

OPAL Award Audit And Next Stage Plan Record Sheet

Name of School Esh Winning

Names of OPAL group: Helen Grainger, Lisa Cook (School Play Governor), Yvonne Metcalfe (Play Worker), Lynsey Powell (Play Worker), Adele Taylor (Lunchtime Supervisory Assistant), Catherine Stead (Parent)

Name of OPAL Mentor	Michael Follett
Date	7/5/15

Definitions of scores: score between 4 and 1 with 4 highest

4	Excellent	2	Emerging, improvements desirable
3	Good, Improvements possible	1	Underdeveloped, improvements needed

Leadership And Planning (max score 12)	Score	Progress	Next Steps
Champions and Leadership	4	Helen is SMT lead with Diane overseeing, Yvonne and Lindsay are Play Coordinators, Working group, parents, gov, etc. Informal . Hour a week planning time and yearly planning time for Play coordinators. Play Gov feeds back to all Govs about play.	Create a working party with children involvement to talk about play improvements
Policy and Planning	4	Passed Play Policy, copy on school website, and in files. Action plan written up for a year and reviewed each term. Play was on school improvement plan. Success is evaluated within school evaluation framework	Develop easy parent version of play policy

Participation	4	<p>Informal meetings about play with play development. Children do question boxes, SMSA do check with children, Assemblies about play. Celebrate play. OPAL has page on webiste.</p> <p>Children's surveys are done regularly.</p> <p>Policy went through staff meeting. Play comes up in staff meetings.</p> <p>Teachers do OPAL supervision at break time and training has been provided at staff meetings.</p> <p>No line ups. SMSA bring in and hand-over each class.</p>	<p>Create a working party with children involvement to talk about play improvements.</p> <p>Celebration events to bring in parents.</p>
TOTAL	12		
Access (max score 12)	Score	Progress	Next Steps
Accessibility, impairments	4	<p>KS1 and 2 division gone. All ages access all areas. Positive that children are benefiting each other. The planned activities help isolated children, Goes right through school. Wheel chair user - sand-pit designed for him.</p>	<p>Play access plan for wheel chair user planned.</p>
All weather and seasonal access	4	<p>Almost no playtimes missed because of weather! All grounds now used. Welly signs used on wettest days. All went out in snow</p>	<p>Wet weather club planned for worst weaher</p>
Extended Access	3	<p>OASIS use the space.</p>	<p>From Thus 11 June stay and play one off session planned. From then on Thursdays some kind of stay and play sessions planned. Planned use offer for childminders.</p>
TOTAL	11		
Care and maintenance (max score 8)	Score	Progress	Next Steps
Well maintained	4	<p>Rough areas are allowed to be rough.</p>	<p>Love your trees. Allowed recovery. Pod is topped up</p>

		Mr Mee the caretaker has a list that he acts on. Notified by staff. Mowing regime in place for summer. Maintenance are notifying in advance. Kept wood from felled tree. Brash kept for den making	by staff and parents are topping it up. Create ground care simple sheet for maintenance.
Health and safety	4	Risk to children and risk to tree talked about. Red tape means risk Does not mean banned. Red tape identifies Think Risk Children are doing really well on identifying risk and managing it. Staff are clearly showing a risk benefit approach in theory, policy and practice. Nealy all first aid dealt with outside. Children are not reporting minor bumps etc.	Monitor evidence of impact on Accidents and Incidents
TOTAL	8		
Staffing (max score 12)	Score	Progress	Next Steps
Appropriate staff training	3	INSET on play provided to all, Staff follow good reflective practice. Good consistency of practice. Yvonne and Lyndsay have completed many of the units	Find play training for Yvonne and Lyndsay
Supervision management	4	Termly meetings held. JDs all supervisors have signed new JD with play in. All supervisors are aware of policy and good practice. Professional development aims are clear and issues managed on a one to one basis. Bum bags for first aid has helped supervisors. Individual talents are being used.	Ensure continuation of meetings
Supervision practices	4	Zoning has enabled staff to be clear about their purpose. Full use of grounds because of the way staff supervise.	New actions will be put into place to support continued improvement.
TOTAL	11		
Play value (max score 28)	Score	Progress	Next Steps
Loose parts (fabricated)	4	Lots and lots of random stuff. Playpod is large and very well stocked. Children own the	Keep up resourcing.

		space.	
Loose parts (natural)	4	Logs, mud, leaves, storey stones, sand- pit, water carrier. Brush. Pamapass grass, branches, rough digging area. Access to garden zone	Renew logs along wild borders Enrich with boulders
Social Spaces	4	Lots of dens, gazebo, tranquil garden - no running. Woodland spaces, the existing. Children score - 94.5% satisfaction with space.	
Movement and Journeys	4	Banks used for all kinds of journeys, trees and vegetation used for tunnels and shapes. Jumping across blocks, Journeys out of LLPA, Tunnels	Coming soon- Swinging - rope sings coming. Limbed tree, fireman's poles, tunnels
Imaginative play	3	Messy Kitchen, Programmed events, tree faces appear, dragon appeared, owl on fence. Things appear	Keep enriching the environment with quality and variety of materials. Increase elements of surprise and imagination. Introduce the play car/caravan/camper if risk assessment conditions are met.
Ball games	4	MUGA coach and lots of time and space	
Access to the natural environment	4	Environment is great and now it is being used. New hazel orchard is planned in tranquil garden. Garden now used at playtimes	Grow a wild zone near to the new play landscape
TOTAL	27		

Score Total (max score 72)	69
Percent Score Score/72 x 100	96%
Award Level Silver 65-74% Gold 75%-84% Platinum 85%-100%	Platinum
General Comments	<p>The OPAL team at Esh Winning deserve huge congratulations in the progress they have made in play development, especially Helen the Deputy Head and Yvonne and Lindsay the Play Coordinators. The impact on the quality of play in the school has been very significant and has affected every child in the school. The quality of play at the school puts it among the top 5 schools in England and the school should be used as a regional example of outstanding practice.</p> <p>What makes the progress at Esh Winning so dramatic is the ability of the school to embrace considerable cultural change. Attitudes to child resilience, the ability to develop self</p>



management skills, get dirty, take risks and use the grounds in all weathers have all turned around over an 18 month period. This has been due to thoughtful reflective practice, examining how existing practices compare to play policy and values, supporting staff to make positive and consistent improvements, and monitoring and celebrating progress.

Particular notice should be made of the impact of this on inclusion. It was clear during the observation session that all children were able to find rich and rewarding play experiences. This is most evident for girls, creative children and those with statements. All of these groups were able to find satisfying and enjoyable play opportunities and places that suited their needs. In the past children were segregated and bored, now they are integrating across age, gender and ability, able to function together in very large groups or support each other in quiet and contemplative play.

The quality of playwork on the site was commendable - adults were showing a good nuanced understanding of the balance between enriching play and stepping away to give control back to the children. All staff spoke to children with respect and it was clear from the child surveys and their interaction with staff, that children liked and respected the staff who were supporting their play. Staff have also benefited from a much more positive and respected role in the school and all of them spoke about what a pleasure and a privilege supervising playtimes had become. The school has done very well in helping staff to find their strengths and help them all make a positive contribution to the quality of children's experience.

Progress made in interpretation of the H&SE guidance on 'Managing Risk in Play and Leisure' has been exceptional and comprehensive. What was evident in the observation was the consistency of application of the ideals in the play policy to the dynamic process of play. One of the indicators that Esh Winning has reached Platinum level is the sophistication of their approach to risk management. Risks are identified by staff and children, and management strategies discussed, but challenge is not eliminated. Based on the experience of other OPAL schools, children who go from reception through to year 6 in this kind of play environment will become increasingly able to self and group manage risk, problem solve, develop resilient behaviour, work in cooperative groups, innovate and communicate complex ideas.

The availability of mass loose parts and a suitably large 'Playpod' to store them, in a way that makes them freely accessible to children, has been a very cost effective intervention. The play coordinators should be commended for their resourcefulness in keeping this very well stocked along with a huge collection of Large Loose Parts (LLP) behind the pod. It was clear that there is very good communication between the OPAL working group, the play coordinators, the supervisors and the children, as mass loose parts have been successfully introduced and managed without specialist external training.

The fact that the person chosen to be the play lead Governor has joined the play supervisors team so as not to miss out on the fun speaks volumes!

Congratulations Esh Winning on achieving OPAL Platinum status and a score of 96% in your audit.

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