ISRCTN08354937 https://doi.org/10.1186/ISRCTN08354937

Let's Think Secondary Science: testing a cognitive development programme for science

Submission date 14/08/2014	**Recruitment status** No longer recruiting	[_] Prospectively registered [_] Protocol
Registration date 13/10/2014	**Overall study status** Completed	[_] Statistical analysis plan [X] Results
Last Edited 11/08/2017	**Condition category** Other	[_] Individual participant data

Plain English Summary
Background and study aims
This study assesses the effectiveness of Lets Think Secondary Science (LTSS), a series of 19 science lessons taught alongside normal science lessons to students in Year 7 and through into Year 8. They are designed to help pupils improve their thinking skills as well as their science achievement. This study is conducted across two years with 2013/14 Year 7 classes in 50 secondary schools in England.

Who can participate?
Schools with a Year 7 and Year 8 in Yorkshire/North East, Midlands and South West

What does the study involve?
Schools are randomly allocated to either use Lets Think Secondary Science starting in September 2013 and ending in June 2015, or to be a comparison school teaching science as usual. After June 2015, all participating schools, including the comparison schools, are able to use Lets Think Secondary Science if they wish. At the end of the two years, students complete assessments in Science, English, Maths and thinking skills. Teachers either undergo training and school visits to support them in using LTSS lessons, or teach science as usual in the control schools. LTSS teachers also receive in-school support from a member of the senior management team and peer-to-peer support.

What are the possible benefits and risks of participating?
All Year 7 science teachers at each intervention school receive professional development sessions in science teaching, and a set of science lesson plans and resources. This opportunity is also given to science teachers at the control schools after the two-year study period finishes.

Where is the study run from?
Institute for Effective Education, University of York (UK)

When is the study starting and how long is it expected to run for?
May 2013 to July 2015

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

Who is the main contact?
Dr Pam Hanley
pam.hanley@york.ac.uk

Study website
http://educationendowmentfoundation.org.uk/projects/cognitive-acceleration-through-science-education-case-lets-think-forum/

Contact information

Type(s)
Scientific

Contact name
Dr Pam Hanley

Contact details
Institute for Effective Education
Berrick Saul Building
University of York
York
United Kingdom
YO10 5DD
-
pam.hanley@york.ac.uk

Additional identifiers

EudraCT/CTIS number

IRAS number

ClinicalTrials.gov number

Secondary identifying numbers
N/A

Study information

Scientific Title
Let's Think Secondary Science: testing a cognitive development programme for science: a cluster randomised controlled trial

Acronym
LTSS

Study hypothesis

The use of a set of 19 science lessons based on Cognitive Acceleration through Science Education principles across the first two years of secondary school will have a positive impact on students' science attainment and their attainment in English, Maths and thinking skills.

Ethics approval required
Old ethics approval format

Ethics approval(s)
The Education Ethics Committee, University of York, 20/08/2013

Study design
Cluster randomised controlled trial

Primary study design
Interventional

Secondary study design
Cluster randomised trial

Study setting(s)
School

Study type(s)
Other

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

Condition
Science education

Interventions
Random allocation at school level stratified by region (three regions involved).

Science teachers in the treatment group will undergo training and deliver LTSS lessons to their 2013/14 cohort of students. Teachers in the control schools will teach science as usual.

Intervention Type
Other

Phase
Not Applicable

Primary outcome measure
Science assessment based on curriculum and age-appropriate questions from pre-existing KS3 SATs tests.
Schools will be asked to administer the post-test measures in June 2015

Secondary outcome measures

1. GL Assessments Progress in Maths
2. GL Assessments Progress in English
3. GL Assessments Cognitive Abilities Test (CAT4)
Schools will be asked to administer the post-test measures in June 2015

Overall study start date
01/05/2013

Overall study end date
30/07/2015

Eligibility

Participant inclusion criteria
Schools with a Year 7 and Year 8 in Yorkshire/North East; Midlands; South West

Participant type(s)
Other

Age group
Child

Sex
Both

Target number of participants
50 schools (c17 per region)

Participant exclusion criteria
1. Children in eligible year group in eligible schools whose parents do not wish them to take part
2. Children who start the school after spring term 2014 (i.e., miss more than four terms of LTSS lessons)

Recruitment start date
01/05/2013

Recruitment end date
30/07/2015

Locations

Countries of recruitment
England

United Kingdom

Study participating centre

University of York
York
United Kingdom
YO10 5DD

Sponsor information

Organisation
Education Endowment Foundation (UK)

Sponsor details
9th Floor
Millbank Tower
21-24 Millbank
London
United Kingdom
SW1P 4QP
+44 (0) 207 802 1676
info@eefoundation.org.uk

Sponsor type
Government

Website
http://educationendowmentfoundation.org.uk/

ROR
https://ror.org/03bhd6288

Funder(s)

Funder type
Government

Funder Name
Education Endowment Foundation (UK)

Results and Publications

Publication and dissemination plan
Not provided at time of registration

Intention to publish date

Individual participant data (IPD) sharing plan

IPD sharing plan summary

Not provided at time of registration

Study outputs

Output type	Details	Date created	Date added	Peer reviewed?	Patient-facing?
Funder report results	results			No	No