



EDUCATION POLICY DEVELOPMENT AND SCRUTINY PANEL

PUPIL CONSULTATION – P7

REPORT BY DIRECTOR OF EDUCATION AND CULTURAL SERVICES

A. PURPOSE OF REPORT

To inform the Policy Development and Scrutiny Panel of the outcome of the consultation meeting held with P7 pupils on 3 October 2008.

B. RECOMMENDATION

To note the views of P7 pupils, and to take account of them during future policy development.

C. SUMMARY OF IMPLICATIONS

I Council Values	Focusing on our customers' needs Being honest, open and accountable Providing equality of opportunity Making best use of resources Working in partnership
II Policy and Legal (including Strategic Environmental Assessment, Equality Issues, Health or Risk Assessment)	None
III Resources - (Financial, Staffing and Property)	None
IV Consultations	This consultation forms part of a regular programme of consultations with pupil groups which take place throughout the year.

D. TERMS OF REPORT

Pupils from Pupils from Balbardie, Blackburn, Blackridge, Croftmalloch, Meldrum, St Mary's Polbeth, St Paul's, Parkhead, Riverside, Uphall, Williamston and Winchburgh Primary Schools were invited to a consultation meeting in Lindsay House, Bathgate on 3 October 2008.

This consultation forms part of the Education Services Engagement and Involvement Strategy, and is part of a regular programme of consultative meetings with pupils. As well as being reported to the Policy Development and Scrutiny Panel, the outcome of the meeting will be reported to Parental Representatives, Headteachers and the teaching unions. This will allow the views of pupils to be taken account of in future policy development and service improvement at school and authority level.

A record of the questions and answers is attached as Appendix 1.

E. CONCLUSION

Members are asked to note the views of P7 pupils, and to take account of them during future policy development.

F. BACKGROUND REFERENCES

Education Engagement and Involvement Strategy

Appendices/Attachments: Note of Consultation Meeting

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P7 PUPIL CONSULTATION

FRIDAY 3 OCTOBER 2008

LINDSAY HOUSE, BATHGATE

Pupils from Balbardie, Blackburn, Blackridge, Croftmalloch, Meldrum, St Mary's Polbeth, St Paul's, Parkhead, Riverside, Uphall, Williamston and Winchburgh PS

What subjects do you enjoy studying at school?

I like reading. If you are reading a good book you can read more than you are told to.

I like art because it is creative.

I like writing because you can choose what you write about.

I like maths because it is challenging and I like solving problems.

I like maths because of the variety.

I like maths because everyone concentrates and works hard and everyone is quiet.

I like working when everyone is quiet. It's quite good because we can concentrate better.

I like science because you can prove theories true or false.

I like PE because it helps us get fit.

I like Environmental Studies. We did Hiku poetry and personal projects on life in Japan and kites in technology.

Being active and connecting up topics is interesting.

We studied the modern Olympics. Personal projects and research are interesting.

What are your favourite learning activities?

Mime, dance and drama.

Interactive learning and the smart board, and not just writing. We wrote on the playground with chalk in a maths lesson.

Games in circle time, especially Splat!

Still life and art.

Researching on the computer for projects.

Science and learning how rocks are formed.

What makes a lesson interesting?

When we do art our teacher puts on pop music and we can chat while working.

In maths we have cards with fractions, decimals and percentages. We matched them up in groups and then got to correct the other groups.

We use the 'roulette wheel' on the smart board to choose which group will contribute.

I like PE because everyone gets a turn. Everyone gets a turn in lessons.

We get a game before lunch if we behave well in maths.

I like a word puzzle in French that we play on the smart board. We match words with pictures.

I like games and practical tasks in maths.

Do you feel involved in making decisions at school? How are you involved?

We have a pupil council. We pick reps in class, and meet in the hall. We discuss things with the class. We also have an Eco-committee. We decide the ways we can help the environment. We wanted to stop graffiti so we had an idea about how we could get a fence, and we got it.

[All schools present had a pupil council and an Eco-committee. Almost all felt the pupil council made a difference.]

The girl's toilets were not that nice. We tried to get them fixed. We managed to persuade the school to get them fixed. Now they are still nice.

Some pupils were bullying and having temper tantrums. We designed a chill-out room with cushions. Pupils who misbehave can go in. This solved the problem and there is less bullying.

We have Junior Road Safety Officers and Enterprise Representatives. We can vote for them.

We also have prefects. We have secret votes, but the teachers can change the decision, to make sure that the decision is sensible. That is OK - it makes sure people don't just have a laugh when they vote.

We have buddies for P1. We have a rota. We get to choose whether we want to be a buddy and say why.

We had a new school hall built. We got to vote on ideas how to raise money for equipment. We came up with 'adopt a brick.'

Do you get to make decisions on learning or the School Improvement Plan?

We get involved in what happens. We get to make decisions about Golden Time. We decided we didn't want to join in with a bigger group.

We learn in Golden Time. We play Scrabble.

Has any Pupil Council been given money and decided how to spend it?

We got £100 and voted on what we wanted for the playground. Everyone got a say. We were pleased to make the decision.

We won £100 in a quiz. The quiz team got to choose what to spend it on. We couldn't agree so we asked our classmates. We saw a Japanese Drumming Group, and wanted to invite them. We suggested it, and the Headteacher agreed. We had to raise more money. The other pupils helped.

Our Pupil Council was given money to buy a nativity scene.

Are you aware of bullying in your school? What happens if bullying occurs?

[All pupils present were aware of bullying.]

What is the worst form of bullying?

Constant bullying of one person, physical or emotional.

Teasing, poking, not just name-calling.

Name calling of one person, even if people are told not to do it.

Violence.

What do you do about it?

We talk to a teacher, the teacher talks to the bully's parent and the parent stops it.

I got bullied, then I was involved in bullying, then I learned to stop it.

We have a 'parking wall'. If we have a problem we write it on the wall. It is a way of asking for help.

[All pupils thought their school had good systems for stopping bullying when it occurred.]

How do you help each other deal with bullying?

We have peer mediation to help with bullying or when friends fall out.

We had a group that made up answers to bad scenarios to help people deal with them if they happened. We connect lone pupils to groups.

We have an anti-bullying council. We have a box and we can put a note in it. The anti-bullying rep reads the note. You can tell an anti-bullying rep if you don't feel confident telling a teacher. They can sort it out.

What do you do if you think a teacher is a bully?

We have childline posters. We can tell the Headteacher if a teacher is a bully or the Depute if the Headteacher is a bully.

Is everybody treated fairly at your school?

Everyone is treated fairly. We don't have any different races. No one is treated unfairly. If someone from another race came, we would treat them as just another person and not worry about what they looked like or their religion.

We have three people of different races. They are just the same. They are not left out and we are all friends, which is a good thing.

We have a boy from the Philippines. He used to get called names, but it was well dealt with and resolved.

The pupils are fair to everyone. Not every teacher is fair. Some have favourites or judge you by your older brother or sister.

Different races are just the same. One of my best friends is from a different race. Teachers and pupils treat people from different religions and races the same.

We have two Muslim pupils and 6 Polish pupils. We don't treat them differently. Last year my best friend was a Muslim pupil. Special teachers come to teach the Polish pupils English, but they are in our classes. They are not left out and we make friends. We put up signs in Polish.

We have about 35 posters about racism and conflict in our school.

We had a boy from a different race. There was no name-calling.

Some people call people with glasses 'specky'. The teachers stopped it, and they don't do it any more.

We celebrate success and everyone has the opportunity to participate.

If we have someone who doesn't speak our language we learn some words in their language.

We involve everyone. The Polish pupils help each other understand and no one is left out.

Are boys and girls treated the same?

Some boys didn't let the girls play football. The school dealt with this!

There are more girls than boys in the class, so if we have a vote to choose activities the girls win. The teacher makes sure the boys get some activities we want.

There was one teacher who treated boys differently from girls.

We had a disabled boy who came to school. He didn't have special equipment. Now the school has got things for him, but it took too long.