



CASE STUDY REPORT

Establishing One-to-One Tuition in Secondary Schools

Richard George

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 improve Key Stage 3 achievement for underperforming students in English and Maths through One-to-One tuition, and to measure the impact of the intervention on pupil learning.

Aims: The main aim of this development work was to improve Key Stage 3 attainment for underperforming students in English and Maths through One-to-One tuition and support.

Methods: The participants in this development work were headteachers, LA advisers, National Strategies consultants, SLT, subject leaders, teachers, and tutors. They provided support, guidance, and training to students to improve their performance in English and Maths. Methods used included providing ten hours of One-to-One Tuition, quality assurance of sessions, pupil voice questionnaires, teacher assessments, and CPD materials from the Local Authority.

Findings: The main findings of this case study are that providing ten hours of One-to-One Tuition improved pupil progress in English and Maths, raised self-esteem, aspirations and transferable generic learning skills, and increased student confidence and interaction in lessons.

Implications: The findings suggest that providing targeted one-to-one tuition can improve pupil performance, raise self-esteem, and develop transferable learning skills. It also reinforces the importance of the home-school partnership and the need for differentiated learning challenges.

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 - speaking and listening; English - writing; Mathematics

Introduction

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

Raising achievement at Key Stage 3 for students who were identified as under performing following their first Assessment Point upon arriving at the school, in comparison to their Key Stage 2 performance in English & Maths. To specifically target students who were underachieving in English and Maths with One-to-One provision and support.

Who might find this case study useful?

- Headteacher
- LA adviser
- National Strategies consultant
- 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 - speaking and listening
- English - writing
- Mathematics

How did you intend to impact on pupil learning?

By providing ten hours of One-to-One Tuition we aimed to improve pupil progress through specific intervention work in English and or Maths. The extra provision was focused upon subject targets for improvement set by the classroom teacher. The intervention also facilitated the development of the pupils' overall learning profile by raising self-esteem, aspirations and transferable generic learning skills.

We focused upon targeting year 7 students for intervention because we identified a group of learners who were considerably underachieving based upon their performance at Key Stage 2. The identified students had the capacity to improve upon their current level of attainment but needed specific skills and concepts to be addressed to enhance their progress. Targeting students this early in their secondary school career also provides opportunities for monitoring and further support as they progress through the Key Stage and to evaluate the impact of the intervention provided.

What were your success criteria?

Pupils improving their performance by one sub level in English and or Maths was the initial target combined with a more global impact of developing attitudes and skills for learning. Success criteria were based upon pupil performance over the ten hours of tuition with a final teacher assessment using APP to inform progress. At strategic points pupil voice questionnaires were also used to assess pupil perceptions about the programme in relation to progress and attitudes to learning. Performances at subsequent assessment points in all curriculum areas were analysed in order to identify a sustained level of improvement in learning following the completion of the ten hours of tuition.

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

- Periodic teacher assessment
- Test results

Describe the CPD approaches you used

Quality assurance of One-to-One sessions was run throughout the programme through fifteen minute observations, pupil voice and tutor & classroom teacher feedback. The observations facilitated a climate of 'sharing good practice' between tutors who found it reassuring and supportive in terms of their own progress with students and their specific diet of provision. Tutors frequently exchanged materials to support each other's planning and delivery ideas in order to ensure that sessions were engaging, challenging and dynamic in delivery.

What CPD materials, research or expertise have you drawn on?

We provided our tutors with the Nottinghamshire Local Authority packs which included guidance on running a One-to-One session, record keeping and planning. These materials received extremely positive feedback from our tutors who kept detailed progress logs, through the Pupil Passport to Success, to demonstrate and document the journey that they had taken with their students in achieving a specific target for development. Support for all aspects of the programme was offered to our tutors throughout the process.

Who provided you with support?

- Local authority staff

How were you supported?

Nottinghamshire Local Authority were excellent in providing support and guidance with the implementation of the programme. They provided training for tutors and visited the school as part of their 'good practice visits' to talk through successes and strategies to overcome potential barriers to the running a successful programme. They have a designated team for One-to-One provision which includes administration, support and the establishment of a Lead Schools network.

Impact

What has been the overall impact on pupil learning?

The majority of pupils who have undertaken the One-to-One tuition have improved their Key Stage 3 attainment by 1 sub level or more after completing the ten hours of intervention. It has also been observed that most students have engaged more in their normal classroom environment and have demonstrated greater confidence and interaction in lessons.

Thoughts you think are relevant to overall impact on learning

One-to-One Tuition provided students with intensive tutoring that specifically addressed targeted areas. The learning gains were made around subject content and generic learning skills, these raised student confidence and aspirations resulting in a more positive approach to learning. The programme also reinforces the partnership for learning with teachers, students and home.

Quotes you think are relevant to overall impact on learning

Some pupil comments are straightforward summaries of what they've learnt, eg:

"I've learnt how to read the text closely" and "I've learnt how to put sentences together with punctuation." "I have made use of spider diagrams and I enjoyed it." "I've proof read my writing and I improved it." "I have learned how to read the character's mind to understand where they have come from." "I learned how to pick out important quotes and work out the meaning of the poem" and "I've planned detailed answers to questions and I understand it." (An extract from Skellig.) "I've learned about topic words and sentences. I learned very well." "I have learned how to pick out quotes better and give a more detailed explanation." "I am understanding things more so I am really happy" and "I have learnt loads more key words and I am understanding things so much better."

Quantitative evidence of impact on pupil learning

- Periodic teacher assessment
- Test results

Qualitative evidence of impact on pupil learning

- Logs or interviews
- Pupils' work

Describe the evidence of impact on pupil learning

- Teacher Assessments using APP have improved for each student undergoing the tuition.
- Attitudes to learning of some pupils have improved and are happy to talk about their progress and what they are learning.
- Observations of children in the classroom have seen a greater level of interaction in some lessons.
- Learning undertaken during the tuition sessions is of a good standard and the students are proud of their work.

What has been the impact on teaching?

- Assessment and target setting for individuals who are under performing have been highlighted further.
- A greater focus upon working towards specific targets.
- Colleagues have experimented with material to provide a rich diet.
- Tutors have thought about how this could be provided in a normal classroom setting.
- A greater awareness to provide intervention for students of differing abilities.

Quotes you think are relevant to the impact on teaching

From my tutor's perspective, 121 gives the kinds of rewards that made teaching appeal to me in the first place:

- Seeing pupils' ability and confidence grow rapidly and tangibly as the weeks go by
- Observing kids, who you would not ordinarily expect to like English, engaging in tasks and saying they enjoyed the work
- Giving challenging tasks to the pupils, and supporting them through to successful completion (some have tackled exercises which would tax many year 9 pupils!)
- Teaching pupils who have felt secure enough in their learning environment to answer demanding questions without fear of failure, or ridicule from peers.
- Enjoying an hour's uninterrupted teaching in a quiet environment each lesson - a luxury for most

classroom teachers, I suspect!

Evidence of impact on teaching

- Evidence from observation and monitoring
- Evidence from planning
- Teacher perceptions

Describe the evidence of impact on teaching

- Increase in professional conversations about learning.
- Increase in willingness to try and share new ideas.
- Learning material produced is engaging and locks onto the specific needs of the students.
- Assessments are ongoing and pupil progress is at the heart of the programme.
- A greater appreciation upon differentiation and appropriate levelled learning challenges being delivered.

What has been the impact on school organisation and leadership?

- Greater awareness of the need to provide intervention for students who are underperforming at differing stages and levels of attainment.
- Helped to promote the crucial role of generic learning skills in order to improve students learning across the curriculum.
- Reinforced the Home School Partnership and the important role that this has to play in the progress of individuals.

Evidence of impact on school organisation and leadership

- Development of a generic skills curriculum.
- A greater focus upon differentiation across the school.
- External tutors have been extremely positive about the organisation and the running of the programme.
- Staff, middle leaders & the senior team have supported the process and engaged in the running of the programme at a variety of levels.

Summary

What is the crucial thing that made the difference?

- Identifying the right students.
- Engaging the learners in the process.
- Home-School Partnership.
- Working with the tutors to ensure quality provision.

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

- One-to-One guidelines
- LA allocations for your school
- Pupil Assessment Data
- Tutors to provide the sessions
- Timetable of sessions

What CPD session and resources were particularly useful?

The Local Authority briefings and Tutor training.

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

- One-to-One guidelines
- LA allocations for your school
- Pupil Assessment Data
- Tutors to provide the sessions
- Timetable of sessions

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

Expanding the programme to encompass more students in the next academic year.

Supplementary Materials

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

- 1to1 SLT presentation.pptcasestudy.pdf
- Evaluation for pupils and parents.pdf
- 121 letter to parents.pdf
- ITP Document Blank.pdf
- ITP Document example1.pdf
- Pupil Passport to Success Document Blank.pdf
- Pupil Passport to Success.pdf example1.pdf
- Tuition Lesson Plan Blank.pdf
- Assessment and progress summary 1.pdf
- Assessment and progress summary 2.pdf
- Year7 work.pdf

About Camtree

Camtree: the Cambridge Teacher Research Exchange is a global platform for close-to-practice research in education. Based at Hughes Hall, University of Cambridge, Camtree draws on high-quality research from around the world to support educators to reflect on their practice and carry out inquiries to improve learning in their own classrooms and organisations. You can find out more about Camtree and its digital library at www.camtree.org.

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.

Licence

This edited version of this case study is published by Camtree as a derivative work of the original under a Creative Commons Attribution Non-Commercial Licence (CC-BY-NC 4.0). The structured abstract that accompanies it was generated by Camtree in 2023 using the OpenAI GPT-3.5-Turbo Large Language Model.