

## Appendix B

### Sorrell Project Surveys

**33 survey forms were posted to the students involved in the 5 projects. 21 or (63%) of the forms were returned.**

The children were asked; **how were they selected?**

They gave the following responses: member of the School's Council, creative skills shown in art or design; high test results; reliable and willing; achievement in school, member of the scribblers club (top percentage of the country for literature); good 'all rounder'; talented; determination to apply themselves to a certain project; able to communicate.

They were asked; **which part of the project did they enjoy the most?**

They enjoyed the initial excitement of being involved; visiting London for inspiration from other buildings; looking at all the different colours and designs; the London Eye was incredible and Yo Sushi was great, (well very funny); meeting the people; visiting the design studio and the insight into how designers work; seeing the design that they helped create come together and develop into a new project that they thought would be useful and enjoyed by everybody and could transform their school. They also thought it was unusual telling older people what to do and what they wanted. They even enjoyed being interviewed and the presentations.

They had less to say when they were asked **which part did they least enjoy?** Their responses were:

- when we were told we couldn't go to Barcelona (one of the original thoughts for the research trip).
- the long train journey from Cornwall to London, the Sushi.
- the Tate at St Ives was quite good but the other galleries were '*quite boring*'.
- the waiting, '*about two years now and its quite annoying*'.
- giving presentations '*in front of many people was nerve-racking but the feeling of accomplishment and success after made it well worthwhile*'.
- watching the video of the presentation, '*I looked so funny*'.
- changing the building design.

They were asked if they thought that they **and the other students, were able to truly steer the project, or did they feel staff took over at times?** They did feel they were in charge; that they led and had almost total control, even though at times the adults didn't fully agree with their thoughts. Some said the staff did make them talk to other students to see what they wanted as well. Only one student thought that the project was mainly directed by the staff.

When asked **did you feel the architect took sufficient notice of your ideas?** the answer was yes, and often yes definitely.

They were also asked **what benefits they felt they have gained from the experience?**

One student felt he did not benefit:

*'None, I was left feeling very disappointed by the whole project.'*

The others all felt they had improved their confidence, presentation and team working skills. They had benefited from the insight they had gained from working with designers and architects, several were considering these areas for their future careers.

*'At the time I thought I wasn't clever enough or old enough to be in charge of the project. I know now that I am. Also I know the adults are interested in what we think.'*

*'I have become much more confident both in giving presentations to large groups of people and by voicing my opinion. The project has also given me a valuable insight into how architects work as I am thinking of it as a future career. It has also helped me see the process from a client's perspective,*

*'I feel privileged to have been involved in such a brilliant experience and I feel that every young person should be able to do a project like ours, working like adults, in a group to give them a taste of the real world.'*

*'The benefits of this project for my personal well being have given me more courage, resilience but most of all happiness.'*

Finally the children were asked **given the opportunity to plan a new school from scratch, what would it include, what would it look like and how would it be different from your current school, or would it?**

*'It would be big and modern and fun.'* (Abi).

*'It would be a series of single storey buildings, one building for each department eg. Maths, Science, English etc, lots of sports facilities including astro-turf, multi-pitch, indoor tennis courts and 5 a side football'.* (George).

*'I don't really know perhaps more colourful and less grey bricks. More like the design Urban Salon gave us. A bit more colour on the outside like Penryn for instance. Different shape windows. There is nothing wrong with experimenting. Perhaps tile the walls with signature tiles from students or teachers. Let the students experiment on the walls on the inside. Perhaps an art project. Let's stop seeing squares and rectangles.'* (Samantha).

*'I would not change much, just re-decorate, include interesting features, social areas. Basically modernise and re-decorate/ refurbish.'* (Jennifer).

*'If I were going to design a new school it would use modern things like solar panels and wind turbines so that I could save money. I would give each department big classrooms, a lot of storage space and I would make a few spare classrooms so that classes always get enough space. The hall would have a big stage, with curtains, for productions. I would also have a full size overhead projector and enough comfortable seats that will store easily. There*

*would be sports and creative arts facilities that the whole community would be able to use. Classrooms would be like the ones we have now but most of them would have computers. Each student would have a computer so that some of the learning could be done automatically using modern day technology. On this computer the student could learn at their own pace. One class wouldn't have to be held back for one student but that student would still get the help they need. These are just a few ideas.'* (Holly).

*'If I had to design a school I would definitely edge towards modern designs. I would also include a bigger classroom for music and introduce A level music. I'd also give classrooms a more open and airy feel with more comfortable chairs and air conditioning. I would also definitely change the canteen by giving bigger selection of healthy, organic goods with more seating space and again, more comfortable chairs to sit on. A more technological school would also be great with more computers for subjects such as drama and music. The school would also have modern plastic outdoor furniture rather than wooden benches which rot and decay. I'd keep the whiteboards and interactive boards in classrooms and use neutral creams to paint the walls. I'd also put in halogen lights and blinds for when the sun is too bright'* (Melissa).

*'I not sure quite how I'd plan a new school; I'd just make sure that it was well cared for and listened to the needs of the students, the teachers and everyone in the community.'* (Belle).

*'It would be eye catching, something out of the ordinary. It would be bright, colourful but smart. It would be built with all the available renewable energy appliances – wind turbines and solar panels. The building would be built with renewable resources that are environmentally friendly and do not have to be transported miles from the place they were made (fumes and pollution from vans, planes, trucks, and lorries transporting building materials would be bad! ) It would be clean with the newest technology...but most importantly it would be built and designed by those who benefit from it the most – the students!'* (Imogen).

*'I don't think it would be too different because some aspects of our school are OK. However, we do not have many places to sit or socialise during breaks so afterwards we aren't enthusiastic for next lesson, furthermore everything is very square and grey. I believe that if the building is inspiring, the work we do in it will be as well.'* (Sophie).

*'My school would be a lot bigger than our current one, so it could have wider corridors to avoid 'traffic jams', and there could be a bigger hall so more students could go in there for lunch on rainy days.  
There would be an excellent media department with modern editing studios, recording studios and equipment.  
All classrooms would have the electronic computer whiteboards like we have in the science labs.  
There would be more room for theory work in the design technology department and more (and bigger) food technology.'*

*Computers would be more accessible for students to use during class time, without having to walk all the way to the IT department.’ (Freya).*

*‘A modern technical design which will be:*

- *Timeless and easy to obtain as well as having a lot of space.*
- *Different teaching styles.*
- *High tech equipment.’ (Endy).*

*‘I would have a heated indoor swimming pool and a proper gym. There would be better media facilities. There would also be a wider range of subjects e.g. law and Cornish. All the years would have common rooms, or at least year 10 and 11.*

*The corridors would be bigger, so less pushing. The 6<sup>th</sup> formers wouldn’t have so much more priority over us. A bigger hall, so more room for students to eat, sit, go at breaks and lunch etc.*

*There would also be better art and business rooms / facilities. And every student would have a lap top.’ (Katherine).*

*‘There isn’t much I would change but I would include a swimming pool, an artificial outdoor track and healthier school dinners.’ (Jamie).*

*‘My new school would include different blocks for the various subjects. Littering would result in detentions (cameras) and stopping the ongoing seagull problem. Paths would be direct and wheelchair accessible. The MPS (multi-purpose-sport) dome is brilliant though’. (Jacob).*

*‘If I could design a new school I would want it to be quite small, so it felt warm, cosy and homey. I’d have bright colours everywhere, in all the rooms with chairs and sofas everywhere to make you feel comfortable. I would have big gardens all around the school all different, some with flowers, some with sand pits and play areas.’ (Shikirea).*

*‘The school would be shaped like a flower with the classrooms shaped like petals around a central area that would include stairs up and down from the ground floor-separate for both sexes. Each petal classroom would have a pull across screen to close off from the central space, screens are opaque to let light through allowing less light wastage (different colours). Each floor would be*

- *Same ‘flower’ shape*
- *All open plan at centre*
- *Offices and toilets in ‘petals’*

*Other information*

- *The look for the school is very light (by using natural light)*

*Classrooms,*

- *the screen wall can be used for display work*
- *each screen for each classroom is opaque yet has a colour on screen*
- *carpet matches colour on screen*
- *chairs are comfortable and provide support for back*

- *tables have wheels to allow flexibility during lesson times (working in groups)*
- *non-fluorescent lighting, but artificial lighting used as little as possible*
- *interactive board on wheels*

*The school would differ from my current school because it would be; unique (shape); light; more flexible (both in how the classrooms can be opened and how the classrooms are arranged.) (Hannah).*