









Building confidence and accelerated progress through personalised support

SuccessMaker

School name:	 Monkspath Junior and Infant School	School type:	 Community Primary with integrated nursery (3-11 years)
Region:	 West Midlands	Ofsted rating:	 Good (Dec 2010)
Area type:	 Urban	Pupil premium %:	 9.17%
Number of pupils:	 676	EAL %:	 20%

Why SuccessMaker? To address whole school priority to ensure that all pupils reach the expected standards in maths and English.

Key points to take away

- SuccessMaker introduces topics to make it **relevant and exciting** to pupils
- Pupils **build confidence and resilience** because the programme provides **personalised support tailored to their individual needs**
- **High engagement and motivation** due to a variety of tasks and interactive rewards
- A positive attitude to learning has a positive impact on learning and progress
- Having a **lead member of staff responsible for SuccessMaker** enabled the school to **maximise the impact of the programme.**

Background

Monkspath Junior and Infant School is a large, multi-ethnic urban school with a lower than average percentage of pupils with special educational needs. Tina Briggs, a learning support assistant, has been enthusiastically using SuccessMaker with an initial group of 24 pupils across Key Stage 2.

Who, what, when?

The pupils were selected for SuccessMaker as they were at risk of not achieving age-related expectations. The intervention sessions took place for 40 minutes, three afternoons a week, with each pupil working on a laptop. Feedback has been extremely positive, one Year 5 pupil states, "it was fun reading the stories and answering the questions." Tina understands that in addition to the

instructional clarity of SuccessMaker, "if you get the children to find something that's relevant to them and they're excited to do it, then actually that is good for their learning."

Designed with children in mind

It was evident that SuccessMaker was "designed with children in mind as it is set to a child's pace," Tina reflected. "We know that children like computers and technology." Tina liked the variety in the tasks set to the pupils as "they can't copy the person next to them because they're all doing different things."

It also introduces concepts to give pupils a purpose to their learning, ensuring that it is relevant and easier to understand. "The child friendly approach to breaking sums down if a child was unsure was a crucial building block to improve their learning."



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Reviewing the impact – securing a pupil's progress

Tina provided weekly reports to teachers. "I was looking very much at the children's stop points and their progression up to a certain point." The SuccessMaker reports were used to show how much progress pupils were making. Over 13 weeks, five pupils made five months of progress in reading whilst three pupils made six months of progress in maths. One pupil made ten months of progress in maths in ten and a half hours of usage. A Year 5 child decided, "I think that I am better at maths now. I love to pick a pet on SuccessMaker."

In using SuccessMaker, there has been a notable improvement in pupil's vocabulary. A Year 5 child agreed, "I like to learn new words and it [SuccessMaker] helps me to read a whole book."

Teachers agreed with the progress seen. "I know that there has been an impact in the classroom because I have spoken to the teachers and they've commented about the children that are in the programme." Within a half term, Tina could see that the pupils' confidence, progress and attainment had improved since using SuccessMaker.

The format of the programme also ensured that the pupils realised that "it didn't matter if they got things wrong on SuccessMaker. They knew if they got things wrong, it would be introduced again at a simpler level. So if you got a question wrong, for example, the next screen would give you the breakdown as to how to work it out," ensuring that the pupils can learn from their own personal educational path.

“ It encourages children to be independent and to work independently because it's set to a child's pace. ”

Motivated, happy pupils

The scaffolded feedback within the programme was also extremely motivating for pupils, giving them timely, personalised support. "They absolutely love that. I think the fact that you've got the little gimmicks there and you've got the cartoon based characters certainly helped with engagement," Tina comments.

It was clear that where the activities were fun and interactive it had "a really positive impact on their learning." The pupil reaction has been extremely positive. "I have one little boy that comes up to me practically every day and says 'are we doing SuccessMaker today?' He gets very excited!" SuccessMaker has made a big impact on pupils' learning and had a big impact on their attitude.

Unforeseen advantage – building pupils' resilience and independence

SuccessMaker also provided the school with an unforeseen advantage, "it encourages children to be independent and to work independently because it's set to a child's pace." Tina saw pupils' resilience building, taking charge of their own learning. There was a child who would "always be resistant to putting her hand up or having a go in a classroom environment but since she's been using SuccessMaker, she has grown in confidence." The pupils agree with one Year 5 pupil proudly saying, "I think that SuccessMaker makes me feel confident."

“ I would recommend it because the children engage with it; engagement is sometimes half the battle when it comes to learning. ”



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The outcome – pupil engagement ensures accelerated progress

SuccessMaker has made a huge difference in the school. "I would recommend it because the children engage with it; engagement is sometimes half the battle when it comes to learning."

Find out more

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