Risk Factors for special educational needs, pupil experiences and outcomes from early education to secondary school – key lessons from the EPPSE3-16 Project in England

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Researchers
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EPPE/EPPSE a programme of research

EPPE 3-7  (1997 – 2003) focus on pre-school development & KS1
EPPE 3-11  (2003 – 2008) focus on primary school KS2
EPPSE 3-14 (2008 – 2011) focus on secondary school KS3
EPPSE 3-16+ (2011 – 2013) focus on KS4 & post 16 destinations

The expanded programme of research:
- Special Educational Needs – EYTSEN study of ‘risk’
- The Home Learning Environment at different time points
- Pedagogy in pre-school and primary school
- Transitions from primary to secondary school
- Children who succeed against the odds
- Resilience and vulnerability
- Learning trajectories
- Pupil mobility
- Pupils’ perceptions and views of school
- Effective pre-schooling in Northern Ireland (EPPNI study)
Background to EPPSE as a longitudinal, mixed methods educational effectiveness study

Investigating:

1. Family, HLE and neighbourhood factors

2. Pre-school, primary and secondary school influences

3. Students’ experiences of secondary school at different ages

4. Students’ dispositions.
Sources of data

- Child assessment (social/behaviour & cognitive) at 3, 4+, 6, 7, 10, 11 & 14 & 16 years (+ post 16 destinations in 2011)
- Family background at 3, 6 and 11 & 14
- Interviews/questionnaires with staff
- ‘Quality’ rating scales in pre-school
- Case studies of effective pre-school settings
- Measures of primary school academic effectiveness (value added)
- Pedagogical observations in primary school
- School and classroom climate questionnaires
- Students’ views of school at ages 7, 10, 14 and 16.
- Teachers’ views on school processes and practice in Yr 5 & Yr 9

EPPSE explores how child, family and home characteristics predict variations in children’s cognitive and social-behavioural development.

It studies the continuing impact of pre-school as well as the influence of primary and secondary school experiences.

EPPSE investigates both ‘in school’ and ‘out of school’ learning opportunities.
Focus of Presentation

The Influence of Child, family, home factors and preschool education on the identification of SEN in England

What increases the risk of identification of SEN?

Can early years home learning environment (HLE) & preschool experiences help to reduce the incidence of SEN later in primary school?

What are the views and experiences of students identified as having some form of SEN?

Implications for policy & practice?
‘Special educational needs’ (SEN): Children who “have a learning difficulty which calls for special educational provision to be made for them” (DfES, 2001)

Children have learning difficulties if they

- have a significantly greater difficulty learning than the majority of children of the same age or
- have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided or
- are under compulsory school age and fall within the definitions above or would do so if special educational provision was not made for them.
Incidence of SEN

Warnock-Report (1978): Suggested that about 20% of children would at some stage of their school career experience special needs

More recent survey studies of schools and teachers in England (Croll & Moses, 2003)

- Perception of teachers: Increase in the reported incidence of SEN over time
  - 1998: 23.1% learning difficulties, 9.3% emotional and behavioural difficulties, 5.2% discipline problems, 4.3% health, sensory and physical difficulties

Increase might reflect changes in the characteristics of the child population in England and a stronger emphasis on the identification of SEN with more CPD for teachers & introduction of SENCOs
Identifying and providing for special educational needs

- Early identification of SEN in primary school is considered one important prerequisite for children to reach their full potential (Davie, 1996).
- Class teachers play a key role in identifying and catering for SEN.
- Development and provision of special strategies and care for children identified with SEN is essential for their optimal social and cognitive development.
- Schools in England provide support for SEN-children in a variety of ways which involve in-class and out-of class help, the involvement of the class teacher, support teacher or learning support assistant/teaching assistant.
- Promoting ‘school readiness’ might be hypothesised to be a means to help protect some children from later being identified as SEN.
Multiple Disadvantage Index

Based on 10 indicators:

Child variables
- First language: English as an additional language (EAL)
- Large family: 3 or more siblings
- Pre-maturity / low birth weight

Parent variables
- Mother’s highest qualification level: no qualifications
- Social class of father’s occupation: Semi-skilled, unskilled, never worked, absent father
- Father not employed
- Young Mother (Age 13-17 at birth of EPPE child)
- Lone parent
- Mother not working / unemployed

Early years HLE
- Low Early years Home Learning Environment (HLE)
The Early years HLE index

- Based on 7 items from parent interview forming a scale of 0-49; the frequency of each of the activities coded on a scale of 0-7 (0 = not occurring, 7 = occurring very frequently) (Melhuish, Sylva, Sammons, Siraj-Blatchford, Taggart & Phan, 2008).

- visiting the library;
- being read to;
- learning activities with the alphabet
- learning activities with numbers/shapes
- Learning activities with songs/poems/nursery rhymes
- playing with letters/numbers
- painting or drawing
Effect Sizes (ES) show strength of influence on child attainment, net of all other factors. For instance, for language outcomes at age 5:

- ES 0.54 family SES unskilled manual v professional non manual
- ES 0.62 mother’s qualification level degree v none
- ES 0.85 early years HLE index highest versus lowest group.

There is only a moderate positive association between HLE and parents’ socio-economic status and qualifications ($r=0.3$).

Some parents with high family SES and qualification levels provide a home environment low on the HLE index. Conversely there are parents low on SES and qualifications that provide a home environment high on the HLE index.

**Quality of parenting matters as well as income, SES & qualifications**
### EYTSEN % children identified by teacher as having a SEN, by term of birth KS1

#### All children

<table>
<thead>
<tr>
<th></th>
<th>Autumn</th>
<th>Spring</th>
<th>Summer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Has the child ever been recognised as having a SEN?</td>
<td>20.8%</td>
<td>27.5%</td>
<td>33.7%</td>
</tr>
<tr>
<td>Any type of SEN mentioned by teacher</td>
<td>20.7%</td>
<td>28.2%</td>
<td>30.7%</td>
</tr>
</tbody>
</table>

#### Pre-school children

<table>
<thead>
<tr>
<th></th>
<th>Autumn</th>
<th>Spring</th>
<th>Summer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Has the child ever been recognised as having a SEN?</td>
<td>20.0%</td>
<td>24.9%</td>
<td>32.2%</td>
</tr>
<tr>
<td>Any type of SEN mentioned by teacher</td>
<td>20.1%</td>
<td>26.4%</td>
<td>29.7%</td>
</tr>
</tbody>
</table>

#### Home children

<table>
<thead>
<tr>
<th></th>
<th>Autumn</th>
<th>Spring</th>
<th>Summer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Has the child ever been recognised as having a SEN?</td>
<td>30.0%</td>
<td>50.5%</td>
<td>43.1%</td>
</tr>
<tr>
<td>Any type of SEN mentioned by teacher</td>
<td>27.5%</td>
<td>44.0%</td>
<td>36.4%</td>
</tr>
</tbody>
</table>
Percentage of pupils ‘ever recognised as having SEN’ at the end of KS1 by Gender

<table>
<thead>
<tr>
<th>Ever recognised as having SEN?</th>
<th>Gender</th>
<th>Total</th>
<th>n</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Boys</td>
<td>1352</td>
<td>475</td>
<td>35</td>
</tr>
<tr>
<td></td>
<td>Girls</td>
<td>1283</td>
<td>283</td>
<td>22</td>
</tr>
<tr>
<td></td>
<td>All</td>
<td>2635</td>
<td>758</td>
<td>29</td>
</tr>
</tbody>
</table>

Percentage of pupils ‘ever recognised as having SEN’ at the end of KS1 by Early Years HLE

<table>
<thead>
<tr>
<th>Ever recognised as having SEN?</th>
<th>Early Years HLE</th>
<th>Total</th>
<th>n</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Low</td>
<td>234</td>
<td>120</td>
<td>51</td>
</tr>
<tr>
<td></td>
<td>High</td>
<td>297</td>
<td>38</td>
<td>13</td>
</tr>
<tr>
<td></td>
<td>All</td>
<td>2635</td>
<td>758</td>
<td>29</td>
</tr>
</tbody>
</table>

Percentage ‘ever recognised as having SEN’ at the end of KS1 by Multiple Disadvantage

<table>
<thead>
<tr>
<th>Ever recognised as having SEN?</th>
<th>Multiple Disadvantage</th>
<th>Total</th>
<th>n</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Low</td>
<td>1223</td>
<td>240</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>High</td>
<td>371</td>
<td>182</td>
<td>49</td>
</tr>
<tr>
<td></td>
<td>All</td>
<td>2426</td>
<td>683</td>
<td>28</td>
</tr>
</tbody>
</table>
The present study

Predicting SEN in relation to difficulties with reading and number work at age 10 - identifying potential risk and protective factors from early years

- Which child, family and home factors have the potential to predict SEN in relation to difficulties with reading and number work at age 10?

- Is earlier preschool experience related to later incidence of SEN in KS2?

- Are the factors which have the potential to predict SEN status the same factors which have the potential to predict attainment on the whole range of an attainment scale?
Results: Identification of SEN

Identification of SEN at Year 5 of primary schooling (age 10)

- SEN in relation to reading difficulties: 12.4 %
- SEN in relation to difficulties with number work: 11.4 %
- SEN in both areas: 8.4 %

Association between teachers ‘ ratings and standardized test scores

<table>
<thead>
<tr>
<th>Attainment</th>
<th>No SEN</th>
<th>SEN</th>
<th>( r_{pbis} )</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>M 102.72 SD 13.64</td>
<td>M 81.51 SD 11.26</td>
<td>-0.46**</td>
</tr>
<tr>
<td>Mathematics</td>
<td>M 102.35 SD 13.93</td>
<td>M 82.17 SD 9.64</td>
<td>-0.43**</td>
</tr>
</tbody>
</table>

Validation of teachers ‘ ratings
Results: Risk factors for teacher identification of SEN

Background model

- Child factors
- Family factors
- Early years HLE

SEN
# Risk factors for identification of SEN in relation to reading difficulties at age 10

<table>
<thead>
<tr>
<th>Factor</th>
<th>OR</th>
<th>S.E</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gender</td>
<td>1.67***</td>
<td>0.23</td>
</tr>
<tr>
<td>(male compared to female)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Age (in months)</td>
<td>0.96*</td>
<td>0.02</td>
</tr>
<tr>
<td>Birth weight</td>
<td>1.88**</td>
<td>0.38</td>
</tr>
<tr>
<td>(low or very low compared to normal)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Developmental problems</td>
<td>1.79**</td>
<td>0.31</td>
</tr>
<tr>
<td>FSM</td>
<td>2.17***</td>
<td>0.36</td>
</tr>
<tr>
<td>Mother’s qualification</td>
<td>0.43**</td>
<td>0.14</td>
</tr>
<tr>
<td>(degree/ higher degree compared to none)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Family SES</td>
<td>1.58*</td>
<td>0.31</td>
</tr>
<tr>
<td>(low/medium compared to high)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Early Years HLE</td>
<td>1.49**</td>
<td>0.10</td>
</tr>
<tr>
<td>(low compared to high)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

\[ \text{LR } \chi^2_{(13)} = 152.47^{***} \]

\[ R^2 = 0.09 \]
Risk factors for identification of SEN in relation to difficulties with number work at age 10

<table>
<thead>
<tr>
<th>Factor</th>
<th>OR</th>
<th>S.E.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Age</td>
<td>0.96*</td>
<td>0.02</td>
</tr>
<tr>
<td>Birth weight</td>
<td>1.69*</td>
<td>0.35</td>
</tr>
<tr>
<td>(low or very low compared to normal)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Developmental problems</td>
<td>1.65**</td>
<td>0.30</td>
</tr>
<tr>
<td>Early health problems</td>
<td>1.33*</td>
<td>0.19</td>
</tr>
<tr>
<td>FSM</td>
<td>1.86***</td>
<td>0.32</td>
</tr>
<tr>
<td>Mother’s qualification</td>
<td>0.35**</td>
<td>0.12</td>
</tr>
<tr>
<td>(degree/ higher degree compared to none)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Family salary</td>
<td>0.51*</td>
<td>0.15</td>
</tr>
<tr>
<td>(+ £ 37,000 compared to none)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Early Years HLE</td>
<td>1.36**</td>
<td>0.11</td>
</tr>
<tr>
<td>(low compared to high)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

$\text{LR } X^2(15) = 131.36^{**}$

$R^2 = 0.08$
Results: Preschool as a protective factor for later identification of SEN?

**SEN identification and preschool education**

**Reading difficulties**

- 11.5% of the children who had attended preschool were identified as showing SEN in relation to reading difficulties at age 10.
- 20.3% of the children who had not attended preschool were identified as SEN.

**Difficulties with number work**

- 10.7% of the children who had attended preschool were identified as showing SEN.
- 18.7% of the children who had not attended preschool were identified.

**BUT Does preschool education still have a significant influence when other relevant background factors are controlled?**
Results: Preschool as a protective factor for later identification of SEN?

- Child factors
- Family factors
- Early years HLE
- Preschool education

SEN

Duration
Quality
Centre effectiveness
Results: Preschool as a protective factor for later identification of SEN?

Preschool attendance and duration
- The most basic indicators - preschool attendance (yes/no) and duration - do not have significant impact on the risk of being identified as showing SEN at age 10, in contrast to findings at younger ages (school entry).

Preschool centre effectiveness
- Preschool centre effectiveness (pre-reading): no significant influence on later identification of SEN related to reading difficulties.
- Pre-school centre effectiveness (early number works): Yes a significant influence on the risk of later being identified as showing SEN related to number work.

Preschool quality (measured by ECERS-E)
- Quality of preschool attended is also predictive for later identification of SEN related to both reading difficulties and number work.
Reference group: high effectiveness

Reference group: high quality

Effects of Preschool centre Quality in Reducing SEN

- No preschool
- Low quality
- Medium quality

<table>
<thead>
<tr>
<th></th>
<th>Reading difficulties</th>
<th>Difficulties with number work</th>
</tr>
</thead>
<tbody>
<tr>
<td>No preschool</td>
<td>1.65</td>
<td>1.53</td>
</tr>
<tr>
<td>Low quality</td>
<td>1.40</td>
<td>1.70</td>
</tr>
<tr>
<td>Medium quality</td>
<td>1.43</td>
<td>1.43</td>
</tr>
</tbody>
</table>

Odds Ratio
### Comparing the models for attainment and SEN

<table>
<thead>
<tr>
<th>Factor</th>
<th>Reading Attainment</th>
<th>Reading SEN</th>
<th>Mathematics / Number work Attainment</th>
<th>Mathematics / Number work SEN</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gender</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>Birth weight</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>EAL</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>Ethnic group</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>No. of siblings</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>Early developmental problems</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>Early health problems</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>FSM eligibility</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>Family SES</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>Mother’s highest level of qualification</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>Father’s highest level of qualification</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>Family salary</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>Early years HLE</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>Pre-school quality</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>Pre-school effectiveness</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
</tbody>
</table>

23
Summary and conclusions (1)

- Children identified by teachers as showing SEN have much lower attainments in independent tests than children not identified as showing SEN.

- Important result with regard to central role of the class teacher in assessing and identifying children as in need of special support.

- Strong evidence on child, home and family factors which predict identification of SEN at age 10. Impact of multiple disadvantage.

- Results reveal background factors relevant to the SEN group, rather than just factors which predict outcomes across the whole range of an attainment scale.

- Protective factors: a good early years HLE – Impact of active parenting.

- Risk factors include being young for your year (summer born) - Suggests teachers may be using class average as a reference point?
The quality and effectiveness of preschool experience makes prediction for longer term cognitive outcomes of children up to the end of primary school and lowers the risk of SEN in these areas.

High quality pre-school can act as a form of protective intervention that helps improve later attainment and reduce later SEN identification.

Rather than relying solely on strategies to support SEN in primary school, it is also important to promote children’s development at younger ages through access to high quality preschool education to improve school readiness and reduce the risk of SEN.

The importance of the early years HLE points to the potential of early years interventions to help parents in supporting their children’s development.

Age differences in SEN identification (e.g. summer versus autumn born) points to the need to raise teacher awareness of this issue.
High quality pre-school can be an effective intervention for the reduction of risk of SEN, especially for the most disadvantaged and vulnerable groups of young children.

These effects last up to the end of primary education.
EPPSE Students’ Dispositions & Views of School in KS3 age 14

Exploring Enjoyment of school, Popularity, Anxiety, Citizenship Values and English & Maths Academic Self Concept in Year 9
### Disposition factors in Key stage 3 (Year 9)

<table>
<thead>
<tr>
<th>Anxiety ($\alpha=0.78$)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• In class I worry about what the others think of me</td>
</tr>
<tr>
<td>• I get a lot of headaches, stomach aches or sickness</td>
</tr>
<tr>
<td>• I worry a lot</td>
</tr>
<tr>
<td>• I am often unhappy, downhearted or tearful</td>
</tr>
<tr>
<td>• I have many fears, I am easily scared</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Popularity ($\alpha=0.83$)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• I make friends easily</td>
</tr>
<tr>
<td>• Other teenagers want me to be their friend</td>
</tr>
<tr>
<td>• I have more friends than most other teenagers my age</td>
</tr>
<tr>
<td>• Most other teenagers like me</td>
</tr>
<tr>
<td>• I am popular with other students in my age group</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Citizenship values ($\alpha=0.75$)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Making sure strong people don’t pick on weak people</td>
</tr>
<tr>
<td>• Respecting rules and laws</td>
</tr>
<tr>
<td>• Controlling your temper even when you feel angry</td>
</tr>
<tr>
<td>• Respecting other peoples points of view</td>
</tr>
<tr>
<td>• Sorting out disagreements without fighting</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Enjoyment of school ($\alpha=0.74$)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• My school is a friendly place</td>
</tr>
<tr>
<td>• On the whole I like being at school</td>
</tr>
<tr>
<td>• I like to answer questions in class</td>
</tr>
<tr>
<td>• School is a waste of time for me</td>
</tr>
<tr>
<td>• I like most of the lessons</td>
</tr>
<tr>
<td>• I am bored in lessons</td>
</tr>
</tbody>
</table>

$\alpha$ = Cronbach’s Alpha
## Disposition factors in Key stage 3 (Year 9)

### Academic self concept in *English* and *Maths*

<table>
<thead>
<tr>
<th><strong>English academic self concept (α=0.90)</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>• I learn things quickly in my English classes</td>
</tr>
<tr>
<td>• I have always done well in my English classes</td>
</tr>
<tr>
<td>• Compared to others my age I am good at English</td>
</tr>
<tr>
<td>• Work in my English classes is easy for me</td>
</tr>
<tr>
<td>• I get good marks in English</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Maths academic self concept (α=0.91)</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>• I learn things quickly in my Maths classes</td>
</tr>
<tr>
<td>• I have always done well in my Maths classes</td>
</tr>
<tr>
<td>• Compared to others my age I am good at Maths</td>
</tr>
<tr>
<td>• Work in my Maths classes is easy for me</td>
</tr>
<tr>
<td>• I get good marks in Maths</td>
</tr>
</tbody>
</table>

These two factors are based on items taken from existing well established Academic self concept scales (Marsh 1990, Marsh & Hau 2003, Marsh & Craven 2006)
Experiences of school in Key stage 3: school ethos factors

Valuing students
\((\alpha=0.78)\)
- The school values students’ views
- Teachers listen to what students say about the school
- The teachers in this school show respect for all students
- Teachers are unpleasant if I make mistakes
- Teachers are friendly towards me

Poor behaviour climate
\((\alpha=0.72)\)
- Most students want to leave this school as soon as they can
- Students who work hard are given a hard time by others
- Most students take no notice of school rules
- There are often fights (in or around school)
- Some kids bring knives or weapons into school

Teacher support
- Teacher discipline
- Emphasis on learning

\(r >0.50\) shown in red
\(\alpha=\) Cronbach’s Alpha
What do students say about enjoyment of school in KS3?

**Students are generally very positive about school. For example:**
- ‘School is a waste of time for me’ (only 6% agree/strongly agree)
- ‘I feel out of place’ (only 11% agree/strongly agree)
- ‘On the whole I like being at school’ (89% agree/strongly agree)
- ‘I like most of the lessons’ (84% agree/strongly agree)

**Students are less positive about lessons:**
- ‘I always like to answer questions in class’ (67% agree/strongly agree)
- ‘I am bored in lessons’ (41% agree/strongly agree)

- **Gender:** Boys were more likely report they liked to answer questions in class.
- **FSM:** FSM students were less positive about school for all of the items except answering questions in class, especially for ‘I feel out of place at school’ where 25% agreed/strongly agreed compared to only 5% of other students.

- **SEN:** SEN students enjoyed school less for all the items, especially for ‘On the whole I like being at school’ (81% agreed/strongly agreed compared to 91% of other students)
What do students say about their ability in KS3?
Differences between pupil groups in perceived cleverness

'I am clever'

- **All**: 76%
- **Girls**: 73%
- **FSM**: 68%
- **SEN**: 61%

% agree/strongly agree
Gender influences on student dispositions in KS3 boys v girls

Net influence of gender

Effect size

-0.60 -0.50 -0.40 -0.30 -0.20 -0.10 -0.00 0.00 0.10 0.20 0.30 0.40 0.50

Maths academic self concept  Anxiety  Citizenship values  Popularity

0.38  -0.48  -0.31  0.12
Special Educational Needs and student dispositions in KS3

Net influence of SEN - dispositions in Year 9

SEN stage
- School action
- School action plus
- Statement

Effect size

-0.24 -0.45 -0.41 -0.46 -0.39 0.76 0.77 -0.34 -0.29 -0.69 -0.54

Maths academic self concept
English academic self concept
Anxiety
Popularity
Enjoyment of school
Differences between schools in student dispositions & experiences of school in KS3

ASC = Academic self concept
Conclusions

Differences between pupil groups in KS3

- Gender differences exist; girls show lower academic self concept than boys, feel less popular & have higher self reported Anxiety

- Students with SEN are particularly vulnerable to poorer self perceptions and reduced enjoyment of school

- A good quality early years HLE predicts more favourable dispositions in Year 9

Differences between schools in students’ experiences in KS3

- There is evidence of important variation between schools in students’ dispositions for Enjoyment of school

- Substantial differences between schools were also found in key areas as reported by students for Emphasis on learning, Teacher support, School environment, Headteacher qualities, Behavioural climate and School resources

- Attending a high quality secondary school (as assessed through Ofsted judgements) predicts more positive outcomes for Enjoyment of school & lower Anxiety levels, suggesting such schools can benefit emotional well-being
Implications

• Schools should be encouraged to value students’ views & take steps to collect information about their perspectives on a regular basis & these findings highlight the importance of including students’ views in the school evaluation process.

• The findings suggest that secondary schools do differ significantly in various ways that are likely to influence the quality of learning & well-being as perceived by students. Such evidence could provide valuable feedback to schools, especially where they maybe struggling to improve or are rated as inadequate by inspectors.

• Encouraging positive learning experiences in the home & appropriate parenting skills that facilitate this could also nurture positive views of learning & school more generally in the longer term.
For further Information about EPPSE visit the EPPSE website at

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