Links to Table 9 Transcripts illustrating Superordinate and Subordinate Themes

Key: T=Transcript followed by family 1, 2, 3; Page number within the transcript and line reference. Therefore: T1 1:9 = Transcript Family 1 page 1 line 9.

**BOLD – indicates divergence.**

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| 1. **Appreciation of Effort** 2. **participation and contribution**   **Family 1:**  *the meeting with the parents*  *we sat around at the tables and made suggestions, I suggested…*  *It was doing something different, inviting us for a meal*  *The schools efforts. Yes I need to do my part and to do my bit.*  *The Project has made a huge difference to our girls*  **Family 2:**  *They put all her stuff into place*  ***It was alright but it could have been improved***  *Like the way they served it (meal)*  *I think it was because they were all participating in it yes.*  *The fact that the kids had done it themselves was absolutely brilliant*  *I: It sounds as though it has encouraged her to do something that she wouldn’t have T2 6:7.4 R: Definitely T2 6:7.5 (Contributory dialogue of ideas: T2 8:8.6 to 9:9.3)*  **Family 3:**  *I would like to see the teachers follow through on the school policy Narrative 2,3,4:11.05*  *I do genuinely think that they (the school) are bending over backwards, really trying*  *They are being quite flexible with him as to ….because at the moment he’s almost like an equal participant and he’s making his own decisions which is great.*  *I totally applaud the fact that they did it, it was wonderful.*  ***It doesn’t raise me for one event…….it was a singular event***  *I do really thank the school for doing it*  *I think the school does what it can, erm, OfSTED make it a bit rigid for them*  ***I just wish it was more involved, even if they did some more parent***  ***participation***  *They are trying, they are trying to engage him and I appreciate that, I*  *really do*  *I am really grateful for the fact they’ve done the you know (BBFTP)*   1. **Communication and relationship**   **Family 1:**  *It values by giving the support and trying to understand*  *Yes, yes, yes. I know who to speak to. Not a named person but Head of Year and Tutor.*  *More time to discuss the children parents evenings are always short and rushed*  *Teachers there who are interested in them*  *School not taking concerns seriously and the same with children as well with the relationship.*  *Got to have good communication. Whatever you do, good*  *communication.*  *Communicate and have that relationship*  *I do find sometimes, that the school does things different to me; (laughter) such as cooking, baking. The girls say this to the staff! (laughs)*  **Family 2:**  *She seemed to like Mrs X as a person*  *They always sort it (issues / problems) out*  *Definitely more helpful than any other high school I know, definitely*  ***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.***  *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.*  **Family 3:**  ***His Dad and myself did feel a bit of pressure actually urm***  *Well, there’s always somebody there who will answer the phone*  *If the school would ask me I would say the same* | **Transcript Reference**  T1 1:9/10  T 1 1:14  T1 5:094  T1 8:180  T1 8:200  T2 1:5.1  T2 4:6.2  T2 4:6.3  T2 5:6.5  T2 5:6.8  T2 6:7.4  T2 6:7.5  T2 8:8.6 - 9:9.3  T3 2:10.62,  T3 2,3,4:11.05  T3 5:11.09  T3 5:12:02  T3 12:16:02  T3 12:16:05  T3 13:16:10  T3 15:18.01  T3 17:19.01  T3 17:18.09  T3  17: 19.00  T 1 3:062  T1 3:065  T1 5,6:116  T1 6:130  T1 8:204  T1 8:205  T1 9:207.  T1 9:209  T2 2:5.1  T2 7:8.0  T2 8:8.4  T2 3:3.8  T2 7:8.0  T3 6:12:09  T3 15:18.00  T3 17:19.04 |
| 1. **Value of Support** 2. **Confidence**   **Family 1**  *It was completely different when at school in my day so I couldn’t help them. (T1 1:021) It changes all the time you know, you need to know how to work a computer (laughs)*  *They tend to be very supporting with the girls (T1 2:033) Very good, very good, very supportive. They have had difficult times*  *I can always ring them up. They actually helped by talking to the girls and worked with the girls through their problems as well.*  *I just talk to the school*  *The girls have settled in better this year.*  *She’s (one of the girls) urm catching up. Confidence has improved.*  *The Project has made a huge difference to our girls yes, more motivated – yes, increased confidence*  *A lot of support and encouragement, yes, yes*  *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 girls) her confidence.*  **Family 2**  *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*  *I think she was more made up because she put on a fish dish and she hates it.*  *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 is quite a practical person to be fair. Yes it was helpful to her.*  *I think if they’d done that (referring to a way the parent thought would help see (T2 8: 8.5 to 8.8) when more were in Year 7 I think she would have been a different person than she actually was.*  **Family 3**  *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.*  *So the little bit of faith he built back up again just went.*  *I don’t know because X (child) is never in school to find out.*  *Well, they’re trying to accommodate him as best as they possibly can, urm and putting the ball quite a bit in x’s court and seeing how, what do you feel comfortable with and urm, we just want you back in school*  *It empowers X. For me it is fab.*  *We went to that meeting (about BBFTP) and it seemed he had talked with me, spoken to X (Teacher) and went into the TAF (Team around the Family meeting) and urm, he was asked what did he want and what did he want to do and he wants to go to school urm, so he made the decision that he would come in....”I will come in in the mornings” urm we’ve got a week and a half left of school to go until Christmas a week tomorrow.*  *I think it was about an hour and a half late the first day and then he went the second day (to the project activities)*   1. **Motivation**   **Family 1**  *They are really trying hard to do their best, more motivated. ….more positive towards school, very much so, very much.*  *They (Aunties) actually say to the girls you have to work hard. One didn’t do well at school. But you still have to work hard.*  *I: (affirmative of the interviewer as listener) You encourage them to do their best, and their Auntie’s support this?*  *R: Yes, yes most definitely.*  **Family 2**  *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.*  *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.*  *No she just went and said nothing about it.*  *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.*  *Yes anything practical she will do it.*  *She’s really quite intelligent and bright and she will just get on with it. But she gets bored easily.*  *But since she’s done this she cooks all her own meals.*  **Family 3**  *He apparently came into his own. In the kitchen.*  *If you put him in that sort of situation erm, he does seem to have these leadership qualities about him*  *That’s the thing, chuck him in a situation like that and he just seems to erm, thrive, and find strengths within himself.*  *We’ve all seen those Channel 5 documentaries of the schools*  *that are taking a different approach and all seem to be*  *achieving a quite different great results through it*  *A school is a school and that’s a case of it has it’s 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.* | T1 1:021  T1 1:022  T1 2:033  T1 2:034  T1 3:039 -44  T1 3: 056  T1 6:124  T1 6:143 0 144  T1 8:200  T1 8:201  T1 8: 204  T2 3:5.8  T2 5:7.0  T2 6:7.2  T2 7:7.9  T2 8: 8.5 - 8.8 T2 9:8.9  T3 1:10- 10.1  T3 3:10.10  T3 5: 11.07  T3 5:12.01  T3 6:12.03  T3 6:12:04 – 12:06  T 3 8:14.01  T 1 6:130  T16:138  T1 7:161  T1 7:164 – 165  T2 1:5.1  T2 1:5.2  T2 1:5.3  T2 2:5.4  T2 2:5.6  T2 4:6.1  T2 7:7.7  T3 10:14:07  T3 11:15.05  T3 12:16.00  T3 16:18.03  T3 16:18.04 |
| 1. **Legacy of Enjoyment** 2. **Personal effectiveness / empowerment (self-efficacy)**   **Family 1**  *The only thing was the meeting with the parents*  ***I*** *suggested*  ***I never went to it though***  ***I*** *can always ring them up*  *Girls more positive towards school*  *I need to do my part and to do my bit.*  **Family 2**  *I think she saw it as another activity to do because she didn’t have to….*  *No she just went and said nothing about it*  *Yes anything practical she will do it.*  ***It was alright but it could have been improved***  *She cooks more now (at home) than she did before*  *I mean the last couple of weeks she’s started to eat cod, she’s tried, she’s tried but she tried in small amounts and stuff but before that she wouldn’t even eat it even when she was little.*  **Family 3**  *I couldn’t let him go into school the rest of that week because of it because we’d been telling him all along if anything happens to you, tell the teachers, tell them.*  *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?*  *In the end X did something about it himself, he actually knocked the child flat urm, and I don’t condone violence but we’ve, both me and his father have said if that’s what it takes for this to stop, if you thump them, I know this isn’t the world we want to live in, we all know that’s the world that works urm, but as for urm, that part I would like to change, not only for X but for every child.*  *I did actually say to the school if he comes home with any more bruises on his chest again I’ll be photographing it, going to the Police and I want that boy to be charged with assault because it’s not happening to my child.*  *They are being quite flexible with him… it does help, because at the moment, he’s almost like an equal participant and he’s making his own decisions which is great.*  *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*  *His Dad and myself did feel a bit of pressure actually urm, …..It’s as if the school thought that we hadn’t tried hard enough or that we weren’t being forceful enough which wasn’t the case.*  *That was just the impression that we got was that urm, or whether that was us being critical of ourselves, we felt it.*   1. **Creating good memories and positive experiences** 2. **Family 1**   *They have been to hotels before and stayed at them but to do what they were doing they were very excited about it.*  *I mean they are always asking Mrs K are we doing that again? What are we doing next? Yes, what is going to be next?*  *It was doing something different, inviting us for a meal. Yes because it was something we could do with them in school.*  *I was ever so proud. It was a good idea. It was very enjoyable.*  *They talked, buzzing. Good for the positive relationship between self and the girls.*  *Yes, yes, just some things you can actually do* ***with*** *them*  **Family 2**  *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 that the kids had all done it themselves was absolutely brilliant.*  *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’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.*  *She’ll cook meals for everybody else urm, and she quite likes getting creative with her dishes as well to be fair.*  *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) Confidence. If then the year 9’s were helping, it would also get their confidence to grow.*  *I think it, it, probably the whole outlook on school would have been different for her and it wouldn’t have been like you’re going into this lesson and that (T2 9: 9.1) 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.*  **Family 3**  *The Come Dine thing and that was wonderful (T3 8:13.08) It just gave them a different focus……..he didn’t want to go to school the days they went to the hotel – it was a struggle when he was with his Dad in the taxi…..I think it was about an hour and a half late the first day and then he went the second day but he seemed to enjoy it*  *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)……his group had really set the bar for the rest, it just worked so well.*  *I think it was the empowerment for them (T3 10:14.08) …..really seemed to get a kick out of it because they’d done something and had done it successfully. Really successfully.*  *That’s when he will switch on, because when he came home from the Coe Dine With Me, he was so chuffed because if it makes him believe that “I can do that”*  *I would say that some parts of erm X’s personality are totally against my brain and very much err, we can, we will try until we succeed.*  *He can be a wee bit glass empty rather than a glass half full you know. Sometimes “I can’t”, we keep going though. We always keep going and will always find a solution in the end.*  *Chuck him in a situation like that and he just seems to erm, thrive and find strengths within himself.*  *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*  *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*  *If there’s a kid who says I can or I can’t but I’m going to have a bloody good go at doing it.*  *I just didn’t study…. I was far too interested in life so I left and did all sorts of jobs……..I went back to it when I was 29 and fell pregnant…..but I went back again when I was 37 so hey, you know what it’s like.*  *I see that X has got to get his education erm, however I think that the pressure he’s getting at the minute, I don’t think for him, if I can put myself in his shoes that’s going to help him so um, I don’t think him getting his ‘O’ Level this year is the be all and end all, my key goal is getting X back in school.*  *I personally think a mature student is a more focused student because you are doing it because you want to do it, rather than being told you are going to do it (laughs).* | T1 1:09  T1 1:014  T1 1:021  T1 3:039  T1 6: 143  T1 8:180  T2 1:5.2  T1 1:5.3  T2 2:5.6  T2 4:6.2  T2 6:7.3  T2 6:7.3  T3 3:10.7  T3 3: 10.9  T3 3: 10:10 -11.00  T3 4:11.03  T3 5:12.02.  T3 6:12:04 – 12:06  T3 6:13.00  T3 7: 13.01-13.02  T1 4:072 -075  T1 4:077  T1 5:094  T1 5:095  T1 5:105  T1 5:108  T2 5:6.8  T2 5:70  T2 6:7.5  T2 7:7.8  T2 8: 8.6  T2 8:8.7  T2 9:8.8  T2 9: 9.1  T2 9:9.2.  T3 8:13.08  T3 9:14.02  T3 9: 14.04  T3 9:15.05  T3 10:14.08  T3 10:14.09  T3 11: 15.07  T3 11:15.08  T3 11: 15.09  T3 12: 16.00  T3 13: 16.06  T3 13:17.00  T3 13: 17.01  T3 14:17.04  T 3 15: 17.08  T3 15 17.09 |