

# Pamela Sammons

## List of Publications by Year in descending order

Source: <https://exaly.com/author-pdf/951643/publications.pdf>

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  | Integrating data in a complex mixedâ€methods classroom interaction study. <i>British Educational Research Journal</i> , 2021, 47, 654-673.  | 1.4 | 5         |
| 2  | An international perspective on teacher self-efficacy: Personal, structural and environmental factors. <i>Teaching and Teacher Education</i> , 2021, 99, 103255.  | 1.6 | 25        |
| 3  | Context and Implications Document for: A comparative analysis of predictors of teacher selfâ€efficacy in student engagement, instruction and classroom management in Nordic, Angloâ€Saxon, and East and Southâ€East Asian countries. <i>Review of Education</i> , 2021, 9, 240-242. | 1.1 | 1         |
| 4  | A comparative analysis of predictors of teacher selfâ€efficacy in student engagement, instruction and classroom management in Nordic, Angloâ€Saxon and East and Southâ€East Asian countries. <i>Review of Education</i> , 2021, 9, 203-239.   | 1.1 | 7         |
| 5  | Teaching in the shadow: Explorations of teachers' professional identities in private tutoring institutions in China. <i>International Journal of Educational Research Open</i> , 2021, 2-2, 100071.   | 1.0 | 3         |
| 6  | Investigating the reliability and validity of the Toddler Home Learning Environment (THLE) scale. <i>Frontiers in Education</i> , 2021, 6, .  | 1.2 | 0         |
| 7  | A Multilevel Person-Centered Examination of Teachers' Workplace Experiences: Replication and Extension With Links to Instructional Support and Achievement. <i>Frontiers in Psychology</i> , 2021, 12, 711173.  | 1.1 | 13        |
| 8  | Working more collaboratively to better understand teaching and its quality: Challenges faced and possible solutions. <i>Studies in Educational Evaluation</i> , 2021, 71, 101092.   | 1.2 | 11        |
| 9  | Home learning environment across time: the role of early years HLE and background in predicting HLE at later ages. <i>School Effectiveness and School Improvement</i> , 2020, 31, 7-30.   | 1.4 | 20        |
| 10 | Hybrid content-specific and generic approaches to lesson observation: Possibilities and practicalities. <i>Studies in Educational Evaluation</i> , 2020, 67, 100919.  | 1.2 | 9         |
| 11 | Airbag moderation: the definition and statistical implementation of a new methodological model. <i>International Journal of Research and Method in Education</i> , 2020, 43, 379-394.   | 1.1 | 3         |
| 12 | 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        |
| 13 | 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        |
| 14 | Developing 21stâ€century skills in early childhood: the contribution of process quality to self-regulation and pro-social behaviour. <i>Zeitschrift Fur Erziehungswissenschaft</i> , 2020, 23, 465-484.   | 3.5 | 24        |
| 15 | Continuing Towards International Perspectives in Educational Effectiveness Research. , 2020, , 383-406.   |     | 0         |
| 16 | International Perspectives in Educational Effectiveness Research: A Historical Overview. , 2020, , 9-31.  |     | 4         |
| 17 | Investigating a Singapore-Based Mathematics Textbook and Teaching Approach in Classrooms in England. <i>Frontiers in Education</i> , 2019, 4, .   | 1.2 | 4         |
| 18 | â€Are we there yet?â€™: A multimethod study of the Oxford University Press Pathways to school improvement. <i>Review of Education</i> , 2019, 7, 185-231.   | 1.1 | 1         |

| #  | ARTICLE  | IF  | CITATIONS |
|----|--|-----|-----------|
| 19 | Context and Implications Document for: "Are we there yet?": A multimethod study of the Oxford University Press Pathways to school improvement. <i>Review of Education</i> , 2019, 7, 232-233.  | 1.1 | 0         |
| 20 | Relationships between families' use of Sure Start Children's Centres, changes in home learning environments, and preschool behavioural disorders. <i>Oxford Review of Education</i> , 2019, 45, 367-389.   | 1.4 | 9         |
| 21 | School effects on Chilean children's achievement growth in language and mathematics: An accelerated growth curve model. <i>School Effectiveness and School Improvement</i> , 2018, 29, 308-337.  | 1.4 | 14        |
| 22 | Going beyond structured observations: looking at classroom practice through a mixed method lens. <i>ZDM - International Journal on Mathematics Education</i> , 2018, 50, 521-534.  | 1.3 | 17        |
| 23 | The drivers of academic success for "bright" but disadvantaged students: A longitudinal study of AS and A-level outcomes in England. <i>Studies in Educational Evaluation</i> , 2018, 57, 31-41.   | 1.2 | 17        |
| 24 | Assessing individual lessons using a generic teacher observation instrument: how useful is the International System for Teacher Observation and Feedback (ISTOF)? <i>ZDM - International Journal on Mathematics Education</i> , 2018, 50, 395-406. | 1.3 | 30        |
| 25 | "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. <i>Review of Education</i> , 2018, 6, 303-356.   | 1.1 | 4         |
| 26 | Context and Implications Document for: "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. <i>Review of Education</i> , 2018, 6, 357-359.                                      | 1.1 | 0         |
| 27 | How Principals of Successful Schools Enact Education Policy: Perceptions and Accounts From Senior and Middle Leaders. <i>Leadership and Policy in Schools</i> , 2018, 17, 373-390.   | 0.9 | 25        |
| 28 | Teacher Effects on Chilean Children's Achievement Growth: A Cross-Classified Multiple Membership Accelerated Growth Curve Model. <i>Educational Evaluation and Policy Analysis</i> , 2018, 40, 473-501.  | 1.6 | 7         |
| 29 | Children's Centres: An English Intervention for Families Living in Disadvantaged Communities. , 2017, , 455-470.   |     | 3         |
| 30 | Mixed Methods Approaches and their Application in Educational Research. , 2017, , 477-504.   |     | 6         |
| 31 | Disadvantaged families are at greatest risk from austerity cuts to children's centres. <i>BMJ, The</i> , 2016, 352, i897.  | 3.0 | 6         |
| 32 | Inspiring teaching: learning from exemplary practitioners. <i>Journal of Professional Capital and Community</i> , 2016, 1, .   | 0.9 | 28        |
| 33 | The Impact of Leadership on Student Outcomes. <i>Educational Administration Quarterly</i> , 2016, 52, 221-258.   | 2.1 | 423       |
| 34 | The long-term role of the home learning environment in shaping students' academic attainment in secondary school. <i>Journal of Children's Services</i> , 2015, 10, 189-201.   | 0.5 | 62        |
| 35 | A review of the services offered by English Sure Start Children's Centres in 2011 and 2012. <i>Oxford Review of Education</i> , 2015, 41, 89-104.  | 1.4 | 8         |
| 36 | Educational effectiveness research (EER): a state-of-the-art review. <i>School Effectiveness and School Improvement</i> , 2014, 25, 197-230.   | 1.4 | 273       |

| #  | ARTICLE  | IF  | CITATIONS |
|----|--|-----|-----------|
| 37 | 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        |
| 38 | Teachers'™ constructs of effective classroom practice: variations across career phases. <i>Research Papers in Education</i> , 2014, 29, 534-556.   | 1.7 | 9         |
| 39 | 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        |
| 40 | The effects of early experiences at home and pre-school on gains in English and mathematics in primary school: a multilevel study in England. <i>Zeitschrift Fur Erziehungswissenschaft</i> , 2013, 16, 277-301. | 3.5 | 24        |
| 41 | Educational effectiveness approaches in early childhood research across Europe. <i>School Effectiveness and School Improvement</i> , 2013, 24, 131-137.  | 1.4 | 6         |
| 42 | 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        |
| 43 | Development of social relationships, interactions and behaviours in early education settings. <i>Journal of Early Childhood Research</i> , 2013, 11, 292-311.  | 0.9 | 8         |
| 44 | Protecting the development of 5-11-year-olds from the impacts of early disadvantage: the role of primary school academic effectiveness. <i>School Effectiveness and School Improvement</i> , 2013, 24, 251-268.  | 1.4 | 17        |
| 45 | Can preschool protect young children'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        |
| 46 | Mediation, Moderation & Interaction. , 2013, , 267-286.  |     | 14        |
| 47 | OECD Reviews of Evaluation and Assessment in Education: Czech Republic 2012. <i>OECD Reviews of Evaluation and Assessment in Education</i> , 2012, , .   | 1.0 | 11        |
| 48 | The influence of child, family, home factors and pre-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        |
| 49 | Exploring the impact of school leadership on pupil outcomes. <i>International Journal of Educational Management</i> , 2011, 25, 83-101.  | 0.9 | 89        |
| 50 | Educational effectiveness: the development of the discipline, the critiques, the defence, and the present debate. <i>Effective Education</i> , 2011, 3, 109-127.   | 0.3 | 7         |
| 51 | O poder da pr-escola: evidências de um estudo longitudinal na Inglaterra. <i>Cadernos De Pesquisa</i> , 2011, 41, 68-99.   | 0.3 | 9         |
| 52 | Improving schools and raising standards. <i>Zeitschrift Fur Erziehungswissenschaft</i> , 2011, 14, 83-104.   | 3.5 | 0         |
| 53 | Measuring the combined risk to young children's cognitive development: An alternative to cumulative indices. <i>British Journal of Developmental Psychology</i> , 2010, 28, 219-238.                             | 0.9 | 26        |
| 54 | The Contribution of Mixed Methods to Recent Research on Educational Effectiveness. , 2010, , 697-724.  |     | 23        |

| #  | ARTICLE  | IF  | CITATIONS |
|----|--|-----|-----------|
| 55 | Editorial article for special issue on alternative methods for assessing school effects and schooling effects. <i>School Effectiveness and School Improvement</i> , 2009, 20, 133-143.                                       | 1.4 | 20        |
| 56 | The role of pre-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        |
| 57 | Children'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        |
| 58 | Committed for Life? Variations in Teachers' Work, Lives and Effectiveness. , 2009, , 49-70.  |     | 11        |
| 59 | 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       |
| 60 | 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        |
| 61 | 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        |
| 62 | 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        |
| 63 | Combining Qualitative and Quantitative Methodologies in Research on Teachers' Lives, Work, and Effectiveness: From Integration to Synergy. <i>Educational Researcher</i> , 2008, 37, 330-342.                                | 3.3 | 63        |
| 64 | Preschool Influences on Mathematics Achievement. <i>Science</i> , 2008, 321, 1161-1162.  | 6.0 | 160       |
| 65 | What we have learned, what we need to know more about. <i>School Leadership and Management</i> , 2008, 28, 83-96.  | 1.0 | 34        |
| 66 | Leadership characteristics and practices in schools with different effectiveness and improvement profiles. <i>School Leadership and Management</i> , 2008, 28, 43-63.  | 1.0 | 33        |
| 67 | Exploring the Impact of Aspects of the London Leadership Strategy. <i>Journal of Education for Students Placed at Risk</i> , 2007, 12, 425-439.  | 1.5 | 1         |
| 68 | Participation in network learning community programmes and standards of pupil achievement: does it make a difference?. <i>School Leadership and Management</i> , 2007, 27, 213-238.  | 1.0 | 31        |
| 69 | Changing models of research to inform educational policy. <i>Research Papers in Education</i> , 2007, 22, 155-168.   | 1.7 | 13        |
| 70 | 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       |
| 71 | Investigating educational change: The Aga Khan University Institute for educational development teacher education for school improvement model. <i>International Journal of Educational Development</i> , 2007, 27, 572-580. | 1.4 | 15        |
| 72 | Distributed leadership and organizational change: Reviewing the evidence. <i>Journal of Educational Change</i> , 2007, 8, 337-347.   | 2.5 | 178       |

| #  | ARTICLE  | IF  | CITATIONS |
|----|--|-----|-----------|
| 73 | Growing Together: School Effectiveness and School Improvement in the UK. , 2007, , 207-222.  |     | 5         |
| 74 | The contribution of international studies on Educational Effectiveness: Current and future directions. Educational Research and Evaluation, 2006, 12, 583-593.   | 0.9 | 11        |
| 75 | Variations in the work and lives of teachers: relative and relational effectiveness. Teachers and Teaching: Theory and Practice, 2006, 12, 169-192.  | 0.9 | 76        |
| 76 | The personal and professional selves of teachers: stable and unstable identities. British Educational Research Journal, 2006, 32, 601-616.   | 1.4 | 583       |
| 77 | Capturing quality in early childhood through environmental rating scales. Early Childhood Research Quarterly, 2006, 21, 76-92.   | 1.6 | 210       |
| 78 | Early identification of special educational needs and the definition of "at risk": The Early Years Transition and Special Educational Needs (EYTSEN) Project. British Journal of Special Education, 2006, 33, 40-45. | 0.2 | 26        |
| 79 | 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        |
| 80 | Methodological Synergy in a National Project: The VITAE Story. Evaluation and Research in Education, 2006, 19, 102-125.  | 0.5 | 21        |
| 81 | Was kennzeichnet qualitativ gute Vorschulbildung? Ergebnisse von Einzelfallstudien in britischen Vorschuleinrichtungen. , 2006, , 127-138.   |     | 1         |
| 82 | Investigating the Effects of Pre-school Provision: Using Mixed Methods in the EPPE Research. International Journal of Social Research Methodology: Theory and Practice, 2005, 8, 207-224.                            | 2.3 | 42        |
| 83 | Development of a cadre of teacher educators: some lessons from Pakistan. International Journal of Educational Development, 2004, 24, 255-268.  | 1.4 | 15        |
| 84 | The impact of pre-school on young children's cognitive attainments at entry to reception. British Educational Research Journal, 2004, 30, 691-712.   | 1.4 | 142       |
| 85 | Using Pupil Performance Data: Three Steps to Heaven?. Improving Schools, 2001, 4, 54-65.   | 0.6 | 3         |
| 86 | Understanding Differences in Academic Effectiveness: Practitioners' Views—. School Effectiveness and School Improvement, 1998, 9, 286-309.   | 1.4 | 10        |
| 87 | 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        |
| 88 | Practitioners' views of effectiveness. Improving Schools, 1998, 1, 33-40.  | 0.6 | 3         |
| 89 | Children's Attitudes to the National Curriculum at Key Stage 1. British Educational Research Journal, 1997, 23, 597-613.   | 1.4 | 20        |
| 90 | Accounting for Variations in Pupil Attainment at the End of Key Stage 1. British Educational Research Journal, 1997, 23, 489-511.  | 1.4 | 35        |

| #   | ARTICLE   | IF  | CITATIONS |
|-----|---|-----|-----------|
| 91  | Differential Secondary School Effectiveness: comparing the performance of different pupil groups. British Educational Research Journal, 1997, 23, 451-469.  | 1.4 | 58        |
| 92  | A Partisan Evaluationâ€”John Elliott on school effectiveness. Cambridge Journal of Education, 1997, 27, 123-136.  | 1.6 | 20        |
| 93  | The Influence of Secondary and Junior Schools on Sixteen Year Examination Performance: A Crossâ€”classified Multilevel Analysisâ€”. School Effectiveness and School Improvement, 1997, 8, 219-230.                        | 1.4 | 85        |
| 94  | Stability and Consistency in Secondary Schoolsâ€™ Effects on Studentsâ€™ GCSE Outcomes over Three Yearsâ€”. School Effectiveness and School Improvement, 1997, 8, 169-197.  | 1.4 | 63        |
| 95  | Complexities in the Judgement of School Effectivenessâ€”. Educational Research and Evaluation, 1996, 2, 113-149.  | 0.9 | 40        |
| 96  | School Effectiveness and School Improvement in the United Kingdom. School Effectiveness and School Improvement, 1996, 7, 133-158.   | 1.4 | 97        |
| 97  | Promoting School and Departmental Effectiveness. Management in Education, 1996, 10, 22-24.  | 0.9 | 11        |
| 98  | Children With and Without â€”Additional Educational Needsâ€™ at Key Stage 1 in Six Inner City Schoolsâ€”teaching and learning processes and policy implications. British Educational Research Journal, 1996, 22, 113-127. | 1.4 | 5         |
| 99  | Teacher Assessment in the Inner City at Key Stage 1. Educational Studies, 1996, 22, 261-276.  | 1.4 | 1         |
| 100 | Gender, Ethnic and Socioâ€”economic Differences in Attainment and Progress: a longitudinal analysis of student achievement over 9 years. British Educational Research Journal, 1995, 21, 465-485.                         | 1.4 | 148       |
| 101 | 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         |
| 102 | Continuity of School Effects: A Longitudinal Analysis of Primary and Secondary School Effects on GCSE Performance. School Effectiveness and School Improvement, 1995, 6, 285-307.   | 1.4 | 44        |
| 103 | School Effectiveness and Value Added Measures. Assessment in Education, 1994, 1, 315-332.   | 0.7 | 42        |
| 104 | The Standard Assessment Tasks and the boycott at Key Stage 1: teachersâ€™ and headteachersâ€™ views in six innerâ€”city schools. Research Papers in Education, 1994, 9, 321-337.  | 1.7 | 10        |
| 105 | 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        |
| 106 | Differential School Effectiveness: results from a reanalysis of the Inner London Education Authority's Junior School Project Data. British Educational Research Journal, 1993, 19, 381-405.                               | 1.4 | 104       |
| 107 | The effects of school membership on pupilsâ€™ educational outcomes. Research Papers in Education, 1988, 3, 3-26.  | 1.7 | 26        |
| 108 | Educational Priority Indices: a new perspective. British Educational Research Journal, 1983, 9, 27-40.  | 1.4 | 14        |

| #   | ARTICLE   | IF  | CITATIONS |
|-----|---|-----|-----------|
| 109 | Survival of the weakest: the differential improvement of schools causing concern in England. London Review of Education, 0, 3, .  | 1.3 | 35        |
| 110 | Methodological Advances in Educational Effectiveness Research. , 0, , .   |     | 112       |
| 111 | Las influencias del hogar, el pre-escolar y la escuela primaria sobre el rendimiento educativo a los once años del niño. Education Policy Analysis Archives, 0, 22, 112.  | 0.3 | 1         |
| 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         |