

## **Summary of Penhill Primary School Pupils' Views - Years 5 & 6**

### **An overview**

Ten pupils each from Years 5 and 6 participated in two focus groups to express their views on the possible inclusion of their school to become part of the academy. Nearly all the pupils expressed a general feeling of negativity towards the proposal that Penhill should become part of the academy. There was also a strong feeling that the children had been heavily influenced by the adults they had been listening to – both parents and teachers.

When asked if they knew why they had been asked to come to this meeting, one boy said, "It's to discuss the little problem of joining the academy." When questioned about why the proposal to join the academy might be a 'problem' he responded: "I've heard things on the radio and from my parents. The school might shut down and all the teachers might go. We might get a new Head Teacher". Another child joined in and said, "Miss 'Y' keeps on saying the Head Teacher and all the teachers would change". One Year 5 boy announced with conviction, "My mum says I'm leaving if it becomes an academy." Some Year 6 pupils stated: "The lessons should stay the same. Our teachers try to boost us up. The grades here are good enough. I like the teachers and the lessons (well, some teachers). Miss 'X' does a good job and has been here for so many years". "All the teachers say they'll leave it becomes an academy".

About 80% of the Year 6 pupils who will be going to the academy said they felt reasonably happy about going there and about 20% said they felt 'so-so'.

Of the 10 Year 6 pupils interviewed, three said they would be going to other secondary schools, two were unsure, and the rest thought they would be going to the Academy. A year 6 girl said: "I'm not going to the academy because my sister went to Headlands.

Of the 10 Year 5 pupils interviewed, only one boy and one girl appeared to be reasonably happy about the proposal, and were sure they would go to the academy in Year 7. The others expressed a high degree of negativity towards the idea of Penhill becoming part of the academy.

It was noticeable that the Year 5 pupils had a more negative attitude to the proposal than the pupils in Year 6. This could be because they realise that if the proposal goes through, then they will experience two major changes: changes within Penhill for two terms prior to transition to their secondary school. This is clearly making them feel uncertain and vulnerable. They seem nervous of change. This links to the comments made by some teachers that Penhill is the one consistent place in their lives.

## Appendix 4

The table below is for comparison of responses between Yr 6 and Yr 5 pupils:

Question	Year 6	Year 5
What have you heard about the academy?	<ul style="list-style-type: none"> <li>The grades have gone down since it became an academy.</li> </ul>	<ul style="list-style-type: none"> <li>You get bullied</li> <li>They go in at different times</li> <li>Don't have to do science if you don't want to</li> <li>It's very big</li> <li>Big kids running around the little kids, being nasty to the little kids</li> </ul>
Do you have any worries about going to the academy?	1) They put your head down the toilet. 2) Everyone gets bullied. 3) The throw egg and flour over you	1) How it will affect my education. 2) How much I'll have to do notes – I hate notes. 2) Bullying 3) Making friends – people taking the “micky” 4) New teachers
Have you heard anything good?	1) Good PE 2) Nice food 3) Uniform – you have to wear it (not like at Penhill where you don't have to)	1) The uniform is good 2) The maths is good
Would you like to see any improvements at Penhill?	<ul style="list-style-type: none"> <li>Be like Pinehurst</li> <li>New windows</li> <li>More paint</li> <li>Car park</li> </ul>	<ul style="list-style-type: none"> <li>More playgrounds</li> <li>More equipment</li> <li>Bigger classrooms</li> <li>Bike holders</li> <li>Jungle gym</li> <li>Slide</li> <li>Swing</li> <li>Better equipment for the Nursery</li> <li>2 more classrooms</li> <li>Music sessions – particularly drums</li> </ul>

**Appendix 4**

		<ul style="list-style-type: none"> <li>• After school clubs – computers</li> <li>• Art club</li> </ul>
How to deal with troublesome pupils?	<p>“Don’t shout at troublesome children”</p> <ul style="list-style-type: none"> <li>• Detention</li> <li>• Isolation if really bad</li> <li>• Exclusion</li> </ul> <p>At Penhill you can get exclusion for a day – not really bad</p>	<ul style="list-style-type: none"> <li>• Get sent home</li> <li>• Get more work</li> <li>• Detention</li> <li>• All the naughty ones should go in one class</li> <li>• Sent out of the room</li> <li>• Get expelled</li> <li>• Write an essay</li> <li>• Be given a letter home</li> </ul>
About Homework:	<p>About 1 hour a day at Penhill. Some said they did no homework, while others said their parents helped them with their homework.</p> <p>There is an assumption that there will be less homework at first at the academy.</p>	<p>“We’ve got homework books”.</p> <p>“We don’t get any homework”.</p> <p>“We’ve all got books.”</p> <p>Almost all these Yr 5 pupils felt they should be given more homework.</p>
The subjects they want to have at the academy are:	<ul style="list-style-type: none"> <li>• Maths, English</li> <li>• Science</li> <li>• Biology</li> <li>• Geography</li> <li>• Design and Technology</li> <li>• Music</li> <li>• IT – computers</li> <li>• Art</li> <li>• Cooking</li> <li>• Electronics</li> <li>• Woodwork</li> <li>• History (about 50% said this)</li> <li>• Drama</li> <li>• PE</li> <li>• Dance</li> </ul>	<ul style="list-style-type: none"> <li>• Science</li> <li>• Art</li> <li>• Geography</li> <li>• Maths</li> <li>• Literacy</li> <li>• Everything</li> <li>• Music</li> <li>• Sport</li> <li>• Football</li> <li>• Archaeology</li> <li>• Art – making things out of wood and tissue paper</li> <li>• Drawing and clay</li> </ul>
Things they would like to see in their new school:	<ul style="list-style-type: none"> <li>• Interactive whiteboards</li> <li>• PE Equipment</li> </ul>	<ul style="list-style-type: none"> <li>• Drama Club</li> <li>• Climbing Club</li> <li>• After-school club</li> </ul>

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	<ul style="list-style-type: none"> <li>• New play equipment</li> <li>• Drama Studio</li> <li>• Computers</li> <li>• Nice teachers and pupils</li> <li>• Big sports hall</li> <li>• The teachers from Penhill (most of them)</li> <li>• Amusement park for playtime</li> <li>• Big field</li> <li>• Swimming pool</li> <li>• Science things</li> <li>• Good security</li> <li>• Equipment for maths, English and science</li> <li>• New toilets</li> <li>• My opinion be listened to</li> <li>• Trampoline</li> <li>• Giant swing</li> </ul>	<p>(Mum is at work)</p> <ul style="list-style-type: none"> <li>• Sewing Club</li> <li>• Basketball team</li> <li>• Tennis</li> <li>• Golf</li> <li>• Cricket</li> <li>• Drawing and painting</li> <li>• Cooking club</li> </ul>
What extra help or extras would you like to see at your new school?	<ul style="list-style-type: none"> <li>• A homework club to help with homework</li> <li>• Extra help with school work</li> <li>• Youth club</li> <li>• Singing club</li> <li>• Lockers</li> <li>• A school bus</li> </ul>	<ul style="list-style-type: none"> <li>• Maths</li> <li>• Literacy</li> <li>• Writing and reading</li> <li>• Reading</li> <li>• Writing</li> <li>• Maths</li> <li>• Homework club</li> </ul> <p>"We could do better – both me and this school could do better."</p>
Travel to school at present?	Walk: 9 Bus: 1	Walk mostly: 6 Driven by parents sometimes: 4 - 6
Travel to academy?	Walk: 5 - parents would occasionally drive Bus: 1 occasionally Bike: 1 occasionally	Walk: 5 Driven: 1 Bus: 3 (some are going to other schools)
Have you visited the academy?	Yes – 10	Yes – 5

**Appendix 4**

Talked to teachers at the academy?	Yes - 7	-
Attended Open Day at the academy?	Yes - 5	-
Responses to the above:	The teachers seemed kind. They wanted to know about us. They took photos of us to put in our books when we get there. They made us feel better about the academy. We're going to the academy on Wednesday – Ms Shaddick is going to be hidden – we have to look for clues	
Asked if they had anything else to add:	“Don't change Penhill. Leave Penhill the way it is.”	<p>“No point in turning Penhill into an academy because there are already 2 schools in the academy.”</p> <p>“If this school turns into an academy I'm definitely moving because I didn't just come to this school just to see a new Headteacher and new teachers. I don't want to see new faces. I don't want to re-start with my knowledge.”</p> <p>“You shouldn't turn it into an academy. We're proud to be Penhill.”</p> <p>“You shouldn't turn it into academy in the middle of the school year –</p>

**Appendix 4**

		January 2009.”
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