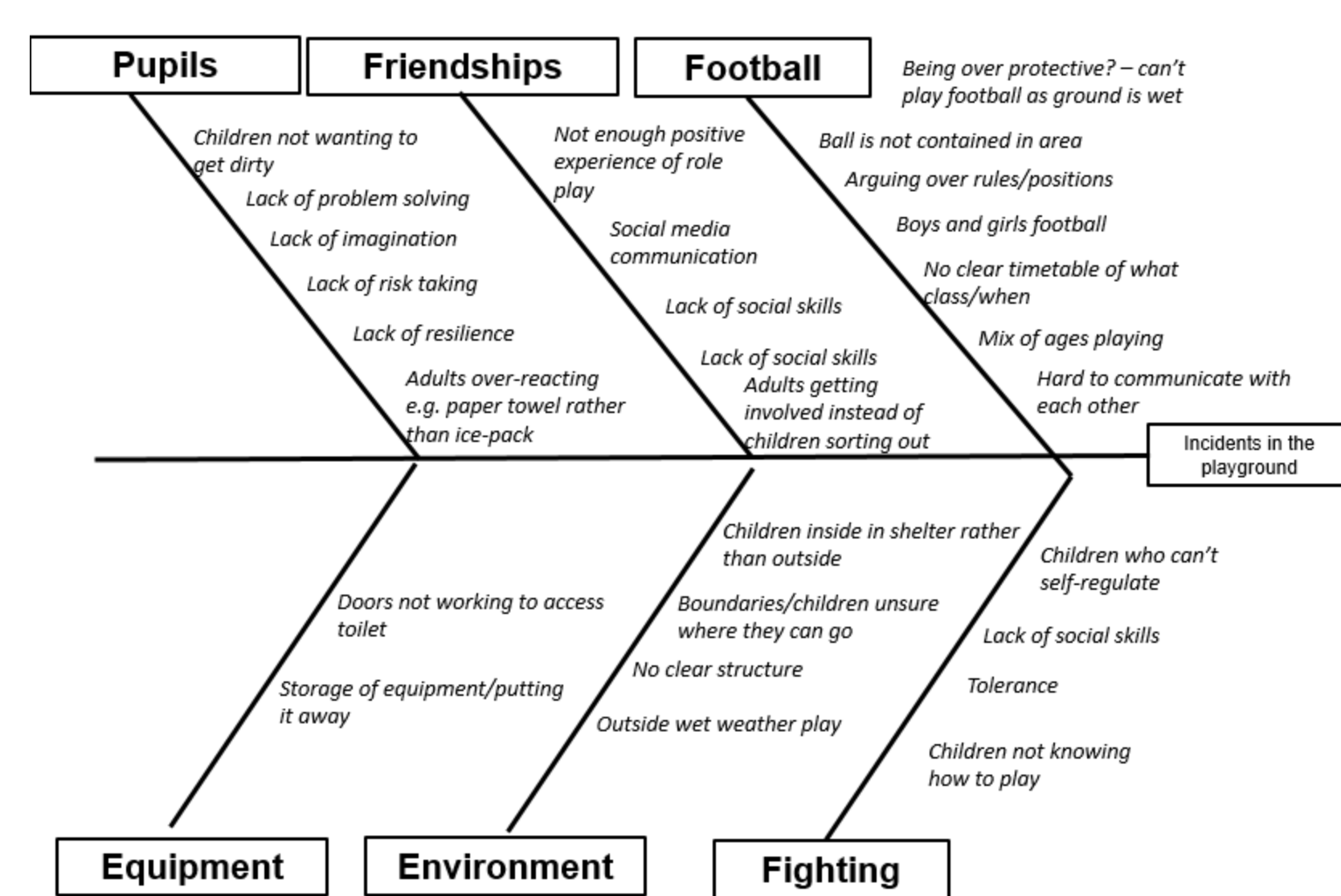


Many of our children have decreased social, emotional and behavioural competencies and this can result in a number of play time incidents as children regularly fall out and don't have the skills to problem solve friendship issues. These incidents impact on children's learning time as they take time to resolve but also can decrease a child's confidence, self esteem and enjoyment of break times. I believe that equipping children to play in a more structured way and giving them skills to socially interact with each other in a positive way will not only increase engagement and time with their learning but will also enable pupils to resolve conflict without adult intervention.

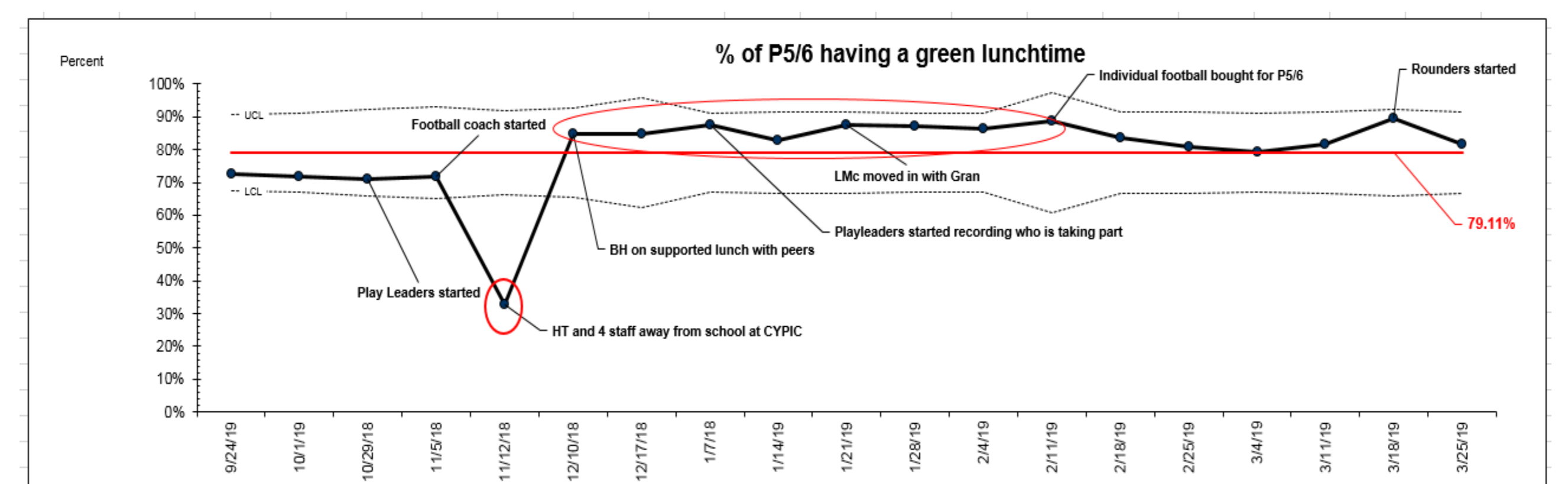
AIM:- By March 2019, increase the number of children in P5/6 reporting a positive play from 60% daily to 90% daily.

Method

Teachers and support staff used a Cause and Effect diagram to explore the possible causes related to incidents in the playground. Qualitative data was gathered from the pupils to understand the reasons why children were finding the playground difficult and displayed in a Pareto Chart.

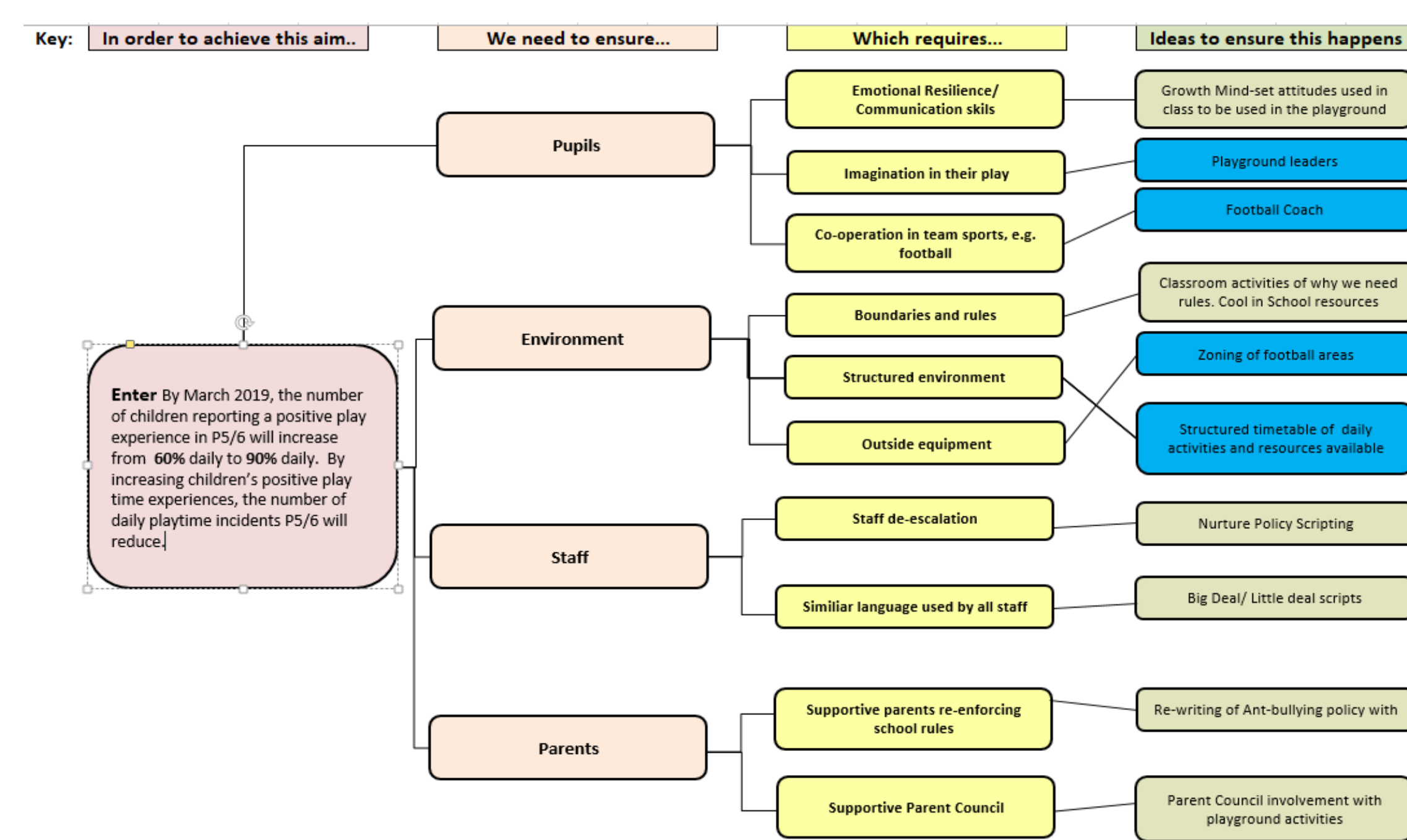


Results

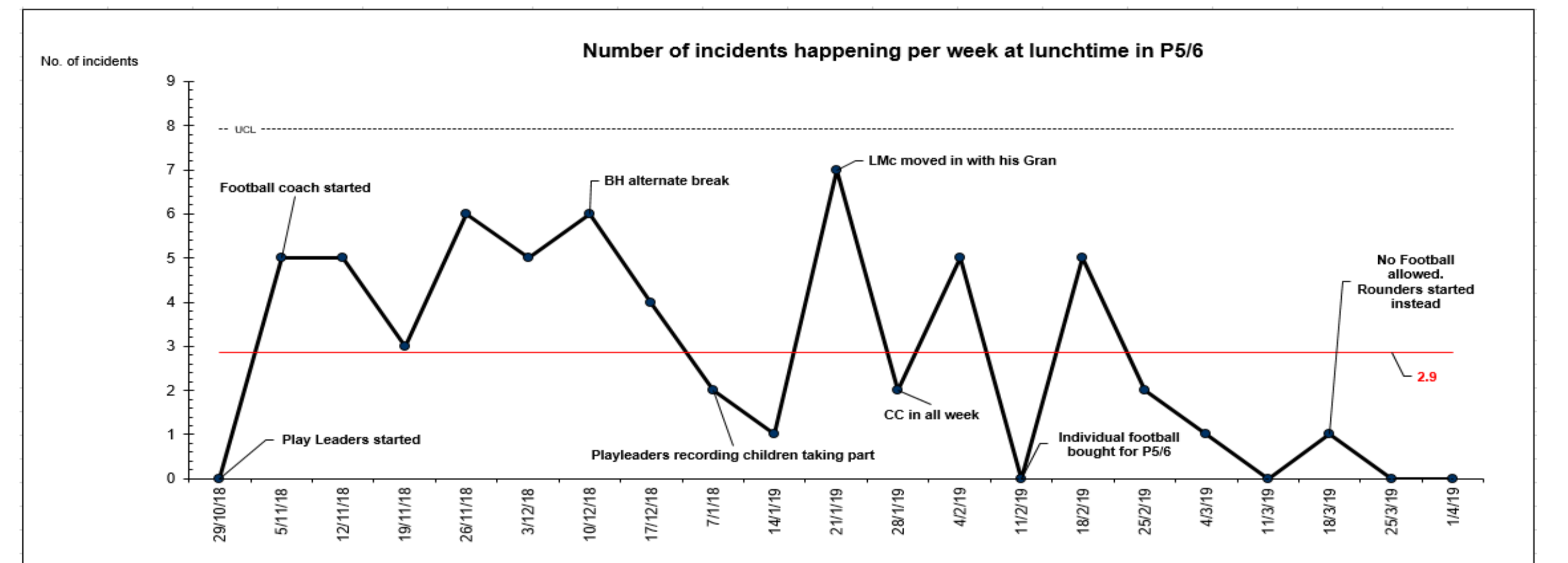


A Shewhart p-chart recorded the classification data of whether each child had a red or green playtime. We saw a shift in our outcome data – more children were indicating they were having a positive playground experience.

Process Change



Our Driver Diagram was used to describe our change theory and help create change ideas.



When football was stopped and support staff led a game of Rounders, less incidents were recorded.

Achievements

- ❖ Data used to inform Quality Improvement.
- ❖ Incidents reduced in the playground.
- ❖ Increase in pupils enjoyment of lunch-time.
- ❖ My knowledge of Quality Improvement tools and charting of measures so I can drive Quality Improvement within my school.

Key Learning Points

- ❖ Data allowed us to identify a pupil who needed support.
- ❖ Quality Improvement and data collection is a team effort.
- ❖ Data input needs to be completed in a timeous fashion and change ideas adopted as a result.
- ❖ Improvement Methodology to be an integral part of what we do in achieving our school improvement priorities.

Key Reference Materials

Leading Change, Kotter J, 2012 When the Adults Change, Dix P, 2017

Conclusions

“I’ve enjoyed being part of the children’s play”. Support Staff

“Being a Play Leader has given me a job at lunch time”. Child A

“Children have developed resilience in their Play Leading job”. Support Staff

“I love Rounders! Everybody just has fun. Child B

Next Steps

- ❖ Mentor my own staff at school who are trained in the Model for Improvement and support them in their current and future projects.
- ❖ Support colleagues in Fife in the Model for Improvement.

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