

Stephen Gorard

List of Publications by Year in descending order

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Version: 2024-02-01

238
papers

5,971
citations

94269

37
h-index

138251

58
g-index

257
all docs

257
docs citations

257
times ranked

3112
citing authors

#	ARTICLE	IF	CITATIONS
1	Older adults' use of information and communications technology in everyday life. <i>Ageing and Society</i> , 2003, 23, 561-582.	1.2	451
2	An international comparison of equity in education systems. <i>Comparative Education</i> , 2004, 40, 15-28.	1.8	147
3	Whose Internet is it Anyway?. <i>European Journal of Communication</i> , 2005, 20, 5-26.	1.1	114
4	REVISITING A 90-YEAR-OLD DEBATE: THE ADVANTAGES OF THE MEAN DEVIATION. <i>British Journal of Educational Studies</i> , 2005, 53, 417-430.	0.9	105
5	Investigating the Patterns of Differential Attainment of Boys and Girls at School. <i>British Educational Research Journal</i> , 2001, 27, 125-139.	1.4	99
6	What is Segregation?. <i>Sociology</i> , 2002, 36, 875-895.	1.7	95
7	Students' use of Wikipedia as an academic resource – Patterns of use and perceptions of usefulness. <i>Internet and Higher Education</i> , 2016, 28, 28-34.	4.2	90
8	Adult Learning in the Digital Age. , 0, , .		86
9	The impact of socio-economic status on participation and attainment in science. <i>Studies in Science Education</i> , 2009, 45, 93-129.	3.4	84
10	The More Things Change ... The Missing Impact of Marketisation?. <i>British Journal of Sociology of Education</i> , 1998, 19, 365-376.	1.1	83
11	'Well. That about wraps it up for school choice research': A state of the art review. <i>School Leadership and Management</i> , 1999, 19, 25-47.	1.0	83
12	Serious doubts about school effectiveness. <i>British Educational Research Journal</i> , 2010, 36, 745-766.	1.4	80
13	'They don't give us our marks': The role of formative feedback in student progress. <i>Assessment in Education</i> , 2005, 12, 21-38.	0.7	76
14	History, place and the learning society: towards a sociology of lifetime learning. <i>Journal of Education Policy</i> , 1997, 12, 485-497.	2.1	75
15	Who is eligible for free school meals? Characterising free school meals as a measure of disadvantage in England. <i>British Educational Research Journal</i> , 2012, 38, 1003-1017.	1.4	74
16	School Choice Impacts: What Do We Know?. <i>Educational Researcher</i> , 2001, 30, 18-23.	3.3	71
17	Reappraising the Apparent Underachievement of Boys at School. <i>Gender and Education</i> , 1999, 11, 441-454.	1.1	69
18	Who is missing from higher education?. <i>Cambridge Journal of Education</i> , 2008, 38, 421-437.	1.6	64

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19	Academies as the "future of schooling": is this an evidence-based policy?. <i>Journal of Education Policy</i> , 2005, 20, 369-377.	2.1	61
20	Death of mixed methods? Or the rebirth of research as a craft. <i>Evaluation and Research in Education</i> , 2010, 23, 121-136.	0.5	60
21	How can we enhance enjoyment of secondary school? The student view. <i>British Educational Research Journal</i> , 2011, 37, 671-690.	1.4	57
22	Digital Divide or Digital Opportunity? The Role of Technology in Overcoming Social Exclusion in U.S. Education. <i>Educational Policy</i> , 2001, 15, 258-277.	1.4	56
23	Investigating the determinants of segregation between schools. <i>Research Papers in Education</i> , 2000, 15, 115-132.	1.7	55
24	Grammar schools in England: a new analysis of social segregation and academic outcomes. <i>British Journal of Sociology of Education</i> , 2018, 39, 909-924.	1.1	54
25	What are Academies the answer to?. <i>Journal of Education Policy</i> , 2009, 24, 101-113.	2.1	50
26	The role of parents in young people's education—a critical review of the causal evidence. <i>Oxford Review of Education</i> , 2015, 41, 346-366.	1.4	50
27	The trials of evidence-based education. , 0, , .		50
28	Overcoming Disadvantage in Education. , 0, , .		50
29	Some Sociological Alternatives to Human Capital Theory and their Implications for Research on Post-compulsory Education and Training [1]. <i>Journal of Education and Work</i> , 1999, 12, 117-140.	0.8	49
30	The link between Academies in England, pupil outcomes and local patterns of socio-economic segregation between schools. <i>Research Papers in Education</i> , 2014, 29, 268-284.	1.7	47
31	Learning trajectories: travelling towards a learning society? ¹ . <i>International Journal of Lifelong Education</i> , 1998, 17, 400-410.	1.3	46
32	Is there a shortage of scientists? A re-analysis of supply for the UK. <i>British Journal of Educational Studies</i> , 2011, 59, 159-177.	0.9	45
33	The Apparent Decline of Informal Learning. <i>Oxford Review of Education</i> , 1999, 25, 437-454.	1.4	44
34	Under starters orders: The established market, the Cardiff study and the Smithfield project. <i>International Studies in Sociology of Education</i> , 1998, 8, 299-316.	1.1	43
35	CITIZENSHIP EDUCATION AND CHARACTER EDUCATION: SIMILARITIES AND CONTRASTS. <i>British Journal of Educational Studies</i> , 2005, 53, 341-358.	0.9	43
36	Is there a school mix effect?. <i>Educational Review</i> , 2006, 58, 87-94.	2.2	43

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37	Towards a judgement-based statistical analysis. British Journal of Sociology of Education, 2006, 27, 67-80.	1.1	43
38	Education Can Compensate for Society a Bit. British Journal of Educational Studies, 2010, 58, 47-65.	0.9	43
39	Patterns of Participation in Lifelong Learning: do families make a difference?. British Educational Research Journal, 1999, 25, 517-532.	1.4	42
40	The Role of Residence in School Segregation: Placing the Impact of Parental Choice in Perspective. Environment and Planning A, 2001, 33, 1829-1852.	2.1	42
41	Current Contexts for Research in Educational Leadership and Management. Educational Management Administration and Leadership, 2005, 33, 155-164.	2.2	40
42	Does the index of segregation matter? The composition of secondary schools in England since 1996. British Educational Research Journal, 2009, 35, 639-652.	1.4	40
43	What works in attracting and retaining teachers in challenging schools and areas?. Oxford Review of Education, 2020, 46, 678-697.	1.4	40
44	Does school choice lead to 'spirals of decline'?. Journal of Education Policy, 2002, 17, 367-384.	2.1	38
45	What kind of creature is a design experiment?. British Educational Research Journal, 2004, 30, 577-590.	1.4	38
46	Value-added is of little value. Journal of Education Policy, 2006, 21, 235-243.	2.1	38
47	Markets and Stratification: A View from England and Wales. Educational Policy, 2000, 14, 405-428.	1.4	37
48	Equity in Education. , 2010, , .		37
49	Switching on the learning society? - questioning the role of technology in widening participation in lifelong learning. Journal of Education Policy, 1999, 14, 523-534.	2.1	36
50	Accounting for the Differential Attainment of Boys and Girls at School. School Leadership and Management, 1999, 19, 403-426.	1.0	35
51	Here we go again: a reply to "What's in a number?" by Gibson and Asthana. Research Papers in Education, 2000, 15, 155-162.	1.7	35
52	Keeping a Sense of Proportion: The "Politician's Error" in Analysing School Outcomes. British Journal of Educational Studies, 1999, 47, 235-246.	0.9	34
53	Two dimensions of time: The changing social context of lifelong learning. Studies in the Education of Adults, 1999, 31, 35-48.	0.5	34
54	Fostering Scepticism: The Importance of Warranting Claims. Evaluation and Research in Education, 2002, 16, 136-149.	0.5	34

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55	Logged on to learning? assessing the impact of technology on participation in lifelong learning. International Journal of Lifelong Education, 2003, 22, 281-296.	1.3	33
56	Towards a learning society? the impact of technology on patterns of participation in lifelong learning. British Journal of Sociology of Education, 2005, 26, 71-89.	1.1	33
57	A re-consideration of rates of "social mobility" in Britain: or why research impact is not always a good thing. British Journal of Sociology of Education, 2008, 29, 317-324.	1.1	33
58	Why don't we have enough teachers?: A reconsideration of the available evidence. Research Papers in Education, 2020, 35, 416-442.	1.7	33
59	The Composition of Specialist Schools in England: Track record and future prospect. School Leadership and Management, 2001, 21, 365-381.	1.0	32
60	Teacher Recruitment and Retention: A Critical Review of International Evidence of Most Promising Interventions. Education Sciences, 2020, 10, 262.	1.4	32
61	What is the evidence on the best way to get evidence into use in education?. Review of Education, 2020, 8, 570-610.	1.1	32
62	Can we overcome the methodological schism? Four models for combining qualitative and quantitative evidence. Research Papers in Education, 2002, 17, 345-361.	1.7	31
63	Reality bytes: examining the rhetoric of widening educational participation via ICT. British Journal of Educational Technology, 2003, 34, 169-181.	3.9	31
64	Exploring Modeling Aspects of Design Experiments. Educational Researcher, 2003, 32, 29-31.	3.3	31
65	Where does good evidence come from?. International Journal of Research and Method in Education, 2007, 30, 307-323.	1.1	31
66	Teachers' use of research evidence in practice: a pilot study of feedback to enhance learning. Educational Research, 2016, 58, 56-72.	0.9	31
67	Which are the most suitable contextual indicators for use in widening participation to HE?. Research Papers in Education, 2019, 34, 99-129.	1.7	31
68	Research Design, as Independent of Methods. , 2010, , 237-252.		31
69	Beyond the "learning society": what have we learnt from widening participation research?. International Journal of Lifelong Education, 2006, 25, 575-594.	1.3	30
70	Do barriers get in the way? A review of the determinants of post-16 participation. Research in Post-Compulsory Education, 2007, 12, 141-158.	0.4	30
71	Lifelong learning trajectories: some voices of those "in transit". International Journal of Lifelong Education, 2001, 20, 169-187.	1.3	29
72	Experiencing fairness at school: An international study. International Journal of Educational Research, 2012, 53, 127-137.	1.2	29

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73	The complex determinants of school intake characteristics and segregation, England 1989 to 2014. Cambridge Journal of Education, 2016, 46, 131-146.	1.6	28
74	Querying the Causal Role of Attitudes in Educational Attainment. ISRN Education, 2012, 2012, 1-13.	0.5	27
75	All evidence is equal: the flaw in statistical reasoning. Oxford Review of Education, 2010, 36, 63-77.	1.4	26
76	Rethinking 'quantitative' methods and the development of new researchers. Review of Education, 2015, 3, 72-96.	1.1	26
77	What Makes a Lifelong Learner?. Teachers College Record, 2005, 107, 1193-1216.	0.4	26
78	What is Multi-level Modelling For?. British Journal of Educational Studies, 2003, 51, 46-63.	0.9	25
79	What is 'underachievement' at school?1. School Leadership and Management, 2004, 24, 205-225.	1.0	25
80	Diversity, specialisation and equity in education. Oxford Review of Education, 2005, 31, 47-69.	1.4	25
81	Is there a shortage of quantitative work in education research?. Oxford Review of Education, 2004, 30, 371-395.	1.4	24
82	Political Control: A Way Forward for Educational Research?. British Journal of Educational Studies, 2002, 50, 378-389.	0.9	23
83	What counts as evidence in the school choice debate?. British Educational Research Journal, 2006, 32, 797-816.	1.4	22
84	Will the Use of Contextual Indicators Make UK Higher Education Admissions Fairer?. Education Sciences, 2015, 5, 306-322.	1.4	22
85	The importance of process evaluation for randomised control trials in education. Educational Research, 2018, 60, 357-370.	0.9	22
86	International Comparisons of School Effectiveness: The second component of the 'crisis account' in England?. Comparative Education, 2001, 37, 279-296.	1.8	21
87	Four Errors ... and a Conspiracy? The effectiveness of schools in Wales. Oxford Review of Education, 1998, 24, 459-472.	1.4	20
88	Underachievement is still an ugly word: reconsidering the relative effectiveness of schools in England and Wales. Journal of Education Policy, 2000, 15, 559-573.	2.1	20
89	One of Us Cannot Be Wrong: The paradox of achievement gaps. British Journal of Sociology of Education, 2000, 21, 391-400.	1.1	20
90	Must Try Harder! Problems Facing Technological Solutions to Non-participation in Adult Learning. British Educational Research Journal, 2000, 26, 507-521.	1.4	20

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91	The value-added of primary schools: what is it really measuring?. <i>Educational Review</i> , 2008, 60, 179-185.	2.2	20
92	The potential determinants of young people's sense of justice: an international study. <i>British Journal of Sociology of Education</i> , 2011, 32, 35-52.	1.1	20
93	Accelerated Reader as a literacy catch-up intervention during primary to secondary school transition phase. <i>Educational Review</i> , 2016, 68, 139-154.	2.2	20
94	The role of the "technical fix"™ in UK lifelong education policy. <i>International Journal of Lifelong Education</i> , 2001, 20, 255-271.	1.3	19
95	The dubious benefits of multi-level modeling. <i>International Journal of Research and Method in Education</i> , 2007, 30, 221-236.	1.1	19
96	Narrowing Down the Determinants of Between-School Segregation: An Analysis of the Intake to All Schools in England, 1989-2011. <i>Journal of School Choice</i> , 2013, 7, 182-195.	0.6	19
97	Introducing the mean absolute deviation "effect"™ size. <i>International Journal of Research and Method in Education</i> , 2015, 38, 105-114.	1.1	19
98	Questioning the crisis account: a review of evidence for increasing polarization in schools. <i>Educational Research</i> , 2000, 42, 309-321.	0.9	18
99	Regional and Local Differences in Admission Arrangements for Schools. <i>Oxford Review of Education</i> , 2001, 27, 317-337.	1.4	18
100	What does an index of school segregation measure? A commentary on Allen and Vignoles. <i>Oxford Review of Education</i> , 2007, 33, 669-677.	1.4	18
101	Is science a middle-class phenomenon? The SES determinants of 16-19 participation. <i>Research in Post-Compulsory Education</i> , 2008, 13, 217-226.	0.4	18
102	Can "Philosophy for Children"™ Improve Primary School Attainment?. <i>Journal of Philosophy of Education</i> , 2017, 51, 5-22.	0.4	18
103	How Trajectories of Disadvantage Help Explain School Attainment. <i>SAGE Open</i> , 2019, 9, 215824401882517.	0.8	18
104	Is technology always helpful?: A critical review of the impact on learning outcomes of education technology in supporting formative assessment in schools. <i>Research Papers in Education</i> , 2022, 37, 1064-1096.	1.7	18
105	Handling missing data in numeric analyses. <i>International Journal of Social Research Methodology: Theory and Practice</i> , 2020, 23, 651-660.	2.3	18
106	"Schooled to fail"? Revisiting the Welsh school effect. <i>Journal of Education Policy</i> , 1998, 13, 115-124.	2.1	17
107	Teacher demand: crisis what crisis?. <i>Cambridge Journal of Education</i> , 2004, 34, 103-123.	1.6	17
108	Can programmes like Philosophy for Children help schools to look beyond academic attainment?. <i>Educational Review</i> , 2019, 71, 146-165.	2.2	17

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109	The two components of a new learning society. <i>Journal of Vocational Education and Training</i> , 1998, 50, 5-19.	0.9	16
110	The 'Conveyor Belt Effect': A re-assessment of the impact of National Targets for Lifelong Learning. <i>Oxford Review of Education</i> , 2002, 28, 75-89.	1.4	16
111	What are the problems with teacher supply?. <i>Teaching and Teacher Education</i> , 2006, 22, 315-326.	1.6	16
112	What to do instead of significance testing? Calculating the ãnumber of counterfactual cases needed to disturb a findingã. <i>International Journal of Social Research Methodology: Theory and Practice</i> , 2016, 19, 481-490.	2.3	16
113	The difficulties of judging what difference the Pupil Premium has made to school intakes and outcomes in England. <i>Research Papers in Education</i> , 2021, 36, 355-379.	1.7	16
114	Social Movement in Undeveloped Markets: an apparent contradiction. <i>Educational Review</i> , 1998, 50, 249-258.	2.2	15
115	A choice of methods: the methodology of choice. <i>Research in Education</i> , 1997, 57, 45-56.	0.5	14
116	Market Forces and Standards in Education: A preliminary consideration. <i>British Journal of Sociology of Education</i> , 2002, 23, 5-18.	1.1	14
117	The modifiable areal unit problem: Segregation between schools and levels of analysis. <i>International Journal of Social Research Methodology: Theory and Practice</i> , 2003, 6, 41-60.	2.3	14
118	Pupils' views on equity in schools. <i>Compare</i> , 2006, 36, 41-56.	1.5	14
119	Improving teacher quality: lessons from America's No Child Left Behind. <i>Cambridge Journal of Education</i> , 2007, 37, 191-206.	1.6	14
120	An evaluation of Fresh Start as a catch-up intervention: a trial conducted by teachers. <i>Educational Studies</i> , 2016, 42, 98-113.	1.4	14
121	Market Forces, Choice and Diversity in Education: The Early Impact. <i>Sociological Research Online</i> , 1997, 2, 137-146.	0.7	13
122	ãPrivileging the Visibleã: A critique of the National Learning Targets. <i>British Educational Research Journal</i> , 2002, 28, 309-325.	1.4	13
123	Exploring the role of ICT in facilitating adult informal learning. <i>Learning, Media and Technology</i> , 2004, 4, 293-310.	0.4	13
124	Comments on ãModelling social segregationã by Goldstein and Noden. <i>Oxford Review of Education</i> , 2004, 30, 435-440.	1.4	13
125	An evaluation of the ãSwitchã on Readingã literacy catch-up programme. <i>British Educational Research Journal</i> , 2015, 41, 596-612.	1.4	13
126	Does intervening to enhance parental involvement in education lead to better academic results for children? An extended review. <i>Journal of Children's Services</i> , 2015, 10, 252-264.	0.5	13

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127	Comparing government and private schools in Pakistan: The way forward for universal education. <i>International Journal of Educational Research</i> , 2017, 82, 159-169.	1.2	13
128	The Role of Causal Models in Evidence-informed Policy Making and Practice. <i>Evaluation and Research in Education</i> , 2002, 16, 51-65.	0.5	12
129	Combining Numbers with Narratives. <i>Evaluation and Research in Education</i> , 2006, 19, 59-62.	0.5	12
130	Promoting post-16 participation of ethnic minority students from disadvantaged backgrounds: a systematic review of the most promising interventions. <i>Research in Post-Compulsory Education</i> , 2012, 17, 409-422.	0.4	12
131	Damaging Real Lives through Obstinacy: Re-Emphasising Why Significance Testing is Wrong. <i>Sociological Research Online</i> , 2016, 21, 102-115.	0.7	12
132	Who wants to be a teacher? Findings from a survey of undergraduates in England. <i>Educational Studies</i> , 2023, 49, 914-936.	1.4	12
133	The Role of Secondary Data in Combining Methodological Approaches. <i>Educational Review</i> , 2002, 54, 231-237.	2.2	11
134	Adults' use of computers and the Internet for self-education. <i>Studies in the Education of Adults</i> , 2006, 38, 141-159.	0.5	11
135	Factors that promote high post-16 participation of some minority ethnic groups in England: a systematic review of the UK-based literature. <i>Research in Post-Compulsory Education</i> , 2011, 16, 85-100.	0.4	11
136	A randomised controlled trial of the use of a piece of commercial software for the acquisition of reading skills. <i>Educational Review</i> , 2012, 64, 21-35.	2.2	11
137	Fee-paying Schools in Britain—a peculiarly English phenomenon. <i>Educational Review</i> , 1996, 48, 89-93.	2.2	10
138	Understanding Probabilities and Re-Considering Traditional Research Training. <i>Sociological Research Online</i> , 2003, 8, 104-112.	0.7	10
139	Does policy matter in education?. <i>International Journal of Research and Method in Education</i> , 2006, 29, 5-21.	1.1	10
140	Segregation by poverty in secondary schools in England 2006–2009: a research note. <i>Journal of Education Policy</i> , 2010, 25, 415-418.	2.1	10
141	How Unstable are “School Effects” Assessed by a Value-Added Technique?. <i>International Education Studies</i> , 2012, 6, .	0.3	10
142	The propagation of errors in experimental data analysis: a comparison of pre- and post-test designs. <i>International Journal of Research and Method in Education</i> , 2013, 36, 372-385.	1.1	10
143	How effective is a summer school for catch-up attainment in English and maths?. <i>International Journal of Educational Research</i> , 2015, 73, 1-11.	1.2	10
144	Can explicit teaching of knowledge improve reading attainment? An evaluation of the Core Knowledge curriculum. <i>British Educational Research Journal</i> , 2017, 43, 372-393.	1.4	10

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145	Using contextual data to widen access to higher education. Perspectives: Policy and Practice in Higher Education, 2021, 25, 7-13.	0.5	10
146	Reconceptualising fair access to highly academically selective universities. Higher Education, 2022, 84, 85-100.	2.8	10
147	A systematic review of the impact of technology-mediated parental engagement on student outcomes. Educational Research and Evaluation, 2020, 26, 150-181.	0.9	10
148	Society is not built by education alone: alternative routes to a learning society. Research in Post-Compulsory Education, 1998, 3, 25-37.	0.4	9
149	Adult participation in learning and the economic imperative: a critique of policy in Wales. Studies in the Education of Adults, 2000, 32, 181-194.	0.5	9
150	School Admissions after the School Standards and Framework Act: Bringing the LEAs back in?. Oxford Review of Education, 2002, 28, 373-393.	1.4	9
151	Market Frustration?. Educational Management, Administration & Leadership, 2002, 30, 243-260.	0.8	9
152	Local education authorities and the regulation of educational markets: four case studies. Research Papers in Education, 2002, 17, 125-146.	1.7	9
153	In Defence of a Middle Way: A Reply to Plewis and Fielding. British Journal of Educational Studies, 2003, 51, 420-426.	0.9	9
154	Adult learners in wales: trajectories and technologies. Innovations in Education and Teaching International, 2003, 40, 395-403.	1.5	9
155	Adults' use of ICTs for learning: reducing or increasing educational inequalities?. Journal of Vocational Education and Training, 2004, 56, 269-290.	0.9	9
156	Where Shall We Widen It? Higher Education and the Age Participation Rate in Wales. Higher Education Quarterly, 2005, 59, 3-18.	1.8	9
157	An Analysis of School-Based Contextual Indicators for Possible Use in Widening Participation. Higher Education Studies, 2017, 7, 79.	0.3	9
158	Do we really need confidence intervals in the new statistics?. International Journal of Social Research Methodology: Theory and Practice, 2019, 22, 281-291.	2.3	9
159	Three Steps to 'Heaven'? The family and school choice. Educational Review, 1996, 48, 237-252.	2.2	8
160	Can learning beyond the classroom impact on social responsibility and academic attainment? An evaluation of the Children's University youth social action programme. Studies in Educational Evaluation, 2019, 61, 74-82.	1.2	8
161	Measuring is More Than Assigning Numbers. , 2010, , 389-408.		8
162	Who counts as socioeconomically disadvantaged for the purposes of widening access to higher education?. British Journal of Sociology of Education, 2022, 43, 349-374.	1.1	8

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163	'E-establishing a Learning Society': the Use of the Internet to Attract Adults to Lifelong Learning in Wales. <i>Innovations in Education and Teaching International</i> , 2001, 38, 205-219.	1.5	7
164	The British Educational Research Association and the future of educational research. <i>Educational Studies</i> , 2004, 30, 65-76.	1.4	7
165	School experience as a potential determinant of post-compulsory participation. <i>Evaluation and Research in Education</i> , 2010, 23, 3-17.	0.5	7
166	The Increasing Availability of Official Datasets: Methods, Limitations and Opportunities for Studies of Education. <i>British Journal of Educational Studies</i> , 2012, 60, 77-92.	0.9	7
167	What works and what fails? Evidence from seven popular literacy "catch-up" schemes for the transition to secondary school in England. <i>Research Papers in Education</i> , 2017, 32, 626-648.	1.7	7
168	How prepared do newly-qualified teachers feel? Differences between routes and settings. <i>Journal of Education for Teaching</i> , 2017, 43, 3-19.	1.1	7
169	Justicia y equidad en la escuela. Lo que revelan los alumnos en los estudios internacionales. <i>Revue Internationale D'education</i> , 2007, , 79-84.	0.0	7
170	Social exclusion and public policy: the relationship between local school admission arrangements and segregation by poverty. <i>International Journal of Sociology and Social Policy</i> , 2001, 21, 10-36.	0.8	6
171	Markets in public policy: The case of the United Kingdom education reform act 1988. <i>International Studies in Sociology of Education</i> , 2002, 12, 23-42.	1.1	6
172	Patterns of work-based learning. <i>Journal of Vocational Education and Training</i> , 2003, 55, 47-64.	0.9	6
173	Now You See it, Now You don't: School Effectiveness as Conjuring?. <i>Research in Education</i> , 2011, 86, 39-45.	0.5	6
174	"Teachers are kind to those who have good marks": a study of Japanese young people's views of fairness and equity in school. <i>Compare</i> , 2012, 42, 27-46.	1.5	6
175	Is a Summer School Programme a Promising Intervention in Preparation for Transition from Primary to Secondary School?. <i>International Education Studies</i> , 2014, 7, .	0.3	6
176	Best practice in conducting RCTs: Lessons learnt from an independent evaluation of the Response-to-Intervention programme. <i>Studies in Educational Evaluation</i> , 2015, 47, 83-92.	1.2	6
177	The uncertain future of comprehensive schooling in England. <i>European Educational Research Journal</i> , 2015, 14, 257-268.	1.4	6
178	Does participation in uniformed group activities in school improve young people's non-cognitive outcomes?. <i>International Journal of Educational Research</i> , 2017, 85, 109-120.	1.2	6
179	Effective classroom instructions for primary literacy: A critical review of the causal evidence. <i>International Journal of Educational Research</i> , 2020, 102, 101577.	1.2	6
180	Participating in the Learning Society: , 0, , 171-192.		6

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181	The Role of Nostalgia in School Choice. <i>School Leadership and Management</i> , 1998, 18, 511-524.	1.0	5
182	Exploring the 'new' imperatives of technology-based lifelong learning. <i>Research in Post-Compulsory Education</i> , 2003, 8, 073-092.	0.4	5
183	(Mis)Understanding underachievement: a response to Connolly. <i>British Journal of Sociology of Education</i> , 2008, 29, 705-714.	1.1	5
184	Pupil clustering in English secondary schools: one pattern or several?. <i>International Journal of Research and Method in Education</i> , 2011, 34, 327-339.	1.1	5
185	What difference do teachers make? A consideration of the wider outcomes of schooling. <i>Irish Educational Studies</i> , 2013, 32, 69-82.	1.5	5
186	Assessing the impact of Pupil Premium funding on primary school segregation and attainment. <i>Research Papers in Education</i> , 2022, 37, 992-1019.	1.7	5
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