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Gaskell Community Primary School
Impact Report

In partnership with Create Development
families playing and learning together

real play has changed the way I play with my children and this has made our relationship better and closer.

Parent

Why we chose real play?

We are an ethnically diverse school with children of 14 nationalities speaking 20 different languages and believe passionately that we need to support our children and families at home, school and in the community.

Getting parents/carers onto the school site and engaged in their children’s learning is a constant challenge so we chose real play to engage parents through physical activity.

Lots of our families have lost the ability to play with their children. real play gave us outstanding, innovative training, a structured programme and easy to follow detailed session plans with clear structure.

Emily Kirk, Headteacher

We recognise that those children we can support at home do better at school.

Emily Kirk, Headteacher
Impact 1
Children’s physical development

An initial assessment of children’s Fundamental Movement Skills by the real play Lead Teacher demonstrated that many children could not achieve the baseline Yellow stage. By the end of the programme all children had progressed by at least one or two stages.

Increased stages of development

Impact 2
Children’s personal and social development

Children began real play demonstrating lower stages of personal and social skills but by the end of the programme there had been a consistent and measurable improvement.

There was a significant change in Aiden’s behaviour. After a couple of weeks we saw real improvements. He became more relaxed, began to respond positively to instructions and his concentration improved.

Vicky Turner, Reception Class Teacher
Impact 3
Parent/carer engagement

Parents/carers were nervous and a little reluctant to engage in activities with their child(ren) initially. Using training from Create Development to build confidence, parents/carers became more actively involved in their children’s learning and play.

Impact 4
Family activity levels

As a result of real play and the fantastic resources they take home, we now know that all families deliberately plan or find time to be active together outside of school.

In the 10 weeks of real play I saw tangible changes in the attitudes of parents. They became more involved with their children and developed relationships with other parents from different backgrounds.

Emily Kirk, Headteacher
Lead Teacher’s Report

2 staff members:
Paul Naylor – Lead Teacher
Saika Hussain – Level 4 Teaching Assistant

We ran our real play programme from 9.00 -10.00am on a Wednesday morning. This worked well as children were fresh, parents/carers were captive and for our staff it was already part of their contracted hours.

We identified parents/carers and then sent letters that were followed up by class teachers and support staff. A pre-meeting was held to discuss how real play could help their children. Our motto was, “active children achieve more” so let’s work together to provide them with more opportunities to be active in a fun way. We showed them the great resources and this all worked to ensure they were committed.

We have seen a significant increase in parental confidence to talk to staff, and being at ease in the school environment. real play has given parents an arena in which to be proud of being a parent.

Paul Naylor, real play Lead Teacher

“There’s a really positive and exciting feeling in the school about real play. We hope to have a real play programme for every class in the future!”

Paul Naylor, real play Lead Teacher
**Family Focus:**

**Meet the Lomax Family**

Mum – Zoe Lomax
Child – Aiden Lomax

Aiden is a quiet little boy and found starting school difficult. He had challenging behaviour and struggled to interact positively with the other children.

At first, when he started real play he wouldn’t sit down and kept running round and not joining in. In Week 4 this changed as I began to get involved more and join in. Aiden wouldn’t get into the pirate boat so I did and from then on he and I joined in with everything and it was really fun.

Every evening is now real play time from 4.00 - 5.00pm. We have a long hallway and Aiden sits at one end and rolls and bounces the ball down, sometimes for 15 minutes. His favourite games are Cheeky Monkey and Ringo to the Rescue.

When I started getting into real play I realised how much we had needed it and being able to take the resources home means that Aiden can learn more. In the club he watched people and then copied the activities at home and then he started telling Mr Naylor what he’d done at home.

Zoe Lomax, Aiden’s Mum

“Aiden used to be a loner and just sit and watch but now he is a very active child. This is a direct result of Mr Naylor’s real play programme.”

Zoe Lomax

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Aiden’s gone from not being able to sit and listen at all to managing lots of 5 - 10 minute intervals of focused work or concentration.

Vicky Turner, Aiden’s Class Teacher