

SO244: Educational Inequalities

[View Online](#)

Abdelnoor, A. (1999) Preventing exclusions. Oxford: Heinemann Educational.

Abraham, J. (1989) 'Teacher Ideology and Sex Roles in Curriculum Texts', *British Journal of Sociology of Education*, 10(1), pp. 33–51. Available at: http://0-www.jstor.org.pugwash.lib.warwick.ac.uk/stable/1393008?seq=1#page_scan_tab_contents.

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

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

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

Allen, L. (2013) 'Behind the bike sheds: sexual geographies of schooling', *British Journal of Sociology of Education*, 34(1), pp. 56–75. Available at: <https://doi.org/10.1080/01425692.2012.704719>.

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*. 2nd ed. London: Tufnell.

Althusser, L. (1972) 'Ideology and Ideological State Apparatuses. "Notes towards an investigation"', in *Education - structure and society: selected readings*. Harmondsworth: Penguin Books in association with the Open University Press, pp. 242–280. Available at: <https://contentstore.cla.co.uk/secure/link?id=af8add34-1f50-e611-80c6-005056af4099>.

Apple, M. (2010) 'Global Crises, Social Justice, and Education', in *Global crises, social justice, and education*. New York: Routledge, pp. 1–23. Available at: <https://contentstore.cla.co.uk/secure/link?id=a72e2d3f-8243-e611-80bd-0cc47a6bddeb>.

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

Apple, M.W. (2011) 'Global Crises, Social Justice, and Teacher Education', *Journal of Teacher Education*, 62(2), pp. 222–234. Available at:

<https://doi.org/10.1177/0022487110385428>.

Apple, M.W. (no date) Cultural & economic reproduction educ 82.

Archer, L. (2002) 'Change, Culture and Tradition: British Muslim pupils talk about Muslim girls' post-16 "choices"', *Race Ethnicity and Education*, 5(4), pp. 359–376. Available at: <https://doi.org/10.1080/1361332022000030888>.

Archer, L. (2003a) Higher education and social class: issues of exclusion and inclusion. London: RoutledgeFalmer. Available at: http://encore.lib.warwick.ac.uk/iii/encore/record/C__Rb3086812.

Archer, L. (2003b) Race, masculinity and schooling: Muslim boys and education. Maidenhead: Open University Press. Available at: http://encore.lib.warwick.ac.uk/iii/encore/record/C__Rb2908654.

Archer, L. (2007) 'Race' and achievement. The policy context', in *Understanding minority ethnic achievement: race, gender, class and 'success'*. London: Routledge, pp. 1–24. Available at:

<https://contentstore.cla.co.uk/secure/link?id=2ba09245-8243-e611-80bd-0cc47a6bddeb>.

Archer, L. and Francis, B. (2007) *Understanding minority ethnic achievement: race, gender, class and 'success'*. London: Routledge. Available at: http://encore.lib.warwick.ac.uk/iii/encore/record/C__Rb3013545.

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

Arnot, C. (2007) Warwick's Reinvention Centre for enquiry-based learning. *The Guardian*. Available at: <https://www.theguardian.com/education/2007/oct/16/highereducation.uk1>.

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

Arnot, 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), pp. 173–189. Available at: <https://doi.org/10.1080/0305498042000337255>.

Arnot, M., Weiner, G., and Open University (1987) *Gender and the politics of schooling*. London: Hutchinson in association with the Open University.

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), pp. 179–191. Available at: <https://doi.org/10.1080/01425690802700263>.

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

Attewell, P.A. and Newman, K.S. (2010) *Growing gaps: educational inequality around the*

- world [electronic resource]. New York: Oxford University Press. Available at: <http://0-dx.doi.org.pugwash.lib.warwick.ac.uk/10.1093/acprof:oso/9780199732180.001.0001>.
- Awan, I. (2012) '"I Am a Muslim Not an Extremist": How the Prevent Strategy Has Constructed a "Suspect" Community', *Politics & Policy*, 40(6), pp. 1158–1185. Available at: <https://doi.org/10.1111/j.1747-1346.2012.00397.x>.
- Awan, I. (2014) 'Operation "Trojan Horse": Islamophobia or Extremism?', *Political Insight*, 5(2), pp. 38–39. Available at: <https://doi.org/10.1111/2041-9066.12062>.
- Ball, S. (2007) 'A "policy sociology" introduction to privatisation(s): Tools, meanings and positions', in *Education plc: understanding private sector participation in public sector education*. London: Routledge, pp. 1–16. Available at: <https://contentstore.cla.co.uk/secure/link?id=d8f43fbd-8243-e611-80bd-0cc47a6bddeb>.
- Ball, S.J. (1990a) *Foucault and education: disciplines and knowledge*. London: Routledge.
- Ball, S.J. (1990b) *Politics and policy making in education: explorations in policy sociology*. London: Routledge. Available at: http://encore.lib.warwick.ac.uk/iii/encore/record/C__Rb2583161.
- 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), pp. 3–19. Available at: http://0-www.jstor.org.pugwash.lib.warwick.ac.uk/stable/1392976?seq=1#page_scan_tab_contents.
- Ball, S.J. (2003) *Class strategies and the education market: the middle classes and social advantage*. London: RoutledgeFalmer. Available at: http://encore.lib.warwick.ac.uk/iii/encore/record/C__Rb2324531.
- Ball, S.J. (2007) 'Reading Michael Apple -- the sociological imagination at work', *Theory and Research in Education*, 5(2), pp. 153–159. Available at: <https://doi.org/10.1177/1477878507077726>.
- Ball, S.J. (2012) *Global education inc: new policy networks and the neo-liberal imaginary*. Abingdon, Oxon: Routledge. Available at: http://encore.lib.warwick.ac.uk/iii/encore/record/C__Rb2597033.
- Ball, W. and Troyna, B. (1989) 'The Dawn of a New ERA? The Education Reform Act, "Race" and LEAs', *Educational Management & Administration*, 17(1), pp. 23–31. Available at: <https://doi.org/10.1177/174114328901700105>.
- Barton, L. (1997) 'Inclusive education: romantic, subversive or realistic?', *International Journal of Inclusive Education*, 1(3), pp. 231–242. Available at: <https://doi.org/10.1080/1360311970010301>.
- 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), pp. 257–274. Available at: <https://doi.org/10.1080/01425692.2011.547310>.

<https://contentstore.cla.co.uk/secure/link?id=583bee59-1f50-e611-80c6-005056af4099>.

Bloch, A., Neal, S. and Solomos, J. (2013) *Race, multicultural and social policy*. Houndmills, Basingstoke, Hampshire: Palgrave Macmillan.

Blyth, E. and Milner, J. (1996) *Exclusion from school: inter-professional issues for policy and practice*. London: Routledge. Available at: http://encore.lib.warwick.ac.uk/iii/encore/record/C__Rb2892289.

Bocock, R., Thompson, K., and Open University. Understanding Modern Societies Course Team (1992) *Social and cultural forms of modernity*. Cambridge: Polity Press in association with the Open University.

Bourdieu, P. and Passeron, J.C. (1990) *Reproduction in education, society and culture*. 2nd ed. London: Sage.

Bowe, R., Ball, S.J. and Gold, A. (1992) *Reforming education and changing schools: case studies in policy sociology*. London: Routledge.

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

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

Brandt, G.L. (1986) *The realization of anti-racist teaching*. London: Falmer.

BRAP | Briefing Papers | Making equality work for everyone (no date). Available at: <http://www.brap.org.uk/publications/briefing-papers>.

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), pp. 275–291. Available at: <https://doi.org/10.1080/01425692.2011.547311>.

Braun, A., Maguire, M. and Ball, S.J. (2010) 'Policy enactments in the UK secondary school: examining policy, practice and school positioning', *Journal of Education Policy*, 25(4), pp. 547–560. Available at: <https://doi.org/10.1080/02680931003698544>.

Brighouse, H. (2003) *School choice and social justice*. Oxford: Oxford University Press. Available at: http://encore.lib.warwick.ac.uk/iii/encore/record/C__Rb2664614.

Brown, P. (1990) 'The "Third Wave": Education and the Ideology of Parentocracy', *British Journal of Sociology of Education*, 11(1), pp. 65–85. Available at: http://0-www.jstor.org.pugwash.lib.warwick.ac.uk/stable/1392913?seq=1#page_scan_tab_contents.

Burke, Catherine (2005a) 'Contested Desires: The Edible Landscape of School', *Paedagogica Historica*, 41(4–5), pp. 571–587. Available at: <https://doi.org/10.1080/00309230500165767>.

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

<https://arlr.iii.com/nonret~S0&atitle=Play+in+Focus.+Children+Researching+their+own+Spaces+and+Places+for+Play&title=Children,+Youth+and+Environments&aufirst=C&auinit=&aulast=Burke&issn=15462250&eissn=&coden=&volume=15&issue=1&spage=27&epage=53&quarter=&ssn=&date=2005&sid=&reqtype3>.

Burke, Catherine (2005b) "'The school without tears": E. F. O'Neill of Prestolee', *History of Education*, 34(3), pp. 263–275. Available at: <http://0-www.tandfonline.com.pugwash.lib.warwick.ac.uk/doi/abs/10.1080/00467600500065167>.

Burke, C (2007) 'Inspiring spaces: creating creative classrooms', *Curriculum Briefing*, 5(2), pp. 35–39. Available at: <https://arlr.iii.com/nonret~S0&atitle=Inspiring+spaces:+creating+creative+classrooms&title=Curriculum+Briefing&aufirst=C&auinit=&aulast=Burke&issn=14777975&eissn=&coden=&volume=5&issue=2&spage=35&epage=39&quarter=&ssn=&date=2007&sid=&reqtype3>.

Burke, Catherine (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), pp. 359–372. Available at: <https://doi.org/10.1080/01596300701458947>.

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

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), pp. 213–226. Available at: <https://doi.org/10.1080/00467600601171450>.

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), pp. 405–425. Available at: <https://doi.org/10.1080/0305498022000013599>.

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), pp. 21–39. Available at: <https://doi.org/10.1080/01425692.2012.632865>.

Cantet, L. et al. (2009) 'The Class'. Culver City, Calif: Sony Pictures Home Entertainment.
Carlen, P., Gleeson, D. and Wardhaugh, J. (1992) *Truancy: the politics of compulsory schooling*. Buckingham: Open University Press.

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

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

Centre for Studies on Inclusive Education (no date). Available at: <http://www.csie.org.uk/>.

'Charlie Junior's Schooldays' (18AD). Available at:
<https://www.youtube.com/watch?v=P60CtFO0kB8>.

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), pp. 353-365. Available at:
http://0-www.jstor.org.pugwash.lib.warwick.ac.uk/stable/1392926?seq=1#page_scan_tab_contents.

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

Chitty, C. (2001) 'IQ, Racism and the Eugenics Movement', *Forum for promoting 3-19 comprehensive education*. Forum, 43(3), pp. 115-121. Available at:
<http://webcat.warwick.ac.uk/search/i?SEARCH=0963-8253&sortdropdown=-&searchscope=15>.

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), pp. 99-102. Available at:
<http://webcat.warwick.ac.uk/search~S15?/tForum%3A+for+promoting+13-19+comprehensive+education/tforum+for+promoting+++++13+++++19+comprehensive+education/-3%2C0%2C0%2CB/frameset&FF=tforum+for+promoting+++++3+++++19+comprehensive+education&1%2C1%2C/indexsort=->.

Chitty, C. and Simon, B. (no date) *Education answers back: critical responses to government policy*. London: Lawrence & Wishart.

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

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

'Code of Practice on the Identification and Assessment of Special Educational Needs' (1998). DFE/HMSO. Available at:
<https://www.education-ni.gov.uk/sites/default/files/publications/de/the-code-of-practice.pdf>.

Coffey, A. (2001) *Education and social change*. Buckingham: Open University Press.

Coffey, A. and Delamont, S. (2000) *Feminism and the classroom teacher: research, praxis, pedagogy*. London: RoutledgeFalmer. Available at:
http://encore.lib.warwick.ac.uk/iii/encore/record/C__Rb2890212.

Cole, M. (2012) *Education, equality and human rights: issues of gender, 'race', sexuality, disability and social class*. 3rd ed. Abingdon, Oxon: Routledge.

Cole, T., Daniels, H. and Visser, J. (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), pp. 187-205. Available at:

<https://doi.org/10.1080/0305498032000080675>.

Connolly, P. (1995) 'Racism, Masculine Peer-Group Relations and the Schooling of African/ Caribbean Infant Boys', *British Journal of Sociology of Education*, 16(1), pp. 75–92. Available at: <http://0-www.jstor.org.pugwash.lib.warwick.ac.uk/stable/1393127>.

Connolly, P. (1998) *Racism, gender identities and young children: social relations in a multi-ethnic, inner city primary school*. London: Routledge. Available at: http://encore.lib.warwick.ac.uk/iii/encore/record/C__Rb2895540.

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), pp. 249–260. Available at: <https://doi.org/10.1080/01425690801966261>.

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

Convert to an academy: documents for schools - GOV.UK (2015). Department for Education. Available at: <https://www.gov.uk/government/collections/convert-to-an-academy-documents-for-schools>.

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

Corbett, J. (1997) 'Include/exclude: redefining the boundaries', *International Journal of Inclusive Education*, 1(1), pp. 55–64. Available at: <https://doi.org/10.1080/1360311970010105>.

Corker, M. and French, S. (1999a) *Disability discourse*. Buckingham: Open University Press.

Corker, M. and French, S. (1999b) *Disability discourse*. Buckingham: Open University Press.

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

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

Cosin, B. and Open University. School and Society Course Team (1977) *School and society: a sociological reader*. 2nd ed. London (etc.): Routledge and Kegan Paul in association with the Open University Press.

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

- Croll, P. and Moses, D. (2003) 'Special educational needs across two decades: survey evidence from english primary schools', *British Educational Research Journal*, 29(5), pp. 731-747. Available at: <https://doi.org/10.1080/0141192032000133695>.
- Cullingford, C. (1999) *The causes of exclusion: home, school and the development of young criminals*. London: Kogan Page. Available at: http://encore.lib.warwick.ac.uk/iii/encore/record/C__Rb2899796.
- Dale, P. (2014) *The Chamberlain Files*. Available at: <http://www.thechamberlainfiles.com/ofsteds-trojan-horse-probe-academy-statement/>.
- Dale, R., Esland, G. and MacDonald, M. (1976a) *Schooling and capitalism: a sociological reader*. London: Routledge and Kegan Paul (for) the Open University Press.
- Dale, R., Esland, G. and MacDonald, M. (1976b) *Schooling and capitalism: a sociological reader*. London: Routledge and Kegan Paul (for) the Open University Press.
- 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), pp. 507-525. Available at: <https://doi.org/10.1080/01425692.2012.662823>.
- Davies, B. (2003) *Frogs and snails and feminist tales: preschool children and gender*. Rev. ed. Cresskill, N.J.: Hampton Press.
- Davies, J.D. and Lloyd-Smith, M. (1995) *On the margins: the educational experience of 'problem' pupils*. Stoke-on-Trent: Trentham Books.
- Delamont, S. (1989) *Knowledgeable women: structuralism and the reproduction of elites*. London: Routledge.
- Delamont, S. (1990) *Sex roles and the school*. 2nd ed. London: Routledge.
- Demaine, J. (2001a) *Sociology of education today*. Basingstoke: Palgrave. Available at: http://encore.lib.warwick.ac.uk/iii/encore/record/C__Rb2825090.
- Demaine, J. (2001b) *Sociology of education today*. Basingstoke: Palgrave. Available at: http://encore.lib.warwick.ac.uk/iii/encore/record/C__Rb2825090.
- Demaine, J. (2001c) *Sociology of education today*. Basingstoke: Palgrave. Available at: http://encore.lib.warwick.ac.uk/iii/encore/record/C__Rb2825090.
- Demaine, J. (2001d) *Sociology of education today*. Basingstoke: Palgrave. Available at: http://encore.lib.warwick.ac.uk/iii/encore/record/C__Rb2825090.
- Demaine, J. (2001e) *Sociology of education today*. Basingstoke: Palgrave. Available at: http://encore.lib.warwick.ac.uk/iii/encore/record/C__Rb2825090.
- Department for Education (2013) 'Behaviour and discipline in schools - GOV.UK'. Available at: <https://www.gov.uk/government/publications/behaviour-and-discipline-in-schools>.
- 'Designing Spaces for Effective Learning: a guide to 21st century learning space design' (no date). Available at:

<https://www.webarchive.org.uk/wayback/archive/20140616001949/http://www.jisc.ac.uk/media/documents/publications/learningspaces.pdf>.

'Discourse: Studies in the Cultural Politics of Education': (2008), 29(3). Available at: <http://0-www.tandfonline.com.pugwash.lib.warwick.ac.uk/toc/cdis20/29/3?nav=tocList>.

'Discourse: Studies in the Cultural Politics of Education': (2011), 32(4). Available at: <http://0-www.tandfonline.com.pugwash.lib.warwick.ac.uk/toc/cdis20/32/4?nav=tocList>.

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

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

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

Dunne, M. and Gazeley, L. (2008) 'Teachers, social class and underachievement', *British Journal of Sociology of Education*, 29(5), pp. 451–463. Available at: <http://0-www.tandfonline.com.pugwash.lib.warwick.ac.uk/doi/abs/10.1080/01425690802263627>.

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

Dyson, A. et al. (2004) 'Inclusion and Pupil Achievement. Research Report No. RR578'. DfES. Available at: <http://webarchive.nationalarchives.gov.uk/20130401151715/http://www.education.gov.uk/publications/eOrderingDownload/RR578.pdf>.

Education Reform Act 1988 (no date). Available at: <http://www.legislation.gov.uk/ukpga/1988/40/contents>.

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

'Educational Review': (2003), 55(2). Available at: <http://0-www.tandfonline.com.pugwash.lib.warwick.ac.uk/toc/cedr20/55/2?nav=tocList>.

Edwards, R. and Usher, R. (2008) *Globalisation and pedagogy: space, place and identity*. 2nd ed. London: Routledge. Available at: http://encore.lib.warwick.ac.uk/iii/encore/record/C__Rb2596884.

Epstein, D. (1998) *Failing boys?: issues in gender and achievement*. Buckingham: Open University Press. Available at: http://encore.lib.warwick.ac.uk/iii/encore/record/C__Rb2692684.

'Excellence for All Children: Meeting Special Educational Needs' (no date). DfEE/HMSO.

Available at:

<http://webarchive.nationalarchives.gov.uk/20040117001502/http://www.dfes.gov.uk/sengp/>.

Exclusion from school (no date). Department for Education. Available at:

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

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

<http://webcat.warwick.ac.uk/search~S15?/XForum%3A+for+promoting+3-19+comprehensive+education&searchscope=15&SORT=D/XForum%3A+for+promoting+3-19+comprehensive+education&searchscope=15&SORT=D&SUBKEY=Forum%3A+for+promoting+3-19+comprehensive+education/1%2C2%2C2CB/frameset&FF=XForum%3A+for+promoting+3-19+comprehensive+education&searchscope=15&SORT=D&2%2C2%2C>.

Fitz, J., Halpin, D. and Power, S. (1993) *Grant maintained schools: education in the market place*. London: Kogan Page.

Floud, J.E., Halsey, A.H. and Martin, F.M. (1973) *Social class and educational opportunity*. Westport, Conn: Greenwood Press.

Flow of Ideas (no date). Available at: <http://www.flowideas.co.uk/index.php>.

Flude, M. and Hammer, M. (1990a) *The Education Reform Act, 1988: its origins and implications*. London: Falmer.

Flude, M. and Hammer, M. (1990b) *The Education Reform Act, 1988: its origins and implications*. London: Falmer.

Foster, P. (1996) 'Educational Inequality as a Social Problem', in *Constructing educational inequality: an assessment of research on school processes*. London: Falmer Press, pp. 1–22. Available at:

<https://contentstore.cla.co.uk/secure/link?id=4b1f124c-9243-e611-80bd-0cc47a6bddeb>.

Foster, P., Gomm, R. and Hammersley, M. (1996) *Constructing educational inequality: an assessment of research on school processes*. London: Falmer Press. Available at:

http://encore.lib.warwick.ac.uk/iii/encore/record/C__Rb3100042.

Foucault, M. (1991) *Discipline and punish: the birth of the prison*. London: Penguin.

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), pp. 355–371. Available at: <https://doi.org/10.1080/01425699995317>.

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), pp. 75–88.

Available at: <https://doi.org/10.1080/13639080120106730>.

Francis, B. et al. (2003) 'University Lecturers' Perceptions of Gender and Undergraduate Writing', *British Journal of Sociology of Education*, 24(3), pp. 357–373. Available at:

<https://doi.org/10.1080/01425690301891>.

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

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

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

Frankham, J. et al. (2007) *School exclusions: Learning partnerships outside mainstream education*. Available at: <https://www.jrf.org.uk/report/school-exclusions-learning-partnerships-outside-mainstream-education>.

Free schools: how to apply - GOV.UK (2015). Department for Education. Available at: <https://www.gov.uk/government/publications/free-school-application-guide>.

Gershon, W.S. (2012) 'Troubling notions of risk: dissensus, dissonance, and making sense of students and learning', *Critical Studies in Education*, 53(3), pp. 361–373. Available at: <https://doi.org/10.1080/17508487.2012.704881>.

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

Gewirtz, S., Ball, S.J. and Bowe, R. (1995) *Markets, choice and equity in education*. Buckingham: Open University Press.

Giddens, A. (1998) *The third way: the renewal of social democracy*. Cambridge: Polity Press. Available at: http://encore.lib.warwick.ac.uk/iii/encore/record/C__Rb2061572.

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

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

Gillborn, D. (1994) 'The Micro-Politics of Macro Reform', *British Journal of Sociology of Education*, 15(2), pp. 147–164. Available at: http://0-www.jstor.org.pugwash.lib.warwick.ac.uk/stable/1393224?seq=1#page_scan_tab_contents.

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

Gillborn, D. (1997) 'Natural Selection? New Labour, race and education policy', *Multicultural teaching*, 15(3), pp. 5–7. Available at: <http://webcat.warwick.ac.uk/search~S15?/XMulticultural+Teaching&searchscope=15&SORT=D/XMulticultural+Teaching&searchscope=15&SORT=D&SUBKEY=Multicultural+Teaching/1%2C414%2C414%2CB/frameset&FF=XMulticultural+Tea>

ching&searchscope=15&SORT=D&1%2C1%2C.

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

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

Gillborn, D. and Ladson-Billings, G. (2004) *The RoutledgeFalmer reader in multicultural education*. London: RoutledgeFalmer.

Gillies, V. (2012) 'Inclusion through exclusion: a critical account of new behaviour management practices in schools', in *Educational diversity: the subject of difference and different subjects*. Houndmills, Basingstoke, Hampshire: Palgrave Macmillan, pp. 17–35. Available at: <https://contentstore.cla.co.uk/secure/link?id=4ec2e48c-9543-e611-80bd-0cc47a6bddeb>.

Glass, D.V. and Berent, J. (1954) *Social mobility in Britain*. London: Routledge & Kegan Paul.

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). Available at: <https://doi.org/10.2307/591365>.

Goldthorpe, J.H., Llewellyn, C. and Payne, C. (1987) *Social mobility and class structure in modern Britain*. 2nd ed. Oxford: Clarendon.

Gorard, S., Taylor, C. and Fitz, J. (2002a) 'Does school choice lead to "spirals of decline"?', *Journal of Education Policy*, 17(3), pp. 367–384. Available at: <https://doi.org/10.1080/02680930210127612>.

Gorard, S., Taylor, C. and Fitz, J. (2002b) 'Markets in public policy: The case of the United Kingdom education reform act 1988', *International Studies in Sociology of Education*, 12(1), pp. 23–42. Available at: <https://doi.org/10.1080/09620210200200081>.

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

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

Gordon, T., Holland, J. and Lahelma, E. (2000) *Making spaces: citizenship and difference in schools*. Basingstoke: Macmillan. Available at: http://encore.lib.warwick.ac.uk/iii/encore/record/C__Rb2520085.

Gordon, T. and Lahelma, E. (2003) 'From ethnography to life history: Tracing transitions of school students', *International Journal of Social Research Methodology*, 6(3), pp. 245–254. Available at: <https://doi.org/10.1080/1364557032000091842>.

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. London: Stationery Office.

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. London: H.M.S.O.

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

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

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

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

Grinter, R. (1985) 'Bridging the Gulf: the need for anti-racist multi-cultural education', Multicultural teaching., 3(2). Available at: <http://webcat.warwick.ac.uk/search~S4?/XMulticultural+Teaching&searchscope=4∓SORT=D/XMulticultural+Teaching&searchscope=4∓SORT=D&SUBKEY=Multicultural+Teaching/1%2C7%2C7%2CB/frameset&FF=XMulticultural+Teaching∓searchscope=4∓SORT=D&1%2C1%2C>.

Gunter, H. (2011a) The state and education policy: the academies programme. London: Continuum International Pub. Group. Available at: http://encore.lib.warwick.ac.uk/iii/encore/record/C__Rb2699494.

Gunter, H. (2011b) The state and education policy: the academies programme. London: Continuum International Pub. Group. Available at: http://encore.lib.warwick.ac.uk/iii/encore/record/C__Rb2699494.

Halsey, A.H. (1961) Education, economy, and society: a reader in the sociology of education. [New York]: Free Press of Glencoe.

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

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

Halsey, A.H., Heath, A.F. and Ridge, J.M. (1980) Origins and destinations: family, class and education in modern Britain. Oxford: Clarendon Press.

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, pp.

1–20. Available at: <https://doi.org/10.1080/13613324.2017.1376635>.

Hatcher, R. (1989) 'Antiracist Education After the Act', *Multicultural teaching*, 7(3), pp. 24–27. Available at:

<http://webcat.warwick.ac.uk/search~S4?/XMulticultural+Teaching&searchscope=4∓SORT=D/XMulticultural+Teaching&searchscope=4&SORT=D&SUBKEY=Multicultural+Teaching/1,7,7,B/frameset&FF=XMulticultural+Teaching&searchscope=4&SORT=D&1,1,>

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

<http://webcat.warwick.ac.uk/search~S4?/XMulticultural+Teaching&searchscope=4∓SORT=D/XMulticultural+Teaching&searchscope=4&SORT=D&SUBKEY=Multicultural+Teaching/1,7,7,B/frameset&FF=XMulticultural+Teaching&searchscope=4&SORT=D&1,1,>

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

Haydn, T. (2004) 'The strange death of the comprehensive school in England and Wales, 1965–2002', *Research Papers in Education*, 19(4), pp. 415–432. Available at: <https://doi.org/10.1080/0267152042000295456>.

Hayman, S., Martin, C., and Institute for the Study and Treatment of Delinquency (Great Britain) (1997a) *Absent from school: truancy & exclusion*. London: Institute for the Study and Treatment of Delinquency.

Hayman, S., Martin, C., and Institute for the Study and Treatment of Delinquency (Great Britain) (1997b) *Absent from school: truancy & exclusion*. London: Institute for the Study and Treatment of Delinquency.

Head, J. (1999) *Understanding the boys: issues of behaviour and achievement*. London: Falmer Press. Available at: http://encore.lib.warwick.ac.uk/iii/encore/record/C__Rb2895640.

Hempel-Jorgensen, A. (no date) '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). Available at: <http://0-www.tandfonline.com.pugwash.lib.warwick.ac.uk/doi/full/10.1080/01425690902954612>.

Hill Collins, P. (2000) *Black feminist thought: knowledge, consciousness, and the politics of empowerment*. 2nd ed. New York: Routledge. Available at: http://encore.lib.warwick.ac.uk/iii/encore/record/C__Rb3072635.

'HM Government (2008) *Prevent Strategy*' (no date). Available at: http://webarchive.nationalarchives.gov.uk/20130401151715/http://www.education.gov.uk/publications/eOrderingDownload/Prevent_Strategy.pdf.

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

Office.

Høeg, P. (1995) *Borderliners*. London: Harvill.

Holland, J., Blair, M. and Sheldon, S. (1995) *Debates and issues in feminist research and pedagogy: a reader*. Clevedon: Multilingual Matters in association with the Open University.

Hollingworth, S. and Mansaray, A. (2011) 'Social Mix and Social Mixing in Urban Schools: A Sociological Analysis', *Sociological Research Online*, 17(3). Available at: <http://0-www.socresonline.org.uk.pugwash.lib.warwick.ac.uk/17/3/2.html>.

hooks, bell (1982) *Ain't I a woman: black women and feminism*. London: Pluto. Available at: http://encore.lib.warwick.ac.uk/iii/encore/search/C__SAin%27t%20I%20a%20woman%3A%20black%20women%20and%20feminism%20hooks%2C%20bell__Ff%3Afacetmediatype%3Ah%3Ah%3AE-Book%3A%3A__Orightresult?lang=eng&suite=cobalt.

hooks, bell (1994) *Teaching to transgress: education as the practice of freedom*. New York: Routledge. Available at: http://encore.lib.warwick.ac.uk/iii/encore/record/C__Rb2734707.

hooks, bell (2000) *Feminist theory: from margin to center*. 2nd ed. Cambridge, Mass: South End Press.

Hope, M. (2002) 'New Labour's Policy on Inclusion: will practice match principles?', *Forum for promoting 3-19 comprehensive education*. *Forum*, 44(3), pp. 93-98. Available at: <http://webcat.warwick.ac.uk/search~S15?/tForum%3A+for+promoting+13-19+comprehensive+education/tforum+for+promoting+++++13+++++19+comprehensive+education/-3%2C0%2C0%2CB/frameset&FF=tforum+for+promoting+++++3+++++19+comprehensive+education&1%2C1%2C/indexsort=->.

Ingram, N. (2009) 'Working-class boys, educational success and the misrecognition of working-class culture', *British Journal of Sociology of Education*, 30(4), pp. 421-434. Available at: <http://0-www.tandfonline.com.pugwash.lib.warwick.ac.uk/doi/abs/10.1080/01425690902954604>.

'International Journal of Inclusive Education': (1998), 2(2). Available at: <http://0-www.tandfonline.com.pugwash.lib.warwick.ac.uk/toc/tied20/2/2?nav=tocList>.

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

Jackson, B. and Marsden, D. (1986) *Education and the working class*. Rev. ed. London: Ark Paperbacks.

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

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), pp. 375–391. Available at: http://0-www.jstor.org.pugwash.lib.warwick.ac.uk/stable/1501882?seq=1#page_scan_tab_contents.

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

Johnstone, M., Munn, P., and Scottish Council for Research in Education (1987) *Discipline in school: a review of 'causes' and 'cures'*. Edinburgh: Scottish Council for Research in Education.

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

Jones, N. (1989) *School management and pupil behaviour*. London: Falmer.

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), pp. 353–370. Available at: <https://doi.org/10.1080/01425692.2013.776930>.

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), pp. 187–210. Available at: http://0-www.jstor.org.pugwash.lib.warwick.ac.uk/stable/1393226?seq=1#page_scan_tab_contents.

Kenway, J. and Modra, H. (1989) 'Feminist Pedagogy and Emancipatory Possibilities', *Critical pedagogy networker*, 2(2/3), pp. 2–14. Available at: <https://arlr.iii.com/nonret~S0&atitle=Feminist+Pedagogy+and+Emancipatory+Possibilities&title=Critical+pedagogy+networker&aufirst=J&aunit=&auplast=Kenway&issn=&eissn=&coden=&volume=2&issue=2/3&spage=2&epage=14&quarter=&ssn=&date=1989&sid=&reqtype3>.

Khaleeli, H. (2015) 'You worry they could take your kids': is the Prevent strategy in schools demonising Muslim children? *The Guardian*. Available at: <https://www.theguardian.com/uk-news/2015/sep/23/prevent-counter-terrorism-strategy-schools-demonising-muslim-children>.

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

Kinder, K., National Foundation for Educational Research in England and Wales, and Merseyside Learning Partnership (1999) *Disaffection talks: a report for the Merseyside Learning Partnership Inter Agency Development Programme*. Slough: National Foundation for Educational Research.

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

London: Falmer.

Kultz, C. and Rashid, N. (2014) Education and the Prevent Agenda: Mythmaking and the Limits of Freedom |. Discover Society. Available at: <http://discoversociety.org/2014/08/05/education-and-the-prevent-agenda-mythmaking-and-the-limits-of-freedom/>.

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

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

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

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). Available at: <https://arlr.iii.com/nonret~S0&atitle=Is+Social+Mobility+an+Echo+of+Educational+Mobility?+Parents%27+Educations+and+Occupations+and+Their+Children%27s+Occupational+Attainment&title=Sociological+Research+Online&aufirst=Richard&auinit=&aulast=Lampard&issn=&eissn=&coden=&volume=12&issue=5&spage=&epage=&quarter=&ssn=&date=2007&sid=&reqtype3>.

Lawson, B. (1991) *Pupil discipline and exclusions in schools*. Harlow: Longman.

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

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

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

Leathwood, C., Read, B., and Society for Research into Higher Education (2009) *Gender and the changing face of higher education: a feminized future?* Maidenhead, England: Society for Research into Higher Education/Open University Press. Available at: http://encore.lib.warwick.ac.uk/iii/encore/record/C__Rb2925978.

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

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

- Leiringer, R. and Cardellino, P. (2011) 'Schools for the twenty-first century: school design and educational transformation', *British Educational Research Journal*, 37(6), pp. 915–934. Available at: <https://doi.org/10.1080/01411926.2010.508512>.
- Lello, J. (1993) *Accountability in practice*. London: Cassell.
- Levačić, R. (1993) 'Assessing the Impact of Formula Funding on Schools', *Oxford Review of Education*, 19(4), pp. 435–457. Available at: http://0-www.jstor.org.pugwash.lib.warwick.ac.uk/stable/1050564?seq=1#page_scan_tab_contents.
- Lewis, A. (1995a) *Children's understanding of disability*. London: Routledge. Available at: http://encore.lib.warwick.ac.uk/iii/encore/record/C__Rb2892073.
- Lewis, A. (1995b) *Primary special needs and the National Curriculum*. 2nd ed. London: Routledge. Available at: http://encore.lib.warwick.ac.uk/iii/encore/record/C__Rb2892193.
- 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*. Stoke-on-Trent: Trentham Books.
- Lewis, A. and Lindsay, G. (1999) *Researching children's perspectives*. Buckingham: Open University Press. Available at: http://encore.lib.warwick.ac.uk/iii/encore/record/C__Rb2545623.
- 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), pp. 133–151. Available at: <https://doi.org/10.1080/136031100284858>.
- 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), pp. 321–336. Available at: <https://doi.org/10.1080/02680930210127586>.
- 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), pp. 221–235. Available at: <https://doi.org/10.1080/01425690600556362>.
- Mac an Ghaill, M. (1988) *Young, gifted, and Black: student-teacher relations in the schooling of Black youth*. Milton Keynes: Open University Press.
- Mac an Ghaill, M. (1994) *The making of men: masculinities, sexualities and schooling*. Buckingham: Open University Press. Available at: http://encore.lib.warwick.ac.uk/iii/encore/record/C__Rb2734730.
- Mac an Ghaill, M. (1999) *Contemporary racisms and ethnicities: social and cultural transformations*. Buckingham: Open University Press.
- 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), pp. 729–744. Available at: <https://doi.org/10.1080/01425692.2011.596370>.

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), pp. 753–776. Available at: <https://doi.org/10.1080/01425692.2014.919848>.

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

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

Maclure, S. (1992) *Education re-formed: a guide to the Education Reform Act*. 3rd ed. London: Hodder & Stoughton.

Macpherson of Cluny, W. and Great Britain. Home Office (1999) *The Stephen Lawrence inquiry: Appendices*. London: Stationery Office. Available at: http://encore.lib.warwick.ac.uk/iii/encore/record/C__Rb1356193.

Macrae, S., Maguire, M. and Milbourne, L. (2003) 'Social exclusion: exclusion from school', *International Journal of Inclusive Education*, 7(2), pp. 89–101. Available at: <https://doi.org/10.1080/13603110304785>.

Maguire, M. et al. (2011a) 'The ordinary school – what is it?', *British Journal of Sociology of Education*, 32(1), pp. 1–16. Available at: <https://doi.org/10.1080/01425692.2011.527718>.
Maguire, M. et al. (2011b) 'The ordinary school – what is it?', *British Journal of Sociology of Education*, 32(1), pp. 1–16. Available at: <https://doi.org/10.1080/01425692.2011.527718>.
Markets, Publics and Education: A Tale of Trojan Horses (2014). Available at: <http://discoversociety.org/2014/07/01/markets-publics-and-education-a-tale-of-trojan-horses/>.

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

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

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), pp. 239–263. Available at: <https://doi.org/10.1080/01425699995434>.
Mason, D. (2000) 'Education', in *Race and ethnicity in modern Britain*. 2nd ed. Oxford: Oxford University Press, pp. 62–78. Available at: <https://contentstore.cla.co.uk/secure/link?id=a635e26a-b043-e611-80bd-0cc47a6bddeb>.
Mason, David (2000) *Race and ethnicity in modern Britain*. 2nd ed. Oxford: Oxford University Press.

Matheson, D. (ed.) (2015) *An introduction to the study of education*. Fourth edition. London: Routledge. Available at: http://encore.lib.warwick.ac.uk/iii/encore/record/C__Rb3021290.

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

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

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

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

McLean, M., Abbas, A. and Ashwin, P. (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), pp. 262–280. Available at: <https://doi.org/10.1080/01425692.2012.710007>.

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

Measor, L. and Sikes, P.J. (1992) *Gender and schools*. London: Cassell.

Measuring Markets: Introduction (no date). Available at: <http://www.cardiff.ac.uk/socsi/markets/>.

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

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), pp. 349–367. Available at: <https://doi.org/10.1080/01425692.2011.559338>.

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

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), pp. 325–343. Available at: <https://doi.org/10.1080/13603110210148621>.

Mirza, H.S. (1992) *Young, female and black*. London: Routledge. Available at: http://encore.lib.warwick.ac.uk/iii/encore/record/C__Rb2734736.

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

Monk, N. et al. (2011) *Open-space learning: a study in transdisciplinary pedagogy*. London: Bloomsbury Academic. Available at: http://encore.lib.warwick.ac.uk/iii/encore/record/C__Rb2961211.

- Moon, B. and Open University. Curriculum and Learning Course Team (1990a) New curriculum - national curriculum. London: Hodder & Stoughton in association with the Open University.
- Moon, B. and Open University. Curriculum and Learning Course Team (1990b) New curriculum - national curriculum. London: Hodder & Stoughton in association with the Open University.
- Moon, B. and Open University. Curriculum and Learning Course Team (1990c) New curriculum - national curriculum. London: Hodder & Stoughton in association with the Open University.
- Moon, B. and Open University. Curriculum and Learning Course Team (1990d) New curriculum - national curriculum. London: Hodder & Stoughton in association with the Open University.
- Moreau, M. and Leathwood, C. (2006) 'Balancing paid work and studies: working (-class) students in higher education', *Studies in Higher Education*, 31(1), pp. 23-42. Available at: <https://doi.org/10.1080/03075070500340135>.
- 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), pp. 55-69. Available at: <https://doi.org/10.1080/14681360500487827>.
- Munn, P., Lloyd, G. and Cullen, M.A. (2000) *Alternatives to exclusion from school*. London: Paul Chapman. Available at: http://encore.lib.warwick.ac.uk/iii/encore/record/C__Rb2813964.
- Myers, K. (2000a) *Whatever happened to equal opportunities in schools?: gender equality initiatives in education*. Buckingham: Open University Press.
- Myers, K. (2000b) *Whatever happened to equal opportunities in schools?: gender equality initiatives in education*. Buckingham: Open University Press.
- 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), pp. 125-143. Available at: <https://doi.org/10.1080/01425692.2015.1073099>.
- Neary, M., Stevenson, H. and Bell, L. (2009) *The future of higher education: policy, pedagogy and the student experience*. New York, NY: Continuum International Pub. Group. Available at: http://encore.lib.warwick.ac.uk/iii/encore/record/C__Rb2947283.
- Nespor, J. (1997) *Tangled up in school: politics, space, bodies, and signs in the educational process*. Mahwah, N.J.: L. Erlbaum Associates.
- Nespor, J. (2002) 'Studying the spatialities of schooling', *Pedagogy, Culture & Society*, 10(3), pp. 483-491. Available at: <https://doi.org/10.1080/14681360200200155>.
- Nespor, J. (2004) 'Educational scale-making', *Pedagogy, Culture & Society*, 12(3), pp. 309-326. Available at: <https://doi.org/10.1080/14681360400200205>.
- Nilan, P. (2000) "'You're Hopeless I Swear to God": Shifting masculinities in classroom

talk', *Gender and Education*, 12(1), pp. 53–68. Available at: <https://doi.org/10.1080/09540250020409>.

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

Noyes, A. (2004) 'Learning Landscapes', *British Educational Research Journal*, 30(1), pp. 27–41. Available at: http://0-www.jstor.org.pugwash.lib.warwick.ac.uk/stable/1502202?seq=1#page_scan_tab_contents.

Ofsted - GOV.UK (no date). Available at: <https://www.gov.uk/government/organisations/ofsted>.

O'Keeffe, D., University of North London. Truancy Unit, and Great Britain. Department for Education (1994) *Truancy in English secondary schools: a report prepared for the DFE*. London: HMSO.

Oliver, M. (2009) *Understanding disability: from theory to practice*. 2nd ed. Basingstoke: Palgrave Macmillan.

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

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

Osler, A., Watling, R. and Busher, H. (2000) *Reasons for exclusion from school*. Nottingham: DfEE Publications.

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

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

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

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

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

- Parker, A. (1996) 'The Construction of Masculinity within Boys' Physical Education', *Gender and Education*, 8(2), pp. 141–158. Available at: <https://doi.org/10.1080/09540259650038824>.
- Parsons, C. (1999) *Education, exclusion and citizenship*. London: Routledge. Available at: http://encore.lib.warwick.ac.uk/iii/encore/record/C__Rb2890675.
- Paterson, F.M.S. (1989) *Out of place: public policy and the emergence of truancy*. London: Falmer.
- 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), pp. 137–150. Available at: <https://doi.org/10.1080/01596300902809054>.
- 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), pp. 591–602. Available at: <https://doi.org/10.1080/01425692.2010.500092>.
- 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), pp. 411–417. Available at: <https://doi.org/10.1080/01425699995344>.
- Pomeroy, E. (1999) 'The Teacher-Student Relationship in Secondary School: Insights from excluded students', *British Journal of Sociology of Education*, 20(4), pp. 465–482. Available at: <https://doi.org/10.1080/01425699995218>.
- Pomeroy, E. (2000) *Experiencing exclusion*. Stoke-on-Trent: Trentham.
- Power, S., Halpin, D. and Fitz, J. (1994) 'Parents, Pupils and Grant-Maintained Schools', *British Educational Research Journal*, 20(2), pp. 209–225. Available at: http://0-www.jstor.org.pugwash.lib.warwick.ac.uk/stable/1501340?seq=1#page_scan_tab_contents.
- 'Preventing Social Exclusion' (2001). Social Exclusion Unit London, HMSO. Available at: <http://www.bris.ac.uk/poverty/downloads/keyofficialdocuments/Preventing%20Social%20Exclusion.pdf>.
- Prosser, J. and British Educational Management and Administration Society (1999a) *School culture*. London: Paul Chapman. Available at: http://encore.lib.warwick.ac.uk/iii/encore/record/C__Rb2813324.
- Prosser, J. and British Educational Management and Administration Society (1999b) *School culture*. London: Paul Chapman. Available at: http://encore.lib.warwick.ac.uk/iii/encore/record/C__Rb2813324.
- Prosser, J. and British Educational Management and Administration Society (1999c) *School culture*. London: Paul Chapman. Available at: http://encore.lib.warwick.ac.uk/iii/encore/record/C__Rb2813324.
- Prosser, J. and British Educational Management and Administration Society (1999d) *School culture*. London: Paul Chapman. Available at: http://encore.lib.warwick.ac.uk/iii/encore/record/C__Rb2813324.

Purvis, J. (2008) 'Olive Banks (1923-2006): An Appreciation', *British Journal of Sociology of Education*, 29(4), pp. 363–368. Available at:
http://0-www.jstor.org.pugwash.lib.warwick.ac.uk/stable/40375358?seq=1#page_scan_tab_contents.

R. Burgess (1999) 'Education', in *Sociology: issues and debates*. Basingstoke: Macmillan, pp. 180–207. Available at:
<https://contentstore.cla.co.uk/secure/link?id=fb97b6da-8643-e611-80bd-0cc47a6bddeb>.

'Race Ethnicity and Education Special Issue' (2009), 12(1). Available at:
<http://0-www.tandfonline.com.pugwash.lib.warwick.ac.uk/toc/cree20/12/1?nav=tocList>.

Rampton, A. and Great Britain. Committee of Inquiry into the Education of Children from Ethnic Minority Groups (no date) *West Indian children in our schools: interim report of the Committee of Inquiry into the Education of Children from Ethnic Minority Groups*. London: H.M.S.O.

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

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), pp. 121–139. Available at: <https://doi.org/10.1080/14681360400200192>.

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

Ratcliffe, P. (2004) *Race, ethnicity and difference: imagining the inclusive society*. Maidenhead: Open University Press. Available at:
http://encore.lib.warwick.ac.uk/iii/encore/record/C__Rb2553878.

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

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

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

Reay, D., Crozier, G. and James, D. (2011) *White middle class identities and urban schooling*. New York: Palgrave Macmillan. Available at:
http://encore.lib.warwick.ac.uk/iii/encore/record/C__Rb2520232.

Reay, D., David, M.E. and Ball, S.J. (2005) *Degrees of choice: class, race, gender and higher education*. Stoke-on-Trent: Trentham. Available at:
http://encore.lib.warwick.ac.uk/iii/encore/record/C__Rb3100020.

- 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), pp. 35–51. Available at: <https://doi.org/10.1080/14681360400200188>.
- 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), pp. 93–110. Available at: <https://doi.org/10.1080/09540259920780>.
- Reid, K. (1986) *Disaffection from school*. London: Methuen.
- 'Removing Barriers to Achievement' (no date). DFES. Available at: http://dera.ioe.ac.uk/4955/13/8b56f1b2944d88f593e89ae3009fa5c3_Redacted.pdf.
- Rethinking Schools Online (no date). Available at: http://rethinkingschools.aidcvt.com/restrict.asp?path=archive/18_04/engl184.shtml.
- Riddell, S. (1992) *Gender and the politics of the curriculum*. London: Routledge.
- Riddell, S., Baron, S. and Wilson, A. (2001) 'The Significance of the Learning Society for Women and Men with Learning Difficulties', *Gender and Education*, 13(1), pp. 57–73. Available at: <https://doi.org/10.1080/09540250124323>.
- Riddell, S. and Brown, S.A. (1994) *Special educational needs policy in the 1990s: Warnock in the market place*. London: Routledge.
- Roberts, Y. (2011) How do we make our schools fit to face the 21st century? *The Guardian*. Available at: <https://www.theguardian.com/education/2011/sep/04/how-do-we-make-schools-fit-for-children?intcmp=239>.
- Robertson, E. (2013) In defence of intersectionality – one of feminism's most important tools | Eleanor Robertson | Opinion | *The Guardian*. *The Guardian*. Available at: <https://www.theguardian.com/commentisfree/2013/dec/23/in-defence-of-intersectionality>.
- Robinson, C. and Stalker, K. (1998a) *Growing up with disability*. London: Jessica Kingsley.
- Robinson, C. and Stalker, K. (1998b) *Growing up with disability*. London: Jessica Kingsley.
- Rogers, M. (1992) *Opting out: choice and the future of schools*. London: Lawrence & Wishart.
- Ross, K. (1991) 'Ranciere and the Practice of Equality', *Social Text* [Preprint], (29). Available at: <https://doi.org/10.2307/466299>.
- Rudduck, J. (1994) *Developing a gender policy in secondary schools: individuals and institutions*. Buckingham: Open University Press.
- 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), pp. 43–47. Available at: <http://webcat.warwick.ac.uk/search/Y?searchtype=i&SORT=D&searcharg=0963-8253&searchscope=15>.

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

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

Saint, A. (2009) Obituary: David Medd | Art and design. *The Guardian*. Available at: <https://www.theguardian.com/artanddesign/2009/apr/14/david-medd-obituary-architecture-school-buildings>.

Salisbury, J. and Jackson, D. (1996) *Challenging macho values: practical ways of working with adolescent boys*. London: Falmer. Available at: http://encore.lib.warwick.ac.uk/iii/encore/record/C__Rb2899891.

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

Schools, colleges and children's services : Curriculum and qualifications - GOV.UK (no date). Available at: <https://www.gov.uk/topic/schools-colleges-childrens-services/curriculum-qualifications>.

Schools, colleges and children's services : Support for children and young people - GOV.UK (no date). Available at: <https://www.gov.uk/topic/schools-colleges-childrens-services/support-for-children-young-people>.

Schools, Religious Education and the Law | (2014). *Discover Society*. Available at: <http://discoversociety.org/2014/07/01/schools-religious-education-and-the-law/>.

Scott, D. (1994) *Accountability and control in educational settings*. London: Cassell.

Scotta, C. et al. (2009) *'Entre les murs: The class'*. London: Artificial Eye.

Searle, C. (1997) 'Demagoguery in Process: authoritarian populism, the press and school exclusions', *Forum for promoting 3-19 comprehensive education*. *Forum*, 39(1), pp. 14–19. Available at: <http://webcat.warwick.ac.uk/search/Y?searchtype=i&SORT=D&searcharg=0963-8253&searchscope=15>.

Searle, C. (2001a) *An exclusive education: race, class and exclusion in British schools*. London: Lawrence & Wishart.

Searle, C. (2001b) *An exclusive education: race, class and exclusion in British schools*. London: Lawrence & Wishart.

Sebba, J. and Ainscow, M. (1996) 'International Developments in Inclusive Schooling: mapping the issues', *Cambridge Journal of Education*, 26(1), pp. 5–18. Available at: <https://doi.org/10.1080/0305764960260101>.

Sewell, T. (1997) *Black masculinities and schooling: how Black boys survive modern*

schooling. Stoke-on-Trent: Trentham.

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

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

Sharp, R., Green, A. and Lewis, J. (1975) *Education and social control: a study in progressive primary education*. London (etc.): Routledge and Kegan Paul.

Sharpe, S. (1994) *Just like a girl: how girls learn to be women : from the seventies to the nineties*. 2nd ed. Harmondsworth: Penguin.

Shilling, C. (1991a) 'Social Space, Gender Inequalities and Educational Differentiation', *British Journal of Sociology of Education*, 12(1), pp. 23–44. Available at: http://0-www.jstor.org.pugwash.lib.warwick.ac.uk/stable/1392767?seq=1#page_scan_tab_contents.

Shilling, C. (1991b) 'Social Space, Gender Inequalities and Educational Differentiation', *British Journal of Sociology of Education*, 12(1), pp. 23–44. Available at: http://0-www.jstor.org.pugwash.lib.warwick.ac.uk/stable/1392767?seq=1#page_scan_tab_contents.

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), pp. 411–430. Available at: <https://doi.org/10.1080/0142569900110404>.

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

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

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

Skelton, C. (2009) 'Introduction', in *Feminism and 'the schooling scandal'*. London: Routledge, pp. 1–10. Available at: <https://contentstore.cla.co.uk/secure/link?id=b69e6d31-2150-e611-80c6-005056af4099>.

Skelton, C. and Francis, B. (2009) *Feminism and 'the schooling scandal'*. London: Routledge. Available at: http://encore.lib.warwick.ac.uk/iii/encore/record/C__Rb3071814.

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

Slee, R. (2001b) 'Social justice and the changing directions in educational research: the

case of inclusive education', *International Journal of Inclusive Education*, 5(2-3), pp. 167-177. Available at: <https://doi.org/10.1080/13603110010035832>.

Slee, R. (2011) *The irregular school: exclusion, schooling, and inclusive education*. 1st ed. London: Routledge. Available at: http://encore.lib.warwick.ac.uk/iii/encore/record/C__Rb2586421.

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

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), pp. 263-281. Available at: <https://doi.org/10.1080/01425692.2012.632867>.

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), pp. 39-55. Available at: <https://doi.org/10.1080/01425692.2012.744735>.

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

Soni, D. (2014a) 'Trojan horse' public meeting: what did we learn? Channel 4 News. Available at: <https://www.channel4.com/news/trojan-horse-muslim-values-british-values>.

Soni, D. (2014b) 'Trojan horse' scandal wrecked community cohesion – study –. Channel 4 News. Available at: <https://www.channel4.com/news/trojan-horse-muslims-community-damaged-schools>.

Spender, D. and Sarah, E. (1988) *Learning to lose: sexism and education*. Rev. ed. London: Women's Press.

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), pp. 175-187. Available at: <https://doi.org/10.1080/01425690701837539>.

Stone, L. and Boldt, G.M. (1994) *The Education feminism reader*. New York: Routledge.

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

'Support and Aspiration: a new approach to special educational needs and disability' (2011). Available at: <http://webarchive.nationalarchives.gov.uk/20130401151715/https://www.education.gov.uk/publications/eorderingdownload/green-paper-sen.pdf>.

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), pp. 95–109. Available at: <https://doi.org/10.1080/01425690095180>.

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. London: H.M.S.O.

Tattum, D.P. and Lane, D.A. (1988) Bullying in schools. Stoke-on-Trent: Trentham Books in association with The Professional Development Foundation.

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), pp. 623–641. Available at: <https://doi.org/10.1080/01425692.2011.578441>.

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

Taylor, S. (1999) Sociology: issues and debates. Basingstoke: Macmillan.

Taylor, Y. (ed.) (2012a) Educational diversity: the subject of difference and different subjects. Houndmills, Basingstoke, Hampshire: Palgrave Macmillan. Available at: http://encore.lib.warwick.ac.uk/iii/encore/search/C__SEducational%20diversity%3A%20The%20subject%20of%20difference%20and%20different%20subjects%20Taylor%2C%20Yvette__Ff%3Afacetmediatype%3Ah%3Ah%3AE-Book%3A%3A__Orightresult__U__X0?lang=eng&suite=cobalt.

Taylor, Y. (ed.) (2012b) Educational diversity: the subject of difference and different subjects. Houndmills, Basingstoke, Hampshire: Palgrave Macmillan. Available at: http://encore.lib.warwick.ac.uk/iii/encore/search/C__SEducational%20diversity%3A%20The%20subject%20of%20difference%20and%20different%20subjects%20Taylor%2C%20Yvette__Ff%3Afacetmediatype%3Ah%3Ah%3AE-Book%3A%3A__Orightresult__U__X0?lang=eng&suite=cobalt.

Taylor, Y. (ed.) (2012c) Educational diversity: the subject of difference and different subjects. Houndmills, Basingstoke, Hampshire: Palgrave Macmillan. Available at: http://encore.lib.warwick.ac.uk/iii/encore/search/C__SEducational%20diversity%3A%20The%20subject%20of%20difference%20and%20different%20subjects%20Taylor%2C%20Yvette__Ff%3Afacetmediatype%3Ah%3Ah%3AE-Book%3A%3A__Orightresult__U__X0?lang=eng&suite=cobalt.

Taylor, Y. (ed.) (2012d) Educational diversity: the subject of difference and different subjects. Houndmills, Basingstoke, Hampshire: Palgrave Macmillan. Available at: http://encore.lib.warwick.ac.uk/iii/encore/search/C__SEducational%20diversity%3A%20The%20subject%20of%20difference%20and%20different%20subjects%20Taylor%2C%20Yvette__Ff%3Afacetmediatype%3Ah%3Ah%3AE-Book%3A%3A__Orightresult__U__X0?lang=eng&suite=cobalt.

Taylor, Y. (ed.) (2012e) Educational diversity: the subject of difference and different subjects. Houndmills, Basingstoke, Hampshire: Palgrave Macmillan. Available at: http://encore.lib.warwick.ac.uk/iii/encore/search/C__SEducational%20diversity%3A%20The

%20subject%20of%20difference%20and%20different%20subjects%20Taylor%2C%20Yvette__Ff%3Afacetmediatype%3Ah%3Ah%3AE-Book%3A%3A__Orighresult__U__X0?lang=eng& suite=cobalt.

Taylor, Y. (ed.) (2012f) Educational diversity: the subject of difference and different subjects. Houndmills, Basingstoke, Hampshire: Palgrave Macmillan. Available at: http://encore.lib.warwick.ac.uk/iii/encore/search/C__SEducational%20diversity%3A%20The%20subject%20of%20difference%20and%20different%20subjects%20Taylor%2C%20Yvette__Ff%3Afacetmediatype%3Ah%3Ah%3AE-Book%3A%3A__Orighresult__U__X0?lang=eng& suite=cobalt.

Taylor, Y. (ed.) (2012g) Educational diversity: the subject of difference and different subjects. Houndmills, Basingstoke, Hampshire: Palgrave Macmillan. Available at: http://encore.lib.warwick.ac.uk/iii/encore/search/C__SEducational%20diversity%3A%20The%20subject%20of%20difference%20and%20different%20subjects%20Taylor%2C%20Yvette__Ff%3Afacetmediatype%3Ah%3Ah%3AE-Book%3A%3A__Orighresult__U__X0?lang=eng& suite=cobalt.

Taylor, Y. (ed.) (2012h) Educational diversity: the subject of difference and different subjects. Houndmills, Basingstoke, Hampshire: Palgrave Macmillan. Available at: http://encore.lib.warwick.ac.uk/iii/encore/search/C__SEducational%20diversity%3A%20The%20subject%20of%20difference%20and%20different%20subjects%20Taylor%2C%20Yvette__Ff%3Afacetmediatype%3Ah%3Ah%3AE-Book%3A%3A__Orighresult__U__X0?lang=eng& suite=cobalt.

Taylor, Y. (ed.) (2012i) Educational diversity: the subject of difference and different subjects. Houndmills, Basingstoke, Hampshire: Palgrave Macmillan. Available at: http://encore.lib.warwick.ac.uk/iii/encore/search/C__SEducational%20diversity%3A%20The%20subject%20of%20difference%20and%20different%20subjects%20Taylor%2C%20Yvette__Ff%3Afacetmediatype%3Ah%3Ah%3AE-Book%3A%3A__Orighresult__U__X0?lang=eng& suite=cobalt.

Taylor, Y. (ed.) (2012j) Educational diversity: the subject of difference and different subjects. Houndmills, Basingstoke, Hampshire: Palgrave Macmillan. Available at: http://encore.lib.warwick.ac.uk/iii/encore/search/C__SEducational%20diversity%3A%20The%20subject%20of%20difference%20and%20different%20subjects%20Taylor%2C%20Yvette__Ff%3Afacetmediatype%3Ah%3Ah%3AE-Book%3A%3A__Orighresult__U__X0?lang=eng& suite=cobalt.

Taylor, Y. (2012k) Educational diversity: The subject of difference and different subjects [electronic resource]. Basingstoke: Palgrave Macmillan. Available at: <http://0-www.palgraveconnect.com.pugwash.lib.warwick.ac.uk/doi/10.1057/9781137271129>.

Temple, P. (2007) 'Learning Spaces for the 21st century: a review of the literature'. Available at: https://www.heacademy.ac.uk/system/files/learning_spaces_v3.pdf.

'The Curriculum Journal': (1999), 10(2). Available at: <http://0-www.tandfonline.com.pugwash.lib.warwick.ac.uk/toc/rcjo20/10/2?nav=tocList>.

'The Idea of a University' (no date). Available at: http://www2.warwick.ac.uk/fac/cross_fac/iatl/cetl/filmspublications/ideaofauniversity/.

- Thobani, S. (2010) *Islam in the school curriculum*. New York: Continuum International Pub. Group. Available at: http://encore.lib.warwick.ac.uk/iii/encore/record/C__Rb2939671.
- Thorne, B. (1993) *Gender play: girls and boys in school*. Buckingham: Open University Press. Available at: http://encore.lib.warwick.ac.uk/iii/encore/record/C__Rb3021291.
- Tierney, J. (1982) *Race, migration and schooling*. London: Holt, Rinehart and Winston.
- Tomlinson, S. (2005a) *Education in a post-welfare society*. 2nd ed. Maidenhead: Open University Press. Available at: http://encore.lib.warwick.ac.uk/iii/encore/record/C__Rb2568998.
- Tomlinson, S. (2005b) 'Race, ethnicity and education under New Labour', *Oxford Review of Education*, 31(1), pp. 153–171. Available at: <https://doi.org/10.1080/0305498042000337246>.
- Tomlinson, S. (2008) *Race and education: policy and politics in Britain*. Maidenhead: Open University Press. Available at: http://encore.lib.warwick.ac.uk/iii/encore/record/C__Rb2919450.
- Trojan Horse, Ofsted and the 'Prevent'ing of Education | (2014). Discover Society. Available at: <http://discoversociety.org/2014/07/01/trojan-horse-ofsted-and-the-preventing-of-education/>.
- Trowler, P. (1998) *Education policy: a policy sociology approach*. Eastbourne: Gildredge Press.
- Troyna, B. (1985) 'The Great Divide: policies and practices in multicultural education', *British Journal of Sociology of Education*, 6(2), pp. 209–224. Available at: <https://doi.org/10.1080/0142569850060205>.
- Troyna, B. (1987) 'Beyond Multiculturalism: Towards the Enactment of Anti-Racist Education in Policy, Provision and Pedagogy', *Oxford Review of Education*, 13(3), pp. 307–320. Available at: http://0-www.jstor.org.pugwash.lib.warwick.ac.uk/stable/1050307?seq=1#page_scan_tab_contents.
- Troyna, B. (1988) 'Paradigm Regained: A Critique of "Cultural Deficit" Perspectives in Contemporary Educational Research', *Comparative Education*, 24(3), pp. 273–283. Available at: http://0-www.jstor.org.pugwash.lib.warwick.ac.uk/stable/3099183?seq=1#page_scan_tab_contents.
- Troyna, B. (ed.) (1989) *Racial inequality in education*. London: Routledge.
- 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), pp. 325–339. Available at: http://0-www.jstor.org.pugwash.lib.warwick.ac.uk/stable/1393147?seq=1#page_scan_tab_contents.

Troyna, B. and Carrington, B. (1990) *Education, racism and reform*. London: Routledge.

Troyna, B., Sikes, P.J. and Rizvi, F. (1997) *Researching race and social justice in education: essays in honour of Barry Troyna*. Stoke-on-Trent: Trentham.

Tulasiewicz, W. and Adams, A. (1989) *Teachers' expectations and teaching reality*. London: Routledge.

Tutchell, E. (1990) *Dolls and dungarees: gender issues in the primary school curriculum*. Milton Keynes: Open University Press.

University of Surrey et al. (no date) 'Sociological research online'. Available at: <http://0-ejournals.ebsco.com.pugwash.lib.warwick.ac.uk/direct.asp?JournalID=104312>.

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), pp. 53–72. Available at: <https://doi.org/10.1080/14681360400200189>.

Vincent, C. (2003a) *Social justice, education, and identity*. London: RoutledgeFalmer. Available at: http://encore.lib.warwick.ac.uk/iii/encore/record/C__Rb3084938.

Vincent, C. (2003b) *Social justice, education, and identity*. London: RoutledgeFalmer.

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

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), pp. 17–35. Available at: <https://doi.org/10.1080/0885625082000042294>.

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), pp. 65–75. Available at: <https://doi.org/10.1080/00131910303252>.

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

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

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

Walford, G. (2003) *British private schools: research on policy and practice*. London: Woburn Press. Available at: http://encore.lib.warwick.ac.uk/iii/encore/record/C__Rb3086336.

Walker, L. and Saint, A. (2005) *Obituary: Mary Medd*. The Guardian. Available at:

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

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

Walkerdine, V. (1990) *Schoolgirl fictions*. London: Verso.

Walkerdine, V., Lucey, H. and Melody, J. (2001) *Growing up girl: psychosocial explorations of gender and class*. Basingstoke: Palgrave.

Warnock, M. et al. (no date) *Special educational needs: report of the Committee of Enquiry into the Education of Handicapped Children and Young People*. London: H.M.S.O.

Warrington, M., Younger, M. and McLellan, R. (2003) "'Under-achieving boys" in English primary schools?', *Curriculum Journal*, 14(2), pp. 139–156. Available at: <https://doi.org/10.1080/09585170302830>.

Warrington, M., Younger, M. and Williams, J. (2000) 'Student Attitudes, Image and the Gender Gap', *British Educational Research Journal*, 26(3), pp. 393–407. Available at: <https://doi.org/10.1080/01411920050030914>.

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

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

Weiner, G. (1986) 'Feminist Education and Equal Opportunities: Unity or Discord?', *British Journal of Sociology of Education*, 7(3), pp. 265–274. Available at: http://0-www.jstor.org.pugwash.lib.warwick.ac.uk/stable/1392817?seq=1#page_scan_tab_contents.

Weiner, G. (1994) *Feminisms in education: an introduction*. Buckingham: Open University Press.

Weiner, G. (1997a) 'Is the Future Female? Female Success, Male Disadvantage, and Changing Gender Patterns in Education', in *Education: culture, economy, and society*. Oxford: Oxford University Press, pp. 620–630. Available at: <https://contentstore.cla.co.uk/secure/link?id=359ff17f-2150-e611-80c6-005056af4099>.

Weiner, G. (1997b) 'Is the Future Female? Female Success, Male Disadvantage, and Changing Gender Patterns in Education', in *Education: culture, economy, and society*. Oxford: Oxford University Press, pp. 620–630. Available at: <https://contentstore.cla.co.uk/secure/link?id=359ff17f-2150-e611-80c6-005056af4099>.

Weiner, G., Arnot, M., and Open University (1987) *Gender under scrutiny: new inquiries in education*. London: Hutchinson, in association with the Open University.

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

Whitelaw, S., Milosevic, L. and Daniels, S. (2000) 'Gender, Behaviour and Achievement: A preliminary study of pupil perceptions and attitudes', *Gender and Education*, 12(1), pp. 87–113. Available at: <https://doi.org/10.1080/09540250020427>.

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

Wilding, D. (2008) *The Educational Experiences of Gypsy Travellers: the Impact of Cultural Dissonance*. *Reinvention: a Journal of Undergraduate Research*. Available at: http://www2.warwick.ac.uk/fac/cross_fac/iatl/reinvention/issues/volume1issue1/wilding.

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

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

Wyness, M. (2008) 'Schooling and social class', in *An introduction to the study of education*. 3rd ed. London: Routledge, pp. 142–155. Available at: <https://contentstore.cla.co.uk/secure/link?id=413c03a8-2150-e611-80c6-005056af4099>.

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]. London: Collier-Macmillan.

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

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), pp. 299–313. Available at: http://0-www.jstor.org.pugwash.lib.warwick.ac.uk/stable/1393405?seq=1#page_scan_tab_contents.