

CONTENTS

<i>Acknowledgements</i>	vii
<i>Introduction</i>	ix
Part 1: Qualitative examples	
1 Labouring to learn? Industrial training for slow learners <i>P. Atkinson, D. Shone and T. Rees</i>	3
2 Early education: multiracial primary school classrooms <i>C. Wright</i>	23
3 The magic of <i>Godspell</i> : the educational significance of a dramatic event <i>P. Woods</i>	55
4 Time and teachers' work: an analysis of the intensification thesis <i>A. Hargreaves</i>	75
Part 2: Quantitative examples	
5 Publish and be damned? The problems of comparing exam results in two Inner London schools <i>J. Gray</i>	99
6 Beyond league tables. How modern statistical methods can give a truer picture of the effects of schools <i>I. Schagen</i>	109
7 Estimating differences in the examination performances of secondary schools in six LEAs: a multi-level approach to school effectiveness <i>J. Gray, D. Jesson and N. Sime</i>	118

8	The quality of teaching in primary schools <i>R. Alexander, J. Rose and C. Woodhead</i>	141
Part 3: Critiques		
9	Failing to reason or failing to understand? <i>M. Donaldson</i>	163
10	An appraisal of 'Labouring to learn' <i>M. Hammersley</i>	171
11	Questioning ORACLE: an assessment of ORACLE's analysis of teachers' questions <i>J. Scarth and M. Hammersley</i>	184
12	Figuring out ethnic equity: a response to Troyna <i>R. Gomm</i>	199
13	Beware of wise men bearing gifts: a case study in the misuse of educational research <i>M. Hammersley and J. Scarth</i>	216
	<i>Index of Names</i>	227
	<i>Index of Subjects</i>	229