Index

Academics, 2-3

'Ad hoc' data, 3	Criminal Records Bureau (CRB),
Aesthetics, 19	81–82
Aimhigher campaign, 36, 38–39	Cultural capital, 22, 117, 120
Aimhigher Scheme, 39–40	Cymroth initiative, 40
Allodoxa, 21, 105–106	
	Department for Education and Skills
'Back-stage' regions, 133	(DfES), 36
Banding disparity, 95–96	Disclosure and Barring Service (DBS),
Beachside Comprehensive, 52–53	81–82
Black and Minority Ethnic Groupings	Domestic situations, 115–117
(BAME), 2–3	Doxa, 21, 105
Bodily capital, 22	
Bourdieu's tools, 55	Education, 129
Breakfast Club, 89–90	system in England and Wales,
British Broadcasting Corporation	5–6
(BBC), 14	Education Act (1906), 11
British education system, 1, 29, 66	Education Act (1980), 32
British Telecom (BT), 111-112	Education Act (1986), 30–31
Butler Education Act (1944), 29	Education Action Zones (EAZs),
	39–41
Capital, 6–7, 21, 23, 123, 125	Education Maintenance Allowance,
Case-study methodology, 64	39–40
Central Advisory Council for	Education Priority Area programme
Education (CACE), 30	(EPA programme), 39
Central Advisory Councils, 30–31	Education Reform Act (1988), 28, 33
Chicago School, 64	Educational devolution, 33–34
'Cloning the Blairs', 27–28	Educational dispositions, 109–112
Colonization, 49	Educational Maintenance Allowance
Compensatory education, 5–6	(EMA), 43–44, 52
Compensatory educational policies,	Educational policymakers, 131–132
39–43	Educational reform, 52–53
Compliance, 49	in United Kingdom, 5-6
Conatus, 6–7, 21	Elaborated Code, 53–54
Concerted cultivation, 27–28	Embodied cultural capital, 22
Connexions, 36	'Emergent service worker' grouping, 15
Conservative Council, 87	English educational system, 1
Contemporary ethnography, historical	Ethnographic research methodologies,
anthropology to, 64-65	64

Controlled assessments, 71-72

Ethnographic setting and gaining	researcher, 68–71
access, 67–68 Ethnographic study, 129	school, 71–74 working in silos, 100–102
Excellence in Cities programme (EIC	working in snos, 100–102
programme), 39–42	Habitus, 6–7, 17, 19, 120
Extracurricular support, 114–115	Habitus-field-capital, 129–130
Extracumcular support, 114–113	Habitus-in-action, 19
E: 14 20 21	
Field, 20–21 Fieldwork, 133	Higher Education (HE), 58, 62, 87
Formal education system, 1	Higher Education Act (2004), 36
Frames of reference (FOR), 53	Higher Education Institution (HEI), 5–6
Free School Meals (eFSM), 2–3, 11,	Hightown Grammar, 50
102–103	Historical anthropology to
allocations, 67	contemporary ethnography,
	64–65
validity, 11–12 Freemasons, 23–24	Homo Academicus (1988), 24
'Future of Higher Education', The, 36	Hysteresis, 20–21, 104–105
ruture of Higher Education, The, 30	11ysteresis, 20–21, 104–103
Ghetto, 64	Illusio, 20–21, 103, 121
Grange Hill	Implicit inculcation, 24
characters, 88–89	Inconsistent teaching attitudes, 96–99
data analysis, 84–85	Information and Communication
data collection, 75–76	Technology (ICT), 95-97
documentary/visual sources, 78	Ingratiation, 49
Educational Field, 87	Inner city schools, 56–57
ethics, 78–82	Institutionalised cultural capital, 22,
ethnographic data, 83–84	125
ethnographic setting and gaining	Interest. See Illusio
access, 67–68	Intransigence, 49
exit strategy, 82–83	
field relations, 74–75	Joseph Rowntree Foundation, 27–28
High School, 63	
historical anthropology to	Labour Force Survey, 38
contemporary ethnography,	Labour Government, 31, 43–44
64–65	Labour Party, 33–34
inconsistent teaching attitudes,	Learning Country, 33–34
96–99	Learning to Labour, 51
interviews as conversations, 77–78	Local Education Authority (LEA),
money, 89–91	32–33, 40–43, 99
observational field notes, 76–77	Looked after children (LAC), 129–130
'parenting' parents, 99–100	
philosophical thoughts, 65–66	Making of the English Working Class,
poor planning and strategy, 91–94	The, 13
preparing for field, 66–67	Maleness, 57
pupil ability and banding disparity,	Marxist theoretical framework, 51
95–96	Masculine Domination (Bourdieu), 19

Middle-classes, 30	domestic situations, 115–117
Myth of meritocracy, 1	educational dispositions, 109-112
	extracurricular support, 114–115
Narrative, 6	meet parents, 107–109
National Assembly for Wales, 33–34	tuition fees, 112–114
National banding system, 34	Pupil interaction studies, 53
National Curriculum (NC), 33	Pupil premium, 45
'New-Right' Conservative government,	'Pupil-centred' pedagogies, 30–31
	Over important in advertion 2
Nomos (principles), 20	Quasi-market in education, 3
Non-entrants, 35–36	D 1: HV:1 20 20
Not in Education, Employment or	Reaching Wider, 38–39
Training (NEET), 30	Rebellion, 49
	Research problems, 4
O-levels, 52–53	Restricted Code, 53–54
Office for Fair Access (OFFA), 36	Retreatist, 49
Office for National Statistics (ONS), 1,	Ritualist, 49
10–11	Robbins Principle, 31–32
ONS-SEC Analytic Classes Nested	Robbins Report, 31–32
Version, 10	'Rosenthal' effect, 50
Operation Headstart, 39–40	Russell Group Institutions, 36
Opportunism, 49	
Organisation for Economic Co-	School, 47–53
operation and Development	Secondary education, 56–58
(OECD), 33–34	Secondary educational system, 23–24
Parent and Teacher Association	Senior Leadership Team (SLT), 67-68
(PTA), 109	131
Parental involvement, 56–58	Seven-class model, 16
'Parenting' parents, 99–100	Silos, working in, 100–102
Pedagogic action, 121–122	Social capital, 23, 117, 120, 125–126
Personal networks, 68	Social class, 1, 5, 9, 56, 58, 62
Plowden Report, 5–6, 30–31	Bourdieu's tools in action, 23–25
Policies, 28	capital, 21–23
Poor planning and strategy, 91–94	field, 20–21
Poverty Action Group (PAG), 10–11	groupings, 15–16
Private schooling, 1	habitus, 17–19
Pupil ability, 95–96	official measures of social class in
Pupil Deprivation Grant (PDG),	United Kingdom, 9–12
102–103	reconceptualising, 12–17
Pupil deprivation grant, 45, 91	Social commentators, 17
Pupil habitus and capital at Grange Hill	Social Relations in a Secondary School 47–48
capital, 123–125	Sociological analysis, 4
cultural vs. social capital, 117, 120,	Sociology of Education in UK, 47

social class, parental involvement historical landscape of UK and secondary education, Education Legislation and 56-58 Policy, 28-33 pupil premium and pupil social class and higher education, deprivation grant, 45 58-62 UK Higher Education Policy, working class underachievement and school, 47-53 34-36 working-class educational identity, widening participation in UK Higher Education, 36-38 53-55 widening participation in Welsh Special Educational Needs (SEN), 71 Higher Education Policy, Special Educational Needs Coordinator (SENCO), 88 38-39 Staff/pupil interactions in schools, 50 UK-wide Arts and Humanities Standard Attainment Tests (SATs), 33 Research Council, 36 State Nobility, The (1998), 24 Underachievement process, 50 'Street corner society' analysis, 64 United Kingdom, official measures of social class in, 9-12 SureStart, 39-40 Symbolic interactionism, 65-66 University and Colleges Union (UCU), Symbolic violence, 6, 20-21, 23-24, 34-35 Welsh Government, 33-34, 89 Teaching and Higher Education Act Welsh Higher Education Policy, (1998), 35widening participation in, Teaching and Learning 38-39 Responsibilities (TLRs), 92 'Whole-of-education' approach, 38 Teaching Assistants (TAs), 69-70, Widening participation in UK Higher Education, 36-38 73-74 in Welsh Higher Education Policy, Teaching Excellence Framework (TEF), 34-35 Tuition fees, 112-114 Working-class educational identity, 53-55 habitus, 130-131 UK education system, 2 UK Educational Policy Context parents, 56 compensatory educational policies, pupil rejection of school system, 51 pupils, 6-7, 17, 129-130 39-43 educational devolution, 33-34 students, 6 EMA, 43-44 underachievement, 4, 47–53