

# Evaluation of Quest

<b>Submission date</b> 16/10/2014	<b>Recruitment status</b> No longer recruiting	<input type="checkbox"/> Prospectively registered <input type="checkbox"/> Protocol
<b>Registration date</b> 04/12/2014	<b>Overall study status</b> Completed	<input type="checkbox"/> Statistical analysis plan <input type="checkbox"/> Results
<b>Last Edited</b> 09/08/2017	<b>Condition category</b> 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

## Contact information

**Type(s)**  
Scientific

**Contact name**  
Dr Andy Biggart

**Contact details**  
School of Education  
Queen's University Belfast  
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Belfast  
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## Additional identifiers

**Protocol serial number**  
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

**Study type(s)**

Quality of life

**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(s)**

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

**Key secondary outcome(s))**

N/A

**Completion date**

30/12/2014

**Eligibility****Key inclusion criteria**

Year 7 pupils in 30 state secondary schools

**Participant type(s)**

Patient

**Healthy volunteers allowed**

No

**Age group**

Child

**Sex**

All

**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**

United Kingdom

Northern Ireland

**Study participating centre**

**Queen's University Belfast**

School of Education

Belfast

United Kingdom

BT7 1LN

## **Sponsor information**

**Organisation**

Queen's University Belfast

**ROR**

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

## **Funder(s)**

**Funder type**

Government

**Funder Name**

Education Endowment Foundation (UK)

## **Results and Publications**

Individual participant data (IPD) sharing plan

IPD sharing plan summary

Not provided at time of registration

Study outputs

Output type	Details	Date created	Date added	Peer reviewed?	Patient-facing?
<a href="#">Participant information sheet</a>	Participant information sheet	11/11/2025	11/11/2025	No	Yes
<a href="#">Study website</a>	Study website	11/11/2025	11/11/2025	No	Yes