

Pamela Sammons

List of Publications by Year in descending order

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Version: 2024-02-01

112
papers

6,240
citations

126858

33
h-index

95218

68
g-index

121
all docs

121
docs citations

121
times ranked

3429
citing authors

#	ARTICLE	IF	CITATIONS
1	The personal and professional selves of teachers: stable and unstable identities. <i>British Educational Research Journal</i> , 2006, 32, 601-616.	1.4	583
2	Effects of the Home Learning Environment and Preschool Center Experience upon Literacy and Numeracy Development in Early Primary School. <i>Journal of Social Issues</i> , 2008, 64, 95-114.	1.9	491
3	The Impact of Leadership on Student Outcomes. <i>Educational Administration Quarterly</i> , 2016, 52, 221-258.	2.1	423
4	Educational effectiveness research (EER): a state-of-the-art review. <i>School Effectiveness and School Improvement</i> , 2014, 25, 197-230.	1.4	273
5	Capturing quality in early childhood through environmental rating scales. <i>Early Childhood Research Quarterly</i> , 2006, 21, 76-92.	1.6	210
6	Distributed leadership and organizational change: Reviewing the evidence. <i>Journal of Educational Change</i> , 2007, 8, 337-347.	2.5	178
7	Preschool Influences on Mathematics Achievement. <i>Science</i> , 2008, 321, 1161-1162.	6.0	160
8	Exploring variations in teachers' work, lives and their effects on pupils: key findings and implications from a longitudinal mixed-method study. <i>British Educational Research Journal</i> , 2007, 33, 681-701.	1.4	154
9	Gender, Ethnic and Socio-economic Differences in Attainment and Progress: a longitudinal analysis of student achievement over 9 years. <i>British Educational Research Journal</i> , 1995, 21, 465-485.	1.4	148
10	The impact of pre-school on young children's cognitive attainments at entry to reception. <i>British Educational Research Journal</i> , 2004, 30, 691-712.	1.4	142
11	Methodological Advances in Educational Effectiveness Research. , 0, , .		112
12	Differential School Effectiveness: results from a reanalysis of the Inner London Education Authority's Junior School Project Data. <i>British Educational Research Journal</i> , 1993, 19, 381-405.	1.4	104
13	School Effectiveness and School Improvement in the United Kingdom. <i>School Effectiveness and School Improvement</i> , 1996, 7, 133-158.	1.4	97
14	Exploring the impact of school leadership on pupil outcomes. <i>International Journal of Educational Management</i> , 2011, 25, 83-101.	0.9	89
15	The Influence of Secondary and Junior Schools on Sixteen Year Examination Performance: A Cross-classified Multilevel Analysis—. <i>School Effectiveness and School Improvement</i> , 1997, 8, 219-230.	1.4	85
16	Towards the transformation of practice in early childhood education: the effective provision of pre-school education (EPPE) project. <i>Cambridge Journal of Education</i> , 2008, 38, 23-36.	1.6	80
17	Variations in the work and lives of teachers: relative and relational effectiveness. <i>Teachers and Teaching: Theory and Practice</i> , 2006, 12, 169-192.	0.9	76
18	Stability and Consistency in Secondary Schools's™ Effects on Students's™ GCSE Outcomes over Three Years—. <i>School Effectiveness and School Improvement</i> , 1997, 8, 169-197.	1.4	63

#	ARTICLE	IF	CITATIONS
19	Combining Qualitative and Quantitative Methodologies in Research on Teachersâ€™ Lives, Work, and Effectiveness: From Integration to Synergy. <i>Educational Researcher</i> , 2008, 37, 330-342.	3.3	63
20	The long-term role of the home learning environment in shaping studentsâ€™ academic attainment in secondary school. <i>Journal of Children's Services</i> , 2015, 10, 189-201.	0.5	62
21	Differential Secondary School Effectiveness: comparing the performance of different pupil groups. <i>British Educational Research Journal</i> , 1997, 23, 451-469.	1.4	58
22	Aspirations, education and inequality in England: insights from the Effective Provision of Pre-school, Primary and Secondary Education Project. <i>Oxford Review of Education</i> , 2014, 40, 525-542.	1.4	53
23	The home learning environment and its role in shaping childrenâ€™s educational development. <i>School Effectiveness and School Improvement</i> , 2020, 31, 1-6.	1.4	53
24	Research into the impact of school leadership on pupil outcomes: policy and research contexts. <i>School Leadership and Management</i> , 2008, 28, 5-25.	1.0	51
25	The role of preâ€school quality in promoting resilience in the cognitive development of young children. <i>Oxford Review of Education</i> , 2009, 35, 331-352.	1.4	50
26	Can preschool protect young childrenâ€™s cognitive and social development? Variation by center quality and duration of attendance. <i>School Effectiveness and School Improvement</i> , 2013, 24, 155-176.	1.4	48
27	The influence of child, family, home factors and preâ€school education on the identification of special educational needs at age 10. <i>British Educational Research Journal</i> , 2011, 37, 421-441.	1.4	46
28	Continuity of School Effects: A Longitudinal Analysis of Primary and Secondary School Effects on GCSE Performance. <i>School Effectiveness and School Improvement</i> , 1995, 6, 285-307.	1.4	44
29	School Effectiveness and Value Added Measures. <i>Assessment in Education</i> , 1994, 1, 315-332.	0.7	42
30	Investigating the Effects of Preâ€school Provision: Using Mixed Methods in the EPPE Research. <i>International Journal of Social Research Methodology: Theory and Practice</i> , 2005, 8, 207-224.	2.3	42
31	Complexities in the Judgement of School Effectivenessâ€—. <i>Educational Research and Evaluation</i> , 1996, 2, 113-149.	0.9	40
32	Preschool affects longer term literacy and numeracy: results from a general population longitudinal study in Northern Ireland. <i>School Effectiveness and School Improvement</i> , 2013, 24, 234-250.	1.4	39
33	Zero tolerance of failure and New Labour approaches to school improvement in England. <i>Oxford Review of Education</i> , 2008, 34, 651-664.	1.4	37
34	Using mixed methods to investigate school improvement and the role of leadership. <i>Journal of Educational Administration</i> , 2014, 52, 565-589.	0.8	37
35	A Multilevel Person-Centered Examination of Teachersâ€™ Workplace Demands and Resources: Links With Work-Related Well-Being. <i>Frontiers in Psychology</i> , 2020, 11, 626.	1.1	37
36	Accounting for Variations in Pupil Attainment at the End of Key Stage 1. <i>British Educational Research Journal</i> , 1997, 23, 489-511.	1.4	35

#	ARTICLE	IF	CITATIONS
37	Survival of the weakest: the differential improvement of schools causing concern in England. London Review of Education, 0, 3, .	1.3	35
38	What we have learned, what we need to know more about. School Leadership and Management, 2008, 28, 83-96.	1.0	34
39	Leadership characteristics and practices in schools with different effectiveness and improvement profiles. School Leadership and Management, 2008, 28, 43-63.	1.0	33
40	Participation in network learning community programmes and standards of pupil achievement: does it make a difference?. School Leadership and Management, 2007, 27, 213-238.	1.0	31
41	Assessing individual lessons using a generic teacher observation instrument: how useful is the International System for Teacher Observation and Feedback (ISTOF)?. ZDM - International Journal on Mathematics Education, 2018, 50, 395-406.	1.3	30
42	Inspiring teaching: learning from exemplary practitioners. Journal of Professional Capital and Community, 2016, 1, .	0.9	28
43	Effects of a traffic club on road safety knowledge and self-reported behaviour of young children and their parents. Accident Analysis and Prevention, 1993, 25, 609-618.	3.0	27
44	The effects of school membership on pupils' educational outcomes. Research Papers in Education, 1988, 3, 3-26.	1.7	26
45	Early identification of special educational needs and the definition of "at risk": The Early Years Transition and Special Educational Needs (EYSEN) Project. British Journal of Special Education, 2006, 33, 40-45.	0.2	26
46	Educational Research and Evidence-based Policy: The Mixed-method Approach of the EPPE Project. Evaluation and Research in Education, 2006, 19, 63-82.	0.5	26
47	Measuring the combined risk to young children's cognitive development: An alternative to cumulative indices. British Journal of Developmental Psychology, 2010, 28, 219-238.	0.9	26
48	How Principals of Successful Schools Enact Education Policy: Perceptions and Accounts From Senior and Middle Leaders. Leadership and Policy in Schools, 2018, 17, 373-390.	0.9	25
49	An international perspective on teacher self-efficacy: Personal, structural and environmental factors. Teaching and Teacher Education, 2021, 99, 103255.	1.6	25
50	The effects of early experiences at home and pre-school on gains in English and mathematics in primary school: a multilevel study in England. Zeitschrift Fur Erziehungswissenschaft, 2013, 16, 277-301.	3.5	24
51	Developing 21st Century skills in early childhood: the contribution of process quality to self-regulation and pro-social behaviour. Zeitschrift Fur Erziehungswissenschaft, 2020, 23, 465-484.	3.5	24
52	The Contribution of Mixed Methods to Recent Research on Educational Effectiveness. , 2010, , 697-724.		23
53	Methodological Synergy in a National Project: The VITAE Story. Evaluation and Research in Education, 2006, 19, 102-125.	0.5	21
54	Children's Attitudes to the National Curriculum at Key Stage 1. British Educational Research Journal, 1997, 23, 597-613.	1.4	20

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55	A Partisan Evaluationâ€”John Elliott on school effectiveness. Cambridge Journal of Education, 1997, 27, 123-136.	1.6	20
56	Editorial article for special issue on alternative methods for assessing school effects and schooling effects. School Effectiveness and School Improvement, 2009, 20, 133-143.	1.4	20
57	Home learning environment across time: the role of early years HLE and background in predicting HLE at later ages. School Effectiveness and School Improvement, 2020, 31, 7-30.	1.4	20
58	Measuring Pupil Progress at Key Stage 1: Using baseline assessment to investigate value added. School Leadership and Management, 1998, 18, 389-407.	1.0	18
59	Protecting the development of 5â€”11-year-olds from the impacts of early disadvantage: the role of primary school academic effectiveness. School Effectiveness and School Improvement, 2013, 24, 251-268.	1.4	17
60	Going beyond structured observations: looking at classroom practice through a mixed method lens. ZDM - International Journal on Mathematics Education, 2018, 50, 521-534.	1.3	17
61	The drivers of academic success for â€”brightâ€” but disadvantaged students: A longitudinal study of AS and A-level outcomes in England. Studies in Educational Evaluation, 2018, 57, 31-41.	1.2	17
62	Development of a cadre of teacher educators: some lessons from Pakistan. International Journal of Educational Development, 2004, 24, 255-268.	1.4	15
63	Investigating educational change: The Aga Khan University Institute for educational development teacher education for school improvement model. International Journal of Educational Development, 2007, 27, 572-580.	1.4	15
64	Educational Priority Indices: a new perspective. British Educational Research Journal, 1983, 9, 27-40.	1.4	14
65	School effects on Chilean childrenâ€™s achievement growth in language and mathematics: An accelerated growth curve model. School Effectiveness and School Improvement, 2018, 29, 308-337.	1.4	14
66	Mediation, Moderation & Interaction. , 2013, , 267-286.		14
67	Changing models of research to inform educational policy. Research Papers in Education, 2007, 22, 155-168.	1.7	13
68	A Multilevel Person-Centered Examination of Teachers' Workplace Experiences: Replication and Extension With Links to Instructional Support and Achievement. Frontiers in Psychology, 2021, 12, 711173.	1.1	13
69	Childrenâ€™s Cognitive Attainment and Progress in English Primary Schools During Key Stage 2: Investigating the potential continuing influences of pre-school education. , 2009, , 179-198.		13
70	Promoting School and Departmental Effectiveness. Management in Education, 1996, 10, 22-24.	0.9	11
71	The contribution of international studies on Educational Effectiveness: Current and future directions. Educational Research and Evaluation, 2006, 12, 583-593.	0.9	11
72	Committed for Life? Variations in Teachers' Work, Lives and Effectiveness. , 2009, , 49-70.		11

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73	OECD Reviews of Evaluation and Assessment in Education: Czech Republic 2012. OECD Reviews of Evaluation and Assessment in Education, 2012, , .	1.0	11
74	Working more collaboratively to better understand teaching and its quality: Challenges faced and possible solutions. Studies in Educational Evaluation, 2021, 71, 101092.	1.2	11
75	The Standard Assessment Tasks and the boycott at Key Stage 1: teachers' and headteachers' views in six inner-city schools. Research Papers in Education, 1994, 9, 321-337.	1.7	10
76	Understanding Differences in Academic Effectiveness: Practitioners' Views—. School Effectiveness and School Improvement, 1998, 9, 286-309.	1.4	10
77	Teachers' constructs of effective classroom practice: variations across career phases. Research Papers in Education, 2014, 29, 534-556.	1.7	9
78	Relationships between families' use of Sure Start Children's Centres, changes in home learning environments, and preschool behavioural disorders. Oxford Review of Education, 2019, 45, 367-389.	1.4	9
79	Hybrid content-specific and generic approaches to lesson observation: Possibilities and practicalities. Studies in Educational Evaluation, 2020, 67, 100919.	1.2	9
80	O poder da pr�-escola: evid�ncias de um estudo longitudinal na Inglaterra. Cadernos De Pesquisa, 2011, 41, 68-99.	0.3	9
81	Development of social relationships, interactions and behaviours in early education settings. Journal of Early Childhood Research, 2013, 11, 292-311.	0.9	8
82	A review of the services offered by English Sure Start Children's Centres in 2011 and 2012. Oxford Review of Education, 2015, 41, 89-104.	1.4	8
83	Educational effectiveness: the development of the discipline, the critiques, the defence, and the present debate. Effective Education, 2011, 3, 109-127.	0.3	7
84	Teacher Effects on Chilean Children's Achievement Growth: A Cross-Classified Multiple Membership Accelerated Growth Curve Model. Educational Evaluation and Policy Analysis, 2018, 40, 473-501.	1.6	7
85	A comparative analysis of predictors of teacher self-efficacy in student engagement, instruction and classroom management in Nordic, Anglo-Saxon and East and South-East Asian countries. Review of Education, 2021, 9, 203-239.	1.1	7
86	Educational effectiveness approaches in early childhood research across Europe. School Effectiveness and School Improvement, 2013, 24, 131-137.	1.4	6
87	Disadvantaged families are at greatest risk from austerity cuts to children's centres. BMJ, The, 2016, 352, i897.	3.0	6
88	Mixed Methods Approaches and their Application in Educational Research. , 2017, , 477-504.		6
89	Children With and Without 'Additional Educational Needs' at Key Stage 1 in Six Inner City Schools—teaching and learning processes and policy implications. British Educational Research Journal, 1996, 22, 113-127.	1.4	5
90	Integrating data in a complex mixed-methods classroom interaction study. British Educational Research Journal, 2021, 47, 654-673.	1.4	5

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91	Growing Together: School Effectiveness and School Improvement in the UK. , 2007, , 207-222.		5
92	Classroom Organisation and Teaching Approaches at Key Stage One: meeting the needs of children with and without additional educational needs in five inner city schools. Educational Studies, 1995, 21, 99-117.	1.4	4
93	â€œIt ain't (only) what you do, it's the way that you do itâ€™: A mixed method approach to the study of inspiring teachers. Review of Education, 2018, 6, 303-356.	1.1	4
94	Investigating a Singapore-Based Mathematics Textbook and Teaching Approach in Classrooms in England. Frontiers in Education, 2019, 4, .	1.2	4
95	International Perspectives in Educational Effectiveness Research: A Historical Overview. , 2020, , 9-31.		4
96	Practitionersâ€™ views of effectiveness. Improving Schools, 1998, 1, 33-40.	0.6	3
97	Using Pupil Performance Data: Three Steps to Heaven?. Improving Schools, 2001, 4, 54-65.	0.6	3
98	Airbag moderation: the definition and statistical implementation of a new methodological model. International Journal of Research and Method in Education, 2020, 43, 379-394.	1.1	3
99	Teaching in the shadow: Explorations of teachers' professional identities in private tutoring institutions in China. International Journal of Educational Research Open, 2021, 2-2, 100071.	1.0	3
100	Childrenâ€™s Centres: An English Intervention for Families Living in Disadvantaged Communities. , 2017, , 455-470.		3
101	Teacher Assessment in the Inner City at Key Stage 1. Educational Studies, 1996, 22, 261-276.	1.4	1
102	Exploring the Impact of Aspects of the London Leadership Strategy. Journal of Education for Students Placed at Risk, 2007, 12, 425-439.	1.5	1
103	â€œAre we there yet?â€™: A multimethod study of the Oxford University Press Pathways to school improvement. Review of Education, 2019, 7, 185-231.	1.1	1
104	Context and Implications Document for: A comparative analysis of predictors of teacher self-efficacy in student engagement, instruction and classroom management in Nordic, Anglo-Saxon, and East and South-East Asian countries. Review of Education, 2021, 9, 240-242.	1.1	1
105	Was kennzeichnet qualitativ gute Vorschulbildung? Ergebnisse von Einzelfallstudien in britischen Vorschuleinrichtungen. , 2006, , 127-138.		1
106	Las influencias del hogar, el pre-escolar y la escuela primaria sobre el rendimiento educativo a los once aÃ±os del niÃ±o. Education Policy Analysis Archives, 0, 22, 112.	0.3	1
107	Context and Implications Document for: â€œIt ain't (only) what you do, it's the way that you do itâ€™: A mixed method approach to the study of inspiring teachers. Review of Education, 2018, 6, 357-359.	1.1	0
108	Context and Implications Document for: â€œAre we there yet?â€™: A multimethod study of the Oxford University Press Pathways to school improvement. Review of Education, 2019, 7, 232-233.	1.1	0

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109	Investigating the reliability and validity of the Toddler Home Learning Environment (THLE) scale. Frontiers in Education, 2021, 6, .	1.2	0
110	Improving schools and raising standards. Zeitschrift Fur Erziehungswissenschaft, 2011, 14, 83-104.	3.5	0
111	Continuing Towards International Perspectives in Educational Effectiveness Research. , 2020, , 383-406.		0
112	The art of "being positive": narratives of transcendence and determination in a comparative study of teacher professional identities in state and private schools in mainland China. Teachers and Teaching: Theory and Practice, 0, , 1-27.	0.9	0