

Stephen Gorard

List of Publications by Year in descending order

Source: <https://exaly.com/author-pdf/6884299/publications.pdf>

Version: 2024-02-01

238
papers

5,971
citations

94433

37
h-index

133252

59
g-index

257
all docs

257
docs citations

257
times ranked

3112
citing authors

#	ARTICLE	IF	CITATIONS
1	Literacy for life: evaluating the National Literacy Trust's bespoke programme for schools. Educational Studies, 2023, 49, 369-387.	2.4	1
2	Who wants to be a teacher? Findings from a survey of undergraduates in England. Educational Studies, 2023, 49, 914-936.	2.4	12
3	Segregation and the attainment gap for permanently disadvantaged pupils in England. Educational Review, 2023, 75, 1039-1062.	3.7	3
4	Is household income a reliable measure when assessing educational outcomes? A Jigsaw of two datasets (Next Steps and National Pupil Database) for understanding indicators of disadvantage. International Journal of Research and Method in Education, 2023, 46, 118-132.	1.9	1
5	Is technology always helpful?: A critical review of the impact on learning outcomes of education technology in supporting formative assessment in schools. Research Papers in Education, 2022, 37, 1064-1096.	3.0	18
6	Assessing the impact of Pupil Premium funding on primary school segregation and attainment. Research Papers in Education, 2022, 37, 992-1019.	3.0	5
7	Reconceptualising fair access to highly academically selective universities. Higher Education, 2022, 84, 85-100.	4.4	10
8	Who counts as socioeconomically disadvantaged for the purposes of widening access to higher education?. British Journal of Sociology of Education, 2022, 43, 349-374.	1.8	8
9	A conceptual replication study of a self-affirmation intervention to improve the academic achievement of low-income pupils in England. Educational Research and Evaluation, 2022, 27, 83-116.	1.6	5
10	Rethinking the Complex Determinants of Teacher Shortages. , 2022, , 1-28.		3
11	Can We Teach Non-Cognitive Outcomes? A Quasi-Experimental Study of Philosophy for Children. Education Sciences, 2022, 12, 322.	2.6	1
12	Using contextual data to widen access to higher education. Perspectives: Policy and Practice in Higher Education, 2021, 25, 7-13.	0.6	10
13	The difficulties of judging what difference the Pupil Premium has made to school intakes and outcomes in England. Research Papers in Education, 2021, 36, 355-379.	3.0	16
14	Increasing understanding of the aspirations and expectations of Roma students. British Journal of Sociology of Education, 2021, 42, 588-606.	1.8	3
15	Review of Education Early Career Researchers Award 2021. Review of Education, 2021, 9, .	2.1	0
16	Why don't we have enough teachers?: A reconsideration of the available evidence. Research Papers in Education, 2020, 35, 416-442.	3.0	33
17	Teacher Recruitment and Retention: A Critical Review of International Evidence of Most Promising Interventions. Education Sciences, 2020, 10, 262.	2.6	32
18	What works in attracting and retaining teachers in challenging schools and areas?. Oxford Review of Education, 2020, 46, 678-697.	2.0	40

#	ARTICLE	IF	CITATIONS
19	Overcoming Equity-Related Challenges for the Education and Training Systems of Europe. Education Sciences, 2020, 10, 305.	2.6	3
20	Context and implications document for: what is the evidence on the best way to get evidence into use in education?. Review of Education, 2020, 8, 611-613.	2.1	0
21	What is the evidence on the best way to get evidence into use in education?. Review of Education, 2020, 8, 570-610.	2.1	32
22	Effective classroom instructions for primary literacy: A critical review of the causal evidence. International Journal of Educational Research, 2020, 102, 101577.	2.2	6
23	Handling missing data in numeric analyses. International Journal of Social Research Methodology: Theory and Practice, 2020, 23, 651-660.	4.4	18
24	Longitudinal Study of Socioeconomic Segregation Between Schools in the UK. REICE Revista Iberoamericana Sobre Calidad, Eficacia Y Cambio En Educacion, 2020, 18, 123-141.	1.1	3
25	The use of access thresholds to widen participation at Scottish universities. Scottish Affairs, 2020, 29, 82-97.	0.3	3
26	A systematic review of the impact of technology-mediated parental engagement on student outcomes. Educational Research and Evaluation, 2020, 26, 150-181.	1.6	10
27	Which are the most suitable contextual indicators for use in widening participation to HE?. Research Papers in Education, 2019, 34, 99-129.	3.0	31
28	How Trajectories of Disadvantage Help Explain School Attainment. SAGE Open, 2019, 9, 215824401882517.	1.7	18
29	Special Issue 2: Using multiple methods to investigate complex educational issues. Review of Education, 2019, 7, 3-4.	2.1	0
30	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.	2.3	8
31	Evaluation of the impact of Maths Counts delivered by teaching assistants on primary school pupils' attainment in maths. Educational Research and Evaluation, 2019, 25, 203-224.	1.6	4
32	Do we really need confidence intervals in the new statistics?. International Journal of Social Research Methodology: Theory and Practice, 2019, 22, 281-291.	4.4	9
33	Can programmes like Philosophy for Children help schools to look beyond academic attainment?. Educational Review, 2019, 71, 146-165.	3.7	17
34	Reliability of Longitudinal Social Surveys of Access to Higher Education: The Case of Next Steps in England. Social Inclusion, 2019, 7, 80-89.	0.9	5
35	Grammar schools in England: a new analysis of social segregation and academic outcomes. British Journal of Sociology of Education, 2018, 39, 909-924.	1.8	54
36	The importance of process evaluation for randomised control trials in education. Educational Research, 2018, 60, 357-370.	1.8	22

#	ARTICLE	IF	CITATIONS
37	Some basic observations on conducting a systematic review: a brief reply to Goldstein, Vatalaro and Yair. <i>Journal of Children's Services</i> , 2018, 13, 57-63.	0.7	0
38	The impact of school experiences on students' sense of justice: An international study of student voice. <i>Orbis Scholae</i> , 2018, 2, 87-104.	0.6	4
39	How Can Contextualised Admissions Widen Participation?. , 2018, , 307-326.		0
40	Can 'Philosophy for Children' Improve Primary School Attainment?. <i>Journal of Philosophy of Education</i> , 2017, 51, 5-22.	0.8	18
41	Comparing government and private schools in Pakistan: The way forward for universal education. <i>International Journal of Educational Research</i> , 2017, 82, 159-169.	2.2	13
42	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.	2.5	10
43	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.	2.2	6
44	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.	3.0	7
45	How prepared do newly-qualified teachers feel? Differences between routes and settings. <i>Journal of Education for Teaching</i> , 2017, 43, 3-19.	2.0	7
46	Significance Testing is Still Wrong, and Damages Real Lives: A Brief Reply to Spreckelsen and Van Der Horst, and Nicholson and McCusker. <i>Sociological Research Online</i> , 2017, 22, 204-210.	1.1	0
47	An Analysis of School-Based Contextual Indicators for Possible Use in Widening Participation. <i>Higher Education Studies</i> , 2017, 7, 79.	0.5	9
48	How Can we Widen Participation in Higher Education? The Promise of Contextualised Admissions. , 2017, , 95-109.		5
49	Does missing one week of school lead to lower grades?. <i>Significance</i> , 2016, 13, 13-13.	0.4	0
50	Damaging Real Lives through Obstinacy: Re-Emphasising Why Significance Testing is Wrong. <i>Sociological Research Online</i> , 2016, 21, 102-115.	1.1	12
51	Teachers' use of research evidence in practice: a pilot study of feedback to enhance learning. <i>Educational Research</i> , 2016, 58, 56-72.	1.8	31
52	The complex determinants of school intake characteristics and segregation, England 1989 to 2014. <i>Cambridge Journal of Education</i> , 2016, 46, 131-146.	2.4	28
53	An evaluation of Fresh Start as a catch-up intervention: a trial conducted by teachers. <i>Educational Studies</i> , 2016, 42, 98-113.	2.4	14
54	Explaining the number of counterfactual cases needed to disturb a finding: a reply to Kuha and Sturgis. <i>International Journal of Social Research Methodology: Theory and Practice</i> , 2016, 19, 497-499.	4.4	0

#	ARTICLE	IF	CITATIONS
55	Accelerated Reader as a literacy catch-up intervention during primary to secondary school transition phase. Educational Review, 2016, 68, 139-154.	3.7	20
56	What to do instead of significance testing? Calculating the “number of counterfactual cases needed to disturb a finding”™. International Journal of Social Research Methodology: Theory and Practice, 2016, 19, 481-490.	4.4	16
57	Students' use of Wikipedia as an academic resource “ Patterns of use and perceptions of usefulness. Internet and Higher Education, 2016, 28, 28-34.	6.5	90
58	A Cautionary Note on Measuring the Pupil Premium Attainment Gap in England. British Journal of Education Society & Behavioural Science, 2016, 14, 1-8.	0.1	2
59	An evaluation of the “Switch”on Reading”™ literacy catch”up programme. British Educational Research Journal, 2015, 41, 596-612.	2.5	13
60	Context and Implications Document for: Rethinking “quantitative”™ methods and the development of new researchers. Review of Education, 2015, 3, 97-99.	2.1	1
61	Best practice in conducting RCTs: Lessons learnt from an independent evaluation of the Response-to-Intervention programme. Studies in Educational Evaluation, 2015, 47, 83-92.	2.3	6
62	Will the Use of Contextual Indicators Make UK Higher Education Admissions Fairer?. Education Sciences, 2015, 5, 306-322.	2.6	22
63	Does intervening to enhance parental involvement in education lead to better academic results for children? An extended review. Journal of Children's Services, 2015, 10, 252-264.	0.7	13
64	Rethinking “quantitative”™ methods and the development of new researchers. Review of Education, 2015, 3, 72-96.	2.1	26
65	Introducing the mean absolute deviation “effect”™ size. International Journal of Research and Method in Education, 2015, 38, 105-114.	1.9	19
66	The uncertain future of comprehensive schooling in England. European Educational Research Journal, 2015, 14, 257-268.	2.1	6
67	The role of parents in young people”™s education”a critical review of the causal evidence. Oxford Review of Education, 2015, 41, 346-366.	2.0	50
68	How effective is a summer school for catch-up attainment in English and maths?. International Journal of Educational Research, 2015, 73, 1-11.	2.2	10
69	Helping August's child. New Scientist, 2015, 228, 28-29.	0.0	1
70	An Absolute Deviation Approach to Assessing Correlation. British Journal of Education Society & Behavioural Science, 2015, 5, 73-81.	0.1	5
71	Is a Summer School Programme a Promising Intervention in Preparation for Transition from Primary to Secondary School?. International Education Studies, 2014, 7, .	0.6	6
72	The link between Academies in England, pupil outcomes and local patterns of socio-economic segregation between schools. Research Papers in Education, 2014, 29, 268-284.	3.0	47

#	ARTICLE	IF	CITATIONS
73	Confidence intervals, missing data and imputation: a salutary illustration. International Journal of Research in Education Methodology, 2014, 5, 693-698.	0.1	3
74	The propagation of errors in experimental data analysis: a comparison of pre- and post-test designs. International Journal of Research and Method in Education, 2013, 36, 372-385.	1.9	10
75	What difference do teachers make? A consideration of the wider outcomes of schooling. Irish Educational Studies, 2013, 32, 69-82.	2.5	5
76	Narrowing Down the Determinants of Between-School Segregation: An Analysis of the Intake to All Schools in England, 1989-2011. Journal of School Choice, 2013, 7, 182-195.	0.8	19
77	“Teachers are kind to those who have good marks”: a study of Japanese young people’s views of fairness and equity in school. Compare, 2012, 42, 27-46.	2.1	6
78	Experiencing fairness at school: An international study. International Journal of Educational Research, 2012, 53, 127-137.	2.2	29
79	A randomised controlled trial of the use of a piece of commercial software for the acquisition of reading skills. Educational Review, 2012, 64, 21-35.	3.7	11
80	Promoting post-16 participation of ethnic minority students from disadvantaged backgrounds: a systematic review of the most promising interventions. Research in Post-Compulsory Education, 2012, 17, 409-422.	0.7	12
81	The Increasing Availability of Official Datasets: Methods, Limitations and Opportunities for Studies of Education. British Journal of Educational Studies, 2012, 60, 77-92.	1.3	7
82	Who is eligible for free school meals? Characterising free school meals as a measure of disadvantage in England. British Educational Research Journal, 2012, 38, 1003-1017.	2.5	74
83	How Unstable are “School Effects” Assessed by a Value-Added Technique?. International Education Studies, 2012, 6, .	0.6	10
84	Querying the Causal Role of Attitudes in Educational Attainment. ISRN Education, 2012, 2012, 1-13.	0.5	27
85	Factors that promote high post-16 participation of some minority ethnic groups in England: a systematic review of the UK-based literature. Research in Post-Compulsory Education, 2011, 16, 85-100.	0.7	11
86	The potential determinants of young people's sense of justice: an international study. British Journal of Sociology of Education, 2011, 32, 35-52.	1.8	20
87	How can we enhance enjoyment of secondary school? The student view. British Educational Research Journal, 2011, 37, 671-690.	2.5	57
88	“Education, education, education”: new government, new policies?. Educational Review, 2011, 63, 391-394.	3.7	1
89	Now You See it, Now You don't: School Effectiveness as Conjuring?. Research in Education, 2011, 86, 39-45.	1.1	6
90	Pupil clustering in English secondary schools: one pattern or several?. International Journal of Research and Method in Education, 2011, 34, 327-339.	1.9	5

#	ARTICLE	IF	CITATIONS
91	Is there a shortage of scientists? A re-analysis of supply for the UK. British Journal of Educational Studies, 2011, 59, 159-177.	1.3	45
92	All evidence is equal: the flaw in statistical reasoning. Oxford Review of Education, 2010, 36, 63-77.	2.0	26
93	School experience as a potential determinant of post-compulsory participation. Evaluation and Research in Education, 2010, 23, 3-17.	0.5	7
94	Education<i>Can</i>Compensate for Society â€“ a Bit. British Journal of Educational Studies, 2010, 58, 47-65.	1.3	43
95	Serious doubts about school effectiveness. British Educational Research Journal, 2010, 36, 745-766.	2.5	80
96	Death of mixed methods? Or the rebirth of research as a craft. Evaluation and Research in Education, 2010, 23, 121-136.	0.5	60
97	Segregation by poverty in secondary schools in England 2006â€“2009: a research note. Journal of Education Policy, 2010, 25, 415-418.	2.8	10
98	Equity in Education. , 2010, , .		37
99	Measuring is More Than Assigning Numbers. , 2010, , 389-408.		8
100	Research Design, as Independent of Methods. , 2010, , 237-252.		31
101	Misunderstanding and misrepresentation: a reply to Hutchison and Schagen. International Journal of Research and Method in Education, 2009, 32, 3-12.	1.9	4
102	Does the index of segregation matter? The composition of secondary schools in England since 1996. British Educational Research Journal, 2009, 35, 639-652.	2.5	40
103	What are Academies the answer to?. Journal of Education Policy, 2009, 24, 101-113.	2.8	50
104	The impact of socioâ€“economic status on participation and attainment in science. Studies in Science Education, 2009, 45, 93-129.	5.4	84
105	Review Symposium:<i>Educational Research and Evidence-based Practice</i>- Edited by Martyn Hammersley. British Journal of Educational Studies, 2008, 56, 340-348.	1.3	0
106	Is science a middleâ€“class phenomenon? The SES determinants of 16â€“19 participation. Research in Post-Compulsory Education, 2008, 13, 217-226.	0.7	18
107	(Mis)Understanding underachievement: a response to Connolly. British Journal of Sociology of Education, 2008, 29, 705-714.	1.8	5
108	Who is missing from higher education?. Cambridge Journal of Education, 2008, 38, 421-437.	2.4	64

#	ARTICLE	IF	CITATIONS
109	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.	1.8	33
110	The value-added of primary schools: what is it really measuring?. Educational Review, 2008, 60, 179-185.	3.7	20
111	Where does good evidence come from?. International Journal of Research and Method in Education, 2007, 30, 307-323.	1.9	31
112	Do barriers get in the way? A review of the determinants of post-16 participation. Research in Post-Compulsory Education, 2007, 12, 141-158.	0.7	30
113	What can we do to strengthen the teacher workforce?. International Journal of Lifelong Education, 2007, 26, 419-437.	2.3	4
114	Improving teacher quality: lessons from America's No Child Left Behind. Cambridge Journal of Education, 2007, 37, 191-206.	2.4	14
115	Quality in education research. International Journal of Research and Method in Education, 2007, 30, 239-242.	1.9	4
116	The dubious benefits of multi-level modeling. International Journal of Research and Method in Education, 2007, 30, 221-236.	1.9	19
117	What does an index of school segregation measure? A commentary on Allen and Vignoles. Oxford Review of Education, 2007, 33, 669-677.	2.0	18
118	Who succeeds in teacher training?. Research Papers in Education, 2007, 22, 465-482.	3.0	1
119	Educational Attainment and Society- by Nigel Kettley. British Journal of Educational Studies, 2007, 55, 220-221.	1.3	0
120	Justicia y equidad en la escuela. Lo que revelan los alumnos en los estudios internacionales. Revue Internationale D'education, 2007, , 79-84.	0.1	7
121	What counts as evidence in the school choice debate?. British Educational Research Journal, 2006, 32, 797-816.	2.5	22
122	Is there a school mix effect?. Educational Review, 2006, 58, 87-94.	3.7	43
123	Pupils' views on equity in schools. Compare, 2006, 36, 41-56.	2.1	14
124	What are the problems with teacher supply?. Teaching and Teacher Education, 2006, 22, 315-326.	3.2	16
125	Adults' use of computers and the Internet for self-education. Studies in the Education of Adults, 2006, 38, 141-159.	1.2	11
126	YET ANOTHER PERSPECTIVE: A RESPONSE TO CONNOLLY. British Journal of Educational Studies, 2006, 54, 471-475.	1.3	4

#	ARTICLE	IF	CITATIONS
127	Value-added is of little value. <i>Journal of Education Policy</i> , 2006, 21, 235-243.	2.8	38
128	Combining Numbers with Narratives. <i>Evaluation and Research in Education</i> , 2006, 19, 59-62.	0.5	12
129	Towards a judgement-based statistical analysis. <i>British Journal of Sociology of Education</i> , 2006, 27, 67-80.	1.8	43
130	Beyond the 'learning society'™: what have we learnt from widening participation research?. <i>International Journal of Lifelong Education</i> , 2006, 25, 575-594.	2.3	30
131	Does policy matter in education?. <i>International Journal of Research and Method in Education</i> , 2006, 29, 5-21.	1.9	10
132	Where Shall We Widen It? Higher Education and the Age Participation Rate in Wales. <i>Higher Education Quarterly</i> , 2005, 59, 3-18.	2.7	9
133	CITIZENSHIP EDUCATION AND CHARACTER EDUCATION: SIMILARITIES AND CONTRASTS. <i>British Journal of Educational Studies</i> , 2005, 53, 341-358.	1.3	43
134	REVISITING A 90-YEAR-OLD DEBATE: THE ADVANTAGES OF THE MEAN DEVIATION. <i>British Journal of Educational Studies</i> , 2005, 53, 417-430.	1.3	105
135	Towards a learning society? the impact of technology on patterns of participation in lifelong learning. <i>British Journal of Sociology of Education</i> , 2005, 26, 71-89.	1.8	33
136	Diversity, specialisation and equity in education. <i>Oxford Review of Education</i> , 2005, 31, 47-69.	2.0	25
137	Current Contexts for Research in Educational Leadership and Management. <i>Educational Management Administration and Leadership</i> , 2005, 33, 155-164.	3.8	40
138	'They don't give us our marks': The role of formative feedback in student progress. <i>Assessment in Education</i> , 2005, 12, 21-38.	1.2	76
139	Academies as the 'future of schooling'™: is this an evidence-based policy?. <i>Journal of Education Policy</i> , 2005, 20, 369-377.	2.8	61
140	Whose Internet is it Anyway?. <i>European Journal of Communication</i> , 2005, 20, 5-26.	1.4	114
141	What Makes a Lifelong Learner?. <i>Teachers College Record</i> , 2005, 107, 1193-1216.	0.9	26
142	What Makes a Lifelong Learner?. <i>Teachers College Record</i> , 2005, 107, 1193-1216.	0.9	2
143	Adults' use of ICTs for learning: reducing or increasing educational inequalities?. <i>Journal of Vocational Education and Training</i> , 2004, 56, 269-290.	1.5	9
144	An international comparison of equity in education systems. <i>Comparative Education</i> , 2004, 40, 15-28.	2.7	147

#	ARTICLE	IF	CITATIONS
145	Teacher demand: crisis what crisis?. Cambridge Journal of Education, 2004, 34, 103-123.	2.4	17
146	Exploring the role of ICT in facilitating adult informal learning. Learning, Media and Technology, 2004, 4, 293-310.	0.4	13
147	Is there a shortage of quantitative work in education research?. Oxford Review of Education, 2004, 30, 371-395.	2.0	24
148	What is "underachievement" at school?1. School Leadership and Management, 2004, 24, 205-225.	1.6	25
149	The British Educational Research Association and the future of educational research. Educational Studies, 2004, 30, 65-76.	2.4	7
150	Comments on "Modelling social segregation" by Goldstein and Noden. Oxford Review of Education, 2004, 30, 435-440.	2.0	13
151	What kind of creature is a design experiment?. British Educational Research Journal, 2004, 30, 577-590.	2.5	38
152	In Defence of a Middle Way: A Reply to Plewis and Fielding. British Journal of Educational Studies, 2003, 51, 420-426.	1.3	9
153	Integration in an age of choice. Public Policy Research, 2003, 10, 240-244.	0.2	3
154	What is Multi-level Modelling For?. British Journal of Educational Studies, 2003, 51, 46-63.	1.3	25
155	Reality bytes: examining the rhetoric of widening educational participation via ICT. British Journal of Educational Technology, 2003, 34, 169-181.	6.3	31
156	Adult learners in wales: trajectories and technologies. Innovations in Education and Teaching International, 2003, 40, 395-403.	2.5	9
157	Logged on to learning? assessing the impact of technology on participation in lifelong learning. International Journal of Lifelong Education, 2003, 22, 281-296.	2.3	33
158	The modifiable areal unit problem: Segregation between schools and levels of analysis. International Journal of Social Research Methodology: Theory and Practice, 2003, 6, 41-60.	4.4	14
159	Older adults' use of information and communications technology in everyday life. Ageing and Society, 2003, 23, 561-582.	1.7	451
160	Exploring Modeling Aspects of Design Experiments. Educational Researcher, 2003, 32, 29-31.	5.4	31
161	Patterns of work-based learning. Journal of Vocational Education and Training, 2003, 55, 47-64.	1.5	6
162	Exploring the "new" imperatives of technology-based lifelong learning. Research in Post-Compulsory Education, 2003, 8, 073-092.	0.7	5

#	ARTICLE	IF	CITATIONS
163	Understanding Probabilities and Re-Considering Traditional Research Training. Sociological Research Online, 2003, 8, 104-112.	1.1	10
164	What is Segregation?. Sociology, 2002, 36, 875-895.	2.5	95
165	The 'Conveyor Belt Effect': A re-assessment of the impact of National Targets for Lifelong Learning. Oxford Review of Education, 2002, 28, 75-89.	2.0	16
166	The Role of Causal Models in Evidence-informed Policy Making and Practice. Evaluation and Research in Education, 2002, 16, 51-65.	0.5	12
167	Can we overcome the methodological schism? Four models for combining qualitative and quantitative evidence. Research Papers in Education, 2002, 17, 345-361.	3.0	31
168	School Admissions after the School Standards and Framework Act: Bringing the LEAs back in?. Oxford Review of Education, 2002, 28, 373-393.	2.0	9
169	Market Frustration?. Educational Management, Administration & Leadership, 2002, 30, 243-260.	0.8	9
170	Fostering Scepticism: The Importance of Warranting Claims. Evaluation and Research in Education, 2002, 16, 136-149.	0.5	34
171	Local education authorities and the regulation of educational markets: four case studies. Research Papers in Education, 2002, 17, 125-146.	3.0	9
172	Robbing Peter to Pay Paul: resolving the contradiction of lifelong learning. Research in Post-Compulsory Education, 2002, 7, 123-132.	0.7	2
173	â€˜Privileging the Visibleâ€™: A critique of the National Learning Targets. British Educational Research Journal, 2002, 28, 309-325.	2.5	13
174	The Role of Secondary Data in Combining Methodological Approaches. Educational Review, 2002, 54, 231-237.	3.7	11
175	Does school choice lead to 'spirals of decline'?. Journal of Education Policy, 2002, 17, 367-384.	2.8	38
176	Markets in public policy: The case of the United Kingdom education reform act 1988. International Studies in Sociology of Education, 2002, 12, 23-42.	1.8	6
177	Market Forces and Standards in Education: A preliminary consideration. British Journal of Sociology of Education, 2002, 23, 5-18.	1.8	14
178	â€˜We are guinea pigs reallyâ€™: Examining the realities of ICT-based adult learning. Studies in the Education of Adults, 2002, 34, 23-41.	1.2	3
179	Political Control: A Way Forward for Educational Research?. British Journal of Educational Studies, 2002, 50, 378-389.	1.3	23
180	International Equity Indicators in Education: defending comprehensive schools III. Forum for Promoting 3-19 Comprehensive Education, 2002, 44, 121.	0.1	1

#	ARTICLE	IF	CITATIONS
181	Investigating the Patterns of Differential Attainment of Boys and Girls at School. British Educational Research Journal, 2001, 27, 125-139.	2.5	99
182	Social exclusion and public policy: the relationship between local school admission arrangements and segregation by poverty. International Journal of Sociology and Social Policy, 2001, 21, 10-36.	1.2	6
183	International Comparisons of School Effectiveness: The second component of the 'crisis account' in England?. Comparative Education, 2001, 37, 279-296.	2.7	21
184	The Role of Residence in School Segregation: Placing the Impact of Parental Choice in Perspective. Environment and Planning A, 2001, 33, 1829-1852.	3.6	42
185	The Composition of Specialist Schools in England: Track record and future prospect. School Leadership and Management, 2001, 21, 365-381.	1.6	32
186	Regional and Local Differences in Admission Arrangements for Schools. Oxford Review of Education, 2001, 27, 317-337.	2.0	18
187	School Choice Impacts: What Do We Know?. Educational Researcher, 2001, 30, 18-23.	5.4	71
188	The role of the 'technical fix' in UK lifelong education policy. International Journal of Lifelong Education, 2001, 20, 255-271.	2.3	3
189	Lifelong learning trajectories: some voices of those 'in transit'. International Journal of Lifelong Education, 2001, 20, 169-187.	2.3	4
190	'E-establishing a Learning Society': the Use of the Internet to Attract Adults to Lifelong Learning in Wales. Innovations in Education and Teaching International, 2001, 38, 205-219.	2.5	7
191	Lifelong learning trajectories: some voices of those "in transit". International Journal of Lifelong Education, 2001, 20, 169-187.	2.3	29
192	The role of the "technical fix" in UK lifelong education policy. International Journal of Lifelong Education, 2001, 20, 255-271.	2.3	19
193	Digital Divide or Digital Opportunity? The Role of Technology in Overcoming Social Exclusion in U.S. Education. Educational Policy, 2001, 15, 258-277.	2.0	56
194	In Defence of Local Comprehensive Schools. Part II. Forum for Promoting 3-19 Comprehensive Education, 2001, 43, 34.	0.1	0
195	Adult participation in learning and the economic imperative: a critique of policy in Wales. Studies in the Education of Adults, 2000, 32, 181-194.	1.2	9
196	Here we go again: a reply to "What's in a number?" by Gibson and Asthana. Research Papers in Education, 2000, 15, 155-162.	3.0	35
197	Questioning the crisis account: a review of evidence for increasing polarization in schools. Educational Research, 2000, 42, 309-321.	1.8	18
198	Underachievement is still an ugly word: reconsidering the relative effectiveness of schools in England and Wales. Journal of Education Policy, 2000, 15, 559-573.	2.8	20

#	ARTICLE	IF	CITATIONS
199	Markets and Stratification: A View from England and Wales. Educational Policy, 2000, 14, 405-428.	2.0	37
200	Investigating the determinants of segregation between schools. Research Papers in Education, 2000, 15, 115-132.	3.0	55
201	One of Us Cannot Be Wrong: The paradox of achievement gaps. British Journal of Sociology of Education, 2000, 21, 391-400.	1.8	20
202	Must Try Harder! Problems Facing Technological Solutions to Non-participation in Adult Learning. British Educational Research Journal, 2000, 26, 507-521.	2.5	20
203	Switching on the learning society? - questioning the role of technology in widening participation in lifelong learning. Journal of Education Policy, 1999, 14, 523-534.	2.8	36
204	Reappraising the Apparent Underachievement of Boys at School. Gender and Education, 1999, 11, 441-454.	1.7	69
205	The Apparent Decline of Informal Learning. Oxford Review of Education, 1999, 25, 437-454.	2.0	44
206	Keeping a Sense of Proportion: The 'Politician's Error' in Analysing School Outcomes. British Journal of Educational Studies, 1999, 47, 235-246.	1.3	34
207	The role of educational technology in establishing a 'learning society'. British Journal of Educational Technology, 1999, 30, 374-376.	6.3	0
208	Accounting for the Differential Attainment of Boys and Girls at School. School Leadership and Management, 1999, 19, 403-426.	1.6	35
209	Patterns of Participation in Lifelong Learning: do families make a difference?. British Educational Research Journal, 1999, 25, 517-532.	2.5	42
210	'Well. That about wraps it up for school choice research': A state of the art review. School Leadership and Management, 1999, 19, 25-47.	1.6	83
211	Two dimensions of time: The changing social context of lifelong learning. Studies in the Education of Adults, 1999, 31, 35-48.	1.2	34
212	Some Sociological Alternatives to Human Capital Theory and their Implications for Research on Post-compulsory Education and Training [1]. Journal of Education and Work, 1999, 12, 117-140.	1.6	49
213	Planning Ahead in a 'Market' for Schools: Predicting Patterns of School Choice. Evaluation and Research in Education, 1999, 13, 132-143.	0.5	2
214	Learning trajectories: travelling towards a learning society? ¹ . International Journal of Lifelong Education, 1998, 17, 400-410.	2.3	46
215	Progress Towards a Learning Society? Patterns of Lifelong Learning. Innovations in Education and Teaching International, 1998, 35, 275-281.	0.2	4
216	The Role of Nostalgia in School Choice. School Leadership and Management, 1998, 18, 511-524.	1.6	5

#	ARTICLE	IF	CITATIONS
217	Under starters orders: The established market, the Cardiff study and the Smithfield project. International Studies in Sociology of Education, 1998, 8, 299-316.	1.8	43
218	Social Movement in Undeveloped Markets: an apparent contradiction. Educational Review, 1998, 50, 249-258.	3.7	15
219	Four Errors ... and a Conspiracy? The effectiveness of schools in Wales. Oxford Review of Education, 1998, 24, 459-472.	2.0	20
220	The More Things Change ... The Missing Impact of Marketisation?. British Journal of Sociology of Education, 1998, 19, 365-376.	1.8	83
221	Society is not built by education alone: alternative routes to a learning society. Research in Post-Compulsory Education, 1998, 3, 25-37.	0.7	9
222	“Schooled to fail”? Revisiting the Welsh school effect. Journal of Education Policy, 1998, 13, 115-124.	2.8	17
223	The two components of a new learning society. Journal of Vocational Education and Training, 1998, 50, 5-19.	1.5	16
224	Whither market forces in education?. International Journal of Educational Management, 1998, 12, 5-13.	1.5	3
225	A choice of methods: the methodology of choice. Research in Education, 1997, 57, 45-56.	1.1	14
226	Who Pays the Piper? Intergenerational aspects of school choice. School Leadership and Management, 1997, 17, 245-255.	1.6	4
227	History, place and the learning society: towards a sociology of lifetime learning. Journal of Education Policy, 1997, 12, 485-497.	2.8	75
228	Market Forces, Choice and Diversity in Education: The Early Impact. Sociological Research Online, 1997, 2, 137-146.	1.1	13
229	Three Steps to “Heaven”? The family and school choice. Educational Review, 1996, 48, 237-252.	3.7	8
230	Fee-paying Schools in Britain—a peculiarly English phenomenon. Educational Review, 1996, 48, 89-93.	3.7	10
231	The trials of evidence-based education. , 0, , .		50
232	Participating in the Learning Society: , 0, , 171-192.		6
233	Equity and its Relationship to Citizenship Education. , 0, , 71-79.		3
234	Adult Learning in the Digital Age. , 0, , .		86

#	ARTICLE	IF	CITATIONS
235	Learning trajectories. , 0, , 195-208.		1
236	Overcoming Disadvantage in Education. , 0, , .		50
237	What is the evidence on the impact of Pupil Premium funding on school intakes and attainment by age 16 in England?. British Educational Research Journal, 0, , .	2.5	1
238	The difficulty of making claims to knowledge in social science. Technium Social Sciences Journal (tssj), 0, 28, 170-202.	0.1	1