

Case Study

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| Establishment name: | St. Wulstan's & St. Edmund's Catholic Primary school |
| Lancashire no. | 02/017 |
| Contact name: | Sharon Jones |
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| Award granted: | Good Practice |
| Project title: | 'Making Lunchtimes, Fun times' |

Project summary

With the retirement of two (of six) lunchtime welfare staff, we seized the opportunity to 'remodel our workforce' and make significant changes to our lunchtime provision.

Staff and pupils met to discuss what it was that we wanted to improve within the lunch period. We decided on the following:

- Happy and cheerful children who 'knew' how to play games with one another
- Resilient staff who would learn and then teach games to children.
- Staff with well developed 'listening skills'.
- Staff who would negotiate with one another and children.

Family Learning Mentor already employed would act as Team leader. We re-negotiated the contract of two TA's to cover the lunch period. Three further staff were recruited - a young man with poor employment history, and two young women with an interest in becoming a TA. CRB checks were organised.

Parents, staff & pupils quickly began to organise fund raisers and we bought a significant amount of equipment for lunchtime use. The playgrounds were re-marked with 'old fashioned' games, e.g. 'hopscotch'.

Success! Lots of happy children!

The number of 'accidents' recorded in the accident book fell dramatically. Children quickly learned the games and demanded "more". We quickly realised that 'areas for quiet' games were needed and set up 'car carpets' & 'home areas'. During the next school holiday we built a 'stage', planted shrubs & climbing plants for shade. School 'buddies' were trained with 'new' game.



Specific aspect of practice to be accredited?

Re-organisation of workforce

Aspect of Every Child Matters addressed:

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| <input checked="" type="checkbox"/> Be healthy | <input checked="" type="checkbox"/> Stay Safe | <input checked="" type="checkbox"/> Enjoy and achieve |
| <input checked="" type="checkbox"/> Make a positive contribution | <input checked="" type="checkbox"/> Achieve economic well-being | |

What were you hoping to achieve?

A happy pupil body & safe environment

How did you identify the need for this practice?

Pupil & Parent questionnaire feedback

What did you do?

Wrote a job description; employed & trained staff Involved pupils and parents in the aims; set up fundraising; kept school community informed

Which members of the establishment and/or wider community have been involved and what was their role?

Family learning mentor directs team; PALS training for buddies to lead games; parent body to raise funds; governing body to direct budget to improve playground facilities (ongoing)

How has the practice been modified or improved during development?

Increase in pupil led games; variety of 'play' dressing up, music. Children now 'stay out' unless its absolutely essential they come back into the building The 'eco' committee have requested and taken over part of the area for an eco garden for use during break as well as curriculum time. Different line markings on the playground.

What has been the impact of the project on pupils' learning, achievement or enjoyment and how has this been measured?

- 99% reveal happy at school. Behaviour is very good.
- reduction in playground accidents
- reduction in playground incidents
- improvement in pupil tolerance of others

What are the next stages in the development process?

Provision of shade for 'wet days' as well as dry. We have received planning permission (Oct 08) and will work with school council on decisions re: type of seating etc. and games to be 'allowed' in these new areas.

What aspects of this practice may be useful for other establishments to consider?

Full involvement of pupils from the early stages; quality staff who are willing to adapt on a regular basis the games being offered. First aid qualifications are vital, as is a sense of humour.

Any other comments:

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