

Research Briefing N° 68

EPPE project: Relationships between pupils' self-perceptions, views of primary school and their development at age 10

This research is part of the second phase of the Effective Pre-School and Primary Education 3-11 (EPPE 3-11:2003-2008) project. It focuses on pupils' self-perceptions and their views of different features of primary school in Year 5 (age 10).

Key words: EPPE; primary education; Key Stage 2; longitudinal; mixed-method; self-perceptions; views of school; UK

This Research Briefing is related to others on the **Effective Pre-school, Primary and Secondary Education project (EPPE/EPPSE)**: N°s 64, 65, 66, 67 and 69.



Key findings at age 10

The full report describes three main sets of influences studied: child/family; pre-school; primary school; and the interaction between these three influences. Only selected findings are presented here, for more detailed findings see: ['Relationships between pupils' self-perceptions, views of primary school and their development in Year 5'](#) (pdf 1mb)

- Children had generally positive self-perceptions and views of school: only a small minority gave negative responses.
- Background factors such as gender, birth weight, Free School Meals (FSM) status, early years home learning environment (HLE) and Special Educational Needs (SEN) status showed moderate associations with pupil's self-perceptions and views of school across a range of outcomes.
- Girls enjoyed school more in Year 5 and tended to have a better 'behavioural self-image' than boys, but they had raised scores for 'anxiety and isolation'.
- Children who attend high quality pre-schools had a better 'behavioural self-image' and greater 'enjoyment of school' in Year 5 than those attending low quality pre-schools.
- Those attending a more academically effective primary school also had a more positive 'behavioural self-image'.
- Academic self-image was a strong predictor of progress in English and maths and 'behavioural self image' predicted levels of 'pro-social', anti-social' behaviour and 'hyperactivity' even after background characteristics were taken into account.

What we did

The original Effective Provision of Pre-School Education study (1997 to 2003) monitored children's intellectual and social-behavioural development between the ages of 3–7 years. The EPPE 3-11 extension follows up the sample to the end of primary school (age 11). Funded by the Department for Children Schools and Families (DCSF) the second phase explored: the differences in pupils' self-perceptions ('enjoyment of school' 'anxiety and isolation', 'academic self-image' and 'behavioural self-image') and views of primary school ('teachers' support for pupils' learning', 'headteacher qualities' and 'positive social environment') in Year 5 related to child, family and HLE characteristics.

In addition, the relationships between pupils' self-perceptions, their views of primary school and variations in their academic and social-behavioural outcomes at age 10 were studied. The results indicate that the affective, behavioural and academic domains are complementary and remain important for all round good child development. School policies and classroom practices that take steps to explore pupils' views and perceptions are more likely to encourage and promote the development of positive self-

Impact

The EPPE project has contributed widely to 'evidence based policy' in early years education and care. Its findings are robust because they are based on sound and innovative research methods and have been used to inform policy development by successive governments. Findings from the case studies have informed the development of the Early Years Foundation Stage curriculum guidelines and are used extensively by practitioners who are concerned with issues of quality, learning and social justice.

Further information

For more detail on implications, methods, analyses and references, see the full report ['Relationships between pupils' self-perceptions, views of primary school and their development in Year 5'](#) (pdf 1mb)

Also see the [project website](#) for information on this and other project phases.

The research has been extended to follow the same sample to their post compulsory school destinations (age 16+) to investigate how early experiences influence long term trajectories: see [project website](#).

Contact

Co-Principal Investigator & Research Co-ordinator: Brenda Taggart, Department of Early Years and Primary Education, Institute of Education, University of London

Email: b.taggart@ioe.ac.uk

Phone: + 44 (0)20 7612 6219

Other team members: Co-Principal Investigators – Professor Iram Siraj-Blatchford (Institute of Education) and Professor Pam Sammons, Professor Kathy Sylva and Professor Edward Melhuish (University of Oxford)

perceptions in children, and will be better placed to target support for more vulnerable groups.

The findings reported here were taken from the analyses of two questionnaires sent to pupils when they were age 10.

How we did it

The EPPE 3-11 project contains a series of three 'nested' studies or 'tiers' which help answer specific research questions.

Tier 1 answers the research question about the effectiveness of the 950+ primary schools the EPPE 3-11 children attended. It used statistical data (matched Key Stage 1 (KS1) and Key Stage 2 (KS2) national assessment results) for successive pupil cohorts derived from every primary school in the country (over three consecutive years 2002-2004) for English and maths to provide value added estimates of the academic effectiveness of each school.

Tier 2 involved the collection of information on academic and social-behavioural development for every child in the sample in Spring Term of Year 5, during 2003- 2006.

Tier 3 explored classroom practice through two different but complementary classroom observation schedules.