



## **PlayPods Case Study**

**Ledbury Primary School, Herefordshire**

**October 2011**

Ledbury Primary School has had a PlayPod in the playground since May 2011.

Headteacher Julie Rees says:

The PlayPod has brought amazing results in terms of relations between younger and older children. There is much more of a community feel across the school.

We used to have children of different ages in three different playgrounds but now with the PlayPod in one playground most of them gravitate there.

The way the PlayPod brings out the children's imaginative and creative side is phenomenal. They think of things to make that I would never have even imagined.

And there's a real 'hidden curriculum' behind it. There's a huge impact on their learning, particularly in terms of science and physics or design and technology. They're working with wheels, cogs, ropes and tubes, experiencing in practical terms the effects of forces, friction, pushing and pulling etc.

The PlayPod also gives them more choice in terms of what they do at lunchtime. For some football will always be the focus at playtimes, but already it's less dominant. Particularly for boys who aren't into ball sports, the PlayPod has been a revolution.

Children who were getting into trouble at lunchtime because they were bored or didn't like playing sport are now really enjoying play. For those children who were sometimes left out or didn't really know what to do at break times the PlayPod is having a real impact – giving them a focus and allowing them to get involved.

We've not had the PlayPod for long but it could really transform the school from a behavioural point of view. It's also improving children's self confidence. When they're playing with the PlayPod material you can see everyone feels empowered to follow their own interest. No-one is seen as odd or different.

We have one child with cerebral palsy and also a deaf child. Where they might have found it hard to interact in the past they're certainly much more included now. The PlayPod helps to break down barriers.

Children are learning how to take risks and make their own judgements too. For them it feels risky and exciting but they're in control and what's more - we know they're safe. So for staff too it's been great, making them less risk averse and allowing the children to get on with it. Children's play is definitely interrupted less when they're playing with the materials from the PlayPod.

The children are really fired up and using their imagination so much more. And this has an impact in the class room of course, as they're coming in from lunchtime really ready to learn much more open to being creative."