

Working-Class Schooling in Post-Industrial Britain

Emerald Studies in the Sociology of Education

Series Editor: Dr Michael R.M. Ward, Swansea University, UK.

This series aims to provide a clear understanding of sociological approaches to the study of education, drawing on a range of scales and contexts around the key dilemmas of education, society and social change. Books in the series contribute to knowledge in differing national and historical contexts and explore ‘big ideas’ such as inequality, power, and identity and their application to contemporary educational issues and debates.

Working-Class Schooling in Post-Industrial Britain: Only Schools and Courses

BY

ALEX McINCH

Cardiff Metropolitan University, UK



United Kingdom – North America – Japan – India – Malaysia – China

Emerald Publishing Limited
Howard House, Wagon Lane, Bingley BD16 1WA, UK

First edition 2022

Copyright © 2022 Alex McInch. Published under exclusive licence by Emerald Publishing Limited.

Reprints and permissions service

Contact: permissions@emeraldinsight.com

No part of this book may be reproduced, stored in a retrieval system, transmitted in any form or by any means electronic, mechanical, photocopying, recording or otherwise without either the prior written permission of the publisher or a licence permitting restricted copying issued in the UK by The Copyright Licensing Agency and in the USA by The Copyright Clearance Center. Any opinions expressed in the chapters are those of the authors. Whilst Emerald makes every effort to ensure the quality and accuracy of its content, Emerald makes no representation implied or otherwise, as to the chapters' suitability and application and disclaims any warranties, express or implied, to their use.

British Library Cataloguing in Publication Data

A catalogue record for this book is available from the British Library

ISBN: 978-1-80043-469-1 (Print)

ISBN: 978-1-80043-468-4 (Online)

ISBN: 978-1-80043-470-7 (Epub)



ISOQAR
REGISTERED

Certificate Number 1985
ISO 14001

ISOQAR certified
Management System,
awarded to Emerald
for adherence to
Environmental
standard
ISO 14001:2004.



INVESTOR IN PEOPLE

*For Mum and Dad
With love and respect
Rest in Peace*

*For Zachary and Amelie
Spread your wings and fly high in the sky
Love Dad x*

This page intentionally left blank

Table of Contents

List of Figures and Tables	<i>ix</i>
List of Abbreviations	<i>xi</i>
Acknowledgements	<i>xiii</i>
Chapter 1 Introduction – The Research Problem	1
Chapter 2 Why Social Class Has Always Mattered: A (Re)Conceptualisation	9
Chapter 3 Developments in the UK Educational Policy Context	27
Chapter 4 Sociology of Education in the UK	47
Chapter 5 The Research Site: Grange Hill	63
Chapter 6 The Grange Hill Educational Field	87
Chapter 7 Pupil Habitus and Capital at Grange Hill	107
Chapter 8 Conclusions	129
References	<i>135</i>
Index	<i>153</i>

This page intentionally left blank

List of Figures and Tables

Figure 1.	The Grange Hill Locale.	72
Figure 2.	School Behaviour Ethos.	73
Figure 3.	Well-being Board.	74
Table 1.	ONS-SEC Analytic Classes Nested Version.	10

This page intentionally left blank

List of Abbreviations

BTEC	Business and Technology Education Council
EAZ	Education Action Zone
EIC	Excellence in Cities
EMA	Educational Maintenance Allowance
EPA	Education Priority Area
eFSM	Eligibility for Free School Meals
GCSE	General Certificate of Secondary Education
HE	Higher Education
HEA	Higher Education Academy
HEI	Higher Education Institution
HND	Higher National Diploma
KS3	Key Stage 3
KS4	Key Stage 4
LAC	Looked After Children
LEA	Local Education Authority
NC	National Curriculum
OECD	Organisation for Economic Co-operation and Development
OFFA	Office for Fair Access
ONS-SEC	Office for National Statistics, Socio-Economic Classifications
Ofsted	Office for Standards in Education
PAG	Poverty Action Group
PDG	Pupil Deprivation Grant
SEN	Special Educational Needs
SENCO	Special Educational Needs Coordinator

xii List of Abbreviations

SLT	Senior Leadership Team
TA	Teaching Assistant
TLR	Teaching and Learning Responsibility
UCAS	Universities and Colleges Admissions Service

Acknowledgements

There are a few people that I am indebted to as a result of completing this book. To Dr Michael Ward, thank you for giving me the opportunity to write about something that is important to me on a personal and professional level.

To Professors Stephen-Mark Cooper and Andrew Parker, thank you for the informal support, mentoring and sage advice.

To Professor Scott Fleming, thank you for opening my eyes to sociological thought many years ago, and for also showing me the art of perseverance, diligence and hard work.

Lastly, to my wife Lisa, thank you for your unwavering support and for always encouraging and supporting my endeavours which I can imagine at times, are frustrating!