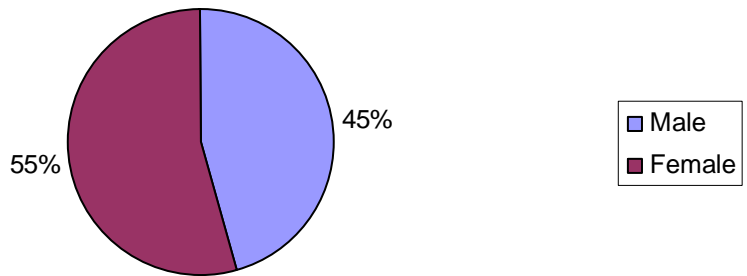


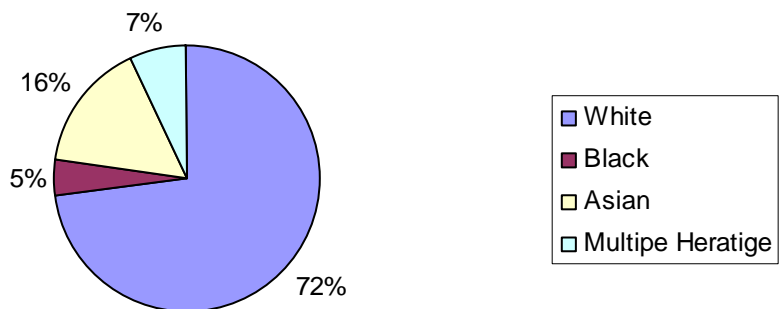
CHILYPEP YOUNG PEOPLE'S CONSULTATION SUMMARY AND DISCUSSION OF KEY FINDINGS

Demographic details.

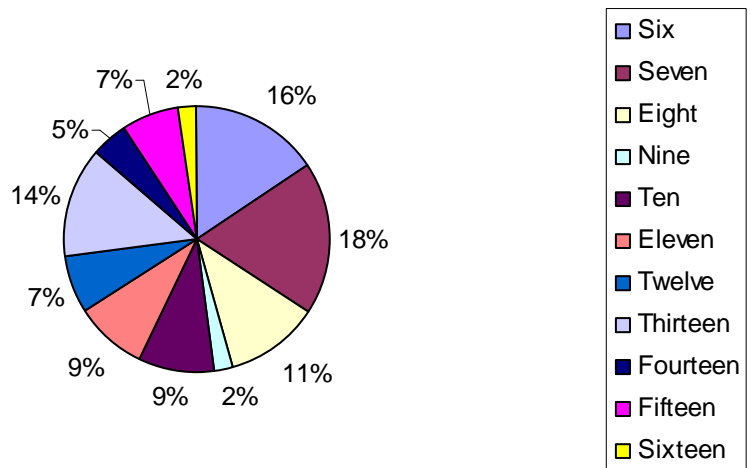
Gender of Focus Group participants



Ethnicity of Focus Group Participants



Ages of Focus Group Participants



The sample group was generally representative of the population of the school community in terms of gender and ethnicity, and the age range covered primary and secondary aged pupils evenly. Unfortunately there was no evident or disclosed representation from disabled children or young people. It is important to know how their views might differ from their peers and further consultation may need to take place to identify their views.

In terms of making generalisations from the data caution needs to be applied due to the sample size of the focus groups. However, the views of the children and young people represented here are valid and important, and it is important to view their applicability to children and young people across the catchment area as valid.

It cannot be assumed that if participants placed statements as lower priorities that they do not think that they are important at all, as many participants said that they were important, but not as important as the higher priorities.

Primary school age:

A number of common themes emerged from the focus groups with Primary children. The key priorities for all groups were focused on school being enjoyable, teachers making school fun and interesting, and children wanting to come to school to learn, (attainment, aspirations and staff training/development). They also thought it was important that the people who run the school (governors/sponsors) know what they are doing, (Finding the right partner), and that all children regardless of ability, culture, language barriers etc had lots of opportunities within school, (Greater opportunities for all pupils).

They saw these as being much more important than community use and involvement, the physical building and funding for resources. 'Being the best school in the world', interpreted from the original statement of 'Becoming a world class school' received the lowest priority. Children said it didn't matter about comparing their school with all the others in the world as long as children enjoyed their school, but the phrasing of the statement may not have been helpful for children to understand the concept of being 'World Class'.

Secondary school age:

Young People's main priorities were divided between individual priorities such as their own aspirations and attainment, and additional funding and new buildings for the school as a whole. Opportunities being available to all students (equality of opportunity) and valuing pupils and bringing them together (community cohesion) were seen as important, along with finding a partner who had the right attitude, skills and knowledge. As with the Primary pupils, the involvement of the wider community and being a 'World Class' school were not seen as main priorities, nor was the track record of the sponsor. Opportunities for staff training and development were also a lower priority. It may be important to note here that for Primary school children the statement regarding staff development was re-phrased to 'teachers who make lessons interesting and fun', making explicit the impact of well trained teachers on their experiences at school. This was not done for the young people's statement and it is possible that this connection wasn't made for them which may have contributed to this being given a lower priority.

Young People had lots of questions and concerns about becoming an academy, and whilst over half said they agreed, all said they wanted further information. Parkwood School Council identified 3 things that they were willing to do to get the information they wanted. These were:

- Carry out a wider consultation with pupils in the school
- Visit other schools that have become academies in Sheffield and an Edutrust academy to talk to pupils, staff and parents about their experiences.
- Have a meeting with Edutrust once they have carried out the above to put their questions and concerns to them

It is important that the young people have the opportunity to carry out these ideas and feedback to the wider school population.

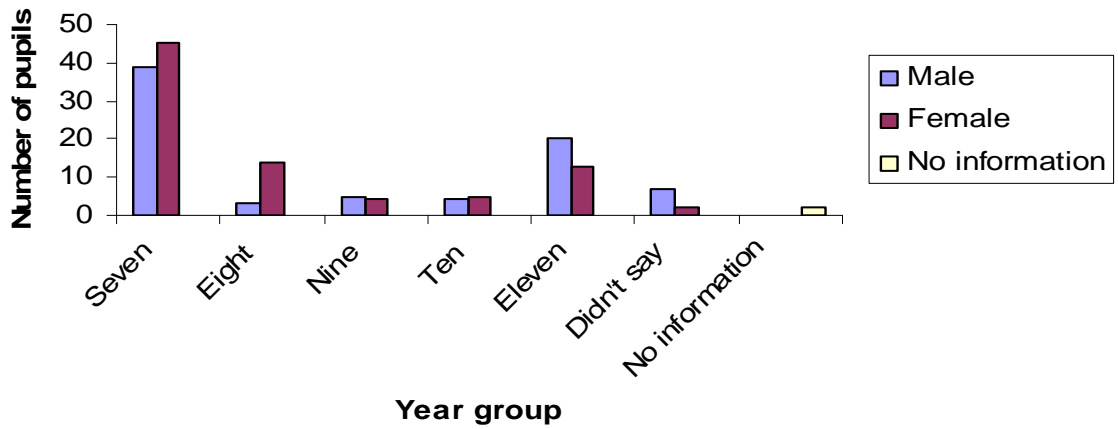
Wider consultation with Parkwood High School Pupils

Questionnaire results (designed and carried out by the School Council)

One hundred and sixty three young people completed the questionnaire. Of these 48% were boys, 51% were girls and 1% gave no personal information. The following graph shows the numbers of young people of each gender from each year group who took part. 51.5% of young people were in year seven and 20.5% were in year eleven. The

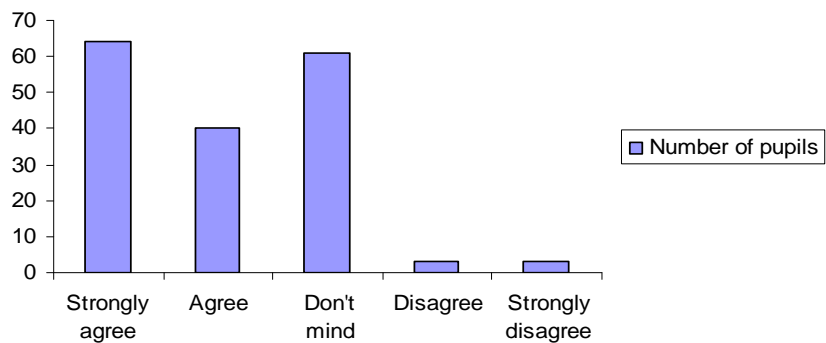
remaining 18% were from years eight, nine and ten or didn't say. Information on pupils' ethnicity and disability status was not collected.

Pupil demographic information



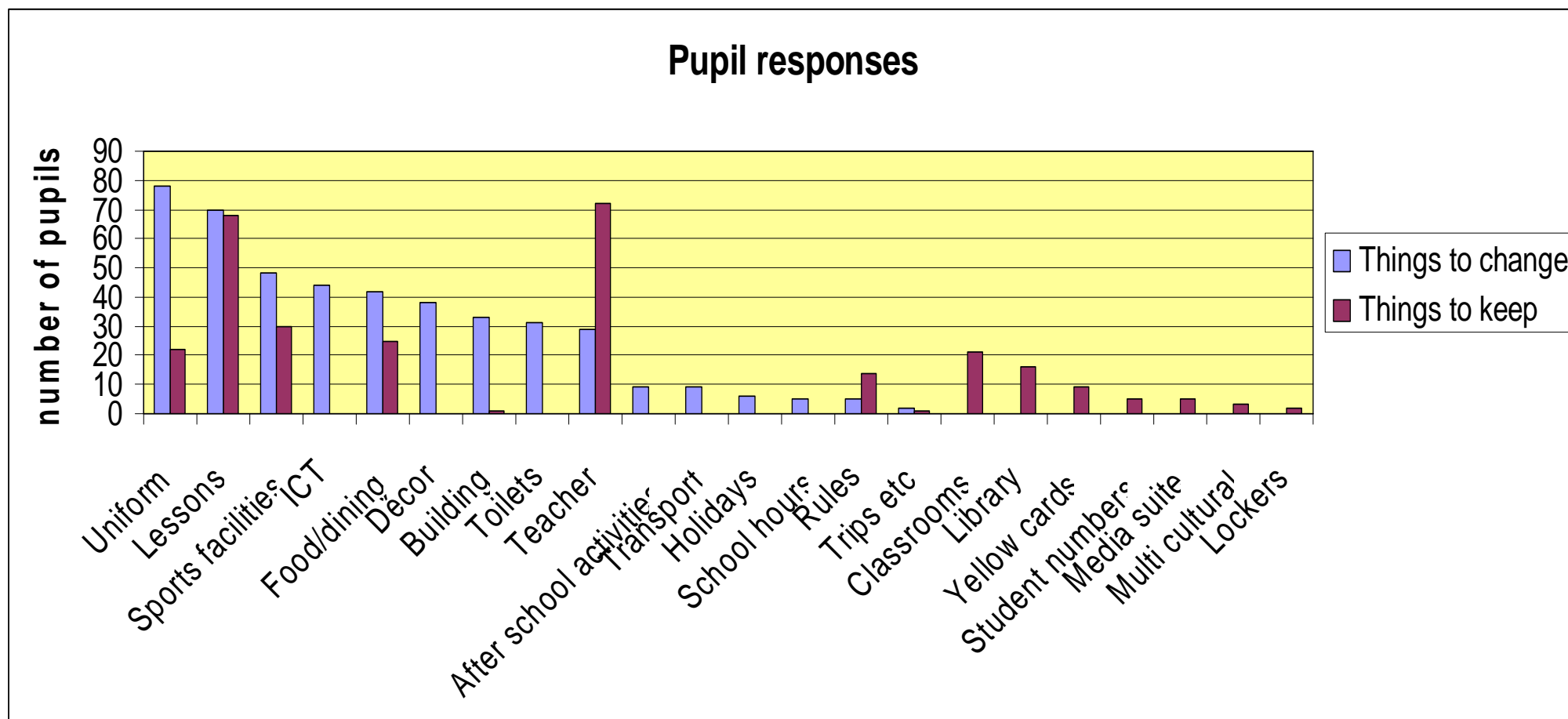
Young People were given an information sheet explaining what becoming an academy would mean for the school and a simple questionnaire designed by the school council and staff. They were asked to identify three things they thought should change and three things that should remain the same if the school became an academy. They were then asked their view on whether the school should continue to work with Edutrust to become an academy. The school council worked with staff to analyse the data and themed the responses. The following graphs show the responses:

Views of pupils on becoming an academy



Responses to questionnaire.

Things pupils would like to change and things they want to stay the same.



The results of the questionnaire showed that 60% of pupils agreed or strongly agreed that the school should pursue becoming an academy with 36% saying they didn't mind and 4% disagreeing or strongly disagreeing. Whilst this indicates that over half of pupils think it is a good idea, over 1/3 have no view either way, suggesting either apathy, not being confident enough or not having enough understanding to voice an opinion.

The key things that pupils wanted to change were the uniform (48%), lessons (43%), sports facilities (29%), ICT/computer equipment (27%) and food and dining facilities (26%). Other priorities included décor (23%), the building (20%), toilets (19%) and teachers (18%).

Priorities within the results that were not identified by the school council included better behaviour, school bus/transport, facilities in the playground and more fun lessons and changes to time/length of lessons. Some suggested changing the name of the school and the logo.

The key things pupils wanted to keep the same were teachers (44%) and lessons (42%). Other priorities included sports facilities (18%), food and dining facilities (15%), décor (13.5%), uniform (13%) and classrooms (13%). Many young people were very positive about the teaching staff saying they didn't want them to be changed, and several stated that the multicultural and religious 'stuff' should stay the same.

Whilst almost half of pupils wanted to change the uniform many had concerns about the possible changes, stating that they didn't want to wear blazers. Whilst this may seem a fairly peripheral issue, the number of times this was mentioned suggests that it is of significant importance to young people. This may be due to perceptions of identity or class, issues relating to religious or cultural norms, or economic issues, and needs further discussion with pupils.