literacy development

- There is a need for more consistent application of literacy strategies across all subjects and classrooms
- There is a need for better communication and understanding of how to use reading age data and SAS scores
- Fostering a stronger reading culture and increasing library use and borrowing rates are important

What next?

- Literacy assessments, through Autumn and Summer NGRT testings of Year 7 and Year 8 pupils to gain baseline information to aid direction of intervention and summative assessment to evaluate pupils learnings
- CPD opportunities for Literacy Leads, including sessions with Dr Jessie Ricketts with an Ofsted focus and further sessions with EEF, Manchester Research School and ELE Leads
- Targeted literacy interventions aimed at supporting pupils with statines 1 and 2 from the NGRT assessment
- Monitoring and evaluation visits - through our partnership with the EEF, we will continue to drive forward with monitoring and evaluation visits regarding literacy within schools
- Collaborative working with primary schools to enhance the joined up working between literacy at KS2 and KS3





Part 3: KS2 Literacy

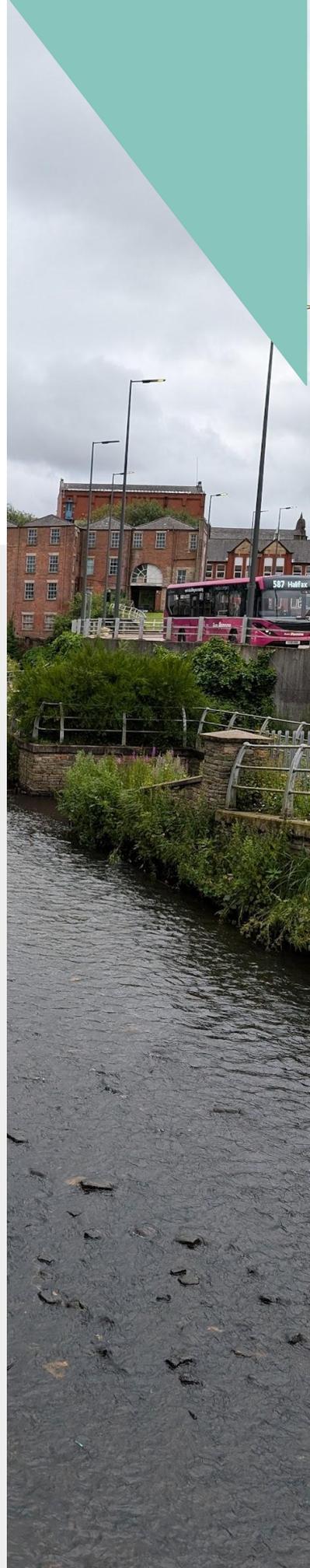
KS2 Literacy Aims

- Increased confidence of staff identifying and meeting literacy needs of their pupils
- Increased prioritisation of literacy CPD within school
- Increased understanding of pupil literacy need

Findings from Exploration and Mobilisation

3 focus groups were conducted with 14 members of Primary staff, and Literacy Approaches survey with 21 responses from staff. Both the focus groups and surveys asked about approaches to reading, writing, oracy and transition in KS2, as well as successes and challenges in these areas.

Area of Focus	Findings
Reading Approaches	There is much variation across schools regarding their approach to supporting reading across KS2. Some of the most common approaches and interventions were Read Write Inc, Accelerated Reader, Toe by Toe, VIPERs, RAMP Reading.
Phonics	Some schools felt they needed to extend their teaching of phonics beyond the time when they had previously stopped its explicit teaching. This was due to the skills gap as a result of COVID.
Writing	There was less variation in approaches to writing. These mainly included Talk for Writing and The Write Stuff, however members of staff described issues around the level of scaffolding built into these approaches. It was felt that these approaches provided too few opportunities for independent writing.
Oracy	Many schools had less explicit focus on oracy in comparison to reading and writing. Staff consulted were mostly familiar with the Wellcomm Primary Toolkit. The focus on oracy was greater in KS1 than in KS2, however, several schools were attempting to build more opportunities for structured talk into their school day for older pupils.
Speech, Language and Communication Needs	Members of staff noted the growing issue of speech and language difficulties in their classes, and were keen to expand their oracy offer to pupils where there were long waiting lists for SALTs.
Primary to Secondary Transition	Staff felt unsure that information shared by primaries was considered at high school. Schools reported that there is no shared curriculum between Y6 and Y7 which they were concerned led to unnecessary repetition of learning, and felt that standards for literacy were higher at the end of primary school than they were for pupils starting high school.





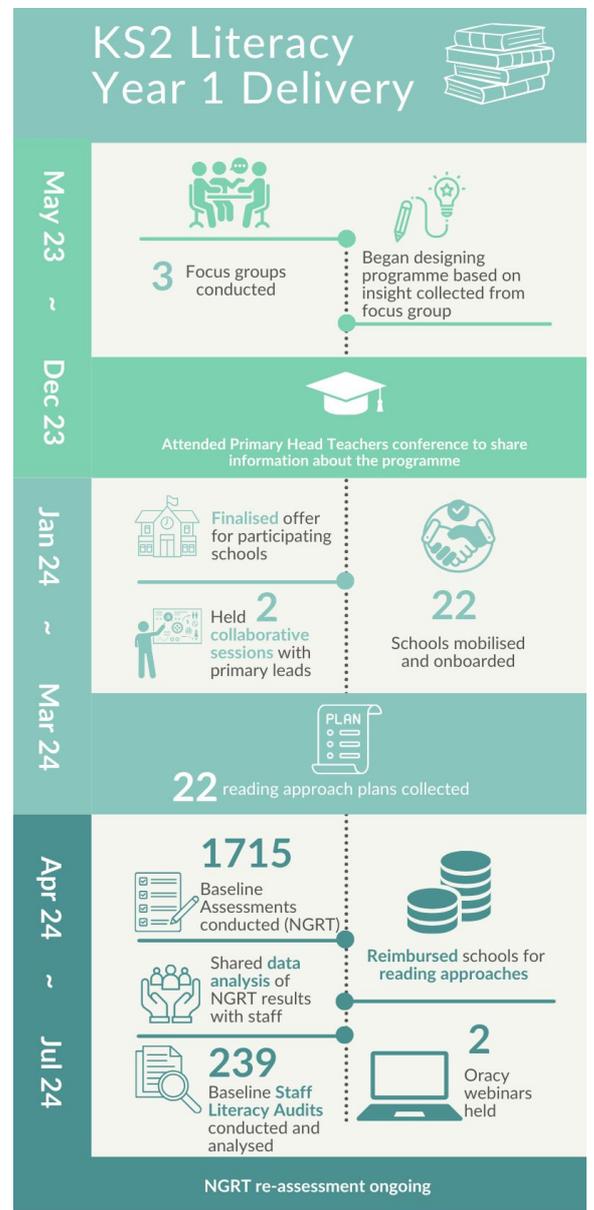
Overview of KS2 literacy workstream

Through the work of the PEIA 22 primary schools in Rochdale have signed up to the KS2 Literacy Programme which is split into three areas; Reading, Writing and Oracy. After the exploration period with the primary schools they have decided the following:

Reading - As all schools had different approaches to reading and were at different stages on their reading development, it was agreed that each school would have a set budget to spend on resources to support their own reading strategy with the target year groups.

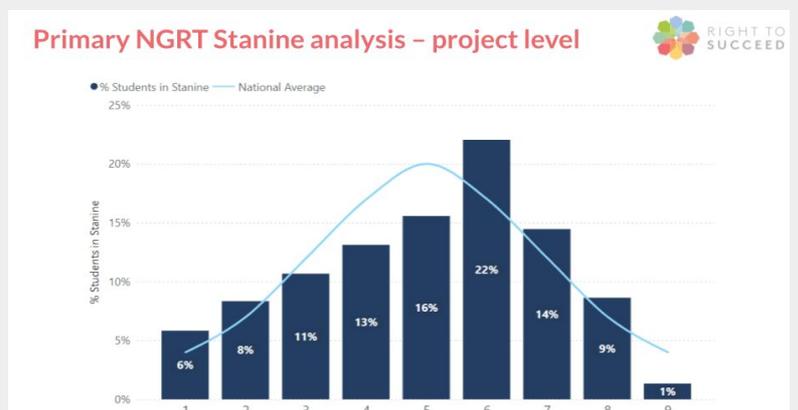
Writing - All schools agreed to metacognition training in order to support their writing strategies. The Metacognition training will be delivered by Manchester Communication Research School.

Oracy - All schools agreed to Voice 21 to support their oracy strategies within school. Schools have received 2 introductory webinars from Voice21 and are ready to commence training in September 2024.



NGRT Data

While the overall picture for the 22 schools as a whole is around national average, the picture varies significantly on an individual school basis, with some schools having up to 40% in stanine 1 and 2.



Baseline NGRT data completed in March 2024

At Project level the mean SAS for reading in Year 4 is 99, compared to the national average of 100.

At Project level the mean SAS for reading in Year 5 is 101, compared to the national average of 100.

There is a negligible gender gap at Project level.

There is a medium FSM gap at Project level.

Girls outperform boys at 19 out of 22 schools.

Literacy Survey

The baseline survey was completed in Spring 2024, with 239 practitioners sharing their responses. The survey will be re-distributed in Spring 2025 as a progress measure.

Key Findings

- Overall, staff agreed with 83% of the 20 statements in the literacy audit
- Members of the senior leadership team were most likely to agree (93%)
- Middle leaders and teaching assistants were least likely to agree (81%)
- Statements relating to school prioritisation of literacy were the most likely to be agreed with (95%)
- Statements relating to CPD were least likely to be agreed with (71%)
- Open responses focused on CPD (36%), collaboration (11%) and SEND needs (11%)

Reading Approach

All 22 Primary schools submitted a reading approach plan to evidence how they would use the available funding to support reading with Year 4 and 5. The majority of schools used this funding to purchase books in order to support their own reading strategies within school.

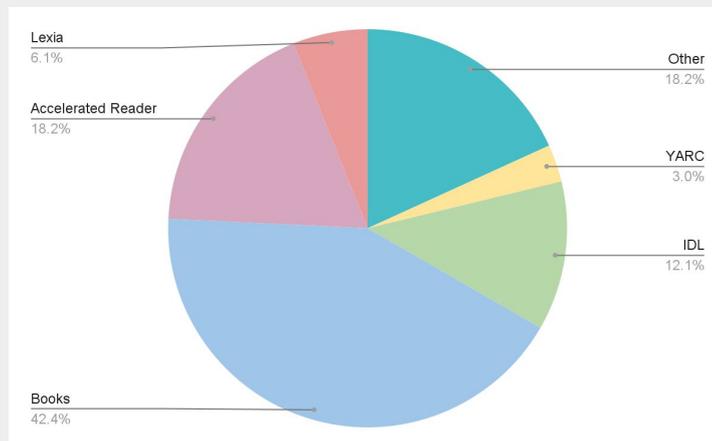
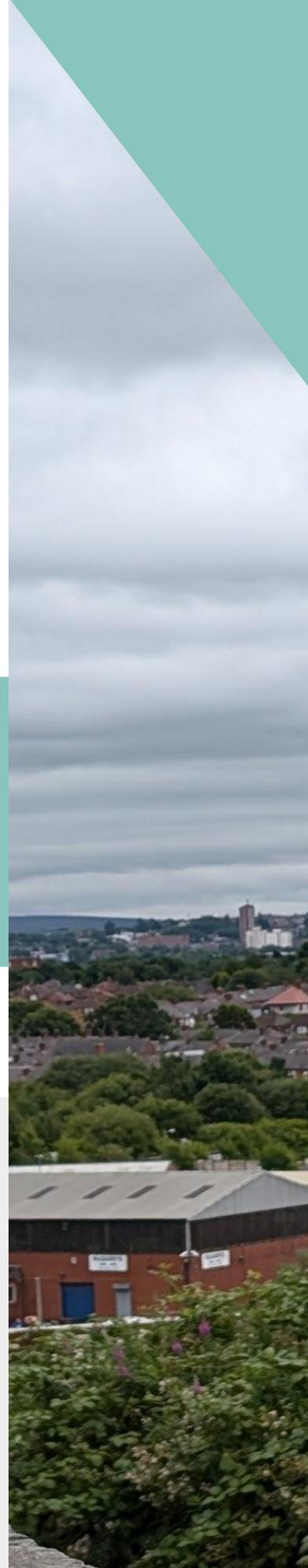


Chart shows the distribution of funding (other: Tonie Boxes / Bedrock / Literacy Shed / Grammarsaurus)





Primary to Secondary Transition

To gain a more thorough understanding of the approach to literacy and the strategies used within KS2 we invited the participating primary schools to four focus groups. Please see page 22 for key findings from these focus groups.

Over the next academic year **we aim to:**

- Facilitate cross-phase visits between primary and secondary schools
- Share reading lists to avoid repetition in texts
- Share academic reading plans to increase wider knowledge
- Create CPD opportunities for secondary and primary leads to learn from one another
- Facilitate opportunities for secondary schools to work collaboratively with their feeder primary schools

What next?

- Schools will complete metacognition training over the course of the next academic year
- Schools will commence Voice 21 training, this training will consist of in person training, whole school access to their online CPD library and individual school support and guidance from Voice 21
- Continuation of their individual Reading Approach Plans
- Rochdale primary and secondaries will complete collaborative literacy training
- NGRT progress measure (May 2025)





Part 4: Year 2 and Beyond

Our approach to sustainability

Building on our work to date, we've set out what we expect to achieve during the delivery years of our programme and how this builds towards achieving the 10-year ambition, embedding the principles of collective working and locally-led decision making

Overarching plans

Continuing the momentum and energy of the programme to grow impact	Embedding place-based change principles of collective ambition	Increasing the capacity of individuals and organisations	Continue to learn and evaluate and share that knowledge for continuous improvement	Creating the blueprint and conditions for long-term legacy and sustainability
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KS2 Literacy	KS3 Literacy	Inclusion
Complete metacognition training	CPD Literacy opportunities	CPD opportunities for inclusion deputies
Commence voice 21 programme	Continued support for targeted intervention strategies	Continued support for targeted inclusion interventions
Continued support for reading approach strategies	Monitoring and Evaluation Visits	Whole School Inclusion CPD
Primary and Secondary school collaborative training	NGRT baseline for incoming year 7	Continued termly data collection
NGRT Progress Measures	NGRT baseline for incoming year 8	Further evidence the link between inclusion and literacy



Working collectively to effect change

Right to Succeed supports communities in areas of high deprivation to work collectively to give children and young people the best start in life.

We do this because we believe every child deserves the right to succeed, no matter where they live. We bring together residents, professionals and decision-makers to co-design a programme that is bespoke to the needs of the local community. We call this way of working “place-based change”.

How we work

Our Theory of Change

Our Theory of Change sets out the steps that we take in order to effect change.

The target beneficiaries are the children and young people living in the communities

Together with local residents, professionals and leaders, we:



Our work ultimately benefits children and young people by creating:



Inclusive, safe and healthy environments



More joined up support



Better access to education



Greater participation in decision making

Thank you to our programme partners

Secondary Schools

Brownhill Learning Community
Cardinal Langley RC High School
Edgar Wood Academy
Falinge Park High School
Hollingworth Academy
Holy Family RC & CE College
Kingsway Park High School
Matthew Moss High School
Middleton Technology School
Newhouse Academy
Oulder Hill Leadership Academy
Redwood Secondary School
St Anne's Academy
St Cuthbert's RC High School
Wardle Academy

Primary Schools

Heap Bridge Village Primary School
Holy Family RC Primary School
Kentmere Academy
Marland Hill Primary School
Moorhouse Academy
Newhey Community Primary School
Sacred Heart RC Primary School and Nursery
Sandbrook Community Primary School
Stansfield Hall C of E Primary School
St Andrew's C of E Primary School
St Edward's Church of England Primary School
St Gabriel's Roman Catholic Primary School
St James C of E Primary School
St John Fisher Roman Catholic Primary School
St John's RC Primary School
St Joseph's RC Primary School
St Mary's Church of England Primary School
St Mary's RC Primary School (Littleborough)
St Mary's RC Primary School (Middleton)
St Patrick's Roman Catholic Primary School
St Thomas More RC Primary School
St Vincent's RC Primary School

Delivery Partners

Department for Education (DfE)
Education Endowment Foundation (EEF)
GL Assessment
Manchester Communication Research School
Pinnacle Learning Research School
Rochdale Borough Council
The Education Community Partnership
Voice 21

Funders

Department for Education (DfE)
Garfield Weston
John Laing Charitable Trust
KPMG
Rochdale Borough Council





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