I am passionate about ensuring children leave school with the confidence and resilience needed to secure positive outcomes throughout their lives. I believe that good peer relationships and an ability to resolve conflict will impact positively on children’s self-esteem, confidence and resilience. Meeting their social and emotional needs will in turn impact positively on achievement and their ability to learn. I recognise that the playground for some children is a difficult place to be. If we can make it more positive, we can make a difference to all.

AIM: To have 90% of pupils on any given day having a positive playground experience by June 2016.

To reduce time spent by adults resolving issues from the playground by 30% by June 2016.

Method
Teachers and support staff used surveys, Pareto charts, questionnaires and interviews to gather and analyse quantitative and qualitative data. The data gathered allowed us to understand who was finding the playground difficult and the reasons why.

Process Change
Our driver diagram generated a large number of change ideas. Pareto charts helped us to identify which change ideas to test first:

- We tested the use of scripting for individuals.
- We tested changes to where children played.
- We tested the use of a ‘talking stick.’

Scripting had a positive impact on individual children. Peer relationships matter!

Conclusions
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Key Learning Points

- Data enables us to be clear about what is making a difference.
- Data is powerful – qualitative and quantitative data can increase belief and make improvements sustainable. I think to change culture and mindsets it’s important to gather both.
- Improvement methodology needs to be an integral part of what we do. It can’t be an add on to other improvement plans.
- It’s important to keep on top of data through systematic recording.
- Teams must meet regularly to analyse and feedback on findings.
- Encourage creativity and allow mistakes. Testing ensures time and resources aren’t wasted.