

Education, Children and Families Committee

10am, Tuesday, 8 October 2013

Outdoor Play and Active Learning

Item number	7.5
Report number	
Wards	All

Links

Coalition pledges	P5
Council outcomes	CO1 , CO2 , CO4
Single Outcome Agreement	SO3

Gillian Tee

Director of Children and Families

Contact: Margaret Westwood, Senior Play Development Officer

E-mail: margaret.westwood@edinburgh.gov.uk | Tel: 0131 469 3382

Executive summary

Outdoor Play and Active Learning

Summary

The report summarises the progress made in outdoor play and active learning.

- The progress made to improve outdoor play and learning opportunities in Edinburgh schools through the Grounds for Learning's Playing Naturally in Schools Project. The report outlines the selection process, progress so far and next steps.
- Notes success in Legacy 2014 Active Places Funding.
- Considers the community use of school grounds for play out of school hours.
- Provides information on the OPAL Waterplay Project which has won a national play award.
- Considers the impact of design on school grounds.
- Summarises the progress made in Forest Education and Forest Schools.
- Proposes to draft a new Play Strategy for the City of Edinburgh in response to national and international guidance.

Recommendations

The Committee is asked to:

1. Note the progress made in developing school grounds for outdoor play and active learning.
2. Note the success of schools in attracting funding to improve their grounds for play.
3. Request a review of policy for the community use of school grounds for play outside teaching hours.
4. Note the success and national recognition of the OPAL Waterplay project in 40 Early Years settings.
5. Note a commitment to the inclusion of outdoor play and active learning through the design of school grounds when planning for new schools.
6. Note the expansion of Forest Education and Forest School provision in the city.
7. Note the appointment of a Play Champion and establishment of a Play Forum
8. Accept a report on a new City of Edinburgh Play Strategy in May 2014 in response to national and international guidance.

Measures of success

The success of the Playing Naturally in School's project will be measured by:

- Increased children's opportunities for regular outdoor free play and active learning
- The development of effective approaches to dealing with the various practical challenges and issues involved in providing play in schools
- Increased promotion of the benefits of play for child development to parent's and communities
- Positive evaluation of the end of project conference
- Increased natural play opportunities through playground improvements in other schools, both locally and nationally

Financial impact

There is a neutral financial impact on existing Council budgets. External funds have been made available for the project and individual schools involved will also make contributions by fund raising.

Equalities impact

The rights of the child will be enhanced by improving children's right to play (UNCRC article 31). Children's access to school ground play spaces, including children with disabilities, will be considered throughout planning and design process.

Sustainability impact

There is no adverse economic, social and environmental impact arising from this report.

Consultation and engagement

Parent Councils were consulted by schools during the pre-project information sharing and signed the application documents. School staff, parents and children will be consulted throughout the process.

Background reading / external references

Background information is available from:

1. [Natural Play: An evaluation of Ground for Learning's project work with 8 primary schools in Central Scotland](#)
2. [Scottish Government, Play Strategy for Scotland: Our Vision](#)
3. [UN General Comment on Article 31](#)

Outdoor Play and Active Learning

1. Background

- 1.1 In February 2013 the UN adopted a General Comment on the UNCRC Article 31, the child's right to rest, play recreation, leisure and the arts to ensure the realisation of children's right to play.
- 1.2 The introduction of the National Play Strategy – Our Vision in June is expected to influence the way that play is addressed, including a rights based approach. The National Play Strategy Action Plan will be published in October 2013, and is expected to consider play in four domains: in the home; in schools and nurseries; in the community; and play promotion.
- 1.3 The Play Strategy Steering Group will bring a report to Committee in May 2014 with proposals for a new Play Strategy for the city of Edinburgh in response to the international and national guidance. It is expected that the work already undertaken will position Edinburgh to respond positively.

2. Main report

Playing Naturally in Schools Project

- 2.1 The charity Grounds for Learning has been awarded funding from the Scottish Government to help 30 schools nationally to develop exemplar natural play provision in their grounds. The main activity of the project is to support schools to develop their play spaces and their play practices.
- 2.2 Ten places were available across Scotland for work in the period October 2012 – June 2014. The City of Edinburgh Council was chosen to be a partner authority in October 2012 and five places were offered. A partnership agreement was signed by the Director of Children and Families in November 2012.
- 2.3 A total of 37 Edinburgh primary schools were proposed for selection by Play Development, Outdoor Learning, Quality Improvement, and Asset Planning officers. Schools were short-listed on a matrix of criteria which included Head Teacher commitment, a variety in the type and age of premises, and neighbourhood spread. Following an information event 28 Edinburgh schools were invited to submit an application to be co-signed by the Head Teacher and Parent Council.

2.4 Fourteen Edinburgh schools and their Parent Councils submitted applications and due to the high quality of the applications six schools were selected:

- Buckstone Primary School
- Carrick Knowe Primary School
- Castleview Primary School
- Granton Primary School
- Lorne Primary School
- Sighthill Primary School

Work to date

2.5 A project information meeting was held for cross departmental staff involved in school management, procurement, health and safety, grounds maintenance and insurance. A series of project planning meetings have been held with Head Teachers and project lead teachers.

2.6 Each of the six schools were supported to submit an application to the Legacy 2014 Active Places fund to double the value of their project, and concept designs were prepared based on this additional level of funding.

2.7 The first of three in-service day trainings on outdoor play for all six school's support staff members has been completed, with 50 support staff attending.

Next steps

2.8 Design plans will be signed off with Grounds for Learning by 10 October 2013.

2.9 Site works are scheduled to begin in November.

2.10 Training and support for all school staff from Grounds for Learning will continue until June 2014 with on-going support from the Early Years Play Development officers.

2.11 A conference to disseminate information and lessons learned will take place in June 2014.

Legacy 2014 Active Places Fund

2.12 It is known that eight schools made an application to the Legacy 2014 Active Places fund for improvements to their school grounds.

2.13 Buckstone Primary has been successful in its application to boost their Grounds for Learning Playing Naturally in Schools project fund, and has been awarded £22,038 Legacy Funding. One of the key factors in their Legacy Funding success was attributed to the level of access of the school grounds to the community for out of hours use..

2.14 Cramond Primary School Parent and Staff Association have been awarded £41,679 by the Legacy Fund for an interactive adventure landscape for children of all ages and abilities in the school grounds, which will be open to the wider community.

- 2.15 Bruntsfield Primary School Parents Council applied for Legacy funds to improve their grounds for natural play, and were also refused on the basis of availability for community use. They will continue to seek funding and are considering if it might be possible to make the school grounds more available for community use out of school hours.
- 2.16 The other five Playing Naturally schools were unsuccessful in achieving Legacy funds for their in Schools project in August, and were refused on the basis of the school grounds closures out of school hours. These schools will reassess the availability of their grounds for community use out of hours and will reapply in January 2014. If this second application is unsuccessful the concept plans will be readjusted to meet the original Grounds for Learning funding of £15,000.

School Grounds Out of School Hours Use for Play

- 2.17 School buildings and their grounds often represent the largest single asset for many local communities. At present there is no definitive policy for the use of school grounds for play out of teaching hours, and community use of school grounds is at the discretion of the head of establishment.
- 2.18 However, it is acknowledged that providing play opportunities within school grounds can be a challenge and some schools and some communities may encounter more challenges than others. Work is needed to address the barriers to increasing access to school grounds. The benefits of using school grounds for playing include:
- Increased pupil motivation and self-esteem
 - Enhanced partnership working with the community
 - Reduced pupil disaffection
 - Improvements in child behaviour and social skills
 - Improved local availability of play opportunities
 - Better opportunities for children outside school hours
 - Opportunities which prevent children and young people progressing to greater levels of risk
- 2.19 A previous survey of Edinburgh schools indicated that less than 17% had playgrounds open for play out of hours, and this information will be revisited as part of the review of the Play Strategy for the city of Edinburgh.

OPAL Waterplay Project

- 2.20 As fewer children get regular access to natural outdoor play environments than in the past, recognition of the importance of promoting outdoor play to both parents and professionals has grown.
- 2.21 In January 2013 an ambitious programme was launched to make innovative use of limited budget, introducing 'natural' water play features in 40 Early Years settings for a total of £43,680. This has included training, materials and

resources, consultant support, tools, building materials and additional natural play resources.

- 2.22 Between February and April 2013 the project build-days created 'dry river bed', sand and other landscape features which presented opportunities for 'natural' outdoor play. The landscape features were planned by each setting's own staff working closely with the children and other key holders, so the landscape is individual to each setting. The building work was undertaken by each setting's community using staff, parents and community volunteers.
- 2.23 Water does not run constantly, but is transported to fill a closed reservoir, and hand pumped by the children into a shallow stream bed or rill with puddle areas for sensory and environmental play.
- 2.24 The waterplay project has acted as an inspiration for further extending active learning and natural free-play opportunities in many participating settings who have gone on to make further developments to their grounds, and acted as an exemplar to other settings not involved in the original project.
- 2.25 The OPAL Waterplay project won an Outstanding Contribution to Play Award for 'The Best Play Initiative 2013' at the national Nancy Ovens Trust Play Awards in September 2013.

School Ground Design

- 2.26 It is noted that there is a national movement towards providing natural, environmental play and active outdoor learning by design in school grounds, and Edinburgh schools are among the fore-front in providing exemplar projects based on remodelling of existing school grounds.
- 2.27 To improve outdoor play and active learning opportunities for future generations of children, consideration should be given to including design for play as part of the planning of all new school developments.

Forest Education and Forest Schools

- 2.28 Forest Education based techniques and activities are being used increasingly in Edinburgh schools in their own grounds for play and active learning.
- 2.29 There is increasing use of natural woodlands away from school grounds for Forest School activities, particularly in Early Years settings. Exemplars of this approach are the Cowgate Under 5s Centre 'Stickland' project, based in a yurt at Bonaly where children are regularly bussed to spend all day in the outdoors, and the Liberton Nursery Forest School Project where children walk to a local woodland on a weekly basis.
- 2.30 Advantages of Forest Schools include:
- Developing a love of being outdoors and the confidence to enjoy woodland and other natural areas responsibly
 - Developing children's environmental interest which can help prompt more outdoor physical activity

- Children's play becomes more active in the playground and at home, building dens, using ropes, planting trees etc
- Pupils often take parents and other family members back to the wood, or to other woods, outside school hours

2.31 A number of staff have gained Forest School Leader qualifications. CPD training is being made available to staff through trainings and conferences organised by Play Development and Sports and Outdoor Education staff, in addition to partnership work with external providers.

Edinburgh's Play Strategy

2.32 The Play Strategy Steering Group will bring a report to Committee in May 2014 with proposals for a new Play Strategy for the city of Edinburgh in response to the international and national guidance on play from the UNCRC and the Scottish Government. It is expected that the work already undertaken will position Edinburgh to respond positively. As a reflection of the priority given to the development of play opportunities for young children in Edinburgh it is proposed to appoint a Play Champion and establish a Play Forum to promote play opportunities and work towards a Festival of Play for Edinburgh.

Conclusions

2.33 The City of Edinburgh Council is committed to the importance of play.

2.34 The Playing Naturally in Schools Project will:

- Improve children's opportunities for outdoor play and active learning
- Improve whole school staff's knowledge of and support for children's play
- Promote the benefits of play for child development
- Act as exemplars for playground design for other schools locally and nationally

2.35 Supporting a policy for out of hours use of school grounds for play may be of benefit to Parent Councils and schools seeking funding to improve their grounds.

2.36 The OPAL Waterplay project has been recognised as an exemplar project nationally for improving outdoor play and active learning in early years settings.

2.37 Outdoor play and active learning can be enhanced in new schools where the design takes consideration of this at the planning stage.

2.38 The Forest School approach to play enhances children's learning, and further staff training opportunities are being provided.

2.39 The City of Edinburgh Play Strategy 2014 will be in a strong position to respond to national and international priorities for play.

3. Recommendations

The Committee is asked to:

3.1 Note the progress made in developing school grounds for outdoor play and active learning.

- 3.2 Note the success of schools in attracting funding to improve their grounds for play.
- 3.3 Request a review of policy for the community use of school grounds for play outside teaching hours.
- 3.4 Note the success and national recognition of the OPAL Waterplay project in 40 Early Years settings.
- 3.5 Note a commitment to the inclusion of outdoor play and active learning through the design of school grounds when planning for new schools.
- 3.6 Note the expansion of Forest Education and Forest School provision in the city.
- 3.7 Note the appointment of a Play Champion and establishment of a Play Forum
- 3.8 Accept a report on a new City of Edinburgh Play Strategy in May 2014 in response to national and international guidance.

Gillian Tee

Director of Children and Families

Links

Coalition pledges	P5 - Seek to ensure the smooth introduction of the Curriculum for excellence and that management structures within our schools support the new curriculum
Council outcomes	CO1. Our children have the best start in life, are able to make and sustain relationships and are ready to succeed CO2 - Our children and young people are successful learners, confident individuals and responsible citizens making a positive contribution to their communities CO4 - Our children and young people are physically and emotionally healthy
Single Outcome Agreement	SO3 – Edinburgh’s children and young people enjoy their childhood and fulfil their potential
Appendices	<ol style="list-style-type: none"> 1. Playing Naturally in Schools – Project Overview for Edinburgh 2. Concept plans: <ol style="list-style-type: none"> a) Buckstone Primary School b) Carrick Knowe Primary School c) Castleview Primary School d) Granton Primary School e) Lorne Primary School f) Sighthill Primary School 3. List of OPAL Waterplay Project Establishments



Playing Naturally in Schools

Project Outline for Edinburgh: 28th August 2012



Background

The benefits of play for child development are well known and evidenced. They include improving physical activity and dexterity, developing social skills, stimulating creativity and imagination, supporting intellectual curiosity and self-led learning and helping to foster a love for the natural world and the outdoors. Schools that develop their outdoor play provision commonly report improvements in behaviour, classes that settle more quickly after break time, children who are happier and more content in school and CfE experiences and outcomes that happen at playtime without active teacher input.

Recognising this, the Scottish Government has made a strong policy commitment to play in recent years (including play in schools) through documents such as the Early Years Framework and Equally Well. Grounds for Learning has recently been awarded funding from the Scottish Government to help schools develop their play provision, building on best practice internationally and the success of a 2-year pilot project with 8 schools in Glasgow and North Lanarkshire.

In each year we plan to work with around 10 schools across 2 or 3 Local Authorities. This briefing gives an overview of the project and what would be required of participating Local Authorities and schools.

Project Summary

The goal of the project is to enable primary school children to benefit from regular outdoor free play in their schools.

The main objectives of the project are to:

- Demonstrate the significant benefits of outdoor play in schools for children, schools and communities across a range of different issues and school contexts.
- Develop and demonstrate effective approaches to dealing with the various practical challenges and issues involved in providing play in schools.

- Develop and demonstrate effective processes of changing both the quality of outdoor play spaces and the culture and practice of school communities.

The main activity of the project will be to support schools to develop their play spaces and their play practices. Our approach can be best understood by looking at case studies from some of the pilot schools [here](#) and a short film that tells the story of three of these schools [here](#).

There are four main elements to this approach

- Creation of environments that offer non-prescriptive opportunities for play that is child led. These commonly involve mounds and dips, bespoke sand play areas, water, introducing large boulders and tree trunks, trees, shrubs, varying mowing regimes and creating intimate hiding spaces.
- Introducing loose materials to support play, such as branches, pebbles, straw bales, wooden discs and logs, tarpaulins, guttering and pipes.
- Providing extensive training and support to help teachers and playground supervisors develop appropriate skills and put in place proper management and risk benefit procedures.
- A participatory process that involves children, staff and parents in the design, creation and management of the new facilities.

Support to schools

Schools receive:

- Initial support to develop their thinking, enthusiasm, ideas and plans in a way that maximises the involvement of the whole school. This will involve running a number of workshops and planning meetings with pupils and teachers and will culminate in a succinct design brief.
- Support from an experienced play designer to turn this brief into an effective design
- £15,000 towards implementing the new design. Most of this will be spent on capital works, but around £2,000 will be spent on loose materials for play and appropriate storage.
- Project management of site works: drawing up tender documentation, tendering and awarding contracts and site supervision. The bulk of the works will be completed by contractors, but our hope is that in each school a small element of the work will be carried out by pupils, parents and teachers, with the support of an experienced professional (e.g. willow worker, countryside ranger, wood worker etc.)
- Support to plan and implement appropriate management and maintenance of the new facilities, including development of risk benefit assessments.
- Training for all or most of the teachers and non-teaching staff in how to supervise and support outdoor free play. These training sessions will largely be out doors, hands-on and involve children playing with a range of loose materials.

Project timing

The project would run for 4 terms in each school, with timing as follows

Project Phase	Timing
Discussions with potential Local Authorities	Sept - Oct
Deadline for Local Authority decision on participation	End Oct
Short list of schools identified by Local Authority	Mid Nov
Information session for short listed schools	End Nov
Closing date for school applications	End Dec
Schools selected	March
Planning workshops and development of brief	April - May
Design concept	Mid June
Designs approved by school and Local Authority	End of August
Tender process	Sept
Site works	Oct - Dec
Training and support for school and staff	Throughout project and up to end of June in year 2.

School selection

Criteria

We are looking to work with around 5 schools in Edinburgh. We will select schools on the extent to which they can meet the following criteria:

- Strong leadership and teacher commitment to outdoor play
- Strong parental support for outdoor play, and willingness to engage with the process – represented by a supporting statement from the school Parent Council in the application form.
- Access to the new facilities by the community out of school hours.
- Meeting at least one of the ‘target school types’ noted below
- Schools that have already begun to make progress with regular outdoor learning.
- Schools that can commit some of their own funding to the project.
- Schools must be able to commit to engaging fully with the project as outlined in the ‘school requirements’ section below.

Target school types

We want to select project schools that will demonstrate how play can contribute positively in a range of different ways. For example:

- special schools for children with various forms of physical, behavioural and learning issues
- large schools, small schools, urban schools, rural schools, new schools, PPP schools etc.
- joint campuses that host Roman Catholic and Non-denominational schools – where there is joint commitment to the project from both schools.

School requirements

Participating schools must recognize that the project will require significant time and focus and that it will require changes to school culture, policies and practices, some of which may be challenging. Schools will be required to engage with the project as follows:

- Nominate a lead teacher to be our main point of contact. We estimate that the teacher will require around 3 days of non class time per term to be able to do this effectively.
- Make time for meetings with the GfL project team and training sessions with staff (including playground supervisors). Most of the training sessions will take place in class time with pupils, but **we will need around half a day of INSETT time per term to work with all staff members.**
- Communicate closely with and seek the active involvement of parents.
- Gather some evaluation data – this will largely be collected at the start and towards the end of the project through parent, teacher, supervisor and pupil questionnaires and focus group discussions. GfL will provide the school with templates for collecting this data.
- Sign photo permissions forms to allow GfL to take and use film or photographs of the children in the playgrounds for use in our online and print materials.
- Take pictures of children playing in the new spaces and input into the production of a short case study to capture the main learning points from the project.
- Organise a local community celebration event in the final term for parents, local community members, councillors and neighbouring schools – to see, hear about and enjoy the new features.
- Invite the local press to this event and prepare a short press release (GfL will provide a template).
- Be willing for GfL to bring occasional visitors and groups to see the new features and to share their experiences with these visitors (obviously at a time that suits the school).
- The head teacher will be required to sign a short project agreement to signify their support for the project as outlined above.

School selection process

- Local Authority contacts will be asked to nominate around 10 schools that they think most closely meet the school selection criteria.
- GfL may add other schools to this shortlist, from our own experience or those of other knowledgeable contacts.
- Shortlisted schools will be invited to a twilight information and question & answer session for interested schools. This will give schools an opportunity to understand more about what the project involves as well as giving us opportunities to assess their suitability. Schools which do not attend this session are unlikely to be selected.
- Shortlisted schools will then be asked to complete a simple application form and asked to demonstrate how they meet the selection criteria. Parent Councils will be required to complete part of this form.
- GfL will make a final selection, in consultation with the Local Authority.

Partner Local Authorities

This project would lead to changes in practice for Local Authorities as well as for schools – most obviously in the areas of Health & Safety and Grounds Maintenance. This section sets out what would be required of Local Authority partners who wish to take part.

Local Authority Requirements

Local authorities would be required to:

- demonstrate a strong commitment to developing outdoor play provision in schools.
- nominate a lead officer who will be our main point of contact and who will take the lead on liaison with their colleagues (in school estates, education, play, health & safety and services etc.)
- provide up to date blank scale maps and service maps of the school sites free of charge.
- engage positively with GfL and the school to enable new approaches that will challenge existing council norms – such as the provision of sand, varied mowing regimes, loose materials, slopes and dips, the likelihood of mud and a risk-benefit approach that will create more adventurous and 'good risk' play opportunities.
- enable parents and local craftspeople to be involved in implementing elements of the practical work.
- exempt us from requirements to follow council procurement procedures, including the requirement to work with a limited number of approved contractors.
- nominate a short list of schools that they believe meet the selection criteria.
- at the end of the project, organise and run a site tour to some of the projects for staff from other schools in the Local Authority (and if space, neighbouring authorities)

- use the project schools as local exemplars to stimulate and encourage similar developments elsewhere, including in new school building projects.
- provide ongoing support to project schools beyond GfL's involvement over 4 terms, for example through their play or outdoor learning staff.
- sign a short project agreement (at Education Director level) to signify their agreement to support the project as outlined above.
- We are also keen to explore whether partner local authorities may be able to leverage some additional funding into this project to allow us to work with a couple of additional schools.

Other Local Partners

GfL support to schools will be limited to 4 terms only. The process of effective change is a much longer journey. We are therefore keen to explore how local organisations, particularly those with expertise in playwork or outdoor learning, can provide ongoing support to schools beyond our involvement. Our hope would be to identify these potential partners at the start of the project so that they can build a relationship with the schools and explore how best they might provide ongoing support.

Next Steps

We are currently in discussion with a number of Local Authorities about participation in the project from March / April 2013.

We plan to have a detailed discussion with each of these Local Authorities in September 2012. These discussions will require the input of a senior officer from education, together staff involved in supporting play in the authority. It would also be helpful if we could involve any obvious partner organisations in these initial discussions.

Buckstone Primary School School Grounds Project

KEY:

-  Play sand
-  Raised bunded walkway/edge
-  Timber stumps
-  Boulders
-  Long grass cut once per year
-  New trees





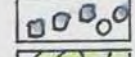
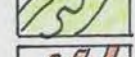


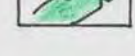
Features:

1. Willow tunnel entrance/planters
2. New paving
3. Existing storage refurbished including Japanese temple sliding doors
4. Timber deck
5. Sleeper balance bridges
6. Giant timber sea chest/kiste
7. Water rill from new outside tap
8. Mound over tunnel entrance to sand
9. Refurbished bark pathway
10. Large scale rope monkey climb
11. Giant split level nets
12. Planters/seats
13. Seating/balance feature and stumps
14. Trim trail refurbishment/boulders and routes



Client:	Buckstone Primary School
Drawing:	Concept Design
Date:	13.06..13
Design by:	Judi Legg


KEY:

-  Existing woodland
-  Cut grass
-  Long grass (mown once per year)
-  Sand
-  Boulders/trunk sections
-  Mounds/bmx/bunds
-  Staggered sleeper paths
-  New tree planting
-  New shrub planting

- 1. Split level timber cat walk/
performance area
- 2. Tunnel features x2. 1m dia
- 3. Spiral brush maze/nest
- 4. Wetland area with bunded
walkway
- 5. Fence removals/adaptations
- 6. Shed/storage and associated
paving
- 7. Rope climbing feature
- 8. Sail shade

Carrick Knowe Primary School
School Grounds Project








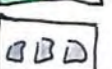


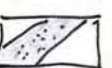


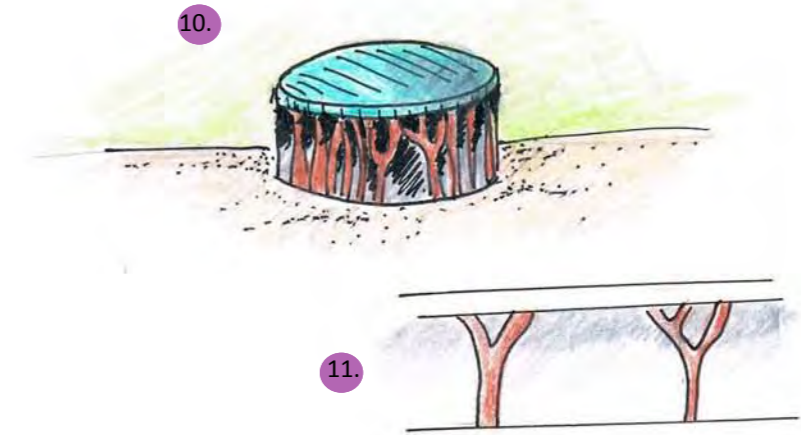
Approx. scale:  0 20m

Client:	Carrick Knowe Primary School
Drawing:	Concept Design
Date:	13.05.13
Design by:	PLAYLINK



Castleview Primary School Grounds Project

-  Grass slope
-  Mown grass
-  Long grass cut once a year
-  Play sand
-  Existing trees
-  New trees
-  Hedge/shrubs
-  Boulders
-  Tree stump seats
-  Existing fence removed
-  Self binding gravel path

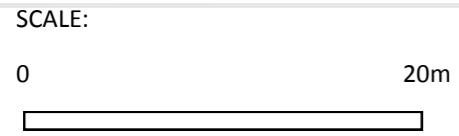


KEY:

- 1. Brushwood maze/boundary to woodland
- 2. Totem circle/den frame
- 3. Terraced route/grass path
- 4. Eden project style kitchen garden
- 5. Climbing tree
- 6. Pizza oven
- 7. Storage unit
- 8. Canopy lean to
- 9. Stepping log spiral
- 10. Timber cave structure
- 11. Covered shelter features

Client:	Carrick Knowe Primary School
Drawing:	Concept Design
Date:	13.05.13
Design by:	Judi Legg

Granton Primary
School Grounds Project



KEY:

- 1 Terraced eating
- 2 Den/pier/posts/pulleys
- 3 Tunnel entrance
- 4 Tarpaulin/posts/lean to
- 5 Shed storage for loose materials
- 6 Relocated stage
- 7 **Water basins**
- 8 **Existing boat with new working sails**



Client:	Carrick Knowe Primary School
Drawing:	Concept Design
Date:	13.05.13
Design by:	Judi Legg

Lorne Primary School School Grounds Project

Client:	Lorne Primary School
Drawing:	Concept Design
Date:	13.06..13
Design by:	Judi Legg



Features:

1. Split level tree house
2. Willow archway
3. Relocated wigwam and water lock gates
4. Timber tunnel/souterrain
5. Cobble sett rill and paddle pool
6. Boulder mountain with tunnel network
7. Existing storage for loose materials
8. Arched river crossings
9. Cone pool
10. Split level seating/stage
11. Large net hammock with i.a.s surfacing
12. Washing lines and pulley systems
13. Planted archway
14. New shutters to create storage in existing canopy area for loose materials
15. Planted jungle maze with boulders and paved path network
16. Brush hurdle as ball catch/corridor
17. New sports markings
18. New access through existing storage area creating access to all grounds



KEY:

-  Play sand
-  Shrub planting
-  Tree stumps
-  Boulders
-  School buildings
-  New trees

Client:	Sighthill Primary School
Drawing:	Concept Design
Date:	13.05.13
Design by:	Judi Legg



KEY:

-  Play sand
-  Planters, hedging and shrubs
-  Mounds
-  Grass cut once per year
-  New trees
-  School boundary



Edinburgh's OPAL Waterplay Project

Staff and parents involved in the project were from:

(With Consultant Support)

Clovenstone PS Nursery
Craiglockhart PS Nursery
Craigourpark PS Nursery
Dalmeny PS Nursery
Flora Stevenson PS Nursery
Gracemount PS
Gylemuir Nursery
Hope Cottage Nursery School
Leith PS Nursery
Liberton PS Nursery
Lochrin PS Nursery
Longstone PS
Moffat EYC
Newcraighall PS Nursery
Sighthill PS Nursery
St Catherine's Nursery
St Davids PS Nursery
St John's PS Nursery
St Joseph's PS Nursery
St Mark's PS Nursery

(With Build-day Training)

Bonaly PS Nursery
Cameronhouse Nursery School
Corstorphine PS Nursery
Cowgate Under-5s Centre
Craigroyston PS Nursery
Duddingston PS Nursery
Fort Early Years Centre
Gilmerton Early Years Centre
Granton Early Years Centre
Granton PS Nursery
Greendykes Early Years Centre
Hailesland Early Years Centre
Liberton Nursery
Queensferry Early Years Centre
St Ninian's PS Nursery
Stanwell Nursery School
Stockbridge Nursery
Tollcross Gaelic Nursery
Tynecastle Nursery School
Viewforth Early Years Centre