

Sparx Maths — RAND Europe and Cambridge Find Active Use, Not Mere Access, Tracks Maths Gains

AI in Education · Good practice · United Kingdom

Quality score: 60/100

Evidence strength: Moderate

Summary

Independent RAND Europe/Cambridge analysis of 3,956 Year 7–8 pupils in 14 English schools: active work on Sparx Maths at the recommended 1 hour/week was associated with ~0.3 of a GCSE grade, but access alone showed no effect.

Key dimensions

Dimension	Score
Evidence of learning impact	2/3
Equity & inclusion	1/3
Transparency, ethics & data protection	2/3
Teacher capability & pedagogy	2/3
Scalability & sustainability	2/3

Evaluated by C-NAPSE

Data sources

[C-NAPSE web research](#) — accessed 2026-09-30

[Sparx Learning; RAND Europe; University of Cambridge Faculty of Education](#) — accessed 2026-09-30

[Cambridge Faculty of Education evaluation page](#) — accessed 2026-09-30

[RAND Europe project page](#) — accessed 2026-09-30

[Sparx Maths introduction](#) — accessed 2026-09-30

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