

# Play Sufficiency Assessment

## Springburn Academy



# Play Sufficiency Assessment: Springburn Academy

## Background

Play is central to young people's enjoyment of life and essential to their physical and emotional well-being and their healthy development.

In May 2023 new regulations came into force which mean that planning authorities must assess the sufficiency of play opportunities in its area for young people. The Play Sufficiency Assessment (PSA) is intended to provide an overall picture in terms of the current provision and distribution of outdoor play opportunities across the whole of a local authority area.

As part of these new regulations Glasgow City Council has a statutory requirement to engage with young people across the city to understand more around the current opportunities to play, their experiences whilst playing in the city as well as understanding what their current barriers to play are. Key insights will be used to form part of the evidence report for the City Development Plan and will be the start of an ongoing conversation with young people about what it is like to live, learn and play in Glasgow.

## Hearing Young People's Voices

The participation of Springburn Academy students in this citywide discussion has made a significant impact, providing invaluable insights that help authorities grasp the current realities and challenges faced in using local spaces. Their input has enriched our understanding of the obstacles hindering play in their community, and has shed light on the additional resources required to support the optimal physical and healthy development of young people.

These reports are now being compared Citywide to get an understanding on equalities and City Development Plans going forward.

The honesty and contribution of the young people are greatly valued and have proven to be monumental at this stage of the conversation.

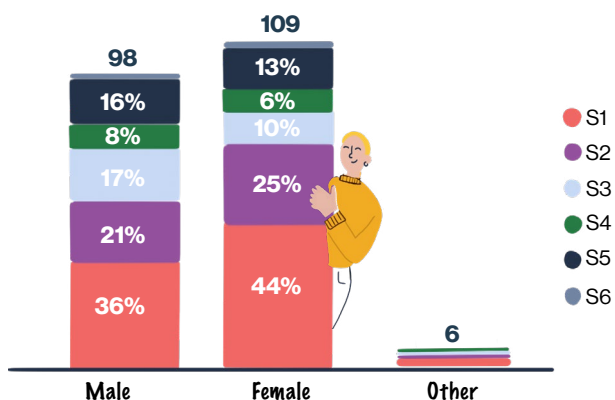


## Demographics

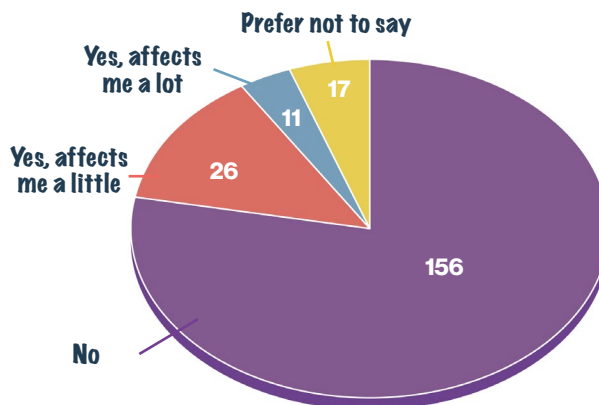
In total 214 pupils across all six year groups took part: a quarter of the young people attending Springburn Academy.

For each school, the link was shared with a key contact who then arranged for this to be rolled out across the school in a way that worked for them

### Young people who answered the survey



Young people who consider themselves to have a health condition or disability affecting their day-to day life



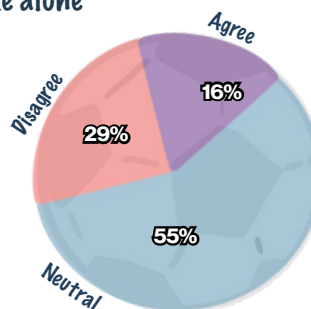
37 pupils (20%) said that their day-to-day lives are affected by a health condition. Those with health conditions will have different needs

## What is play

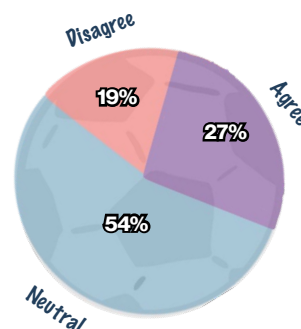
Over half of all young people at Springburn Academy don't feel one way or another about spending time with others or alone. 27% of young people want to spend free-time with others while only 16% want to spend free-time alone.

There is similarity in preference of how they spend their time throughout each year group. This suggests more quiet spaces to spend time alone would be welcome amongst older year groups.

### How many young people would like to spend their free-time alone



### How many young people would like to spend their free-time with others:



## Why is play important to young people?

When asked what play means to young people, the most frequent response is **fun** followed by **hanging out and games**.

The words young people associate with play are very positive at Springburn Academy. When talking about play, young people describe it as a chance to **socialise, spend time with friends and express themselves**. It's clear that play is an important opportunity to **build relationships** and create an environment that contributes to young people's **wellbeing**. Many talked about play as an opportunity to **laugh and develop hobbies**.

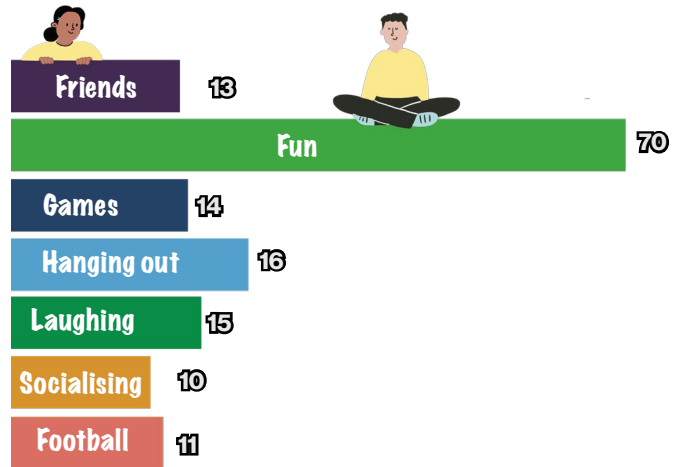
Understanding what's important in play for young people highlights what we can do to **improve access, space and quality** for places designed for play.

At Springburn Academy, the most common affect of play was a feeling of being **calm, relaxed and joyful**

There were many who said that play is a chance to take a break from the **stresses of school and to relieve boredom**.

62 said **Happy**      38 said **Calm/Relaxed**      18 said **Joy**

### What 'play' means to young people



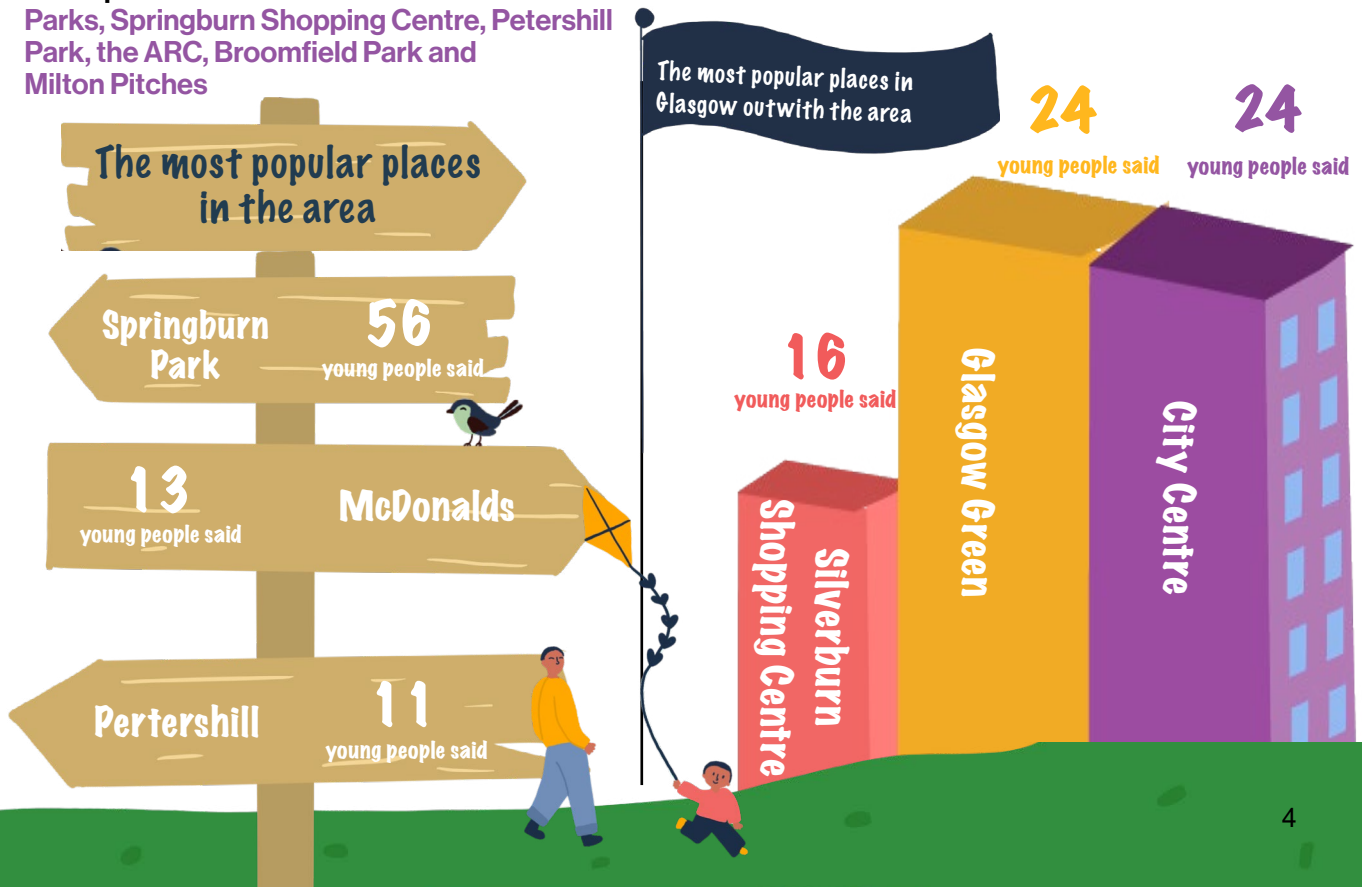
“ Play means I am enjoying and exploring, hanging out with friends and doing something I like ”

“ Play gives me break. With nothing on my mind and nothing to think about ”

## Where do young people go?

Below are the most popular places in their area. Other places mentioned in the area include: **Parks, Springburn Shopping Centre, Petershill Park, the ARC, Broomfield Park and Milton Pitches**

Other local places mentioned outwith their area included: **Braehead, St Enoch, Glasgow Fort and Buchanan Galleries**



## Statements on quantity

Over half of respondents feel like they have limited spaces to spend their free-time outdoors.

58% of young people say there are **only some places** to spend their free-time while 30% feel like there are **lots of places** and 16% feel like there is **nowhere at all** to spend time. With 70% having access to only some or no places, the area may need more good quality places and opportunities to play.

When asked about structured play such as **clubs and activities**, 47% of respondents said that **they go to them**, 34% of respondents said that **they know about them, but do not go**. 42% of respondents said that you **have to pay** for activities, so this may be one reason why many know about activities but don't go.

19% of young people at Springburn Academy said they **don't know about any clubs outside of school**.

Are there are lots of places for young people to go in their area?



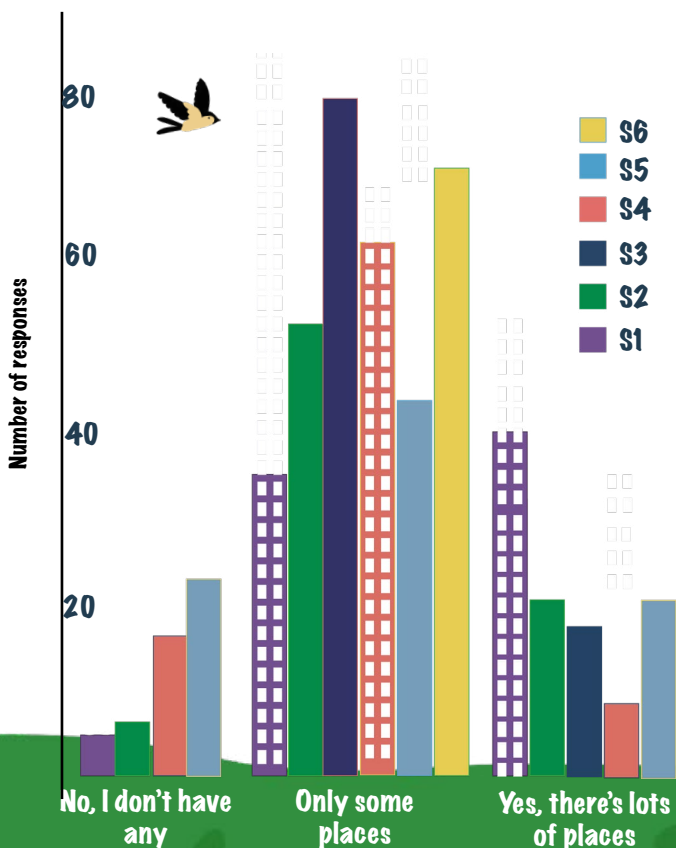
“The equipment is terrible and boring there is nothing to do.”

“Young people to have more access to parks because there's not that much for example if you wanted to go out at summer .”

## How it differs between ages

In your local area, are there enough places to spend your time?

Feelings of **not having any spaces at all or limited** is experienced more as the year groups get older. With S1-3 being more positive that there are lots.



“The Shopping Center in Springburn should add more places for young folk, like the adult arcade but accessible for kids. Maybe a few seating areas for students during lunch breaks too”

“There should be swings in the parks for kids not baby swings and just more stuff”

## What makes a good place for young people?

At Springburn Academy, just under half of respondents say that their spaces are **not clean**, and just over half say their spaces are **not in a good condition**. S1-2 are more positive about cleanliness in their spaces than other years. Generally older year groups tend to be less satisfied with the condition and cleanliness of their spaces with S4 being least satisfied.

When it comes to activities younger years are positive but S3-5 disagree that there are sufficient things to do.

In young people's spaces, 40% **feel comfortable**, 19% **feel uncomfortable** and the remainder don't feel strongly either way.

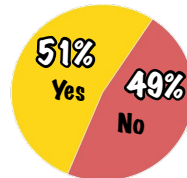
When asked about equipment: 33% said the equipment they have access to **seems fine**; 36% think that it **needs repaired**; 28% think it **needs replaced**; 35% say **there is not enough**; and 41% say it **needs cleaned**.

Given only 33% are happy with the amount of equipment they have access to, this indicates more equipment could be provided at Springburn Academy.

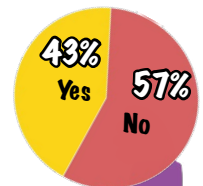
From a range of responses, we learned that the lack of places, vandalism, the condition and cleanliness of equipment and poorly maintained places makes places feel uncomfortable.



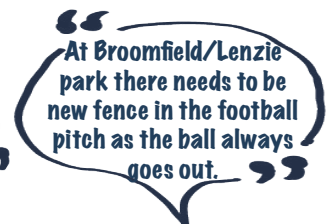
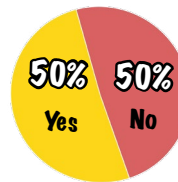
The places I go feel clean



The places I go are in good condition



There are lots to do in the places I go



### Scoring how comfortable they felt out of 10

1= feel very unsafe      10= feel very safe



Scored on average just over 6

### Scoring how safe they felt out of 10

1= feel very unsafe      10= feel very safe



Scored on average just over 6

What is the equipment like in the spaces that you go to?

41% said  
**Needs cleaned**

36% said  
**Needs repaired**

35% said  
**There isn't enough**



## What makes a place feel unsafe?

At Springburn Academy just under half of the pupils felt safe and comfortable in the places they use.

21% of young people reported feeling unsafe, with 38% feeling safe and the remainder didn't feel strongly either way. Young people in S2-4 tend to feel less safe than other years. When asked what makes a place feel unsafe or uncomfortable, the responses consisted of 3 main themes: other people, time of day and the quality of spaces.

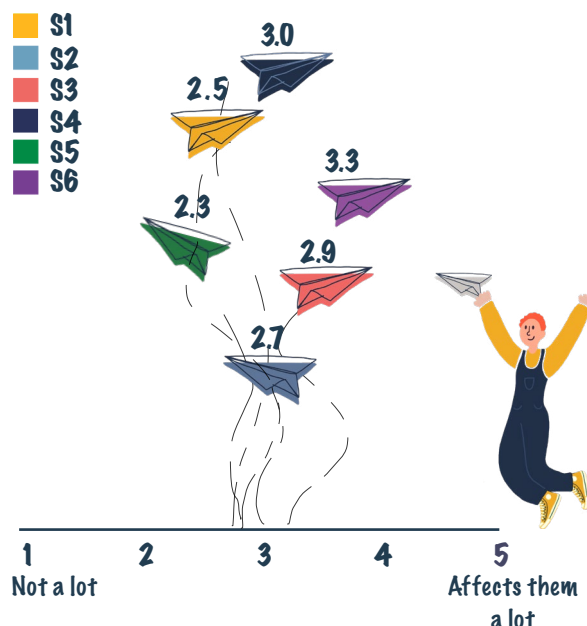
One of the biggest concerns around safety is other people, especially in overcrowded places, feeling that people could pose a threat or even harm them, highlighting the need for more quiet, monitored and dedicated places for young people.

The time of day and places with broken or no lights were also highlighted as an issue, meaning they avoid being outside during dark hours, especially parks. This suggests that within Winter seasons, the pupils have a shortened window of play outside in spaces due to lack of light.

Parks were called out as a space where they feel particularly unsafe.

Scoring how other people in the spaces affect them out of 5

Average scoring per year



“I feel unsafe on the walk to Kelvin College, as there are a lot of strangers and students who can sometimes make rude comments or are seen damaging property that isn't theirs for fun”

“Lenzie park needs to fix up the football pitch and the tyre for swinging”

“Springburn park I think it needs lights to be able to see in the dark”

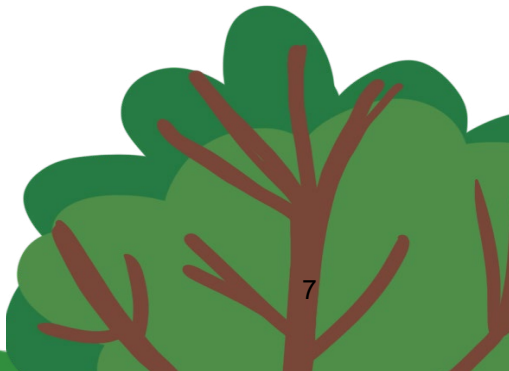
## Travelling to places for young people

91% of respondents said that the places in their area are easy to get to.

When asked about getting around, walking was the most frequent response suggesting that for many young people they have places to go within walking distance. Public transport came second as a way of getting around while getting a lift came third.

Around a quarter of pupils said they get a lift to access the spaces they go to. This might suggest there's no alternative option or that it's a preference in the area.

14 young people cycle to the places they play. 7 scoot or skate and 13 don't go anywhere to play.



## Barriers towards play

When asked what barriers young people from Springburn Academy feel they have that stops them from playing, **homework** was voted highest. This was distributed fairly evenly among all year groups, with an ever so slight decrease felt with S4 respondents.

**Feeling like they don't have time** was voted second highest, followed by **lack of spaces, other people in their spaces and money.**

Feelings that they do not have enough time to play is felt more and more as the year groups get older.

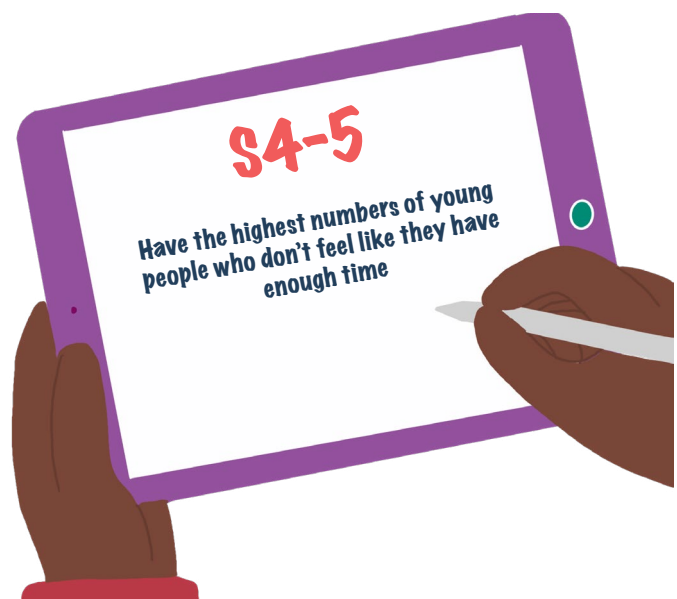
In general older pupils tend to say they have more barriers to play but some, like **other people in their spaces**, are even more noticeable for older pupils.

### Top 3 barriers to enjoying free time



“  
Springburn Park just  
needs to be cleaned a bit  
I think  
”

“  
I feel uncomfortable with  
people who go to spaces and  
the equipment that has been  
vandalised  
”





## Nature & Seasons

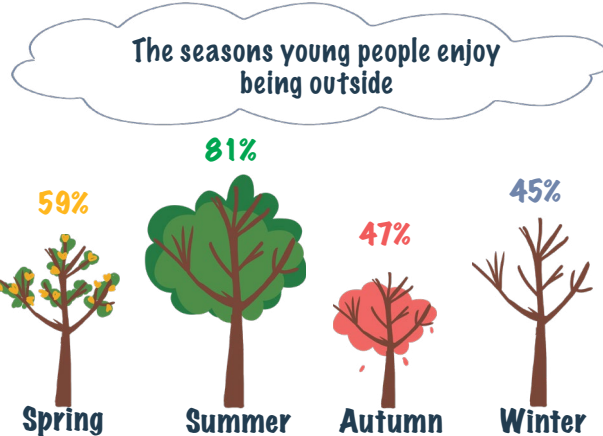
36% of respondents said that **nature is very important** to them while 51% say they **do not mind** and 13% say they **do not care at all**.

28% of respondents said that adding **more green spaces** would make their community more fun and interesting to engage with

When it comes to spending time outdoors, **weather** has the largest impact. **The time** is also a big factor, whether it's midweek, the weekend, summer or winter plays a big part in young people's decision to go outside especially with daylight as a factor.

This highlights an opportunity to provide spaces for Springburn Academy pupils feel they can use regardless of the weather

**Summer** is the favourite season to spend time outside. Next is **Spring**, then **Autumn** and then **Winter**. This highlights the need to ensure there is **space and light** for young people across all seasons of the year.



### The elements that impact this



## What do they need from their spaces

When asked what changes would make the area **more fun**, young people said **cleaning the spaces was most important**. Adding **more spaces to eat** was voted second highest, followed by adding **more for people their age**.

To make the area more fun: 47% said **repair the equipment** that's already there; 28% said add **more security**; 22% said they'd like **more places for music and art**; and 43% said they'd like **more places for sport**.

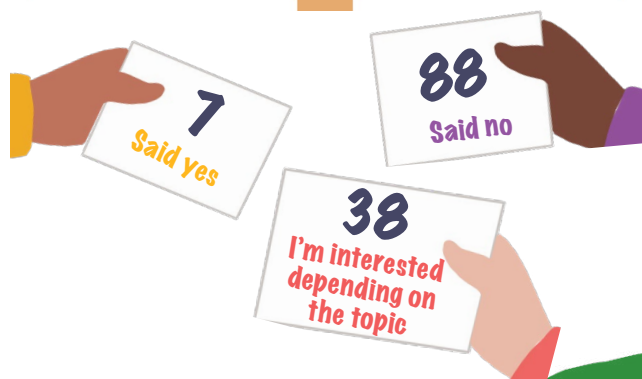
Just under a quarter of the young people who took part said that they want to be involved in discussions in the future. Some said it would depend on the topic.

This reinforces that public bodies should embed a flexible approach when considering engaging with young people. They may not always wish to participate but when they do they should have a right to shape decisions about their spaces and their future.

### What do you think the council should be doing more of for your spaces:



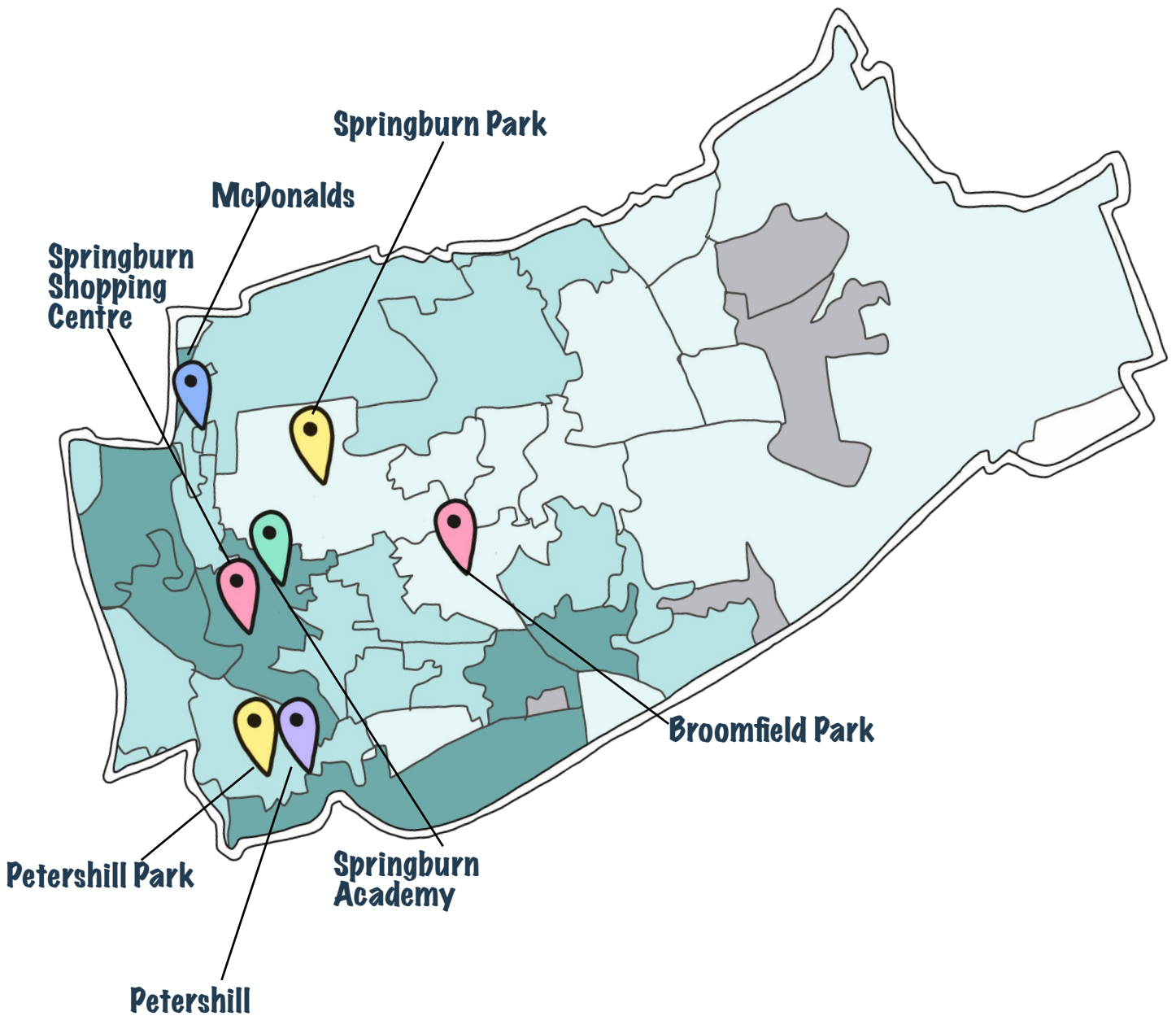
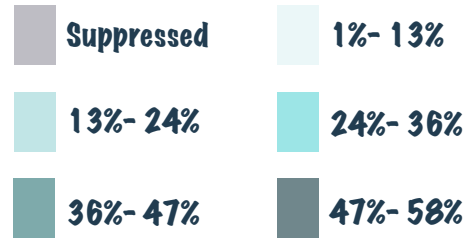
### Young people were asked if they'd like to be involved in the future



## Child Poverty Data

This map is taken from Glasgow City Council's child poverty dashboard, and contains levels of relative child poverty across the city. It shows that a lot of the more popular places young people go are in areas where there is a lower rate of child poverty in Newlands / Auldburn.

Percentage of child poverty



## Conclusion

Overall, we got responses from 25% of the young people at Springburn Academy. It is clear that young people have a wide range of valuable contributions that could help us improve spaces for young people and the communities which they help build.

Access to **safe, clean** places with a **mix of activities** has been clearly identified as a major contributor to young people's wellbeing and physical health.

Many of the places identified as good places to spend time in their area are informal spaces like **Petershill Park, Springburn Shopping Centre and Milton Pitches**. This shows the importance of maintaining and improving both green spaces and public places for young people around Springburn Academy.



19% of young people at Springburn Academy **don't know of any clubs** outside of school. Many young people are missing out on chances to grow and express themselves outside of school.

42% of pupils are put off by **having to pay to attend clubs** showing that money could also be a barrier for young people at Springburn Academy.

58% of children at Springburn Academy say there are **only some spaces** that they can go to suggesting more places could be provided for young people in the area.



Generally young people felt safe and comfortable in the spaces that they go to. However when discussing what made them feel unsafe, **other people** was the main concern. This would suggest that around Springburn Academy, there could be more safe places designated specifically for young people especially when it's dark or days are short.



The biggest barriers to play were **homework and having a lack of time** but many also said that **other people in their spaces** can heavily impact how they spend their free time.



As for the places that are available, **poorly maintained places** were highlighted as a common issue for young people and it was suggested that the council **repair equipment and clean up spaces** as a way to improve them.

For most, **travelling to places** is not an issue and there are places to spend time despite some places not always being of the highest quality.

With this rich, wide-ranging input, we now have a much clearer picture of what young people look for in a place that is **safe, accessible and of a good quality**. We've also learned how much we can learn from talking to young people, **learning from their ideas** and building a nuanced picture of our neighbourhoods and how they're used.

From this, we now have a range of clear recommendations and Springburn Academy has developed a mature dialogue and set of ideas that can help inform better places for play.

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