

# **Mapping and evaluating shadow education**

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## **Background**

Many families employ private tutors to help children with their schoolwork, thus participating in a ‘shadow education’ system that supplements normal schooling. (Stevenson & Baker, 1992). International surveys indicate that there is wide variation in the extent of private tutoring (Bray, 2003) however there has been very limited research in the UK. The increasing importance of educational achievement for future careers, together with increased pressure on schools to raise standards may well lead parents to see private tuition as a worthwhile investment, especially as their children approach important transition points in the education system. Psychological and cultural factors may also influence participation in the shadow system and affect young people’s opportunity to learn and achieve (Ireson, 2004). The contribution of this research is that it provides for the first time a systematic mapping of private tuition at the end of primary school (year 6), in the final year of compulsory education (year 11) and sixth form (year 13). It also offers insights into factors influencing and preventing participation in shadow education in England.

## **Objectives**

The aim of this research is to contribute to the development of theory about the role of shadow education by 1) providing a systematic description of the nature and extent of supplementary private tuition; 2) examining cultural factors and attitudes influencing participation in the shadow system and 3) evaluating its impact on learning. The research provides new descriptive information on the prevalence of private tuition and by exploring parents’ and pupils’ perspectives, provides insights into psychological and cultural factors underlying the contribution of parents to their children’s education. It also evaluates the effectiveness of private tuition. Research questions relating to each of these objectives have been fully addressed (see Results section below).

## **Methods**

### **Design of the research**

A questionnaire survey of pupils in year 6, year 11 and year 13 was designed to collect information on the nature and extent of private tuition received. Parents' views and evaluations of private tuition were obtained through a questionnaire survey of parents of all pupils in the sample and through interviews with parents in areas of low, middle and high participation in tutoring. Focus group interviews with pupils explored their views of tutoring. Information on pupils' attainment was collected from DfES.

### **Samples**

#### **School and pupil samples**

When selecting schools to participate in the research, the main aim was to obtain a sample of pupils from a range of socio-economic backgrounds and demographic areas and to include a variety of types of secondary school (e.g. comprehensive, grammar). Initially, six LEAs were selected using data provided by DfES on the percentages of pupils taking free school meals. Due to a large number of refusals from secondary schools in certain areas, the final sample comprised 30 primary schools in 9 LEAs and 34 secondary schools and colleges in 10 LEAs. In all, 29 schools contributed to the Year 11 sample and 28 to the Year 13 sample (some secondary schools did not have sixth forms).

Throughout the process of school selection every effort was made to achieve a sample representing a wide range of social background, using advice from LEA advisors and schools, inspection reports and websites. Post-code matching was also used to obtain similar primary and secondary samples. This was largely successful as pupil level data obtained from DfES at a later stage in the research indicated that 14% of the pupil sample were eligible for free school meals, which is close to the national average (17% for primary and 15% for secondary schools). The year 6 sample was somewhat more socially disadvantaged than the other year groups, the proportion of pupils eligible for free schools meals was 22% in year 6, 12% in year 11 and 9% in year 13.

Samples of 50-60 pupils (two classes) per school were drawn from each target year group, year 6, year 11 and year 13. In the larger schools, classes were selected on a random basis to be representative of the year group in terms of socio-economic background and attainment. In primary schools with two classes or fewer, all pupils were included. The final sample comprised 1254 students in year 6, 1214 in year 11 and 1147 in year 13. There were 1819 males and 1710 females, while 86 did not state their sex. Of those who identified their sex 52% were male and 48% female. Six focus group interviews were undertaken with groups of pupils in three schools in which there were different levels of tutoring.

#### **Parent sample**

All parents of pupils who completed questionnaires were asked to complete a Family Support questionnaire. A total of 1170 questionnaires were returned, representing 32% of the original pupil sample (see Annex 2, Table 1). To check for sources of bias in this sample, characteristics of parents returning questionnaires were compared with the full sample, based

on information provided by pupils who were asked about their parents' education and occupation (Table 2). Overall this indicates that compared to the student sample, the parent sample was slightly biased towards more educated parents in higher occupational categories, however there is an adequate representation of parents across the range. There was also good representation of parents who did and did not employ tutors.

Information obtained from parent and pupil questionnaires was used to select parents for interview. Two or three schools were selected with high, medium or low participation for each year group and ten respondents were contacted in each of these three bands, including parents who employed and did not employ tutors. A total of 58 interviews were completed, 17 with year 6 parents, 20 year 11 and 21 year 13.

## **Measures**

### **Pupil questionnaires**

The main aim of the pupil questionnaires was to obtain information on the nature and extent of private tuition received. Students were also asked about reasons for having or not having a tutor and the perceived benefits and disadvantages. It became clear at an early stage that if the questionnaire was concerned solely with private tuition, pupils who did not receive private tutoring would be able to give few positive responses and might feel discouraged. For this reason, other sources of support were included, such as study support and other extracurricular activities, and help received from members of the family. Pupils were also asked to supply information on their age, ethnic origin and family background. Questionnaires for year 6 pupils were similar to those for older students but were shorter and obtained less detailed information. A copy of year 11 questionnaire is provided in Annex 4.

### **Family support questionnaire**

A questionnaire for parents was designed to obtain information on the nature and extent of private tuition received by their child, reasons for employing or not employing tutors and evaluations of tutoring received. As with the student questionnaires, additional questions were asked about help provided by the family and about other family activities. Parents were also asked to supply information on their education and occupation and to indicate if they would be willing to be interviewed. A copy of the Family Support questionnaire is provided in Annex 4.

### **Interviews**

The interviews with parents were semi-structured and designed to explore in more detail the responses given in the questionnaire, and to assist in explaining more clearly parents' motivations, attitudes and values towards private tuition. Focus group interviews with pupils were designed to obtain their views about tutoring. After one focussing activity, pupils were asked to select statements that best describe private tutoring and to explain their selection. They were then asked questions tapping their attitudes towards private tutoring and about perceived effects on learning.

## **Procedures**

### **Pupil survey**

The original plan was to survey all year 11 pupils towards the end of the school year in 2003 before they left to take GCSE examinations. For operational reasons referred to above, questionnaires were administered to year 11 pupils in 7 schools at that stage and the remainder were surveyed at a similar point in the following school year, during the late spring term. Year 13 questionnaires were administered during the first part of the autumn term 2003, in September and October and year 6 during November and December. Researchers visited the schools to administer the questionnaires.

### **Parent survey**

For the first 7 year 11 visits completed during the summer term 2003, the Family Support questionnaires were mailed to parents following the school visit. In the remaining schools, questionnaires were given to the students to take home for their parent/carer to complete and return to us in a freepost envelope. Pupils were advised that if their parents had difficulty with English, they could help by reading the questions to them and recording their answers; a phone number was also provided on the front of each questionnaire for parents to ring if they required help completing the questionnaire.

### **Interviews**

A researcher contacted parents and made arrangements for the interview to be undertaken at home or another convenient venue. Pupils were interviewed in school. Consent was obtained to record the interviews.

## **Results**

This section presents main findings of the analysis relating to each of the four research questions set out in the original proposal. Analysis of data will continue as the authors prepare journal articles for publication.

### **RQ1 What is the content, duration and intensity of supplementary private tuition in school curriculum subjects in year 6, year 11 and sixth form?**

Information on the nature and extent of private tuition was obtained from pupil questionnaire responses. These included information on the subjects for which tutoring was received (content), the number of terms in which tutoring was received (duration) and how many hours per week (intensity).

#### **Extent of tutoring**

Students were asked if they had ever had a private tutor. Of the 3515 pupils who answered this question, 27% had received tutoring. A somewhat higher proportion of students in year 13 reported having a tutor (29.5%) compared with 26% in both year 6 and year 11, however this was not a statistically significant difference. There were large differences between schools in the proportion of pupils who had ever had a tutor, ranging from 0 to 59 percent in

the primary schools and from 6 to 65 percent in the secondary schools. It is important to note that responses to this question included tuition received in the past, which had terminated at the time of the survey. This will be discussed further below in relation to the duration of tutoring received.

### **Content and duration of tutoring**

**Year 6.** Year 6 pupils were asked when they had tutoring in reading and writing, maths and science and any other subject. More students had tutoring in mathematics (17% of the year group) and reading and writing (15%) than in science (8%). About 5% had private tuition specifically for the 11+, or verbal and non-verbal reasoning tests, which form part of many secondary school entry requirements. A few students had tutoring in other subjects (Table 3).

Students who had private tuition indicated whether they had tutoring during the autumn term in year 6 when the questionnaire was administered, in each term in year 5 or before year 5. About a quarter indicated that they received tutoring before year 5. Of the pupils who had tutoring in years 5 and 6, the majority were tutored for one or two terms and patterns were similar in literacy, mathematics and science (Table 4).

**Year 11.** More students had tutoring in mathematics (18% of the year group) and English (10%) than in science (6%), French (1%), History (1%) or Geography (1%) (Table 5). Of the 212 students who had tutoring in mathematics, 65 did so before year 10. Of the remaining 147 who were tutored in years 10 and 11, 63% received one or two terms of tuition, while 37% had three terms or more. Also, 113 students had tutoring in year 11, which is 10% of the year group. Fewer students had tutoring for English, however the duration of tutoring was similar to that for mathematics (Table 6).

**Year 13.** Year 13 students were asked to list the subjects in which they had received tutoring. Again most tutoring was in mathematics, followed by English, science and modern foreign languages (Table 7). Most tutoring took place before year 12, in other words before students started sixth form (Table 8).

### **Intensity of private tuition**

Students indicated how much time they usually spent with their tutor(s) for each subject, by selecting from four options. Most of those responding had tutoring for up to an hour a week, followed by 1-2 hours a week. Smaller numbers of students had tutoring for 3 hours or more a week in a single subject or for less than 2 hours a month (Tables 9, 10 and 11).

## **RQ2 Does the content, form, duration and intensity of supplementary tuition vary for pupils of differing ability, socio-economic status, ethnicity and gender?**

### **Socio-economic status**

Two sources of information on socio-economic status were used in these analyses. First, DfES data sets provided individual pupils' eligibility for free school meals and second, information on parents' education and occupation was gathered from the pupil questionnaires. Analysis of rates of tutoring among pupils based on DfES data indicated that of the pupils

eligible for free school meals, 19% had ever had a tutor, compared with 28% of pupils who were not eligible. These figures show that private tutors were employed less by socially disadvantaged families, as might be expected.

Information on parents' education gathered from the pupil questionnaires provided a more detailed picture of the association between private tuition and parents' socio-economic status. The proportion of students with tutors was 39% if fathers had been to university, 24% if fathers had vocational qualifications and 21% if fathers had only school education (Table 12). The pattern was very similar for mother's education (Table 13). It was also similar in all three year groups, however the disparity was greatest in year 11 where 43% of students had tutors if their father or mother had a university education, compared to 19% if fathers or mothers had only a school education (Tables 14 and 15). These analyses confirm that parents who have been to university are more likely to employ tutors, especially in year 11.

Students also provided information on their parents' occupation and this was coded into 10 main occupational categories. Fathers in senior and professional occupations were most likely to employ tutors (36% and 35% respectively) and there was a steady decline in employment of tutors in less skilled occupational categories, to 11% in elementary occupations (Table 16). Mothers in professional occupations were the most likely to employ private tutors (38%) (Table 17).

Similar patterns were found in all student year groups, for father's occupation (Table 18). Turning to mother's occupation, students whose mothers were legislators, senior officials and managers were most likely to have tutors in year 6 (41%), whereas students whose mothers were in professional occupations were the most likely to have tutors in years 11 and 13 (40% and 39% respectively) (Table 19).

### **Ethnicity**

The majority of pupils indicated that they were White (71%) and the remaining 29% included several other ethnic groups. The prevalence of private tuition varied considerably, with the rate for white Europeans (25%) being lower than for most other ethnic groups (Table 20). Among these, Indian students (45%) had most private tuition, followed by Chinese (35%), African (31%), Other Asian (29%), Pakistani (28%), Caribbean (27%) and Other White (27%). The overall pattern is interesting and indicates that white students are less likely to have tutoring than other ethnic groups. In view of the small numbers in some ethnic groupings and the overall tendency for higher rates of tutoring among non-white students, the number of ethnic categories was reduced to two, white and all other groups, for further analysis of the content and duration of tutoring. These were very similar for the two ethnic groupings, both in terms of the subjects tutored and the duration of tutoring.

### **Gender**

There was no difference in the proportion of boys and girls with tutors, in both cases 27% had ever had a tutor while 73% had not. Likewise, the duration and content of tutoring in English, maths and science was very similar for both sexes.

## **Ability**

Information supplied by DfES on individual pupils indicated that 10% of the sample had been identified as having special educational needs (including school action). The proportion of students who had ever had a private tutor was the same for students who did and did not have special educational needs (27%). Children who have special needs receive additional support in school and so it is somewhat surprising to find that parents of these children are just as likely as other parents to provide private tutoring for their children.

These analyses indicate that socio-economic status and ethnicity are associated with the extent of private tuition, whereas gender and ability are not.

### **RQ3. What values, attitudes and motivation influence participation in private tuition?**

The third research question was designed to uncover psychological and cultural factors that may explain why parents choose to employ private tutors. Three main sources of data were used to address this question, parent and pupil questionnaires and interviews with parents.

#### **Parents' reasons for arranging private tuition**

Parents who completed the Family Support questionnaire and employed tutors were asked to tick the main reasons for arranging extra tuition for their child. Table 21 shows a list of the options ranked according to the number of parents that selected each as a reason. Of the 240 parents who indicated that they employed a tutor and answered this question, 71% chose 'to improve understanding of the subject' as a reason for seeking extra tuition, this was closely followed by 'to increase self confidence' and 'to help achieve the highest examination grades' 68% and 59% respectively.

Although this ranking remained fairly constant for the different year groups, there were some differences (Table 22). 'To improve understanding of the subject' was given by substantially more year 11 and 13 parents (83%) than year 6 parents (55%). Similarly 'To help achieve the highest examination grades' was given by 75% of year 11 parents and 72% of year 13 parents, compared to 39% of year 6 parents

All parents who completed the questionnaire were asked to provide reasons for not having extra tuition. The most common reason given was 'my child is doing well enough without a tutor' (73%) followed by 'private tuition is too expensive' (60%), 'there is no need as members of the family provide enough help' (57%) and 'my child does not want extra tuition' (51%) (Table 23). Year 11 and year 13 parents were more likely to indicate that the school provided extra classes. More year 11 parents indicated that 'private tuition is too expensive' and more year 13 parents indicated 'my child does not want to have extra tuition'. Year 6 parents were more likely to indicate 'There is no need as members of the family provide enough help' and 'It is something I have never thought of doing' as well as 'it is too difficult to arrange transport' (Table 24).

## **Parental values and attitudes**

Interviews with parents provided more detail about values and attitudes affecting parents' decisions to employ tutors and included parents of pupils from schools where there were high, middle and low levels of private tuition. A model of parental involvement in their children's education developed by Hoover-Dempsey and Sandler (1995, 1997) formed a useful tool in the analysis of the parent interviews. This model proposes that a parent's involvement relates to their personal construction of the parental role, their sense of efficacy for helping children succeed at school; and their reaction to the opportunities and demands presented by their children and their children's schools. Although the model has not been applied to the employing tutors, the notion of role is useful in understanding parents' involvement in educational activities with their children (Rogoff, 1990) and themes emerging from the interviews suggested that it would be worth pursuing these ideas further.

**Construction of the parental role.** A number of parents spoke about tutoring as if it was their only real option or something that seemed the natural thing to do – they had fully accepted that private tutoring was part of their parental role and duty (see Annex 3 RQ3 1.1). Other parents mentioned the pressure and expectation they experienced where providing private tuition was the norm among other parents and parents who did not employ tutors recognized that they were unusual in this respect. There was a sense that if parents could afford to pay for private tuition they should do so, however this view was tempered by individual economic circumstances (RQ3.1.2).

Many parents mentioned the issue of the child's needs, these were evaluated in terms of parents' intellectual capital, time available and emotional considerations. Many parents of year 6 children felt they could provide sufficient help for their children, however some recognised their limitations in certain subjects (RQ3 1.3). Other parents felt they did not have time, or found it less stressful to have help from a tutor. Some spoke about private tuition as compensating for the role they 'should' provide in their children's education, which they did not fulfill but felt they ought to (RQ3 1.4).

This sense of obligation to provide educational support was modulated by parents' beliefs that they would be able to find a suitable tutor and that tutoring would have the desired effect of helping children achieve in school. Beliefs about the efficacy of tutoring were influenced by their own experiences of employing tutors and by the experiences of other parents. Parents who had employed an ineffective tutor in the past for one child were not inclined to consider tutoring for another, whereas parents who had positive experiences valued it highly (RQ3 1.5).

**Opportunities and demands for involvement presented by children and schools.** Children made demands on parents by asking for private tuition when they felt they required it to achieve a desired end or because they felt they were struggling in a certain subject (RQ3 1.6). Schools sometimes created a demand, directly suggesting private tuition to parents, however this occurred infrequently. Schools also indirectly created a demand for private tuition if parents felt that the school was not providing enough help, when certain subjects were not being adequately supported or if the school did not provide certain subjects that the child wished to study (RQ3 1.7). Demand for private tuition also came from other factors such as extended periods of illness or for special educational needs. Knowing that specific grades were entry requirements for certain schools and courses encouraged parents to seek additional

tuition to help their children make successful transitions to the next phase of education. Some admitted that it was against their principles yet the needs of their child came first and they felt compelled, especially by 11-plus selection (RQ3 1.8).

### **Finding a tutor**

Just over half the parents who gave responses to the questionnaire indicated that they found tutors through recommendations by friends or other parents, compared with just 13% through an advertisement, and 8% through an agency. Recommendation was highest among year 6 parents whereas year 13 parents were more likely to have a recommendation from a teacher.

During interviews, parents reinforced the importance of recommendations (RQ3 1.9). Social networks clearly played an important part in enabling parents to find tutors. Difficulty in finding a tutor seemed strongly dependent on the area and parents in areas with little private tuition found this difficult. In addition, a number of parents expressed concern about tutor regulation and the need for recommendation (RQ3 2.0).

## **RQ4. How do parents and pupils evaluate the impact of supplementary tuition on learning?**

### **Parents' evaluations**

Parents' evaluations of tutoring were obtained from questionnaire responses and from interviews. Responses to the questionnaires indicated that the main advantages were 'better understanding of the subject' (43%) and 'increased confidence' (40%) (Table 25). Other advantages were the one-to-one relationship, study strategies, reduced pressure on parents and increased ability. A few parents mentioned additional time spent on schoolwork and also affective aspects such as greater enjoyment, improved attitudes and raised expectations.

During interviews parents were asked to evaluate the impact of supplementary tuition. For reasons of space these will be summarised and reference made to quotations in Annex 4.

- Exam results, or in the absence of results, how the child felt about an examination; observations of other children's progress (RQ4 4.1).
- Effect on the child's confidence (RQ4 4.2).
- Benefit of the one-to-one situation, which enabled the child to ask for help with aspects of work they did not understand in a way that was not possible in school (RQ4 4.3).
- Child's willingness/reluctance and ability/inability of the tutor to meet the child's learning needs (RQ4 4.4).
- Teaching approaches used by tutors, e.g. exam techniques, learning strategies and also principles and attitudes - evaluated in terms of what the parent wanted for their child and what the child found helpful (RQ4 4.5).
- Relationship between their child and the tutor (Q4 4.6).
- Cost and whether private tuition represented value for money (RQ4 4.7).

## **Pupils' evaluations**

Responses to the pupil questionnaires indicated that having work explained in more detail (60%) and one-to-one help (60%) were seen as the greatest benefits, followed by explaining things not understood in school (50%). More of the older students saw one-to-one help and having things explained in more detail as the main benefits, whereas year 6 pupils saw the main benefits to be feeling more confident and doing better in school. Very few in any year group did not like having a tutor (Table 26).

The main perceived disadvantages were that tutoring took up spare time (53%) and meant doing more work (36%). Overall far fewer students indicated disadvantages than benefits of tutoring and patterns were similar across year groups (Table 27). Other disadvantages added in response to an open question included work that was hard, not liking their tutor, the expense of tutoring and specific issues to do with the timing of tutoring.

### **RQ4.2 Is there evidence that private tutoring raises pupil attainment in GCSE?**

Analyses of the effects of private tuition on attainment were undertaken with a sample of year 11 pupils (in 7 schools) who completed questionnaires during the summer term 2003. Matched Key Stage 3 and GCSE results were obtained from DfES and were combined with the questionnaire data. The first analysis examined the effect of having a private tutor on average GCSE grades for English, maths and science. The second examined the effect of tutoring in maths on maths GCSE and tutoring in English on English GCSE. All analysis was performed using linear regression with a backwards selection procedure. Multilevel models were not used due to the small number of schools providing data, however each analysis adjusted for the school attended. For reasons of space only the final regression models will be reported here.

In each analysis the main explanatory variable of interest was whether the students had received any private tuition during Key Stage 4 (years 10 and 11). Other variables were the Key Stage 3 test results (year 9), the school that the pupils attended, gender, ethnic group (white or non-white), first language (English or not) and eligibility for free school meals. Additionally the pupils were split into three groups based on their prior attainment. The 25% of pupils with the lowest KS3 scores were put into one group, the 25% with the highest scores were placed into a second category, and the middle 50% were put into a third group.

For the first analysis the outcome measure was the students' average GCSE score in English, maths and science. The final regression model is summarised in Table 28 and shows that private tuition had a positive effect on average GCSE grades, however the effect for white pupils was small and not statistically significant, whereas for non-white groups it was highly significant. This finding should be treated with caution as very few non-white students in this sample had tutors.

The second analyses examined the specific effects of tutoring in mathematics and English. For mathematics, the effect of tuition was significant, with pupils who received tuition in maths having scores that were, on average, 0.4 units higher than pupils not having tuition. There was also a significant interaction between gender and private tuition, indicating that private tuition had a positive impact on males' GCSE grades, but no significant effect on females (Table 29). For English there was no significant effect of tutoring on GCSE grades.

## **Conclusions**

This research is the first to provide a systematic and detailed picture of the nature and extent of private tuition in England. It shows that children's opportunity to participate in this aspect of the shadow education system relates strongly to their socio-economic and cultural background. Psychological, cultural, educational and economic factors influence the employment of tutors. Although it offers a flexible and affordable way for many families to support their children in school, the quality of private tuition is open to question and its impact on attainment is not guaranteed. The findings will provide a platform for further research in this aspect of parents' involvement in their children's education.

## **Outputs**

Ireson, J. (2004) Private tutoring: how prevalent and effective is it? *London Review of Education*, Vol. 2, No. 2, pp. 109-122.

Ireson, J. & Rushforth, K. Have they all got a tutor now? Paper presented at the BPS Psychology of Education Section conference, Glasgow, 7-9 November 2004.

Ireson, J. & Rushforth, K. Private tutoring: global perspectives and current research in England. Symposium presented at the British Educational Research Association conference, Manchester, 16-18 September 2004

## **Future Research Priorities**

One of the unexpected findings of the research was the higher rate of tutoring among non-white ethnic groups and this calls for further investigation. Some further analysis will also be undertaken before publication in journals, which will include weighting to take account of social disadvantage.

In view of the differential effects of tuition on GCSE results, a high priority is to obtain GCSE results for the year 11 students who sat examinations in summer 2004 and to test effects with a larger sample. This will require additional funding.

The estimates provided in this research are based on evidence from students at a single point in time. While useful, the reliability and validity of such estimates could be improved and a priority is to collect longitudinal data in real time from a random sample of families. This would enable us to provide more precise estimates of tutoring and to track changes over time.

A priority in the future must be to develop a better understanding of quality in private tuition. As a first step, detailed evidence could be obtained from tutors, however observational studies will also be needed to explore interactions between tutors and students to establish in more detail how effective tutors help students to learn and achieve.

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## Annex 1. References

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## **Annex 2. Tables**

### **Annex 3. Tables**

- Table 1. Number and percentage of family support questionnaire returns by year group, and the percentage of returns from the original student sample by year group.
- Table 2. Occupational classifications in the overall sample compared to the sample of students whose parents returned the family support questionnaire.
- Table 3. Number and percentage of year 6 students in receipt of tutoring by subject.
- Table 4. Duration of tutoring received by subject (year 6)
- Table 5. Number and percentage of year 11 students receiving tutoring by subject.
- Table 6. Duration of tutoring received by subject (year 11)
- Table 7. Number and percentage of year 13 students receiving tutoring by subject.
- Table 8. Number of year 13 students receiving tutoring before and during sixth form by subject.
- Table 9. Intensity of tutoring in English.
- Table 10. Intensity of tutoring in maths
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- Table 12. Responses to 'Have you ever had a private tutor?' by father's education.
- Table 13. Responses to 'Have you ever had a private tutor?' by mother's education.
- Table 14. Percentage responses to 'Have you ever had a tutor?' by student's year group and father's education.
- Table 15. Percentage responses to 'Have you ever had a tutor?' by student's year group and mother's education.
- Table 16. Percentage of students who have ever had a tutor by father's occupation
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- Table 18. Percentage of students who have ever had a tutor by school year and father's occupation.
- Table 19. Percentage of students who have ever had a tutor by school year and mother's occupation
- Table 20. Percentage of students who have ever had a tutor by ethnic group
- Table 21. Parents' reasons for arranging extra tuition
- Table 22. Parents' reasons for having extra tuition by year group.
- Table 23. Parents' reasons for not having extra tuition
- Table 24. Parents' reasons for not having extra tuition by year group.
- Table 25. Percentage of parents indicating each advantage (multiple advantages could be indicated)
- Table 26. Percentages of students who had ever had a tutor indicating benefits, by year group.

Table 27. Percentages of students who had ever had a tutor indicating disadvantages, by year group

Table 28. Summary of the regression model for effects of private tuition on combined attainment in English, maths and science.

Table 29. Summary of regression model for the effect of private tuition in mathematics on GCSE grade.

Year	No of returns	% of returns by year	% of returns from original sample
Yr 6	474	40.5	37.7
Yr 11	359	30.7	29.2
Yr 13	337	28.8	29.6
Total	1170	100	32.4

Table 1. Number and percentage of family support questionnaire returns by year group, and the percentage of returns from the original student sample by year group.

Occupational Classification	Mother/Female Carer		Father/Male Carer	
	Full Student Sample	Sample With Parent Questionnaire Returns	Full Student Sample	Sample With Parent Questionnaire Returns
1. Legislators, senior officials and managers	5.7	4.2	17.9	20
2. Professionals	21	25.4	19.1	23.4
3. Technicians and associate professionals	14.1	18.4	11.9	13.5
4. Clerks	13.4	11.3	2.8	3.5
5. Service workers and shop and market sales workers	18.8	17.2	7.5	6.6
6. Skilled agricultural and fishery workers	0.3	0.3	1.3	1.1
7. Craft and related trades workers	0.7	0.6	19.1	14
8. Plant and machine operators and assemblers	1.4	0.9	11.8	9.2
9. Elementary occupations	2.8	2.3	3.1	2.3
10. Armed Forces	0.1	0.1	0.6	0.8
11. Housewife/husband, stays at home and cares for children/spouse	19.1	16.8	0.3	0.3
12. Unemployed	0.5	0.5	3.7	4.5
13. Cannot work due to ill health	0.5	0.5	0.4	0.4
14. Retired	0.1	0.1	0.3	0.1
15. Full-time student	1.2	1.3	0.3	0.1

Table 2. Occupational classifications in the overall sample compared to the sample of students whose parents returned the family support questionnaire.

Subject	Number of students	% Year 6	% students with tutors
Reading & writing	191	15	60
Maths	212	17	67
Science	97	8	31
Other subjects:			
English	24	1	8
Verbal or non verbal reasoning	31	2	10
11+	13	1	4
Entry exam	16	1	5
All other subjects	15	1	4

Table 3. Number and percentage of year 6 students in receipt of tutoring by subject.

Terms of tutoring	Reading & writing	Maths	Science	other subjects
Y6 only (autumn term)	40	37	18	21
1 term in year 5 only	42	54	25	26
2 terms	23	23	8	10
3 terms	6	10	3	9
4 terms	17	13	5	9
5 terms	11	13	7	4
Before year 5 only	51	58	29	22
1 term in Y5 + before Y5	1	4	1	0
<b>Total</b>	<b>191</b>	<b>212</b>	<b>97</b>	<b>101</b>

Table 4. Duration of tutoring received by subject (year 6)

Subject (N=1147)	No of students	% of Year 11	% of students with tutors
English	114	10	38
Maths	212	18	70
Science	74	6	24
French	23	2	8
History	13	1	4
Geography	12	1	4
Other subjects:			
Modern languages (Spanish, German, Italian)	13	1	4
ICT	4	0.3	1
Art & Design, Printmaking	3	0.3	1
Others (Business Studies, Electronics, Food technology, Performing Arts, RE, Child Development)	7	0.6	2
Entry exam/verbal & nonverbal reasoning	2	0.2	0.7
Non-GCSE subject/unclassifiable	2	0.2	0.7

Table 5. Number and percentage of year 11 students receiving tutoring by subject.

Number of terms of tutoring	English	Maths	Science	French	Humanities
1	22	61	22	7	6
2	11	32	9	1	2
3	11	22	11	2	3
4	3	9	5	0	0
5	4	8	4	3	0
6	3	10	2	2	0
7	3	5	1	2	0
Before year 10 only	57	65	20	6	14
<b>Total</b>	<b>114</b>	<b>212</b>	<b>74</b>	<b>23</b>	<b>25</b>

Table 6. Duration of tutoring received by subject (year 11)

Subject (N=1127)	No of students	% Year 13	% students with tutors
Maths	213	19	65
English language/literature	87	8	27
Science	31	2.8	10
Biology	13	1	4
Chemistry	15	1	5
Physics	12	1	4
French	27	2.4	8
Other MFL	15	1	5
History	5	0.4	2
Other subjects	19	2	6

Table 7. Number and percentage of year 13 students receiving tutoring by subject.

Subject (N=1127)	No. of students	Tutoring in Y12 or Y13	Tutoring before Y12
Maths	213	64	149
English	87	13	64
Science	31	4	27
Biology	13	10	3
Chemistry	15	12	3
Physics	12	9	3
French	27	12	15

Table 8. Number of year 13 students receiving tutoring before and during sixth form by subject.

	Year 6		Year 11	
	N	%	N	%
3 hours or more a week	24	15.1	4	6.9
1-2 hours a week	44	27.7	18	31.0
Up to one 1 hour a week	82	51.6	32	54.2
2 hours a month or less	9	5.7	4	6.9

Table 9. Intensity of tutoring in English.

	Year 6		Year 11	
	N	%	N	%
3 hours or more a week	26	15	8	6.4
1-2 hours a week	49	28.3	29	23.2
Up to one 1 hour a week	88	50.9	81	64.8
2 hours a month or less	10	6.8	7	5.6

Table 10. Intensity of tutoring in maths

	Year 6		Year 11	
	N	%	N	%
3 hours or more a week	14	19.4	8	17.4
1-2 hours a week	18	25	15	32.6
Up to one 1 hour a week	34	47.2	19	41.3
2 hours a month or less	8	11	4	8.7

Table 11. Intensity of tutoring in science

Father's education	N	Percent ever had a private tutor
School	825	22
College	749	24
University	804	39
Total	2378	29

Table 12. Responses to 'Have you ever had a private tutor?' by father's education.

Mother's education	N	Percent ever had a private tutor
School	921	21
College	856	28
University	741	36
Total	2518	28

Table 13. Responses to 'Have you ever had a private tutor?' by mother's education.

Students' year group	Father's education	N	Percent ever had a private tutor
Year 6***	School	192	18
	College	204	26
	University	323	34
Year 11***	School	307	19
	College	255	22
	University	228	43
Year 13***	School	326	26
	College	290	26
	University	253	43

\*\*\* p<.001

Table 14. Percentage responses to 'Have you ever had a tutor?' by student's year group and father's education.

Students' year group	Father's education	N	Percent ever had a private tutor
Year 6**	School	176	19
	College	256	23
	University	341	32
Year 11***	School	362	19
	College	278	27
	University	183	43
Year 13***	School	383	25
	College	322	33
	University	217	38

\*\* p<.01

\*\*\* p<.001

Table 15. Percentage responses to 'Have you ever had a tutor?' by student's year group and mother's education.

Father's occupation	N	Percent ever had a private tutor
1. Legislators, senior officials & managers	465	36
2. Professionals	497	36
3. Technical & associate professionals	314	30
4. Clerks	72	26
5. Service workers, shop & market sales workers	192	28
6. Skilled agricultural & fishery workers	33	24
7. Craft & related trades workers	495	21
8. Plant & machine operatives & assemblers	297	15
9. Elementary occupations	79	11
10. Armed forces	15	13
12. Unemployed	95	21
13. Cannot work due to ill health/ disabled	11	27
14. Retired	9	11
15. Full time student	6	66
11. House husband/ stays at home caring for children/spouse	7	0

Table 16. Percentage of students who have ever had a tutor by father's occupation

Mother's occupation	N	Percent ever had a private tutor
1. Legislators, senior officials & managers	151	27
2. Professionals	555	38
3. Technical & associate professionals	378	31
4. Clerks	359	27
5. Service workers, shop & market sales workers	495	21
6. Skilled agricultural & fishery workers	5	20
7. Craft & related trades workers	17	12
8. Plant & machine operatives & assemblers	38	21
9. Elementary occupations	74	16
15. Full time student	31	26
12. Unemployed	13	46
13. Cannot work due to ill health/ disabled	15	33
14. Retired	4	0
11. Housewife/ stays at home caring for children/spouse	506	22

Table 17. Percentage of students who have ever had a tutor by mother's occupation

Father's occupation	Have you ever had a private tutor?					
	Year 6		Year 11		Year 13	
	N	%	N	%	N	%
1. Legislators, senior officials & managers	34	37	58	34	74	37
2. Professionals	52	34	65	40	60	33
3. Technical & associate professionals	21	23	42	36	32	30
4. Clerks	7	37	6	25	6	21
5. Service workers, shop & market sales workers	20	24	13	24	20	37
6. Skilled agricultural & fishery workers	3	21	2	20	3	33
7. Craft & related trades workers	25	17	29	15	49	32
8. Plant & machine operatives & assemblers	19	18	14	12	12	16
9. Elementary occupations	1	5	4	11	4	17

Table 18. Percentage of students who have ever had a tutor by school year and father's occupation.

Mother's occupation	Have you ever had a private tutor?					
	Year 6		Year 11		Year 13	
	N	%	N	%	N	%
1. Legislators, senior officials & managers	11	41	19	28	10	18
2. Professionals	54	34	73	40	83	39
3. Technical & associate professionals	22	27	46	31	49	33
4. Clerks	11	23	42	28	45	28
5. Service workers, shop & market sales workers	27	19	37	20	42	26
6. Skilled agricultural & fishery workers	1	25	0	0	0	0
7. Craft & related trades workers	0	0	1	25	1	11
8. Plant & machine operatives & assemblers	2	22	4	20	2	22
9. Elementary occupations	2	9	6	17	4	24
10. Housewife/ stays at home caring for children/spouse	92	39	9	17	13	22

Table 19. Percentage of students who have ever had a tutor by school year and mother's occupation

Ethnic group	Total N	Ever had a private tutor	
		N	%
White European	2268	569	25
White other	171	45	27
Caribbean	99	27	28
African	147	45	31
Other Black / Black mixed	38	12	32
Mixed	107	21	20
Indian	124	56	45
Pakistani	216	61	29
Bangladeshi	70	14	20
Chinese	29	10	35
Other Asian / Asian mixed	85	24	28
Other	50	18	37
Total	3404	902	27

Table 20. Percentage of students who have ever had a tutor by ethnic group

Rank	Reason For Arranging Extra Tuition	No of Parents	Percentage of Parents
1	To improve understanding of the subject	170	70.8
2	To increase self confidence	166	69.2
3	To help achieve the highest examination grades	141	58.8
4	To help ensure s/he obtains a place in secondary school/sixth form or university	97	40.4
5	To help my child keep up with work in school	90	37.5
6	Because my child does not get enough support from school	50	20.8
7	The family is not able to provide enough help	38	15.8
8	Because my child does not learn well from the teachers in school	37	15.4
9	It seems the natural thing to do	33	13.8
10	To increase the time s/he spends studying	30	12.5
11	I would feel guilty if I did not help my child in this way	24	10

Table 21. Parents' reasons for arranging extra tuition

Reason For Arranging Extra Tuition	Year 6		Year 11		Year 13	
	N	%	N	%	N	%
To improve understanding of the subject*	56	54.5	66	83.5	48	82.8
To increase self confidence	68	66	57	72.2	41	70.7
To help achieve the highest examination grades**	40	38.8	59	74.7	42	72.4
To help ensure s/he obtains a place in secondary school/sixth form or university	44	42.7	32	40.5	21	36.2
To help my child keep up with work in school	42	40.8	31	39.2	17	29.3
Because my child does not get enough support from school	19	18.4	20	25.3	11	19
The family is not able to provide enough help	12	11.7	15	19	11	19
Because my child does not learn well from the teachers in school	14	13.6	18	22.8	5	8.6
It seems the natural thing to do	19	18.4	9	11.4	5	8.6
To increase the time s/he spends studying	9	8.7	15	19	6	10.3
I would feel guilty if I did not help my child in this way	10	9.7	10	12.7	4	6.9

\*p < .01      \*\*p < .001

Table 22. Parents' reasons for having extra tuition by year group.

Rank	Reason For Not Having Extra Tuition	No of Parents	Percentage of Parents
1	My child is doing well enough without a tutor	746	73.3
2	Private tuition is too expensive	608	59.7
3	There is no need as members of the family provide enough help	577	56.7
4	My child does not want to have extra tuition	522	51.3
5	Private tuition puts too much pressure on children	423	41.6
6	There is no need as the school provides extra classes	351	34.5
7	It is something I have never thought of doing	322	31.6
8	It is too difficult to find a good tutor or class	269	26.4
9	It is unfair for some children to have tutors	217	21.3
10	There is no point as people can only achieve according to their ability	155	15.2
11	It is too difficult to arrange transport	119	11.7
12	My child is a carer and has no time for extra tuition	33	2.8

Table 23. Parents' reasons for not having extra tuition

Reason For Not Having Extra Tuition	Year 6		Year 11		Year 13	
	N	%	N	%	N	%
My child is doing well enough without a tutor	285	71.6	225	71	236	77.9
Private tuition is too expensive*	237	59.5	213	67.2	158	52.1
There is no need as members of the family provide enough help**	256	64.3	162	51.1	159	52.5
My child does not want to have extra tuition*	181	45.5	159	50.2	182	60.1
Private tuition puts too much pressure on children	170	42.7	132	41.6	121	39.9
There is no need as the school provides extra classes**	97	24.4	136	42.9	118	38.9
It is something I have never thought of doing*	148	37.2	100	31.5	74	24.4
It is too difficult to find a good tutor or class	98	24.6	98	30.9	73	24.1
It is unfair for some children to have tutors	76	19.1	73	23	68	22.4
There is no point as people can only achieve according to their ability	57	14.3	55	17.4	43	14.2
It is too difficult to arrange transport*	61	15.3	38	12	20	6.6
My child is a carer and has no time for extra tuition*	22	5.5	7	2.2	4	1.3

\*p < .01      \*\*p < .001

Table 24. Parents' reasons for not having extra tuition by year group.

Rank	Advantages of Tutoring	No of Parents	Percentage of Parents
1	Better understanding of the subject	100	43.1
2	Increased confidence	93	40.1
3	Improved exam grades	35	15.1
4	Like one on one relationship with tutor	25	10.8
5	Taught lots of strategies to help with study	23	9.9
6	Take pressure off parents to help as tutor knows more about subject	17	7.3
7	Increased ability	15	6.5
8	Increased enjoyment of the subject	11	4.7
9	Tutoring provides focus	14	6.1
10	Childs needs are being met	13	5.6
11	Made up for poor teaching in school	8	3.4
12	Supports what child learns at school	7	3
13	School work improved	6	2.6
14	Practice exam papers	5	2.2
15	Encourages her to study more/more time for homework	7	3.0
16	Too early to tell results of tutoring	3	1.3
17	Expectation raised according to ability, not grades	3	1.3
18	Supportive/positive experience	4	1.8
19	Better feedback from tutor than school	2	0.9
20	Increased awareness of the importance of education	1	0.4

Table 25. Percentage of parents indicating each advantage (multiple advantages could be indicated)

Benefits of having a tutor	Year 6		Year 11		Year 13		Total	
	N	%	N	%	N	%	N	%
I get one-to-one help	113	39	197	65	238	73	48	60
Having a tutor helps me do better in school	175	60	124	41	153	47	455	49
Things are explained to me in more detail	167	58	156	52	227	70	550	60
Having a tutor gives me someone to talk to	58	20	30	10	32	10	120	13
They explain things that I do not understand in school	129	45	142	47	186	57	457	50
You can ask them any questions	150	52	127	42	162	50	439	48
You get more work done	119	41	95	31	122	37	336	37
You can learn at a quicker pace than at school	147	51	94	31	127	39	368	40
Having a tutor makes me feel more confident	173	60	92	30	145	45	410	45
I do not like having a tutor	24	8	10	3	7	2	41	5

Note: year 6 N = 290, year 11 N = 303, year 13 N = 326.

Table 26. Percentages of students who had ever had a tutor indicating benefits, by year group.

Disadvantages of having a tutor	Year 6		Year 11		Year 13		Total	
	N	%	N	%	N	%	N	%
Tutoring takes up my spare time	135	48	150	50	197	60	482	53
I get teased because I have a tutor	15	5	4	1	1	0.3	20	2
It's boring	89	32	80	26	68	21	237	26
Most of the work my tutor gives me is too easy	52	18	8	3	9	3	69	8
You have to do more work	125	44	105	35	100	31	330	36
Sometimes the work I do with my tutor is different to the work I do in school and confuses me	86	31	56	19	48	15	190	21
I feel embarrassed to have a tutor	31	11	22	7	18	6	71	8
There's nothing I don't like about having a tutor	83	30	43	14	42	13	168	18

Table 27. Percentages of students who had ever had a tutor indicating disadvantages, by year group

Variable	Subgroup	Group	Effect (95% CI)	P-value
Gender	-	Male	0	0.002
		Female	0.23 (0.08, 0.38)	
First language	-	English	0	0.04
		Not Eng.	0.47 (0.03, 0.90)	
Ethnic Group	No tuition	White	0	0.83
		Non-White	-0.05 (0.49, 0.39)	
Private tuition	Tuition	White	0	0.01
		Non-White	0.92 (0.19, 1.65)	
Private tuition	White	No	0	0.10
		Yes	0.14 (-0.03, 0.31)	
Private tuition	Non-White	No	0	0.002
		Yes	1.11 (0.40, 1.82)	
Private tuition	All pupils combined	No	0	0.009
		Yes	0.22 (0.05, 0.38)	

Table 28. Summary of the regression model for effects of private tuition on combined attainment in English, maths and science.

Variable	Subgroup	Group	Effect (95% CI)	P-value
Gender	No tuition	Male	0	0.001
		Female	0.39 (0.17, 0.61)	
Private tuition	Tuition	Male	0	0.24
		Female	-0.31 (-0.84, 0.21)	
Private tuition	Male	No	0	0.001
		Yes	0.70 (0.31, 1.09)	
Private tuition	Female	No	0	0.99
		Yes	0.00 (-0.42, 0.41)	
Private tuition	All pupils Combined	No	0	0.01
		Yes	0.39 (0.08, 0.66)	

Table 29. Summary of regression model for the effect of private tuition in mathematics on GCSE grade.

## Annex 3. Interview quotations

### Research Question 3

I'd feel guilty frankly if I didn't do what I could in that respect.  
(91112621)

It does seem to be the norm now – we seem to perhaps be unusual, in that he hasn't had tuition  
(91310617)

I'm paying for peace of mind aren't I that at least hopefully she can go into the exam with like "Well, we went through that".  
(91110512)

#### RQ3 1.1

I think in this country there is such a culture among middle-class parents, to tutor your child, and your child to be as academically prepared as possible to get these good grades and then go to the best university- I have always felt slightly threatened about that, because then I think, "Oh my God, I'm not doing that, so I should do that".  
(91310605)

If you can do it, you do it – if you can.  
(91310610)

I mean, at the end of the day, I think if your children really need it, you'll find the money. I think you'd find the money whatever I mean, it certainly wouldn't phase me, I'm not saying it wouldn't be a consideration . . . 'cause I'd be lying . . . it would be . . . but, I think whatever happens, if it was 30, 40, 50 pound an hour or whatever it had to be you'd do it . . . if your children really needed it you'd do it.  
(91310150)

#### RQ3.1.2

I feel if the child needs it and you're unable to help yourself, yes, I wouldn't hesitate in getting the tuition, paying for it . . . I feel that I'm enough for her at the moment.  
(9610635)

It's a bit harder on the English side, but on the maths side it's fine, I can do the maths and the sciences, but the English side I struggle with, you know, so- but- he does have lessons as well, as an extra. He has a tutor, who gives him English lessons . . . He's had it since he was five, on and off, because he was struggling at school, and because I can't help him with his spellings because I suffer from exactly the same problem- he just needed outside help, really.  
(9610606)

He found the extra one to one help with the maths particularly useful because she knows – this tutor – knows the kind of things they do in the curriculum now which is something I perhaps ... if I started trying to help him with his maths I'd be showing him how I used to do it however many years ago and it would be all wrong, so she certainly helped him there.

(9612001)

RQ3.1.3

“It took the stress off me a bit because I knew that once a week somebody would be coming to help”

(91110717)

We were looking for a maths tutor for G as he was struggling there and he's not bad at maths but he hasn't got a lot of confidence. And like I say, I can help him, it's just as I said, I haven't the time to do that.

(91110210)

RQ 3 1.4

“I don't believe in private tuition at all. My experience of private tuition with friends is that often they come back to regret it”

(91312403)

“My experience of private tuition has not been very good so far . . . my daughter, we tried to get English tuition for her, and we just couldn't. And we ended up with somebody who wasn't as good as we thought they were and had to abandon it, which doesn't make you feel comfortable but I think because . . . you need to go on recommendation with these people . . . quite frankly I could have taught her more about the subject so it was a big waste of time, and a waste of money”

(91310617)

“My other friend's.... he's the same age as J now and he's just took his exam and he got 98% in his maths. And he was really – he couldn't add  $1 + 1$  but you can say to him now anything and he'll just go like that in his head so it really does work.... As long as you can see a result at the end of it I think it's worth it”

(91110244)

RQ3 1.5

“Well, she asked if she could have it, basically. She said that she was worried about it, because she- I mean, she's had her A\* at O' level, and then at A/S level she only got a C, and she needed a higher one if she's going to be a doctor, she had to have at least a B or an A”

(91310614)

“Indeed it's not something we even thought about until he came to us and said ‘I need some help with my maths because I'm worried about it’”

(91110717)

RQ3 1.6

“Well, again there are key subjects in which she needs good grades and the teaching was . . . last year Italian was particularly badly taught and we had to do something to get her up to speed”  
(91112621)

That’s only for the last couple of months really, because it was only relatively recently that we realised he hasn’t done anything this year at all . . . He had an excellent, outstanding, inspirational teacher last year but sadly she left and was replaced by somebody who’s just plainly incompetent. And we haven’t specifically complained but I know of many parents who’ve been into the school to complain about this teacher. Nothing’s been done so we had to make some alternative arrangements.  
(91112605)

RQ3 1.7

He had a year, once a week going to a private tutor in year 5 and that was because we felt he needed a bit of extra help with his maths particularly, and literacy, and it was really because we’re in (name of local authority) and they do the 11 plus and we knew that he was going to be thrown by 11 plus type questions, having shown him some and he just had a panic. “I can’t do this! I can’t do this!” so we thought it might help him just to make sure he was familiar with the kind of things he was going to be asked . . .

But having said that I wouldn’t have done it if we’d been in a comprehensive system – it was only because as I said he perhaps needed a bit of extra support in these areas. I’m quite happy with the work the school does with them and I don’t really think it should be necessary. Well, it shouldn’t be necessary for parents to tutor children outside, I know a lot of people do for various reasons, but my reasoning with that was that it wasn’t because I thought the school wasn’t doing enough but he personally needed that support for the 11 plus. Which I don’t - you know, I don’t agree with that system anyway but we’re stuck with it here. And you always try and do the best for your child. Even if it’s against your principles.”  
(9612001)

RQ3 1.8

“Someone in the playground another mum. Word of mouth”  
(9612022)

“She was recommended by a friend, who’s been recommended by her through somebody else, word of mouth I think it is actually”  
(9612603)

“I found somebody through word of mouth, and in fact I know people who got them through the yellow pages, so – you tend to find this bush telegraph around here at this kind of age year 5 and 6 people say ‘oh, I know somebody...’”  
(9612001)

RQ3 1.9

you don't really know what you're getting . .  
9610606

I wouldn't have known who to trust really or how . . loads of people have tutors and  
they're good, bad, qualified, unqualified . .  
9612616

I don't think it would be easy to find the right one, you could have a job to find –  
you'd be lucky to find the right one first, wouldn't you? I wouldn't know where to  
look, put it that way – I wouldn't know where to look. 9611903

I think I'd find it easy to find one, because you just have to look in the paper and you  
see them, or look on the internet, I don't think there'd be a problem, would there? I  
mean if they'd be any good? Of course I'd probably want somebody who'd been  
recommended  
9611949

RQ3.2.0

#### **Research Question 4**

She got very good passes in the two subjects that she learned with her tutor  
91110712

she passed . . that was it that was the goal  
9610614

What I've noticed . . that people . . it definitely has put them on  
91110244

yes he was very happy with the English exam he took last week. So yes that's a real  
response after literally 3 or 4 sessions.  
91112605

She feel's its beneficial and that's enough, really  
91313506

I've been very much against it. I did a bit of it, private tuition, with my middle  
daughter A before her GCSE, and it didn't pay off, it didn't pay off. She was  
struggling a bit in French and in maths . . . A didn't pass those 2 subjects, but she got a  
D, that's not a pass . . and it put me off . . really I felt why . . you know . . pay all that  
money?  
91312857

RQ4 4.1

It boosted his confidence no end, because the tutor is actually able to say to him well he  
thinks he's going to achieve his GCSE.  
91110717

Confidence really . . . I don't think she's had that from school, particularly not from the maths  
91110512

I think it's about building confidence really  
9110210

in terms of the individual attention, (tutoring) has boosted her confidence  
91313506

. . . it basically meant she was more confident about her work- confidence is the main one, I think. She's only just done the exam . . . she felt quite happy about it when she came back, yeah hopefully it will have paid off.  
91310614

Yes, yeah, just in the couple of months it's pulled him back and given him the confidence he needed  
91112605

RQ4 4.2

she likes having one-to-one and very small group, that kind of relationship works well for her . . . she's not a very kind of assertive personality, and maybe there were things that she wasn't fully understanding, and the large group meant that the teacher didn't have the opportunity to ensure that the subject had become properly embedded.  
91313506

I know she's enjoyed having one to one because it's been like, you know like in the class you daren't say if you don't understand whereas with the tutor she can actually say "no, I don't understand", and it's like, right ok, we'll do this again. You know that awful feeling, well I do remember that feeling of I can't possibly tell them I don't understand, you know, 'cos it's like "what do you mean you don't understand?" So I think that is another thing isn't it the fact that with this one to one, if it takes more hours to explain something, well that's what we do . . .  
91110512

it's when he hit a bit when he hit against a bit of a brick wall and maybe you've asked about it at school, and maybe they gave you an answer but the answer perhaps was- you weren't at that moment able to take it all in; with a tutor you've got a bit more time, it's a good time to sort of go through that a few times, rather than- you've got a class, you've got in a school situation, you can't just necessarily obviously spend that amount of time if everybody else is not up against that brick wall. If the whole class are, you can spend time on it, but it's a- so I think that is a real advantage.  
91310610

it's one to one so R has not got time to lapse off into, you know  
91110512

RQ4 4.3

My son went for about 2 years and to be honest I don't know if it helped him at all because he was getting extra work from the classes and he was having difficulty just coping with his homework so it was just another burden for him. And then he felt negative about it so it wasn't... it didn't have the desired effect.

91110710

I did try and arrange private tuition for him . . . I felt that it didn't enhance his learning, it was to make up for what he had not learnt. But he would not go there, he just didn't want to know . . . he just was very - you know, very reluctant, and in the end I just gave in, because there was just no point and I wasn't going to waste this person's time. . . And then I would have had further arguments because he would have been set tasks to do and that he would have flatly refused to do . . . I tried . . . but it was all just going to be too difficult to sort out, when he wasn't willing.

91111418

At the point where he started to do his GCSE syllabus, he decided, actually, yes, he really does need a maths tutor. So in fact we signed up, found a maths tutor- with some difficulty, because I think most of them were already signed to - they'd got their quota of people - found someone out of the yellow pages, he was no good at all, and he was a maths tutor, an ex-maths teacher, and really wasn't right for someone who was no good at maths. I'm no good at maths either, and- I think, he couldn't understand what it was, he couldn't grasp it, just made A more and more nervous, and so... You know, I think there are good times, and good tutors and bad tutors, and the children have got to want to do it.

91312825

RQ4 4.4

it was very you know person-centred

91310627

The experience we've had with private tuition is that generally they teach in the pre-modernist techniques of teaching. So the tutors will teach tools which can then be applied. Now that's in relation to certain tutors, if they are tutors who are specifically trying to get B through an exam then it's just examination tricks. And it's reading the examiner's points marks and memorising answers really, which I don't consider to be education. Generally we've gone for tutors who will give him the tools he needs to apply rather than just solutions to a problem.

91112605

she's been very helpful with exam technique, so- I mean the way L described it to me was, when there's a certain kind of question, I mean before she knew, she had the same subject knowledge, but she didn't have a clear sense of how to deliver the answer. Now when she sees that question, she knows - oh, it's A, B, C, D, you know, and there's no time delay, so that's been very good, I think.

91313506

having someone who actually understood what was wrong, she gave him lots of strategies . . . it was really, basically, dismantling the English language, and teaching the English language- all the rules, and the strategies, . . . helping with perhaps the

structures of sentences, getting out what you want to say, getting it down on paper, reading for meaning, reading comprehension and things like that.  
91312006

find little strategies for remembering how to spell things and also teaching him methods of teaching himself spelling you know writing the words in large form, cutting them up and then putting them all back together in the right order. So he learned a few strategies I think that helped him overcome a difficult period.  
9612022

showing them perhaps simpler ways of doing things, approaching problems and . . giving them a good attitude towards work.  
9612603

RQ4 4.5.

she gets on well with him, you know, it's been a very good partnership.  
91110512

C likes him, they had a good laugh  
91110717

T gets on with him fine you know and quite likes him I think  
91310610

the relationship they built up . . when he gets his exam results he phones her up and she says 'oh come over for coffee let's see your results'  
91312006

RQ4 4.6

As long as you see a result at the end of it I think it's worth it.  
91110244

well worth the money . . . we've gone through revision things which I think is what she needs  
91110512

A didn't pass those 2 subjects, but she got a D, that's not a pass . . and it put me off . . really I felt why . . you know . . pay all that money?  
91312857

RQ4 4.7