

# SO244: Educational Inequalities

[View Online](#)

---

[1]

Abdelnoor, A. 1999. Preventing exclusions. Heinemann Educational.

[2]

Abraham, J. 1989. Teacher Ideology and Sex Roles in Curriculum Texts. *British Journal of Sociology of Education*. 10, 1 (1989), 33–51.

[3]

Acker, S. 1994. *Gendered education: sociological reflections on women, teaching and feminism*. Open University Press.

[4]

Alexiadou, N. 2002. Social inclusion and social exclusion in England: tensions in education policy. *Journal of Education Policy*. 17, 1 (Feb. 2002), 71–86.  
DOI:<https://doi.org/10.1080/02680930110100063>.

[5]

Allan, J. 2010. The sociology of disability and the struggle for inclusive education. *British Journal of Sociology of Education*. 31, 5 (2010), 603–619.  
DOI:<https://doi.org/10.1080/01425692.2010.500093>.

[6]

Allen, L. 2013. Behind the bike sheds: sexual geographies of schooling. *British Journal of*

Sociology of Education. 34, 1 (2013), 56–75.  
DOI:<https://doi.org/10.1080/01425692.2012.704719>.

[7]

Allen, M. and Ainley, P. 2007. Education make you fick, innit?: what's gone wrong in England's schools, colleges and universities and how to start putting it right. Tufnell.

[8]

Althusser, L. 1972. Ideology and Ideological State Apparatuses. 'Notes towards an investigation'. Education - structure and society: selected readings. Penguin Books in association with the Open University Press. 242–280.

[9]

Apple, M. 2010. Global Crises, Social Justice, and Education. Global crises, social justice, and education. Routledge. 1–23.

[10]

Apple, M.W. 2001. Creating profits by creating failures: standards, markets, and inequality in education. International Journal of Inclusive Education. 5, 2–3 (2001), 103–118.  
DOI:<https://doi.org/10.1080/13603110010020840>.

[11]

Apple, M.W. Cultural & economic reproduction educ 82.

[12]

Apple, M.W. 2011. Global Crises, Social Justice, and Teacher Education. Journal of Teacher Education. 62, 2 (2011), 222–234. DOI:<https://doi.org/10.1177/0022487110385428>.

[13]

Archer, L. 2002. Change, Culture and Tradition: British Muslim pupils talk about Muslim girls' post-16 'choices'. Race Ethnicity and Education. 5, 4 (2002), 359–376.

DOI:<https://doi.org/10.1080/1361332022000030888>.

[14]

Archer, L. 2003. Higher education and social class: issues of exclusion and inclusion. RoutledgeFalmer.

[15]

Archer, L. 2007. Race' and achievement. The policy context. Understanding minority ethnic achievement: race, gender, class and 'success'. Routledge. 1–24.

[16]

Archer, L. 2003. Race, masculinity and schooling: Muslim boys and education. Open University Press.

[17]

Archer, L. and Francis, B. 2007. Understanding minority ethnic achievement: race, gender, class and 'success'. Routledge.

[18]

Armstrong \*, D. 2005. Reinventing 'inclusion': New Labour and the cultural politics of special education. Oxford Review of Education. 31, 1 (Mar. 2005), 135–151.  
DOI:<https://doi.org/10.1080/0305498042000337237>.

[19]

Arnot, M. et al. 1987. Gender and the politics of schooling. Hutchinson in association with the Open University.

[20]

Arnot, M. 2000. Gender Relations and Schooling in the New Century: Conflicts and challenges. Compare: A Journal of Comparative and International Education. 30, 3 (2000), 293–302. DOI:<https://doi.org/10.1080/713657472>.

[21]

Annot, M. and Miles, P. 2005. A reconstruction of the gender agenda: the contradictory gender dimensions in New Labour's educational and economic policy. *Oxford Review of Education*. 31, 1 (2005), 173–189. DOI:<https://doi.org/10.1080/0305498042000337255>.

[22]

Ashley, M. 2009. Time to confront Willis's lads with a ballet class? A case study of educational orthodoxy and white working-class boys. *British Journal of Sociology of Education*. 30, 2 (2009), 179–191. DOI:<https://doi.org/10.1080/01425690802700263>.

[23]

Askew, S. and Ross, C. 1988. *Boys don't cry: boys and sexism in education*. Open University Press.

[24]

Attewell, P.A. and Newman, K.S. 2010. *Growing gaps: educational inequality around the world*. Oxford University Press.

[25]

Awan, I. 2012. "I Am a Muslim Not an Extremist": How the Prevent Strategy Has Constructed a "Suspect" Community. *Politics & Policy*. 40, 6 (2012), 1158–1185. DOI:<https://doi.org/10.1111/j.1747-1346.2012.00397.x>.

[26]

Awan, I. 2014. Operation 'Trojan Horse': Islamophobia or Extremism? *Political Insight*. 5, 2 (2014), 38–39. DOI:<https://doi.org/10.1111/2041-9066.12062>.

[27]

Ball, S. 2007. A 'policy sociology' introduction to privatisation(s): Tools, meanings and positions. *Education plc: understanding private sector participation in public sector education*. Routledge. 1–16.

[28]

Ball, S.J. 2003. Class strategies and the education market: the middle classes and social advantage. RoutledgeFalmer.

[29]

Ball, S.J. 1993. Education Markets, Choice and Social Class: The Market as a Class Strategy in the UK and the USA. *British Journal of Sociology of Education*. 14, 1 (1993), 3-19.

[30]

Ball, S.J. 1990. Foucault and education: disciplines and knowledge. Routledge.

[31]

Ball, S.J. 2012. Global education inc: new policy networks and the neo-liberal imaginary. Routledge.

[32]

Ball, S.J. 1990. Politics and policy making in education: explorations in policy sociology. Routledge.

[33]

Ball, S.J. 2007. Reading Michael Apple -- the sociological imagination at work. *Theory and Research in Education*. 5, 2 (2007), 153-159.  
DOI:<https://doi.org/10.1177/1477878507077726>.

[34]

Ball, W. and Troyna, B. 1989. The Dawn of a New ERA? The Education Reform Act, 'Race' and LEAs. *Educational Management & Administration*. 17, 1 (1989), 23-31.  
DOI:<https://doi.org/10.1177/174114328901700105>.

[35]

Barton, L. 1997. Inclusive education: romantic, subversive or realistic? *International Journal of Inclusive Education*. 1, 3 (Jul. 1997), 231–242.  
DOI:<https://doi.org/10.1080/1360311970010301>.

[36]

Beach, D. and Sernhede, O. 2011. From learning to labour to learning for marginality: school segregation and marginalization in Swedish suburbs. *British Journal of Sociology of Education*. 32, 2 (2011), 257–274. DOI:<https://doi.org/10.1080/01425692.2011.547310>.

[37]

Beard, C. et al. 2007. Acknowledging the affective in higher education. *British Educational Research Journal*. 33, 2 (2007), 235–252.  
DOI:<https://doi.org/10.1080/01411920701208415>.

[38]

Beckett, F. 2007. *The great city academy fraud*. Continuum.

[39]

Belanger, N. 2000. Inclusion of 'pupils-who-need-extra-help': social transactions in the accessibility of resource and mainstream classrooms. *International Journal of Inclusive Education*. 4, 3 (Jul. 2000), 231–252. DOI:<https://doi.org/10.1080/13603110050059169>.

[40]

Bell, A. et al. 2006. Gender Transformations in Higher Education. *Sociological Research Online*. 12, 1 (2006).

[41]

Bhopal, K. 2014. Race, rurality and representation: Black and minority ethnic mothers' experiences of their children's education in rural primary schools in England, UK. *Gender and Education*. 26, 5 (2014), 490–504.  
DOI:<https://doi.org/10.1080/09540253.2014.935301>.

[42]

Bhopal, K. and Maylor, U. eds. 2014. Educational inequalities: difference and diversity in schools and higher education. Routledge, Taylor & Francis Group.

[43]

Bhopal, K. and Maylor, U. eds. 2014. Educational inequalities: difference and diversity in schools and higher education. Routledge, Taylor & Francis Group.

[44]

Bhopal, K. and Maylor, U. eds. 2014. Educational inequalities: difference and diversity in schools and higher education. Routledge, Taylor & Francis Group.

[45]

Blair, M. 1994. Black Teachers, Black Students and Education Markets. Cambridge Journal of Education. 24, 2 (1994), 277–291. DOI:<https://doi.org/10.1080/0305764940240210>.

[46]

Blair, M. et al. 1995. Identity and diversity: gender and the experience of education. Multilingual Matters in association with Open University.

[47]

Blair, M. 2001. Why pick on me?: school exclusion and black youth. Trentham.

[48]

Blandford, S. 1998. Managing discipline in schools. Routledge.

[49]

Bloch, A. 2013. Education. Race, multicultural and social policy. Palgrave Macmillan. 138–164.

[50]

Bloch, A. et al. 2013. Race, multicultural and social policy. Palgrave Macmillan.

[51]

Blyth, E. and Milner, J. 1996. Exclusion from school: inter-professional issues for policy and practice. Routledge.

[52]

Bocock, R. et al. 1992. Social and cultural forms of modernity. Polity Press in association with the Open University.

[53]

Bourdieu, P. and Passeron, J.C. 1990. Reproduction in education, society and culture. Sage.

[54]

Bowe, R. et al. 1992. Reforming education and changing schools: case studies in policy sociology. Routledge.

[55]

Bowles, S. and Gintis, H. 1976. Schooling in capitalist America: educational reform and the contradictions of economic life. Routledge and Kegan Paul.

[56]

Boyd, M. 2001. Challenging violence in schools: an issue of masculinities. Open University Press.

[57]



Brandt, G.L. 1986. The realization of anti-racist teaching. Falmer.

[58]

BRAP | Briefing Papers | Making equality work for everyone:  
<http://www.brap.org.uk/publications/briefing-papers>.

[59]

Braun, A. et al. 2010. Policy enactments in the UK secondary school: examining policy, practice and school positioning. *Journal of Education Policy*. 25, 4 (2010), 547–560.  
DOI:<https://doi.org/10.1080/02680931003698544>.

[60]

Braun, A. 2011. 'Walking yourself around as a teacher': gender and embodiment in student teachers' working lives. *British Journal of Sociology of Education*. 32, 2 (2011), 275–291.  
DOI:<https://doi.org/10.1080/01425692.2011.547311>.

[61]

Brighouse, H. 2003. *School choice and social justice*. Oxford University Press.

[62]

Brown, P. 1990. The 'Third Wave': Education and the Ideology of Parentocracy. *British Journal of Sociology of Education*. 11, 1 (1990), 65–85.

[63]

Burke, C. 2005. Contested Desires: The Edible Landscape of School. *Paedagogica Historica*. 41, 4–5 (2005), 571–587. DOI:<https://doi.org/10.1080/00309230500165767>.

[64]

Burke, C. 2007. Inspiring spaces: creating creative classrooms. *Curriculum Briefing*. 5, 2 (2007), 35–39.

[65]

Burke, C. 2005. Play in Focus. Children Researching their own Spaces and Places for Play. Children, Youth and Environments. 15, 1 (2005), 27–53.

[66]

Burke, C. 2005. 'The school without tears': E. F. O'Neill of Prestolee. History of Education. 34, 3 (2005), 263–275.

[67]

Burke, C. 2007. The View of the Child: Releasing "visual voices" in the design of learning environments. Discourse: Studies in the Cultural Politics of Education. 28, 3 (2007), 359–372. DOI:<https://doi.org/10.1080/01596300701458947>.

[68]

Burke, C. and Grosvenor, I. 2007. The progressive image in the history of education: stories of two schools. Visual Studies. 22, 2 (2007), 155–168. DOI:<https://doi.org/10.1080/14725860701507107>.

[69]

Burke, C. and Ribeiro de Castro, H. 2007. The School Photograph: Portraiture and the Art of Assembling the Body of the Schoolchild. History of Education. 36, 2 (2007), 213–226. DOI:<https://doi.org/10.1080/00467600601171450>.

[70]

Bynner, J. and Joshi, H. 2002. Equality and Opportunity in Education: Evidence from the 1958 and 1970 birth cohort studies. Oxford Review of Education. 28, 4 (2002), 405–425. DOI:<https://doi.org/10.1080/0305498022000013599>.

[71]

Byrne, B. and De Tona, C. 2012. 'Trying to find the extra choices': migrant parents and secondary school choice in Greater Manchester. British Journal of Sociology of Education.

33, 1 (2012), 21–39. DOI:<https://doi.org/10.1080/01425692.2012.632865>.

[72]

Cantet, L. et al. 2009. *The Class*. Sony Pictures Home Entertainment.

[73]

Carlen, P. et al. 1992. *Truancy: the politics of compulsory schooling*. Open University Press.

[74]

Carrington, S. 1999. Inclusion needs a different school culture. *International Journal of Inclusive Education*. 3, 3 (Jul. 1999), 257–268.  
DOI:<https://doi.org/10.1080/136031199285039>.

[75]

Carter, C. 2002. Schools Ethos and the Construction of Masculine Identity: Do schools create, condone and sustain aggression? *Educational Review*. 54, 1 (2002), 27–36.  
DOI:<https://doi.org/10.1080/00131910120110857>.

[76]

Centre for Studies on Inclusive Education: <http://www.csie.org.uk/>.

[77]

Chisholm, L.A. and Holland, J. 1986. Girls and Occupational Choice: Anti-Sexism in Action in a Curriculum Development Project. *British Journal of Sociology of Education*. 7, 4 (1986), 353–365.

[78]

Chitty, C. 2001. IQ, Racism and the Eugenics Movement. *Forum for promoting 3-19 comprehensive education*. *Forum*. 43, 3 (2001), 115–121.

[79]

Chitty, C. 2002. The Inclusive Curriculum: an education for the benefit of all young people?'. Forum for promoting 3-19 comprehensive education. Forum. 44, 3 (2002), 99-102.

[80]

Chitty, C. 1989. Towards a new education system: the victory of the New Right?. Falmer.

[81]

Chitty, C. and Simon, B. Education answers back: critical responses to government policy. Lawrence & Wishart.

[82]

Clark, C. 1998. Discipline in Schools. British Journal of Educational Studies. 46, 3 (Sep. 1998), 289-301. DOI:<https://doi.org/10.1111/1467-8527.00085>.

[83]

Clegg, S. 2011. Cultural capital and agency: connecting critique and curriculum in higher education. British Journal of Sociology of Education. 32, 1 (2011), 93-108. DOI:<https://doi.org/10.1080/01425692.2011.527723>.

[84]

Coffey, A. 2001. Education and social change. Open University Press.

[85]

Coffey, A. and Delamont, S. 2000. Feminism and the classroom teacher: research, praxis, pedagogy. RoutledgeFalmer.

[86]

Cole, M. 2012. Education, equality and human rights: issues of gender, 'race', sexuality, disability and social class. Routledge.

[87]

Cole, T. et al. 2003. Patterns of Provision for Pupils with Behavioural Difficulties in England: A study of government statistics and behaviour support plan data. *Oxford Review of Education*. 29, 2 (Jun. 2003), 187–205.  
DOI:<https://doi.org/10.1080/0305498032000080675>.

[88]

Connolly, P. 2008. A critical review of some recent developments in quantitative research on gender and achievement in the United Kingdom. *British Journal of Sociology of Education*. 29, 3 (2008), 249–260. DOI:<https://doi.org/10.1080/01425690801966261>.

[89]

Connolly, P. 1998. Racism, gender identities and young children: social relations in a multi-ethnic, inner city primary school. Routledge.

[90]

Connolly, P. 1995. Racism, Masculine Peer-Group Relations and the Schooling of African/ Caribbean Infant Boys. *British Journal of Sociology of Education*. 16, 1 (1995), 75–92.

[91]

Connolly, P. and Troyna, B. 1998. Researching racism in education: politics, theory and practice. Open University Press.

[92]

Convert to an academy: documents for schools - GOV.UK: 2015.  
<https://www.gov.uk/government/collections/convert-to-an-academy-documents-for-schools>

[93]

Copeland, I. 1991. Special Educational Needs and the Education Reform Act, 1988. *British Journal of Educational Studies*. 39, 2 (May 1991). DOI:<https://doi.org/10.2307/3120920>.

[94]

Corbett, J. 1997. Include/exclude: redefining the boundaries. *International Journal of Inclusive Education*. 1, 1 (Jan. 1997), 55-64.  
DOI:<https://doi.org/10.1080/1360311970010105>.

[95]

Corker, M. and French, S. 1999. *Disability discourse*. Open University Press.

[96]

Corker, M. and French, S. 1999. *Disability discourse*. Open University Press.

[97]

Cosin, B. and Open University. Education, Economy and Politics Course Team 1972. *Education - structure and society: selected readings*. Penguin Books in association with the Open University Press.

[98]

Cosin, B. and Open University. Education, Economy and Politics Course Team 1972. *Education - structure and society: selected readings*. Penguin Books in association with the Open University Press.

[99]

Cosin, B. and Open University. School and Society Course Team 1977. *School and society: a sociological reader*. Routledge and Kegan Paul in association with the Open University Press.

[100]

Crenshaw, K. 1991. Mapping the Margins: Intersectionality, Identity Politics, and Violence against Women of Color. *Stanford Law Review*. 43, 6 (1991). DOI:<https://doi.org/10.2307/1229039>.

[101]

Croll, P. and Moses, D. 2003. Special educational needs across two decades: survey evidence from english primary schools. *British Educational Research Journal*. 29, 5 (2003), 731–747. DOI:<https://doi.org/10.1080/0141192032000133695>.

[102]

Cullingford, C. 1999. *The causes of exclusion: home, school and the development of young criminals*. Kogan Page.

[103]

Dale, R. et al. 1976. *Schooling and capitalism: a sociological reader*. Routledge and Kegan Paul (for) the Open University Press.

[104]

Dale, R. et al. 1976. *Schooling and capitalism: a sociological reader*. Routledge and Kegan Paul (for) the Open University Press.

[105]

Davey, G. 2012. Using Bourdieu's concept of doxa to illuminate classed practices in an English fee-paying school. *British Journal of Sociology of Education*. 33, 4 (2012), 507–525. DOI:<https://doi.org/10.1080/01425692.2012.662823>.

[106]

Davies, B. 2003. *Frogs and snails and feminist tales: preschool children and gender*. Hampton Press.

[107]

Davies, J.D. and Lloyd-Smith, M. 1995. On the margins: the educational experience of 'problem' pupils. Trentham Books.

[108]

Delamont, S. 1989. Knowledgeable women: structuralism and the reproduction of elites. Routledge.

[109]

Delamont, S. 1990. Sex roles and the school. Routledge.

[110]

Demaine, J. 2001. Sociology of education today. Palgrave.

[111]

Demaine, J. 2001. Sociology of education today. Palgrave.

[112]

Demaine, J. 2001. Sociology of education today. Palgrave.

[113]

Demaine, J. 2001. Sociology of education today. Palgrave.

[114]

Demaine, J. 2001. Sociology of education today. Palgrave.

[115]

Department for Education 2013. Behaviour and discipline in schools - GOV.UK.



[116]

Discover Society – Policy and Politics: 2017.  
<http://discoversociety.org/category/policy-briefing/>.

[117]

Donovan, N. and New Policy Institute 1998. Second chances: exclusion from school and equality of opportunity. New Policy Institute.

[118]

Dorn, A. and Troyna, B. 1982. Multiracial Education and the Politics of Decision-Making. Oxford Review of Education. 8, 2 (1982), 175–185.  
DOI:<https://doi.org/10.1080/0305498820080206>.

[119]

Dunne, M. and Gazeley, L. 2008. Teachers, social class and underachievement. British Journal of Sociology of Education. 29, 5 (2008), 451–463.

[120]

Dyson, A. et al. 2004. Inclusion and Pupil Achievement. Research Report No. RR578. DfES.

[121]

Dyson, A. 2003. Social and Educational Disadvantage: Reconnecting Special Needs Education. British Journal of Special Education. 24, 4 (2003), 152–157.  
DOI:<https://doi.org/10.1111/1467-8527.t01-1-00033>.

[122]

Education and the Prevent Agenda: Mythmaking and the Limits of Freedom |: 2014.  
<http://discoversociety.org/2014/08/05/education-and-the-prevent-agenda-mythmaking-and-the-limits-of-freedom/>.

[123]

Education Reform Act 1988: <http://www.legislation.gov.uk/ukpga/1988/40/contents>.

[124]

Educational inequality: mapping race, class and gender: 2000.  
<http://webarchive.nationalarchives.gov.uk/20141124154759/http://www.ofsted.gov.uk/resources/educational-inequality-mapping-race-class-and-gender>.

[125]

Edwards, R. and Usher, R. 2008. Globalisation and pedagogy: space, place and identity. Routledge.

[126]

Epstein, D. 1998. Failing boys?: issues in gender and achievement. Open University Press.

[127]

Exclusion from school:  
<http://webarchive.nationalarchives.gov.uk/20130123124929/http://www.education.gov.uk/researchandstatistics/statistics/statistics-by-topic/schoolpupilcharacteristics/exclusion>.

[128]

Fisher, K. 2004. Re-voicing the classroom: a spatial manifesto. Forum for promoting 3-19 comprehensive education. Forum. 46 (2004), 36–38.

[129]

Fitz, J. et al. 1993. Grant maintained schools: education in the market place. Kogan Page.

[130]

Floud, J.E. et al. 1973. Social class and educational opportunity. Greenwood Press.

[131]

Flow of Ideas: <http://www.flowideas.co.uk/index.php>.

[132]

Flude, M. and Hammer, M. 1990. The Education Reform Act, 1988: its origins and implications. Falmer.

[133]

Flude, M. and Hammer, M. 1990. The Education Reform Act, 1988: its origins and implications. Falmer.

[134]

Foster, P. et al. 1996. Constructing educational inequality: an assessment of research on school processes. Falmer Press.

[135]

Foster, P. 1996. Educational Inequality as a Social Problem. Constructing educational inequality: an assessment of research on school processes. Falmer Press. 1-22.

[136]

Foucault, M. 1991. Discipline and punish: the birth of the prison. Penguin.

[137]

Francis, B. 2002. Is the Future Really Female? The Impact and Implications of Gender for 14-16 Year Olds' Career Choices. Journal of Education and Work. 15, 1 (2002), 75-88. DOI:<https://doi.org/10.1080/13639080120106730>.

[138]

Francis, B. 1999. Lads, Lasses and (New) Labour: 14-16-year-old students' responses to the 'laddish behaviour and boys' underachievement' debate. *British Journal of Sociology of Education*. 20, 3 (1999), 355–371. DOI:<https://doi.org/10.1080/01425699995317>.

[139]

Francis, B. 2008. Teaching manfully? Exploring gendered subjectivities and power via analysis of men teachers' gender performance. *Gender and Education*. 20, 2 (2008), 109–122. DOI:<https://doi.org/10.1080/09540250701797226>.

[140]

Francis, B. et al. 2003. University Lecturers' Perceptions of Gender and Undergraduate Writing. *British Journal of Sociology of Education*. 24, 3 (2003), 357–373. DOI:<https://doi.org/10.1080/01425690301891>.

[141]

Francis, B. and Archer, L. 2005. Negotiating the Dichotomy of Boffin and Triad: British-Chinese Pupils' Constructions of 'Laddism'. *The Sociological Review*. 53, 3 (2005), 495–521. DOI:<https://doi.org/10.1111/j.1467-954X.2005.00563.x>.

[142]

Francis, B. and Skelton, C. 2005. *Reassessing gender and achievement: questioning contemporary key debates*. RoutledgeFalmer.

[143]

Free schools: how to apply - GOV.UK: 2015.  
<https://www.gov.uk/government/publications/free-school-application-guide>.

[144]

Gershon, W.S. 2012. Troubling notions of risk: dissensus, dissonance, and making sense of students and learning. *Critical Studies in Education*. 53, 3 (Oct. 2012), 361–373.

DOI:<https://doi.org/10.1080/17508487.2012.704881>.

[145]

Gewirtz, S. et al. 1995. Markets, choice and equity in education. Open University Press.

[146]

Gewirtz, S. 2002. The managerial school: post-welfarism and social justice in education. Routledge.

[147]

Giddens, A. 1998. The third way: the renewal of social democracy. Polity Press.

[148]

Gill, J. and Tranter, D. 2014. Unfinished business: re-positioning gender on the education equity agenda. British Journal of Sociology of Education. 35, 2 (2014), 278–295.  
DOI:<https://doi.org/10.1080/01425692.2012.746261>.

[149]

Gillborn, D. 2005. Education policy as an act of white supremacy: whiteness, critical race theory and education reform. Journal of Education Policy. 20, 4 (2005), 485–505.  
DOI:<https://doi.org/10.1080/02680930500132346>.

[150]

Gillborn, D. 1997. Natural Selection? New Labour, race and education policy. Multicultural teaching. 15, 3 (1997), 5–7.

[151]

Gillborn, D. 1990. 'Race', ethnicity and education: teaching and learning in multi-ethnic schools. Unwin Hyman.

[152]

Gillborn, D. 1995. Racism and antiracism in real schools: theory, policy, practice. Open University Press.

[153]

Gillborn, D. 1994. The Micro-Politics of Macro Reform. British Journal of Sociology of Education. 15, 2 (1994), 147–164.

[154]

Gillborn, D. and Kirton, A. 2000. WHITE HEAT: racism, under-achievement and white working-class boys. International Journal of Inclusive Education. 4, 4 (2000), 271–288. DOI:<https://doi.org/10.1080/13603110050167998>.

[155]

Gillborn, D. and Ladson-Billings, G. 2004. The RoutledgeFalmer reader in multicultural education. RoutledgeFalmer.

[156]

Gillies, V. 2012. Inclusion through exclusion: a critical account of new behaviour management practices in schools. Educational diversity: the subject of difference and different subjects. Palgrave Macmillan. 17–35.

[157]

Glass, D.V. and Berent, J. 1954. Social mobility in Britain. Routledge & Kegan Paul.

[158]

Goldthorpe, J.H. 1996. Class Analysis and the Reorientation of Class Theory: The Case of Persisting Differentials in Educational Attainment. The British Journal of Sociology. 47, 3 (1996). DOI:<https://doi.org/10.2307/591365>.

[159]

Goldthorpe, J.H. et al. 1987. Social mobility and class structure in modern Britain. Clarendon.

[160]

Gorard, S. et al. 2002. Does school choice lead to 'spirals of decline'? Journal of Education Policy. 17, 3 (2002), 367–384. DOI:<https://doi.org/10.1080/02680930210127612>.

[161]

Gorard, S. et al. 2002. Markets in public policy: The case of the United Kingdom education reform act 1988. International Studies in Sociology of Education. 12, 1 (2002), 23–42. DOI:<https://doi.org/10.1080/09620210200200081>.

[162]

Gordon, A. 2001. School Exclusions in England: Children's voices and adult solutions? Educational Studies. 27, 1 (Mar. 2001), 69–85. DOI:<https://doi.org/10.1080/03055690020002143>.

[163]

Gordon, T. et al. 2000. Making spaces: citizenship and difference in schools. Macmillan.

[164]

Gordon, T. 1996. 'School is Like an Ant's Nest': Spatiality and embodiment in schools. Gender and Education. 8, 3 (1996), 301–310. DOI:<https://doi.org/10.1080/09540259621548>.

[165]

Gordon, T. and Lahelma, E. 2003. From ethnography to life history: Tracing transitions of school students. International Journal of Social Research Methodology. 6, 3 (2003), 245–254. DOI:<https://doi.org/10.1080/1364557032000091842>.

[166]

Great Britain. Department for Education and Employment 1997. Excellence for all children:

meeting special educational needs: presented to Parliament by The Secretary of State for Education and Employment by command of Her Majesty. Stationery Office.

[167]

Great Britain. Office for Standards in Education (England) and Great Britain. Department for Education. Her Majesty's Inspectorate 1993. Education for disaffected pupils 1990-1992 / a report from the Office of Her Majesty's Chief Inspector of Schools. H.M.S.O.

[168]

Great Britain. Social Exclusion Unit 1998. Truancy and school exclusion: report by the Social Exclusion Unit. Stationery Office.

[169]

Great Britain. Social Exclusion Unit 1998. Truancy and school exclusion: report by the Social Exclusion Unit. Stationery Office.

[170]

Green, A.G. and Ball, S.J. 1988. Progress and inequality in comprehensive education. Routledge.

[171]

Green, E. 2012. Analysing religion and education in Christian academies. British Journal of Sociology of Education. 33, 3 (2012), 391-407.  
DOI:<https://doi.org/10.1080/01425692.2012.659456>.

[172]

Grinter, R. 1985. Bridging the Gulf: the need for anti-racist multi-cultural education. Multicultural teaching. 3, 2 (1985).

[173]

Gunter, H. 2011. The state and education policy: the academies programme. Continuum



International Pub. Group.

[174]

Gunter, H. 2011. The state and education policy: the academies programme. Continuum International Pub. Group.

[175]

Halsey, A.H. 1997. Education: culture, economy, and society. Oxford University Press.

[176]

Halsey, A.H. 1997. Education: culture, economy, and society. Oxford University Press.

[177]

Halsey, A.H. 1961. Education, economy, and society: a reader in the sociology of education . Free Press of Glencoe.

[178]

Halsey, A.H. et al. 1980. Origins and destinations: family, class and education in modern Britain. Clarendon Press.

[179]

Hamilton, D.G. 2017. Too hot to handle: African Caribbean pupils and students as toxic consumers and commodities in the educational market. Race Ethnicity and Education. (Sep. 2017), 1–20. DOI:<https://doi.org/10.1080/13613324.2017.1376635>.

[180]

Hatcher, R. 1989. Antiracist Education After the Act. Multicultural teaching. 7, 3 (1989), 24–27.

[181]

Hatcher, R. 1997. New Labour, school improvement and racial inequality. *Multicultural teaching*. 15, 3 (1997), 8–13.

[182]

Hayden, C. 1997. *Children excluded from primary school: debates, evidence, responses*. Open University Press.

[183]

Haydn, T. 2004. The strange death of the comprehensive school in England and Wales, 1965–2002. *Research Papers in Education*. 19, 4 (2004), 415–432.  
DOI:<https://doi.org/10.1080/0267152042000295456>.

[184]

Hayman, S. et al. 1997. *Absent from school: truancy & exclusion*. Institute for the Study and Treatment of Delinquency.

[185]

Hayman, S. et al. 1997. *Absent from school: truancy & exclusion*. Institute for the Study and Treatment of Delinquency.

[186]

Head, J. 1999. *Understanding the boys: issues of behaviour and achievement*. Falmer Press.

[187]

Hempel-Jorgensen, A. The construction of the 'ideal pupil' and pupils' perceptions of 'misbehaviour' and discipline: contrasting experiences from a low-socio-economic and a high-socio-economic primary school. *British Journal of Sociology of Education*. 30, 4.

[188]

Hill Collins, P. 2000. Black feminist thought: knowledge, consciousness, and the politics of empowerment. Routledge.

[189]

Hodge, M. and Great Britain. Parliament. House of Commons. Education and Employment Committee 1998. Disaffected children: session 1997-98, 5th report. Stationery Office.

[190]

Høeg, P. 1995. Borderliners. Harvill.

[191]

Holland, J. et al. 1995. Debates and issues in feminist research and pedagogy: a reader. Multilingual Matters in association with the Open University.

[192]

Hollingworth, S. and Mansaray, A. 2011. Social Mix and Social Mixing in Urban Schools: A Sociological Analysis. Sociological Research Online. 17, 3 (2011).

[193]

hooks, bell 1982. Ain't I a woman: black women and feminism. Pluto.

[194]

hooks, bell 2000. Feminist theory: from margin to center. South End Press.

[195]

hooks, bell 1994. Teaching to transgress: education as the practice of freedom. Routledge.

[196]

Hope, M. 2002. New Labour's Policy on Inclusion: will practice match principles? Forum for promoting 3-19 comprehensive education. Forum. 44, 3 (2002), 93-98.

[197]

How do we make our schools fit to face the 21st century? 2011.  
<https://www.theguardian.com/education/2011/sep/04/how-do-we-make-schools-fit-for-children?intcmp=239>.

[198]

In defence of intersectionality – one of feminism's most important tools | Eleanor Robertson | Opinion | The Guardian: 2013.  
<https://www.theguardian.com/commentisfree/2013/dec/23/in-defence-of-intersectionality>.

[199]

Ingram, N. 2009. Working-class boys, educational success and the misrecognition of working-class culture. British Journal of Sociology of Education. 30, 4 (2009), 421-434.

[200]

Ivinson, G. 2012. The body and pedagogy: beyond absent, moving bodies in pedagogic practice. British Journal of Sociology of Education. 33, 4 (2012), 489-506.  
DOI:<https://doi.org/10.1080/01425692.2012.662822>.

[201]

Jackson, B. and Marsden, D. 1986. Education and the working class. Ark Paperbacks.

[202]

Jackson, C. 2003. Motives for 'Laddishness' at School: Fear of failure and fear of the 'feminine'. British Educational Research Journal. 29, 4 (2003), 583-598.  
DOI:<https://doi.org/10.1080/01411920301847>.

[203]

Jackson, C. and Warin, J. 2000. The Importance of Gender as an Aspect of Identity at Key Transition Points in Compulsory Education. *British Educational Research Journal*. 26, 3 (2000), 375–391.

[204]

Jamieson, P. et al. 2000. Place and Space in the Design of New Learning Environments. *Higher Education Research & Development*. 19, 2 (2000), 221–236. DOI:<https://doi.org/10.1080/072943600445664>.

[205]

Johnstone, M. et al. 1987. Discipline in school: a review of 'causes' and 'cures'. Scottish Council for Research in Education.

[206]

Jones, K. 1989. Right turn: the Conservative revolution in education. *Radius*.

[207]

Jones, N. 1989. School management and pupil behaviour. Falmer.

[208]

Keddie, A. 2014. Identity politics, justice and the schooling of Muslim girls: navigating the tensions between multiculturalism, group rights and feminism. *British Journal of Sociology of Education*. 35, 3 (2014), 353–370. DOI:<https://doi.org/10.1080/01425692.2013.776930>.

[209]

Kenway, J. et al. 1994. Making 'Hope Practical' Rather than 'Despair Convincing': Feminist Post-Structuralism, Gender Reform and Educational Change. *British Journal of Sociology of Education*. 15, 2 (1994), 187–210.

[210]

Kenway, J. and Modra, H. 1989. Feminist Pedagogy and Emancipatory Possibilities. *Critical pedagogy networker*. 2, 2/3 (1989), 2–14.

[211]

Kinder, K. et al. 1999. Disaffection talks: a report for the Merseyside Learning Partnership Inter Agency Development Programme. National Foundation for Educational Research.

[212]

Kinder, K. and National Foundation for Educational Research in England and Wales 2000. Working out well: effective provision for excluded pupils. National Foundation for Educational Research in England and Wales.

[213]

Knight, C. 1990. The making of Tory education policy in post-war Britain 1950-1986. Falmer.

[214]

Lambert, C. 2007. New Labour, new leaders? Gendering transformational leadership. *British Journal of Sociology of Education*. 28, 2 (2007), 149–163.  
DOI:<https://doi.org/10.1080/01425690701192257>.

[215]

Lambert, C. 2011. Psycho classrooms: teaching as a work of art. *Social & Cultural Geography*. 12, 1 (2011), 27–45. DOI:<https://doi.org/10.1080/14649365.2010.542479>.

[216]

Lambert, C. 2012. Redistributing the sensory: the critical pedagogy of Jacques Rancière. *Critical Studies in Education*. 53, 2 (2012), 211–227.  
DOI:<https://doi.org/10.1080/17508487.2012.672328>.

[217]

Lampard, R. 2007. Is Social Mobility an Echo of Educational Mobility? Parents' Educations and Occupations and Their Children's Occupational Attainment. *Sociological Research Online*. 12, 5 (2007).

[218]

Lawson, B. 1991. *Pupil discipline and exclusions in schools*. Longman.

[219]

Le Riche, E. and Roehampton Institute 1995. *Combating truancy in schools: listening to the voice of the pupil*. David Fulton, in association with The Roehampton Institute.

[220]

Le Riche, E. and Roehampton Institute 1988. *Why do teenage girls truant?: a study of school absenteeism in two schools on Merseyside*. Roehampton Institute.

[221]

Leathwood, C. et al. 2009. *Gender and the changing face of higher education: a feminized future?*. Society for Research into Higher Education/Open University Press.

[222]

Leathwood, C. and Archer, L. 2004. Social class and educational inequalities: the local and the global. *Pedagogy, Culture & Society*. 12, 1 (2004), 5-13.  
DOI:<https://doi.org/10.1080/14681360400200186>.

[223]

Lee, D. and Turner, B.S. 1996. *Conflicts about class: debating inequality in late industrialism : a selection of readings*. Longman.

[224]

Leicester, M. 1999. *Disability voice: towards an enabling education*. Jessica Kingsley.

[225]

Leiringer, R. and Cardellino, P. 2011. Schools for the twenty-first century: school design and educational transformation. *British Educational Research Journal*. 37, 6 (2011), 915–934. DOI:<https://doi.org/10.1080/01411926.2010.508512>.

[226]

Lello, J. 1993. *Accountability in practice*. Cassell.

[227]

Levačić, R. 1993. Assessing the Impact of Formula Funding on Schools. *Oxford Review of Education*. 19, 4 (1993), 435–457.

[228]

Lewis, A. 1995. *Children's understanding of disability*. Routledge.

[229]

Lewis, A. 1995. *Primary special needs and the National Curriculum*. Routledge.

[230]

Lewis, A. and Association for the Study of Primary Education (Great Britain) 1995. *Special needs provision in mainstream primary schools: evidence and policy implications from a national survey*. Trentham Books.

[231]

Lewis, A. and Lindsay, G. 1999. *Researching children's perspectives*. Open University Press.

[232]



Lloyd, C. 2000. Excellence for all children false promises! The failure of current policy for inclusive education and implications for schooling in the 21st century. *International Journal of Inclusive Education*. 4, 2 (Apr. 2000), 133–151.  
DOI:<https://doi.org/10.1080/136031100284858>.

[233]

Lucey, H. and Reay, D. 2002. Carrying the beacon of excellence: social class differentiation and anxiety at a time of transition. *Journal of Education Policy*. 17, 3 (2002), 321–336.  
DOI:<https://doi.org/10.1080/02680930210127586>.

[234]

Lynch, K. and Moran, M. 2006. Markets, schools and the convertibility of economic capital: the complex dynamics of class choice. *British Journal of Sociology of Education*. 27, 2 (2006), 221–235. DOI:<https://doi.org/10.1080/01425690600556362>.

[235]

Mac an Ghaill, M. 1999. *Contemporary racisms and ethnicities: social and cultural transformations*. Open University Press.

[236]

Mac an Ghaill, M. 1994. *The making of men: masculinities, sexualities and schooling*. Open University Press.

[237]

Mac an Ghaill, M. 1988. *Young, gifted, and Black: student-teacher relations in the schooling of Black youth*. Open University Press.

[238]

Mac an Ghaill, M. and Haywood, C. 2014. Pakistani and Bangladeshi young men: re-racialization, class and masculinity within the neo-liberal school. *British Journal of Sociology of Education*. 35, 5 (2014), 753–776.  
DOI:<https://doi.org/10.1080/01425692.2014.919848>.

[239]

Mac an Ghaill, M. and Haywood, C. 2011. Schooling, masculinity and class analysis: towards an aesthetic of subjectivities. *British Journal of Sociology of Education*. 32, 5 (2011), 729–744. DOI:<https://doi.org/10.1080/01425692.2011.596370>.

[240]

Macknight, V. 2011. Ideal knowing: logics of knowledge in primary school curricula. *British Journal of Sociology of Education*. 32, 5 (2011), 717–728. DOI:<https://doi.org/10.1080/01425692.2011.596368>.

[241]

MacLure, M. et al. 2012. Becoming a problem: behaviour and reputation in the early years classroom. *British Educational Research Journal*. 38, 3 (Jun. 2012), 447–471. DOI:<https://doi.org/10.1080/01411926.2011.552709>.

[242]

Maclure, S. 1992. *Education re-formed: a guide to the Education Reform Act*. Hodder & Stoughton.

[243]

Macpherson of Cluny, W. and Great Britain. Home Office 1999. *The Stephen Lawrence inquiry: Appendices*. Stationery Office.

[244]

Macrae, S. et al. 2003. Social exclusion: exclusion from school. *International Journal of Inclusive Education*. 7, 2 (Jun. 2003), 89–101. DOI:<https://doi.org/10.1080/13603110304785>.

[245]

Maguire, M. et al. 2011. The ordinary school – what is it? *British Journal of Sociology of Education*. 32, 1 (2011), 1–16. DOI:<https://doi.org/10.1080/01425692.2011.527718>.

[246]

Maguire, M. et al. 2011. The ordinary school – what is it? *British Journal of Sociology of Education*. 32, 1 (2011), 1–16. DOI:<https://doi.org/10.1080/01425692.2011.527718>.

[247]

Markets, Publics and Education: A Tale of Trojan Horses: 2014.  
<http://discoversociety.org/2014/07/01/markets-publics-and-education-a-tale-of-trojan-horses/>.

[248]

Marsh, J. 2000. But I want to fly too!: Girls and superhero play in the infant classroom. *Gender and Education*. 12, 2 (2000), 209–220.  
DOI:<https://doi.org/10.1080/09540250050010018>.

[249]

Martin, D. 2002. Themed Issue: Schooling as Violence. *Educational Review*. 54, 1 (Feb. 2002), 5–5. DOI:<https://doi.org/10.1080/00131910120110820>.

[250]

Martino, W. 1999. 'Cool Boys', 'Party Animals', 'Squids' and 'Poofers': Interrogating the dynamics and politics of adolescent masculinities in school. *British Journal of Sociology of Education*. 20, 2 (1999), 239–263. DOI:<https://doi.org/10.1080/01425699995434>.

[251]

Mason, D. 2000. *Education. Race and ethnicity in modern Britain*. Oxford University Press. 62–78.

[252]

Mason, D. 2000. *Race and ethnicity in modern Britain*. Oxford University Press.

[253]

Matheson, D. ed. 2015. An introduction to the study of education. Routledge.

[254]

McCulloch, G. 1994. Educational reconstruction: the 1944 Education Act and the twenty-first century. Woburn Press.

[255]

McCulloch, G. 2008. Parity and prestige in English secondary education revisited. *British Journal of Sociology of Education*. 29, 4 (2008), 381–389.  
DOI:<https://doi.org/10.1080/01425690802160252>.

[256]

Mcgregor, J. 2003. Making Spaces: teacher workplace topologies. *Pedagogy, Culture & Society*. 11, 3 (2003), 353–377. DOI:<https://doi.org/10.1080/14681360300200179>.

[257]

McGregor, J. 2004. Spatiality and the place of the material in schools. *Pedagogy, Culture & Society*. 12, 3 (2004), 347–372. DOI:<https://doi.org/10.1080/14681360400200207>.

[258]

McLean, M. et al. 2013. The use and value of Bernstein's work in studying (in)equalities in undergraduate social science education. *British Journal of Sociology of Education*. 34, 2 (2013), 262–280. DOI:<https://doi.org/10.1080/01425692.2012.710007>.

[259]

McWilliam, E. 1996. Admitting Impediments: or things to do with bodies in the classroom. *Cambridge Journal of Education*. 26, 3 (1996), 367–378.  
DOI:<https://doi.org/10.1080/0305764960260306>.

[260]

Measor, L. and Sikes, P.J. 1992. Gender and schools. Cassell.

[261]

Measuring Markets: Introduction: <http://www.cardiff.ac.uk/socsi/markets/>.

[262]

MEO, A. and PARKER, A. 2004. Teachers, teaching and educational exclusion: Pupil Referral Units and pedagogic practice. *International Journal of Inclusive Education*. 8, 1 (Jan. 2004), 103–120. DOI:<https://doi.org/10.1080/1360311032000159465>.

[263]

Meo, A.I. 2011. Zafar, so good: middle-class students, school habitus and secondary schooling in the city of Buenos Aires (Argentina). *British Journal of Sociology of Education*. 32, 3 (2011), 349–367. DOI:<https://doi.org/10.1080/01425692.2011.559338>.

[264]

Meyen, B. and Martino, W. 2001. *What about the boys?: issues of masculinity in schools*. Open University Press.

[265]

Milbourne, L. 2002. Life at the margin: education of young people, social policy and the meanings of social exclusion. *International Journal of Inclusive Education*. 6, 4 (Oct. 2002), 325–343. DOI:<https://doi.org/10.1080/13603110210148621>.

[266]

Mirza, H.S. 2006. 'Race', gender and educational desire. *Race Ethnicity and Education*. 9, 2 (2006), 137–158. DOI:<https://doi.org/10.1080/13613320600696623>.

[267]

Mirza, H.S. 1992. *Young, female and black*. Routledge.

[268]

Monk, N. et al. 2011. Open-space learning: a study in transdisciplinary pedagogy. Bloomsbury Academic.

[269]

Moon, B. and Open University. Curriculum and Learning Course Team 1990. New curriculum - national curriculum. Hodder & Stoughton in association with the Open University.

[270]

Moon, B. and Open University. Curriculum and Learning Course Team 1990. New curriculum - national curriculum. Hodder & Stoughton in association with the Open University.

[271]

Moon, B. and Open University. Curriculum and Learning Course Team 1990. New curriculum - national curriculum. Hodder & Stoughton in association with the Open University.

[272]

Moon, B. and Open University. Curriculum and Learning Course Team 1990. New curriculum - national curriculum. Hodder & Stoughton in association with the Open University.

[273]

Moreau, M. and Leathwood, C. 2006. Balancing paid work and studies: working (-class) students in higher education. *Studies in Higher Education*. 31, 1 (2006), 23–42. DOI:<https://doi.org/10.1080/03075070500340135>.

[274]

Mulcahy, D. 2006. The salience of space for pedagogy and identity in teacher education: problem-based learning as a case in point. *Pedagogy, Culture & Society*. 14, 1 (2006), 55–69. DOI:<https://doi.org/10.1080/14681360500487827>.

[275]

Munn, P. et al. 2000. Alternatives to exclusion from school. Paul Chapman.

[276]

Myers, K. 2000. Whatever happened to equal opportunities in schools?: gender equality initiatives in education. Open University Press.

[277]

Myers, K. 2000. Whatever happened to equal opportunities in schools?: gender equality initiatives in education. Open University Press.

[278]

Myers, M. and Bhopal, K. 2017. Racism and bullying in rural primary schools: protecting White identities post Macpherson. British Journal of Sociology of Education. 38, 2 (2017), 125–143. DOI:<https://doi.org/10.1080/01425692.2015.1073099>.

[279]

Neary, M. et al. 2009. The future of higher education: policy, pedagogy and the student experience. Continuum International Pub. Group.

[280]

Nespor, J. 2004. Educational scale-making. Pedagogy, Culture & Society. 12, 3 (2004), 309–326. DOI:<https://doi.org/10.1080/14681360400200205>.

[281]

Nespor, J. 2002. Studying the spatialities of schooling. Pedagogy, Culture & Society. 10, 3 (2002), 483–491. DOI:<https://doi.org/10.1080/14681360200200155>.

[282]

Nespor, J. 1997. Tangled up in school: politics, space, bodies, and signs in the educational process. L. Erlbaum Associates.

[283]

Nilan, P. 2000. 'You're Hopeless I Swear to God': Shifting masculinities in classroom talk. *Gender and Education*. 12, 1 (2000), 53–68. DOI:<https://doi.org/10.1080/09540250020409>.

[284]

Nind, M. and Cochrane, S. 2002. Inclusive curricula? Pupils on the margins of special schools. *International Journal of Inclusive Education*. 6, 2 (Apr. 2002), 185–198. DOI:<https://doi.org/10.1080/13603110110067217>.

[285]

Noyes, A. 2004. Learning Landscapes. *British Educational Research Journal*. 30, 1 (2004), 27–41.

[286]

Obituary: David Medd | Art and design: 2009.  
<https://www.theguardian.com/artanddesign/2009/apr/14/david-medd-obituary-architecture-school-buildings>.

[287]

Obituary: Mary Medd: 2005.  
<https://www.theguardian.com/news/2005/jun/24/guardianobituaries.artsobituaries>.

[288]

Ofsted - GOV.UK: <https://www.gov.uk/government/organisations/ofsted>.

[289]

O'Keeffe, D. et al. 1994. Truancy in English secondary schools: a report prepared for the



DFE. HMSO.

[290]

Oliver, M. 2009. Understanding disability: from theory to practice. Palgrave Macmillan.

[291]

Oliver, M. and Barnes, C. 2010. Disability studies, disabled people and the struggle for inclusion. *British Journal of Sociology of Education*. 31, 5 (2010), 547–560.  
DOI:<https://doi.org/10.1080/01425692.2010.500088>.

[292]

Operation Trojan Horse: how a hoax problematised Muslims and Islam | Discover Society: 2014.  
<http://discoversociety.org/2014/07/01/operation-trojan-horse-how-a-hoax-problematised-muslims-and-islam/>.

[293]

Osler, A. et al. 2000. Reasons for exclusion from school. DfEE Publications.

[294]

Ozga, J. 2000. Policy research in educational settings: contested terrain. Open University Press.

[295]

Paechter, C. 2004. Metaphors of space in educational theory and practice. *Pedagogy, Culture & Society*. 12, 3 (2004), 449–466.  
DOI:<https://doi.org/10.1080/14681360400200202>.

[296]

Paechter, C. 2004. Spatialising power relations in education. *Pedagogy, Culture & Society*. 12, 3 (2004), 467–474. DOI:<https://doi.org/10.1080/14681360400200203>.

[297]

Paechter, C. and Clark, S. 2007. Learning gender in primary school playgrounds: findings from the Tomboy Identities Study. *Pedagogy, Culture & Society*. 15, 3 (2007), 317–331. DOI:<https://doi.org/10.1080/14681360701602224>.

[298]

Paechter, C. and Clark, S. 2007. Learning gender in primary school playgrounds: findings from the Tomboy Identities Study. *Pedagogy, Culture & Society*. 15, 3 (2007), 317–331. DOI:<https://doi.org/10.1080/14681360701602224>.

[299]

Parker, A. 1996. The Construction of Masculinity within Boys' Physical Education. *Gender and Education*. 8, 2 (1996), 141–158. DOI:<https://doi.org/10.1080/09540259650038824>.

[300]

Parsons, C. 1999. *Education, exclusion and citizenship*. Routledge.

[301]

Paterson, F.M.S. 1989. *Out of place: public policy and the emergence of truancy*. Falmer.

[302]

Pelletier, C. 2009. Emancipation, equality and education: Rancière's critique of Bourdieu and the question of performativity. *Discourse: Studies in the Cultural Politics of Education*. 30, 2 (2009), 137–150. DOI:<https://doi.org/10.1080/01596300902809054>.

[303]

Peters, S.J. 2010. The heterodoxy of student voice: challenges to identity in the sociology of disability and education. *British Journal of Sociology of Education*. 31, 5 (Sep. 2010), 591–602. DOI:<https://doi.org/10.1080/01425692.2010.500092>.

[304]

Pilkington, A. 1999. Racism in Schools and Ethnic Differentials in Educational Achievement: A brief comment on a recent debate. *British Journal of Sociology of Education*. 20, 3 (1999), 411–417. DOI:<https://doi.org/10.1080/01425699995344>.

[305]

Pomeroy, E. 2000. *Experiencing exclusion*. Trentham.

[306]

Pomeroy, E. 1999. The Teacher-Student Relationship in Secondary School: Insights from excluded students. *British Journal of Sociology of Education*. 20, 4 (Dec. 1999), 465–482. DOI:<https://doi.org/10.1080/01425699995218>.

[307]

Power, S. et al. 1994. Parents, Pupils and Grant-Maintained Schools. *British Educational Research Journal*. 20, 2 (1994), 209–225.

[308]

Prosser, J. and British Educational Management and Administration Society 1999. *School culture*. Paul Chapman.

[309]

Prosser, J. and British Educational Management and Administration Society 1999. *School culture*. Paul Chapman.

[310]

Prosser, J. and British Educational Management and Administration Society 1999. *School culture*. Paul Chapman.

[311]

Prosser, J. and British Educational Management and Administration Society 1999. School culture. Paul Chapman.

[312]

Purvis, J. 2008. Olive Banks (1923-2006): An Appreciation. British Journal of Sociology of Education. 29, 4 (2008), 363-368.

[313]

R. Burgess 1999. Education. Sociology: issues and debates. Macmillan. 180-207.

[314]

Rampton, A. and Great Britain. Committee of Inquiry into the Education of Children from Ethnic Minority Groups West Indian children in our schools: interim report of the Committee of Inquiry into the Education of Children from Ethnic Minority Groups. H.M.S.O.

[315]

Rancière, J. 1991. The ignorant schoolmaster: five lessons in intellectual emancipation. Stanford University Press.

[316]

Rassool, N. 2004. Exploring the construction of social class in educational discourse: the rational order of the nation state versus global uncertainties. Pedagogy, Culture & Society. 12, 1 (2004), 121-139. DOI:<https://doi.org/10.1080/14681360400200192>.

[317]

Ratcliffe, P. 1999. 'Race'. Education and the Discourse of 'Exclusion': a critical research note. Race Ethnicity and Education. 2, 1 (1999), 149-156. DOI:<https://doi.org/10.1080/1361332990020110>.

[318]

Ratcliffe, P. 2004. Race, ethnicity and difference: imagining the inclusive society. Open University Press.

[319]

Read, B. et al. 2003. Challenging Cultures? Student Conceptions of 'Belonging' and 'Isolation' at a Post-1992 University. *Studies in Higher Education*. 28, 3 (2003), 261–277. DOI:<https://doi.org/10.1080/03075070309290>.

[320]

Reay, D. et al. 2005. Degrees of choice: class, race, gender and higher education. Trentham.

[321]

Reay, D. 2001. Finding or losing yourself?: working-class relationships to education. *Journal of Education Policy*. 16, 4 (2001), 333–346. DOI:<https://doi.org/10.1080/02680930110054335>.

[322]

Reay, D. 2001. 'Spice Girls', 'Nice Girls', 'Girlies', and 'Tomboys': Gender discourses, girls' cultures and femininities in the primary classroom. *Gender and Education*. 13, 2 (2001), 153–166. DOI:<https://doi.org/10.1080/09540250120051178>.

[323]

Reay, D. et al. 2011. White middle class identities and urban schooling. Palgrave Macmillan.

[324]

Reay, D. and Lucey, H. 2004. Stigmatised choices: social class, social exclusion and secondary school markets in the inner city. *Pedagogy, Culture & Society*. 12, 1 (2004), 35–51. DOI:<https://doi.org/10.1080/14681360400200188>.

[325]

Reed, L.R. 1999. Troubling Boys and Disturbing Discourses on Masculinity and Schooling: A feminist exploration of current debates and interventions concerning boys in school. *Gender and Education*. 11, 1 (1999), 93–110.  
DOI:<https://doi.org/10.1080/09540259920780>.

[326]

Reid, K. 1986. *Disaffection from school*. Methuen.

[327]

Rethinking Schools Online:  
[http://rethinkingschools.aidcvr.com/restrict.asp?path=archive/18\\_04/engl184.shtml](http://rethinkingschools.aidcvr.com/restrict.asp?path=archive/18_04/engl184.shtml).

[328]

Riddell, S. 1992. *Gender and the politics of the curriculum*. Routledge.

[329]

Riddell, S. et al. 2001. The Significance of the Learning Society for Women and Men with Learning Difficulties. *Gender and Education*. 13, 1 (Mar. 2001), 57–73.  
DOI:<https://doi.org/10.1080/09540250124323>.

[330]

Riddell, S. and Brown, S.A. 1994. *Special educational needs policy in the 1990s: Warnock in the market place*. Routledge.

[331]

Robinson, C. and Stalker, K. 1998. *Growing up with disability*. Jessica Kingsley.

[332]

Robinson, C. and Stalker, K. 1998. *Growing up with disability*. Jessica Kingsley.

[333]

Rogers, M. 1992. *Opting out: choice and the future of schools*. Lawrence & Wishart.

[334]

Ross, K. 1991. Ranciere and the Practice of Equality. *Social Text*. 29 (1991).  
DOI:<https://doi.org/10.2307/466299>.

[335]

Rudduck, J. 1994. *Developing a gender policy in secondary schools: individuals and institutions*. Open University Press.

[336]

Rustigue-Forrester, E. 2001. Exploring Teachers' Perceptions of the Causes, Dynamics and Pressures of School Exclusions. *Forum for promoting 3-19 comprehensive education*. Forum. 43, 1 (2001), 43-47.

[337]

Ryan, M. 2011. Productions of space: civic participation of young people at university. *British Educational Research Journal*. 37, 6 (2011), 1015-1031.  
DOI:<https://doi.org/10.1080/01411926.2010.517827>.

[338]

Saint, A. 1987. *Towards a social architecture: the role of school-building in post-war England*. Yale University Press.

[339]

Salisbury, J. and Jackson, D. 1996. *Challenging macho values: practical ways of working with adolescent boys*. Falmer.

[340]

Savin-Baden, M. and Society for Research into Higher Education 2008. Learning spaces: creative opportunities for knowledge creation in academic life. McGraw Hill/Society for Research into Higher Education & Open University Press.

[341]

School exclusions: Learning partnerships outside mainstream education: 2007.  
<https://www.jrf.org.uk/report/school-exclusions-learning-partnerships-outside-mainstream-education>.

[342]

Schools, colleges and children's services : Curriculum and qualifications - GOV.UK:  
<https://www.gov.uk/topic/schools-colleges-childrens-services/curriculum-qualifications>.

[343]

Schools, colleges and children's services : Support for children and young people - GOV.UK:  
<https://www.gov.uk/topic/schools-colleges-childrens-services/support-for-children-young-people>.

[344]

Schools, Religious Education and the Law |: 2014.  
<http://discoversociety.org/2014/07/01/schools-religious-education-and-the-law/>.

[345]

Scott, D. 1994. Accountability and control in educational settings. Cassell.

[346]

Scotta, C. et al. 2009. Entre les murs: The class. Artificial Eye.

[347]



Searle, C. 2001. An exclusive education: race, class and exclusion in British schools. Lawrence & Wishart.

[348]

Searle, C. 2001. An exclusive education: race, class and exclusion in British schools. Lawrence & Wishart.

[349]

Searle, C. 1997. Demagoguery in Process: authoritarian populism, the press and school exclusions. Forum for promoting 3-19 comprehensive education. Forum. 39, 1 (1997), 14-19.

[350]

Sebba, J. and Ainscow, M. 1996. International Developments in Inclusive Schooling: mapping the issues. Cambridge Journal of Education. 26, 1 (Mar. 1996), 5-18. DOI:<https://doi.org/10.1080/0305764960260101>.

[351]

Sewell, T. 1997. Black masculinities and schooling: how Black boys survive modern schooling. Trentham.

[352]

Shah, S. and Iqbal, M. 2011. Pakistani diaspora in Britain: intersections of multi-locationality and girls' education. British Journal of Sociology of Education. 32, 5 (2011), 763-783. DOI:<https://doi.org/10.1080/01425692.2011.596376>.

[353]

Shah, S. and Iqbal, M. 2011. Pakistani diaspora in Britain: intersections of multi-locationality and girls' education. British Journal of Sociology of Education. 32, 5 (2011), 763-783. DOI:<https://doi.org/10.1080/01425692.2011.596376>.

[354]

Sharp, R. et al. 1975. Education and social control: a study in progressive primary education. Routledge and Kegan Paul.

[355]

Sharpe, S. 1994. Just like a girl: how girls learn to be women : from the seventies to the nineties. Penguin.

[356]

Shilling, C. 1991. Social Space, Gender Inequalities and Educational Differentiation. British Journal of Sociology of Education. 12, 1 (1991), 23-44.

[357]

Shilling, C. 1991. Social Space, Gender Inequalities and Educational Differentiation. British Journal of Sociology of Education. 12, 1 (1991), 23-44.

[358]

Shilling, C. and Cousins, F. 1990. Social Use of the School Library: the colonisation and regulation of educational space. British Journal of Sociology of Education. 11, 4 (1990), 411-430. DOI:<https://doi.org/10.1080/0142569900110404>.

[359]

Skelton, C. 2009. Introduction. Feminism and 'the schooling scandal'. Routledge. 1-10.

[360]

Skelton, C. 1996. Learning to be 'Tough': The fostering of maleness in one primary school. Gender and Education. 8, 2 (1996), 185-198.  
DOI:<https://doi.org/10.1080/09540259650038851>.

[361]

Skelton, C. 2001. Schooling the boys: masculinities and primary education. Open University Press.

[362]

Skelton, C. 1989. *Whatever happens to little women?: gender and primary schooling*. Open University Press.

[363]

Skelton, C. and Francis, B. 2009. *Feminism and 'the schooling scandal'*. Routledge.

[364]

Slee, R. 2001. Driven to the Margins: Disabled students, inclusive schooling and the politics of possibility. *Cambridge Journal of Education*. 31, 3 (Nov. 2001), 385–397.  
DOI:<https://doi.org/10.1080/03057640120086620>.

[365]

Slee, R. 2001. Social justice and the changing directions in educational research: the case of inclusive education. *International Journal of Inclusive Education*. 5, 2–3 (Apr. 2001), 167–177. DOI:<https://doi.org/10.1080/13603110010035832>.

[366]

Slee, R. 2011. *The irregular school: exclusion, schooling, and inclusive education*. Routledge.

[367]

Smith, E. 2003. Understanding Underachievement: an investigation into the differential attainment of secondary school pupils. *British Journal of Sociology of Education*. 24, 5 (2003), 575–586. DOI:<https://doi.org/10.1080/0142569032000127143>.

[368]

Smyth, E. and Banks, J. 2012. 'There was never really any question of anything else': young people's agency, institutional habitus and the transition to higher education. *British Journal of Sociology of Education*. 33, 2 (2012), 263–281.  
DOI:<https://doi.org/10.1080/01425692.2012.632867>.

[369]

Smyth, J. and McInerney, P. 2013. Making 'space': young people put at a disadvantage re-engaging with learning. *British Journal of Sociology of Education*. 34, 1 (2013), 39–55. DOI:<https://doi.org/10.1080/01425692.2012.744735>.

[370]

Søndergaard, D.M. 2012. Bullying and social exclusion anxiety in schools. *British Journal of Sociology of Education*. 33, 3 (May 2012), 355–372. DOI:<https://doi.org/10.1080/01425692.2012.662824>.

[371]

Spender, D. and Sarah, E. 1988. *Learning to lose: sexism and education*. Women's Press.

[372]

Stevens, P.A.J. 2008. Exploring pupils' perceptions of teacher racism in their context: A case study of Turkish and Belgian vocational education pupils in a Belgian school. *British Journal of Sociology of Education*. 29, 2 (2008), 175–187. DOI:<https://doi.org/10.1080/01425690701837539>.

[373]

Stone, L. and Boldt, G.M. 1994. *The Education feminism reader*. Routledge.

[374]

Stromquist, N.P. 2004. Inequality as a way of life: education and social class in Latin America. *Pedagogy, Culture & Society*. 12, 1 (2004), 95–119. DOI:<https://doi.org/10.1080/14681360400200191>.

[375]

Swain, J. 2000. 'The Money's Good, The Fame's Good, The Girls are Good': The role of playground football in the construction of young boys' masculinity in a junior school. *British*

Journal of Sociology of Education. 21, 1 (2000), 95–109.  
DOI:<https://doi.org/10.1080/01425690095180>.

[376]

Swann, M.S. and Great Britain. Committee of Inquiry into the Education of Children from Ethnic Minority Groups 1985. Education for all: the report of the Committee of Inquiry into the education of children from ethnic minority groups. H.M.S.O.

[377]

Tattum, D.P. and Lane, D.A. 1988. Bullying in schools. Trentham Books in association with The Professional Development Foundation.

[378]

Taylor, C.A. and Dunne, M. 2011. Virtualization and new geographies of knowledge in higher education: possibilities for the transformation of knowledge, pedagogic relations and learner identities. British Journal of Sociology of Education. 32, 4 (2011), 623–641.  
DOI:<https://doi.org/10.1080/01425692.2011.578441>.

[379]

Taylor, M.J. and National Foundation for Educational Research in England and Wales 1992. Equality after ERA?: concerns and challenges for multicultural antiracist education. National Foundation for Educational Research.

[380]

Taylor, S. 1999. Sociology: issues and debates. Macmillan.

[381]

Taylor, Y. ed. 2012. Educational diversity: the subject of difference and different subjects. Palgrave Macmillan.

[382]

Taylor, Y. ed. 2012. Educational diversity: the subject of difference and different subjects. Palgrave Macmillan.

[383]

Taylor, Y. ed. 2012. Educational diversity: the subject of difference and different subjects. Palgrave Macmillan.

[384]

Taylor, Y. ed. 2012. Educational diversity: the subject of difference and different subjects. Palgrave Macmillan.

[385]

Taylor, Y. ed. 2012. Educational diversity: the subject of difference and different subjects. Palgrave Macmillan.

[386]

Taylor, Y. ed. 2012. Educational diversity: the subject of difference and different subjects. Palgrave Macmillan.

[387]

Taylor, Y. ed. 2012. Educational diversity: the subject of difference and different subjects. Palgrave Macmillan.

[388]

Taylor, Y. ed. 2012. Educational diversity: the subject of difference and different subjects. Palgrave Macmillan.

[389]

Taylor, Y. ed. 2012. Educational diversity: the subject of difference and different subjects. Palgrave Macmillan.

[390]

Taylor, Y. ed. 2012. Educational diversity: the subject of difference and different subjects. Palgrave Macmillan.

[391]

Taylor, Y. 2012. Educational diversity: The subject of difference and different subjects. Palgrave Macmillan.

[392]

Temple, P. 2007. Learning Spaces for the 21st century: a review of the literature.

[393]

The Chamberlain Files: 2014.  
<http://www.thechamberlainfiles.com/ofsteds-trojan-horse-probe-academy-statement/>.

[394]

The Educational Experiences of Gypsy Travellers: the Impact of Cultural Dissonance: 2008.  
[http://www2.warwick.ac.uk/fac/cross\\_fac/iatl/reinvention/issues/volume1issue1/wilding](http://www2.warwick.ac.uk/fac/cross_fac/iatl/reinvention/issues/volume1issue1/wilding).

[395]

'The Idea of a University':  
[http://www2.warwick.ac.uk/fac/cross\\_fac/iatl/cetl/filmspublications/ideaofauniversity/](http://www2.warwick.ac.uk/fac/cross_fac/iatl/cetl/filmspublications/ideaofauniversity/).

[396]

Thobani, S. 2010. Islam in the school curriculum. Continuum International Pub. Group.

[397]

Thorne, B. 1993. Gender play: girls and boys in school. Open University Press.

[398]

Tierney, J. 1982. Race, migration and schooling. Holt, Rinehart and Winston.

[399]

Tomlinson, S. 2005. Education in a post-welfare society. Open University Press.

[400]

Tomlinson, S. 2008. Race and education: policy and politics in Britain. Open University Press.

[401]

Tomlinson, S. 2005. Race, ethnicity and education under New Labour. Oxford Review of Education. 31, 1 (2005), 153–171. DOI:<https://doi.org/10.1080/0305498042000337246>.

[402]

Trojan Horse, Ofsted and the 'Prevent'ing of Education |: 2014.  
<http://discoversociety.org/2014/07/01/trojan-horse-ofsted-and-the-preventing-of-education/>

[403]

'Trojan horse' public meeting: what did we learn? 2014.  
<https://www.channel4.com/news/trojan-horse-muslim-values-british-values>.

[404]

'Trojan horse' scandal wrecked community cohesion – study –: 2014.  
<https://www.channel4.com/news/trojan-horse-muslims-community-damaged-schools>.

[405]

Trowler, P. 1998. Education policy: a policy sociology approach. Gildredge Press.



[406]

Troyna, B. 1987. Beyond Multiculturalism: Towards the Enactment of Anti-Racist Education in Policy, Provision and Pedagogy. *Oxford Review of Education*. 13, 3 (1987), 307–320.

[407]

Troyna, B. 1988. Paradigm Regained: A Critique of 'Cultural Deficit' Perspectives in Contemporary Educational Research. *Comparative Education*. 24, 3 (1988), 273–283.

[408]

Troyna, B. ed. 1989. *Racial inequality in education*. Routledge.

[409]

Troyna, B. et al. 1997. *Researching race and social justice in education: essays in honour of Barry Troyna*. Trentham.

[410]

Troyna, B. 1994. The 'Everyday World' of Teachers? Deracialised Discourses in the Sociology of Teachers and the Teaching Profession. *British Journal of Sociology of Education*. 15, 3 (1994), 325–339.

[411]

Troyna, B. 1985. The Great Divide: policies and practices in multicultural education. *British Journal of Sociology of Education*. 6, 2 (1985), 209–224.  
DOI:<https://doi.org/10.1080/0142569850060205>.

[412]

Troyna, B. and Carrington, B. 1990. *Education, racism and reform*. Routledge.

[413]

Tulasiewicz, W. and Adams, A. 1989. Teachers' expectations and teaching reality. Routledge.

[414]

Tutchell, E. 1990. Dolls and dungarees: gender issues in the primary school curriculum. Open University Press.

[415]

University of Surrey et al. Sociological research online.

[416]

Unterhalter, E. et al. 2004. Be yourself: class, race, gender and sexuality in South African schoolchildren's accounts of social relations. *Pedagogy, Culture & Society*. 12, 1 (2004), 53–72. DOI:<https://doi.org/10.1080/14681360400200189>.

[417]

Vincent, C. 2003. Social justice, education, and identity. RoutledgeFalmer.

[418]

Vincent, C. 2003. Social justice, education, and identity. RoutledgeFalmer.

[419]

Vincent, C. et al. 2013. Three generations of racism: Black middle-class children and schooling. *British Journal of Sociology of Education*. 34, 5–6 (2013), 929–946. DOI:<https://doi.org/10.1080/01425692.2013.816032>.

[420]

Vislie, L. 2003. From integration to inclusion: focusing global trends and changes in the western European societies. *European Journal of Special Needs Education*. 18, 1 (Mar. 2003), 17–35. DOI:<https://doi.org/10.1080/0885625082000042294>.

[421]

Visser, J. and Stokes, S. 2003. Is Education Ready for the Inclusion of Pupils With Emotional and Behavioural Difficulties: A rights perspective? *Educational Review*. 55, 1 (Feb. 2003), 65–75. DOI:<https://doi.org/10.1080/00131910303252>.

[422]

Vulliamy, G. and Webb, R. 2003. Reducing School Exclusions: An evaluation of a multi-site development project. *Oxford Review of Education*. 29, 1 (Mar. 2003), 33–49. DOI:<https://doi.org/10.1080/03054980307439>.

[423]

Vulliamy, G. and Webb, R. 2000. Stemming the Tide of Rising School Exclusions: Problems and Possibilities. *British Journal of Educational Studies*. 48, 2 (Jun. 2000), 119–133. DOI:<https://doi.org/10.1111/1467-8527.t01-1-00137>.

[424]

Vulliamy, G. and Webb, R. 2001. The Social Construction of School Exclusion Rates: Implications for evaluation methodology. *Educational Studies*. 27, 3 (Sep. 2001), 357–370. DOI:<https://doi.org/10.1080/03055690120076727>.

[425]

Walford, G. 2003. *British private schools: research on policy and practice*. Woburn Press.

[426]

Walker, S. and Barton, L. 1987. *Changing policies, changing teachers: new directions for schooling?*. Open University Press.

[427]

Walkerdine, V. et al. 2001. *Growing up girl: psychosocial explorations of gender and class*. Palgrave.

[428]

Walkerdine, V. 1990. Schoolgirl fictions. Verso.

[429]

Warnock, M. et al. Special educational needs: report of the Committee of Enquiry into the Education of Handicapped Children and Young People. H.M.S.O.

[430]

Warrington, M. et al. 2000. Student Attitudes, Image and the Gender Gap. British Educational Research Journal. 26, 3 (2000), 393–407.  
DOI:<https://doi.org/10.1080/01411920050030914>.

[431]

Warrington, M. et al. 2003. 'Under-achieving boys' in English primary schools? Curriculum Journal. 14, 2 (2003), 139–156. DOI:<https://doi.org/10.1080/09585170302830>.

[432]

Warwick's Reinvention Centre for enquiry-based learning: 2007.  
<https://www.theguardian.com/education/2007/oct/16/highereducation.uk1>.

[433]

Watters, C. 2011. Education, migration and the 'failure' of multiculturalism. British Journal of Sociology of Education. 32, 2 (2011), 319–327.  
DOI:<https://doi.org/10.1080/01425692.2011.547314>.

[434]

Weiner, G. 1994. Feminisms in education: an introduction. Open University Press.

[435]

Weiner, G. 1986. Feminist Education and Equal Opportunities: Unity or Discord? *British Journal of Sociology of Education*. 7, 3 (1986), 265–274.

[436]

Weiner, G. et al. 1987. *Gender under scrutiny: new inquiries in education*. Hutchinson, in association with the Open University.

[437]

Weiner, G. 1997. Is the Future Female? Female Success, Male Disadvantage, and Changing Gender Patterns in Education. *Education: culture, economy, and society*. Oxford University Press. 620–630.

[438]

Weiner, G. 1997. Is the Future Female? Female Success, Male Disadvantage, and Changing Gender Patterns in Education. *Education: culture, economy, and society*. Oxford University Press. 620–630.

[439]

Weiner, G. 1985. *Just a bunch of girls: feminist approaches to schooling*. Open University Press.

[440]

Wheldall, K. 1992. *Discipline in schools: psychological perspectives on the Elton report*. Routledge.

[441]

Whitelaw, S. et al. 2000. Gender, Behaviour and Achievement: A preliminary study of pupil perceptions and attitudes. *Gender and Education*. 12, 1 (2000), 87–113.  
DOI:<https://doi.org/10.1080/09540250020427>.

[442]

Whyte, J. and Schools Council 1983. Beyond the Wendy house: role stereotyping in primary schools. Longman for Schools Council.

[443]

Williamson, A. and Nodder, C. 2002. Extending the learning space. ACM SIGCAS Computers and Society. 32, 3 (2002). DOI:<https://doi.org/10.1145/644618.644620>.

[444]

Willis, P.E. 1977. Learning to labour: how working class kids get working class jobs. Saxon House.

[445]

Wyness, M. 2008. Schooling and social class. An introduction to the study of education. Routledge. 142–155.

[446]

'You worry they could take your kids': is the Prevent strategy in schools demonising Muslim children? 2015.  
<https://www.theguardian.com/uk-news/2015/sep/23/prevent-counter-terrorism-strategy-schools-demonising-muslim-children>.

[447]

Young, M.F.D. and British Sociological Association. Conference 1971. Knowledge and control: new directions for the sociology of education : [Durham Conference of the British Sociological Association of April 1970]. Collier-Macmillan.

[448]

Young, M.F.D. and Whitty, G. 1977. Society, state and schooling: readings on the possibilities for radical education. Falmer Press.

[449]

Younger, M. and Warrington, M. 1996. Differential Achievement of Girls and Boys at GCSE: Some Observations from the Perspective of One School. *British Journal of Sociology of Education*. 17, 3 (1996), 299–313.

[450]

18AD. Charlie Junior's Schooldays.

[451]

1998. Code of Practice on the Identification and Assessment of Special Educational Needs. DFE/HMSO.

[452]

Designing Spaces for Effective Learning: a guide to 21st century learning space design.

[453]

2011. *Discourse: Studies in the Cultural Politics of Education*: 32, 4 (2011).

[454]

2008. *Discourse: Studies in the Cultural Politics of Education*: 29, 3 (2008).

[455]

2003. *Educational Review*: 55, 2 (2003).

[456]

Excellence for All Children: Meeting Special Educational Needs. DfEE/HMSO.

[457]

HM Government (2008) Prevent Strategy.

[458]

1998. International Journal of Inclusive Education: 2, 2 (1998).

[459]

2001. Preventing Social Exclusion. Social Exclusion Unit London, HMSO.

[460]

2009. Race Ethnicity and Education Special Issue. 12, 1 (2009).

[461]

Removing Barriers to Achievement. DFES.

[462]

2011. Support and Aspiration: a new approach to special educational needs and disability.

[463]

1999. The Curriculum Journal: 10, 2 (1999).