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| Stephen Ball & Geoff Whitty | Marketisation policies such as league tables and the funding formula reproduce class inequalities by creating inequalities between schools.  |
| David (Miriam) | Describes marketized education as a ‘parentocracy’. Power shifts away from producers (teachers and schools) to consumers (parents) |
| Ball | Argues that parentocracy is a myth as all parents do not have the same freedom to choose good schools.  |
| Douglas | Carried out a long-term study looking at social class and education. He found that the single most important factor in doing well at school is parents’ interest in their children’s education. Looking at pupils of the same high ability, 50% of w/c pupils leave secondary school after year 11 and only 10% from m/c families. |
| Nel Keddie | ‘myth of cultural deprivation’ – cultural deprivation is not an explanation for w/c under achievement. Teachers see these children as uneducable and label them as such.  |
| Becky Francis | Found that the classroom is gendered. Girls get less attention from teachers. Boys dominate physical space. Policies to get girls to choose science do not tackle this.  |
| Tony Sewell | Looked at black pupils and external reasons for underachievement. Gangs, anti-educational subcultures, single parent families all have significant impact so multicultural policies may not help.  |
| Heidi Mirza | Looked at myth of female black underachievement. Black women are often underestimated and they actually often achieve well. Thinks that policies do not tackle the structural problems of poverty and racism.  |
| Gewirtz | Looked at parental choice and split parents into 3 groups ‘privileged-skilled choosers’ ‘disconnected-local choosers and semi-skilled choosers’ showing how middle-class parents are at an advantage as they know how to choose schools.  |
| Gillbourn and Youdell | Argue that schools are institutionally racist. The curriculum is ethnocentric and assessment and streaming still disadvantage minority ethnic pupils.   |
| Bartlett | Talks about ‘cream-skimming’ and ‘silt – shifting’, this means that good schools get more selective and choose the best pupils and pupils who might damage league tables end up in worse schools.  |