

OPAL Staff's Baseline Surveys

September
2024

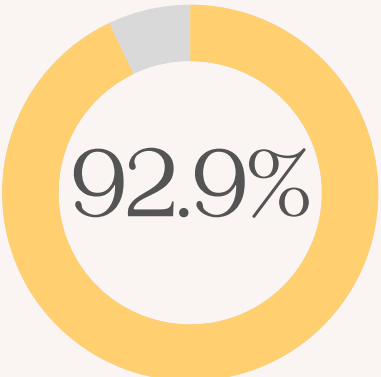


*28 responses

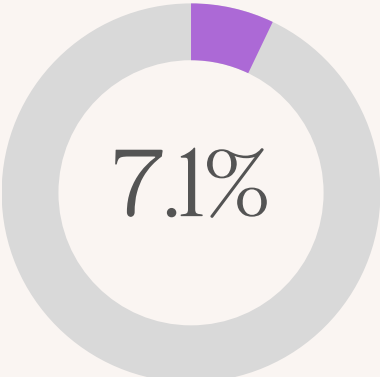


*An increase of 31.8% of staff saying extremely important since the baseline survey.

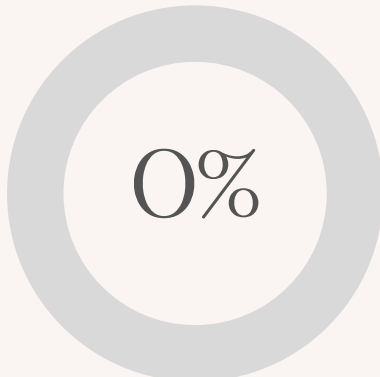
How important do you think playtime is for our children?



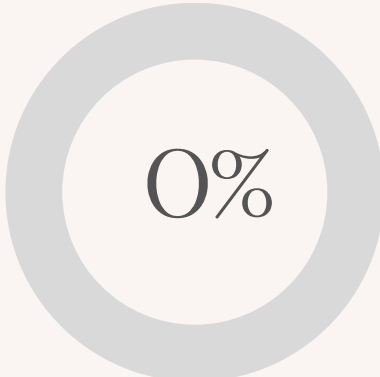
Extremely Important



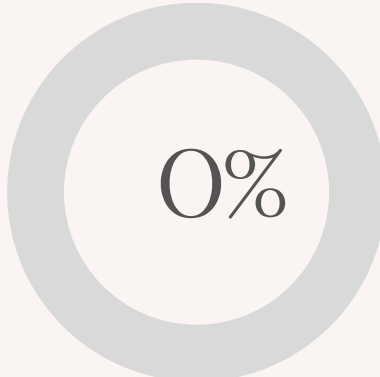
Very Important



Somewhat important



Not so important

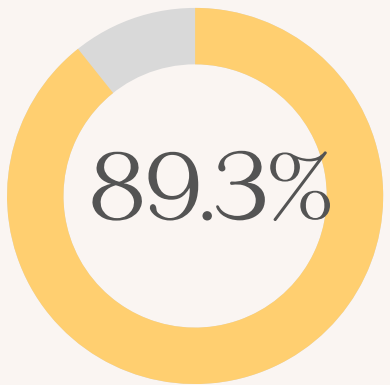


Not important at all

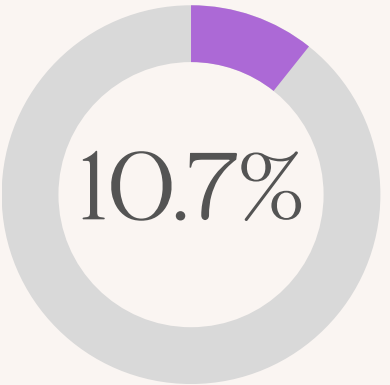


*An increase of 72.6% of staff saying playtime is brilliant since the baseline survey.

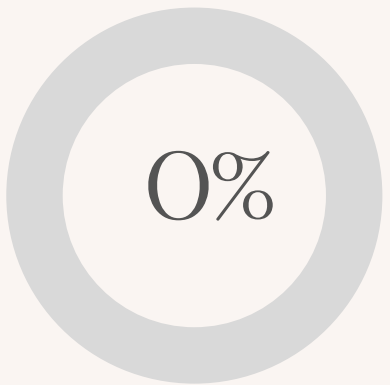
Currently, how much do you think the children you come into contact with enjoy their school playtimes?



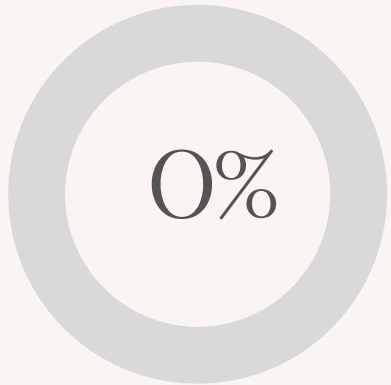
Playtime is brilliant



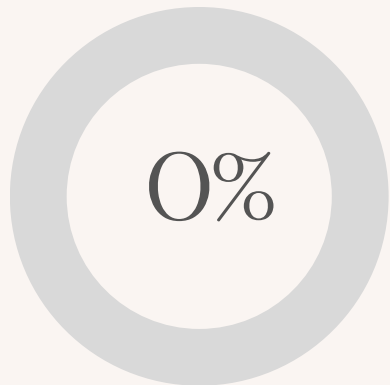
Playtime is good



Neither good or bad



Playtime is a bit boring



Playtime is horrible



Why?

- Because they are all engaged.
- They seem content and happy whilst they are outside.
- Children seem happy and are engaged in play with children across the school.
- They have the freedom to choose what and who to play with. Lots of resources available to allow the children to use their imaginations. There is a quiet area for those children who want to relax away from the business and loudness of the main playground/field.
- So much to chose from - never an excuse to be bored!
- There are so many different ways they can play with all different year groups.
- Children come back from playtime happy, excited and ready to tell me all about their lunch time.
- They have so much space and freedom to chose. There is always somewhere for them to play
- Lots to do. Things are never overly busy. Enough for every child.
- They've so many areas to play in
- Lots of choice. Happy kids. Less arguments among peers since OPAL.
- They all come into class and tell me what they've been doing on the playground and sometimes I ask them if they've had a good play. I always get enthusiastic answers.
- The children lead their own play. All play types are catered for. Staff have adapted well to changes made to play in the last year. The school have made a significant investment of time and money and this is having a positive impact.
- There's so much choice



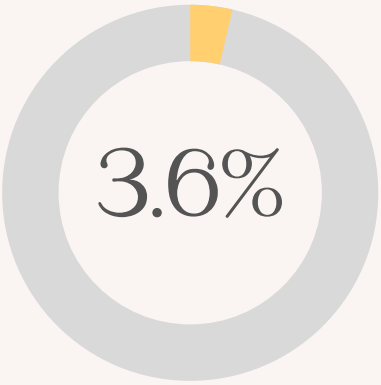
Why?

- There is lots of things to do, children have 'free reign' of the playground, they can play with anyone from any year group.
- All children are engaged in play of some sort due to the amount of equipment available at all play times. Children are enjoying mixing with other children in different age groups. Children are enjoying taking risks, playing in all weathers and trying new things.
- There's a lot of different things to do. The field has been a big hit with children able to play more games and spread out more.
- They are excited to go outside and when they are out, they are actually playing. There are less behaviours to deal with too.
- They can choose who and what they want to play with..
- Lots of areas to play and all year groups mixing together.
- So much stuff for the children to do – they are so lucky.
- Much more to do, Children are becoming more resilient and solving problems.
- Variety of things to do.
- Lots of different areas/activities to choose from, clear expectations regarding equipment & expectations.
- They are never bored and always have something to do!
- Children are fully engaged in play and i would say its the best part of their school day.
- Lots of choice
- Resources

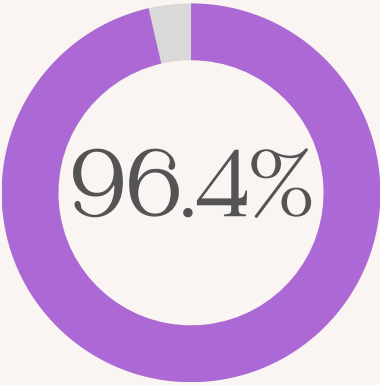


*An increase of 35.8% of staff saying playtime is just right since the baseline survey.

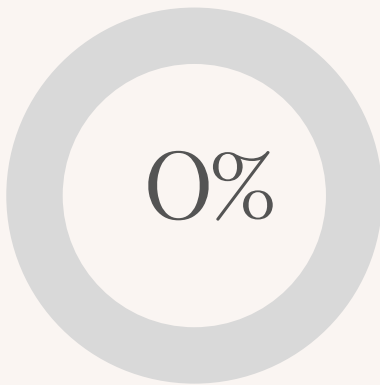
Do you think playtime at our school is:



Too short



Just right

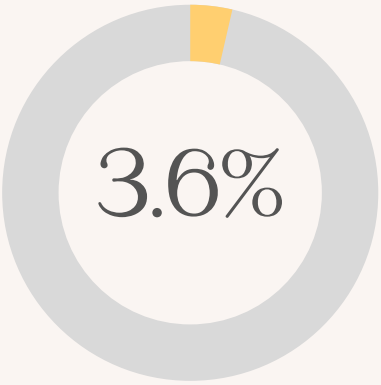


Too long

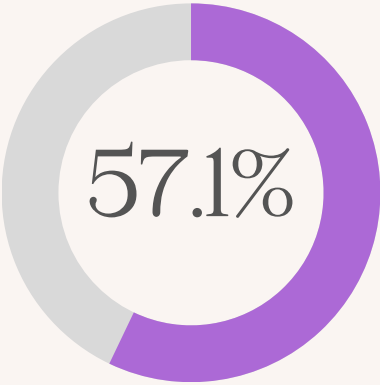


*An increase of 40.4% of staff saying resilience is very high and a 38.9% decrease in saying resilience is a bit low since the baseline survey.

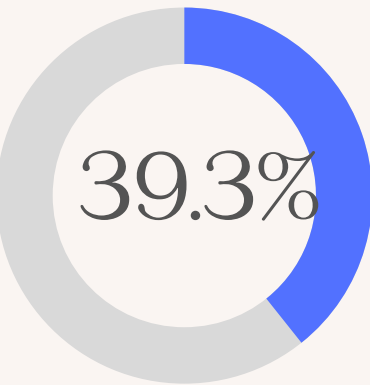
Currently, what do you think about the levels of resilience you are observing in children at our school?



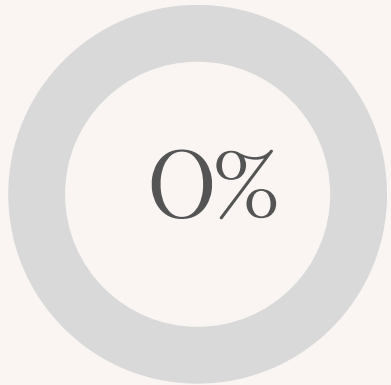
Extremely high



Very high



Neither high or low



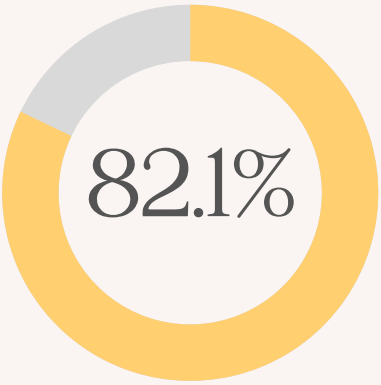
A bit low



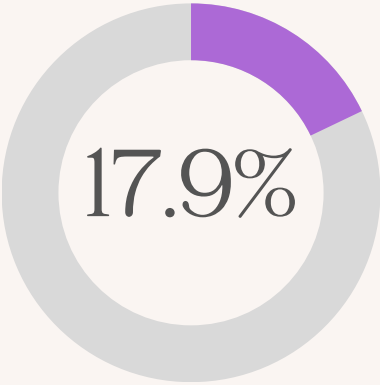
Very low



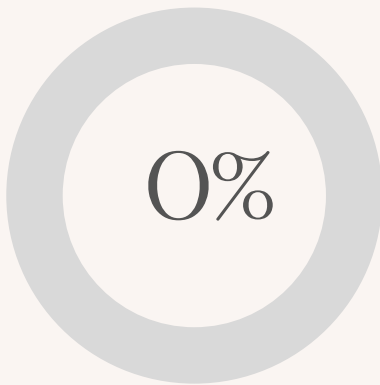
*An increase of 32.1% of staff saying happiness is above average since the baseline survey.



Above average



Average



Below average

Currently, what do you think about the levels of happiness you are observing in children at our school?



Currently, what do you think about the behaviour you are seeing in school, especially during and immediately after playtimes?

- Immediately after – children are excited and have evidently had a fun time at playtime. It isn't difficult to calm them though. During playtime, children are thriving!
- Overall behaviour is better. I find I am dealing with less incidents that have occurred at playtime which is having a positive impact on learning time.
- I have seen a positive change in the behaviour of our pupils. Behaviour during break times and lunch times has massively improved.
- Behaviour has improved. We are definitely dealing with less playground related issues. Some children still come into class with an issue as they would prefer to tell their trusted adults
- I think behaviour overall has improved, they are very enthusiastic and motivated.
- I think because the children have been allowed to explore ; play and use up a lot of their energy they come in better after playtime and lunch.

Currently, what do you think about the behaviour you are seeing in school, especially during and immediately after playtimes?

- Children can be noisy coming into school
- Finding the children coming back to class quicker and more settled. Less negatives and more of the older children wanting to help the younger ones.
- Behaviour has improved on the playground as lots of choice. The children still need to get better at coming inside from playtime.
- Very excited/boisterous. Difficult to transition quickly into the next lesson.
- Definitely improved. Especially after playtimes the children seem more settled.
- I have seen a massive improvement in behaviour issues around playtimes since OPAL has been embedded.
- Issues when children are arriving back into the classroom, struggling to settle.
- Good behaviour.
- Children seem more engaged and there is less confrontation.
- The children seem focused.
- Too loud coming in and excited.

Currently, what do you think about the behaviour you are seeing in school, especially during and immediately after playtimes?

- The children come back from playtime loud and excitable.
- Positive
- During playtime children are playing collaboratively and mixing well with children from other year groups. They are very energetic when they come into class because they have had a good time but they're able to focus quicker.
- Behaviour is great. Children are more engaged and showing more positive behaviours throughout the day.
- We are addressing less negative behaviours across the whole school.
- Lot less medical trackers and arguing/fighting. Children are aware of their boundaries.
- The children behaviour has been improving.
- Positive behaviour. More engaged in learning after play times. Less negative behaviour during playtime.

Currently, what do you think about the behaviour you are seeing in school, especially during and immediately after playtimes?

- When they come in after morning breaks, they are all happy and in great moods and are excited to tell me what they've done. When they come in after lunch break, they are very 'energetic!' and take a long time to settle down. There are much more issues in the afternoons in class.
- Play time is purposeful and children are calmer after.
- It takes a bit of time to settle the younger children as they are still wanting to catch up with the rest of the class that they might not spoke to during the break.



Are there any particular challenges you have observed around playtimes and lunchtimes, before, during or after?

- The children calming down and refocusing after lunch time at times can be difficult.
- The older children sometimes take over the MUGA and the little ones don't get the opportunity to play properly.
- Some children try to avoid tidy up time.
- Coming in some children still running and not staying quiet even when asked.
- Before – no issues, During – boisterous behaviour in the teepees, After – not lining up/going into school (music is difficult to hear behind the teepees/by the raised beds. Chatty on the way back into school. Not able to quickly settle/transition back to learning mindset after break time.
- There are some children that would rather keep on playing than to help tidy up. But it is the minority!
- The only slight issue is wet play coming back into classes can be a bit manic sometimes.
- After lunchtime the children arriving back to class orderly, children not following instructions and struggling to settle themselves despite tasks given during this time (ie- times tables/reading).

Are there any particular challenges you have observed around playtimes and lunchtimes, before, during or after?

- Children not wanting playtimes to end and don't want to come in.
- Some children are becoming very overexcited at playtime and are hurting one another unintentionally.
- Children losing coats and cardigans – need to become responsible for their belongings.
- Only the children returning to class – they are excited about what they have been doing and can be quite animated when they come in which is understandable.
- Sometimes getting everybody toileted and settled.
- Making sure all staff are clear and on the same page, when it comes to dealing with any behaviour issues and what is and isn't appropriate, e.g pupils can rough play but not in the teepees where they can't always be seen. Early years often losing coats/jumpers outside etc as they forget where they have left them and don't always remember to bring them back in. Need constant reminding.
- Just after lunch, taking a long time to settle down to doing any work.
- Set up time. How do we make it quicker?

Thinking about your own childhood, what did you like playing at school or at home?

- Roleplay as jobs.
- Skipping ropes, group games such as red rover and British bulldogs.
- Mainly sports—football, cricket etc.
- Imaginary play or sports
- Building dens in the garden/ woods at grandparents house, making my own potions, role play with siblings friends eg libraries, cafes, shop, two balls against a wall, windy, skipping. Rounders with the children and adults in our road, hide and seek.
- Being able to explore , learn and make friends.
- skipping and made my own games up.
- Using imagination and being able to play and talk to friends.
- We used to play a lot of group games and football.
- Football, Running, Board games.
- Group games.
- Football and just messing about with my friends creating our own games.
- Climbing, make believe.



Thinking about your own childhood, what did you like playing at school or at home?

- Art.
- House.
- Dancing.
- Imaginative play.
- I use to like playing races, football and socialising and made own games up.
- Imagination games– e.g “house”.
- I enjoyed playing on the climbing frames and playing rounders on the fields.
- I loved climbing and playing outside. I loved climbing trees, running, making up dances.
- I was always out playing, I very really sat still. I engaged in lots of different activities from group games, riding my bike, to gymnastics and swimming. It was just great to be out running free with my friends.
- Playing out.
- Skipping rope.
- Make believe, riding my bike, playing tag, making potions out of leaves/grass/flowers.
- 2 balls, skipping, chatting (I'm old).
- Den building Football Tree climbing.
- Building or playing netball or imagination playing.



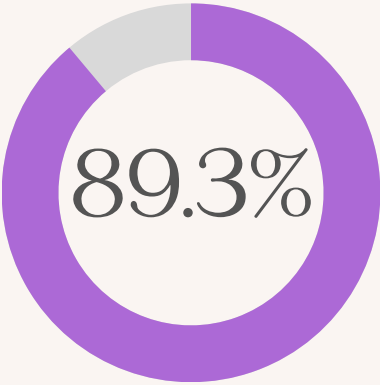
*An increase of 5.6% of staff saying friendships and 7.9% self-control since the baseline survey.

How did you benefit from that playtime?

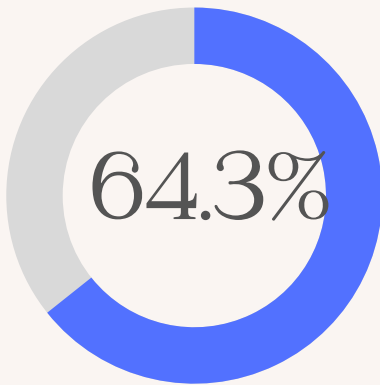
Tick all



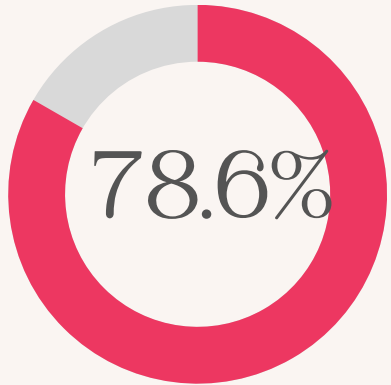
Friendships



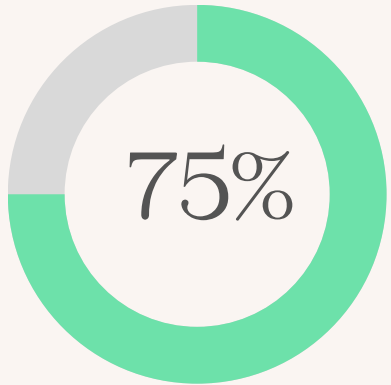
Physical skills



Self-control



Emotional skills



Awareness of the natural world



Please tell us any other ways that you benefited from playtime.

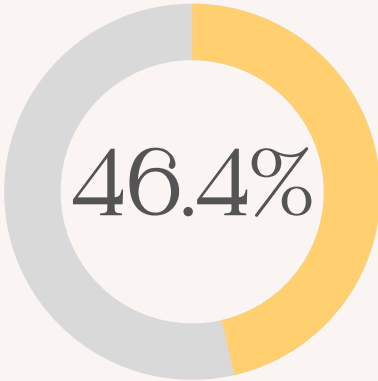
- Playtimes were social and encouraged children to play with each other. We learnt new games from other children and the adults on the yard.
- Building relationships with other teachers.
- Social aspects were really important as well as the opportunity to "switch off" from learning time.
- Built resilience, benefited from being outside in the fresh air.
- Getting outside as we didn't have a garden when I was growing up.
- It is lovely to speak to other children' around the school.
- Being able to be more myself and not always having the adults telling how to be.
- Imaginative play.
- Fresh air.
- Becoming socially and emotionally aware of myself and others.
- Team work and resilience.
- Relax and reset before afternoon lessons, movement break.
- Social Skills.
- I enjoyed the freedom.
- Self awareness.



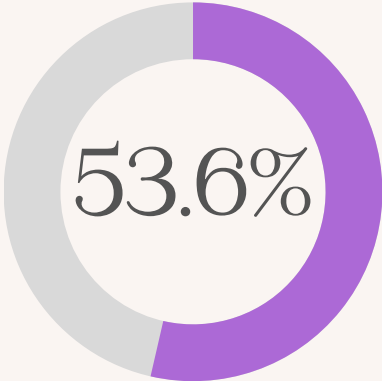
Please tell us any other ways that you benefited from playtime.

- Imaginative play skills.
- Learnt how to make friends.
- Better communication, social skills and build relationships with the adults.
- More resilience, more independence, communication skills.
- It forgot about any negatives surrounding my home life when I was out playing.
- Social skills.
- Getting more close to the children.
- Making firm friendships/social interactions with children of different ages and backgrounds.
- It was a chance to catch up with friends and play outside safely.
- Social skills Risk assessing motor skill development.
- Helped to process the school work

*An increase of 11.1% of staff saying yes since the baseline survey.



Yes



No

Do you feel
our children
have the same
opportunities
to play
outdoors as
you did?



How does outdoor play for children now differ from what you did? (Outside of school)

- Children don't often play outside anymore.
- Children now have the advantage of more equipment to use in school playtimes. I feel when I was younger, the roads were safer so we were able to play outside more often. Communities seemed a lot closer so all children would play together in the local area. We used a lot more imaginative play due to not always having resources close to hand. There were also a lot less electronic devices so we didn't want to stay inside.
- More creative play opportunities.
- More dangers around like cars on the road, streets don't feel safe, neighbours don't look out for each other in the same way.
- Children don't play out much outside of school, technology has a big influence. I played out most days either with the children in the road where I lived or in my back garden.
- Growing up we played after school with our friends a lot of parents don't allow this now.
- I didn't have half of what these children have they are so lucky.
- Having a lot more equipment and bigger space but it also being a lot safer.

How does outdoor play for children now differ from what you did? (Outside of school)

- There is so much to do now for children and many more opportunities to enhance their skills
- I played out a lot more than children now (more focus on screen time now). My parents took me to clubs/activities that many parents now don't due to time/finances.
- I don't think feel it's as safe or as acceptable to let children play out on the street any more.
- I do not see much difference from the playtimes i had during school.
- More equipment
- More danger and risks.
- Can be more dangerous.
- More cars, technology.
- A lot more for the children to access, more opportunities and more independence.
- Lot more resources for them to be creative and use their imagination.
- Not as many children play outside.

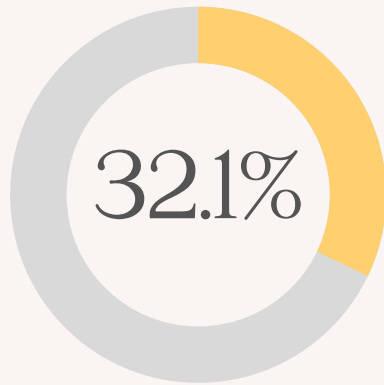


How does outdoor play for children now differ from what you did? (Outside of school)

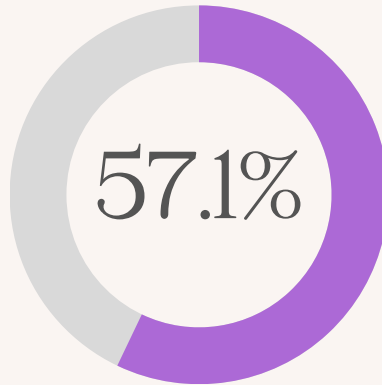
- There are lots of safe places that children can go in order to meet and play with other children that wasn't available when I was a child.
- Children spend more time indoors, either playing online or using youtube etc.
- We used to play out in the street and at the park for hours unsupervised. Due to the amount of vehicles on the road these days and gang culture and other threats from society it is not the safe space that it was presumed to be when I was younger.
- More dangerous with increase in traffic.
- More safe.
- Probably more structured now. Less free time to play outside. More supervised now, less children play outside with their friends on their own now.
- I think that they have good opportunities to play outside at school but at home its just not as safe. We used our imaginations more during play.
- Children perhaps have less freedom now due to increase in traffic.
- Less risk with materials.

We want to improve the play opportunities at our school. What types of things would you like to see?

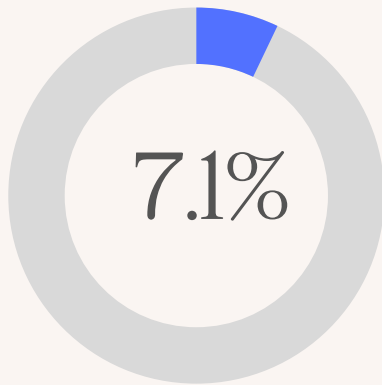
Tick all



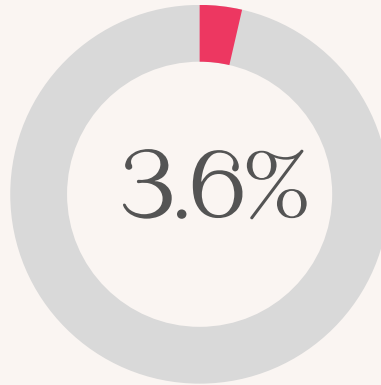
More sports equipment



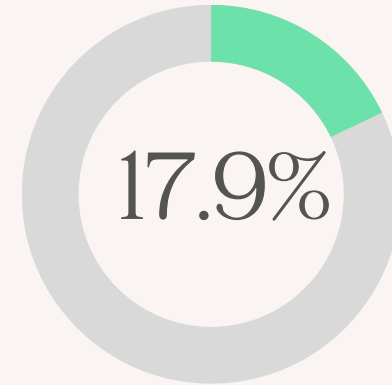
Lots of junk to play with



Water play

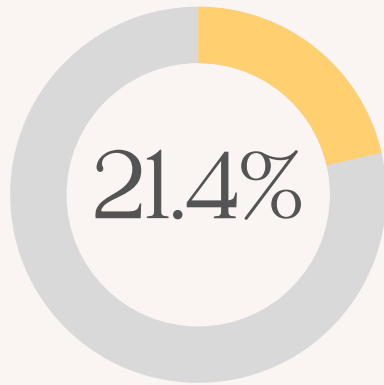


Sand play

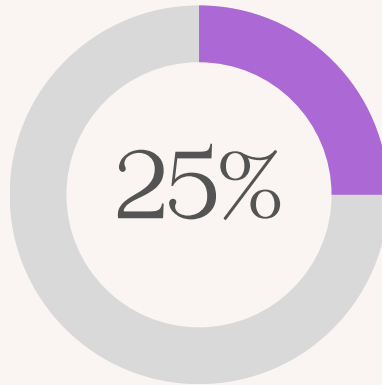


Music to dance

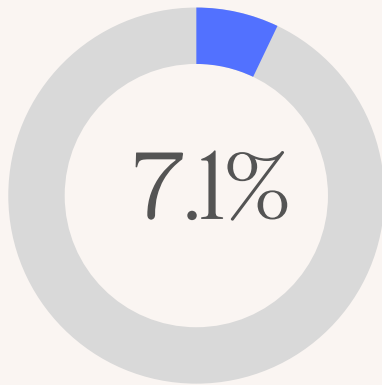
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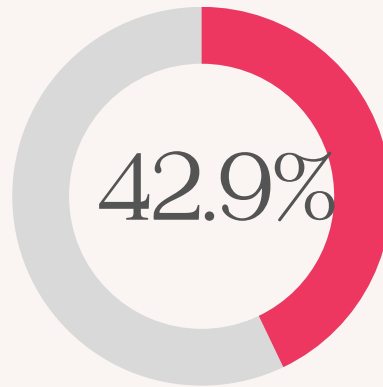
Social areas



Trees to climb



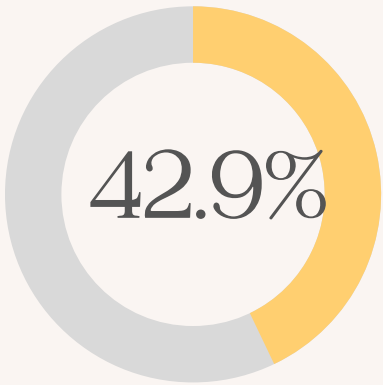
Small world



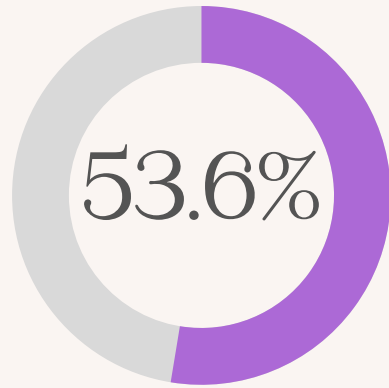
Ball games

Tick all

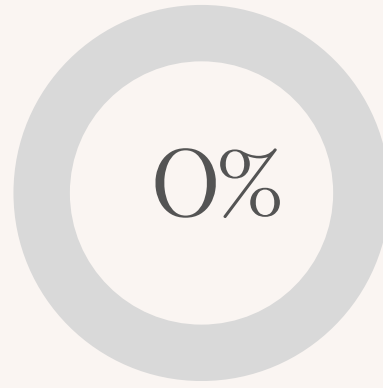
Do you hold any playwork qualifications?



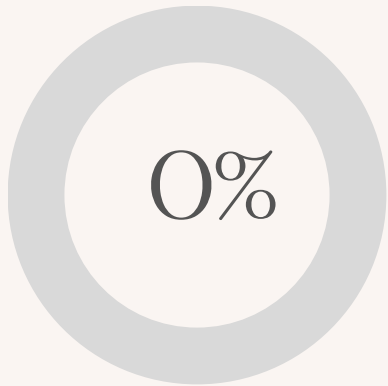
No, and I've never heard of them



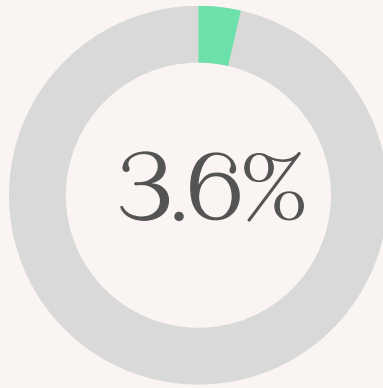
No, but I did know they exist



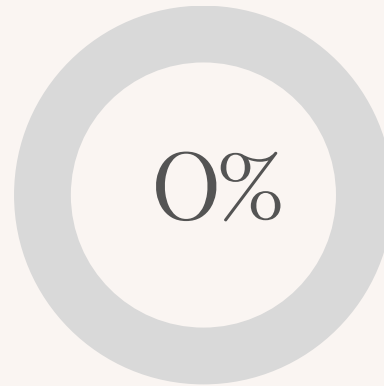
NVQ 1



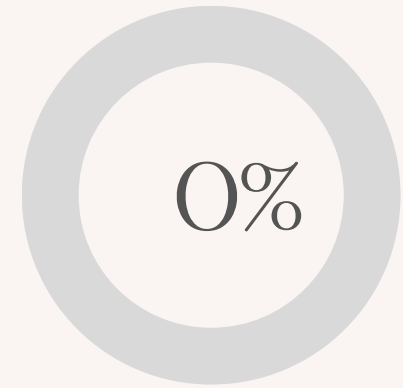
NVQ 2



NVQ 3



BA



Post Grad

Do you have any questions about increasing opportunities to play at your school?

- Are there anymore activities for those who don't want to be so physical?
- I would like to see staff becoming more involved in some of the play. Building further relationships with the children.
- How can we make this better even for our children?
- I think that our school is extremely lucky to have all the space that we do, and all the equipment we have. The list of items earlier on in the questions are already in place in our school and the children love it.



Any more comments?

- I think OPAL has had a real positive impact on the pupils in our school and has improved behaviour & social skills of our pupils.
- Some children in the summer wanted to sit on the field in the sun but didn't like the grass on their legs. Maybe some picnic blankets would be good for dry days.
- I think OPAL is brilliant and is working very well, the children are engaged and extremely enthusiastic about play time.
- The school is fantastic – I love it.
- Really love how opal has taken off, and how well the children are adapting to the new way of play at Roby Park.
- More from the last question, often I see staff chatting to other staff and observing play not being involved in games, leading games etc. I don't know if we have enough staff available to be able to do that! (Or if that is even allowed through OPAL!)
- Opal has changed play for the better and I feel it will only continue to do so.
- I think children are loving playing outside together and it is great to see the influence of older year groups on the younger children.



Any more comments?

- Enjoying the change in our playtimes.
- I think the children are very lucky at Roby Park to have access to such a large variety of things to aid their play.
- I think that as time goes on using OPAL, the children know what is expected from them and are aware of how things work and are really enjoying the freedom that they have out there now.
- The play provision at Roby Park has improved significantly in the year that we have been running the OPAL programme. All staff have an appreciation of the importance of play. The school site is looking fantastic now things like mud kitchen, sandpit and digging area has been added.

