



## CASE STUDY REPORT

# How to set up and run a successful 1-1 tuition intervention programme

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*This study was originally published in 2010 as part of the 'What Works Well' initiative, part of the National Strategies for Education in England.*

## Abstract

**Background:** The purpose of the study was to provide 1-to-1 tuition in Maths and English to students who were below their predicted minimum target level, with the aim of improving their learning and self-esteem.

**Aims:** The main aim of the development work was to provide 1-to-1 tuition in Maths and English to empower students to achieve their full potential and to encourage success through high expectations.

**Methods:** The participants in this case study are the senior leadership team, subject leader, teachers, tutors, students, and parents. The methods used included 1-1 tuition in Maths and English, training sessions, tracking data, periodic teacher assessment, logs/interviews, pupil consultation data, and evidence from observation and monitoring.

**Findings:** The main findings of this case study are that 1-1 tuition in Maths and English has had a positive impact on pupil learning, teaching, and school organisation and leadership. It has resulted in improved targeting of students who need extra help, improved and effective deployment of TAs, and increased openness of departments in discussing teaching methods.

**Implications:** The findings suggest that 1-1 tuition can have a positive impact on student learning, teaching, and school organization and leadership. It is important to have quality tutors, supportive departments, and stimulating lessons to ensure success. Regular monitoring and parent engagement are also key.

*This abstract was generated by Camtree using a large language model (LLM) and added to the original report in 2023.*

**Keywords:** Secondary education; English - reading; English - writing; Mathematics

## Introduction

### What were your reasons for doing this type of development work?

Redhill School was offered 47 placements for 2009/10 for One-to-one Tuition in Maths and English. This fitted in well with our draft priorities for teaching and learning which were to empower all students to achieve their full potential through the development of effective teaching and learning strategies and to encourage all students to succeed through consistently high expectations of achievement, behaviour and attitudes.

### Who might find this case study useful?

- Senior leadership team (SLT)
- Subject leader
- Teacher

## Description

### What specific curriculum area, subject or aspect did you intend to have impact on?

- English - reading
- English - writing
- Mathematics

### How did you intend to impact on pupil learning?

By providing 1-1 tuition in maths and English to students who were highlighted as being a level below their predicted minimum target level. Students stuck on higher levels were also deliberately targeted in order to move them forward. The main aim was to deliver quality first teaching in an environment conducive to learning. There was to be a very close link between the tutor and the students' maths and English teachers. Redhill was very fortunate to have 2 senior members of Staff retiring at the end of summer 2009. They both agreed to share the workload with one specialising in Maths and one on English. The advantages to having well known faces were seen as a major plus feature because the students would be more motivated and more relaxed. Parents would also be more comfortable in knowing who the tutor was. It also facilitated instant quality communication between the Heads of English and Maths and all subject teachers.

### What information or data did you use to measure progress towards your success criteria?

- CVA data
- Periodic teacher assessment
- Test results

### Describe the CPD approaches you used

The Local Authority ran training sessions which both of our Tutors attended. As both were very skilled and experienced teachers there was no need for any extensive training or monitoring by the Maths or English Departments.

### Who provided you with support?

- External agency

## How were you supported?

The Local Authority have been very supportive. They have also given us another 20 places for the Summer Term 2010. The LA were also very helpful in terms of registering the information required by the LA and DCSF

## Impact

### What has been the overall impact on pupil learning?

Overall the 1-1 sessions have been well liked and the students have responded well. The students feel more confident with their understanding of the two subjects and feel more interested in their class lessons as well. All students have made at least one sub level progress during their 10 week period of tuition. Their self esteem has flourished and they feel a lot more confident in both asking and answering questions in class.

### Thoughts you think are relevant to overall impact on learning

Engaging with parents is key to making sure that further improvement happens. After the sessions the parents wanted to help their children keep on making progress. They also started to understand the data system that Redhill use and also realised what age expectation levels meant. Students wanted to continue with more sessions which was very pleasing. It is hard to actual quantify that the progress has been due to just the 1-1 because it could have been possible that the student was likely to make that progress from just being in normal lessons.

### Quantitative evidence of impact on pupil learning

- Periodic teacher assessment
- Test results

### Qualitative evidence of impact on pupil learning

- Logs or interviews
- Pupil consultation data
- Pupils' work

### Describe the evidence of impact on pupil learning

Tracking data of cohort to show comparative data - see attached sheet - coloured tracking system yellow 1 level progress, green 2 levels progress blue more than 2 levels of progress

Individual feedback forms from students

### What has been the impact on teaching?

Both departments have made narrowing the gap a priority - quality first teaching is expected to be delivered at all levels and to all students. RAISEonline data is used to ensure all target groups are achieving at least their minimum achievement grade. 1-1 is not the only intervention strategy being used. At Key Stage 4 both departments target students who are in danger of not achieving a Grade C - they are offered an extra lesson in either Maths or English. The biggest impact is the openness of both departments in discussing with the 1-1 tutors the materials used, the teaching methods that work for individuals and the progress that the students are making. Areas of concern are discussed with the teachers and strategies are put in place in the lesson to overcome these difficulties. A wider use of teaching and learning strategies are employed are employed to engage students in lessons. Improved targeting of students who need extra help. Improved and effective deployment of TAs to support the progress of students.

## Evidence of impact on teaching

- Evidence from observation and monitoring
- Teacher perceptions

## Describe the evidence of impact on teaching

All staff are totally committed to the 1-1 project. They all understand the data, they all understand that quality first teaching is expected in all lessons. Our last specific subject OFSTED visit gave us an outstanding grade.

## What has been the impact on school organisation and leadership?

1-1 has been embraced by the School Leadership Team as another approach to ensuring that all students make excellent progress. The Headteacher saw the opportunity of not losing 2 well respected Senior members of staff when they retired in the summer of 2009. Both were excellent classroom practitioners and were obvious choices to lead the 1-1. An assistant Headteacher has been in charge of the intervention and he was pleased that we were one of the first schools in Notts to start the scheme. The 1-1 lessons have been staged in the Learning Support area which is a modern, bright and a non-confrontational area. This was felt important if the scheme was to make a good start.

## Evidence of impact on school organisation and leadership

Both the Maths and English departments are good at identifying students who need extra help. Other subjects would love to have this 1-1 support in order to target under-achievement. The 1-1 strategy is included in the School Improvement Plan as an aid to empowering all students to realise their potential. All the Senior Team discuss the 1-1 with the tutors to see how things are progressing. School is heavily involved in sharing good practice with other schools.

## Summary

### What is the crucial thing that made the difference?

Having 2 tutors who were known to both students and parents made the success of the strategy a near certainty. The willingness and hard work of the Assistant Head who line manages the strategy has also been crucial. The support of all the school staff especially when they lessons are missing their lessons.

### What key resources would people who want to learn from your experience need access to?

Good quality tutors who have experience of teaching with a wide range of different strategies. Passionate Tutors who can make the subjects come alive. Departments who are both supportive and willing to play their full part in the strategy. Good resources for both subjects that are levelled and a bit different from their every day lessons. Thoughtful, strategic selection of students and regular contact with parents

### What CPD session and resources were particularly useful?

Nottinghamshire LA Tuition Plan Training sessions run by Notts LA were useful especially the ones on how to get students to different levels.

### If another individual or school was attempting to replicate this work, where would they start and what would the essential elements be?

Get Senior Leadership Team on board from Day 1  
Appoint tutors who will make a difference  
Ensure that the 2 departments were willing to support the project  
Make sure that the school tracking system is up to the task.  
Interesting and stimulating lessons are essential  
Monitor the impact of the intervention

## What further developments are you planning to do (or would you like to see others do)?

In 2010-11 we will target students who either receive free school meals or who are looked after. A better system for testing the students after their 10 weeks. Trying to avoid the end of the summer term for lessons as there is so much going on. Aiming to try and increase the number of parents who come into school at the end of the 10 weeks to discuss their child's progress.

## Supplementary Materials

This report is accompanied in the library by the following supplementary material:

- One to one evaluation sheet.doc
- Nottinghamshire LA Tuition Plan.doc
- Examples of parent interaction.pdf
- One to one evaluation sheets - completed.doc
- data for 1-1.xlsx

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## About 'What Works Well'

This case study was originally published as part of the 'What Works Well' section of the National Strategies for Education in England. The National Strategies were professional programmes aiming for improvements in the quality of learning and teaching in schools in England. 'What Works Well' involved teaching practitioners from all phases and areas of education sharing accounts of real developments which had improved learning and teaching, and made a difference to pupil progress. 'What Works Well' case studies were designed to support practice transfer and include sufficient detail and resources to enable others to implement the effective practice described. They were reviewed by experts prior to publication as 'User Generated Content' (UGC) under a licence which encouraged reuse and derivative works, but which precluded commercial use.

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