

**Sylva, K., Melhuish, E.C., Sammons, P. Siraj-Blatchford, I. and Taggart, B. (2008). Final Report from the Primary Phase: Pre-school, School and Family Influences on Children's Development during Key Stage 2 (7-11). Nottingham: DCSF Research Report 61 / Institute of Education, University of London.**

Abstract: EPPE 3-11 is a large study of the developmental trajectories of approximately 2,800 children in England from age 3 to 11 years. This is the final report of the primary school phase with a focus on Key Stage 2 (ages 7-11). Earlier parts of this study have focussed on pre-school. Many of the EPPE children leave Key Stage 2 (at age 11) with confidence and armed with the skills they need to tackle learning in secondary school. However, some children moved onto secondary school with poor skills in key areas or with low self-image and aspiration. The EPPE 3-11 project set out to explain some of the reasons behind these different developmental trajectories. This final report begins with a brief background to the study. It goes on to describe the study's design and the assessments used to create each child's developmental trajectory between age 3 and 11 years. Individual, family and home learning environment (HLE) influences on pupils' developmental outcomes at age 11 are explored as well as the educational influences of the primary school, showing how the academic effectiveness of each primary school is related to pupils' outcomes. The influence of the primary school is also considered in relation to interactions with earlier pre-school effectiveness and quality. Later sections of the report 'drill down' into the pupils' experiences of the classrooms and schools in which they learn, presenting findings on a sub-sample of 1,160 pupils in 125 schools in Year 5 classrooms (age 10). Observations and questionnaires were used to investigate educational practices that shape learning and development inside the classroom and the school and show relationships with pupils' development at age 10 and their progress from Year 1 (age 6) to Year 5 (age 10).

Pupils' self-reports and how they perceive their school and teachers is also considered. Pupils' self-perceptions (e.g. how happy they are at school or how good they think they are at maths) are combined into key dimensions such as 'Enjoyment of school', 'Academic self-image' and 'Behavioural self-image', which are then linked to child and family characteristics and to developmental trajectories. In addition, resilient and vulnerable pathways are discussed using quantitative and case study methods. Positive (or 'protective') influences that can ameliorate risk factors in development, especially the role of family support for learning and pre-school education are identified. The report also includes information on 'other' influences on children's outcomes such as neighbourhood, mobility, out of school hours learning, transitions to secondary school and term of birth.