|  |  |  |
| --- | --- | --- |
| Emergent Themes | Original Transcript | Exploratory Comments |
| Appreciation of support for daughter  Recognition of need – slow/disengaged  Enjoyment  Creativity  Conformity – she did it when previously finds it difficult to engage with school.  Motivation  Hated school  Originality  Novelty of experience  Doing something different  Dislikes  Negativity  Frustration  Pro active – rang back  Persistence  Negativity  Disengagement  Attendance  Intelligence  Boredom  Negativity  Critical  Proactive  Fairness  Justice  Positivity  Enjoyment  New skills  Confidence  Stepping out of comfort zone  New skills  Self belief  Self efficacy  Self worth  Creativity  Enjoyment  Justice  Positivity  Frustration  Positive about engagement  Listened to  Ideas  Listening  Solutions  Empowerment  Solutions  Ideas to contribute | **Family** **2 – Parent**  Index 5 parent 2  I: Q1 – (Pre-project) experience for you  R: It was alright to be honest because they are pretty good there. Yes they are very good about X (daughter). They put all her stuff into place so that, she wasn’t in school for five days, so she could have a break and then she seemed to like Mrs X as a person, seemed to be a lot better. I think that’s why they did it, because she was slow or disengaged with school.  **T2 1 5:00-5:01**  I: The Project?  **T2 1 5:2**  R: I think she saw it as another activity to do because like she didn’t have to…. It wasn’t a normal lesson for her. She sees it as something different so she could like …… and she is quite creative because she had to create all these different dishes she had, she was quite happy to do that. Urm she did quite enjoy it actually.  I: Prompt - Hotel days?  R: No she just went and said nothing  about it. **T2 1 5:2**  I: Did it motivate her a little more?    R: Yes it probably did you know  I: Before the Project?  R: Hated it. She wasn’t fussed on primary but she went but once she got up to high school …. The first couple of weeks she said she enjoyed, then after that it just started going downhill from there really.  I: Prompt - Why did you think that was, what was that about?  I: Q5  R: It could be the size of the school, the amount of different lessons she had to do and all that sort of stuff but I don’t really know. She doesn’t like geography, she doesn’t like history, she doesn’t like RE. (3:14)  I: So you think it was because it started to get the same and a bit more challenging?  R: Yes anything practical she will do it.  (3:21) **T2 3 5:6**  I: If you have to go up to school, what is that like from your sort of perspective, can you tell me?  R: Alright, it’s just a pain when you ring because you ask Reception staff if you can speak to a certain member of staff, but they can never find um – ‘Oh we’ll get them to ring you back’ but then they don’t. I’ve been waiting 3 weeks for ‘X’ HOY to ring me. I’ve spoke to her since because I rang her back but the Reception staff didn’t tell her I was waiting for her to ring. **T2 3 3:8 – 5:8**  I: What about key members of staff e.g. Ms X in Inclusion?  R: She only really deals with me or I only really deal with the Year Head erm and, the, the attendance person and that’s it.  I: What sort of things do you contact them about?  R: Normally if she’s not in school or if she needs to have a day off erm, but that’s normally it, the only time I have.  I: Not about her learning/anything like that?  R: No, because she’s really quite intelligent and bright and she will just get on with it. But she gets bored easily.  I: Q6 The BBF Project Meal? Prompts like, what you did on the night?  R: Yes. It was alright erm. They had different families set out on different tables. There were different teachers in there. The Head was on there, the kids Year Head was there erm it went, it was alright (hesitating), it was alright but it could have been improved.  I: “In what ways”?  R: Like the way they served it, like the first group went in and got their meals and the others were all sat there waiting. (6:14)  I: So you didn’t know what was happening? Why was that?  R: I don’t know, because when the, when the kids had like served their own families, instead of helping the other ones out they just sat down with their families, had their dinner and then decided they were going to go off and do whatever. I think that’s what slowed a lot of it down. I think it was because they were all participating in it yes. I think what they should have done was served everybody first and then brought theirs in and sat down with them which then all, I think there was about 6 different kids there but all 6 kids helped feed the first 3 tables then you’d only have 3 kids left to do. The last 3 which I think was a bit unfair to be honest.  I: What about the thing the young people had made?  R: To be fair, it did look quite nice. Even the stuff I wasn’t eating because I wouldn’t eat it because I don’t like it but it did actually look quite nice. The fact the kids had all done it themselves was absolutely brilliant. **T2 5 6:8**  I: Afterwards?  **T2 5 6:9-7:0**  R: Yes, yes she did say she enjoyed it and she did say she, that she’d definitely do it again. She would yes, do that again but I think she was more made up because she put on a fish dish and she hates it. She doesn’t eat it, she doesn’t like it and the smell of it makes her feel sick but she actually stood obviously with an adult and cooked it and not one single person complained about it which was the majority of um all said it was cooked perfect (emphasis). She was like “yes”.  Yes it increased her confidence, it probably did because it is something she doesn’t cook, she just wouldn’t cook it so ….. She cooks more now (at home) than she did before. It has motivated her, definitely, definitely. **T2 6 7:2**  I: That’s an amazing skill to have isn’t it?  R: Yes, she just would not entertain it. I mean the last couple of weeks she’s started to eat cod, she’s tried, she’s tried but she tried it in small amounts and stuff but before that she wouldn’t eat it even when she was little.  I: It sounds as though it has encouraged her to do something she wouldn’t have.  R: Definitely. She’ll never, if me or me mum had said to her like there’s salmon in the fridge, fresh salmon, go and cook it, she’d be like “I’m not going to touch that”. She probably would now (emphasised) ‘definitely’.  I: You look as though you are pleased about that, are you?  R: Yes, I am, she wouldn’t cook anything, she wouldn’t have even made toast, she wouldn’t do nothing like kitchen…. but since she’s done this she cooks all her own meals. She’ll cook meals for everybody else urm, and she quite likes getting creative with her dishes as well to be fair.  I: comment – She does sound quite creative (referring to early conversation).  **T2 7 7:9**  R: She is quite a practical person to be fair. Yes it was helpful to her. (7:9)  I: Q7 Is there anything else schools can do to make school more positive for pupils and for parents in any way? Other things?  **T2 7 8:0**  R: I don’t know because I’ve never really had an issue with that (at this school, brother’s school different). Never had an issue with the high school to be honest except frustrating when I phone them. But when I got through they always sort it out.  I: Would you say they engage well with parents?  R: Yes, definitely. I do, definitely.  I: How do you feel about that compared with some other experiences you’ve had?  **T2 8 13:6**  R: X high school are definitely more helpful than any other high school I know, definitely.  I: Any other ideas school could do to encourage young people?  **T2 8 13:8 – 13:10**  R: No not really but I think if they did it with the younger kids as well, I think it might help them, you know, if they can’t like settle into school or can’t like, or having a few issues and stuff, if they did something like that with the younger kids. The ones that were just starting like in Y7 and stuff. You know because they are all new parents as well and don’t really know the school and stuff. Did it with a Year 7 team and maybe get the Year 9’s who did it last year to help out a bit, that would be nice for the younger ones to be honest. Confidence. If then the Year 9’s were helping, it would then also get their confidence to grow? (13:10)  **T2 9 13:27**  R: Possibly, yes, I think if they’d done that when more were in Year 7 I think she would have been a different person to what she actually was”. (13:27)    I: How do you think it would have made her different, what do you think it was?  R: I think it, it, probably the whole outlook on school would have been different for her and it wouldn’t have been like your going into that lesson and that. That I think would have been something she could have looked back on and said when we first started we did this, whereas at the minute she’ll look at it and say Y7 we just did that. I mean they could do the same dishes or do them dishes completely different, do you know what I mean? See what the Y7’s want to make because then it is more like their input than a Y9 input if it’s for a Year 7 team.(15:07).  I: Anything else?  R: ‘No’.  **End Parent 2** | ‘to be honest’ regularly occurring phrase through the transcript.  School had acted on the needs of the daughter and rated as ‘pretty good’. Perception of the school by the actions to meet need.  Indication that the project was an activity that didn’t have to be done. It was enjoyable.  Characteristics of daughter – creative.  ‘Urm’ – pause for thought.    Chance to reflect on what it was about disliking ‘hating’ school.  Focussing on the dislikes  Summary – assumptive?  Identification that the practical works  Blame – Reception staff  Clear route of who to contact in school.  Disengagement  Attendance an issue  Belief – can’t be learning, perception of daughter as bright and bores easily.  Descriptive re the Project  Had ideas quite specific  Negativity  Critical but could give ideas about improving the Come Dine With Me experience.  Had ideas of how the evening could have been improved  Belief system about fairness and honesty  Repetition ‘to be honest’  ‘To be fair’  Recognition that the cyp had done something themselves  Praise  Affirmation of belief - creativity  Leading question about motivation  CYP’s view?  Recognising ability that cyp didn’t know she had  Affirmation of belief – creative  Will have a go  Practical hands on person  Belief ‘to try’  New boundaries out of comfort zone  Use of ‘definitely’ that this would happen therefore it is a change that has occurred in the daughter.  Checking for the recognition  Use of urm as a pause.  Repetition of belief – daughter is creative  ‘To be fair’ repetition of the phrase trying to be as honest as possible and to say it as it is  Affirmation of belief – daughter practical  ‘to be honest’ emphatic – emphasising the point  Emphatic – definitely, definitely  Compared to high school another of the family goes to  Asking for ideas  Has solutions  Gathering view points from parents  A solution focused ‘How to’ approach  Something cyclical might have helped her daughter to engage although if had become ‘samey’ would that have changed the outcome?  Creating memories  Place of the school to provide to make a difference  Place of suggestion boxes and parental feedback |