



CONSULTATION REPORT

**Primary school children's views on the
proposals to turn Bryn Hafren and
Barry Comprehensive into two new
co-educational schools**



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This consultation and report was delivered on behalf of



by



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Consultations delivered by Jo Stephens and Phill Burton

We would like to thank the following people:

All the children who participated from the following primary schools:
**Barry Island, Gwenfo, Holton, Gladstone, Cadoxton, Palmerston, High Street,
Romilly, Rhws and Jenner Park,**

And to all the teachers, teaching assistants & volunteers that supported the primary school children to attend.

Also to:

Holton Road Primary School and Cadoxton Primary School for hosting the events; thank you for making everyone feel so welcome.

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Introduction

Aims

This report is part of a consultation about the proposed changes to the two single sex comprehensive schools in Barry.

The proposal suggests that two new co-educational schools for pupils aged 11-18 would be created on the sites of Bryn Hafren and Barry Comprehensive. These would open in September 2018.

A brand new school would be built on the site of Barry Comprehensive, with the existing building being knocked down on completion of this.

Work would be undertaken in Bryn Hafren to refurbish and improve the current facilities there.

A joint sixth form would be established across the two new schools.

Currently the two existing schools share a catchment area; if the new proposals go ahead two new catchment areas would be established.

Pupils, and their families, that would already be attending either Barry Comprehensive or Bryn Hafren in years 7-10 would be able to state their preference for which school they would like to continue their education. If they are not within catchment for their selected schools admission will depend on places available.

To avoid disruption in preparation for GCSE examinations pupils in year 11 will remain in their existing classes and will be registered at the school opening on the site of their existing school.

Pupils entering years 12 and 13 will also be registered at the school opening on the site of their current school but will remain in their current classes for 2018-19.

New governing bodies will be established for both new schools and they will be responsible for appointing head teachers. Leadership and staffing structures will fall to the new governing bodies, and will need to be designed to meet the needs of each new school. The Council will strongly advise governing bodies that roles are ring-fenced as far as possible between both schools to ensure stability, consistency and support for pupils.

This report contains the views of children from the primary schools that feed into Barry Comprehensive and Bryn Hafren Comprehensive.

Who

Vale of Glamorgan

Vale of Glamorgan CC contracted Dynamix to undertake a consultation with primary school children. The Senior Managers in charge of the delivery of this consultation were Lisa Lewis and Mike Matthews.

Schools

The primary schools that took part in this consultation were:

Barry Island	Gwenfo	Holton	Gladstone	Cadoxton
Palmerston	High Street	Romilly	Rhws	Jenner Park

Other English medium primary schools in Barry were invited to attend the consultations but were unable to attend. All children who attend primary school in Barry will have had the opportunity to share their views via a survey in school.

Dynamix

Dynamix were contracted by Vale of Glamorgan CC in September 2016 to undertake this consultation, collect the views of the children and produce a report to capture these views.

Dynamix is a Welsh social enterprise that provides facilitation and consultation services along with training and it has built up an excellent reputation in this area through its 27 year history. Dynamix specialises in giving people a voice using participative activities to engage inclusively.

The Consultation Specialists from Dynamix were Jo Stephens and Phill Burton.

Background

There are currently four secondary schools in Barry:

- Barry Comprehensive School for boys aged 11-18 years, with a partially mixed 6th form – English medium community school
- Bryn Hafren Comprehensive for girls aged 11-18 years, with a partially mixed 6th form – English medium community school
- Ysgol Gyfun Bro Morgannwg for boys and girls aged 11-18 years – Welsh medium community school

- St Richard Gwyn R.C. School for boys and girls aged 11-16 years – English medium voluntary aided school (a Catholic school)

A number of children in Barry also go on to attend secondary education outside of the town, either in other parts of the Vale of Glamorgan or in Cardiff.

The proposal concerns Barry Comprehensive and Bryn Hafren Comprehensive.

This report focuses on the views of children from primary schools in Barry. It is part of a wider consultation with other children, young people, families, governors and staff that might be affected by the proposed changes.

The consultation follows on from a previous proposal in 2015 to create a new mixed sex super school located across the current sites of Barry Comprehensive and Ysgol Gymraeg Bro Morgannwg and to move the Welsh medium school to the old site of Bryn Hafren. Following consultations undertaken with parents, pupils, teachers and governors the Council decided to explore other options, the result of which is the current proposal.

Reasons for the proposal

1. The boys' school and the girls' school don't have their places filled: Schools with more than 25% surplus capacity are categorised by Welsh Government as having 'significant' surplus places which should be reduced as a matter of priority. Both the English medium schools fall within this category.
2. To raise standards in the boys' school and the girls' school: There is also a need to improve standards at both Barry Comprehensive and Bryn Hafren Comprehensive school. The intention of the proposals is to accelerate current improvements at Barry Comprehensive and Bryn Hafren Comprehensive school.
3. State of the buildings: Some of the secondary school buildings are in poor condition and the proposals seek to address this.

The Consultation Process

Co-ordination

- ✓ The consultation took place over four 2 hour workshops, although on the day these were generally a little shorter to allow for the needs of the schools attending.
- ✓ The workshops took place on the 27th and 28th September 2016.
- ✓ They were held in Holton Primary School and in Cadoxton Primary School.
- ✓ They each included children from two or three schools at a time.
- ✓ The majority of the children taking part are currently in years 5 and 6, one was in year 4.
- ✓ The groups were a mix of girls and boys.
- ✓ The groups were fairly small – the largest had twelve pupils in it.
- ✓ A few of the children had taken part in consultation around the previous proposal.

Approach

Dynamix makes use of consultative, participative activities to ensure participants feel able to give their opinions and to maintain everyone's interest in the process. A range of techniques were used to cater to every person's individual preferences for giving their opinions, be that physically, visually, verbally, in large or small groups or in written form. Games were used to ensure the atmosphere was both positive and spirited as well as to balance out the strong, contemplative activities with lighter, relaxing ones. This results in participants feeling comfortable and confident enough to participate fully. We use facilitated consultation so participants feel included and know that their thoughts and opinions count and are counted.

It is also important to note that the information is gathered in a non-standardised way and so full statistical analysis is not appropriate. Instead, it delivers a rich, qualitative narrative, useful insights about trends and valuable information, as well as a positive experience for those taking part.

Dynamix methodology is underpinned by our values of engagement through participation and enjoyment, respect, inclusion, co-operation and empowerment along with the cooperative values & principles. Dynamix are also strong advocates of the 12 Welsh National Principles of Public Engagement and the 7 Welsh Participation Standards.

Questions and methods

A bespoke programme of activities was developed to consult the children on all the questions concerned. The outline programme can be seen below. The programme for each workshop was adapted to cater for the specific needs and interests of the group and the time allocated for the workshop.

- Question 1: Do you know where you are going to comp? If yes, where?
- Question 2: Are you looking forward to going to comp?
- Question 3: How do SGM feel about going to Barry Comprehensive/Bryn Hafren
- Question 4: Are mixed (co-ed schools) a good idea?
- Question 5: How would spare group members feel if they were in Barry Comprehensive/Bryn Hafren during the change to co-ed?
- Question 6: Are the plans a good idea?
- Question 7: What would make the world's best secondary school?
- Question 8: What are your wishes and worries about the plans?
- Question 9: From your group, which are your favourite ideas?
- Question 10: Do you have any questions about the plans?
- Question 11: Do you want to suggest any names for the new schools?

Introductory activities

Children from the different schools usually arrived at different times. When they came in they took part in a creative signing in activity in which they decorated a **gingerbread person** and added their first name and the primary school that they go to. As well as being useful for monitoring purposes this allowed the children to relax and feel enthusiastic about the session. If there was any further waiting time we played short games with them, keeping them happy and occupied.

Introducing the consultation

Each session began with an introduction of ourselves and representatives from the council, and of the aims of the consultation, worded in a simple to understand way. Some of the children knew about the plans and a few had taken part in consultation around the previous proposals.

We added new bits of information about the plans throughout the session, including a **Time Line** of when things have already and might happen, and checked in regularly that the children understood as much as possible, aiming to keep a balance between sharing a lot of information and finding out what they thought about the plans.

After we had shared the aims we ran an activity called **Making it Work** to further establish how the session would unfold, with the children taking part and telling us what would make the workshop enjoyable and useful for them – this included things like 'keep it fun' 'not too much writing' and 'listen to each other'. This also meant that they could see that we were taking their opinions seriously from the start.

Where are you planning to go to secondary school ?

We wanted to ease the children into the consultation by playing a game, but also to utilise this to start finding out some information from them. **Big Wind Blows** allows for both – they moved across the circle in response to statements, some of which were funny and some that could get them thinking about what the consultation was about. If they moved we got

some information from them related to the statement– be that finding out what pets they have at home , or pertinently, whether they knew which secondary school they were intending to go to and if so which one.

Are you looking forward to going to secondary school?

We thought it would be useful to find out how the children felt about moving to secondary school in general, whether or not they would be affected by the changes proposed. A number of the children were in year 6 so this is something that is very much on their mind. The information they gave us could help to establish which hopes and anxieties they shared were related to moving up in general and which were unique or amplified by the proposed changes. We used the activity **YES NO MAYBE** mats to find this out. Again, we used some fun examples to get them used to the activity and to sharing their views verbally.

How might someone else feel about going to either Barry Comprehensive or Bryn Hafren?

Not all of the children that attended are planning on going to either Bryn Hafren or Barry Comprehensive, but we wanted them to think about how their peers that **will** be going there might feel about going there as they are now. It is also easier for some people to share their views if they can act as if they are speaking about someone else, even if those opinions are a true reflection of their own. For this reason we used the activity **Spare Class Member**. In small groups the children draw an outline of a person, and then create an identity for that person – a name, gender, family, likes and dislikes etc. We then asked them to identify whether that young person would be going to Bryn Hafren or Barry Comprehensive, depending on whether they are a boy or a girl, and to add how they are feeling about going there.

Are mixed (co-ed) schools a good idea?

Once the groups had some time to think about what it might be like to go to a single sex secondary school, we wanted them to share whether they thought that doing so was a good option. We used **YES NO MAYBE** mats again to find out how they felt.

How would someone feel if they were attending Barry Comprehensive or Bryn Hafren during the changes?

The next part of the session reflected on the time line, made sure that the children understood and then asked them to imagine what it might be like to be at one of the schools whilst the plans were being implemented. We used their **Spare Class Members** again for this. We asked them to think about which catchment area their spare group member was in and so which school they would be down to attend. We explained that they would be able to say which they would prefer, but this might not guarantee them a place.

We also got them to think about what it might be like in the schools whilst work was being done, as well as how in general the changes might feel.

Are the plans a good idea?

We then asked the children to reflect on what had been discussed so far about the plans and the changes they would entail, and asked them to tell us whether they thought the plans were a good idea overall. We used **YES NO MAYBE** mats to do this.

What would make the world's best secondary school?

Next we wanted to find out what they as expert pupils thought would make a really good secondary school – what the building would be like, the uniform, learning, outside spaces and so on. We used **POST IT IDEAS STORM** for this, with the children in small groups writing down their ideas on post its.

What are your favourite ideas from your group?

Once the world's best ideas had been fed back to the group we wanted them to identify and prioritise which they thought were the most important, bearing in mind that there is not unlimited money to make their ideal school happen. We used **Dot Voting** for this – each child was given 7 dots and asked to use them to vote for their favourite suggestions.

Do you have any questions about the plans?

As we went along checked in with the group to see if there were any questions about the plans – this also meant that we knew they were better able to consider their responses during the following activities . The questions were dealt with as a whole group, answered either by ourselves or by either Lisa Lewis or Mike Matthews representing the local authority.

Do you want to suggest any names for the new schools?

We used either an **Ideas Storm** or a **Graffiti Wall** for the children to write down any names that they thought would be good for the new schools.

The Consultation in Numbers

Number of schools that took part: **10** Number of pupils that took

part: **41** Number of boys: **21** Number of girls: **20**

Number that know where they are going to secondary school: **36**

Number that said they were going to Bryn Hafren or Barry

Comprehensive: **18** Number that are looking forward to

secondary school: Yes **16** No **10** Maybe **15**

Number that think mixed/co-ed schools are a good idea: Yes **13**

No **11** Maybe **17** Number that think that the new plans are

a good idea: Yes **17** No **13** Maybe **11**

Executive summary

The results from the key questions – ‘**Are co-educational schools a good idea?**’ and ‘**Are the plans a good idea?**’ were all fairly evenly split between those who agreed with the proposals, those who didn’t, and those who had mixed feelings about it.

For the question around mixed sex education we found the largest group was made up of those who weren’t sure (17) with the yes group (13) and the no’s (11) closely matched.

As to whether they thought the plans overall were a good idea the majority said yes (17) , with the 13 saying ‘no’ and 11 ‘maybe’; the results to this are slightly clearer but not by a large majority.

The questions asked elicited a great deal of qualitative information – you get to see why the children voted the way they did, the strength of feeling behind their choices and understand their hopes and fears about the proposed plans.

Comparing the results from each question shows that clear themes emerged throughout the consultation.

Before exploring the potential changes to Bryn Hafren and Barry Comprehensive we found out how they and other children felt about the **transition** from primary to secondary. They described a whole range of feelings, from excitement through to really anxious. Some said they felt more than ready to move up, that they wanted more **independence** and challenge in their lives, and that it would help them to develop and further their aspirations. They were also keen to utilise the resources that would be available in secondary school, be it the salon or the technology and exciting science lessons. Others stated that they didn’t want it to happen, that they weren’t ready. It is an **unknown quantity** – some were worried about the size of comp, of getting lost, not knowing where things were and of not being able to cope with the discipline and work load. This is likely to be truer for those that took part who are in year 4 or 5, as it is so much further away for them. It is important to recognise that some of these unknowns might underpin the way that they answered the questions in the consultation.

Friendships play a really important role in how the children feel about school and they gave a great deal of thought about this whilst taking part in the consultation.

Lots of them were looking forward to going to secondary schools with their existing friends and that they would also be there with friends and family that they know from other parts of their lives. There was lots of excitement about making new friends, but anxiety for some that this wouldn’t happen.

Those that took part were going to be attending a range of secondary schools within and outside Barry. A number of them were already quite worried about **missing friends** who were going elsewhere, and that those friendships would drift apart. This was especially true of friends of the same sex but also about those of the opposite sex.

The possible impact on friendships was a big deal when considering the proposed plans, particularly as a result of the new catchment areas. We explained that they would be able to state preferences for this but they realised that this might still mean that some of them or

their friends might move – many of them saw this to be a big deal as they could have **spent time building friendships** and then for them to be separated.

The prospect of single sex schools could also have an impact on friendships, particularly for some of the girls who said that they got on better with boys than they did other girls – some of these felt that it could be quite tough for them to not have this option. Others said that they would just miss having a mix of friends of both genders, or that it might be hard to be apart from their boy/girlfriend.

Many talked about the fact that a co-educational setting was **more representative of real life** – that this is what they were used to and is what they would experience in the workplace and outside world. There were a few that disagreed with the need to have a mixed school for similar reasons – that they would have enough of having to be with the opposite sex and that this would be a break from that. Some said that children are happy with how it is now, and that if they wanted to go to a mixed sex school they can do that somewhere else.

There was recognition that co-ed schooling might have an effect on the standard of work produced – mostly that **results** could be better if they worked together, especially for boys. It was seen that this could provide more opportunities for collaboration and support for those that need it. A few said that they thought that the **reputation** and popularity of Barry Comprehensive would improve if girls went there. Reputation was also something that was highlighted when describing an ideal school – one person said that they would like their school to be known as the best school in Barry.

There were some concerns about how well boys and girls would get along if they went to the same secondary school, with a number of worries that it could be a more combative environment; girls and boys **arguing and fighting**, and boys fighting over girls were most commonly mentioned. There were general comments around **gender stereotypes**, and the fact that they often perceive the opposite sex to be loud and annoying.

Bullying was cited as a worry by many of the children – this is a general fear about moving up to secondary school but some said that boys were more likely to bully, and one wondered whether it would be more of a problem if the schools were mixed and more young people went there.

Family played a part in how they felt about the prospect of mixed sex schools. For some, following in the footsteps of, and being with, siblings or cousins was something that made them excited and feel safer; others were clear that it was not something they wanted, so opinions were influenced by these perspectives. There were also comments about the fact that how their parents felt about the single sex/co-ed issue would affect where they ended up going or wanted to go.

Although many had really mixed views about whether or not the schools should become mixed sex or not a significant number of children were quite clear about how they feel. Most of the reasons they gave have already been discussed, but it is worth mentioning the **strength of feeling** that some of them had about what they wanted. Some of those that

were strongly for the proposal said that one of the main reasons they and a number of their friends were **going to other schools** was because they were mixed education. For others, **keeping the status quo** is something they are really hoping for, though they said that they should be made better. It is something that they have prepared themselves for and are looking forward to. The proposals to change the current system is making a few of the children frustrated and anxious; some think the whole idea is wasteful and plainly want it to be scrapped.

Teachers influence how the children felt about moving up to secondary school in general and the proposals for co-educational schools. They said that they were going to miss their current teachers but were excited about the prospect of having new ones. They wanted these teachers to be good, and supportive, and to explain things well. There were worries about detention – something that they won't have experienced before - and they didn't want the teachers to be nasty or too strict.

Although many of the children supported the plans and felt excited about them there were concerns about the **disruption** that it may cause to them in different ways. As mentioned previously, the possibility of being **separated from friends** that they had made over the year or two previously was something that they would want to avoid. Some said that if they had to change schools then it would be like being new and **starting again** - having to get to know a whole new building, teachers, peers and rules. A few thought this would be exciting, others that it would feel quite hard and could cause anxiety. There were several worries about the how the **noise of building work** might affect their concentration and quality of their work and learning, though it was generally accepted that this was something that might need to happen, with a few children expressing concerns about the **quality and safety** of the current Barry Comprehensive building.

The children shared their ideas about how the schools should look. Several suggested that the schools as they were could be **made better**, or to make one big school. A number of others were keen to support the idea of the schools being new and improved as proposed in the plans. Whatever happens there was generally agreement that **modern, spacious** school buildings would be welcomed.

There were lots of ideas about what the **resources** the schools should have, especially when talking about their **ideal school**.

Sports facilities were an incredibly popular request, in particular **playing fields for football** and a decent **swimming pool**. The well thought out space **inside of the schools** was also very important, including informal places for both learning, such as libraries and exploring rooms, and for relaxing outside of class times. It should be a pleasant place to be in always.

Quality of **the learning experience** is of course important. Having up to date **technology, engaging lessons** and a range of well-resourced **subjects** is key to this.

Extra-curricular activities were seen as really important to contributing to a great school. There should be a wide variety of **clubs** and plenty of exciting school **trips**.

There should be great **outside spaces** (as well as the sports facilities) and things to do during break times. Quite a few thought that having **animals** on site would be good.

A variety of **food** would be appreciated, ideally for this to be free sometimes.

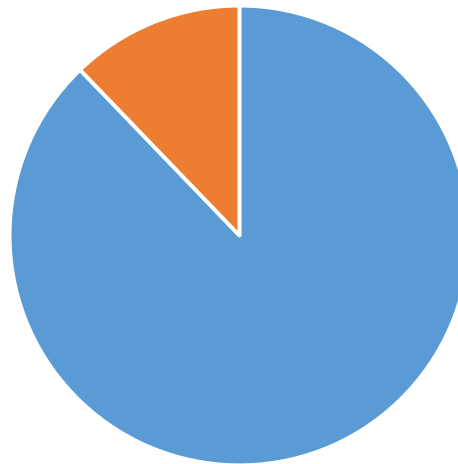
The **identity** of the school and the pupils was important, particularly by choosing the right **name** and by having a **well selected uniform** that had a good design, nice colours and made from a decent fabric. **Some would like there to be flexibility around aspect of the uniform** or to have non uniform days.

There was **uncertainty** amongst some of the children about what might happen. Some were worried about which school they would get in to, and if they were affected by the plans, whether they would stay there or move. They understood that there could be a mixture of positive and negative outcomes for each other if the plans went ahead and a few were worried that they would not be happy. There was also some cynicism about whether or not the plans would actually ever go ahead, and if they did whether it would be a mistake.

Wellbeing of pupils was an important undercurrent that ran through the consultation - the children talked about bullying, friendship, safety, the learning environment and other issues that might affect this. A few of the children said explicitly that they hoped that when they go to secondary school, especially if they were affected by the plans, that they hoped that it was a good place to be and that everybody was happy to go there.

Do you know which secondary school you are planning on attending ?

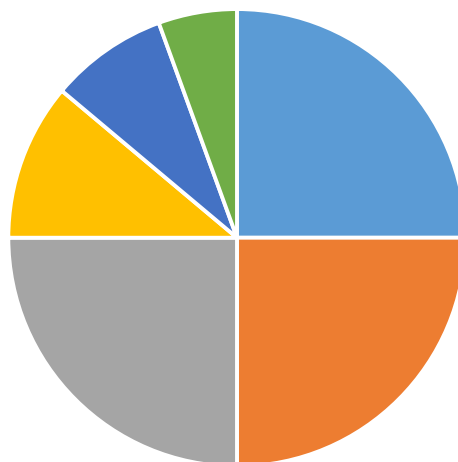
Yes: 36 No: 5



■ Yes ■ No

If yes, where?

Which secondary school are you planning on going to?



■ Bryn Hafren ■ Barry Comp ■ Sir Richard Gwyn ■ Bishop of Llandaff ■ Stanwell ■ St Cynes

The majority of children that attended the consultation were in years 5 or 6 in primary school and so had started to think about where they would go next. Of the 36 that did know where they were planning to go, half said that they would be going to either Bryn Hafren or Barry Comprehensive. The others named schools that are in other parts of the Vale of Glamorgan, or are in Cardiff. Some of these are faith schools. We didn't ask explicitly why they were choosing to go to these other schools, but comments throughout the consultation suggested that this was at least to partly to do with reputation and /or that the other schools are co-educational.

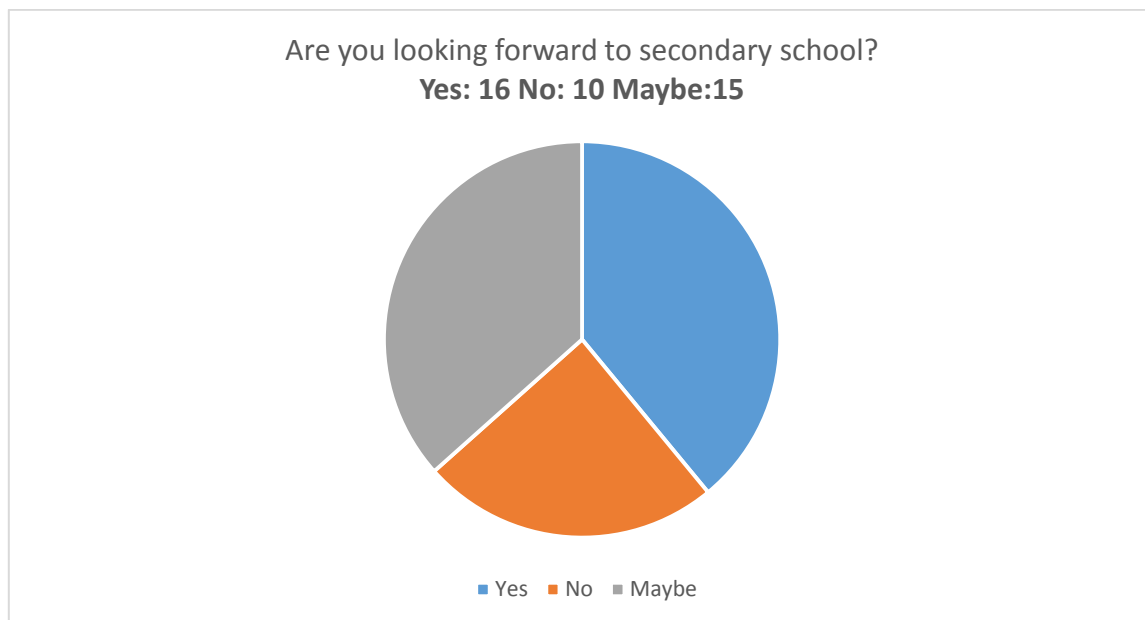
'Some people want to go to other schools because they are mixed'

'At the moment me and lots of others wish to go to a different school because they're not mixed – all boys and girls can work together and be friends just like REAL life'

'Barry Boys doesn't have a good reputation – girls could change that, give it a better name so then more people want to join. '

'I like my friends and will miss them going to different comps'

Are you looking forward to going to secondary school?



We thought that this was an important question to ask in order to ascertain how the children were feeling about moving up to secondary school in general, regardless of any changes.

Just over half are definitely looking forward to going, although there are clearly a lot of mixed feelings as well. Some of the children are feeling ready to move on to the next stage of their lives – they talked about having more independence and of wanting more challenging and interesting work to do in school. There is also a lot of excitement about meeting new friends and teachers.

The reasons for not feeling quite as happy at the prospect reflect the opposite side of similar themes – some do not feel ready for going, and are worried about the amount and level of work they will have to do, of the unfamiliarity and size of the buildings, and very much that they will miss friends and teachers that are such a part of their lives now.

There were also mixed feelings about whether or not they would be in the same school as siblings, very much depending on how well they got on with them or not.

'It's a sign of growing up'

'Looking forward, getting a bit bored of primary'

'Allowed out on my own at last'

'I don't feel I am ready for comp'

'I don't want to grow up'

'More out of it e.g. science experiments, more activities'

'Get to pick subjects'

'I look forward to the salon and gym and everything else'

'When you finish you get to go to college/university'

'Don't want to leave my primary but want to do harder maths'

'I am scared I won't get all the things done'

'All my work will get louder harder and taller.'

'There are very very hard tests'

'See friends from other schools'

'Meeting new people'

'I know quite a lot of people going and I am looking forward to going with them, especially my good friends'

'I will miss my friends'

'You'll be with people you don't know'

'I like my friends and will miss them going to different comps'

'I will miss Miss'

'There will be more teachers'

'More male teachers'

'Depends on whether the teachers are strict'

'You might get lost – big school'

'Scared of bullies, if there are any'

'I don't want to see my brother(in year 8) I just don't like him'

How does your 'Spare Class Member' feel about going to Barry Comprehensive or Bryn Hafren?

The method we used for this really asked them to imagine how someone else might feel about going to one of the secondary schools. This allows them to a) say things that they might feel shy about sharing about themselves and b) helps those who are going somewhere else to think about what it might be like for others. The things they said on behalf of the spare class members expanded on those made when they told us whether or not they themselves were looking forward to moving up. A real mixture of feelings was described; the words 'excited' 'happy' 'worried' and 'scared' and 'nervous' were used throughout, with nearly all of the characters they had invented experiencing equal measures of all of them. The reasons for these emotions were mostly very similar to those given for themselves; friendships changing, bigger schools and worries about bullying, but there were some differences based on the fact that we had stated that the characters would definitely be going to either Bryn Hafren or Barry Comprehensive. This meant that we had more comments about the schools being single sex and whether this was a good thing or not, mostly that some of the female characters were happy that there would be no boys in their school.

'Now - He is excited to meet new friends because he doesn't have any now.'

'Is happy, excited, fine, worried, doesn't care, nervous because going to a new school and new teacher and new friends!!'

'is sad, because leaving primary, scared because going to a bigger place and hurt because her friends are going to a different school.'

'She feels scared of bullying, sad about leaving friends but is excited.'

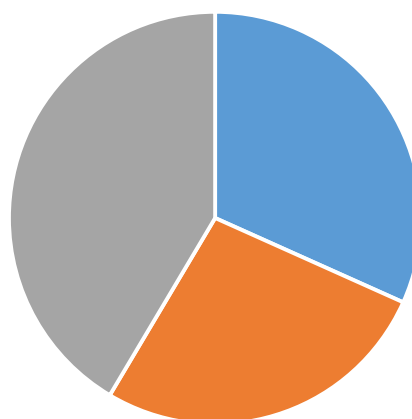
'She is excited and worried because the new school has lots of stairs and there are no boys!!! YES !!!'

'She is happy because her friends are going, scared because it is a bigger school, excited, exhilarated, there are no bullies (boys)'

'He is excited because his brothers are there. 'He is excited and confident because he can make more friends but he will miss the girls.'

Are mixed sex (co-ed schools) a good idea?

Are Co-ed schools a good idea?
Yes: 13 No: 11 Maybe:17



■ Yes ■ No ■ Maybe

The results are fairly evenly divided on this question. The largest group are undecided - some because they just didn't know, but most because they could see a mix of potential positives and negatives. As you might expect, a number of those that were clear in their views felt very strongly about this issue, whether they were for or against mixed sex education.

By far the most common reason given in support of the schools being co-ed is that this is what they are used to from being in primary, and that it is how the world generally works

outside of school; a significant number of those that agreed with the idea of co-ed schooling said this. Several of the girls said that they often enjoyed hanging around with boys more than they did girls and so a single sex school could feel tough for them, and some of both the boys and girls said that they would miss having the other around. A few suggested that one of the reasons that they and other pupils are choosing different schools was because they would rather go somewhere that is co-educational.

'Some people want to go to other schools because they are mixed'

'We've been in mixed schools throughout primary, used to being together'

'It's more natural – it should always be that way'

'If you are a girl you might feel more comfy with boys and spending time with them'

'They need equal amount of boys and girls so you can choose who you want to hang out with'

Conversely there were some views that secondary school might be a chance to have a break from having to spend time with the opposite sex and that young people in Barry were quite used to the single sex model. It is something that they are geared up for and looking forward to. Some of children, both boys and girls said that they would much rather things stayed the same, maybe with some building improvements made to improve the physical state of Barry Comprehensive.

'I want to stay at Barry and it to be better. '

'It is easier to stay the same'

'Why can't they just build it better?'

'They are used to being alone'

'You get to be with your own sex and not be annoyed by the other'

'We have been with them for primary years and that will do'

Gender stereotypes were also highlighted, mainly as reasons for the schools staying single sex; essentially, that boys and girls often find each other annoying and loud.

'I don't like being with girls in primary, they are annoying and loud'

'Boys are mean'

'They scream and hurt your ears'

'Mixed is calmer but louder'

There were mixed opinions on how being in single or mixed schools might affect learning, with similar numbers arguing the corner for each possibility being better.

'Boys work better mixed'

'Girls work better on their own'

'Sometimes they get better results if they work together'

'Pupils who are behind or in front can be in the right level groups'

'Girls and boys don't play together but they work together'

Some of the reasons given for keeping the schools single sex were concerns around fighting and arguing. There is some perception that boys are more prone to bullying and fighting, sometimes either with or over girls.

'Boys fighting over girls'

'Girls don't fight, boys do'

'Boys would start hitting girls'

'There might be bullying'

Lastly, for this question, there were concerns about whether the decisions made would change whether or not they would be in school with siblings or other family.

'I will be in a different school from my sister she could stick up for me.'

'I can get to see brother and cousin'

How would the spare class members feel if they were in Barry Comprehensive or Bryn Hafren during the changes?

We explained that if the plans go ahead then new catchment areas would be introduced, but that they would be able to express a preference for which site they would most like to attend. We then asked them to think about how their 'spare class member' character might feel if this affected them.

Their thoughts very much focussed on the 'new beginnings' aspect of what this might mean; for some this was exciting, for others it was annoying or scary. One of the key issues they described was that of how friendships might have to change – that their characters would have spent two years getting to know people and that now either they or their friends might be moving schools. For many this was really frustrating although a few were pleased with the idea of meeting both new and old friends, including those of the opposite sex.

Aside from the disruption to friendships there was a general feeling of being new again and of going back into the unknown; new teachers, new building and not knowing their way around.

Another key issue that affected how they might feel was that the new schools would now be mixed. There was a mix of responses to this with some happy, they could see old friends, or be with family members, or at least not so bad because it might be their girlfriend, and some not so happy because they wanted the schools to have stayed single sex. There was one comment about the fact that the Barry Comprehensive site might become more popular if girls went there.

'He is annoyed because you would have to make new friends again, and learning your way around the school again and different teachers!'

'She's a bit annoyed. It's unfair because you made two years of friends and now you have to change'

'Feels anxious, nervous, excited because of new beginnings.'

'Nervous, because won't know way around school; happy, to get to meet new friends and teachers; sad, because might mean leaving friends behind.'

'He is moving because his friends are moving too'

'She is worried she will never see her friends again and she doesn't know what the other people are like'

'She will be happy because it's a brand new school and new people and she will know lots of her friends.'

'Thinks it's good, could be there with brothers and sister'

'Sad as wanted to be with boys.'

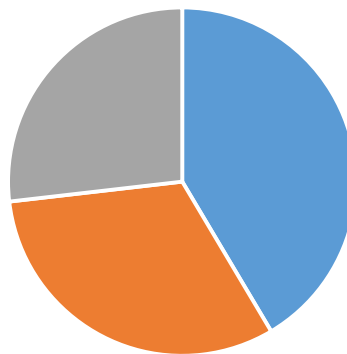
'If most of the girls went to the boy's school it would make it more popular.'

'He is annoyed because there are girls coming into his own school , but there could be some girls he knows #his girlfriend.'

Are the plans a good idea?

Are the plans a good idea?

Yes: 17 No: 13 Maybe: 11



■ Yes ■ No ■ Maybe

The big question then, once we had explored the plans, is whether the children think that the plans overall are a good idea. The opinions definitely veered more towards being in favour, though there was still a number with some reservations and many of the pupils still resolutely against the plans.

Once again, the pupils expressed mixed feelings about whether school being co-ed is a good thing or not. For those both for and against the plans this is the key issue. Some were set that things should stay as they are, but many thought that mixed schooling is ultimately a positive thing in terms of being able to be with friends of the opposite sex and of rewarding collaboration.

'It gives you a chance to be with the other sex – you can collaborate, especially if you don't get on with other girls.'

'You can be with your male friends from primary'

'If you want (mixed) , you can go to another school – there is choice now'

'It will take time to adopt to change but girls and boys get to support each other'

'It will be noisier, boys are louder and naughty'

'It would be hard to be separate from boy/girlfriend'

'Especially for tomboys who are not girly at all'

'Kids are happy now'

'I don't want it to change, keep it as 1 boy's and one girl's school'

'Big change – bigger school, new friends, not just boys and girls'

There is recognition that both schools - but the Barry Comprehensive building in particular - are in some disrepair. A number expressed that the prospect of going to a brand new, modern school was exciting although some suggested that the schools could be renovated whilst keeping single sex education system.

'If Barry Boys is not in a good condition it could collapse on us, it could be dangerous.'

'Bigger, better buildings'

'We think that making the schools more modern would be a good idea'

'A new school would be good for education and technology – lots of new stuff'

'Could just make the schools nicer'

'Instead of separate schools they should spend all of the money on one school with separate areas – split it into 4 houses of about 500, a group A1 – A5'

The reputation of Barry Comprehensive was mentioned a few times, with suggestions that if it became co-ed then it would become more successful with more people wanting to go there. Some careful thought was also given to the fact that if the plans go ahead the schools will have brand new names, and that this might affect how many pupils want to go there.

'Barry Boys doesn't have a good reputation – girls could change that, give it a better name so then more people want to join.'

'It would make more go if it was mixed – there will be people that you know and what you're used to'

'The new name might be really good'

'If you change the names everyone will want to go there and you can't keep swapping between them'

'Change the name but not silly or too dissimilar –so people know what you are talking about – some people will just use the old names anyway because they are in the same'

place'

There was general feedback about the general disruption to their schooling whilst the changes took place. Some of this was about the practical aspect of work going on around them whilst they are in school, particularly relating to potential noise. There were more comments about how friendships could be affected if pupils have to change schools, and of once again feeling new in an unknown place with different rules.

'We will make friends in two years and then be separated'

'There will be different rules'

'How will you work with all the noise?'

'The work going on in new schools – the drilling might be annoying'

'By the time we get there – it will still be changing'

Some of the children talked about how they didn't think that the changes were actually going to happen – whether through wishful thinking or because of the fact that changing the system has been talked about previously without anything seeming to happen. A few of the children have been involved in previous consultation; we explained that this was because the council were listening and trying to get it right.

'They have been saying they would for years and haven't'

'The open evening said that it would not be changed'

'It's a waste of time if they do it for no reason'

What are your wishes and worries about the plans?

We gave the children chance to write down their personal wishes and worries about the future of their secondary education. Many of these echoed what had been said earlier on in the sessions.

The most common theme was around whether or not the schools should be mixed.

Around a quarter of the wishes just expressed very clearly that they hope that the schools are mixed. This was clarified with reasons such as getting on well with boys, that it reflects wider society and that it leads to positive outcomes in terms of results. Once again it was suggested that the reason many choose to go to other schools is because they are co-educational. There were also a few worries about the fact that it might be the opinion of people who aren't pupils that decides what happens.

'Boys and girls school to be mixed'

'To be in a mixed school because I don't get on with girls so I hang out with boys. If my secondary school doesn't have any boys in it that will cause a problem.'

'..because when we get a job we have to work with men so then we would have had experience'

'Mixed= better results'

'At the moment me and lots of others wish to go to a different school because they're not mixed – all boys and girls can work together and be friends just like REAL life'

'I'm scared that the public won't react well and they won't mix the schools'

Conversely a number of the worries said that a change to the schools being co-educational would not be welcomed. A few of the children felt quite strongly about this. There were several suggestions that the schools should stay as they are, albeit with some improvements made to them, and that the change would be a bit pointless. It's clear that some of the pupils we consulted are really looking forward to being in a single sex school.

'(I hope) for them not to mix'

'For Barry Boys to stay as it is; (but make it better)/Bryn Hafren to stay the same as it is ok the way it is'

'That they will probably mix and there is not much point'

'I wish they would scrap the whole thing'

'Why change now, don't you think it is a bit of a waste of time and money?'

'I wish I was the head of the council '

'People won't be aware of not just their gender'

There were quite a few comments sharing worries about whether boys and girls will get on together in secondary school and the effect that this might have on the atmosphere of the school.

'Boys and girls might not get along'

'If any boys annoy me'

'Too busy with more boys than girls'

Some are worrying about not getting to be in the school that they choose, particularly if the changes go ahead and they have to move once they are there. One comment suggested that at least one person – and possibly more – felt quite anxious about the prospect that they might not get into a different school i.e. one that wasn't Bryn Hafren or Barry Comprehensive.

'Everyone might not get into the school that we want'

'To have to move to Bryn Hafren'

'That Barry Boys gets demolished'

'If we don't get into other schools then I don't know what we'll do'

Friendship figured very highly amongst the pupil's wishes and worries. Lots of these were around moving up to secondary school in general – hoping that they would have friends, and that they thought they will drift apart from and miss their friends from primary school as they might not be together any more. The others reflected the thoughts they had about the schools changing when they had been there for several years and the impact on the friendships that they had formed during that time.

'That I'll have lots of friends and be popular'

'You could be separated from your friends'

'I'm not gonna be with my friends from primary school; (we) will be less close than we used to be'

'That we would make friends in the two years and then you will have to split up/be separated'

'What if I don't make new friends?'

Family makes a difference to how some of the children felt about going to secondary school. This might depend on how well they get on with siblings or extended family who would be in the same school, but also because of the opinion of their parents. A few of the comments referred to the fact that if parents were keen for their child to go to a single sex school then this would affect where the pupil went.

'Some parents might want their son to go to an all boy's school and their daughter to go to an all girl's school'

'I have to see my brother because he is very annoying'

'It might not be mixed so being separated from my sister'

A number of hopes and fears were shared around the wellbeing of pupils in the schools. Notably, bullying is something that children are worried about. This is something that they are concerned about as happening generally in secondary schools, but also as something that is more likely to happen if you change the dynamics of Bryn Hafren or Barry Comprehensive by making them mixed sex and busier than they are used to.

There were quite a few comments to do with people liking and enjoying comp. or not. Some of these were about wanting everyone to be happy to go there and that it is a good place to be. For some this may have been in response to hearing the worries of others, for some it was a more personal worry, possibly tied in with similar concerns about secondary school being such an unknown quantity. This 'unknown-ness' figured several times, particularly in terms of knowing their way around, coping with the workloads and discipline.

How the teachers are is definitely something that contributes to whether people think that they will enjoy school or not - nice is good, strict is not!

'That everyone is happy to go and not upset, to be happy to be there'

'People might not like the school'

'I don't really want to go'

'There will be bullies'

'Bullying because they are not used to this many children'

'That I will get detention on the first day'

'I am scared I will forget everything'

'There won't be a lot of time to study, I will just worry'

'If I don't know where everything is'

'To have a good/nice teacher'

'If we have a nasty strict teacher/strict teachers'

The pupils have hopes for the ethos of the school and what it offers. They want it to be a good school with good resources - either by improving existing ones or with new ones that would add value to the school. There were also suggestions about the curriculum and structure of the school.

The condition of Barry Comprehensive was also identified as a worry.

'A diving board, because then everyone would think it was popular'

'That they would let years 7 and 8 use the salon'

'Good up to date technology'

'It's a good school'

'Make it a good creative school '

'(worried that) That they are going to stop history and science'

'(worried that) Two classes for a year'

'Nice new school'

'If Barry Boys isn't done up it could collapse on them'

Some pupils had wishes and worries about the identity of the school, in particular regarding the uniform and the name. These are both seen as being really important and getting them right could make a difference to how appealing the schools might be – even if, according to one person, that changing the name could be misleading and mean that people don't know about the previous rating of the school they are choosing!

'To have a similar name so that people get used to it faster'

'The name might be silly'

'New names for school- people may not recognise the school has not been rated so it could be terrible'

'Nice uniform' 'Horrible uniform' 'That there will be a new uniform at Barry Boys'

The children understood that the condition of the school buildings, particularly Barry Comprehensive are not great and that whatever happens it is likely that work will be undertaken. Whilst liking the idea of attending a brand new school, some reflected on the disruption that this might cause and the impact on their learning, particularly from potential noise.

The process overall is causing worries for a few children – one that if it doesn't happen the consultation will be wasted and another that it will all happen when they don't want it to.

'Nice new school'

school brilliant with a number of suggestions of what they should offer provided. Some said that trips were important and that these should be plentiful and exciting.

The outside spaces (as well as the sports facilities) should be pleasant and stimulating, and activities could be offered to take part in during break times. Having animals on site was another popular suggestion. This last aspect may well seem outlandish but it's useful to know that it is something that a number of the children liked the idea of.

Food was high on the agenda, particularly a good choice of food. Some said that they would like this to be free sometimes.

The identity of the school and the pupils is important to get right. The name might affect how many choose to go there. We were told clearly that what the uniform is like will also make a real difference and that it should be a good one. What constitutes a good uniform varied, but many agreed that the fabric and comfort is important and that it should be stylish. Quite a few said that it should be colourful, though a few thought that black was the smart way to go. Most said that there should be a uniform but degrees of strictness were described for example by being able to customise bits, have flexibility around footwear or regular non-uniform days.

'It would be a mixed school so it would be a sport friendly school so it encourages ambition.'

'Amazing school trips, stylish school uniform, mixed, modern new tech, all the right resources and nice school dinners, lots of space, sport facilities, use the space with posters and signs.'

From your group, which are your favourite ideas?

- No rules (16) No teachers (5) No homework (6)
- Uniforms for houses e.g. Fire (4) Girl's uniform – black heels, black skirt, white top (4)
- Lots of technology (8) Computers (5)
- Design Technology (4)
- Football pitch and goals (5)
- Badminton and table tennis champs (5)
- A pool with a diving board (8) 100m swimming pool (4) Dream playground would have a water area including a water slide and a running track (4)
- Cake baking (4) Chocolate tasting (3) Free food Friday (3)
- Exploring room like houses (3) A gaming room (3) A library to encourage reading (4) Good toilets (3) Cinema (4)
- Famous people go every day (3)
- Different and better clubs (6) Boys clubs and girls clubs (4)
- Have trips to other countries (4) Discos at different times of year (3)

- Amazing school trips, stylish school uniform, mixed, modern new tech, all the right resources and nice school dinners, lots of space, sport facilities, use the space with posters and signs (4)

Do you have any questions about the plans?

We check whether the children had any questions about the plans as we went through the sessions. Most of them were answered during the sessions.

- Where will the new (build) school be?
- Why can't they keep it the same?*
- How long will it take to adapt (pupils)?
- Why don't they just change Barry Boys?
- Why have two separate schools rather than one big one with lower and upper?
- What happens for girls in Bryn Hafren who have to move after 1 or 2 years to Barry Comprehensive and miss new friends?
- Will the renovation happen during school time?
- Will yr 11's stay where they are?

Do you want to suggest any names for the new schools?

Barry Comprehensive	Bryn Hafren
Barry Hafren	Saint Hafren
Only Barry Boys	Welsh Hafren
The Barry School	7 Stages
The Barry Comp	Barry Hafren
The New Barry	The Newest Barry
The Mixed School	The High Hafren
	The Mixed Comp

Appendix: Write Up of Results

Big Wind Blows...

Cadoxton and Palmerston 10

- Know where they are going to comp :8
- SRG – 3, BH – 2, BC – 3, ? – 1

High St, Rhws and Gladstone 12

- Know where they are going to comp:11
- SRG – 4, BC-3, BH – 2, LI – 1

Gwenfo, Jenner Park, 8

- Know where they are going to comp: 8
- BC – 3, BH – 1, Bishop of Llandaff – 3, Stanwell – 1

Barry Island, Holton, Romilly 11

- Know where they are going to comp: 10
- St Cyres – 2, BH – 4, Stanwell – 2 , SRG - 2

Fictitious Spare class members

Eliot Trot (ET)

Lives with : 15 dads, 12 mums, 54 sisters, 15 brothers and 2,000 pets

He has a YouTube channel and likes playing on his Xbox

He plays tennis and likes pizza

Now - He is excited to meet new friends because he doesn't have any now.

With changes – he is annoyed because you would have to make new friends again, and learning your way around the school again and different teachers!

Rory

Lives with sister (Ellie) and brother (Jack)

Likes PE and maths tests and break

Vanilla ice cream

Happy for friends

Petrified of being a loser and bullied

Excited for a new classroom, scared of new friends

Afraid of having a new beginning

Jack Frost

Lives with sister and two brothers and pet snowy owl

Likes ice skating, ice hockey, ice cream, snow cones and Pokemon Go

In school likes art, football, rugby, maths, science and literacy

Worried about comp because the work is hard

Changes – feels anxious, nervous, excited because of new beginnings.

Danial

Lives with 15 brothers and 15 sisters

Likes maths, literacy and playing football

Likes ice cream and ice skating and friends

Now – would go to BC. Is happy, excited, fine, worried, doesn't care, nervous because going to a new school and new teacher and new friends!!

Changes – nervous, because won't know way around school; happy, to get to meet new friends and teachers; sad, because might mean leaving friends behind.

Isobel

Lives with mum, dad ,sister and two brothers

Likes: friends, football and dancing. Favourite foods are pizza, lasagne and pasta.

Now, would go to Bryn Hafren – is sad, because leaving primary, scared because going to a bigger place and hurt because her friends are going to a different school.

Would go to Barry Comprehensive – thinks it's good, could be there with brothers and sister

Lucy

Lives with her sister and brother (mum and dad died). She is Australian.

She is kind, loving and helpful

She like burgers, pizza and meatballs

She likes her friends, playing games and pink fluffy unicorns. In school she likes drawing.

Now, she is going to Bryn Hafren - she feels scared of bullying, sad about leaving friends but is excited.

With the change they would be annoyed.

Jeff

Lives with Mam, dad, sister and four brothers

Likes pizza , friends and sleeping. Is messy.

At school likes maths, football and holidays.

With change – would stay in Barry Comprehensive but would be sad as wanted to be with boys.

Violet

Lives with mum , dad and brother

Likes friends, pizza and lasagne

Now – she would be going to BH – she is happy because her friends are going, scared because it is a bigger school, excited, exhilarated, there are no bully's (boys)

With the changes she would go to Barry Comprehensive. She will be happy because it's a brand new school and new people and she will know lots of her friends.

Mariella

She has two big brothers and two little sisters.

She has lots of friends. She likes to eat pancakes, chocolate, bread, roast dinner, sweetcorn, beans egg and pasta.

In school she likes maths and gymnastics.

Now, she would go to BH – she is happy about this because there are beautiful teachers and no scary boys.

With the changes she would go to BC because of where she lives. If most of the girls went to the boy's school it would make it more popular.

Ping Pong

He has 8 brothers

He likes playing ping pong and eating peanut butter and jelly sandwiches and his best friend is Bangbong

In school he likes play time

Now, he is going to Barry Comprehensive and he feels sweaty and nervous

With the changes, he would still be at BC. He is annoyed because there are girls coming into his own school . but there could be some girls he knows #his girlfriend.

Jeff

He has 5 brothers and 2 sisters. His mum drives a Ford GT40 and his dad has an Audi R8v10 Spyder

He loves football and gaming

He is good at technology

Now, he will go to Barry Comprehensive, he is excited because his brothers are there.

With the changes he is moving because his friends are moving too.

Katie

She lives with mum, dad, 1 brother and 5 sisters, 6 dogs, 11 snakes, 2 fish and 8 spiders

She loves gymnastics and swimming and chocolate brownies

Her favourite subjects are art and PE

Now, she will go to Bryn Hafren. She is excited and worried because the new school has lots of stairs and there are no boys!!! YES !!!

With changes – she would stay in Bryn Hafren. She would be a bit upset because her friends have gone to the other school, but she would feel happy because she stayed in the same school.

Jim

He has a brother called Bob, a sister called Mia , his dad is a farmer.

Is favourite food is chicken and his favourite drink is Sprite

He likes netball and swimming.

Now, he will go to Barry boys, he is excited and confident because he can make more friends but he will miss the girls.

With the changes, he would go to BH, he would be sad because his friends aren't moving and have to stay in BC. It will also feel confusing. (but) if one of the girls was a girl he knew

Lucy

Live with mum, dad, brother and baby sister

She likes athletics, PE, ice skating and netball

She's cool and a rebel

Now –she would go to BH – she feels great because she will escape the boys, it's a good thing it's just a girl's school.

With the changes – would go to BC. She's a bit annoyed. It's unfair because you made two years of friends and now you have to change.

Lily

She has five family members but no siblings.

Her favourite food is pizza and she likes singing and dancing.

She likes gym, playing football and art.

Now – she will go to Bryn Hafren, she doesn't want it to be a mixed school.

With the changes – she is worried she will never see her friends again and she doesn't know what the other people are like.

Mark Multi

He lives with his dad/his mum and dad

He has a brother called Dead Guy

He has a pet

He likes football and rugby and bottle flipping . He's a nerd. He also likes Lego, Deadpool and the PC

Now – he'll go to Barry Boys, he doesn't mind if it's mixed.

With the changes – he'd go to the BH site – he's sad because all of his friends are gone.

Jim Bob

Lives with mum, dad and annoying sister and baby brother

He's a billionaire and very unique

He plays rock guitar and trumpet and ukulele and keyboard

He likes playing netball and tennis and football

He likes geology

Now – he's going to BC – he feels anxious, disturbed, worried, excited, feels good about BC because it's cool

With the changes – he feels annoyed, excited, upset because his school is being knocked down, worried about all the girls and that whilst the other school is being built he won't be able to concentrate.

Yes no maybe

Sprouts are delicious

Yes 1 + 2 + 1 + 2

- They're lush, especially at Christmas x2
- With a cooked dinner
- Mmm with gravy
- Especially with pigs in blankets
- Love them
- Delicious
- Christmas and Easter especially good

- A Brussel sprout egg would be good !

Maybe + 1

- I like them a bit, we don't have them for Christmas dinner though
- Taste nice but look gross

No 10 + 8 + 7 + 9

- Mushy
- Horrible
- Green
- Smell weird
- Green footballs
- Look like my sister
- Kick them away like green snot
- I hate gravy
- They are like baby cabbages – I don't like cabbages either
- I used to like them
- They taste foul, horrible like poo
- They smell horrible, especially with gravy
- Taste like a leaf
- Mank
- Ruin the dinner/don't want them to be part of a cooked dinner x2

Snow is the best weather

Yes 5 + 8 + 7 + 6

- Play in it
- Because my dog looks invisible
- Building snowmen x8
- Snow/ snowball fights x2
- Snow angels x3
- Igloos
- Only time my sister shuts her mouth
- It's fun
- Sooo much fun
- So long since we've had any
- You can throw it at people and it doesn't hurt
- Sledging
- Swimming in it
- Bury it yourself in it
- Skate ramp into snow
- Can dive into it and it doesn't hurt
- It's not like rain – you can still go outside
- Don't have to have a bath
- Put the heating on to dry off

Maybe 4 + 3 + 4

- I like rain
- It depends what sort of snow
- When it's sunny it's nice
- It's too cold x2
- You can get ill from the cold
- It's not much fun
- You need to wrap up warm
- I like it because it's fun but I don't like the cold
- It's fun to miss school
- Other seasons are nice too and you can eat food from crops

No 2 + 1 + 2

- Not my favourite
- After two days it's muddy and wet
- It's really cold x2
- I get cold, it's not nice, I get hypothermia
- Get freezing and wet
- I walk through to pond and when it's frozen I can't
- I hate wearing boots
- On a hot day I can get a tan
- I like snow sometimes
- There is hardly anything to do
- Can't bike
- Can't go anywhere

The summer holidays should be even longer

Yes 6/5 + 8 + 4 + 10

- They go so quickly x2
- Could make the other holidays shorter
- You can go on holiday for longer x2
- You could have more than one holiday/ trips away x3
- No school! x2
- There would be more time to do things x2
- More time for playing
- Fun
- I like sleeping in
- I like to stay off school/less school x2
- Play on xbox/ps4 more
- Spend more time with cousins from abroad

Maybe 1 + 1

- I like to see my friends/ miss my friends x3
- I miss Miss, she's very nice

- If it's too big you forget what you learn
- After a while I miss it.
- I get bored, especially if you don't go on holiday
- Halloween

No 1 + 2 + 1

- Need to learn more
- I like maths
- I like learning and doing maths with teachers
- I get lonely, all I ever do is go out with mum, school gives me something to do
- It gets boring in holidays
- They are long enough
- Boiling

I am looking forward to going to comp

Yes 7 + 2 + 4 + 3

- Primary school is boring
- Fun
- Lots more freedom
- It's a sign of growing up
- More choice at lunch
- Allowed out on my own at last
- Be allowed to do what my brother does
- Have a phone!
- Own space to do homework
- Away from annoying little sister
- iPads
- You learn more
- Lessons
- Get to pick subjects
- More out of it e.g. science experiments, more activities
- Science – you get to blow stuff up – exciting
- When you finish you get to go to college/university
- Detention not so good though
- New/more teachers x3
- More male teachers
- See friends from other schools
- Meeting new people
- New friends x2

Maybe 3 + 4 + 7

- I like my friends and will miss them going to different comps x2
- ...but will make new friends
- I will miss Miss

- I look forward to the salon and gym and everything else
- Looking forward, getting a bit bored of primary
- Scary
- You'll be with people you don't know
- Scary because it's big/You might get lost – big school x2
- Size of school
- Depends on whether the teachers are strict
- Scared of bullies, if there are any
- I know quite a lot of people going and I am looking forward to going with them, especially my good friends.
- Don't want to leave my primary but want to do harder maths

No 1 + 4 + 3 + 2

- It's big, I'll get lost
- I want to stay in Cadoxton for two more years
- I will miss my friends x3
- I don't feel I am ready for comp
- I don't want to grow up
- Yesterday we were told it was 6 sessions
- I am scared I won't get all the things done
- All my work will get louder harder and taller.
- They are strict
- There are very very hard tests
- I don't want to see my brother(in year 8) I just don't like him.

Mixed (Co-ed) schools are a good idea

Yes 3 + 3 + 4 + 3

- Some people want to go to other schools because they are mixed
- Because of brothers and sister
- Boys and girls get to interact, meet new people
- We've been in mixed schools throughout primary/We've been to a mixed primary – it would feel like a big change, a bit weird/no point in changing it/ used to being together x4
- Single sex is not like real life
- It's not the end of the world if it's single sex but would be better mixed
- If you are a tomboy you might get fed up with just being with girls
- If you are a girl you might feel more comfy with boys and spending time with them
- You would have more people to play with if you are not getting on with some girls
- Boys might want a girlfriend
- Boys play with girls e.g. tomboys
- Would miss having boys/girls around
- It's more natural – it should always be that way
- Pupils who are behind or in front can be in the right level groups

Maybe 5 + 4 + 6

- Boys work better mixed

- Girls work better on their own x2
- Sometimes they get better results if they work together
- Girls and boys don't play together but they work together
- There might be fighting
- Fighting and arguments
- Boys fighting over girls
- Girls don't fight, boys do
- Mixed is calmer but louder
- There might be bullying
- Schools will be bigger
- They need equal amount of boys and girls so you can choose who you want to hang out with

No 3 + 3 + 2 + 3

- Boys are mean
- We have been with them for primary years and that will do
- I don't want to have to go too far for a salon
- I will be in a different school from my sister she could stick up for me.
- I want to stay at Barry and it to be better.
- It is easier to stay the same
- Why can't they just build it better?
- I can get to see brother and cousin
- It annoys people who just want it to be a boys school
- I don't like being with girls in primary, they are annoying and loud
- They (girls) think everything you say is a problem
- They scream and hurt your ears
- Because girls are terrible
- Boys would start hitting girls
- They are used to being alone
- You get to be with your own sex and not be annoyed by the other
- You will get used to it if it's all girls
- More to do but that's bad because some of it might be boring

The new plans are a good idea

Yes 3 + 2 + 2 + 8

- A new school would be good for education and technology – lots of new stuff
- More exciting
- Big change – bigger school, new friends, not just boys and girls
- New friends
- It gives you a chance to be with the other sex – you can collaborate, especially if you don't get on with other girls.
- You can be with your male friends from primary
- If Barry Boys is not in a good condition it could collapse on us, it could be dangerous.
- Barry Boys doesn't have a good reputation – girls could change that, give it a better name so then more people want to join.

- It would make more go if it was mixed – there will be people that you know and what you're used to
- It will take time to adopt to change but girls and boys get to support each other.
- It would be hard to be separate from boy/girlfriend
- Especially for tomboys who are not girly at all
- There are similarities and differences but also might like the same things.
- The new name might be really good
- Change the name but not silly or too dissimilar –so people know what you are talking about – some people will just use the old names anyway because they are in the same place
- Bigger, better buildings

Maybe 2 + 5 + 2

- Some people benefit but others won't because they are mixed
- If you want (mixed) , you can go to another school – there is choice now
- Could just make the schools nicer
- By the time we get there – it will still be changing
- How will you work with all the noise?
- They could just extend Barry Comprehensive.
- Bryn Hafren is ok now
- Barry Comprehensive needs stuff doing to it – there are leaks
- You might lose friends
- There will be different rules
- It will be noisier, boys are louder and naughty
- Boys are annoying and rough
- Some of the ideas are good but some might not work
- Couldn't we have one big school?
- We don't know why you would do it, we think we would like it the same but we are not sure.
- We think that making the schools more modern would be a good idea
- Some might not want to be together

No 6 + 3 + 2 + 2

- They have been saying they would for years and haven't
- Kids are happy now
- It's a waste of time if they do it for no reason.
- We should keep it the same
- The open evening said that it would not be changed
- We will make friends in two years and then be separated
- It will effect years 5-6 if they change it
- I don't want it to change, keep it as 1 boy's and one girl's school
- Instead of separate schools they should spend all of the money on one school with separate areas – split it into 4 houses of about 500, a group A1 – A5
- If you change the names everyone will want to go there and you can't keep swapping between them
- Girls and boys should be separate
- The work going on in new schools – the drilling might be annoying

World's best secondary school

- A new name
- A new uniform x2
- Nice/decent/stylish uniform x5
- A nice comfy uniform
- No mank uniform
- Wear your own clothes on Fridays
- Have NOOO school uniform/non uniform x2
- Multi colour uniform/ more colour on uniform/Colourful jumpers x4
- The uniform is nice colours and allowed to be customised/ Some uniform/freedom around uniform x2
- Blue jumper with black trousers/leggings; Blue and red; Black trousers and shoes for boys; black heels, black skirt and white top for girls/ black shoes only/any colour shoes
- Free school clothes
- Whatever shoes you want to wear (except for flip flops)
- Uniform for different houses e.g. fire
- Allowed to wear nail varnish x2
- Nice teachers x3
Better teachers
- No teachers
- Supportive teachers x2
- Classmates that are fun
- New teacher every 6 months
- New head teacher every year
- No rules
- Named the best school in Barry
- Really nice school x2
- House team e.g. fire, water, wind , earth
- Class assembly
- Year groups
- Lots of technology
- The right /Better/new technology x6
- iPads that work/Ipads x3
- Computers
- Calculators
- PS4
- YouTube
- Science equipment
- All the right resources
- Choose subjects in year 7/choose subjects x2
- New double maths every day
- Design technology
- More free time
- Cake baking
- Chocolate tasting
- A variety of subjects

- Having a salon
- Gymnastics lessons every day
- More art
- More PE
- No homework x3
- Be in the same group as your friends for whatever you are doing
- Music
- Famous people visit every day
- Sports facilities x2
- Level grounds/field and grounds x3
- Astro turf on pitches
- Football pitch and goals/Football arena/ Football club/ Girls and boys football clubs/BB FC x7
- Rugby pitch
- Nice big area for sports like football
- Running track
- Gyms x2
- Sports hall
- A tennis court x2
- 39 pitch
- Having a pool/ pool inside and outside/pool with a diving board/slide/100m pool x10
- Playground would have a water area with a water slide
- Badminton and table tennis championships
- It would be a mixed school so it would be a sport friendly school so it encourages ambition.
- Matches of stuff
- Multi colour building
- Gold and sparkly
- Red
- New buildings
- More insulation
- Modern design
- Posh mansion
- Big building x2
- Big classrooms
- Lockers so that you don't have to carry stuff x2
- A library to encourage reading
- Relaxation area for rainy days at play
- Park and fun stuff
- Gardens x2
- A room for animals/ animals/zoo/monkeys x5
- Big field
- Lots of space
- Use the space with posters and signs
- Exploring room like houses
- Good toilets
- TV's saying where to go at what time
- Cinema/TV x2

- Smells of lavender/ cherry blossom
- An information centre
- Mini shopping centre
- Be used as a movie location
- Lots of school trips/fun school trips/amazing school trips x5
- Trips to other countries
- Activities outside at play/break/fun activities x3
- Lots of after school clubs/clubs for everything/different/ better clubs x8
- Boys and girls clubs
- Sports clubs
- Dance club
- Cooking classes
- Bottle flipping club
- Nerf room for nerf battles
- A gaming room/x box room x2
- More/longer playtime x2
- To keep boys and girls schools separate
- I reckon it should stay the same
- A mixed school x3
- Nice students
- Free food x2
- Free lunch Thursday/Friday x2
- Nice school dinners
- A buffet
- Free sweets every day
- Big choice of food
- Popcorn in every room
- Vending machines
- Private bus home

Dot vote your favourites:

Cadoxton and Palmerston

- No rules (16)
- Lots of technology (8)
- No homework (6)
- Football pitch and goals (5)
- Badminton and table tennis champs (5)
- No teachers (5)
- Uniforms for houses e.g. Fire (4)

Gladstone, Rhws and High Street

- A pool with a diving board (8)
- Computers (5)

- Cake baking (4)
- A library to encourage reading (4)
- Exploring room like houses (3)
- Free food Friday (3)
- Chocolate tasting (3)
- Good toilets (3)
- Discos at different times of year (3)

Gwenfo and Jenner Park

- 100m swimming pool (4)
- A gaming room (3)
- Famous people go every day (3)

Barry Island, Holton and Romilly

- Different and better clubs (6)
- Boys clubs and girls clubs (4)
- Have trips to other countries (4)
- Design Technology (4)
- Girl's uniform – black heels, black skirt, white top (4)
- Dream playground would have a water area including a water slide and a running track (4)
- Amazing school trips, stylish school uniform, mixed, modern new tech, all the right resources and nice school dinners, lots of space, sport facilities, use the space with posters and signs (4)
- Cinema (4)

Wishes and worries

Wishes

- To have a similar name so that people get used to it faster
- That it has a good name
- All my friends might go
- That I'll have lots of friends and be popular/good amount of friends*
- To have more/new friends**
- For people to be friendly/people make friends*
- Have some of my primary friends in High School
- More people in the school so they can make new friends
- To have a good/nice teacher***
- A good PE teacher
- (boy's school) they should have a new head teacher so that the new head could have even better plans than the other one.
- Teachers aren't too strict
- For it to be not too strict but for there to be rules
- Teachers explain things well

- Less teachers. There will only be one teacher for the whole year because you have to move into different classes
- Good education
- Nice new school
- They are big schools/ big and more rooms*
- Have the school modern
- That they upgrade all comps
- Everybody enjoys it/it's fun**
- That everyone is happy to go and not upset, to be happy to be there
- For it to turn out good
- No bullies
- More school trips
- To be in a mixed school because I don't get on with girls so I hang out with boys. If my secondary school doesn't have any boys in it that will cause a problem.
- Boys and girls school to be mixed*****
- ..So that people aren't just friends with girls or boys
- ..because when we get a job we have to work with men so then we would have had experience
- ...Mixed= better results
- ...Girls and boys get along*
- At the moment me and lots of others wish to go to a different school because they're not mixed – all boys and girls can work together and be friends just like REAL life
- For them not to mix**
- ..because we have been with boys in primary school
- For Barry Boys to stay as it is; (but make it better)*
- Make Barry Boys better*
- Bryn Hafren to stay the same as it is ok the way it is
- Bryn Hafren to stay a girl's school
- I wish they would scrap the whole thing
- They would stop saying they were going to mix*
- Why change now, don't you think it is a bit of a waste of time and money?
- I wish I was the head of the council
- Not lots of homework
- Make it a good creative school
- Less work
- To have some activities
- It's a good school**
- Good technology/up to date tech*
- Barry Boys to have iPads
- I hope that most subjects still continue
- Footballs, skipping ropes and tennis
- (Girl's school) That they have an exploring room so that you want to find anything you can go there and see if it is in that room. *
- Bigger gyms
- That the boy's school has a pool and diving board
- A diving board, because then everyone would think it was popular

- That they would let years 7 and 8 use the salon
- I wish there was a lesson where you can do anything
- Nice uniform**
- A good school logo
- A good fabric

Worries

- If Barry Boys isn't done up it could collapse on them
 - You could be separated from your friends/not going to be with friends/ friends will be moved* *
 - I'm not gonna be with my friends from primary school/won't be with friends anymore? my friends will be less close than we used to be/lose some of your friends**
 - That we would make friends in the two years and then you will have to split up/be separated*
 - What if I don't make new friends?
 - Miss friends
 - Boys and girls may fight there/won't get along*****
 - Won't be boy's /girl's schools any more/ that they will probably mix and there is not much point*
 - If any boys annoy me
 - Too busy with more boys than girls
 - Some parents might want their son to go to an all boy's school and their daughter to go to an all girl's school/ some parents might think different things so you have to go to BH/BB
 - People won't be aware of not just their gender
 - It might not be mixed so being separated from my sister
 - I'm scared they won't mix the schools/ that the public won't react well and they won't mix the schools*
 - They'll make so much noise and annoy other students
-
- If my teacher isn't nice
 - More teachers
 - Teachers might not teach very well
 - If we have a nasty strict teacher/strict teachers*
 - There will be bullies /If anyone bullies me/someone else/bullying because they are not used to this many children*****
 - Getting hurt
 - If I don't know where everything is
 - Being new
 - Everyone might not get into the school/ will have trouble getting into the comp that we want*
 - To have to move to Bryn Hafren
 - That Barry Boys gets demolished
 - If we don't get into other schools then I don't know what we'll do
 - That there will be a new uniform at Barry Boys

- Horrible uniform *
- The name might be silly
- New names for school- people may not recognise the school has not been rated so it could be terrible
- I/People might not like the school**
- That I will get detention on the first day
- I am scared I will forget everything
- I don't really want to go
- There won't be a lot of time to study, I will just worry
- Worried that my work will be scruffy because of the drilling
- That it will be noisy for people trying to work and study
- I worry that if it doesn't happen they'll waste time and ask again
- That it will happen it will be horrible

Questions raised: (these were answered on the day when possible)

- Where will the new (build) school be ?
- Why can't they keep it the same?*
- How long will it take to adapt (pupils)?
- Why don't they just change Barry Boys?
- Why have two separate schools rather than one big one with lower and upper?
- What happens for girls in Bryn Hafren who have to move after 1 or 2 years to Barry and miss new friends?
- Will the renovation happen during school time?
- Will yr 11's stay where they are?

Suggested names for the new schools

Barry Comprehensive	Bryn Hafren
Barry Hafren	Saint Hafren
Only Barry Boys	Welsh Hafren
The Barry School	7 Stages
The Barry Comp	Barry Hafren
The New Barry	The Newest Barry
The Mixed School	The High Hafren
	The Mixed Comp

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