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| Subordinate Theme | P1 | P 2 | P 3 |
| **Participation and Contribution**  This subordinate theme reflects both parent’s actual participation and contribution and their experience of participation and contribution as it relates to their child (ren). | *we sat around at the tables and made suggestions, I suggested…* T1 1:14 | *The fact that the kids had done it themselves was absolutely brilliant*  T2 5:6.8 | *They are being quite flexible with him..….*  *because at the moment he’s almost like an equal participant and he’s making his own decisions which is great.* T3 5:12:02  ***I just wish it was more involved, even if they did some more parent participation***  T3 17:19.01 |
| **Communication and Relationship**  As experienced by parents in their communication and relationship with the school. | *Yes, yes, yes. I know who to speak to. Not a named person but Head of Year and Tutor.* T1 3:065  *More time to discuss the children parents evenings are always short and rushed*  T1 5,6:116 | ***Alright, it’s just a pain when you ring because you ask Reception staff if you can speak to a certain member of staff….Oh we’ll get them to ring you back but then they don’t. Reception staff didn’t tell her I was waiting for her to ring.*** T2 3:3.8  *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.*  T2 7:8.0 | ***His Dad and myself did feel a bit of pressure actually urm***  T3 6:12:09  *Well, there’s always somebody there*  *who will answer the phone* T3 15:18.00 |
| **Confidence**  This subordinate theme is illustrative of the two fold perception parents have in what constitutes having confidence in a school means to them. It is also reflected in the difference they can see that school initiatives can make to their child(ren). | *I can always ring them up. They actually helped by talking to the children\* and worked with the children\**  *through their problems as well.* T1 3:039-44  *School not taking concerns seriously and the same with children as well with the relationship. It has made a lot of difference to her, (one of the children\*) her confidence.* T1 8: 204 | *I’ve been waiting 3 weeks for ‘X’ (Head of Year) to ring me. I’ve spoke to her since because I rang her back.* T2 3:5.8  *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…..* T2 6:7.2 | *I put to the school and his Dad put to the school that it’s not banter if you’re on the receiving end and if you’re on the receiving end what’s banter? To somebody else is torture on a daily basis urm er I appreciate there is only so much they can do.*  T3 1:10- 10.1 *So the little bit of faith he built back up again just went.* T3 3:10.10  *It empowers X. For me it is fab.* T3 6:12.03 |
| **Motivation**  The subordinate theme reflects the narrative of perception and experience of parents concerning motivation in their child (ren). | *They are really trying hard to do their best, more motivated. ….more positive towards school, very much so, very much.* T 1 6:130; T16:138  *They (Relatives\*) actually say to the children\* you have to work hard. One didn’t do well at school. But you still have to work hard.* T1 7:161 | *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 1:5.1  *She’s really quite intelligent and bright and she will just get on with it. But she gets bored easily.* T2 4:6.1 | *That’s the thing, chuck him in a situation like that and he just seems to erm, thrive, and find strengths within himself.* T3 12:16.00  *A school is a school and that’s a case of it has its’ curriculum*  *and you must do English, you must do Maths, you must do RE, erm there are certain subjects you have to do. Subjects that kids aren’t interested in doing.*  T3 16:18.04 |
| **Personal effectiveness**  The narrative examples are representative of parental perceptions both about themselves and about the personal effectiveness of their child(ren). | ***I never went to it though***T1 1:021  *I need to do my part and to do my bit.*  T1 8:180 | *I think she saw it as another activity to do because she didn’t have to* T2 1:5.2  ***It was alright but it could have been improved*** (the activity to promote engagement) T2 4:6.2 | *He was asked ‘what did he want and what did he**want to do?’ and he wants to go to school….he made the decision that he would come in*  T3 6:12:04 – 12:06  *You and Dad keep telling me to say something or to do something and the teacher witnesses and we don’t, what’s the point?* T3 3: 10.9 |
| **Creating good memories and positive experiences**  Narratives reflecting parent/carer perspectives on how schools could promote good experiences in order to create memories that will engage and encourage pupils. | *It was doing something different, inviting us for a meal. Yes because it was something we could do with them in school.* T1 5:094  *They talked, buzzing. Good for the positive relationship between self and the girls.*  T1 5:108 | *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 Year 7 we just did that.* T2 9:9.2.  *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.*T2 8: 8.6 *You know because they are all new parents as well and don’t really know the school and stuff……..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.* T2 8:8.7 | *X came home and he was buzzing, he was just, he was so happy. I think they were all really proud of themselves.*  T3 9: 14.04  *If it had grown and moved to you know maybe we are doing something once a month, it doesn’t have to be something as grand as that* (the BBFP) T3 13: 16.06  *If it is going to make them feel good about themselves, if they’ve achieved something…….but the results are going it and do it again and again and again* T3 13:17.00 |
| Subordinate Theme | P4 | P5 | P6 |
| **Participation and Contribution** | *…it as fun meeting new people. New skills*  T4 3: 18:17  *….Working as a team in a group.*, T4 3: 17:58 | *I think we should do another thing this year with the same people and then with the Year 7 and 8’s so they do that one and we do something else.*  T5 6:5:83  *We could support them, things like days out and stuff. Things for people in need like Chester in Need and things can go to families in need. We raise money and they give the stuff to them – I’m involved in this.*  T5 6: 5:84; 5:85 | *School is difficult again because we’d had so much fun and I actually had something to participate in and to come into school for. Then that all stopped and I felt I had nothing to come into school for. I guess my subconscious thought there’s nothing for me.*  T6 5:8:50 |
| **Communication and Relationship** | *Teachers made it fun…Mrs X is always like that (fun).* T4 8:21:26,21:27  *Helps when teachers explain it so you understand it.* T4 9:23:34 | *Sometimes my Mum gets quite angry and says school never listens but I suppose like on the other side of it they do help, they do listen.* T5 4 5:69 | *We all got to learn so much new stuff, it was so nice for all of us*  *to be together own and sit down and talk about each and all of our problems and play and play games.*  T6 2: 14:49 |
| **Confidence** | *It has made me build up my confidence because I wasn’t confident. More confident than in Year 7.*  T4 1: 21:29.  *When I’m in a group I don’t like speaking or giving my ideas but now I do.* T4 3: 17:58 | *I learned that like, I earned that like er, I don’t know how to explain it like er, more responsible, my confidence has increased.* T5 2: 5:47  *I think if you have support from people (like parents) you feel more happier, more confident. I don’t know, you just like erm, what’s the word?....like feel better about yourself.* T5 3: 5:67 | *At the start, the first day I was really panicking, I was refusing to come in cos I was scared because I don’t know what I was going into but I er from then on, I found it good*. T6 2:15:40 |
| **Motivation** | *Like if I want to do something, I know I will get that support I can ask….If not (supported) get lower marks, and be in lower sets. They can get higher (marks) with support.*  T4 6: 14:10; 14:11. | *We had to make it. We had to sort everything out.* T5 2:5:62 | *I was coming into school even more. Yes, I was more keen, I was happy to come in every day because I knew that we were going to be discussing it even more and that even that was just helping me and it ended and that was it – what now?*  T6 4:15:56 |
| **Personal effectiveness** | *Like doing stuff, like doing stuff for myself…I can do it myself like, I can do it if I try. I can do it myself.*  T4 2:20:40 | *Yes I got to know people that I wouldn’t normally speak to before.* T5 1:9:44  *I didn’t er like to really speak to different people and stuff like that. I er stayed with the people I er knew but now I will er speak to everyone.* T5 2:5:48 | *I knew exactly what was going on so I got there earlier the next day because it was so much fun*. T6 3:15:48  *…Mum and Dad said it was brilliant. They were surprised like how much I was doing in it cos er, it was a big role to do, they said they were really proud of me.* T6 6:16:00 |
| **Creating good memories and positive experiences** | *School can be fun if you let it.* T4 5: 11:20  *I feel more part of the school. It helps me take part in lessons.*  T4 5: 12:49 | *I like cooking, I did a bit before but now I want to do it all the time. I hadn’t cooked anything like that before (fish) but it was dead good.* T5 2: 5:61 | *It was so much fun, some of us already knew each other though a couple of us didn’t know who each other were, so we were kind of nervous but after the first hour or so, everyone was really happy and everybody I know would all love to do it again because it was all so much fun.* T6 1/2: 14:47; 14:49. |