

**Sammons, P., Sylva, K., Melhuish, E.C., Siraj-Blatchford, I., Taggart, B., Barreau, S., and Grabbe, Y. (2007). The Influences of School and Teaching Quality on Children's Progress in Primary School. Nottingham: DCSF / Institute of Education, University of London.**

Abstract: This report investigates the way school and classroom processes affect the cognitive progress and social/behavioural development of children between the ages of 6 (Year 1) and 10 (Year 5) in primary schools in England. This report describes the results of quantitative analyses based on a sub-sample of 1160 EPPE children across Year 1 to 5 of primary education. The research builds on the earlier analyses of children's reading and mathematics attainment and social/behavioural outcomes in Year 5 for the full sample (see Sammons et al., 2007) by investigating relationships between children's outcomes and measures of classroom processes, collected through direct observation of Year 5 classes in 125 focal schools chosen from the larger EPPE 3-11 data set. The analyses also explore patterns of association between children's outcomes and broader measures of overall school characteristics derived from teacher questionnaires and Ofsted inspection reports for this sub-sample of schools.