Evaluation of every child a writer: report 1

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Executive Summary

Introduction

In 2008, the University of Exeter and the National Foundation for Educational Research were commissioned by the then Department for Children, Schools and Families (DCSF) now Department for Education, to conduct an evaluation of the *Every Child a Writer* initiative. The study employed quantitative and qualitative methods to evaluate impact and explore process and practice over the second year of the project.

Aims

The research aimed to evaluate:

The impact of involvement in *Every Child a Writer* (ECaW) on standards of writing in the schools: on teaching, of both class teachers and one-to-one tutors; on pupils' attitudes and perceptions; and on the whole school.

The delivery of ECaW including investigating processes which supported/hindered the effectiveness of ECaW, and identify features of effective and ineffective practice.

Perceptions of cost effectiveness.

Methodology

The research involved a sophisticated blend of quantitative and qualitative research methodologies. The mixed methodology research design adopted sought to address the specific aims of the research. There were essentially four major strands to the research design:

- a quantitative analysis of the impact of the initiative on pupils' progress in writing using a quasi-experimental design with a comparison sample of pupils in schools not involved in ECaW

- a quantitative analysis of questionnaires completed by teachers, headteachers, pupils and Local Authority Lead Consultants

- a series of case studies exploring the context in which ECaW is being introduced and the perceptions of the initiative and its impact on those involved

- a qualitative study of the writing produced by a sample of pupils involved in ECaW.

Quantitative strand

The quantitative element of the evaluation of ECaW comprised three main elements:

- the collection and analysis, including multilevel modelling, of teacher assessment data concerning pupils' writing skills in both ECaW and comparison schools

- a series of questionnaires – collecting information about teachers', headteachers' and lead ECaW consultants' perceptions of the ECaW programme and its impact or anticipated impact on teaching strategies and on pupils' attainment

- a pupil questionnaire to both ECaW and comparison schools – collecting information about pupils' perceptions of themselves as writers and their attitudes to writing

Teacher questionnaires were administered at two time points during the academic year 2009/10. In November 2009, four different questionnaires were administered, distinguishing between recipients in schools who took part in ECaW in 2008/09 (cohort 1) and those in schools who began ECaW in 2009/10 (cohort 2), and between Supported Teachers and Leading Teachers. In June/July 2010, questionnaires were again sent to teachers involved in the project. There were two different questionnaires, one for Supported Teachers and one for Leading Teachers. Questionnaires were also sent to headteachers and Local Authority (LA) Lead Consultants in June/July 2010.

Qualitative strand

Central to the qualitative strand were ten case studies of both cohort 1 (five) and cohort 2 (five) schools. Each case study focused on one LA. Selection of case study schools provided as broad as possible a range of characteristics. These characteristics cover demographics such as geographical location as well as economic and social background; schools making exceptional progress as well as those experiencing difficulties; schools with the Leading Teacher based in the school and those where this is not the case. Data included interviews with LA staff, teachers, one-to-one tutors, parent focus group and pupils; classroom observation of literacy teaching; and analysis of writing samples from pupils in case study schools. The case studies were conducted in the spring and summer terms of 2010.

Key Findings

Impact

Impact on standards

- Statistical analysis of pupils' attainment data showed that the rate of progress in writing in ECaW schools was no greater than that in comparison schools.

- The perception of staff in ECaW schools was that ECaW had had a positive impact on the attainment and confidence, at least, of pupils receiving one-to-one tuition.

- There was some evidence that staff see the impact on pupils as broader than the criteria used in national curriculum teacher assessment. This could be because elements that may support longer term gains such as increased confidence and enthusiasm are not measured in national curriculum assessment. Furthermore, ECaW focuses on sentence construction and text cohesion which form only one part of the teacher assessments of writing.

Impact on teaching

- Perceptions of staff in ECaW schools were that ECaW had had a positive effect on teachers' practice and confidence. Recently qualified teachers in particular found the extra support and contact with colleagues from outside their own schools very supportive. Leading Teachers also found the experience of benefit to their professional development both in relation to the teaching of writing and to leadership experience.

- A key aspect of impact was that Supported Teachers had been encouraged to plan their teaching according to the needs of their pupils as indicated by the writing that they produce rather than according to some external programme.

- ECaW had improved access to materials that support planning and assessment such as Assessing Pupils' Progress (APP) for Supported Teachers. However, evidence from the observation of teaching and examination of the writing samples indicated that some teachers did not follow their plan but resorted to well established routines.

- There was evidence of increased and improved use of guided writing in ECaW classes. Based on research evidence into the teaching of writing, it is likely that improved use of guided writing targeted on the needs of pupils (rather than on the level they have attained) will have a positive impact when it becomes well established. Some teachers were still reluctant to work regularly on guided writing at the expense of overseeing the whole class as they write.

- There was evidence that some teachers focused more on encouraging pupils to include particular grammatical features such as connectives, adjectives, etc in their writing rather than focusing on how these are used to promote meaning and effect.

Impact on pupil attitudes and perceptions

- There was no evidence of improved attitudes to writing over the year of the evaluation of pupils in ECaW classes. This is in line with other findings that show attitudes declining as pupils grow older.

- Nevertheless, staff in schools and in LAs all spoke positively about the impact on enjoyment and confidence of pupils receiving one-to-one tuition.

Impact across the school

- There was little evidence of the impact of ECaW across the school except in a few, mainly Leading Teacher, schools.

- Although survey data and some case study interviews indicated that staff outside years 3 and 4 were informed about ECaW, evidence from the case study interviews indicate that this may be limited.

Delivery

Leading Teachers as a model for professional development

- Leading Teachers have found the experience beneficial to themselves and their own schools. However, many have found the time away from their own class the most difficult aspect.

- Evidence from the different strands indicates that the positive experience for Leading Teachers was impressive.

- Headteachers of schools with a Leading Teacher also recognised the benefit of the experience of this role for these particular teachers.

- Data from the headteachers' questionnaire indicates that 95% of headteachers were confident in their ability to judge the quality of the teaching of writing. However, LA staff felt that headteachers may overestimate quality, particularly when it relates to the more specialised area of teaching writing.

- On the whole effective relationships have been established between Leading Teachers and teachers they support. This was seen to be crucial to the success of the initiative.

- Most teachers were positive about the impact of the initiative on their own teaching and professional confidence.

- There was some concern about the practicality of increasing the number of schools involved and finding good quality Leading Teachers to support them. The selection of Leading Teachers who have a good understanding of the process and skills of writing is essential and may be a threat to the continued roll out of the initiative.

- A major challenge to the successful delivery of ECaW identified by teachers related mainly to the initial stages of the set up, including training, and the flow of information from the centre to teachers and headteachers. Another potential hindrance was concern about the amount of time that Leading Teachers spent out of class.

- ECaW has increased teacher knowledge and use of available materials to support the teaching of writing. Opinions varied as to the usefulness of these materials with Leading Teachers being most positive. Where teachers already had their own way of planning and assessment there was some reluctance to take on new ways, particularly when the rest of the school would continue to use the established way. However, many schools had appreciated the support of ECaW in implementing APP.

One-to-one tuition

- The one-to-one tuition element of ECaW was viewed very positively by all parties. Both headteachers and class teachers reported that one-to-one tuition has had a positive impact on individual pupils.

- There was also a sense that the gains for pupils who were not making good progress may be longer term and reach beyond writing skills in that class teachers and parents reported an increased confidence and willingness to participate in classroom activities on the part of these pupils.

- A key finding from the focus group interviews was the fact that, in each of the ten schools, parents who did not have children receiving one-to-one tuition were unaware of ECaW.

- Parents/carers whose children had received one-to-one tuition were positive about it. They reported that their children were making progress and also, that in almost every case, they enjoyed the sessions and liked being singled out for it.

Local authority involvement

- Local authorities played an important part in the set up of ECaW and in ongoing support and monitoring.

- Limited time was available for support and monitoring of ECaW and some LA staff expressed concern that the initiative took time and resources from other LA based programmes.

Perceptions of cost effectiveness

- On the whole participants indicated that they perceived ECaW as providing value for money although opinions varied as to which aspect and how much. It was not possible to evaluate this in any quantifiable way.

Classroom teaching

- Support by Leading Teachers in planning was useful but evidence from observations of teaching indicates that further opportunity to discuss lessons resulting from the planning would be helpful. In only some areas were Supported Teachers allowed to observe Leading Teachers teaching in their own schools. This modelling of practice could be advantageous.

- Some teachers were still not fully confident in the planning and organisation of guided writing.

- Evidence from classroom observation of some ECaW teachers indicated that their subject knowledge of writing is insufficient to support understanding of the purpose and effect of linguistic features.

- Resources used in ECaW schools were varied. Leading Teachers encouraged the use of a range of resources, not all of which supported a developing understanding of the purpose of writing as opposed to merely acting as a mnemonic.

- The selection of targets for pupils receiving one-to-one tuition through ECaW was not always fully discussed with parents and tutors. These targets did not always focus on the key element of ECaW: sentence construction and cohesion.

Evidence from writing samples from ECaW classes

The evidence from the writing samples shows only a snapshot in time. The evaluation has no evidence of change in practice other than as reported by teachers and others involved in the school. Summary points below relate to both Leading and Supported Teachers.

- The best writing samples came from lessons where teachers focused on meaning and communicative effect. Such lessons were observed both from supported and leading teachers.

- Scaffolding was used extensively by teachers. In some cases scaffolding appeared too strong or 'supportive' and may have been limiting student learning and creating over-dependence.

- Lesson plans and the teacher feedback frequently focused on particular grammatical constructions such as connectives, verbs, adjectives, sentence starters etc. This was directly evident in the writing samples where pupils used these features in their texts but without necessarily using them effectively.

- Teacher feedback often lacked focus on meaning and communicative effect. Thus, often the communicative purpose of the writing was lost, or subordinated to, the emphasis on grammatical features, making the writing task more of an exercise in demonstrating usage than act of communication.

The full report on the observation of classroom teaching and writing samples collected from those classrooms can be found in Evaluation of Every Child a Writer Report 2: Teaching and Writing in ECaW classes.

MAIN REPORT

1 Overview of the Study

1.1. Introduction

In 2008, the University of Exeter and the National Foundation for Educational Research were commissioned by the then Department for Children, Schools and Families (DCSF) now the Department for Education, to conduct an evaluation of the ECaW programme. The study employs quantitative and qualitative methods to evaluate impact and explore process and practice over the second year of the programme.

Following this introduction, the findings are presented in six main sections. It begins an overview, placing the ECaW initiative in the wider context of literacy teaching in primary schools and a summary of the evaluation methodology outlining the data sources and the data upon which the findings are based. The next four sections contain the main thematic findings related to the key research questions.

The first of these focuses upon the impact of ECaW on standards, teaching and across the school. The second focuses on the delivery of ECaW. The third section reflects briefly on evidence on the cost effectiveness of the programme. Finally the Conclusion summarises the evaluation and presents implications from this evaluation.

1.2 The Policy and Research Context

The issues underpinning this evaluation are multiple. National test results and other sources of evidence point to standards in writing trailing behind those of reading and there is concern that pupils are leaving primary school without the necessary skills to flourish in the secondary system. Such concerns are of importance to the individual child and his or her family but are also of more long term and national concern. However, effective interventions to raise standards are costly and difficult to implement. Research on teacher development points to the importance of support for teachers and strong leadership in the successful implementation of such schemes. Furthermore, writing itself is a complex skill requiring the orchestration of knowledge and skills. All these factors are explored further below.

1.2.1 Pupils' progress in English

Recent initiatives, such as the National Literacy Strategy, have showed some initial success in raising standards of writing. The Ofsted evaluation of the National Literacy Strategy in

2002 found that there had been an improvement in the standards of writing, with a three percentage point increase in test results since 2001, and a constant improvement since 1999 (Ofsted, 2002). A second evaluation in 2004 found that although standards in English had risen in the national tests for Key Stage 2, there was still a gap in the attainment of boys and girls (Ofsted, 2004).

However, further progress towards national targets in English at Key Stage 2 (KS2) has stalled, with 80% of pupils in 2010 achieving at least level 4 against a national target of 85% (DfE, 2010). Test analysis indicates that this is largely due to weaknesses in writing. Results show a significant difference between the achievement of 11-year-olds in reading as compared with writing; with writing standards being significantly lower than those of reading.

1.2.2 The effectiveness of literacy interventions

Research evidence on the effectiveness of literacy interventions with differing theoretical bases and various implementation characteristics has produced varied conclusions (e.g. McIntyre et al. 2005, Vellutino et al. 2004, Timperley and Parr 2008, Albright and Kramer-Dahl 2009). This causes difficulties for schools and systems in trying to evaluate what will be most successful for the particular demography and learning needs of their children. Brooks et al. (2002) provided a valuable review of evidence about the effectiveness of interventions to support reading but there is little evidence about what works to support struggling writers. The US report by Graham and Perin (2007), a detailed meta-analysis of interventions, does, however, point to the significance of strategy instruction as an intervention and guided writing could well be deemed a form of strategy instruction. An evaluation, in the context of England, that provides strong statistical evidence of progress alongside rigorously collected and analysed illustrative evidence will be of use to both policy makers and schools themselves.

1.2.3 The importance of literacy

There is more at stake than merely raising school standards. A review of research of social outcomes for children with literacy difficulties suggests that these difficulties go beyond literacy and signs of wider problems begin to emerge early in the primary school (Wanzek et al. 2006). Poor literacy that continues into adolescence and adulthood has many serious implications for society beyond those directly associated with education. The relationship between low levels of literacy and social exclusion are of concern to government and persistence through generations, particularly in urban areas, is particularly worrying (Cooter 2006). Thus early intervention is perhaps better characterised as a preventative strategy when this longer term impact is considered. Indeed, Boot et al. (2006) suggest that intervention should actually be seen as a method of preventing drop out.

1.2.4 The process of writing

There is evidence that learning to write presents multiple challenges for children. Psychological perspectives on the development of writing highlight that writing is a problem-

solving activity, whereby writers have to juggle with the various constraints imposed on them by the writing task (Sharples 1999) and by the limited capacity of working memory which means that cognitive attention cannot be simultaneously addressed to composition, transcription, and revision (Hayes and Flower 1980, Kellogg 1996). For young children this constraint includes the transcription of spoken or thought words into graphemic script, as well as the translation of ideas into written form. In this context, Bereiter and Scardamalia (1987) note how novice writers need to move from a knowledge-telling way of writing, where the writing is a chain of associations on a topic to a knowledge-transforming capacity where the writer can shape the material into a written form which is more cognisant of the needs of the audience and the purpose of the writing task. For young writers, managing this transition is key to the development of their writing.

The act of writing is essentially a meaning-making activity in which writers are '*creating coherent ideas in the private realm of thought and mapping those ideas into the public world of linguistic symbols*' (Kellogg 1994). Bereiter and Scardamalia show how this meaning-making operates both in the content domain, relating to issues of generating ideas and having something to communicate, and in the rhetorical domain, relating to how the written text is shaped and structured to fit the task demand. Collins and Gentner (1980) describe this distinction as idea production and text production.

1.2.5 The social aspect of writing

However, those who propose that writing is a social practice based on arbitrary and culturally defined ways of working (e.g. Kostouli 2009) stress the social and communicative nature of writing. The notion of literacy as social practice has gained momentum in the 1990s through the work of writers such as Brian Street, James Gee and David Barton. What, how and who we write to is shaped by our social and cultural situation. Kress (2000) argues that the focus of research into literacy development '*has been to see how, or to demonstrate that children 'move into' the adult system.*' (p. 88). The child's task is to master a complex abstract system and failure is the inability to cope with such a system. However, Kress argues that children are actors in a social world and develop their own ways of communicating with those around them. These ways reflect both the meanings they wish to convey and the way they convey those meanings to ensure they achieve their purposes. Even young children are confident code switchers in the different social settings in which they find themselves (Pahl and Rowsell, 2005). However, the written code is less familiar, and for some children school texts may be largely unknown e.g. written as opposed to oral or visual stories.

1.2.6 Every Child a Writer

The National Strategy has recognised the importance of ensuring children achieve their potential in literacy and numeracy before leaving primary school. ECaW is a programme developed to ensure faster progress in writing at the beginning of KS2 with the intention of ensuring that all pupils will secure level 3 by the end of Year 4 and make two levels of progress across KS2. It operates a three tier model with the intention of improving teaching

for the whole class by providing support for Year 3 and 4 teachers through the use of Leading Teachers focusing on planning, assessment and guided writing and by providing one-to-one tuition for those pupils in most need.

This model addresses many of the issues identified by previous evaluations of large scale interventions (Earl et al., 2003) which argue that successful programmes rely on strong management and a good system of support for teachers as well as taking into account the needs of individual learners. Indeed the recent small scale survey by Ofsted which evaluated the impact of National Strategy approaches to intervention on pupils working just below national expectations in a small sample of 12 primary and nine secondary schools supports this (Ofsted, 2009). They conclude that intervention stemmed from careful analysis of pupils' weaknesses, flexible planning of programmes, thorough training of key staff and effective monitoring and evaluation. Good leadership and management contributed to the successful impact.

Hence the evaluation covers a range of areas for consideration: standards, writing performance, teaching, support and management.

A partnership between the Graduate School of Education at the University of Exeter and the National Foundation for Educational Research (NFER) was contracted by the then Department for Children, Schools and Families to conduct an independent evaluation of the ECaW programme. The evaluation involved two separate but related strands: one quantitative and one qualitative.

1.3   Aims and objectives of the research study

The research aimed to assess:

1.3.1 *The impact of involvement in Every Child a Writer*

On **standards of writing** in the pilot schools:

to what extent standards had improved;

the impact on pupils who had received one-to-one tuition and on other pupils in Years 3 and 4;

if there was evidence of a differential effect for any subgroups.

On **teaching**, of both class teachers and one-to-one tutors:

whether ECaW had improved the quality of whole class teaching in pilot schools;

its impact on teacher confidence and practices;

on the prevalence and effectiveness of guided writing;

on the use of teaching resources;

on the use and role of support staff.

On **pupils' attitudes and perceptions**:

whether ECaW had affected pupils' attitudes to writing and their confidence and their perception of themselves as writers;

whether pupils thought their writing had improved and if so how;

if there was evidence of a differential effect for any subgroups.

On the **whole school**:

whether there was an identifiable impact of ECaW more broadly across the school;

any developments in planning or practice in other subjects.

1.3.2 The delivery of Every Child a Writer

The evaluation investigated whether there were any processes which may have supported/hindered the effectiveness of ECaW, and identified features of effective and ineffective practice. Questions to be answered included:

- How had Leading Teachers worked in their own school and in the schools they supported? Did they feel adequately supported? What characterised good and bad practice by Leading Teachers, and what were the conditions which supported/hindered their work?

- What were the characteristics of effective tutors?

- How did teachers view the support they had received from Leading Teachers? How did they view the classroom materials provided through ECaW? What were their perceptions of the value of ECaW?

- What delivery challenges had schools and local authorities encountered, and how had they addressed them?

- Had one-to-one tuition been delivered effectively? How had schools managed the process of appointing tutors?

- What role had the named LA Lead Consultant for ECaW played? What characterised effective/ineffective practice?

- How have schools engaged with parents/carers, and to what effect?

- How did schools plan to sustain any improvements made as a result of ECaW?

- What were the major enablers and challenges to ensuring ECaW had a positive and cost effective impact going forward? What changes could be made to the programme and its delivery to maximise impact?

1.3.3 Perceptions of cost effectiveness

- Was ECaW a cost-effective way of raising pupils' attainment in writing and in English overall at KS2?

1.4 Methodology

The research involved a sophisticated blend of quantitative and qualitative research methodologies in order to address the specific aims of the research. There were essentially four major strands to the research design:

a quantitative analysis of the impact of the initiative on pupils' progress in writing using a quasi-experimental design with a comparison sample of pupils in schools not involved in ECaW;

a quantitative analysis of questionnaires completed by teachers, headteachers, pupils and LA Lead Consultants;

a series of case studies exploring the context in which ECaW is being introduced and the perceptions of the initiative and its impact of those involved;

a qualitative study of the writing produced by a sample of pupils involved in ECaW.

1.4.1 Quantitative strand

The quantitative element of the evaluation of ECaW was based on the analysis of data from a sample of schools involved in the ECaW programme and a sample of schools with similar characteristics (based on their KS2 2008 overall attainment) which formed a comparison group. The research comprised three main elements:

a series of questionnaires – collecting information about teachers', headteachers' and LA Lead Consultants' perceptions of the ECaW programme and its impact or anticipated impact on teaching strategies and on pupils' attainment;

a pupil questionnaire – collecting information from ECaW and comparison schools about pupils' perceptions of themselves as writers and their attitudes to writing;

the collection and analysis of teacher assessment data concerning pupils' writing skills including multilevel modelling from both ECaW and comparison schools.

Teacher questionnaires were administered at two time points during the academic year 2009/10. In November 2009 (phase 1), four different questionnaires were administered, distinguishing between recipients in schools who took part in ECaW in 2008/09 (cohort 1) and those in schools who began ECaW in 2009/10 (cohort 2), and between those who were Supported Teachers and those who were Leading Teachers. In June/July 2010, (phase 2) questionnaires were again sent to teachers involved in the project. There were two different questionnaires, one for Supported Teachers and one for Leading Teachers. All instruments were designed specifically for the project and trialled in the autumn term of 2009.

Pupil questionnaires were administered at two time points during 2009/10: November 2009 and June 2010. The same questionnaire was administered on each occasion. Schools were provided with feedback after the second survey: this comprised the item level results aggregated for the pupils who had completed the survey in their school, and the aggregated item level data for all pupils in either the ECaW or the comparison schools subset.

Teacher assessment data (sub-levels) for pupils in Years 3 and 4 were collected from the ECaW and comparison schools relating to three different time points (December 2009, April 2010 and July 2010). Propensity score matching was used to ensure an adequate spread of background characteristics in the comparison group to allow comparison with the intervention group at modelling stage (see Appendix 2).

Response rates to the various questionnaires are shown in Table 1.1.

Table 1.1   Questionnaire response rates

Questionnaire	Number dispatched	Number questionnaires returned	Percentage response rate
phase 1			
Intervention group pupils	1494	1269	84.9%
Comparison group pupils	1484	1377	92.8%
Supported Teachers: cohort 1	166	26	15.7%
Leading Teachers: cohort 1	32	7	21.9%
Supported Teachers: cohort 2	985	279	28.3%
Leading Teachers: cohort 2	197	83	42.1%
phase 2			
Intervention group pupils	1519	1234	81.2%
Comparison group pupils	1457	1081	74.2%
LA Literacy Consultants	73	45	61.6%
Headteachers	634	273	43.1%
Supported Teachers	848	324	38.2%
Leading Teachers	210	76	36.2%

The relatively small number of Leading Teachers completing the questionnaire means that responses from Leading Teachers should be interpreted with caution.

1.4.2 *Qualitative strand*

The qualitative strand of this proposal complemented the quantitative data by providing an in-depth insight into the impact of the intervention. It enabled the evaluation to indicate not only 'what works' but also provided some insight as to why it worked and what the barriers to successful implementation might be. These are not two separate data sets but integrated and complementary: the findings from the initial data surveys have been used to inform the development of the research instruments for the later stages of the qualitative study, permitting further exploration of issues arising from the broader survey.

Central to the qualitative strand are ten case studies of both cohort 1 (five) and cohort 2 (five) schools. Each case study focuses on one LA. Selection of case study schools provided as broad as possible a range of characteristics. LAs were initially selected to represent a range of geographical areas. Primary Strategy managers in these LAs were asked to provide names of four schools covering demographics such as geographical location as well as economic and social background; schools making exceptional progress as well as those experiencing difficulties; schools with the Leading Teacher based in the school and those where this is not the case. Schools were then selected for the case study to ensure a range of situations were covered. Pen portraits of the case study schools can be seen in Appendix 6. The case studies were conducted in the spring and summer terms of 2010.

Data collection for each case was located within one school in a LA. The research assistant spent two consecutive days in the school. The telephone interview with the LA Lead Consultant took place before the visit and with the Primary Strategy Manager after the visit. This arrangement enabled the researcher to gain information about the working of ECaW within the LA prior to the visit and clarification of any outstanding issues after the visit. Appendix 6 shows the data collected for each case.

One teacher in each school was observed and in most cases videoed teaching a literacy lesson. The observation focused upon the pedagogical aspects of shared and guided writing, the nature of the teacher instruction and interventions, and the responses of the students. Whole or part of a one-to-one tutor session was also observed. The focus for these observations was on teacher pupil interaction and teacher subject knowledge.

Individual interviews were conducted with the LA Primary Strategy Manager and LA Lead Consultant by telephone. Interviews with headteacher, the Leading or Supported Teacher for that school and a one-to-one tutor from the school took place in the school during the two day visit.

Parental perspectives of ECaW were sought through the use of a focus group. The focus group comprised parents selected by the case study school, and included parents of those receiving one-to-one support and parents of those in intervention classes.

A survey of pupils' attitudes to writing was conducted in all classes in the case study school involved in the programme. The survey was conducted by the visiting researcher in the presence of the class teacher and attempted to gather more qualitative data than the initial large-scale questionnaire survey.

A sub-sample of two boys and two girls (one each of high and low attainment as indicated by teacher assessment) were selected for a focused writing conversation following the literacy lesson. In the conversation the researcher discussed the lesson observed by the researcher and the writing the pupils had produced. In addition, where possible, two pupils who had received or were receiving one-to-one tuition were interviewed.

Writing samples from the sub-sample group and six other pupils in the programme classrooms were analysed for linguistic content, with a particular focus on sentence construction and text cohesion.

All instruments were designed specifically for the project and trialled in the summer and autumn terms of 2009. Analysis was ongoing from the first data collection point allowing emerging themes from cohort 1 to feed into data collection from cohort 2.

1.4.3 Perceptions of cost effectiveness

The third aim of the research focuses on the cost effectiveness of the ECaW initiative as a strategy for improving standards in writing at key stage 2. Assessing the cost effectiveness of any educational intervention presents a significant challenge to the research as the outcomes for individuals vary, and the amount of funding required for different individuals to reach similar outcomes is related to the nature and ability of individuals. Therefore it is not possible to present a definitive assessment of the cost effectiveness of ECaW.

The approach has been to explore the views of headteachers and other stakeholders about the impact of other initiatives to support early writing development (such as Additional Literacy Support) and their relative cost compared to the cost of ECaW. This was done by means of the questionnaire to headteachers in which they have been asked to make a professional judgement about the cost effectiveness of the initiative. In the case study and questionnaire survey of LA and school staff, their views have been sought of the direct and indirect costs associated with implementing ECaW, their approaches to monitoring costs and their views on the cost effectiveness of their ECaW model. Although not offering statistical significance, such evidence can be helpful to schools in making decisions about priorities and provide contextualisation of statistical data.

1.4.4 Limitations of the methodology

The evaluation did not look at the three tiers of the programme separately to assess their relative importance in any observed effect; this was because all ECaW schools were implementing all tiers. Due to the timing of the set-up of the evaluation, it was not possible to collect robust pre-intervention data on practices within schools that would allow judgements to be made about change in practice resulting from ECaW.

In addition, it is likely that the comparison schools were implementing a range of interventions to raise standards, including some key features of ECaW, which were available to all schools. It is not known to what extent comparison schools used core support materials of ECaW and processes (LT support and tuition) but this should be taken into account when interpreting the findings.

Further details of the methodology are included in the Appendices.

N.B. The pronoun 'she' is used for respondents unless it is known that the respondent is male.

The questionnaires of the surveys and the case studies topic guides are included in a separate Appendix.

2 Impact

2.1 Summary

- There is no statistical evidence that the rate of progress in writing in ECaW schools is greater than that in comparison schools.

- There is no statistical evidence that receipt of one-to-one tuition is associated with increased progress. There is no statistical evidence that being taught by an ECaW Leading Teacher is associated with increased progress.

- Staff in ECaW schools perceive that ECaW has had a positive impact on the attainment and confidence of pupils receiving one-to-one tuition. This is particularly so for Leading Teachers.

- Perceptions of staff in ECaW schools is that ECaW has had a positive effect on teachers' practice and confidence. This is particularly so for Leading Teachers.

- ECaW has improved access to materials that support planning and assessment such as APP for Supported Teachers.

- There is evidence of increased and improved use of guided writing in ECaW classes.

- There is no evidence of improved attitudes to writing of pupils in ECaW classes in comparison to pupils in comparison schools.

- In some Leading Teacher schools, there is evidence of ECaW having an impact across the whole school.

2.2 On Standards

2.2.1 Has ECaW raised standards of writing in schools, and if so to what extent?

The main statistical analysis concerned whether ECaW was associated with increased progress in writing attainment. Details of the statistical models used can be seen in Appendix 2. Writing was teacher assessed at three time points: December 2009, April 2010 and July 2010. Attainment data at the three time points was modelled to discern whether ECaW was associated with the rate of improvement in writing. The results of the main model (Appendix

2, Table A2.2) indicated no such association in the schools participating in the study. Assuming differences between ECaW and comparison pupils have been adequately controlled for, it can be concluded that ECaW is working to improve writing no more or less well than other programmes running in comparison schools. Figure 2.1 shows the writing progress of a 'default' ECaW pupil as compared to a 'default' comparison pupil. It shows average progress of 2.6 points or just over a sub-level between December and July. The difference between the two lines is not statistically significant.

Figure 2.1   Progress in writing as predicted by the main model
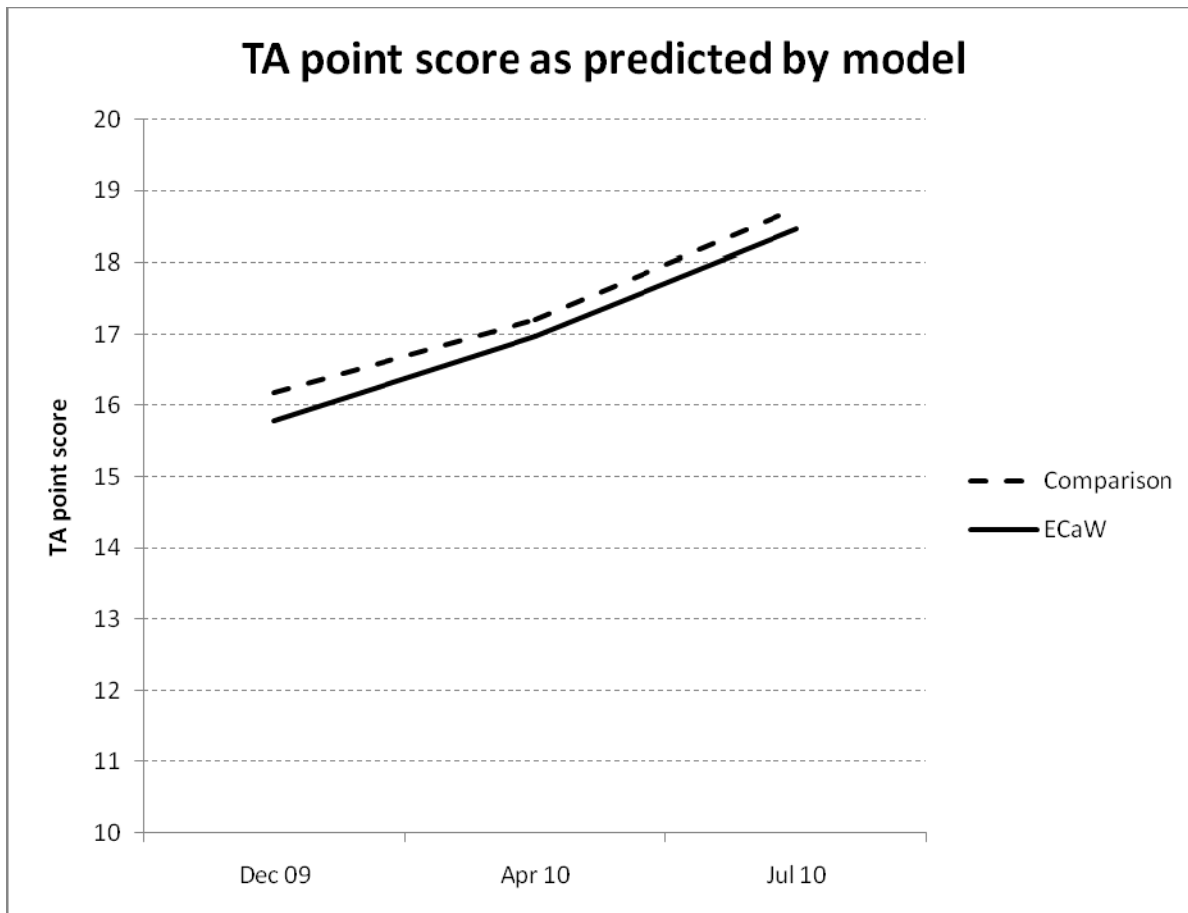
In terms of the likely progress of ECaW schools had they not received the intervention, this is an unknown and relates to the fact that the data analysed was not derived from a randomised trial. A further analysis was undertaken comparing baseline Year 4 teacher assessment data to assess progress by the end of Year 3 i.e. progress from key stage 1. This was done for both ECaW and comparison pupils in order to explore whether there were any differences in progress. It revealed no significant difference.

2.2.2 What has been the impact of one-to-one tuition for selected pupils, and what is the impact on other pupils in Years 3 and 4?

Within the main model, there was also an exploration of whether receiving one-to-one tuition or being taught in a school with an ECaW Leading Teacher was associated with progress in writing. The results indicated no such associations. It is emphasised, however, that in the final model only 98 pupils were recorded as having received 10 hours of one-to-one tuition. This was hence an under-powered analysis; the chances of detecting a genuine association were lower than they would have been had the study been specifically designed to monitor one-to-one tuition. It is therefore not possible to be certain there is no association between one-to-one ECaW tuition and progress in writing.

2.2.3 Are any subgroup variations observable?

There was also an investigation about whether ECaW was working differently with the following subgroups:

- different levels of prior attainment;
- male/female;
- Year3/Year4;
- pupils with English as an additional language (EAL)/non-EAL pupils;
- pupils eligible for free school meals (FSM)/non-FSM pupils.

It is important to emphasise that this subgroup analysis should be treated with a degree of caution since it is subsidiary to the main design and analysis of the evaluation. Subgroup analysis can be misleading, either by being under-powered or highlighting differences that have arisen by chance. However, it can give rise to useful further research. If the intervention is found to be associated with an improvement for a certain subgroup, a subsequent evaluation could be directed at that specific subgroup.

Subgroup analysis was carried out by exploring the interaction between the grouping variable of interest and the intervention (and the time components). The results of this model (Appendix 2, Table A2.3) are difficult to interpret from the coefficients alone. The results for 'default' pupils in the relevant subgroups have therefore been plotted in Appendix 2, Figures A2.2 to A2.5. They are all small associations relative to overall writing progress. They can be summarised as follows:

- For pupils with higher prior attainment, ECaW is associated with slightly better progress as compared to comparison pupils. This contrasts with pupils with lower prior attainment where ECaW pupils progress slightly less well as compared to comparison pupils.
- Relative to the pattern in Year 3, Year 4 pupils are associated with slightly lower progress with ECaW as compared to comparison pupils.

- By the end of the evaluation, EAL pupils are associated with slightly better progress with ECaW as compared to EAL comparison pupils (although the picture before then is more complex).
- Relative to the pattern for non-FSM pupils, pupils eligible for FSM receiving ECaW are associated with slightly lower progress than FSM-eligible comparison pupils.

Two further dimensions to the analysis were investigated: the presence of cohort 1 schools and the likely progress of ECaW schools had they not received the intervention.

There were 42 schools (1681 pupils) in the final attainment model. Of these, six schools (186 pupils) were in cohort 1. It is possible that these schools might have made some progress due to ECaW in advance of the baseline teacher assessment level being recorded (July 09). This is unlikely to have been a problem for the modelling since it concerns a reasonably small proportion of schools. Furthermore, an identifier for cohort 1 schools was included to discern whether a different level of association between ECaW and writing progress was occurring in cohort 1 schools.

2.2.4 Perceptions of impact

In addition to the measured changes in the writing skills of individual pupils involved in ECaW, the various questionnaires also asked respondents for their views about the impact of the project on the attainment of children in the ECaW classes. A majority of headteachers identified a positive impact, and 31% in Leading Teacher schools and 18% in Supported Teacher schools felt that there was 'clear positive impact'. This data is summarised in Table 2.1.

Table 2.1: Perceived impact of ECaW on writing attainment

	clear positive impact	some evidence of positive impact	no impact evident	some evidence of negative impact	clear negative impact	unable to judge	not applicable	no response
Pupil attainment in writing (ECaW classes)								
Supported Teachers (n = *327*)	17.7%	62.4%	14.7%			4.6%		0.6%
Leading Teachers (n = *76*)	52.6%	39.5%	1.3%					6.6%
Headteachers (supported schools) (*n = 184*)	17.9%	69.6%	7.6%			3.3%		1.6%
Headteachers (leading schools) (*n = 78*)	30.8%	65.4%	2.6%					1.3%
LA Lead Consultant for ECaW (*n = 47*)	42.6%	55.3%				2.1%		

The questionnaires also provide information about the perceptions of the impact of one-to-one tuition. Responses to the various questionnaires are shown in Table 2.2 below.

Table 2.2: Perceived impact of ECaW on attainment of children receiving one-to-one tuition

	clear positive impact	some evidence of positive impact	no impact evident	some evidence of negative impact	clear negative impact	unable to judge	not applicable	no response
Impact of ECaW on the attainment of children receiving 1:1 tuition								
Supported Teachers (n = *327*)	30.0%	54.1%	7.0%	0.3%		4.0%		4.6%
Leading Teachers (n = *76*)	48.7%	44.7%	3.9%					2.6%
Headteachers (supported schools) (*n = 184*)	30.4%	61.4%	5.4%			1.1%		1.6%
Headteachers (leading schools) (*n = 78*)	35.9%	57.7%	5.1%					1.3%
LA Lead Consultant for ECaW (*n = 47*)	42.6%	57.4%						

The data indicates that there is a clear perception that both ECaW and one-to-one tuition impacts positively on the attainment in writing of those pupils involved. However, this perception data lacks a comparison group and the analysis of attainment data shows that equivalent progress was made for both ECaW and comparison pupils, including those ECaW pupils receiving one-to-one tuition. Please see section 2.2.3 for an account of the attainment analysis. As with perceived impact on attainment, the majority of respondents to the questionnaires were clear in their view that for pupils receiving one-to-one tuition, there was a positive impact on their confidence in and enjoyment of writing. This is shown in Table 2.3.

Table 2.3:   Perceived impact of ECaW on writing confidence and enjoyment of children receiving one-to-one tuition

	clear positive impact	some evidence of positive impact	no impact evident	some evidence of negative impact	clear negative impact	unable to judge	not applicable	no response
Impact of ECaW on the enjoyment of writing of children receiving 1:1 tuition								
Supported Teachers (n = *327*)	35.2%	45.9%	10.1%		0.3%	3.7%		4.9%
Leading Teachers (n = *76*)	52.6%	42.1%	2.6%					2.6%
Headteachers (supported schools) (*n = 184*)	34.8%	53.3%	8.7%			1.6%		1.6%
Headteachers (leading schools) (*n = 78*)	39.7%	52.6%	5.1%			1.3%		1.3%
LA Lead Consultant for ECaW (*n = 47*)	42.6%	53.2%	4.3%					
Impact of ECaW on the confidence in writing of children receiving 1:1 tuition								
Supported Teachers (n = *327*)	41.0%	42.5%	7.6%			3.7%		5.2%
Leading Teachers (n = *76*)	57.9%	36.8%	1.3%			1.3%		2.6%
Headteachers (supported schools) (*n = 184*)	41.8%	52.7%	3.3%			1.1%		1.1%
Headteachers (leading schools) (*n = 78*)	52.6%	44.9%	1.3%					1.3%
LA Lead Consultant for ECaW (*n = 47*)	55.3%	44.7%						

These positive opinions are mainly supported by the case study interviews. All LA staff interviewed expressed positive opinions of the impact of ECaW on standards. Staff in cohort 1 local authorities could cite data from 2008-9 showing improvement in standards in ECaW schools. There was some evidence in one LA that boys had made particularly good progress. Staff in cohort 2 local authorities were generally positive but were unable to cite data to support their impressions at the stage at which they were interviewed.

Headteachers expressed a greater variety of opinions. Headteachers of cohort 1 schools were able to refer to data from 2008-9. Of these, one school had evidence of an impact on standards for ECaW classes, three schools had only found impact on pupils receiving one-to-one tuition, and one school had no evidence of impact. Two of these headteachers said that boys had made good progress. Of the cohort 2 schools, two felt there would be impact across the ECaW classes and three thought that the only impact would be on pupils receiving one-to-one tuition.

Teachers in cohort 1 schools reflected the opinions presented by the headteachers. Teachers in cohort 2 schools were able to provide some impression of impact from teacher assessments. These teachers reported that some pupils receiving one-to-one tuition had made between one and two sublevels of progress over the ten sessions of tuition. Teachers who felt that their whole class had made progress were uncertain whether this was attributable to ECaW or to other initiatives ongoing in the school.

Most parents whose children had received one-to-one tuition felt that they had made good progress. In particular, they appeared most impressed by the increase in confidence following the tuition.

These findings from the case studies reflect the views expressed in the survey data about the positive impact of ECaW. However, these views are not supported by the findings from the attainment data. This may be because the case study schools represent only a small section of all data. However, interviews with school staff, pupils and parents indicate that for pupils receiving one-to-one tuition, the gains were seen to be more than just improved scores in writing. They included elements such as more confidence to talk out in class; increased enthusiasm for writing and keenness to write for pleasure at home.

> *Confidence was mostly the reason why I think she was kind of being held back a little bit. Having the one to one tuition, obviously it's kind of, it is just obviously the one to one ratio and that seems to have, it's just kind of brought her out of her shell, she's more confident, her hands going up more, she's offering more ideas and she's thinking about things now, you know, she's thinking about them more and she's got the confidence to actually have a go.*
> (class teacher, case study, cohort 1)

> *Because when you're with a whole class, like, you put up your hand to say something, and they don't pick you. So it's like, your ideas don't get out. But when*

you get one-to-one, you don't have to, like, put up your hand. Because it's just you and her. So, like, no one else is there to take over. Like, to ask her a different question.
(One-to-one tutor, case study, cohort 2)

More than one interviewee commented that they felt the impact, although small initially, could have wider implications later in a pupil's educational career.

And so standards, it didn't feel therefore that there was there was that, that those children were really being enabled last year to move on. I mean two of those children this year when they were re assessed in the Autumn have gone up another one sub level, another two sub levels even, so there's one child who's made a whole level from the end of year two to the beginning of year four, a whole level from 2c to 3c, which is great, so then maybe some of that confidence has taken a while to circulate through and maybe some of that was down to every child a writer, but I don't know that for sure.
(Headteacher, case study, cohort 2)

2.3   On Teaching

2.3.1 Has ECaW improved the quality of pedagogy of the whole class teaching in schools that took part in the programme?

The LA Lead Consultants for ECaW responding to the questionnaire were clear in their views that teachers' knowledge of writing progression and of strategies to develop writing had developed during the course of the programme, with over half of consultants identifying a 'clear positive impact'. In their questionnaire responses, headteachers were also confident that there was a positive impact of ECaW with over 90% identifying at least 'some evidence of positive impact', with heads of schools with Leading Teachers being more convinced about the positive impact. Headteachers were confident that they could judge the quality of the teaching of writing in their schools.

Improved pedagogy translating into higher attainment.
(Headteacher, Leading Teacher school)

The LA Lead Consultants identified the opportunity to develop the knowledge, skills and understanding of teachers, both Leading and Supported, involved in the programme as one of the main advantages of participation.

Schools have been financially supported for release of teachers and for 1-1 tuition. Schools most engaged have responded to the quality resources, trialled new approaches and as a result improved teaching and learning, which has impacted on standards.
(LA Lead Consultant, cohort 2)

The case study data support these views. The general impression from all groups interviewed is that those involved feel that ECaW has improved the pedagogy of whole class teaching in schools. In particular, all groups mentioned improved awareness of individual pupil needs and the targeting of teaching to the particular need of the pupil rather than to the National Curriculum subgroup level.

So I think it's made teachers a bit more aware of the whole guided thing and the needs of groups so I think that's definitely made an impact. You know, I don't know how much obviously they, you know, but I think the whole process in itself has been a really important one. And for them to look at actually the children's writing rather than their level, cause often you see you get levels given to you and you might look at a level, but actually you need to look at their writing to see what that means in reality. Cause level two is so big, level 2b is so big that, you know, so we've gone away from levels a bit and really looked at…
(Leading teacher case study, cohort 2)

2.3.2 Has ECaW had an impact on teacher confidence and practices?

Teachers were asked in the questionnaires if participation in ECaW had had an impact on their confidence as teachers of writing. A majority of Supported Teachers (69%) felt there was an impact and over a fifth (22%) thought this was due to a better understanding of specific aspects of writing. Almost all Leading Teachers responding to the questionnaire felt the programme had had an impact on their confidence (93%). Coded responses were as follows:

	Supported Teachers	Leading Teachers*
greater understanding of / clearer focus on specific areas when teaching writing	22.0% (*n = 72*)	6.6% (*n = 5*)
supporting other teachers leading to increased understanding	-	19.7% (*n= 15*)
greater confidence when using guided writing	11.9% (*n = 39*)	6.6% (*n = 5*)
greater confidence in planning	11.3% (*n = 37*)	2.6% (*n = 2*)
clearer understanding of next steps / target setting	11.3% (*n = 37*)	7.9% (*n = 6*)
[no] already confident	11.0% (*n = 36*)	9.2% (*n = 7*)
greater confidence in use of APP / assessment	9.2% (*n = 30*)	9.2% (*n = 7*)
negative comment	8.0% (*n = 26*)	-
given confirmation of existing good practice	7.6% (*n = 25*)	9.2% (*n = 7*)
greater confidence in training / mentoring ability	-	6.6% (*n = 5*)
greater confidence in modelling writing	4.3% (*n = 14*)	5.3% (*n = 4*)
more ideas / knowledge of resources	-	5.3% (*n = 4*)
Responses provided by	266 teachers	65 teachers

*Responses from Leading Teachers should be interpreted with caution due to the small number of respondents.

> *It has enabled me to focus more on effective guided writing rather than just 'supporting' different groups.*
> (Supported Teacher of Y4, teaching 20 years, 3 years with Y3/4)

> *I am more focused on particular key learning points in writing – related to the APP targets. I feel better able to see the 'next steps' for progression. I also feel more comfortable in giving my time to target groups in class.*
> (Supported Teacher of Y3, teaching 8 years, 6 years with Y3/4)

Leading Teachers and/or ECaW could also be viewed as providing confirmation of existing practice:

> *Having the support of the Leading Teacher has confirmed that I am on the right track.*
> (Supported Teacher of Y3, teaching 1 year)

> ECaW *has backed up and reinforced the way I teach writing and literacy. It has told me I am teaching the correct way.*
> (Supported Teacher of Y3, teaching 24 years, 3 years in Y3/4)

In a limited number of instances (8%, coded as a negative comment), Supported Teachers indicated that they felt less confident as a result of participating in ECaW:

My teaching has been questioned greatly this year so confidence in my ability is very limited.

(Supported Teacher of Y4, teaching 2 years, 2 years in Y3/4)

However, this teacher also indicated that they would recommend that other teachers became involved in ECaW *in case they learn things they didn't know* and selected the option that the project was 'a big time commitment, but some positive effects'.

Teachers' confidence in relation to the teaching of the modes of English was also explored. There was greater confidence reported at phase 2 (June 2010) compared to phase 1, especially among Supported Teachers. Unsurprisingly, given their role, Leading Teachers reported greater confidence in the teaching of speaking and listening, reading and writing but at least 40% of Supported Teachers considered themselves to be 'very confident' with each of the modes by phase 2. This data is summarised in Figure 2.2.

Figure 2.2:   ECaW teachers' confidence in teaching modes of English, phase 1 and phase 2 questionnaires
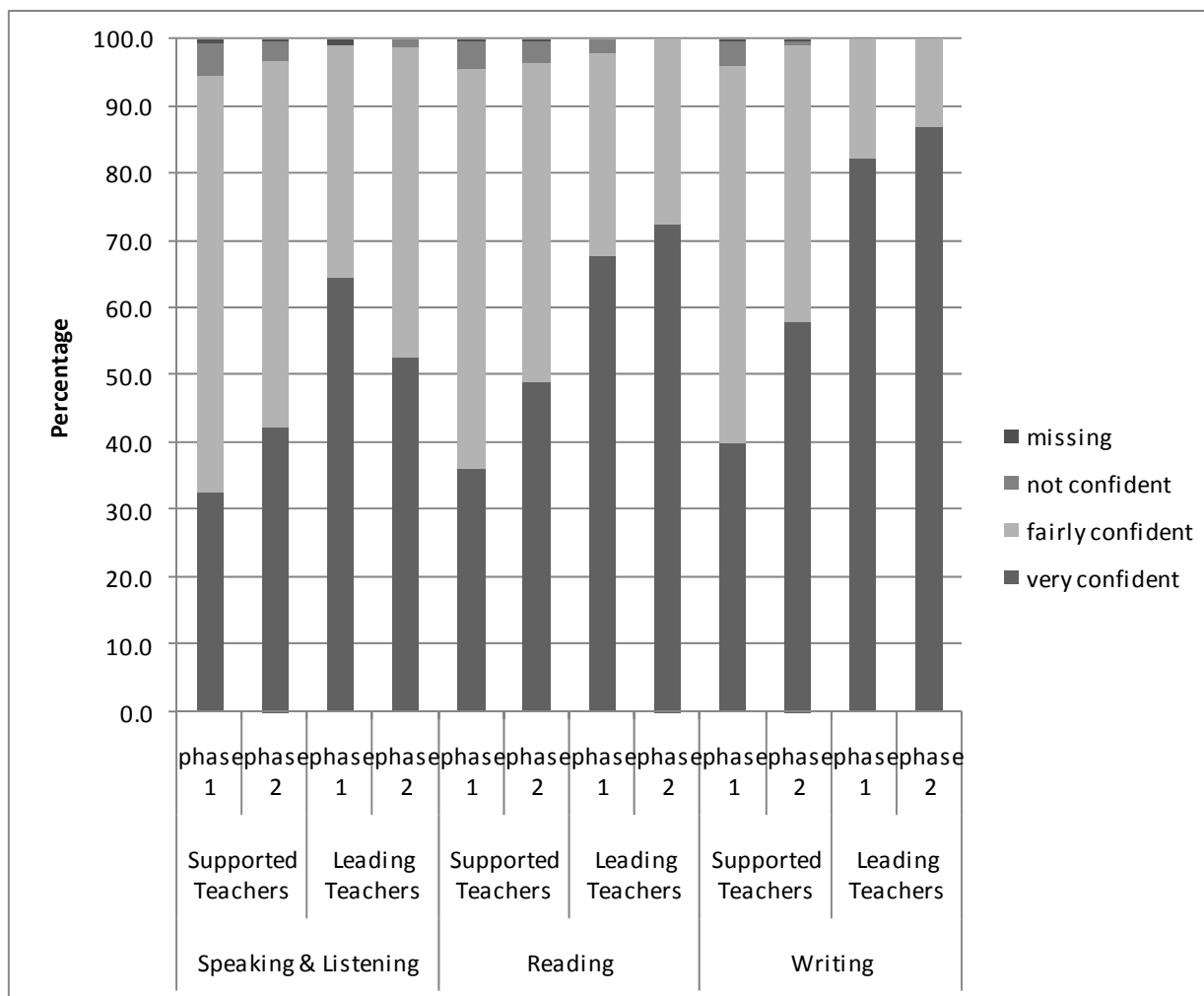
LA Lead Consultants for ECaW perceived an increased confidence in the teaching of writing on the part of teachers, with 60% (n = 28) of consultants identifying a 'clear positive impact' and 36% (n = 17) identifying 'some evidence of positive impact'. They were less sure about the effect on writing across the curriculum with just 19% (n = 9) seeing a 'clear positive impact' and 66% (n = 31) seeing 'some evidence of positive impact'. Headteachers' responses broadly echoed those of the consultants with 47% identifying 'some evidence' of positive impact on teachers' confidence in teaching writing, and 42% seeing a 'clear positive impact'. Headteachers also observed greater confidence in the teaching of guided writing. A quarter of heads felt that there was a clear positive impact on teachers' approach to writing across the curriculum, and a further 57% recognised 'some positive impact'.

Related to this impact on teachers' confidence, both Leading and Supported Teachers were asked if there were any specific areas in which their subject knowledge had developed during the course of the programme. Responses are summarised in Table 2.4. In every

category, a greater proportion of Leading Teachers reported increases in their subject knowledge than did Supported Teachers. Overall, the data suggests that teachers felt that ECaW had a particular impact on their understanding of whole text features.

Table 2.4:   Teachers reporting increased subject knowledge in specific areas

	Supported Teachers	Leading Teachers
sentence structure	39.8%	43.4%
vocabulary choice	27.5%	35.5%
text organisation	35.5%	43.4%
punctuation	17.4%	22.4%
grammatical terms	29.1%	43.4%
knowledge of text types	47.4%	57.9%
n	*327*	*76*

Teachers were asked how frequently they used particular strategies in their literacy teaching and their responses are summarised in Figure 2.3 (Supported Teachers) and Figure 2.4 (Leading Teachers).

Figure 2.3: Supported Teachers' reported frequency of use of different teaching strategies
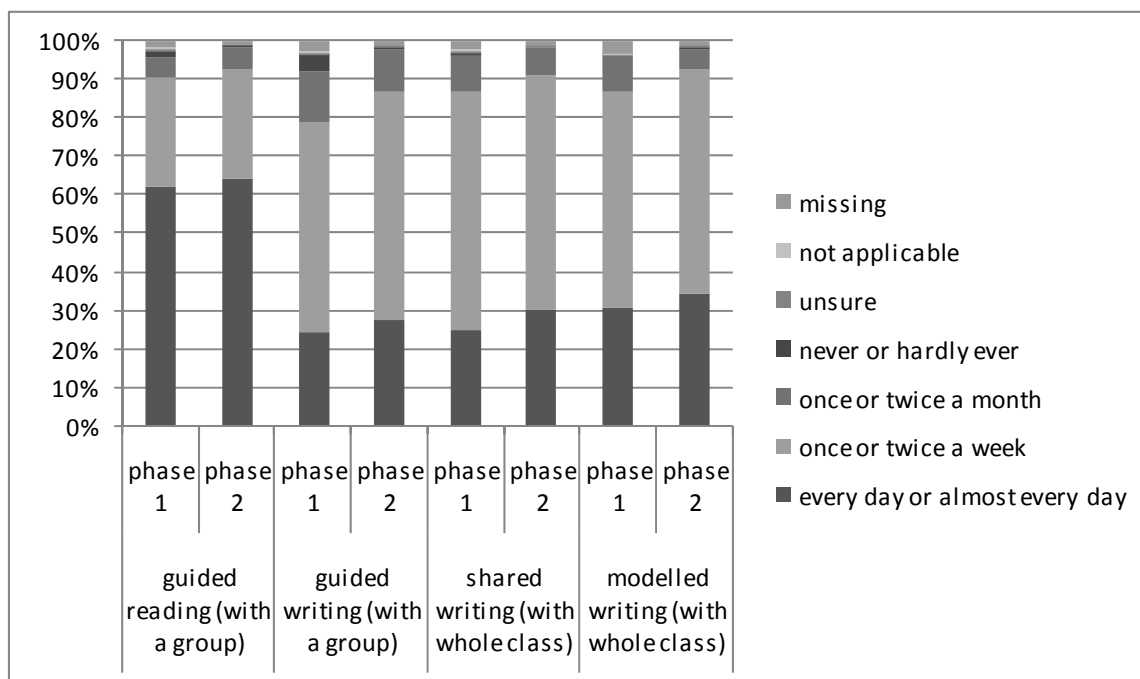
Figure 2.4: Leading Teachers' reported frequency of use of different teaching strategies
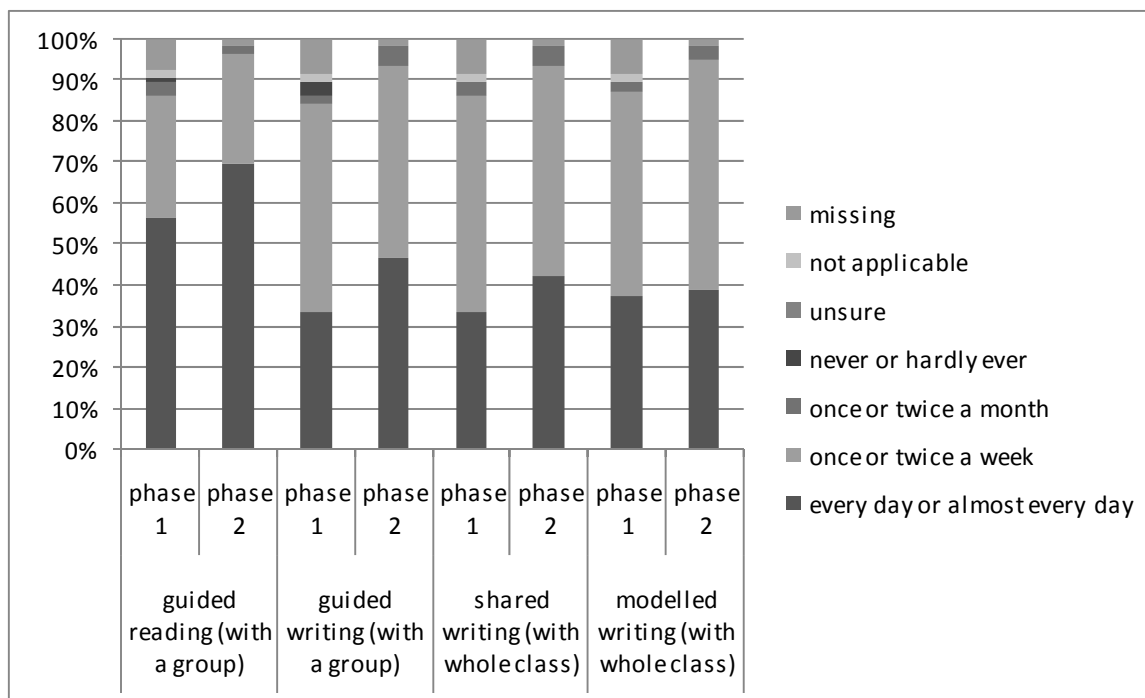
Despite the fact that different strategies are prominent at different stages in the teaching sequence, there is evidence of changes in the practice of both Leading and Supported Teachers between phase 1 and phase 2. Guided reading was reported as the most commonly used teaching strategy by Leading and Supported Teachers at both phases. Leading Teachers reported greater daily use of the different strategies and when the findings from the phase 1 and phase 2 questionnaires are compared, it is apparent that there are more reported changes in the frequencies of different teaching strategies among Leading Teachers than among Supported Teachers. Leading Teachers particularly reported greater daily guided writing sessions in phase 2 compared to phase 1 (33% at phase 1 and 47% at phase 2) and guided reading (56% at phase 1 and 69% at phase 2). Supported Teachers showed only a small increase in the amount of daily guided writing between phase 1 and phase 2 (from 24% to 28%).

Related to the frequency of these activities, teachers were also asked to estimate how much time they spent on various writing teaching strategies over the course of an average week. Responses are summarised in Figure 2.5.

Figure 2.5: Reported time spent on teaching writing strategies in an average week (phase 2)
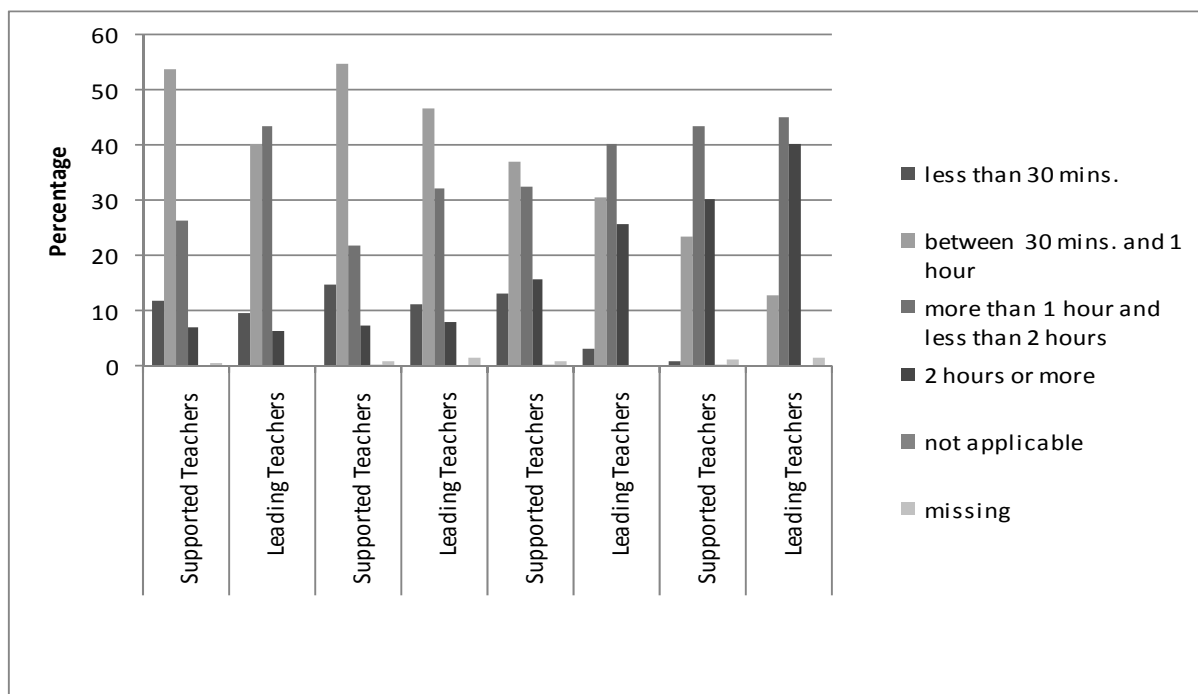
There are broad similarities between the reported time spent on various activities by Leading and Supported Teachers, although the former report more time on writing activities overall, and more time on each specific approach. Between phase 1 and phase 2 there is evidence of a small increase in the amount of time spent on writing activities.

It is clear therefore from teachers' responses to the questionnaires that ECaW has had an impact on how the teaching of writing is organised in the classroom. The proportion of teachers reporting that their practice in several areas has changed is shown in Figure 2.6. Again, a greater proportion of Leading Teachers reported changes in classroom management than did Supported Teachers.

Figure 2.6: Proportions of teachers reporting changes in their classroom management strategies
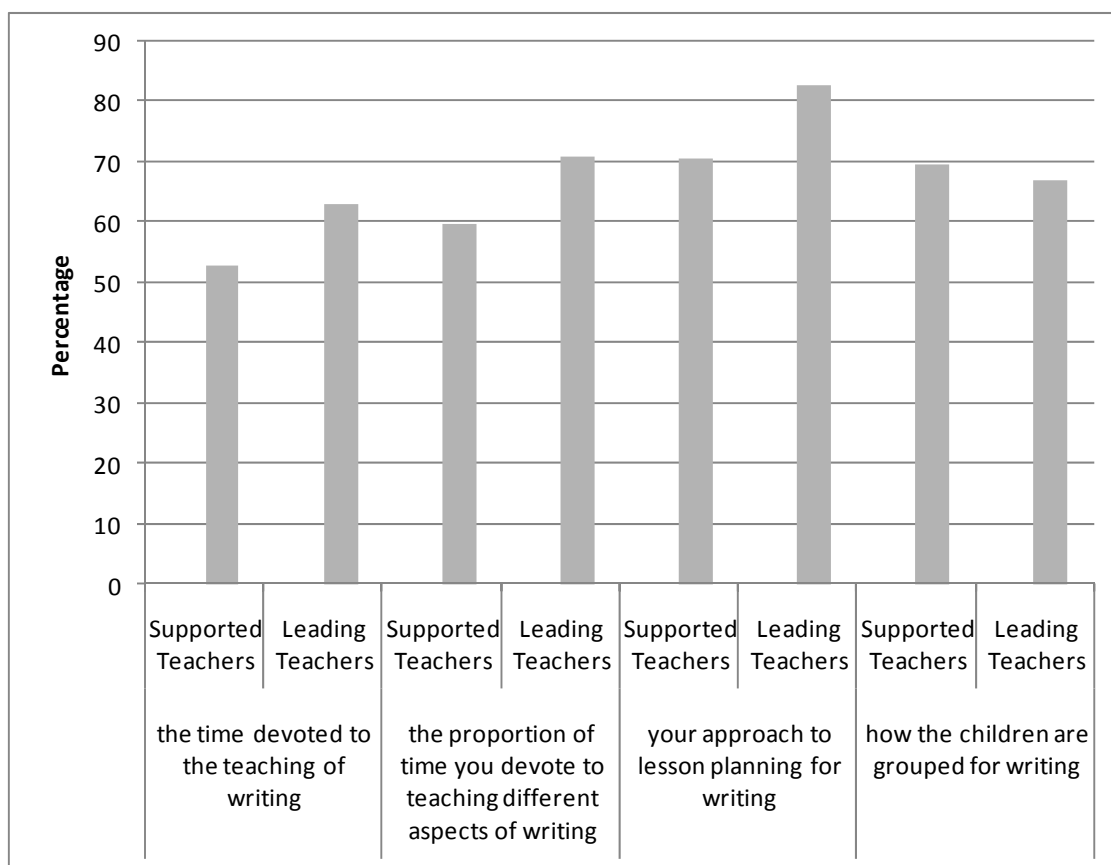
Data from interviews with staff in the case study schools reflect the opinions found in the survey data. Most of those interviewed felt that ECaW had improved teacher confidence. In the main this appeared to be both affirmation that what they were doing was appropriate and, for some, development of new skills. The impact appears to have been more noticeable with newly and recently qualified teachers. There was also some evidence that teachers experiencing serious difficulties were less able to benefit as they were too preoccupied with issues such as behaviour management to fine tune their teaching.

In addition to the improved targeting of teaching that was mentioned by all schools, practices seen as having improved included: assessment and marking; using more stimulating contexts for writing; better use of writing in cross-curricular contexts; improved group teaching in other subjects such as maths.

It seems that for Supported Teachers, input from the Leading Teachers gave 'permission' for them to be more flexible in their teaching. Rather than strictly adhering to mid-term plans, they felt able to respond to perceived need or interest of pupils.

2.3.3 What impact has ECaW had on the prevalence and effectiveness of guided writing?

From the questionnaires, there is evidence that teachers reported spending more time on guided writing at the end of the year than they did in the first term. Leading Teachers reported using this strategy for more time in an average week than did Supported Teachers. As Figures 2.3 and 2.4 show, by phase 2 almost half of Leading Teachers (47%) reported using guided writing every day, as did 28% of Supported Teachers. A small proportion of teachers (5% of Leading Teachers and 11% of Supported Teachers) reported using guided writing just once or twice a month. By phase 2, 30% of Supported Teachers indicated that ECaW had had an impact on the extent to which they used guided writing, whilst 59% thought it had had no effect.

A number of Supported Teachers (12%) referred to guided writing specifically when asked about general increases in their confidence when teaching writing:

> *Guided writing more specific.*
> (Supported Teacher of Y3/4, teaching 19 years, 7 years with Y3/4)

> *I am more confident in helping groups of children progress in their writing instead of individuals.*
> (Supported Teacher of Y4, teaching 4 years, 1 year with Y3/4)

Some teachers identified this as an area for continued support when asked about aspects of the programme they would change:

> *More explicit support with guided writing including modelling / demonstration lessons.*
> (Supported Teacher of Y4, teaching 14 years, 11 years with Y3/4)

Almost half of all LA Lead Consultants responding to the questionnaire (49%, n = 23) thought that ECaW had had a clear positive impact on teachers' confidence in teaching guided writing in the ECaW schools in their authority, and 47% (n = 22) identified some evidence of a positive impact. Consultants were also asked if they saw any impact of ECaW on the teaching of guided writing. Almost all LA Lead Consultants (92%, n = 43) thought there was an impact. Coded responses to this question are as follows:

Greater teacher knowledge	53.2% (*n = 25*)
Impact of Leading Teacher input	25.5% (*n = 12*)
Greater teacher confidence	23.4% (*n = 11*)
Greater use of guided writing	19.7% (*n = 9*)
Some reservations	14.9% (*n = 7*)
Increased expectations in guided writing evident	6.4% (*n = 3*)
Responses provided by	47 consultants

> *Some teachers who were previously unsure about guided writing are now more confident because Leading Teachers have demonstrated and coached colleagues effectively.*
> (LA Lead Consultant, cohort 2)

> *The Leading Teachers have all worked on guided writing with the Supported Teachers and it is the most requested area for further training. Subject leaders in some schools have made guided writing a priority for whole school CPD.*
> (LA Lead Consultant, cohort 2)

The case study data mainly support these views. Staff in most case study schools reported that their use of guided writing had increased and improved. The improvements include: increase in frequency; improved targeting of a skill to be taught; more flexibility in grouping of pupils according to need rather than attainment level.

> *Guided writing more focused – before it used to be going over work done in the whole class but in small groups. Now, it is more effective as APPs are used to target children to work on specific work rather that working with a group of children, on a particular day because it was their turn. Modelling is used both in the class shared writing and in the guided work.*
> (Headteacher, case study, cohort 1)

However, two of the case study teachers were unconvinced that regular guided writing was possible. They cited other imperatives such as overseeing all pupils in the class while writing or behaviour management as impediments to regular guided writing sessions.

2.3.4 What impact has ECaW had on the use of available teaching materials for writing, underpinned by use of Assessing Pupils' Progress (APP)?

In the questionnaires teachers were asked about their use of materials employed in the teaching of writing of over the past six months (phase 1 questionnaire) and the past year (phase 2 questionnaire), and how useful they had found these materials. This data is summarised in Table 2.5.

Table 2.5   Teachers' reported use of resources in the teaching of writing

What materials do you use in the **teaching** of writing with your class? Please tick from the following list materials you have used **over this school year**, and rate their usefulness. [survey 1 'over the past six months']

			✓ if used	very useful	quite useful	not of much use	missing
1. National Strategy *Support for Writing* (steps in learning, text type guidance, pupil writing targets)	ST	Phase 1	78.1%	39.2%	54.8%	4.8%	1.2%
		Phase 2	87.8%	41.1%	53.0%	3.8%	2.1%
	LT	Phase 2	96.8%	71.7%	25.0%	-	3.3%
2. National Strategy *Talk for Writing* materials	ST	Phase 1	64.4%	47.6%	47.1%	2.9%	2.4%
		Phase 2	87.2%	47.7%	48.1%	2.5%	1.8%
	LT	Phase 2	98.4%	80.3%	16.4%	-	3.3%
3. ECaW sublevel writers' grids	ST	Phase 1	40.9%	42.0%	50.4%	7.6%	-
		Phase 2	69.4%	44.1%	44.5%	9.3%	2.2%
	LT	Phase 2	82.3%	60.8%	27.5%	7.8%	3.9%
4. tuition support materials	ST	Phase 1	25.6%	32.9%	51.2%	13.4%	2.4%
		Phase 2	56.3%	26.6%	52.2%	18.5%	2.7%
	LT	Phase 2	58.1%	36.1%	50.0%	11.1%	2.8%
5. Assessing Pupils' Progress materials	ST	Phase 1	79.7%	52.2%	43.1%	2.7%	2.0%
		Phase 2	92.0%	55.1%	36.9%	5.6%	2.3%
	LT	Phase 2	96.8%	71.7%	23.3%	1.7%	3.3%

Leading Teachers reported greater use of a range of materials, with over 90% reporting use of *Support for Writing* and *Talk for Writing* in the phase 2 questionnaire (over 80% for Supported Teachers), and most Leading Teachers finding them 'very useful'. Supported Teachers were slightly less enthusiastic about *Support for Writing* materials with 41% finding them 'very useful'. There was greater reported use of the range of materials in the phase 2 survey. On the whole, teachers reported finding the various materials at least 'quite useful'.

Teachers were asked separately about the resources used in the assessment of writing. There was very widespread use of the Assessing Pupils' Progress materials with whole classes (over 80% of teachers at phase 2) and the majority of teachers using the materials found them 'very useful'. There was slightly less use of APP materials with pupils receiving one-to-one tuition, although over half of respondents at phase 2 reported using them, with a majority finding them 'very useful'.

Whilst some teachers welcomed the opportunity within ECaW to become familiar with APP, there was some evidence that a minority of Supported Teachers were concerned about the emphasis on APP in ECaW. Others indicated that they would have welcomed greater input on APP during training:

> *APP needs much more of a headstart before* ECaW *gets going – it was rushed, not fully explained and expected to be up and running across <u>all</u> areas of literacy.*
> (Supported Teacher of Y3, teaching 8 years, 6 years with Y3/4)

Whilst a majority of Leading Teachers reported using APP materials with their pupils (89%) and most of these (81%) finding them 'very useful', some referred to difficulties in implementing APP in Supported schools:

> *Implementation of APP has been problematic especially when the rest of the school assesses using an alternative method and APP isn't really supported by the head.*
> (Leading Teacher of Y5, teaching 5 years)

There was considerable reported use of a range of materials for the assessment of writing, in addition to APP. These included QCDA optional tests (69%) and periodic writing samples (81%). In the case of the former, 30% of Supported Teachers considered the tests to be 'very useful'. A majority (71%) considered writing samples to be 'very useful'.

LA Lead Consultants were also asked about the impact of APP materials in the assessment of writing in Years 3 and 4. A clear majority (89%) perceived an impact, and the coded responses to the open part of this question were as follows:

Increase in teachers' ability to set targets	38.3% ($n = 18$)
Focused of work of Leading Teachers	31.9% ($n = 15$)
Increase in teachers' knowledge of NC levels and/or moderation	27.7% ($n = 13$)
Greater use of APP materials	23.4% ($n = 11$)
Increase in teachers' confidence	17.0% ($n = 8$)
Responses provided by	47 consultants

> *Some schools are more confident in the use of APP materials. The impact has been limited in others. Majority of leading schools are using APP in writing across all year groups.*
> (LA Lead Consultant, cohort 2)

The case study data support these views. Most staff interviewed reported using APP and supported schools had found the Leading Teacher helpful in introducing this to Year 3 and 4 teachers and, in some classes, to the whole school.

All schools referred to a whole range of other initiatives that they were employing to raise standards of writing. Many were already in school before ECaW, but if schools had not already been aware of support materials such as *Talk for Writing* and *Support for Writing*, the Leading Teacher had introduced them to the school. Various other resources were introduced by Leading Teachers depending on individual preference. Some of these were more helpful than others as is discussed later in section five.

It was evident that not all the supported schools fully understood the resources on offer and their relationship to ECaW. There are no specific materials produced exclusively for ECaW but Leading Teachers helped Supported Teachers be aware of availability and how to use a range of resources. Where resources were providing support for the teacher such as planning grids or APP, these were often not mentioned as a resource. Favoured by the Supported Teachers were resources that could be used directly with pupils such as story mountains. Moreover, Supported Teachers and headteachers of supported schools did not always realise that the resources used in their school were part of the resources covered by ECaW.

2.4   Pupil attitudes and perceptions

2.4.1 Has ECaW had an impact on pupil's attitudes to writing, their confidence, and their perception of themselves as writers?

Various items in the questionnaires focused on respondents' perceptions of the impact of ECaW on children's attitudes to writing and these are summarised in Table 2.6.

Table 2.6:   Perceived impact of ECaW on children's enjoyment and confidence in writing

	clear positive impact	some evidence of positive impact	no impact evident	some evidence of negative impact	clear negative impact	unable to judge	no response
Impact of ECaW on children's enjoyment of writing							
Supported Teachers (n = *327*)	24.5%	51.7%	19.0%	0.3%		4.0%	0.6%
Leading Teachers (n = *76*)	44.7%	47.4%	1.3%			1.3%	5.3%
Headteachers (schools with Supported Teachers) (*n = 184*)	23.9%	59.2%	12.5%			3.8%	0.5%
Headteachers (schools with Leading Teachers) (*n = 78*)	38.5%	57.7%	1.3%			1.3%	1.3%
Lead Consultant for ECaW (*n = 47*)	51.1%	42.6%	2.1%			4.3%	
Impact of ECaW on children's confidence in writing							
Supported Teachers (n = *327*)	24.5%	55.4%	15.3%			4.3%	0.6%
Leading Teachers (n = *76*)	50.0%	42.1%	1.3%			1.3%	5.3%
Headteachers (schools with Supported Teachers) (*n = 184*)	27.2%	61.4%	7.1%			2.7%	1.6%
Headteachers (schools with Leading Teachers) (*n = 78*)	44.9%	51.3%	1.3%			1.3%	1.3%
Lead Consultant for ECaW (*n = 47*)	57.4%	38.3%				4.3%	

Questionnaires about pupil attitudes to writing and reading were completed by pupils in both ECaW and comparison schools at two points – phase 1 (November 2009) and phase 2 (June-July 2010) and responses to a subset of items are included in the multilevel model reported in section 2.2 and Appendix 2. The data from the questionnaires is included in Appendix 4. Overall, pupils in Year 3 were more positive than those in Year 4 in both the ECaW and the comparison groups. Pupils tended to be more positive in the first phase than in the second. It is likely that this is reflecting the less positive attitudes that are known to develop with increasing age and is evident in both ECaW and comparison samples of pupils.

When attitudes to reading and to writing are compared, there is evidence that about three-quarters of pupils across the two year groups in both ECaW and comparison samples had positive attitudes to reading (see e.g. items 1 and 3 in Appendix 4), with girls more positive than boys. This is broadly the same as proportions responding positively to item 21 ("I enjoy writing"). As with enjoyment of reading, girls were more positive than boys, Year 3 pupils were more positive than those in Year 4, and pupils overall were less positive between phase 1 and phase 2. There was no difference between pupils in the ECaW and comparison groups.

Both groups, ECaW and comparison, were confident that their writing was improving (item 10 in Appendix 4) with fewer than 10% indicating to the contrary. About a third of pupils, regardless of year group or sex, both comparison and intervention, indicated that they preferred writing to reading (item 19, Appendix 4). This proportion was unchanged between phase 1 and phase 2.

The case study data mainly support these views. Opinions expressed by staff in case study schools varied as to the extent to which pupils' attitudes to writing had improved. Most teachers reported that their classes enjoyed writing and had improved attitudes to writing more as a result of initiatives such as *Talk for Writing* than ECaW itself. This reflects the comments reported above that teachers often did not connect materials such as *Talk for Writing* with ECaW. However, some Supported Teachers who felt that they had an increased repertoire of writing activities thought their classes enjoyed writing more.

Nevertheless, all case study schools reported that the one-to-one tuition had improved those pupils' attitudes to writing and their confidence as writers.

2.4.2 Do pupils feel their writing has improved, and if so how?

In the pupil questionnaire (case study) nearly all pupils felt their writing got better or, at least stayed the same. There are no marked variations between Lead and Support case study schools.

In the writing conversations, all pupils thought that their writing had got better. However, in all but one class, they focused only on secretarial aspects of writing such as neatness, size, spelling and punctuation. Only in school P did pupils talk about what they had written sounding better and using good words.

Pupils who were receiving one-to-one tuition all felt that their writing had improved and were able to talk about a wider range of aspects of writing than those in the focus group discussions.

2.4.3 Are any subgroup variations observable?

The pupil questionnaire data indicates that girls tend to be more positive about various aspects of literacy (reading and writing) than boys, and that Year 3 pupils tend to be more

positive than pupils in Year 4. These findings are evident in the responses from pupils in both the ECaW and the comparison schools and at phase 1 and phase 2.

No subgroup variations were evident in the case study data.

2.5   Across the school

2.5.1   Is there an identifiable impact of ECaW more broadly across the school? (e.g. has ECaW prompted any developments in planning etc., or on practices in other subjects?)

Teachers, headteachers and LA Lead Consultants were all asked to evaluate the impact of ECaW across the school as a whole. Their responses are summarised in Table 2.7.

Table 2.7: Perceived impact of ECaW across the school

	clear positive impact	some evidence of positive impact	no impact evident	some evidence of negative impact	clear negative impact	unable to judge	not applicable	no response
Pupil attainment in writing								
Supported Teachers (n = 327)	4.3%	41.9%	27.2%	0.3%		21.7%		4.6%
Leading Teachers (n = 76)	25.0%	67.1%	6.6%			1.3%		
Headteachers (supported schools) (n = 184)	4.3%	46.2%	38.6%			8.2%		2.7%
Headteachers (leading schools) (n = 78)	15.4%	60.3%	16.7%			5.1%		2.6%
Lead Consultant for ECaW (n = 47)	8.5%	66.0%	14.9%			10.6%		
Raising profile of writing								
Supported Teachers (n = 327)	7.0%	40.1%	28.4%		0.3%	19.3%		4.9%
Leading Teachers (n = 76)	44.7%	47.4%	5.3%			2.6%		
Headteachers (supported schools) (n = 184)	8.7%	45.7%	35.3%		0.5%	6.0%		3.8%
Headteachers (leading schools) (n = 78)	28.2%	50.0%	14.1%			3.8%		3.8%
Lead Consultant for ECaW (n = 47)	23.4%	63.8%	10.6%			2.1%		
Impact of ECaW beyond years 3 and 4								
Supported Teachers (n = 327)	4.6%	25.7%	33.0%	0.3%	0.3%	28.1%		8.0%
Leading Teachers (n = 76)	23.7%	59.2%	7.9%			6.6%		2.6%
Headteachers (supported schools) (n = 184)	5.4%	33.2%	43.5%			4.3%	8.7%	4.9%
Headteachers (leading schools) (n = 78)	21.8%	48.7%	15.4%			6.4%	3.8%	3.8%
Lead Consultant for ECaW (n = 47)	8.5%	83.0%	6.4%			2.1%		

In the three parts to this question (ECaW's impact on writing attainment and the profile of writing across the school, and its impact beyond Years 3 and 4), Leading Teachers were the most positive with over 80% seeing at least 'some positive impact'. LA Lead Consultants

also identified positive impacts of ECaW over and above any impact on the two year groups directly involved, although the data suggests they were slightly less sure of the extent of this compared to Leading Teachers. Headteachers of schools with Leading Teachers perceived a greater impact than did heads of schools with Supported Teachers. It is the latter group of headteachers and Supported Teachers themselves who appear most uncertain about the impact of ECaW although there is very little evidence that any negative impact was perceived.

Those interviewed for the case study were less positive about impact beyond the ECaW classes. LA staff expressed uncertainty about the impact of ECaW across the school. Only two LAs mentioned having made any attempt to encourage schools to disseminate more widely than the focus class. Those interviewed felt that the extent to which ECaW had a broader impact depended on the quality of the headteacher.

All but two headteachers referred to ways of ensuring that impact was felt more widely throughout the school. These included: cascading of training; reference to ECaW at staff meetings; discussion at senior management. In Leading Teacher schools it seemed more likely that ECaW had a broader impact and this could be partly attributed to the Leading Teacher being literacy co-ordinator and therefore part of a senior management group. However, the seven Supported Teachers interviewed said that they were not aware of any impact across their school. Some felt that no other teacher was aware of ECaW. Others said that they had mentioned the ideas to one or two people informally. On the other hand, the four Leading Teachers had led staff meetings in their own schools on APP and guided writing. This supports the findings from the survey data reported above.

3 Delivery

3.1 Summary

- Leading Teachers have found the experience of participating in ECaW beneficial to themselves and their own schools.

- On the whole effective relationships have been established between Leading Teachers and teachers they support. This is seen to be crucial to the success of the initiative.

- Leading Teachers feel that they have been adequately supported by LA staff and headteachers.

- The emphasis on collegiality and sharing good practice is seen as a strength of the delivery of the initiative.

- In most cases relationships between Leading Teachers and Supported Teachers have been good. Most teachers are positive about the impact of the initiative on their own teaching and professional confidence.

- ECaW has increased teacher knowledge and their use of available materials to support the teaching of writing. Opinions varied as to the usefulness of these materials with Leading Teachers being most positive.

- Opinions of ECaW are mainly positive with Leading Teachers being most positive. The greatest value was seen in the support from the Leading Teacher and the provision of one-to-one tuition.

- Any major challenges to the successful delivery of ECaW identified by teachers relate mainly to the initial stages of the set up, including training, and the flow of information from the centre to teachers and headteachers. Some concern was expressed about the workload required of Leading Teachers, including absence from class. This view was expressed by Leading Teachers themselves and by headteachers.

- One-to-one tuition was viewed very positively by all parties. It is delivered successfully although liaison between parents, class teachers and tutors could be improved.

- Almost all LA Lead Consultants are very positive about the initiative and have played an active role in its implementation, particularly in monitoring the quality and impact of ECaW in their LAs.

- Some school staff are concerned about the lack of parental support for pupils involved in ECaW but interviews with parents suggest further work could be done by schools to increase involvement.

3.2 How have Leading Teachers worked in their own schools and in the schools they support?

In their questionnaire responses Leading Teachers readily acknowledged the influence of ECaW on their own practice and some were able to identify its impact on whole school practice:

Ideas gained from other schools have been brought into my own practice and my own school. Sharing knowledge and ideas is always wonderful.
(Leading Teacher without current class teaching responsibilities, teacher for 20+ years)

I have been able to feedback to staff about useful resources (e.g. progression papers are now used) and I have been able to work with all our teachers individually to set pupil writing targets for groups in their classes.
(Leading Teacher of Y1/2, teaching for 12 years, 1 year in Y3/4)

The training of other staff, bringing ECaW materials into school, sharing ideas worked on in other schools back to ours. A time for reflection on what we do well and where we could go next with writing in school.
(Leading Teacher of Y6, teaching for 10 years, 2 years in Y3/4)

It was clear from a majority of Supported Teacher questionnaires that effective relationships had been established with the Leading Teachers, with the latter adopting the role of professional colleagues. In the few instances where it was apparent that an effective working relationship had not been established this often seemed to be due to some organisational barriers such as staff turnover or delays in appointing the Leading Teacher. The relationship appeared to be particularly strong when the Leading Teacher recognised that her role gave her the opportunity to learn as well as guide.

Supported Teachers were asked about the support they had received from the Leading Teacher. Table 3.1 shows where teachers indicated they had received support.

Table 3.1   Support received from Leading Teachers

	yes	no	missing
the use of teaching materials	85.6%	11.9%	2.4%
teaching practices and pedagogy	67.9%	26.3%	5.8%
the use of guided writing	83.8%	13.5%	2.8%
assessing pupils' progress	76.8%	20.8%	2.4%
tracking pupils' progress	55.7%	40.7%	3.7%
demonstration lessons	51.4%	43.7%	4.9%
team teaching	42.8%	51.7%	5.5%
the identification of children to receive 1:1 support	54.7%	40.1%	5.2%

LA Lead consultants valued the work of Leading Teachers, feeling that a particular advantage of participation in ECaW was the building of a team of Leading Teachers (38%, n = 18).

> *As an LA we have shared good practices in other schools, materials have been shared with other consultants. We now have a strong team of Leading Teachers who are actively driving standards forward.*
> (Lead ECaW consultant, cohort 2)

In the case study schools, the Leading Teachers have worked closely with their supported colleague in their own school. Often activities have been undertaken in a collaborative way, including joint planning of units of work or modelling of guided writing. Interaction was more frequent and often informal than in the supported schools. Leading Teachers have also disseminated ideas in staff meetings or to other members of staff.

In the schools they support, practice and focus varied for different Leading Teachers in case study schools. They described their activity as talking and sharing ideas. Mostly they visited classrooms and discussed the lesson with the teacher. They also looked at examples of pupils' writing and planned for guided writing to target gaps in learning. They also advised on the choice of pupils to receive one-to-one tuition and showed the Supported Teacher what was available on the Standards Site. With recently qualified teachers they worked closely to support planning.

The Leading Teachers interviewed stressed how beneficial the experience had been for them.

> *I like being a leader this year cause you get to work with different schools and you're trying to share, you're like, you're sharing ideas all around the schools so you're getting ideas from them, you're passing the ideas on, and you get to see how children are learning in different ways so that's really positive.*
> (Leading Teacher, case study, cohort 1 school)

These Leading Teachers emphasised that they did not like the term 'leading' as it gave a negative impression to supported schools. They saw themselves more as a 'professional friend'. Where the Leading Teacher was perceived to come in as an 'expert', the relationship was reported to be slower to develop. A headteacher of a supported school appreciated the way the Leading Teacher came in *'as a normal person – not lording it'.*

One or two of the lead ECaW consultants interviewed for the case studies reported that it was becoming difficult to find good Leading Teachers as good teachers were in demand for several initiatives.

3.3   Do they feel adequately supported?

Leading Teachers were almost unanimous (96%) in indicating in the questionnaire that they felt they had received adequate support from their LA Lead Consultant. This was an increase from the 85% who gave a positive response at phase 1, when a further eight per cent suggested that it was 'too early to say'.

Echoing this finding about the support provided by the LA, Leading Teachers felt similarly well supported by their headteachers, with 95% giving a positive response. Again, this was an increase over the 81% who felt that headteacher support was sufficient at phase 1, with nine per cent considering it 'too early to say'.

There was a more equivocal response from Leading Teachers when they were asked if they felt that the Supported Teachers in the schools they were working with had received sufficient information about ECaW and about the Leading Teacher's role. By phase 2 65% of respondents thought that Supported Teachers had received sufficient information; 29% felt that they had not; at phase 1 there had been just 46% positive responses with eight per cent suggesting that it was 'too early to say' and 41% feeling that they had not received sufficient information.

Leading Teachers were more positive about the training received from the LA Lead Consultant for ECaW (75% considering it to be 'very valuable' and a further 24% 'of some value') than that received from the National Strategies central CPD events (37% 'very

valuable'; 50% 'of some value'; 11% 'of limited or no value'). Whilst this data is from the phase 2 questionnaire, proportions were very similar at phase 1.

Meetings in Leeds not really necessary - our LA Lead Consultant is really excellent and did the job well instead.
(Leading Teacher of Y6, teaching for 35 years, 4 years with Y3/4)

Leading Teachers were asked to identify anything not included in the training that would have been useful. Responses were as follows:

	Phase 1	Phase 2
Scheduling an earlier start to the training programme	[not coded]	7.9% (*n = 6*)
More on classroom / teaching strategies*	-	6.6% (*n = 5*)
More input on guided writing*	5.2% (*n = 5*)	5.3% (*n = 4*)
More opportunity to work with others	-	5.3% (*n = 4*)
More information about resources, including website	7.3% (*n = 7*)	1.3% (*n = 1*)
Greater clarity about role of Leading Teacher	6.3% (*n = 6*)	1.3% (*n = 1*)
Content of second training day earlier	10.4% (*n = 10*)	-
Responses provided by	37 teachers	26 teachers

*In the analysis of Supported Teachers' responses to this question on training, these two codes are collapsed.

In case study schools, the Leading Teachers interviewed felt well supported by the LA Lead Consultant and their headteacher. The consultant was readily available to listen to problems and sort out difficulties.

In fact one of my schools, I had a problem at the beginning, I really felt that they weren't engaging with the project, they weren't answering my emails, I was finding it really tricky to get them to talk to me and I then contacted [name] and she contacted their head and, you know, so we got it all resolved and then she, the next visit she came in with me and we had a big discussion, all of us together and that sort of cleared the air in a way. But yes I feel I've been well supported, definitely.
(Headteacher, case study, cohort 1)

3.4   What characterises good and bad practice by Leading Teachers?

Where Supported Teachers expressed appreciation of the support offered by Leading Teachers, this was often followed by comments about the approachability of the Leading

Teacher and the supply of 'good ideas', including specific resources. The quality of the relationship established was critical. Several Supported Teachers welcomed the fact that the Leading Teacher was herself a practising teacher – in some cases this seemed to add to the credibility of the advice offered.

Some Supported Teachers expressed frustration that they had not been able to see the Leading Teacher teach, and logistical difficulties were a source of irritation in some cases. In case study schools this practice was variable. Some LAs encouraged Leading Teachers to teach in the supported schools, although not all Leading Teachers were willing to do so. Leading Teachers were happy to have Supported Teachers observe them in their own schools but not all headteachers were willing to release the Supported Teacher.

> *[most useful aspect of programme] Opportunity to work with colleagues from other schools – on equal level (other Lead Teachers and Supported Teachers). Good ideas and quality resources shared from NS and ECaW consultant.*
> (Leading Teacher of Y5, teaching for 5 years, 3 with Y3/4)

> *Having a Leading Teacher give advice was great. She was very approachable and every question was answered.*
> (Supported Teacher of Y3/4, teaching for 19 years, 7 years in Y3/4)

> *Changes in Leading Teacher and the fact that the final Lead Teacher could only visit on a particular day meant that I had little contact with any Lead Teacher.*
> (Supported Teacher of Y3, teaching for 2 years, 2 years in Y3/4)

In case study schools, good practice on the part of Leading Teachers included approaching their role with sensitivity to an individual teacher's self esteem. Feeding back to teachers on classroom visits was found to be more accepted when the focus was on the pupils. Discussion of pupil contribution could lead to discussion of the teaching in a less threatening way.

Staff in case study schools reported that good organisation on the part of Leading Teachers and their involvement in a school beyond just the Supported Teachers was more effective in dissemination of practice. It is good practice for the Leading Teacher to meet briefly with the headteacher after each visit.

Getting the dates for visits arranged early ensures that good quality and regular supply cover is available. Cancellation of visits by either party at the last minute was felt to waste money and cause considerable annoyance.

Leading Teacher support was viewed more favourably by supported schools when they appeared to be responding to the needs of the school rather than to a predetermined agenda.

3.5   What are the conditions that support or hinder their work?

Echoing the findings from the case studies, the single greatest concern expressed by Leading Teachers in their questionnaire responses was the amount of time they were required to spend out of their own classrooms. In many cases, there was some ambivalence with Leading Teachers feeling that they were able to make a valuable contribution and that their own teaching benefited in the longer term but they were concerned about the disruption for their own class. Access to high quality, consistent supply cover was recognised as a very significant factor in enabling the Leading Teachers to fulfil their responsibilities effectively.

> *[Would you advise other teachers to get involved in ECaW?] Mixed feelings really. Have definitely changed my way of teaching (as has whole school) eg more talk for writing, guided writing sessions, but feel that 25 days out of classroom in a year is too much. Maybe work with one partner school only?*
> (Leading Teacher of Y3/4, teaching for 26 years, 22 years with Y3/4)

> *Leaving supply plans has taken hours of time on a regular basis. The children have not enjoyed having [a] supply [teacher].*
> (Leading Teacher of Y5, teaching for 5 years, no time in Y3/4)

Lead consultants and also headteachers were asked in the questionnaire specifically about the benefits and difficulties associated with the requirement of teachers, Leading and Supported, to spend time out of the classroom. Over half (55%, n = 26) of consultants identified the disruption to education of pupils in Leading Teachers' classes as a cost of participation. However an almost equivalent proportion (51%, n = 24) focused on the opportunity provided by involvement in ECaW for teachers to share good practice, learn and reflect. Eleven per cent of Lead Consultants (n = 5) identified a lack of good quality supply cover as a difficulty for ECaW.

There was a similar profile to the responses of the headteachers to this question. Just under a half (45%) of headteachers were positive about the professional development aspect of ECaW, including the time for reflection and the liaison with other teachers. Over a third (35%) of headteachers were concerned about the disruption due to the teacher absence and 24% were concerned about the need for and quality of supply cover.

Lead consultants identified a lack of engagement of headteachers or senior leaders as an impediment to progress in some cases.

> *[effectiveness of working relationship between Leading and Supported Teachers] variable. Almost totally dependent on the attitude of the headteacher and his/her model of collaboration. Partner schools (not 'supported') have not always had headteachers who were sufficiently involved as collaborators. A few treated Leading Teachers as instructors – in, out, rarely spoken to. Only the most confident Leading*

Teachers found that they could negotiate / persuade so that the headteacher was won over after a few visits.
(LA Lead Consultant, cohort 2)

Very good working relationships have been established. Some Leading Teachers met with resistance at first. This was due to the way in which senior leaders introduced the programme to the teachers involved.
(LA Lead Consultant, cohort 2)

[effectiveness of working relationship between Leading and Supported Teachers] Variable – some are very strong, some have taken longer to build up. There is a direct correlation between good relationships and effectiveness of ECaW.
(LA Lead Consultant, cohort 2)

In some cases, Leading Teachers expressed concern about ECaW adding to an already long list of responsibilities:

As I have many other roles in school, I have found it difficult as a full time class teacher to juggle all the roles that I have.
(Leading Teacher of Y2, teaching for 29 years, 9 years with Y3/4)

A number of Leading Teachers felt that they could make a greater impact in their supported schools if there was a greater involvement of the subject coordinator:

I feel the literacy coordinator in supported schools needs to be involved in the ECaW process otherwise it is difficult to get whole school change.

(Leading Teacher of Y4, teaching for 8 years, 3 years in Y3/4)

Leading Teachers responded to a series of questions about whether they considered they had sufficient time to support teachers. The findings are summarised in Table 3.2.

Table 3.2: Leading Teachers' perceptions of adequacy of support for Supported Teachers

	Phase 1 (Nov./Dec. 2009) n = 96				Phase 2 (June/July 2010) n = 76		
Do you feel you have sufficient time to provide support in your supported schools?	Yes	No	Too early to say	Missing	Yes	No	Missing
Supported school 1	47.9%	16.7%	29.2%	6.3%	73.7%	23.7%	2.6%
Supported school 2	38.5%	18.8%	33.3%	9.4%	65.8%	27.6%	6.6%
Do you feel you have sufficient time to provide support in your own school?	53.1%	19.8%	22.9%	4.2%	65.8%	30.3%	3.9%
Do your two supported schools *require* equal amounts of support?	40.6%	35.4%	17.7%	6.3%	40.8%	53.9%	5.3%
Do your two supported schools *receive* equal amounts of support?	75.0%	4.2%	14.6%	6.3%	82.9%	11.8%	5.3%

While respondents were clearly more confident that they had sufficient time in the second phase, nevertheless about a quarter felt that they were unable to give sufficient time to supporting teachers. About a third of Leading Teacher respondents felt that they did not have sufficient time to provide support in their own school.

> *Time allocated to support schools is often too short. This is a difficult situation because when I go back in to a class next year I will not want to spend too much time away from them but on the other hand I will want to give more support to my team of schools.*
> (Leading Teacher without current class teaching responsibilities, teacher for 20+ years)

Leading Teachers were asked to identify factors which they considered hindered the impact of ECaW on pupil attainment in their own schools. As indicated below (section 3.10.3) Leading Teachers perceived pupil absence to be a particular hindrance.

These views are reflected in the case study data. Having good, regular supply cover was mentioned by all four Leading Teachers interviewed. Although the ECaW budget allows for flexibility, the cost of more experienced (expensive) supply teachers was expressed as a concern by some schools.

A difficulty of the work mentioned by Leading Teachers and their headteachers in interview (in case studies) is the time taken away from their own school and class. Although both Leading Teachers and their schools had benefitted from their involvement with ECaW, this

had to be balanced against the loss of a good teacher for 26 days in a year. This seemed to preclude the use of a year six teacher as a Leading Teacher.

> *I've found it a lot of work and time out of the classroom, you know, because I'm already, like for the first two terms it was almost one day a week that I wasn't here and in a small school that's tricky, and then if another training course came up that I needed to go on – like I do eco schools, healthy schools, you know, I've got fifteen hats, you know, we all have in a small school, and so it was suddenly – some weeks it was like, you know, 'well am I here at all?'*
> (Leading Teacher, case study, cohort 2)

3.6   What are the characteristics of tutors?

In the ten case study schools, seven of the one-to-one tutors interviewed or observed taught in the school: one of these was the class teacher of the pupils she tutored. Others worked as part-time teachers or one had done supply in the school. Only three had done any one-to-one tutoring before.

The headteacher questionnaire data confirms that the majority of one-to-one tutors were already employed by the school prior to being taken on as tutors, and over half (56%) of the headteachers responding indicated that these teachers were Year 3 and/or Year 4 class teachers who were already participating in ECaW. Just 17% of heads indicated that the tutors had not previously worked in the school.

3.7   How do teachers view the support they have received from Leading Teachers?

Evidence from the questionnaires indicates that Supported Teachers were, overall, positive and appreciative of the support provided by Leading Teachers. In the phase 2 questionnaire, 82% suggested that they had received sufficient support from their Leading Teacher and over half of respondents (52%) indicated that the support provided was 'very valuable'. A further 34% suggested that it was 'of some value'. A small group (13%) indicated that it was 'of little or no value'. In the majority of cases, where a good relationship had been established between the Leading and Supported Teachers, Supported Teachers appreciated both the knowledge and also the supportive manner of the Leading Teacher.

> [most useful aspects of programme] *Having time with ECaW Lead Teacher – discussing how to improve planning, team teaching guided writing sessions and being able to choose next steps to move learning forward.*
> (Supported Teacher of Y4, teaching for 5 years, 5 years in Y3/4)

Meeting the Lead Teacher was great. She had good knowledge and was extremely approachable.
(Supported Teacher of Y4, teaching 2 years, 1 year in Y3/4)

Being a new teacher to KS2 I feel that the advice from the Lead Teacher was excellent.
(Supported Teacher, teaching 15 years, less than one year in Y3/4)

The case study data support these views. In these schools, all but one of the Supported Teachers interviewed spoke very positively of the support they had received from the Leading Teacher. The one Supported Teacher whose impression was not favourable complained about having to receive support rather than about the Leading Teacher herself. Supported Teachers in case study schools felt that there had been an impact on the quality of their teaching.

I don't, I can't pin it down to exactly what has changed, but I think a lot has changed. I think it's been helpful talking with peers, obviously having time to look on the standards site and being guided through that. Rather than in my first year where I worked with the coordinator and I just felt like things were printed off and given me and 'this is what you do' but it's having that time to look through it and talk about it.
(Supported Teacher, case study, cohort 2)

Supported Teachers found the support reassuring and the teacher accessible and willing to answer questions. Supported Teachers mostly felt that the Leading Teacher had been willing to listen to what the Supported Teacher felt was important to them rather than bringing in their own agenda. However, it seems clear from the aspects mentioned that Leading Teachers have covered the elements of ECaW such as use of APP, guided writing and use of the Standard Site.

3.8 How do they view the classroom materials provided through *ECaW*?

The ECaW programme is designed to support teachers in making the best use of the classroom materials already available within the Primary Framework. No additional classroom based materials were developed nationally. The Leading Teachers' role was to support classteachers in identifying which areas of the Primary Framework and other National Strategies materials – particularly Support for Writing, Talk for writing and the Assessing Pupils' Progress materials - would best support their teaching and the learning of their pupils. Alongside this, they also shared their own strategies and resources across the cluster of schools.

The two teacher questionnaires asked respondents about their use of resources in the teaching of writing. In particular, teachers were asked about their use of a variety of materials provided by National Strategies, by the Leading Teacher and by the LA, specifically associated with ECaW. The responses to these questions are discussed in section 2.3.4. When asked about the usefulness of materials provided by the Leading Teacher, 86% of Supported Teachers said they were using these materials, and of these, 58% judged them to be 'very useful' with a further 37% considering them to be 'quite useful'. Teachers were also asked about ECaW sublevel writers' grids. These were used by 69% of Supported Teachers and 82% of Leading Teachers. Almost half (44%) of Supported Teachers and 61% of Leading Teachers found them 'very useful', and a further 48% of Leading Teachers, and 16% of Supported Teachers found them 'quite useful'.

A number of teachers indicated that guidance provided during the training sessions, and sometimes by Leading Teachers, about the resources available on the Strategy website had been very useful.

This is in contrast to the Supported Teachers and headteachers in case study schools where the question was open about 'ECaW teaching materials for writing'. Typical answers referred to a range of teaching materials from other projects and acknowledgement that the Leading Teacher had shown them how to use the Standards site. Further analysis indicates that by 'teaching materials' staff understood materials to use with pupils such as 'writing frames' rather than items such as planning grids.

> *No, not really. I've been given templates and guided tours of the web site and things like that so I've used some of the planning pro formas and some of the Pie Corbett activities, you know, for drama ideas and things like that, talk about writing and some of the mapping ideas. But I haven't really received any resources as such though, no, I didn't know there were any.*
> (Supported Teacher, case study, cohort 2)
>
> *I think if somebody had come in and like wowed us with a load of resources and a load of great ideas to transform your teaching in this miracle writing, raising standards in writing then I could have been here praising it all ….*
> (Supported Teacher, case study, cohort 2)

On the other hand, Leading Teachers spoke enthusiastically of the materials that they had been given and used. In this case they were referring to materials provided to support teachers such as APP and planning frames.

3.9   What are their perceptions of the value of *ECaW*?

Whilst there was less unanimity in the questionnaire responses of the Supported Teachers about the value of ECaW than those of Leading Teachers, it was clear that a majority of respondents did consider the programme to be effective with 77% indicating that they would advise other teachers to get involved. The greatest value was seen in the support from the Leading Teacher and the provision of one-to-one tuition.

Supported Teachers were asked what they considered to be the most useful aspects of the programme. Responses were as follows:

Support from Leading Teacher	34.9% (*n = 114*)
Focused support for specific children / 1:1 tuition	24.8% (*n = 81*)
Time for professional discussion	15.3% (*n = 50*)
Advice on planning	10.1% (*n = 33*)
Advice on APP / moderation	9.8% (*n = 32*)
ECaW training / meetings	9.2% (*n = 30*)
Advice on guided writing	8.6% (*n = 28*)
Provision of resources	7.3% (*n = 24*)
Responses provided by	279 teachers

Supported Teachers were also asked to comment on the time commitment demanded by ECaW and their views of the value of this. Responses were as follows:

Compared to other initiatives that you may have been involved in and from your position as a class teacher, how would you rate ECaW in terms of the time you have been required to spend on ECaW activities? Tick **one** box.	
too time consuming	7.6% *(n = 25)*
a big time commitment, but some positive effects	34.9% *(n = 114)*
a worthwhile investment of time	44.6% *(n = 146)*
unable to judge	11.0% *(n = 36)*
Responses provided by	321 teachers

Supported Teachers were asked if any aspects of the programme had been unnecessary or problematic. Over half (53%) indicated that they had experienced no problems; 41% indicated that they perceived some unnecessary or problematic aspects of the programme. Responses were as follows:

Unnecessary meetings (cluster)	7.0% (*n = 23*)
Issues around content and timing of training	6.4% (*n = 21*)
Responses provided by	147 teachers

Cluster meetings in particular seemed to be perceived as unnecessary by some Supported Teachers who suggested that the input was repeating what had already been delivered in meetings conducted by the LA consultant. Some Supported Teachers suggested that there was insufficient time available between meetings for activities to be completed. On the other hand, some teachers recognised the value of input continuing across the year and some case study teachers were enthusiastic about these meetings.

> *Really beneficial CPD. Not just one day that gets some attention [but] follow up, observations, discussion time throughout the year.*
> (Supported Teacher of Y3/4, teaching for 19 years, 7 years in Y3/4)

When Supported Teachers were asked if there were any aspects of the programme they would change, 48% indicated that there were and responses were as follows:

Issues around content and timing of training	11.0% (*n = 36*)
Issues around 1:1 tuition	9.5% (*n = 31*)
More support provided by Leading Teacher	8.0% (*n = 26*)
Opportunity for Supported Teachers to visit LT's school / to observe LT teach	6.1% (*n = 20*)
Responses provided by	182 teachers

The questionnaire responses recognised some variability in the support offered by Leading Teachers. Some Supported Teachers indicated that they welcomed the chance to observe the Leading Teacher at work. This tended to be when the Leading Teacher worked with the Supported Teacher's class.

In case study schools, teachers found that ECaW gave them time to reflect on their teaching of writing. They mostly felt that their assessment skills had improved and had sharpened up their planning for individual needs. Some Supported Teachers particularly found the cluster group meetings helpful and benefitted from talking with other teachers teaching in the same year group. In particular, those Supported Teachers who had been teaching only two or three years had found the support immensely helpful.

> *I think just my whole understanding and confidence has been huge. I just think it's totally changed my teaching like a million percent.*

Two of the six Supported Teachers from the case study schools had negative impressions of ECaW. One of these teachers said that she would rather be in class. She did, however, feel that she had been helped in moving certain children on and looking at the gaps in their writing skill. The other teacher felt the one-to-one tuition had been useful but she had learned nothing new.

3.10 What delivery challenges have schools and local authorities encountered, and how have they addressed them?

Headteachers were asked if any aspects of the programme had been unnecessary or problematic. Over a half (53%) indicated that there were none. Of the 41% who did suggest that some aspects were unnecessary or problematic, their coded responses to this question are summarised below:

Lack of support / evidence of good practice from LT	8.8% ($n = 24$)
Issues around data collection including timing	6.6% ($n = 18$)
Level of classroom disruption / issues with supply cover	6.6% ($n = 18$)
Issues around appointment of tutors	6.2% ($n = 17$)
Logistical / organisation difficulties	6.2% ($n = 17$)
Insufficient engagement from stakeholders	5.1% ($n = 14$)
Responses provided by	132 headteachers

There were some differences between the responses of headteachers in schools with Supported Teachers and those in schools with Leading Teachers. The former were more likely to identify issues around support from the Leading Teacher, the appointment of tutors, and logistical or organisational challenges as problems in implementing the programme.

Whilst the majority (81%, n = 38) of LA Lead Consultants felt that schools had received adequate funding to run ECaW in their schools, 23% (n = 11) indicated that headteachers had suggested that funding provided did not cover the full cost of supply teachers. Seventeen per cent of consultants (n = 8) indicated that the LA had supplemented central funding with their own resources. Nine per cent of consultants (n = 4) believed that insufficient financial support hindered the impact of ECaW on pupil attainment in schools in their LA.

Over a quarter (28%, n = 13) of LA Lead Consultants identified difficulties in ensuring teacher release from class as having a 'considerable impact' on ECaW's impact on pupil

attainment, and a further 32% (n = 15) identified a 'moderate impact'. Related to this, 32% of consultants (n = 15) believed that changes or shortage of teaching staff was having a 'considerable impact' and a further 45% (n = 21) a 'moderate impact'.

Similar issues were raised by staff interviewed in the case studies. Here LA staff reported that the identification of Leading Teachers was an issue. Whereas for cohort 1 in the first year there was not a problem, the increased number of Leading Teachers required especially in small local authorities was causing problems. The problem was either the difficulty of identifying sufficient good teachers of writing to be Leading Teachers or to use existing Leading Teachers or Advanced Skills Teachers thereby taking them away from other important work. LAs had overcome this in part by using Supported Teachers from previous years to become Leading Teachers for the next cohort of schools. These difficulties have resulted in some LAs reporting that not all Leading Teachers were of the quality they would have liked.

In addition, some schools in cohort 1 had lost their Leading Teacher early in the first year. LA staff had overcome this problem in the second year by having a better idea of the type of person needed and by considering whether the Leading Teacher was likely to change jobs during the year.

Local authorities did not have a problem identifying one-to-one tutors. If existing lists did not show enough in one area, an advertisement was successful in identifying more. However, schools found this a problem initially if school staff were not interested and they did not know of anyone. These problems were overcome by the time of the interviews and schools were satisfied with their tutors.

Some local authorities in cohort 2 had found difficulties with the funding of one-to-one tuition. The funds had been included in the general one-to-one budget and non-ECaW staff managing this budget did not always recognise the separateness of ECaW tuition.

3.10.1 Information flow

From their questionnaire responses, it was clear that most headteachers felt that they had been given sufficient and appropriate information about the programme before the start. They had been kept informed about ECaW through the local teams rather than from the centre. Leading Teachers appear to have been particularly successful in keeping headteachers informed about ECaW in both their own school (in which 90% of heads indicated that their Leading Teacher had kept them informed) and in the schools which they were supporting, where the equivalent figure was 72%.

In addition to nine per cent of headteachers feeling that they would have liked further information about ECaW before the programme started, six per cent of heads indicated that they would have liked more information about the data collection requirements.

As discussed in section 3.3, most teachers felt adequately supported. However, some teachers, Leading and Supported, felt that there was insufficient information about the programme available, particularly at the start.

> *People in both home and supported schools were totally unaware of what ECaW was and what they were expected to do – whole thing very, very woolly!*
> (Leading Teacher of Y3, teaching 5 years, 2 years with Y3/4)

Most LA Lead Consultants (77%) felt that they had received adequate information at the initial briefing about ECaW from the National Strategies and the vast majority (over 90%) felt that they had been kept informed from both national and regional contacts. Whereas 94% felt that they were kept informed about their work by Leading Teachers, they were less in touch with Supported Teachers, 68% of consultants feeling they were kept informed about the programme by this group.

The survey findings are largely reflected in the case study data and include evidence that improvements had been noticed in the second year. LA and school staff of cohort 1 schools reported that, in the first year of their involvement, ECaW had been set up very quickly and that many had found it rushed. They had not had this problem in year two.

3.10.2 Teacher workload

.On a scale of 'slight', 'reasonable' or 'excessive', few (less than 10%) of headteachers considered the workload of teaching staff or senior management to be excessive, with little difference between heads of schools with Leading Teachers and those with Supported Teachers. Although some teachers raised the issue of the disruption experienced by the pupils in the class of Leading Teachers, headteachers tended not to identify disruption for pupils as excessive, and 52% considered the disruption to be slight. When explicitly asked to consider the benefits and difficulties of the need for teachers to be released from class, 45% of headteachers recognised the benefits of the professional development offered by ECaW. There was, however, also some concern expressed about impact of the disruption to the functioning of the class (35%) and concern over the impact of supply cover (24%). Coded responses to this question are summarised below:

Positive comment related to CPD / time for reflection / time for liaison	45.1% (*n = 123*)
Negative comment related to disruption to class due to teachers' absence	35.2% (*n = 96*)
Negative comment related to the impact of supply cover	23.8% (*n = 65*)
Positive comment (general / other, specific)	20.9% (*n = 57*)
Negative comment (other)	12.5% (*n = 34*)
Benefits outweigh disadvantages	5.5% (*n = 15*)
Responses provided by	240 headteachers

Lead consultants were asked in the questionnaire about their view of the workload imposed by ECaW. The responses are summarised in Table 3.3.

Table 3.3: Lead consultants' perception of the demands of participation in ECaW

	slight	reasonable	excessive	unable to judge
time commitment required by Supported Teachers	8.5% (*n = 4*)	89.4% (*n = 42*)	-	2.1% (*n = 1*)
time commitment required by Leading Teachers	-	48.9% (*n = 23*)	42.6% (*n = 20*)	2.1% (*n = 1*)
time commitment of school management	12.8% (*n = 6*)	76.6% (*n = 36*)	2.1% (*n = 1*)	6.4% (*n = 3*)
disruption for pupils (in ST classes)	46.8% (*n = 22*)	38.3% (*n = 18*)	2.1% (*n = 1*)	12.8% (*n = 6*)
disruption for pupils (in LT classes)	14.9% (*n = 7*)	38.3% (*n = 18*)	31.9% (*n = 15*)	8.5% (*n = 4*)
financial demands on school	57.4% (*n = 27*)	34.0% (*n = 16*)	2.1% (*n = 1*)	6.4% (*n = 3*)

Lead consultants indicated some concern about the impact of ECaW on Leading Teachers, both in terms of the time commitment required, with over 40% of consultants who responded suggesting it was excessive, and also the impact on the Leading Teachers' class of their absence.

Data from case study schools support the survey findings. Headteachers in Leading Teacher, case study schools, cited the issue of time out of class for one of their best teachers as the biggest challenge. This was overcome by the appointment of very good and regular supply cover. Both Strategy Managers and LA Lead Consultants expressed concern about the difficulty of getting good Leading Teachers. Head teachers in particular expressed

the view that twenty six days is too much time out of school, especially where the Leading Teacher is in year six. Having consistent and good supply cover is seen as essential. LA Lead Consultants in case study LAs see these concerns as a threat to sustainability over a longer period.

3.10.3 Factors impeding the delivery of ECaW

In the various questionnaires, teachers, headteachers and LA Lead Consultants were asked to judge the extent to which specific factors hindered the impact of ECaW on pupil attainment. The factors identified tended to be not specifically related to ECaW and were challenges faced by the school in general.

One factor identified by all respondents as being a particular hindrance to the success of ECaW was pupil absence: 32% of headteachers, 34% of Leading Teachers in their own schools, 24% in their supported schools, 35% of Supported Teachers, 17% of LA Lead Consultants, identifying pupil absence as having a 'considerable impact'.

Over a fifth of respondents to each questionnaire considered pupil mobility to have a 'considerable impact' on pupil attainment (23% of headteachers, 29% of Leading Teachers (own school) and 18% (supported schools), 22% of Supported Teachers, 21% of Lead Consultants).

The other factor that over a fifth of headteachers believed had a considerable impact was a lack of parental support (21% of headteachers) although this was seen as a less significant hindrance to progress by Leading and Supported Teachers.

Some Leading Teachers felt that some Supported Teachers had a lack of understanding of the Leading Teachers' role. It is unclear whether this is due to inadequate information at the start of the programme, a failure for some other reason to establish an effective working relationship, or simply the teacher's lack of experience in this form of professional development. This was sometimes apparent in a clear resistance to the support offered in the programme. A total of 18% of Leading Teachers felt that this had a 'considerable impact' on the effectiveness of the programme in increasing pupil attainment in their supported schools, and a further 29% felt that it had 'some impact'.

> *Some reluctance from one supported school to get fully involved as it was viewed as a waste of time and 'another paper pushing exercise'.*
> (Leading Teacher of Y4, teaching 3 years, 1 year in Y3/4)

A majority of LA Lead Consultants were concerned about the impact of a lack of commitment to ECaW from school leadership teams. Thirty-eight per cent (n = 18) saw this having a 'considerable impact' in their LA and a further 40% (n = 19) felt there was a 'moderate impact'.

Only the last of these issues was mentioned by case study schools.

3.11 Has one-to-one tuition been delivered effectively?

A majority of headteachers (87%) indicated that one-to-one tuition was generally organised in weekly sessions; a further 19% indicated twice-weekly sessions were used. Over a quarter indicated that they would continue with this element of ECaW should the programme be discontinued.

Leading Teachers were generally very positive in their perceptions of the effectiveness of the tuition, frequently identifying it as the most effective element of the programme. Some expressed concern about the level of training of tutors and a number felt that there needed to be greater flexibility in organising the tuition sessions, for example by increasing the number of pupils in each session.

As indicated below, LA Lead Consultants quality assured the one-to-one tuition; whilst half of consultants judged the tuition to be of consistently or mostly high quality, 43% (n = 20) of consultants felt that it was of a variable quality.

Several teachers, Leading and Supported, suggested that instead of one-to-one tuition sessions, increasing the size of the group to perhaps three pupils, would be preferable. This was thought to be both more efficient in terms of cost and also to reduce the 'pressure' on the pupils. It was also thought to be a means of managing pupil absence effectively.

One-to-one tuition was generally very well received in case study schools. Features of effective provision in case study schools include:

- Selection of children who are not too far behind their peers and whose parents will support the process.

- Good liaison between class teacher and one-to-one tutor. Where the one-to-one tutor and class teacher have time to meet each week, one-to-one provision is seen to be more effective.

- Good liaison with parents ongoing during the tuition. Although parents were involved at the start further liaison depended on individual parents and tutors. Tutors all agreed that homework was an important feature of tuition and parents reported that children generally enjoyed the homework from tuition.

    And one of the things I was going to say earlier, that with Jo, you know, he's really, he looks forward to it, he's up, dressed in the morning, which is pretty unusual…I mean you know, he knows that Wednesdays after school, you know, he's really

excited by it and enthused by it, and also does any work that's linked to it, it's the only homework that he'll do.
(Parent focus group, cohort 2)

Opinions of those interviewed in case study schools differed as to whether tuition was more effective when delivered by the class teacher or a tutor who was more remote from the pupil. If it was the class teacher, there could be better match to need and more potential for the gains to continue as the teacher could continue to work on successful strategies. Where it was a tutor who was more remote from the pupil there was the possibility of a fresh start and of higher expectations.

Most LAs undertook some monitoring of tuition including observation of sessions.

Although ECaW is intended to focus on sentence construction and text cohesion rather than spelling and punctuation, some tutors were told by headteachers or class teachers to focus on spelling and punctuation. Some of the observed tuition sessions made little reference to sentence construction and text cohesion.

Liaison with parents was limited and often incidental. However, all but one parent spoken to whose child had received one-to-one tuition were very positive about the experience for their child.

> *Yeah, yeah, she's getting closer and closer to where she should be, you know, for her age group and she's, and she's really enthusiastic about it all, you know, and she's getting to the point now where if she's not sure about anything she will ask rather than struggle on, and I've just seen such a difference in her work, in her writing, you've seen it haven't you?*
> (Parent, cohort 1 school)

In one school one-to-one tuition was not planned to start until after half term in the summer term. This would seem to offer less opportunity for pupils to sustain any progress made because of the closeness to the summer break.

3.12 How have schools managed the process of appointing tutors?

As the questionnaires indicated that most teachers appointed as tutors were already known to the school, few heads found any need to place advertisements for tutors and 88% indicated that recruitment was through existing contacts. Whilst 15% of heads indicated that the posts were internally advertised, just seven per cent recruited from the LA database of potential tutors.

Confirming the case study data that the supply of tutors was sufficient, just four per cent of heads responding to the questionnaire indicated that they felt the pool of tutors to be inadequate.

Appointment of tutors was devolved to schools in case study authorities. Local authorities had lists available if schools did not know of anyone. Some local authorities seemed unaware of the TDA list of tutors.

Most of the case study schools had first of all offered the role to teachers in the school. Preference was always given to tutors known to the school or through personal recommendation. However, where tutors had been selected from a list they had been found to be effective. One school had specifically chosen male tutors to provide literacy role models for boys.

Cohort 1 schools had found the first year difficult as it was set up in a rush. The second year was easier as they had more time and already knew of tutors.

There was some comment from LA staff that although there were plenty of tutors available, it was harder to find good quality tutors. It was noticeable from the case study data that English subject knowledge or literacy pedagogical knowledge was rarely used as criteria in selection. Preference was given to tutors who were known to the school and particularly those who had tutored successfully on other initiatives such as *Every Child Counts*.

3.13 What role has the named Local Authority Lead Consultant for ECaW played?

Responses to the questionnaire indicated that 51% of Supported Teachers felt that the support they had received from the LA was sufficient and 42% felt it was insufficient (7% did not respond to this item). Over three-quarters (82%) of this group felt that the support provided by the Leading Teacher had been adequate, reflecting the differing roles of those involved and the focus of the consultants on supporting Leading Teachers who themselves have the main role working with Supported Teachers. This distinction, however, may be problematic if there is a failure to establish an effective relationship between Leading and Supported Teacher, or if the relationship breaks down.

Lead consultants had a significant role in monitoring the quality and impact of ECaW in their LAs. They reported quality assuring the teaching of writing primarily by talking to teachers and headteachers (over 90% of Lead Consultants), 72% (n = 34) made observations and 43% (n = 20) reviewed lesson plans. A similar pattern was evident when LA Lead Consultants responded to the question about how they were quality assuring the one-to-one tuition. A majority (89%, n = 42) reported having discussions with headteachers, and 77% (n = 36) reviewed tuition plans, the same proportion who observed one-to-one tuition sessions.

Table 3.4 summarises LA Lead Consultants' evaluation of the elements of ECaW in their authority.

Table 3.4:   LA Lead Consultants' evaluation of ECaW components

	consistently high	mostly high	variable	consistently low	unable to judge
quality of ECaW one-to-one tuition	6.4% (n = 3)	44.7% (n = 21)	42.6% (n = 20)	-	-
enthusiasm for ECaW in ECaW schools	21.3% (n = 10)	66.0% (n = 31)	12.8% (n = 6)	-	-
interest in ECaW in non-ECaW schools	6.4% (n = 3)	46.8% (n = 22)	29.8% (n = 14)	8.5% (n = 4)	8.5% (n = 4)
expectation of success of roll out across authority	36.2% (n = 17)	44.7% (n = 21)	12.8% (n = 6)	-	2.1% (n = 1)

Almost half (49%, n = 23) of LA Lead Consultants reported that they measured the impact of ECaW by collecting evidence (via interviews and questionnaire) from key players. Two-thirds (66%, n = 31) used observations, meetings or monitoring visits for this purpose.

These findings are supported by the case study data. In most of the LAs in the case studies the named LA Lead Consultant has been closely involved with the monitoring and evaluation of ECaW. Those who were in post at the end of the previous year were involved in the appointment of Leading Teachers and choice of supported schools. Leading Teachers and headteachers in Leading Teacher schools felt well supported by the LA Lead Consultant. She was found to be willing be give advice and support when required. Where one-to-one tuition was organised in a separate department, LA Lead Consultants were not as involved in the appointment and monitoring as they would have liked.

3.13.1 What characterises effective/ineffective practice?

Effective practice on the part of LA Lead Consultants is characterised by:

- LA Lead Consultants taking time to select Leading Teachers carefully either by choosing well known practitioners or by observing their teaching before appointment.

- Making the commitment and role of the Leading Teacher clear to headteachers and Leading Teachers before appointment.

- Ensuring the involvement of supported schools is explained to headteachers. Where a headteacher had understood it only to be a way to secure funding for tuition, there was resentment that an experienced teacher was included as needing support.

- Where one-to-one tuition was organised in a separate department, LA Lead Consultants were not as involved in the appointment and monitoring as they would have liked.

- Ensuring involvement of the school's literacy coordinator, especially in Supported Schools.

- Maintaining flow of information about ECaW, especially to headteachers.

3.13.2 What are their perceptions of the value of ECaW?

Lead consultants were asked to identify the main advantages of ECaW from the perspective of schools and of local authorities. In addition to developing the knowledge, skills and understanding of teachers in years 3 and 4 (62%, n = 29), over half of consultants who completed the questionnaire (57%, n = 27) indicated that the professional development and coaching model provided by ECaW was of particular value to participating schools.

> *Schools have been financially supported for release of teachers and for one-to-one tuition. Schools most engaged have responded to the quality resources, trialled new approaches and as a result improved teaching and learning, which has impacted on standards.*
> (LA Lead Consultant, cohort 2)

Twenty-three per cent (n = 11) suggested that improved pupil attainment was another benefit of participation. Some LA Lead Consultants (21%, n = 10) suggested that the opportunity to share good practice across the school was one of the benefits of ECaW and the same proportion recognised the opportunity to support teaching in years 3 and 4 in particular as being of benefit. It was suggested that teachers of these year groups had had less support than teachers of other year groups.

There were five advantages to participation in ECaW for LAs which recurred in the consultants' responses: building a team of Leading Teachers (38%, n = 18); raising standards (34%, n = 16); improving teaching and learning (34%, n = 16); ensuring access to a greater range of schools, including those which were unfamiliar (30%, n = 14); and support for teachers on years 3 and 4 (21%, n = 10). A less commonly identified advantage was the opportunity to improve and/or change practice at relatively low cost (11%, n = 5). Almost all consultants (94%, n = 44) indicated that they would advise other LA Lead Consultants to become involved in the programme, although 17% (n = 8) expressed some concern about the workload. Eleven per cent (n = 5) suggested that it provided the opportunity to improve relationships across the LA.

ECaW consultants were asked to identify any aspects of the programme that they thought to be particularly problematic or unnecessary. The two most commonly identified problems were issues around the data collection requirements of the programme (51%, n = 24) and

around ECaW training (17%, n = 8). Eleven per cent of consultants who responded (n = 5) suggested that the time demands on LA Lead Consultants were difficult to manage.

Sixty-four per cent (n = 30) of consultants indicated that they would change some part or parts of the ECaW programme. Given the feelings about data collection discussed above, it is not surprising that this was the most commonly identified element for change (15%, n = 7). A proportion of consultants (11%, n = 5) suggested that Leading Teachers should support one school only – echoing a suggestion from some Leading Teachers and headteachers.

These findings are reflected in the case study data from both LA Lead Consultants and Primary Strategy Managers. They report positive results from schools however, as they developed the theme it was clear that they mostly attribute any rise in standards to a range of factors and current initiatives and not solely to ECaW. Where they were able to give evidence of raised scores, LA staff indicated that there have been gains. However, they also indicated that improved confidence on the part of those children who had received one-to-one tuition is very obvious.

LA staff interviewed for the case studies indicated that for some teachers ECaW has had a positive impact on teaching quality and confidence: in particular improved understanding of the ways in which to move children on through the use of Assessing Pupils' Progress (APP) materials. Where the impact has been positive, both confidence and quality has improved and teachers have become more reflective about their practice. However, as one LA Lead Consultant put it, 'it is not a magic wand' (LA Lead Consultant, cohort 1 school). Where it has not had a positive impact, there may have been a negative impact on confidence to the extent that one teacher was reported to have left the profession as a result.

LA staff interviewed for the case studies agreed that guided writing had been a neglected area. Some felt that it had improved as a result of ECaW but others reported that some teachers take it for granted and do not acknowledge that they need help with it. Here it was felt that group work or model lessons might have been more helpful than the one-to-one approach of ECaW in which a Leading Teacher works mainly with an individual Supported Teacher. In terms of materials used, LA staff referred only to the use of APP. They reported that ECaW and APP supported each other well.

> *They see the generally collaborative nature of the work between Leading Teachers and class teachers as positive: 'teachers feel like they are not having this done to them. ……… It's about working together, it's about sharing expertise and … it's not a project about failing teachers'*
> (LA Lead Consultant, case study, cohort 1 school).

Evidence of improvement in teaching is less robust. LA staff recognise that it depends on how much teachers engage with the pedagogy; it is felt that some teachers can get 'bogged down in the activities' (LA Lead Consultant, cohort 1 school).

'I think it's made teachers think about what they are teaching. ….. All they [Leading Teachers] can do is guide people, approach people and er, when the teacher is responsive, then I think there's definitely been an improvement in the teaching'.
(LA Lead Consultant, case study, cohort 1 school).

Some LA staff raised the issue that headteachers may overestimate quality and report inflated opinions of improvement in teaching. There was expressed a view that headteachers may have an impression of a teacher as a good teacher overall but may not be able to judge the quality of that teacher as a teacher of writing in particular. Data from the headteachers' questionnaire indicates that headteachers were confident in their ability to judge the quality of the teaching of writing with 95% feeling they were able to do this.

LA staff reported that impact across the school seems to be better in schools where there is a Leading Teacher. In supported schools there are more likely to be pockets of good or bad practice. However, there is a feeling that ECaW has got people talking about writing more, both within ECaW schools and beyond.

Engagement of the headteacher is seen as crucial:

'If the heads and the schools' senior leadership teams, um, embraced it, then it certainly made my life a lot easier. If they didn't you just felt you were just coming in from the outside because nobody knew why they were involved, not even the context had been explained, they felt they had been chosen because they were inadequate and needed support.'
(Headteacher, case study, cohort 1).

3.14 How have schools engaged with parents and carers, and to what effect?

Supported Teachers were asked in the questionnaire about communications they had had with parents and carers about ECaW during the year. Almost a half (45%) had had written communications about individual pupils, although many fewer (9%) had communicated to parents and carers about the class's involvement. Seven per cent of Supported Teachers reported some written communications at school level, and 40% had had no written communication. In terms of meetings with parents and carers about ECaW, 55% of Supported Teachers reported meeting with parents of individual pupils concerning ECaW; four per cent had arranged a meeting for parents and carers of all children in the class and five per cent were in schools where a meeting had been arranged at whole school level.

Sixteen per cent of Supported Teachers suggested that a lack of parental support had a 'considerable impact' on the effectiveness of ECaW, and a further 23% thought it had a 'moderate impact'. Leading Teachers were slightly less likely to consider that a lack of parental support had a 'considerable impact' on ECaW's effectiveness in their own school

(11%) and 33% thought it had a 'moderate impact'. Almost a half (46%) of Leading Teachers felt that a lack of parental support had a 'moderate impact' in their supported schools and just three per cent thought it had a 'considerable impact'.

Evidence from case study data provides an alternative insight. Case study data indicate that schools have not engaged with parents in general about ECaW. Parents in the focus groups were not aware of ECaW unless their child was receiving one-to-one tuition. Focus group parents demonstrated a great deal of interest in their child's progress in literacy and often appeared dissatisfied with the amount of information given by the school about how literacy is taught and what expectations there are.

Some case study schools reported that they had sent information home in newsletters; other schools said that they gave general information about the curriculum but did not name specific initiatives. However, knowledge of ECaW did not appear to have reached those parents interviewed.

Where pupils had been chosen for one-to-one tuition, parents were either consulted or informed and, in most case study schools, invited to meet the class teacher and tutor before the tuition started. Any interaction after this appears to have been dependent on the individual tutor and parent.

3.15 How do schools plan to sustain any improvements made as a result of ECaW?

In their questionnaire, headteachers were asked to indicate which elements of ECaW they anticipated continuing with should the programme be discontinued. The most likely component to continue was the notion of releasing teachers to work with their peers: almost three-quarters (69%) of headteachers of schools with Leading Teachers expected to continue this, as did 54% of headteachers of schools with Supported Teachers. Over a quarter (31% of headteachers in Leading Teacher schools, and 29% of those in Supported Teacher schools) expected to continue with one-to-one tuition, although a number added a caveat about the necessary funding. Fourteen per cent of headteachers with Leading Teachers, and 19% of those with Supported Teachers, did not expect to continue with either element.

A number of Leading Teachers indicated that they were looking forward to continuing in their role for a second year. However, Leading Teachers in case study schools were unsure whether they would continue because of the time out of their own classes.

On the whole responses to questions about plans to sustain improvements made by ECaW in case study schools focused on the provision of one-to-one tuition in subsequent years.

Headteachers stated that this was unlikely to continue without funding. This is in contrast to the responses in the questionnaire survey.

Staff in case study schools and LAs were not able to report any activity to sustain improvements in ways of working. In only a few schools were there systematic approaches to dissemination of good practice gained through ECaW. Continued impact appears to be an aspiration but without systematic planning in case study schools. There is some indication that Leading Teachers may be expected to cover this at the end of the year. Leading Teachers in the case study schools did not mention this possibility.

4 Perceived Cost Effectiveness

4.1 Summary

▪ On the whole participants consider that ECaW gave value for money although opinions varied as to which aspect and to what extent.

4.2 Is *ECaW* a cost effective way of raising pupils' attainment in writing and in English overall at KS2?

It is difficult to establish with any certainty headteachers' views of the cost effectiveness of the programme from their responses to the questionnaire. Whilst 79% of heads suggested that the programme provided value for money and just 14% said it did not, when invited to explain their views, some misunderstandings emerged and other headteachers explained that they did not know the full cost of the programme. A number of heads interpreted 'value for money' as the cost of the programme being fully covered from the funding granted to the school. There was very little reference to the cost of ECaW compared to that of alternative programmes and consideration of their relative impact. Headteachers' responses to this question can be summarised as follows:

Contribution to teachers' CPD, including positive impact on pedagogy	20.9% (*n = 57*)
Positive impact on pupil attainment	14.7% (*n = 40*)
Impact on pupils receiving 1:1 tuition	11.4% (*n = 31*)
Positive impact (general)	7.7% (*n = 21*)
No or insufficient impact	5.5% (*n = 15*)
Responses provided by	179 headteachers

When asked about the financial demands participation in ECaW placed on the school, most headteachers (82%) felt that the demands were 'reasonable'. A minority (9%) thought the financial demands to be excessive. Most LA Lead Consultants indicated that they believed funding for schools was sufficient (81%, n = 38).

Headteachers were asked to identify which elements of the programme they would continue if funding were to be discontinued. Over half (57%) of all responding headteachers indicated that the practice of teachers being released to work with fellow teachers would be one they would wish to continue. This was particularly favoured by heads of schools with Leading Teachers, 69% of whom would continue the practice if funding were discontinued. The

equivalent figure for heads of schools with Supported Teachers was 54%. Over a quarter of headteachers (29%) would continue one-to-one tuition. Just 18% of headteachers indicated that they would not continue either element of the programme.

Some teachers, both Supported and Leading, suggested that the tuition would be more cost effective if it were administered in a small group. This would also better accommodate pupil absence.

Views on cost effectiveness vary but on the whole, case study schools felt that ECaW is as cost effective as other initiatives or more so. In general, opinions appeared to depend on whether the respondent views impact in terms of short term goals or longer term improvements in pupil attitudes and teacher pedagogy. For some the short term improvements for individual pupils were not cost effective. For others, the long term impact on pupil attitudes and teacher pedagogy was.

'So I would say, I would say it would be good value for money if I could really see that as a result of the tutoring… I mean I know things aren't instant, they are not overnight, there's not a magic wand solution, learning takes time, habits take time to change and so on and so forth. But in the end a lot of things these days in terms of education are measured in terms of outcome, and the outcome is measured in terms of attainment and progress, and unless this year I can really see that by the end of the tutoring and by the end of the year – particularly the tutored children, never mind the kind of overall year group standards, if I can't really see that there's been an impact that we can really trace to ECAW then I suppose I would question the value of it overall.'
(Headteacher, case study, cohort 1 school)

'I'd say they're all gains. It's not a vast, if you're thinking of staff it's not a vast amount of time of being out of the classroom. It's a morning at best a half term, a couple of mornings a half term, but in terms of the returns you get for the, for what they go on to, the work with the children then no I think I'd probably say they're all gains.'
(Headteacher, case study, cohort 1 school)

'When you balance that out against hopefully the very positive work that I'm doing with six other classes – so if you think, what's that, six times thirty, a hundred and eighty, hopefully that balances… Do you see what I'm saying? If I was in here all the time and wasn't going out and doing this project then obviously thirty children would, yes they'd have me five days a week, ok, but actually the pay off of a hundred and eighty children, and I don't think they really suffer in any way, and the hundred and eighty children hopefully benefiting from it, I think that's pretty good.'
(Leading Teacher, case study, cohort 1 school)

Arguments for its cost effectiveness include:

- Very good apparent impact on individual children.

- Very strong impact on individual teachers.

- Well placed as fewer interventions focus on years 3 and 4.

- Impact of Leading Teacher reached beyond own school.

- Leading Teachers work 'unpaid' for their expertise unlike bought in consultants.

- Leading Teachers provided continuity of support over the year.

- Built a network of support that could be self-sustaining.

Arguments against cost effectiveness:

- Would be more cost effective if tuition were in groups of two or three.

- Would be more cost effective if teaching assistants could deliver one-to-one tuition.

- There is a cost to schools of losing a good teacher for 26 days a year in terms of quality of education offered to a particular class.

5 Conclusions

5.1 Introduction

This report covers the findings from the one year long evaluation of the ECaW project undertaken in the second year of the programme. The research team collected attainment data from both ECaW and matched non-ECaW schools. Questionnaires were sent out to staff and pupils in ECaW schools at the start and at the end of the year. Qualitative data were collected from 10 case study schools. These included interviews with staff, pupils and parents and observation of literacy teaching and one-to-one tutor sessions.

Evidence from the analysis of teacher assessment data shows that there was no increased attainment for pupils in ECaW classes beyond what was seen in the comparison schools. However the perception of staff involved in ECaW expressed largely positive views about the impact of ECaW on pupils receiving one-to-one tuition.

Evidence from this evaluation in many ways matches previous research studies into attempts to raise standards of writing. There appears to be no 'magic bullet'. Results vary according to local conditions and demographic factors. A feature of ECaW as implied by staff in case study schools is the lack of a clear philosophy for the teaching of writing. Thus although the strategy of using experienced teachers to work alongside those needing support, there is no guarantee that the Leading Teachers' interpersonal skills and pedagogical subject knowledge will be successful in implementing change. Furthermore, although strategy instruction is one factor that has been shown to be associated with effective teaching of writing (Graham and Perrin 2007), no explicit teaching strategy was included as part of ECaW. Guided writing could be seen as a strategy but evidence from case study schools indicates that it has been promoted as a classroom management initiative rather than a teaching intervention.

5.2 Impact

5.2.1 On standards

Although there is no statistical evidence that the rate of progress in writing in ECaW schools is greater than that in comparison schools, the perception of staff in ECaW schools is that ECaW has had a positive impact on pupils' attainment and confidence, at least, of pupils receiving one-to-one tuition. The difference between lack of evidence of accelerated progress in attainment and participants' perceptions of impact is stark. It is possible that the positive feelings are due to the effect of being involved in an initiative. However, there are also other possible interpretations. There is some evidence that staff see the impact on pupils as broader than the criteria used in national curriculum teacher assessment. Elements that may support longer term gains such as increased confidence and enthusiasm are not measured in national curriculum assessment. Furthermore, ECaW focuses on sentence

construction and text cohesion which form only one part of the teacher assessments of writing.

Evidence from the observation of teaching and the writing samples show teachers working on these elements. It is also clear from these data that most pupils, as normal at this age, are still developing these aspects of writing.

5.2.2 On teaching

Perceptions of staff in ECaW schools are that ECaW has had a positive effect on teachers' practice and confidence. Recently qualified teachers in particular have found the extra support and contact with colleagues from outside their own schools very supportive. Leading Teachers have also found the experience of benefit to their professional development both in relation to the teaching of writing and to leadership experience. These more intangible aspects are difficult to quantify but are supported by the various data sources. However, coming at a time when policy is encouraging teachers to become more responsive to their professional judgement and less restricted by predetermined units of work, it is probable that the initiative has had a positive impact. Teachers spoke of realising that they are 'allowed to be flexible'. Most significant may be that Supported Teachers have been encouraged to plan their teaching according to the needs of their pupils as indicated by the writing that they produce rather than according to some external programme.

ECaW has improved access to materials that support planning and assessment such as APP for Supported Teachers. Although some teachers have questioned the value of such resources over and above the kind of classroom based resources to use with pupils such as writing frames, the opportunity to work on planning alongside a more experienced teacher is likely to be beneficial. However, it should be noted that evidence from the observation of teaching and examination of the writing samples indicates that some teachers do not follow their plan but resort to well established routines. It is likely that any changes to classroom interaction will take some time to establish and will need reinforcement.

There is evidence of increased and improved use of guided writing in ECaW classes. It is likely that improved use of guided writing targeted on the needs of pupils (rather than on the level they have attained) will have a positive impact when it becomes well established. Some teachers are still reluctant to work regularly on guided writing at the expense of overseeing the whole class as they write.

5.2.3 Pupil attitudes and perceptions

There is no evidence from the pupil surveys of improved attitudes to writing over the year of the evaluation of pupils in ECaW classes, and in fact, there is evidence of less positive attitudes at phase 2. However, this is in line with other findings that show less positive attitudes as pupils grow older. Nevertheless, staff in school and the LA all spoke positively about the impact of enjoyment and confidence of pupils receiving one-to-one tuition.

5.2.4 Across the school

There is little evidence of the impact of ECaW across the school except in a few, mainly Leading Teacher, schools. Although survey data and some case study interviews indicated that staff outside years 3 and 4 were informed about ECaW, evidence from the case study interviews indicate that this may be limited. A few schools had, however, invited the Leading Teacher in to talk to whole staff groups. In particular, where the senior management team was involved in ECaW, activity to ensure dissemination across the schools was more likely. This may have been more prevalent in the summer term, after the case studies were undertaken.

5.3 Delivery

5.3.1 Leading Teachers as a model for professional development

Leading Teachers have found the experience beneficial to themselves and their own schools. However, many have found the time away from their own class the most difficult aspect. Throughout the data sets, the positive experience for Leading Teachers is impressive. Headteachers of schools with a Leading Teacher also recognise the benefit of the experience of this role for these particular teachers.

On the whole effective relationships have been established between Leading Teachers and teachers they support. This is seen to be crucial to the success of the initiative. Thus selection of Leading Teachers is an important element of the delivery. There is some concern about the practicality of increasing the number of schools involved and finding good quality Leading Teachers to support them. As the observation of teaching and analysis of writing samples indicates, the selection of Leading Teachers who have a good understanding of the process and skills of writing is essential. Nevertheless the model of training which involves the use of a more experienced teacher working alongside a less experienced one is a good model and one that Supported Teachers mostly appreciated. Good monitoring of the quality of subject knowledge of Leading Teachers and their impact on Supported Teachers is indicated by the observation of teaching and analysis of writing examples from the case study schools.

In most cases relationships between Leading Teachers and Supported Teachers have been good. Most teachers are positive about the impact of the initiative on their own teaching and professional confidence.

ECaW has increased teacher knowledge and use of available materials to support the teaching of writing. Opinions varied as to the usefulness of these materials with Leading Teachers being most positive. In some cases a lack of enthusiasm seemed to be due to an understanding of materials for teaching as being work sheets and similar resources for use with pupils. Where teachers already had their own way of planning and assessment there

was some reluctance to take on new ways, particularly when the rest of the school would continue to use existing practices. However, many schools had appreciated the support of ECaW in implementing APP.

5.3.2 *One-to-one tuition*

One-to-one tuition is viewed very positively by all parties. Both headteachers and class teachers report that one-to-one tuition has had a positive impact on individual pupils. Cohort 1 schools are able to report significant gains for some individuals. There is also a sense that the gains for pupils who are not making good progress may be longer term in that class teachers and parents report increased confidence and willingness to participate in classroom activities on the part of these pupils.

Although respondents to the survey report that a lack of support from parents can be an impediment to the success of the one-to-one tuition, the parent focus groups showed parents and carers to be very interested in their children's progress but lack knowledge of how writing is taught in schools today. In every school these groups spoke of the time, money and effort that they tried to put into supporting their children's school work. One parent had gone so far as paying for extra help for writing. Others had bought work books so that they could give more support to their child.

A key finding from the focus group interviews was the fact that, in each of the ten schools, parents who did not have children receiving one-to-one tuition were unaware of ECaW. One exclaimed, 'So when my son's in Year 4 he's done it all through Year 3. This was the first I'd heard of it and I looked it up on the internet last night and it was very interesting but I'm just surprised that we actually haven't heard anything about it' (Parent, cohort 1 school). In the main it appeared that these schools do not give as much information to parents as they would like. On the other hand one school had offered courses for parents to show them what schools were trying to do in literacy. Another had provided a crib sheet to support parents in helping their children. In particular the linguistic terminology that pupils used at home when writing was confusing to parents who were not familiar with it. For example one defined a conjunction as 'should, should not, could, could not, stuff like that' (Parent, cohort 1 school). 'He just puts basic things down, and when it says 'put an adverb down' I'm like 'tell me what an adverb is' (Parent, cohort 1 school).

Parent/carers whose children had received one-to-one tuition were positive about it. They reported that their children were making progress but also, that in almost every case, they enjoyed the sessions and liked being singled out for it. Parents/carers all said that they would have liked their child to have had the one-to-one tuition but there was no apparent animosity where their child had not had it.

It may be that schools, whether part of ECaW or not, should give more information to parents about the teaching of writing if parents are to provide appropriate support at home.

5.3.3 *Local authority involvement*

Local authorities have played an important part in the set up of ECaW and in ongoing support and monitoring. Limited time has been available for this and some LA staff expressed concern that the initiative took time and resources from other LA based programmes.

5.4   Perceptions of cost effectiveness

On the whole participants considered that ECaW gives value for money although opinions varied as to which aspect and how much. It has not been possible to evaluate this in any quantifiable way.

5.5   Implications for writing pedagogy[1]

5.5.1 *Classroom observation*

Support from Leading Teachers for planning has been useful but further opportunity to discuss lessons resulting from the planning would be helpful. In only some areas was there the practice of Supported Teachers observing Leading Teachers teaching in their own schools. Some Supported Teachers were enthusiastic about this possibility and this modelling of practice could be advantageous.

More work is needed on the organisation and planning of guided writing. It still does not seem to be fully understood by all teachers.

More development work is required on teachers' subject knowledge of writing to support understanding of the purpose and effect of linguistic features.

Further discussion and evaluation of resources should focus on the extent to which the resource supports a developing understanding of the purpose of writing as opposed to merely acting as a mnemonic.

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[1] The findings from this section are reported separately, in the Every Child Evaluation of Every Child a Writer Report 2: Teaching and Writing in ECaW classes.

The selection of targets for pupils receiving one-to-one tuition could be improved by more discussion among Supported Teachers, Leading Teachers, tutors, parents and pupils to ensure understanding of the focus of ECaW and the purpose of the target.

5.5.2 Writing samples

First of all, it is important to reiterate the caveat noted at the start of this commentary, that the sample is small and diverse, making generalisable comparisons and assertions invalid. However, the richness of the data which combines the writing samples with the lesson plan, the lesson observation notes, and the video of the lesson does mean this analysis is able to make good connections between the text produced and the teacher's input. There are three principal implications which arise from this analysis.

The use of scaffolding: there was frequent use of scaffolding pupils' writing as a teaching strategy in various ways: the use of the FANBOYS acronym; the use of pre-written text which needed to be altered; the use of the modelled poem; the use of partially written texts which needed completion; the teacher input which precedes the writing time and so on. Scaffolding is a valuable strategy in explicitly supporting learning about writing but scaffolding which is too strong or 'supportive' may be limiting student learning and creating over-dependence. The modelled poem produced texts which were highly imitative, for example, and teacher recommendations of word choices in pre-writing discussion all too often found their way directly into pupils' writing. In particular, the scaffolding can seem to be more focused on getting pupils to use a particular feature (time connectives; adjectives) rather than understanding the use of that feature. Two priorities for the use of any scaffold are firstly, that the scaffolding should focus on what the teacher wants the pupils to learn about the writing and secondly, a consideration of how the teaching can move from the scaffolded support to independence.

The focus on grammatical features: it is evident in the lessons observed, the lesson plans and the teacher feedback that frequently learning focuses on particular grammatical constructions such as connectives, verbs, adjectives, sentence starters etc. This plays out directly in the writing samples where pupils use these features in their texts but without necessarily using them effectively. The danger is that young writers may learn that usage is good, that is, that using adjectives or connectives is intrinsically a good thing to do, without any corresponding understanding of how use of these features can shape meaning or effect in a text.

A lack of focus on meaning and communicative effect: this relates to both the points above. It was noticeable that oral and written feedback praised usage but rarely discussed impact or effect or appropriacy. 'What' questions were asked (e.g. what sentence starters have you used? Have you used any powerful verbs? etc) but not 'Why' questions, such as Why did you choose that starter for that sentence at that point in the story? or Why do you think that adjective works for this piece of writing? More connections and more discussion of the effectiveness of choices made might support the move from heavy scaffolding to

independence. Similarly, very often the communicative purpose of the writing was lost, or subordinated to, the emphasis on grammatical features, making the writing task more of an exercise in demonstrating usage than act of communication. This is not to say there should be no explicit teaching of these things, rather that the explicit teaching should be contextually linked to the creation of meaning and effect in that piece of writing.

5.6 Major enablers and challenges

5.6.1 Enablers

There is enthusiasm for the approach taken in ECaW of collaborative and partnership learning. The commitment and energy of most Leading Teachers and their desire to share and to learn themselves was appreciated by many Supported Teachers.

Newly qualified teachers seemed to be especially appreciative of many aspects of the ECaW approach.

The focus on Years 3 and 4 was welcomed as year groups which in the past had been relatively 'initiative free'.

Parents were interested in what the school was doing to support the teaching and learning of writing and were keen to support their children. They needed guidance as to the most effective way of doing this.

Existing resources (e.g. *Talk for Writing, Assessing Pupils' Progress*) are available to support ECaW and were unfamiliar to some teachers.

The engagement in ECaW of the school's senior leadership team and the subject leader for writing make it more likely that the initiative will have an impact beyond Years 3 and 4.

Leading Teachers were effective in keeping headteachers informed of the progress of the programme.

Leading Teachers valued the opportunities to network and have professional discussions with teachers and LA staff working in other settings.

ECaW raised the profile within LAs of some schools which would otherwise have been less visible.

Where participants had a clear understanding of the initiative's aims and content there was greater appreciation of its value.

Where leading teachers had good pedagogic subject knowledge there was more likelihood of impact in the areas targeted by ECaW: sentence construction and cohesion.

Headteachers and those involved in monitoring the effectiveness of the programme need an appropriate level of subject knowledge.

Benefits to pupils receiving one-to-one tuition were often intangible and included increased confidence and willingness to contribute to class discussions. It will be necessary to find ways of sustaining these improvements.

5.6.2 Challenges

There is evidence of difficulty of ensuring sufficient pedagogic subject knowledge on the part of leading teachers and of those monitoring the effectiveness of the intervention. Evidence from classroom observation indicates that some teachers do not demonstrate to pupils the value of communicative effect in writing. In some cases the focus was more on the inclusion of certain linguistic features rather than on the impact of these features on the meaning of the text. Moreover, although the focus of ECaW was to be on sentence construction and cohesion, for some teachers this seemed less important than secretarial aspects such as spelling and punctuation. In addition, there was some inconsistency in guidance given by school staff as to whether spelling and handwriting targets should form part of the objectives for the tuition.

There is difficulty of identifying impact beyond measurement of short term attainment. Evidence points to improved attitudes and confidence of those pupils who had been deemed unlikely to achieve level 4 in writing at the end of KS2. Furthermore any impact on the focused areas of sentence construction and cohesion could have been lost in the more general teacher assessment of writing.

Induction into the initiative needs to be timely and efficient. Where a school's inclusion in the programme or the selection of staff was delayed for any reason, attitudes to the initiative were more negative.

It is important that the extent of the commitment required of all those involved is spelled out at the start of the programme.

Whilst the programme is designed so that Leading Teachers should be able to respond flexibly to the needs of their specific Supported Teachers, it is also important to maintain the fidelity of ECaW.

Teacher mobility, whether of Leading or Supported Teachers, can lead to difficulties in establishing and maintaining the programme in some schools. This should be considered as far as practicable as schools and individuals are being identified.

ECaW needs to be presented in its entirety and not as a programme of one-to-one tuition or as a defined programme to be introduced across all participating schools. Early misunderstandings can lead to some initial misgivings about the value of the programme.

The availability of consistent and high quality supply cover is essential in order to mitigate the effects of the Leading Teachers' absence from class.

There is a need to establish an effective working relationship between Leading and Supported Teachers. Failure to do so puts at risk the commitment to the programme on both sides.

5.7　What changes could be made to the programme and its delivery to maximise impact?[2]

Earlier preparation and information in good time before the start of the year, in particular from Local Authorities to schools would increase likelihood of the programme starting smoothly. Evidence indicates that this was better in year two than year one.

Those involved must be fully appraised of the commitment required by ECaW. Some consideration should be given to allocating Leading Teachers one school only in which to provide support and reducing their time away from the classroom.

There was inconsistency as to whether Supported Teachers could observe Leading Teachers teaching in their own schools. If this is not considered good practice, then this needs to be made explicit.

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[2] A number of changes and amendments were made to the programme in light of the findings from the pilot in 2008/9 prior to the roll out in 2009/10 and the National programme in 2010/11.

- Models of effective implementation from pilot LAs where shared with in-coming LAs, particularly focussed around early involvement of headteachers and ensuring all stakeholders were aware of the commitments and core elements of the programme.
- Flexibility was built in to enable LAs to request a bespoke funding package to ensure appropriate numbers of skilled LTs were recruited. This has enabled schools and 137 LAs to build strong teams of effective and skilled LTs whilst also providing as wide a reach as possible to supported schools.
- The roles and responsibilities document was amended to include the role of the subject leaders in participating school. Leading Teachers include subject leaders in cluster meetings and join in-school meetings. This has led to increased dissemination across the schools and involvement of the SLT teams.
- Models of effective partnership work between tutors, class teachers and parents were identified in five schools and video and web-based case study materials were produced from them and were made available to all schools and tutors. Stronger links have been made, particularly, between guided writing and one-to-one tuition.

Improve liaison between class teachers, tutors and parents for pupils receiving one-to-one tuition.

Consideration should be given to delivering tuition to small groups of children rather than to single children.

Early involvement of the English subject co-ordinator in ECaW could facilitate the dissemination about improved practice beyond the supported classes from the outset.

Teachers' views –regional not national training; lose cluster meetings (although some recently qualified Supported Teachers spoke positively about these).

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Appendix 2:   Attainment and attitude modelling

In order to determine whether the ECaW programme is associated with an improvement in writing, care needs to be taken to ensure an adequate counterfactual is used. Since this is not a randomised trial, statistical techniques are used to ensure, as far as possible, that like is being compared with like when exploring the effects of ECaW. The following methods were used to minimise and then control for differences between ECaW and comparison pupils:

- o sampling of comparison schools on the basis of key stage 2 overall performance, to ensure they match the distribution of ECaW schools for this variable

- o propensity scoring to ensure common support

- o multilevel modelling of outcomes to control for measured background factors.

Propensity scoring used the sample of ECaW and comparison pupils to calculate the odds of being selected to receive the ECaW intervention on the basis of background characteristics. The following pupils were then removed from the analysis:

- o comparison pupils who were less likely to receive ECaW than the least likely ECaW pupil

- o ECaW pupils who were more likely to receive ECaW than the most likely comparison pupil.

This ensured 'common support' i.e. that there was an adequate spread of background characteristics in the comparison group to allow comparison with the intervention group at modelling stage.

Multilevel modelling is a development of a common statistical technique known as regression analysis. This is a technique for finding a straight-line relationship to predict the values of some measure of interest given the values of one or more related measures. In the present study, it is used to discern any association between the ECaW programme and progress in writing. The modelling controls for measured background differences between pupils that might exist between the ECaW and comparison groups.

Multilevel modelling also takes account of data which is grouped into similar clusters at different levels. For example, individual pupils are grouped within schools. There may be more in common between pupils within the same school than between pupils of different schools. Multilevel modelling allows us to take account of this hierarchical structure of the

data and produce more accurate predictions, as well as make estimates of the differences between pupils and between schools.

Multi-collinearity can be a problem when background variables are correlated. It distorts the value of model coefficients. For all models, the potential extent of multi-collinearity was explored though calculating the tolerance for each variable. A sensitivity analysis was also carried out for the attainment models. Through these efforts, it is believed that multi-collinearity is not a problem for the models presented here.

The models fitted to the writing teacher assessment data for the present study incorporated three levels: school, pupil and time-point of teacher assessment (December 2009/April 2010/July 2010). Thus, there were assumed to be variations between schools in their average scores, variations between pupils in their writing attainment and variations between time- points. The model fitting process was carried out in three stages:

1. The 'base case', with no background variables;

2. Including background variables in the model, using 'backwards selection' to eliminate non-significant predictors until all predictors were significant;

3. Including interaction variables in addition to the original background variables, again using 'backwards selection'.

Table A2.1 contains the complete list of variables included in the attainment models. Pupils in ECaW schools were only included in the analysis if they had returned a questionnaire to be as sure as possible they were receiving the intervention. Across both ECaW and comparison groups, pupils were included if they had both a valid prior attainment measure and at least one teacher assessment level for the academic year 2009/10. A total of 1695 pupils remained and of these, 14 were removed to satisfy common support. The remaining 1681 pupils had a total of 4429 time-points of data. Table A2.2 and Figure A2.1 contain results of the main attainment model and Table A2.3 contains the results of the interactions model. Figures A2.2 to A2.5 illustrate the results of the interactions model. For all these results, the outcome was teacher assessment level in writing. This was converted to point scores for the purposes of modelling. Table A2.4 provides a conversion from point scores into National Curriculum levels. For Figures A2.2 to A2.5 model predictions are plotted for a 'default' pupil. A default pupil has mean values for all continuous variables and default values for all categorical variables, aside from those characteristics that are specifically plotted. For example, for Figure A2.1, they would have value zero for prior TA-level (continuous variables have been centred) and have no special educational needs (Table A2.1).

The models fitted to the attitudinal data for the present study incorporated two levels: school and pupil. Thus, there were assumed to be variations between schools in their average

attitudinal scores and variations between pupils in their attitude to writing. The model fitting process was carried out in two stages:

1. The 'base case', with no background variables;

2. Including background variables in the model, using 'backwards selection' to eliminate non-significant predictors until all predictors were significant.

Table A2.5 contains the complete list of variables included in the attitude models. Table A2.6 describes how each attitudinal outcome was derived. Pupils were only included in the analysis if they had both baseline and follow-up questionnaires; a total of 2198 pupils. Of these, 88 were removed to satisfy common support, leaving 2110 pupils for each model. Table A2.7 contains the results of the writing confidence model and Table A2.8 contains the results of the writing enjoyment model.

Table A2.1   Variables included in the writing attainment models

Variable description	Variable name	Minimum	Maximum	Mean	Std. Deviation
TA-level	trans1	3.00	29.00	17.18	4.39
In ECaW school	ecaw	0.00	1.00	0.55	0.50
Prior TA-level	Jul09p	-12.65	11.35	0.00	4.19
Female	female	0.00	1.00	0.48	0.50
Total age in months (at start of academic year)	age	-11.52	12.48	0.00	6.55
SEN (School Action/Plus)	sensa	0.00	1.00	0.21	0.41
SEN (Statement)	senstat	0.00	1.00	0.01	0.09
Eligible for free school meals	fsm	0.00	1.00	0.16	0.37
English as an additional language	eal	0.00	1.00	0.11	0.31
In year 4	year4	0.00	1.00	0.54	0.50
Ethnicity - White Non-UK	whiteOth	0.00	1.00	0.01	0.11
Ethnicity - Asian	Asian	0.00	1.00	0.10	0.30
Ethnicity - Mixed	Mixed	0.00	1.00	0.02	0.15
Ethnicity - Black	Black	0.00	1.00	0.02	0.15
Ethnicity - Other Ethnicity	OtherEthn	0.00	1.00	0.00	0.04
Ethnicity - Not available	NAEthn	0.00	1.00	0.01	0.07
First school	first	0.00	1.00	0.17	0.37
Junior school	junior	0.00	1.00	0.10	0.30
Faith school	faith	0.00	1.00	0.37	0.48
% pupils eligible for free school meals (2008)	pcFSM08	-15.71	31.09	0.00	10.78
% EAL pupils (2008)	pcEAL08	-10.27	71.73	0.00	20.84
% of pupils with any level of SEN (2008)	pcanySEN08	-16.96	28.04	0.00	8.56
Pupil:teacher ratio	ptr	-5.79	7.75	0.00	2.78

Description	Variable				
Headcount of total no. of pupils	n99	-156.65	169.35	0.00	88.40
Income deprivation affecting children index (IDACI)	idaci	-0.23	0.63	0.00	0.16
Writing Confidence - baseline	pre_F1	-2.09	0.91	0.00	0.62
Writing Enjoyment - baseline	pre_F2	-2.03	0.97	0.00	0.89
Missing NPD	noINFO	0.00	1.00	0.09	0.29
Lead ECaW school	leadschool	0.00	1.00	0.21	0.41
Received 10 hours of 1:1 tuition	privTuition	0.00	1.00	0.06	0.24
In cohort 1	cohort1	0.00	1.00	0.12	0.32
TA-level at April 10	Apr10p_01	0.00	1.00	0.33	0.47
TA-level at July 10	Jul10p_01	0.00	1.00	0.31	0.46
Interaction ECaW*April 10	EcawApr10	0.00	1.00	0.19	0.39
Interaction ECaW*July 10	EcawJul10	0.00	1.00	0.19	0.39
Interaction April 10*prior TA-level	Apr10Jul09	-12.65	11.35	0.00	2.42
Interaction July 10*prior TA-level	Jul10Jul09	-12.65	11.35	0.00	2.35
Interaction ECaW*prior TA-level	EcawJul09	-12.65	11.35	-0.02	3.28
Interaction ECaW*prior TA-level*April 10	EcawJul09Apr10	-12.65	11.35	0.01	1.92
Interaction ECaW*prior TA-level*July 10	EcawJul09Jul10	-12.65	11.35	0.00	1.89
Interaction April 10*female	Apr10sex	0.00	1.00	0.16	0.37
Interaction July 10*female	Jul10sex	0.00	1.00	0.15	0.36
Interaction ECaW*female	sexECAW	0.00	1.00	0.27	0.45
Interaction ECaW*female*April 10	EcawsexApr10	0.00	1.00	0.09	0.29
Interaction ECaW*female*July 10	EcawsexJul10	0.00	1.00	0.09	0.29
Interaction April 10*year 4	Apr10yr4	0.00	1.00	0.17	0.38
Interaction July 10*year 4	Jul10yr4	0.00	1.00	0.17	0.37
Interaction ECaW*year 4	yr4ecaw	0.00	1.00	0.31	0.46
Interaction ECaW*year 4*April 10	Ecawyr4Apr10	0.00	1.00	0.11	0.31
Interaction ECaW*year4*July 10	Ecawyr4Jul10	0.00	1.00	0.10	0.31
Interaction April 10*EAL	Apr10eal	0.00	1.00	0.04	0.19
Interaction July 10*EAL	Jul10eal	0.00	1.00	0.03	0.18
Interaction ECaW*EAL	ealECAW	0.00	1.00	0.05	0.22
Interaction ECaW*EAL*April 10	EcawealApril10	0.00	1.00	0.02	0.13
Interaction ECaW*EAL*July 10	EcawealJul10	0.00	1.00	0.02	0.13
Interaction April 10*FSM	Apr10fsm	0.00	1.00	0.05	0.23
Interaction July 10*FSM	Jul10fsm	0.00	1.00	0.05	0.22
Interaction ECaW*FSM	fsmEcaw	0.00	1.00	0.09	0.29
Interaction ECaW*FSM*April 10	fsmEcawApril10	0.00	1.00	0.03	0.18
Interaction ECaW*FSM*July 10	fsmEcawJul10	0.00	1.00	0.03	0.17
DfE number	dcsfno				
Pupil ID	id				

Table A2.2 Results of main attainment model

Base case model

		Fixed Effect	Standard Error	Degree of Freedom	t-value	p-value
Variable Names	(Intercept)	17.023	.261	2748	65.185	.000

		Variance	Standard Deviation
	School	2.451	1.565
Level	Pupil	13.166	3.629
	Time	3.323	1.823

Main model

Variable description	Variable name	Fixed Effect	Standard Error	Degrees of Freedom	t-value	p-value
	(Intercept)	16.191	.220	2744	73.750	.000
In ECaW school	ecaw	-.412	.275	39	-1.498	.142
Time-point April 10	Apr10p_01	1.010	.072	2744	14.003	.000
Time-point July 10	Jul10p_01	2.564	.075	2744	33.959	.000
Interaction ECaW*April 10	EcawApr10	.185	.097	2744	1.910	.056
Interaction ECaW*July 10	EcawJul10	.118	.099	2744	1.187	.235
Prior TA-level	Jul09p	.803	.012	1631	66.362	.000
Total age in months (at start of academic year)	age	.024	.010	1631	2.358	.018
SEN (School Action/Plus)	sensa	-.715	.107	1631	-6.666	.000
SEN (Statement)	senstat	-1.760	.431	1631	-4.081	.000
English as an additional language	eal	.418	.169	1631	2.467	.014
In year 4	year4	.557	.134	1631	4.160	.000
Ethnicity - Black	Black	-.599	.279	1631	-2.145	.032
Junior school	junior	-1.018	.419	39	-2.428	.020
Writing Confidence - baseline	pre_F1	.190	.064	1631	2.983	.003

		Variance	Standard Deviation	Variance explained
	School	.695	.834	72%
Level	Pupil	1.576	1.255	88%
	Time	1.616	1.271	51%

Figure A2.1   Progress in writing as predicted by the
main model

TA point score as predicted by model
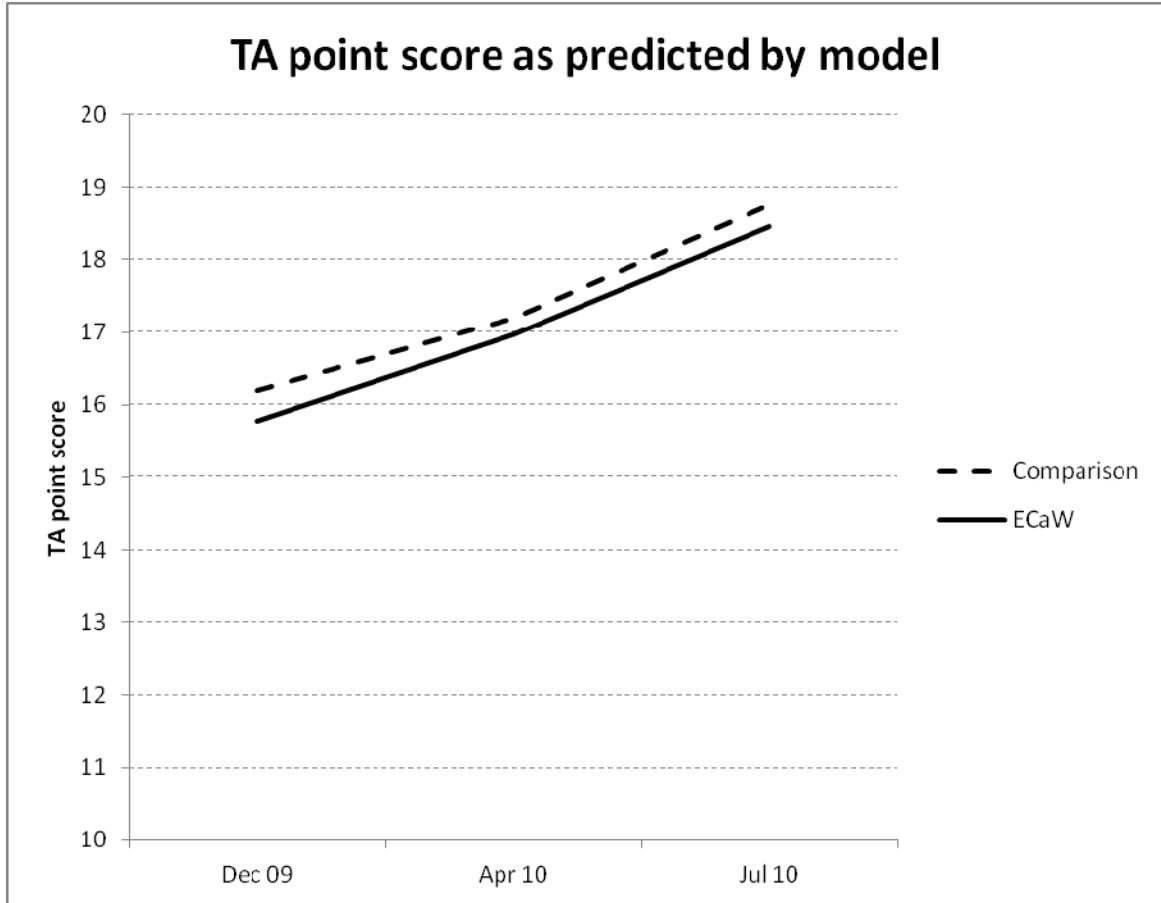
Table A2.3   Results of interactions model

Variable description	Variable name	Fixed Effect	Standard Error	Degrees of Freedom	t-value	p-value
	(Intercept)	15.911	.245	2724	64.993	.000
In ECaW school	ecaw	.081	.324	39	.249	.804
Time-point April 10	Apr10p_01	1.102	.131	2724	8.441	.000
Time-point July 10	Jul10p_01	2.478	.139	2724	17.885	.000
Interaction ECaW*April 10	EcawApr10	-.049	.181	2724	-.270	.787
Interaction ECaW*July 10	EcawJul10	-.005	.186	2724	-.026	.979
Prior TA-level	Jul09p	.788	.019	1625	40.835	.000
Interaction April 10*prior TA-level	Apr10Jul09	-.044	.020	2724	-2.245	.025
Interaction July 10*prior TA-level	Jul10Jul09	-.054	.020	2724	-2.648	.008
Interaction ECaW*prior TA-level	EcawJul09	.057	.025	1625	2.307	.021
Interaction ECaW*prior TA-level*April 10	EcawJul09Apr10	.042	.025	2724	1.645	.100
Interaction ECaW*prior TA-level*July 10	EcawJul09Jul10	.020	.026	2724	.778	.437
Female	female	.121	.129	1625	.936	.350
Interaction April 10*female	Apr10sex	.071	.143	2724	.497	.620
Interaction July 10*female	Jul10sex	.234	.149	2724	1.565	.118
Interaction ECaW*female	sexECAW	-.235	.183	1625	-1.284	.199
Interaction ECaW*female*April 10	EcawsexApr10	.218	.194	2724	1.121	.262
Interaction ECaW*female*July 10	EcawsexJul10	-.023	.199	2724	-.116	.908
In year 4	year4	.853	.172	1625	4.960	.000
Interaction April 10*year 4	Apr10yr4	-.269	.148	2724	-1.816	.069
Interaction July 10*year 4	Jul10yr4	.117	.155	2724	.758	.449
Interaction ECaW*year 4	yr4ecaw	-.555	.194	1625	-2.859	.004
Interaction ECaW*year 4*April 10	Ecawyr4Apr10	.276	.202	2724	1.368	.171
Interaction ECaW*year4*July 10	Ecawyr4Jul10	.052	.207	2724	.252	.801
English as an additional language	eal	.200	.254	1625	.788	.431
Interaction April 10*EAL	Apr10eal	.434	.212	2724	2.051	.040
Interaction July 10*EAL	Jul10eal	-.084	.214	2724	-.392	.695
Interaction ECaW*EAL	ealECAW	.291	.371	1625	.785	.433
Interaction ECaW*EAL*April 10	EcawealApril10	-.619	.302	2724	-2.050	.040
Interaction ECaW*EAL*July 10	EcawealJul10	.234	.305	2724	.766	.444
Eligible for free school meals	fsm	.512	.191	1625	2.678	.007
Interaction April 10*FSM	Apr10fsm	-.304	.198	2724	-1.536	.125
Interaction July 10*FSM	Jul10fsm	-.424	.205	2724	-2.068	.039
Interaction ECaW*FSM	fsmEcaw	-.673	.261	1625	-2.577	.010
Interaction ECaW*FSM*April 10	fsmEcawApril10	.361	.265	2724	1.363	.173
Interaction ECaW*FSM*July 10	fsmEcawJul10	.394	.272	2724	1.448	.148
Total age in months (at start of academic year)	age	.024	.010	1625	2.307	.021
SEN (School Action/Plus)	sensa	-.723	.108	1625	-6.727	.000
SEN (Statement)	senstat	-1.997	.431	1625	-4.637	.000
Junior school	junior	-1.047	.441	39	-2.376	.023
Writing Confidence - baseline	pre_F1	.187	.063	1625	2.950	.003

	Variance	Standard Deviation

	School	.772	.879
Level	Pupil	1.540	1.241
	Time	1.596	1.263

Figure A2.2   Interaction between prior attainment
and ECaW

Prior attainment*ECaW
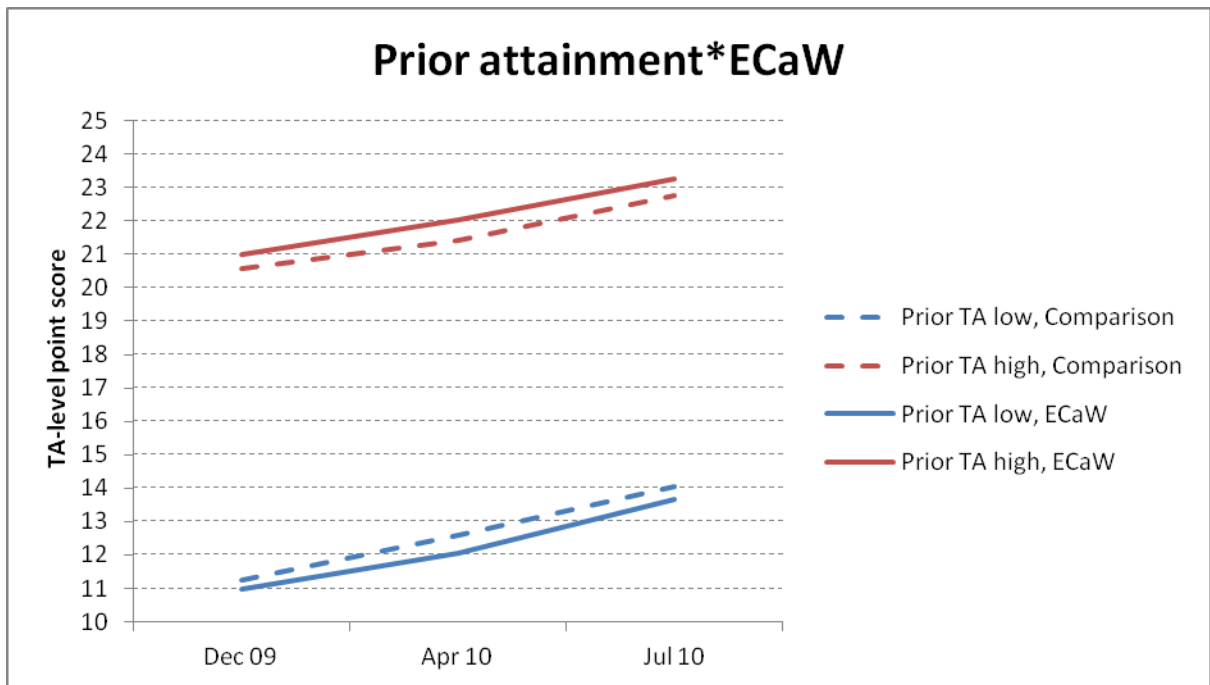
Figure A2.3   Interaction between year group and ECaW

Yr4*ECaW
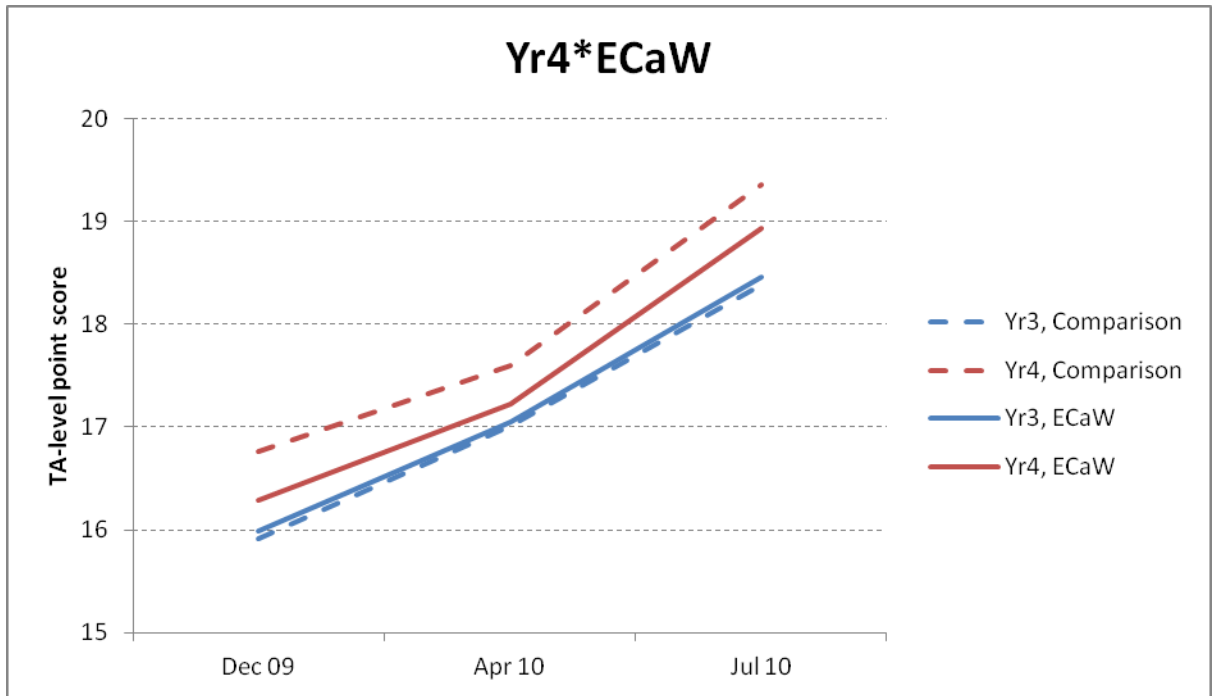
Figure A2.4   Interaction between EAL and ECaW
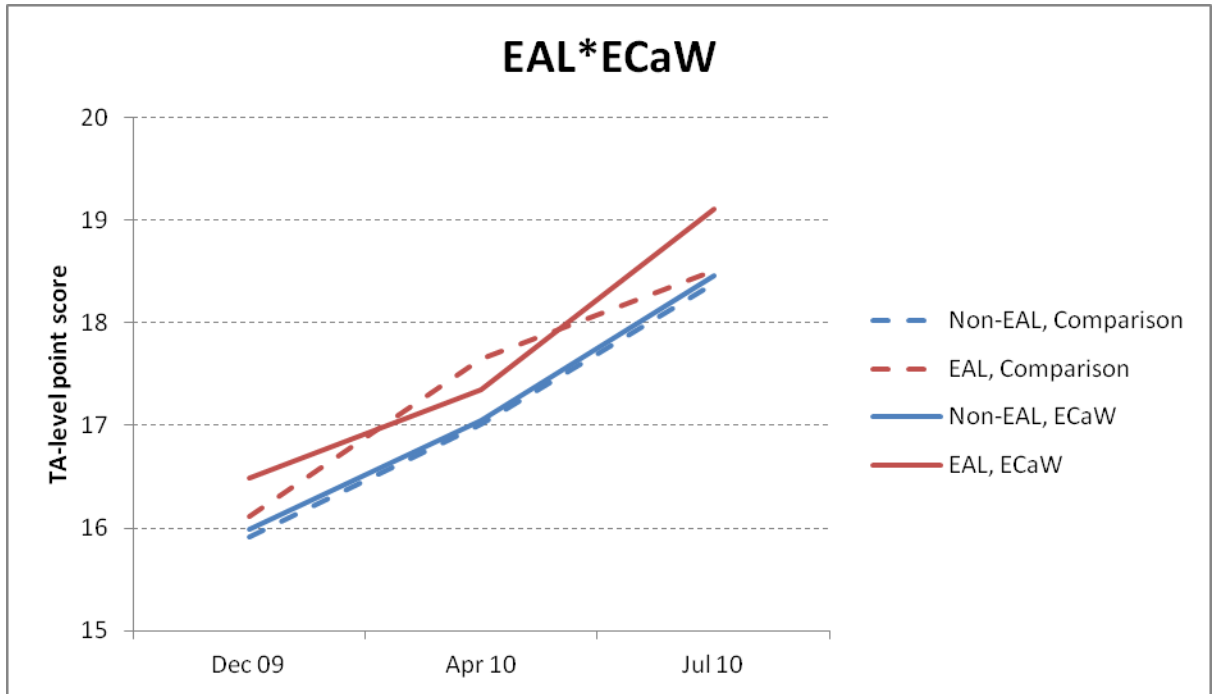
Figure A2.5   Interaction between FSM and ECaW
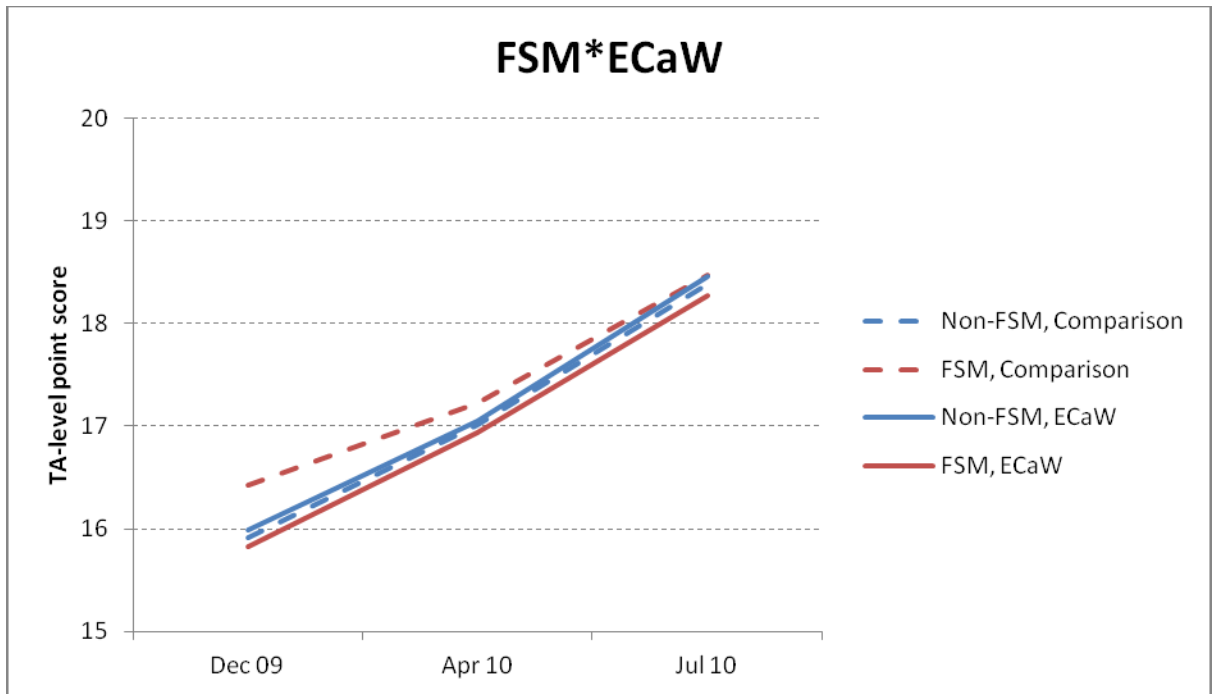
Table A2.4   Conversion of point scores into
National Curriculum levels

Level	Point score	Level	Point score
1c	7	3c	19
Level 1	9	Level 3	21
1b	9	3b	21
1a	11	3a	23
2c	13	4c	25
Level 2	15	Level 4	27
2b	15	4b	27
2a	17	4a	29

Table A2.5   Variables included in attitudinal models

Variable description	Variable name	Minimum	Maximum	Mean	Std. Deviation
*Writing confidence	F1	1.00	4.00	3.02	0.62
*Writing enjoyment	F2	1.00	4.00	2.84	0.92
Prior TA-level	Jul09p	-12.63	11.37	0.00	3.69
Missing prior TA-level	jul09pmiss	0.00	1.00	0.21	0.41
Writing Confidence - baseline	pre_F1	-2.11	0.89	0.00	0.62
Writing Enjoyment - baseline	pre_F2	-2.06	0.94	0.00	0.89
Income deprivation affecting children index (IDACI)	idaci	-0.23	0.62	0.00	0.16
% pupils eligible for free school meals (2008)	pcFSM08	-15.31	31.49	0.00	10.22
% EAL pupils (2008)	pcEAL08	-11.06	70.94	0.00	21.23
% of pupils with any level of SEN (2008)	pcanySEN08	-16.92	39.08	0.00	8.94
Pupil:teacher ratio	ptr	-5.57	7.97	0.00	2.80
Headcount of total no. of pupils	n99	-154.17	171.83	0.00	85.59
Female	female	0.00	1.00	0.48	0.50
Missing NPD data	npdmiss	0.00	1.00	0.16	0.37
Eligible for free school meals	fsm	0.00	1.00	0.15	0.35
SEN (School Action/Plus)	senAP	0.00	1.00	0.20	0.40
SEN (Statement)	senS	0.00	1.00	0.01	0.09
English as an additional language	eal	0.00	1.00	0.10	0.31
Total age in months (at start of academic year)	age	-11.58	19.42	0.00	6.34
Ethnicity - White Non-UK	whiteoth	0.00	1.00	0.01	0.12
Ethnicity - Mixed	mixed	0.00	1.00	0.02	0.16
Ethnicity - Asian	asian	0.00	1.00	0.09	0.29
Ethnicity - Black	black	0.00	1.00	0.03	0.16
Ethnicity - Other Ethnicity	otherethn	0.00	1.00	0.00	0.06
Ethnicity - Not available	naethn	0.00	1.00	0.00	0.07
In year 4	year4	0.00	1.00	0.48	0.50
Received 10 hours of 1:1 tuition	privtuition	0.00	1.00	0.05	0.21
First school	first	0.00	1.00	0.13	0.34
Junior school	junior	0.00	1.00	0.10	0.31
Faith school	faith	0.00	1.00	0.40	0.49
In cohort 1	cohort1	0.00	1.00	0.12	0.32
Lead ECaW school	leadschool	0.00	1.00	0.20	0.40
In ECaW school	ecaw	0.00	1.00	0.51	0.50
DfE number	dcsfno				

*Outcomes for two separate models

Table A2.6   Derivation of attitude measures

Attitude measure	Constituent questions (agreement level summed to give measure)	Reliability (Cronbach's Alpha)
Writing confidence	q6 My handwriting is a bit messy.* q10 My writing is getting better. q11 I am good at spelling. q16 I think I am one of the good writers in my class. q26 I am good at writing stories.	0.630
Writing enjoyment	q9 I like writing at home. q21 I enjoy writing. q29 I would like to do more writing in class.	0.742

*Scale reversed.

Table A2.7   Results of writing confidence model

Variable description	Variable name	Fixed Effect	Standard Error	Degree of Freedom	t-value	p-value
	(Intercept)	2.995	.024	2057	124.912	.000
Prior TA-level	Jul09p	.023	.004	2057	6.360	.000
Missing prior TA-level	jul09pmiss	.083	.035	2057	2.351	.019
Writing Confidence - baseline	pre_F1	.354	.022	2057	16.125	.000
Writing Enjoyment - baseline	pre_F2	.042	.015	2057	2.770	.006
% pupils eligible for free school meals (2008)	pcFSM08	.003	.001	43	2.317	.025
Female	female	.069	.025	2057	2.757	.006
Missing NPD data	npdmiss	-.089	.039	2057	-2.289	.022
In year 4	year4	-.087	.026	2057	-3.357	.001
Faith school	faith	.077	.025	43	3.131	.003

Table A2.8   Results of writing enjoyment model

Variable description	Variable name	Fixed Effect	Standard Error	Degree of Freedom	t-value	p-value
	(Intercept)	2.669	.037	2061	72.095	.000
Writing Confidence - baseline	pre_F1	.070	.030	2061	2.339	.019
Writing Enjoyment - baseline	pre_F2	.471	.021	2061	22.046	.000
% pupils eligible for free school meals (2008)	pcFSM08	.008	.003	42	2.926	.006
% EAL pupils (2008)	pcEAL08	-.003	.001	42	-2.254	.030
Female	female	.255	.035	2061	7.346	.000
Faith school	faith	.132	.055	42	2.404	.021

Appendix 3: Research methodology

The evaluation of Every Child a Writer involved a sophisticated blend of quantitative and qualitative research methodologies. The mixed methodology research design adopted sought to address the specific aims of the research. There were essentially four major strands to the research design:

- o a quantitative analysis of the impact of the initiative on pupils' progress in writing;

- o a quantitative analysis of questionnaires completed by teachers, headteachers, pupils and Local Authority (LA) Lead Consultants;

- o a series of case studies exploring the context in which ECaW is being introduced and the perceptions of the initiative and its impact of those involved;

- o a qualitative study of the writing produced by a sample of pupils involved in ECaW.

Quantitative strand

The quantitative element of the evaluation of ECaW comprised three main elements:

- o a series of questionnaires – collecting information about teachers', headteachers' and lead consultants' perceptions of the ECaW programme and its impact or anticipated impact on teaching strategies and on pupils' attainment;

- o a pupil questionnaire – collecting information about pupils' perceptions of themselves as writers and their attitudes to writing;

- o the collection and analysis of teacher assessment data concerning pupils' writing skills.

Teacher questionnaires were administered at two time points during the academic year 2009/10. In November 2009, four different questionnaires were administered, distinguishing between recipients in schools who took part in ECaW in 2008/09 (cohort 1) and those in schools who began ECaW in 2009/10 (cohort 2), and between those who are Supported Teachers and those who are Leading Teachers. In June/July 2010, questionnaires were again sent to teachers involved in the project. There were two different questionnaires, one for Supported Teachers and one for Leading Teachers.

The first set of questions were common to all questionnaires; in each questionnaire, a second set comprised some common questions and others that were unique to the particular questionnaire and addressed a particular aspect of the role of the respondent, reflecting their involvement in the project at the time of completion.

Questionnaires were also sent to headteachers of ECaW schools and to LA Lead Consultants for ECaW at one time point only, in June/July 2010.

There was a single pupil questionnaire, administered to samples of Year 3 and Year 4 pupils in November 2009 and June/July 2010. The questionnaire was designed to be easy to both administer and complete. Pupils provided some background data, their name and date of birth, and responded to 30 questions by ticked on a four point scale, illustrated by smiley faces, and described as 'agree a lot', 'agree a little', 'disagree a little' and 'disagree a lot'.

Sampling methodology

ECaW schools were sampled from the database of participating schools uploaded to NFER's secure portal by the National Strategies in September 2009. This dataset was incomplete; it had partial data for five LAs and a further six LAs had not provided any data up to that point. These 11 LAs were excluded from the sampling pool. Three schools in one LA in which the questionnaires were piloted were excluded from the sampling pool. Making Good Progress pilot authorities were also excluded from the pool.

The teacher questionnaire sample was drawn with a ratio of 30:70 Leading Teacher / Supported Teacher schools. A subsample of 25 of these schools comprised the pupil attainment / questionnaire group, intended to generate an achieved sample of 1250 pupils.

Once this subsample of schools had been identified, a matched sample of non-ECaW schools was drawn. This was drawn from both LAs involved in ECaW (but of non-ECaW schools) and from non-ECaW LAs, in the ratio of 1:1. Although an achieved sample of only 600 pupils was required to form the pupil questionnaire comparison sample, all 25 schools were approached to undertake this with at least one class, in order to allow for a high attrition rate. Attainment data was sought from these schools.

For both samples of pupils (ECaW and comparison) teacher assessment data was used to measure writing progress. There were three possible data points: December 2009, April 2010 and July 2010. Teachers involved in the ECaW intervention provided the National Strategies with termly assessment data for their pupils as part of the requirements of their participation. Due to some inconsistencies in the UPNs in data provided from the National Strategies, teachers in schools in both ECaW and the comparison sample were asked to provide teacher assessment data for each term.

The pupil questionnaire was administered to samples of Year 3 and Year 4 pupils. In addition to a sample of pupils from classes involved in the ECaW intervention, a further sample of pupils in Year 3 and Year 4 from schools not participating in the intervention also completed the questionnaire (the comparison sample). The two samples (intervention and comparison) were compared at school level with the population of schools in the evaluation sample; there were found to be no significant differences in the school characteristics (Table A3.1).

Table A3.1: Representation of the sample (schools)

		Population		Intervention sample		Comparison sample	
		Number	%	Number	%	Number	%
Achievement band (KS2 overall performance 2008)	Lowest band	196	30	5	25	3	18
	2nd lowest band	180	27	3	15	4	24
	Middle band	124	19	3	15	4	24
	2nd highest band	96	14	5	25	2	12
	Highest band	67	10	4	20	4	24
	Missing	27		6		8	
Total		663	100	20	100	17	100
ECAW LA?	Yes	690	100	26	100	17	68
	No					8	32
		690	100	26	100	25	100

All instruments were piloted in three schools in one local authority. Two of the schools were participating in ECaW (cohort 1); the third was a non-ECaW school. Instruments were amended following the piloting and discussions with the steering group.

Response rates

Considerable efforts were made to maximise the response rates, with letters and phone calls to non-responding schools. The response rate was noticeably better at phase 2 than phase 1. Table A3.2 details questionnaire response rates.

Table A3.2   Questionnaire response rates

Questionnaire	Number dispatched	Number questionnaires returned	Percentage response rate
phase 1			
Intervention group pupils	1494	1269	84.9%
Comparison group pupils	1484	1377	92.8%
Supported Teachers: cohort 1	166	26	15.7%
Leading Teachers: cohort 1	32	7	21.9%
Supported Teachers: cohort 2	985	279	28.3%
Leading Teachers: cohort 2	197	83	42.1%
phase 2			
Intervention group pupils	1519	1234	81.2%
Comparison group pupils	1457	1081	74.2%
LA Literacy Consultants	73	45	61.6%
Headteachers	634	273	43.1%
Supported Teachers	848	324	38.2%
Leading Teachers	210	76	36.2%

Qualitative strand

Central to the qualitative strand were ten case studies of both cohort 1 (5) and cohort 2 (5) schools. Each case study focused on one Local Authority. The selection of case study schools sought to provide as broad as possible a range of characteristics. These characteristics covered demographics such as geographical location as well as economic and social background; schools making exceptional progress as well as those experiencing difficulties; schools with the Leading Teacher based in the school and those where this was not the case.

Data collected for each Local Authority consisted of:

1 LA Primary Strategy Manager (PSM)	Telephone interview
1 LA Strategy Consultant	Interview
1 Leading Teacher	Interview
1 Headteacher	Interview
1 ECaW class teacher	Interview + observation
1 one-to-one tutor	Interview + observation
Parents/carers	Focus group
Class of pupils	Survey conducted by researcher
Sub-sample: 2 boys 2 girls	Writing conversation
2 children who are receiving one-to-one tuition	Interview
Writing sample 10 samples including pupil sub-sample	Linguistic analysis

Appendix 4: Pupil Questionnaire data for intervention and comparison groups, phase 1 and phase 2, and by sex, and by year group

	Intervention		Comparison	
	phase 1	**phase 2**	**phase 1**	**phase 2**
total	1318	1217	1373	1072
boy	681	630	723	562
girl	637	587	650	510
Year 3	633	582	714	550
Year 4	679	629	651	507

Missing background information in a small number of cases means that numbers in subsamples do not sum to total number in sample.

			Intervention		Comparison	
			phase 1	**phase 2**	**phase 1**	**phase 2**
			overall (%)	**overall (%)**	**overall (%)**	**overall (%)**
1	I enjoy reading.	agree a lot	58.5	52.1	56.0	46.8
		agree a little	27.5	32.0	28.6	33.3
		disagree a little	4.6	8.9	7.6	10.6
		disagree a lot	7.5	6.6	6.8	8.4
		no response	1.9	0.3	1.1	0.8
2	I think I am one of the good readers in my class.	agree a lot	43.4	37.4	41.6	39.5
		agree a little	31.8	34.0	31.0	32.6
		disagree a little	12.4	14.9	14.0	16.9
		disagree a lot	10.9	12.8	12.0	10.7
		no response	1.5	0.9	1.5	0.3
3	I like to read for fun.	agree a lot	57.4	51.5	53.5	46.6
		agree a little	22.2	23.2	21.6	24.1
		disagree a little	7.7	11.4	11.0	15.4
		disagree a lot	11.0	12.9	12.6	13.5
		no response	1.7	1.0	1.3	0.4
4	I have paper and pens or pencils to write at home.	agree a lot	80.7	82.3	83.9	83.1
		agree a little	10.8	10.4	8.7	9.9
		disagree a little	3.0	2.8	3.3	3.8
		disagree a lot	4.1	3.8	3.2	3.0
		no response	1.4	0.7	0.9	0.3

			Intervention				Comparison			
			phase 1	phase 2	phase 1	phase 2	phase 1	phase 2	phase 1	phase 2
			boys (%)	boys (%)	girls (%)	girls (%)	boys (%)	boys (%)	girls (%)	girls (%)
1	I enjoy reading.	agree a lot	49.5	44.1	68.0	60.6	49.4	39.1	63.4	55.5
		agree a little	28.8	32.2	26.2	31.7	30.0	35.4	26.9	30.8
		disagree a little	6.6	13.0	2.5	4.8	9.1	12.5	6.0	8.4
		disagree a lot	12.3	10.2	2.4	2.7	10.2	12.3	2.9	4.3
		no response	2.8	0.5	0.9	0.2	1.2	0.7	0.8	1.0
2	I think I am one of the good readers in my class.	agree a lot	40.1	35.6	46.9	39.7	39.6	36.7	43.7	42.5
		agree a little	29.7	30.8	34.1	37.5	27.9	30.2	34.5	34.9
		disagree a little	14.2	16.8	10.5	12.9	15.4	17.8	12.5	16.1
		disagree a lot	14.1	15.6	7.5	9.4	15.4	15.1	8.3	6.1
		no response	1.9	1.3	0.9	0.5	1.8	0.2	1.1	0.4
3	I like to read for fun.	agree a lot	52.4	47.0	62.8	56.7	49.5	40.9	58.0	52.7
		agree a little	20.7	22.7	23.7	23.7	19.4	24.7	24.0	23.1
		disagree a little	9.4	12.5	6.0	10.2	13.0	16.2	8.8	14.9
		disagree a lot	15.0	16.3	6.8	8.9	16.7	17.6	8.2	9.0
		no response	2.5	1.4	0.8	0.5	1.4	0.5	1.1	0.2
4	I have paper and pens or pencils to write at home.	agree a lot	77.7	79.2	84.1	85.3	79.4	77.9	88.9	89.0
		agree a little	12.2	11.4	9.4	9.4	11.1	11.2	6.2	8.0
		disagree a little	3.8	3.2	2.0	2.6	3.9	5.7	2.5	1.8
		disagree a lot	5.3	5.6	2.8	1.9	4.6	5.2	1.7	.6
		no response	1.0	0.6	1.6	0.9	1.1	-	0.8	0.6

			Intervention				Comparison			
			phase 1	**phase 2**	**phase 1**	**phase 2**	**phase 1**	**phase 2**	**phase 1**	**phase 2**
			year 3 (%)	**year 3 (%)**	**year 4 (%)**	**year 4 (%)**	**year 3 (%)**	**year 3 (%)**	**year 4 (%)**	**year 4 (%)**
1	I enjoy reading.	agree a lot	62.4	52.9	54.6	51.4	57.3	50.5	54.7	43.6
		agree a little	22.1	29.7	32.7	33.9	26.1	30.4	31.6	35.3
		disagree a little	3.5	8.4	5.7	9.7	8.3	8.9	6.9	12.6
		disagree a lot	9.2	8.6	5.9	4.8	6.7	9.6	6.5	7.3
		no response	2.8	0.3	1.0	0.3	1.7	0.5	0.3	1.2
2	I think I am one of the good readers in my class.	agree a lot	48.5	41.1	38.6	34.0	45.4	43.6	37.3	35.1
		agree a little	27.5	31.3	35.9	36.6	27.2	31.5	35.3	33.5
		disagree a little	9.6	12.7	14.9	17.2	13.3	13.5	14.9	20.5
		disagree a lot	12.2	13.4	9.7	11.9	12.2	11.5	11.5	10.3
		no response	2.2	1.5	0.9	0.3	2.0	-	0.9	0.6
3	I like to read for fun.	agree a lot	59.4	57.0	55.4	46.7	56.9	49.5	49.9	44.2
		agree a little	19.6	19.9	24.9	26.4	20.0	22.7	23.7	25.6
		disagree a little	5.7	10.0	9.6	12.7	10.5	13.3	11.2	17.4
		disagree a lot	12.8	11.3	9.3	13.8	11.1	14.4	14.1	12.2
		no response	2.5	1.7	0.9	0.3	1.5	0.2	1.1	0.6
4	I have paper and pens or pencils to write at home.	agree a lot	82.3	82.6	79.5	81.7	84.5	84.2	83.4	82.1
		agree a little	10.0	9.3	11.5	11.6	7.7	8.2	10.0	11.4
		disagree a little	2.7	2.2	3.2	3.5	2.9	3.5	3.5	4.1
		disagree a lot	3.5	5.0	4.6	2.7	3.5	3.8	2.8	2.2
		no response	1.6	0.9	1.2	0.5	1.4	0.4	0.8	0.2

			Intervention		Comparison	
			phase 1	**phase 2**	**phase 1**	**phase 2**
			overall (%)	**overall (%)**	**overall (%)**	**overall (%)**
5	At home, a grown up helps me with my writing when I ask for help.	agree a lot	57.0	56.3	57.6	51.0
		agree a little	25.2	25.6	26.1	28.1
		disagree a little	7.1	7.6	5.9	10.5
		disagree a lot	8.3	9.2	9.6	9.2
		no response	2.4	1.2	0.8	1.3
6	My handwriting is a bit messy.	agree a lot	18.3	19.3	18.8	16.2
		agree a little	24.9	28.2	29.1	32.7
		disagree a little	17.0	21.6	19.6	23.1
		disagree a lot	37.3	29.3	30.7	27.4
		no response	2.5	1.6	1.9	0.6
7	I like listening to stories.	agree a lot	63.1	55.4	65.5	57.0
		agree a little	18.7	22.6	19.0	22.9
		disagree a little	7.4	9.4	6.2	8.5
		disagree a lot	8.6	11.3	7.9	11.0
		no response	2.2	1.3	1.5	0.6
8	I think reading is hard work.	agree a lot	19.8	16.8	19.3	15.4
		agree a little	16.5	14.9	17.2	15.6
		disagree a little	14.5	15.3	16.8	18.3
		disagree a lot	47.3	51.9	44.6	49.7
		no response	2.0	1.1	2.1	1.0

			Intervention				Comparison			
			phase 1	phase 2	phase 1	phase 2	phase 1	phase 2	phase 1	phase 2
			boys (%)	boys (%)	girls (%)	girls (%)	boys (%)	boys (%)	girls (%)	girls (%)
5	At home, a grown up helps me with my writing when I ask for help.	agree a lot	57.0	53.7	57.1	58.4	54.9	49.5	60.5	52.7
		agree a little	23.2	25.7	27.5	26.1	26.8	27.9	25.4	28.6
		disagree a little	8.1	7.3	6.0	7.8	5.8	11.0	6.0	9.4
		disagree a lot	9.4	12.4	7.1	6.1	11.5	10.1	7.5	8.0
		no response	2.3	1.0	2.4	1.5	1.0	1.4	0.6	1.2
6	My handwriting is a bit messy.	agree a lot	19.1	23.7	17.4	14.5	21.7	18.7	15.4	13.5
		agree a little	27.9	30.3	21.8	25.7	27.4	32.4	31.1	33.1
		disagree a little	17.6	21.0	16.2	22.5	18.4	23.3	20.9	22.5
		disagree a lot	32.2	23.5	42.9	35.6	30.8	24.9	30.5	30.4
		no response	3.2	1.6	1.7	1.7	1.7	0.7	2.2	0.7
7	I like listening to stories.	agree a lot	59.6	52.9	66.9	58.3	63.1	56.2	68.2	57.8
		agree a little	19.2	22.4	18.2	22.8	18.1	19.4	19.8	27.1
		disagree a little	7.3	9.0	7.5	9.9	6.2	9.6	6.2	6.9
		disagree a lot	11.0	14.3	6.0	7.8	10.9	14.1	4.6	7.8
		no response	2.8	1.4	1.4	1.2	1.7	0.7	1.2	0.4
8	I think reading is hard work.	agree a lot	23.6	20.5	15.7	12.3	21.2	19.4	17.2	11.2
		agree a little	17.2	15.6	15.7	14.0	17.2	17.3	17.2	13.7
		disagree a little	12.9	15.1	16.2	15.8	16.5	17.8	17.1	19.0
		disagree a lot	43.9	47.8	51.0	56.9	42.9	44.8	46.6	54.7
		no response	2.3	1.1	1.4	1.0	2.4	0.7	1.8	1.4

			Intervention				Comparison			
			phase 1	**phase 2**	**phase 1**	**phase 2**	**phase 1**	**phase 2**	**phase 1**	**phase 2**
			year 3 (%)	**year 3 (%)**	**year 4 (%)**	**year 4 (%)**	**year 3 (%)**	**year 3 (%)**	**year 4 (%)**	**year 4 (%)**
5	At home, a grown up helps me with my writing when I ask for help.	agree a lot	61.0	55.2	53.0	57.2	60.4	48.9	54.5	53.5
		agree a little	23.4	23.9	27.2	27.5	23.5	28.7	29.0	27.6
		disagree a little	5.5	6.9	8.5	8.3	4.2	10.5	7.7	10.5
		disagree a lot	7.1	12.4	9.3	6.5	10.8	10.5	8.3	7.5
		no response	3.0	1.7	1.9	0.5	1.1	1.3	0.5	1.0
6	My handwriting is a bit messy.	agree a lot	19.4	21.6	16.9	17.0	19.9	16.4	17.2	15.8
		agree a little	21.5	26.1	28.4	30.0	25.6	29.3	33.2	36.3
		disagree a little	13.9	17.7	19.9	25.6	17.6	21.1	22.0	25.0
		disagree a lot	41.9	32.8	33.0	25.8	34.7	32.5	26.0	22.5
		no response	3.3	1.7	1.8	1.6	2.1	0.7	1.7	0.4
7	I like listening to stories.	agree a lot	64.9	60.5	61.4	50.6	70.2	61.6	60.5	52.5
		agree a little	17.1	19.2	20.3	25.6	15.5	19.6	22.7	26.6
		disagree a little	5.5	7.2	9.3	11.8	4.8	7.3	7.8	9.3
		disagree a lot	9.3	11.5	7.8	11.0	7.0	10.9	8.6	11.0
		no response	3.2	1.5	1.2	1.1	2.5	0.5	0.3	0.6
8	I think reading is hard work.	agree a lot	24.0	22.9	15.3	10.7	23.9	18.5	13.7	11.8
		agree a little	15.5	12.4	17.4	16.7	17.5	15.1	17.2	16.2
		disagree a little	11.5	13.9	17.4	16.7	14.0	17.8	20.1	18.9
		disagree a lot	46.1	49.8	48.9	54.8	41.5	47.8	48.1	51.7
		no response	2.8	1.0	1.0	1.1	3.1	0.7	0.9	1.4

			Intervention		Comparison	
			phase 1	**phase 2**	**phase 1**	**phase 2**
			overall (%)	**overall (%)**	**overall (%)**	**overall (%)**
9	I like writing at home.	agree a lot	53.6	44.4	51.2	40.2
		agree a little	21.6	22.4	24.0	26.8
		disagree a little	10.2	14.5	10.0	15.2
		disagree a lot	13.3	18.0	13.4	17.6
		no response	1.3	0.6	1.5	0.2
10	My writing is getting better.	agree a lot	72.0	67.4	69.8	67.6
		agree a little	18.8	23.3	20.8	24.3
		disagree a little	3.3	4.2	4.9	3.7
		disagree a lot	4.4	4.5	3.9	3.5
		no response	1.4	0.5	0.7	0.8
11	I am good at spelling.	agree a lot	45.9	38.4	38.9	33.1
		agree a little	35.0	39.2	38.7	42.9
		disagree a little	10.3	12.9	13.1	14.6
		disagree a lot	7.1	8.8	8.3	9.0
		no response	1.7	0.7	1.0	0.4
12	I like to get help with my writing at school.	agree a lot	43.9	40.8	44.5	37.6
		agree a little	24.4	30.5	25.0	30.7
		disagree a little	15.1	15.5	14.6	16.3
		disagree a lot	15.1	11.8	15.0	14.9
		no response	1.5	1.4	0.9	0.6

			Intervention				Comparison			
			phase 1	phase 2	phase 1	phase 2	phase 1	phase 2	phase 1	phase 2
			boys (%)	boys (%)	girls (%)	girls (%)	boys (%)	boys (%)	girls (%)	girls (%)
9	I like writing at home.	agree a lot	42.3	32.1	65.8	57.1	42.9	33.1	60.3	47.6
		agree a little	22.0	21.4	21.2	24.0	24.3	24.9	23.5	29.0
		disagree a little	14.7	19.2	5.5	9.7	12.7	17.4	6.9	12.9
		disagree a lot	18.9	26.5	7.1	8.7	18.3	24.6	8.2	10.0
		no response	2.1	0.8	0.5	0.5	1.8	-	1.1	0.4
10	My writing is getting better.	agree a lot	68.9	64.9	75.5	70.2	67.5	63.7	72.5	72.0
		agree a little	20.7	24.9	16.8	21.8	21.7	27.6	19.8	20.8
		disagree a little	3.5	3.8	3.1	4.8	5.4	3.6	4.2	3.7
		disagree a lot	5.0	5.9	3.8	2.7	4.6	4.6	3.1	2.4
		no response	1.9	0.5	0.8	0.5	0.8	0.5	0.5	1.2
11	I am good at spelling.	agree a lot	47.0	40.6	44.7	35.4	41.4	34.7	36.0	31.0
		agree a little	31.1	36.5	39.1	42.8	35.3	39.5	42.6	46.9
		disagree a little	10.9	12.7	9.7	13.1	13.3	13.7	12.9	15.7
		disagree a lot	9.0	9.7	5.2	7.7	9.1	12.1	7.4	5.7
		no response	2.1	0.5	1.3	1.0	1.0	-	1.1	0.8
12	I like to get help with my writing at school.	agree a lot	44.5	41.9	43.3	39.0	42.9	39.5	46.5	35.7
		agree a little	23.5	31.1	25.4	30.3	25.9	30.2	23.8	31.6
		disagree a little	15.0	13.0	15.1	18.1	13.8	13.7	15.5	19.0
		disagree a lot	15.3	12.9	14.9	10.9	16.6	16.0	13.2	13.1
		no response	1.8	1.1	1.3	1.7	0.8	0.5	0.9	0.6

			Intervention				Comparison			
			phase 1	phase 2	phase 1	phase 2	phase 1	phase 2	phase 1	phase 2
			year 3 (%)	year 3 (%)	year 4 (%)	year 4 (%)	year 3 (%)	year 3 (%)	year 4 (%)	year 4 (%)
9	I like writing at home.	agree a lot	57.8	48.3	49.6	39.9	55.3	43.6	46.7	36.7
		agree a little	19.4	21.1	23.7	24.3	21.6	26.7	26.7	26.8
		disagree a little	7.7	11.7	12.7	17.5	8.7	13.5	11.4	17.2
		disagree a lot	12.8	18.6	13.5	17.3	12.3	16.0	14.4	19.1
		no response	2.2	0.3	0.4	1.0	2.1	0.2	0.8	0.2
10	My writing is getting better.	agree a lot	74.4	69.9	69.8	64.7	72.5	69.5	66.8	66.1
		agree a little	16.3	20.4	21.4	26.4	17.8	21.6	24.1	26.8
		disagree a little	2.4	4.5	4.3	4.1	4.5	4.2	5.4	3.2
		disagree a lot	4.6	4.6	4.0	4.3	4.1	3.8	3.5	3.2
		no response	2.4	0.5	0.6	0.5	1.1	0.9	0.2	0.8
11	I am good at spelling.	agree a lot	50.6	42.1	41.5	34.3	41.0	36.7	36.9	29.4
		agree a little	30.8	38.3	38.9	41.0	38.9	40.7	38.6	45.2
		disagree a little	9.6	10.8	11.0	14.6	10.5	12.7	15.8	17.0
		disagree a lot	6.6	8.1	7.5	9.2	8.1	9.5	8.1	8.3
		no response	2.4	0.7	1.0	0.8	1.4	0.4	0.6	0.2
12	I like to get help with my writing at school.	agree a lot	49.4	46.7	38.6	34.7	47.1	39.5	41.3	35.5
		agree a little	20.5	24.9	28.3	36.2	22.1	30.5	28.3	31.4
		disagree a little	11.7	13.7	18.4	17.2	14.0	13.5	15.5	19.5
		disagree a lot	16.4	13.2	13.5	10.5	15.5	16.2	14.4	13.0
		no response	1.9	1.4	1.2	1.4	1.3	0.4	0.5	0.6

			Intervention		Comparison	
			phase 1	**phase 2**	**phase 1**	**phase 2**
			overall (%)	**overall (%)**	**overall (%)**	**overall (%)**
13	I like it when we all share our ideas for writing and the teacher writes them on the board.	agree a lot	70.7	62.9	67.1	60.7
		agree a little	16.9	20.7	17.2	21.1
		disagree a little	5.8	7.9	7.6	10.3
		disagree a lot	5.8	7.7	7.4	7.7
		no response	0.8	0.8	0.7	0.3
14	When I write in class, I choose words carefully.	agree a lot	56.6	45.7	50.8	43.3
		agree a little	30.3	39.2	34.4	40.7
		disagree a little	7.7	9.9	9.4	11.0
		disagree a lot	4.1	4.2	4.5	4.3
		no response	1.4	1.0	0.9	0.7
15	Sometimes I can't think of what to write.	agree a lot	40.9	44.0	45.9	44.7
		agree a little	30.5	32.9	29.1	31.7
		disagree a little	13.1	12.9	12.1	14.2
		disagree a lot	13.7	8.9	11.6	8.0
		no response	1.7	1.3	1.4	1.5
16	I think I am one of the good writers in my class.	agree a lot	43.7	33.3	36.8	34.0
		agree a little	28.0	29.7	30.7	31.7
		disagree a little	12.9	18.7	17.1	18.2
		disagree a lot	14.4	16.9	14.8	15.2
		no response	1.1	1.5	0.7	0.9

			Intervention				Comparison			
			phase 1	phase 2	phase 1	phase 2	phase 1	phase 2	phase 1	phase 2
			boys (%)	boys (%)	girls (%)	girls (%)	boys (%)	boys (%)	girls (%)	girls (%)
1 3	I like it when we all share our ideas for writing and the teacher writes them on the board.	agree a lot	69.2	64.1	72.5	61.7	66.0	62.1	68.2	59.4
		agree a little	17.9	19.5	15.9	22.3	16.2	20.1	18.3	22.0
		disagree a little	5.3	8.1	6.3	7.5	8.0	8.7	7.2	12.2
		disagree a lot	6.6	7.9	4.9	7.3	9.1	8.9	5.5	6.1
		no response	1.0	0.3	0.5	1.2	0.7	0.2	0.8	0.4
1 4	When I write in class, I choose words carefully.	agree a lot	53.5	41.9	60.0	50.3	48.4	39.9	53.5	47.1
		agree a little	31.1	40.6	29.4	37.6	34.2	42.5	34.5	38.8
		disagree a little	9.1	10.5	6.1	9.0	10.1	11.4	8.8	10.4
		disagree a lot	4.6	6.3	3.5	1.7	6.1	6.0	2.8	2.4
		no response	1.8	0.6	1.1	1.4	1.2	0.2	0.5	1.4
1 5	Sometimes I can't think of what to write.	agree a lot	41.9	46.5	40.0	40.5	44.4	42.9	47.5	46.7
		agree a little	27.8	29.4	33.3	37.1	26.8	32.4	31.5	31.0
		disagree a little	11.9	13.3	14.4	12.6	13.6	15.8	10.3	12.2
		disagree a lot	16.2	9.2	11.1	8.9	13.6	8.4	9.5	7.6
		no response	2.3	1.6	1.1	0.9	1.7	0.5	1.1	2.5
1 6	I think I am one of the good writers in my class.	agree a lot	39.5	28.9	48.2	38.0	36.0	30.2	37.7	37.6
		agree a little	28.0	28.1	27.8	31.5	26.4	29.2	35.4	34.9
		disagree a little	14.4	20.3	11.3	17.0	18.5	19.4	15.4	16.7
		disagree a lot	17.0	21.7	11.6	11.4	18.3	20.5	10.9	9.6
		no response	1.0	1.0	1.1	2.0	0.8	0.7	0.6	1.2

			Intervention				Comparison			
			phase 1	**phase 2**	**phase 1**	**phase 2**	**phase 1**	**phase 2**	**phase 1**	**phase 2**
			year 3 (%)	**year 3 (%)**	**year 4 (%)**	**year 4 (%)**	**year 3 (%)**	**year 3 (%)**	**year 4 (%)**	**year 4 (%)**
13	I like it when we all share our ideas for writing and the teacher writes them on the board.	agree a lot	73.5	64.6	68.2	61.4	70.9	65.6	62.7	55.4
		agree a little	13.9	18.7	19.9	22.9	14.4	17.3	20.4	25.0
		disagree a little	5.5	6.9	5.7	8.7	6.2	7.8	9.2	13.0
		disagree a lot	6.2	9.1	5.4	6.2	7.7	8.9	7.1	6.3
		no response	0.9	0.7	0.7	0.8	0.8	0.4	0.6	0.2
14	When I write in class, I choose words carefully.	agree a lot	63.0	49.3	50.2	42.1	56.0	46.9	45.2	39.4
		agree a little	26.4	36.6	34.0	42.1	30.5	38.0	38.2	43.8
		disagree a little	5.1	8.4	10.2	11.1	7.6	9.1	11.7	12.8
		disagree a lot	4.1	4.8	4.1	3.5	4.8	5.1	4.3	3.4
		no response	1.4	0.9	1.5	1.1	1.1	0.9	0.6	0.6
15	Sometimes I can't think of what to write.	agree a lot	40.3	42.6	41.5	44.8	45.8	43.6	45.6	46.4
		agree a little	25.8	32.8	34.8	33.1	25.9	29.8	32.7	33.3
		disagree a little	14.2	13.2	12.2	12.9	11.9	16.0	12.3	12.2
		disagree a lot	17.4	9.8	10.3	8.4	14.4	9.5	8.6	6.3
		no response	2.4	1.5	1.2	0.8	2.0	1.1	0.8	1.8
16	I think I am one of the good writers in my class.	agree a lot	49.6	40.2	38.1	26.7	41.3	39.3	31.8	28.2
		agree a little	24.6	25.6	31.2	33.4	28.2	28.5	33.8	35.1
		disagree a little	10.4	16.0	14.9	21.5	14.8	14.9	19.7	21.7
		disagree a lot	13.7	16.5	15.2	17.2	14.4	16.5	14.6	14.0
		no response	1.6	1.7	0.6	1.3	1.3	0.7	0.2	1.0

			Intervention		Comparison	
			phase 1	**phase 2**	**phase 1**	**phase 2**
			overall (%)	**overall (%)**	**overall (%)**	**overall (%)**
17	I like it when my teacher helps me write in a small group.	agree a lot	62.0	56.7	55.8	53.4
		agree a little	21.2	23.2	23.4	23.9
		disagree a little	7.1	10.9	10.2	11.1
		disagree a lot	8.2	8.0	8.9	10.9
		no response	1.5	1.1	1.7	0.7
18	I like it when my teacher shows us how to write.	agree a lot	56.8	45.6	49.2	42.6
		agree a little	20.5	26.2	24.3	25.3
		disagree a little	11.8	15.6	12.0	14.8
		disagree a lot	9.7	11.4	13.4	16.3
		no response	1.3	1.2	1.0	1.0
19	I like reading more than writing.	agree a lot	47.1	48.7	48.8	48.8
		agree a little	17.8	16.5	15.8	16.7
		disagree a little	9.9	12.3	11.2	11.1
		disagree a lot	23.3	21.2	23.1	22.1
		no response	1.9	1.3	1.0	1.3
20	A grown up listens to me read at home.	agree a lot	61.3	51.5	58.0	45.3
		agree a little	19.4	21.7	20.3	23.2
		disagree a little	8.5	12.2	9.2	12.9
		disagree a lot	9.3	13.8	11.6	17.6
		no response	1.4	0.9	0.8	1.0

			Intervention				Comparison			
			phase 1	**phase 2**	**phase 1**	**phase 2**	**phase 1**	**phase 2**	**phase 1**	**phase 2**
			boys (%)	**boys (%)**	**girls (%)**	**girls (%)**	**boys (%)**	**boys (%)**	**girls (%)**	**girls (%)**
17	I like it when my teacher helps me write in a small group.	agree a lot	59.0	56.5	65.3	57.2	57.1	54.3	54.5	52.5
		agree a little	23.1	24.1	19.0	22.1	21.6	23.8	25.2	23.7
		disagree a little	7.3	9.7	6.9	11.8	9.8	10.1	10.6	12.2
		disagree a lot	9.3	9.0	7.1	7.2	9.8	10.9	7.8	11.0
		no response	1.3	0.6	1.7	1.7	1.7	0.9	1.8	0.6
18	I like it when my teacher shows us how to write.	agree a lot	56.4	46.2	57.3	45.1	47.3	41.8	51.4	43.5
		agree a little	20.3	26.0	20.7	25.7	23.9	26.0	24.8	24.3
		disagree a little	11.0	14.6	12.4	16.9	11.9	13.5	12.0	16.5
		disagree a lot	11.0	12.4	8.3	10.6	16.0	18.0	10.6	14.3
		no response	1.3	0.8	1.3	1.7	0.8	0.7	1.2	1.4
19	I like reading more than writing.	agree a lot	50.4	51.7	43.6	45.8	50.2	54.3	47.2	43.1
		agree a little	15.3	14.1	20.6	19.1	12.7	13.7	19.2	19.8
		disagree a little	9.0	10.8	11.0	13.6	10.5	10.0	12.0	12.2
		disagree a lot	23.1	22.4	23.4	19.8	25.2	21.2	20.9	23.1
		no response	2.3	1.0	1.4	1.7	1.4	0.9	0.6	1.8
20	A grown up listens to me read at home.	agree a lot	60.4	49.0	62.5	54.2	58.1	48.2	58.0	42.5
		agree a little	19.5	23.2	19.3	20.1	20.2	19.9	20.3	26.5
		disagree a little	8.1	11.3	8.9	13.3	9.0	13.0	9.5	12.9
		disagree a lot	10.7	15.7	7.8	11.6	11.6	18.0	11.7	16.9
		no response	1.3	0.8	1.4	0.9	1.1	0.9	0.5	1.2

			Intervention				Comparison			
			phase 1 year 3 (%)	phase 2 year 3 (%)	phase 1 year 4 (%)	phase 2 year 4 (%)	phase 1 year 3 (%)	phase 2 year 3 (%)	phase 1 year 4 (%)	phase 2 year 4 (%)
17	I like it when my teacher helps me write in a small group.	agree a lot	66.7	61.2	57.7	52.9	59.7	56.9	51.5	49.5
		agree a little	19.4	20.3	22.8	25.9	20.2	23.1	27.0	24.3
		disagree a little	5.4	8.9	8.7	12.6	8.5	8.2	12.1	14.4
		disagree a lot	6.5	7.9	9.7	8.4	9.5	10.9	8.0	11.2
		no response	2.1	1.7	1.0	0.2	2.1	0.9	1.4	0.6
18	I like it when my teacher shows us how to write.	agree a lot	62.7	51.0	51.3	40.4	54.1	50.9	43.6	34.1
		agree a little	15.0	22.9	25.8	28.9	20.3	21.8	28.7	29.0
		disagree a little	11.4	12.0	12.1	19.2	11.2	12.4	13.1	17.2
		disagree a lot	9.2	12.7	10.0	10.3	13.2	14.2	13.8	18.3
		no response	1.7	1.4	0.9	1.1	1.3	0.7	0.8	1.4
19	I like reading more than writing.	agree a lot	48.0	49.5	45.8	48.5	48.7	49.3	48.8	48.1
		agree a little	16.9	14.3	18.9	18.4	13.0	16.0	18.7	17.4
		disagree a little	8.4	11.0	11.5	13.4	10.6	10.9	12.0	11.2
		disagree a lot	24.2	24.1	22.5	18.3	26.3	22.4	19.7	22.3
		no response	2.5	1.2	1.3	1.4	1.3	1.5	0.8	1.0
20	A grown up listens to me read at home.	agree a lot	67.8	56.5	55.5	46.9	63.7	52.0	51.6	38.9
		agree a little	16.4	18.7	22.2	24.3	17.2	22.7	24.0	23.3
		disagree a little	6.0	10.8	10.8	13.5	7.6	10.5	11.1	15.0
		disagree a lot	7.7	13.1	10.6	14.5	10.2	14.0	13.2	21.5
		no response	2.1	0.9	0.9	0.8	1.3	0.7	0.2	1.4

			Intervention		Comparison	
			phase 1	**phase 2**	**phase 1**	**phase 2**
			overall (%)	**overall (%)**	**overall (%)**	**overall (%)**
21	I enjoy writing.	agree a lot	56.0	45.7	52.8	42.6
		agree a little	22.9	29.1	24.9	29.3
		disagree a little	8.7	10.8	10.3	12.9
		disagree a lot	11.1	13.6	10.8	14.2
		no response	1.2	0.8	1.2	1.0
22	My teacher shows me how to make my writing better.	agree a lot	68.7	68.9	64.3	61.7
		agree a little	20.2	21.2	24.1	25.3
		disagree a little	5.2	4.6	5.2	7.6
		disagree a lot	4.5	3.7	5.1	4.5
		no response	1.4	1.6	1.4	0.9
23	I write more slowly than other children in my class.	agree a lot	30.7	32.4	30.9	27.8
		agree a little	25.5	24.1	27.0	27.0
		disagree a little	14.9	17.8	18.0	21.7
		disagree a lot	27.1	24.2	22.9	22.3
		no response	1.8	1.5	1.2	1.2
24	I like to choose what I write about.	agree a lot	70.1	69.4	68.5	71.9
		agree a little	15.5	18.5	17.3	16.8
		disagree a little	5.4	5.8	6.7	5.3
		disagree a lot	7.3	4.9	6.2	5.5
		no response	1.7	1.4	1.3	0.6

			Intervention				Comparison			
			phase 1	phase 2	phase 1	phase 2	phase 1	phase 2	phase 1	phase 2
			boys (%)	boys (%)	girls (%)	girls (%)	boys (%)	boys (%)	girls (%)	girls (%)
21	I enjoy writing.	agree a lot	47.3	38.7	65.5	53.3	48.5	36.7	57.5	49.0
		agree a little	24.1	29.7	21.7	28.6	23.4	26.3	26.6	32.5
		disagree a little	10.4	11.6	6.9	9.7	12.0	15.3	8.3	10.4
		disagree a lot	16.3	19.2	5.7	7.5	14.9	20.6	6.3	7.3
		no response	1.9	0.8	0.3	0.9	1.1	1.1	1.2	0.8
22	My teacher shows me how to make my writing better.	agree a lot	67.7	69.4	69.9	68.7	64.5	62.1	64.3	61.6
		agree a little	22.3	19.5	17.9	22.7	22.7	24.2	25.4	26.3
		disagree a little	4.6	5.2	6.0	3.9	5.8	7.7	4.5	7.3
		disagree a lot	4.3	4.6	4.7	2.7	5.8	5.2	4.3	3.9
		no response	1.2	1.3	1.6	2.0	1.2	0.9	1.5	1.0
23	I write more slowly than other children in my class.	agree a lot	34.2	38.4	27.0	25.6	34.0	32.4	27.4	22.9
		agree a little	24.4	22.2	26.7	26.2	24.3	24.6	30.0	30.0
		disagree a little	13.7	16.0	16.2	20.1	16.9	20.6	19.1	22.7
		disagree a lot	25.3	21.9	29.2	26.6	23.5	21.5	22.3	22.9
		no response	2.5	1.4	0.9	1.5	1.2	0.9	1.2	1.4
24	I like to choose what I write about.	agree a lot	70.2	71.7	70.2	66.6	68.2	70.5	68.8	73.5
		agree a little	14.4	16.3	16.8	20.8	17.2	16.9	17.5	16.5
		disagree a little	4.7	4.4	6.1	7.3	6.1	4.8	7.4	5.9
		disagree a lot	8.4	6.2	6.1	3.7	7.3	7.5	4.9	3.3
		no response	2.3	1.3	0.8	1.5	1.2	0.4	1.4	0.8

			Intervention				Comparison			
			phase 1	**phase 2**	**phase 1**	**phase 2**	**phase 1**	**phase 2**	**phase 1**	**phase 2**
			year 3 (%)	**year 3 (%)**	**year 4 (%)**	**year 4 (%)**	**year 3 (%)**	**year 3 (%)**	**year 4 (%)**	**year 4 (%)**
21	I enjoy writing.	agree a lot	60.8	50.9	51.3	40.5	56.3	44.5	49.0	41.4
		agree a little	20.2	24.9	25.6	33.4	22.1	26.4	28.3	32.1
		disagree a little	6.2	7.6	11.2	13.8	8.8	14.4	11.8	11.4
		disagree a lot	10.4	15.6	11.8	11.8	10.8	13.1	10.6	14.8
		no response	2.4	1.0	0.1	0.5	2.0	1.6	0.3	0.2
22	My teacher shows me how to make my writing better.	agree a lot	70.6	73.0	67.0	65.0	67.8	62.5	60.4	61.9
		agree a little	17.5	17.2	22.5	25.0	21.1	22.9	27.2	27.8
		disagree a little	5.8	3.4	4.7	5.7	3.5	8.0	7.1	6.3
		disagree a lot	4.1	3.8	4.7	3.7	5.5	5.5	4.8	3.2
		no response	1.9	2.6	1.0	0.6	2.1	1.1	0.6	0.8
23	I write more slowly than other children in my class.	agree a lot	32.2	33.7	29.2	31.2	33.5	30.9	27.8	24.7
		agree a little	22.0	23.9	28.7	24.2	24.9	25.5	29.5	28.8
		disagree a little	13.0	16.8	16.5	19.1	16.4	19.8	19.8	23.7
		disagree a lot	30.0	23.9	24.7	24.5	23.2	21.8	22.4	22.5
		no response	2.8	1.7	0.9	1.1	2.0	2.0	0.5	0.4
24	I like to choose what I write about.	agree a lot	70.6	69.6	69.7	69.2	69.5	69.6	67.4	75.0
		agree a little	13.7	16.8	17.1	20.0	14.3	16.2	20.7	17.0
		disagree a little	5.2	6.0	5.6	5.6	7.1	6.2	6.3	4.3
		disagree a lot	8.5	5.8	6.2	4.3	7.0	7.3	5.1	3.4
		no response	1.9	1.7	1.5	1.0	2.1	0.7	0.5	0.4

			Intervention		Comparison	
			phase 1	**phase 2**	**phase 1**	**phase 2**
			overall (%)	**overall (%)**	**overall (%)**	**overall (%)**
25	I like writing on my own in class.	agree a lot	52.6	44.7	50.2	47.9
		agree a little	20.2	23.7	18.8	20.3
		disagree a little	7.9	13.8	10.7	12.4
		disagree a lot	17.3	17.1	19.0	18.6
		no response	2.0	0.6	1.4	0.8
26	I am good at writing stories.	agree a lot	49.9	41.6	46.7	45.5
		agree a little	25.4	33.5	26.5	28.3
		disagree a little	11.4	12.4	13.7	13.0
		disagree a lot	12.3	11.6	12.1	12.2
		no response	1.0	1.0	1.0	1.0
27	I think writing is hard work.	agree a lot	27.2	24.6	25.3	21.5
		agree a little	17.7	20.1	20.3	21.2
		disagree a little	14.5	20.7	16.9	22.7
		disagree a lot	38.1	33.5	35.5	32.6
		no response	2.5	1.1	2.0	2.1
28	I like writing in a group.	agree a lot	51.6	48.9	50.2	44.2
		agree a little	18.3	20.2	16.6	21.6
		disagree a little	11.1	14.6	12.8	13.0
		disagree a lot	17.0	15.2	18.4	19.6
		no response	2.0	1.1	2.0	1.6

			Intervention				Comparison			
			phase 1	**phase 2**	**phase 1**	**phase 2**	**phase 1**	**phase 2**	**phase 1**	**phase 2**
			boys (%)	**boys (%)**	**girls (%)**	**girls (%)**	**boys (%)**	**boys (%)**	**girls (%)**	**girls (%)**
25	I like writing on my own in class.	agree a lot	47.6	41.4	58.1	47.7	48.8	45.7	51.8	50.0
		agree a little	21.7	23.3	18.5	24.4	18.0	18.9	19.7	21.6
		disagree a little	8.1	14.9	7.7	12.9	10.7	11.9	10.5	13.1
		disagree a lot	20.1	19.8	14.3	14.1	21.3	22.8	16.5	14.3
		no response	2.5	0.5	1.4	0.9	1.2	0.7	1.5	1.0
26	I am good at writing stories.	agree a lot	43.9	41.1	56.4	41.4	46.1	42.0	47.4	49.2
		agree a little	26.0	31.1	24.8	36.6	24.6	27.9	28.5	28.8
		disagree a little	12.8	13.3	10.0	11.6	14.2	13.3	13.1	12.4
		disagree a lot	16.0	14.0	8.3	8.9	14.0	15.8	10.2	8.4
		no response	1.3	0.5	0.5	1.5	1.1	0.9	0.9	1.2
27	I think writing is hard work.	agree a lot	33.0	31.7	21.0	16.7	28.4	26.5	21.8	16.3
		agree a little	18.5	20.6	17.0	19.4	20.7	22.6	19.8	19.4
		disagree a little	14.4	18.4	14.6	23.2	15.2	22.2	18.9	23.1
		disagree a lot	31.7	28.7	44.9	39.2	33.2	26.7	38.0	39.0
		no response	2.3	0.5	2.5	1.5	2.5	2.0	1.4	2.2
28	I like writing in a group.	agree a lot	54.3	53.5	48.8	43.8	53.5	48.4	46.6	40.0
		agree a little	17.9	20.0	18.7	21.0	14.5	20.3	18.8	23.1
		disagree a little	10.1	10.8	12.2	18.4	11.6	11.0	14.0	14.9
		disagree a lot	15.7	15.1	18.4	15.2	18.0	19.0	18.9	20.2
		no response	1.9	0.6	1.9	1.7	2.4	1.2	1.7	1.8

			Intervention				Comparison			
			phase 1	**phase 2**	**phase 1**	**phase 2**	**phase 1**	**phase 2**	**phase 1**	**phase 2**
			year 3 (%)	**year 3 (%)**	**year 4 (%)**	**year 4 (%)**	**year 3 (%)**	**year 3 (%)**	**year 4 (%)**	**year 4 (%)**
2 5	I like writing on my own in class.	agree a lot	55.5	47.3	49.8	42.0	51.3	44.4	49.0	51.5
		agree a little	18.2	20.4	22.2	26.9	16.2	19.5	21.7	21.3
		disagree a little	6.3	11.0	9.3	16.7	9.4	12.9	12.1	12.0
		disagree a lot	17.1	20.3	17.5	14.1	21.1	22.4	16.4	14.4
		no response	3.0	1.0	1.2	0.3	2.0	0.9	0.8	0.8
2 6	I am good at writing stories.	agree a lot	54.2	43.5	45.8	39.0	51.3	45.8	41.9	45.6
		agree a little	22.1	32.1	28.6	35.3	23.4	24.2	30.0	32.7
		disagree a little	10.1	10.7	12.7	14.3	11.2	13.8	16.6	11.2
		disagree a lot	12.5	12.4	12.1	10.8	12.6	14.9	11.2	9.7
		no response	1.1	1.4	0.9	0.6	1.5	1.3	0.3	0.8
2 7	I think writing is hard work.	agree a lot	30.2	28.9	24.0	20.7	27.6	25.5	22.6	17.0
		agree a little	14.7	16.3	20.6	23.2	18.2	22.0	22.4	20.5
		disagree a little	10.1	17.4	18.7	23.8	13.6	18.7	20.9	26.4
		disagree a lot	41.5	35.9	35.1	31.8	37.3	31.6	33.6	34.1
		no response	3.5	1.5	1.6	0.5	3.4	2.2	0.5	2.0
2 8	I like writing in a group.	agree a lot	56.9	54.6	47.0	43.2	54.6	48.9	45.2	39.3
		agree a little	17.2	17.9	19.3	22.7	12.6	19.8	21.0	23.9
		disagree a little	7.9	10.7	14.0	18.1	12.0	11.5	13.7	14.4
		disagree a lot	15.5	15.5	18.4	14.9	17.9	18.2	18.9	20.9
		no response	2.5	1.4	1.3	1.0	2.8	1.6	1.2	1.6

			Intervention		Comparison	
			phase 1	**phase 2**	**phase 1**	**phase 2**
			overall (%)	**overall (%)**	**overall (%)**	**overall (%)**
29	I would like to do more writing in class.	agree a lot	46.1	34.0	42.4	32.4
		agree a little	15.6	19.4	18.9	18.5
		disagree a little	13.3	17.9	15.3	21.1
		disagree a lot	23.4	27.4	22.1	26.7
		no response	1.6	1.3	1.4	1.3
30	I like to share my writing with children in my class.	agree a lot	49.0	39.4	46.8	41.4
		agree a little	17.8	24.1	20.9	23.2
		disagree a little	11.5	15.5	13.7	14.7
		disagree a lot	20.2	20.4	17.7	20.0
		no response	1.5	0.6	0.9	0.7

			Intervention				Comparison			
			phase 1	**phase 2**	**phase 1**	**phase 2**	**phase 1**	**phase 2**	**phase 1**	**phase 2**
			boys (%)	**boys (%)**	**girls (%)**	**girls (%)**	**boys (%)**	**boys (%)**	**girls (%)**	**girls (%)**
29	I would like to do more writing in class.	agree a lot	38.9	27.9	53.8	40.4	41.1	28.3	43.8	36.5
		agree a little	15.7	17.8	15.5	21.6	15.6	16.7	22.5	20.6
		disagree a little	13.5	17.5	13.0	18.1	14.7	20.5	15.8	22.0
		disagree a lot	30.1	36.2	16.3	18.1	27.2	33.6	16.5	19.2
		no response	1.8	0.6	1.3	1.9	1.4	0.9	1.4	1.8
30	I like to share my writing with children in my class.	agree a lot	46.4	38.9	51.8	40.2	44.7	38.1	49.2	44.9
		agree a little	16.4	23.7	19.3	24.7	19.4	20.8	22.5	25.9
		disagree a little	11.3	15.7	11.8	15.7	15.8	16.2	11.4	13.1
		disagree a lot	23.8	21.3	16.3	18.7	19.1	24.4	16.2	15.3
		no response	2.1	0.5	0.8	0.7	1.1	0.5	0.8	0.8

			Intervention				Comparison			
			phase 1	**phase 2**	**phase 1**	**phase 2**	**phase 1**	**phase 2**	**phase 1**	**phase 2**
			year 3 (%)	**year 3 (%)**	**year 4 (%)**	**year 4 (%)**	**year 3 (%)**	**year 3 (%)**	**year 4 (%)**	**year 4 (%)**
29	I would like to do more writing in class.	agree a lot	51.7	40.4	40.8	27.7	48.2	36.9	36.3	27.6
		agree a little	13.1	17.4	18.0	21.9	16.1	15.6	22.0	21.7
		disagree a little	10.0	12.4	16.5	22.7	13.9	18.0	17.1	24.5
		disagree a lot	23.2	28.7	23.6	26.6	20.2	28.0	23.7	25.0
		no response	2.1	1.2	1.2	1.1	1.7	1.5	1.1	1.2
30	I like to share my writing with children in my class.	agree a lot	54.7	44.7	43.4	34.7	52.5	47.6	40.4	35.5
		agree a little	13.3	21.0	22.2	27.3	18.5	21.6	23.5	25.2
		disagree a little	11.2	12.5	11.8	18.6	10.5	12.5	17.5	16.6
		disagree a lot	18.6	21.0	21.6	19.2	16.8	17.1	18.4	22.3
		no response	2.2	0.9	0.9	0.2	1.7	1.1	0.2	0.4

Appendix 5: Descriptive analysis

Below are some descriptive tables looking at the teacher assessment sublevels of pupils in the intervention and comparison group at each time point. Also displayed is the percentage of pupils making various amounts of progress in terms of sublevels between the two time points. This very basic analysis allows some exploration of the impact of the programme but does not take account of any differences in the background characteristics of the two groups and does not allow the statistical significance of differences to be calculated taking account of the structure of the data. For this reason this analysis should not be taken as an alternative to the multilevel modelling analysis that has been provided within the main report.

The amount of data available for inclusion is dependent upon the number of pupils for which information was available at each time point. Data on progress is only available for pupils where information was returned at each time point. In all of the tables below percentages may not sum to 100 due to rounding errors.

Table A5.1: TA levels of year 3 cohort in July 2009

TA level	Percentage of pupils in comparison group	Percentage of pupils in treatment group
Below L1	3	3
1C	0	0
1B	11	21
1A	0	0
2C	27	23
2B	26	23
2A	20	18
3C	0	0
3B	13	12
3A	0	0
N	*387*	*380*

Table A5.2:   TA levels of year 4 cohort in July 2009

TA level	Percentage of pupils in comparison group	Percentage of pupils in ECaW group
Below L1	0	1
1C	2	2
1B	2	2
1A	4	4
2C	11	11
2B	21	18
2A	23	20
3C	17	18
3B	15	14
3A	4	7
4C	1	1
4B	0	2
4A	0	0
N	*429*	*480*

Table A5.3:   TA levels of year 3 cohort in July 2010

TA level	Percentage of pupils in comparison group	Percentage of pupils in ECaW group
Below L1	1	1
1C	1	1
1B	1	3
1A	4	6
2C	8	12
2B	24	19
2A	20	21
3C	19	16
3B	17	15
3A	4	7
4C	1	0
4B	0	1
4A	0	0
N	*263*	*365*

Table A5.4:   TA levels of year 4 cohort in July 2010

TA level	Percentage of pupils in comparison group	Percentage of pupils in ECaW group
Below L1	0	0
1C	0	0
1B	0	1
1A	1	1
2C	2	5
2B	8	10
2A	14	14
3C	22	16
3B	17	22
3A	21	14
4C	12	4
4B	2	13
4A	0	0
N	286	460

Table A5.5:   Number of sublevels progress made by pupils (both year groups combined)

TA level	Percentage of pupils in comparison group	Percentage of pupils in ECaW group
Down 3 sublevels	0	0
Down 2 sublevels	0	0
Down 1 sublevel	2	1
Same TA level	12	18
Up 1 sublevel	37	35
Up 2 sublevels	35	32
Up 3 sublevels	10	11
Up 4 sublevels	3	3
Up 5 sublevels	0	0
Up 6 sublevels	0	0
Up 7 sublevels	0	0
Up 8 sublevels	0	0
N	550	828

Appendix Six: Case study methodology

The qualitative strand of this evaluation complemented the quantitative data by providing an in-depth insight into the impact of the ECaW programme.

Central to the qualitative strand were ten case studies of both cohort 1 (5) and cohort 2 (5) schools. Each case study focused on one Local Authority (LA). Selection of case study schools provided as broad as possible a range of characteristics. These characteristics covered demographics such as geographical location as well as economic and social background; schools making exceptional progress as well as those experiencing difficulties; schools with the leading teacher based in the school and those where this was not the case. Pen portraits of the case study schools can be seen at the end of this document.

The case studies were conducted in the spring and summer terms of 2010.

Data collected consist of:

Unit = Local Authority	
1 LA Primary Strategy Manager (PSM) or	
English subject leader	Telephone interview
1 LA Literacy Consultant	Interview
1 Leading Teacher or class teacher	Interview + observation
1 Headteacher	Interview
1 one-to-one tutor	Interview + observation
10 parents/carers	Focus group
30 pupils	Survey conducted by researcher
Sub-sample: 2 boys 2 girls LA/HA	Writing conversation
2 pupils receiving or having received one-to-one tuition	Paired interview
Writing sample 10 samples including pupil sub-sample	Linguistic analysis

Data collection for each case was located within one school in a Local Authority. The research assistant spent two consecutive days in the school. The telephone interview with the LA Literacy Consultant took place before the visit and with the Primary Strategy Manager after the visit. This arrangement enabled the researcher to gain information about the working of Every Child a Writer within the LA prior to the visit and clarification of any

outstanding issues after the visit. The data collected for each case can be seen in Table A6.1.

Case study data	A	B	C	D	E	M	N	O	P	Q
Head teacher interview	√	√	√	√	√	√	√	√	√	√
Lead teacher interview	–	–	–	–	√ Y2 teacher	√	–	–	√	√
Class teacher interview	√	√	√	√	√	–	√	√	–	–
1-1 tutor interview	√	√	√	√	√	√	X Not started	√	√	√
Literacy class observation	√	√	√ No video	√	√ No video	√	√ No video	√	√	√
1-1 tutoring session observation	√	√ No video	√	X Pupil off sick	√	√	X Not started	√	√ No video	√ No video
Pupil writing conversation	√	√	√	√	√	√	√	√	√	√
1-1 pupil conversation	√	√	√	√	√	√	X Not started	√	√	√
Parents focus group	√	√	√	√	√	√	√	√	√	√
Pupil Questionnaire	√	√	√	√	√	√	√	√	√	√
Writing Samples	√	√	√	√	√	√	√	√	√	√
Lesson plan of literacy class	√	√	√	√	√	√	√	√	√	√
Tutoring lesson plan	√	√	√	√	√	√	X Not started	√	√	√
Literacy Consultant interview	√	√	√	√	√	√	√	√	√	√
Strategy Manager interview	√	√	√	√	√	N/A	√	√	√	√

Observation

One teacher in each school was observed teaching a literacy lesson. The observation focused upon the pedagogical aspects of shared and guided writing, the nature of the teacher instruction and interventions, and the responses of the students. Whole or part of a one-to-one tutor session was also observed. The focus for these observations was on

teacher pupil interaction and teacher subject knowledge. Observation schedules were developed from existing instruments already developed by Ros Fisher and Debra Myhill to enable focused observation. Blank observation schedules can be seen in Separate document. Where permission had been given by teacher and parents, these observations were also videotaped.

Interviews

Individual interviews were conducted with the Local Authority Primary Strategy Manager and Literacy Consultant by telephone. Interviews with headteacher, the leading or supported teacher for that school and a one-to-one tutor from the school took place in the school during the two day visit. The interviews with the leadership stakeholders (LA Literacy Consultant and PSM; Leading Teacher; Headteacher) were based on a semi-structured interview schedule designed to elicit the respondent's professional judgment of the impact and processes of the programme. This included specific questions addressing the impact on writing standards, teaching quality and pupil attitudes. At the same time consideration was given to views about the positive and negative impact of the programme on other aspects of the respondents' role.

The teacher interview followed the lesson observation and sought to establish the teacher's pedagogical understanding of guided writing as an intervention, his/her perspectives on its efficacy and its impact on student writing (attitudes as well as standards), and his/her professional evaluation of the impact and delivery of the Every Child a Writer programme.

The interview with the one-to-one tutor focused particularly on their perceptions of the impact of this intervention on the student's writing, and their evaluation of the strengths and weaknesses of the one-to-one support.

Parent Focus Groups

Parental perspectives of Every Child a Writer were sought through the use of a focus group. Focus groups have the benefit of generating richer data through the cross-fertilisation of ideas and their more discursive style. Moreover, they are likely to be less intimidating for parents than a formal individual interview. The focus group comprised parents selected by the case study school, and included parents of those receiving one-to-one support and parents of those in intervention classes. The focus group discussion was stimulated by a series of prompts designed to probe parent views on its impact on individual and class standards of writing, children's attitudes to writing as well as any unforeseen outcomes from the programme.

Pupil survey

A survey of pupils' attitudes to writing was conducted in all classes in the case study school involved in the programme. The survey was conducted by the visiting researcher in the presence of the class teacher and attempted to gather more qualitative data than the initial large-scale questionnaire survey.

Writing conversations

A sub-sample of two boys and two girls (one each of high and low attainment as indicated by teacher assessment) were selected for a focused writing conversation following the literacy lesson. In the conversation the researcher discussed the lesson observed by the researcher and the writing the pupils had produced.

Writing samples

In addition, writing samples from the sub-sample group and six other pupils in the programme classrooms were analysed for linguistic content, with a particular focus on sentence construction and text cohesion.

All instruments were trialled in September 2009.

Data analysis

Analysis was ongoing from the first data collection point allowing emerging themes from cohort one to feed into data collection from cohort two.

All interviews were transcribed and coded using NVivo. This data analysis software package enables researchers to manage, shape and make sense of the structured and unstructured information arising from the case studies. With purpose built tools for classifying, sorting and arranging information, the software will allow us to analyse our data and discover patterns, identify themes among and between data sources, glean insight and develop meaningful conclusions. Data was coded deductively from the themes raised by DCSF in the research specifications. Data from the observation schedule was used to provide a general picture of the teaching of writing in the case study schools. It provided an alternative view of the lessons from that shown in the videos.

The analysis of the writing samples was undertaken using a linguistic coding frame specifically designed for the project, drawing on Debra Myhill's previous experience of this work. This framework can be seen in separate document.

The timetable of data collection allowed for entry of data to be undertaken between visits. This allowed a cumulative picture to develop over the period of data collection from each

data source. It also enabled comparisons and contradictions to be identified from other data sources within the project.

The case studies, as well as providing confirmation, challenge and illustration of themes arising from the quantitative data analysis, allowed us to provide descriptions of good practice.

Case Study Schools

4.1.1. School A (Cohort 1)

School A is a supported school on the outskirts of a large conurbation in the north of England. It has 244 pupils aged 3-11 years. Almost all pupils are of White British heritage. The proportion of pupils entitled to free school meals and the proportion with learning difficulties and/or disabilities are broadly average. The number with a statement of educational needs is very high.

School was generally very positive about the impact of ECaW particularly on their newly qualified teacher (NQT). Standards of writing had improved, particularly in the area of composition. They experienced initial problems with the first leading teacher who was frequently off sick but in the second year of ECaW the leading teacher had worked well with the school. Pupils were enthusiastic about writing but staff thought this was not only as a result of ECaW. Staff reported that pupils receiving tuition had made particularly good progress and shown great improvement in attitudes to writing.

The one-to-one tutor was an English specialist who was very positive about experience and impact. There was evidence of good practice being disseminated across the school.

4.1.2. School B (Cohort 1)

School B is a supported school in Greater London with 399 3-11 year olds. Just over half of pupils, a much higher proportion than that found nationally, come from ethnic minority backgrounds. Of these, a small proportion, just below average, have a home language other than English. The proportion of pupils eligible for a free school meal is above that found nationally, and the proportion of pupils with behavioural, emotional and social learning difficulties is also above average.

The school was generally not very positive about the impact of ECaW. There was no evidence from test results in 2009 that either the whole class or those receiving tuition had made extra progress.

The one-to-one tutor was a teacher in the school.

4.1.3. School C (Cohort 1)

School C is a supported, community school of 183 pupils at KS2 only. It is located in an urban setting in the midlands. Pupils are mainly white British from all parts of the town, from private and council housing. There is a small number of bilingual pupils in the early stages of learning English.

The school was generally positive about ECaW; however, they reported that the only impact on standards was on pupils receiving one-to-one tuition. The headteacher felt that the impact on the class teacher was cost-effective as it would last beyond the year of the project.

The one-to-one tutor was from outside the school and had done some tutoring before.

4.1.4. School D (Cohort 1)

School D is a supported, community school of 388 pupils of predominately white British background though a few from minority ethnic groups. It is located in an area of economic and social disadvantage in the midlands. The school has two classes per year throughout the school and has 70 members of staff.

The school was generally enthusiastic about ECaW although they had found impact on standards to be greater for pupils receiving one-to-one tuition. Both headteacher and class teacher were enthusiastic about the impact on teaching.

The one-to-one tutor was a retired teacher and it was her first experience of tutoring.

4.1.5. School E (Cohort 1)

School E is a school of 210 3-11 year olds with 18% from ethnic minorities. It is located three miles form the city centre of a large northern city. It had a leading teacher for ECaW.

The school was mainly positive about ECaW although they had experienced difficulties in the first year of the project. They had found the main impact to be on pupils receiving one-to-one tuition although they experienced difficulties finding tutors in the first year. The headteacher had found impact on teaching across the school. It had been particularly helpful for the newly qualified teacher.

The tutor was a retired teacher – a male specifically chosen to provide male role model to reluctant boy writers.

4.1.6. School M (Cohort 2)

School M is a Church of England Primary School in the centre of a large city with a diverse cultural and religious intake. It has Victorian buildings with 1950s extensions. At the time of the visit it had 193 pupils of 4 – 11 years.

The visit took place 7 months into the initiative and school had, as yet, no evidence of progress. However, the headteacher felt that results would be positive. The leading teacher had enjoyed the experience of helping other teachers and found this model of professional development worked well.

The one-to-one tutor was a high level TA working in the school. As a qualified teacher she was able to act as tutor unlike other TAs in other schools without QTS.

4.1.7. School N (Cohort 2)

School N is a supported school of 140 5-11 year olds. It is smaller than average and located in a rural setting in the south of England.

The visit took place 8 months into the initiative and the school was mainly positive about ECaW but restrained in their comments. It seemed to have been introduced in a rushed manner and not well implemented. They did not indicate that they had found anything new but felt it was about 'doing the same things a bit differently'. The headteacher said he felt it to be good value for the teacher but would rather the money was spent on targeting individual pupils.

One-to-one tuition had not yet started in this school although it was already well into the summer term.

4.1.8. School O (Cohort 2)

School O is a larger-than-average supported primary school that serves an area of mixed housing in the midlands. At the time of the visit it had 455, 3-11 year olds. There is a higher-than-average proportion of pupils with learning difficulties and/ or disabilities. It has close links with the local church.

The school was enthusiastic about the impact of one-to-one tuition but did not appreciate the focus on improving the quality of teaching. Both supported teacher and headteacher reported that they did not feel it necessary for their teachers.

The one-to-one tutor was also the class teacher of the pupils she was tutoring.

4.1.9. School P (Cohort 2)

School P is a suburban school with a leading teacher with 476 7-11 year olds in the south of England. It is a larger than average junior school in which there are few pupils from minority ethnic backgrounds. The percentage of pupils with learning difficulties and/or disabilities is high, whilst the number of pupils with statements for their particular learning needs is low.

The school was generally positive about the impact of ECaW, particularly for the pupils receiving one-to-one tuition. The headteacher recognised the positive impact on the leading teacher but regretted her time away from the school.

One-to-one tuition had not been received so positively as elsewhere, although no particular reason was given. The tutor was a part time teacher from a neighbouring school. Overall the headteacher would have preferred to have the money to buy some new materials.

4.1.10.   School Q (Cohort 2)

School Q is a small rural primary school with 83 4-11 year olds. Throughout the school nearly all pupils are White British and very few come from minority ethnic backgrounds. Pupils are taught in three mixed-age classes. The percentage of pupils eligible for free school meals is low compared with most schools. The proportion of pupils with learning difficulties and/or disabilities is also below the national average.

The school was positive about ECaW overall but particularly for pupils receiving one-to-one tuition. The headteacher recognised the positive impact of professional development for the leading teacher but regretted the loss of a good teacher for 26 days.

Tuition was delivered by a part time teacher in the school who was very enthusiastic about it. Parents were also enthusiastic.