National Tutoring Programme satisfaction surveys, 2021 to 2022

Research report

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Executive summary

In the 2021/22 academic year, Randstad were responsible for the Tuition Partners (TP) and Academic Mentors (AM) routes of the National Tutoring Programme (NTP). They delivered a series of satisfaction surveys over the course of the academic year, which were administered to school leaders and tutors. This report provides an overview of key findings.

Overall satisfaction

- Around half of school leaders were satisfied with the overall service received from the NTP. Levels of satisfaction varied between waves, with the highest in Summer 2 (61%) and the lowest in Spring 1 (45%).

- The majority of school leaders reported that they felt the NTP had a positive impact on pupils' attainment and confidence. Leaders were reported being mostly satisfied across all survey waves. This finding was consistent across all routes.

- The vast majority of leaders agreed that the NTP was primarily supporting the most disadvantaged pupils.

- However, most school leaders were unsatisfied with the ease of uploading information to the NTP tuition hub. At most waves, around a third of school leaders disagreed that it was quick and easy to upload information to the hub.

Satisfaction with Tuition Partners

- The majority of school leaders were satisfied with TPs' service, alignment with the school's safeguarding policy, integration with the school system and quality of tutoring.

- Across all waves, school leaders were generally satisfied that TPs had the relevant skills and subject knowledge required to provide tutoring. Leaders were also satisfied with the communication between TPs and schools on pupil progress, and generally agreed that tutors responded well to feedback.

- There were mixed responses from school leaders when asked about the ease and functionality of the funding process. Less than half of leaders agreed that the funding process was easy to use and working well.

Satisfaction with Academic Mentors

School leaders' satisfaction

- School leaders were generally satisfied with the performance of AMs. Over half of leaders across waves reported being satisfied with the quality of mentoring sessions.

- At least around half of school leaders reported they were satisfied with AMs' access to the relevant training required for them to do their job.

Academic Mentors' satisfaction

- Academic Mentors were mostly satisfied with the training, guidance and other support they received, both from the NTP and from their schools. They were also generally satisfied that their school was communicating the information they needed to support pupils.

- Academic Mentors reported being generally dissatisfied with the ease of uploading information on the hub. Around a third or more AMs reported disagreeing that it was quick and easy to upload information.

Satisfaction with SLT

- School leaders were mostly satisfied with the quality, qualifications and subject knowledge of tutors in the School-Led Tutoring route.

- School leaders also reported being mostly satisfied with tutors' access to the relevant training for this route.

Introduction

The National Tutoring Programme, introduced in the academic year 2020-21, is an important part of the Government's education recovery response. It aims to support schools to respond to the disruption to education caused by the COVID-19 pandemic and subsequent school closures. The programme prioritises offering targeted tuition support to disadvantaged pupils who have been hit hardest by this disruption.

The programme has three routes of support:

- **School Led Tutoring (SLT)** – members of a school's own personnel, either currently employed or specifically engaged for this purpose, including retired, returning or supply teachers, support staff, and others

- **Tuition Partners (TP)** – tutors recruited by external tutoring organisations quality-assured by DfE

- **Academic Mentors (AM)** – full-time, in-house staff members employed to provide intensive support to pupils who need it

The NTP delivery partner Randstad oversaw the delivery of TP and AM strands of the NTP in the academic year 2021/22. Approved Tuition Partners provided tutors to schools for the TP route. Academic mentors for the AM route were recruited by the NTP and then completed a programme of online training with Liverpool Hope University before being placed in schools as employees of the school.

Schools were responsible for sourcing tutors and administering tutoring using the SLT grant. For 2021/22, the costs to schools of all three NTP routes were subsidised by government:

- up to 70% of TP costs

- up to 95% of the salary costs of an academic mentor

- and up to 75% of SLT costs

For each route of support, there was an expectation that each pupil would receive 15 hours of tutoring. Depending on the route, funding covered 1:1 or small group tuition with a tutor/pupil ratio expectation of up to 1:6. Schools were encouraged to focus on English, maths and science, but could broaden this to offer tutoring in humanities and modern foreign languages.

In 2021/22, Randstad delivered a series of satisfaction surveys on behalf of the Department for Education (DfE) throughout the academic year. This research report outlines the findings from these surveys across the course of the academic year. All analysis was conducted by Randstad, with quality assurance delivered by DfE social researchers. This report has been produced by DfE social researchers.

Methodology

All school leaders for schools participating in Tuition Partners or Academic Mentors (the two routes delivered by Randstad), as well as Academic Mentors themselves, were sent a satisfaction survey to complete every half term. Tuition Partners were sent a satisfaction survey every term and were asked to forward this survey to their tutors, as Randstad did not hold contact information for tutors. It should be noted that this resulted in low response rates from tutors, so their results have not been included in this report[1].

Analysis was conducted by Randstad using in-built tools in Qualtrics. Quality assurance was carried out by DfE social researchers using SPSS.

Response rates

Response rates varied across the survey, so response rates have been calculated based on the first attitudinal question that school leaders or Academic Mentors answered in each survey.

For school leaders, this question was "Overall, how would you rate the service you receive from the NTP?". For Academic Mentors, this question was "My mentoring sessions are having a positive impact on pupils' attainment".

Response sizes for every question are included throughout this report in charts.

School leaders

Survey	School leaders contacted	School lead responses	Response rate (%)
Autumn 1	1573	108	7%
Autumn 2	3538	56	2%
Spring 1	5103	288	6%
Spring 2	6228	325	5%
Summer 1	6746	176	3%
Summer 2	7053	112	2%

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[1] Fewer than forty responses were achieved for each survey tutors were sent.

Academic Mentors

Survey	Academic mentors invited to take part	Academic Mentor responses	Response rate (%)
Autumn 1	359	141	39%
Autumn 2	679	76	11%
Spring 1	956	142	15%
Spring 2	1206	311	26%
Summer 1	1485	291	20%
Summer 2	1399	225	16%

Limitations

The NTP satisfaction surveys were sent out to all school leaders participating in the Academic Mentor or Tuition Partner route. As such the survey was a self-selecting sample that may not reflect the views of those that did not answer the survey.

It is also important to note that schools who participated in the School Led Tutoring route only would not have had the opportunity to fill out the survey, as only schools also doing one or more of the other two routes (TP or AM) will have received the survey. As such, responses related to the School Led Tutoring route may not be representative of all those taking part in this route.

Response rates varied for the surveys, with a considerably higher response rate from Academic Mentors than school leaders. The Autumn 2 and Summer 2 surveys in particular had a very low response rate, which meant it was not possible to report on the individual routes as, once split by route, sample sizes were less than 40 individuals. Additionally, responses from school leaders on satisfaction with private tutors have not been reported as the sample size was less than 40 individuals.

Findings

Overall satisfaction

In the first section of the survey, school leaders were asked some overall questions about their satisfaction with various elements of the National Tutoring Programme.

Service received

School leaders were asked to rate the service they received from the NTP. Responses were mixed, with around half of respondents rating the service very good/good at each wave. The highest percentage responding good or very good was 61% in the Summer 2 survey and the lowest percentage responding good or very good was 45% in the Spring 1 survey.

The percentage responding poor or very poor between the Autumn and Summer terms decreased, from 36% in Autumn 2 to 8% in Summer 2.

Figure 1: Service received from NTP

Overall, how would you rate the service you receive from the NTP?

	Very good/good	Neither good nor poor	Very poor/poor
Autumn 1 (n=108)	55%	22%	23%
Autumn 2 (n=56)	47%	18%	36%
Spring 1 (n=288)	45%	38%	17%
Spring 2 (n=325)	54%	30%	15%
Summer 1 (n=176)	52%	35%	13%
Summer 2 (n=112)	61%	31%	8%
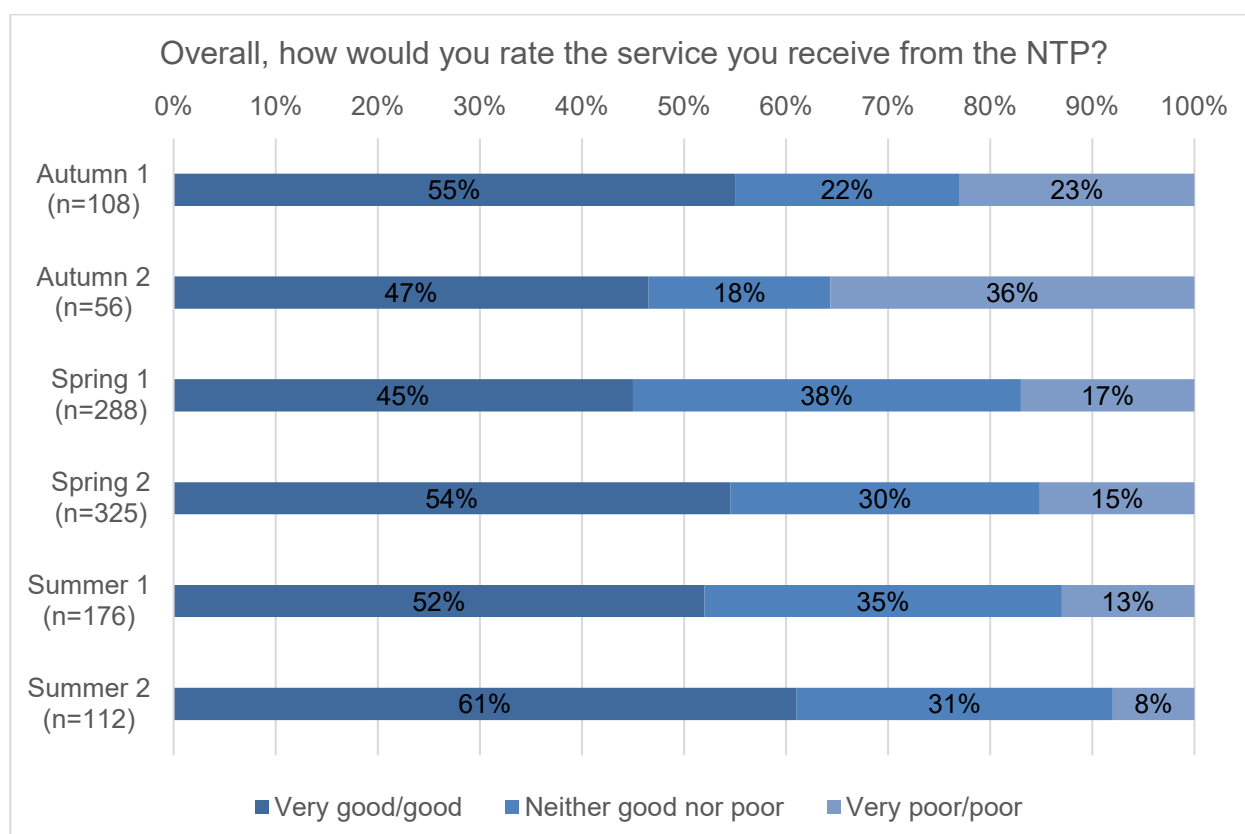
Impact on pupils' attainment

School leaders were asked the extent to which they agree that the NTP was having a positive impact on their pupils' attainment. The majority of school leaders across all surveys strongly agreed or agreed that it was. The highest percentage of school leaders responding that they agreed with the statement was in the Summer 1 survey (78%).

The highest percentage responding that they strongly disagreed or disagreed with the statement was in the Autumn 2 survey (15%); in the summer surveys this proportion had reduced, with 7% disagreeing in the final survey.

Figure 2: Impact on pupils' attainment
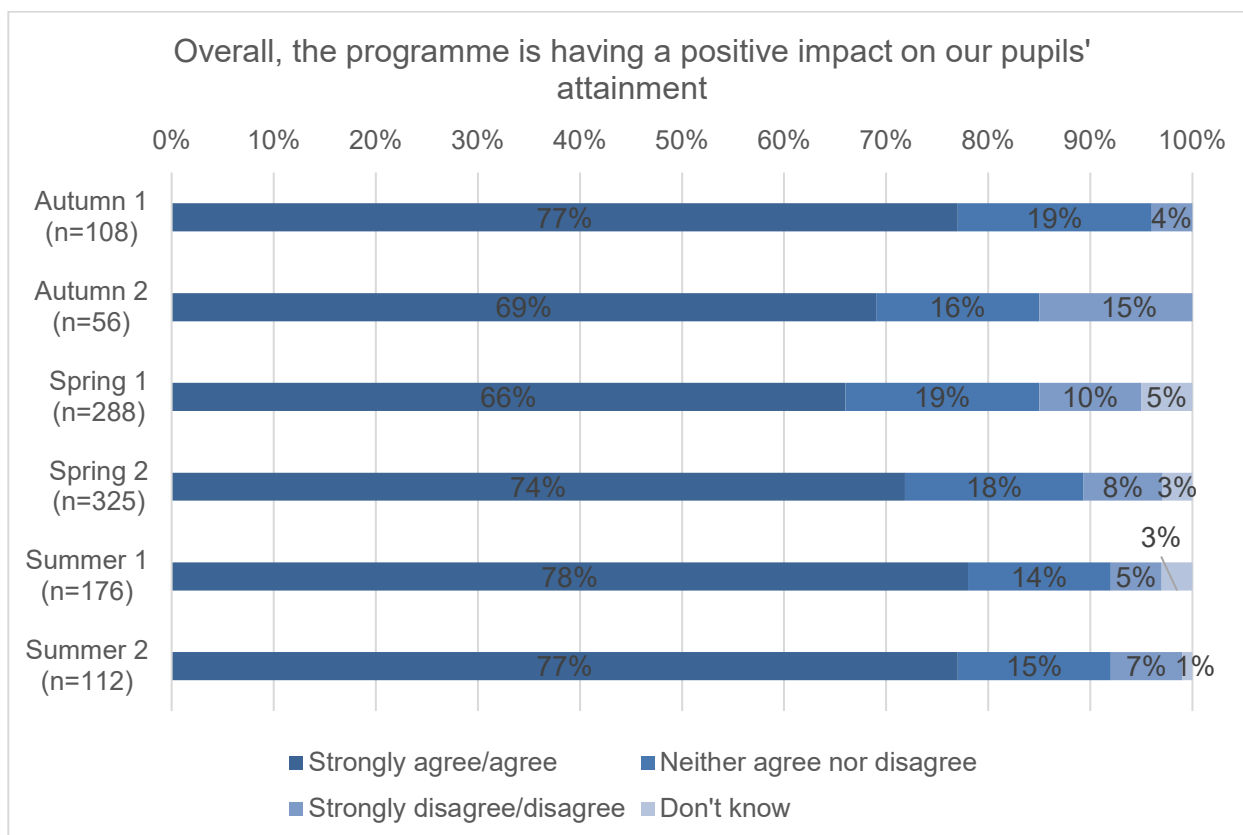
Note: "I don't know" was added as an option from the Autumn 2 survey.

Impact on pupils' confidence

The majority of school leaders strongly agreed or agreed that the programme was having a positive impact on pupils' confidence across the surveys. The lowest percentage of leaders agreeing with the statement was in the Autumn 2 and Spring 1 surveys, with 69% agreeing in both surveys.

Figure 3: Impact on pupils' confidence
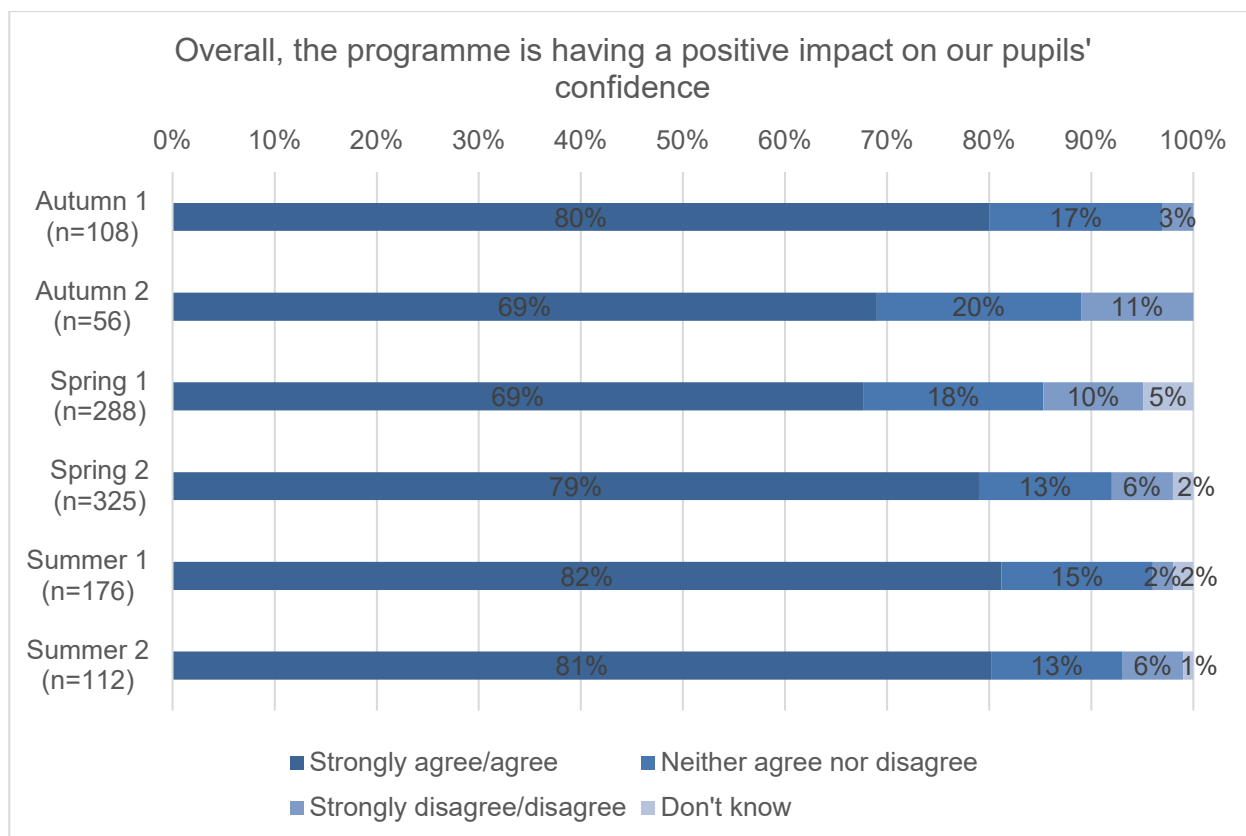
Note: "I don't know" was added as an option from the Autumn 2 survey.

Satisfaction with the hub

The NTP hub was an online portal where schools could register for tuition and find providers. It enabled schools to select the criteria they needed to support pupils, e.g., subject and year of study, to help identify providers. Schools were required to submit regular returns on the hub to keep a record of the tuition they were using.

School leaders were asked about the ease of uploading information on to the NTP hub. Across most waves, around a third of school leaders were likely to strongly disagree / disagree that it was quick and easy to upload information.

The highest proportions of school leaders who disagreed with this statement were in the Autumn surveys (36% in Autumn 1, and 43% in Autumn 2). By the Summer surveys, this proportion had reduced but over a third (32%) of respondents still strongly disagreed / disagreed that it was easy to submit information in the Summer 1 survey, and 17% disagreed at Summer 2. The highest proportion of leaders agreeing with the statement was in the Summer 2 survey (37%).

Figure 4: Ease of uploading information onto the hub

Note: "I don't know" was added as an option from the Autumn 2 survey.

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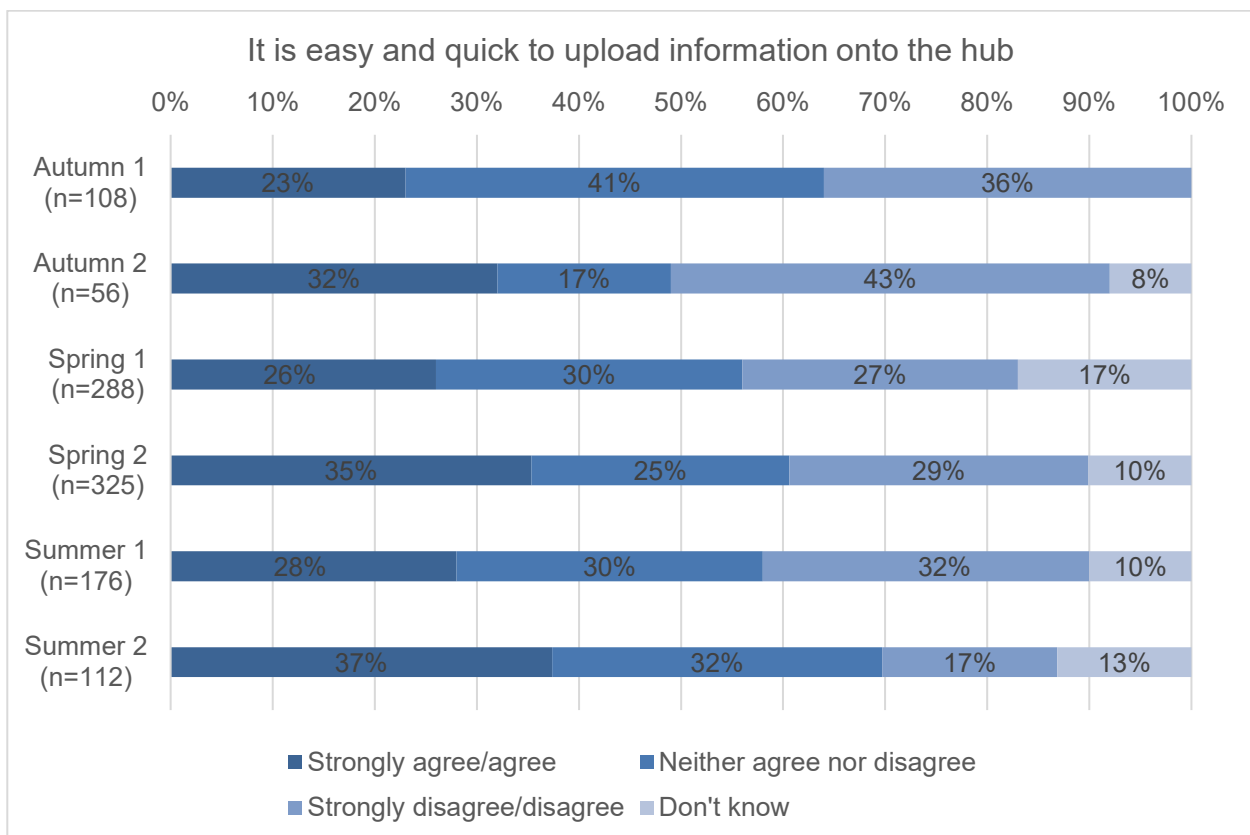
Support for disadvantaged pupils

In the first Autumn survey, school leaders were asked whether the programme was primarily supporting their most disadvantaged pupils. The vast majority of school leaders (86%) agreed with the statement. As such, it was decided that it was not necessary to repeat this question.

Satisfaction with the Tuition Partners route

School leaders were asked about their satisfaction using the Tuition Partners (TP) route. In the 2021/22 academic year, all state-funded schools in England, including special schools and Alternative Provision setting, were eligible for a Tuition Partner. Through this route, schools were able to use tutors recruited by over fifty external tutoring organisations quality-assured by the DfE. Schools received a 70% subsidy for the TP route.

Service received from TPs

School leaders were asked about their satisfaction with the service they received from TP tutors. Across all waves, the majority of school leaders strongly agreed or agreed, with the highest proportion being in the Autumn 1 survey (87%).

The proportion of leaders who strongly disagreed/disagreed with the statement was lowest in the Autumn 1 survey (4%); a higher proportion selected this response in subsequent waves with the highest being in Spring 1 (17%).

Figure 5: Satisfaction with service received from TP tutors
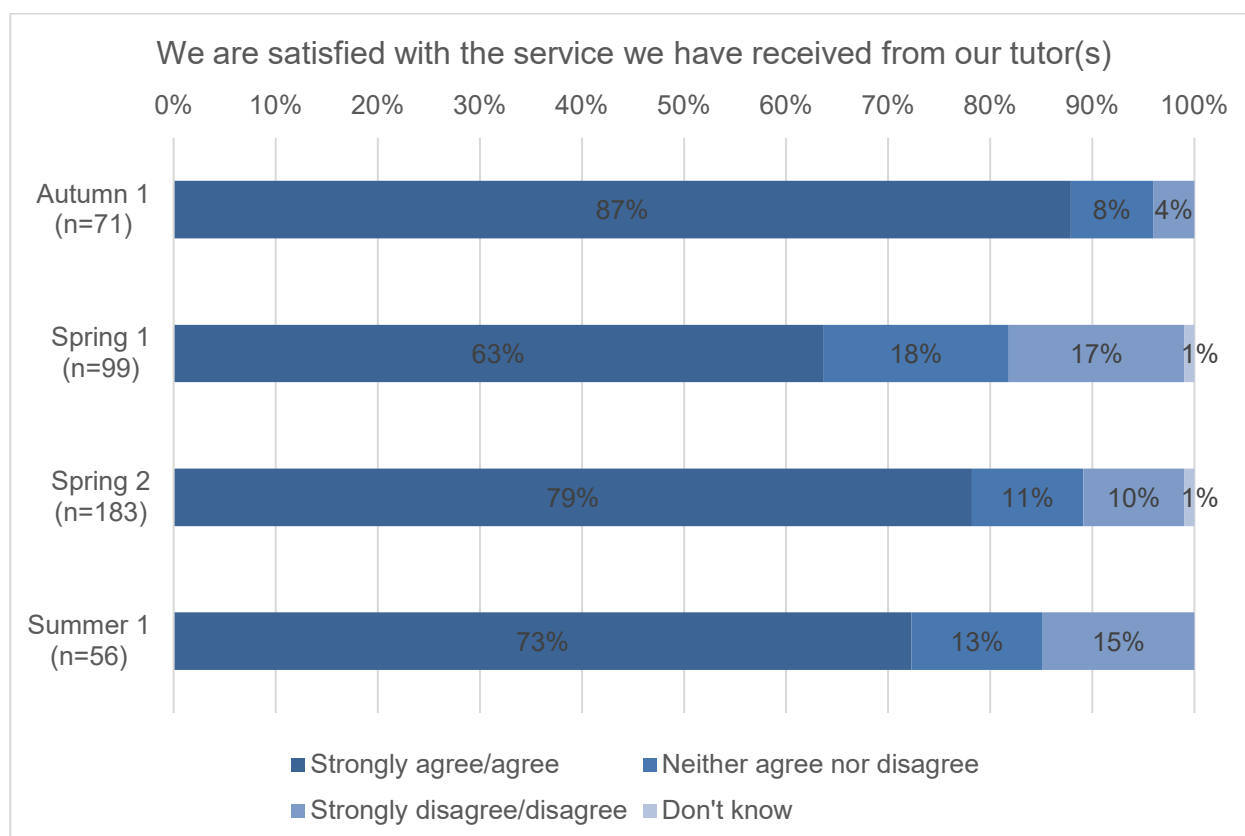
Note: Due to the low response rate in the Autumn 2 and Summer 2 surveys, responses by individual route have not been reported. "I don't know" was added as an option from the Autumn 2 survey.

Quality of tutoring

School leaders generally reported that the quality of tuition their school was receiving through the TP route met their expectations. Across all waves, school leaders strongly agreed or agreed that the tutoring met expectations, with the highest proportion selecting this response in Autumn 1. The majority of leaders selected this response in subsequent waves though lower proportions did so (62-75%).

Figure 6: Whether quality of tutoring meets expectations

Note: Due to the low response rate in the Autumn 2 and Summer 2 surveys, responses by individual route have not been reported. "I don't know" was added as an option from the Autumn 2 survey.

Tutors' skills and knowledge

Most school leaders strongly agreed or agreed that TP tutors were knowledgeable in their subject and had the relevant skills to do their job across in all waves. Almost all leaders in the Autumn 1 survey agreed with the statement (93%). Though a lower proportion strongly agreed or agreed in later waves, the majority were still likely to select this response.

However, there was a notable proportion of leaders who said they neither agreed nor disagreed with the statement in some waves: around a third (28%) in the Spring 1 survey, a fifth (21%) in the Summer 1 survey.

The proportion of leaders strongly disagreeing / disagreeing with the statement remained consistently low across waves.

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Tutor communication on pupil progress

School leaders mostly agreed that tutors were effectively communicating with school staff about pupil progress, though agreement was highest at the start of term. Levels of agreement varied at the interim waves, with almost three quarters strongly agreeing or agreeing in the Spring 2 survey (73%) and between 51-61% in later waves.

The highest proportion of leaders reporting they neither agreed nor disagreed was in Summer 1, with a quarter of leaders selecting this response. The proportion of leaders strongly disagreeing or disagreeing was also highest at this wave, with over a third (32%) of leaders selecting this response in the final wave.

Impact of TP on pupils' attainment

School leaders were asked whether they agreed that tutoring sessions delivered by TPs were having a positive impact on pupils' attainment. The proportion strongly agreeing or agreeing remained in the majority across all waves. While just over a half (51%) of leaders agreed with the statement in the Spring 1 survey, the proportion selecting this response was broadly consistent across the other waves (63-68%).

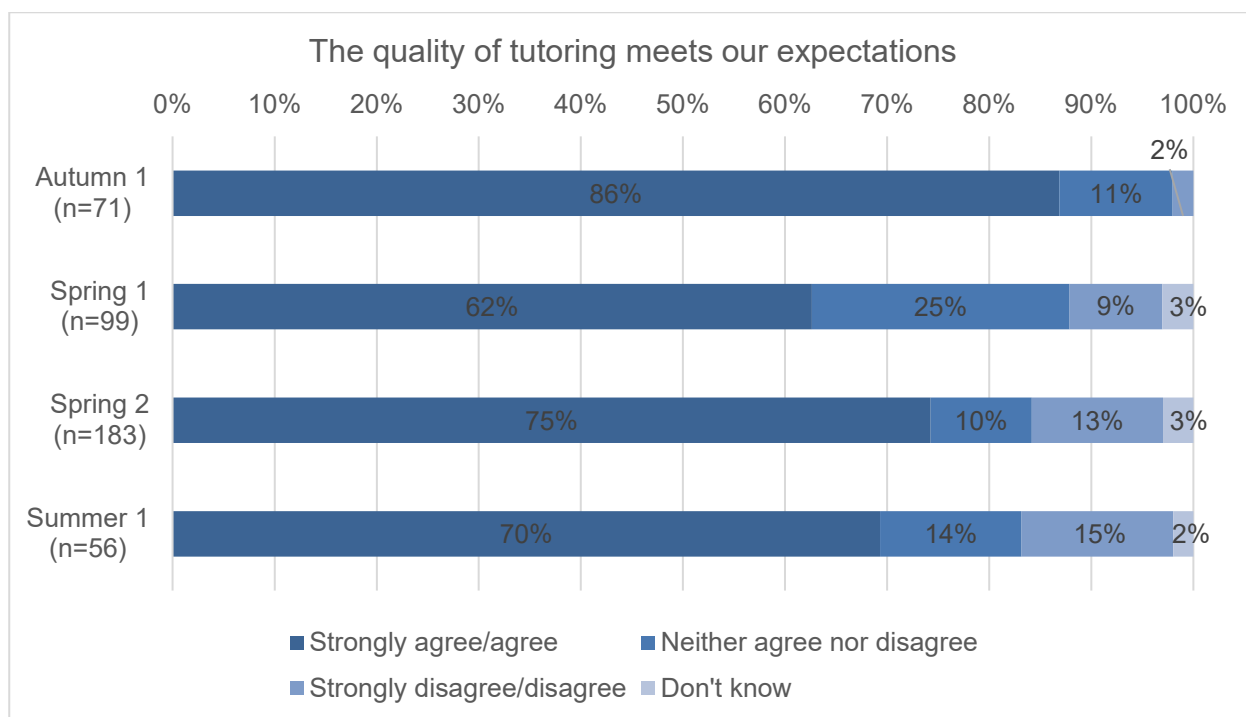**Figure 7: Impact of TP on pupils' attainment**
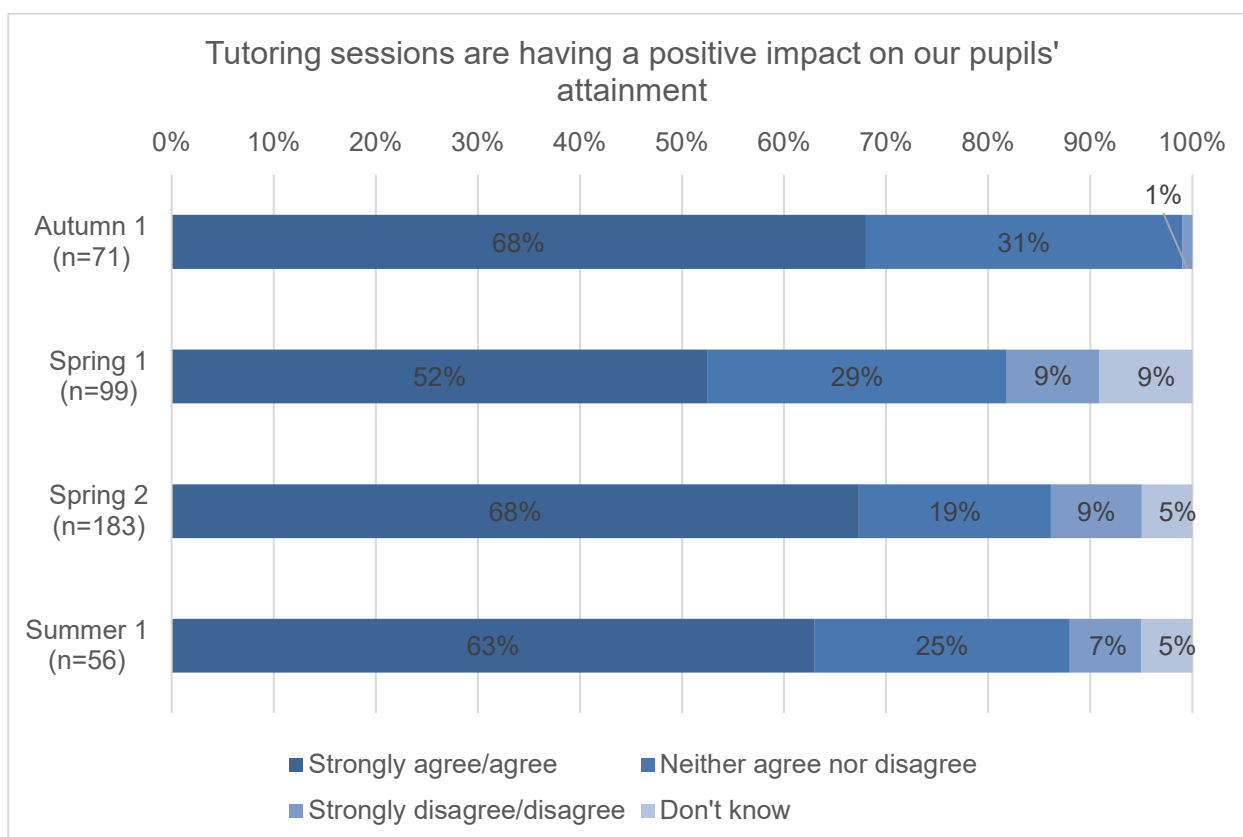
Note: Due to the low response rate in the Autumn 2 and Summer 2 surveys, responses by individual route have not been reported. "I don't know" was added as an option from the Autumn 2 survey.

Impact of TP on pupils' confidence

Similarly, most school leaders agreed with that tutoring sessions delivered by TPs were having a positive impact on pupils' confidence. Around or over three-quarters of leaders strongly agreed or agreed with the statement in most waves, with the highest proportion being in Spring 2 (78%). The lowest proportion of agreement was in Spring 1 (65%).

School leaders were more likely to neither agree nor disagree with the statement earlier in the term, with around a quarter selecting this response in Autumn 1 and Spring 1 (24% and 22% respectively); this proportion decreased to 11% in the Spring 2 wave and 16% in the Summer waves. A small proportion of leaders strongly disagreed or disagreed with the statement

Figure 8: Impact of TP on pupils' confidence

Note: Due to the low response rate in the Autumn 2 and Summer 2 surveys, responses by individual route have not been reported. "I don't know" was added as an option from the Autumn 2 survey.
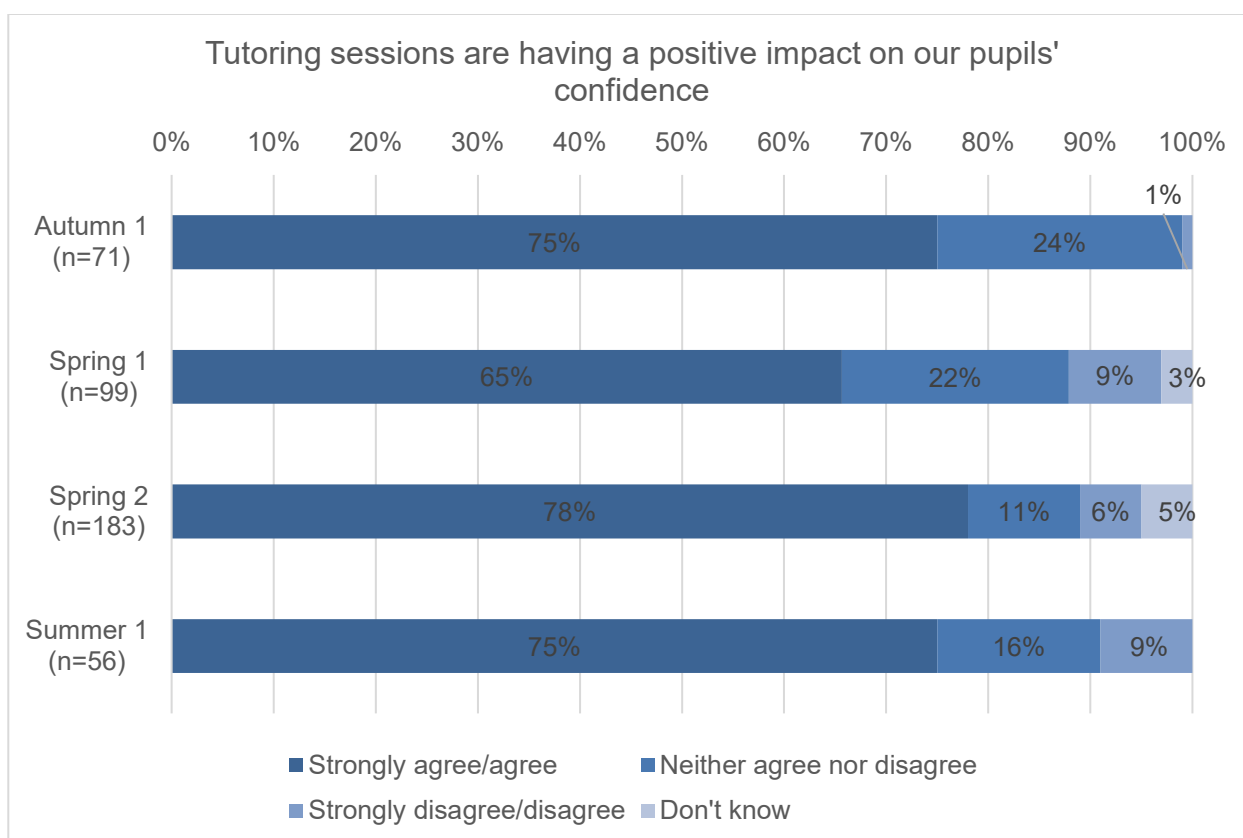
Alignment with school safeguarding policy

Across all waves, the majority of school leaders strongly agreed or agreed that TPs were working in line with their school's safeguarding policy (86-94%).

TP integration with school system

Leaders were asked whether they agreed that TPs were integrating well with their school systems, referring to their schools' ways of working. Most leaders strongly agreed or agreed that they were, though this was highest in the Autumn 1 and Summer 1 waves (82%) and lower in the Spring 1 (62%). Though around a tenth of leaders reported that they neither agreed nor disagreed for most waves, almost a quarter selected this response in the Spring 1 survey (23%).

Responding to feedback

Most school leaders agreed that TP tutors had responded positively to and acted upon feedback received. The highest proportions of leaders saying they strongly agreed or agreed with the statement were in Autumn 1 (79%) and Spring 2 (78%); similar proportions selected this response in the other waves (62-3).

However, proportions of leaders who said they neither agreed nor disagreed varied across waves, from just over a tenth (13%) at Spring 2 to almost a third (29%) in Summer 1. Low proportions of leaders said they strongly disagreed or disagreed with the statement across waves.

Funding process

In the 2021/22 academic year, 70% of the costs for TP was subsidised, and schools were required to fund the remaining 30%. All state-funded schools in England were eligible to apply.

School leaders were asked whether they agreed that the funding process for the TP route was easy to use and working well. Responses were mixed and a notable proportion of leaders said they neither agreed nor disagreed with the statement, indicating views varied considerably for this statement.

Less than half of school leaders strongly agreed or agreed with the statement. The proportion of leaders selecting this response was highest in the Autumn 1 and Spring 2 surveys with 47% of leaders saying they agreed.

However, in the Autumn 1 survey, over a third (37%) of leaders said they neither agreed nor disagreed, while 17% strongly disagreed or disagreed. In Spring 2, over a fifth (21%) of leaders neither agreed nor disagreed and 28% strongly disagreed or disagreed. The proportion of leaders who strongly disagreed or disagreed was highest in the summer surveys. This indicates that, overall, leaders were not satisfied with the funding process.

Figure 9: Ease and functionality of funding process
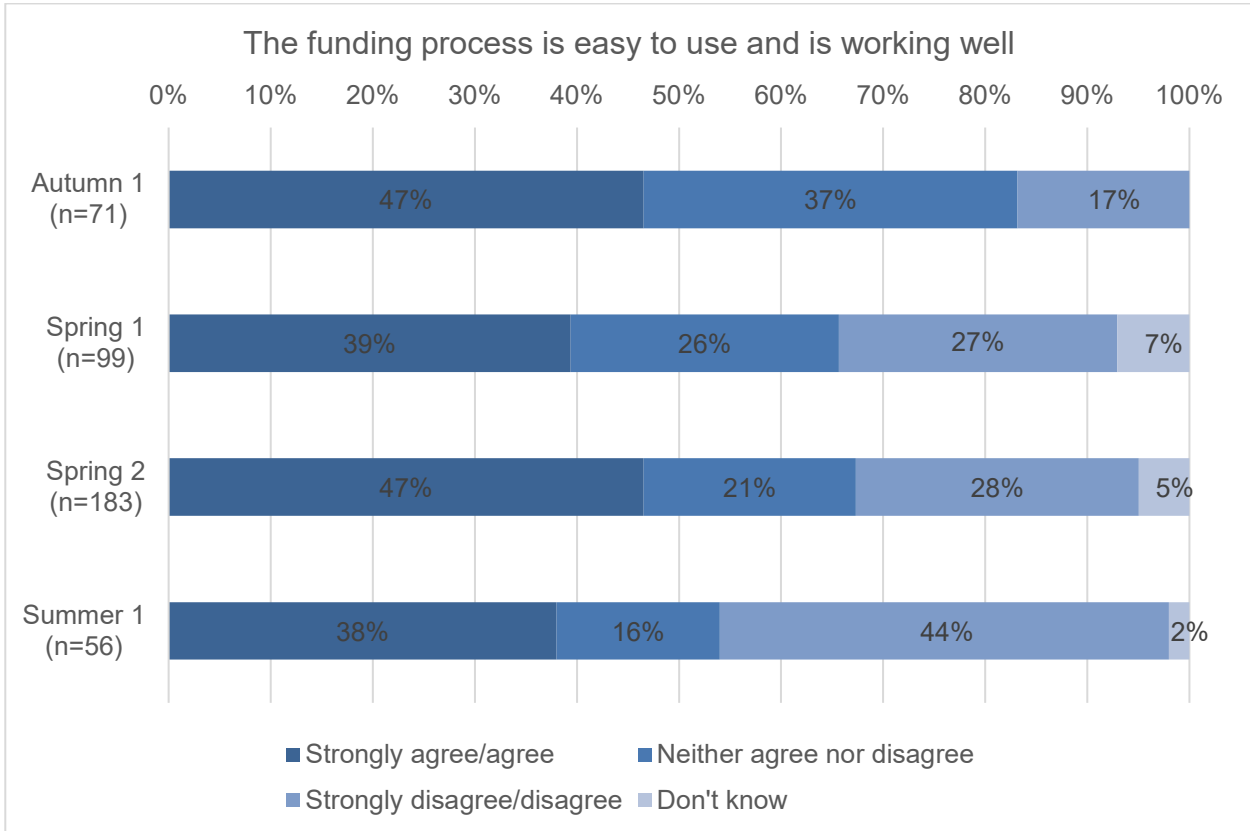
The funding process is easy to use and is working well

	Strongly agree/agree	Neither agree nor disagree	Strongly disagree/disagree	Don't know
Autumn 1 (n=71)	47%	37%	17%	
Spring 1 (n=99)	39%	26%	27%	7%
Spring 2 (n=183)	47%	21%	28%	5%
Summer 1 (n=56)	38%	16%	44%	2%

Note: Due to the low response rate in the Autumn 2 and Summer 2 surveys, responses by individual route have not been reported. "I don't know" was added as an option from the Autumn 2 survey.

School leaders' satisfaction with the Academic Mentors route

School leaders were asked about their satisfaction using the Academic Mentors (AM) route. Schools qualified for this route if their percentage of pupil premium pupils was originally 30% or more, then widening to 20% or more, or if they were in Local Authority District or Opportunity area (areas where educational standards were considered low). Schools also qualified for the AM route if they experienced repeated or prolonged absences due to Covid-19.

AMs were salaried members of staff who worked alongside teacher to deliver tutoring, focusing on small-group and on-to-one sessions. The NTP subsidised 95% of the core salary costs. AMs were required to have a minimum of three A Levels at A*-C and Level 4 / Grade C in GCSE Maths and English[2]. They were also required to undergo online training provided by Liverpool Hope University, which lasted one week for applicants with qualified teacher status (QTS) and two weeks for those without.

Satisfaction with AM performance

School leaders were largely satisfied with their mentors' performance, and the majority of leaders strongly agreed or agreed with the statement across waves. The highest proportion of leaders who agreed was in Summer 1 (96%), with 68-86% agreeing in later waves.

Leaders were more likely to say they neither agreed nor disagreed earlier in the academic year, with the highest proportion selecting this response being almost a fifth in Spring 1 (19%). The proportion of leaders who strongly disagreed/disagreed was generally low across waves.

Impact of AM on pupil attainment

School leaders were asked whether they agreed that mentoring sessions were having a positive impact on their pupils' attainment. The majority of leaders strongly agreed or agreed across waves, with the highest proportion being in Summer 1 (84%) and the lowest in Spring 1 (63%).

The proportion leaders saying they neither agreed nor disagreed was fairly consistent across waves with less than a quarter selecting this response at most waves. A minority of leaders strongly disagreed or disagreed with the statement, with the highest proportion being 9% in Spring 2.

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[2] AMs were initially required to have a university degree at 2:2 or above, or have QTS, and a Level 4 / Grade C in GCSE Maths and English or equivalent qualifications. This was then amended.

Figure 10: Impact of AM on pupils' attainment
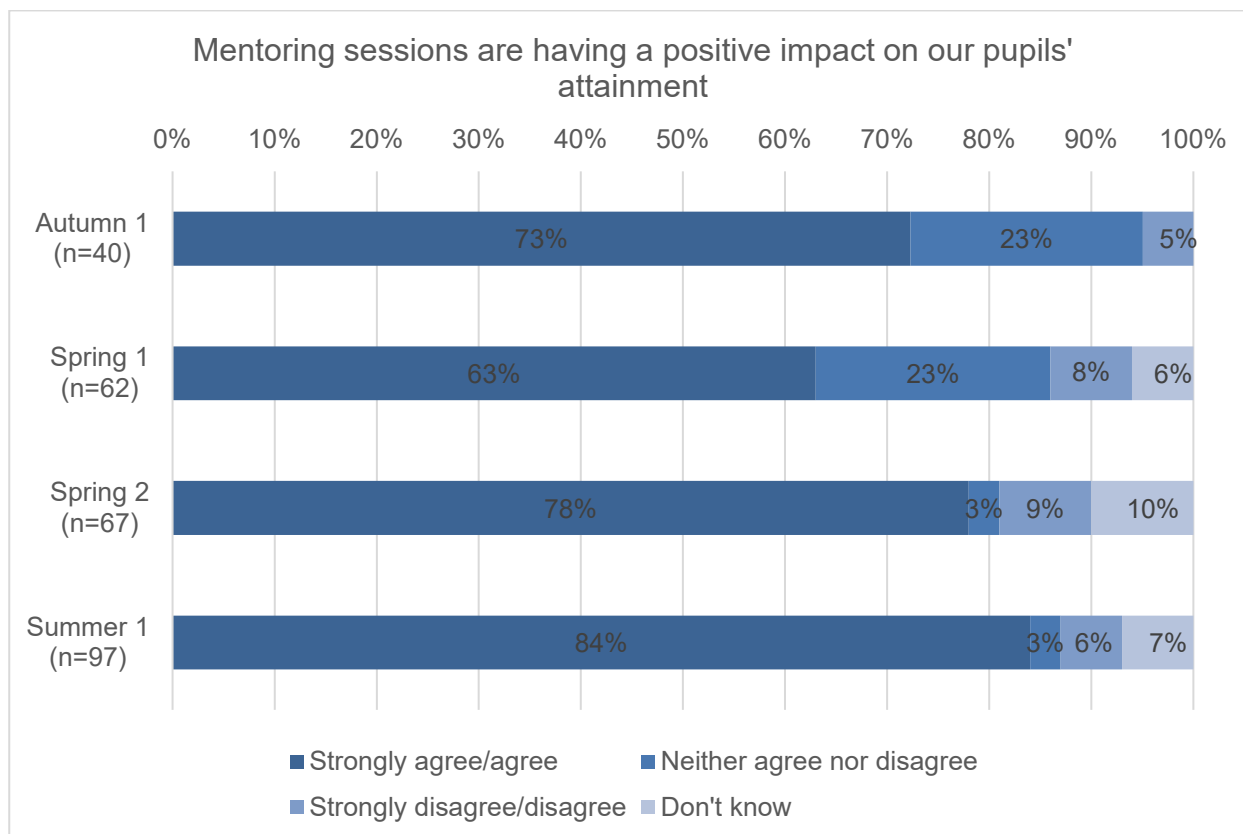
Mentoring sessions are having a positive impact on our pupils' attainment

	Strongly agree/agree	Neither agree nor disagree	Strongly disagree/disagree	Don't know
Autumn 1 (n=40)	73%	23%	5%	
Spring 1 (n=62)	63%	23%	8%	6%
Spring 2 (n=67)	78%	3%	9%	10%
Summer 1 (n=97)	84%	3%	6%	7%

Note: Note: Due to the low response rate in the Autumn 2 and Summer 2 surveys, responses by individual route have not been reported. The question was asked as "We feel our mentor(s) have (had) access to adequate and relevant training" in the Autumn 1 survey. "I don't know" was added as an option from the Autumn 2 survey.

Impact of AM on pupils' confidence

Similarly, most school leaders agreed that mentoring sessions were having a positive impact on pupils' confidence. Across all waves, most leaders said they strongly agreed or agreed with the statement, with the highest proportion selecting this response being in Summer 1 (88%) and lowest in Spring 1 (68%).

Around a fifth of leaders said they neither agreed nor disagreed in most waves. A very small proportion of leaders strongly disagreed or disagreed with the statement, with the highest proportion selecting this response being in the Spring 1 survey (8%).

Figure 11: Impact of AM on pupils' confidence

Mentoring sessions are having a positive impact on our pupils' confidence

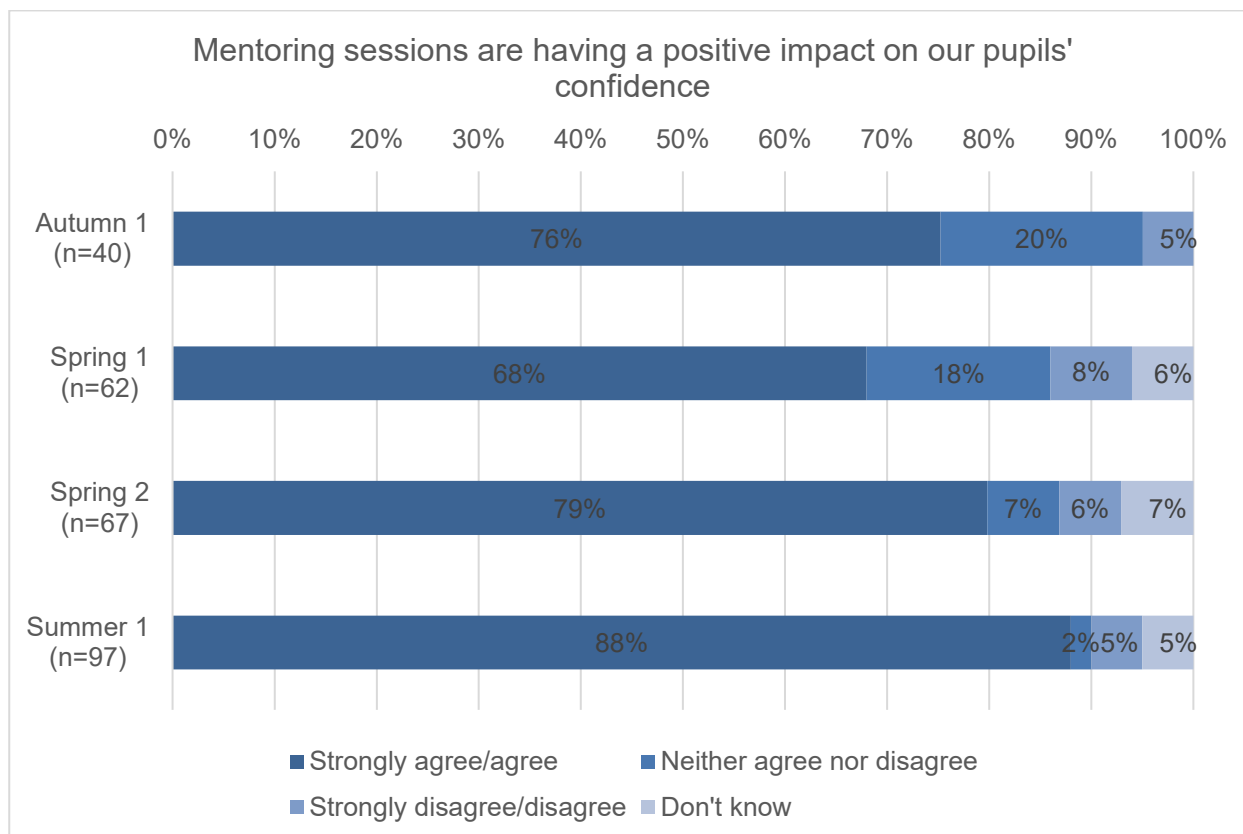|	Strongly agree/agree	Neither agree nor disagree	Strongly disagree/disagree	Don't know
Autumn 1 (n=40)	76%	20%		5%
Spring 1 (n=62)	68%	18%	8%	6%
Spring 2 (n=67)	79%	7%	6%	7%
Summer 1 (n=97)	88%	2%	5%	5%

Note: Note: Due to the low response rate in the Autumn 2 and Summer 2 surveys, responses by individual route have not been reported. The question was asked as "We feel our mentor(s) have (had) access to adequate and relevant training" in the Autumn 1 survey. "I don't know" was added as an option from the Autumn 2 survey.

Quality of mentoring sessions

Most school leaders reported feeling satisfied with the quality of AM mentoring sessions at all waves. The highest proportion of leaders reporting that they were satisfied with the quality of AM sessions was in Summer 1 (86%) and the lowest was in Spring 1 (64%).

Around a fifth of leaders responded that they neither agreed nor disagreed with the statement in most waves, while 6% selected this response in Spring 2 and Summer 1. A very small proportion of leaders disagreed with the statement, with the highest proportion selecting this response being in Spring 2 (8%).

AM access to training

School leaders were asked whether they felt their mentor(s) had had access to adequate and relevant training from the NTP. Though almost three-quarters (73%) strongly agreed or agreed in the Autumn 1 wave, the proportion selecting this response reduced in subsequent waves (49-57%).

Between 20-28% of leaders said they neither agreed nor disagreed with the statement. The highest proportion of leaders who strongly disagreed or disagreed with the statement was in the Spring 2 wave 13% of leaders selected this response.

Figure 12: AM access to training
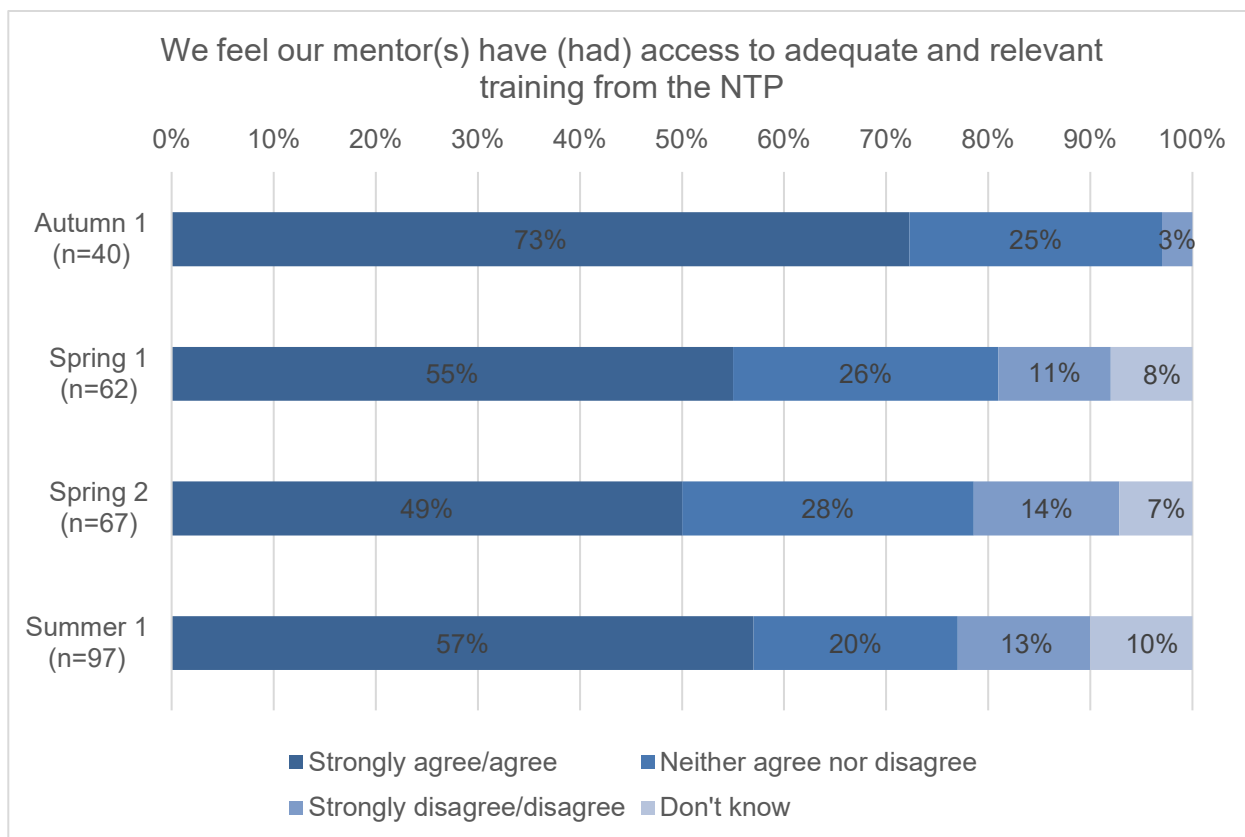
We feel our mentor(s) have (had) access to adequate and relevant training from the NTP

Wave	Strongly agree/agree	Neither agree nor disagree	Strongly disagree/disagree	Don't know
Autumn 1 (n=40)	73%	25%	3%	
Spring 1 (n=62)	55%	26%	11%	8%
Spring 2 (n=67)	49%	28%	14%	7%
Summer 1 (n=97)	57%	20%	13%	10%

Note: Due to the low response rate in the Autumn 2 and Summer 2 surveys, responses by individual route have not been reported. The question was asked as "We feel our mentor(s) have (had) access to adequate and relevant training" in the Autumn 1 survey. "I don't know" was added as an option from the Autumn 2 survey.

Access to support from the NTP team

Responses from school leaders were mixed when asked whether they felt they were able to access support from the NTP team if necessary to meet programme requirements. At the start of the academic year, while over a third of leaders (38%) said they strongly agreed or agreed with the statement, 43% said they neither agreed nor disagreed and just over a fifth (21%) strongly disagreed or disagreed, indicating quite a low level of satisfaction overall.

This improved over the course of the academic year with over a half of leaders saying they agreed in subsequent waves. However, around a quarter of leaders reported that they neither agreed nor disagreed with the statement across all waves following the first. Though the proportion of leaders who strongly disagreed or disagreed with the statement reduced after the first wave, around a tenth selected this response in following waves.

Figure 13: Access to support from NTP team

We feel that we are able to access support from the NTP team if necessary to meet the programme requirements

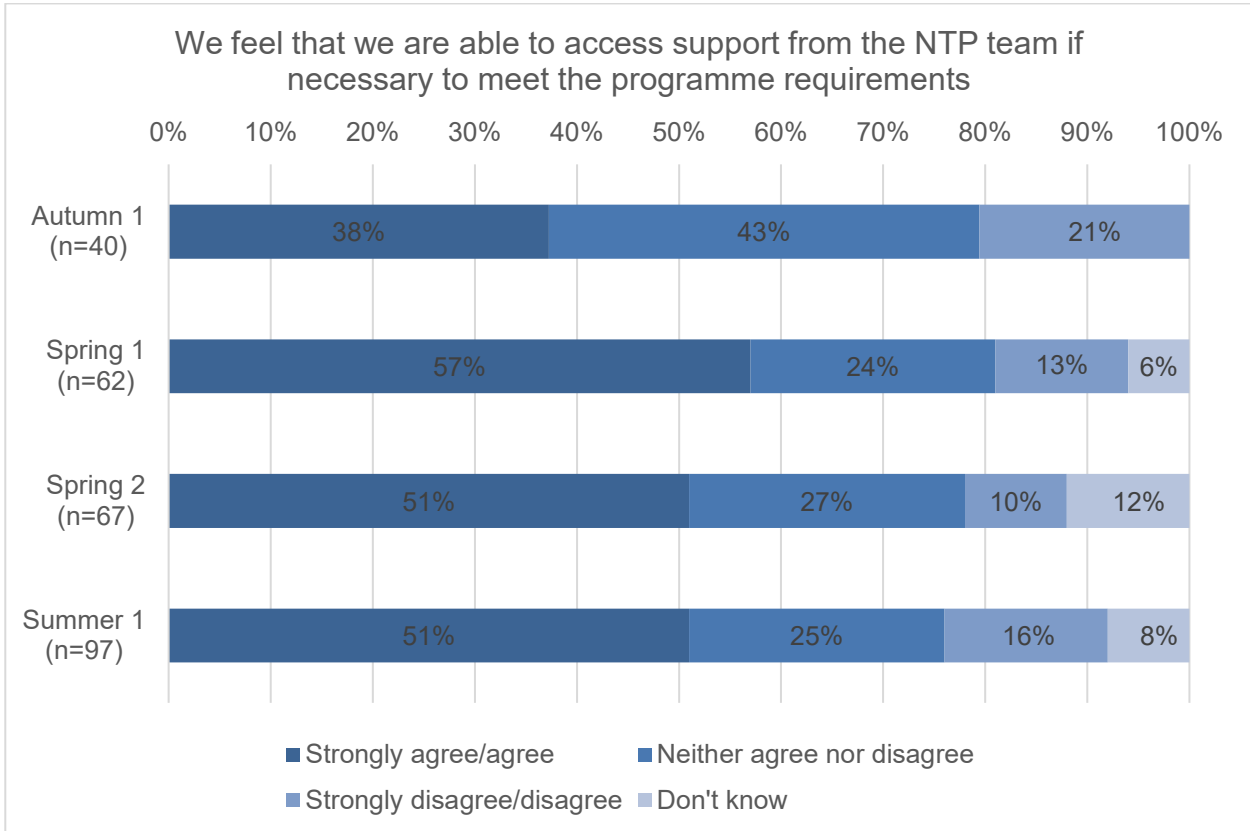|	Strongly agree/agree	Neither agree nor disagree	Strongly disagree/disagree	Don't know
Autumn 1 (n=40)	38%	43%	21%	
Spring 1 (n=62)	57%	24%	13%	6%
Spring 2 (n=67)	51%	27%	10%	12%
Summer 1 (n=97)	51%	25%	16%	8%

Note: Due to the low response rate in the Autumn 2 and Summer 2 surveys, responses by individual route have not been reported. "I don't know" was added as an option from the Autumn 2 survey.

Academic Mentors' satisfaction

Academic Mentors were also sent a survey every half term. This section outlines their responses.

Access to training and support from NTP received by AMs

AMs were asked whether they felt they had received relevant training from the NTP to support them in their role as an Academic Mentor. Generally, the majority of AMs strongly agreed / agreed with the statement, with over 60% agreeing at most waves. However, in Autumn 2 less than half (40%) agreed. Over a fifth (21%) of AMs strongly disagreed / disagreed with the statement in Autumn 2, but the proportion selecting this option otherwise remained around a tenth in other waves.

As well as training, AMs were asked whether they felt they had access to other support, guidance, and further training from the NTP team. At most waves, most AMs strongly agreed or agreed that they had access; however, less than half (43%) selected this response in Autumn 2. The proportion of AMs who agreed rose in the later waves, with almost three-quarters (72%) agreeing in the Summer 2 wave. Similarly, the proportion of AMs who strongly disagreed / disagreed was highest in the autumn waves, with over a fifth (22%) selecting this response in Autumn 2. By Summer 2, this proportion decreased to just over a tenth (11%).

Figure 14: AMs' access to training and other support, guidance and further training from the NTP team
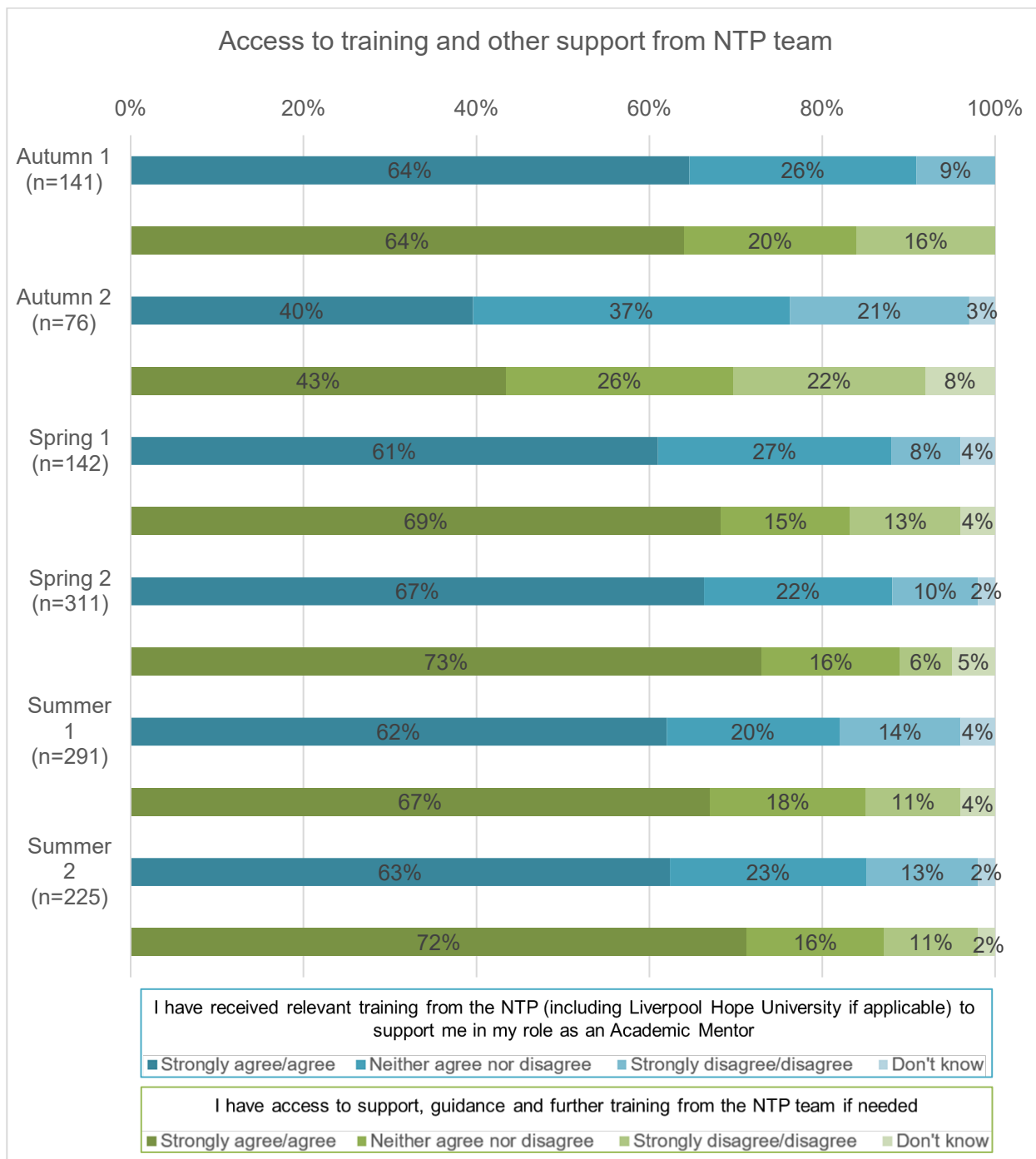
Note: Asked as "I have received relevant training to support me in my role as an Academic Mentor", and "I have access to support, guidance and further training if needed" in Autumn 1.
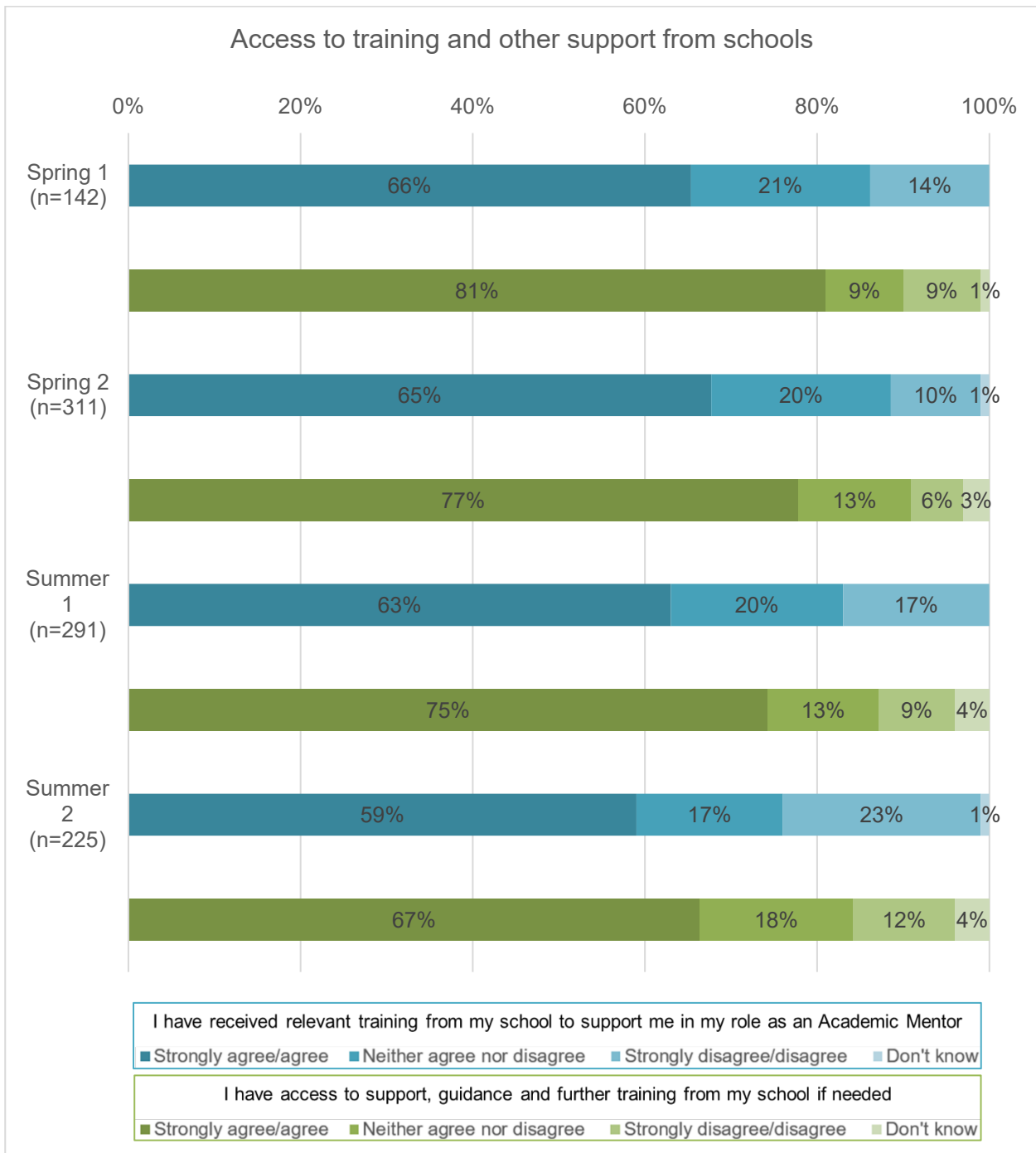
Access to training and support from schools received by AMs

AMs were also asked whether they felt they had received relevant training from their school. Responses were fairly consistent across all waves, with around 60% saying they strongly agreed / agreed with the statement. The highest proportion agreeing was in

Autumn 2 (66%) and lowest in Summer 2 (59%). Around a quarter (24%) of AMs neither agreed nor disagreed in Autumn 2, which dropped to just less than a fifth in Summer 2 (17%), remaining consistently around a fifth in the interim waves. The highest proportion of AMs saying they strongly disagreed / disagreed with the statement was in Summer 2 when just under a quarter (23%) selected this response.

From the Spring 1 survey onwards, AMs were asked whether they felt they had access to other support, guidance and further training from their school. The proportion who strongly agreed or agreed was generally higher than the proportion who agreed they had access to this support from the NTP team. The highest proportion selecting this response was in Spring 1 (81%) while it was lowest in Summer 2 (67%). Similarly, the proportion who strongly disagreed / disagreed was highest in Summer 2 (12%) and lowest In Spring 1 (9%).

Figure 15: AMs' access to training and other support, guidance and further training from their school

Access to training and other support from schools

Spring 1 (n=142)
- I have received relevant training... : 66% / 21% / 14%
- I have access to support... : 81% / 9% / 9% / 1%

Spring 2 (n=311)
- I have received relevant training... : 65% / 20% / 10% / 1%
- I have access to support... : 77% / 13% / 6% / 3%

Summer 1 (n=291)
- I have received relevant training... : 63% / 20% / 17%
- I have access to support... : 75% / 13% / 9% / 4%

Summer 2 (n=225)
- I have received relevant training... : 59% / 17% / 23% / 1%
- I have access to support... : 67% / 18% / 12% / 4%

I have received relevant training from my school to support me in my role as an Academic Mentor
■ Strongly agree/agree ■ Neither agree nor disagree ■ Strongly disagree/disagree ■ Don't know

I have access to support, guidance and further training from my school if needed
■ Strongly agree/agree ■ Neither agree nor disagree ■ Strongly disagree/disagree ■ Don't know

Note: Asked from Spring 1 onwards.

School communication with AMs

The majority of AMs across waves agreed that school staff were sharing relevant information with them to ensure the right pupils were receiving the right support. The proportion of AMs who strongly agreed or agreed with the statement was consistently high, and highest in Autumn 1 (89%). The lowest proportion of AMs selecting this response was in Summer 1 (78%). around a tenth of AMs strongly disagreed or disagreed at all waves, with the highest proportion being 11% in Summer 1.

AMs were asked whether they felt that the school they were working in was making reasonable requests of their time, in line with the objectives of the programme. The vast majority of AMs strongly agreed or agreed with the statement across all waves, with the highest proportion being in Autumn 1 (87%) and the lowest in Summer 2 (77%). Similar to the question above, around a tenth of AMs strongly disagreed or disagreed with the statement in most waves, with the highest proportion being 10% in Autumn 2 and Summer 2.
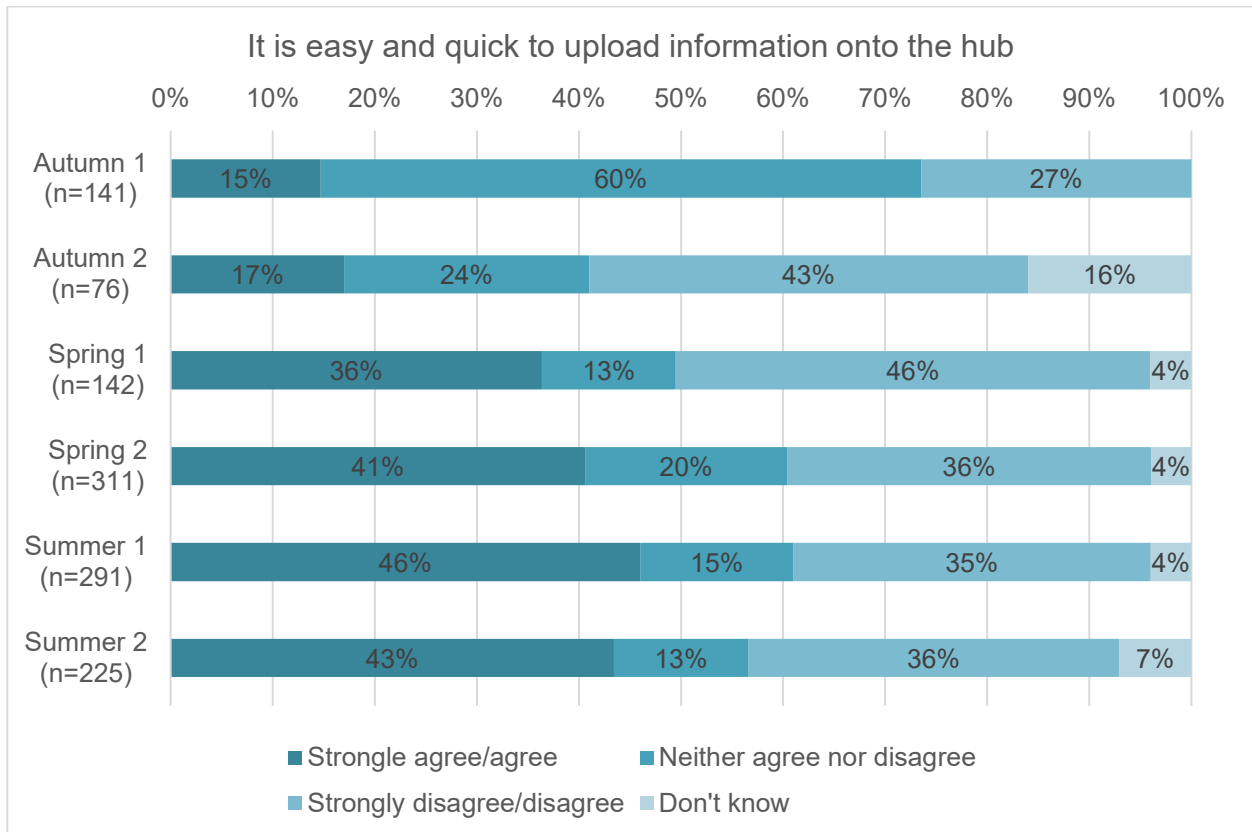
AMs' satisfaction with the hub

Academic Mentors generally disagreed that it was easy and quick to upload information onto the hub. Across all waves, a minority of AMs strongly agreed or agreed with the statement was. The proportion selecting this response was lowest in Autumn 1 (15%) but rose to 43% in Summer 2.

Nevertheless, a notable proportion of AMs usually said they neither agreed nor disagreed with the statement, the majority of respondents selecting this response in Autumn 1 (60%). The proportion of AMs who strongly disagreed or disagreed with the statement was lowest in Autumn 1, but over a quarter still selected this response (27%).

The proportion of AMs who disagreed was highest in Spring 1 where close to a half (46%) selected this response. Overall, AMs showed a low level of satisfaction with the process of uploading data onto the hub.

Figure 16: Ease of AMs uploading information to the hub

It is easy and quick to upload information onto the hub

	Strongly agree/agree	Neither agree nor disagree	Strongly disagree/disagree	Don't know
Autumn 1 (n=141)	15%	60%	27%	
Autumn 2 (n=76)	17%	24%	43%	16%
Spring 1 (n=142)	36%	13%	46%	4%
Spring 2 (n=311)	41%	20%	36%	4%
Summer 1 (n=291)	46%	15%	35%	4%
Summer 2 (n=225)	43%	13%	36%	7%

Note: "I don't know" was added as an option from the Autumn 2 survey.

Satisfaction with the School Led Tutoring route

School leaders were asked about their satisfaction with the School Led Tutoring (SLT) route from the Spring 1 survey onwards. This route was new for the 2021/22 academic year. All state-funded schools in England with pupils eligible for pupil premium received the ring-fenced SLT grant to fund tutoring organised by the school; up to 75% of the costs were subsidised by DfE. Local Authorities (LAs) also received the SLT grant for Looked After Children (LAC) and pupils whom the LA placed in an Independent Special School.

Through this route, schools sourced their own tutors, who could be internal or external staff. Internal staff without QTS were required to complete an 11-hour training course, unless they had at least two years' experience in the subject and phase they intended to tutor in. Tutors with QTS or at least two years' experience could complete an optional 2-hour training course.

In Spring 1, leaders were asked questions on internal and external tutors separately. However, these questions were merged for subsequent waves; leaders were asked about satisfaction with SLT tutors regardless of whether they were external or internal staff. As such, the findings from Spring 1 have been presented separately.

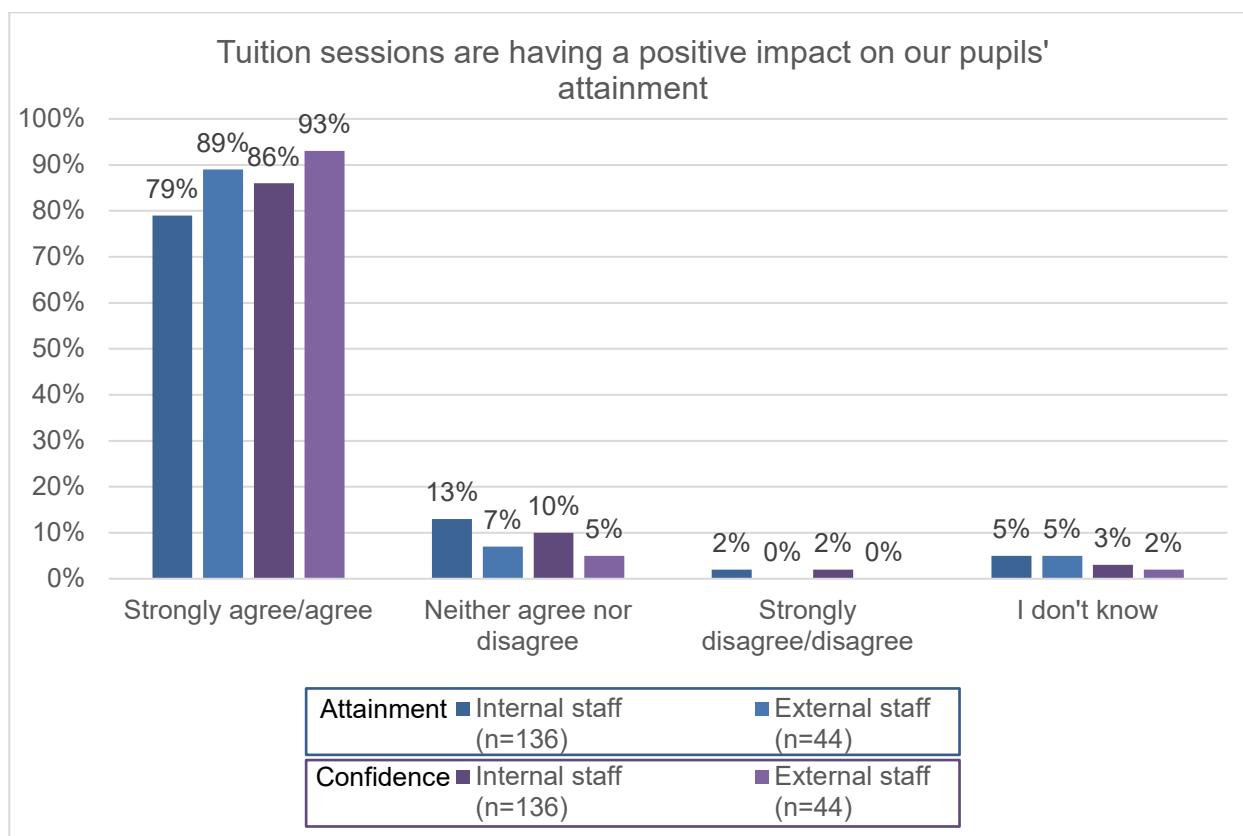## Satisfaction with SLT at Spring 1 survey

Impact of SLT on pupils' attainment and confidence

School leaders were asked whether they felt SLT tutoring sessions were having a positive impact on their pupils' attainment. They were asked about internal staff and external staff, separately. School leaders were also asked about satisfaction with private tutors but as responses from fewer than 40 individuals were received, this has not been reported.

The majority of leaders strongly agreed or agreed with the statement, but agreement was highest among those using external staff (89% compared to 79% for internal staff)). A very small proportion of leaders strongly disagreed or disagreed with the statement regardless of which staff they were using to deliver SLT (2-3%).

The majority of leaders agreed that SLT tutors had had a positive impact on their pupils' confidence, regardless of which staff delivered the tutoring. Similar to perceptions of impact on attainment, agreement with the statement was highest among those school leaders who had used external staff (93%). A relatively small proportion of leaders neither agreed nor disagreed with the statement. Overall, findings indicate that leaders overwhelmingly felt that SLT had had a positive impact on pupil confidence.

Figure 17: Impact of SLT on pupils' attainment and confidence

Tuition sessions are having a positive impact on our pupils' attainment

	Strongly agree/agree	Neither agree nor disagree	Strongly disagree/disagree	I don't know
Attainment Internal staff (n=136)	79%	13%	2%	5%
Attainment External staff (n=44)	89%	7%	0%	5%
Confidence Internal staff (n=136)	86%	10%	2%	3%
Confidence External staff (n=44)	93%	5%	0%	2%

Satisfaction with SLT from Spring 2 survey onwards

From the Spring 2 survey onwards, questions asked about internal and external staff delivering tutoring were combined.

Impact of SLT on pupils' attainment and confidence

Almost all leaders strongly agreed or agreed that SLT tuition sessions had a positive impact on their pupils' attainment at all waves. The lowest proportion selecting this response was 88% in Summer 2; the highest was 94% in Summer 1.

Similarly, almost all school leaders agreed that SLT tuition sessions were having a positive impact on pupils' confidence, with the highest proportion being in Summer 1 (97%). This remained consistent across all waves.

Quality, qualifications and knowledge of SLT tutors

Almost all leaders across waves agreed that SLT tutors were of a high quality and met the needs of their pupils, with the highest proportion being in Summer 1 (97%).

When asked whether they agreed that all tutors had the appropriate qualifications, competencies and experience to deliver tuition, almost all leaders strongly agreed or agreed. The highest proportion selecting this response was in Summer 1 (97%).

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Similarly, almost all school leaders agreed that SLT tutors had the appropriate subject and pedagogical knowledge, with the proportion who strongly agreed or agreed being in Summer 1 (95%).

Access to training for internal SLT tutors

School leaders were asked about the training tutors who were internal staff had received. The majority of leaders strongly agreed or agreed that internal SLT tutors had had access to adequate and applicable online training. Three-quarters of leaders selected this response in Summer 1, an increase from Spring 2 (65%).

Close to a fifth of leaders neither agreed nor disagreed with the statement across waves, with the highest proportion being 23% in Spring 2 and the lowest being 17% in Summer 1. A very small proportion of leaders strongly disagreed or disagreed with the statement at all waves. The findings indicate that leaders were generally satisfied with internal staffs' access to training, and that satisfaction improved over the course of the academic year.

Figure 18: Access to training for internal SLT tutors
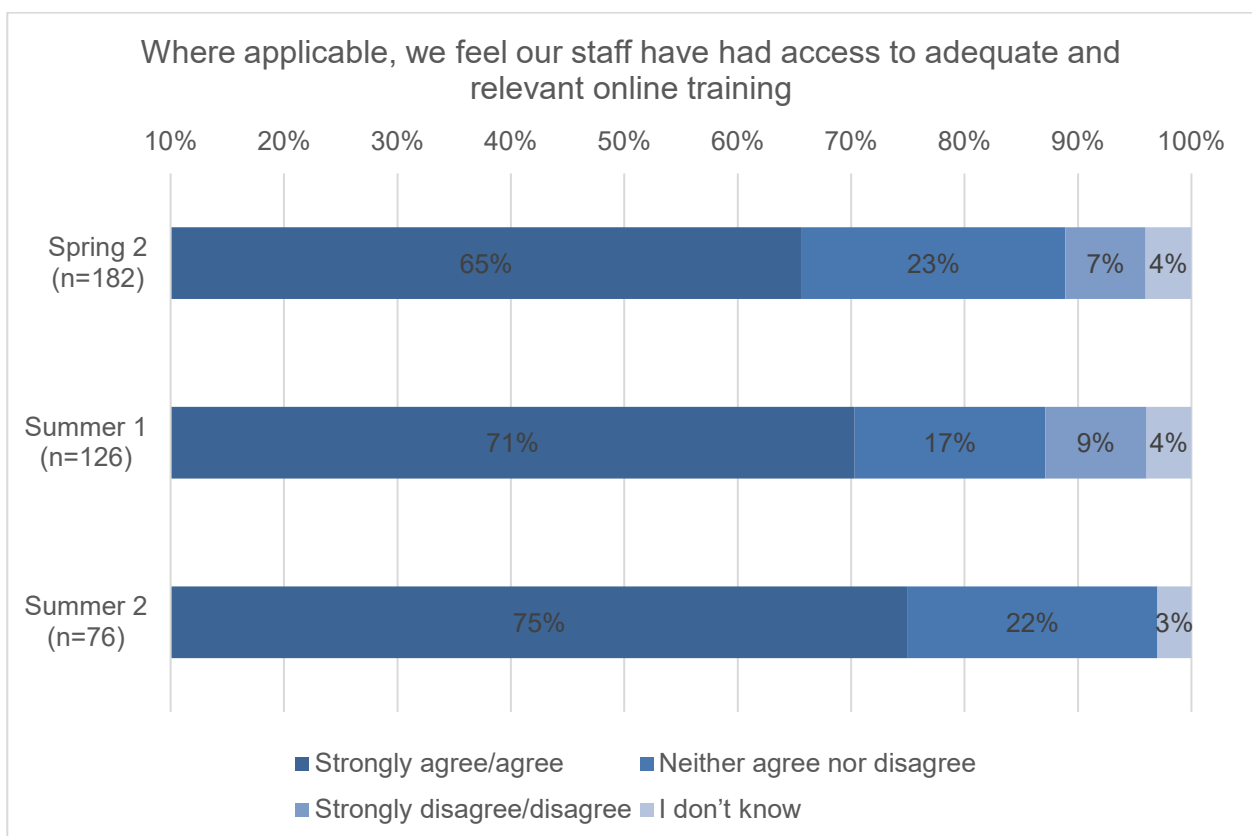
Note: Responses for all SLT tutors were merged from the Spring 2 survey onwards.

Conclusion

The Randstad satisfaction surveys found that school leaders were, on the whole, satisfied with most aspects of the NTP in the 2021/22 academic year. Most leaders reported being satisfied with the overall service of the programme and, across all routes, agreed that it was having a positive impact on pupils' attainment and progress. An impact evaluation for the second year of the programme will examine impact on attainment using available research and administrative data.

School leaders were also satisfied with the overall quality of tutoring sessions and tutors' qualifications. Both school leaders and Academic Mentors reported being generally satisfied with how tutors and schools were working together. For all routes, school leaders were satisfied with tutor communication and response to feedback, while AMs felt their schools were providing them with the information they needed to support pupils. Overall, school leaders and AMs felt tutors had access to the relevant training, guidance and support required to deliver tutoring.

However, two key areas of dissatisfaction emerged. Both school leaders and AMs were dissatisfied with the ease of uploading information to the NTP tuition hub. This is in line with the independent implementation and process evaluation (IPE) of the second year of the NTP (Department for Education, 2022)[3] which found that schools required greater clarity around the requirements for the data inputted to the hub, and that leaders found it difficult to use. In the third year of the programme (2022/23 academic year) the DfE is not requiring schools to use the tuition hub, and has updated its guidance on data, reporting and accountability[4]. The evaluation of the third year of the programme will gather schools' views on their experiences with the programme following these changes.

School leaders also reported mixed levels of satisfaction with the ease and functionality of the funding process. One of the key findings from the year 2 IPE was that school leaders wanted greater autonomy over the delivery of tutoring, which included greater flexibility over the funding. On 31st March 2022, DfE announced plans to provide £349 million of core tutoring funding directly to schools, which gave them control over funding for tutoring for any route and the freedom to decide how best to provide tutoring for their pupils. The year 3 evaluation will explore leaders' views on the new funding model.

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[3] *Independent Evaluation of the National Tutoring Programme Year 2: Implementation and Process Evaluation,* Department for Education (2022), available here (accessed 08/03/2023)
[4] *National Tutoring Programme: guidance for schools, 2022 to 2023*, Department for Education (2022), available here (accessed 08/03/2023)

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