

Developing Resilience in Andover Primary School

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Our project aim is to...

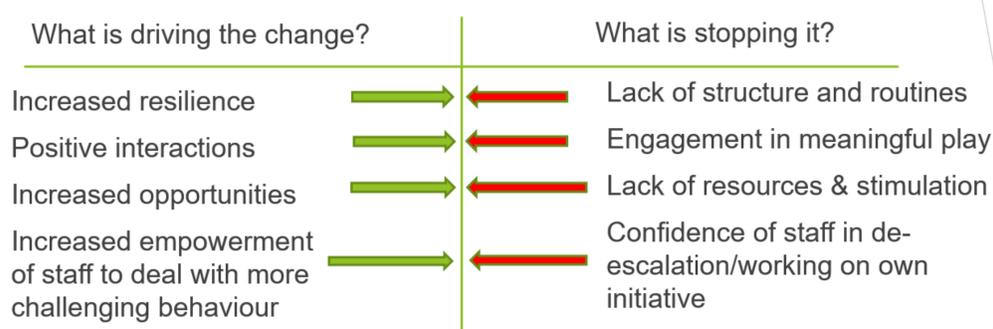
Develop the social interactions and resilience of our children in the playground.

Background

Once upon a time in Andover Primary School, it was observed there was a lack of resilience in a large portion of children within the classroom and the playground. The adults wanted to help. Every day, there was disrupted learning due to incidents in the playground being unresolved coming into class. Within the classroom, children were not ready to learn, lacking motivation and strategies to solve problems. Because of that, we felt if we solved problems in the playground, we could have a positive impact on their classroom experience. We knew from research and understanding children's developmental stages, that many children in our care lacked appropriate early childhood experiences and therefore struggled to engage in play successfully.

Method

We identified a high level of playground incidents. We started to monitor the number of Playground Behaviour Records being issued to children during break and lunch. Quality improvement tools helped us to gain a deeper understanding of what needed to change and how to plan for this using Improvement methodologies.



Process Change

We identified a stretch aim and drivers to enable us to plan interventions for Staff and Pupils at break and lunchtimes. We changed our aim from 'PBRs' to 'playground interventions' as our project developed.



Achievements

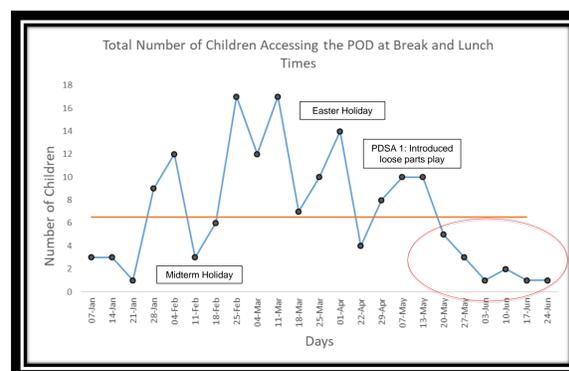


PDSA – Idea 1
Staff training was provided by Play on Wheels and resource team on Outdoor Learning. We introduced new playground resources and loose parts play, to develop children's interactions and social skills.



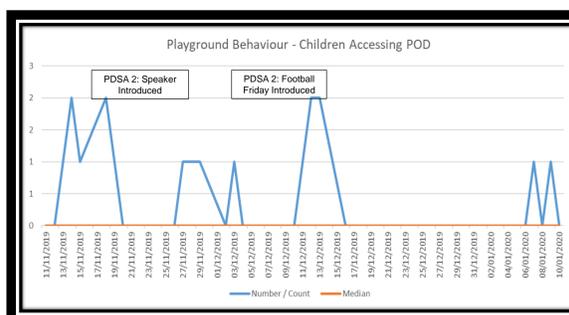
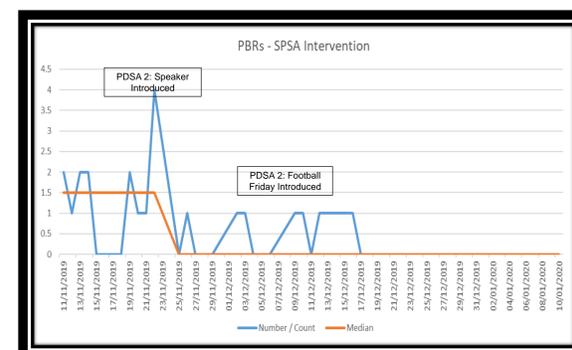
PDSA – Idea 2
SPSAs took on leadership of Playground Interventions and created rota for staff to engage in Playground games and model positive use of resources.

Results



Run chart showing POD attendance between January and June 2019.

Run chart showing number of SPSA interventions between November and January.



Run chart showing number of children using the POD for playground behaviour between November and January.

Key Learning Points

- Interventions used by staff at playtime and lunchtime has reduced significantly (average 6 – 1)
- Children and playground staff involvement in planning for small tests of change has been key
- The process has helped children to self reflect, self regulate and be more resilient within their play and staff have the skills to support this more effectively
- Pupils and staff have developed a much deeper knowledge and understanding in the purpose of developing high quality play experiences and the long term positive impact this has on children's ability to demonstrate resilience in all aspects of life and learning
- We have developed our knowledge of the importance of data and how it is collected/used

Conclusions/Next Steps

- As a result of this process, we are using improvement methodology more consistently in school
- To share improvement data more widely within our school community
- Focus group identified for targeted intervention using the Leuven's Scale to measure engagement and Emotion Works to develop emotional literacy