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INTERIM REPORTS

Research Survey 5/3

CHILDREN AND THEIR PRIMARY SCHOOLS: PUPILS' VOICES

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Carol Robinson and Michael Fielding

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This is one of a series of 32 interim reports from the Primary Review, an independent enquiry into the condition and future of primary education in England. The Review was launched in October 2006 and will publish its final report in late 2008.

The Primary Review, supported by Esmée Fairbairn Foundation, is based at the University of Cambridge Faculty of Education and directed by Robin Alexander.

A briefing which summarises key issues from this report has also been published. The report and briefing are available electronically at the Primary Review website: www.primaryreview.org.uk. The website also contains Information about other reports in this series and about the Primary Review as a whole. (Note that minor amendments may be made to the electronic version of reports after the hard copies have been printed).

We want this report to contribute to the debate about English primary education, so we would welcome readers' comments on anything it contains. Please write to: evidence@primaryreview.org.uk.

The report forms part of the Review's research survey strand, which consists of thirty specially-commissioned surveys of published research and other evidence relating to the Review's ten themes. The themes and reports are listed in Appendices 1 and 3.

This survey relates to Primary Review theme 5, **Diversity and Inclusion**.

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CHILDREN AND THEIR PRIMARY SCHOOLS:
PUPILS' VOICES

Abstract

This report draws on evidence from published empirical studies which explore pupils' and, in a minority of cases, former pupils' perspectives on aspects of their primary education. The overall aim of the report is to summarise and assess the findings and explore their implications for the future of primary education in the United Kingdom (UK). The report concentrates on findings from some key UK based studies, as well as findings from a range of other UK based studies which have focused on eliciting pupils' own perspectives of their experiences at primary school. Findings from studies from outside the UK are not, therefore, included in this report, nor are findings which report teachers', as opposed to pupils', perceptions of pupil experiences.

In particular, the report focuses on pupils' perceptions of the purposes of their primary schools, and their perceptions of learning, teaching, the curriculum and assessment, as well as pupils' views on transfer from primary to secondary school. There is little evidence from former pupils, and data relating to pupils' perspectives on the culture and organisation of the school, and to their aspirations and preferences in respect of their own futures, are also very limited due to the lack of literature focusing on these areas. The literature also provided very little evidence to allow comparisons to be made in pupils' perspectives across different social and culture groups.

Introduction

The 2006-2008 Primary Review of Education in England, to which this synoptic survey contributes, is the first major review of primary education in forty years since the publication of the Plowden Report in 1967 (CACE 1967). The Plowden Report considered primary education in all its aspects as well as the transition to secondary school. However, since this time there have been various Acts and conventions which have had a significant impact on aspects of the primary curriculum. In particular, the Education Reform Act (ERA) of 1988 had a major influence on primary education in England and Wales. As a result of this Act the National Curriculum was introduced, resulting in significant changes being made within the curriculum, in teaching methods, and in forms of assessment. The primary school curriculum now comprises three core subjects; English, Maths and Science (and Welsh in Welsh speaking areas), along with six foundation subjects. The Act introduced Standard Attainment Tests (SATs), a national system of assessment in the core subjects at the end of years 2 and 6 in primary schools (as well as years 9 and 11 in secondary schools). The introduction of SATs has allowed for comparison to be made between levels of pupil achievement in different schools and has led to many schools placing significant emphasis on pupils' achievement in the tests with the aim of reflecting the school in a favourable light. As well as significant changes in the school curriculum, there have also been major changes in the organisation of support for children and young people in England. Although Plowden argued for close collaboration between educational and medical services, this did not become a reality until The Children's Act of 2004 and Every Child Matters (ECM). ECM established a duty on Local Authorities to make arrangements to promote cooperation between agencies (including schools) in order to improve children's well-being.

There is a growing body of literature which focuses on the voice of the pupil in school. The recent publication of an International Handbook of Student Experience in Elementary and Secondary Schools is a significant contribution to this field (Thiessen and Cook-Sather 2007). There have been a number of UK-based research studies which have looked at pupils' perceptions of their experiences in primary school. However, much of the literature has explored pupils' experiences through the eyes of the teacher. In many cases the literature also stresses the value of listening to young people's views and details the processes implemented by schools to develop a deeper understanding of encouraging the voice of young people (for example, Fielding 2001; MacBeath et al. 2003; Rudduck et al. 1996, Rudduck and Flutter 2004). This research report is concerned only with those studies which have explored pupils' experiences from the perspectives of the pupils themselves, and not with studies which have reported teachers' perspectives of pupils' experiences. It is primarily concerned with finding out about pupils' perspectives on specific areas of their primary experience; namely, the purposes of their primary education, their experiences of teaching, learning, the curriculum and assessment, and to a lesser extent the culture and organisation of their primary schooling. Some reference is also made to pupils' views on transfer from primary to secondary school and to their aspirations and preferences in respect of pupils' own futures. Very limited comparisons are made of pupils' views across different gender, social and cultural groups. These focus areas were identified at the outset of the research by those co-ordinating the various strands of The Primary Review and form the basis of this research report. However, the report also outlines implications of the findings and raises more generic concerns about pupils' experiences of primary schooling in the UK.

In order to gather data for this survey, in the first instance a number of key people in the area of Pupil Voice were contacted, both UK-based and international. They were asked for any documentation, literature or references which discuss or outline what primary pupils and former pupils think of primary schooling: its purposes, culture, organisation, learning, teaching, curriculum and assessment; and pupils' aspirations in respect of these and their own futures. A specific request was made for evidence of comparisons in pupil voice across different social and cultural groups.

Electronic searching (which included ERIC, BEI, IngentaConnect, IBSS and PsycINFO) initially identified hundreds of references on pupils' experiences of primary school. After a first sift of titles and abstracts, 63 were selected. These, along with references and literature from colleagues, were explored in more detail. Many of the literature sources were rejected on one or more of the following grounds:

- they were found to relate to secondary pupils;

- they were based on teachers' perceptions of their pupils' experiences;

- they related to primary pupils in countries other than the UK.

A core body of literature based on findings from major research projects which looked at the perceptions of Key Stage 1 and 2 pupils in the UK emerged, along with several other literature sources which added to, and extended, the data within the 'core' literature. (See Appendix 1 for brief details of the 'core' literature and Appendix 2 for details of recent studies which, although not primarily concerned with eliciting pupils' perspectives of primary schooling, will serve to add to our understanding of children within primary school age).

In the vast majority of cases authors have published only one study which has detailed pupils' experiences, so there are very few studies which have built on earlier work. Most of the studies referred to involved between 30 and 150 pupils, although some involved considerably fewer pupils. Caution must, therefore, be exercised when considering the

extent to which findings can be seen to be representative of the whole body of primary school pupils, as there are a large number of pupils whose opinions remain unknown.

A number of the studies were particularly concerned with curriculum development. Questionnaires and face to face interviews with individual pupils and groups of pupils were commonly used in the studies to elicit pupils' perspectives. In the write up of these studies there was, however, almost no mention of the methodological challenges of listening to and reporting on pupils' perspectives. Such challenges are discussed in work by Alderson and Morrow (2004) and need to be taken into consideration when involving children and young people in research projects.

The report is divided into nine main sections which reflect the views of pupils within various aspects of their primary schooling. These sections deal with primary pupils' views on the following:

1. The purposes of primary schooling.

2. The culture of primary schools.

3. The organisation of primary schools.

4. Learning within primary schools.

5. Teaching within primary schools.

6. The primary curriculum.

7. Assessment within primary schools.

8. Transfer from primary to secondary school.

9. Pupils' aspirations and preferences in respect of pupils' own futures.

Findings relating to each of these nine sections will be outlined in this report. At the end of each section key issues are summed up and considered in relation to current or recent work in the field of pupil voice. We do this for three reasons. Firstly, whilst the field of pupil voice has yet to produce extensive, robust research findings within the primary sector[1], it has substantial national and international credibility at both primary and secondary levels. Its juxtaposition with the research evidence we foreground in this study may well suggest a lacuna in either body or work. Secondly, and more positively, the juxtaposition may well indicate considerable resonance between the two and thus help to further inform judgements. Thirdly, the values and perspectives underpinning most pupil voice work are those that animate the impetus behind the Primary Review itself. For this reason the short dialogue between the research evidence and the pupil voice movement may well help us to frame and articulate what we have found out in a judicious and resonant way.

1 Pupils' views on the purposes of their primary schooling

As preparation for future employment

Pupils view the main purpose of their primary school as being to prepare them for getting a job in the future (Cullingford 1986; Silcock and Wyness 2000). Children in these studies

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[1] The recent book by Jean Rudduck and Donald McIntyre (2007) *Improving Learning through Consulting Pupils* London: Routledge draws only on secondary school evidence from the ESRC TLRP research project *Consulting Pupils about Teaching and Learning*.

assumed that the curriculum was given to them for the purpose of getting them jobs and to that extent did not question it, even if they subsequently discovered that there was no such direct connection. They knew their subsequent careers and employability depended on how well they did in exams and they understood this point fully before they left their primary schools. The following quote illustrates this point:

> If I didn't go to school I'd know nothing and wouldn't be able to get a job or nothing…it's really for people to learn things you didn't know before and when you are older you'll have so many 'O' levels you can get what you want…If you didn't go to school you wouldn't have no 'O' levels and you wouldn't ever get a job nowhere.

<div align="right">Cullingford 1986: 43</div>

Primary schooling tends to be viewed by pupils as less serious than secondary schooling; it is a kind of preparation for secondary school rather than a complete experience in itself, and the purpose of secondary school is seen as preparing pupils for a job when they leave the school (Cullingford 1986).

Interviews with people who had left school show the majority of those who are not employed felt their schooling was partly to blame, as the curriculum seemed to have nothing to do with the world in which they found themselves. Looking back, these pupils wished that what they had learned in school had been directed towards the skills they would need in employment, and more particularly directed towards an attempt to understand the political and social environment in which they now live (Cullingford 1986). Similarly, White and Brockington (1983) found the young unemployed whom they interviewed wished that school had been made more relevant to them, from the primary phase onwards.

As a way of meeting other people

For some, one of the purposes of primary schooling is to meet other people. They see school as the place where they can meet their friends and where there is, as a consequence, much more entertainment than at home (Cullingford 1986). Silcock and Wyness (2000) found Key Stage 2 pupils viewed the role of school as providing a context for social mixing; pupils liked the company of others and sought the benefits from wide acquaintanceship. Pupils were also aware of a school's capacity for providing the wider education that homes could not, or did not, provide.

To learn how to conduct yourself

Findings from studies also show that children realise they need to know how to conduct themselves outside of school, for example in restaurants and in interviews. They consider schooling to help to equip them with these skills. In their eyes, the ability to gain a job does not depend solely on qualifications, but also on the way they behave in public (Cullingford 1986; Silcock and Wyness 2000).

Key issues

There is little reported evidence relating to pupils' views on the purposes of their primary schooling. In recent years, the ECM agenda suggests that one of the purposes of schooling is to equip learners for life in its broadest sense. However, this ideal is not reflected in the current emphasis on target setting and academic achievement in primary schools. This imbalance needs to be addressed. When thinking about the future of primary schooling in England, consideration needs to be given not only to what the prime purposes of primary schooling are but also to how the overarching purposes of primary schooling, their constituent parts and the interrelationship between them are conveyed to pupils, both formally and informally within schools, families and the communities they serve.

2   Pupils' views on the culture of their primary schools

Authority within the primary school

Primary school children tend to be aware from the very first years that they are required to respond to and obey the head teacher and teachers without questioning. Early in the school, children tend to believe the head teacher's authority goes unchallenged, however, as children move through the school they report a hierarchy of power of teachers and head teachers in the school organisation (Buchanon-Barrow and Barrett 1996; Elmer et al. 1987). In the PACE study, Pollard and Triggs (2000) found from years 1 to 6 there appears to be a steady decrease in pupils' perception that it is important to comply with teacher requirements and expectations. Buchanon-Barrow and Barrett (1996) reported that the essential difference in thinking displayed by older children is the emphasis on children themselves as being able to get rules changed and even being involved in running the school.

Children's happiness at school

Davies and Brember (1994) found that primary pupils show enthusiasm for all subjects in the curriculum, and Pollard (1990a), Lord and Jones (2006) and Newman (1997) found the years of primary education are often seen positively in retrospect. However, there is some indication that pupils' enthusiasm towards the curriculum starts to wane during the primary phase (for example Pell and Jarvis 2001).

In a study by Blatchford (1992), pupils aged seven years were asked whether they found being at school 'mostly interesting', 'mostly boring' or 'somewhere in the middle'. Forty two per cent found school 'mostly interesting', with boys being more positive than girls. This appeared to be in equal proportions, because of the work conducted there and opportunities to play. Eight per cent found school 'mostly boring' and 50 per cent said 'somewhere in the middle' (*Ibid.*: 110). In a more recent study funded by The New Economics Foundation (Marks et al. 2004) which surveyed over 1000 children and young people aged 7 to 19 in Nottingham, findings show that 65 per cent of primary school children rate their school experiences as positive.

Differences in the treatment of boys and girls

Myhill and Jones (2006) found that pupils consider that teachers expect more from girls than boys both in terms of achievement and behaviour. They found that underachieving girls tended to be the least likely to perceive girls as being favoured over boys, and only girls perceived that boys received more favourable treatment than girls. In year 1, pupils considered that teachers treated boys in a less positive way than girls due to boys' poor behaviour; although boys tended to frame this as injustice.

In a study of 8 to 11 year olds, girls considered that boys were more often punished than girls, and punished in different ways; boys were more likely to be sent to the head teacher, whereas girls may get shouted at by teachers (Morgan 1992: 194).

Key issues

The picture that emerges is one of primary schools as largely happy places, where girls and boys are treated differently from an early age and where issues of authority that effect the ambiance and running of the school reside overwhelmingly with teachers and with the head teacher in particular. A number of schools have placed an increasing emphasis on listening to the voices of pupils in schools (Rudduck and Flutter 2004; Flutter and Rudduck 2004). One of the results of this is that rather than the teachers, and the head teacher in particular, being seen as having sole authority and power, decision making within the school moves towards being negotiated between teachers, the head teacher and pupils. One of the values

underpinning pupil voice work is that of participation. In order to create a school in which there is a democratic inclusivity there need to be ways of allowing the whole student body to participate in school decision-making and a recognition that there are multiple voices to be listened to, regardless of ethnicity, disability, behaviour and social class (Robinson and Taylor 2007: 13). Where schools work towards creating a culture which thrives on the mutual respect of those within it, pupils become active participants and develop a sense of belonging to the school, rather than viewing school simply as a place they attend each day. Consideration needs to be given to the ways in which the recent move towards listening to the voices of pupils has changed the culture within some primary schools, and to the benefits that this change brings. However, when implementing such profound changes advocated within much of the pupil voice literature, consideration must also be given to staff apprehension about issues of control and of the perception by some that the basis of their professionalism is being eroded, not redefined.

3   Pupils' views on the organisation of their primary schools

The pressure of lack of time

Many primary pupils are aware that there is little time to spare in the school day and as a result, there is pressure to get through many work activities (Flutter and Rudduck 2004; Pollard and Triggs 2000). Within the PACE project (Pollard and Triggs 2000) this could be seen in some children in Key Stage 1 but became more apparent as children got older. The pressure on time results in many pupils placing more emphasis on performance in the form of work completed, than on understanding. Lack of time was also seen to have an important bearing on the presentational quality of pupils' written work, and 'getting things done' was perceived as being more important than producing work that was personally satisfying. Time pressure also had the effect of placing learning firmly in the domain of the teachers, who were perceived to be in possession of what had to be learned. Most children felt that it was wise to let teachers control learning or 'we won't know what to do' and 'if you did it yourself you'd go wrong' (*Ibid.*: 208).

Giving children more choice and control of their learning within the classroom

Findings from the PACE project (Pollard and Triggs 2000) also illustrated that children considered there to be more free choice in the infant years than in later years of primary school, largely because getting older means there is harder work and more to learn in order to progress through the educational system. Many pupils, however, would like a greater choice over the subjects and activities they do (Silcock and Wyness 2000; Pollard and Bourne 1994; Triggs and Pollard 1998). Almost two thirds of pupils in years 1 and 2 within the PACE project indicated that they preferred to control their own activities. In year 5, only 44 per cent said they preferred to choose, 37 per cent liked the teacher to choose and 13 per cent preferred the choosing to be shared. By year 6 almost half of the children said they preferred the teacher to choose their work and activities as they trusted their teacher's judgment to know what had to be learned, and understood that the costs of following personal inclination could be high. As one year 6 pupil commented:

> If the teacher chooses you get to learn more than when you're choosing.

<div align="right">Pollard and Triggs 2000: 113</div>

Where pupils wanted some control over what tasks and activities they did, the reasons given for this were: to avoid difficult work - pupils did not want to be faced with a challenge or be exposed to the risk of failure; to avoid things they did not like; to have more fun; to spend

time on an activity of which they were getting less experience than they wished; and to get a broader curriculum with more of the things they enjoyed (Pollard and Triggs 2000).

Thus, where pupils have opportunities to make choices in the classroom, this is viewed as positive (Flutter and Rudduck 2004; Grainger et al. 2003; Lord and Jones 2006). However, there seems a common acceptance at both Key Stages 1 and 2 that too much choice might lead to pupils working hard at popular subjects at the expense of the least popular and they know that they have to study subjects because each has its own intrinsic merit (Silcock and Wyness 2000, p. 19).

Working arrangements within the primary classroom

Pupils know that they can learn from working with each other and recognise the value of peer support for learning in the classroom (Bearne 2002; Cullingford 1991; Demetriou Goalen and Rudduck 2000; Flutter and Rudduck 2000; McCallum and Demie 2001). Pupils enjoy working with friends and consider that working in this way allows them to receive help, give help and exchange ideas. The following quotes illustrate this point:

> I'm sitting next to Jane and she helps me if I'm stuck and I help her. Sometimes she helps me know the answer but she doesn't actually, like, say 'Oh it's 36', she says 'Well, how may tens has it got…? Now count the units…' (Year 3)

> Flutter and Rudduck 2004: 103

> In my maths I can ask my friend and help my friends. And in my literacy, because I have got a quick mind, I can normally tell the others what to do and how to do it. (Year 3)

> Demetriou, Goalen and Rudduck 2000: 31

Flutter and Rudduck (2004) found that primary school pupils who have taken part in peer support strategies have seen the potential benefits of talking to others about their learning. A year 6 pupil summed up his views of the advantages of taking part in peer tutorials:

> You are also helping yourself when you teach someone… you are kind of teaching yourself at the same time.

> Flutter and Rudduck 2004: 124

Cullingford (1991) found that the sense of feeling of achievement does not appear to diminish when pupils receive help from other pupils, and there seems to be some security in knowing that other children can help, which therefore results in fewer disturbances to the teacher.

Findings from the PACE project (Pollard and Triggs 2000) suggest that children generally prefer to sit with friends rather than with people they may not get on with; they are happier sitting with someone with whom they can relate as this makes classroom activities more enjoyable, interesting and fun. Where pupils were not happy with their groupings this was found to relate to being separated from friends; having to work with people pupils found uncongenial and uncooperative; and feeling they were misplaced by either having too much or too little demanded of them (*Ibid.*:. 179).

Some pupils are aware that working with friends may not always have a positive effect on their learning as there can be a tendency to talk about non-work related topics and / or to 'mess about' with friends, whereas this is less likely to happen when working with pupils they do not know so well. Thus, there is some recognition from children that the effort to work in unfamiliar and less preferred groups can be worthwhile (Flutter and Rudduck 2004; Pointon and Kershner 2000; Silcock and Wyness 2000). Many pupils can make a clear distinction between friends who help with their learning and those whom they enjoy being with but who are likely to have a negative effect on their work:

> I work best with Holly doing maths because she doesn't mess about and if I sit with Tom he always jumps up and takes the book all over the place. (Year 3)

<div align="right">Flutter and Rudduck 2004: 108</div>

Working with friends can also have a damaging impact on pupils' learning and confidence when the friendship goes wrong or when pupils are split from their friends. For younger pupils the loss of a friend or membership of a social group can be a devastating experience; for example, when pupils transfer from Key Stage 1 to 2, the social aspect of the classroom becomes of paramount concern and some pupils feel anxious and upset when separated from close friends (Flutter and Rudduck 2004).

Pupils are aware of 'ability' and 'attainment' as factors used to define groups, especially in year 6 Mathematics where the majority of pupils are aware of being divided up in this way (Pollard and Triggs 2000). They consider there to be advantages and disadvantages of working only with pupils of a similar ability to themselves. Within the PACE project (Pollard and Triggs 2000), it was found that some pupils viewed 'setting' as positive because work was set at an appropriate level and pupils were able to work at a pace commensurate with their ability. However, pupils were also concerned that 'setting' results in stigmatisation of lower level pupils. Hallam et al. (2004) found pupils who prefer mixed ability teaching liked the fact that they can help, inspire and motivate each other, while avoiding stigmatisation of those in lower sets.

Key issues

Findings from studies concerned with the organisation of primary schools paint a largely bleak picture of pressured regimes that emphasise often personally unsatisfactory 'outputs' and partial understanding. Unsurprisingly, the desire for more control over aspects of their learning comes over very strongly and together these studies resonate sympathetically with developing traits within the pupil voice movement that argue for increased attention to consulting pupils about teaching and learning, not just about matters of more general significance within schools.

The emphasis on peer support (for example through buddying schemes of various sorts, and peer teaching) is an important dimension of the pupil voice movement. The mixed message on 'setting' and 'ability' reflects the wider debate about attainment, personal identity and an inclusive society amongst professionals, parents and the wider community. These are matters the pupil voice movement is slowly beginning to address as it moves more overtly into territory previously occupied only by adults. One reading would suggest that, particularly in matters of such profound importance to the nurturing of a democratic society, pupil voice needs to connect more directly to intergenerational encounters in which the voices of adults and young people begin to develop a more deliberate dialogue.

4   Pupils' views on learning within their primary schools

What motivates and demotivates pupils?

Pupils are motivated by interest, activity, challenge, success, the feeling that they are free to fail, gaining satisfaction in what they have produced and acknowledgement of their achievement (Blatchford 1992; Pollard and Triggs 2000). Pupils also like to feel that the work is useful and purposeful (Flutter and Rudduck 2004). In the PACE project (Pollard and Triggs 2000) pupils in years 3 and 4 were pleased by the neatness and correctness of their work, by the quantity of work they produced and by their speed of working and their ability to finish work on time. Some pupils were pleased by being praised and rewarded, while a smaller group expressed intrinsic pleasure in work they perceived to have quality.

In contrast to this, pupils are demotivated by boredom with routine, repetitive tasks and lack of challenge (Cullingford 1991; Pollard and Triggs 2000). They dislike work that seems to be going over 'old ground' and do not understand the need to consolidate their learning with further practice in skills about which they already feel confident. They are quickly switched off learning activities they think are a waste of time (Flutter and Rudduck 2004). The following quote illustrate these points:

> I think that if there is something hard and it is like new, when I have never done it before, then I think, 'Yeah, I want to do this!' but sometimes if I have thought, if I have done it before and it was easy and I would go. 'Oh I don't have to do this work'. (Year 4)

> Flutter and Rudduck 2004: 112

Classroom activities that carry on for a long period without physical movement can also reduce pupils' engagement with learning, while classroom activities that don't involve writing are more likely to engage pupils' interests (Flutter and Rudduck 2004). In a study by Kinder et al. (1996, p.16) they found 'uninteresting' lessons or 'being bored with work' ranked as a reason for truancy.

Key issues

The recent interest in student voice has resulted in pupils increasingly getting involved in processes that address issues of motivation and demotivation (for ezample pupils as researchers and surveys that ask questions such as 'What makes a good lesson?'). An area which these studies do not directly address, although it is beginning to come through in some of the student voice literature, is the importance of pupils developing an identity for themselves as a learner (Pollard 2007). As Pollard and Filer (1996) and Pollard (2007, p.2) point out, pupils are more likely to 'become effective learners if they are able to manage their coping strategies and presentation of self in ways which are viable in relation to different teachers and classroom contexts, and in relation to their peers'. Pollard (2007) also acknowledges that pupils are more likely to become effective learners when they have sufficient self-confidence, capacity for self-reflection, and trust from their teacher to manage higher levels of risk and task ambiguity in classrooms. He considers relationships between teachers and pupils to be the basis of the moral order of the classroom, that this establishes the climate in which teaching and learning takes place, and that it is the relationship between the teacher and pupils which can help to develop a pupil's self-image and sense of identity as a learner. It is this emphasis on pupils developing a learner identity, as perceiving themselves as learners, and understanding their responsibility as a learner within the school which schools need to actively work towards.

5. Pupils' views on teaching within their primary schools

Teachers' expectations

Pollard and Triggs (2000) found that pupils were aware that teachers' expectations varied according to a range of factors, including the status or stage of the work, the teachers' views of what a pupil or group is capable of in terms of effort and achievement and, pupils suggest, the teachers' mood. The following quotes illustrate these points. Pupils were asked 'Does it matter if you don't do things the way your teacher wants them?'

> If he knows you're not very good at it then he doesn't mind, but if he knows you're being lazy then he doesn't like it so much.

If she's in as good mood it's all right. But if she's not it all depends. I watch for her shouting at Simon most of the time.

Pollard and Triggs 2000:. 166-170

Teaching that helps learning

The use of clear learning intentions was found to help learning. For example, where teachers inform pupils of what they expect pupils to learn (WALT: 'we are learning to…') and inform them of what they expect from them (WILF: 'What I am looking for…'), pupils tend to be clear about what they have to do and of the expected outcome, as the following quote illustrates:

My teacher helps me learn by telling us what we're learning. (Year 1)

Macgilchrist and Buttress 2005: 114

When pupils move to another class or school or when a different teacher takes their class, this often results in a lack of clarity about the work they should be doing, as one pupil commented:

I don't particularly like it with the student when we were doing topics because you did things one way and she did some things the opposite.

Cullingford 1991: 102

In Macgilchrist and Butress' study (2005), year 6 pupils found the use of both 'booster' groups and revision posters and knowledge boards helped their learning. The following quotes illustrate pupils' perceptions of the benefits of these:

I think my learning has improved for me because of the booster groups. Booster group teachers have taught me much more things than I was learning in the class, not because of the teacher, but because I couldn't concentrate as well in class with all my friends around me. Although in booster groups I have friends in them as well, they don't annoy me or talk to me about non-appropriate matters!

Macgilchrist and Buttress 2005: 118

When we go to school we have posters with useful information that we need to know on the walls. The posters go over the key things and by seeing them all the time we remember the information. They are bold and eye-catching that attracts our attention. They are also in our classrooms we can use them when we need help.

Macgilchrist and Buttress 2005: 119

On the other hand, pupils were found to lose interest in learning when sitting in front of a board. As one year 6 pupil commented:

Pupils believe in my class that just sitting in front of a board may help you to work, but without fun, learning is not interesting – therefore children can lose interest in working.

Pupils at Wheatcroft Primary School 2001: 51

Key issues

The advent of pupil voice work in schools has seen an increasing interest in ways in which pupils can usefully and appropriately be consulted about matters to do with teaching, not just learning. These include those mentioned in the previous subsection and also in some circumstances classroom observations by pupils, although this tends to happen predominately at secondary level. Where time and space is made available in schools for pupils' voices to be heard on issues that affect their learning, teachers can gain insights into pupils' perceptions of teaching which helps, and teaching which hinders, pupils' learning.

However, as cautioned earlier, as teachers move towards engaging in such dialogue staff apprehension about issues of control and concern over aspects of their professionalism being eroded needs to be addressed. The key generic point about consulting people about teaching and learning is one of substantial significance having been the focus of ESRC TLRP project *Consulting Pupils about Teaching and Learning* and a range of subsequent publications culminating in that by Rudduck and McIntyre (2007).

6   Pupils' views on the primary curriculum

Even the youngest pupils in primary schools recognise day-to-day patterns of teaching, although they may not use the word 'timetable'. However, some are confused about the notion of discrete 'subjects', for example, one pupil commented: 'We didn't do Literacy in Year 2. We do it in Year 3…' (Flutter and Rudduck 2004: 85) Pupils are also often unsure what terms like 'geography' or 'science' entail (*Ibid.*).

Pupils tend to view the subjects they do in school as being for their own sake and the pleasure they derive from them are in the activities they do. In the absence of any analysis of the purposes underlying different parts of the curriculum, they accept what is given and then try to ascertain a purpose. For example, whether children like maths or not they find the subject 'necessary' or 'relevant' as it has a part to play in developing their long-term future. (Silcock and Wyness 2000).

Time spent on different areas of the curriculum

Pollard and Triggs (2000) found pupils to be vaguely aware of curricular imbalance but largely accepted it. They recognise that core subjects are important for future jobs. Pupils at Key Stage 1 involved in the PACE project perceived a curriculum dominated by English ('stories', 'reading' and 'writing'). When asked 'Which of these sorts of things do you do in the classroom?', these activities accounted for 30 per cent of the nominations made. Maths accounted for 19 per cent. However, Science accounted for only 2 per cent of the nominations (*Ibid.*: 67). At Key Stage 2, Maths with sums was the most dominant of all the curriculum subjects and activities whilst English continued to play a significant role. Science, however, remained weak until years 5 and 6 when there was a marked increase in the amount of time reported for 'writing about Science' and, to a lesser extent, for 'doing Science investigations' (*Ibid.*: 73-75).

With regard to the non-core subjects, in Key Stage 1, Physical Education (PE) received 24 per cent of the children's nominations (a little more than maths). However, in Key Stage 2, PE was perceived less strongly than Maths and English, but was seen as taking more time than any other non-core subject. In years 3 and 4 half of the pupils thought they did 'a lot' of PE; however, this fell to a third in years 5 and 6 (*Ibid.*: 76-77). There was also evidence in the children's accounts of varied access to the curriculum in Music and Information Technology (*Ibid.*: 83).

In the later stages of Key Stage 2 children reported a very subject-based and teacher-determined curriculum. They reported a curriculum in which the core subjects were powerfully present and which they experienced mainly through sitting, listening and writing rather than through activity (*Ibid.*: 83-84).

In a study by Ingram and Worrall (1990), six boys, six girls and their teacher were each asked to record the curriculum activities they did during morning and afternoon sessions at school over two five week periods, one at the beginning of the school year and one at the end of the school year. Their findings showed for the elected examples of Maths and English: there were large between-pupil variations in records; children were recording fewer lessons than

the teacher supposed; and the discrepancy had increased by the last five week period (Ingram and Worrall 1990: 53).

Pupils' views on specific curriculum areas

Reading

Key Stage 2 pupils in the PACE project defined reading by a hierarchy of difficulty, as the following quotes illustrate:

> I like it, I've got loads of books at home, I like big books and try to pick them out 'cos they've got lots of stories and it shows you can read well. (Year 3)

> I don't like reading to the teacher. I don't know how to read and some words I get muddled up with other ones. When I get words muddled up I have to take them home to practise them. (Year 5)

Pollard and Triggs 2000: 68

Writing

Pollard (1996) found that whilst young pupils disliked writing (ranked in the last two places in years 1 and 2 out of 12 possible activities), some year 3 pupils enjoyed beginning to master the basic skills of handwriting. However, more recent research (Lord and Jones 2006) found pupils in years 1 and 2 enjoyed writing and were positive about their achievements in joined-up writing, spelling, and marking and sharing stories; whilst those in years 3 and 4 were negative about writing. A study of year 3 pupils who found writing to be a particular area of difficulty, found some pupils enjoyed writing at home but seemed to find the classroom demands of year 3 daunting and the pressures of performance inhibited opportunities for improving and polishing writing (Bearne 2002: 126). However, Cullingford (1991) found children who enjoy writing discover a sense of personal ownership as writing stories allows them to pursue ideas of their own.

Mathematics

Pollard and Triggs (2000) found both very high and very low achievers tend to feel confident about their work in Maths. They found high achievers tend to be of the opinion that once the techniques are mastered, examples can be repeated. Very low attainers, on the other hand, enjoy the security of differentiated work which they can 'get right'. This contrasts with their feelings about writing activities where their shortcomings are clearly manifested. It tends to be those 'in the middle' who are more likely to experience Maths as problematic and worry about the demands it makes.

Science

There seems to be some disagreement in studies as to the popularity of science in primary schools. Several studies cite pupils' enthusiasm for science (for example Reid and Skryabina 2002; Harland et al. 1999), others indicate a decline in enthusiasm for science towards the end of primary school (for example Pell and Jarvis 2001) while others show that Science, and in particular writing in Science, is not liked amongst primary school pupils (Pollard 1996). Lord and Jones (2006) also found pupils' preference for practical activities within Science to be strongly evidenced in research (for example Pell and Jarvis 2001).

Areas of the curriculum liked and disliked by pupils

In a study by Blatchford (1992), when asked what the best thing about school was, 55 per cent of pupils gave answers relating to work, for example: 'studying'; 'learning work'; 'good lessons'; 'new subjects'; 'getting things right'; 'spelling'; and 'tests'. Fifteen per cent said PE, and 14 per cent playtime (*Ibid.*: 111).

Findings from the PACE project (Pollard and Triggs 2000) show that in the first two years of Key Stage 2, all the core curriculum subjects featured as favoured curriculum areas, with Maths, Reading and Writing appearing in the first three places, however, in years 5 and 6 most children found little engagement in the core curriculum with its increasing categoric assessment. Children in years 5 and 6 tended to revert to the activities, for example PE and Art, which they nominated as favourites in year 1. Art was preferred because it was fun and interesting, because it was an activity where it was possible to exercise some autonomy over what you did and where it was easy to succeed. PE, on the other hand, was liked because it provided an opportunity to be active and have fun and where evaluation was not an issue. Silcock and Wyness (2000) found that by Key Stage 2, pupils know their own curriculum strengths and weaknesses and, to an extent, gear their enthusiasm to those they can do well.

The most common criteria for explaining why pupils like particular curriculum areas are that they involve fun, activity and autonomy (Pollard and Triggs 2000: 103). Children appreciate different parts of the curriculum according to the amount of individual practical work they can carry out, rather than according to the importance of the work. Cullingford (1991) also found that pupils see Art as a welcome break from the taxing work of the central curriculum, as the following quote illustrates:

> I love doing art because I can take my time over it and enjoy it more than anything else and I like to do something out of my head.

Cullingford 1991: 153-154

Lord and Jones (2006) reported that numerous science studies reveal that newness engenders the enthusiasm of pupils. In a study by Pell and Jarvis (2001), despite Science appearing difficult, young pupils' sense of novelty in doing Science raised their enthusiasm. Davies and Brember (1994), however, found that familiarity with the same equipment or teachers throughout primary school led to Key Stage 2 pupils becoming less keen on music, singing and PE than the infants. Pollard and Filer (1996) found in their study of four to seven year olds that some children were motivated by 'new' work, while others found it worrying. The following quotes by pupils in year 2 illustrate difference in pupils' thinking when asked how they feel when they are required to do some new school work. One pupil commented:

> I like anything new, 'cos it's exciting. If it's difficult, I listen really carefully and think hard….

Pollard and Filer 1996: 70

Whereas another commented:

> I feel a bit worried, I think that I might get it wrong…

Pollard and Filer 1996: 258

In a study by Blatchford (1992), when asked what pupils thought to be the worst thing about school, nearly one third gave answers relating to work, for example: 'loads and loads of writing'; 'handwriting'; 'drama'; 'singing'; 'learning maths'; and 'just doing work' (*Ibid*.: 111).

Pollard and Triggs (2000) found that the explanations most frequently given by pupils for disliking a subject or activity were that pupils found them difficult to succeed at and they offered the experience of failure, or they were boring, physically constraining or lacking in opportunities for autonomy.

Dislike of an activity in primary schools is also associated with the constraints placed on physical activity (Pollard and Triggs 2000; Silcock and Wyness 2000). Key Stage 2 children, in particular, express a dislike of having to sit still for long periods; this is often associated with writing tasks or listening to the teacher reading stories. Pupils find certain kinds of work, like writing, particularly boring (Cullingford 1991; Pollard and Triggs 2000; Kinder et al. 1996).

Even where pupils express an interest in subjects, the perceived burden of the pressure to recall and record, combined with the lack of opportunities for personal control, is demotivating for many. Pollard and Triggs (2000) found low achievers in particular experience considerable anxiety and fear of their failure being exposed. They found that children in Key Stage 2 commented that they disliked Science, Geography, History and RE because of the weight of information presented to them which they had to learn. The experience of success was not necessarily associated with liking a subject or activity; many children expressed little enthusiasm for the core curriculum subjects in which they achieved high scores in the end of Key Stage 2 assessment tests.

Differences in boys' and girls' perspectives on the curriculum

Pollard and Triggs' (2000) findings suggest that there is no consistent pattern across all six years for positive preference which can be related to gender. However, some differences began to emerge in years 5 and 6 as significantly more girls than boys preferred Art or Painting. More boys than girls selected Maths as a most liked subject in year 6. This was a shift for the girls who, in years 4 and 5, had nominated Maths as 'most liked' slightly more than the boys. The number of girls choosing Maths as 'most disliked' increased as they moved up the school; in year 6 it was the subject mentioned most in this category. Boys in general disliked English activities more than girls; from year 4 boys consistently disliked writing. However the general dislike of English, and of writing in particular, was less evident among the higher-achieving boys. Girls were found to consistently dislike Science more than boys until year 6, when there was a more even divide between the sexes. In years 5 and 6 girls disliked geography much more than boys did – in year 6 it shared the top place as 'most disliked' with Maths – and boys consistently disliked singing more than girls, who did not mention this negatively after year 3 (*Ibid*.: 98).

In a study by Blatchford (1992), boys were more likely than girls to say that the best thing about school is playtime (21 per cent boys, 6 per cent girls). He found that black boys were more likely than white boys, or black or white girls, to say that Maths was their favourite subject (black boys 82 per cent; white boys 58 per cent; white girls 63 per cent; and black girls 66 per cent) (*Ibid*.:. 113).

Key issues

Findings from these studies suggest that it is increasingly difficult for schools to meet the aims of the Education Reform Act (1988), which hoped to establish a 'broad and balanced curriculum', as teachers place emphasis on the teaching of core subjects at both Key Stages 1 and 2 at the expense of other subjects. What comes over particularly strongly from research studies of pupils' perspectives on the curriculum are the pressures underlying external performance demands on teachers. This is a matter of considerable political as well as educational importance and it is thus not altogether surprising that it has yet to appear significantly in the pupil voice literature.

7   Pupils' views on assessment within their primary schools

School based assessment - assessment of class work

Pupils involved in the PACE project (Pollard and Triggs 2000) were asked specifically: 'Do you like it when your teacher asks to look at your work?' Findings show that in Key Stage 1 most children felt unequivocally positive about their teachers looking at their work, they felt their work would be positively received and that this would please their teacher and earn their approval, as the quotes below illustrate:

I like it when she says you done it good. I feel happy. (Year 1)

Yes, I feel lucky cause she usually puts a tick and 'good'. (Year 3)

<div align="right">Pollard and Triggs 2000: 138</div>

There was a decline in the eagerness with which children welcomed teachers' looking at their work in years 3 and 4, and this trend continued even more strongly in years 5 and 6. In year 4 over 40 per cent of children were still feeling positive about the situation; however, in year 5 this fell to 20 per cent, and in year 6 to 13 per cent. In some cases, one or more of the following words were used to describe pupils' concerns about teachers looking at their work: 'worried', 'nervous', 'scared', 'upset', 'guilty', ashamed', 'embarrassed', shaky' and 'doubtful' (*Ibid.*:134).

A large proportion of mixed and negative feelings stem from two sources. Firstly children's own assessment of their work: they apply criteria of quality, neatness and correctness that they assume would be applied by their teacher; their feelings also vary with their own assessment of the 'effort' they put into the work. The second source of negative feelings is a strange sense of uncertainty about whether they have done what was required, and about how their teacher is likely to react to whether they have 'understood'. The most negative responses reveal considerable fear and apprehension about the consequences of 'getting it wrong'. At best, this would mean the disappointment of the teacher that they had failed to meet expectations. At worst, it would involve teacher censure, public humiliation and embarrassment or 'telling parents' or having to do the work again (*Ibid.*).

Pupils tend to be disappointed when they receive a mark for their work which does not reflect the effort they put into it, however, and Flutter and Rudduck (2004) found that pupils do not always understand what a teacher means by phrases like 'you must try harder' and 'the work is not good enough'.

School based assessment – testing in schools

When asked about their views of tests, pupils in both Key Stage 1 and 2 were found to tolerate tests as they saw them as a way in which teachers can determine whether pupils remember what they have been taught. In some cases pupils enjoy the challenge of testing and assessment and in others pupils are worried, fearful and anxious (Bearne 2002; Doddington et al. 2001; Silcock and Wyness 2000).

Doddington (2001) found children were most worried when they did not know or understand what the tests were for, or when they felt that assessment was being used to emphasise their shortcomings rather than identify their achievements.

A study of year 3 pupils by Doddington and Flutter (2002) found that the way testing was explained to pupils could make a profound difference to their confidence, for example in some schools the tests seemed to make children 'very conscious of what they did *not* do, rather than what they *could* do', while in other schools pupils understood that they were given tests to help make progress in their learning. The following quote suggests that young pupils were able to see tests that were part of ongoing teacher assessment in a positive and constructive way:

[Tests] are probably because teachers want to see how good we are and probably put us in a higher table. (Year 3)

I think [tests] are good because they can tell your next teacher how good you are and what sort of things you know and what sort of things you need to work on. So that's tests. That's what you learn from. We learn from our mistakes. (Year 3)

<div align="right">Flutter and Rudduck 2004: 97-98.</div>

Pupils' assessment of their work

Where pupils assess their own work, effort and time taken are generally foremost in their evaluations and their sense of pride and accomplishment are very clear. Pupils also tend to assess the quality of work in superficial ways such as its neatness and it having 'no rubbings out'. Flutter and Rudduck (2004) found younger pupils, in particular, think that working hard is about being quiet, producing large quantities of work and completing work on time. Similarly, Croll (1996) reported children consider 'effort' to be the most important factor in determining why some children do better at school work than others, with ability and skill being of far less importance.

National assessment tests

For pupils in years 2 and 6 the notion of SATs looms large in pupils' minds. This is particularly true for year 6 pupils. Some pupils feel that their learning is almost entirely focused on achieving good grades in SATs. They are aware of the importance of SATs, and find both the tests, and the preparation for them difficult (Silcock and Wyness 2000). Similarly, Pollard and Triggs (1998) found that pupils were aware of the importance of 'good marks' and 'getting things right' in their Key Stage 2 SATs. A comment made by one pupil, in a study by Reay and William (1999) illustrates pupils' concern about SATs:

> I'm really scared about SATs, Mrs O'Brien [a teacher in the school] came and talked to us about our spelling and I'm no good at spelling and David [the class teacher] is giving us times table tests every morning and I'm hopeless at times tables so I'm frightened I'll do the SATs and I'll be a nothing….'cause you have to get a level 4 or a level 5 and if you're no good at spellings and times tables you don't get those levels and so you're a nothing.

> Reay and William 1999: 345

Reay and William (1999) found that pupils felt a sense of unease about what SATs might reveal about themselves as learners, with some pupils indicating far-reaching consequences in which good SATs results are linked to positive life prospects and poor results linked to future failure and hardship. When talking about a pupil who is likely to gain a level 6 in their Year 6 SATs tests, one pupil commented:

> He's heading for a good job and a good life and it shows he's not gonna be living on the streets and stuff like that…[and if you get a level two, what does that say about you?]…I might not have a good life in front of me and I might grow up and do something naughty or something like that.

> Reay and William 1999: 347

The pressure on pupils at Key Stage 2 tends to be far greater and the assessment process is much more overt than at Key Stage 1. Overall, children seem only too aware that whilst 'trying' is worthy, 'achieving' is actually the required outcome. Pollard and Triggs (2000) found that where schools have created a secure, non-threatening environment, high attainers begin to feel more confident and even exhilarated during the test period. However, under pressure, other pupils become demotivated and dysfunctional as the difficulty of the SATs challenges overwhelm them. Pupils tend to associate the tests with measurement and accountability, as one year 6 pupil stated:

> They are to judge what we have done…and to prove that we have done everything.

> Pollard and Triggs 2000: 217

SATs are also associated with the provision of 'national' evidence, and pupils believe that the tests results matter because they will be used by the schools they are going to in order to help make decisions about which groups or sets they will be placed in. The quote below, by a year 6 pupil, illustrates this point:

> If you don't do well the next school won't think you are good at some things when you really are.

<div align="right">Pollard and Triggs 2000: 216</div>

The majority of children are aware that SATs results constitute some sort of 'official' judgement of them. Some pupils are also aware of teachers' own sense of pressure from SATs, as the results are also used in assessing teachers (Flutter and Rudduck 2004; Pollard and Triggs 2000; Reay and William 1999). As one pupil commented:

> SATs are about how good the teachers have been teaching you and if everybody gets really low marks they think the teachers haven't been teaching you properly.

<div align="right">Reay and William 1999: 346</div>

Key issues

Findings from the studies reported here imply that pupils are assessed primarily, if not solely, on skills that can be measured by pencil and paper testing, and assessment is generally seen as a way of testing what pupils don't know rather than as a means to developing learning. Pollard (2007) suggests narrow target setting tends to emphasise formal aspects of provision and to over-simplify teaching and learning processes. He states:

> Maximising the potential of children and young people calls for a more appropriate understanding of them as social actors within their cultures and communities, and of how education fits into, and contributes to, their lives as a whole.

<div align="right">Pollard 2007</div>

The pressures that begin to inform pupils' views about the curriculum and the effects of external judgements on themselves and their teachers appear in a more pronounced way with regard to assessment. As yet, there is little evidence of these issues featuring to any significant degree in the pupil voice movement.

8 Pupils' views on the transfer to secondary school

Children look forward to the transfer from primary to secondary school with a mixture of enthusiasm and anxieties about features of their new schools (Blatchford 1992; Bryan 1980; Delamont and Galton, in Pollard 1990b). Cullingford (1991) found that to a large extent, children's views about specific features of secondary school stem from stories they hear from people they know and what they have seen and heard about secondary school on television programmes. Similar findings were reported by Measor and Woods (1984) who looked at pupils transferring from middle to secondary school at the age of 12.

In particular, pupils look forward to subjects they think will be covered more specifically at secondary school, for example, science, biology, chemistry, computer studies, music, and some look forward to social opportunities such as making or renewing friendships (Blatchford 1992: 111). Aspects of secondary school which pupils tend not look forward to include a fear of bullying, being picked on and teased, and the general demands of work (Blatchford 1992; Cullingford 1991; Delamont and Galton, in Pollard 1990b; Measor and Woods 1984). Pupils also tend to be anxious about the large size of the school, movement between classes, and getting used to having different teachers for different subjects (Delamont and Galton, in Pollard 1990b). There is also some concern over whether pupils will lose their friends from primary school and whether they will be able to make new ones (Delamont and Galton, in Pollard 1990b). Measor and Woods (1984) also found pupils to be anxious about new forms of discipline and authority, and to be concerned about the fact that they may find it difficult to evolve close personal relationships with their new teachers as

they would no longer be taught by a single teacher who knew them well. Measor and Woods (1984) also found concern was raised over the prospect of homework. It was not so much the nature of the work, but the possibility of large amounts of it which could encroach into their private time. The following comments express some of these concerns:

> It's going to be much harder work. Very big. I'll get lost. I'll probably end up in the wrong class. It will be a bit scary at first.

> Cullingford 1991: 41

> Will they teach me or just expect me to do it?

> Measor and Woods 1984:. 11

Measor and Woods (1984) also found pupils to be anxious about moving from a female-dominated to a male-dominated world, as one pupil commented:

> I've never had a man teacher before, so I don't know what it's like.'

> Measor and Woods 1984: 10

In some cases, what was mentioned as a fear by one pupil was seen positively by another, for example, one pupil viewed a cross-country final as a fantastic opportunity for training, whereas another pupil expressed concern about it (Delamont and Galton, in Pollard 1990b: 237).

Although some of the literature referred to in this section is fairly dated, for example Measor and Woods (1984), findings from more recent research conducted by the principal author of this report suggests that primary school pupils today continue to have similar enthusiasms and anxieties about their transfer to secondary school as those described by Measor and Woods (1984).

Blatchford (1992) found that boys were generally happier about the transfer to secondary school than girls because of the work (boys 41 per cent; girls 22 per cent), and because of PE (boys 19 per cent; girls 2 per cent). He reported that white girls seemed more likely than black girls or black or white boys to say that they were not looking forward to secondary school because of the work. Measor and Woods (1984) found there to be some differences in the friendship behaviour of girls and boys. Boys tended to belong to large groups, and although girls also had circle of friends, they also tended to have 'best friends' to whom they felt close. In some instances pupils had 'contingency friends' in case the best friend or friends were absent, thus the prospect of losing friends and 'contingency friends' on transfer threatened the pupils' self-support system.

In a more recent study funded by the DfES, Galton et al. (2003) measured pupils' attitudes to school immediately before transfer and in the November and July following the move to secondary school. Their findings suggest that the current year 7 curriculum is not sufficiently challenging or different from that of year 6. The project also explored the difficulties pupils had in dropping particular persona that had been adopted in their primary schools. Some pupils reported that they wanted to change from 'dosser' to 'worker' but didn't know how to, thus they found it difficult to alter their reputation and to have a 'fresh start'.

It is not just the process of transferring to secondary school that can cause anxiety; it is also the process of choosing and being accepted in the preferred secondary school. As Urquhart (2001: 83) acknowledges, for many children the experience of choosing a school is one of protracted anxiety and ultimate disappointment that can last from the November of Year 6 to the start of secondary school the following September. Urquhart argues that such anxiety affects children's motivation to learn. As one pupil stated:

It kind of makes my work go down because it's like because…I don't really care I've got a school that's rubbish. I don't really care.

Urquhart 2001: 84

Key issues

One of the most significant changes pupils will experience as they move from primary to secondary school is the different types of relations they will have with staff. At primary school pupils are likely to have been taught by one main teacher and to have built a close relation with this person, and it is the class teacher who will most likely have dealt with both curriculum and pastoral issues. The person-centred tradition of education sees such academic and pastoral care as inextricably linked (as with the Schools-within-Schools Approach to Education on a Human Scale, Fielding et al. 2006). However, in the vast majority of mainstream secondary schools, the current way of working is to separate pastoral and academic and curriculum care. In such circumstances it is unlikely that pupils will build close relations with many, or any, of the staff. This lack of such a close relationship can lead to pupils feeling as though they don't 'belong' to the school or to them not identifying with the school. As Evans (1983) stated:

It is the quality of the relationship between the tutor and the tutee that is most important. …The quality of this relationship is not achieved through 'pastoral care' alone but through its integration with the 'academic' function of the relationship.

Evans 1983: 30

In order to ease the transition of pupils from primary to secondary schools, such profound changes in the pupils' relationships with staff need to be considered.

9   Aspirations and preferences in respect of pupils' own futures

In a study by Roberts and Dolan (1989), primary school children were found to perceive 'work' as a usual thing adults do. They also realised that different work attracts different rewards, and that rewards are hierarchically determined. Of the 60 pupils in the study, most felt that people should not simply be paid more for doing more work but should receive additional rewards if what they are doing is more 'valuable' or more 'unpleasant' (*Ibid*.: 23-24). Ninety-six per cent of pupils in the study believed that there was a direct link between working hard at school and getting 'good work' in the future; the same proportion of pupils considered that school learning would be important to them when they came to 'start work' (*Ibid*.: 25). However, 90 per cent of the children in the study considered it may be difficult to find paid employment after leaving school.

Pupils in Roberts and Dolan's study were from two different schools: significantly more of the pupils from the school in a relatively affluent area wanted to follow the work paths of their parents compared to children from the less affluent area. This may reflect the professional, relatively affluent and, therefore, satisfactory careers of many of their parents. However, for some in the latter school, paid work might be characterised by low pay, difficult and unsocial conditions and relatively limited opportunities (*Ibid*.: 26).

CONCLUSION: KEY FINDINGS

Although the findings presented in this research report tell us something about the perceptions pupils have of their experiences during their time in primary school, it must be remembered that the studies referred to here are relatively small scale and, therefore, may not be truly representative of the primary school population. In addition, the studies referred

to report pupils' perspectives on specific aspects of primary school life identified by the researcher. There seems to be a lack of data which reports on areas of primary school life identified as important by pupils. Thus the studies, whilst reporting on pupils' answers to questions posed to them, do not specifically elicit data reflecting what is important to pupils from the pupils' perspective.

The implications of findings presented within this research report raise many questions and concerns, in particular, around the following areas:

- the purposes of primary schooling;

- the importance of listening to the voices of pupils in schools;

- the importance of pupils developing a learner identity;

- the change in teacher – pupil relationships experienced by pupils as pupils move from primary to secondary school.

The purposes of primary schooling

As suggested by the *Every Child Matters* (ECM) agenda, one of the purposes of schooling is to equip learners for life in its broadest sense. However, the current emphasis on target setting and testing does not reflect this. Since the introduction of the National Curriculum in 1988, and SATs in years 2 and 6, there has been an increasing pressure for primary teachers to cover large quantities of work in order to help pupils gain their highest possible marks in SATs. Thus it is not uncommon for teachers to experience constraints in their freedom to teach a broad curriculum, and instead place emphasis on the teaching of the core subjects at both Key Stages 1 and 2 at the expense of other subjects. These findings suggest that teachers' decisions about what to teach are influenced by the pressure on them to teach pupils information that they are likely to need in order to perform well in these tests. Consideration needs to be given to ways in which systems of public accountability can develop forms of assessment that value more than academic ability. This again leads us to question what schools are trying to achieve for the children within them.

If children are to develop their full potential in all areas of their lives, there needs to be a clear vision within the primary sector of what its purposes are and how these are communicated to pupils. As Pollard suggests (2007), in order to maximise the potential of children there needs to be a more appropriate understanding of children as social actors within their cultures and communities, and of how education fits into and contributes to their lives as a whole.

The importance of listening to the voices of pupils in schools

The existence of power relations between staff and pupils in schools significantly affects the degree to which pupils participate in school decision making, and the degree to which they feel valued as a member of the school community. The recent move towards listening to the voices of pupils in schools has resulted in the power relations between teachers, the head teacher and the pupils in some schools becoming more equal, and decision making within these schools moving towards a more negotiated process. It is the normative goal of student voice work to challenge those structures and processes of power which curtail the opportunity to embed equality of voice for all in the life of the school (Robinson and Taylor 2007: 14). Schools developing a listening culture and ways of allowing students to become active participants in the school has often resulted in pupils developing a sense of belonging to the school; school becomes a place where pupils want to be, where they feel valued and where their views are taken seriously. Within the pupil voice movement schools are increasingly listening to pupils about teaching and learning issues, as well as more general

matters. Where pupils' voices are heard on teaching and learning, teachers can gain an insight into what helps and what hinders pupil learning. Consideration needs to be given to how the cultures within some primary schools have changed as a result of listening to pupils, and to the benefits this brings to the pupils, the staff and to the school generally.

The importance of pupils developing a learner identity

A pupil's identity can affect the degree to which they engage themselves in opportunities for learning. If learning is to take place, pupils need to develop a learner identity. There needs to be further work on factors which help pupils develop and retain such an identity. The current emphasis on testing, and the large amount of work activities which need to be to completed, result in pupils seeing the value of trusting teachers to decide what has to be learned, thus moving away from pupils being independent learners. The recent inclusion of Citizenship Education within the primary curriculum, which encourages pupils to play an active role in the life of their school and to take responsibility for their learning, is slowly beginning to filter into some schools. But this is a long process and in some cases there is little evidence of this happening on any significant scale. One important aspect of Citizenship Education is to develop a sense of responsibility in pupils, and to make pupils aware of their rights and responsibilities as learners, as well as their rights and responsibilities beyond the classroom and the school.

The change in teacher – pupil relationships experienced by pupils as pupils move from primary to secondary school

One of the most significant changes that pupils will experience as they move from primary to secondary school is the different types of relations they will have with staff. As Pollard reminds us, relationships between teachers and pupils are the basis of the moral order of the classroom (2007). This establishes the climate in which teaching and learning takes place. It is the relationship between the teacher and pupils which can help to develop a pupil's self-image and sense of identity as a learner. Consideration needs to be given to whether the current organisation within secondary schools best serves the needs of pupils within them. Currently most secondary schools are organised around existing pastoral and academic structures and their vision is based around outcome, with little emphasis placed on the learner as a 'whole' person. It may be that pupils could benefit from an emphasis on a more person-centred education, with the development of pupils being at the fore.

With the Every Child Matters agenda being prominent in the minds of head teachers, teachers and those who are involved in services which help to meet the needs of children and young people, this could be seen as an opportune time to reconsider the purposes and aims of both primary and secondary schooling. This report has outlined findings from UK-based studies which have detailed pupils' perspectives on various aspects of their primary schooling. The overall findings suggest that the voices and views of pupils are not always heard in their schools, and that many schools still have a long way to go if they are to take pupils' perspectives into consideration. If schools are to create a culture of mutual respect and trust of members within it, where pupils are aware of their rights and responsibilities as learners and as members within and beyond the school community, there needs to be a move towards including pupils as active participants in the school where their voices are listened to. Such schools would recognise and celebrate the success of those within it; they would be a place where pupils want to be, where they are engaged and motivated to learn, and where pupils feel a sense of belonging. In such cases, the vision of the school should be driven by the development of the individual within the context of a caring, worthwhile community (a) in which they are valued and respected, and (b) to which they contribute. There should be a greater emphasis placed on widely conceived notions of learning and on commensurately imaginative forms of accountability, and pupils should no longer be

moulded to fit into existing systems and structures but should be members of a school which is built around listening to and providing for their needs.

Implications of the research surveyed for The Primary Review

(i) National Policy

- We understand the pressures on policy-makers to set clear agendas that are seen to break new ground and address compelling issues of the day. However, we would urge those concerned with the formulation and review of national policy to find ways of locating their work within longer time trajectories that, amongst other things, bring to their attention relevant work that has been done in the past.

- Secondly, we welcome some growing evidence (August 2007) that there is a desire to return to the importance of clarifying the purposes of education in general and primary education in particular. Without such clarification and engaged debate, the 'how' becomes little more than mechanisms devoid of moral or educational legitimacy.

- Pupil voice will never be seriously supported by other than a small proportion of teachers and other staff unless there are clear messages that this new approach is not a covert way of trying to control, 'discipline', or reform teachers.

- There is surprisingly little evidence about the nature, experience and success of primary education that is rooted in data from pupils themselves. This suggests that, longer term, more extensive exploration of pupils' perspectives on primary education might usefully be sought through academic research.

(ii) National Agencies

- For pupil voice to be embedded more successfully in daily teaching and learning practices we would recommend that Initial Teacher Education and Training engage seriously and imaginatively with new developments and research. Those universities currently pioneering this work, for example Nottingham University, are an important and useful resource.

- Continuing Professional Development (CPD) might also usefully engage with these matters and draw on the experience of organisations; for example SSAT are supporting Student Voice through national hubs, or the imaginative and ground breaking work currently going on in Futurelab in Bristol.

- In all this work it is vital that the research and development link with universities be part of the means of engagement, evaluation and future development, otherwise there is a danger that we will end up nationally in much the same position as we currently are with 'learning styles'.

(iii) Local Authorities

- A number of local authorities, for example Bedfordshire, Bolton and Portsmouth, have been supporting pupil voice work over substantial periods of time (in the region of 5 years). Lessons need to be learned about how this kind of innovation can be supported and developed, what obstacles are typically faced, and what can be learned from this kind of sustained work (often under difficult and pressured circumstances) and applied more widely.

- Similar lessons can also be learned from the four-year National College for School Leadership Networked Learning Communities programme, a central strand of which was concerned with the development of work on pupil voice.

- Note might usefully be taken of recent pioneering approaches like the Research Forum developments at Bishops Park College, Clacton (see Fielding et al. 2006). Here young people were at the heart of a process in which the school and the community developed shared understanding of what the purposes of the school were and how they could be imaginatively and effectively evaluated. Useful lessons about an intergenerational approach are particularly apposite here.

(iv) Primary schools

- Drawing from (iii) above, a number of innovative and sustainable approaches to involving teachers and staff in the day-to-day process of encouraging pupil voice might usefully be learned. These include things like having a pupil voice strand for staff with co-ordinating and leading 'teaching and learning' responsibilities within the school.

- Better use should be made of the practice of exemplary headteachers, for example Alison Peacock at The Wroxham Primary School in Potters Bar.

Emerging opportunities to listen to pupils' perspectives on aspects of their schooling are continuously presenting themselves. For example, largely as a result of *Every Child Matters*, there is now a move to consult young people in a more integrated way. In addition there is wide range of school-based research being conducted, often involving direct evidence from pupils, in PGCE and MA or MEd programmes of study. It seems a wasted opportunity to ignore such work, and there may be a case for using such sources of data imaginatively at local, regional and national levels.

Suggestions for further research

It is suggested that research be undertaken to explore in more depth the following areas:

- What the prime purposes of primary schooling are and how these are conveyed to pupils, families and the communities they serve.

- The ways in which the recent move towards listening to the voices of pupils has changed the cultures within some primary schools, and the benefits that this change brings. In particular, a focus on consulting pupils about teaching and learning issues (including issues of motivation and demotivation), as well as matters of more general significance. Consideration must also be given to staff apprehension about issues of control, and to the perception by some that the basis of their professionalism is being eroded rather than redefined.

- The profound change in teacher–pupil relationships as pupils move from primary to secondary school and the effect such a change has on the extent to which pupils feel they 'belong' to or identify with the school, and whether there are resultant changes in a pupil's sense of identity as a learner. There needs to be further work on factors which help pupils develop and retain such an identity.

- How former pupils perceive aspects of their primary schooling and its 'usefulness' for life beyond primary school.

- Pupils' views of the general experiences of primary schooling. Comparisons could be made across gender, social and cultural groups and, in view of the move towards 'inclusion', comparisons could also be made across specific groups who are now 'included' within mainstream primary schools. There appears to be a distinct lack of data relating to pupils' aspirations and preferences in respect of their own futures.

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APPENDIX 1

'CORE' LITERATURE REFERRED TO THROUGHOUT THE REPORT

The 'core' literature referred to in this report are as follows:

The Primary Assessment and Experience (PACE) project

The PACE project was funded by the Economic and Social Research Council (ESRC) and ran from 1989 to 1997. The project focused on the first full cohort of pupils to have been taught through the National Curriculum, and aimed to monitor the impact of the ERA on primary schools. Fifty four pupils were involved in the project, and interviews with these pupils throughout the duration of the project focused on their views of the curriculum, pedagogy and assessment.

The National Foundation for Educational Research (NFER) review of research on pupils' experiences of, and perspectives on, the curriculum between 1989 and 2005. The review was based on 314 publications and is reported in 'Pupils' experiences and perspectives of the national curriculum and assessment' (Lord and Jones 2006).

Research by Blatchford (1992), which reports on a study of 175 children from 33 inner London junior schools. Pupils were interviewed at 7 and 11 years, they were asked specifically about what they liked and disliked about their schooling.

A study by Buchanon-Barrow and Barrett (1996) which explored primary school children's understanding of the school. One hundred and forty four pupils aged 5 to 11 years from four schools in the London borough of Richmond were involved in the study. The pupils were interviewed and responded to a questionnaire which probed their understanding of the three following areas: functions of school rules; organisation of the power structure; their own role in school life. Children were also interviewed individually.

Work by Cullingford (1986 and 1991) which reports on a study of pupils' experiences of school. One hundred and ten pupils were involved in the study; they were divided equally between those in their last year of primary school and those in the first year of secondary school.

Research by Silcock and Wyness (2000) which focused on asking pupils: Which subject do you like best? Do you take tests? Do you like taking tests? A total of 75 pupils from three schools were included in the study, comprising 24 boys and 17 girls at Key Stage 1 and 17 boys and 17 girls at Key Stage 2. Of the three schools, one had a middle class intake, one largely a working class intake and one was a socio-economically mixed school.

Limited reference is made to **The Observational Research and Classroom Learning Evaluation (ORACLE) project**; a large scale observational study of primary school children in the UK funded by the Social Science Research Council from 1975 to 1980. The project aimed to provide a representative picture of the classroom experiences of teachers and pupils in English primary schools based on observation (Croll 1996, p. 4). As a result of the wide scale use of observation throughout the project to describe pupils' experiences, the extent to which data from this project could be used in this report, which focuses on the pupils' perspectives, has been limited.

APPENDIX 2

RECENT RESEARCH PROJECTS
the findings from which are likely to add significantly
to our understanding of primary age children

Mention should also be given to three research projects which, although not directly related to eliciting pupils' views of their primary schooling, will add greatly to our understanding of children within the primary school age range.

A research project funded by the New Economics Foundation (NEF), in which over 1000 children aged 7-19 in Nottingham participated. In this project, questionnaires were designed to enable scales of life satisfaction and curiosity (used as an indication of children's capacity for personal development) to be calculated. Other scales used included those that assessed children's satisfaction with different aspects of their lives such as their families, friendships, neighbourhoods and schools. The project sought the views of children directly and measured the well-being of those involved in the project in terms of two dimensions: life satisfaction (capturing satisfaction, pleasure, enjoyment and contentment); and personal development (capturing curiosity, enthusiasm, absorption, flow, exploration, commitment, creative challenge and also, potentially, meaningfulness). Findings are written in a report entitled 'The Power and Potential of well-being Indicators, measuring young people's well-being in Nottingham' (nef, 2003).

Two DfES/ DCSF funded longitudinal studies: The Effective Provision of Pre-School Education (EPPE) (1997-2003) and Effective Pre-School Education 3-11 (EPPE 3-11) (2003-2008). These studies focus on the progress and development of 3,000 children from entering pre-school to the end of Key Stage 2 in primary school (from age 3 to 11 years old). Although the studies do not aim to gain the opinions of pupils directly, the EPPE Project is the first major study in the UK to focus specifically on the effectiveness of early year's education. The studies are intended to explore the characteristics of different kinds of early years provision. EPPE (1997-2003) examined children's development in pre-school education, and progress in infant school up to the National Assessment at age 7 (end of Key Stage 1). EPPE 3-11 provides a five year extension to the EPPE (1997-2003) study. It follows the same cohort of children to the end of Key Stage 2. Findings from the studies will help to identify the aspects of pre-school provision which have a positive impact on children's attainment, progress and development, and so provide guidance on good practice.

A recent report by UNICEF, *Child Poverty in Perspective: An overview of child well-being in rich countries* **(Innocenti Report Card 7 2007)** provides a comprehensive assessment of the lives and well-being of children and young people in 21 nations of the industrialized world. Its purpose is to encourage monitoring, to permit comparison and to stimulate the discussion and development of policies to improve children's lives. The report measures and compares child well-being under six headings: material well-being; health and safety; education; peer and family relationships; behaviours and risks; and young people's subjective sense of their own well-being. The overall findings show the UK to be the lowest ranked of the 21 countries included in the study.

APPENDIX 3

THE PRIMARY REVIEW PERSPECTIVES, THEMES AND SUB THEMES

The Primary Review's enquiries are framed by three broad perspectives, the third of which, primary education, breaks down into ten themes and 23 sub-themes. Each of the latter then generates a number of questions. The full framework of review perspectives, themes and questions is at www.primaryreview.org.uk

The Review Perspectives

P1   Children and childhood
P2   Culture, society and the global context
P3   Primary education

The Review Themes and Sub-themes

T1   Purposes and values
        T1a   Values, beliefs and principles
        T1b   Aims

T2   Learning and teaching
        T2a   Children's development and learning
        T2b   Teaching

T3   Curriculum and assessment
        T3a   Curriculum
        T3b   Assessment

T4   Quality and standards
        T4a   Standards
        T4b   Quality assurance and inspection

T5   Diversity and inclusion
        T5a   Culture, gender, race, faith
        T5b   Special educational needs

T6   Settings and professionals
        T6a   Buildings and resources
        T6b   Teacher supply, training, deployment & development
        T6c   Other professionals
        T6d   School organisation, management & leadership
        T6e   School culture and ethos

T7   Parenting, caring and educating
        T7a   Parents and carers
        T7b   Home and school

T8   Beyond the school
        T8a   Children's lives beyond the school
        T8b   Schools and other agencies

T9   Structures and phases
        T9a   Within-school structures, stages, classes & groups
        T9b   System-level structures, phases & transitions

T10   Funding and governance
        T10a   Funding
        T10b   Governance

APPENDIX 4

THE EVIDENTIAL BASIS OF THE PRIMARY REVIEW

The Review has four evidential strands. These seek to balance opinion seeking with empirical data; non-interactive expressions of opinion with face-to-face discussion; official data with independent research; and material from England with that from other parts of the UK and from international sources. This enquiry, unlike some of its predecessors, looks outwards from primary schools to the wider society, and makes full though judicious use of international data and ideas from other countries.

Submissions

Following the convention in enquiries of this kind, submissions have been invited from all who wish to contribute. By June 2007, nearly 550 submissions had been received and more were arriving daily. The submissions range from brief single-issue expressions of opinion to substantial documents covering several or all of the themes and comprising both detailed evidence and recommendations for the future. A report on the submissions will be published in late 2007.

Soundings

This strand has two parts. The *Community Soundings* are a series of nine regionally based one to two day events, each comprising a sequence of meetings with representatives from schools and the communities they serve. The Community Soundings took place between January and March 2007, and entailed 87 witness sessions with groups of pupils, parents, governors, teachers, teaching assistants and heads, and with educational and community representatives from the areas in which the soundings took place. In all, there were over 700 witnesses. The *National Soundings* are a programme of more formal meetings with national organisations both inside and outside education. They will take place during autumn 2007 and will explore key issues arising from the full range of data thus far. They will aim to help the team to clarify matters which are particularly problematic or contested and to confirm the direction to be taken by the final report. As a subset of the National Soundings, a group of practitioners - the *Visionary and Innovative Practice (VIP) group* – is giving particular attention to the implications of the emerging evidence for the work of primary schools.

Surveys

30 surveys of published research relating to the Review's ten themes have been commissioned from 69 academic consultants in universities in Britain and other countries. The surveys relate closely to the ten Review themes and the complete list appears in Appendix 3. Taken together, they will provide the most comprehensive review of research relating to primary education yet undertaken. They will be published in thematic groups from October 2007 onwards.

Searches

With the co-operation of DfES/DCSF, QCA, Ofsted, TDA and OECD, the Review is re-assessing a range of official data bearing on the primary phase. This will provide the necessary demographic, financial and statistical background to the Review and an important resource for its later consideration of policy options.

Other meetings

In addition to the formal evidence-gathering procedures, the Review team meets members of various national bodies for the exchange of information and ideas: government and opposition representatives; officials at DfES/DCSF, QCA, Ofsted, TDA, GTC, NCSL and IRU; representatives of the teaching unions; and umbrella groups representing organisations involved in early years, primary education and teacher education. The first of three sessions with the House of Commons Education and Skills Committee took place in March 2007. Following the replacment of DfES by two separate departments, DCSF and DIUS, it is anticipated that there will be further meetings with this committee's successor.

APPENDIX 5

THE PRIMARY REVIEW INTERIM REPORTS

The interim reports, which will be released in stages from October 2007, include the 30 research surveys commissioned from external consultants together with reports on the community soundings and the submissions prepared by the Cambridge team. They are listed by Review theme below, although this will not be the order of their publication. Report titles may be subject to minor amendment.

Once published, the interim reports, together with briefings summarising their findings, may be downloaded from the Review website, www.primaryreview.org.uk .

1. *Community Soundings: report on the Primary Review regional witness sessions*

2. *Submissions received by the Primary Review*

3. *Aims and values in primary education*. Research survey 1/1 (John White)

4. *The aims of primary education: England and other countries*. Research survey 1/2 (Maha Shuayb and Sharon O'Donnell)

5. *The changing national context of primary education*. Research survey 1/3 (Stephen Machin and Sandra McNally)

6. *The changing global context of primary education.* Research survey 1/4 (Hugh Lauder, John Lowe and Dr Rita Chawla-Duggan)

7. *Children in primary schools: cognitive development*. Research survey 2/1a (Usha Goswami and Peter Bryant)

8. *Children in primary schools: social development and learning*. Research survey 2/1b (Christine Howe and Neil Mercer)

9. *Teaching in primary schools*. Research survey 2/2 (Robin Alexander and Maurice Galton)

10. *Learning and teaching in primary schools: the curriculum dimension*. Research survey 2/3 (Bob McCormick and Bob Moon)

11. *Learning and teaching in primary schools: evidence from TLRP*. Research survey 2/4 (Mary James and Andrew Pollard)

12. *Curriculum and assessment policy: England and other countries*. Research survey 3/1 (Kathy Hall and Kamil Øzerk)

13. *The impact of national reform: recent government initiatives in English primary education*. Research survey 3/2 (Dominic Wyse, Elaine McCreery and Harry Torrance)

14. *Curriculum alternatives for primary education.* Research survey 3/3 (James Conroy and Ian Menter)

15. *The quality of learning: assessment alternatives for primary education*. Research survey 3/4 (Wynne Harlen)

16. *Standards and quality in English primary schools over time: the national evidence*. Research survey 4/1 (Peter Tymms and Christine Merrell)

17. *Standards in English primary schools: the international evidence*. Research survey 4/2 (Chris Whetton, Graham Ruddock and Liz Twist).

18. *Quality assurance in primary education*. Research survey 4/1 (Peter Cunningham and Philip Raymont)

19. *Children, identity, diversity and inclusion in primary education.* Research survey 5/1 (Mel Ainscow, Alan Dyson and Jean Conteh)

20. *Children of primary school age with special needs: identification and provision*. Research survey 5/2 (Harry Daniels and Jill Porter)

21. *Children and their primary education: pupil voice*. Research survey 5/3 (Carol Robinson and Michael Fielding)

22. *Primary education: the physical environment.* Research survey 6/1 (Karl Wall, Julie Dockrell and Nick Peacey)

23. *Primary education: the professional environment*. Research survey 6/2 (Ian Stronach, Andy Pickard and Elizabeth Jones)

24. *Teachers and other professionals: training, induction and development*. Research survey 6/3 (Olwen McNamara, Rosemary Webb and Mark Brundrett)

25. *Teachers and other professionals: workforce management and reform.* Research survey 6/4 (Hilary Burgess)

26. *Parenting, caring and educating*. Research survey 7/1 (Yolande Muschamp, Felicity Wikeley, Tess Ridge and Maria Balarin)

27. *Children's lives outside school and their educational impact*. Research survey 8/1 (Berry Mayall)

28. *Primary schools and other agencies*. Research survey 8/2 (Ian Barron, Rachel Holmes, Maggie MacLure and Katherine Runswick-Cole)

29. *The structure and phasing of primary education: England and other countries*. Research survey 9/1 (Anna Eames and Caroline Sharp)

30. *Organising learning and teaching in primary schools: structure, grouping and transition*. Research survey 9/2 (Peter Blatchford, Judith Ireson, Susan Hallam, Peter Kutnick and Andrea Creech)

31. *The financing of primary education.* Research survey 10/1 (Philip Noden and Anne West)

32. *The governance, administration and control of primary education*. Research survey 10/2 (Maria Balarin and Hugh Lauder)

... children, their world, their education

The Primary Review is a wide-ranging independent enquiry into the condition and future
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