Trends:
- Chinese girls do best, followed by Indian girls
- Pakistani, Afro-Caribbean and Bangladeshi boys do the least well
- Around 60% of kids from Indian backgrounds gained 5 A*-C grades (whites = 50%) and continued to A levels compared to 14% of Pakistanis and 12% of Bangladeshi.
- In all ethnic groups girls outperform boys
- In all ethnic groups, middle class pupils outperform working class pupils

External factors

Cultural Deprivation
- Chinese and Indian children are socialised to be ambitious and competitive and therefore thrive at school.
- Some sociologists link cultural deprivation with social class as many Afro-Caribbean and Bangladeshi families are from lower class families and are more likely to be culturally deprived resulting to under achievement.
- Afro-Caribbean children are more likely to have a strong matrifocal socialisation and therefore when mothers go to work have little supervision and therefore find it more difficult to cope with the formal school setting and discipline.
- The absence of a father figure deprives Afro-Caribbean boys with a role model of male achievement explaining why black boys do worse than black girls.
- Indian children do very well despite not having English as their first language and therefore can't generalise much when using linguistic skills for a reason of underachievement.

Evaluation:
- Geoffrey Diver believes cultural deprivation theories ignore the positive effects of ethnicity and achievement e.g. Black Caribbean families can be positive role models for young girls and be a motivator for their success.

Tony Sewell (2009)
- Interviewed black boys in school and claims that in black matrifocal households, the absence of father figures that black boys miss out on the tough love that other boys receive.
- As a result turn to the street gangs in the more deprived areas which provide black boys with the ‘perverse loyalty and love’ that’s absent from their lives.
- Black boys are presented with media inspired role models of anti-school black masculinity as featured in rap lyrics, which is attractive to those who feel let down by their families and society and therefore the status achieved through these street gangs ‘plugs the gaps’ in their lives.
Noon's study is slightly outdated as there have been new laws and regulations to make it increasingly difficult for companies to discriminate on race and ethnicity e.g. the equality act of 2010 which aimed to prevent discrimination on the grounds of race as well as other things.

**Internal factors**

**Labelling and teacher racism**

Gillborn and Youdell (2000)
- Found that teachers often labelled black boys especially as 'troublemakers' and as threatening adult authority.
- This led to conflict between white teachers and black pupils which came from the racialised stereotypes held by teachers.
- This may explain higher levels of exclusions among black boys in UK schools.

**Evaluation:**
+ May explain why Black-Caribbean pupils are excluded from school 3x more than white pupils.
- Less tolerance in society and better teachers' training may mean the issues identified are no longer as prevalent.
- They don't go far enough in explaining how teachers label pupils and why.
- It doesn't explain why Black African pupils are far less likely to be excluded than Black Caribbean pupils.
- They don't consider why teachers would not hold racialised stereotypes of other ethnic minority groups.

Louise Archer (2008)
- Archer uses Howard Becker's idea of the 'ideal pupil' that teachers hold in their minds to make judgements about ethnic minority groups.
- However, Archer proposes three main views that teachers hold:
  1) 'Ideal pupil identity' which involves a white, middle class identity where achievement is seen as a result of natural intelligence and hard work.
  2) 'Pathologised pupil identity', seen as abnormal, which involves elements of what teachers perceive 'Asian culture' to include. Hard work, oppressed sexuality, overachieving pupils seen as 'model minorities' by teachers.
  3) 'Demonised pupil identity', involves black or white working class pupils, overly sexualised, peer-led, culturally deprived underachievers.
- These above perceptions of pupils help reinforce stereotypical behaviour by teachers. These are often ill-informed and can dangerously impact levels of achievement.
- The neo-marxist Paul Willis claims the 'lads' in his study have an anti school culture and is the reason for their underachievement.
- Overlook w.c successors like Alan Sugar.

**Bowles and Gintis**
- The 'hidden curriculum' is used to prepare pupils to work in a capitalist society and accept inequality as inevitable.
- The correspondence principle is the idea that the education system resembles the workplace.
- The hidden curriculum moulds pupils through the acceptance of hierarchy in schools and motivated by external rewards e.g. exams in the same way wages are for employers.
- There is a 'myth of meritocracy' where working class pupils are fooled into believing their efforts will pay off whereas in reality w.c are put into lower sets and underachieve.

**Evaluation:**
- In modern work life creativity and independence is high valued and therefore it isn't ideal for pupils to be passive.
- Overlook the fact that teachers often feel powerless too and are not acting on behalf of capitalism but rather want the best for all pupils.

**FEMINIST VIEWS ON EDUCATION**

**Stanworth:** girls previous underachievement
- Interviewed teachers and students in a college humanities department and found that the attitudes teachers held were responsible for impeding girls progress.
- Quiet, well-behaved girls were overlooked and teachers were stereotypical to what their jobs would be.
- Low expectations from teachers led to self-fulfilling prophecy.

**Evaluation:**
- Research is dated so less reliable.
- Interviews may lack validity as views could have been adapted.
- Restricted as only looked at one department.

**Lobann**
- Looked at 179 children's stories and found boys were represented as heros in 71 cases and girls only 35.
Second aim was to raise standards by introducing parentocracy and marketisation which was promoted through:
- League tables and Ofsted reports as parents could accurately choose the best school.
- The national curriculum meant all schools taught the same stuff so easier to compare exam results.
- Formula funding where schools receive money for each student acts as a motivator to attract students.

Evaluation: Ball and Whitty
- Argue that marketisation reproduces class inequality e.g. through league tables which ensure schools with good results attract more middle-class students.
- More students means more money and can therefore afford better staff and facilities so working-class have less opportunities.
- It also legitimises inequality by suggesting parents have equal choice but those with more economic and cultural capital will make better choices so there is a myth of parentocracy.

Phase 4: New Labour Policies
- Labour gov looked to reduce inequality and promote diversity and choice by introducing a number of policies.
- Beacon schools were designed to tackle underachievement in deprived areas by acting as ‘centres of excellence’ and share their expertise with other schools.
- Education Action Zones were deprived zones that received additional funding of £1m.
- Educational Maintenance Programme gave disadvantaged students £30 a week after 16 to encourage them to stay in school.

Evaluation:
- Educational Maintenance Programme was partly irrelevant as tuition fees for higher education meant a large number of students turned their back on education.
- Little evidence of positive impact.

Phase 5: Coalition policies 2010-2015
- Gave schools independence for staff to vary teaching methods to suit students and schools were accountable to parents.
- Aimed to reinstate academic vigor by reducing the number of vocational subjects.
- Pupil Premium provides schools with additional funding to ensure all students receive a good education.
- Raised the limit on tuition fees claiming it was necessary in order to compete with unis worldwide.