

Evaluation of Quest

Submission date 16/10/2014	Recruitment status No longer recruiting	<input type="checkbox"/> Prospectively registered <input type="checkbox"/> Protocol
Registration date 04/12/2014	Overall study status Completed	<input type="checkbox"/> Statistical analysis plan <input type="checkbox"/> Results
Last Edited 09/08/2017	Condition category Other	<input type="checkbox"/> Individual participant data <input type="checkbox"/> Record updated in last year

Plain English summary of protocol

Background and study aims

Quest has evolved out of a project called Reading Edge, a computerised reading programme (intervention) that has been used in the United States. It is designed to help struggling readers in early secondary school improve their literacy (reading and writing skills). Pupils are grouped together according to their reading skills, with those furthest behind in the smallest groups. Teaching includes cooperative learning (people working together in groups). Children who are struggling the most with their literacy also receive computer tutoring and one-to-one teaching tailored to meet their own needs (individualised teaching). The programme will run over a whole school year. There is already some evidence that the approach as applied by Quest does work, but it has yet to be tested in the UK. Here, we will test the Quest programme with Year 7 children in England.

Who can participate?

Year 7 pupils (11-12 year olds) in a state secondary school in England.

What does the study involve?

Schools are randomly assigned to either teach Year 7 English using Quest (intervention), or using their usual methods (control) for one school year. Children being taught by the Quest programme are regularly assessed and moved into different groups depending on how they are progressing. The success of the programme will be assessed through a literacy test taken by all the children in the study.

What are the possible benefits and risks of participating?

Anticipated benefits of taking part are improvements in literacy. Teachers in the control group will continue to teach the Year 7 curriculum as usual. There are no anticipated risks to participating.

Where is the study run from?

Queen's University Belfast (UK)

When is the study starting and how long is it expected to run for?

January 2013 to December 2014

Who is funding the study?
Education Endowment Foundation (UK)

Who is the main contact?
Dr Andy Biggart

Study website
<http://educationendowmentfoundation.org.uk/projects/quest-1/>

Contact information

Type(s)
Scientific

Contact name
Dr Andy Biggart

Contact details
School of Education
Queen's University Belfast
20 College Green
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United Kingdom
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Additional identifiers

EudraCT/CTIS number

IRAS number

ClinicalTrials.gov number

Secondary identifying numbers
N/A

Study information

Scientific Title
Cluster randomised controlled trial evaluation of Quest

Acronym
N/A

Study objectives
What is the impact of the programme, at post-test, on reading outcomes for participating students?

Ethics approval required
Old ethics approval format

Ethics approval(s)

School of Education Research Ethics Committee, Queens University Belfast and the Ethics Committee of the Department of Education, University of York, 17/04/2013

Study design

Cluster randomised controlled trial

Primary study design

Interventional

Secondary study design

Randomised controlled trial

Study setting(s)

Other

Study type(s)

Quality of life

Participant information sheet

Not available in web format, please use the contact details below to request a patient information sheet

Health condition(s) or problem(s) studied

Improving reading outcomes

Interventions

Schools taking part in the study are randomly allocated to teach English using the Quest programme (intervention) or teach English by their usual means. Quest is a literacy programme in which pupils are groups according to their reading skills, with smaller classes for those furthest behind. Teaching includes an emphasis on cooperative learning, with computer tutoring and individualised teaching.

Intervention Type

Behavioural

Primary outcome measure

Literacy - measured using the New Group Reading Test at end of school year.

Secondary outcome measures

N/A

Overall study start date

01/01/2013

Completion date

30/12/2014

Eligibility

Key inclusion criteria

Year 7 pupils in 30 state secondary schools

Participant type(s)

Patient

Age group

Child

Sex

Both

Target number of participants

2400 pupils in 30 schools

Key exclusion criteria

Not a pupil in Year 7 in a state secondary schools in England

Date of first enrolment

01/01/2013

Date of final enrolment

30/12/2014

Locations**Countries of recruitment**

Northern Ireland

United Kingdom

Study participating centre

Queen's University Belfast

School of Education

Belfast

United Kingdom

BT7 1LN

Sponsor information**Organisation**

Queen's University Belfast

Sponsor details

University Road
Belfast
Northern Ireland
United Kingdom
BT7 1NN

Sponsor type

University/education

ROR

<https://ror.org/00hswnk62>

Funder(s)

Funder type

Government

Funder Name

Education Endowment Foundation (UK)

Results and Publications

Publication and dissemination plan

Not provided at time of registration

Intention to publish date**Individual participant data (IPD) sharing plan****IPD sharing plan summary**

Not provided at time of registration