



**EXCELLENCE IN CITIES**

# **LEARNING MENTOR STRAND – SURVEY FINDINGS**

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## **1. INTRODUCTION**

### **1.1 Background**

Excellence in Cities (EiC), which was introduced in three phases between 1999 and 2001, is a targeted programme which provides additional resources to schools in urban areas. It aims to increase the diversity of provision for students whilst encouraging schools to cooperate to raise standards. One of the key characteristics of EiC is that it aims to recognise the individual needs of all students and to meet these needs. One element of EiC is the Learning Mentor Strand which aimed to support young people to overcome their barriers to learning and to fulfil their potential. Through this Strand, schools in 57 urban local education authorities received funding to employ Learning Mentors. The funding was distributed through EiC Partnerships to schools and was differentiated according to school characteristics such as level of entitlement to free school meals, attendance and exclusions.

Learning Mentors were members of the school staff, whose role was to support young people in order to overcome their individual barriers to learning. They could use a range of means to achieve this including one-to-one support and guidance, group work and through accessing specialist agencies.

The national evaluation of EiC, which was undertaken by a consortium of the National Foundation for Educational Research (NFER), the London School of Economics (LSE) and the Institute for Fiscal Studies (IFS), has gathered both quantitative and qualitative data on the implementation of this Strand of EiC since 2000. The qualitative findings have been reported in two reports (Golden *et al.*, 2002 and Golden *et al.*, 2003). This paper draws together a range of quantitative data from the surveys which relate to the implementation and experience of Learning Mentors.

### **1.2 Research Methods**

The data presented in this report are based on the findings from a suite of surveys undertaken in the spring terms of 2001, 2002 and 2003. Surveys of senior managers in schools, form tutors and students were undertaken as follows:

- ♦ Questionnaire surveys of around 300 EiC schools: some but not all of the schools were the same in each survey
- ♦ Questionnaire surveys of around 1,500 form tutors in EiC schools, some but not all of whom responded to each survey

- ♦ Questionnaire surveys of around 10,000 students in each of year groups 7 to 11 in EiC schools. The structure of the surveys was such that different year groups in each school were surveyed each year, for example the Year 8 students in 2001 surveys were in different schools to those surveyed in 2002.

In addition, background data relating to the students who were surveyed which is held on the National Pupil Database (NPD) was used to provide details of their characteristics and attainment at key stages 2 and 3.

### **1.3 Structure of Report**

Section 2 outlines the experience which schools who were surveyed had of Learning Mentors. It explores teachers' perceptions of the value of Learning Mentors and examines the ways in which they were deployed in schools.

The characteristics and attitudes of students who had seen a Learning Mentor, compared with those who had not, are presented in Section 3. The section explores the extent of differences between students who have met with Learning Mentors once, two to five times and six or more times.

Section 4 investigates students' experience of seeing a Learning Mentor including the number of times they have met and the extent to which students found the experience helpful. A conclusion is presented in Section 5.

## 2. SCHOOLS' EXPERIENCE OF, AND VIEWS ON, LEARNING MENTORS

### 2.1 Perceptions of Learning Mentors

The Learning Mentor strand of EiC appeared to have been well received by schools. In 2003, just over half (52 per cent) of the senior managers in 320 EiC schools who responded to the school questionnaire identified Learning Mentors as a benefit of EiC in an unprompted response. Together with the Gifted and Talented Strand, this was the most frequently named Strand when school managers identified the benefits of the initiative. The increasing appreciation of the value of Learning Mentors, which was noted during visits to schools (Golden *et al.*, 2002 and Golden *et al.*, 2003), may be reflected in the finding that 35 per cent of respondents said that Learning Mentors were a benefit in 2001 and this had increased to 52 per cent, as noted above, in 2003. Implementing this element of EiC had not been without challenges, however, and across the three surveys, between 13 and 14 per cent of respondents indicated that the Learning Mentor Strand had been one of the difficulties which they had encountered with EiC. In 2003, such challenges included difficulties in recruiting and retaining Learning Mentors (11 schools), insufficient funding (nine schools) and friction with other staff (six schools). In addition, four schools noted the difficulty of gathering evidence of the effect of Learning Mentors and the same number commented that Learning Mentors could focus more on the academic needs of students.

Responses from teachers revealed that the majority of teachers were supportive of the value of students accessing trained mentors, as shown in Table 2.1. Furthermore, the proportions who believed that accessing trained mentors were 'very' and 'quite important' remained constant across the three surveys.

**Table 2.1 Teachers' perception of the importance of accessing a Learning Mentor**

How important is that all pupils have access to a trained mentor?	2001 survey	2002 survey	2003 survey
	%	%	%
Very important	24	24	24
Quite important	49	47	45
Not important	21	21	21
Don't know	6	7	7
No response	<1	1	2
<b>N</b>	<b>1,381</b>	<b>1,480</b>	<b>1,709</b>

*A single response item*

*Due to rounding, percentages may not sum to 100*

*Source: NFER EIC surveys of teachers 2001–2003*

Around two-thirds (64 per cent) of the teachers who knew about EiC (1,481 individuals) and responded to the survey in 2003 said that they were aware of the Learning Mentor Strand. The majority of these (87 per cent) believed that the Learning Mentor Strand would benefit students who met with a Learning Mentor and 61 per cent said that the Strand would be popular with parents. However, they were more circumspect about the benefits to the wider student community, as a third (33 per cent) said that all students would benefit from the Strand and 39 per cent did not think this was the case.

## 2.2 Use of Learning Mentors

Schools employed an average of 2.5 full-time Learning Mentors and 1.6 part-time Learning Mentors in 2003, as was also the case among the schools surveyed in 2002. The Learning Mentors came from a range of professional backgrounds, as illustrated in Table 2.2.

**Table 2.2 Backgrounds of Learning Mentors**

<b>Backgrounds</b>	<b>2002 % of schools</b>	<b>2003 % of schools</b>
Learning support / teaching assistants	50	53
Youth work	45	51
Other	36	34
Teaching	37	33
Counselling	30	26
Social Services	15	15
Educational Welfare Services	10	8
<b>N</b>	<b>305</b>	<b>301</b>

*A multiple response item*

*Source: NFER EIC surveys of schools 2001–2003*

The profile of the backgrounds of Learning Mentors remained fairly similar across the two surveys, although slightly more schools reported that their Learning Mentors had youth work backgrounds in 2003 while fewer said they had teaching or counselling backgrounds.

In deploying the Learning Mentors in schools, most schools had taken a targeted approach, as shown in Table 2.3.



**Table 2.3      Deployment of Learning Mentors**

	<b>2001</b>	<b>2002</b>	<b>2003</b>
	<b>%</b>	<b>%</b>	<b>%</b>
Targeted at individual pupils	89	96	93
Targeted at particular groups	54	66	67
Drop-in access	29	50	56
Other	12	12	13
No response	6	<1	4
<b>N</b>	<b>296</b>	<b>319</b>	<b>320</b>

*A multiple response item*

*Source: NFER EIC surveys of schools 2001–2003*

The majority of schools targeted Learning Mentors at individual pupils in each of the years of the survey. Although the approaches to deploying Learning Mentors appeared to change slightly between 2001 and 2002, perhaps as they became more established in schools, in general the use of targeted approaches in schools remained similar across the surveys. However, it appeared that the use of drop-in access was increasing, which, visits to schools have suggested, may have been a consequence of the need for students who might not be identified for a formal referral, to access the support of a Learning Mentor. Drop-in access was used to complement a targeted approach. Nine per cent of schools surveyed in 2002 indicated that they used both drop-in and targeting individual pupils and 34 per cent used drop-in together with targeting at individual pupils and groups of pupils.

The evidence from the surveys of form teachers suggest that an increasing proportion were involved in identifying students who could benefit from seeing a Learning Mentor, as shown in Table 2.4.

**Table 2.4      Form teachers' involvement in identifying students to see a Learning Mentor**

<b>Involved in identifying students?</b>	<b>2001</b>	<b>2002</b>	<b>2003</b>
	<b>%</b>	<b>%</b>	<b>%</b>
Yes	51	55	59
No	46	41	38
No response	3	3	4
<b>N</b>	<b>1,381</b>	<b>1,480</b>	<b>1,709</b>

*A single response item*

*Due to rounding, percentages may not sum to 100*

*Source: NFER EIC surveys of teachers 2001–2003*

Although these increases are slight, they may reflect Learning Mentors becoming increasingly established in schools and their role and potential contribution to supporting students being recognised by the wider staff.

This Section has revealed that schools and teachers considered the Learning Mentor Strand to be of value and were often targeting their use at individual students. The characteristics of those students who met with a Learning Mentor, and their views on the helpfulness of this, are explored in the next Section.

### 3. STUDENT CHARACTERISTICS

This Section explores the nature of the young people surveyed in 2001 to 2002 and compares those who had not seen a Learning Mentor with those who said they had met with them once, two to five times or six or more times. It outlines their background characteristics and family background, their attainment levels and their attitudes towards school.

#### 3.1 Profile of Students' Background Characteristics

Across the year groups, in the main, students who met with a Learning Mentor in the academic year of 2001–2002 did not differ from their peers in most respects. Moreover, in general, young people who met with a Learning Mentor more times did not appear to differ from those who had met a Learning Mentor less.

However, across the year groups, it appeared that there were some differences in background and family characteristics of those young people who had seen a Learning Mentor compared with those that had not. These are described below for each of the year groups.

**Table 3.1 Year 7: Background characteristics**

Background characteristic		Not seen a Learning Mentor	Seen a Learning Mentor once	Seen a Learning Mentor 2–5 times	Seen a Learning Mentor 6 or more times	N
		%	%	%	%	
<b>Sex</b>	Male	75	9	10	7	<b>4,973</b>
	Female	80	8	7	4	<b>5,762</b>
<b>Total</b>		<b>78</b>	<b>8</b>	<b>8</b>	<b>5</b>	<b>10,735</b>
<b>Ethnicity</b>	White	78	9	8	5	<b>7,801</b>
	Asian or Asian British	83	7	7	4	<b>1,104</b>
	Black or Black British	81	6	6	6	<b>578</b>
	Other	76	9	8	7	<b>611</b>
	Prefer not to say	71	10	12	8	<b>522</b>
<b>Total</b>		<b>78</b>	<b>8</b>	<b>8</b>	<b>5</b>	<b>10,616</b>
<b>Use of spoken English</b>	Always / almost always	78	8	8	5	<b>9,470</b>
	Never / sometimes	73	10	9	7	<b>1,239</b>
<b>Total</b>		<b>78</b>	<b>8</b>	<b>8</b>	<b>5</b>	<b>10,709</b>

*continued overleaf*

**Table 3.1 cont'd**

Background characteristic		Not seen a Learning Mentor	Seen a Learning Mentor once	Seen a Learning Mentor 2–5 times	Seen a Learning Mentor 6 or more times	N
		%	%	%	%	
<b>Eligible for free school meals</b>	No	79	9	8	5	<b>8,183</b>
	Yes	75	8	9	8	<b>2,510</b>
<b>Total</b>		<b>78</b>	<b>8</b>	<b>8</b>	<b>5</b>	<b>10,693</b>
<b>Special needs</b>	No SEN	81	8	7	4	<b>8,848</b>
	SEN stages 1–3	62	11	14	13	<b>1,264</b>
	SEN stages 4 and 5	55	11	16	19	<b>200</b>
<b>Total</b>		<b>78</b>	<b>9</b>	<b>8</b>	<b>5</b>	<b>10,312</b>
<b>Gifted and Talented</b>	No	77	9	8	6	<b>10,177</b>
	Yes	84	5	7	3	<b>825</b>
<b>Total</b>		<b>78</b>	<b>8</b>	<b>8</b>	<b>5</b>	<b>11,002</b>
<b>Previous exclusions</b>	Not excluded	78	8	8	5	<b>10,946</b>
	Excluded	43	14	25	18	<b>56</b>
<b>Total</b>		<b>78</b>	<b>8</b>	<b>8</b>	<b>5</b>	<b>11,002</b>

Source: NFER surveys of Year 7 students 2002 and NPD

All those students for whom NPD data were available

Due to rounding, percentages may not sum to 100

Table 3.1 reveals that Year 7 students who had met with a Learning Mentor were more likely to be male, and more likely to never or only sometimes speak English than would be expected given the overall profile of mentored students. Furthermore, male students were more likely to have met with a Learning Mentor at least twice.

Students who had been identified as having special educational needs (SEN) at stages 1–3 or 4 and 5, and those who had been previously excluded from school were much more likely to have met with a Learning Mentor. Moreover, these students were more likely to have met with a Learning Mentor at least twice. However, it is worth noting that the overall number of students who had been previously excluded was very small.

Asian or Asian British students and those identified as gifted and talented were less likely to have met with a Learning Mentor than would be expected given the overall profile of the mentored cohort.

**Table 3.2 Year 8: Background characteristics**

<b>Background characteristic</b>		<b>Not seen a Learning Mentor</b>	<b>Seen a Learning Mentor once</b>	<b>Seen a Learning Mentor 2–5 times</b>	<b>Seen a Learning Mentor 6 or more times</b>	<b>N</b>
		<b>%</b>	<b>%</b>	<b>%</b>	<b>%</b>	
<b>Sex</b>	Male	81	6	7	7	<b>4,766</b>
	Female	85	5	6	4	<b>4,965</b>
<b>Total</b>		<b>83</b>	<b>5</b>	<b>7</b>	<b>5</b>	<b>9,731</b>
<b>Ethnicity</b>	White	84	5	7	5	<b>6,706</b>
	Asian or Asian British	87	4	5	4	<b>1,142</b>
	Black or Black British	81	7	7	5	<b>789</b>
	Other	78	8	9	6	<b>622</b>
	Prefer not to say	72	6	12	10	<b>324</b>
<b>Total</b>		<b>83</b>	<b>5</b>	<b>7</b>	<b>5</b>	<b>9,583</b>
<b>Use of spoken English</b>	Always/almost always	84	5	7	5	<b>8,532</b>
	Never/sometimes	80	6	8	6	<b>1,113</b>
<b>Total</b>		<b>83</b>	<b>5</b>	<b>7</b>	<b>5</b>	<b>9,645</b>
<b>Eligible for free school meals</b>	No	85	5	6	5	<b>7,253</b>
	Yes	79	7	8	7	<b>2,386</b>
<b>Total</b>		<b>83</b>	<b>5</b>	<b>7</b>	<b>5</b>	<b>9,639</b>
<b>Special needs</b>	No SEN	87	4	6	3	<b>7,647</b>
	SEN stages 1–3	70	9	10	11	<b>1,509</b>
	SEN stages 4 and 5	61	10	12	17	<b>202</b>
<b>Total</b>		<b>84</b>	<b>5</b>	<b>6</b>	<b>5</b>	<b>9,358</b>
<b>Gifted and Talented</b>	No	82	5	7	5	<b>9,077</b>
	Yes	92	2	4	2	<b>841</b>
<b>Total</b>		<b>83</b>	<b>5</b>	<b>7</b>	<b>5</b>	<b>9,918</b>
<b>Previous exclusions</b>	Not excluded	83	5	7	5	<b>9,762</b>
	Excluded	59	8	15	19	<b>156</b>
<b>Total</b>		<b>83</b>	<b>5</b>	<b>7</b>	<b>5</b>	<b>9,918</b>

*All those students for whom NPD data were available*

*Due to rounding, percentages may not sum to 100*

*Source: NFER surveys of Year 8 students 2002 and NPD*

Table 3.2 reveals that Asian or Asian British students and those identified as gifted and talented were less likely to have seen a Learning Mentor than would be expected given the overall profile of the cohort.

Year 8 students who were eligible for free school meals, those who had been identified as being on SEN stages 1–3 and 4 and 5, and those who had previously

been excluded from school were more likely to have met with a Learning Mentor than would be expected given the overall profile of mentored students. Furthermore, students identified as having special needs and those with previous exclusions were more likely to have met with a Learning Mentor at least twice.

**Table 3.3 Year 9: Background characteristics**

Background characteristic		Not seen a Learning Mentor	Seen a Learning Mentor once	Seen a Learning Mentor 2–5 times	Seen a Learning Mentor 6 or more times	N
		%	%	%	%	
<b>Sex</b>	Male	79	8	7	6	<b>4,633</b>
	Female	84	7	6	3	<b>4,455</b>
<b>Total</b>		<b>81</b>	<b>7</b>	<b>7</b>	<b>5</b>	<b>9,088</b>
<b>Ethnicity</b>	White	81	7	7	5	<b>6,128</b>
	Asian or Asian British	87	6	5	2	<b>1,308</b>
	Black or Black British	77	8	8	7	<b>587</b>
	Other	79	8	6	7	<b>524</b>
	Prefer not to say	80	7	7	6	<b>245</b>
<b>Total</b>		<b>82</b>	<b>7</b>	<b>6</b>	<b>5</b>	<b>8,792</b>
<b>Use of spoken English</b>	Always/almost always	82	7	7	5	<b>7773</b>
	Never/sometimes	80	9	6	5	<b>1,124</b>
<b>Total</b>		<b>81</b>	<b>7</b>	<b>7</b>	<b>5</b>	<b>8,897</b>
<b>Eligible for free school meals</b>	No	82	7	6	4	<b>6,876</b>
	Yes	78	8	8	7	<b>2,184</b>
<b>Total</b>		<b>81</b>	<b>7</b>	<b>7</b>	<b>5</b>	<b>9,060</b>
<b>Special needs</b>	No SEN	85	6	6	3	<b>7,321</b>
	SEN stages 1–3	69	10	10	11	<b>1,439</b>
	SEN stages 4 and 5	61	13	13	14	<b>160</b>
<b>Total</b>		<b>82</b>	<b>7</b>	<b>7</b>	<b>5</b>	<b>8,920</b>
<b>Gifted and Talented</b>	No	81	7	7	5	<b>8,424</b>
	Yes	87	4	5	4	<b>740</b>
<b>Total</b>		<b>81</b>	<b>7</b>	<b>7</b>	<b>5</b>	<b>9,164</b>
<b>Previous exclusions</b>	Not excluded	82	7	6	5	<b>8,996</b>
	Excluded	60	7	13	20	<b>168</b>
<b>Total</b>		<b>81</b>	<b>7</b>	<b>7</b>	<b>5</b>	<b>9,164</b>

*All those students for whom NPD data were available*

*Due to rounding, percentages may not sum to 100*

*Source: NFER surveys of Year 9 students 2002 and NPD*

Table 3.3 reveals that Asian or Asian British students and those identified as gifted and talented were less likely to have seen a Learning Mentor than would be expected given the overall profile of the Year 9 mentored cohort.

Black or Black British students, students who had been identified as having SEN, and those who had previously been excluded from school were more likely to report that they had seen a Learning Mentor than would be expected compared to mentored students overall. Moreover, students identified as having special needs and those with previous exclusions were more likely to have met with a Learning Mentor at least twice.

**Table 3.4 Year 10: Background characteristics**

<b>Background characteristic</b>		<b>Not seen a Learning Mentor</b>	<b>Seen a Learning Mentor once</b>	<b>Seen a Learning Mentor 2–5 times</b>	<b>Seen a Learning Mentor 6 or more times</b>	<b>N</b>
		<b>%</b>	<b>%</b>	<b>%</b>	<b>%</b>	
<b>Sex</b>	Male	84	5	6	5	<b>4,828</b>
	Female	86	4	6	4	<b>5,786</b>
<b>Total</b>		<b>85</b>	<b>4</b>	<b>6</b>	<b>5</b>	<b>10,614</b>
<b>Ethnicity</b>	White	85	4	6	4	<b>7,051</b>
	Asian or Asian British	90	4	4	2	<b>1,567</b>
	Black or Black British	80	6	7	7	<b>678</b>
	Other	83	4	7	6	<b>630</b>
	Prefer not to say	78	6	8	8	<b>293</b>
<b>Total</b>		<b>85</b>	<b>4</b>	<b>6</b>	<b>4</b>	<b>10,219</b>
<b>Use of spoken English</b>	Always/almost always	85	4	6	4	<b>9,100</b>
	Never/sometimes	84	5	6	5	<b>1,207</b>
<b>Total</b>		<b>85</b>	<b>4</b>	<b>6</b>	<b>4</b>	<b>10,307</b>
<b>Eligible for free school meals</b>	No	86	4	5	4	<b>8,054</b>
	Yes	80	5	8	7	<b>2,503</b>
<b>Total</b>		<b>85</b>	<b>5</b>	<b>6</b>	<b>5</b>	<b>10,557</b>
<b>Special needs</b>	No SEN	88	4	5	3	<b>8,850</b>
	SEN stages 1–3	72	8	10	10	<b>1,340</b>
	SEN stages 4 and 5	57	12	12	19	<b>162</b>
<b>Total</b>		<b>85</b>	<b>5</b>	<b>6</b>	<b>4</b>	<b>10,352</b>

*continued overleaf*

**Table 3.4 cont'd**

<b>Background characteristic</b>		<b>Not seen a Learning Mentor</b>	<b>Seen a Learning Mentor once</b>	<b>Seen a Learning Mentor 2–5 times</b>	<b>Seen a Learning Mentor 6 or more times</b>	<b>N</b>
		<b>%</b>	<b>%</b>	<b>%</b>	<b>%</b>	
<b>Gifted and Talented</b>	No	85	4	6	5	<b>9,666</b>
	Yes	88	4	4	4	<b>1,033</b>
<b>Total</b>		85	4	6	5	<b>10,699</b>
<b>Previous exclusions</b>	Not excluded	86	4	6	4	<b>10,444</b>
	Excluded	62	8	15	15	<b>255</b>
<b>Total</b>		85	4	6	5	<b>10,699</b>

*All those students for whom NPD data were available*

*Due to rounding, percentages may not sum to 100*

*Source: NFER surveys of Year 10 students 2002 and NPD*

Table 3.4 reveals that Asian or Asian British students were less likely to have seen a Learning Mentor than would be expected given the overall profile of the Year 10 mentored cohort. Black or Black British students, on the other hand, were more likely to report that they had met with a Learning Mentor.

Students eligible for free school meals, those identified as having SEN and those who had previously been excluded from school were more likely to report that they had seen a Learning Mentor, and indeed they were more likely to indicate that they had met them at least twice, than would be expected given the overall profile of Year 10 mentored students.

**Table 3.5 Year 11: Background characteristics**

<b>Background characteristic</b>		<b>Not seen a Learning Mentor</b>	<b>Seen a Learning Mentor once</b>	<b>Seen a Learning Mentor 2–5 times</b>	<b>Seen a Learning Mentor 6 or more times</b>	<b>N</b>
		<b>%</b>	<b>%</b>	<b>%</b>	<b>%</b>	
<b>Sex</b>	Male	65	13	15	7	<b>3,729</b>
	Female	68	13	13	6	<b>3,815</b>
<b>Total</b>		67	13	14	6	<b>7,544</b>
<b>Ethnicity</b>	White	68	13	13	6	<b>6,090</b>
	Asian or Asian British	66	14	16	3	<b>645</b>
	Black or Black British	54	14	20	12	<b>241</b>
	Other	68	14	14	4	<b>247</b>
	Prefer not to say	62	13	17	7	<b>138</b>
<b>Total</b>		67	13	14	6	<b>7,361</b>

*continued on next page*



**Table 3.5 cont'd**

<b>Background characteristic</b>		<b>Not seen a Learning Mentor</b>	<b>Seen a Learning Mentor once</b>	<b>Seen a Learning Mentor 2–5 times</b>	<b>Seen a Learning Mentor 6 or more times</b>	<b>N</b>
		<b>%</b>	<b>%</b>	<b>%</b>	<b>%</b>	
<b>Use of spoken English</b>	Always/ almost always	68	12	14	6	<b>6,803</b>
	Never/ sometimes	58	18	16	8	<b>590</b>
<b>Total</b>		<b>67</b>	<b>13</b>	<b>14</b>	<b>6</b>	<b>7,393</b>
<b>Eligible for free school meals</b>	No	68	13	13	6	<b>6,091</b>
	Yes	63	13	16	8	<b>1,416</b>
<b>Total</b>		<b>67</b>	<b>13</b>	<b>14</b>	<b>6</b>	<b>7,507</b>
<b>Special needs</b>	No SEN	68	13	14	6	<b>6,412</b>
	SEN stages 1-3	63	11	16	10	<b>925</b>
	SEN stages 4 and 5	56	9	16	18	<b>110</b>
<b>Total</b>		<b>67</b>	<b>13</b>	<b>14</b>	<b>6</b>	<b>7,447</b>
<b>Gifted and Talented</b>	No	67	13	14	6	<b>6,848</b>
	Yes	66	12	16	5	<b>772</b>
<b>Total</b>		<b>67</b>	<b>13</b>	<b>14</b>	<b>6</b>	<b>7,620</b>
<b>Previous exclusions</b>	Not excluded	67	13	14	6	<b>7,409</b>
	Excluded	49	14	19	18	<b>211</b>
<b>Total</b>		<b>67</b>	<b>13</b>	<b>14</b>	<b>6</b>	<b>7,620</b>

*All those students for whom NPD data were available*

*Due to rounding, percentages may not sum to 100*

*Source: NFER surveys of Year 11 students 2002 and NPD*

Table 3.5 reveals that Black or Black British students were more likely to indicate that they had met with a Learning Mentor at least twice than would be expected given the overall profile of the Year 11 mentored students. Students who never or only sometimes speak English were also more likely to report that they had seen a Learning Mentor.

Students who had been identified as having SEN and were on stages 4 and 5 were less likely to have met with a Learning Mentor once, but were more likely to have seen a Learning Mentor at least twice than would be expected given the overall profile of mentored students. Year 11 students who had previously been excluded from school were also more likely to have met with a Learning Mentor two to five times and six or more times than would be expected.

In summary, across the year groups, it appeared that a greater proportion of students who were recognised for action on the register of SEN, or who had been excluded, had seen a Learning Mentor than would be expected given the overall profile of students in these schools. Furthermore, in Years 9 to 11, more students who were black or black British had seen a Learning Mentor than would be expected.

### 3.2 Profile of Students' Family Background

Students' family background, including the educational attainment of their parents, may be an influence on their school experience. This section explores the self-reported backgrounds of students who had met with, and those who had not met with, a Learning Mentor.

**Table 3.6 Year 7: Family background**

Background characteristic		Not seen a Learning Mentor	Seen a Learning Mentor once	Seen a Learning Mentor 2–5 times	Seen a Learning Mentor 6 or more times	N
		%	%	%	%	
<b>Live with mother</b>	No	72	10	11	8	<b>817</b>
	Yes	78	8	8	5	<b>10,185</b>
<b>Total</b>		<b>78</b>	<b>8</b>	<b>8</b>	<b>5</b>	<b>11,002</b>
<b>Live with father</b>	No	76	8	9	6	<b>3,460</b>
	Yes	78	8	8	5	<b>7,542</b>
<b>Total</b>		<b>78</b>	<b>8</b>	<b>8</b>	<b>5</b>	<b>11,002</b>
<b>Number of books in home</b>	Few	72	10	10	7	<b>1,620</b>
	Some	78	8	8	5	<b>2,818</b>
	Many	79	8	8	5	<b>6,231</b>
<b>Total</b>		<b>78</b>	<b>8</b>	<b>8</b>	<b>5</b>	<b>10,669</b>
<b>Mother's education – highest achieved</b>	Secondary school	77	9	9	5	<b>2,460</b>
	College	77	8	9	5	<b>1,903</b>
	University	76	9	8	6	<b>1,802</b>
<b>Total</b>		<b>77</b>	<b>9</b>	<b>9</b>	<b>5</b>	<b>6,165</b>
<b>Father's education – highest achieved</b>	Secondary school	78	8	8	5	<b>2,265</b>
	College	76	10	10	4	<b>1,511</b>
	University	79	8	8	5	<b>1,711</b>
<b>Total</b>		<b>78</b>	<b>9</b>	<b>9</b>	<b>5</b>	<b>5,487</b>
<b>Mother's employment status</b>	In full-time work	78	9	8	5	<b>3,916</b>
	In part-time work	79	9	8	5	<b>3,171</b>
	Not in work	77	8	9	6	<b>3,013</b>
<b>Total</b>		<b>78</b>	<b>8</b>	<b>8</b>	<b>5</b>	<b>10,100</b>
<b>Father's employment status</b>	In full-time work	79	9	8	4	<b>6,342</b>
	In part-time work	78	9	8	6	<b>1,198</b>
	Not in work	75	8	10	8	<b>1,364</b>
<b>Total</b>		<b>78</b>	<b>8</b>	<b>8</b>	<b>5</b>	<b>8,904</b>

*Due to rounding, percentages may not sum to 100*

*Source: NFER surveys of Year 7 students 2002*

**Table 3.7 Year 8: Family background**

<b>Background characteristic</b>		<b>Not seen a Learning Mentor</b>	<b>Seen a Learning Mentor once</b>	<b>Seen a Learning Mentor 2–5 times</b>	<b>Seen a Learning Mentor 6 or more times</b>	<b>N</b>
		<b>%</b>	<b>%</b>	<b>%</b>	<b>%</b>	
<b>Live with mother</b>	No	74	7	9	11	<b>856</b>
	Yes	84	5	7	5	<b>9,062</b>
<b>Total</b>		<b>83</b>	<b>5</b>	<b>7</b>	<b>5</b>	<b>9,918</b>
<b>Live with father</b>	No	79	6	8	7	<b>3,423</b>
	Yes	85	5	6	4	<b>6,495</b>
<b>Total</b>		<b>83</b>	<b>5</b>	<b>7</b>	<b>5</b>	<b>9,918</b>
<b>Number of books in home</b>	Few	77	7	9	7	<b>1,804</b>
	Some	83	5	6	5	<b>2,517</b>
	Many	85	4	6	4	<b>5,212</b>
<b>Total</b>		<b>83</b>	<b>5</b>	<b>7</b>	<b>5</b>	<b>9,533</b>
<b>Mother's education – highest achieved</b>	Secondary school	81	6	8	5	<b>2,375</b>
	College	85	5	6	4	<b>1,861</b>
	University	83	6	7	4	<b>1,490</b>
<b>Total</b>		<b>83</b>	<b>6</b>	<b>7</b>	<b>5</b>	<b>5,726</b>
<b>Father's education – highest achieved</b>	Secondary school	82	6	7	5	<b>2,176</b>
	College	84	6	6	4	<b>1,345</b>
	University	84	5	6	5	<b>1,564</b>
<b>Total</b>		<b>83</b>	<b>6</b>	<b>7</b>	<b>5</b>	<b>5,085</b>
<b>Mother's employment status</b>	In full-time work	85	5	6	4	<b>3,732</b>
	In part-time work	84	5	7	4	<b>2,560</b>
	Not in work	80	5	8	7	<b>2,603</b>
<b>Total</b>		<b>83</b>	<b>5</b>	<b>7</b>	<b>5</b>	<b>8,895</b>
<b>Father's employment status</b>	In full-time work	85	5	6	4	<b>5,574</b>
	In part-time work	82	5	8	5	<b>859</b>
	Not in work	79	6	8	7	<b>1,176</b>
<b>Total</b>		<b>84</b>	<b>5</b>	<b>6</b>	<b>5</b>	<b>7,609</b>

*Due to rounding, percentages may not sum to 100*

*Source: NFER surveys of Year 8 students 2002*

**Table 3.8 Year 9: Family background**

<b>Background characteristic</b>		<b>Not seen a Learning Mentor</b>	<b>Seen a Learning Mentor once</b>	<b>Seen a Learning Mentor 2–5 times</b>	<b>Seen a Learning Mentor 6 or more times</b>	<b>N</b>
		<b>%</b>	<b>%</b>	<b>%</b>	<b>%</b>	
<b>Live with mother</b>	No	74	11	8	7	<b>789</b>
	Yes	82	7	6	5	<b>8,375</b>
<b>Total</b>		<b>81</b>	<b>7</b>	<b>7</b>	<b>5</b>	<b>9,164</b>
<b>Live with father</b>	No	78	8	8	6	<b>3,067</b>
	Yes	83	7	6	4	<b>6,097</b>
<b>Total</b>		<b>81</b>	<b>7</b>	<b>7</b>	<b>5</b>	<b>9,164</b>
<b>Number of books in home</b>	Few	78	9	7	6	<b>1,987</b>
	Some	82	6	7	5	<b>2,395</b>
	Many	83	7	6	4	<b>4,403</b>
<b>Total</b>		<b>82</b>	<b>7</b>	<b>7</b>	<b>5</b>	<b>8,785</b>
<b>Mother's education – highest achieved</b>	Secondary school	81	8	6	5	<b>2,613</b>
	College	83	6	7	4	<b>1,760</b>
	University	81	7	7	5	<b>1,334</b>
<b>Total</b>		<b>82</b>	<b>7</b>	<b>7</b>	<b>5</b>	<b>5,707</b>
<b>Father's education – highest achieved</b>	Secondary school	81	8	6	5	<b>2,441</b>
	College	83	6	7	5	<b>1,318</b>
	University	83	7	5	5	<b>1,368</b>
<b>Total</b>		<b>82</b>	<b>7</b>	<b>6</b>	<b>5</b>	<b>5,127</b>
<b>Mother's employment status</b>	In full-time work	82	7	6	5	<b>3,600</b>
	In part-time work	82	7	7	4	<b>2,203</b>
	Not in work	82	6	6	5	<b>2,418</b>
<b>Total</b>		<b>82</b>	<b>7</b>	<b>6</b>	<b>5</b>	<b>8,221</b>
<b>Father's employment status</b>	In full-time work	83	7	6	4	<b>5,282</b>
	In part-time work	81	7	7	5	<b>713</b>
	Not in work	80	8	7	5	<b>1,026</b>
<b>Total</b>		<b>82</b>	<b>7</b>	<b>6</b>	<b>5</b>	<b>7,021</b>

*Due to rounding, percentages may not sum to 100*

*Source: NFER surveys of Year 9 students 2002*

**Table 3.9 Year 10: Family background**

<b>Background characteristic</b>		<b>Not seen a Learning Mentor</b>	<b>Seen a Learning Mentor once</b>	<b>Seen a Learning Mentor 2–5 times</b>	<b>Seen a Learning Mentor 6 or more times</b>	<b>N</b>
		<b>%</b>	<b>%</b>	<b>%</b>	<b>%</b>	
<b>Live with mother</b>	No	79	5	8	7	<b>1,067</b>
	Yes	86	4	6	4	<b>9,632</b>
<b>Total</b>		<b>85</b>	<b>4</b>	<b>6</b>	<b>5</b>	<b>10,699</b>
<b>Live with father</b>	No	81	5	7	7	<b>3,656</b>
	Yes	87	4	5	3	<b>7,043</b>
<b>Total</b>		<b>85</b>	<b>4</b>	<b>6</b>	<b>5</b>	<b>10,699</b>
<b>Number of books in home</b>	Few	81	6	7	6	<b>2,037</b>
	Some	86	4	6	4	<b>2,708</b>
	Many	86	4	5	4	<b>5,447</b>
<b>Total</b>		<b>85</b>	<b>4</b>	<b>6</b>	<b>4</b>	<b>10,192</b>
<b>Mother's education – highest achieved</b>	Secondary school	86	5	5	4	<b>3,456</b>
	College	85	4	6	4	<b>1,979</b>
	University	85	4	6	4	<b>1,610</b>
<b>Total</b>		<b>85</b>	<b>4</b>	<b>6</b>	<b>4</b>	<b>7,045</b>
<b>Father's education – highest achieved</b>	Secondary school	85	4	6	5	<b>3,159</b>
	College	85	6	6	3	<b>1,626</b>
	University	89	3	4	4	<b>1,734</b>
<b>Total</b>		<b>86</b>	<b>4</b>	<b>6</b>	<b>4</b>	<b>6,519</b>
<b>Mother's employment status</b>	In full-time work	86	4	6	4	<b>4,260</b>
	In part-time work	87	5	5	3	<b>2,273</b>
	Not in work	84	4	6	5	<b>2,879</b>
<b>Total</b>		<b>85</b>	<b>4</b>	<b>6</b>	<b>4</b>	<b>9,412</b>
<b>Father's employment status</b>	In full-time work	87	4	5	4	<b>5,987</b>
	In part-time work	83	6	6	4	<b>712</b>
	Not in work	83	5	7	5	<b>1,382</b>
<b>Total</b>		<b>86</b>	<b>4</b>	<b>6</b>	<b>4</b>	<b>8,081</b>

*Due to rounding, percentages may not sum to 100*

*Source: NFER surveys of Year 10 students 2002*

**Table 3.10 Year 11: Family background**

<b>Background characteristic</b>		<b>Not seen a Learning Mentor</b>	<b>Seen a Learning Mentor once</b>	<b>Seen a Learning Mentor 2–5 times</b>	<b>Seen a Learning Mentor 6 or more times</b>	<b>N</b>
		<b>%</b>	<b>%</b>	<b>%</b>	<b>%</b>	
<b>Live with mother</b>	No	62	12	16	10	<b>711</b>
	Yes	67	13	14	6	<b>6,909</b>
<b>Total</b>		<b>67</b>	<b>13</b>	<b>14</b>	<b>6</b>	<b>7,620</b>
<b>Live with father</b>	No	63	13	15	8	<b>2,459</b>
	Yes	68	13	13	5	<b>5,161</b>
<b>Total</b>		<b>67</b>	<b>13</b>	<b>14</b>	<b>6</b>	<b>7,620</b>
<b>Number of books in home</b>	Few	65	12	15	7	<b>1,485</b>
	Some	66	12	15	7	<b>1,960</b>
	Many	68	13	13	6	<b>3,896</b>
<b>Total</b>		<b>67</b>	<b>13</b>	<b>14</b>	<b>6</b>	<b>7,341</b>
<b>Mother's education – highest achieved</b>	Secondary school	68	12	13	7	<b>3,231</b>
	College	69	12	14	5	<b>1,464</b>
	University	65	15	13	6	<b>948</b>
<b>Total</b>		<b>67</b>	<b>13</b>	<b>14</b>	<b>6</b>	<b>5,643</b>
<b>Father's education – highest achieved</b>	Secondary school	68	12	14	6	<b>3,081</b>
	College	68	14	12	6	<b>1,141</b>
	University	66	15	14	6	<b>1,018</b>
<b>Total</b>		<b>68</b>	<b>13</b>	<b>13</b>	<b>6</b>	<b>5,240</b>
<b>Mother's employment status</b>	In full-time work	66	13	14	6	<b>3,423</b>
	In part-time work	70	12	12	6	<b>1,716</b>
	Not in work	66	13	15	7	<b>1,761</b>
<b>Total</b>		<b>67</b>	<b>13</b>	<b>14</b>	<b>6</b>	<b>6,900</b>
<b>Father's employment status</b>	In full-time work	68	13	14	5	<b>4,688</b>
	In part-time work	63	16	14	7	<b>343</b>
	Not in work	66	11	14	9	<b>885</b>
<b>Total</b>		<b>68</b>	<b>13</b>	<b>14</b>	<b>6</b>	<b>5,916</b>

*Due to rounding, percentages may not sum to 100*

*Source: NFER surveys of Year 11 students 2002*

Across all the year groups, students who did not live with their mother were more likely to have seen a Learning Mentor than would be expected given the overall profile of mentored students. In Years 8 and 11, students who did not live with their father also tended to be more likely to have met with a Learning Mentor. The surveys reported here also suggest that students with few books at home were more likely to see a Learning Mentor than students with more books at home.

### 3.3 Prior attainment of Students who had seen a Learning Mentor

Tables 3.11 to 3.13 detail the attainment at the end of key stage 2 of students in Years 7, 8 and 9 in 2002/03, and Tables 3.14 to 3.15 detail the attainment of students in Years 10 and 11 at the end of key stage 3.

**Table 3.11 Year 7: Attainment**

Attainment		Not seen a Learning Mentor	Seen a Learning Mentor once	Seen a Learning Mentor 2–5 times	Seen a Learning Mentor 6 or more times	N
		%	%	%	%	
<b>KS2 English</b>	Below level 4	67	10	12	11	<b>2,804</b>
	At or above level 4	81	8	7	4	<b>8,198</b>
<b>Total</b>		78	8	8	5	<b>11,002</b>
<b>KS2 Maths</b>	Below level 4	71	10	11	9	<b>3,183</b>
	At or above level 4	81	8	7	4	<b>7,819</b>
<b>Total</b>		78	8	8	5	<b>11,002</b>
<b>KS2 Science</b>	Below level 4	71	10	11	8	<b>1,608</b>
	At or above level 4	79	8	8	5	<b>9,394</b>
<b>Total</b>		78	8	8	5	<b>11,002</b>

*All those students for whom NPD data were available*

*Due to rounding, percentages may not sum to 100*

*Source: NFER surveys of Year 7 students 2002 and NPD*

**Table 3.12 Year 8: Attainment**

<b>Attainment</b>		<b>Not seen a Learning Mentor</b>	<b>Seen a Learning Mentor once</b>	<b>Seen a Learning Mentor 2–5 times</b>	<b>Seen a Learning Mentor 6 or more times</b>	<b>N</b>
		<b>%</b>	<b>%</b>	<b>%</b>	<b>%</b>	
<b>KS2 English</b>	Below level 4	73	8	10	9	<b>2,749</b>
	At or above level 4	87	4	6	4	<b>7,169</b>
<b>Total</b>		83	5	7	5	<b>9,918</b>
<b>KS2 Maths</b>	Below level 4	75	7	9	9	<b>3,034</b>
	At or above level 4	87	4	6	4	<b>6,884</b>
<b>Total</b>		83	5	7	5	<b>9,918</b>
<b>KS2 Science</b>	Below level 4	72	8	10	10	<b>1,838</b>
	At or above level 4	85	5	6	4	<b>8,080</b>
<b>Total</b>		83	5	7	5	<b>9,918</b>

*All those students for whom NPD data were available*

*Due to rounding, percentages may not sum to 100*

*Source: NFER surveys of Year 8 students 2002 and NPD*

The tables reveal that students in Years 7 and 8 who had seen a Learning Mentor had achieved less well at key stage 2 than would be expected given the profile of attainment of the whole cohort. For example, 11 per cent of Year 7 students who had attained below level 4 in key stage 2 English had seen a Learning Mentor six or more times whereas, among the whole cohort, five per cent of students had met with a Learning Mentor this often. This difference is similar across students who had met with a Learning Mentor regardless of the number of times they had met.

These differences were less marked when the attainment at key stage 2 of students in Years 9 and at key stage 3 of students in Years 10 to 11 are examined, as can be seen in Tables 3.13 to 3.15.



**Table 3.13 Year 9: Attainment**

Attainment		Not seen a Learning Mentor	Seen a Learning Mentor once	Seen a Learning Mentor 2–5 times	Seen a Learning Mentor 6 or more times	N
		%	%	%	%	
<b>KS2 English</b>	Below level 4	76	9	8	7	<b>3,049</b>
	At or above level 4	84	6	6	4	<b>6,115</b>
<b>Total</b>		81	7	7	5	<b>9,164</b>
<b>KS2 Maths</b>	Below level 4	78	8	8	6	<b>3,084</b>
	At or above level 4	83	7	6	4	<b>6,080</b>
<b>Total</b>		81	7	7	5	<b>9,164</b>
<b>KS2 Science</b>	Below level 4	77	9	8	6	<b>2,333</b>
	At or above level 4	83	7	6	4	<b>6,831</b>
<b>Total</b>		81	7	7	5	<b>9,164</b>

*All those students for whom NPD data were available*

*Due to rounding, percentages may not sum to 100*

*Source: NFER surveys of Year 9 students 2002 and NPD*

**Table 3.14 Year 10: Attainment**

Attainment		Not seen a Learning Mentor	Seen a Learning Mentor once	Seen a Learning Mentor 2–5 times	Seen a Learning Mentor 6 or more times	N
		%	%	%	%	
<b>KS3 English</b>	Below level 5	79	6	8	8	<b>3,614</b>
	At or above level 5	88	4	5	3	<b>7,085</b>
<b>Total</b>		85	4	6	5	<b>10,699</b>
<b>KS3 Maths</b>	Below level 5	80	5	8	7	<b>3,794</b>
	At or above level 5	88	4	5	3	<b>6,905</b>
<b>Total</b>		85	4	6	5	<b>10,699</b>
<b>KS3 Science</b>	Below level 5	79	6	8	7	<b>3,936</b>
	At or above level 5	88	4	5	3	<b>6,763</b>
<b>Total</b>		85	4	6	5	<b>10,699</b>

*All those students for whom NPD data were available*

*Due to rounding, percentages may not sum to 100*

*Source: NFER surveys of Year 10 students 2002 and NPD*

**Table 3.15 Year 11: Attainment**

<b>Attainment</b>		<b>Not seen a Learning Mentor</b>	<b>Seen a Learning Mentor once</b>	<b>Seen a Learning Mentor 2–5 times</b>	<b>Seen a Learning Mentor 6 or more times</b>	<b>N</b>
		<b>%</b>	<b>%</b>	<b>%</b>	<b>%</b>	
<b>KS3 English</b>	Below level 5	66	12	15	8	<b>2,512</b>
	At or above level 5	67	13	14	6	<b>5,108</b>
<b>Total</b>		67	13	14	6	<b>7,620</b>
<b>KS3 Maths</b>	Below level 5	66	12	15	7	<b>2,681</b>
	At or above level 5	67	13	14	6	<b>4,939</b>
<b>Total</b>		67	13	14	6	<b>7,620</b>
<b>KS3 Science</b>	Below level 5	66	12	15	7	<b>3,152</b>
	At or above level 5	67	14	14	6	<b>4,468</b>
<b>Total</b>		67	13	14	6	<b>7,620</b>

*All those students for whom NPD data were available*

*Due to rounding, percentages may not sum to 100*

*Source: NFER surveys of Year 11 students 2002 and NPD*

There was an overall tendency for students who had attained level 5 or below to see a Learning Mentor. For example, eight per cent of those in Year 10 who attained below a level 5 at key stage 3 had seen a Learning Mentor six or more times, whereas five per cent of all students had seen a Learning Mentor six or more times. However, the differences were less marked than was the case among the Year 7 and 8 students and in Year 11, as can be seen in Table 3.15, students who had seen a Learning Mentor did not appear to have noticeably different attainment levels than those who had not see a Learning Mentor. For example, 66 per cent of those who attained below level 5 at key stage 3 had not seen a Learning Mentor and 67 per cent of all students had not seen a Learning Mentor.

The attainment levels of students who see a Learning Mentor suggest that in Years 7 and 8, Learning Mentors are supporting young people whose attainment is lower than their peers. However, this focus appears to occur less often in the higher year groups. Interviews with Learning Mentors and students have shown that Learning Mentors work with young people on a range of complex and individual needs in order to reduce their barriers to learning. While these students do not appear to differ notably from their peers in terms of their attainment in key stage assessments, it is not possible from this data to identify the potential that students have to attain higher than they are at present. It may be, therefore, that Learning Mentors are supporting these

young people to achieve their full potential. Some of the barriers to learning and achieving their full potential may be reflected in their attitudes, as outlined in Tables 3.16 to 3.20.

### 3.4 Student Attitudes towards School

**Table 3.16 Year 7: Attitudes to school<sup>1</sup>**

Attitude	Not seen a Learning Mentor (Mean score)	Seen a Learning Mentor once (Mean score)	Seen a Learning Mentor 2–5 times (Mean score)	Seen a Learning Mentor 6 or more times (Mean score)
Positive motivation	6.0	5.8	4.8	4.5
Effective school	48.0	49.7	49.2	49.9
Study skills/natural learner	7.3	7.4	7.1	7.1
Parental interest/more support	13.4	13.6	13.7	13.7
<b>N = 13,621</b>				

Source: NFER surveys of Year 7 students 2002

**Table 3.17 Year 8: Attitudes to school**

Attitude	Not seen a Learning Mentor (Mean score)	Seen a Learning Mentor once (Mean score)	Seen a Learning Mentor 2–5 times (Mean score)	Seen a Learning Mentor 6 or more times (Mean score)
Positive motivation	4.6	3.5	2.7	1.5
Effective school	70.9	72.0	71.8	70.3
Study skills/natural learner	10.3	10.3	10.1	9.7
Positive, partnership learning	3.9	3.2	3.4	2.8
Parental interest/more support	13.4	13.6	13.7	13.6
<b>N = 11,488</b>				

Source: NFER surveys of Year 8 students 2002

<sup>1</sup> Tables 3.16 to 3.20 summarise the mean scores on a number of attitude scales derived for the student surveys.

**Table 3.18 Year 9: Attitudes to school**

<b>Attitude</b>	<b>Not seen a Learning Mentor</b>	<b>Seen a Learning Mentor once</b>	<b>Seen a Learning Mentor 2–5 times</b>	<b>Seen a Learning Mentor 6 or more times</b>
	<b>(Mean score)</b>	<b>(Mean score)</b>	<b>(Mean score)</b>	<b>(Mean score)</b>
Positive motivation	4.4	3.6	3.0	0.5
Effective school	68.4	68.2	69.5	66.2
Study skills/natural learner	10.5	10.4	10.4	10.0
Positive, partnership learning	3.9	3.4	3.4	3.1
Parental interest/more support	13.1	13.4	13.2	13.1
<b>N = 10,564</b>				

*Source: NFER surveys of Year 9 students 2002*

In Years 7 to 9, students who had seen a Learning Mentor did not appear to differ noticeably from their peers in relation to their perception that their school was effective. Nor did their responses to the questionnaires indicate that they had less effective study skills, or lacked parental interest or support. However, across all three year groups, they appeared to be less motivated than their peers who had not seen a Learning Mentor. For example, students in Year 9 who had not met with a Learning Mentor scored an average of 4.4 in relation to their motivation, while those who had seen a Learning Mentor once scored 3.6 and the score was noticeably lower among those who had seen a Learning Mentor six or more times (0.5).

**Table 3.19 Year 10: Attitudes to school**

<b>Attitude</b>	<b>Not seen a Learning Mentor</b>	<b>Seen a Learning Mentor once</b>	<b>Seen a Learning Mentor 2–5 times</b>	<b>Seen a Learning Mentor 6 or more times</b>
	<b>(Mean score)</b>	<b>(Mean score)</b>	<b>(Mean score)</b>	<b>(Mean score)</b>
Good, supportive school	81.4	82.9	81.4	78.4
Well behaved	7.3	6.3	5.5	4.3
Study skills/natural learner	10.4	10.4	10.1	9.8
Support from school	3.3	3.2	3.0	2.7
Focus on exams	8.6	8.9	8.9	8.9
Supportive parents	9.7	10.0	10.0	9.5
<b>N = 12,045</b>				

*Source: NFER surveys of Year 10 students 2002*

**Table 3.20 Year 11: Attitudes to school**

<b>Attitude</b>	<b>Not seen a Learning Mentor</b>	<b>Seen a Learning Mentor once</b>	<b>Seen a Learning Mentor 2–5 times</b>	<b>Seen a Learning Mentor 6 or more times</b>
	<b>(Mean score)</b>	<b>(Mean score)</b>	<b>(Mean score)</b>	<b>(Mean score)</b>
Good, supportive school	83.0	83.5	85.2	81.9
Well behaved	8.0	8.0	7.9	5.9
Study skills/natural learner	10.6	10.6	10.6	10.3
Support from school	3.3	3.3	3.2	3.3
Focus on exams	8.7	8.7	9.0	9.1
Supportive parents	9.3	9.4	9.5	9.3
<b>N = 8,483</b>				

*Source: NFER surveys of Year 11 students 2002*

As can be seen in Tables 3.19 and 3.20, the students in Years 10 and 11 who had seen a Learning Mentor similarly did not differ greatly from their peers in many of their attitudes. They appeared to be similar, albeit slightly more negative in Year 10, in their perceptions of whether their school was good and supportive, and were similar in their views of whether the school provided sufficient support. In addition, they did not appear to differ noticeably in the extent to which they had study skills. However, in their responses relating to their behaviour, they had lower scores than their peers and the scores declined in relation to the number of times they had seen a Learning Mentor. For example, Year 10 students who did not see a Learning Mentor scored an average of 7.3 on a behaviour rating, whereas those who had seen a Learning Mentor once scored 6.3 and those who had seen a Learning Mentor six or more times scored 4.3.

These findings suggest that the students who meet with a Learning Mentor may be similar to their peers in many respects but they were noticeably less motivated and less well-behaved. The extent to which Learning Mentors were successful in supporting young people to overcome these attitudes which may present barriers to their learning, will be examined in depth through detailed multi-level model analyses which will be reported in the future.

#### 4. STUDENTS' EXPERIENCES OF LEARNING MENTORS

This Section explores students' experiences of meeting with Learning Mentors. It reports the proportions of students in each of the year groups who had talked to a Learning Mentor and the number of times they met with them, and presents young people's views on the helpfulness of Learning Mentors. Comparisons of the responses given to all three surveys are made where appropriate. However, it is worth noting that the students in each of the surveys were in different schools.

##### 4.1 Extent to which Students had talked to a Learning Mentor

This section presents the proportions of respondents who had met with a Learning Mentor, and reports the data for each of the year groups in turn, for all three years of the surveys.

**Table 4.1 Extent to which students had talked to a Learning Mentor: Year 7**

<b>Talked to a Learning Mentor</b>	<b>Since Sept 2000 %</b>	<b>Since Sept 2001 %</b>	<b>Since Sept 2002 %</b>
Yes	15	19	16
No	70	63	66
Not sure	13	15	14
No response	2	4	4
<b>N</b>	<b>11,962</b>	<b>13,621</b>	<b>15,449</b>

*A single response item*

*Due to rounding, percentages may not sum to 100*

*Source: Excellence in Cities Pupil Surveys 2001, 2002, 2003: Year 7*

Comparisons of the proportions of Year 7 students who had met with a Learning Mentor since they started Year 7, across the three surveys, revealed that there was a slight increase in the proportions of students who had spoken with a LM from the 2001 survey to the 2002 survey. However, this trend did not continue in 2003, which suggests that these schools were not increasingly focusing on using Learning Mentors to support transition into Year 7.

**Table 4.2**      **Extent to which students had talked to a Learning Mentor: Year 8**

<b>Talked to a Learning Mentor</b>	<b>Since Sept 2000 %</b>	<b>Since Sept 2001 %</b>	<b>Since Sept 2002 %</b>
Yes	14	15	18
No	70	72	70
Not sure	13	9	8
No response	3	4	4
<b>N</b>	<b>10,794</b>	<b>11,488</b>	<b>14,932</b>

*A single response item*

*Due to rounding, percentages may not sum to 100*

*Source: Excellence in Cities Pupil Surveys 2001, 2002, 2003: Year 8*

Across the three surveys, there was a slight increase in the proportions of Year 8 students who indicated that they had spoken with a Learning Mentor since they had started Year 8.

**Table 4.3**      **Extent to which students had talked to a Learning Mentor: Year 9**

<b>Talked to a Learning Mentor</b>	<b>Since Sept 2000 %</b>	<b>Since Sept 2001 %</b>	<b>Since Sept 2002 %</b>
Yes	12	17	16
No	75	71	73
Not sure	11	9	7
No response	2	4	4
<b>N</b>	<b>12,340</b>	<b>10,567</b>	<b>12,430</b>

*A single response item*

*Due to rounding, percentages may not sum to 100*

*Source: Excellence in Cities Pupil Surveys 2001, 2002, 2003: Year 9*

There was a slight increase in the proportions of Year 9 students who indicated that they had spoken with a Learning Mentor since they had started Year 9 from the 2001 survey to the 2002 survey, and this figure remained broadly similar in 2003.

**Table 4.4**      **Extent to which students had talked to a Learning Mentor: Year 10**

<b>Talked to a Learning Mentor</b>	<b>Since Sept 2000 %</b>	<b>Since Sept 2001 %</b>	<b>Since Sept 2002 %</b>
Yes	16	14	18
No	69	76	72
Not sure	12	7	6
No response	3	4	4
<b>N</b>	<b>7,695</b>	<b>12,045</b>	<b>11,943</b>

*A single response item*

*Due to rounding, percentages may not sum to 100*

*Source: Excellence in Cities Pupil Surveys 2001, 2002, 2003: Year 10*

There was a slight decrease in the proportion of Year 10 students who reported that they had met with a Learning Mentor from the 2001 to the 2002 survey, however, this increased in 2003.

**Table 4.5      Extent to which students had talked to a Learning Mentor: Year 11**

<b>Talked to a Learning Mentor</b>	<b>Since Sept 2000 %</b>	<b>Since Sept 2001 %</b>	<b>Since Sept 2002 %</b>
Yes	28	30	27
No	63	60	63
Not sure	7	7	6
No response	2	4	4
<b>N</b>	<b>8,809</b>	<b>8,483</b>	<b>12,116</b>

*A single response item*

*Due to rounding, percentages may not sum to 100*

*Source: Excellence in Cities Pupil Surveys 2001, 2002, 2003: Year 11*

There was a slight increase in the proportion of Year 11 students who reported that they had met with a Learning Mentor from the 2001 to the 2002 survey, however, this decreased in 2003.

In summary, although there was some slight variation in the proportions of young people who had met with a Learning Mentor across the three surveys, the proportions of students in Years 7 to 10 were broadly similar, at just under one-fifth of respondents. However, the proportions of Year 11 students who indicated that they had met with a Learning Mentor were much higher, with nearly one-third of respondents reporting this across all three years of the survey. This suggests that schools generally tended to focus much of their Learning Mentor resource on Year 11 students. Visits to schools suggested that this was in order to support them in their preparation for their GCSE exams by helping them to organise their work and manage a stressful time.

## **4.2      Degree of Exposure to Learning Mentors**

This section describes the number of times students from each of the five year groups had met with a Learning Mentor since the start of the academic year in which they were surveyed. It does not present the data for the 2000 survey because, in this year, the question was asked in a different format, and therefore, the responses are not directly comparable with the other two surveys.



**Table 4.6 Number of meetings with a Learning Mentor: Year 7**

<b>Number of meetings</b>	<b>2002 %</b>	<b>2003 %</b>
Once	37	31
2–3 times	27	24
4–5 times	10	12
6–10 times	6	7
More than 10 times	18	23
No response	3	2
<b>N</b>	<b>2,515</b>	<b>2,538</b>

*A single response item*

*Due to rounding, percentages may not sum to 100*

*A filter question: all those who indicated that they had seen a Learning Mentor*

*Source: Excellence in Cities Pupil Surveys 2002, 2003: Year 7*

**Table 4.7 Number of meetings with a Learning Mentor: Year 8**

<b>Number of meetings</b>	<b>2002 %</b>	<b>2003 %</b>
Once	29	32
2–3 times	27	26
4–5 times	12	11
6–10 times	8	8
More than 10 times	22	21
No response	3	2
<b>N</b>	<b>1,743</b>	<b>2,748</b>

*A single response item*

*Due to rounding, percentages may not sum to 100*

*A filter question: all those who indicated that they had seen a Learning Mentor*

*Source: Excellence in Cities Pupil Surveys 2002, 2003: Year 8*

**Table 4.8 Number of meetings with a Learning Mentor: Year 9**

<b>Number of meetings</b>	<b>2002 %</b>	<b>2003 %</b>
Once	37	31
2–3 times	23	24
4–5 times	10	11
6–10 times	8	9
More than 10 times	18	23
No response	4	2
<b>N</b>	<b>1,778</b>	<b>2,029</b>

*A single response item*

*Due to rounding, percentages may not sum to 100*

*A filter question: all those who indicated that they had seen a Learning Mentor*

*Source: Excellence in Cities Pupil Surveys 2002, 2003: Year 9*

**Table 4.9 Number of meetings with a Learning Mentor: Year 10**

<b>Number of meetings</b>	<b>2002 %</b>	<b>2003 %</b>
Once	29	31
2–3 times	25	30
4–5 times	12	12
6–10 times	9	7
More than 10 times	21	19
No response	4	1
<b>N</b>	<b>1,675</b>	<b>2,160</b>

*A single response item*

*Due to rounding, percentages may not sum to 100*

*A filter question: all those who indicated that they had seen a Learning Mentor*

*Source: Excellence in Cities Pupil Surveys 2002, 2003: Year 10*

**Table 4.10 Number of meetings with a Learning Mentor: Year 11**

<b>Number of meetings</b>	<b>2002 %</b>	<b>2003 %</b>
Once	38	33
2–3 times	31	29
4–5 times	11	14
6–10 times	7	8
More than 10 times	12	15
No response	1	1
<b>N</b>	<b>2,546</b>	<b>3,320</b>

*A single response item*

*Due to rounding, percentages may not sum to 100*

*A filter question: all those who indicated that they had seen a Learning Mentor*

*Source: Excellence in Cities Pupil Surveys 2002, 2003: Year 11*

Overall, the majority of students from each of the year groups reported that they had met with a Learning Mentor three times or less. This pattern was broadly similar across the two surveys. However, for Years 9 and 11, the proportions of students reporting this number of meetings decreased in the 2003 survey, whilst in Year 10 the proportion increased in 2003. It should be noted that students responded to the surveys in the spring term, therefore, they may have gone on to meet with their Learning Mentor on further occasions. However, these findings suggest that, for many students, a short intervention is all that is experienced and perhaps required.

The surveys suggested that there is a second group of young people for whom more sustained involvement with a Learning Mentor is required – around a fifth of respondents from Years 7 to 10 indicated that they had met a LM more than ten times.

This pattern was broadly similar across the two surveys. However, in Years 7 and 9, the proportions of students who had seen a Learning Mentor more than ten times increased slightly in 2003. The proportions of Year 11 students who indicated that they had met with a Learning Mentor more than ten times was much lower than in the other year groups, which suggests that Year 11 students were more likely to have a short intervention from a Learning Mentor rather than sustained involvement. However, as outlined in Section 3, students who have seen a Learning Mentor six or more times were not noticeably different, in terms of a range of characteristics, from their peers who saw a Learning Mentor fewer times.

### 4.3 Students' Views on the Helpfulness of Learning Mentors

Students' views on whether meeting with a Learning Mentor was helpful are presented in this section. Again, the data for each of the year groups, for each of the three surveys, is presented separately.

**Table 4.11 Students' views on the helpfulness of Learning Mentors: Year 7**

<b>It helped to see a Learning Mentor</b>	<b>2001 %</b>	<b>2002 %</b>	<b>2003 %</b>
Yes	70	65	67
No	11	12	13
Not sure	16	21	18
No response	3	3	3
<b>N</b>	<b>1,760</b>	<b>2,515</b>	<b>2,538</b>

*A single response item*

*Due to rounding, percentages may not sum to 100*

*A filter question: all those who indicated that they had seen a Learning Mentor*

*Source: Excellence in Cities Pupil Surveys 2001, 2002, 2003: Year 7*

**Table 4.12 Students' views on the helpfulness of Learning Mentors: Year 8**

<b>It helped to see a Learning Mentor</b>	<b>2001 %</b>	<b>2002 %</b>	<b>2003 %</b>
Yes	67	66	69
No	15	14	13
Not sure	15	14	14
No response	3	7	4
<b>N</b>	<b>1,469</b>	<b>1,743</b>	<b>2,748</b>

*A single response item*

*Due to rounding, percentages may not sum to 100*

*A filter question: all those who indicated that they had seen a Learning Mentor*

*Source: Excellence in Cities Pupil Surveys 2001, 2002, 2003: Year 8*

**Table 4.13 Students' views on the helpfulness of Learning Mentors: Year 9**

<b>It helped to see a Learning Mentor</b>	<b>2001 %</b>	<b>2002 %</b>	<b>2003 %</b>
Yes	69	67	70
No	15	14	13
Not sure	13	13	14
No response	3	6	3
<b>N</b>	<b>1,444</b>	<b>1,778</b>	<b>2,029</b>

*A single response item*

*Due to rounding, percentages may not sum to 100*

*A filter question: all those who indicated that they had seen a Learning Mentor*

*Source: Excellence in Cities Pupil Surveys 2001, 2002, 2003: Year 9*

**Table 4.14 Students' views on the helpfulness of Learning Mentors: Year 10**

<b>It helped to see a Learning Mentor</b>	<b>2001 %</b>	<b>2002 %</b>	<b>2003 %</b>
Yes	68	67	67
No	15	16	19
Not sure	14	14	13
No response	3	3	1
<b>N</b>	<b>1,262</b>	<b>1,675</b>	<b>2,160</b>

*A single response item*

*Due to rounding, percentages may not sum to 100*

*A filter question: all those who indicated that they had seen a Learning Mentor*

*Source: Excellence in Cities Pupil Surveys 2001, 2002, 2003: Year 10*

**Table 4.15 Students' views on the helpfulness of Learning Mentors: Year 11**

<b>It helped to see a Learning Mentor</b>	<b>2001 %</b>	<b>2002 %</b>	<b>2003 %</b>
Yes	68	70	71
No	18	16	16
Not sure	12	13	13
No response	1	1	1
<b>N</b>	<b>2,459</b>	<b>2,546</b>	<b>3,320</b>

*A single response item*

*Due to rounding, percentages may not sum to 100*

*A filter question: all those who indicated that they had seen a Learning Mentor*

*Source: Excellence in Cities Pupil Surveys 2001, 2002, 2003: Year 11*

Overall, most of the students who had met with a Learning Mentor reported that they had found them helpful, and the proportions stating this were broadly similar among all five year groups of students. There was, however, some slight variation in the proportions of students who found Learning Mentors helpful across the three surveys.

– in Year 7, the proportions of students who found Learning Mentors helpful were lower in the 2002 and 2003 surveys than in 2001, whilst in Years 8 and 11, the proportions increased across the three surveys.

It is not possible to identify from the surveys in what ways students found the Learning Mentors helpful. However, the case-study report (Golden *et al.*, 2002) identified benefits to students in the following areas:

- ♦ academic achievement and quality of students' school work
- ♦ personal development
- ♦ attitudes to school
- ♦ relationships with teachers and other students.

#### **4.3.1 Post-16 surveys**

Young people who had been in Year 11 during the 2001 and 2002 surveys were surveyed again in the following spring term in order to explore their transition post-16. Just over a third (36 per cent) of respondents to the 2002 post-16 survey reported that they had spoken to a Learning Mentor when they were in Year 11 at school, and of these young people, 66 per cent indicated that this experience had been useful. In the 2003 post-16 survey, a higher proportion of young people (43 per cent) reported that they had met with a Learning Mentor when they were in Year 11, and 67 per cent of these stated that they found this useful.

In these post-16 surveys, young people were also asked who, if anyone, they had discussed further and higher education with. In the 2002 survey, one-fifth of respondents indicated that they had talked to a Learning Mentor about further education and 60 per cent of these young people had found this useful. Only four per cent had talked to a Learning Mentor about higher education, although 60 per cent found this discussion useful. In the 2003 survey, a quarter of young people reported that they had talked to a Learning Mentor about further education, and nearly two-thirds stated that they had found this useful. Nine per cent of respondents indicated that they had talked to a Learning Mentor about higher education, and 64 per cent stated that this had been useful. This change between the two surveys may indicate Learning Mentors increasingly discussing post-16 options and transition issues with the young people they support.

Further analysis of the 2002 post-16 survey suggested that seeing a Learning Mentor in Year 11 had no effect on young people's post-16 transition, as there was no

difference between those who had made a positive transition (continuing in further education, undertaking training or a job with training), and those who had made a negative transition (for example, in a job without training, unemployed). However, there did appear to be a relationship between seeing a Learning Mentor in Year 11 and young people's intended post-18 plans. Statistical comparisons of young people with different post-18 intended destinations revealed that students who planned to go into further education or employment at age 18 were more likely than those who intended to go to university to have spoken to a Learning Mentor about further education when they were in Year 11 at school.

## 5. CONCLUSION

The surveys of EiC school senior managers, teachers and students which were undertaken between 2000 and 2003 revealed that Learning Mentors had been largely well received by schools. Half of school managers said that this Strand was a benefit and, together with the Gifted and Talented Strand, it was one of the most frequently identified benefits of involvement in EiC. In addition, most form teachers believed that it was important that young people should have access to a trained mentor.

Schools tended to target the use of Learning Mentors at individual pupils or groups of pupils but there was evidence of an increasing use of drop-in support to supplement this targeting. Learning Mentors were valued by most of those students with whom they worked. Around a fifth of young people in Years 7 to 10 had met with a Learning Mentor and in Year 11 just over a quarter had done so. Across the year groups and across the surveys, the majority (about two-thirds) of students had found their experience with a Learning Mentor to have been helpful. The outcomes of the Learning Mentor intervention will be explored further in future analyses.

In general, the characteristics of the students who had met with a Learning Mentor were not markedly different from those of their peers who did not meet with a Learning Mentor. However, it emerged that, across the year groups, students who had met with a Learning Mentor in 2001/2002 were more likely to be recognised for action on the register of SEN, to have been excluded in the recent past and to be less motivated and less well-behaved than their peers. Moreover, students in Years 7 and 8 had lower prior attainment levels than their peers who had not seen a Learning Mentor. Nevertheless, it appears that Learning Mentors work with students who may not be noticeably different from their peers in many respects but whose need for further support in order to minimise their individual barriers to learning is recognised by the professional judgement of school staff and Learning Mentors.

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