



# School playgrounds

Active school environments  
for brilliant minds



**Publisher: KOMPAN A/S**

KOMPAN Group is one of the world's leading manufacturers of outdoor activity areas.

For more than 50 years, the company has designed, manufactured and marketed an extensive range of high-quality playground equipment, outdoor fitness equipment and outdoor furniture.

KOMPAN® products are sold around the world through KOMPAN subsidiaries, agents and distributors.

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**Made Green**

products are made from materials with at least 51% and up to 95% recycled materials from consumer waste, such as recycled fishing nets, used textiles, food packaging, used plastic bags, etc. In the production of Made Green products, we work purposefully to increase the proportion of recycled materials. It is well documented and third-party verified.



**Born Green**

means products are made from natural hardwoods like robinia. Robinia is highly durable and does not require any chemical wood preservatives. KOMPAN Robinia products also come with FSC® certification (C004450).

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# Moments between lessons matter

Every breaktime is a chance to reset the school day. The right playground turns those minutes into something far more valuable: focused children, stronger bodies and minds, and a space where friendships grow without effort. At KOMPAN, we have seen again and again how even a single well-chosen piece of equipment can lift the energy of an entire school.

This brochure gathers the solutions and products we most often recommend to schools. They're built for the pace of real school life, where hundreds of children move through the same space every day, and everything must work flawlessly. The equipment is tough, low maintenance, produced responsibly from KOMPAN's Made Green and Born Green materials, and designed to cope with the mix of ages, abilities and personalities that make a school playground so lively.

What matters most here is simple. Pupils need room to climb, swing, balance, spin, slide and push their confidence a little further. Teachers need a playground that supports learning without adding to their

workload. And schools need equipment that lasts. That's exactly what KOMPAN's school-ready play units are made for.

As you browse, think about the moments between lessons. Think about the child who needs to burn energy, the one who needs a quiet spot with a friend, the group that needs a challenge they can conquer together. The right playground gives them all a place to land.

If you want help shaping the perfect set-up for your school, let us know what your school break time looks like today and what you'd like it to feel like tomorrow.





# Pupil engagement in school play design

At KOMPAN, our approach to research and development is founded on a distinctive blend of creativity, engineering and a deep understanding of our users. We believe that every playground and outdoor fitness solution should not only inspire initial wonder but also encourage repeated engagement and development over time.

That is why we have founded the KOMPAN Play Institute – to lead and share research, user engagement and foresights, enabling us to enhance and refine product design. This includes observing real-world play, collaborating with

universities and child experts, running workshops, seminars as well as conducting extensive product testing.



See Cliff Rider in action



## Creative workshop

We asked 17 children from a fifth-grade school class: What is wildly thrilling play? Their ideas were played out in a creative workshop.



## Prototype user testing

Based on the children's ideas for thrilling play equipment, we conducted functional model and prototype tests with 6 to 12-year-old children.



## Observation

On-location observation and user interviews on the first use of the newly installed prototype of the Cliff Rider at a local school.



Final Product 



This is the final Cliff Rider. A follow-up survey showed that this product is highly appealing to school-age children. The combination of a high degree of user involvement, from ideation, prototyping and testing to approval, proved the Cliff Rider successful over time. You can read more about the Cliff Rider product development and thrilling playgrounds in our whitepaper "The more thrilling playground".



Scan and read the whitepaper here

## Our philosophy behind product development that moves minds, bodies and communities



### 1. Evidence-based innovation

Scientifically grounded designs ensure every solution and product delivers measurable physical and cognitive benefits for users of all ages.



### 2. User-centred design

Our user-informed development process, involving real children and adults, leads to more intuitive, engaging and relevant play and fitness experiences.



### 3. Inclusive and accessible solutions

With a universal design approach, we create welcoming environments that promote equal access and meaningful interaction for all community members.



### 4. Durability and long-term value

Proven durability through extensive testing makes us a long-term, low-maintenance investment for public spaces.



### 5. Educational and social impact

We design for lifelong learning and well-being, supporting municipalities' goals in education, health and social development.



### 6. Commitment to continuous improvement

Backed by continuous research partnerships, KOMPAN remains a future-ready partner committed to your community's evolving needs.

# The school outdoor playground

Decisive for reaching attainment targets?



**Jeanette Fich Jespersen**  
Head of KOMPAN Play Institute

Apart from at home, children spend most of their time awake at school. On any given weekday, across the globe, more than 1 billion children attend school. This makes schools an overarching institution in children's lives.

Gone are the days when schools could focus mainly on attainment targets. To be successful today, schools pay attention to pupils' sense of belonging at school, their health, well-being and inclusion. This means paying attention to the quality of the work, learning and recess

environment, indoors as well as outdoors. Outdoor play areas often go under the radar when discussing pupils' well-being, physical activity, inclusion, and sense of belonging at school. Nevertheless, playgrounds and recess are essential facilities that help address some of the challenges schools face today.

Playgrounds can help schools tackle main contributing factors to pupils' declining ability to concentrate: firstly, the drastic decline in physical activity and active, self-chosen play outdoors, secondly, the

steep increase in sedentary, individual screen-based pastimes after hours, and, thirdly, the inclusion challenges that come with among others the growing number of children with neurodiversity,

**Playgrounds can help schools tackle main contributing factors to pupils' declining ability to concentrate**



the bilingual children and the equity issues that schools witness and need to tackle. Playgrounds can help pupils cope with schooling and may leave teachers with more breathing space to concentrate on the attainment targets that schools – at the end of the day – are primarily measured on.

### **Childhood challenges became school tasks**

Schools are measured on more than attainment targets for statutory and non-statutory subjects, such as STE(A)M (1). In several surveys, PISA, OECD and UNESCO point to a general decline in mathematics and physics mastery in the Western world across the last decade (2). PISA points out, too, that life skills such as social-emotional coping and a sense of belonging at school are important to school success but are in the decline, and that schools should address this (3). The general childhood challenges become pupil challenges and, thus, school tasks.

Besides the PISA studies' focus on learning, the European Commission states that school drop-out is an equity problem that needs to be tackled, and that bullying makes many pupils across Europe feel unsafe when at school. Bullying is known to grow in secondary school (4).

### **Well-being, health and school outdoor playgrounds**

A solution to the above challenge, new research suggests, could be more free play outdoors. There is a connection between the lack of time, space and permission to play freely outdoors and the growth in physical inactivity, loneliness and mal-thriving in children (5).

Outdoor play is acknowledged as a source for recess, refuelling of brains or, as it is popularly put, "letting go of steam". Most nations have some budget for outdoor play and recess facilities for the youngest pupils, (Key Stage 1). In secondary schools (Key Stage 2), however, there are generally no or very limited budgets set aside for outdoor play facilities. This is problematic, since older

children are more sedentary and engage in less physical activity (5). Furthermore, the bullying problem, as well as the dissatisfaction with school, grows in secondary school.

The possible connection between "thriving at school", "physical activity" and the quality of the outdoor playground is worth scrutinising, given the clear decline after age 9 and again after age 11.

**There is a connection between the lack of time, space and permission to play freely outdoors and the growth in physical inactivity, loneliness and mal-thriving in children**



- 1) STEAM: Science, Technology, Engineering, Arts and Mathematics
- 2) UNESCO Institute for Statistics (2025) PISA Data Browser. Available at: <http://data.uis.unesco.org> (Accessed: 24 October 2025)
- 3) OECD (2021) Beyond Academic Learning: First Results from the Survey of Social and Emotional Skills. Paris: OECD Publishing Available at: [https://www.oecd.org/en/publications/beyond-academic-learning\\_92a11084-en.html](https://www.oecd.org/en/publications/beyond-academic-learning_92a11084-en.html) (Accessed: 17.11-2025)
- 4) European Commission, 2025 Available at: [https://education-socioeconomic-experts.ec.europa.eu/publications/analytical-reports/how-prevent-and-tackle-bullying-and-school-violence\\_en](https://education-socioeconomic-experts.ec.europa.eu/publications/analytical-reports/how-prevent-and-tackle-bullying-and-school-violence_en)
- 5) PA levels WHO World Health Organization (2022) Global Status Report on Physical Activity 2022. Geneva: WHO. Available at: <https://www.who.int/teams/health-promotion/physical-activity/global-status-report-on-physical-activity-2022>

## Research: The school outdoor playground

### How do well-designed playgrounds affect pupil well-being?

A new scientific study with 7,286 participating pupils from three Danish and three Scottish schools investigated pupils' physical activity and well-being before and after their schools' playground refurbishing (7).

In total, 1,896 pupils were studied for their play behaviours and interviewed about their social-emotional well-being. The numbers varied, but there was a decrease in the number of children who felt they had no one to play with during recess after the refurbishing of the school play areas with age-appropriate play equipment and activities.

The biggest difference between the before and after surveys was the difference in satisfaction with using play equipment during recess. Surprisingly, the most significant increase in happiness with using the play equipment during recess was in Year 4 and Year 6 (22% growth). Some schools had 100% of the older pupils being happy or very happy with playing on the playground equipment during recess. See fig. 1

For social interactions, there was an increase in positive interactions after refurbishment (8). More than 80% of playground interactions were positive. A considerable 17% had no social interaction, and around 2% experienced verbal conflict. The number of physical conflicts was below 0.5%. This deflates the claim

**Remarkably, the 9 to 12-year-old girls accumulated almost 60 minutes of moderate-to-vigorous physical activity during recess.**

that recess is a place of increased conflict in these six schools. See fig. 2

#### Play group sizes:

##### "The more, the merrier" reconsidered

Play group sizes during recess are predominantly 2-4 pupils playing together. Solitary play and 5-8 pupil groups are almost equally large groups. This goes for both Denmark and Scotland, and there is no remarkable shift in this difference after the playground refurbishment.

A look at the most popular constellation of 2-4 pupils playing together suggests that school playgrounds should offer activities that support this smaller play group size and individual play as well as large group play.

#### Active play and physical activity

For physical activity, growth is greatest in moderate physical activity, i.e. brisk walking or cycling. This accounts for the behaviour of approximately 50% of the pupils. In Scottish schools, the proportion of pupils engaging in vigorous physical activity during breaktime after the playground refurbishment was 21.1%.

The biggest change in play preference across schools on the playground was in climbing, with a 5% increase.

#### Active play, physical activity and health

The decline in pupils' physical activity is steep, starting at age 7, declining further from age 9, and steeply after age 11 years (5). 11 to 17-year-olds who are not physically active enough have climbed to staggering levels of 85% for girls and 76% for boys (5). The number is generally even higher in pupils with disabilities (9).

The World Health Organization recommends a minimum of 60 minutes of moderate to vigorous physical activity per day for 6 to 17-year-olds. Research on the negative effects of too sedentary lifestyles on learning and well-being is widely acknowledged (5).

In the doctoral study *Motivating Playgrounds* (7), 523 pupils aged 10-14 were monitored during school hours to establish what, where and why in relation to their Active Play (AP) and Physical Activity (PA) levels. The pupils wore accelerometers and GPS trackers during a school week. The results showed the pupils' play location and play equipment choice, and this was combined with their PA levels.

Remarkably, the 9 to 12-year-old girls accumulated almost 60 minutes of moderate-to-vigorous physical activity during recess.

The activities that afforded the most PA were relatively equally distributed between the genders, but the girls did show a preference for climbing, swinging and MUGAs, and climbing equipment such as big KOMPAN Corocord™ nets, Corocord™ Trim Trails and Galaxy™ units. These are all types of play equipment designed for and with pupils aged 8 to 15 years.

When the pupils were asked why they played most in the bouncy climbing nets and on spinning equipment and ball pitches, the answers were closely related to social-emotional benefits and thrilling play: the pupils wanted taller towers, "more difficult activity", and they gave testimonials of playground equipment as places where friendships are made and pupils got a chance to connect with peers they did not know in advance.

#### In conclusion:

School playgrounds have plenty of anecdotal evidence to back them. There is scientific evidence that pupil well-being,

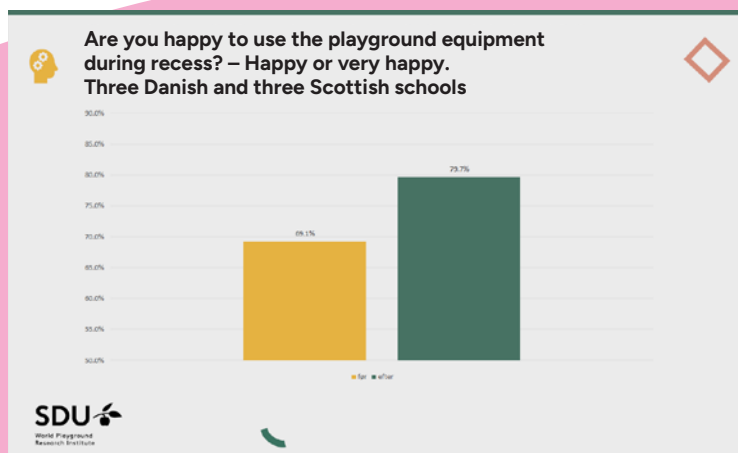


Fig. 1: Are you happy to use the playground equipment during recess? – Happy or very happy. Three Danish and three Scottish schools. Yellow: Before – Green: After (6)



inclusion and physical activity levels can be supported with outdoor playgrounds. Well-being, friendship-building, and, not least, active play rise when pupils have access to and recess time for age-appropriate school playgrounds that are planned according to well-established design principles and equipped with age-relevant, thrilling play equipment.

Backed by this research, there is no logical reason why secondary schools lack regular budgets for outdoor play areas. There are only good reasons for budgeting sufficiently. After all, the evidence that 9 to 13-year-olds enjoy play, and are physically active and connected in play, is overwhelmingly convincing.

Play may be just the tool to help schools make more older pupils thrive and accordingly learn. Playgrounds are no miracle treatment; they need to be embedded into school practice on a conscious level. That said, playgrounds may also be an efficient tool that schools have yet to investigate for their positive effects.

The KOMPAN Play Institute has developed a checklist for school playgrounds

based on the literature and decades of systematic observations of school playgrounds, play equipment and pupil play behaviours.

To help you translate these insights into concrete decisions, we've distilled the most essential factors that consistently shape thriving school environments. The result is a practical, easy-to-use tool that guides schools in stakeholder management and school playground planning. As you move forward, this checklist will highlight what truly matters, and what often gets overlooked. Turn the page to explore the key elements that define a successful school playground.

**Backed by research, there is no logical reason why secondary schools lack regular budgets for outdoor play areas.**



Fig. 2: Are you happy to use the playground equipment during recess? – Happy or very happy. Longitudinal distribution from Years 4-5. Three Danish and three Scottish schools. Yellow: Before – Green: After (6)

- 6) Dr Charlotte Pawlowski, Dr Jasper Schipperijn, World Playground Research Institute, University of Southern Denmark, 2025, non-published study for KOMPAN, <https://playgroundresearch.org/>
- 7) Dr Thea Toft Amholt, Motivating Playgrounds, 2023, Doctoral Thesis funded by the Danish Innovation Fund and supervised by Prof. Jasper Schipperijn, Active Living, University of Southern Denmark and Jeanette Fich Jespersen, Head of the KOMPAN Play Institute.
- 8) Beaulieu, E. & Beno, S. (2024) 'Healthy childhood development through outdoor risky play: Navigating the balance with injury prevention', Paediatrics & Child Health, 29(4), pp. 255–261. Available at: <https://doi.org/10.1093/pch/pxae016> (Accessed: 17.11.2025)
- 9) Kwok, Ng et al. (2023) Global Matrix of Para Report Cards on Physical Activity of Children and Adolescents With Disabilities in Adapted Physical Activity Quarterly, vol. 40, issue 3

# Checklist for successful school playgrounds

School playgrounds can have various purposes. This checklist provides a tool to help you establish how your specific school's play area works best. The checklist takes you through the practice and evidence based on other school playground projects across the globe.

- 1** Check how you ensure an efficient preparation process, involving stakeholders and ensuring project progress and economy.
- 2** Check how to make sure that the design of the outdoor area considers all the needs you have.
- 3** Check what play equipment and play activities best serve the relevant play needs of pupils and teachers, whether it be for pre and primary school (3a), or secondary school (3b).



Download the  
checklist here



## PART 1

### Considerations for preparing a playground project for your school

Successful playground planning begins with engaging all relevant stakeholders and considering the broader context.

Yes No

Stakeholder involvement		
<b>1. Consider which stakeholders you should involve</b>		
<ul style="list-style-type: none"> <li>• Pupils Possibly a project group representing younger and older pupils. Activate pupils in workshops or plan study trips to popular or inspiring playgrounds, perhaps in other schools.</li> </ul>		
<ul style="list-style-type: none"> <li>• PAGs and parent groups These groups can help fundraise for the school and help at later project stages.</li> </ul>		
<ul style="list-style-type: none"> <li>• Head teacher and teaching staff The buy-in from PE teachers is often high, however, other teaching backgrounds may have input to and expectations for the playground.</li> </ul>		
<ul style="list-style-type: none"> <li>• Facility managers or janitors These groups can help with the practical planning and technicalities, and they are crucial in the implementation phase.</li> </ul>		
<ul style="list-style-type: none"> <li>• Therapeutic staff (if present) Staff such as occupational therapists, psychologists etc. can be essential for input regarding play equipment selection.</li> </ul>		
<ul style="list-style-type: none"> <li>• Neighbours in your community Neighbours can be helpful allies, and they can be harmful opponents. Communicating to them about your project may aid in keeping them on the helpful side of events.</li> </ul>		
<ul style="list-style-type: none"> <li>• The city park department in your community (if relevant) The park department can be an important partner, both for maintenance and for space-making in communities where space is limited. Many schools collaborate with their park departments when play space in the surrounding area is scarce. When these forces are joined, they can ensure space-making as well as budgets and resources for maintenance. Park departments may also be able to assist with landscape architecture expertise for the playground.</li> </ul>		
<b>2. Consider appointing a project coordinator or a coordinating group to ensure follow-up and activation of decisions</b>		
<b>3. Consider budget funding implications</b>		
Ensure budgets for compliance with safety regulations. This implies a budget for annual inspection and maintenance, both of equipment, planting and safety surfacing.		
<b>4. Consider funding opportunities</b>		
Certain playground agendas, such as environmental awareness, inclusion, physical activity or STEM, regularly get funding from public or private funds. Assign a group to investigate the opportunities. Private funding is also an option. Please feel free to reach out to your local KOMPAN sales office; they have knowledge of the options available in your region.		
<b>5. Consider users with disabilities</b>		
Plan for and with pupils and teachers with disabilities. Neurodiverse pupils as well as pupils with mobility, vision and hearing disabilities can be accommodated for with universal design (see Part 2 of this checklist)		

## PART 2

### Considerations for planning your outdoor space

This checklist helps ensure that essential school outdoor planning principles are adhered to.

Yes No

Space planning for the optimal school play environment		
<b>1. Consider your outdoor space constraints and possibilities</b>		
Explore opportunities to create more play space by reorganising parking or allowing access to neighbouring green spaces or facilities.		
<b>2. Consider zoning the playground to tackle territoriality and to avoid conflicting activities</b>		
Place activities so that they do not disturb teaching. Have quieter play activities closer to school buildings and noisier activities further away from school buildings.		

<b>3. Plan the grounds to support the target of your playground, e.g.:</b>		
• Active and physical play – offer active play equipment and spacious areas for running, go-karts and ball games		
• Social-emotional well-being offers quiet and active break spaces and activities that accommodate individual, small-group and large-group play		
• Creativity and learning – consider space for tinkering and STEM projects and provide opportunities for make-believe and exploratory play (dens, playhouses, sand tables and water play options)		

<b>4. Use natural elements to create sensory well-being</b>		
• Plants and trees – use scented plants in planters and flower beds, and trees to provide shading		
• Loose natural material – offer loose materials like sand or gravel and leave cones, leaves etc. in tinkering or STEM play areas, for play		

<b>5. Facilitate accessibility and inclusion of pupils and teachers with mobility, sensory or other disabilities*</b>		
• Make sure that paths and safety surfacing is accessible for users with mobility disabilities, e.g. in wheelchairs		
• Provide quiet corners with seating and tables, or possibly hammocks		
• Provide individual as well as small-group sensory activity near play areas, such as play panels		

\* See Play for All (2024) KPI

## PART 3A

### Choosing the relevant play activities for the youngest pupils (4-8 years)

For the youngest pupils, varied active play equipment is important, and so is making space for make-believe and construction play.

Yes No

<b>1. Check for age-appropriate and high-retention play equipment:</b>		
• Are there enough active play pieces that respond to pupils' movements? (e.g. swings, carousels, seesaws)		
• Does equipment invite make-believe and role-play? This could be play houses, play panels, themed play towers and structures.		
• Are there deep-play opportunities, such as sand play areas, water funnels, sand tables etc.?		

<b>2. Plan for individual, small-group and large-group play, emphasising the first two</b>		
Observations show that pupils primarily play in groups of 2-4. Choose play activities that accommodate for that behaviour, such as small nets, big seesaws etc. For individual play, play panels and individual spinners or swings are popular.		

<b>3. Plan for active play variation that supports pupils' motor skills (e.g. balance, proprioception) and physical activity (e.g. strength), such as:</b>		
• Climbing		
• Swinging		
• Bouncing		
• Rotating		

<b>4. Offer play equipment and activities that inspire explorative play and stimulate creativity and cognition, such as:</b>		
• Sand-and-water play		
• Play panels with moving parts		
• Natural loose-parts play		

<b>5. Offer "layered" play equipment that presents graduated challenges which pupils need to "rehearse" to master.</b>		
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Scan QR code to learn more about greener school playgrounds



Scan to learn more

## PART 3B

### Choosing the relevant play activities for the older pupils (8-13 years)

For the older pupils, thrilling active play is essential, and so are spaces to chill and talk.

Yes No

<b>1. Plan age-relevant thrilling play with novel movements</b>		
• Height – such as high climbing nets, towers, swings or pole vault activities		
• Speed – such as spinning equipment, carousels, tall slides		
• Opportunities to hide – such as shelters, play houses, shrubs		
• Opportunities to chase, compete – open space, running paths. Consider a play timer to measure results and avoid conflicts		
• Possibly offer tool-mastering activities, such as tinkering or building projects (saws, hammers etc.)		
<b>2. Ensure active activities that appeal to girls, too</b>		
• Climbing, spinning and perching opportunities		
• Ball game pitches		
• Chill spaces		
<b>3. Remember to plan for small-group, large-group and individual play activities and corners</b>		
• Have meeting points, both traditional and, e.g., bouncing breaks		
• Offer big play nets or play structures		
• Offer active play in pairs, such as Spinner Bowls or Spicas placed in pairs		
<b>3. Ensure enough meeting and perching points near popular activities such as ball game pitches</b>		
<b>4. Plan for at least five different play offerings to ensure a variety that appeal to most, for instance:</b>		
• Climbing		
• Spinning		
• Balancing		
• Swinging		
• Tall slides		
• Ball games		
<b>5. Have a variety of “cool” physical activity offerings, apart from play</b>		
• MUGAs, such as panna		
• Trim trail elements		
• Bouldering equipment		
• Fitness or strength equipment for schools		



# Inspirational school solutions



Let's swing



A variety of play in compact spaces

# Top marks in school playground equipment

The Northland playground series is the newest addition to our portfolio of school-friendly play solutions, crafted to spark curiosity, movement and joyful discovery in every breaktime. Designed for school-agers and preschoolers alike, Northland transforms any outdoor space into a bustling hub of adventurous play.

From the first bell to the last, Northland structures draw children in. With its rich blend of climbing, balancing, sliding and imaginative play opportunities, it instantly becomes the most popular breaktime destination.



Minor regional deviations can occur due to differences in safety standards.



- 1** Swing  
KSW904
- 2** Four Tower with Waggle Bridge  
KPW400601
- 3** Single Cableway, Sloping Ground  
KCW80101
- 4** Two Tower with Tall Multideck  
KPW201701
- 5** Grasshopper Seesaw, 4 Seats  
KPW10301
- 6** Playhouse with Saddle Roof  
KPW40201
- 7** Grasshopper Springer  
KPW10101
- 8** 3 x Balance Beam  
KPL819

Some products are configured.



See more solutions on [kompan.com](https://www.kompan.com)

# Where little learners grow together

This school playground solution is created especially for younger pupils who are just beginning to navigate the world of play, social interaction and early friendships. Thoughtfully designed for preschool and early primary years, this solution shapes your school's outdoor space into a warm, welcoming environment

where pupils connect, collaborate and create memories together. At this age, play is more than movement. It's the foundation of social learning, "let's play together!" moments, and thriving days at school.



Minor regional deviations can occur due to differences in safety standards.



**1** Double Mega Deck  
PCM200432

**3** Steel Swing, 100cm Shell Seat  
KSW92009

**5** Inclusive Multi Seesaw  
PCM162

**2** Mini Spacenet  
CRP300501

**4** Tipi Carousel with Top Brace  
ELE400065

Some products are configured.



See more solutions on [kompan.com](https://www.kompan.com)

Reliable, long-lasting performance

# Big on play small on upkeep

Transform your school's breaktimes with a playground solution that children naturally gravitate towards. Day after day. Break after break. Designed to spark imagination, active play and social interaction, this solution becomes the school's heartbeat from the moment the bell rings.

Built from premium, weather-resistant materials, it's engineered to be as close to maintenance-free as possible. No constant repairs. No hidden upkeep costs. Just reliable, long-lasting performance that keeps pupils engaged and staff worry-free.



Minor regional deviations can occur due to differences in safety standards.



**1** Explorer Dome  
CRP812501

**3** WeHopper  
PCM159

**5** CocoWave Swing  
M98701

**2** Supernova  
GXY916

**4** 2 x Spinner Bowl  
ELE400024

**6** Steel Swing, 100cm Rope Seat  
KSW92008

Some products are configured.



See more solutions on [kompan.com](https://www.kompan.com)

# A breaktime tempo zone

This school playground solution is a high-tempo zone: the place pupils flock to when the bell rings. From sprint-friendly circuits to climb-dash-slide loops, it's engineered to keep bodies busy and brains buzzing with endorphins, helping reduce playground restlessness and promoting focus afterwards. It's a purpose-built playground solution for schools

that need to channel high energy into positive play. Designed for the older pupils, this series of playground equipment creates fast-flow routes that get children moving, sweating, laughing and returning to class calmer and ready to learn.



Minor regional deviations can occur due to differences in safety standards.



**1** Mountain Trail  
CRP250801

**3** Bloqx 3  
BLX4103

**5** Surprise Basket  
FRE3024

**2** Adara II  
GXY950

**4** Panna, Low  
FRE601201

**6** Circus Trio  
TPP29203

Some products are configured.



See more solutions on [kompan.com](https://www.kompan.com)



# Product recommendations for schools

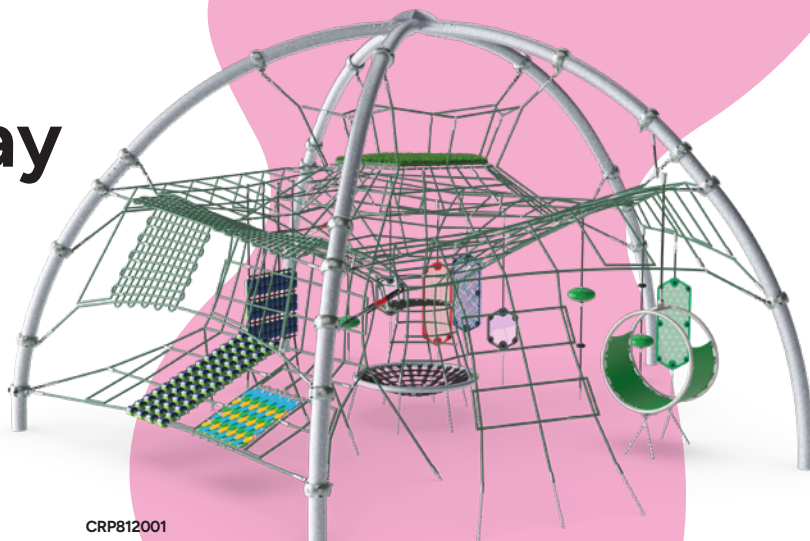


Let's  
Rock

## Play for large groups

# Large group play

In schools, large group play works best when the equipment allows many pupils to join at once. It reduces wait time and keeps the whole class active during short breaks.



**CRP812001**  
Sensory Dome  
5-12 years / 60 users



**PCM212621**  
Cliff Rider  
6-15 years / 11 users



**NRO53601**  
Pirate Ship, Small  
4-10 years / 26 users



**NRO836**  
Jungle Dome  
6-12 years / 50 users



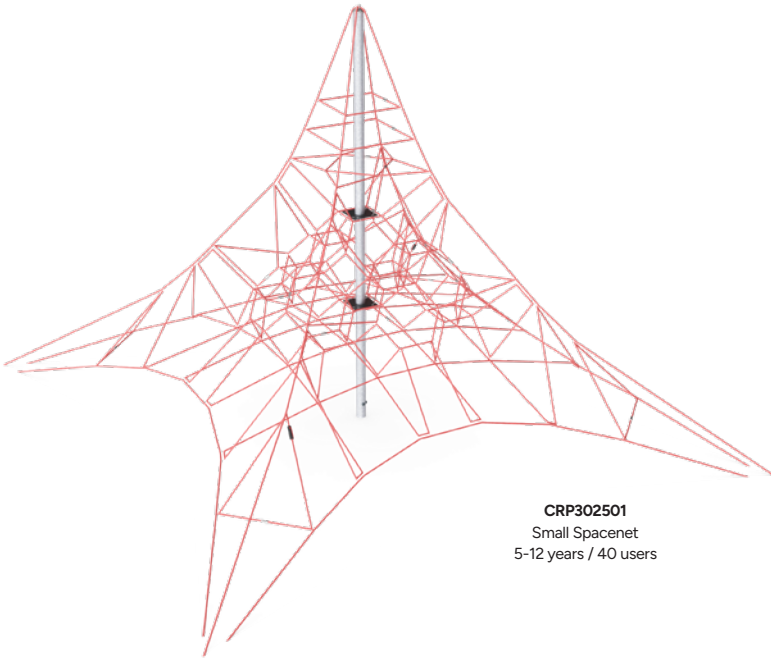
**PCM410121**  
Four Tower with Roofs  
4-12 years / 31 users



**PCM114121**  
Tower with Track Ride  
6-12 years / 13 users



# Let's meet



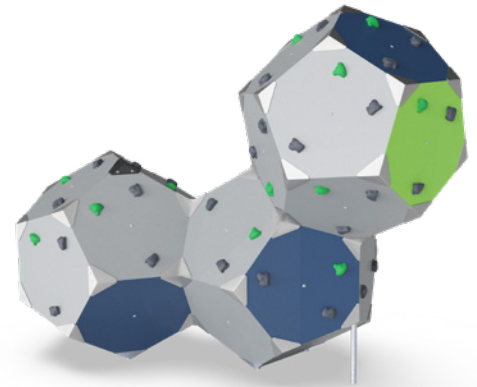
**CRP302501**  
Small Spacenet  
5-12 years / 40 users



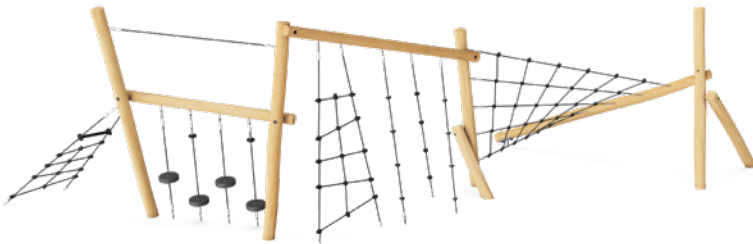
**KPL1025**  
High Multideck Tower  
4-12 years / 17 users



**PCW114121**  
Play Tower with Track Ride (FSC®)  
6-12 years / 13 users



**BLX4103**  
BLOQX 3  
8-15 years / 16 users



**NRO854**  
Agility Trail 9  
6-12 years / 12 users

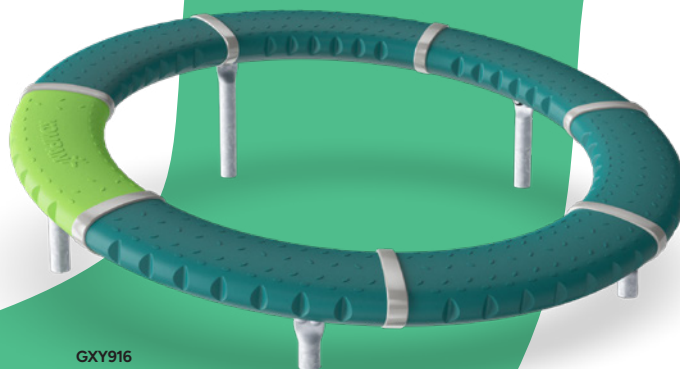


**KPW201701**  
Two Tower with Tall Multideck  
4-12 years / 24 users

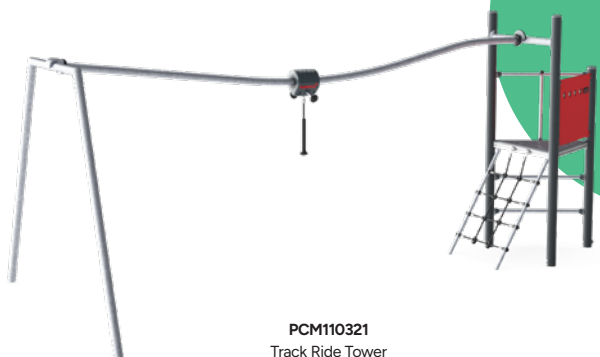
Play for individuals and small groups

# Individual and small group play

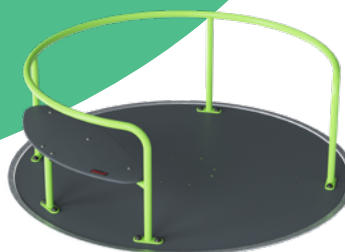
Many pupils need moments away from the crowd. Small freestanding playground equipment such as swings or play panels give them a reset before returning to class ready to learn.



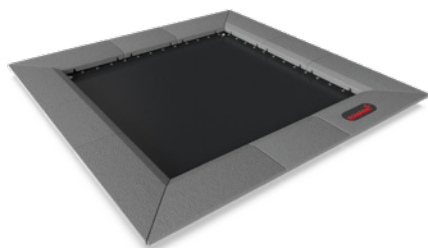
**GXY916**  
Supernova  
6-15 years / 8 users



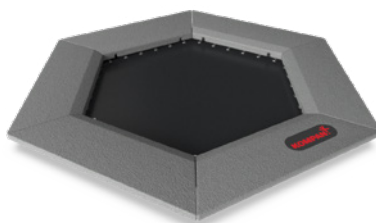
**PCM110321**  
Track Ride Tower  
6-12 years / 4 users



**PCM157**  
Universal Carousel  
2-8 years / 8 users



**JUM104**  
Membrane Jumper Square, 150x150cm  
4-15 years / 1 users



**JUM103**  
Membrane Jumper Six-sided, 108x108x108cm  
4-15 years / 1 users



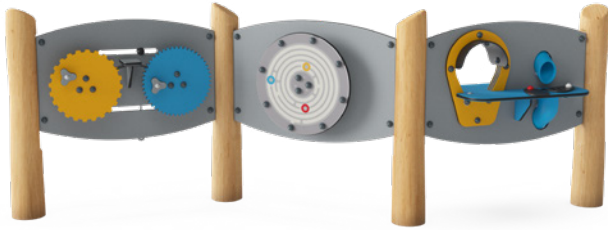
**M98701**  
CocoWave Swing  
4-12 years / 4 users



**M98002**  
Dino Swing  
6-15 years / 6 users



**KSW90045**  
Combi Swing H:2.5m, 100cm Seat  
2-15 years / 8 users



**NRO620 - CONFIGURED**  
Play Panel High 3 - Learning  
2-12 years / 10 users



**PCM003921 - CONFIGURED**  
Play Panel High 3 - Learning  
2-12 years / 10 users



**KPW40201**  
Playhouse with Saddle Roof  
1-6 years / 8 users



**NRO571**  
Sand Desk with Sand Hoist  
2-8 years / 8 users



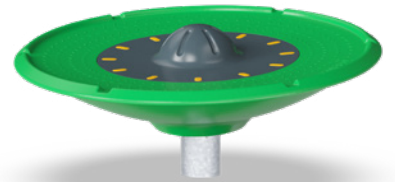
**PCM159**  
WeHopper  
6-15 years / 2 users



**ELE400024**  
Spinner Bowl  
4-15 years / 1 users



**ELE400065**  
Tipi Carousel with Top Brace  
4-15 years / 8 users

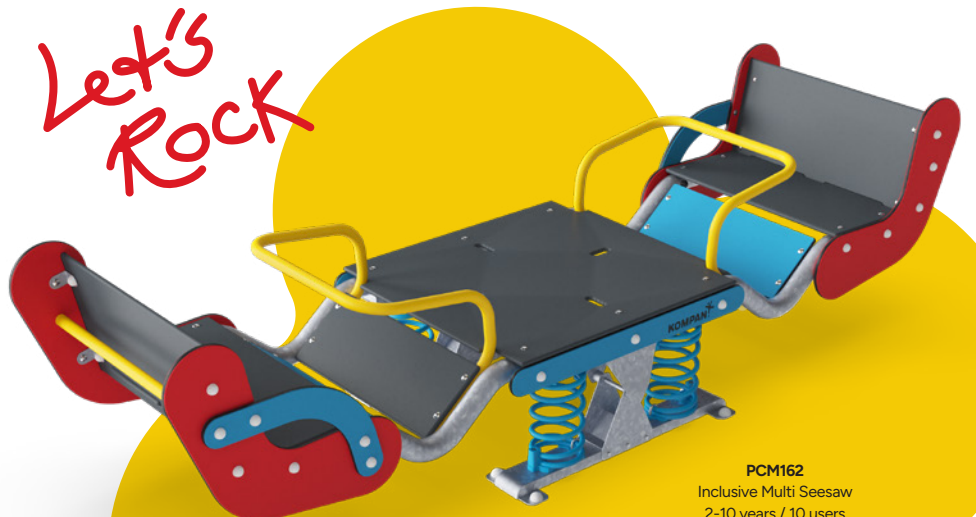


**GXY959**  
Spinner Disc  
6-12 years / 7 users

Let's  
Rock



**KPW10101**  
Grasshopper Springer  
3-8 years / 1 users



**PCM162**  
Inclusive Multi Seesaw  
2-10 years / 10 users

For sport and ball games

*Let's play ball*

# Activities and ball games

Schools rely on active zones to burn energy quickly between lessons. Activities and ball games do this well and give pupils a simple, shared set of rules.



**FPW208**  
Pull Up Station  
8-15 years / 2 users



**FRE3024**  
Surprise Basket



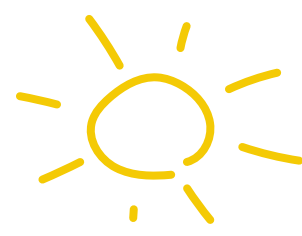
**FRE601201**  
Panna, Low



**FRE600101**  
MUGA, 12x24m, Steel



Quiet corners



# Quiet corners with seating, tables and hammocks

Schools benefit from having authentic low-stimulus areas with benches, tables or hammocks. These spots help pupils regulate themselves, so they return to class calm, not overwhelmed.



TPP29500  
LOOP Circle

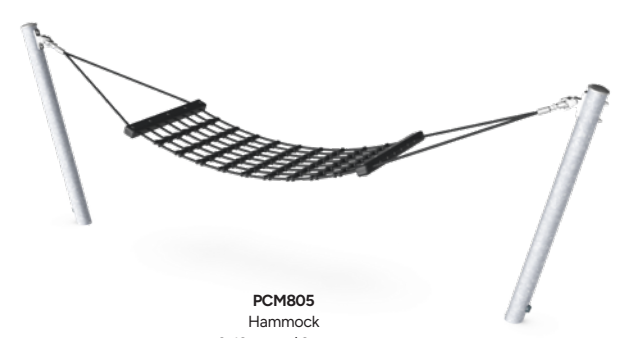


TPP29203  
Circus Trio

*Let's meet*



TPP29510  
LOOP Arc



PCM805  
Hammock  
3-12 years / 2 users



# Global school playground case studies



Let's Play



# Center for Creative Education

The Center for Creative Education (CCE) is a nonprofit learning facility that supports underserved children in Palm Beach County and bolsters the role of the arts in its classroom curriculum. When the CCE was looking to transform an empty field behind the Foundations School, the programme's K-5 school, they wanted to create an educational outdoor environment that mirrored the emphasis on creative learning found inside its classrooms.

After visiting local KOMPAN playgrounds around South Florida, CCE administrators decided a variety of play activities and challenges, plus equipment that encouraged social connection, would be ideal for their school. The Giant Dome was instantly identified as a natural fit for its high user capacity and gradual rope climbing opportunities, perfect for the wide ages attending the K-5th Grade school. Basket swing seats, a seesaw, Spinner Bowls and a Rocket Roller can be enjoyed by pupils individually or with

classmates, and a multi-use sports area offers ball play and free space to run around. With countless physical challenges and many ways to learn key social-emotional skills like empathy, cooperation and self-confidence, a well-rounded curriculum is waiting for pupils out on the CCE playground!



Learn and watch more about  
The CCE School case here





“With this playground project, we committed to the idea that healthy minds and healthy bodies have to come together, and we’ve seen that come to life since we’ve opened the playground. We’re seeing more cooperation, more collaboration and greater self-esteem in and out of the classroom.”

Robert L. Hamon - President & CEO,  
Center for Creative Education



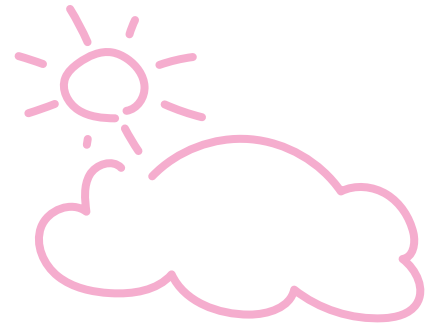
The Cliff Rider Extreme captivates its older pupils into conquering the physical challenge of swinging to the other side



“There is no doubt that if the children have a motivating playground to play on during recess, they are happier. And happy children learn more easily.”

Lars Bendix, former principal,  
Sct. Albani School, Denmark.





# Sct. Albani School

At Sct. Albani School in Denmark, the playground is used all year round – even when the Danish weather is at its most unpredictable.

This meant the school needed durable, high-quality equipment that could motivate children of all ages to get outside, move and play, regardless of the season.

With 220 pupils and 50 preschoolers, the school required a solution that catered to two distinct age groups. The playground was therefore designed with a dedicated preschool area and a school area, each equipped with products chosen to match the children's needs, abilities and play preferences.

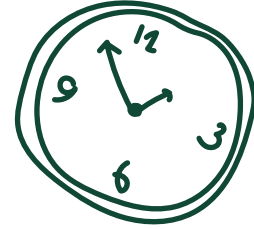
Since the new playground was installed, both the school and the preschool have seen an increase in children choosing to play there. In the preschool area, the playground has become a space where children not only play but also practise essential skills such as turn-taking, collaboration and motor skills development.

For older pupils, the new equipment has sparked renewed motivation to be active outdoors.



Learn and watch more about the Sct. Albani School case here





# Capergnanica Nursery School

Opened in 2024, the Capergnanica Nursery School is a public early childhood education facility serving children aged 0-6. It was designed to create educational continuity between school and the local community, supporting children's development from their very first years.

The goal was to create an open educational ecosystem where play, learning and social interaction naturally coexist, and where access is guaranteed to all children regardless of their economic or social background.

Within the large public garden in front of the nursery, "The Pirates' Bay" was created: an inclusive, adventure-themed playground that acts as a natural extension of the school's learning spaces. From the outset, the client's brief was clear: with a defined budget and area, the municipality wanted a high-quality play

space for children combined with a dedicated area where parents could meet and work out while they wait for their children.

The new building, entirely constructed in wood, was conceived as an integrated and early-years hub where architecture, nature and pedagogy work together to provide a welcoming, safe and stimulating environment.



Learn and watch more about the Lombardia Capergnanica School case here



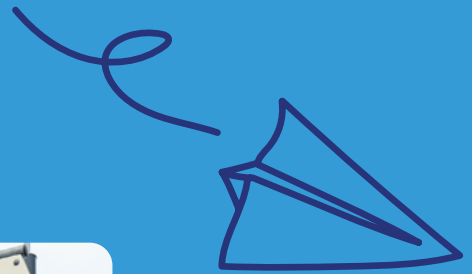
**TIP:**

Explore opportunities to create more space by reorganising parking spaces or neighbouring green areas, e.g. to create an intergenerational community hub with fitness zones for adults.





The Pirates' Bay-themed playground is an inclusive, adventure-themed play area that serves as an organic extension of the school's learning spaces, where symbolic play equipment, such as the pirate ship, encourages cooperation, role-play and social skills.



“The children are much more focused when they return to the classroom because they’ve had lots of opportunity to engage in creativity, curious play and lots of physical movement during their break times.”

Teacher Jordanhill Primary School



# Jordanhill Primary School

Jordanhill School wanted a playground that genuinely reflected the needs and preferences of its pupils from Primary 1 to Primary 7. To shape the brief, the school invited pupils to take an active role by researching playground companies and exploring local play areas to identify which features they enjoyed most.

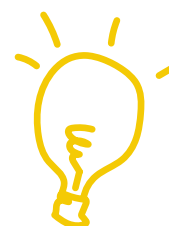
The pupils' research led them to KOMPAN, where they were particularly drawn to the more sustainable play solutions and visually engaging, imaginative equipment. The children selected two overarching themes: pirate and castle. They requested that both new playgrounds include a Supernova, having found it to be one of the most exciting pieces of equipment during their research. They also expressed the need for equipment with high play capacity, ensuring the space could accommodate large numbers of pupils during busy break and lunchtimes.

Jordanhill's Playground Ambassador team played a key role in selecting equipment they felt would appeal to children of all ages. As a state-funded school, they also had to consider long-term value, focusing on equipment with strong durability, low maintenance demands and minimal risk of damage.

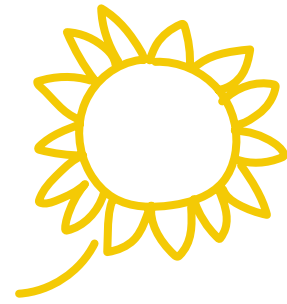
Working with the children, they reviewed their wish list to ensure the final selection offered the best balance of play value, longevity and cost efficiency.



Learn and watch more about the Jordanhill Primary School case here



**TIP:**  
The school did a lot of fundraising for this project. The children who chose the playground equipment then drove fundraising activities like hot chocolate stands, fun runs, bake sales and a sponsored bike ride to a famous landmark in Scotland, the Kelpies. This gave the children a sense of ownership over the project, fostering pride in their new playground.



# The Rudolf Steiner School

The Rudolf Steiner School in Norrköping envisioned a new school playground that would motivate pupils of all ages to be more active. However, the school lacked the necessary funds to bring this vision to life, a vision shared by pupils, teachers and the headteacher.

As a result, they applied for support from the Let's Pep Fund, launched by KOMPAN Sweden to support projects that encourage increased physical activity. The project was awarded SEK 175,000 in funding, enabling the school to exceed its original ambitions. Today, the obstacle courses, outdoor gym, basketball court and friendship swings are alive with activity – during breaks, PE lessons and after school. Teachers

also report significantly fewer conflicts and improved classroom focus.

It was important for the Rudolf Steiner School to offer all its pupils, from reception class to Year 9, more opportunities for movement and activity in the school grounds.



Learn and watch more about the Rudolf Steiner School case here



The school also wanted a solution that blended naturally into the surrounding landscape. For this reason, they chose to build an outdoor gym for the older pupils, as well as swings and a 30-metre motor skills trail for the younger ones – all made from durable Robinia wood.



“The Let’s Pep Fund gave us the opportunity to realise what we consider one of Sweden’s most beautiful school playgrounds: an environment that invites play, activity, and recreation.”

David Bergström – Headteacher,  
The Rudolf Steiner School, Norrköping



# Let's create your school environment together

A trusted end-to-end partnership for thriving school playgrounds



Learn more about our approach to greener playgrounds here

## 1 School inspiration & planning

### Local insight from day one

Your school playground project starts with local KOMPAN sales and project teams who understand regional standards, regulations and market dynamics. We guide you on layouts, surfacing and safe design principles, ensuring everything is right from the start and that your investment delivers maximum value for your school.



## 2 School playground design

### Co-design that's unique, safe and meaningful

Choose from our KOMPAN Collection or co-create a signature destination with our in-house Landscape Architects and the KOMPAN Design Studio. Every design is informed by insights from the KOMPAN Play and Fitness Institutes, ensuring that play or exercise areas provide proven developmental and health benefits. From sketches to 3D visuals, we help you create something truly unique, and every solution is engineered to be safe, durable and certifiable.



## Book a free discovery meeting



Scan and book now

A - - - - Z

### 3 School playground Installation

#### One accountable partner

We work the way you prefer: full turnkey (civil works, surfacing, equipment and installation under KOMPAN project management) or equipment-only, collaborating seamlessly with your contractors. Our experienced teams and approved partners ensure your school playground is delivered on time, on spec and ready for play, using the best quality materials for long life and low maintenance.



### 4 Maintenance & service

#### Lifetime care sustains your school playground

Since 1970, KOMPAN has built for durability and backed it with local service teams and partners, fast spare-parts availability and clear maintenance programmes. We also lead the way in reducing our carbon footprint, replacing virgin materials with high-quality recycled alternatives wherever possible. Without compromising strength or safety. Our support helps extend the life of your playground or fitness site, keeping it safe and attractive for years to come.

# Fun and safe school playground surfacing

For schools with high daily foot traffic and durability as a priority, choosing the right surface can make all the difference.

Creating a safe and inspiring outdoor environment is a top priority for every school. Selecting the right playground surfacing plays a crucial role in protecting pupils, supporting active play, and ensuring your outdoor areas meet all safety standards. It's just as important as choosing the right equipment or designing the layout of your playground.

Playground surfacing acts as a protective layer that helps absorb impact from falls, reducing the risk of serious injuries and giving children the freedom to explore, climb and play with confidence.

Playground safety surfacing is part of stringent commercial safety regulations and standards, guaranteeing a secure and enjoyable play experience for all. Sand, engineered wood fibre and rubber playground surfacing such as Flexotop™ Eco are all functional surfacing options.



## Sand

Sand is a traditional playground surface that offers good impact absorption and is enjoyable for digging and building. However, regular maintenance is required to prevent compaction and contamination.



## Engineered wood fibre

EWF is made from shredded wood fibres and is designed to provide impact absorption while maintaining accessibility compliance. It's natural-looking and is often used in playgrounds with a more rustic aesthetic.



## Rubber playground surfacing (Flexotop™ Eco)

Made from recycled rubber, Flexotop™ Eco provides excellent impact absorption and is highly durable. It's available in various colours and textures, making it a versatile playground option. Flexotop™ Eco is made from recycled sneakergrind.



Surfacing can be used as a significant design feature to enhance the overall story and design of the playground.



# Ready to bring your school's play vision to life?

## We are here to help

Designing a school playground is more than choosing equipment, it's about creating an environment where pupils can thrive, learn and grow every single day. At KOMPAN, our school-focused playground experts are ready to support you at every step of the journey.

Whether you're upgrading an existing space or planning something completely new, we make the process simple, inspiring, and achievable. From safety guidance and space optimisation to inclusive play

design and budget planning, our specialists are on hand to turn your goals into a well-designed, future-proof play environment tailored to your school.

Get in touch and let's make those moments between lessons matter.



## Convention on the Rights of the Child

It is a child's right to attend school and learn. The Convention of the Rights of the Child states that children have a right to education and free primary education, to develop their 'personality, talents and mental and physical abilities to their fullest potential.'

Schools additionally should take all appropriate measures to ensure that school discipline is administered in a manner consistent with the child's human dignity.

Articles 28 and 29 focus on a child's right to an education and on the quality and content of education. Article 28 says that 'State Parties recognise the right of children to education' and "should take all appropriate measures to ensure that school discipline is administered in a manner consistent with the child's human dignity.' Article 29 focuses on the aims of education and says that governments agree that 'the education of the child shall be directed to:

- The development of the child's personality, talents, and mental and physical abilities to their fullest potential.
- The development of respect for human rights and fundamental freedoms and the principles enshrined in the Charter of the United Nations.
- The development of respect for the child's parents, his or her own cultural identity, language, and values, for the national values of the country in which the child is living, the country from which he or she may originate and for civilisations different from his or her own.
- The preparation of the child for a responsible life in a free society in the spirit of understanding, peace, tolerance, equality of sexes and friendship among all peoples, ethnic, national, and religious groups, and persons of indigenous origin.
- The development of respect for the natural environment
- Strictly regulated in some countries as to how many m<sup>2</sup> pupils are entitled to, to thrive, in classrooms as well as outdoors at school.

**We are here to help.  
Book a free meeting**



Scan and  
book now





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