



CLEO

**Espresso Training
Autumn Term 2004 to Summer Term 2005**

Final Report

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1. Executive summary

Background and context

1. Cumbria and Lancashire Education Online (CLEO) have implemented cache boxes and Espresso resources widely across primary and special schools in Cumbria and Lancashire LEAs. CLEO have provided training to support classroom uses of the Espresso resources. Training was phased across three school terms, and was completed by the end of the summer 2005.

This evaluation study

2. This evaluation study was set up to evaluate the training to support uses of the Espresso resources, and to look at the outcomes of the training. Methods were developed to gather evidence at various points, with questionnaires.
3. Overall, large numbers of responses were gained from those involved in the training (41 advisory personnel and trainer responses, and 894 teacher and head teacher responses). This high level of response suggests that a high reliability can be placed on responses.
4. Overall, a low level of responses was gained from teachers after they had used the resources in classrooms. This low level means that the outcomes can only be considered as being indicative, rather than offering any statistical view of outcomes across schools.

Conclusions and recommendations

5. School co-ordinators, head teachers, LEA advisory staff, Key Stage 1 teachers, and Key Stage 2 teachers involved in the training indicated widely that the training had been successful. A lot of potential use of Espresso resources was reported, with quite a lot of anticipated impact on teaching and learning.
6. The initiative overall was regarded at that point as being useful, although schools did identify issues that they might face in terms of implementation. Overall, a high level of use was anticipated by those attending the training.
7. From the small sample of teachers responding after using Espresso resources in the classroom, most uses were in the subject areas of religious education and science, with some use reported in a wide range of subject areas. Patterns of use, as reported, varied widely, but little use was made outside class sessions. Impacts were reported widely, with commonly reported impacts in terms of engagement and motivation, wider subject knowledge, and enhanced understanding. Most of this sample of teachers found the resources very easy to use, and had used them for at least some of the time.
8. Many of the points arising from teachers reporting about uses paralleled those found during school visits, where direct observations were made in classrooms (see the separate report on Classroom Uses of Espresso resources).
9. On the basis of feedback obtained from teachers, it is difficult to see how a judgement could be made about continued central purchase and access.

2. Introduction and background

Background

Cumbria and Lancashire Education Online (CLEO) set up a widespread implementation of Espresso resources for primary and special schools across Cumbria and Lancashire LEAs, in the first instance as a pilot activity, but then across all primary and special schools in the two LEAs. Using selected cache boxes, the purpose of the initiative was to enable teachers in any school, by choice, to gain access to Espresso resources, for use in classrooms. The training provided for advisors and teachers is the focus of this report.

Groups involved

CLEO worked with the two LEAs to provide structured training on the uses of Espresso in schools. The training was phased, so some schools gained earlier access to the resources than others. The resources were in use in some schools by December 2004. All training was completed by the end of the summer term 2005.

Project implementation

The training was phased across three school terms:

- LEA advisory staff and school ICT co-ordinators (including some head teachers) were trained during the Autumn Term 2004.
- Key Stage 1 teachers were trained during the Spring Term 2005.
- Key Stage 2 teachers were trained during the Summer Term 2005.

3. This evaluation study

Setting up the evaluation study

The evaluation study was set up prior to the commencement of training in the Autumn Term 2004. To collect as much feedback as possible from those involved, questionnaires were designed to gather evidence throughout the training period.

Methods used

Questionnaires were designed to gather evidence of three types:

- Perceptions of the value of the training.
- Perceptions of the potential for use of the resources in classrooms.
- Experiences of use in classrooms after a fairly short period of time.

The forms of questionnaire designed, and the focus for each, are detailed in the table following.

Evaluation instrument	Evaluation aspects covered	When it was used
Questionnaire for all LEA advisors and trainers	<ul style="list-style-type: none"> • Perceptions of the value of the training • Perceptions of the potential for use of the resources in classrooms 	Autumn Term 2004
Questionnaire for all school ICT co-ordinators or head teachers	<ul style="list-style-type: none"> • Perceptions of the value of the training • Perceptions of the potential for use of the resources in classrooms 	Autumn Term 2004
Questionnaire for all Key Stage 1 teachers	<ul style="list-style-type: none"> • Perceptions of the value of the training • Perceptions of the potential for use of the resources in classrooms 	Spring Term 2004
Questionnaire for all Key Stage 2 teachers	<ul style="list-style-type: none"> • Perceptions of the value of the training • Perceptions of the potential for use of the resources in classrooms 	Summer Term 2004
Questionnaire for all head teachers, ICT co-ordinators and teachers	<ul style="list-style-type: none"> • Experiences of use in classrooms after a fairly short period of time 	Summer Term 2004

Table 1: Evaluation instruments

Suitable evaluation instruments were designed by the author working with the CLEO project officer. CLEO were responsible for the data gathering process, and Lancaster University were responsible for data collation, analysis and reporting.

4. Evidence base of this evaluation study

Evidence base

The amount of evidence gathered, and the type of evidence gathered varied in terms of the different questionnaire groups. Levels of responses are shown in the table following.

Source	Frequency
LEA advisory personnel and trainer questionnaires	41
ICT co-ordinator and head teacher questionnaires	403
Key Stage 1 teacher questionnaires	297
Key Stage 2 teacher questionnaires	194
End of project questionnaires on experiences of use from teachers	16
End of project questionnaires on experiences of use from pupils	2

Table 2: Sources of evidence gathered

Scope of evidence

The scope of evidence for this evaluation study can be judged by the level of response compared to the possible total response level. These levels are indicated in the table following

Source	Level of evidence gathered	Possible maximum level	Scope of evidence attained
LEA advisor and trainer questionnaires	41	Not known	Not known
ICT co-ordinator and head teacher questionnaires	403	421	96%
Key Stage 1 teacher questionnaires	297	Not known	Not known
Key Stage 2 teacher questionnaires	194	Not known	Not known
End of project questionnaires on experiences of use from teachers	16	894	2%

Table 3: Scope of evidence available

The scope of evidence gathered about the training appears to be high. Where numbers involved in training sessions is known, the percentage response to the evaluation is high. The evidence from the training can be relied upon quite strongly.

However, the scope of evidence after use by teachers in schools is very low. The feedback from teachers is not at a level where it should be relied upon heavily; it should be regarded as indicative evidence. The level of feedback from pupils was too low to be analysed in any meaningful way.

How evidence is reported

When analysing the questionnaire returns, it was found that some questions were not answered by all respondents. Where this was the case, blank responses have not been counted, so total numbers do not necessarily add up to the maximum for that questionnaire group in the frequency column. Percentage responses are shown as percentages of the positive respondent count (that is, blank responses have not been counted when calculating percentages). Percentages in all tables are rounded up or down to the nearest whole number.

For the purposes of this report, school anonymity is preserved. Names are not used throughout.

Forms of evidence reported

Evidence and findings presented in the following sections of this report cover specific aspects of the training of outcomes. The details below indicate how the findings are grouped.

- Section 5** presents responses to the co-ordinator training from LEA advisors, ICT co-ordinators and other school representatives including head teachers
- Section 6** presents responses to the Key Stage 1 teacher training from the teachers attending the sessions
- Section 7** presents responses to the Key Stage 2 teacher training from the teachers attending the sessions
- Section 8** presents responses from teachers, school co-ordinators, head teachers and pupils, after teachers used Espresso resources in classrooms
- Section 9** presents conclusions and recommendations

5. Responses to the school ICT co-ordinator and LEA advisory staff training

Introduction

This section provides details of the responses from all school personnel (designed for co-ordinators) involved in the training provided by CLEO, on the use of Espresso, during the Autumn Term 2004. It also provides details of the responses from all LEA advisory staff who undertook training.

Responses from school ICT co-ordinators

In total, 169 school ICT co-ordinators from Cumbria LEA were trained, and 252 from Lancashire LEA. There were 153 schools from Cumbria LEA and 243 from Lancashire LEA who provided responses in this phase of the training (and 7 respondents did not indicate a specific LEA).

How effective the training was judged to be

School personnel were asked to indicate how effective they felt the training was.

Level of effectiveness	Frequency	Percentage (of positive respondent count)
Very effective	197	49
Effective	202	51
Neither effective nor ineffective	1	0
Ineffective	0	0
Very ineffective	0	0
Total	400	100

Table 4: Level of effectiveness of the training as judged by those after being trained (n=400)

Overall the level of effectiveness was judged to be high. No school personnel felt that the training was ineffective at any level. A very small number indicated uncertainty.

How much use was felt could be made of these resources by teachers

School personnel were asked how much use they felt could be made of the resources by teachers.

Level of potential use	Frequency	Percentage (of positive respondent count)
A great deal	283	71
Quite a lot	105	26
Some	13	3
Very little	0	0
Not very much	0	0
Total	401	100

Table 5: Level of potential use of the resources as judged by those after being trained (n=401)

All school personnel responding felt that the resources could be used by teachers. The vast majority (96% of all respondents) felt that the resources could be used at least quite a lot. It would be anticipated, therefore, that a reasonable level of use would be seen within lessons in all of these 388 schools.

How much impact it was felt the resources would have on teaching

School personnel were asked how much impact they felt the resources would have on teaching.

Level of impact considered	Frequency	Percentage (of positive respondent count)
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A great deal	179	45
Quite a lot	186	47
Some	34	9
Very little	1	0
Not very much	0	0
Total	400	101

Table 6: Level of likely impact of the resources on teaching as judged by those after being trained (n=400)

All school personnel responding positively felt that the resources would have at least some impact on teaching. The vast majority (90% of all respondents) felt that there would be at least quite a lot of impact on teaching.

How much impact it was felt the resources would have on learning

School personnel were asked how much impact they felt the resources would have on learning.

Level of impact considered	Frequency	Percentage (of positive respondent count)
A great deal	184	46
Quite a lot	179	45
Some	36	9
Very little	0	0
Not very much	0	0
Total	399	100

Table 7: Level of likely impact of the resources on learning as judged by those after being trained (n=399)

All school personnel responding positively felt that the resources would have at least some impact on learning. The vast majority (90% of all respondents) felt that there would be at least quite a lot of impact on learning.

How useful this RBC initiative was felt to be

School personnel were asked how useful they thought this initiative was.

Level of usefulness	Frequency	Percentage (of positive respondent count)
Very useful	282	71
Useful	106	27
Not sure	9	2
Not very useful	1	0
Not useful at all	0	0
Total	398	100

Table 8: Level of usefulness of the initiative as judged by those after being trained (n=398)

The vast majority of school personnel (95% of all respondents) felt that the initiative was useful or very useful. Only a very small number were unsure.

Issues when implementing Espresso in classrooms

School personnel were asked about the issues that they might see when trying to implement Espresso resources in the classroom.

Level of issue	Computers in a suite (n=315)	Computers in the classroom (n=347)	Interactive whiteboards and projectors (n=356)	Technical support (n=324)
Yes	110	183	201	209

No	205	164	153	115
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Table 9: Level of possible issues when implementing use in classrooms as judged by those after being trained

School personnel indicated that they felt the issues that they would face, in order of highest frequency reported, were limited access to:

- Technical support (65% of positive respondents).
- Interactive whiteboards and projectors (57% of positive respondents).
- Computers in the classroom (53% of positive respondents).
- Computers in a suite (35% of positive respondents).

How easy the resources would be to use in a classroom situation

School personnel were asked how easy they thought the resources would be to use in a classroom situation.

Level of ease of use	Frequency	Percentage (of positive respondent count)
Very easy	117	31
Easy	218	57
Not sure	43	11
Difficult	4	1
Very difficult	0	0
Total	382	100

Table 10: Level of perceived ease of use of the resources as judged by those after being trained (n=382)

The majority of school personnel felt that the resources would be easy or very easy to use (83% of all respondents). Some were not sure, and only a small number felt that the resources would be difficult to use.

Whether access to this type of content would be likely to affect the spend on e-learning credits in the future

School personnel were asked whether access to this type of content would affect their spend on e-learning credits in the future.

Effect	Frequency	Percentage (of positive respondent count)
Yes	300	89
No	36	11
Total	336	100

Table 11: Level of possible effect on e-learning credit spending as judged by those after being trained (n=336)

Most school personnel (74% of all training respondents) felt that having this resource would affect their spend in the future.

Responses from LEA advisory staff

There were 15 LEA advisory staff from Cumbria LEA and 26 from Lancashire LEA who provided responses in this phase of the training (all respondents indicated a specific LEA).

How effective the training was judged to be

LEA advisory staff were asked to indicate how effective they felt the training was.

Level of effectiveness	Frequency	Percentage (of positive respondent count)
Very effective	28	68
Effective	13	32
Neither effective nor ineffective	0	0
Ineffective	0	0
Very ineffective	0	0
Total	41	100

Table 12: Level of effectiveness of the training as judged by those after being trained (n=41)

Overall the level of effectiveness was judged to be high. No LEA advisory staff felt that the training was ineffective at any level.

How much use was felt could be made of these resources by teachers

LEA advisory staff were asked how much use they felt could be made of the resources by teachers.

Level of potential use	Frequency	Percentage (of positive respondent count)
A great deal	22	54
Quite a lot	17	41
Some	2	5
Very little	0	0
Not very much	0	0
Total	41	100

Table 13: Level of potential use of the resources as judged by those after being trained (n=41)

All LEA advisory staff responding felt that the resources could be used by teachers. The vast majority (95% of all respondents) felt that the resources could be used at least quite a lot. It would be anticipated, therefore, that a reasonable level of use would be seen within lessons in schools.

How much impact it was felt the resources would have on teaching

LEA advisory staff were asked how much impact they felt the resources would have on teaching.

Level of impact considered	Frequency	Percentage (of positive respondent count)
A great deal	22	55
Quite a lot	13	33
Some	5	12
Very little	0	0
Not very much	0	0
Total	40	100

Table 14: Level of likely impact of the resources on teaching as judged by those after being trained (n=40)

All LEA advisory staff responding felt that the resources would have at least some impact on teaching. The vast majority (88% of all respondents) felt that there would be at least quite a lot of impact on teaching.

How much impact it was felt the resources would have on learning

LEA advisory staff were asked how much impact they felt the resources would have on learning.

Level of impact considered	Frequency	Percentage (of positive respondent count)
A great deal	18	44
Quite a lot	19	46

Some	4	10
Very little	0	0
Not very much	0	0
Total	41	100

Table 15: Level of likely impact of the resources on learning as judged by those after being trained (n=41)

All LEA advisory staff responding felt that the resources would have at least some impact on learning. The vast majority (90% of all respondents) felt that there would be at least quite a lot of impact on learning.

How useful this RBC initiative was felt to be

LEA advisory staff were asked how useful they thought this initiative was.

Level of usefulness	Frequency	Percentage (of positive respondent count)
Very useful	27	66
Useful	13	32
Not sure	1	2
Not very useful	0	0
Not useful at all	0	0
Total	41	100

Table 16: Level of usefulness of the initiative as judged by those after being trained (n=41)

The vast majority of LEA advisory staff (98% of all respondents) felt that the initiative was useful or very useful. Only a very small number were unsure.

Issues when implementing Espresso in classrooms

LEA advisory staff were asked about the issues that they might see when trying to implement Espresso resources in the classroom.

Level of issue	Computers in a suite (n=41)	Computers in the classroom (n=41)	Interactive whiteboards and projectors (n=41)	Technical support (n=41)
Yes	33	24	30	34
No	8	17	11	7

Table 17: Level of possible issues when implementing use in classrooms as judged by those after being trained

LEA advisory staff indicated that they felt the issues that schools would face, in order of highest frequency reported, were limited access to:

- Technical support (83% of respondents).
- Computers in a suite (80% of respondents).
- Interactive whiteboards and projectors (73% of respondents).
- Computers in the classroom (59% of respondents).

It is notable that the level of issues indicated by LEA advisory staff are overall much higher than those indicated by school ICT co-ordinators. These levels of issue suggest that schools could well encounter considerable issues in terms of implementation, and that levels of use will be rather lower than anticipated by schools themselves.

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How easy the resources would be to use in a classroom situation

LEA advisory staff were asked how easy they thought the resources would be to use in a classroom situation.

Level of ease of use	Frequency	Percentage (of positive respondent count)
Very easy	12	31
Easy	20	51
Not sure	7	18
Difficult	0	0
Very difficult	0	0
Total	39	100

Table 18: Level of perceived ease of use of the resources as judged by those after being trained (n=39)

The majority of LEA advisory staff felt that the resources would be easy or very easy to use (82% of all respondents). Some were not sure, and none felt that the resources would be difficult to use.

6. Responses to the Key Stage 1 teacher training

Introduction

This section provides details of the responses from all school personnel (designed for Key Stage 1 teachers) involved in the training provided by CLEO, on the use of Espresso, during the Spring Term 2005.

Responses from Key Stage 1 teachers

There were 122 schools from Cumbria LEA and 172 from Lancashire LEA who provided responses in this phase of the training (3 respondents did not indicate a specific LEA).

How effective the training was judged to be

Key Stage 1 teachers were asked to indicate how effective they felt the training was.

Level of effectiveness	Frequency	Percentage (of positive respondent count)
Very effective	172	58
Effective	121	41
Neither effective nor ineffective	3	1
Ineffective	0	0
Very ineffective	0	0
Total	296	100

Table 19: Level of effectiveness of the training as judged by those after being trained (n=296)

Overall the level of effectiveness was judged to be high. No Key Stage 1 teachers felt that the training was ineffective at any level. A very small number indicated uncertainty.

How much use was felt could be made of these resources by teachers

Key Stage 1 teachers were asked how much use they felt could be made of the resources by teachers.

Level of potential use	Frequency	Percentage (of positive respondent count)
A great deal	187	64
Quite a lot	96	32
Some	11	4
Very little	0	0
Not very much	0	0
Total	294	100

Table 20: Level of potential use of the resources as judged by those after being trained (n=294)

All Key Stage 1 teachers responding felt that the resources could be used by teachers. The vast majority (96% of all respondents) felt that the resources could be used at least quite a lot. It would be anticipated, therefore, that a reasonable level of use would be seen within lessons these schools.

How much impact it was felt the resources would have on teaching

Key Stage 1 teachers were asked how much impact they felt the resources would have on teaching.

Level of impact considered	Frequency	Percentage (of positive respondent count)
A great deal	114	39
Quite a lot	139	47

Some	41	14
Very little	1	0
Not very much	0	0
Total	295	100

Table 21: Level of likely impact of the resources on teaching as judged by those after being trained (n=295)

The vast majority of Key Stage 1 teachers responding felt that the resources would have at least some impact on teaching. The vast majority (86% of all respondents) felt that there would be at least quite a lot of impact on teaching.

How much impact it was felt the resources would have on learning

Key Stage 1 teachers were asked how much impact they felt the resources would have on learning.

Level of impact considered	Frequency	Percentage (of positive respondent count)
A great deal	126	43
Quite a lot	127	43
Some	40	14
Very little	0	0
Not very much	0	0
Total	293	100

Table 22: Level of likely impact of the resources on learning as judged by those after being trained (n=293)

All Key Stage 1 teachers responding felt that the resources would have at least some impact on learning. The vast majority (86% of all respondents) felt that there would be at least quite a lot of impact on learning.

How useful this RBC initiative was felt to be

Key Stage 1 teachers were asked how useful they thought this initiative was.

Level of usefulness	Frequency	Percentage (of positive respondent count)
Very useful	208	71
Useful	83	28
Not sure	4	1
Not very useful	0	0
Not useful at all	0	0
Total	295	100

Table 23: Level of usefulness of the initiative as judged by those after being trained (n=295)

The vast majority of Key Stage 1 teachers (99% of all respondents) felt that the initiative was useful or very useful. Only one teacher was unsure.

Issues when implementing Espresso in classrooms

Key Stage 1 teachers were asked about the issues that they might see when trying to implement Espresso resources in the classroom.

Level of issue	Computers in a suite (n=297)	Computers in the classroom (n=297)	Interactive whiteboards and projectors (n=297)	Technical support (n=297)
Yes	153	79	159	154
No	144	218	138	143

Table 24: Level of possible issues when implementing use in classrooms as judged by those after being trained

Key Stage 1 teachers indicated that they felt the issues that they would face, in order of highest frequency reported, were limited access to:

- Interactive whiteboards and projectors (54% of respondents).
- Technical support (52% of respondents).
- Computers in a suite (52% of respondents).
- Computers in the classroom (27% of respondents).

The levels of issues indicated by the Key Stage 1 teachers were similar to those indicated by school ICT co-ordinators. It would appear from this level that many teachers (perhaps half of those on the training programme) would be able to implement the use of the Espresso resources without encountering these forms of issue.

How easy the resources would be to use in a classroom situation

Key Stage 1 teachers were asked how easy they thought the resources would be to use in a classroom situation.

Level of ease of use	Frequency	Percentage (of positive respondent count)
Very easy	81	29
Easy	158	58
Not sure	36	13
Difficult	0	0
Very difficult	0	0
Total	275	100

Table 25: Level of perceived ease of use of the resources as judged by those after being trained (n=275)

The majority of Key Stage 1 teachers felt that the resources would be easy or very easy to use (87% of all respondents). Some were not sure, and no teachers felt that the resources would be difficult to use.

How teachers thought they might use the resources

Key Stage 1 teachers were asked how often they thought they might use these resources.

Level of anticipated use	Frequency	Percentage (of positive respondent count)
Almost every lesson	10	4
Every day	191	71
Once a week	58	22
Every few weeks	9	3
Once a month	0	0
Total	268	100

Table 26: Level of anticipated use of Espresso resources (n=268)

Most Key Stage 1 teachers (75% of all respondents) felt that they would be likely to use the Espresso resources at least every day. This anticipated level of use suggests that teachers could see ways to incorporate the resources into their class teaching fairly readily. Indeed, where teachers qualified their responses, they tended to indicate that ICT access would be the likely factor that would limit any high levels of use.

Curriculum areas where it was felt that the resources would be of most use

Key Stage 1 teachers were asked in which curriculum areas they thought the resources would be of most use.

Curriculum area	Very useful	Some use	Not a great deal of use
Reading	135	105	3
Writing	79	143	8
Literacy	181	78	0
Numeracy	190	70	0
RE	100	120	10
Science	191	64	0
History	158	93	2
Geography	159	84	2
Art and design	86	137	11
PHSE	98	120	7

Table 27: Curriculum areas and levels of potential use

Teachers responses suggested that the most useful resources that they had seen in the training were in the areas of reading, literacy, numeracy, science, history and geography. They also recognised some use within the other curriculum areas also, writing, religious education, art and design, and personal, health and social education. These responses indicated that teachers felt that there was a high potential across subjects. Very few teachers thought that certain subject resources were not of much value to them.

7. Responses to the Key Stage 2 teacher training

Introduction

This section provides details of the responses from all school personnel (designed for Key Stage 2 teachers, but including some Key Stage 1 teachers) involved in the training provided by CLEO, on the use of Espresso, during the Summer Term 2005.

Responses from Key Stage 2 teachers

There were 52 schools from Cumbria LEA and 137 from Lancashire LEA who provided responses in this phase of the training (5 respondents did not indicate a specific LEA).

How effective the training was judged to be

Key Stage 2 teachers were asked to indicate how effective they felt the training was.

Level of effectiveness	Frequency	Percentage (of positive respondent count)
Very effective	91	47
Effective	99	52
Neither effective nor ineffective	2	1
Ineffective	0	0
Very ineffective	0	0
Total	192	100

Table 28: Level of effectiveness of the training as judged by those after being trained (n=192)

Overall the level of effectiveness was judged to be high. No Key Stage 2 teachers felt that the training was ineffective at any level. A very small number indicated uncertainty.

How much use is felt can be made of these resources by teachers

Key Stage 2 teachers were asked how much use they felt could be made of the resources by teachers.

Level of potential use	Frequency	Percentage (of positive respondent count)
A great deal	133	69
Quite a lot	53	28
Some	6	3
Very little	0	0
Not very much	0	0
Total	192	100

Table 29: Level of potential use of the resources as judged by those after being trained (n=192)

All Key Stage 2 teachers responding felt that the resources could be used. The vast majority (97% of all respondents) felt that the resources could be used at least quite a lot. It would be anticipated, therefore, that a reasonable level of use would be seen within lessons in these schools.

How much impact it is felt the resources will have on teaching

Key Stage 2 teachers were asked how much impact they felt the resources would have on teaching.

Level of impact considered	Frequency	Percentage (of positive respondent count)
A great deal	92	48
Quite a lot	80	42
Some	19	10

Very little	0	0
Not very much	0	0
Total	191	100

Table 30: Level of likely impact of the resources on teaching as judged by those after being trained (n=191)

All Key Stage 2 teachers responding positively felt that the resources would have at least some impact on teaching. The vast majority (90% of all respondents) felt that there would be at least quite a lot of impact on teaching.

How much impact it is felt the resources will have on learning

Key Stage 2 teachers were asked how much impact they felt the resources would have on learning.

Level of impact considered	Frequency	Percentage (of positive respondent count)
A great deal	90	48
Quite a lot	76	40
Some	23	12
Very little	0	0
Not very much	0	0
Total	189	100

Table 31: Level of likely impact of the resources on learning as judged by those after being trained (n=189)

All Key Stage 2 teachers responding felt that the resources would have at least some impact on learning. The vast majority (88% of all respondents) felt that there would be at least quite a lot of impact on learning.

How useful this RBC initiative is felt to be

Key Stage 2 teachers were asked how useful they thought this initiative was.

Level of usefulness	Frequency	Percentage (of positive respondent count)
Very useful	150	78
Useful	38	20
Not sure	4	2
Not very useful	0	0
Not useful at all	0	0
Total	192	100

Table 32: Level of usefulness of the initiative as judged by those after being trained (n=192)

The vast majority of Key Stage 2 teachers (98% of all respondents) felt that the initiative was useful or very useful. Only a very small number were unsure.

Issues when implementing Espresso in classrooms

Key Stage 2 teachers were asked about the issues that they might see when trying to implement Espresso resources in the classroom.

Level of issue	Computers in a suite (n=194)	Computers in the classroom (n=194)	Interactive whiteboards and projectors (n=194)	Technical support (n=194)
Yes	106	76	97	97
No	88	118	97	97

Table 33: Level of possible issues when implementing use in classrooms as judged by those after being trained

Key Stage 2 teachers indicated that they felt the issues that they would face, in order of highest frequency reported, were limited access to:

- Computers in a suite (55% of positive respondents).
- Technical support (50% of positive respondents).
- Interactive whiteboards and projectors (50% of positive respondents).
- Computers in the classroom (39% of positive respondents).

How easy the resources will be to use in a classroom situation

Key Stage 2 teachers were asked how easy they thought the resources would be to use in a classroom situation.

Level of ease of use	Frequency	Percentage (of positive respondent count)
Very easy	51	28
Easy	110	62
Not sure	18	10
Difficult	0	0
Very difficult	0	0
Total	179	100

Table 34: Level of perceived ease of use of the resources as judged by those after being trained (n=179)

The majority of Key Stage 2 teachers felt that the resources would be easy or very easy to use (90% of all respondents). Some were not sure, and some commented on ease of use if the equipment was accessible.

How teachers thought they might use the resources

Key Stage 2 teachers were asked how often they thought they might use these resources.

Level of anticipated use	Frequency	Percentage (of positive respondent count)
Almost every lesson	12	7
Every day	114	67
Once a week	40	23
Every few weeks	5	3
Once a month	0	0
Total	171	100

Table 35: Level of anticipated use of Espresso resources (n=171)

Most Key Stage 2 teachers (74% of all respondents) felt that they would be likely to use the Espresso resources at least every day. This anticipated level of use suggests that teachers could see ways to incorporate the resources into their class teaching fairly readily. Indeed, where teachers qualified their responses, they tended to indicate that ICT access would be the likely factor that would limit any high levels of use.

Curriculum areas where it was felt that the resources would be of most use

Key Stage 2 teachers were asked in which curriculum areas they thought the resources would be of most use.

Curriculum area	Very useful	Some use	Not a great deal of use
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Reading	67	85	9
Writing	62	84	11
Literacy	91	74	1
Numeracy	94	69	1
RE	112	46	5
Science	130	38	2
History	130	37	2
Geography	120	46	1
Art and design	65	81	11
PHSE	96	60	2

Table 36: Curriculum areas and levels of potential use

Teachers responses suggested that the most useful resources that they had seen in the training were in the areas of literacy, numeracy, religious education, science, history, geography and personal, health and social education. They also recognised some use within the other curriculum areas also, reading, writing, and art and design. These responses indicated that teachers felt that there was a high potential across subjects. Very few teachers thought that certain subject resources were not of much value to them.

8. Responses after classroom use by teachers

Introduction

This section provides details of responses from teachers who provided feedback about uses of Espresso resources, during the Summer Term 2005. In total, 16 teachers completed a questionnaire that was used in the analysis.

Subject uses of Espresso resources

Teachers were asked about the levels of use of Espresso resources in different subject areas.

Curriculum area	A great deal of use	Some use	Not a great deal of use
Literacy	4	12	0
Numeracy	5	8	2
PE	0	0	12
Art	0	10	4
RE	5	5	3
Music	0	1	12
Science	9	7	0
History	5	8	2
Geography	4	8	3
Design and technology	1	4	9
PHSE	1	5	7
ICT	5	7	3

Table 37: Curriculum areas and levels of actual use

Most use reported by this group of teachers is in the subject areas of science and religious education. Little use is reported in physical education, music, design and technology, and personal, health and social education, except in some particular instances. Some use is most widely reported in all other subject areas.

How the resources are used

Teachers were asked about how they used the Espresso resources.

Form of use	Most often	Some of the time	Not at all
By the teacher for presentation	5	11	0
For whole class teaching	8	8	0
By groups of pupils	3	12	1
By individual pupils	4	8	4

Table 38: How resources were used by teachers

The pattern of how resources is used is shown by these responses to be varied. Teachers appear to largely choose different ways to use the resources at different times, dependent upon needs. In some classrooms, Espresso resources are not used by groups of pupils, of individual pupils, however.

When the resources were used

Teachers were asked when they mostly used the resources.

Possible time of use	Most often	Some of the time	Not at all
Before and after school	0	4	8
During morning sessions	5	10	1
During afternoon sessions	4	12	0

At breaks and lunch times	0	3	9
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Table 39: When resources were used by teachers

Most use of Espresso resources is happening during class sessions. Only limited use of the resources is being made before and after school, or at breaks and lunch times.

How the resources are used for teaching and learning

Teachers were asked how they were using the resources for teaching and learning.

Use for teaching and learning	Most often	Some of the time	Not at all
As a starter activity	5	10	0
As a main lesson activity	4	10	2
As a plenary activity	2	12	1
To support 'ad hoc' research topics	4	6	4
For project work	2	10	3

Table 40: How resources were used for teaching and learning

These responses suggest that Espresso resources are used in a variety of ways, dependent on circumstances and needs. In some cases, teachers report that particular ways of using the resources are not adopted within their classrooms.

Where the resources are having most impact

Teachers were asked where they thought the resources were having most impact.

Where most impact is observed	A lot of impact	Some impact	No impact
Engagement and motivation	15	1	0
Reading	3	11	0
Writing	2	8	5
Numeracy	4	9	1
Wider subject knowledge	9	6	0
Speaking and listening	4	9	2
Understanding	7	9	0
Memorising	2	10	1

Table 41: Where resources had most observed impact

These responses suggest that most impacts are arising in terms of engagement and motivation, wider subject knowledge, and understanding. Some impact is also reported in terms of reading, memorising, speaking and listening, numeracy, and understanding.

Ease of use of the Espresso resources

Teachers were asked how easy it was to use the Espresso resources.

Level of ease of use	Frequency	Percentage (of positive respondent count)
Very easy	13	81
Quite easy	3	19
Not sure	0	0
Difficult	0	0
Very difficult	0	0
Total	16	100

Table 42: Level of perceived ease of use of the resources as judged by those after being trained (n=16)

Most teachers in this sample found the resources very easy to use.

How often resources were used

Teachers were asked how often they had used the Espresso resources.

Level of anticipated use	Frequency	Percentage (of positive respondent count)
A lot of the time	5	31
Some of the time	9	56
Not at all	2	13

Table 43: Level of actual use of Espresso resources (n=16)

Most teachers in this sample reported use at least some of the time. A few teachers reported no use.

9. Conclusions and recommendations

Responses from school ICT co-ordinators to the Autumn Term 2004 training

1. Overall, a very large number of respondents indicated that the training was very largely successful. It indicated that most school personnel felt that the training was useful, that the resources would be used by teachers, that there would be an impact on teaching and learning, and that the initiative was useful.
2. Ranges of issues were identified, but the overall indications from school personnel were positive. It appeared that CLEO had selected what was seen as a worthwhile set of resources, and this was felt to be likely to support school needs positively.

Responses from LEA advisory staff to the Autumn Term 2004 training

3. Overall, a very large number of respondents indicated that the training was very largely successful. Responses indicated that most LEA advisory staff felt that the training was effective, that the resources had at least quite a lot of potential use by teachers, that there could be quite a lot of impact on teaching and learning, and that the initiative was useful.
4. Ranges of potential issues for schools were identified, and the level of issues raised were generally higher than those raised by school ICT co-ordinators. LEA advisory staff felt that many schools might encounter issues with technical support, and limitations due to lack of computers in suites, interactive whiteboards and projectors, or computers in classrooms.

Responses from Key Stage 1 teachers to the Spring Term 2005 training

5. Overall, a very large number of respondents indicated that the training was very largely successful. Responses indicated that most Key Stage 1 teachers felt that the training was effective, that the resources had at least quite a lot of potential use, that there could be quite a lot of impact on teaching and learning, and that the initiative was useful.
6. Ranges of potential issues were identified, and the level of issues raised were generally at about the same level as those raised by school ICT co-ordinators. Key Stage 1 teachers felt that limitations due to lack of interactive whiteboards and projectors, technical support, or computers in a suite might be the greatest limiting factors in terms of implementing use within classrooms.
7. Most Key Stage 1 teachers felt that they could use the resources at least once a week. From the training, they felt that the subject areas where they had seen resources of most value were in reading, literacy, numeracy, science, history and geography. Very few teachers felt that the resources they had seen were not of value to them.
8. From teacher responses provided, the evidence suggests that a high level of implementation within classrooms might be seen relatively quickly. However, there are some potential factors that might limit use: technical support needs, inadequate access to appropriate equipment, restricted time and opportunity to plan (highlighted by some teachers in additional comments on questionnaires), and the means to bring about any necessary changes in terms of teaching and learning (as indicated by the very high levels of teacher responses in these areas).

Responses from Key Stage 2 teachers to the Summer Term 2005 training

9. Overall, a very large number of respondents indicated that the training was very largely successful. Responses indicated that most Key Stage 2 teachers felt that the training was effective, that the resources had at least quite a lot of potential use, that there could be quite a lot of impact on teaching and learning, and that the initiative was useful.
10. Ranges of potential issues were identified. Key Stage 2 teachers felt that limitations due to lack of computers in a suite, technical support, or interactive whiteboards and projectors might be the greatest limiting factors in terms of implementing use within classrooms.

11. Most Key Stage 2 teachers felt that they could use the resources at least every day. From the training, they felt that the subject areas where they had seen resources of most value were in literacy, numeracy, religious education, science, history, geography and personal, health and social education. Very few teachers felt that the resources they had seen were not of value to them.
12. From teacher responses provided, the evidence suggests that a high level of implementation within classrooms might be seen relatively quickly. However, there are some potential factors that might limit use: access to computers in suites, technical support needs, inadequate access to appropriate equipment, and the means to bring about any necessary changes in terms of teaching and learning (as indicated by the very high levels of teacher responses in these areas).

Responses after classroom use by teachers

13. The sample of teachers responding was very low. From this small sample, most use was reported in religious education and science. Some use was reported in many subject areas. Patterns of use varied widely, but little use was made outside class sessions.
14. Impacts were reported widely. Most impact was reported in terms of pupil engagement and motivation, wider subject knowledge, and greater understanding. Most teachers found the resource very easy to use, and most had used it for at least some of the time.

Recommendations

15. Outcomes of the training have been reported widely, and have indicated wide success. The training was felt by most teachers to offer many ideas about uses of the resources.
16. Feedback from teachers following use in classrooms has been at a low, and disappointing level. Although there are indicators from this small sample of worthwhile uses of the resources, it is difficult to make a judgment about future policy regarding continued central purchase on the basis of this low level of feedback.

References

Singleton, M. (2005). Highlight Report Project: Espresso and Cache Box Rollout. CLEO:
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