

REF Publications Report: Professor Pamela Sammons (2014-2020)
Department of Education University of Oxford

FULL LIST OF PUBLICATIONS 2014-2020

Articles Published

Ertesvag, S., **Sammons, P.** & Blossing, U. (2020) Integrating data in a complex mixed methods classroom interaction study *British Educational Research Journal* Vol. __, No. __, __ 2020, pp. __–__ DOI: 10.1002/berj.3678

Sylva, K., **Sammons, P.**, Melhuish, E., Siraj, I., & Taggart, B. (2020) Developing 21st century skills in early childhood: the contribution of process quality to self-regulation and pro-social behaviour, *Zeitschrift fur Erziehungswissenschaft (ZfE)*, 3, 465-484

Lindorff, A., Jensch, A., Walkington, C., Kaiser, G. & **Sammons, P.** (2020) Hybrid content-specific and generic approaches to classroom observation: Possibilities and practicalities. *Studies in Educational Evaluation*. Vol 67
DOI: [10.1016/j.stueduc.2020.100919](https://doi.org/10.1016/j.stueduc.2020.100919)

Collie, R.J., Malmberg, L.-E., Martin, A.J., **Sammons, P.**, & Morin, A.J.S. (2020). A multilevel person-centered examination of teachers' workplace demands and resources: Links with work-related well-being. *Frontiers in Psychology*, 11, 626. DOI: 10.3389/fpsyg.2020.00626

Hall, J., Malmberg, L. E., Lindorff, A., Baumann, N., & **Sammons, P.** (2020). Airbag moderation: the definition and statistical implementation of a new methodological model. *International Journal of Research and Method in Education*, 1-17.
doi: [10.1080/1743727X.2020.1735334](https://doi.org/10.1080/1743727X.2020.1735334)

Lehrl, S., Evangelou, M., & **Sammons, P.** (2020) The home learning Environment and its role in shaping children's development, *School Effectiveness and School Improvement*, Vol. 31, No 1, pp 1-6. <https://www.tandfonline.com/doi/full/10.1080/09243453.2020.1693487>

Toth, K., **Sammons, P.**, Sylva, K., Melhuish, E., Siraj, I. & Taggart, b. (2019) Home learning environments across time: the role of the early years HLE and background in predicting HLE at later ages, *School Effectiveness and School Improvement*,
doi.org/10.1080/09243453.2019.1618348

Lindorff, A., Hall, J., & **Sammons, P.** (2019) Investigating a Singapore-Based Mathematics Textbook and Teaching Approach in Classrooms in England, *Frontiers in Education*, Vol 4, article 37 doi:10.3389/feduc.2019.00037

Hall, J., **Sammons, P.**, Smees, R., Sylva, K., Evangelou, M., Goff, J., Smith, T. & Smith, G. (2019): Relationships between families' use of Sure Start Children's Centres, changes in home learning environments, and preschool behavioural disorders, *Oxford Review of Education*, DOI: 10.1080/03054985.2018.1551195

Sammons, P., Kington, A., Lindorff, A., Ortega, L. (2018) It ain't (only) what you do, it's the way that you do it': A mixed method approach to the study of inspiring teachers, *Review of Education Review of Education*, Vol. 6, No. 3, October 2018, pp. 303–356, DOI:

10.1002/rev3.3141

Davis-Singaravelu, S., & **Sammons, P.** (2019) Are we there yet? A Multimethod study of the Oxford University Pathways to school improvement, *Review of Education* Vol. 7 No. 1, pp185-231. [7https://onlinelibrary.wiley.com/doi/abs/10.1002/rev3.3138](https://onlinelibrary.wiley.com/doi/abs/10.1002/rev3.3138)

Ortega, L., Malmberg, L., & **Sammons, P.** (2018). Teacher effects on Chilean children's achievement growth: a cross-classified multiple membership accelerated growth curve model, *Educational Evaluation and Policy Analysis*, Vol. 40, Issue 3, pp 473-501 <https://journals.sagepub.com/doi/10.3102/0162373718781960>

Ortega, L., Malmberg, L., & **Sammons, P.** (2018). School effects on Chilean children's achievement growth in language and mathematics: An accelerated growth curve model, *School Effectiveness and School Improvement*, Vol. 29, Issue 2, 308-337. <https://www.tandfonline.com/doi/full/10.1080/09243453.2018.1443945>

Lindorff, A. & **Sammons, P.** (2018) Going beyond structured observations: Looking at classroom practice through a mixed method lens, *ZDM Mathematics Education* 50, 521-534, published online. <https://doi.org/10.1007/s11858-018-0915-7>

Muijs, D., Reynolds, D, **Sammons, P.** Kyriakides, L. & Creemers, B. (2018) Assessing individual lessons using a generic teacher observation instrument: how useful is the International System for Teacher Observation and Feedback (ISTOF)? *ZDM Mathematics Education* 50, 395-406, published online <https://link.springer.com/article/10.1007/s11858-018-0921-9>

Smees, R. & **Sammons, P.** (2017) What role does the home learning environment play in supporting good child development in the early years and positive outcomes in later life?, *Action for Children Think Piece*, pp1-6, <https://www.actionforchildren.org.uk/media/9370/hle-think-piece.pdf>

Sammons, P., Toth, K., & Sylva, K. (2017) The Drivers of Academic Success for 'Bright' but Disadvantaged Students: A Longitudinal study of AS and A-Level Outcomes in England, *Studies in Educational Evaluation*, invited contribution for special issue on Equity in Educational Effectiveness, published online 31 October 2017 <https://doi.org/10.1016/j.stueduc.2017.10.004>

**** William T. Davis Outstanding Paper Award 2017 for Educational Administration Quarterly**

****Day, C., Gu, Q., & Sammons, P.** (2016) The Impact of Leadership on Student Outcomes: How Successful School Leaders Use Transformational and Instructional Strategies to Make a Difference, *Educational Administration Quarterly*, Vol. 52, Issu. 2, pp 221-258. <http://journals.sagepub.com/doi/pdf/10.1177/0013161X15616863>
<http://www.ucea.org/opportunities/william-j-davis-award/>

##Emerald Literati Outstanding Paper Award 2016 for Journal of Children's Services

##Sammons, P., Toth, K., Sylva, K., Melhuish, E., Siraj, I., & Taggart, B. (2015) The long-term role of the home learning environment in shaping students' academic attainment in secondary school, *Journal of Children's Services*, Vol. 10, No. 3, pp189-201.

<http://www.emeraldinsight.com/doi/full/10.1108/JCS-02-2015-0007> **** Emerald Literati Awards**

<http://www.emeraldgrouppublishing.com/authors/literati/awards.htm?year=2016&journal=jcs>

Sammons, P., Lindorff, A. Ortega, L. And Kington, A. (2016) Inspiring teaching: learning

from exemplary practitioners, *Journal of Professional Capital & Community* Vol. 1 Issu. 2, pp 124-144.

Hall, J., **Sammons, P.**, Sylva, K., Evangelou, M, Eisenstadt, N, Smith, T & Smith, G.(2016) Disadvantaged families at greatest risk from austerity cuts to children's centres, *BMJ* 2016; 352 doi: <https://doi.org/10.1136/bmj.i335> (Published 19 January 2016)

Hall, J. Eisenstadt, N. Sylva, K. Smith, T. **Sammons, P.** Smith, G. Evangelou, M. Goff, J. Tanner, E. Agur, M. Hussey, D. (2015). A review of the services offered by English Sure Start Children's Centres in 2011 and 2012. *Oxford Review of Education*, 41(1), 89-104 doi:10.1080/03054985.2014.1001731

Sammons, P., Davis, S., Gu, Q., & Day, C. (2014) Using mixed methods to investigate school improvement and the role of leadership: An example of a longitudinal study in England, *Journal of Educational Administration*, Vol. 52 No. 5, pp. 565-589.

Reynolds, D., **Sammons, P.**, De Fraine, B., Van Damme, J., Townsend, T., Teddlie, C. & Stringfield, S. (2014) Educational effectiveness research (EER): a state-of-the-art review, *School Effectiveness and School Improvement*, 25:2, 197-230.

Kington, A, Reed, N. & **Sammons, P.** (2014) Teachers' Constructs of Effective Classroom Practice: Variations across a career, *Research Papers in Education* 29 (5). pp. 534-556.

Baker, W., **Sammons, P.**, Siraj-Blatchford, I., Sylva, K., Melhuish, E., & Taggart, B. (2014) Aspirations, education and inequality in England: insights from the Effective Provision of Pre-school, Primary and Secondary Education Project, *Oxford Review of Education*, 40:5, 525-542, DOI: [10.1080/03054985.2014.953921](https://doi.org/10.1080/03054985.2014.953921)

Books/Edited Books# Chapters in books%

#Hall, J.E., Lindorff, A. & **Sammons P.** (Eds.) (2020) *International Perspectives in Educational Effectiveness Research*, Springer.

#Siraj, I., Taggart, B., **Sammons, P.**, Melhuish, E., Sylva, K., & Shepherd, D. (2019) *Teaching in Effective Primary Schools Research into Pedagogy and children's learning*, London: UCL IOE Press.

%**Sammons, P.** & Davis, S (2016) Mixed Methods approaches and their Application in Educational Research, Chapter 23 IN D. Wyse, N. Selwyn, E. Smith & L.E. Suter (EDs) *The BERA/SAGE Handbook of Educational Research* Volume 1, London: SAGE.

#Chapman, C., Muijs, D., Reynolds, D., **Sammons, P.** & Teddlie, C. (2016) (Eds) *The Routledge International Handbook of Educational Effectiveness and Improvement: Research, policy, and practice*, London: Routledge International Handbooks of Education. Pp. 1-572.

%**Sammons, P.**, Davis, S., & Gray, J. (2016) Methodological and Scientific Properties of School Effectiveness Research: Exploring the underpinnings, evolution and future directions of the field, Chapter 2 IN , *The Routledge International Handbook of Educational Effectiveness and Improvement: Research, policy, and practice*, London: Routledge International Handbooks of Education. pp. 25-76.

%**Sammons, P.** & Anders, Y. (2015) Researching Equity and Effectiveness in education: Examples from the UK and Germany, Chapter 7.5 pp 1289-1320, IN Smeyers, P., Bridges, D., Burbles, N. And Griffiths, M. (Eds.) *International Handbook of Interpretation in Educational Research*, Part 2, Springer International Handbooks of Education: Springer: Dordrecht.

#Kington, A., **Sammons, P.**, Regan,E., Brown, E., & Ko, J. with Buckler, S. (2014) *Effective Classroom Practice*, Maidenhead: McGraw Hill Open University Press.

#Siraj-Blatchford, I., Shepherd, D-L., **Sammons, P.**, Taggart., Melhuish, E. and Sylva, K. (2014) *Effective Teachers in primary Schools: key research on pedagogy and children's learning*. Stoke on Trent: Trentham Books.

Expert Report

Goldstein, H., Moss, G., **Sammons, P.**, Sinnott, G. & Gordon Stobart (2018) *A Baseline without Basis: The validity and utility of the proposed reception baseline assessment* Report by the BERA Expert Group on Assessment, <https://www.bera.ac.uk/publication/a-baseline-without-basis>

Published Lectures

Sammons, P. (2016) *What can we learn from students' reports of their secondary school experiences and their role in shaping academic outcomes at GCSE* Annual Lecture for Oxford University Centre for Educational Assessment, Ashmolean Museum Oxford, 24 May 2016.

<http://oucea.education.ox.ac.uk/wordpress/wp-content/uploads/2016/09/Sammons-lecture-May16.pdf>

Commissioned Research Reports

Ingram, J., Sammons, P. & Lindorff, A. (2018) *Observing effective mathematics teaching: A review of the literature*, Reading : Education Development Trust
<https://files.eric.ed.gov/fulltext/ED587049.pdf>

Hall, J., Lindorff, A. & **Sammons, P.** (2016) *Evaluation of the Impact and Implementation of Inspire Maths in Year 1 Classrooms in England*, Oxford: Department of Education University of Oxford & OUP.

<https://global.oup.com/education/mastery/?region=uk>

Sammons, P., Toth, K., & Sylva, K. (2016) *Believing in Better How Aspirations and Academic self Concept Shape Young People's Outcomes*, London: Sutton Trust.

<http://www.suttontrust.com/wp-content/uploads/2016/06/EPPSE-final-Believing-in-Better.pdf>

Sammons, P., Kington, A., Lindorff-Vijayendran, A. & Ortega, L. (2016) *Inspiring Teaching: What we can learn from exemplary practitioners*, Reading: CfBT.

https://www.educationdevelopmenttrust.com/~media/EDT/Reports/Research/2016/r-InspiringTeachers_Summary-2016.pdf

Sammons, P. , Toth, K. & Sylva, K.(2015a) *Subject to Background: What promotes better achievement by bright but disadvantaged students?* Report for the Sutton Trust October, London: Sutton Trust.

http://www.suttontrust.com/wp-content/uploads/2015/03/SUBJECT-TO-BACKGROUND_FULL-REPORT.pdf

Sammons, P. , Toth, K. & Sylva, K.(2015b) *Background to Success: Differences in A-Level Entries by ethnicity, neighbourhood and gender*, Report for the Sutton Trust, London: Sutton Trust.

<http://www.suttontrust.com/wp-content/uploads/2015/11/Background-to-Success-Final.pdf>

Sammons, P. , Toth, K. & Sylva, K. with Melhuish, E., Siraj, I. & Taggart, B. (2015) *Pre-school and Early Home Learning Environment Effects on A-level Outcomes*, DfE Research Report 472a and 472b (Technical Report), London:DfE.

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/472867/RR472A_Pre-school_and_early_home_learning_effects_on_A_level_outcomes.pdf

Sammons, P. Smees, R. Hall, J. Goff, J. Sylva, K. Smith, T. Evangelou, M. Eisenstadt, N. Smith, G. (2015). *Evaluation of Children's Centres in England (ECCE). Strand 4: Managing change and resourcing for Children's Centres*. Research Report DfE-RR494. London: DfE https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/485362/DFE-RR494_Children_s_centres_changes_in_resourcing_and_characteristics.pdf

Sammons, P. Hall, J. Smees, R. Goff, J. Sylva, K. Smith, T. Evangelou, M. Eisenstadt, N. Smith, G. (2015). *Evaluation of Children's Centres in England (ECCE). Strand 4: The Impact of Children's Centres: Studying the Effects of Children's Centres in Promoting Better Outcomes for Young Children and their Families*. Research Report DfE-RR495. London: DfE

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/485346/DFE-RR495_Evaluation_of_children_s_centres_in_England_the_impact_of_children_s_centres.pdf

Keynotes

Educational Effectiveness Research: Implications for Improving School Quality, Keynote Lecture for International Perspectives on School Quality Conference, 26-27 March 2019, University of Salzburg School of Education, Salzburg, Austria.

Mixed Methods Approaches and their Application in Educational Research, Invited Keynote Master Class, 9-12 January 2019 32nd International Congress for School Effectiveness & School Improvement (ICSEI), Stavanger, Norway.

How Children's Centres Can Help Combat Disadvantage in the Early Years: Findings from the national Evaluation of Children's Centres in England (ECCE) Keynote Lecture 26 October 2018 University of Worcester, Worcester, England.

Inspiring Teaching: What we can learn from Exemplary Practitioners to support Professional Learning Communities Keynote lecture Commonwealth Council for Educational Management & Administration (CCEAM) conference Professional Learning & Leadership Opportunities & Challenges, Organised by University of Malta 13-15 November 2018 Bugibba, Malta.

'Successful School Leadership and School Improvement: Implications for Policy and Practice', 31 May 2017 Keynote Presentation for the First International Conference on Leadership and School Improvement, Universidad Autónoma of Madrid, Madrid, Spain.

'How Educational Effectiveness and School Improvement Research Can Promote Better Outcomes for Disadvantaged Groups', Keynote presentation for the 'Promoting Quality and

Equity: A Dynamic approach to School Improvement' Conference 19-20 May 2017, University of Cyprus, Nicosia, Cyprus.

'Inspiring Teaching: What we can learn from exemplary practitioners" Annual lecture for The Robert Owen Centre for Educational Change and General Teaching Council for Scotland , 9 June 2016, Robert Owen Centre Glasgow University, Scotland.

'Using School Effectiveness Research to Promote School Improvement & Enhance Equity in Education' Keynote for Pupil Premium Conference for Cambridgeshire Primary head teachers and staff Cambridge Golf & Conference Centre, 26 May 2016 Cambridgeshire, England.

'What Can We Learn from Students' Reports of their Secondary School Experiences and their Role in Shaping Academic Outcomes at GCSE?' Keynote Annual Lecture for Oxford University Centre for Educational Assessment, Ashmolean Museum Oxford, 24 May 2016 <http://oucea.education.ox.ac.uk/wordpress/wp-content/uploads/2016/09/Sammons-lecture-May16.pdf>

'What research suggests we can learn from exemplary teachers to improve the quality of teaching and learning in schools' Keynote presentation for the Cyprus International Institute of Management (CIIM) "Improving Education: Promoting Quality at all levels" conference 21 November 2015, Nicosia, Cyprus.

Using Mixed Methods to investigate the influence of home, family, pre-school and school experiences on children's development and progress: The EPPSE 3-16 research in England, Keynote Presentation for the GEBF Conference 'Connecting Perspectives', Goethe-University Frankfurt, 5 March 2014, Frankfurt, Germany.