

Západočeská univerzita v Plzni

Fakulta filozofická

BAKALÁŘSKÁ PRÁCE

Plzeň 2017

Karolína Donátová

Západočeská univerzita v Plzni

Fakulta filozofická

BAKALÁŘSKÁ PRÁCE

**THE ORIGINS AND CURRENT ISSUES OF
COMPREHENSIVE EDUCATION IN BRITAIN**

Karolína Donátová

Plzeň 2017

Západočeská univerzita v Plzni

Fakulta filozofická

Katedra anglického jazyka a literatury

Studijní program Filologie

Studijní obor Cizí jazyky pro komerční praxi

Kombinace angličtina - francouzština

Bakalářská práce

**THE ORIGINS AND CURRENT ISSUES OF
COMPREHENSIVE EDUCATION IN BRITAIN**

Karolína Donátová

Vedoucí práce:

PhDr. Alice TIHELKOVÁ, Ph.D.

Katedra anglického jazyka a literatury

Fakulta filozofická Západočeské univerzity v Plzni

Plzeň 2017

Prohlašuji, že jsem práci zpracovala samostatně a použila jen uvedených pramenů a literatury.

Plzeň, srpen 2017

.....

Acknowledgement

I would like to express my thanks to my supervisor PhDr. Alice Tihelková, Ph.D, who supported me during my work on this thesis. I am sincerely thankful for her valuable advice, warm guidance and inexhaustible patience.

TABLE OF CONTENTS

1	INTRODUCTION	1
2	THEORETICAL PART.....	3
2.1	History of British education	3
2.2	Structure of school system in England	5
2.2.1	Pre-school education	5
2.2.2	Primary education	5
2.2.3	Secondary education	6
2.3	History of comprehensive schools.....	11
2.4	Original idea of comprehensive schools.....	13
2.5	What is 11-plus examination?	14
2.6	Catchment Area	15
2.7	Comprehensive education and social classes	16
2.7.1	Mixed-ability classes.....	17
2.7.2	Immigration's affect on comprehensive schools.....	18
2.7.3	Faith Comprehensive Schools.....	19
2.8	Current politics	19
3	PRACTICAL PART	21
3.1	Catchment Area	21
3.1.1	Fraudulent school applications.....	23
3.2	Social classes	24
3.2.1	Mixed ability classes	26
3.2.2	Faith comprehensive school	28
3.2.3	Immigration.....	30
3.3	Current politics	31
4	CONCLUSION.....	34
5	RÉSUMÉ	37
6	ABSTRACT.....	38
7	BIBLIOGRAPHY	39
7.1	English bibliography.....	39
7.2	Czech bibliography.....	39

7.3	Contributions in online journals	39
7.4	Electronic sources from internet.....	41
8	APPENDICES	49
8.1	Structure of school system in England	49
	49
8.2	Grammar schools	50
8.3	Catchment Area	51
8.4	Religion in the United Kingdom – Census 2011	52
8.5	Re-establishment of grammar schools.....	53

1 INTRODUCTION

The topic of the following bachelor thesis is concerned with the positive and negative impact different types of secondary schools have on social issues, looking at the most common secondary school models.

It was selected with respect to my experience of minimal awareness of British schooling and its issues among the Czech public of all generations, even though Britain struggles with problems in the educational system for decades.

The outset of problems is rooted within the social class system in the United Kingdom which is, in comparison with other European countries, considerably larger. The social class system, although less significant, lasts up to the present days. This thesis studies the reflection of social classes in education and how education is affected by it.

Debates about inequality in education on a national level are in Britain still very complex. First, they concentrated on the academic abilities of students and through time, new debates concerning class, gender and race emerged. There have been many changes under various governments' approaches which were based on their ideological stance, their view of the role of education in society and how it could be used to tackle inequality. As time passed, governments have widened their scope of control over educational practice and with this move, they have widened their influence from the structure of provision through to the curriculum, to the teaching methods and the management of schools.(29)

The thesis is divided into two main parts which are interlinked, and complement each other.

The theoretical part of the thesis attempts to outline a brief history of British education with additional focus on the history of comprehensive schools. This part will also portray how the school system works in England, its structure, what types of school are provided and what degrees of education students can achieve. It continues with an introduction and a description of chosen issues to the reader.

The practical part of the thesis is linked with theoretical part and studies previously mentioned aspects of the education system whilst seeking the answer to the question of whether the comprehensive school system succeeds in narrowing the gap between social classes, provides equal opportunities to all children and avoids early selection procedures.

The need to remain contemporary also reflects in literature; it is considered outdated and mostly irrelevant to use a source old from more than 10 years ago. This is due to many changes in education policy in the last few years and also indicates the accuteness of the topic. Because of debates with various opinions, the work is grounded predominantly in articles from newspapers while the stable facts are from books.

2 THEORETICAL PART

Before we begin to set out the chosen issues concerning comprehensive education in Britain, we make an attempt to outline a brief history of education in England, the structure of the school system and its original concept which plays a crucial role in the thesis.

2.1 History of British education

In Britain originally existed independent schools and faith schools based on religious denomination. With the passing of the Education Act in 1870 new forms of schools were accepted and a system of state education was created. From this moment, the binary system with faith schools and state schools came into existence and has lasted to this day.

From the beginning, the state schooling was organized by local areas with their school boards, which created a varied educational system. The National Board of Education was established in 1900 to provide better coordination. Local school boards were abolished in 1902 and their responsibilities were to be held by regional County Borough Councils in cooperation with the Board of Education.

In the same year, 1902, public secondary schools emerged. The inaccessibility of the secondary education was a significant problem for a large part of the population, and therefore, one of the most discussed issues by educational politicians during the first half of the 20th century. Up to that time the only secondary education had been provided solely for an extra fee.

Numerous social laws were passed during the end of the World War II as Great Britain's preparation for a post-war period. Among the others, the Education Act was approved in 1944 and the National Board of Education was cancelled and replaced by the Ministry of education (Rýdl 2003). The responsibility for education was divided between the state, local school offices – LEAs¹ and the schools themselves. With exception of faith education, the Butler Act, as the Education Act is also called, did not determine the

¹ “Local Education Authority: in the UK, the part of a local government that controls schools and colleges in a particular area” (Cambridge Dictionary undated).

contents and methods of education. Because of that, there was left a large space for the initiatives of the teachers, inner school reforms and for establishing the school's individual identity. The headmasters and the teachers had the opportunity to prepare their own curriculum and the way they would teach it. It meant deepening of decentralized model of the curriculum and a diverse system (Ježková et al. 2009, p.27).

With the passing of the Act, the existence of three types of secondary schools was envisioned – grammar schools for the most gifted and academically oriented students, secondary technical schools for the noticeable technical and scientific talented pupils and a secondary modern school for most of the students with more practical orientation (Ježková et al. 2009, p. 56). Two of the three school types were commonly combined into bi-lateral schools. Few years later, tri-lateral schools that combined all three types of schooling and created Comprehensive schools emerged. Because of the lack of technical schools a system with only two types of school was developed – grammar schools and secondary schools (Rýdl 2003).

This system worked only for a narrow group of talented students, but it was not favourable for the rest of very gifted pupils, who could not get to the grammar school for various reasons such as strong determination by social origin which is characteristic for the British society. The problem of selective schooling remains unsolved.

The Education Act of 1944 determined the face of the school system until the 1980s. Concerning the contents and conception of lectures, the state intervened into school's autonomy minimally. With growing economic difficulties of the Great Britain in 1960s and 1970s dissatisfaction with educational system grew among the citizens. (Ježková et al. 2009, p.28).

The examination at the age of 11 divided pupils into grammar school if they were more academically oriented or into more practical and less theoretically oriented secondary modern schools. Some of the LEAs abolished the 11+ examination during the 60s because of common dissatisfaction with these exams and created many aggregate "neighbourhood schools", which were open for all children. LEAs were forced to transform their secondary schools into aggregate schools by Educational Act in 1976, but

with the new Conservative government elected in 1979, this law was abolished. Due to the fact that not all LEAs put the law from the 1976 into practice, the significant differences between the types of the schools persisted to this day (Rýdl 2003).

2.2 Structure of school system in England²

2.2.1 Pre-school education

Pre-school education is not mandatory and is organized for children up to the age of 5. Pre-school education is divided into two cycles – the first cycle is for children between the ages of 3 and 4, and the second cycle covers the age group of 4 to 5. The vast majority of children go to state provided pre-school education which is free at the point of use. However, more affluent families have the choice to send their children to public schools which require termly fees. The main objective of pre-school education is to gain a base level of education and establish social skills with peers as opposed to family members (Váňová 1994, p. 81).

2.2.2 Primary education

Primary education is mandatory for all children between the ages of 5 to 11. States schools are divided into two levels - primary school and secondary school. Primary school divides into infant school for the children in the age group 5-8 years and junior school for the pupils in the age 8-11 years. Primary education is taught at multiple types of institutions – primary school, infant school, junior school, first school, middle school and independent school which is also known as a preparatory school and is paid for privately by the family themselves.

The main aim of primary education is to teach children basic skills and knowledge, such as counting, writing and reading and to prepare them for the further education on the secondary schools. School subjects, based on the curriculum, are divided

² See Appendix 8.1.

into basic subjects – core subjects which are Maths, English, Sciences and Foreign Languages and into the rest, which are optional subjects (Váňová 1994, p. 81-82).

2.2.3 Secondary education

To enrol in a secondary school, pupils do not have to undergo an entrance exam, but their admission is based on the student's academic results from primary school. Parents have the option to choose various institutions for their children based on a variety of factors such as the reputation of the school, proximity, ease of travel and catchment area. The attendance is mandatory for all pupils up to the age of 16, but it has become increasingly common for students finishing their secondary studies at the age of 18 (Váňová 1994, p. 82-83).

2.2.3.1 Grammar school

Students have the option to attend Grammar schools from the age of 11 to 16 and as the case may be, up to the age of 18. The main aim of grammar schools is to provide a high level of education and to prepare students for further education at universities (Ježková et al. 2009, p. 55-60). Admission is based on the 11+ examination of which only a minority of students pass and subsequently attend grammar schools. Only about 15% of the most successful students in this age group are able to enrol in grammar schools (Education Journal 2017, issue 297, p. 18-19).

2.2.3.2 Comprehensive school

The first secondary schools were established in Britain in the 1960's and 70s unifying the various education systems for the first time. They are designed for students from the age of 11 to 16 and potentially to the age of 18 years old. They are non-selective and open to everyone. Comprehensive schools were presupposed to increase the general level of erudition among the British students. The main differences from the other forms

of secondary schools are universal education and the student's choice of further specialization in the higher grades. The emphasis is put on individualization of the students and achieving high certification from as many accomplished subjects as possible (Váňová 1994, p. 82-83).

2.2.3.3 Independent school

Independent schools, or public schools, accept their students on the basis of results from an entrance exam at the age of 13 and finish their studies at the age of 16 or 18. These pupils often prepare for the examination at preparatory schools. The main differences from the other types of secondary schools are noticeably higher standards of education and therefore higher school fees paid by parents. Independent schools are not funded by the state, but the school has to meet certain requirements such as state curriculum, school inspections and set exams.

Institutions are often separated by sex - for girls or boys only and juveniles mostly live in halls of residence.

After finishing mandatory education at secondary school at the age of 16, students must make a choice about their future. Aside from starting an occupation, pupils have several options from which they can choose.

They can stay at their current school in the 6th form and study up to their 18 years in a technically oriented course and try to achieve a certificate of secondary education with a specialized orientation, which allows them to start a practice, proceed to the next level of specialized education or polytechnic schools.

Another option for the students is to attend colleges of further education and prepare themselves for a future occupation or they may acquire middle level technical qualification (Váňová 1994, p. 82-83).

Students can stay at their current school in the 6th form and continue in their studies and try to obtain A-Levels which would allow them to continue their studies at university level (Deakin 2009, p. 41-47).

2.2.3.4 General certificate of secondary education (GCSE)

General Certificate of Secondary Education or GCSE is a certificate of a general education at a secondary school which was set into validity in 1988. Pupils take exams at the age of 16. The main aim is to provide a positive comparison of the student's results. The exams have to be approved by the Qualifications and Curriculum Authority, QCA. GCSE examination is composed of various subjects and there are eight validation degrees A-G while the validations from A to C in at least five subjects are considered as successfully passed examination.

A-Level is a more advanced examination. Students normally choose three, but it can be two or four, main subjects and focus on passing them with extra preparatory work. A level subjects are chosen by pupils according to their future career orientation (Galvani 2010, p. 12).

2.2.3.5 Special schools

There are around 1500 Special schools in The United Kingdom which are organized for students with special needs with regard of their mental or physical disabilities. Whilst Special schools provide specialized education for the disabled, other types of schools also provide education for the disabled with the view of integrating disabled children into the ordinary classes. Great attention is also paid to the children of immigrant families and their English language preparation (Váňová 1994, p. 83).

2.2.3.6 Vocational education

After finishing their mandatory education at the age of 16, students can choose to continue their post compulsory education which is based on their previous educational results. They then decide whether to prepare for studies at university, polytechnics, or begin to prepare for their future occupation at further education systems which have multiple forms.

Vocational courses are a type of further education provided by secondary schools in the 6th grade. After graduating, students obtain a GCSE at A-Level with special orientation, which subsequently allows them to continue their studies at universities but primarily at polytechnics.

The primary model of delivery of vocational education are colleges of further education. Some of them are divided into advanced level and non-advanced level, which provide secondary specialized education and teaches students up to the age of 18. There are technical schools, commercial schools, art schools and agricultural schools.

Absolvents pass examination GCSE orientated towards specialized subjects, examinations are held by the ministries, professional organizations or examination for National Vocational Qualification – NVQ. NVQ examination has three levels – general, advanced and advanced supplementary level. Some of the universities and polytechnics consider advance supplementary level as equal to GCSE examination.

Courses geared to specific professions are widely spread, commonly organized by professional organizations, especially in managerial fields. Courses are orientated per their fields and for the level of the final examinations are responsible professional and guild organizations or relevant department ministries (Váňová 1994, p. 84).

2.2.3.7 Higher education

The oldest and best known universities in the United Kingdom are Oxford University and Cambridge University. These universities were founded in the 12th and the

beginning of the 13th century respectively as ecclesiastical institutions. Soon they broadened their educational scope by introducing faculties such as the faculties of law, medicine and the post gradual faculty of theology. During the second half of the 19th century, many new universities were established with specialization in technical and natural sciences. A binary system of higher education with autonomous education and state education appeared in 60s of the 20th century. The system of higher education concludes universities and polytechnics, higher levels of further education and pedagogic education (Váňová 1994, p. 84-85).

2.2.3.8 University

State funds 90% of university budgets, but does not control their activity and lectures and does not directly interfere in their affairs. There is a wide range of types of universities with about 150 main fields of study.

Admission to a university is possible after passing the entrance examination. In some fields, for example in faculty of law or medical science, there exists “numerus clausus” – limited capacity of students in certain domains. Procedures for admission to universities are not unified; there are differences not only between universities, but also between faculty and departments. Many universities consider examination results from the GCSE A-Level as sufficient qualifications to pursue university education at their institution.

The education is composed of three degrees – undergraduate studies which last for 3 to 4 years and after passing the final examination the student receives a Bachelor degree in their field of study, the postgraduate studies for 1 to 2 years with the acquisition of Master degree and doctoral studies for 2 to 3 years with Doctor degree. The system of titles and diplomas varies according to each university (Váňová 1994, p. 85).

2.2.3.9 Colleges of further education

Colleges of further education are orientated into various commercial or industrial fields. The aim of this is to prepare qualified workers directly for a practice on the highest level. The students may acquire Bachelor or Magisterial degree with the possibility to accomplish final works and postgraduate researches directly in their enterprises.

Forms of study may be full-time, sandwich courses, block courses, one-day courses and evening classes. Colleges often organize courses for the education of adults. The post-secondary education is organized by local school administrations, various voluntary associations, some colleges and departments of universities for extra-mural studies. A key coordinator is The National Institute of Adult Education (Váňová 1994, p. 85).

2.3 History of comprehensive schools

The phenomenon of Comprehensive Schools occurred throughout the world in the 1970s (Dorling 2015, p. 59). But the rise of the first predecessors of comprehensives after debates among politicians should be considered and notably took place during the post war years. They occurred in several large cities, such as London, which was under The Labour Party's control. The London School Plan, published in 1947, came with the intention to develop 11 to 18 year old's "all through" schools across the city. Between 1946 and 1949, eight interim 'experimental' London comprehensive schools were established and mostly built on sites damaged by wartime bombing (Crook 2013, p. 4-5).

Afterward, in the 1950s and 1960s, one of the main topics of debate in education was about the preservation of selective grammar schools, which had an entrance exam for prospective promising students at the age of 11. With the persuasive argument that the right of parental choice should be upheld and with sense of English tradition to conserve a selective system, the grammar school model persisted, but over time the number of comprehensive schools gradually increased and subsequently outstripped the number of grammar schools in the United Kingdom.

The Conservative government, under Prime Minister Harold MacMillan and subsequently under Prime Minister Alec Douglas-Home, announced the intention of devolving the policy of reorganizing into comprehensive schools to the local authorities in 1970s to balance local and national interests. The number of comprehensive schools increased, so the comprehensive principle became dominant among most of the state-maintained secondary schools and the number of pupils attending independent private schools was around 5% to 6% of the school going population.

The Prime Minister Margaret Thatcher and her Conservative government placed great emphasis on management efficiency; they increasingly urged to decentralize curriculum and to streamline procedures of a student's evaluation. The decentralization became so extreme that the curriculum was comprised of teacher's professional judgment and unified informally through teacher training, publicized curriculum projects, textbook choices and through syllabus of public examination.

Throughout the 1970s and 1980s, central pressure emerged concerning curriculum improvement and in addition, influential publications proposed a national standardization of the curriculum. Resolutions to the issue were implemented reforms to the examinations and certification system, rationalization of the system and changes regarding standardized assessment procedures (Lawson et al., 2017).

The Education Reform Act 1988 is considered as a milestone in the British education system. The legislation brought reforms that allowed both primary and secondary schools to opt out of local authority control and be funded by central government instead (www.parliament.uk, undated). In practice, this change would have meant to shift power from the local authorities' to the central government and led to the creation of a 'market' where state schools would compete for 'customers'. Therefore the Act also increased schools' governing boards' power, so they managed their finances with extra focus on value of money and concentrated on their efficiency, which is significant for a free-market. Furthermore, this system has also led to the development of relationships between schools and parents where parents are considered consumers within the education system, as they can choose an education for their children. Additionally, the Act reinforced

the importance of a schools' success as a tool to inform a parent's choice, so each school is obliged to publicly provide information about their pupils' results (Parentocracy undated).

Legislation from 1991, the introduction of the Parent's Charter identified parent's responsibilities and rights and was an important factor for school's improvement and effectiveness. By 1994, every school was forced by law to encourage parental involvement as a way of improving school standards (Parentocracy undated).

According to school law introduced in 2005, every school in England is obliged to openly publish their full profile to help parents in choosing the right institution for their children. This profile has to contain for example information about curriculum, examinations and tests, observance of the discipline policy, school uniform as well as homework and special educational needs (Ježková et al. 2009, p. 145-6).

2.4 Original idea of comprehensive schools

A Comprehensive school is a secondary school offering the curricula of a grammar school, a technical school, and a secondary modern school with no division into separate compartments. There is an applied ability grouping system known as "tracking" when pupils are placed in A, B, or C "streams" according to their academic aptitudes and abilities.

The main purpose of the system is to democratize education, to avoid early selection procedures, such as 11-plus examinations, and especially to provide equal opportunity for all children (Shamsul et al., 2017).

Ken Boston, executive director of Qualification and Curriculum Authority³ stated these aims regarding education in Great Britain: "English schools seek to prepare every young person for life as well as possible, to recognize and maximize potential and performance of every student as an individual, to overcome social groups' differences of

³ "QCA was responsible for maintaining and developing the national curriculum and associated assessments, tests and examinations; and accredited and monitored qualifications in colleges and at work. Qualifications and Curriculum Authority was replaced by Ofqual and Qualifications and Curriculum Development Agency in April 2010" (GOV.UK undated).

our society – ethnic, religious, social, economic, regional and also differences arising in consequence of handicap and further to support long-term economic security of the nation and its citizens.” (Ježková et al. 2009, p. 80-81).

2.5 What is 11-plus examination?

The 11-plus examination is a general test of intelligence led by the British government and is held to determine the most academically oriented children at the ages of 10 to 11 in Year 6, which is the final year of primary school education. Around the top 15% of the successful pupils are allowed to enroll in Grammar schools and follow more advanced lectures while the remaining 85% divide into other state schools with the less demanding education. These days, only around 163 Grammar schools⁴ exist in England for which there is still quite a big demand among British parents (politics.co.uk, undated).

Before comprehensive schools, the “rejected” students who did not pass the test to get to grammar school ended up in the secondary modern schools⁵ (Dorling 2011, p. 59).

The method of 11-plus testing was after some time of practice considered by many as unreliable and the age of sorting, which could have life-lasting consequences, too young. The public found this method of examination as infringing upon ideas of social justice and inhibiting the aim of providing equal opportunity for all (Brighouse 2002, p. 2).

To become enrolled, it is crucial for students to prepare themselves for the examination. The paid extra tutoring sometimes utilize therefore puts children from poorer families at a disadvantage (Sir Tailor Master Tutor 2015). According to the spokesman of the S’ir Tailor Company which focuses on preparation of pupils for the 11-plus exam, the impact of extra tuition before testing makes a significant difference on the results. He admitted to the fact that it is necessary to pay for a specialized tutor for children to succeed in testing or it is indispensable for parents to prepare their children for such specific testing

⁴ See Appendix 8.2.

⁵ Secondary modern schools no longer exist. Pupils enrolling at this institution could not or did not desire to study on grammar or technical schools. After finishing the secondary education, these students were more likely to go to work or continue their education at specialized schools where were therefore practical subjects aside academically oriented subjects. (Váňová et al. 1994, p. 82)

by themselves. Either way the family must invest considerable finances or time and effort to teach child how to properly respond to the test. By taking this fact into consideration, the question of fairness emerges; socially weaker parents are less likely capable of providing such demands to their children (Sir Tailor Master Tutor 2015).

2.6 Catchment Area

One of the original ideas defining comprehensive schools is also the connection of an institution with its local area. All students should come from the surrounding area and continue their education at a secondary school the same way they were used to at a primary school. The school would then reflect the local culture with the curriculum. This strong belief was practiced especially in densely populated large towns and cities with many schools (Brighouse 2002, p. 2-3). Pupil directing remained in place until the Education Act 1988 where the notion of parental preference was introduced (John 1990).

Comprehensive schools fall within Local education authority and have relative autonomy in admissions. In the case of oversubscription, students' enrolment is based on multiple criteria as may be older sibling already attending the school, the distance from home to school, ease of access by public transport, medical or social grounds, transfer from feeder primary school and especially on catchment area (Leech and Campos 2003, p. 2). The vast majority of LEAs primarily employ admission based on the last option and any academic criteria is rarely used (Braconier 2012, p. 26).

School results in GCSE examinations are commonly taken as a measure of a school's quality and effectiveness. Although the information does not have to give evidence concerning all aspects defining quality of education at specific institution, results of examinations which are publicly provided by schools are an important factor in a parent's choice of school for their children. Those comprehensive schools with above average results are easily oversubscribed and therefore this situation creates an incentive for families to circumvent this limitation by moving house to a certain area in order to obtain a place for their children (Leech and Campos 2003, p. 3).

Before the installation of comprehensive schools, students and their parents had fewer options; to pay high fees for a public school, to undergo and succeed in 11-plus examination to become enrolled in a grammar school or to attend less academically oriented secondary modern schools and specialized academies.

More affluent parents would have used money to ensure a place for their children in public schools. Today, although some of them believe in the original idea of comprehensive school, the practice is dissimilar. To secure a place for a child in an above-average comprehensive school, families are pushed by the system to acquire new housing within certain catchment areas, also called a “hotspot”.

Taking into consideration the fact that parents often pay extra money of up to 30% of the original price for a house in a catchment area than they would invest for the same piece of real estate in a different location, the whole idea of comprehensive education and helping out disadvantaged families may be labelled as ambiguous (Pepinster 1996).

2.7 Comprehensive education and social classes

Education in general can be sorted into seven types of schools, both state maintained and independent. Some of them are considered as better ‘plus’ and some of them as worse ‘minus’ according to their evaluation. From the super selective grammar schools for the top 10% of the performance range in results of 11plus test down through the ordinary grammar schools, comprehensive ‘plus’ schools, ordinary comprehensive schools to comprehensive ‘minus’ schools, secondary modern schools to end up with secondary modern ‘minus’ schools with the worst results (Brighouse 2002).

Children from families with the same characteristics of education and wealth are predominantly educated with other students of the same social background and in the same institution. As a consequence, pupils coming from destitute families are found in one institution which tends to be of lower quality, while the more affluent students are more likely to be concentrated in another school of better value (Coldron et al. 2010, p. 19-39).

Middle-class parents often strive to get their children into grammar schools or into well valued comprehensive school. They often consider the social background of other students while choosing the right institution for their children. With this approach, parents create an incentive for places in the “best” schools with the highest test results and therefore, with students from middle-class families. The parents often pay special tutors to prepare their children for 11-plus examinations to help them to get enrolled in grammar school or purchase housing within the catchment area of the desired school (Hirsch 2001, p. 33-34). Parents from disadvantaged backgrounds, on the other hand, do their best to provide basic care for their children and are mostly powerless when faced with such competition from parents with far greater ability to afford extra tuition (Waterman 2016, p. 20-21).

Furthermore, children living in disadvantaged areas do not intellectually benefit as much as those who come from better-off families. The home environment tend to be less stimulating for various reasons and this fact is also reflected in their after school activities, which are in comparison with “better” areas are of inferior quality. (Braconier 2012, p. 24).

Another problem concerning many schools is staffing; supply is especially inadequate and the quality of teachers often differs according to the type of school or area. Institutions which achieve high results at GCSE and the sufficiency of applicants tend to be more attractive for lecturers and therefore those schools have less difficulty with hiring new employees (Brighouse 2002).

2.7.1 Mixed-ability classes

There has been debate over whether to apply mixed-ability system of lecturing, setting system, or streaming system since the 1960s (O’Connell 2013). Through more than 50 years were all the systems experienced in practice during which have been uncovered its pros and cons.

A setting and streaming system, where the pupils are selected according to their abilities in one concrete or all subjects, are favoured mainly by parents whose children fall

within this category of students. It is widely believed, that this group would achieve the highest positive stimulus and would not be slowed down by the less able or disinterested students. However, parents often admit it may be perceived as unfair and degrading for the other pupils.

A Mixed-ability system, on the contrary, integrates students of all abilities. Many argue that gifted children do not receive as much attention or stimulus as they would obtain in a setting or streaming system, also the teacher is primarily preoccupied with students who need their help/attention the most. These students then do not reach as high a level of education as needed for their future. On the other hand, not only it is more fair for all pupils and has more social benefits, but also more fruitful for slower pupils who obtain an opportunity to learn from the more gifted students (O'Connell 2013).

2.7.2 Immigration's affect on comprehensive schools

Local education authorities (LEAs) of England are duty bound by law to ensure accessible education to all children within schooling age who live within their territory. Education should be provided in accordance with the student's age, abilities, skills and with all special needs if necessary. (Ježková et al. 2009, p. 161) Authorities have begun to struggle with balancing the continuing trend of immigration, which has put perceptible pressure on public services, among others, on schools in urban areas, such as large British cities, especially in some parts of London where second generation migrant children are numerous, sometimes accounting for as much as three quarters of the enrolling students (Graham 2014).

The increasing number of migrated children of schooling age makes it harder for parents of all backgrounds to find school places for their children of the desired standard (Ross 2016). Furthermore, foreign students often struggle with language barriers and although there is often help provided from local government and especially from teachers, it is difficult for lecturers to accommodate their insufficient English in accordance with the curriculum.

2.7.3 Faith Comprehensive Schools

Churches have considerable influence within the education industry with many schools in their ownership (Ježková et al. 2009 p. 36). There are approximately 500 faith schools in England which accounts for 17% of all maintained secondary schools. The main churchgoing population of England consists of the Church of England and of the Roman Catholic denominations. (Coldron et al. 2010, p. 23-24).

According to research published by the Sutton Trust⁶, faith comprehensive schools⁴ account for a higher band of GCSE grades and they are significantly more socially selective than other average state school in England (Education Journal 2017, issue 297, p. 18-19). Those institutions have more subscription criteria than other types of secondary schools in general (Coldron et al. 2010, p. 24). Admission into faith comprehensive schools is based not only on catchment area, but primarily on students⁴ and families⁴ faith.

Families which are not religious but live within the catchment area of a faith school do not have many choices. There have been many cases where desperate parents have bent the rules or broken the law to secure places for their children. It has been commonly known that parents are customarily pretending to practice the religion only to secure places for their children in a Comprehensive faith school with above-average results. Even though extra obstacles make it more difficult for parents, church schools are oversubscribed and their religious admission criteria are becoming still more strict and demanding (Henry 2013).

2.8 Current politics

“For too long we have tolerated a system that contains an arbitrary rule preventing selective schools from being established – sacrificing children’s potential because of

⁶ “The Sutton Trust is a do tank. We commission regular research to influence policy and to inform our programs to improve social mobility through education. Link to our latest news and research from the carousel.” (The Sutton Trust undated).

dogma and ideology. The truth is that we already have selection in our school system – and its selection by house price, selection by wealth. That is simply unfair.” (Walker et al. 2016).

From proclamation of the Prime Minister, Theresa May, there is an evident urgency to find a solution of matters concerning families moving house to provide better education for their children. In other words, the Prime Minister questioned the efficiency of the current educational system in the Great Britain and especially admission indirectly based on the wealth of any given family.

After her election in July 2016, the Prime Minister brought, among other proposals, an idea for ending the ban on the creation of new grammar schools which is has been in place since 1998 (Walker et al. 2016). With her approach, she set off a debate whether or not end the ban which would directly affect comprehensive education. The politicians divided into two main ideological groups from which one is in favour of ending the grammar schools’ ban while the other sees the future in leaving comprehensive schools the way they are and rather quest for new solutions in order to improve their contemporary state.

3 PRACTICAL PART

In every chapter, we will focus on heterogeneous perceptions of the issues with diverse facts and opinions of institutions and individuals, both in head positions and ordinary people, who evaluate the situation from their aspects. Based on their statements, the thesis will attempt to assess whether the hypothesis of the thesis is confirmed or disproved.

Theoretical part provided us information that comprehensive type of schools was installed in Great Britain to lower or erase big differences between social classes and to get adequate education and opportunities for all children. This made me to set a hypothesis, that comprehensive schools have not succeeded in narrowing the social gap as was originally intended, it has not fully avoided early selection procedures and have not succeed in overcoming social groups' differences.

3.1 Catchment Area⁷

Some parents admit that although they believe in comprehensive schooling in theory, they want to have secured a place for their children in an above-average state school through buying their home's location to increase their chance of their child's admission to school (Pepinster 1996).

Researchers from Centre for Economic Performance has brought evidence of a direct link between catchment areas and house prices in their studies. Before their research, it was only widely spread hearsay among the public.

As an established fact, it has a significant impact on education policy containing measures which improve disadvantaged children's access to well-valued schools (Gibbons 2012). The link between the place of living and the quality of education is also supported by results of The Social Market Foundation. The company has examined test results of two generations; one of them was born in 1970 and the other in 2000. The results showed up that the differences between regions have become significantly greater through the

⁷ See Appendix 8.3.

years and the place of living has gained much higher influence of children's quality of education and future in general (Coughlan 2016).

Because of The Great Recession⁸ lasting from 2007 to 2009, the request for state schools increased by 50 percent (McGhie 2014). Moreover, Ofsted⁹ inspections carried out in recent years pointed out that many comprehensive schools have significantly improved. As a consequence, locations in those school catchment area became demanded by many and the problem of house prices has worsened in relation to the quality of schools. The incentive for places at high achieving schools has escalated so substantially that there can be found extreme cases when catchment area is only 300 metres from the school's fences.

As a result of that, estate agents employed in such areas advise parents to move in advance. It is highly recommended to alert and familiarize the agent with the plan one or two years before the child starts attending the chosen institution so they would take interested takers into account. This precaution would raise the chances of potential candidates to get in the forefront of a "queue" (Norwood 2016).

Estate agents of desired locations can relate to Tommy de Mallet Morgans, who is in charge of a branch of Savills¹⁰ estate agents in Guildford, Surrey who said: "Buyers come to us with a range of demands to get their ideal home. They want to be away from the roar of traffic, from pylons and railways lines. But they want to be near a good road and a good school. The trouble is that there are lots of parents chasing such houses, but not enough of these houses coming on the market. When people buy a house like this, they stay in it for some time." (Pepinster 1996).

Parents prepared to secure their children's future are often forced to make the financial sacrifices to be in a desirable catchment area and it does not always end only

⁸ "The Great Recession is a term that represents the sharp decline in economic activity during the late 2000s, which is generally considered the largest downturn since the Great Depression. The term "Great Recession" applies to both the U.S. recession, officially lasting from December 2007 to June 2009, and the ensuing global recession in 2009. The economic slump began when the U.S. housing market went from boom to bust and large amounts of mortgage-backed securities and derivatives lost significant value." (The Great Recession undated).

⁹ "Ofsted is the Office for Standards in Education, Children's Services and Skills. They inspect and regulate services that care for children and young people, and services providing education and skills for learners of all ages. Ofsted is a non-ministerial department." (Ofsted undated).

¹⁰ "Savills plc is a global real estate services provider listed on the London Stock Exchange." (Savills undated).

with planning and seeking real estate years before the real moving. Miguel Sard, Santander's¹¹ director of mortgages, says that in one in six moving families there is at least one of the parents who changes their job (Norwood 2016).

Surprisingly, the website Good Schools Guide¹² in cooperation with Savills worked out a list of desired or recommended schools in 2014. They found out there have been well performing state secondary schools where the prices of real estates in catchment areas have not affected yet affluent middle-class families. It is mostly due to the increasing empathies on supporting schools in disadvantaged locations. Nowadays, there are some parents who are considering to move into those areas which are poorer but include prospective comprehensive schools (McGhie 2014).

Furthermore, according to the research made by Sutton Trust in 2017, more than 8 in 10 schools admit less poor pupils than they should take. Sir Peter Lampl, the chairman of the company, believes that being enrolled at a high attaining school is a key how to get on in life; however, it depends on student parents' income and whether they have extra money to buy a house in the catchment area. That is why Sutton Trust came with an idea of ballots for school places among all applicants to achieve a greater mix of pupils from all social backgrounds (Davidson 2017).

3.1.1 Fraudulent school applications

The vast majority of parents, approximately 1 in 6 families, fail to get their child into the secondary school of their choice, which makes almost 90, 000 disappointed applicants per year.

Occasionally, desperate parents end up breaking the law by forging important information while inscribing their children into admissions. Unrevealed and accepted fraudulent applications push other students, who meet all school's requirements for enrolment, back in an imaginary queue and may destroy their chances (Garner 2010).

¹¹ Santander UK plc. is a bank operating in the United Kingdom. (Santander undated).

¹² "The Good Schools Guide is the number one trusted guide to schools in the UK, helping parents in every aspect of choosing the best education for their children." (The Good Schools Guide undated).

Subsequently, the suspicious school applications are investigated. Those investigators check verity of addresses which are often intentionally exchanged with their grandparents' who bear the same surname. Then, there are many cases of friends switching their houses or families simply renting houses in the area. There is only one applied sanction for fraudulent applications - exclusion from concrete school. That is why many parents do not hesitate to "play the system" (Hough et al. 2010).

Michael Gove, the Conservatives' schools spokesman, summarized the whole situation in the following words: "Too many parents don't get the schools they want. The reality is that it is only the rich who can guarantee the kind of education they want for their children, either by going private or by paying for a mortgage in the right catchment area." (Hough et al. 2010).

In other words, the British system of education works only on more affluent families, while the disadvantaged families are forced to make significant arrangements and "find their way" to get desired school place.

3.2 Social classes

In the United Kingdom, there are large gaps between social classes which have been partly preserved from the history to these days. Although changes in the government have taken place in last decades, the class differences are significant and persist (Sher et al. 2015).

According to a survey made by the Organisation for Economic Co-operation and Development's¹³ Programme for International Student Assessment¹⁴, the difference that social background makes to a student's performance in Britain is much greater than it is in the results of the same tests which were taken in other Anglophone countries (Australia,

¹³ "The Organisation for Economic Co-operation and Development (OECD) is a group of 34 member countries that discuss and develop economic and social policy. OECD members are democratic countries that support free market economies." (Investopedia undated).

¹⁴ "The Programme for International Student Assessment (PISA) is a triennial international survey which aims to evaluate education systems worldwide by testing the skills and knowledge of 15-year-old students." (What is PISA? Undated).

Canada, Ireland and New Zealand). Free-market supporters pictured that parental choice would help to reduce the differences between social classes and disadvantaged parents would no longer be forced to send their children to institutions which offer them worse services. The parental choice puts new pressure not only on families and their children, but also on comprehensive schools to perform well (Hirsch 2001).

The schools are obliged to make public tests and exam results in pursuit of the best results, but in reality, it is not the main criterion among public. In class-conscious Britain, parents are rather interested in the fact who else attends school, so they often choose an institution according to the social qualities. Parents, whose choice is based on knowledge of other students' social background, are often blamed for snobbery, but they have a reason to do it because it has been proved that social background of other students improves an academic chances for children in their further studies. Middle-class families seek comprehensive schools which are concentrated on children from the same social class (Hirsch 2001).

In British education system there is not a sufficient amount of places for all pupils to be enrolled in the over-average valued comprehensive schools. Those institutions are actively searched by middle-class pushy parents who create great pressure for the places. This practice supports the polarization of educational outcomes and contributes to a separation of students and to a spreading gap between British social classes.

Chris Waterman, Director of the Association of Directors of Children's Services (The college of teachers 2017), uses a strong word "colonise" to describe current situation of middle class parents who do their best to get their children into grammar schools with substantial help of private tutors. They buy a house in a catchment areas of the best comprehensive schools or directly pay fees for public schools, but it regularly causes them difficulties. On the other hand, Mr Waterman says that "The poor try to make sure their children have had enough breakfast and are ready to learn" (Waterman 2016). As a consequence of this fact, disadvantaged families have a minimal chance to compete with them.

On the contrary, there are also positive changes concerning state's financial division of grants for secondary schools in the United Kingdom. In 1997, the state's expenses per pupil attending state school was five times lower than expenses per pupil attending public school. As mentioned above, in the last ten years noticeably helped the targeting and funding schools in more deprived districts and improved level of those schools' quality (Sher et al. 2015).

Finally, it is important to bear in mind that it is possible not only to level down , but equally move up by parental choice and therefore the comprehensive school system can, in this question, be beneficial for lower classes of class-conscious Britain (Hirsch 2001).

3.2.1 Mixed ability classes

The debate whether to apply mixed ability system, setting or streaming is not new. Setting and streaming was popular back in the 1960s, but the introduction of new tendencies - putting more emphasis on a child-centered approach, set them back. Late in 1997, the then Department for Education and Employment supported setting and streaming again and recommended schools to consider an implementation of classes based on the student's ability for their belief that this action would raise standards of education (O'Connell 2013).

In recent years, there has been monitored decline in the use of setting and streaming system and these days, more than half of secondary school students are being taught in mixed ability classes (Paton 2012). Naturally, opposing opinions have had emerged both supporting and criticizing.

Chris McGovern, a former head teacher and chairman of the Campaign for Real Education¹⁵, supported separation of students according to their ability while saying: "Teachers cannot properly cater for children who are destined for Oxford and Cambridge at the same time as others who can barely read or write. It is blindingly obvious that if you teach these children together it is not going to be very effective." (Paton 2012).

¹⁵ "The Campaign for Real Education was formed in 1987 to press for higher standards and more parental choice in state education. It is not affiliated to any political party and is funded entirely by voluntary donations." (The Campaign for Real Education undated).

Chapter 'Meet the pupils' of a book *It's Your Time You're wasting* authored by a teacher writing under the pseudonym of Frank Chalk, who experienced mixed-class ability comprehensive school in a disadvantaged area, serves as a support of Mr McGovern's proclamation.

"Of course, both groups also hold back everyone else. Teachers (against their will and better judgement, in the majority of cases) spend half their lessons dealing with the kids with Special Needs and the kids who can't behave, while having to ignore the pleasant, well-behaved ones, who actually want to learn but who sit there quietly being ignored, with their hands up, as their life-chances slowly ebb away." (Chalk 2006, p.42).

In other words, more gifted or studious pupils do not get as much study stimulus as needed and especially not from comprehensive schools situated in disadvantaged areas. Those children wait for their peers to understand the lesson and often help lecturers with guiding the less able pupils to their own detriment. On top of everything, teachers often solve incidents with troubled children which also take great amount of precious time (Chalk 2006, p.38-46).

The same view of the situation is held by Ofsted, Sir Michael Wilsham, who called mixed-ability classes as a "curse" for bright pupils. According to him, those students are failed by deficient teaching methods and do not reach pupils' potential. Thus he supports separated classes according to student's ability. He says that Ofsted cannot make schools to implement setting or streaming system, but it is believed, that the headmasters would rethink their mixed-ability system for a threat of worse results in future inspections. Inspections promised to be more critical to institutions that do not divide students into high and low achievers (Harris 2012).

In addition, while using the setting system, it is more likely from teachers' part not to expect from lower-ranking classes as high study results as from the other high-achieving ones. With such approach, it was proved that the gap between groups of pupils would only widen (O'Connell 2013).

On the contrary, studies found out that mix-ability grouping was preferable in the question of fairness and for its other social benefits. Additionally, the schools' vision of

students' greater educational gain in setting or streaming system was not supported by the figures and it is most likely that lower ability students profit the most while watching and teaching themselves from the other pupils (O'Connell 2013).

3.2.2 Faith comprehensive school

In England is approximately 500 faith schools which makes 17% of all maintained secondary schools (Coldron et al. 2010, p. 23) including 17 of the best 20 schools from chart (Paton 2013). There are many religions in the United Kingdom; mostly Islam, Hinduism, Judaism and Sikhism, but dominant part of believers comprises Christians (Ježková et al. 2009, p. 36). During census in 2011¹⁶, 59,5% of English citizens registered themselves as Christians (Christianity in the UK undated). The churchgoing population in general and especially the Church of England predominantly comprise well-educated and middle class families (Coldron et al. 2010, p. 23).

Faith comprehensive schools have excessively complicated admission system favouring the middle class and apply more over subscription criteria in general which may be potentially discriminatory (Paton 2013). The most significant difference is a religious commitment required not only from the applying pupils, but also from their close relatives. Religious devotion of the whole family is often verified by reference from a priest – which is likely in favour to those parents who have more resources and time to demonstrate it in local Church community (Coldron et al. 2010, p. 23-24). For example in leading Roman Catholic boy's comprehensive which was criticised for prioritising students whose parents actively participate in service to their local church for at least 3 years. Their service consists of flower arranging, serving at the altar, reading a lesson or singing in the choir (Paton 2013).

There is also evidence that religious schools more often select covertly by social background and omit to prioritize children with special needs in comparison with other types of schools (Coldron et al. 2010, p. 24). Average state schools accept 17% of disadvantaged students whilst average faith comprehensive schools accept only 9%. One

¹⁶ See Appendix 8.4.

of the main argued reason is the fact that most faith schools serve areas with lower numbers of impoverished pupils (Education Journal 2017, issue 297). Chart results of faith comprehensive secondary St Mary Redcliffe and Temple in Bristol school support proclamation above with only about 8% accepted pupils from poor families despite the fact that half of the children living in its catchment area comes from deprived households (Paton 2013).

Some leading faith schools are believed to have received as many as 10 applications for every place, there is no surprise then, that parents use desperate tactics to get their children in leading faith comprehensive schools to provide them with decent education. As mentioned above, they often circumvent the rules, bend them or even break the law (Henry 2013).

According to Andrew Penman the author of a book *School Daze: My Search for a Decent State Secondary School*, parents without religion living in a catchment area of a faith school go to churches only to obtain a place at school using religion as a criteria. He describes his observation as follows: “I didn’t choose the selection criteria that meant that half the places were reserved for churchgoers,” and continues saying, “In effect, it is discriminating against local families who do not follow this particular brand of religion” (Henry 2013).

In addition, even worse situation comes to parents without religion. There is an infinitesimal probability their children will be accepted to faith schools even though they live in a catchment area. Many of them therefore go to church and pretend their belief only to secure a place for them.

Another desperate mother describes her situation while saying: “We’re not religious, so we can’t apply to the other two schools. We don’t have much choice, really. We either do nothing and end up driving miles to the allocated school or get a flat nearer the school.” (Henry 2013).

Faith school defenders and faith leaders on the other hand, argue that admission in this case should be secured primarily for true believers. What’s more, the Archbishop of Westminster accused opponents of spreading divisive tendencies among communities and

pointed out belief that every parent has the human right to choose faith-based school for their children (Paton 2013).

3.2.3 Immigration

Official figures show dramatic rise of children from European immigrant families, which causes a "huge and unsustainable pressure" on the school system. This perceptible impact on class places the British government had not revealed until 2016 (Ross 2016).

Paragraphs from a book *I'm a teacher, get me out of here* written by Francis Gilbert, who experienced comprehensive education situated in disadvantaged area full of immigrated children and shared his perceptions and stories gained through years of his teaching, can serve as an example; "I had never seen a school quite like Truss before. I had never walked down school corridors and seen so many brown and black and yellow faces surging towards me. I had never heard so many foreign languages being spoken before. I had never learnt so much about the disparate parts of the globe: Bangladesh, Pakistan India, Turkey, Somalia, Afghanistan, Yemen, Mauritius, Sri Lanka. I had had no idea that one classroom could contain so many disparate cultures and outlooks." (Gilbert 2004, p.53).

One of the leading problem is the language barrier of new arrivals who often do not fully understand English. Those teachers have to help the strugglers separately, which also requires more time and higher school expenses.

"For most of my timetable I was a support teacher helping students with English as a second language to take part in normal English lessons; the deal was that the actual English teacher stayed up front and I sat at the back and worked with the strugglers." (Gilbert 2004, p.54).

Furthermore, schools need to make capacity prospects and plans which are likely upset by unexpected immigrated children who are, in addition, difficult to classify into

appropriate class for dissimilar foreign study plans from the schools of their origin. (Ježková et al. 2009, p. 158-159).

Alarmingly, in 2015, the biggest rise of immigrating school-aged children from Europe was registered with increasing number from 565,000 up to 699,000. In addition, projections showed high competition for primary school places, which will in long term affect secondary school places as the immigrant children will age up through the education system (Migration Watch UK 2015). Oppressive situation supported various researches which agreed on a number of 123,000 children who migrated into the United Kingdom in the past 10 years (Ross 2016).

In 2016, the topic rose to the surface during campaign concerning Brexit. The British government revealed how immigration has had truly impacted education system in recent years. Fears were supported by research showing that school-aged immigrants from Europe reached a record of 25,000 pupils in one year, who would theoretically need 27 new secondary state schools to provide places for all of them. As a safety measure, local councils made an effort to keep the classes in norm and provided places primarily for children of their communities (Ross 2016).

The referendum was held in 23 June 2016 to find out whether to leave or stay in the European Union. The voting resulted into favour of leaving the EU and became publicly known as Brexit (combination of words Britain and Exit). In order to achieve Britain's smooth transition, sequential meeting concerning the following steps are held. Therefore the real impact will be experienced after the fixed date of Britain's actual exit in 29 March 2019 (Hunt et al. 2017).

Therefore, whilst politicians are debating on the issue of comprehensive schools, they themselves never actually attended one whilst they were of school age.

3.3 Current politics

British Prime Minister Theresa May disapproves current situation of the comprehensive school system and therefore proposed re-establishment of grammar

schools which should differ in many aspects from the ones in use before their ban in 1998. Regulation would allow to open new selective schools and existing schools would be able to choose whether to become grammar schools (Walker et al. 2016).

Prime minister's speech to the British Academy, presented in July 2016, sketched her vision of grammar schools re-establishment policy¹⁷. She claimed that grammar schools are hugely popular with parents and they are also beneficial for students attending them. She promised that ending the ban will not lead to the binary system, a bogey for many parents, as it used to be in the past and added that it is senseless to refuse families their right to have new selective schools in an area where they want them.

Secondly, she described newly established grammar schools as a system in which students will have significantly greater freedom in changing the type of secondary schools.. It should be possible to be enrolled not only in age of 11, but also in ages 14 and 16. She then continued by stating that every child should have access to a good school place and that Britain's education system has to support ordinary working class families.

Certainly, Theresa May's proposition to establish new grammar schools seems to many, among them to head people with insight into the situation, as a non solving step. Furthermore, they believe that the introduction of new grammar schools would wreck successfully applied policies which are currently helping with many schools' improvement. Subsequently, it would weaken neighbouring schools that would be turned into secondary moderns. Finally, the outcome of the whole situation would be, according to them, more unfavourable for working class families because of the greater lack of available well-valued places for pupils (Education Journal 2016, issue 278, p. 6-11).

For example, General Secretary of the National Union of Teachers claims that there are other issues that should be primarily improved for better education: "Schools across the country are crying out for sufficient funding and instead of addressing this as urgent priority, the Secretary of State is fiddling around with secret plans for a return to a two-tier education system in which 90% of children will attend what are in effect secondary modern schools." (Pells 2017a).

¹⁷ See Appendix 8.5.

Comprehensive schools would be then perceived even more as the second-best. It would cause difficulties in recruiting highly qualified teachers which is already hard for some comprehensives because they would rather be employed in grammar schools which would be seen as a high status job (Withnall 2016).

The Departing chief inspector of schools, Sir Michael Wishaw, the head of Ofsted claims that not only new grammar schools would lower standards of education for the majority of children but would also function as “socially divisive” policy; “You can call it what you like..., but people will know that the most academic children are not going there.”

Subsequently, Sir Michael Wishaw adds advice to find good devotees who can lead systematic change in education rather than establishing new grammar schools (Helm 2016).

Further steps of this issue had been postponed after the Queen’s speech in June 2017 when Her Majesty said that she will look at all opportunities for new schools, moving forward, but no concrete action, further vision or plan concerning ending the ban of grammar schools had been stated (Pells 2017b).

While political discussions concerning secondary education, the public point out the controversial issue regarding politicians who have the power to make decisions about comprehensive schools and who, by themselves, in every case attended state-funded grammar school. There is only one senior politician, Education Secretary Justine Greening, who attended a comprehensive school (Harding 2016). Therefore, whilst politicians are debating on the issue of comprehensive schools, they themselves never actually attended one whilst they were of school age.

4 CONCLUSION

On the basis of the above mentioned facts, it is possible to evaluate whether the hypothesis was proved or disproved and whether the bachelor thesis, therefore, fulfilled its purpose.

Initially, it was planned to gather sources from both positive and negative points of view on the constituent topics. However, during writing, I found that negative information frequently prevailed and therefore, the thesis may give the impression of being overly negative, which was not intended. This factor can also serve as supporting proof of the hypothesis.

After providing concluding remarks to every practical chapter of, we will attempt to evaluate the overall result.

The importance of housing in certain catchment areas had become an increasingly important factor when planning the installation of comprehensive schools. The Great Recession negatively supported the problem of rising house prices in desired catchment areas around well-valued institutions which, all the more so, are affordable only for middle-class families. Those families, who manage to pay for the required housing, need to be prepared to spare not only the extra sum of money, but also make personal sacrifices. Much has not changed with the installation of comprehensive schools with regards to financially disadvantaged families, who are not capable of coping with more affluent ones. Middle-class families buy new housing in the catchment area in well-valued comprehensives instead of paying fees for public schools as it used to be.

The issue of numerous fraudulent applications supports a negative view on the comprehensive schooling system. This issue was born out of difficulties with housing in desired catchment areas or faith comprehensive schools. The system can be regarded as non-functional when many parents are pushed to perpetrate fraud or commit a crime for the well-being of their children.

Both options of class arrangement, mixed ability class or setting and streaming, have its positives and negatives. Mixed-ability classes are valued for its equality and

fairness where students are not selected into categories according to their abilities in early age. The selection based on setting and streaming proved to have a negative influence on many children's self-esteem and can influence their future studies and career. On the other hand, situations can arise where the student-ability differences between pupils are so sizeable that the higher-ability students suffer from lack of stimulus and do not reach their potential.

Parents have the right to choose religious comprehensive school for their children, but numerous cases of admission on well-valued institutions lead to extremes. Not only that the majority of faith comprehensive schools admit children from its catchment areas, and therefore the housing is an important factor, but the religion of the children and their family plays a crucial role while admission. These parents are often expected to serve in a Church in various ways and constantly prove their commitment to a community through the years. Based on the facts above, faith comprehensive schooling does not succeed in providing equal opportunity for all children and what's more, problems seem to only deepen in the case of admissions to this type of school.

Although there are currently enough places for children in comprehensive schools, they are rapidly declining. In case of the rising number of immigrant children in the United Kingdom, parents' fighting for places would become more common place. Therefore, less able children from disadvantaged social backgrounds would be admitted into those schools and the situation would increase the overall discontent of parents seeking high-quality education for their children. A rapid increase in the school going population would only deepen current problems of comprehensive schools and would support the claim that the system does not work as it was originally intended.

Articles were used as a main source of information in the chapter 'Current Politics' for the currency of the topic. The clear majority of sources stood against the re-establishment of grammar schools. People in head positions of education agreed on many problems linked to a comprehensive type of school and do not find new grammar schools as a solution. They instead offered proposals and ideas on how to improve the current situation.

It is necessary to remark, that the system is a constant process and some aspects have been improved. The differences between regions should be pointed out; some changes have proved effective in areas which are predominantly settled by middle-class families while the other changes work predominantly in poorer areas. Financial help to schools and students in some disadvantaged areas proved helpful and one of the outcomes was more places for students of all backgrounds at good comprehensive school.

According to the facts provided in the practical part of the thesis, the hypothesis has mostly been proved to be true; comprehensive schools do not succeed in narrowing the gap between social classes. Each chapter gives further evidence that British education system mostly favours a narrow group of students and their families coming predominantly from middle-classes. Although many propositions from politicians to vanish social inequalities and help to prepare equal opportunities for all children have emerged, with immigration and the currently precarious political situation in Europe, it is prudent to regard changes taken in the last few decades to help the situation as non functional.

The children from disadvantaged background are still less likely to get into leading or decent comprehensive schools and the main reason is still due to money. Affluent parents still “pay” for the place at school for their children. The only thing that changed is the way in which they do it.

5 RÉSUMÉ

Cílem bakalářské práce „Počáteční a současné problémy všeobecného vzdělávání v Británii“ je nastínit historii britského vzdělávání, jeho strukturu a vytyčit jeho významné soudobé problémy a kontroverze.

Hlavním záměrem práce je nashromáždit informace a výpovědi skupin i jednotlivců, které jsou dostupné v různých zdrojích, převážně však ze článků a školských periodik pro aktuálnost tématu, na jejichž základě lze v závěru vyhodnotit pravdivost nebo nepravdivost stanovené hypotézy.

Práce je rozdělena do dvou hlavních částí - teoretickou a praktickou, které jsou propojené a navzájem se doplňují. Teoretická část poskytuje důležité informace o historii britského vzdělávání a jeho struktuře, o původních myšlenkách systému, až po stanovení vybraných současných témat. Nastínění problémů uvede čtenáře do praktické části, kde jsou jednotlivé záležitosti studovány do hloubky, a na jejichž základě je v závěru práce vyhodnocena pravdivost stanovené hypotézy.

6 ABSTRACT

The aim of the bachelor thesis “The Origins and Current Issues of Comprehensive Education in Britain” is to outline the history of British education, its structure and to define its contemporary problems and controversies.

The main intention of the work is to gather information and statements from groups and individuals which are available from various sources, but predominantly from articles and educational journals for the currency of the topic. On this basis it is possible to evaluate the verity of the stated hypothesis.

The thesis is divided into two main parts – theoretical and practical, which are interlinked and complement each other. The theoretical part provides important information concerning the history of British education and its structure, original ideas of the system up to the determination of the chosen current topics. Outlining the issues introduces the reader into the practical part of the thesis where the individual problems are studied deeply and provide the basis of which the truth of the hypothesis is evaluated at the end of the thesis.

7 BIBLIOGRAPHY

7.1 English bibliography

CHALK, Frank, 2006. *IT'S YOUR TIME YOU'RE WASTING*. A teacher's tales of classroom hell. Monday Books; UK ed. Edition. 266 pages. ISBN 978-0-9552854-1-7.

DORLING, Daniel, 2011. *Injustice: Why social inequality persists*. Policy Press, 2011. 399 pages. ISBN 1447300319.

GILBERT, Francis, 2004. *I'M A TEACHER, GET ME OUT OF HERE*. Bookmarque Ltd, Croydon, Surrey. 207 pages. ISBN 1-904977-02-2.

7.2 Czech bibliography

JEŽKOVÁ, Věra a kolektiv, 2009. *Školní vzdělávání ve Velké Británii*. 1st edition. Praha: Nakladatelství Karolinum. 228 pages. ISBN 978-80-246-1784-8.

RÝDL, Karel, 2003. *Inovace školských systémů*. 1st edition. Praha: ISV. 282 pages. ISBN 80-86642-17-8.

VÁŇOVÁ, Miroslava et al., 1994. *Vzdělávací systémy ve vyspělých evropských zemích*. Výstup stěžejního úkolu pedF UK v Praze. 1. vydání. Praha: Karolinum. 86s. ISBN 80-7066-848-2

7.3 Contributions in online journals

COLDRON, John, CRIPPS Caroline, SHIPTON Lucy, 2010. Why are English secondary schools socially segregated? *Journal of Education Policy* [online]. 2010, vol. 25 issue 1, p. 19-35 [quoted 6 August 2017]. DOI: 10.1080/02680930903314285. ISSN 02680939.

CROOK, David, 2013. Politics, politicians and English comprehensive schools. *History Of Education* [online]. 42, 3, pp. 365-380 [quoted 10 July 2017]. Academic Search Complete, EBSCOhost. Available from: doi:10.1080/0046760X.2013.796777.

DEAKIN, Quentin, 2009. IN SEARCH OF THE ETHOS OF THE MODERN BRITISH COMPREHENSIVE SCHOOL. *Contemporary Review* [online]. issue 291, p. 41-47 [quoted 17 March 2017]. ISSN 00107565. Available from: <http://search.ebscohost.com/login.aspx?direct=true&db=a9h&an=37797197&scope=site>

Faith schools are among the most socially selective group of top schools. *Education Journal* [online]. 2017, issue 297, p. 18-19 [quoted 23 July 2017]. ISSN 13644505. Dostupné z: <http://search.ebscohost.com/login.aspx?direct=true&db=a9h&an=121736125&scope=site>

GALVANI, Robert, 2010. The Changing Experience of English Secondary Education. *Reflecting Education* [online]. Reflecting Education, Vol. 6, No. 1, p. 75-89 [quoted 14 March 2017]. Available from: <http://reflectingeducation.net>

HIRSCH, Donald, 2001. Be thankful for comprehensives. *New Statesman* [online]. 2001, vol. 130 Issue 4567, p. 33-34 [quoted 16 July 2017]. ISSN 13647431. Available from: <http://search.ebscohost.com/login.aspx?direct=true&db=bth&an=5698370&scope=site>

LEECH, D, CAMPOS, E., 2003. 'Is comprehensive education really free?: a casestudy of the effects of secondary school admissions policies on house prices in one local area' [online]. *Journal Of The Royal Statistical Society: Series A (Statistics In Society)* 166, 1, pp. 135-154, Business Source Complete, EBSCOhost. [quoted 14 March 2017]. Available from: 10.1111/1467-985X.00263.

SHER, Mannie, KING Sadie, 2015. What Role, if any, Can Education Systems Play in Fostering Social Transformation for Social Justice? Prospects, Challenges and Limitations. *European Journal of Education*[online]. 2015, vol. 50 Issue 3, p. 250-253 [quoted 16 July]. ISSN 01418211. Available from: DOI: 10.1111/ejed. 12134.

WATERMAN, Chris, 2016. Grammar schools and social mobility: let's get real. *Education Journal* [online]. issue 281, p. 20-21 [quoted 16 July 2017]. ISSN 13644505. Available from:

<http://search.ebscohost.com/login.aspx?direct=true&db=a9h&an=118782443&scope=site>

What she said: May's speech deconstructed. *Education Journal* [online]. Education Publishing Worldwide Ltd, 2016, issue 278, p. 6-11 [quoted 13 August 2017]. ISSN 13644505. Available from:

<http://search.ebscohost.com/login.aspx?direct=true&db=a9h&an=118161164&scope=site>

7.4 Electronic sources from internet

ADCOCK, Brian, 2016. *Theresa May and grammar schools by Brian Adcock - political cartoon gallery*. [online]. © 2017 Twitter, 7 August 2016. [quoted 14 June 2017]. Available from: <https://twitter.com/cartoon4sale/status/762403608948269063>

BRIGHOUSE, Tim, 2002. *The Guardian: Part 1: Comprehensive Schools then, now and in the future* [online]. © 2017 Guardian News and Media Limited or its affiliated companies, 28 September 2002. [quoted 17 March 2017]. Available from: <https://www.theguardian.com/education/2002/sep/28/secondarieschools>

Cambridge Dictionary, Meaning of “LEA” in the English Dictionary. [online]. © Cambridge University Press 2017. [quoted 15 March 2017]. Available from: <http://dictionary.cambridge.org/dictionary/english/lea>

Christianity in the UK, Measuring the Christian population in the UK. [online]. Copyright © 2012 - 2017 faithsurvey.co.uk. [quoted 23 August 2017]. Available from: <https://faithsurvey.co.uk/uk-christianity.html>

Christianity in the UK. Measuring the Christian population in the UK [online]. © 2012 - 2017 faithsurvey.co.uk [quoted 20 August 2017]. Available from: <https://faithsurvey.co.uk/uk-christianity.html>

COUGHLAN, Sean, 2016. *School grades 'linked to where you live'*. [online]. © 2017 BBC, 12 January 2016. [quoted 27 June 2017]. Available from: <http://www.bbc.com/news/education-35282236>

DATHAN, Matt, 2016. *Ban on grammar schools could be lifted after the new Education Secretary Justine Greening says she's 'open-minded' to selective state schools - and Theresa May is keen on them too*. [online]. Associated Newspapers Ltd, Part of the Daily Mail, The Mail on Sunday & Metro Media Group, 17 July 2016. [quoted 5 June 2017]. Available from: <http://www.dailymail.co.uk/news/article-3694481/Ban-grammar-schools-lifted-new-Education-Secretary-Justine-Greening-says-s-open-minded-selective-state-schools-Theresa-keen-too.html>

DAVIDSON, Lynn, 2017. *POOR KIDS SNUBBED Soaring house prices block poor pupils from Britain's best state secondary schools*. [online]. ©News Group Newspapers Limited in England No. 679215, 1 March 2017. [quoted 4 July 2017]. Available from: <https://www.thesun.co.uk/news/2979790/soaring-house-prices-block-poor-pupils-from-britains-best-state-secondary-schools/>

GARNER, Richard, 2010. *Parents urged to act as whistleblowers to stop school places fraud*. [online]. Independent Digital News & Media, 12 March 2010. [quoted 17 June 2017]. Available from: <http://www.independent.co.uk/news/education/education-news/parents-urged-to-act-as-whistleblowers-to-stop-school-places-fraud-1920109.html>

GIBBONS, Steve, 2012. *The link between schools and house prices is now an established fact*. [online]. British Politics and Policy at LSE, 25 September 2012. [quoted 26 June 2017]. Available from: <http://blogs.lse.ac.uk/politicsandpolicy/school-house-prices-gibbons/>

GOV.UK. *Qualifications and Curriculum Authority* [online]. © Crown copyright, [quoted 23 May 2017]. Available from: <https://www.gov.uk/government/organisations/qualifications-and-curriculum-authority>

GRAHAM, Georgia, 2014. *Britain's schools need more resources for 'influx' of immigrant children, chief schools inspector warns* [online]. © Copyright of Telegraph Media Group

Limited 2017, 29 October 2014. [quoted 17 May 2017]. Available from: <http://www.telegraph.co.uk/education/11195219/Britains-schools-need-support-for-influx-of-immigrant-children-chief-schools-inspector-warns.html>

HARDING, Eleanor, 2016. *Daily Mail: Justine, Britain's first education secretary who went to a comprehensive school*. [online]. Associated Newspapers Ltd, Part of the Daily Mail, The Mail on Sunday & Metro Media Group, 15 July 2016 [quoted 15 March 2017]. Available from: <https://www.pressreader.com/uk/daily-mail/20160715/281651074446861>

HARRIS, Sarah, 2012. *Mixed-ability classes 'are holding back bright pupils' says head of education watchdog*. [online]. Associated Newspapers Ltd, Part of the Daily Mail, The Mail on Sunday & Metro Media Group, 20 September 2012. [quoted 27 July 2017]. Available from: <http://www.dailymail.co.uk/news/article-2205855/Mixed-ability-classes-holding-bright-pupils-says-head-education-watchdog.html>

HARRIS, Sarah, 2013. *Massive rise in parents caught lying to get children into a top school: Hundreds use false addresses and impersonate family members to secure a place*. [online]. Associated Newspapers Ltd, Part of the Daily Mail, The Mail on Sunday & Metro Media Group, 25 February 2013. [quoted 14 June 2017]. Available from: <http://www.dailymail.co.uk/news/article-2284511/Massive-rise-parents-caught-lying-children-school-Hundreds-use-false-addresses.html>

HELM, Toby, 2016. *Ofsted chief slams Theresa May's 'obsession' with grammar schools*. [online]. © 2017 Guardian News and Media Limited or its affiliated companies, 15 October 2016. [quoted 3 June 2017]. Available from: <https://www.theguardian.com/education/2016/oct/15/ofsted-chief-slams-grammar-school-obsession> (30)

HENRY, Julie, 2013. *The Telegraph: The parents who cheat at school*. [online]. © Copyright of Telegraph Media Group Limited 2017. [quoted 18 March 2017]. Available from: <http://www.telegraph.co.uk/education/9904282/The-parents-who-cheat-at-school.html>

HOUGH, Andrew, 2010. *School admissions: more parents facing 'fraud' investigations*. [online]. PATON, Graeme and ROBERTS, Laura. © Copyright of Telegraph Media Group Limited 2017, 6 March 2010. [quoted 11 July 2017]. Available from: <http://www.telegraph.co.uk/education/educationnews/7376338/School-admissions-more-parents-facing-fraud-investigations.html>

HUNT, Alex, 2017. *Brexit: All you need to know about the UK leaving the EU*. [online]. WHEELER, Brian. © 2017 BBC, 15 August 2017. [quoted 17 August 2017]. Available from: <http://www.bbc.com/news/uk-politics-32810887>

JOHN, P., 1990. *Recent Trends in Central-Local Government Relations: The Education Reform Act* [online]. Local and Central Government Relations Research Programme: Report 3, Policy Studies Institute [quoted 21 March 2017]. Available from: http://www.psi.org.uk/site/publication_detail/732

LAWSON, F. Robert. *Encyclopædia Britannica. Education: Education Act of 1944*. [online]. LAUWERYS, A. Joseph. Encyclopædia Britannica, inc., 14 April 2017, [quoted 20 May 2017]. Available from: <https://www.britannica.com/topic/education/Education-Act-of-1944#ref303269>

MCGHIE, Caroline, 2014. *Britain's best state secondaries: where to buy a home*. [online]. © Copyright of Telegraph Media Group Limited 2017, 29 April 2014. [quoted 27 June 2017]. Available from: <http://www.telegraph.co.uk/finance/property/buying-selling-moving/10792758/Britains-best-state-secondaries-where-to-buy-a-home.html>

Migration Watch UK: The Impact of Immigration on England's school places shortage [online]. © Migration Watch UK, 11 June 2015. [quoted 16 June 2017]. Available from: <https://www.migrationwatchuk.org/briefing-paper/365>

NORWOOD, Graham, 2016. *How good schools drive the property market: Theresa May calls it 'selection by house prices'... and they can add 15% to a home*. [online]. Associated Newspapers Ltd, Part of the Daily Mail, The Mail on Sunday & Metro Media Group, 9 September 2016. [quoted 28 July 2017]. Available from: <http://www.dailymail.co.uk/property/article-3781293/Why-school-selection-house-prices-expensive-business.html>

O'CONNELL, Suzanne, 2013. *HEADTEACHER UPDATE: Setting vs mixed ability*. [online]. © Copyright MA Education Limited 2017, 10 January 2013. [quoted 27 July 2017]. Available from: <http://www.headteacher-update.com/best-practice-article/setting-vs-mixed-ability/66691>

Ofsted. Raising standards improving lives [online]. © Crown copyright [quoted 17 March 2017]. Available from: <https://www.gov.uk/government/organisations/ofsted>

Organisation for Economic Co-operation and Development - OECD. [online]. © 2017, Investopedia, LLC. [quoted 24 July 2017]. Available from: <http://www.investopedia.com/terms/e/ems.asp>

Parentocracy [online]. Curriculum Press: Sociology Factsheet: 65, [quoted 24 March 2017]. Available from: <http://www.curriculum-press.co.uk/products/sociology-factsheet--65--parentocracy.html>

PATON, Graeme, 2012. *More children 'being taught in mixed ability classrooms'*. [online]. © Copyright of Telegraph Media Group Limited 2017, 13 March 2012. [quoted 16 July 2017]. Available from: <http://www.telegraph.co.uk/education/educationnews/9141225/More-children-being-taught-in-mixed-ability-classrooms.html>

PATON, Graeme, 2013. *Faith schools 'selecting wealthy pupils by the back door'* [online]. © Copyright of Telegraph Media Group Limited 2017, 21 September 2013. [quoted 15 July 2017]. Available from: <http://www.telegraph.co.uk/education/educationnews/10323404/Faith-schools-selecting-wealthy-pupils-by-the-back-door.html>

PELLS, Rachael, 2017a. *Grammar schools could admit just the cleverest 10% of pupils under new plans*. [online]. Independent Digital News & Media, 9 February 2017. [quoted 28 May 2017]. Available from: <http://www.independent.co.uk/news/education/grammar-schools-admit-cleverest-10-per-cent-pupils-new-plans-gsha-education-department-national-a7570761.html>

PELLS, Rachael, 2017b. *Queen's Speech: Theresa May's grammar school expansion plans scrapped*. [online]. Independent Digital News & Media, 21 June 2017. [quoted 11 August 2017]. Available from: <http://www.independent.co.uk/news/education/education-news/queens-speech-latest-theresa-may-grammar-school-expansion-plans-dropped-legislative-agenda-a7800951.html>

PEPINSTER, Catherine, 1996. *Good schools make for even better house prices*. [online]. Independent Digital News & Media, 8 December 1996. [quoted 25 March 2017]. Available from: <http://www.independent.co.uk/news/uk/home-news/good-schools-make-for-even-better-house-prices-1313494.html>

Politics.co.uk: Grammar schools. [online]. Politics.co.uk © 2004-2017, [quoted 10 July 2017]. Available from: <http://www.politics.co.uk/reference/grammar-schools>

ROSS, Tim, 2016. *Migration pressure on schools revealed* [online]. © Copyright of Telegraph Media Group Limited 2017, 7 May 2016. [quoted 17 May 2017]. Available from: <http://www.telegraph.co.uk/news/2016/05/07/migration-pressure-on-schools-revealed/>

Santander. [online]. Copyright © Santander UK plc. All rights reserved. [quoted 23 July 2017]. Available from: <http://www.santander.co.uk/uk/index>

Savills. About Savills [online]. © copyright 2017 Savills, 15 July 2016 [quoted 15 March 2017]. Available from: <http://www.savills.co.uk/>

SHAMSUL , H. Muhammad. *Encyclopædia Britannica. Education: Comprehensive school*. [online]. RICHE, Pierre. Encyclopædia Britannica, inc., 14 April 2017. [quoted 20 May 2017]. Available from: <https://www.britannica.com/topic/education/Education-Act-of-1944#ref303269>

Sir Tailor master Tutor, 2015 [online]. [quoted 22 March 2017]. Available from: <http://www.elevenplustutor.org.uk/videos>

The Campaign for Real Education [online]. [quoted 24 July 2017]. Available from: <http://www.cre.org.uk/>

The college for teachers: Honorary Fellow 2010 - Chris Waterman, 2017. [online]. © 2017 The College of Teachers. [quoted 13 July 2017]. Available from: <http://www.collegeofteachers.ac.uk/awards/chriswaterman>

The Good Schools Guide. [online]. Ralph Lucas. [quoted 23 July 2017]. Available from: <https://www.goodschoolsguide.co.uk/about>

The Great Recession [online]. © 2017, Investopedia, LLC [quoted 16 March 2017]. Available from: <http://www.investopedia.com/terms/g/great-recession.asp>

The Sutton Trust. About us [online]. 2012 - 2017 The Sutton Trust, 15 July 2016 [quoted 15 March 2017]. Available from: <https://www.suttontrust.com/about-us/>

UKGuardianship. UK Education System – State and Public Schools [online]. © 2016 UKGuardianship Ltd. All Rights Reserved [quoted 5 July 2017]. Available from: <http://ukguardianship.com/uk-education-system-state-public-schools/>

UK-politics.Grammar schools will not be in every town, says Theresa May [online]. © 2017 BBC, 2 October 2016. [quoted 3 June 2017]. Available from: <http://www.bbc.com/news/uk-politics-37533367>

WALKER, Peter, 2016. *Theresa May to end ban on new grammar schools*. [online]. STEWART, Heather. © 2017 Guardian News and Media Limited, 9 September 2016. [quoted 5 August 2017]. Available from: <https://www.theguardian.com/education/2016/sep/09/theresa-may-to-end-ban-on-new-grammar-schools>

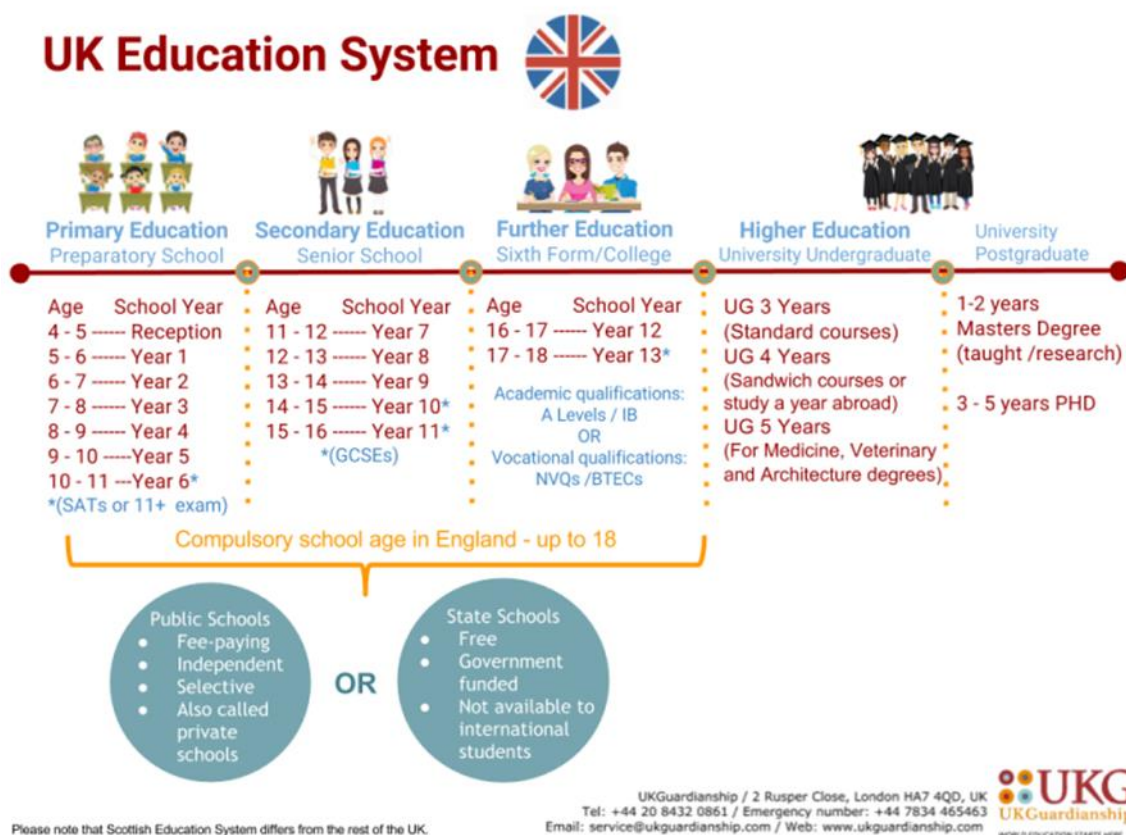
What is PISA?. OECD [online]. © 2017 OECD. [quoted 24 July 2017]. Available from: <http://www.oecd.org/pisa/aboutpisa/>

WITHNALL, Adam, 2016. *Theresa May told to stop ‘obsessing’ over ‘socially divisive’ grammar schools*. [online]. Independent Digital News & Media, 16 October 2016. [quoted 29 May 2017]. Available from: <http://www.independent.co.uk/news/education/education-news/grammar-schools-theresa-may-sir-michael-wilshaw-obsessing-socially-divisive-comprehensive-ofsted-a7363921.html>

Www.parliament.uk. *Education Reform Act 1988*. [online]. [quoted 20 March 2017].
Available from:
<http://www.parliament.uk/about/livingheritage/transformingsociety/livinglearning/school/overview/educationreformact1988/>

8 APPENDICES

8.1 Structure of school system in England



Please note that Scottish Education System differs from the rest of the UK.

(Christianity in the UK undated).

8.2 Grammar schools

England has 163 grammar schools with 167,000 pupils



(UK-politics 2016).

8.3 Catchment Area

PUGH



*'There's another one,
headmaster, whose
parents don't live in the
catchment area'*

(Harris 2013).

8.4 Religion in the United Kingdom – Census 2011



(Christianity in the UK undated).

8.5 Re-establishment of grammar schools



(Adcock 2016).