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One-to-One Tuition Pilot Course Evaluation Final Report

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Contents

Executive Summary	3
1 Introduction	9
1.1 Research design overview	9
2 The one-to-one tuition pilot courses	11
3 Participants' evaluation of the courses	26
3.1 Course evaluation questionnaire (immediate)	26
3.2 Course evaluation questionnaire (retrospective)	27
4 Stakeholders' evaluation of the tuition	44
4.1 Pupils' perceptions of one-to-one tuition	45
4.2 Parents' perceptions of one-to-one tuition	49
4.3 Teachers' perceptions of one-to-one tuition	55
5 Impact of one-to-one tuition on attainment	64
6 Cost Benefit Analysis	70
7 Conclusion and Recommendations	72
References	76
Appendices	77

Executive Summary

Background

In 2009, the Government introduced a national programme of one-to-one tuition for pupils who were falling behind in English and mathematics in order to raise progression and attainment. One-to-one tuition was trialled in the Making Good Progress (MGP) Pilots and funding is available nationally for over 600,000 places in 2011.

This innovative programme of one-to-one tuition in Key Stages 2 and 3 has been underpinned throughout by concern to ensure the quality of tuition provided. To this end, the one-to-one tuition strand of MGP has been staffed only by qualified teachers. However, a report on the pilot which trialled one-to-one tuition in 10 Local Authorities (LAs) identified challenges in recruiting sufficient teachers with Qualified Teacher Status (QTS) to act as tutors (PWC, 2008). In response, the Training and Development Agency for Schools (TDA) commissioned five experienced course providers to design and run one-to-one tuition pilot courses in various locations across England. The courses were designed to equip adults who already had relevant subject knowledge, but not QTS, to work as tutors in schools. Some courses were for participants with an A-level in either English or mathematics (and a degree in another subject) whilst others were for participants with a degree in English, maths or a similar subject such as engineering. TDA also commissioned research by the Institute of Education to evaluate the effectiveness of these courses. The evaluation of the one-to-one tuition pilot courses had two components:

- a. Implementation of the pilot courses and effectiveness of the course design, content, length and delivery in preparing participants to undertake tuition.
- b. Impact of the subsequent tuition provided by course attendees on pupils.

The findings from both parts of the research are presented in this report.

Methodology

Each course provider was visited by a member of the project team during one of the courses, the course leader was interviewed and teaching sessions were observed. Documents provided for the participants were also used to inform the evaluation.

Course evaluation questionnaires were supplied by the project team and given out to the participants by the providers at the end of the courses. Similar questionnaires were completed again several months later. The purpose of having two questionnaires was to gain information about the courses whilst it was still fresh in the participants' minds and also to learn from the benefit of hindsight once the participants had tutored. The second, retrospective course evaluation questionnaires were emailed to the course participants who had a range of ways to complete and return the questionnaire, including email and online completion.

When sending out the retrospective course evaluation questionnaires, the tutors were also asked to pass on questionnaires to the pupils they tutored and to their parents and subject teachers.

The impact of tuition on pupils' progress was examined through the analysis of data provided by the Department for Education (DfE). The progression of pupils receiving tuition from the non-QTS tutors was compared to that of all pupils who did not receive tuition.

Findings

The courses

Five course providers ran 19 courses in nine locations, placing participants in the 10 participating MGP LAs. Each provider ran courses which were very different to those from the other providers and each had elements which were found to be particularly helpful in preparing the participants to tutor effectively.

Generally the providers felt that the quality of participants on their courses was very high, despite the fact that few had been turned away for any reason other than the courses being oversubscribed. Recruiting participants was straightforward for many of the providers, with some being entirely reliant on referrals from the Teaching Information Line. In the early stages of the first courses to be run, some were undersubscribed since providers relied on local advertising for courses being run at short notice.

All the courses placed their participants in schools for at least two days although it was found that those who had more time in school (up to five days in some cases) gained the most from the experience.

The time spent in schools included observations of pupils and teachers which the participants found useful and some of the participants also had the opportunity to practise one-to-one tuition, which was found to be invaluable. Some courses had not included this in their planning but those who had the opportunity gained so much from it that incorporating the opportunity to practise one-to-one tuition should be considered a vital part of the time spent in schools.

Often the participants who were least satisfied with the course in terms of what they learnt and the time spent in school, were those who had worked in schools before, usually in positions such as teaching assistants. For them, much of the school background information such as Key Stages and assessing pupils was felt to be unnecessary, as was the amount of time spent observing pupils and teachers and helping groups of children. The courses provided little or no differentiation in these areas, with small consideration of previous knowledge and experience of individual participants. Although courses adapted for the needs of the majority of their cohorts, the needs of the minority could not be very well catered for in the pilot.

The participants attending the courses were all graduates with either a degree or an A-level in mathematics or English (or a closely related subject). There was very little (if any) variation between courses for those with different levels of qualifications and given the amount of subject knowledge passed on to the participants, it seemed unnecessary for the two groups to be separated.

The amount of subject knowledge taught was generally considered to be sufficient, particularly considering the fact that most participants felt they already had enough knowledge. Many participants would have liked more curriculum knowledge and more information on teaching methods. CP4 was the only course which combined all three areas, and this was the course that was most highly rated by the participants. However the number of CP4's participants submitting their views was very small so it would be unwise to make recommendations based solely on these results.

Once the course participants had successfully completed the taught element of the course (including school placements), the majority progressed to the next stage. This consisted of the participants tutoring in schools, working with up to three pupils providing 10 hours of tuition for each pupil.

Some providers were very involved in finding employment for the participants whereas others were less so. Employment after the courses was most straight forward if the tutors worked in the same school in which they had carried out their placement.

Participants' views of the courses

77% of the participants were keen to continue tutoring. The tutors found the work rewarding and satisfying since they could perceive the effect that their tuition was having upon the pupils.

Most participants found that time spent in school placements was helpful since it familiarised them with the way in which schools worked and the ethos and language of the classroom. Participants appreciated being able to observe a variety of teaching methods and the opportunity to observe pupils and develop a relationship with them. Some of the 22% who worked in schools as teaching assistants mentioned that they gained little from the placement since they were already familiar with what they were observing. This suggests that the courses should incorporate greater levels of differentiation to enhance the understanding of individual participants.

Some tutors did not carry out the 10 hours of tuition or were not willing to tutor in the future. This was often as a result of other commitments but the distance many were travelling to school in order to tutor was also a factor. This, combined with only working for a few hours each time, meant that for some it was uneconomic to tutor.

When questioned at the end of the courses, the vast majority of participants (97%) stated that they felt ready to provide tuition. Several months later, when the majority were tutoring in schools, one third (35%) would have liked to receive more information on the curriculum and one in five (18%) more input on teaching methods.

Several months after the course had finished, 47% were definitely considering teaching as a career whilst 26% said that they might consider it.

Stakeholders' evaluation of one-to-one tuition

72 pupils completed questionnaires in which they were asked for their views of tuition and its impact. On the whole the pupils were very positive about receiving one-to-one tuition with 88% stating that they either liked it a little or a lot. The pupils stated that they enjoyed the tuition because not only was it fun and they liked the tutors but it also helped with their learning and helped them to improve their grades or prepare them for their exams.

The majority of pupils felt that they had benefitted from the tuition. Before starting tuition, the pupils were less confident in their tutored subject than they were in their non-tutored subjects but after tuition the pupils reported that they felt that their ability in the subject had increased (97% of pupils) as had their participation in lessons (77% of pupils). 91% of the pupils stated that they were more motivated than prior to tuition and their ability to learn independently had improved (83% of pupils).

The pupils' parents had similar views, they were aware that their children enjoyed the tuition, stating that this was because their children's confidence increased and that they benefitted from working in an environment with no distractions. Reasons for not enjoying tutoring included sessions which were 'boring' or repeating information the pupils felt they already knew.

95% of parents felt that their children's ability in the tutored subject had increased as a result of the tuition with 91% stating that their motivation had increased and 83% that the amount their child participated in class for the tutored subject increased. The parents also believed

that their children had improved in their ability to learn independently in the tutored subject (83%). The parents were asked if they had noticed any other changes in their children as a result of the tuition. 24% of parents mentioned an improved attitude towards the subject and/or revision and others observed that their children appeared to be more conscientious about their work (20%).

The teachers were asked similar questions and produced comparable answers to the pupils and the parents. 81% said that the pupils' ability to work independently had increased and 84% reported an increase in motivation. 77% also believed that pupils' participation in lessons had increased whilst 88% felt that the pupils' ability in the tutored subject had improved. The teachers also reported that pupils were enjoying the tuition (89%).

Although the teachers found the tutors easy to work with, they were concerned about the amount of time required of them to support the tutors.

The impact of tuition upon pupil progression

Before tuition commenced, pupils who went on to receive tuition had significantly lower baseline attainment, on average, than the pupils in the non tutored group.

Taking into account baseline attainment data and pupil characteristics (such as free school meals, gender, special educational needs status), pupils who received one-to-one tuition in mathematics from a non-QTS tutor made similar levels of progress to pupils who received no tuition.

Pupils who received one-to-one tuition in English from a non-QTS tutor made similar levels of progress to pupils who received no tuition, with the exception of year 7 where pupils who received tuition made significantly more progress.

The number of pupils in the analysis samples was small, therefore caution should be taken when interpreting the findings.

These results suggest that the pupils who received one-to-one tuition from the non-QTS tutors made a similar amount of progress as the pupils who did not receive tuition. Although these pupils did not catch up with their classmates, they began to progress at a similar rate, so they were no longer falling further behind.

Recommendations

1. National roll out of training

- It is recommended that the courses training adults to become non-QTS tutors should be rolled out nationally with the following considerations.

2. Eligibility of tutors

- In addition to a degree in English or mathematics (or subjects which demanded high levels of English or mathematics such as engineering) or degrees in other subjects with A-levels in English or mathematics, admission onto the courses should also include an interview and a written assignment to ensure high standards of spoken and written English.

3. Courses and structure

- The courses do not need to be differentiated for those who have either A-level or degree level subject knowledge.

- The duration of the courses should allow for a minimum of five placement days in school. The placement days should not be consecutive but interspersed with the taught element of the course to allow for feedback and learning. These elements of the course should be carefully planned in light of participants' background and experience.
- The taught element of the courses should include:
 - Information on how schools work (including educational terminology, AfL, APP, and Key Stage information).
 - Information on what will be expected of the tutor and the pupil's teacher.
 - Knowledge of how children learn and awareness of barriers to learning.
 - Guidance on how to structure, plan and deliver a tuition session (and understanding when to deviate from that plan).
 - Guidance to help participants identify pupils' learning needs – recognizing misconceptions, a need for consolidation and readiness to acquire new knowledge.
 - A wide variety of teaching methods appropriate for one-to-one tuition sessions, designed to either consolidate or further a pupil's knowledge.
 - Knowledge of the curriculum - including guidance and practise using the curriculum to understand how the curriculum works and how to use it to identify what the pupil needs to be taught next.
 - Some subject knowledge should be taught to ensure participants are up to date with the modern curriculum.
 - Debriefing sessions after placements must be included (preferably as soon as practical after placement). These should give participants the opportunity to discuss what they observed and pass on what they observed to others as well as discussing any difficulties.

4. Assessment

- End of course assessment should include:
 - Assessment of a one-to-one tuition session.
 - Evidence of planning and working with the curriculum to consolidate and further knowledge and use of teaching methods (and resources) for particular scenarios.
 - Assessment should also include a case study of a pupil selected for one-to-one tuition. The case study would detail the chain of events from the observation of the pupil in class, the way in which the class teacher chooses and sets objectives, designing a tuition session for the pupil, location and design of resources, delivering the tuition session and writing a reflective log of the session. The case study should analyse and reflect on each of these elements.

5. School placement

- The time spent in school should include:
 - Time observing classroom sessions in order to understand modern teaching methods and see them in action.

- Participants should spend some time observing pupils, to understand their barriers to learning and the way in which pupils work with other pupils and staff for effective learning.
- Participants should observe at least one, one-to-one tuition session provided by an experienced tutor.
- Observations in school should be carried out with a clear focus (such as teachers' questioning techniques) so that the participant fully understands the aspects they are observing.
- The time spent in school must include delivery of one-to-one tuition sessions. It is recommended that the participant delivers at least three sessions throughout the time in school. Whenever possible these should be observed by other participants or members of staff from the school or the course provider and formative feedback given. The final session should be towards the very end of the course and should be observed by a member of staff (from the school or course provider) and included as part of the final assessment of the course.
- It is preferable that participants experience tuition at both primary and secondary levels if possible.

6. Getting into tutoring

- A probationary period is proposed. Only after successful completion of the course and the probationary period (the suggested duration is 10 sessions of tuition for three pupils each) should a tutor become a fully qualified tutor.
- The transition from the end of the course to the probationary period should be swift and straightforward. In order to facilitate this, if possible, the probationary period should be carried out at the same school in which the participants had their placements. In addition, participants should be advised that they should take an active part in communicating with school.
- Should the pilot model of working with the LAs be used in a national roll out, then a close working relationship between the LA and the course provider and schools is necessary to ensure support from the schools and finding placements for participants. There should be high levels of communication on both sides and mutual respect for the initiative and each others' roles. In a national roll out, care should be taken to ensure that roles and responsibilities are communicated and agreed.
- Schools could advertise for new members of staff to send on the courses (or send existing staff). The entry requirements for these participants would be the same as for other participants and the assessment of them would be equally stringent. Applicants would be expected to apply for places and schools would be funded.
- There are clear guidelines for providers and schools with regards to CRB checks. All the relevant parties should be encouraged to understand and use them.
- Schools should be made aware that non-QTS tutors who have little experience of working in schools may require additional support. Schools should draw up plans to provide mentoring support. The financial implications of such an approach would need to be considered.

1 Introduction

In 2009, the Government introduced a national programme of one-to-one tuition for pupils who were falling behind in English and mathematics in order to raise progression and attainment. One-to-one tuition was trialled in the Making Good Progress (MGP) Pilots and funding is available nationally for over 600,000 places in 2011.

This innovative programme of one-to-one tuition in Key Stages 2 and 3 has been underpinned throughout by concern to ensure the quality of tuition provided. To this end, the one-to-one tuition strand of MGP has been staffed only by qualified teachers. However, a report on the pilot which trialled one-to-one tuition in 10 Local Authorities (LAs) identified challenges in recruiting sufficient teachers with Qualified Teacher Status (QTS) to act as tutors (PWC, 2008). In response, the Training and Development Agency for Schools (TDA) commissioned five experienced course providers to design and run one-to-one tuition pilot courses in various locations across England. The courses were designed to equip adults who already had relevant subject knowledge, but not QTS, to work as tutors in schools. Some courses were for participants with an A-level in either English or mathematics (and a degree in another subject) whilst others were for participants with a degree in English, maths or a similar subject such as engineering. TDA also commissioned research by the Institute of Education to evaluate the effectiveness of these courses. The evaluation of the one-to-one tuition pilot courses had two components:

- a. Implementation of the pilot courses and effectiveness of the course design, content, length and delivery in preparing participants to undertake tuition.
- b. Impact of the subsequent tuition provided by course attendees on pupils.

The findings from both parts of the research are presented in this report.

1.1 Research design overview

The aim of stage (a) was to gain an understanding of the views of course providers, participants and teachers in the schools where tuition was undertaken, concerning the nature, relevance and quality of the one-to-one tuition courses. Information for this stage of the research was gathered from face-to-face interviews with course providers, brief observation of courses and collection of course materials such as timetables and other documentation.

Participants' evaluations of the courses were collected from two questionnaires, the first completed at the end of the course and the second retrospectively, when experience had been gained of employment as a tutor in school.

Stage (b) aimed to evaluate the impact of tuition provided by those who attended the pilot courses. It comprised three strands.

- i. The academic progress of pupils in receipt of tuition from tutors who attended the course. Progress of pupils was assessed using teacher assessment data from before, during and after the tuition.
- ii. Teachers' perceptions of the impact of one-to-one tuition on pupils' progress and attitude to learning.
- iii. Stakeholders' perceptions on the impact of one-to-one tuition on pupil learning and attainment.

Using teacher assessment data supplied by DfE, a comparative analysis was undertaken of the academic progress of pupils who were in receipt of tuition from tutors who attended the courses and pupils who did not receive tuition. Baseline data collected in autumn term 2009 was available for both groups.

The views of teachers the participants worked with during their 10 hours of tuition were gathered through questionnaires.

Stakeholders' perceptions of the impact of tuition were collected through questionnaires to pupils and parents.

2 The one-to-one tuition pilot courses

Introduction

Five course providers supplied 19 courses in nine different locations around England. All of the providers were experienced in the delivery of teacher training and they included both commercial organisations and Higher Education Institutions. They were deliberately selected to represent a variety in terms of course design and delivery.

Once the participants had completed the course as supplied by the providers, (including school placements) they progressed to working in schools as tutors. This usually consisted of approximately 10 hours of work - delivering tuition for three pupils, up to 10 hours of tuition for each pupil. Some course providers were more proactive than others in helping participants to find work.

Methodology

The project team visited each of the course providers for one day during one of the courses. Discussions were held with the course leader and occasionally the course administrator as well (if necessary). The teaching sessions that day were also observed. Copies of all the course notes received by the participants were requested.

Course provider background

To maintain confidentiality, the five course providers are referred to as CP1 to CP5.

CP1

CP1 is a commercial organisation which offers a range of programmes including Return to Teaching. CP1 aims to be responsive to the requirements of LAs, schools and pupils, and has a strong ethos of focussing on the needs of the child, which is reflected in their course content.

Six courses were run by CP1, three in the Midlands and three in the South of England. Each course was two weeks' duration and offered as either a part time or full time version which ran concurrently. Participants on the part time course shared some sessions during the day with the full time course and also attended sessions in the evening, one day at the weekend and undertook more home study. Initially, participants who had a degree in English or mathematics (or a degree with a high proportion of these) were catered for on the same courses as those who had an A-level in English or mathematics and a degree in another subject. At the request of the TDA the later courses which were run in a different LA separated these participants into two different courses (although each course had identical content).

School placement on these courses consisted of three mornings in school in the first week and one day in the second. After successful completion of the two week course, participants carried out their 10 hours of tuition in the same schools which provided their placement.

CP2

CP2 is a Higher Education Institution and a provider of PGCE courses, the Return to Teaching programme and the Student Associate Scheme (SAS). The provider viewed the course as a two week "theory course" followed by a 10 week practical.

CP2 ran two-week courses based at its campus for participants with degree level subject knowledge. School placements were provided in two local London LAs, and comprised one day in the first week and two days in the second week of the course. The names of those

who successfully completed the two week course were passed to the LA which arranged the 10 hours of work as a tutor in school.

CP3

CP3 is a large, commercial organisation which is an accredited provider of courses such as the Graduate Teacher Programme, Return to Teaching, Student Associate Scheme and Taster Courses. It has a large permanent staff as well as many consultants who may be called upon to help provide specialist knowledge. The provider reasoned that the majority of the participants would be attending the course from a non educational background and so their course started with a focus on pedagogy and curriculum to provide a context for the content that followed.

CP3 ran a total of six courses in three LAs in different parts of the country. The courses for the participants with subject knowledge at degree level were run separately from those with subject knowledge at A-level standard but the two types of course were designed to be identical in their content. All courses were three weeks duration, consisting of four full days, seven twilight sessions and two days in school. Some of the participants returned to work in their placement schools for their 10 hours of tuition.

CP4

CP4 is a subsidiary of a Higher Education establishment, which focuses upon providing support and training for management and leadership within a variety of settings including schools and LAs.

The provider was keen to encourage the course participants to look at the bigger picture before starting to focus on an individual child. The aim was to instil the understanding that just focussing on what needs to be done during a tuition session is not enough – it needs to be placed within the context of the child's learning. In line with this aim, CP4 chose to run all its courses in schools, so that participants, who had not been in school for many years, would become familiar with the ethos and experience of school settings.

CP4 ran two courses in the Midlands, each of three weeks' duration. Participants did not attend all sessions as they were divided into curriculum subject groups for sessions covering subject knowledge and related pedagogy and curriculum. Both courses were for those who had an A-level in either English or mathematics and a degree in another subject. Five days for placements were timetabled into the first two weeks and three in the final week, although in practise some participants received fewer placement days.

At the end of the course the names of successful participants who wished to work as tutors were passed to the LA which worked with the course provider to make all the necessary arrangements so that participants could return to their placement schools for their 10 hours of tuition.

CP5

CP5 is a commercial organisation that provides a range of educational services focussing particularly on the Return to Teaching programme.

The one-to-one tuition course was designed to help the participants understand the pupils; to learn about school issues such as intervention strategies; where to get information, and how to develop a programme of tuition.

CP5 provided three courses in two very different LA in different parts of the country. Their course was shorter than those of other providers, being delivered over two weekends, with participants spending two days in school during the intervening week. At the end of the course the participants continued to tutor in the same schools for their 10 hours of tuition.

Figure 1.1: Summary of background course information

	CP1	CP2	CP3	CP4	CP5
Provider type	Commercial	HEI	Commercial	HEI Subsidiary	Commercial
No of courses	3 Midlands 3 South	2 London	4 North 2 London	2 Midlands	2 North 1 South West
No of LAs involved	2 LAs	2 LAs	3 LAs	1 LA	2 LAs
Length/pattern of course	2 weeks (FT and PT)	2 weeks FT	3 weeks: 4 full days, 7 twilight sessions	3 weeks	2 weekends (plus 2 days in school)
Location	Community centre	Campus	Community centre	School	Hotel
A-level or degree	Both: initially together, then separate courses	Degree	Both	A-level	Degree
Length of school practise placement	2.5 days	3 days	2 days	5 days	2 days
Arrangements for 10 week employment as a tutor	Continue in placement school	Placed in 2 nearby LAs	Continued in placement schools	LA arranged to continue in placement school	Continue in placement school

Setting up the one-to-one tuition courses

Key findings

- The input from the LA contacts varied widely but was most effective when the contacts were supportive of the initiative and when both parties worked hard to maintain effective communication with each other. This facilitated the process of securing school placements for participants and subsequent employment.
- Schools open to the idea of non-QTS tutors were willing to accept participants when they realised that they would have the uses of a tutor for 10 hours for three pupils without any associated costs.
- Once the first cohort had proved themselves it was easier to place more participants in a school.
- CRB checks caused difficulties and delays. Although the situation has been clarified, clear guidance from the DfE and Ofsted needs to be given prior to recruiting participants and schools.
- The course participants came from a wide variety of backgrounds, some were straight out of university whilst others had worked for many years as lawyers, engineers or architects. There were also many full time mothers and teaching assistants. The fact that a sizeable proportion of participants had already worked in

schools meant that they were already familiar with some of the course content. It is recommended that courses take previous professional experience in the classroom into account when accepting participants onto courses and that coursework and placements are differentiated to meet the needs of participants with differing experience.

- Many of the participants were recruited onto the courses as a result of making contact with the TDA's Teaching Information Line. This meant that for some of the course providers, recruitment onto the course was straightforward with no advertising needed since all spaces were filled by referrals from the Teaching Information Line. Some course providers did advertise, particularly in the early stages before referrals began.

Setting up the one-to-one tuition pilot courses involved liaison between a course provider, Local Authorities (LAs) and schools. All the providers offered courses working with two or three pilot MGP LAs which necessitated communication with different personnel in each LA. Providers needed to obtain information from LAs about the schools involved in the project so that placements could be provided for course participants and opportunities provided for 10 hours of work as a tutor upon successful completion of the course. Effective communication was key to successful start-up.

The role of LAs

Representatives from the Local Authorities were involved with the courses as they were setting up. The LA contacts were to act as intermediaries between the course providers and MGP schools, providing support to help the course providers find placements for the participants and some also played a part in finding employment for the participants after the course. The extent to which the LA representatives were involved varied from one provider and LA to another.

The role of the LAs could be removed if a suggestion made by CP5 were to be implemented in a national roll out. This provider considered that the most straightforward way to conduct the courses would be to allow schools to recruit those whom they felt would make good tutors. They could then be sent on a training course with placements carried out in the employing school, thus reducing the need for course providers to find placements for participants. Certainly it would cut out the amount of administration and communication needed, course providers could advertise a course, and the schools would send their chosen individuals to participate. There would however be issues surrounding terms and conditions of employment since presumably a school would only want to offer employment as a tutor to those who successfully complete the course. In addition, schools would have to apply for places for their new employees which could result in delays. However, the school would then have a tutor who was fully trained and working to the amount required by the school. After the course the individual would have support from the school and it would be in their interest to include the new tutor in any training and career development work. In a national roll-out, this is an idea which deserves consideration and is investigated further in the conclusion of this report.

Case Study – Working closely with the Local Authority for a successful outcome

CP4 thought that there could have been problems finding placements for participants but this was not the case because they liaised closely with the LA contact from the beginning.

CP4 were slightly delayed in arranging school placements because they felt that it was 'absolutely crucial' to get the backing of the LA before attempting to get schools on board. They therefore met with the LA contact and discussed the choice of schools together. By this time the LA had already met representatives from the schools at a network meeting and had requested any questions they might have about the pilot. These questions were then passed to CP4 who found them helpful since they raised their own awareness of schools' concerns and they were able to address them in the planning of the courses.

With the aid of the LA, schools were specifically chosen to demonstrate leading practise in terms of one-to-one tuition and courses reflected what the schools wanted the non-QTS tutors to provide.

The LA contact attended the final day of the course to listen to the participants' presentations and to witness their progress. The LA contact was then given the names of those who successfully completed the course and were willing to undertake the 10 hours of tuition. The LA contact was instrumental in finding the participants' work in schools. Generally the participants returned to the same schools they had attended for placement.

"You have got to get the Local Authority on board... I want them (the schools) to feel as though they are contributing to the bigger picture of the Government's agenda, that's how I see it. Just as these people are contributing to the school's agenda, then the Local Authority have got to contribute to the Government's agenda"
Course Leader, CP4

Access into schools

Gaining access into schools was affected by the involvement of the LA contacts, school factors (such as the proximity of Christmas or Ofsted inspections) and the way in which placements/employment afterwards were dealt with.

Providers worked hard to develop good relationships with schools through phone calls and visits. In several cases (such as CP1) once the first cohorts of participants had carried out successful placements in schools, many of the schools were happy to accept a second or even third cohort of course participants.

Four of the providers, CP1, CP3, CP4 and CP5, arranged course placements within schools with at least some of the participants then continuing in the same schools for their 10 hours of employment as a tutor. CP5 did not find this process problematic in one of their LAs where they had a lot of support from the LA contact (as did CP4) but did have some difficulties in their rural LA. CP1 had some schools which were initially hesitant about participating but when it was explained to them that they would have a tutor to work with three pupils for 10 hours each at no cost to the school, most schools were very happy to participate. .

Journey times were an issue in some LAs where providers found it difficult to arrange schools that the participants could reach without very long distances to travel. This was mainly an issue in the large or rural LAs where difficulties in placing participants in easily reachable schools resulted in some of the participants dropping out.

The issue of placing students within schools is one well known to any course provider but the innovative nature of the pilot perhaps contributed to the challenges faced by providers. In order to address these challenges, providers worked hard to establish good relationships with schools through frequent contact. Some providers took the opportunity to go into schools to meet some of the relevant staff; this was viewed as being particularly helpful. The high quality of participants when on placement also encouraged some schools to accept more participants from later courses. Placing participants in the same schools for their placement and post course employment was an incentive for some schools to participate and should be recommended.

CRB Checks

Many of the providers experienced some confusion over CRB checks and disclosures, some schools were unwilling to allow participants in for either school placement or employment. At the time, schools were tightening up their procedures for allowing adults into school without a CRB disclosure. This was exacerbated by the fact that some participants were accepted too close to the start of a course to have the checks completed in time.

In order to prevent confusion from occurring again, it is suggested that clear guidance about CRB checks should be supplied to course providers prior to setting up courses. This guidance should be approved by Ofsted so that schools can feel reassured that they are acting correctly.

Full disclosure is needed when the participants start to carry out the 10 hours of tuition and in order to prevent any delays occurring, course providers should be encouraged to apply for CRB disclosures as soon as participants have been accepted onto the courses.

Recruitment and retention of participants

Recruitment

The age range of the participants was very wide, from those in their 20's to others in their 60's. They came from a range of occupational backgrounds, some being straight out of university, while some had been working for many years as architects, engineers and teaching assistants and others were full time mothers, lawyers and teachers qualified abroad. Some participants saw the one-to-one tuition course as a way of trying teaching without putting in a major commitment whilst others were hoping that it would help them to gain entry to an Initial Teacher Education (ITE) course. The results from the Course Evaluation Questionnaire show that several months after the course, once many had been tutoring for a while, 47% were considering a career in teaching.

Recruitment onto the courses was quite successful with some of the courses running with their full quota of participants. Many names were passed to providers by the TDA's Teaching Information Line which proved to be a highly effective method for attracting interest in the one-to-one tuition courses. CP2 reported that it did not need to advertise at all as all 18 participants on their first course came through this route.

Some course providers found it more difficult to recruit participants but this was largely due to lack of time available for recruitment to courses running in the early autumn. Once the courses were up and running there was quite a lot of interest in them. CP3 for example stated that they had approximately 100 people on their six courses but that overall interest in the courses was approximately double that. They would have liked more time for recruitment since applications were still arriving when the courses had already commenced. Courses offered by other providers also reached their limit of 20 participants.

Providers used a variety of ways of assessing applicants' suitability for the courses. In addition to assessing applicants' qualifications, the course providers all included some form of interview though this varied from telephone interviews (CP1) to group interviews (CP2) and individual face-to-face interviews (CP4 and CP5). CP1 accepted anyone who had the correct qualifications and was keen to take the course and they carried out a brief telephone interview to find out more about the applicant's qualifications and motivation for applying. CP2 invited all applicants to a group selection interview. CP3 accepted all applicants with the correct qualifications and asked them to submit a statement about why they would be a good one-to-one tutor. The first day of the course was treated as a 'quasi' interview day, during which participants had individual conversations with the providers.

Retention and progression

Once on the course nearly all the participants went on to complete successfully. There were a few who did not reach the required standard (as discussed in the later section on Assessments) and a small number who started but did not complete the course either due to other commitments or through feeling after a few days that the course 'wasn't for them'. In the latter cases, the providers tended to agree with the participant's view.

Generally, the course providers were pleasantly surprised by the quality of participants they recruited. CP3 commented that the quality of their participants was "phenomenal", while CP1 were "amazed and awestruck" by the "exceptional" quality of the participants they recruited. CP5 felt that the majority of those who completed their courses would become excellent tutors. CP2 were also impressed, finding that the participants who put in good applications performed even better at interview, with good prospects for doing well on the course. CP4 was particularly impressed by the participants' commitment to complete the course despite the possibility that they might not get work once the pilot was over. Course providers also commented on their participants' insightful nature, the fact that they were articulate and had high levels of understanding about pedagogy and their role as a tutor. They felt that the participants appeared to have the right mix of personal attributes such as good listening skills and empathy. Course providers were rather unsure about reasons for this high level but CP3 suggested that it was a result of the nature of the role of a tutor and the application process, as many of the participants had come through queries to the Teaching Information Line which is designed to give interested parties information about how to enter the teaching profession. In a national roll out this method of recruitment is likely to attract high quality applicants.

The courses

Key findings

- Most courses provided little or no subject knowledge since the participants were accepted onto the course in the belief that they had sufficient subject knowledge. Information about the curriculum was not given in detail on the majority of courses as it was reasoned that the area to be covered was too large and could not be covered adequately. Participants were therefore given the tools to find and use information when it was needed. This approach was not particularly successful in terms of the curriculum knowledge, as although they agreed with the strategy initially, once they were tutoring, participants felt that they did not have enough knowledge of the curriculum. Curriculum knowledge, though difficult to teach, does therefore need to be covered in greater depth during the courses. The approach of providing information about where to find subject knowledge was more successful.

- The focus for most of the courses was on pedagogy. Course providers informed participants of the different ways in which children learn, their barriers to learning and the variety of teaching methods which participants could use when taking these into account. These were aspects which were well received by the participants, they felt they would be able to tutor better as a result of understanding how children learn and being aware of what could prevent learning. The fact that they were given strategies to help them in such situations was appreciated.
- Whilst some courses focussed heavily on lesson plans and objectives, other courses spent very little time on these areas. Learning how to structure and plan a tuition session was greatly appreciated by the participants. However, participants also need to understand that plans should act as guidance for a session and at times it may be appropriate to deviate from the prepared plan.
- Not all the courses included one-to-one tuition sessions in the school placement. Participants were encouraged to take the opportunity of tutoring if they could but it was accepted on most of the courses that this was not always possible. The participants felt that the opportunity to practise their one-to-one skills with pupils was extremely useful and generally those who did not have the chance to tutor would have liked the opportunity to do so. Including tutoring in the school placement allows the participant to develop new skills and reflect on them with support from course leaders and participants. The tuition sessions in school should be observed by appropriate members of course teams or school staff and formative feedback provided. Only two providers included tutoring pupils as an integral part of their assessment. Other measures of participant assessment included their general input during the course, course work, role play and presentations.

Course staffing

The majority of those who taught on the courses had many years experience of working in education. All the courses ran with at least some sessions being taken by the person who had been heavily involved in putting the bid together, often the head of the organisation. With the exception of CP2, other consultants were brought to deliver sessions as appropriate for their speciality. CP2 had two main lecturers from the organisation who team taught virtually every session, bringing in a third member of staff for occasional subject knowledge input.

The staff and consultants delivering the lectures and sessions were rated very highly by the course providers; they viewed their consultants as the face of their organisations so that any course would only be as good as those delivering them. Therefore, they recruited consultants with many years of experience as teachers, headteachers, deputy headteachers and advisory teachers. Although most of those running the courses had worked in education for many years as teachers and consultants, only the consultants employed by CP3, CP4 and CP5 had experience of one-to-one tuition.

Course content

Since all providers were in the business of delivering teacher education programmes, they drew on their experience when designing the one-to-one tuition pilot courses. All the courses covered five main areas: background information, assessment information, details of the curriculum, subject knowledge, pedagogy, and school and teaching experience.

Background information

Courses included a certain amount of information to provide a meaningful context which would help the participants to make sense of and understand their experiences in school. This included the National Curriculum and Key Stages, the terminology used in schools, national standards and Key Stage tests. Often these were included in lectures and in the materials provided but did not show up on the course timetables. Whilst some providers included this information from the outset, others added these topics retrospectively to make up for the participants' lack of knowledge – as CP2 said “We didn't know, what they didn't know”. Generally the providers considered that this type of information was invaluable as it helped participants both to put their school visits into context and also to develop a greater understanding of the role as a tutor.

Information on pupils' assessment in schools

Information on assessments could perhaps be included in 'background information' but the emphasis the courses put on this area was somewhat greater than that of the general background information. Some courses spent half a day on assessment information whilst others spent slightly less. The areas covered were usually Assessing Pupils' Progress (APP) and Assessment for Learning (AfL). Providers felt that it was important to include this information although the participants would not be using it themselves.

Subject knowledge

The amount of subject knowledge incorporated into the courses varied. CP1 did not supply any subject knowledge and CP3 provided information through distance e-learning. CP2 provided four hours of subject specific sessions whilst CP5 had one session timetabled. Their reason for providing so little subject knowledge was similar to that given for the curriculum, that in order to cover everything adequately, a course would have to be significantly longer and might still not supply the information needed. In addition to this, the participants were deemed to have sufficient subject knowledge as this was one of the criteria for admission to the courses, therefore large amounts of detail on the subject would not be necessary.

CP4 ran courses which separated the participants into English and maths for most of the sessions. Within this time the participants looked at aspects such as the topics the pupils struggle with, how to use the most effective strategies, providing explanations and dealing with misconceptions. For CP4 therefore, most pedagogy was taught in subject groups which allowed ample opportunity for the participants to focus on particular subject areas in the curriculum and then learn appropriate teaching methods to deliver it. Some participants attended sessions for both subjects and felt that they would have missed vital information by only attending their own subject.

Curriculum knowledge

Most of the courses appeared to take the approach of supplying participants with an overview of the curriculum, including the national curriculum, national standards and frameworks, and where to locate specific curriculum information when it was needed. The participants were all supplied with lists of websites which would be useful,

None of the courses spent much time on information about the curriculum, usually less than one session was devoted to this area but participants were often expected to undertake some home study; CP1 for example expected their participants to read the literacy or numeracy frameworks. The reasoning behind the provision of only a small amount of time spent studying the curriculum was, as CP5 stated, the fact that the extensive nature of the curriculum made it impossible to study thoroughly in the time available. The participants agreed with the argument that they could not be expected to cover the curriculum in full and

most initially agreed with the strategy adopted by the providers of supplying them with a broad overview of the curriculum and the knowledge of where to find more information.

The only course which varied from the pattern above was CP4 which had separate sessions dealing specifically with mathematics or English (although some participants attended both). In these sessions the provider combined subject and curriculum knowledge, along with teaching methods, so that when discussing the curriculum, they did so in the light of a specific aspect of the subject. CP4's participants were more satisfied than other participants were with the amount of curriculum knowledge they had received (however this is based on a small number of responding participants from CP4 so care should be taken when drawing conclusions).

Pedagogy and tutorial planning

The emphasis on most courses was on pedagogy and on how to prepare for a tutoring sessions such as writing lesson plans. The courses discussed barriers to learning, looking at them from angles such as school, social, home life and the children's personal perspective. In addition to this the courses covered how children learn, including different learning styles, such as visual, auditory and kinaesthetic learning. CP5 particularly paid attention to this.

The language used with pupils was discussed, as were strategies to increase the pupils' interest in the tasks and how to make a tuition session enjoyable. Ideas for building a good working relationship with pupils were also explored. Teaching strategies were included in all the courses and some also covered a little work on behaviour management, particularly the underlying causes of poor behaviour and methods to prevent challenging behaviour occurring in tutorials. Some courses such as CP5 and CP3 also looked at questioning, the latter particularly investigated the different types of questions along with prompting and probing, discussing when each of these should be used and the different vocabulary that should be used.

In addition to the pedagogy that was taught to all participants on CP4's course, additional pedagogy was taught during four subject specific knowledge sessions. During this time, areas of each subject that pose particular challenges for pupils were discussed along with strategies to help pupils overcome their difficulties.

Feedback from school visits prompted further discussions about teaching strategies since course participants began to spend time with the pupils, learning about the difficulties that they were having. This helped participants understand why the problems were occurring and how they might be dealt with.

Designing one-to-one sessions was given greater emphasis by some courses than others. CP1, for example, spent a lot of time looking at Initial Tuition Plans (ITPs) and lesson plans as well as the aims and objectives of a lesson. Whereas CP5, by necessity of its short course, spent very little time working on lesson plans and objectives and CP3 appeared to focus rather more on the ITP than on lesson plans.

School and teaching experience

As noted above, providers allowed between two and five days of school experience, yet in practise some were unable to provide the full amount of time for all participants. Several of those on CP2's first course missed the first placement day owing to difficulties finding placement schools in time and other providers also found that some of their participants could not attend school during the expected times because of events such as the arrival of Ofsted.

CP4 aimed to give participants the opportunity to work in both primary and secondary schools but were unable to do so, largely due to the difficulty of securing a sufficient number of school placements. The provider found that participants tended to view working with primary children as an easier option, without realising how difficult it can be to explain very basic concepts. CP4 felt that offering participants the chance to experience tutoring in both phases would have enabled them to make an informed choice about working in primary or secondary schools.

All providers included a period of observation during the school placement element of the course. The most common aims of the observations were to observe the language and methods used by the teachers, the behaviour of the pupils (including avoidance behaviour) and the reasons why off task behaviour occurred. Participants were given clear objectives for observations so that they knew what to look for in order to make the most of their time in school. These observations provided a good foundation for the discussions that followed between participants and course leaders.

Other than including observations, the course providers all put a different emphasis on the school placements. CP1 participants observed the teacher for the first morning, the pupil for the second, then had a chance to observe a practise tutoring session (from another participant on the course) and carry out a practise tutoring session themselves. On the final day they carried out another tutoring session, observed and assessed by one of the consultants working for the provider.

CP2 spent the first day observing pupils and the next two days sitting at desks helping children, with the possibility of working on a specific topic if the teacher could find something appropriate. CP2 encouraged the schools to allow the participants to do some one-to-one tuition but accepted that it was up to the school whether this would occur or not.

CP3 participants spent two days in school, the first being used to observe teachers in the classroom and to study how children learn and react. If any one-to-one tuition was taking place, it was hoped that the participant would be able to observe it. Day 2 was considered a trial working day during which they would plan a tuition session with the advice of a teacher, carry out a one-to-one tuition session observed by the teacher who would then report and feed back to the participant. The participant would then take on board the teacher's comments and incorporate them into the second tuition session.

CP4 planned to provide a first placement of two days and a second of three days. The first placement was used to observe and the second gave the participants the opportunity to work with a small group of pupils. It was left up to the school to decide whether the participant could do a little one-to-one tutoring.

CP5's participants spent two days in school developing a case study of a pupil. The first day was used to observe lessons in the morning and to shadow a pupil in the afternoon. The second day was spent interviewing the pupil in the morning to practise the skills needed for developing a working relationship, followed by shadowing the pupil again in the afternoon, to add further to the case study they were building.

There were therefore many similarities between the structures of the placements. Although it would appear beneficial to give the participants the chance of practicing their tutoring skills, the providers were aware that they were reliant on the good will of the schools and understandably, did not want to force the situation, accepting that not every participant would be able to practise one-to-one tutoring. Only CP1 and CP3 included one-to-one tuition as an integral part of their placement structure but the fact that they were able to do so shows that finding placements with this requirement is possible. Other courses did not ensure that all

participants had experience of tutoring a pupil. CP2 and CP4 gave all course participants the opportunity to practise on each other in lieu of a pupil.

Course materials

There was a wide variety of course materials provided for the different courses. The courses run by CP1 received a series of bound booklets with all the course information in them, from details which would help familiarise the participants with schools, such as Key Stage information, to another about learning styles. Other courses provided sets of handouts for each session and CP5 also produced a helpful glossary of all the acronyms and terminology used. Many providers supplied handouts of all Powerpoint slides. An exception was one provider that supplied only a nine page document which appears to summarise everything covered on the course, a series of mind maps and one set of Powerpoint slides.

Other resources mentioned were Teachers TV or items from the providers own video collection which were used to augment and provide information in a different format to keep the momentum going.

It appears that all the courses used the booklet from the DCSF 'Developing One-to-one tuition: Guidance for Tutors'. Some courses such as CP1 ensured their participants had a copy of this guidance before starting the course and expected them to have read it. Conversely CP3 gave it to the participants at the end of the course for fear of alarming them at the start of the course by giving them too much information too soon. Despite this they did use parts of it throughout the course as did other course providers.

Assessment

The providers were asked by the DCSF/TDA to build assessment into the courses. The courses therefore dealt with this in different ways.

CP1 assessed their participants on their performance during a tuition session and these assessments were carried out by consultants who had taught the course. Participants were also assessed on their involvement during the course and their attitude and suitability for tutoring. The weighting was 70% for the assessment from the consultant and 30% on the effort put into the course and feedback from all consultants.

CP1 devised a set of 25 standards, (based on the standards for teachers) to use when assessing their participants. The standards were used when observing the tutoring sessions and each standard was marked from 1 (insufficiently effective) to 5 (highly effective). Comments were provided for all marks below five to explain how the participant could raise the mark to the highest score. A pass mark was set at 50% of the scores being 3 or above (which the providers considered to be very generous). Borderline cases were offered the opportunity to re-sit some of the course or assessment.

CP2 used the professional skills and attributes from CP1 during their own assessments but they scored them from 1 – 4 in order to prevent anyone from scoring neutral scores in the middle. The standards, and skills and attributes lists did not contribute to the participants' assessments during the courses but CP2 felt that it was important for the participants to have them so they could see what they were aiming for. The participants were not marked on these before their names were passed to the LA for availability of work. The providers felt that to do so would be unfair on the participants since at that point they had not tutored. The participants were however required to use the skills and attributes for self review throughout their 10 hours of tutoring, then return them to the provider. A negative report from the school during this time would also mean they would not pass the course.

During the course CP2 assessed their participants through a role play exercise during which time they tutored one another, and on a written assignment. The written assignment stemmed from the observations undertaken in school and required the participant to consider their observed child's need for support, and to suggest teaching strategies, tasks, activities and targets. Participants were also assessed on their own self-review.

CP3 chose not to pass or fail participants but to consider the course to consist of two stages, stage 1 being the three week course followed by stage 2 consisting of the 10 hours of tuition. Progression from stage 1 to stage 2 was as a result of completing a presentation consisting of feedback and reflection on their performance in the tuition sessions and on a successful placement report. The placement report forms were completed by the teachers who observed tuition sessions. The forms focussed on the key skills considered by the provider to be desirable for a tutor, such as explanation, communication and relationship skills. CP3 considered the 10 hours of tuition in school to be the second stage of the course, however, monitoring the participants during this time was left to the schools.

The aim of the assessment for CP4 was for their participants to build up a portfolio of evidence which the participants could take with them. The placement supervisor or lead contact in each school provided reports on the participants. CP4, as with CP3 felt that the lack of criteria for the course prevented them from applying grades or pass or fail marks to the participants. Instead, participants were presented with certificates of attendance and participation. The wording on the certificates was agreed with the DCSF and stated that the participants had "attended to learn more about one-to-one tuition in schools".

Each participant from CP4's course was visited during school placement by the course leader and the schools were required to complete an evaluation on each participant which was returned to the course leader. The participants were assessed by coursework which required them to develop two resources that they could use to meet a child's individual learning needs. On the final day the participants presented and demonstrated their resources but in the absence of a set of agreed standards, the presentations were assessed but not given a grade. This practise highlights the need in a national roll out to develop a common set of assessment criteria.

CP5 gave each participant a copy of CP1's standards at the start of the course so that they knew what they should be aiming for. The participants also carried out self reviews. In order to pass the course, the providers expected the participants to meet the standards set and also ensured that there were no concerns about their approach or behaviour. In addition they were expected to demonstrate that they had the correct subject knowledge in order to tutor and to work in an appropriate professional manner.

Evaluation

The willingness and openness to alter the courses as necessary, was displayed by every provider. For each course, the staff involved worked closely with each other in order to be able to respond quickly to potential difficulties. CP2, for example, team taught, so were able to discuss how the course had gone at the end of every day, CP1 had frequent conference calls with all those who worked on the course and the course leader for CP4 was present throughout the entire duration of the course and held regular meetings. For all the providers, the discussions had the benefit of being able to highlight aspects which the participants were finding difficult, and so might benefit from revisiting. Such constant discussion allowed the courses to evolve and improve, and at the same time, allow for the different cohorts that attended. For example, CP2 realised during their first course that the participants needed a much greater level of school information and terminology than had been expected, this was therefore provided during the following days and was included automatically in the second course.

Concerns about individual participants were also discussed, which enabled the course providers to be aware of potential difficulties and thus do what they could to prevent them.

The providers also carried out their own evaluations by providing the participants with evaluation sheets on which to state their views. Occasionally individual sessions or days were evaluated by the participants although generally they were carried out at the end of the courses. CP1 for example felt that it was “not fair” on the consultants to be evaluated after each session as they would normally be on other courses since the course was new and the sessions previously untried.

Employment / tutor support after the course

Key findings

- Many participants of courses from CP1, CP3, CP4 and CP5 carried out their 10 hours of tutoring in the same school that they had attended for placement. This made the employment of participants relatively straightforward since contacts had already been made and the schools were aware of the quality of the new non-QTS tutors.
- In the original specification, providers were expected to work with LAs to find placements and 10 hours of employment for tutors. When some LAs proved to be less willing to engage, providers were asked to pursue placements themselves which created some delays. In future it would be important to ensure that the arrangements are clear and feasible for all parties concerned.
- In some cases the LA contact played a part in finding work for the participants. On other occasions the participants were left to make contact with the schools themselves, sometimes this was very successful, but in both situations some delays occurred in finding participants work in schools.
- Some of the participants were due to work in schools far from home. This factor, combined with just a few hours work during each visit and low pay, resulted in some participants considering it not financially viable to continue tutoring. However, the lack of available work in local schools would presumably be greatly reduced should the programme be rolled out nationally.

Support for new tutors after the course

Providers maintained contact with their new tutors once the classroom based courses were over; some tutors were required to complete self assessment sheets whilst others were encouraged to contact the provider should they have any difficulties.

Providers worked in a variety of ways to support their tutors as they found work in schools. Some providers arranged for the tutors to continue working in their placement schools whilst others passed their details to the LA who then found appropriate schools.

Once the participants were in school, they were encouraged by some of the providers to keep in touch, not just with the provider but with the other participants in order to share experiences and ideas.

Barriers to employment

As some of the tutors found, successful completion of the course did not ensure work in schools, even for 10 hours. The tutors all embarked on the courses well aware that at the end after having worked for 10 hours, should the pilot finish and no national roll out occur, then they would have invested a great deal of time and effort for very little gain in terms of permanent paid work, although it might contribute to their career choices and skills. What they were probably not expecting however, was difficulty in finding work for the first 10 hours. There were a variety of different reasons why the tutors experienced difficulty in getting work. Many of the course participants mentioned the distance they were required to travel to reach an MGP school taking part in the pilot, for some this made working in the school uneconomic. However, for most participants, this problem would be far less likely to occur in a nationwide scheme.

Some participants found it difficult to start working in the school owing to slow communication between the schools and themselves. Informal conversations between the researchers and participants revealed that some participants had not pushed the communication between themselves and the schools, often waiting for several weeks for schools to get back to them, rather than initiating further communication. Some schools admitted to not following up lines of communication as quickly as they felt they should have done. Other participants were delayed in getting into schools because of commitments going on within the school such as inspections. Delays for the same reasons could still occur in a national roll out of the project. Participants would need to be advised that they would have to be actively involved in pushing forward the communication with the school (whilst still knowing when to give the school staff space and time to cope with their own pressures).

The role of the one-to-one non-QTS tutor in school is a completely new one, and as with any new role, it was necessary to overcome any prejudices that occurred. A few LA officials and some schools did not fully support the initiative, but in many cases, once tutors were in school and working with the pupils, schools were reported to be very happy with the situation.

3 Participants' evaluation of the courses

Introduction

The course participants were asked on two occasions for their views of the course they attended, the first time immediately the course finished and the second time retrospectively, several months later. The first questionnaire would allow participants to state their opinions whilst the course was still fresh in their minds whilst the second questionnaire encouraged participants to complete it with the benefit of hindsight and for many, the experience of tutoring. To enable this, the second questionnaire was sent out when most participants were in school completing their 10 hours of tutoring.

The participants completed two evaluation questionnaires. The first was completed at the very end of the taught course. These were passed to the participants by the providers to complete on the final day. Owing to the timescales, the courses which operated at the very beginning of the project did not receive these questionnaires and CP1 sent the questionnaires by email which resulted in no responses at all. The second questionnaire was sent to all the participants from all the courses, regardless of whether or not they successfully completed the courses. These questionnaires were sent out by email several months later when the majority of the tutors were working in schools. (Email was a standard method used by the CPs to contact their participants).

Although a series of options were provided for each question, participants were encouraged to make additional comments. These were coded thematically and since many participants made comments about more than one theme, the figures are given as a percentage of the total number of comments made. The figures in the report have been rounded up for ease of reading, therefore at times, they may not appear to total 100%.

3.1 Course evaluation questionnaire (immediate)

Key findings

- More than one in 10 participants (15%) had previously carried out tutoring for which they had been paid, and a further 12% reported that they had tutored family or friends for which they had not been paid (or did not specify whether they had been paid). This does suggest that for these tutors at least (particularly those who had already carried out paid tutoring), the opportunity to participate in the course allowed them to become more skilled at a role they were already performing. Unofficial remarks from the participants to the researchers indicated that should they be unable to tutor in schools, several planned to tutor privately.
- At the end of the course, the vast majority of course participants (97%) felt that they were ready to provide one-to-one tuition, but by the time the participants received the second questionnaire 32% felt that the courses had not prepared them for tutoring. This is probably related to the increase of those who felt that they would have liked more information on teaching methods (5% in the first questionnaire to 18% in the second) and more curriculum knowledge (from 15% to 35%).
- When asked immediately after the course finished, it was found that many aspects of the courses helped the participants feel prepared for tutoring but the most frequently

cited (by 15% of course participants) were the range of resources and ideas that the course had given them. Resources which were most widely offered were details of useful websites.

- Nearly all participants (96%) stated that the time spent in school had been helpful, 26% particularly appreciated being able to observe in classrooms, watching teachers and taking note of the different teaching methods used, and 13% felt that they benefited from meeting pupils and observing them. The longer placements were found to be more useful for the participants than the shorter ones. Those who did not find the placement useful often cited this to be as a result of already working in a school, strengthening the conclusion that the courses should be differentiated for those with previous professional experience in school classrooms.

Many of the questions in the Immediate Course Evaluation Questionnaire were used to shape questions in the Retrospective Course Evaluation Questionnaire or were repeated in order to ascertain change over time and are therefore referred to in section 3.2. The complete analyses of the Course Evaluation Questionnaire (Immediate) are given in Appendix A.

3.2 Course evaluation questionnaire (retrospective)

Key findings

- 51% of the course participants had worked with pupils as a volunteer in school. 22% had worked as a member of support staff with pupils in the classroom. This has a strong impact on way in which future courses should be designed. The pilot courses were not differentiated for those who had previous experience of working in a school. This resulted in some of the participants feeling that they did not learn anything new during the school placements. In addition they felt that the time spent on the course learning about the background information of schools (such as assessments, Key Stages, and terminology) was also unnecessary. It is therefore recommended that there should be differentiation in the courses to take into account those who have worked professionally in school classrooms.
- The strongest motivating forces for participants to apply for the course were the opportunity to help children and to develop a new set of skills. This suggests that there could be a constant source of people willing to undertake such work.
- 77% of participants said they would like to continue tutoring in the future. However despite this there could be a large turnover of tutors since 47% of participants were considering teaching as a career. This large proportion of potential teachers is likely to be due to many participants being recruited on to the courses through the Teaching Information Line. This also suggests that there should be a constant supply to fill a reasonable proportion of places on the courses. However, the fact that so many participants were considering teaching as a career indicates that there could well be a large turnover of tutors as they gradually move into the teaching profession. This could be beneficial for the teaching profession but not so useful for building up large numbers of non-QTS tutors.

- The main reasons for continuing as a tutor were the rewarding and satisfying nature of the work and the impact that their tutoring had on pupils. Reasons for not continuing as a tutor included work and family commitments and the financial constraints of tutoring only a few pupils many miles from home. However, the financial issue could be resolved in a national roll out of the programme which would allow the participants to work as tutors in local schools and with a greater number of pupils.

Questionnaire returns

The questionnaires were to be sent to all those who attended the courses regardless of whether they passed the course or not. CP3 and CP4 sent the questionnaires on behalf of the project team so there was less control over those it was sent to. CP3 therefore sent the questionnaire to 88 participants which appears to reflect the number who passed the course rather than those who attended. The project team sent the questionnaire directly to the participants from CP1, CP2 and CP5 so they were sent to all those whose contact details were known. This included those who passed and those who did not. Only 25 participants attended CP4's courses, far less than most other courses, in addition they had the lowest return rate of just 32% (8 returned questionnaires). This has an effect on the results since one person accounts for 12.5% of their total responses. Therefore, caution should be used when interpreting CP4's results.

Table 3.1: Return rates for the course evaluation questionnaire (retrospective)
Base: All participants who received the questionnaire (N = 294)

	Questionnaires sent	Questionnaires received	% Returned
CP1	96	70	73
CP2	36	22	61
CP3	88	32	36
CP4	25	8	32
CP5	49	30	61
Total	294	162	55

Subject

The course participants had all joined the courses with either an A Level or a degree in either English or maths (or a related discipline). Similar proportions of participants gave English and mathematics as their specialist subject (51% English, 49% mathematics).

Previous experience

The first course evaluation questionnaire had revealed that many of the course participants had worked as TAs in schools and others had worked as volunteers. In order to ascertain the full picture of those who had previously worked in schools in various capacities, the tutors were asked "Before you began the tuition course, did you have previous experience of working in a school?" A range of options were given and the respondents were asked to tick all those that applied.

Table 3.2: Course participants' previous experience in school.
Base: Percentages of all those who responded to the questionnaire (N = 162)

Previous experience	%
As a volunteer working with pupils	51
As a paid member of support staff working with pupils in the classroom (e.g. Teaching Assistant)	22
As part of a previous training course (e.g. Nursery Nursing or PGCE course)	9
As a paid member of support staff working with pupils outside the classroom (e.g. Midday Supervisor or Breakfast Club Supervisor)	3
As a paid member of support staff not working with pupils (e.g. school receptionist)	2

Many of the participants therefore had already spent some time in school albeit in a voluntary situation although it is unclear how often they worked in the school and how recent their experience had been.

Motivation for applying for the course

Participants were given a list of reasons why they might have applied for the course and asked to indicate those that applied to them. A range of options were given which reflected reasons mentioned informally by course providers, course participants and the DCSF/TDA as well as taking into account the fact that some recruitment to the courses had been as a result of participants' calls to the Teaching Information Line.

Table 3.3: Motivation for applying for the course
Base: Percentages of responses to each question (N = 162)

Reason	Strong Reason	Moderate Reason	Slight Reason	Not A Reason At All
Trying out teaching as a possible career	44	20	15	20
Gaining experience to help get a place on a teacher training course	25	22	17	36
Getting a job	48	27	7	17
Helping children	73	20	5	2
Developing a new set of skills	69	21	6	3
Change of career	38	26	11	22

The participants were also given the option of writing in their own reasons. 27 respondents chose to do this, most of the reasons given (9 respondents – 33%) were extensions of those already on the list, giving more details as to why they wanted to help children or develop (or extend) a skill set. The new reasons included learning to teach a different age group or new area from the one they were already working in (26%) and receiving formal one-to-one training (33%), often for a role they were already performing.

Becoming a teacher after the course

Since many of the participants were recruited via the Teaching Information Line and some were motivated to join the course in a bid to try teaching as a career, the participants were asked “Now that you have completed the course, have you considered becoming a teacher?”

Table 3.4: Course participants considering teaching as a future career

Base: Percentages of respondents from each course (N = 162)

	Have considered becoming a teacher	Might consider becoming a teacher	Have not considered becoming a teacher
CP1	44	29	27
CP2	50	36	14
CP3	50	16	34
CP4	63	13	25
CP5	43	27	30
Total	47	26	27

It is worth noting that 47% of participants had considered becoming teachers since this could potentially reduce the retention rates of non-QTS tutors. This would potentially reduce capacity among tutors but would benefit the teaching profession.

Working as a tutor

The respondents were asked how many hours of one-to-one tuition for three pupils they had provided in school since completing the course. The most common answer was 30 hours (21%) followed by none (27%) with the majority ranging between the two, however a further 6% had also given more than their 10 hours of tuition for three pupils with the maximum being 36 hours in total.

The participants were asked how many pupils they were working with.

Table 3.5: The number of pupils being tutored by each participant.

Base: Percentage of respondents to the questionnaire (N = 161)

CP	Pupils tutored by participants				
	0	1	2	3	More than 3
CP1	29	6	3	60	3
CP2	9	0	9	77	5
CP3	28	0	13	56	3
CP4	25	0	13	50	13
CP5	3	0	7	83	7
Total	21	2	7	65	4

It is interesting to note that there is quite a variety between some of the courses when looking at the numbers who were not tutoring. It had been anticipated that some participants would not have begun their 10 hours of tutoring so they were given an open ended question to give reasons why this was the case. There were a variety of reasons given but the most common ones were problems and delays in the process of obtaining Criminal Records Bureau (CRB) clearance (16%), and problems and delays with the school (16%). A further 13% had found another job which preventing them from tutoring and 10% said that the

schools they could have tutored in were too far to travel to (often with the result that tutoring there was not financially viable). It is unclear though why these situations would apply less to participants from CP2 and CP5 than those of the other courses. As mentioned in Chapter 2 (Barriers to Employment) some of these difficulties would be reduced in a national roll out.

Tutoring after the course

The participants were asked “When/if you have completed the first 10 sessions of tutoring, would you like to continue working as a tutor?”

Table 3.6: Number of participants who would like to continue working as a tutor after the course.

Base: Percentage of respondents from each course (N = 161)

	Would like to tutor	Unsure	Would not like to tutor
CP1	77	16	7
CP2	68	32	0
CP3	66	28	6
CP4	75	25	0
CP5	97	0	3
Total	77	18	5

When invited to give reasons for their answers 124 participants responded producing a total of 187 comments. The most frequently cited reasons (41% of all comments) were related to the enjoyment and satisfaction gained from working as a tutor. In addition, 28% mentioned the impact that their work had on the pupils and the difference that their work could make. All the other reasons were much less frequently mentioned, 7% for example found that the work of a tutor fitted in well with their other work and family commitments. However, for another 7% their commitments had made it impossible to tutor, these included family pressures and new jobs. A further 6% stated that financially and logistically, tutoring was not a good option for them at the moment although many of them did state however that if schools could be found closer to home, then they would reconsider.

Table 3.7: Reasons given by participants for wanting to either continue tutoring or not.

Base: Percentages of comments made (N = 187)

Reasons for either continuing as a tutor or not	%
Enjoyment/satisfaction/rewarding (impact on tutor)	41
Helping children/makes a difference to the children (impact on pupils)	28
Other commitments prevent working as a tutor	7
Tutoring fits in well with other work/family/commitments	7
Too far to travel to school	3
Doesn't provide enough work/money	3
The money is useful	2
Other	8

Preparing the participants to tutor

The participants were asked to complete the remaining questions with the benefit of hindsight, using their experiences since the course – either tutoring or not, to help reflect upon what they learnt and experienced during the course.

The course participants were asked “Now that you’ve had some experience of tutoring, do you think the course prepared you fully to be a tutor?”

Table 3.8: Course participants’ views on whether the course prepared them for tutoring. Base: Percentages of respondents from each course (N = 151)

	Course did prepare for tutoring	Course did not prepare for tutoring	Unable/unwilling to comment (not tutoring)
CP1	56	25	19
CP2	50	35	15
CP3	29	48	23
CP4	75	13	13
CP5	69	31	0
Total	53	32	15

CP4 ran one of the longest courses with the greatest amount of subject information provided and the lengthiest time in school. This course was the one from which the largest proportion of their participants believed that they were ready to tutor (albeit based on a very small return rate from CP4). CP3 produced the highest proportion of participants who felt less ready to go out into schools. This may have been as a result of initial confusion over the subjects participants believed they would be expected to tutor (several participants stated that they felt unwilling to tutor outside their specialist subject). It is also interesting to compare these figures to those of the first course evaluation questionnaire which was completed immediately after the course. In that questionnaire participants were asked “Do you feel ready to provide tuition”? In response, 97% of participants said that they were ready but several months away from the course with tutoring already taking place, it would appear that despite their first views on the subject, the participants were not in fact as ready as they had expected since 32% believed that the course had not prepared them for tutoring.

Once again the participants were invited to give reasons for their answers, 128 participants did so, generating 157 comments).

Table 3.9: Participants' views on whether the course prepared them for tutoring.
Base: Participants comments (N = 157)

Reasons for being ready to tutor or not	%
Course provided information and knowledge	32
Needed more information and knowledge	15
Needed more practise	6
Confirmed information already had	5
Needed more examples and exercises	4
Course didn't prepare	4
Learn best by doing	4
Impossible for course / short course to prepare you	4
Lack of post course support	3
Needed more observations	3
Showed how to relate to pupils	3
Course provided skills	3
Needed more time in school	2
Other	12

Whilst one third of responses stated that the course had been very informative and had provided them with the information needed to tutor (32%), not everyone felt that way. 15% of the comments stated that they would have liked further information and knowledge such as a need for curriculum knowledge, how to manage difficult pupils or more information on teaching methods.

The participants were also asked "What was particularly helpful about the course in preparing you to tutor?" 151 participants responded, producing 236 comments.

The most frequently cited comments were related to the fact that the course had taught the participants how to structure and design a lesson. One in ten participants also found the information they received about teaching methods extremely helpful (12%) as was the knowledge they learnt about the needs of the child and understanding how children learn.

Table 3.10: Participants' views on what was helpful about the course.
Base: Participants comments (N = 236)

Helpful aspects of the course	%
Other course elements e.g. teaching style, meeting a tutor, examples, course management, working with other pupils, discussing feedback, highlights issues	15
Learning how to design a lesson	13
Teaching Methods	12
Understanding needs of the child (including learning styles	8
School Placement (including in school experience, observing pupils)	8
Practise tutor session (including role play and tutoring in school)	6
School Information (including Key Stages, terminology, assessment)	6
Resources (Including Being given resources / where to find resources / where to find info	5
Effects of course (including, gives confidence and motivation, prepares for tutoring)	5
Curriculum Information	4
Negative	3
Subject Information	2
General information	2
Other Positive	11

In addition, participants were asked “With the benefit of hindsight, what was not useful or helpful about the course? 145 participants responded generating 173 comments, the largest proportion of which (31%) were positive often stating that they found the entire course helpful, or there was nothing that was unhelpful. There were a few negative remarks however, the largest number of which commented upon aspects of the course delivery (18%). The remainder of the comments were diverse with each category only mentioned by a very small number of participants.

School placement

The course participants were asked “Thinking back to the time you spent in school while on the course, was it: very helpful, fairly helpful, neither helpful nor unhelpful, fairly unhelpful, very unhelpful? Please give reasons for your answer”

Table 3.11: Views on the helpfulness of the school placement.
Base: Percentage of responses from each course (N = 149)

	Very helpful	Fairly helpful	Neither	Fairly unhelpful	Very unhelpful
CP1	78	19	2	2	0
CP2	72	22	6	0	0
CP3	61	29	3	3	3
CP4	88	13	0	0	0
CP5	41	45	14	0	0
Total	67	26	5	1	1

School placements were found helpful or very helpful by the majority of participants on all five courses. The participants from CP4 were more satisfied than others. Interestingly, these participants spent longer in school than other participants (although it should be

remembered that the questionnaire return rates for CP4's courses were very low so this is based on 8 participants). The least satisfied were those from CP3 and CP5 who spent two days in school (compared to the two and half and three days experienced on other courses).

The course participants gave many reasons for their ratings of the helpfulness of the school placement; 115 participants responded to the open ended question producing 175 comments. The majority of the comments were positive (82%) with the remaining 18% being negative. The category which had the largest number of responses was that the time spent in school allowed the participants to become familiar with the pupils, to learn about them and to start developing a relationship with them (18%). 15% of the responses mentioned the benefits of being able to observe in a classroom, watching the teacher, absorbing the different teaching styles strategies and methods. The familiarisation with school was mentioned in 14% of the responses including the opportunities to observe how schools work, become *au fait* with the terminology and understand the ethos of the school. Another 9% of the comments specifically mentioned that the time spent in school gave the participants the chance to practise their tutoring skills and receive feedback on how they had performed.

There were negative comments too with most of them touching on such a wide range of subjects that few categories produced more than 1% of all comments submitted. There were just two exceptions to this. 5% of responses commented upon the fact that for some of those already working in school the time spent there added little to their knowledge or experience. Another 3% felt that their placement had been hindered by unhelpful teachers who knew little about the project, were not friendly or could not spend time with the participants.

Table 3.12: Participants' views on the helpfulness of the school placement.
Base: Participants comments (N = 175)

Helpful and unhelpful aspects of the school placement	%
Helpful	
Familiarisation with pupils/ develop relationship with pupils / learn about pupils	18
Observation of classroom management/teachers/teaching styles/strategies (inc differentiation)	15
Familiarisation with school / experience in school /learn school info / jargon	14
Practise tutoring & receive feedback from tutoring	9
Meet teacher	6
Good experience	5
School / staff helpful	5
Developed skills/ learnt more about own abilities / gave confidence	3
Other	7
Total 'helpful' comments	82
Unhelpful	
Already knew school / knew how school worked	5
Unhelpful teachers	3
School needed more info	1
Not enough support	1
Didn't see teacher at work/didn't meet teacher	1
Didn't help one-to-one tutoring	1
Chaotic	1
Lack of space/quiet rooms	1
Other	6
Total 'unhelpful' comments	18

Observing and tutoring pupils during the school placement

Many participants found that as part of their placement they were expected to spend some time in classrooms observing pupils. The participants were therefore asked to rate the helpfulness of the time spent observing pupils and to give reasons for their answer.

Table 3.13: Views on the helpfulness of observing pupils in school.
Base: Percentage of responses from each course (N = 148)

	Very helpful	Fairly helpful	Neither	Fairly unhelpful	Very unhelpful
CP1	67	24	5	3	2
CP2	72	22	6	0	0
CP3	65	19	13	3	0
CP4	75	25	0	0	0
CP5	50	39	7	4	0
Total	64	26	7	3	1

108 Participants had responded to the question producing 138 comments in total and as with the previous question, 82% of comments were positive and 18% were negative. Many of the

categories produced by the question were similar to the previous comments; the largest number of comments (22%) were related to the fact that observing the pupils allowed the participant to understand more about them, to see the level of ability, the barriers to learning and to witness for themselves their attitude and nature when working in class. This knowledge and understanding of pupils was clearly very important to the participants since another 9% said that observing the pupils allowed the participant to start developing a relationship with them.

Not everyone found the time spent observing pupils to be useful. 4% of participants said that it was not helpful because they already worked in a school and another 4% felt that observing was not as useful as actually working with the pupil. 3% of participants said that the lesson they observed in was not appropriate, either because the subject was not one that they would be teaching or because of the activities carried out in class that day. A further 3% appear to have found it helpful to some extent since they said that their observation time was not long enough.

Not all the courses included the opportunity to tutor a pupil during a placement although others hoped that it would be possible for some of their participants. The questionnaire therefore included the question “During your school placement, did you tutor a pupil?” 75% of the participants responded that they had.

Table 3.14: Participants who tutored a pupil during placement.

Base: Percentage of responses from each course (N = 148)

	Did tutor pupil	Did not tutor pupil
CP1	95	5
CP2	72	28
CP3	90	10
CP4	75	25
CP5	14	86
Total	75	25

The participants were then asked to rate how helpful tutoring a pupil during placement was or would have been. Please give reasons for your answer.

Table 3.15: Views on the helpfulness of tutoring a pupil during placement.

Base: Percentage of responses from each course (N = 147)

	Very helpful	Fairly helpful	Neither	Fairly unhelpful	Very unhelpful
CP1	90	8	0	2	0
CP2	83	11	0	6	0
CP3	84	13	3	0	0
CP4	75	25	0	0	0
CP5	37	4	30	22	7
Total	78	10	6	5	1

It appears that courses in which tutoring a pupil during placement was expected, or at least aimed for, produced participants who believed in the benefits of tutoring. CP5 did not include tutoring during placement and very few had the opportunity to do so with the result that only 41% of their respondents thought that tutoring during placement might be helpful. However participants from the other courses generally considered tutoring during placement to be beneficial, suggesting that those who carried out tutoring appreciated it.

113 participants responded to the open ended part of the question, producing 121 comments. 77% of the comments were positive and 23% were negative. 33% of the comments stated that the experience was helpful because it gave the tutors the opportunity to experience tutoring, practicing their skills and learning how to tutor pupils. A further 13% of comments stated that that tutoring during placement gave the participants the chance to try out their skills in a controlled situation and receive feedback.

The results do show the importance of giving the participants the opportunity to tutor whilst still under the guidance and support of the course. It would seem sensible to ensure that those about to embark in a new job using a new set of skills have the opportunity to practise their skills beforehand. For this reason it is recommended that the minimum length of placements should be 5 days and that tutoring be included.

Course content

The participants were asked “On the course, were you given enough information to know what you needed to be teaching your pupils? Please give reasons for your answer”

Table 3.19: Participants who believed they had received enough information to tutor.
Base: Percentage of responses from each course (N = 148)

	Did have enough information	Did not have enough information
CP1	72	28
CP2	53	47
CP3	38	62
CP4	75	25
CP5	61	39
Total	61	39

The fact that 39% of respondents felt that they had not been supplied with enough information to tutor, probably accounts for the 37% who earlier stated that the course had not prepared them for tutoring. 107 participants gave details as to why they felt they did or did not have enough information, producing 125 comments in total.

Table 3.20: Participants' views on why they felt they did or did not have enough information to tutor.

Base: Participants comments (N = 125)

Reasons for enough information to tutor or not	%
Everything covered/enough received (including specific items and examples)	31
Teachers/school need to or did provide detail and more info	10
Specific items not looked at	10
Given details of online resources	6
Curriculum info missing	6
Would be impossible to cover everything	6
Basic level of resources or info - not enough detail	6
Don't know exactly what you need until you meet the pupils	3
Teaching methods lacking	3
Subject info lacking	2
Other	15

The majority of the comments (31%) stated that the course had been excellent and had provided all the information that was needed, or that the information given had been highly relevant. There were other positive comments as well; 6% stated that they had been provided with resources, many of which were online and that these had been helpful.

Not everyone felt that the course either could or should provide everything that was needed to enable the participants to tutor; some felt that the school should or would be available to help (10%) whilst 6% considered it unreasonable to expect the course to provide everything since every child to be tutored would have different needs and no course could cater comprehensively for such a wide range of needs.

Some participants had very clear views about the items which they wished they had spent more time on; 10% mentioned a range of items including more lesson planning, more time looking at assessments, more case studies and a greater focus on learning objectives. 6% felt that the information that they had received was either not detailed enough or of a low standard.

6% of the responses were about a lack of curriculum information, 2% subject information and 3% teaching methods. These are areas which the courses covered in varying degrees so the participants were asked further specific questions about each.

The participants were asked "Do you think the course provided you with enough subject knowledge to be able to tutor well?" The options given were "I already had the subject knowledge; I was taught enough; I was not taught enough." Once again the participants were invited to give reasons for their answers.

Table 3.21: Views on the amount of subject knowledge provided on the course.
Base: Percentage of responses from each course (N = 141)

	Already had the knowledge	Taught enough	Not taught enough
CP1	64	23	13
CP2	81	0	19
CP3	69	7	24
CP4	86	0	14
CP5	89	7	4
Total	73	13	14

In the results from the Course Evaluation Questionnaire (Immediate), 54% stated they already had the knowledge, 35% were taught enough and 11% considered they were not taught enough. Comparing the two sets of results appears to suggest that after some experience of working as tutors participants realised they had enough subject knowledge after all. It is interesting to note that the course which produced participants who were more likely to feel that they had not been taught enough, was CP3. Although it is impossible to compare the levels of subject knowledge of each of the participants from each of the providers, the entry requirements for all the courses were the same so it suggests that the cohorts were similar. However, CP3 taught their subject knowledge through e-learning and (incorrectly) informed its participants that they could be expected to tutor in subjects other than their own specialist subject. A small number of comments throughout the questionnaire suggested that some of the participants were very unhappy at being expected to do this. Therefore it is possible that the slightly higher proportion of participants who felt that they had not been taught enough could be related to one of these factors.

Participants were asked “Do you think the course provided you with enough curriculum knowledge to be able to tutor well?”

Table 3.22: Views on the amount of curriculum knowledge provided on the course.
Base: Percentage of responses from each course (N = 142)

	Already had the knowledge	Taught enough	Not taught enough
CP1	13	47	40
CP2	31	25	44
CP3	24	41	35
CP4	25	50	25
CP5	33	44	22
Total	21	43	35

Comparing these figures with those gathered immediately after the course finished (17% Already had the knowledge, 69% were taught enough and 15% were not taught enough), the level of satisfaction with the amount of curriculum knowledge received declined once the tutors were out in schools. As mentioned previously, there was an understanding from the participants that it would be impossible for a course to provide the curriculum knowledge all the participants needed to cater for their different pupils. However, even with this understanding the participants felt that they had not been taught enough about the curriculum. Once again, the participants most satisfied with the amount of knowledge they already had and the knowledge they were taught were those from CP5, this was the shortest course so it may be that the expectation to receive this information was lower. CP4 took the

approach of integrating curriculum knowledge into the subject sessions and they also appear rather more satisfied than some of the other participants who were simply provided with items to read (CP1).

The course participants were asked their views of the amount of information on teaching methods they received; “Do you think the course provided you with enough knowledge of teaching methods to be able to tutor well?”

Table 3.23: Views on the amount of knowledge of teaching methods provided on the course.

Base: Percentage of responses from each course (N = 143)

	Already had the knowledge	Taught enough	Not taught enough
CP1	20	64	16
CP2	35	35	29
CP3	21	52	28
CP4	38	63	0
CP5	25	64	11
Total	24	58	18

When asked the same question immediately after the course, the results found that the 15% said they already had the knowledge, 80% felt they were taught enough and 5% were not taught enough. Once again, when putting what was learnt on the course into practise, the numbers who believed that they had not been taught enough on the course increased. Although these results might not be statistically significant, it is interesting to note as is the fact that once again a smaller proportion of CP5 participants felt that they had not been taught enough, despite only receiving information about teaching methods on their final day. CP4’s small number of respondents were particularly happy and this may reflect not just the longer course but the integrated subject, curriculum and teaching method knowledge sessions.

Course Materials and Information

The courses delivered a wide range of course materials to the participants and the arrangements for doing so varied, some received a CD of resources, others were given booklets with all the handouts contained within them whilst some participants received handouts throughout the course. Quantity however, is not the same as quality so the participants were asked “Were you given sufficient course materials to support your learning throughout the course?”

Table 3.24: Participants who believed they had received sufficient course materials to support their learning throughout the course

Base: Percentage of responses from each course (N = 142)

	Did have enough materials	Did not have enough materials
CP1	85	15
CP2	82	18
CP3	86	14
CP4	100	0
CP5	93	7
Total	87	13

The courses all scored well with participants from CP4's course being particularly satisfied, closely followed by CP5. The participants were invited to give reasons for their answers and 89 did so generating 102 comments. Given the positive reaction to the previous question it is unsurprising that 66% of the comments made stated that the participants had received enough materials and the quality of them was very good. 8% mentioned that the internet had been used a lot as a source of resources and participants had been told of useful websites. There were a few negative remarks, 8% said that some of their resources were better than others or that specific items would have been useful.

In response to earlier questions, some of the participants had stated that a short course could not be expected to deliver every item of information and resources needed to help them tutor. It was mentioned that knowing where to find the resources was important and that many of the participants had received information on where to find the resources from their course providers. This issue was specifically explored in the question "Were you given information about where to find resources to help you tutor?"

Table 3.25: Participants who believed they had received sufficient information about where to find resources

Base: Percentage of responses from each course (N = 144)

	Did receive sufficient information	Did not receive sufficient information
CP1	82	18
CP2	82	18
CP3	93	7
CP4	100	0
CP5	64	36
Total	82	18

Again CP4 scored very highly with most of the courses attaining scores almost as high, particularly CP3. CP5 did not receive such a good response but it was the shortest course which could have had an impact on the result although this is the type of information that could be covered in the course materials (which were very well received by CP5's participants). 93 participants gave further details producing 120 comments. Many of the comments (15%) simply stated that the course had provided the information they needed. 38% however stated that they had been informed of a variety of websites that could be used to provide resources whilst a further 10% mentioned that the course providers had given them details of other sources of resources, these included Teachers TV and books. 3% of

the participants reported that they were gradually developing a bank of their own resources to use. 21% of the participants' comments however stated that the course had not provided all the information about sources of resources they needed.

Other comments

The participants were asked "If you have any further comments about the course you would like to tell the evaluators please write them below". 103 responded producing 228 comments. The comments produced a very wide range of categories, the largest of which (19%) was commented positively about the course, its organisation and delivery. Another 14% of comments from participants said that they were glad to have taken part in the course since they found it stimulating and enjoyable and 7% were keen to continue either as a teacher or tutor. Unfortunately 7% of comments were negative about the course organisation and delivery and the same number commented upon poor experiences in school, often as a result of poor organisation from the course provider and the school themselves. 5% also mentioned the poor support they had received after the course, sometimes from the course provider but also from the school in which they were tutoring.

4 Stakeholders' evaluation of the tuition

Introduction

The views of the stakeholders – the pupils, parents and teachers – in the schools where tutors were placed to conduct tuition were vital to evaluating the success or otherwise of the one-to-one tuition pilot project. Stakeholders' views were collected through questionnaires completed by pupils in receipt of tuition, their parents and their class teachers.

Methodology - stakeholder questionnaires

The aim of the stakeholder questionnaires was to determine the perceived impact pupils, parents and teachers believed the tuition had on pupil attitude, learning and engagement. Additional information was requested, from the teachers' perspective only, about any positive or negative effects of tuition on their classes as a whole and about their experiences of working with the tutors. On each questionnaire, respondents were asked about pupils' confidence, enjoyment of the tuition, ability in the subject for which the pupil was receiving tuition, ability to learn independently, motivation, participation in lessons and behaviour. Respondents were also given the opportunity to describe any other advantages or disadvantages there may have been to the tuition.

Questionnaires were e-mailed either directly, or via course providers, to all tutors who distributed them to students, parents and class teachers and returned completed questionnaires to the researchers by freepost or e-mail. Most of the questions could be completed by choosing one of several options although a few asked the participants to expand their views or to make additional comments.

Results

Questionnaire return rates

In order to ensure the anonymity of those completing the questionnaires, all questionnaires were handed out via the tutors. While this was very effective in concealing the identity of the participants, it unfortunately meant there was no way to know how many questionnaires had been distributed, however a total of 199 questionnaires were returned.

Table 4.1: Stakeholder questionnaire return rate

Questionnaire	Number returned
Pupil	72
Parent	43
Teacher	84
Total	199

4.1 Pupils' perceptions of one-to-one tuition

Key findings from the pupil questionnaire

- On the whole, pupils enjoyed the tuition they received and 88% said they liked or really liked it. The main reasons pupils gave for liking tutoring were that it helped them with their learning and that it was fun. Pupils also commented that they liked their tutors, tuition improved their confidence and helped them to improved their grades or prepare for national curriculum tests.
- Before starting tuition, pupils' confidence in the subject for which they received tuition was significantly lower than it was in other subjects.
- Almost all (97%) pupils said their ability in the subject increased following tuition. More than 80% of pupils felt that their ability to learn independently had improved.
- The majority of pupils believed tuition had a positive effect on both their motivation and their participation in lessons with 91% reporting an increase in motivation and 77% reporting an increase in participation in their lessons.
- Many pupils felt their behaviour improved both in class (60%) and outside classes (48%) as a result of tuition.

Confidence

Before tuition began, the pupils selected to receive extra tuition felt less confident in the subject for which they received tutoring than in other subjects. Three times as many pupils (35%) described themselves as having little or no confidence in the subject for which they received tutoring compared to describing themselves that way in other subjects (11%). Further evidence that pupils felt more confident in other subjects was reflected in the fact that four times as many pupils stated that they were very confident in other subjects (22%) than in the subject for which they received tuition (6%).

Table 4.2: Pupils' ratings of their confidence before tuition began
Base: Percentage of responses to the question (N =72)

Confidence before tuition	In subject being tutored	In other subjects
Not confident at all	3	3
Not very confident	32	8
Neither confident nor unconfident	25	19
A little confident	36	47
Very confident	6	22
Total	177	100

Enjoyment

Most pupils enjoyed the tutoring with 58% saying they really enjoyed it. Only 9% said they disliked it a little or did not like it at all.

Table 4.3: Pupils' ratings of how much they enjoyed the extra tuition
Base: Percentage of responses to the question (N =72)

Rating of enjoyment	%
Not at all	3
Dislike a little	6
Neither like nor dislike	4
Like a little	29
Really enjoy	58
Total	100.0

34 pupils gave reasons for why they liked or disliked tutoring and 81% of their comments were positive. The most common reason given for liking tutoring was that tutoring helped them with their learning (33%) and a close second (28%) was that it was considered to be fun. Other common responses were helping them to prepare for SAT's or improving their grades (7%, closely linked with learning), liking the tutor (7%, closely linked with fun) and improving their confidence (7%). A typical response to this question was

"because it helps me and it's fun" (TCE006).

Ability in tutored subject

The vast majority of pupils (97%) reported that their ability in the subject for which they received tuition had increased either a little (43%) or a lot (54%). A minority (3%) judged that their ability had remained the same and none believed that ability had decreased.

Table 4.4: Pupils' ratings of changes in their ability
Base: Percentage of responses to the question (N =72)

Rating of ability	%
Ability became worse	0
Ability stayed the same	3
Ability became a little better	43
Ability became a lot better	54
Total	100

Ability to learn independently

The pupils were asked if they were able to learn on their own without help. Although some pupils (17%) felt that the extra tuition had no effect on their ability to learn independently, most pupils believed there was a positive effect. Just over half of the pupils (54%) felt their ability to learn independently had improved a little and more than a quarter (30%) believed it had improved a lot. None of the pupils felt that the tutoring had a negative effect on their ability to learn independently.

Table 4.5: Pupils' ratings of changes in their ability to learn independently
Base: Percentage of responses to the question (N =71)

Rating of independent learning	%
Learning became worse	0
Learning stayed the same	17
Learning became a little better	54
Learning became a lot better	30
Total	100

Motivation

Pupils clearly felt that tuition had had a positive effect on their motivation to try hard with 91% reporting that their effort had either got a little better (26%) or a lot better (66%). Only 9% felt that the extent to which they tried hard in lessons had not changed since the start of tuition.

Table 4.6: Pupils' ratings of changes in their motivation
Base: Percentage of responses to the question (N =70)

Rating of motivation	%
Motivation became worse	0
Motivation stayed the same	9
Motivation became a little better	26
Motivation became a lot better	66
Total	100

Participation in lessons

Pupils also felt that tuition had a positive effect on their participation in lessons, although this effect was not perceived to be as strong as the effect on ability or motivation. 77% believed that their participation in lessons had increased a little (50%) or a lot (27%). A significant proportion (24%), however, felt that tuition had had no impact on their participation in lessons.

Table 4.7: Pupils' ratings of their participation in lessons
Base: Percentage of responses to the question (N =68)

Rating of participation	%
Participation became worse	0
Participation stayed the same	24
Participation became a little better	50
Participation became a lot better	27
Total	100

Behaviour

Pupils reported that their behaviour improved more in class than outside class. 60% reported that their behaviour in class had improved a little or a lot, with a quarter (25%) rating their behaviour as a lot better. Approximately half of pupils reported that their behaviour outside class had remained the same, with a further 48% reporting that their behaviour had improved a little or a lot. Interestingly, one child reported that his/her behaviour had deteriorated since tutoring had started.

Table 4.8: Pupils' ratings of changes in their behaviour in and outside class
Base: Percentage of responses to the question (N =71 In class; N = 72 Outside class)

Rating of behaviour	In class	Outside class
	%	%
Behaviour became worse	1	1
Behaviour stayed the same	38	51
Behaviour became a little better	35	24
Behaviour became a lot better	25	24
Total	100	100

Other changes

When asked to report any other changes they felt were specifically related to the tutoring, pupils once again had clearly defined responses and all were positive. Of the 18 pupils who replied to this additional, open ended question, 68% reported an improvement in their skills and understanding. A further 21% commented that their confidence had improved. One child summed it up by writing,

"It has helped me a great deal with my English and improved my level and I am a lot more confident" (SQ6)

Table 4.9: Changes attributed by pupils to their extra tuition
Base: Percentage of responses to the question (N =18)

Other changes	%
Improved skills and understanding	68
Improved confidence	21
Improved participation	5
Applying new skills/knowledge outside classroom	5
Total	100

4.2 Parents' perceptions of one-to-one tuition

Key findings from the parent questionnaire

- Parents completed questionnaires about their children. In some cases parents would have formed their views from talking to their children and teachers, rather than from first hand observation.
- On the whole, parents believed their children enjoyed the tuition they received. The main reasons parents gave for their children liking tutoring were that children enjoyed the one-to-one teaching and that they liked the tutor. Parents also commented on their children's increased confidence, that their children found the tutoring fun and that they were able to work in an environment with no distractions.
- Before starting tuition, parents believed their children's confidence in the subject for which they received tuition was below average with 54% reporting that it was low or very low. In contrast, only 16% of parents believed their child's confidence was below average in other subjects.
- Almost all (95%) parents said their children's ability in the subject increased at least a little (61%) following tuition. The majority of parents (83%) agreed that their children's ability to learn independently had improved although most (67%) believed it had only increased a little.
- The vast majority of parents reported that tuition had a positive effect on their children's motivation (91%) and, 8 out of 10 (83%) reported increased participation in lessons.
- Other changes parents noticed following tuition were an improvement in their child's work (24%), improved attitude towards the subject and/or revision (24%) and that their children appeared to be more conscientious about their work (20%).

Confidence

Parents judged their children's confidence to be lower in the subject for which they received tuition than in other subjects (before tuition began). About two thirds of them were judged by their parents to have confidence that was below average in the subject for which they

received tuition, with nearly a fifth (19%) of parents describing their child’s confidence as “very low”. No parent rated his or her child’s confidence as “very high”. Most parents (66%) rated their child’s confidence in other subjects as average with roughly equal numbers rating it as either above (19%) or below (16%) average.

Table 4.10: Parents’ ratings of their children’s confidence before tuition began
Base: Percentage of responses to the question (N = 42 in subject tutored; N = 38 in other subjects)

Rating of confidence before tuition	In subject being tutored	In other subjects
	%	%
Very low	19	3
A little low	45	13
Average	29	66
A little high	7	11
Very high	0	8
Total	100	100

Enjoyment

The overall response to this question was positive. Most parents (77%) thought that their children either enjoyed the tutoring a little or really enjoyed it. Just under a quarter of parents reported that their child was either neutral about the tutoring or, in 12% of cases, that their child disliked it a little. None of the parents who returned their questionnaires reported that their child did not like the tutoring at all.

Table 4.11: Parents’ ratings of how much their children enjoyed the extra tuition
Base: Percentage of responses to the question (N =43)

Rating of enjoyment	%
Not at all	0
Dislikes a little	12
Neither likes nor dislikes	12
Likes a little	21
Really enjoys	56
Total	100

When asked to explain why their child liked or disliked their tuition sessions, parents were generally positive and 76% of the reasons given were to explain why children enjoyed tutoring. Parents gave two main reasons for why children liked tuition: the individual teaching they received (17%) and the fact that the child liked the tutor (14%). Other common reasons were that tuition boosted confidence (11%), was fun (11%) and that the child found it easier to concentrate during individual tuition than during class time. A few parents commented positively on the pace and lack of pressure during the tutoring sessions and one referred to his or her child’s improved grades.

A significant proportion of comments (26%), however, referred to why children disliked tutoring. The main reasons cited were that it was boring and repeated what the child already knew (8%), that the child was missing out on lessons or other activities (6%) and that children found the tuition sessions too long (6%).

Table 4.12: Parents' comments about why their children liked or disliked tuition
Base: Percentage of responses to the question (N = 26)

Reasons for liking tuition	%
Individual teaching	17
Likes tutor	14
Boosts confidence	11
Fun, enjoyable	11
Easier to concentrate, no distractions	8
Improved child's interest in the subject	6
Pace adapted to child, lack of pressure	6
Improved child's grades	3
Total reasons for liking tuition	76
Reasons for disliking tutoring	
Boring, repeated what child already knew	8
Missing out on lessons or other activities	6
Child found it hard to concentrate for such a long period of time	6
Special needs stigma	3
Not used to tutor	3
Total reasons for disliking tuition	26

Ability in tutored subject

The vast majority of parents (95%) reported that their child's ability in the subject had increased and many felt that it had increased a lot (34%). A minority (5%) judged that their children's ability had remained the same.

Table 4.13: Parents' ratings of changes in their children's ability
Base: Percentage of responses to the question (N =43)

Rating of ability	%
Decreased	0
Stayed the same	5
Increased a little	61
Increased a lot	34
Total	100

Ability to learn independently

Parents felt that the effect of extra tuition on pupils' ability to learn independently was positive. Most parents (about two thirds) reported that they felt their child's ability to learn independently had increased a little, with the remaining third of parents equally divided on whether their child's ability to learn independently had either stayed the same (16%) or increased a lot (16%). No parent felt that the tutoring had a negative effect on his or her child's ability to learn independently.

Table 4.14: Parents' ratings of changes in their children's ability to learn independently
Base: Percentage of responses to the question (N =43)

Rating of independent learning	%
Decreased	0
Stayed the same	16
Increased a little	67
Increased a lot	16
Total	100

Motivation

Parents' perceptions about the effect of extra tuition on their children's motivation were overwhelmingly positive. Over 90% reported an increase in motivation with more than a quarter (28%) reporting that motivation had increased a lot. No parent reported that motivation had decreased as a result of tutoring.

Table 4.15: Parents' ratings of changes in their children's motivation
Base: Percentage of responses to the question (N =43)

Rating of motivation	%
Decreased	0
Stayed the same	9
Increased a little	63
Increased a lot	28
Total	100

Participation in lessons

Although being unable to observe their children's participation in lessons, parents clearly felt that tuition had had a positive effect upon participation in lessons and more than 80% of parents felt that their children's participation had increased since the start of tuition. 60% reported that participation had increased a little and just over a fifth (23%) reported that participation had increased a lot. A sizable minority (18%), however, did not notice any change in participation, although no parent reported that participation had decreased as a result of the extra tuition.

Table 4.16: Pupils' ratings of their participation in lessons
Base: Percentage of responses to the question (N =40)

Rating of participation	%
Decreased	0
Stayed the same	18
Increased a little	60
Increased a lot	23
Total	100

Behaviour

Parents' opinions on the effect of tuition on their child's behaviour were divided. Just over half of parents reported that there had been no change in their child's behaviour in (54%) or outside (55%) of class. This may be because behaviour was not a problem to begin with as some parents spontaneously wrote this on their questionnaires but it is probably also due to the fact that parents would not be in a situation to observe their children's behaviour at school, so unless it was mentioned by their children or the teachers, they would be unaware of any changes. Nearly half of parents, however, reported that their child's behaviour had improved both in (46%) and outside (45%) class with nearly one fifth reporting that behaviour had improved a lot.

Table 4.17: Parents' ratings of changes in their children's behaviour in and outside class
Base: Percentage of responses to the question (N =39 In class; N = 42 Outside class)

Rating of behaviour	In class	Outside class
	%	%
Deteriorated	0	0
Stayed the same	54	55
Improved a little	28	26
Improved a lot	18	19
Total	100	100

Other changes

Parents were asked to describe any other changes they thought were specifically related to the extra tuition their children had received. All of the comments the parents wrote were positive. The three most commonly cited changes parents had noticed were an improvement in their child's work (24%), improved attitude towards the subject and/or revision (24%) and that their children appeared to be more conscientious about their work or their revision (20%). Other changes parents noticed were an increase in confidence (12%) and willingness to accept help (8%) and that their children seemed less stressed either about the subject or about their homework (8%). One parent wrote,

"His English has improved, he thinks more carefully to use better vocabulary and has the confidence to do this now"
(LEAG004)

and another commented

"I have no trouble getting him into school, his attitude to revision has really improved" (PQ18).

Parents were generally very pleased with the changes that they attributed to the extra tuition the children had received.

Table 4.18: Changes attributed by parents to their children's extra tuition
Base: Percentage of responses to the question (N = 21)

Description of change	%
Improvement in child's work	24
Improved attitude	24
More conscientious about work	20
Improved confidence	12
Willing to accept help	8
Less stressed	8
Engaged with subject	4
Total	100

Disadvantages to the tutoring

Parents were specifically asked if there had been any disadvantages to the tutoring and if so, what they were.

Table 4.19: Parents ratings of whether there were any disadvantages to the tutoring
Base: Percentage of responses to the question (N =42)

Disadvantages?	%
Yes	10
Undecided	2
No	88
Total	100

Parents were very positive about tutoring with 88% agreeing that there were no disadvantages to the tutoring. A few (4 parents) felt there were some disadvantages and one parent was undecided.

4.3 Teachers' perceptions of one-to-one tuition

Key findings from the teacher questionnaire

- The majority of teachers thought that their pupils either enjoyed the tutoring a little (37%) or really enjoyed it (52%).
- Of the pupils selected to receive extra tutoring, three quarters of them were judged by their teachers to have confidence in the subject for which they received tuition that was below average before tuition began, with teachers describing nearly a third of these pupils' confidence as "very low".
- Most teachers (65%) reported that pupils' ability in the subject had increased a little and another 24% reported that pupils' ability had increased a lot. Teachers also felt that their pupils' ability to learn independently had increased a little (63%) or a lot (17%).
- The teachers' perceptions about the effect of extra tuition on their pupils' motivation were overwhelmingly positive. 84% reported an increase in motivation with nearly 40% reporting that motivation had increased a lot.
- Nearly 80% of teachers felt that pupils' participation in lessons had increased.
- The most common changes in their pupils that teachers believed was linked to the extra tuition they had received were an increase in confidence, subject knowledge and improved standard of work.
- Although teachers found the tutors easy to work with, they were concerned about the amount of time required of them to support the tutors as well as about the time pupils missed by being taken out of other lessons and activities for tuition. It is recommended that additional funds be supplied to schools working with non-QTS tutors. These funds should be used to pay for teachers to be released from class allowing them to support the non-QTS tutors.

Confidence

Teachers rated pupils' confidence as lower in the subject for which they received tuition than in other subjects (before tuition began). Just over three quarters of pupils (77%) were judged by their teachers to have confidence that was below average in the subject for which they received tuition with teachers describing the confidence of nearly a third (30%) of these pupils as "very low".

As most of the teachers were primary school teachers, they were likely to teach the same pupils for most of their other subjects as well as the subject for which their pupils received tutoring and so they were confident enough in their knowledge of them to rate their confidence in other subjects (only 4 teachers left this section blank). Pupils' confidence in other subjects was rated much higher and teachers rated the confidence of more than double the number of pupils as average or above in other subjects (47%) compared to only 22% in the subject for which they received tutoring (though even in other subjects, none was rated as "very high").

Table 4.20: Teachers' ratings of their pupils' confidence before tuition began
 Base: Percentage of responses to the question (N = 84 In tutored subject; N = 80 In other subjects)

Rating of confidence before tuition	In subject being tutored	In other subjects
	%	%
Very low	30	11
Between very low and a little low	1	1
A little low	46	40
Average	20	41
A little high	2	6
Very high	0	0
Total	100	100

Enjoyment

Teachers believed that most of their pupils enjoyed the tuition sessions. 51% of teachers stated that their pupils really enjoyed the sessions whilst just 2% were aware that their pupils did not enjoy tuition.

Table 4.21: Teacher' ratings of pupil's enjoyment of tuition
 Base: Percentage of responses to the question (N =82)

Rating of enjoyment	%
Not at all	0
Dislikes a little	2
Neither likes nor dislikes	9
Likes a little	37
Between likes a little and really enjoys	1
Really enjoys	51
Total	100

Ability in tutored subject

Most teachers (64%) reported that pupils' ability in the subject had increased a little and another 24% reported that pupils' ability had increased a lot. A minority (12%) judged that the pupils' ability had remained the same. One teacher commented that it simply might be too early to judge the impact of the tutoring on pupils' achievement:

"I feel that benefits of 1:1 tuition aren't seen immediately - time will tell" (BCFL004)

Table 4.22: Teachers' ratings of changes in their pupils' ability
Base: Percentage of responses to the question (N =84)

Rating of ability	%
Decreased	0
Stayed the same	12
Between stayed the same and increased a little	1
Increased a little	63
Increased a lot	24
Total	100

Ability to learn independently

Teachers' views on the effect of extra tuition on pupils' ability to learn independently were similar to their views on the effect extra tuition had on their ability. Most teachers (64%) felt pupil's ability to learn independently had increased a little and similar proportions felt pupils' ability to learn independently had either stayed the same or increased a lot, although a slightly higher percentage felt there had been no impact (19%).

Table 4.23: Teachers' ratings of changes in their pupils' ability to learn independently
Base: Percentage of responses to the question (N =84)

Rating of independent learning	%
Decreased	0
Stayed the same	19
Between stayed the same and increased a little	1
Increased a little	63
Increased a lot	17
Total	100

Motivation

The teachers' perceptions about the effect of extra tuition on their pupil's motivation were overwhelmingly positive. 84% reported an increase in motivation with nearly 40% reporting that motivation had increased a lot.

Table 4.24: Teachers' ratings of changes in their pupils' motivation
Base: Percentage of responses to the question (N = 84)

Rating of motivation	%
Decreased	0
Stayed the same	16
Between stayed the same and increased a little	1
Increased a little	44
Between increased a little and increased a lot	1
Increased a lot	38
Total	100

Participation in lessons

Nearly 80% of teachers felt that pupils' participation in lessons had increased. Almost half (47%) reported participation had increased a little and just under a third (30%) reported that participation had increased a lot. 21% however, did not notice an increase in participation.

Table 4.25: Teachers' ratings of changes in their pupils' participation in lessons
Base: Percentage of responses to the question (N =84)

Rating of participation	%
Decreased	0
Stayed the same	21
Between stayed the same and increased a little	1
Increased a little	46
Between increased a little and increased a lot	1
Increased a lot	30
Total	100

Behaviour

Teachers reported little impact of tuition on behaviour either inside or outside of class. The biggest gains were in class, where teachers' reported that the behaviour of about 17% of pupils had improved – although only three of the reported 14 cases where behaviour improved were cases where behaviour was judged to have improved a lot. Several teachers spontaneously wrote on the questionnaires that the pupil's behaviour had never been an issue – implying that behaviour was already good and tuition was not expected to have any effect on it. Regarding behaviour outside the classroom, teachers may also have been less aware or confident about their rating of pupils' behaviour and so may have been less likely to indicate that any change had taken place.

Table 4.26: Teachers' reports about changes in their pupils' behaviour in and outside class
 Base: Percentage of responses to the question (N =83 In class; N = 83 Outside class)

Rating of behaviour	In class	Outside class
Deteriorated	0	0
Stayed the same	83	94
Improved a little	13	6
Improved a lot	4	0
Total	100	100

Other changes

The most common change reported by teachers was an increase in pupils' confidence (32%). One teacher described his/her pupil as

“. . . more willing to take on board new concepts and discuss her worries and misunderstandings” (TCE009).

Teachers also commented that pupils had made good progress since the start of tuition, either because their subject knowledge had improved (29%) or because they were able to revise concepts not yet secure (11%). These points are best illustrated by the teachers' own comments:

“His latest assessment was much improved - 2 sub levels” (TQ3)

“XXXX's standard of written English has significantly improved; of particular note is his improved ability to punctuate and proof read his work” (TQ37)

“Definitely ‘plugged gaps’” (TQ15)

“This pupil needed a lot of revision of the basic concepts in maths, which has helped him tremendously” (UELS004)

Table 4.27: Changes attributed by teachers to their pupils' extra tuition
Base: Percentage of responses to the question (N = 21)

Pupils' changes	%
Pupil's confidence	32
Subject Knowledge	29
Standard of Work	21
Revise concepts	11
Enjoyment of subject	4
Attitude	4
Total	100

Impact of tuition on the class as a whole

Most teachers did not feel that tuition had an impact on their class as a whole. They either disagreed or had no opinion. Just under a third, however, reported an impact on their classes.

Table 4.28: Teachers' ratings of the impact of tuition on their class as a whole
Base: Percentage of responses to the question (N =82)

Tuition impacted on whole class?	%
Agree	31
No opinion	49
Disagree	21
Total	100

Of those teachers who noticed an impact on their classes as a whole, only a few offered further explanations (8 comments from 5 teachers). Two teachers commented that the increased confidence and positive feedback from pupils receiving tuition encouraged other pupils in the class:

“This child's confidence has improved and encouraged others to participate who normally wouldn't” (TQ22)

Another teacher found that because the tutor was able to prepare the pupil for upcoming topics, s/he could teach at a fast pace.

Working with the tutor

Teachers were asked some additional questions about working with the tutor. They were first asked whether they knew which subject the tutor had been trained to teach. While most (82%) did, a significant minority (18%) did not and one tutor reported that this created some difficulties when asked to tutor in a subject that was not the one for which she had been trained.

Teachers were also asked whether they felt the tutors' training prepared them for working with pupils. Just over half (56%) of teachers agreed that the tutors' training had prepared them to work with pupils, a third had no opinion and 11% disagreed that the tutors' training was sufficient preparation for working with pupils.

Table 4.29: Teachers' opinions on whether tutors' training prepared them for working with pupils

Base: Percentage of responses to the question (N =84)

Tutors prepared?	%
Agree	56
No opinion	33
Disagree	11
Total	100

Teachers were asked whether they thought the tutors had adequate subject knowledge. While the majority (77%) of teachers felt the tutors had adequate subject knowledge, about 10% had no opinion on this question and 13% felt the tutors' subject knowledge was inadequate.

Table 4.30: Teachers opinions on whether tutors had adequate subject knowledge

Base: Percentage of responses to the question (N =84)

Tutors had adequate subject knowledge?	%
Agree	77
No opinion	10
Disagree	13
Total	100

Tutor was easy to work with

Only 51 of the 84 questionnaires had replies to this question (unfortunately, the tick boxes next to this question were missing from the questionnaire so many teachers missed this question) however the vast majority (98%) of teachers who did respond said the tutors were easy to work with and only one teacher had no opinion. None of the teachers replied that the tutors were difficult to work with.

Table 4.31: Teachers' ratings of whether it was easy to work with the tutor

Base: Percentage of responses to the question (N =51)

Tutor easy to work with?	%
Agree	98
No opinion	2
Disagree	0
Total	100

Disadvantages

More than three quarters (77%) of the teachers responded that there were no disadvantages to the tutoring. Just under a quarter, however, reported that there were disadvantages and 25% of the questionnaires contained justifications for their responses.

Table 4.32: Teachers' reports on disadvantages of the extra tuition
 Base: Percentage of responses to the question (N =84)

Were there disadvantages?	%
Yes	22
No	77
Total	100

Two main disadvantages emerged from the teachers' comments:

Time

The time required by the class teacher and school to support the tutor was the most frequently (38%) cited disadvantage. This is an aspect which should be considered when planning a national roll out although it is possible that some of these issues arose as a result of the pilot set up.

Unlike those tutors who are trained primary teachers, the scheme required much greater input and support from the school (LEAG002).

Another wrote,

"Tricky to find time to communicate" (TQ30)

A third teacher objected to

"(t)he time needed to support the tutor compared to QTS tutors" (LEAG008).

The time demanded of the class teacher was clearly an issue for some.

Tutor background

A number of teachers (24% of comments) expressed concern that tutors were not well enough prepared and lacked sufficient knowledge of the national curriculum and current teaching methods.

Tuition is overrated - quality first wave 1 teaching has more impact! . . . Tutor does not know the methods that we use or what comes during the next levels (TQ17)

Another teacher observed that

"(t)utors who don't have an education background find resourcing difficult" (TCE004).

Although subject knowledge itself is not raised as a major problem with tutors, their lack of experience with the national curriculum and current pedagogical strategies is considered, by some teachers, to be a significant disadvantage.

Similarity of stakeholders' views

These findings show that when pupils, their parents and teachers were asked similar questions about tuition and its impact, they provided highly comparable ratings. For example, 88% of pupils said they enjoyed tutoring and 89% of tutors thought this was the case as did 77% of parents. Similarly, 80% of teachers and pupils believed the pupils' independence of learning had improved and 83% of parents thought this was so. There was also great similarity between the pupils, parents and teachers in their views of the improvement in pupils' motivation for trying hard. These results indicate that pupils, teachers and parents perceived improvements in pupils' enjoyment, independence in learning and motivation as a result of the tuition provided.

5 Impact of one-to-one tuition on attainment

To assess the impact of one-to-one tuition on pupils' academic progress in English and mathematics, the attainment of pupils who received tuition from tutors who attended the one-to-one tuition pilot courses (non-QTS tutors) was compared with the attainment of pupils who did not receive tuition. The analysis used teacher assessment data provided by DfE which allowed other variables such as SEN status, eligibility for free school meals and gender to be taken into account.

Key findings

- Before tuition commenced, pupils who went on to receive tuition tended to have lower baseline attainment than the pupils in the non-tutored group, thus indicating that teachers selected the lower attaining pupils for one to one tuition..
- Pupils who received one-to-one tuition in mathematics from a non-QTS tutor made similar levels of progress to pupils who received no tuition.
- Pupils who received one-to-one tuition in English from a non-QTS tutor made similar levels of progress to pupils who received no tuition, with the exception of year 7 where pupils who received tuition made significantly more progress.
- The number of pupils in the analysis samples was small, which could have an effect on the significance of the results.
- Baseline attainment data and pupil characteristics (such as free school meal, gender, special educational needs status) were taken into account in the analyses.

Sample

Pupils were defined as having received tuition if the start of tuition was confirmed, but a small number of pupils who withdrew from tuition were excluded from the analysis. The analysis sample comprised 149 pupils who received English tuition and 115 pupils who received tuition in mathematics during the spring and summer terms 2010. These pupils were located in 110 schools in 10 Local Authorities. Table 5.1 shows the numbers of pupils in each year group, divided into those not receiving one-to-one tuition and those receiving tuition through non-QTS tutors. Additionally the numbers of pupils receiving tuition in the spring term is shown in the final column.

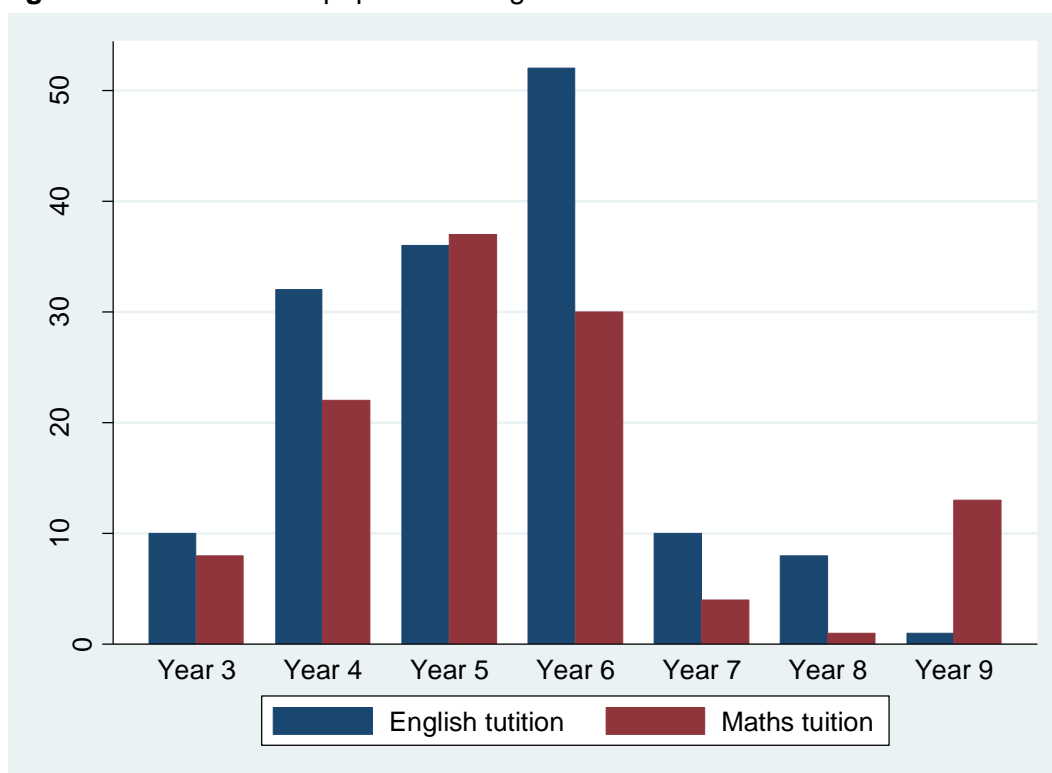
Table 5.1: Numbers of pupils who completed tuition, by year group and subject

Year	No tuition	Non-QTS tuition
English Tuition		
Year 3	2,120	10
Year 4	2,161	32
Year 5	2,131	36
Year 6	1,972	52
Year 7	2,540	10
Year 8	2,716	8
Year 9	2,554	1
Total	16,164	149
Mathematics Tuition		
Year 3	2,121	8
Year 4	2,174	22
Year 5	2,137	37
Year 6	1,986	30
Year 7	2,509	4
Year 8	2,718	1
Year 9	2,612	13
Total	16,257	115

As shown in Table 5.1, the majority of pupils received their tuition in the spring term 2010, and a smaller number in summer term 2010. There were either few or no pupils receiving non-QTS tuition in English in year 9, and as such there is insufficient information for a formal analysis of the data for this year group. Therefore, analysis for English was restricted to years 3, 4, 5, 6, 7 and 8. In addition, an analysis was performed for year 4-6 pupils combined.

Similarly in mathematics, the number of pupils in years 7 and 8 who received one-to-one tuition was small and therefore, analysis was restricted to years 3, 4, 5, 6 and 9, and also to an analysis for years 4-6 combined. There were no year 9 pupils who received mathematics tuition in the spring term, so the year 9 analysis considered only pupils who received tuition in the summer term. The numbers of pupils receiving non-QTS tutoring in English and mathematics is also shown graphically in Figure 5.1.

Figure 5.1: Numbers of pupils receiving tuition from non-QTS tutors



Summaries of the characteristics of pupils in the study are provided in Appendix B. The vast majority of pupils in receipt of tuition in English were white and spoke English as their first language. One of the tutored pupils had a statement of Special Education Need and several were classified as School Action and School Action Plus. A higher proportion of boys received tuition in English and the reverse was true in mathematics.

Attainment measures

All attainment measures took the form of teacher assessments, which were recorded as National Curriculum levels, including sub-levels (with each main level divided into three sub-levels). For the purposes of analysis the National Curriculum levels were converted to a numerical score, so that one unit on the scale represents one National Curriculum sublevel (or a third of a National Curriculum level).

Attainment scores were obtained in reading, writing and mathematics. It was not known whether pupils who received tuition in English focussed on reading or writing. Therefore, for the study reading and writing scores were combined into a single measure of English (by taking the mean of the two scores). This outcome measure was then consistent with the subject of tuition.

To allow all pupils who received tuition to be included in the analysis, and to be consistent across all pupils, the outcome measure of attainment was taken as that measured at the end of the summer term 2010. The 'baseline' measure of attainment, indicating the starting attainment level of the pupils, was that recorded at the end of the autumn term 2009.

Results

Mean scores for the pupils who did and did not receive tuition in English show that the pupils who received tuition tended to start from a lower base than those who did not have tuition. The differences were statistically significant except in year 7 English (see model 1, Appendix E). Although their final attainment levels increased, they remained below the non tutored group at the end of the summer term 2010. The pattern was similar in mathematics.

Table 5.2: Baseline and final attainment in English

Year	No tuition				Non-QTS tuition			
	Baseline Attainment		Final Attainment		Baseline Attainment		Final Attainment	
	Mean	SD	Mean	SD	Mean	SD	Mean	SD
Year 3	7.5	1.9	8.8	2.0	6.4	1.3	7.7	1.4
Year 4	8.9	2.1	10.2	2.1	7.6	2.1	9.0	2.0
Year 5	10.4	2.4	11.8	2.4	9.7	1.5	11.0	1.4
Year 6	12.1	2.5	13.7	2.5	10.7	1.6	12.6	1.7
Year 7	13.2	2.2	14.4	2.4	11.2	1.3	13.4	1.4
Year 8	14.5	2.4	15.4	2.4	11.8	1.4	12.2	1.4

Table 5.3: Baseline and final attainment in mathematics

Year	No tuition				Non-QTS tuition			
	Baseline Attainment		Final Attainment		Baseline Attainment		Final Attainment	
	Mean	SD	Mean	SD	Mean	SD	Mean	SD
Year 3	7.7	1.7	9.0	1.7	5.8	1.3	7.4	1.4
Year 4	9.0	1.9	10.3	1.9	8.1	1.8	9.4	1.5
Year 5	10.5	2.2	11.9	2.4	9.9	1.7	10.9	1.7
Year 6	12.2	2.5	13.9	2.5	10.6	1.4	12.8	1.6
Year 9	16.6	3.3	17.9	3.5	14.1	2.3	15.0	2.6

Key:

Level 1B: Score = 4.5
 Level 2B: Score = 7.5
 Level 3B: Score = 10.5
 Level 4B: Score = 13.5
 Level 5B: Score = 16.5
 Level 6B: Score = 19.5

Multilevel regression methods were used to examine the differences in English attainment between pupils receiving tuition in English from non-QTS tutors and pupils not receiving tuition. As described in the Statistical Methods section (Appendix C), a series of analyses were performed. The full set of analyses are shown in the Appendices, but the results presented here show the differences between groups after adjusting for differences in

baseline attainment, pupil characteristics and each pupil's progression in terms of National Curriculum sub levels during the term prior to the study.

A summary of the results for English is given in Table 5.4. The figures reported in the first column are the difference in English progression between the non-QTS group and the no tuition group. As described above, one unit on the scale represents one National Curriculum sub-level. A positive difference would imply higher progression in the non-QTS group, whilst a negative difference would imply lower progression in the non-QTS group. The second column shows the corresponding 95% confidence interval and the third column reports p-values, indicating the significance of the results.

The analysis indicates that the progression of pupils in years 3, 4, 5, 6 and 8 who received one-to-one tuition was very similar to that of pupils who did not have tuition. In years 3, 4 and 8, pupils in receipt of tuition appeared to make 0.2, 0.1 and 0.2 fewer National Curriculum sub-levels of progress respectively. Not surprisingly, these small differences of one tenth to one fifth of a sub level were not statistically significant. There was no difference between the two groups in years 5 and 6 or for years 4-6 combined.

Table 5.4: Differences in English between pupils receiving non-QTS tuition and pupils receiving no tuition

Year	Spring & Summer tuition		
	Difference	95% CI	p-value
Year 3 (*)	-0.2	-0.7, 0.2	0.24
Year 4	-0.1	-0.3, 0.2	0.48
Year 5	0.0	-0.3, 0.2	0.77
Year 6	0.0	-0.3, 0.2	0.70
Years 4-6 combined	0.0	-0.1, 0.1	0.92
Year 7 (*)	0.9	0.3, 1.6	0.005
Year 8	-0.2	-0.8, 0.5	0.61

(*) Results from Model 3 reported for years 3 and 7 due insufficient data on the gain in attainment between summer 09 and autumn 09

However, there was found to be a significant effect of tutoring for year 7 pupils. Pupils receiving tuition made 0.9 more sub-levels of progress in English when compared to pupils receiving no tuition. This finding should be treated with caution as only 10 pupils received tuition for English in year 7.

Also, as a result of missing attainment data in autumn 2009 for a large number of year 7 pupils, it was not possible to fit Model 4, which additionally adjusted for gain in attainment in the term prior to the baseline attainment measure. However, the other analyses that did adjust for the gains made by pupils during the term prior to tuition show that this variable had little impact on the results (see Appendix E). So the significant effects of tuition in year 7 are not due to the omission of this variable in the model.

Similar analyses were performed to examine the effect of mathematics tuition from non-QTS tutors upon progression in mathematics and a summary of the results is presented in Table 5.5. The figures are the difference in progression between pupils receiving non-QTS tuition and pupils receiving no tuition. One unit on the mathematics attainment scale represents one National Curriculum sub-level (or a third of a full National Curriculum level). Again the differences between groups are adjusted to allow for differences in baseline mathematics attainment, for differences in pupil characteristics and for progression in the term prior to the study.

Table 5.5: Differences in mathematics attainment between pupils receiving non-QTS tuition and pupils receiving no tuition:

Year	Spring & Summer tuition		
	Difference	95% CI	p-value
Year 3 ^(*)	0.1	-0.4, 0.7	0.67
Year 4	0.1	-0.2, 0.4	0.59
Year 5	-0.2	-0.5, 0.1	0.22
Year 6	0.1	-0.2, 0.5	0.46
Years 4-6 combined	0.0	-0.2, 0.2	0.99
Year 9 – Model 4	-0.2	-0.9, 0.5	0.64

(*) Results from Model 3 reported for years 3 and 7 due insufficient data on the gain in attainment between summer 09 and autumn 09

The analysis indicated that for all year groups examined, there was no statistically significant difference between pupils who received tuition and those who did not.

Overall, these findings indicate that teachers tended to select pupils with lower than average attainment for one to one tuition. Although at the end of the study the average attainment of pupils in receipt of tuition remained lower than that of their peers, 10 hours of tuition enabled them to make similar levels of progress in both English and mathematics.

6 Cost Benefit Analysis

A cost-benefit analysis was undertaken on the basis of both financial and non-financial information available. The costs of providing one-to-one tuition include the financial costs of training and employing non-QTS tutors to provide tuition in school. Other costs that should be considered include additional burdens on schools that may arise as a result of employing non-QTS tutors as compared to QTS tutors, and perceived negative impacts on teachers, schools and stakeholders.

It should be acknowledged that the cost-benefit analysis applies to this particular model of provision and that other funding models could be considered. For example, the possibility of participants contributing to the cost of the one-to-one courses might be explored and, if successful, would bring down the costs to government.

Benefits to pupils include the progress made as a result of one-to-one tuition, which was on a par with the average attainment of pupils who were not in receipt of tuition. Other, less easily quantifiable changes included improvements in tutored pupils' classroom engagement and attitudes, as perceived by stakeholders. Other benefits perceived by pupils, parents and teachers were improvements in pupils' confidence, motivation, participation, and, to a lesser extent, behaviour. In the longer term these factors could have an impact on achievement as pupils become more willing to engage with their work at home and at school.

For the tutors themselves, the skills of one-to-one tuition could add value in the longer term particularly for those who continue to work as tutors and those who go on to train as teachers. It is likely that experience gained from training and working as a tutor would help inform decisions to embark on a course of initial teacher training. The pilot courses play a useful role in developing an adequate supply of tutors required to offer tuition to all funded pupils.

Financial information supplied by TDA indicated that the approximate average cost for a tutor to be trained was £1100/candidate. This figure could be reduced if the number of participants per course increased and if there had been 100% take up on the courses the average cost would have been approximately £900/candidate. At the end of June 2010 it was estimated that the per pupil cost amounted to £637 but it is worth noting that this figure would be expected to reduce considerably as not all tutors provided 30 hours of one-to-one tuition as originally planned. Thus it does not capture fully the value added through providing skills to become a tutor.

Teachers in schools where tuition was provided commented that additional time was required to support the non-QTS tutors as compared to QTS tutors. Over a third of class teachers (38%) cited this additional time as the main disadvantage of tuition supplied by non-QTS tutors. Without the knowledge acquired through long courses of teacher training and experience in the classroom, the non-QTS tutors relied on class teachers and other staff in schools to provide information. Class teachers highlighted the national curriculum and pedagogical strategies as particular areas requiring their input. This input is difficult to quantify on the basis of the evidence gathered, but is clearly an issue for some schools. Tutors who had prior experience in schools, such as teaching assistants, may have made fewer demands on teachers' time than tutors who had not spent time in classrooms before embarking on the pilot courses.

As noted above, pupils who received tuition made similar levels of progress to those who did not receive tuition, despite starting from a lower base. This positive finding indicates that the

short courses appear to offer a cost effective means of preparing tutors to provide one-to-one tuition in English and mathematics.

7 Conclusion and Recommendations

In addition to the recommendations set out below, the issue of recruitment has become evident throughout the evaluation of the pilot for the following reasons:

- The course is popular with those considering teaching as a career.
- Many of the participants were recruited through the Teaching Information Line.
- Not all the participants intend to tutor (77% of participants would like to continue tutoring in the future).
- The turnover of non-QTS tutors could be high as a result of future progression into the teaching profession.
- Therefore, the supply of those willing to take the course may not match demand.

Therefore it is necessary to ask, what is the best way for participants to gain a place on a course?

There are three options for course recruitment as follows:

1. It is recommended that recruiting through the Teaching Information Line should continue, this was a highly successful method although at times it may be necessary for courses to supplement this with local advertising.
2. There is however another option which deserves consideration. Schools wishing to employ non-QTS tutors could advertise for adults willing to train and work as tutors and then send the successful applicants on the courses. These applicants would have to meet the school's own standards as well as the entry criteria for the course. Schools might also wish to send current suitably qualified members of staff such as teaching assistants. This would enable placements to be carried out in the participants schools and at the end of the course, they would return there for the 10 hours of tutoring.

Schools and courses would need to ensure that the standards for passing the courses were just as high for these participants and were not relaxed owing to the schools' familiarity with the participants or because the schools had funded the place. If such a method were to be used therefore, the funding should come from a central source as it currently does. This method of recruiting would solve many problems - the difficulty of finding enough school placements; the challenge of finding work after the courses and the potential supply issue. This method could be carried out in conjunction with option (1) above.

3. One final option remains for recruiting tutors (and reducing turnover). This would involve the course participants funding themselves. This would not appear to be a viable option since the participants would have a heavy financial outlay which would take a long time to recoup. In addition, it is probable that the number of participants willing to self fund for an untried role would not be great particularly in the early years of the initiative, especially as volunteering in a school can be carried out without any financial outlay. Expecting participants to fund themselves is not a recommended action.

Recommendations

1. National roll out of training

- It is recommended that the courses training adults to become non-QTS tutors should be rolled out nationally with the following considerations.

2. Eligibility of tutors

- In addition to a degree in English or mathematics (or subjects which demanded high levels of English or mathematics such as engineering) or degrees in other subjects with A-levels in English or mathematics, admission onto the courses should also include an interview and a written assignment to ensure high standards of spoken and written English.

3. Courses and structure

- The courses do not need to be differentiated for those who have either A-level or degree level subject knowledge.
- The duration of the courses should allow for a minimum of five placement days in school. The placement days should not be consecutive but interspersed with the taught element of the course to allow for feedback and learning. These elements of the course should be carefully planned in light of participants' background and experience.
- The taught element of the courses should include:
 - Information on how schools work (including educational terminology, AfL, APP, Key Stage information).
 - Information on what will be expected of the tutor and the pupil's teacher.
 - Knowledge of how children learn and awareness of barriers to learning.
 - Guidance on how to structure, plan and deliver a tuition session (and understanding when to deviate from that plan).
 - Guidance to help participants identify pupils' learning needs – recognizing misconceptions, a need for consolidation and readiness to acquire new knowledge.
 - A wide variety of teaching methods appropriate for one-to-one tuition sessions, designed to either consolidate or further a pupil's knowledge.
 - Knowledge of the curriculum - including guidance and practise using the curriculum to understand how the curriculum works and how to use it to identify what the pupil needs to be taught next.
 - Some subject knowledge should be taught to ensure participants are up to date with the modern curriculum.
 - Debriefing sessions after placements must be included (preferably as soon as practical after placement). These should give participants the opportunity to discuss what they observed and pass on what they observed to others as well as discussing any difficulties.

4. Assessment

- End of course assessment should include:
 - Assessment of a one-to-one tuition session.
 - Evidence of planning and working with the curriculum to consolidate and further knowledge and use of teaching methods (and resources) for particular scenarios.
 - Assessment should also include a case study of a pupil selected for one-to-one tuition. The case study would detail the chain of events from the observation of the pupil in class, the way in which the class teacher chooses and sets objectives, designing a tuition session for the pupil, location and design of resources, delivering the tuition session and writing a reflective log of the session. The case study should analyse and reflect on each of these elements.

5. School placement

- The time spent in school should include:
 - Time observing classroom sessions in order to understand modern teaching methods and see them in action.
 - Participants should spend some time observing pupils, to understand their barriers to learning and the way in which pupils work with other pupils and staff for effective learning.
 - Participants should observe at least one, one-to-one tuition session provided by an experienced tutor.
 - Observations in school should be carried out with a clear focus (such as teachers' questioning techniques) so that the participant fully understands the aspects they are observing.
 - The time spent in school must include delivery of one-to-one tuition sessions. It is recommended that the participant delivers at least three sessions throughout the time in school. Whenever possible these should be observed by other participants or members of staff from the school or the course provider and formative feedback given. The final session should be towards the very end of the course and should be observed by a member of staff (from the school or course provider) and included as part of the final assessment of the course.
 - It is preferable that participants experience tuition at both primary and secondary levels if possible.

6. Getting into tutoring

- The transition from the end of the course to the probationary period should be swift and straightforward. In order to facilitate this, if possible, the probationary period should be carried out at the same school in which the participants had their placements. In addition, participants should be advised that they should take an active part in communicating with school.
- Should the pilot model of working with the LAs be used in a national roll out, then a close working relationship between the LA and the course provider and schools is necessary to ensure support from the schools and finding placements for participants. There should be high levels of communication on both sides and mutual

respect for the initiative and each others' roles. In a national roll out, care should be taken to ensure that roles and responsibilities are communicated and agreed.

- Schools could advertise for new members of staff to send on the courses (or send existing staff). The entry requirements for these participants would be the same as for other participants and the assessment of them would be equally stringent. Applicants would be expected to apply for places and schools would be funded.
- A probationary period is proposed. Only after successful completion of the course and the probationary period (the suggested duration is 10 sessions of tuition for three pupils each) should a tutor become a fully qualified tutor.
- There are clear guidelines for providers and schools with regards to CRB checks. All the relevant parties should be encouraged to understand and use them.
- Schools should be made aware that non QTS tutors who have little experience of working in schools may require additional support. Schools should draw up plans to provide mentoring support. The financial implications of such an approach would need to be considered.

References

Developing one-to-one tuition: Guidance for tutors (2009). DCSF, Nottingham

PricewaterhouseCoopers LLP (2008) Evaluation of the Making Good Progress Pilot Interim report. Research Report DCSF-RR065 DCSF, Nottingham

Appendices

Appendix A

Course Evaluation Questionnaire (Immediate)

Questionnaire returns

As discussed in the Methodology of Chapter 3, the Course Evaluation Questionnaires were received back from four out of the five course providers. Percentages have been rounded up or down for ease of reading, therefore it may appear that the totals do not come to 100%, however, this is purely a facet of the rounding process and all percentage totals are 100%.

Table A.1: Total number of Course Evaluation Questionnaires (Immediate) returned by course providers.

Provider	Number returned	No of courses questionnaires returned from	Total no of courses offered by provider
CP1	0	0	6
CP2	35	2	2
CP3	27	2	6
CP4	19	2	2
CP5	49	3	3
Total	130	9	19

Prior experience

The course participants were asked “Before starting the course did you have any experience of teaching or providing one-to-one tuition?” 60% of the respondents replied that they did have previous experience whilst 40% stated that they did not. 79 Participants gave details about their experiences. Since many had tutored or taught in more than one way, each of these was counted separately, producing 103 comments in total.

20% of the participants’ responses cited their work as a teaching assistant (TA) or equivalent in school and a further 16% of comments were about the volunteering that participants had carried out in schools.

12% of the participants’ comments stated that they tutored or helped family or friends. Sometimes this was on a formal one-to-one basis whilst other times it was helping children with their homework. However, 15% of the comments stated that the course participants had carried out paid work as a one-to-one tutor. (Another 2% of the comments were also about tutoring but it was unclear whether this was paid or unpaid work).

In addition to working in a school or tutoring, some of the course participants had a teaching qualification in another country (5% of comments), some taught adults or had a qualification to teach English as a foreign language (10% and 6% of comments respectively).

Table A.2: Participants previous experience of teaching or one-to-one tuition
Base: Comments from participants (N = 103)

Previous experience	%
TA or equivalent including cover supervisor	20
Volunteer in school	16
Tutoring (paid)	15
Tutoring / helping family or friends (unpaid)	12
Teaching adults or post 16	10
TESOL/TEFL	6
Qualified to teach in another country	5
Experience as part of a course	4
Tutor non academic subjects	4
Tutoring (unclear if paid or not)	2
Other	8
Total	100

Readiness to tutor

The course participants were asked “Do you feel ready to provide tuition?” 97% of the participants replied that they did, whilst just 3% said that they did not. Out of the 4 participants who had stated that they did not feel ready, one had attended a course from CP5 and three had attended courses from CP3.

The participants who had responded negatively to the question were asked to give reasons why they felt this way. Other participants also took the opportunity to air their views with 31 participants choosing to respond producing 32 comments in total

Table A.3: Participants’ views on why they are, or are not, ready to tutor.
Base: Comments from participants (N = 32)

Views about readiness to tutor	%
Course / school / practise has given me the ability and confidence to tutor	28
Tutoring itself is only way to know if learnt enough but also teaches more	13
Need to prepare for lessons	13
Would like more knowledge about curriculum, subject and teaching methods	9
Would like long term support from course providers or school	9
Would like more practise	6
Nervous/daunting	6
Other (General comments not necessarily answering the question)	16
Total	100

The largest group of responses were positive (28% of comments), with the participants stating that the course, the time spent in school and the one-to-one practise had given them the ability and the confidence to tutor. Others were not so sure, 13% of the comments were related to the fact that the participants believed that they would not really know whether they were ready to tutor until they began to do so, but were sure that once they did begin tutoring, they would continue to develop and learn. A further 13% of the comments were responding to the fact that whilst they might have the knowledge and ability to tutor, they still had some preparation to do before they could actually deliver a lesson. Some felt that they would like more knowledge about the curriculum, the subject they were to teach or about teaching

methods (9% of comments) whilst others would like to receive long term support – either from the school or from the course providers (9%).

Helping to prepare for tutoring

The question “What was particularly helpful in preparing you to tutor?” produced 252 comments from 192 respondents. There was a large range of themes, the most frequently cited (15% of comments) was the range of resources and ideas that the participants were provided with, these included handouts, suggestions for teaching strategies and other ideas which the participants could draw upon when they tutored. The participants also found their experience during the school placement had been extremely helpful (13% of comments) as was time spent learning how to structure a lesson and develop a lesson plan (12%).

Learning about school assessments and the curriculum was also commented upon relatively frequently (10% of comments) as were the periods spent learning and understanding how children learn (also 10% of comments). There were 10 other categories but these all scored very low with all but one of them at 5% or less.

Table A.4: Aspects of the course considered to be particularly helpful by the participants. Base: Individual comments from the open ended question (N = 252)

Aspects of the course considered helpful	%
Resources (inc handouts, ideas, teaching methods)	15
Time spent in school	13
Time spent working on how to structure a lesson and developing lesson plans	12
Info about assessments and curriculum	10
Learning how children learn	10
Learning on the course	9
7 steps model of tutoring	6
Lecturers / teaching methods used on the course	5
Role playing one-to-one	5
Discussions & feedback	4
Being given an understanding of one-to-one	3
Learning how to establish relationships with the children	2
Developing one-to-one tuition - Guidance for Tutors booklet	1
Practicing one-to-one	1
Negatives	1
All of it	1
Other (General comments)	4
Total	100

The reverse of the question was also asked, “What was not useful or helpful about the course?” Very positively, the most frequently cited theme was that the tutors found it all useful with 26% feeling this way. The next largest category was from those who felt that too much time had been spent on specific aspects during the course (21%). These included a very wide range of areas such as repetition during the course; too much time on lesson planning; discussions, or items they felt not particularly relevant to them such as classroom management or ICT in the classroom.

Not all the tutors felt that the time spent on placement had been entirely helpful, (11%), problems included poor organisation in the school with the arrival of the tutors not always

being expected, not meeting the pupils early enough and placements occurring too close to Christmas to be useful. Poor organisation of the course was also mentioned in 8% of the comments.

Table A.5: Aspects of the course considered to be particularly helpful by the participants. Base: Individual comments from the open ended question (N = 111)

Aspects of course considered unhelpful	%
Nothing unhelpful - All useful	26
Too much time spent on specific topics (e.g. lesson planning, discussions, repetition, items not particularly relevant on one-to-one)	21
Aspects of placement not helpful	11
Organisation of the course (including the order of items taught)	8
Not enough role play / practical exercises	5
Attitude / approach / delivery of course providers	5
Pace or length of course	5
Timing / location of the course and placement	5
Not enough info or practise on how to prepare and deliver one-to-one	5
Not enough resources or help with resources	3
Not enough other - inc lack of examples, info about own learning objectives	2
Too much time spent on content already known from previous experience	2
Other	3
Total	100

School placement

All the courses included time spent in school and the participants were asked “What did you think of the time you spent in school during the course?” There were a range of answers to choose from on a 5 point scale, ranging from “Very Helpful” to “Very Unhelpful”. Participants were also asked to give reasons for their answers.

Table A.6: The extent to which the participants from each course found the time spent in school helpful. (Percentage of participants from each course who answered the question.)

Course	Very helpful	Fairly helpful	Neither helpful nor unhelpful	Fairly unhelpful	Very unhelpful
CP2	86	11	3	0	0
CP3	89	11	0	0	0
CP4	100	0	0	0	0
CP5	66	27	5	0	2
Total	81	15	2	0	1

106 participants gave reasons for their answers about the helpfulness of the school placement. In total they produced 144 comments of which 26% were related to the time spent in classrooms. The participants stated that they found the time useful because they were able to observe the teachers in action, learning about their different methods and

styles, picking up useful ideas that could be used in their own tutoring session. 17% of the comments remarked upon how helpful the school and staff had been or the fact that it had been very useful to meet them in advance of their tutoring sessions. The fact that the participants were given the opportunity to meet the pupils and to learn more about them was appreciated and it was mentioned in 13% of the comments.

Not all the comments were favourable, 6% stated that the school (though often very helpful or friendly) were not ready to receive the course participants and the visits were poorly organised. In a further 3% of the comments, participants remarked that they felt the time spent in school was not long enough (the participants who made these comments were from several different courses).

Table A.7: Aspects of the school placement considered to be helpful or unhelpful. Base: Comments produced in the optional question. (N = 144)

School placement aspects	%
Learn about what goes on in classrooms (inc teaching, teaching styles, practise and classroom management)	26
Useful meeting staff/staff helpful	17
Learning about pupils	13
Putting theory into practise	6
Understanding how school worked/ethos of school/how school does...(e.g. Assess levels etc)	6
School poorly organised for visit	6
Would have liked more time	3
Able to practise	5
Put learning into context	3
All useful	3
Did not attend school placement	2
Didn't help learning how to tutor/Didn't learn anything new	1
Other	9
Total	100

Subject knowledge

The courses varied in the amount of time they spent on delivering subject knowledge. CP2 spent 4 hours on subject knowledge whilst CP5 spent a similar amount (1 session). CP3 did not tackle the area during the course itself but participants were expected to cover it themselves through distance e-learning. CP4 spent the most time on subject knowledge with four half day sessions for each subject.

In order to investigate whether the different approaches taken by the course providers were appropriate, the participants were asked "Do you think the course provided you with enough subject knowledge to be able to tutor well?" They were given three possible answers, "I already had the subject knowledge"; "I was taught enough" and "I was not taught enough". The participants from CP4 appear the most satisfied with none of them stating they were not taught enough, possibly reflecting the fact that they spent more time devoted to this area than the other courses did. CP3 participants seem the least satisfied, so it would suggest that for some participants at least, e-learning is not enough despite the entry requirements onto the course being either an A Level or a degree in the subject.

Table A.8: Responses to the question “Did the course provide you with enough subject knowledge to be able to tutor well?”

Base: Percentages of participants from each course who answered the question (N = 120)

Course	Already had the knowledge	Taught Enough	Not taught enough
CP2	60	27	13
CP3	37	37	25
CP4	63	37	0
CP5	55	38	6
Total	54	35	11

Curriculum knowledge

The participants were asked “Do you think the course provided you with enough curriculum knowledge to be able to tutor well?” Once again they were given the option of stating whether they already had the knowledge, they were taught enough or were not taught enough.

The only course which spent much time on curriculum knowledge was CP4 who incorporated it into their subject sessions. Other courses spent very little time on the area although they often provided their participants with reading and resources. The reasoning behind this approach was simple – they felt that the whole area was so large, it was impossible to cover to a useful level, so it was better to provide the participants with the information they would need to learn how to access the curriculum. This approach does not appear to have been particularly popular, with a quarter of CP2’s participants feeling that they had not been taught enough. However, the rest of them felt that they had either been taught enough or they already had the knowledge. CP4’s participants on the other hand were much happier with just 6% feeling that they had not been taught enough.

Table A.9: Responses to the question “Did the course provide you with enough curriculum knowledge to be able to tutor well?”

Base: Percentages of participants from each course who answered the question (N = 124)

Course	Already had the knowledge	Taught Enough	Not taught enough
CP2	19	56	25
CP3	11	78	11
CP4	11	83	6
CP5	21	66	13
Total	17	69	15

Knowledge of teaching methods

The way in which the course participants were taught teaching methods also varied. CP4 incorporated teaching strategies into the subject knowledge sessions whilst others generally devoted entire sessions to teaching methods and strategies. The approaches taken appear popular with the majority of the participants, although again the participants from CP4 appeared to gain the most satisfaction.

Table A.10: Responses to the question “Did the course provide you with enough knowledge of teaching methods to be able to tutor well?”

Base: Percentages of participants from each course who answered the question (N = 130)

Course	Already had the knowledge	Taught enough	Not taught enough
CP2	7	87	7
CP3	19	77	4
CP4	13	88	0
CP5	18	75	7
Total	15	80	5

Generally the course participants believed that they had been taught enough knowledge of teaching methods, only 15% felt that they already had the knowledge, this is probably a reflection that many of the course participants had experience of working as teaching assistants or already worked as one-to-one tutors and a few were teachers in other countries. Just 5% felt that they had not been taught enough, again none of the participants of CP4’s course felt that way although their sample numbers are lower than those from other courses. Once again the shortest course generated negative remarks although CP2 participants appeared to feel the same way.

Obtaining additional information

The participants were asked “Do you feel able to obtain any additional information you might need when tutoring?” The vast majority of the 116 participants who responded to the question replied “Yes” (97%) whilst 3% said “No”.

93 of the participants gave further details, producing a total of 127 comments,

- 53% of which were about the resources they had been given
- 14% of the comments stated that the participants would be able to obtain information from the school they would be working at
- 13% said that they knew they could contact the course provider for further information should they need to do so.

A further 9% of the comments from participants stated that the other participants on the course were a source of support and resources.

Other comments

Finally, the participants were asked “If you have any further comments about the course you would like to tell the evaluators, please write them below”. 101 Participants took the opportunity to do so, producing 174 comments, 55% of which were positive, 42% negative and 3% neutral.

- The most common positive comments were very general, (16% of all comments made) with participants stating that they thought the course to be “excellent” and that they enjoyed it or found it “fantastic”.
- 13% of the comments were more specific about what they found to be so useful or enjoyable about the course, these ranged from quality of the course, to the idea of non-QTS tutors, the way in which they would be able to help pupils and the fact that it had given an insight to teaching which was prompting some of the participants to consider entering teaching as a profession.
- A further 12% of comments were very positive about the course lecturers and the way in which the courses were delivered. Some specific lecturers received praise, often for the way in which they made the content memorable and enjoyable at the same time.
- There were some negative remarks, 14% were about the organisation of the course or the course or school visit. The areas which came in for most criticism was the way

in which school visits were organised. Some felt that the placements were organised at the last minute and this led for disorganization during the placement.

- Another area frequently remarked upon negatively (13% of comments) was that of course content including school visit although this had been mentioned positively in 7% of comments. Comments included the lack of one-to-one tuition practise during the course and placement, the lack of time spent studying the curriculum, the lack of time spent studying and discussing resources and the desire to incorporate more practical exercises or role play.

Appendix B: Pupil Characteristics

Summaries of the characteristics of pupils in the study are presented below. Table B.1 displays characteristics of pupils who were in receipt of one-to-one tuition in English, compared to those who did not receive tuition and Table B.2 shows similar data for mathematics tuition.

The figures in Tables B.1 and B.2 are restricted to those years where there were sufficient numbers of non-QTS tutored pupils for analysis. So the figures are provided for years 3, 4, 5, 6, 7 and 8 for English and years 3, 4, 5, 6 and 9 for mathematics.

Table B.1: Characteristics of pupils in receipt of tuition in English, compared to those without tuition

Characteristic	Category	No Tuition Number (%)	Non-QTS tuition Number (%)
Gender	Female	6,454 (47%)	62 (42%)
	Male	7,186 (53%)	86 (58%)
Ethnicity	White	11,229 (86%)	143 (97%)
	Mixed	492 (4%)	2 (1%)
	Asian	946 (7%)	0 (0%)
	Black	515 (4%)	0 (0%)
	Other	283 (2%)	3 (2%)
First language	English	11,902 (87%)	144 (97%)
	Not English	1,714 (13%)	4 (3%)
SEN status	None	9,882 (73%)	82 (55%)
	School Action	2,315 (17%)	42 (28%)
	School Action+	1,145 (8%)	24 (16%)
	Statement	281 (2%)	0 (0%)
Eligible for FSM	No	10,523 (77%)	108 (73%)
	Yes	3,100 (23%)	40 (27%)

This table shows that the vast majority of pupils in receipt of tuition in English were white and spoke English as their first language. None of the tutored pupils had a statement of Special Education Need, but 42 were classified as School Action and 24 as School Action Plus.

Table B.2: Characteristics of pupils in receipt of tuition in mathematics, compared to those without tuition

Characteristic	Category	No Tuition Number (%)	Non-QTS tuition Number (%)
Gender	Female	5,126 (46%)	63 (57%)
	Male	5,904 (54%)	47 (43%)
Ethnicity	White	8,982 (83%)	93 (97%)
	Mixed	377 (3%)	4 (4%)
	Asian	835 (8%)	7 (6%)
	Black	440 (4%)	3 (3%)
	Other	230 (2%)	1 (1%)
First language	English	9,497 (86%)	102 (94%)
	Not English	1,518 (14%)	7 (6%)
SEN status	None	8,059 (73%)	73 (66%)
	School Action	1,809 (16%)	21 (29%)
	School Action+	914 (8%)	15 (14%)
	Statement	232 (2%)	1 (1%)
Eligible for FSM	No	8,650 (79%)	81 (74%)
	Yes	2,364 (21%)	29 (26%)

Appendix C: Statistical methods

The aim of the analysis was to compare the attainment of pupils who received tuition from the non-QTS tutors with the attainment of pupils who received no tuition. All pupils were assessed through teacher assessment of National Curriculum levels at the end of the autumn term 2009 (baseline attainment) and at the end of summer term 2010 (outcome attainment). A few pupils who received their tuition in the autumn term or withdrew from tuition were excluded from the analysis.

A feature of the data was that several pupils from each school were included in the study. Due to shared characteristics, it is typically expected that the attainment of pupils within the same schools will be more similar than those from different schools. To take into account this 'structure' of the data, the analysis was performed using multilevel regression methods. Two-level models were used, with pupils nested within schools.

The analysis was performed in 4 stages:

1. Unadjusted comparison of 'outcome' attainment (Model 1)
2. Comparison adjusted for 'baseline' attainment scores (Model 2)
3. Comparison adjusted for 'baseline' attainment scores and pupil characteristics (Model 3)
4. Comparison adjusted for 'baseline' attainment scores, pupil characteristics and gain in prior term (Model 4)

By adjusting for the baseline attainment scores (Models 2-4), the results reflect how the effect of tutoring impacted on attainment from the end of the end of autumn 2009 to the end of the summer term. Adjusting for the pupil characteristics (Models 3-4) ensures that any differences in tutored and untutored pupils are accounted for statistically.

The final model (Model 4) additionally adjusts for pupils' progress in the term before the start of the study. It is possible that pupils are assigned tuition due a lack of progress at an earlier time, thus presenting a different profile from those with consistently low attainment. Therefore, to ensure that the groups were fairly compared, each pupil's gain in National Curriculum level between assessment at the end of the summer term 2009 and autumn 2009 was added to the final model.

The results section focuses on the final models only (Model 4), but the results from all four analysis stages are presented in Appendix E. A full description of the variables included in the models is given in Appendix D.

The following variables were adjusted for in the third and final analyses

- Baseline attainment (at end of autumn term 2009)
- Ethnicity
- First language other than English
- Special Educational Needs (SEN) status
- Eligibility for Free School Meals (FSM)
- Gender
- Pupil progression from summer 2009 to autumn 2009

A separate analysis was performed to examine the effect of English tuition upon English attainment, and mathematics tuition upon mathematics attainment.

The significance of the results can be determined by the size of the p-values that results from each analysis. P-values of less than 0.05 are usually regarded as evidence of a statistically significant result.

For some years there were either no pupils or very few pupils who received tuition from non-QTS tutors. Therefore, no formal analysis was performed for those years.

Appendix D: Description of explanatory variables included in analyses

Variable	Description
Baseline attainment	Attainment measured at the end of summer term 2009. Teacher Assessments using scale of 1 unit per National Curriculum sublevel. English attainment used for English outcome, mathematics attainment used for mathematics outcome. Linear, quadratic and cubic terms were included, with a school-level random effect for the linear term.
Ethnicity	Set of 4 binary variables. White was used as the baseline group, with separate terms for each of Mixed, Asian, Black and Other ethnic groups
First language other than English	Binary variable with a zero if English was the first language, and a one if not.
SEN status	Set of 3 binary variables. None was used as the baseline group, with separate terms for each of School Action, School Action Plus and Statement
Eligibility for free school meals	Binary variable with a zero if not eligible, and a one if eligible for free school meals.
Gender	Binary variable with a zero if female, and a one if male.
Prior attainment progress	Progress in attainment from the end of summer term 2009 to the end of autumn term 2009. Assessments using scale of 1 unit per National Curriculum sublevel. English attainment used for English outcome, mathematics attainment used for mathematics outcome.
Tuition	Binary variable with a zero if the pupil received non-QTS tuition, and a one if they received no tuition

Appendix E: Differences in attainment between pupils receiving non-QTS tuition and pupils who were not in receipt of tuition.

The results for 3 models are presented:

- Model 1: Unadjusted comparison of groups
- Model 2: Comparison adjusted for ‘baseline’ attainment scores
- Model 3: Comparison adjusted for ‘baseline’ attainment scores and pupil characteristics
- Model 4: ‘Comparison adjusted for baseline’ attainment scores, pupil characteristics and gain in prior term

Table E.1: Differences in English attainment between pupils receiving non-QTS tuition and pupils receiving no tuition – All models

Year	Spring & Summer tuition	
	Difference (95% CI)	P-value
Year 3 – Model 1	-1.7 (-2.8, -0.5)	0.004
Year 3 – Model 2	-0.2 (-0.6, 0.2)	0.40
Year 3 – Model 3	-0.2 (-0.7, 0.2)	0.24
Year 4 – Model 1	-1.6 (-2.3, -0.8)	<0.001
Year 4 – Model 2	-0.1 (-0.4, 0.2)	0.58
Year 4 – Model 3	-0.1 (-0.4, 0.1)	0.37
Year 4 – Model 4	-0.1 (-0.3, 0.2)	0.48
Year 5 – Model 1	-0.8 (-1.6, 0.0)	0.04
Year 5 – Model 2	-0.1 (-0.4, 0.1)	0.35
Year 5 – Model 3	-0.1 (-0.4, 0.1)	0.29
Year 5 – Model 4	0.0 (-0.3, 0.2)	0.77
Year 6 – Model 1	-1.0 (-1.6, -0.3)	0.004
Year 6 – Model 2	0.0 (-0.3, 0.2)	0.80
Year 6 – Model 3	-0.1 (-0.3, 0.2)	0.55
Year 6 – Model 4	0.0 (-0.3, 0.2)	0.70
Years 4,5,6 – Model 1	-1.1 (-1.5, -0.7)	<0.001
Years 4,5,6 – Model 2	0.0 (-0.1, 0.1)	0.96
Years 4,5,6 – Model 3	0.0 (-0.2, 0.1)	0.82
Years 4,5,6 – Model 4	0.0 (-0.1, 0.1)	0.92
Year 7 – Model 1	-0.6 (-2.0, 0.8)	0.40
Year 7 – Model 2	0.9 (0.3, 1.6)	0.006
Year 7 – Model 3	0.9 (0.3, 1.6)	0.005
Year 8 – Model 1	-3.3 (-4.9, -1.7)	<0.001
Year 8 – Model 2	-0.3 (-0.9, 0.4)	0.46
Year 8 – Model 3	-0.2 (-0.9, 0.4)	0.51
Year 8 – Model 4	-0.2 (-0.8, 0.5)	0.61

Note: Model 4 not computed for years 3 and 7 due insufficient data

Table E.2: Differences in mathematics attainment between pupils receiving non-QTS tuition and pupils receiving no tuition – All models

Year	Spring & Summer tuition		Spring tuition only	
	Difference (95% CI)	P-value	Difference (95% CI)	P-value
Year 3 – Model 1	-1.8 (-2.9, -0.7)	0.002	-1.8 (-3.1, -0.6)	0.003
Year 3 – Model 2	0.1 (-0.5, 0.6)	0.82	-0.1 (-0.7, 0.5)	0.76
Year 3 – Model 3	0.1 (-0.4, 0.7)	0.67	0.0 (-0.6, 0.6)	0.98
Year 4 – Model 1	-1.0 (-1.8, -0.2)	0.01	-1.1 (-2.1, -0.1)	0.03
Year 4 – Model 2	0.0 (-0.3, 0.4)	0.80	0.2 (-0.3, 0.6)	0.46
Year 4 – Model 3	0.0 (-0.4, 0.4)	0.96	0.2 (-0.3, 0.6)	0.50
Year 4 – Model 4	0.1 (-0.2, 0.4)	0.59	0.3 (-0.2, 0.7)	0.24
Year 5 – Model 1	-1.6 (-2.3, -0.8)	<0.001	-1.7 (-2.5, -0.9)	<0.001
Year 5 – Model 2	-0.3 (-0.7, 0.0)	0.04	-0.4 (-0.7, -0.1)	0.02
Year 5 – Model 3	-0.3 (-0.7, 0.0)	0.04	-0.4 (-0.7, -0.1)	0.02
Year 5 – Model 4	-0.2 (-0.5, 0.1)	0.22	-0.2 (-0.6, 0.1)	0.13
Year 6 – Model 1	-1.2 (-2.1, -0.4)	0.006	-1.2 (-2.1, -0.4)	0.006
Year 6 – Model 2	0.1 (-0.2, 0.5)	0.43	0.1 (-0.2, 0.5)	0.43
Year 6 – Model 3	0.1 (-0.2, 0.5)	0.54	0.1 (-0.2, 0.5)	0.54
Year 6 – Model 4	0.1 (-0.2, 0.5)	0.46	0.1 (-0.2, 0.5)	0.46
Years 4,5,6 – Model 1	-1.2 (-1.6, -0.7)	<0.001	-1.3 (-1.7, -0.8)	<0.001
Years 4,5,6 – Model 2	-0.1 (-0.3, 0.1)	0.52	-0.1 (-0.3, 0.1)	0.45
Years 4,5,6 – Model 3	-0.1 (-0.3, 0.1)	0.41	-0.1 (-0.3, 0.1)	0.41
Years 4,5,6 – Model 4	0.0 (-0.2, 0.2)	0.99	0.0 (-0.2, 0.2)	0.97
Year 9 – Model 1	-2.2 (-4.0, -0.3)	0.02		
Year 9 – Model 2	-0.1 (-0.8, 0.7)	0.86		
Year 9 – Model 3	-0.1 (-0.8, 0.6)	0.79		
Year 9 – Model 4	-0.2 (-0.9, 0.5)	0.64		

Note 1: Model 4 not computed for year 3 due insufficient data

Note 2: All pupils in year 9 received tuition in summer term, so no spring tuition only pupils