

SO244: Educational Inequalities

[View Online](#)

1.

Bhopal, K. 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**, 490–504 (2014).

2.

Mac an Ghaill, M. & Haywood, C. Schooling, masculinity and class analysis: towards an aesthetic of subjectivities. *British Journal of Sociology of Education* **32**, 729–744 (2011).

3.

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

4.

Apple, M. W. Creating profits by creating failures: standards, markets, and inequality in education. *International Journal of Inclusive Education* **5**, 103–118 (2001).

5.

Apple, M. W. Global Crises, Social Justice, and Teacher Education. *Journal of Teacher Education* **62**, 222–234 (2011).

6.

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

7.

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

8.

Ball, S. J. Reading Michael Apple -- the sociological imagination at work. Theory and Research in Education **5**, 153–159 (2007).

9.

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

10.

Educational inequalities: difference and diversity in schools and higher education. vol. Routledge research in education (Routledge, Taylor & Francis Group, 2014).

11.

Coffey, A. Education and social change. vol. Sociology and social change (Open University Press, 2001).

12.

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

13.

Crenshaw, K. Mapping the Margins: Intersectionality, Identity Politics, and Violence against Women of Color. Stanford Law Review **43**, (1991).

14.

Educational inequalities: difference and diversity in schools and higher education. vol. Routledge research in education (Routledge, Taylor & Francis Group, 2014).

15.

Foster, P. Educational Inequality as a Social Problem. in Constructing educational inequality: an assessment of research on school processes vol. Social research and educational studies series 1-22 (Falmer Press, 1996).

16.

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

17.

Hill Collins, P. Black feminist thought: knowledge, consciousness, and the politics of empowerment. vol. Perspectives on gender (Routledge, 2000).

18.

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

19.

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

20.

hooks, bell. Feminist theory: from margin to center. vol. South End Press classics (South End Press, 2000).

21.

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

22.

Educational diversity: the subject of difference and different subjects. (Palgrave Macmillan, 2012).

23.

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

24.

Lambert, C. Redistributing the sensory: the critical pedagogy of Jacques Rancière. Critical Studies in Education **53**, 211–227 (2012).

25.

Mac an Ghaill, M. & Haywood, C. Pakistani and Bangladeshi young men: re-racialization, class and masculinity within the neo-liberal school. British Journal of Sociology of Education **35**, 753–776 (2014).

26.

Macknight, V. Ideal knowing: logics of knowledge in primary school curricula. British Journal of Sociology of Education **32**, 717–728 (2011).

27.

McLean, M., Abbas, A. & Ashwin, P. The use and value of Bernstein's work in studying (in)equalities in undergraduate social science education. British Journal of Sociology of Education **34**, 262–280 (2013).

28.

Pelletier, C. Emancipation, equality and education: Rancière's critique of Bourdieu and the question of performativity. Discourse: Studies in the Cultural Politics of Education **30**, 137–150 (2009).

29.

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

30.

Reay, D., David, M. E. & Ball, S. J. *Degrees of choice: class, race, gender and higher education*. (Trentham, 2005).

31.

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

32.

Ross, K. Ranciere and the Practice of Equality. *Social Text* (1991) doi:10.2307/466299.

33.

University of Surrey, University of Stirling, British Sociological Association, & EBSCO Publishing (Firm). *Sociological research online*.

34.

Educational diversity: the subject of difference and different subjects. (Palgrave Macmillan, 2012).

35.

Taylor, C. A. & Dunne, M. 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**, 623–641 (2011).

36.

Educational diversity: the subject of difference and different subjects. (Palgrave Macmillan, 2012).

37.

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

38.

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

39.

Unterhalter, E., Epstein, D., Morrell, R. & Moletsane, R. Be yourself: class, race, gender and sexuality in South African schoolchildren's accounts of social relations. *Pedagogy, Culture & Society* **12**, 53–72 (2004).

40.

Young, M. F. D. & British Sociological Association. Conference. Knowledge and control: new directions for the sociology of education : [Durham Conference of the British Sociological Association of April 1970]. vol. Open University set book (Collier-Macmillan, 1971).

41.

Braun, A., Maguire, M. & Ball, S. J. Policy enactments in the UK secondary school: examining policy, practice and school positioning. *Journal of Education Policy* **25**, 547–560 (2010).

42.

Reay, D. Finding or losing yourself?: working-class relationships to education. *Journal of Education Policy* **16**, 333–346 (2001).

43.

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

44.

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

45.

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

46.

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

47.

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

48.

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

49.

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

50.

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

51.

Bynner, J. & Joshi, H. Equality and Opportunity in Education: Evidence from the 1958 and 1970 birth cohort studies. *Oxford Review of Education* **28**, 405–425 (2002).

52.

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

53.

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

54.

Fitz, J., Halpin, D. & Power, S. Grant maintained schools: education in the market place. vol. Kogan Page educational management series (Kogan Page, 1993).

55.

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

56.

Gewirtz, S. The managerial school: post-welfarism and social justice in education. vol. The state of welfare (Routledge, 2002).

57.

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

58.

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

59.

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

60.

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

61.

Glass, D. V. & Berent, J. Social mobility in Britain. vol. *International library of sociology and social reconstruction* (Routledge & Kegan Paul, 1954).

62.

Gorard, S., Taylor, C. & Fitz, J. Markets in public policy: The case of the United Kingdom education reform act 1988. *International Studies in Sociology of Education* **12**, 23–42 (2002).

63.

Gorard, S., Taylor, C. & Fitz, J. Does school choice lead to 'spirals of decline'? *Journal of Education Policy* **17**, 367–384 (2002).

64.

Haydn, T. The strange death of the comprehensive school in England and Wales, 1965–2002. *Research Papers in Education* **19**, 415–432 (2004).

65.

Lee, D. & Turner, B. S. Conflicts about class: debating inequality in late industrialism : a

selection of readings. (Longman, 1996).

66.

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

67.

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

68.

Lambert, C. New Labour, new leaders? Gendering transformational leadership. *British Journal of Sociology of Education* **28**, 149–163 (2007).

69.

Lello, J. Accountability in practice. vol. Cassell education series (Cassell, 1993).

70.

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

71.

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

72.

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

73.

McCulloch, G. Parity and prestige in English secondary education revisited. *British Journal of Sociology of Education* **29**, 381–389 (2008).

74.

Maguire, M., Perryman, J., Ball, S. & Braun, A. The ordinary school – what is it? *British Journal of Sociology of Education* **32**, 1–16 (2011).

75.

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

76.

Ozga, J. Policy research in educational settings: contested terrain. vol. Doing qualitative research in educational settings (Open University Press, 2000).

77.

Power, S., Halpin, D. & Fitz, J. Parents, Pupils and Grant-Maintained Schools. *British Educational Research Journal* **20**, 209–225 (1994).

78.

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

79.

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

80.

Scott, D. Accountability and control in educational settings. vol. Education management series (Cassell, 1994).

81.

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

82.

Trowler, P. Education policy: a policy sociology approach. vol. Gildredge social policy (Gildredge Press, 1998).

83.

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

84.

Bocock, R., Thompson, K., & Open University. Understanding Modern Societies Course Team. Social and cultural forms of modernity. vol. Understanding modern societies : an introduction (Polity Press in association with the Open University, 1992).

85.

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

86.

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

87.

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

88.

Schools, colleges and children's services : Curriculum and qualifications - GOV.UK.

<https://www.gov.uk/topic/schools-colleges-childrens-services/curriculum-qualifications>.

89.

Convert to an academy: documents for schools - GOV.UK.

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

90.

Free schools: how to apply - GOV.UK.

<https://www.gov.uk/government/publications/free-school-application-guide> (2015).

91.

Rethinking Schools Online.

http://rethinkingschools.aidcvt.com/restrict.asp?path=archive/18_04/engl184.shtml.

92.

Charlie Junior's Schooldays. (18AD).

93.

An introduction to the study of education. (Routledge, 2015).

94.

Reay, D. & Lucey, H. Stigmatised choices: social class, social exclusion and secondary school markets in the inner city. *Pedagogy, Culture & Society* **12**, 35–51 (2004).

95.

Educational diversity: the subject of difference and different subjects. (Palgrave Macmillan, 2012).

96.

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

97.

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

98.

Ball, S. J. 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**, 3–19 (1993).

99.

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

100.

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

101.

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

102.

Beach, D. & Sernhede, O. From learning to labour to learning for marginality: school segregation and marginalization in Swedish suburbs. British Journal of Sociology of Education **32**, 257–274 (2011).

103.

Cosin, B. & Open University. School and Society Course Team. School and society: a sociological reader. vol. Open University : faculty of education studies (Routledge and Kegan Paul in association with the Open University Press, 1977).

104.

Dale, R., Esland, G. & MacDonald, M. Schooling and capitalism: a sociological reader. vol. Open University set book (Routledge and Kegan Paul (for) the Open University Press, 1976).

105.

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

106.

Dale, R., Esland, G. & MacDonald, M. Schooling and capitalism: a sociological reader. vol. Open University set book (Routledge and Kegan Paul (for) the Open University Press, 1976).

107.

Bourdieu, P. & Passeron, J. C. Reproduction in education, society and culture. vol. Theory, culture and society (Sage, 1990).

108.

Clegg, S. Cultural capital and agency: connecting critique and curriculum in higher education. *British Journal of Sociology of Education* **32**, 93–108 (2011).

109.

Educational diversity: the subject of difference and different subjects. (Palgrave Macmillan, 2012).

110.

Davey, G. Using Bourdieu's concept of doxa to illuminate classed practices in an English fee-paying school. *British Journal of Sociology of Education* **33**, 507–525 (2012).

111.

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

112.

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

113.

Foster, P., Gomm, R. & Hammersley, M. *Constructing educational inequality: an assessment of research on school processes*. vol. Social research and educational studies series (Falmer Press, 1996).

114.

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

115.

Demaine, J. *Sociology of education today*. (Palgrave, 2001).

116.

Goldthorpe, J. H., Llewellyn, C. & Payne, C. *Social mobility and class structure in modern Britain*. (Clarendon, 1987).

117.

Goldthorpe, J. H. Class Analysis and the Reorientation of Class Theory: The Case of Persisting Differentials in Educational Attainment. *The British Journal of Sociology* **47**, (1996).

118.

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

119.

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

120.

Jackson, B. & Marsden, D. *Education and the working class*. (Ark Paperbacks, 1986).

121.

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

122.

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

123.

Leathwood, C. & Archer, L. Social class and educational inequalities: the local and the global. *Pedagogy, Culture & Society* **12**, 5–13 (2004).

124.

Lucey, H. & Reay, D. Carrying the beacon of excellence: social class differentiation and anxiety at a time of transition. *Journal of Education Policy* **17**, 321–336 (2002).

125.

Lynch, K. & Moran, M. Markets, schools and the convertibility of economic capital: the complex dynamics of class choice. *British Journal of Sociology of Education* **27**, 221–235 (2006).

126.

Meo, A. I. 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**, 349–367 (2011).

127.

Moreau, M. & Leathwood, C. Balancing paid work and studies: working (-class) students in higher education. *Studies in Higher Education* **31**, 23–42 (2006).

128.

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

129.

Demaine, J. *Sociology of education today*. (Palgrave, 2001).

130.

Walford, G. *British private schools: research on policy and practice*. vol. Woburn education series (Woburn Press, 2003).

131.

Rassool, N. Exploring the construction of social class in educational discourse: the rational order of the nation state versus global uncertainties. *Pedagogy, Culture & Society* **12**, 121–139 (2004).

132.

Read, B., Archer, L. & Leathwood, C. Challenging Cultures? Student Conceptions of 'Belonging' and 'Isolation' at a Post-1992 University. *Studies in Higher Education* **28**, 261–277 (2003).

133.

Reay, D., Crozier, G. & James, D. *White middle class identities and urban schooling*. (Palgrave Macmillan, 2011).

134.

Sharp, R., Green, A. & Lewis, J. *Education and social control: a study in progressive primary education*. vol. Primary socialization, language and education series (Routledge and Kegan Paul, 1975).

135.

Smyth, E. & Banks, J. '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**, 263–281 (2012).

136.

Stromquist, N. P. Inequality as a way of life: education and social class in Latin America. *Pedagogy, Culture & Society* **12**, 95–119 (2004).

137.

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

138.

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

139.

Archer, L. & Francis, B. *Understanding minority ethnic achievement: race, gender, class*

and 'success'. (Routledge, 2007).

140.

Bloch, A., Neal, S. & Solomos, J. Race, multicultural and social policy. (Palgrave Macmillan, 2013).

141.

Educational diversity: the subject of difference and different subjects. (Palgrave Macmillan, 2012).

142.

Ball, W. & Troyna, B. The Dawn of a New ERA? The Education Reform Act, 'Race' and LEAs. *Educational Management & Administration* **17**, 23–31 (1989).

143.

Blair, M. Black Teachers, Black Students and Education Markets. *Cambridge Journal of Education* **24**, 277–291 (1994).

144.

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

145.

Byrne, B. & De Tona, C. 'Trying to find the extra choices': migrant parents and secondary school choice in Greater Manchester. *British Journal of Sociology of Education* **33**, 21–39 (2012).

146.

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

147.

Rampton, A. & 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. vol. Cmnd (H.M.S.O.).

148.

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

149.

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

150.

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

151.

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

152.

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

153.

Dorn, A. & Troyna, B. Multiracial Education and the Politics of Decision-Making. *Oxford Review of Education* **8**, 175–185 (1982).

154.

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

155.

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

156.

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

157.

Gillborn, D. Education policy as an act of white supremacy: whiteness, critical race theory and education reform. Journal of Education Policy **20**, 485-505 (2005).

158.

Gillborn, D. & Kirton, A. WHITE HEAT: racism, under-achievement and white working-class boys. International Journal of Inclusive Education **4**, 271-288 (2000).

159.

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

160.

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

161.

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

162.

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

163.

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

164.

Mac an Ghaill, M. *Contemporary racisms and ethnicities: social and cultural transformations*. vol. *Sociology and social change* (Open University Press, 1999).

165.

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

166.

Macpherson of Cluny, W. & Great Britain. Home Office. *The Stephen Lawrence inquiry: Appendices*. vol. *Cm 4262-II(Revised)* (Stationery Office, 1999).

167.

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

168.

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

169.

Mirza, H. S. 'Race', gender and educational desire. *Race Ethnicity and Education* **9**, 137–158 (2006).

170.

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

171.

Myers, M. & Bhopal, K. Racism and bullying in rural primary schools: protecting White identities post Macpherson. *British Journal of Sociology of Education* **38**, 125–143 (2017).

172.

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

173.

Pilkington, A. Racism in Schools and Ethnic Differentials in Educational Achievement: A brief comment on a recent debate. *British Journal of Sociology of Education* **20**, 411–417 (1999).

174.

Ratcliffe, P. 'Race', Education and the Discourse of 'Exclusion': a critical research note. *Race Ethnicity and Education* **2**, 149–156 (1999).

175.

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

176.

Shah, S. & Iqbal, M. Pakistani diaspora in Britain: intersections of multi-locationality and girls' education. *British Journal of Sociology of Education* **32**, 763–783 (2011).

177.

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

178.

Stevens, P. A. J. 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**, 175–187 (2008).

179.

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

180.

Tomlinson, S. Race, ethnicity and education under New Labour. *Oxford Review of Education* **31**, 153–171 (2005).

181.

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

182.

Troyna, B. The Great Divide: policies and practices in multicultural education. *British Journal of Sociology of Education* **6**, 209–224 (1985).

183.

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

184.

Racial inequality in education. (Routledge, 1989).

185.

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

186.

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

187.

Troyna, B. & Carrington, B. Education, racism and reform. vol. Education in society series (Routledge, 1990).

188.

Vincent, C., Ball, S., Rollock, N. & Gillborn, D. Three generations of racism: Black middle-class children and schooling. *British Journal of Sociology of Education* **34**, 929–946 (2013).

189.

Watters, C. Education, migration and the 'failure' of multiculturalism. *British Journal of Sociology of Education* **32**, 319–327 (2011).

190.

Wilding, D. The Educational Experiences of Gypsy Travellers: the Impact of Cultural Dissonance. vol. 1
http://www2.warwick.ac.uk/fac/cross_fac/iatl/reinvention/issues/volume1issue1/wilding
(2008).

191.

Gillborn, D. & Ladson-Billings, G. The RoutledgeFalmer reader in multicultural education. (RoutledgeFalmer, 2004).

192.

Hamilton, D. G. Too hot to handle: African Caribbean pupils and students as toxic consumers and commodities in the educational market. *Race Ethnicity and Education* 1-20 (2017) doi:10.1080/13613324.2017.1376635.

193.

Awan, I. "I Am a Muslim Not an Extremist": How the Prevent Strategy Has Constructed a "Suspect" Community. *Politics & Policy* **40**, 1158-1185 (2012).

194.

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

195.

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

196.

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

197.

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

198.

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

199.

Awan, I. Operation 'Trojan Horse': Islamophobia or Extremism? *Political Insight* **5**, 38–39 (2014).

200.

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

201.

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

202.

Dale, P. *The Chamberlain Files*.
<http://www.thechamberlainfiles.com/ofsted-trojan-horse-probe-academy-statement/> (2014).

203.

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

204.

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

205.

Green, E. Analysing religion and education in Christian academies. *British Journal of Sociology of Education* **33**, 391–407 (2012).

206.

Maguire, M., Perryman, J., Ball, S. & Braun, A. The ordinary school – what is it? British Journal of Sociology of Education **32**, 1–16 (2011).

207.

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

208.

Educational inequalities: difference and diversity in schools and higher education. vol. Routledge research in education (Routledge, Taylor & Francis Group, 2014).

209.

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

210.

HM Government (2008) Prevent Strategy.

211.

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

212.

Keddie, A. 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**, 353–370 (2014).

213.

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

214.

Shah, S. & Iqbal, M. Pakistani diaspora in Britain: intersections of multi-locationality and girls' education. *British Journal of Sociology of Education* **32**, 763–783 (2011).

215.

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

216.

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

217.

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

218.

Allen, L. Behind the bike sheds: sexual geographies of schooling. *British Journal of Sociology of Education* **34**, 56–75 (2013).

219.

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

220.

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

221.

Beard, C., Clegg, S. & Smith, K. Acknowledging the affective in higher education. *British Educational Research Journal* **33**, 235–252 (2007).

222.

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

223.

Burke, C. Contested Desires: The Edible Landscape of School. *Paedagogica Historica* **41**, 571–587 (2005).

224.

Burke, C. The View of the Child: Releasing "visual voices" in the design of learning environments. *Discourse: Studies in the Cultural Politics of Education* **28**, 359–372 (2007).

225.

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

226.

Burke, C. & Grosvenor, I. The progressive image in the history of education: stories of two schools. *Visual Studies* **22**, 155–168 (2007).

227.

Burke, C. & Ribeiro de Castro, H. The School Photograph: Portraiture and the Art of Assembling the Body of the Schoolchild. *History of Education* **36**, 213–226 (2007).

228.

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

229.

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

230.

Gordon, T. 'School is Like an Ant's Nest': Spatiality and embodiment in schools. Gender and Education **8**, 301–310 (1996).

231.

Gordon, T. & Lahelma, E. From ethnography to life history: Tracing transitions of school students. International Journal of Social Research Methodology **6**, 245–254 (2003).

232.

Gordon, T., Holland, J. & Lahelma, E. Making spaces: citizenship and difference in schools. (Macmillan, 2000).

233.

Ivinson, G. The body and pedagogy: beyond absent, moving bodies in pedagogic practice. British Journal of Sociology of Education **33**, 489–506 (2012).

234.

Jamieson, P., Fisher, K., Gilding, T., Taylor, P. G. & Trevitt, A. C. F. Place and Space in the Design of New Learning Environments. Higher Education Research & Development **19**, 221–236 (2000).

235.

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

236.

Lambert, C. Psycho classrooms: teaching as a work of art. *Social & Cultural Geography* **12**, 27–45 (2011).

237.

Leiringer, R. & Cardellino, P. Schools for the twenty-first century: school design and educational transformation. *British Educational Research Journal* **37**, 915–934 (2011).

238.

McGregor, J. Spatiality and the place of the material in schools. *Pedagogy, Culture & Society* **12**, 347–372 (2004).

239.

Mcgregor, J. Making Spaces: teacher workplace topologies. *Pedagogy, Culture & Society* **11**, 353–377 (2003).

240.

McWilliam, E. Admitting Impediments: or things to do with bodies in the classroom. *Cambridge Journal of Education* **26**, 367–378 (1996).

241.

Monk, N., Rutter, C. C., Neelands, J. & Heron, J. Open-space learning: a study in transdisciplinary pedagogy. vol. The WISH list (Bloomsbury Academic, 2011).

242.

Mulcahy, D. The salience of space for pedagogy and identity in teacher education: problem-based learning as a case in point. *Pedagogy, Culture & Society* **14**, 55–69 (2006).

243.

Neary, M., Stevenson, H. & Bell, L. The future of higher education: policy, pedagogy and the student experience. (Continuum International Pub. Group, 2009).

244.

Nespor, J. Tangled up in school: politics, space, bodies, and signs in the educational process. vol. Sociocultural, political, and historical studies in education (L. Erlbaum Associates, 1997).

245.

Nespor, J. Studying the spatialities of schooling. *Pedagogy, Culture & Society* **10**, 483–491 (2002).

246.

Nespor, J. Educational scale-making. *Pedagogy, Culture & Society* **12**, 309–326 (2004).

247.

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

248.

Paechter, C. Metaphors of space in educational theory and practice. *Pedagogy, Culture & Society* **12**, 449–466 (2004).

249.

Paechter, C. Spatialising power relations in education. *Pedagogy, Culture & Society* **12**, 467–474 (2004).

250.

Paechter, C. & Clark, S. Learning gender in primary school playgrounds: findings from the Tomboy Identities Study. *Pedagogy, Culture & Society* **15**, 317–331 (2007).

251.

Ryan, M. Productions of space: civic participation of young people at university. *British Educational Research Journal* **37**, 1015–1031 (2011).

252.

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

253.

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

254.

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

255.

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

256.

Shilling, C. & Cousins, F. Social Use of the School Library: the colonisation and regulation of educational space. *British Journal of Sociology of Education* **11**, 411–430 (1990).

257.

Smyth, J. & McInerney, P. Making 'space': young people put at a disadvantage re-engaging with learning. *British Journal of Sociology of Education* **34**, 39–55 (2013).

258.

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

259.

Walker, L. & Saint, A. Obituary: Mary Medd.

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

260.

Williamson, A. & Nodder, C. Extending the learning space. ACM SIGCAS Computers and Society **32**, (2002).

261.

'The Idea of a University'.

http://www2.warwick.ac.uk/fac/cross_fac/iatl/cetl/filmspublications/ideaofauniversity/.

262.

Jackson, C. Motives for 'Laddishness' at School: Fear of failure and fear of the 'feminine'. British Educational Research Journal **29**, 583-598 (2003).

263.

Skelton, C. & Francis, B. Feminism and 'the schooling scandal'. (Routledge, 2009).

264.

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

265.

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

266.

Acker, S. Gendered education: sociological reflections on women, teaching and feminism. vol. Modern educational thought (Open University Press, 1994).

267.

Arnot, M. Gender Relations and Schooling in the New Century: Conflicts and challenges. Compare: A Journal of Comparative and International Education **30**, 293–302 (2000).

268.

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

269.

Arnot, M. & Miles, P. A reconstruction of the gender agenda: the contradictory gender dimensions in New Labour's educational and economic policy. Oxford Review of Education **31**, 173–189 (2005).

270.

Ashley, M. 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**, 179–191 (2009).

271.

Askew, S. & Ross, C. Boys don't cry: boys and sexism in education. vol. Gender and education (Open University Press, 1988).

272.

Blair, M., Holland, J. & Sheldon, S. Identity and diversity: gender and the experience of education. vol. Gender issues in education : equality and difference (Multilingual Matters in association with Open University, 1995).

273.

Braun, A. 'Walking yourself around as a teacher': gender and embodiment in student teachers' working lives. *British Journal of Sociology of Education* **32**, 275–291 (2011).

274.

Carter, C. Schools Ethos and the Construction of Masculine Identity: Do schools create, condone and sustain aggression? *Educational Review* **54**, 27–36 (2002).

275.

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

276.

Connolly, P. 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**, 249–260 (2008).

277.

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

278.

Davies, B. *Frogs and snails and feminist tales: preschool children and gender*. vol. Language and social processes (Hampton Press, 2003).

279.

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

280.

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

281.

Delamont, S. Sex roles and the school. vol. Education in society series (Routledge, 1990).

282.

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

283.

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

284.

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

285.

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

286.

Francis, B. 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**, 355–371 (1999).

287.

Francis, B. Is the Future Really Female? The Impact and Implications of Gender for 14-16 Year Olds' Career Choices. Journal of Education and Work **15**, 75–88 (2002).

288.

Francis, B., Read, B., Melling, L. & Robson, J. University Lecturers' Perceptions of Gender and Undergraduate Writing. *British Journal of Sociology of Education* **24**, 357–373 (2003).

289.

Francis, B. Teaching manfully? Exploring gendered subjectivities and power via analysis of men teachers' gender performance. *Gender and Education* **20**, 109–122 (2008).

290.

Francis, B. & Archer, L. Negotiating the Dichotomy of Boffin and Triad: British-Chinese Pupils' Constructions of 'Laddism'. *The Sociological Review* **53**, 495–521 (2005).

291.

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

292.

Gill, J. & Tranter, D. Unfinished business: re-positioning gender on the education equity agenda. *British Journal of Sociology of Education* **35**, 278–295 (2014).

293.

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

294.

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

295.

Educational diversity: the subject of difference and different subjects. (Palgrave Macmillan, 2012).

296.

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

297.

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

298.

Kenway, J., Willis, S., Blackmore, J. & Rennie, L. Making 'Hope Practical' Rather than 'Despair Convincing': Feminist Post-Structuralism, Gender Reform and Educational Change. British Journal of Sociology of Education **15**, 187–210 (1994).

299.

Leathwood, C., Read, B., & Society for Research into Higher Education. Gender and the changing face of higher education: a feminized future? (Society for Research into Higher Education/Open University Press, 2009).

300.

Mac an Ghail, M. The making of men: masculinities, sexualities and schooling. (Open University Press, 1994).

301.

Marsh, J. But I want to fly too!: Girls and superhero play in the infant classroom. Gender and Education **12**, 209–220 (2000).

302.

Martino, W. 'Cool Boys', 'Party Animals', 'Squids' and 'Poofers': Interrogating the dynamics and politics of adolescent masculinities in school. *British Journal of Sociology of Education* **20**, 239–263 (1999).

303.

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

304.

Measor, L. & Sikes, P. J. Gender and schools. vol. Introduction to education (Cassell, 1992).

305.

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

306.

Boyd, M. Challenging violence in schools: an issue of masculinities. vol. Educating boys, learning gender (Open University Press, 2001).

307.

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

308.

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

309.

Nilan, P. 'You're Hopeless I Swear to God': Shifting masculinities in classroom talk. *Gender and Education* **12**, 53–68 (2000).

310.

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

311.

Paechter, C. & Clark, S. Learning gender in primary school playgrounds: findings from the Tomboy Identities Study. *Pedagogy, Culture & Society* **15**, 317–331 (2007).

312.

Parker, A. The Construction of Masculinity within Boys' Physical Education. *Gender and Education* **8**, 141–158 (1996).

313.

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

314.

Reay, D. 'Spice Girls', 'Nice Girls', 'Girlies', and 'Tomboys': Gender discourses, girls' cultures and femininities in the primary classroom. *Gender and Education* **13**, 153–166 (2001).

315.

Reed, L. R. 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**, 93–110 (1999).

316.

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

317.

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

318.

Salisbury, J. & Jackson, D. Challenging macho values: practical ways of working with adolescent boys. (Falmer, 1996).

319.

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

320.

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

321.

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

322.

Skelton, C. Whatever happens to little women?: gender and primary schooling. vol. Gender and education (Open University Press, 1989).

323.

Skelton, C. Learning to be 'Tough': The fostering of maleness in one primary school. Gender and Education **8**, 185–198 (1996).

324.

Skelton, C. Schooling the boys: masculinities and primary education. vol. Educating boys,

learning gender (Open University Press, 2001).

325.

Smith, E. Understanding Underachievement: an investigation into the differential attainment of secondary school pupils. *British Journal of Sociology of Education* **24**, 575–586 (2003).

326.

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

327.

Stone, L. & Boldt, G. M. *The Education feminism reader*. (Routledge, 1994).

328.

Swain, J. '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**, 95–109 (2000).

329.

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

330.

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

331.

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

332.

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

333.

Warrington, M., Younger, M. & Williams, J. Student Attitudes, Image and the Gender Gap. British Educational Research Journal **26**, 393–407 (2000).

334.

Warrington, M., Younger, M. & McLellan, R. 'Under-achieving boys' in English primary schools? Curriculum Journal **14**, 139–156 (2003).

335.

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

336.

Weiner, G. Just a bunch of girls: feminist approaches to schooling. vol. Gender and education (Open University Press, 1985).

337.

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

338.

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

339.

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

340.

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

341.

Whitelaw, S., Milosevic, L. & Daniels, S. Gender, Behaviour and Achievement: A preliminary study of pupil perceptions and attitudes. *Gender and Education* **12**, 87–113 (2000).

342.

Whyte, J. & Schools Council. Beyond the Wendy house: role stereotyping in primary schools. vol. Schools Council programme (Longman for Schools Council, 1983).

343.

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

344.

Oliver, M. & Barnes, C. Disability studies, disabled people and the struggle for inclusion. *British Journal of Sociology of Education* **31**, 547–560 (2010).

345.

Croll, P. & Moses, D. Special educational needs across two decades: survey evidence from english primary schools. *British Educational Research Journal* **29**, 731–747 (2003).

346.

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

347.

Allan, J. The sociology of disability and the struggle for inclusive education. *British Journal of Sociology of Education* **31**, 603-619 (2010).

348.

Armstrong *, D. Reinventing 'inclusion': New Labour and the cultural politics of special education. *Oxford Review of Education* **31**, 135-151 (2005).

349.

Barton, L. Inclusive education: romantic, subversive or realistic? *International Journal of Inclusive Education* **1**, 231-242 (1997).

350.

Belanger, N. Inclusion of 'pupils-who-need-extra-help': social transactions in the accessibility of resource and mainstream classrooms. *International Journal of Inclusive Education* **4**, 231-252 (2000).

351.

Educational diversity: the subject of difference and different subjects. (Palgrave Macmillan, 2012).

352.

Carrington, S. Inclusion needs a different school culture. *International Journal of Inclusive Education* **3**, 257-268 (1999).

353.

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

354.

Copeland, I. Special Educational Needs and the Education Reform Act, 1988. *British Journal of Educational Studies* **39**, (1991).

355.

Corbett, J. Include/exclude: redefining the boundaries. *International Journal of Inclusive Education* **1**, 55–64 (1997).

356.

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

357.

Code of Practice on the Identification and Assessment of Special Educational Needs. (1998).

358.

Excellence for All Children: Meeting Special Educational Needs.

359.

Removing Barriers to Achievement.

360.

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

361.

Dyson, A. Social and Educational Disadvantage: Reconnecting Special Needs Education. *British Journal of Special Education* **24**, 152–157 (2003).

362.

Dyson, A., Farrell, P., Polat, F. & Hutcheson, G. Inclusion and Pupil Achievement. Research Report No. RR578. (2004).

363.

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

364.

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

365.

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

366.

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

367.

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

368.

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

369.

Lloyd, C. 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**, 133-151 (2000).

370.

Educational diversity: the subject of difference and different subjects. (Palgrave Macmillan, 2012).

371.

Nind, M. & Cochrane, S. Inclusive curricula? Pupils on the margins of special schools. *International Journal of Inclusive Education* **6**, 185–198 (2002).

372.

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

373.

Peters, S. J. The heterodoxy of student voice: challenges to identity in the sociology of disability and education. *British Journal of Sociology of Education* **31**, 591–602 (2010).

374.

Corker, M. & French, S. *Disability discourse*. vol. *Disability, human rights, and society* (Open University Press, 1999).

375.

Riddell, S., Baron, S. & Wilson, A. The Significance of the Learning Society for Women and Men with Learning Difficulties. *Gender and Education* **13**, 57–73 (2001).

376.

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

377.

Sebba, J. & Ainscow, M. International Developments in Inclusive Schooling: mapping the issues. *Cambridge Journal of Education* **26**, 5–18 (1996).

378.

Robinson, C. & Stalker, K. Growing up with disability. vol. Research highlights in social work (Jessica Kingsley, 1998).

379.

Robinson, C. & Stalker, K. Growing up with disability. vol. Research highlights in social work (Jessica Kingsley, 1998).

380.

Slee, R. Driven to the Margins: Disabled students, inclusive schooling and the politics of possibility. *Cambridge Journal of Education* **31**, 385–397 (2001).

381.

Slee, R. Social justice and the changing directions in educational research: the case of inclusive education. *International Journal of Inclusive Education* **5**, 167–177 (2001).

382.

Slee, R. The irregular school: exclusion, schooling, and inclusive education. vol. Foundations and futures of education (Routledge, 2011).

383.

Educational diversity: the subject of difference and different subjects. (Palgrave Macmillan, 2012).

384.

Corker, M. & French, S. Disability discourse. vol. Disability, human rights, and society (Open University Press, 1999).

385.

Vislie, L. From integration to inclusion: focusing global trends and changes in the western European societies. *European Journal of Special Needs Education* **18**, 17–35 (2003).

386.

Visser, J. & Stokes, S. Is Education Ready for the Inclusion of Pupils With Emotional and Behavioural Difficulties: A rights perspective? *Educational Review* **55**, 65–75 (2003).

387.

Warnock, M., Great Britain. Committee of Enquiry into the Education of Handicapped Children and Young People, Great Britain. Department of Education and Science, Great Britain. Scottish Office, & Great Britain. Welsh Office. Special educational needs: report of the Committee of Enquiry into the Education of Handicapped Children and Young People. vol. Cmnd (H.M.S.O.).

388.

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>.

389.

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

390.

Alexiadou, N. Social inclusion and social exclusion in England: tensions in education policy. *Journal of Education Policy* **17**, 71–86 (2002).

391.

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

392.

Abdelnoor, A. Preventing exclusions. vol. Heinemann school management (Heinemann Educational, 1999).

393.

Great Britain. Social Exclusion Unit. Truancy and school exclusion: report by the Social Exclusion Unit. vol. Cm 3957 (Stationery Office, 1998).

394.

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

395.

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

396.

Blandford, S. Managing discipline in schools. vol. Educational management series (Routledge, 1998).

397.

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

398.

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

399.

Carlen, P., Gleeson, D. & Wardhaugh, J. Truancy: the politics of compulsory schooling. (Open University Press, 1992).

400.

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

401.

Cole, T., Daniels, H. & Visser, J. 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**, 187–205 (2003).

402.

Lewis, A. & Lindsay, G. Researching children's perspectives. (Open University Press, 1999).

403.

Clark, C. Discipline in Schools. British Journal of Educational Studies **46**, 289–301 (1998).

404.

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

405.

Great Britain. Department for Education and Employment. 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. vol. Cm 3785 (Stationery Office, 1997).

406.

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

407.

Martin, D. Themed Issue: Schooling as Violence. *Educational Review* **54**, 5-5 (2002).

408.

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

409.

Frankham, J., Humphrey, N., Roberts, L. & Edwards-Kerr, D. School exclusions: Learning partnerships outside mainstream education. <https://www.jrf.org.uk/report/school-exclusions-learning-partnerships-outside-mainstream-education> (2007).

410.

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

411.

Gordon, A. School Exclusions in England: Children's voices and adult solutions? *Educational Studies* **27**, 69-85 (2001).

412.

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

413.

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**,.

414.

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

415.

Jones, N. School management and pupil behaviour. vol. Education and alienation series (Falmer, 1989).

416.

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

417.

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

418.

Le Riche, E. & Roehampton Institute. Why do teenage girls truant?: a study of school absenteeism in two schools on Merseyside. vol. Occasional papers in sociology and social administration (Roehampton Institute, 1988).

419.

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

420.

Lawson, B. Pupil discipline and exclusions in schools. vol. Longman-AGIT school governor training series (Longman, 1991).

421.

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

422.

MacLure, M., Jones, L., Holmes, R. & MacRae, C. Becoming a problem: behaviour and reputation in the early years classroom. British Educational Research Journal **38**, 447–471 (2012).

423.

Macrae, S., Maguire, M. & Milbourne, L. Social exclusion: exclusion from school. International Journal of Inclusive Education **7**, 89–101 (2003).

424.

MEO, A. & PARKER, A. Teachers, teaching and educational exclusion: Pupil Referral Units and pedagogic practice. International Journal of Inclusive Education **8**, 103–120 (2004).

425.

Milbourne, L. Life at the margin: education of young people, social policy and the meanings of social exclusion. International Journal of Inclusive Education **6**, 325–343 (2002).

426.

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

427.

Munn, P., Lloyd, G. & Cullen, M. A. Alternatives to exclusion from school. (Paul Chapman, 2000).

428.

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

429.

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

430.

Osler, A., Watling, R. & Busher, H. Reasons for exclusion from school. vol. Research report (DfEE Publications, 2000).

431.

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

432.

Parsons, C. Education, exclusion and citizenship. (Routledge, 1999).

433.

Pomeroy, E. Experiencing exclusion. (Trentham, 2000).

434.

Pomeroy, E. The Teacher-Student Relationship in Secondary School: Insights from excluded students. British Journal of Sociology of Education **20**, 465-482 (1999).

435.

Paterson, F. M. S. Out of place: public policy and the emergence of truancy. vol. Education policy perspectives (Falmer, 1989).

436.

Reid, K. Disaffection from school. (Methuen, 1986).

437.

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

438.

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

439.

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

440.

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

441.

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

442.

Great Britain. Social Exclusion Unit. Truancy and school exclusion: report by the Social Exclusion Unit. vol. Cm 3957 (Stationery Office, 1998).

443.

Preventing Social Exclusion. (2001).

444.

Søndergaard, D. M. Bullying and social exclusion anxiety in schools. *British Journal of Sociology of Education* **33**, 355–372 (2012).

445.

Vulliamy, G. & Webb, R. Stemming the Tide of Rising School Exclusions: Problems and Possibilities. *British Journal of Educational Studies* **48**, 119–133 (2000).

446.

Vulliamy, G. & Webb, R. The Social Construction of School Exclusion Rates: Implications for evaluation methodology. *Educational Studies* **27**, 357–370 (2001).

447.

Vulliamy, G. & Webb, R. Reducing School Exclusions: An evaluation of a multi-site development project. *Oxford Review of Education* **29**, 33–49 (2003).

448.

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

449.

Exclusion from school.

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

450.

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

451.

Cantet, L. et al. The Class. (2009).

452.

Scotta, C. et al. Entre les murs: The class. (2009).

453.

Høeg, P. Borderliners. (Harvill, 1995).

454.

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

455.

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

456.

R. Burgess. Education. in Sociology: issues and debates 180–207 (Macmillan, 1999).

457.

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

458.

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

459.

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

460.

Bloch, A. Education. in Race, multiculturalism and social policy 138–164 (Palgrave Macmillan, 2013).

461.

Skelton, C. Introduction. in Feminism and 'the schooling scandal' 1–10 (Routledge, 2009).

462.

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

463.

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